



Board of Directors' Regular Meeting

August 28, 2024

6:30 PM, 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
 - July 11, 2024 work session
 - July 17, 2024 special meeting/budget hearing
 - July 17, 2024 regular meeting
 - August 1, 2024 work session
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 must be submitted following the process outlined in district Policy 4220 Complaints Concerning Staff or Programs or other pertinent grievance procedures.
7. School Community Presentations
 - A. Student ASB Director – Keona Ross
 - B. Student learning educators – Professional Learning Communities (PLCs) conference - Administrators
 - C. Principal reports, including summer school and written curriculum progress updates (blue)
 - D. Assistant principal student management and discipline overviews
 - E. Student Support Services report (pink)
 - F. Special Education report including addition to student handbooks (yellow)
 - G. Business Manager – Mara Schneider
 - ✓ Financial report
 - ✓ Enrollment
8. Consent agenda
 - A. Approve financial reports
 - B. Approve general fund voucher numbers 125136-125150 for a total of \$68,149.89; voucher numbers 125151-125184 for a total of \$82,266.32; voucher numbers 125228-125254 for a total of \$47,193.69; voucher numbers 125262-125276 for a total of \$190,025.11; and voucher numbers 125277-125303 for a total of \$120,037.20
 - C. Approve capital projects fund voucher numbers 125185-125189 for a total of \$23,211.79; voucher numbers 125255-125259 for a total of \$80,967.70; and voucher numbers 125304-125313 for a total of \$48,441.14
 - D. Approve ASB voucher numbers 125190-125195 for a total of \$4,222.40; voucher numbers 125260-125261 for a total of \$942.54; and voucher number 125314 for \$400.00

E. Approve payroll in the amount of \$947,590.48

F. Personnel:

1. Approval to hire Ariann VanBockern as Jenkins Jr/Sr High School CTE Agriculture teacher
2. Approval to hire Bruce Fields as a Jenkins Jr/Sr High School science teacher
3. Approve out of endorsement special education teaching assignment for Gess Elementary teacher Sheri McDonald
4. Approve out of endorsement teaching assignment for Jenkins teacher Bruce Fields for Human Anatomy, state course code 03054; Health, state course code 08051; and Environmental Science, state course code 03003
5. Approve out of endorsement teaching assignment for Jenkins teacher Chelsi Boswell for Journalism, state course code 11102
6. Approve out of endorsement teaching assignment for Jenkins teacher Mikhaila Schulz for Yearbook, state course code 11153
7. Approve out of endorsement teaching assignment for Jenkins teacher Jacob Lee for junior high elective Intro to Spanish, state course code 24061
8. Approve out of endorsement special education teaching assignment for Gess Elementary teacher Micah Holmes
9. Approve CTE conditional certificate for Bruce Fields for Health Science Capstone, state vocational course code V261202
10. Approve CTE conditional certificate for Jerome Shoemaker for Agriculture Mechanics, state vocational course code V010201; Construction Trades, state vocational course code V460200; Manufacturing Technology, state vocational course code V150100; and Precision Metal Worker, state vocational course code V480500
11. Approve resignation of Hailey Lentz as a paraeducator
12. Approval to post for a paraeducator
13. Approval to hire Blake Foster as a paraeducator
14. Approval to hire Tasha Holman as a paraeducator
15. Approve resignation of Holly Christy as a bus driver
16. Approval to post for a bus driver
17. Approve resignation of Zackary Schneider as Gess Elementary PE teacher
18. Approval to post for a Gess Elementary PE teacher
19. Approval to hire Avery Wadkins as Gess Elementary PE teacher
20. Approval to transfer of Dylan Jumalon from high school football assistant coach to junior high football assistant coach
21. Approval to post for a high school football assistant coach
22. Approval to hire Wade Baker as a high school football assistant coach
23. Approval to hire Brooklyn Gotham as high school volleyball c-squad coach
24. Approval to hire Alyssa Oswald as a paraeducator
25. Approve Administrative Secretary salary schedule (tan)
26. Approve Business Manager salary schedule (tan)
27. Approve District Office Support Specialist salary schedule (tan)
28. Approve Maintenance Supervisor salary schedule (tan)
29. Approve Payroll Manager salary schedule (tan)
30. Approve Technology Director salary schedule (tan)
31. Approve Transportation Supervisor salary schedule (tan)

9. Superintendent Report

A. Professional Learning Communities (PLC)

B. District Strategic Plan update and improvement plan details

10. Old Business

A. Communication review

*Chewelah School District #36 Board of Directors' Regular Meeting,
August 28, 2024, 6:30 PM – District Office and virtually via Zoom*

11. New Business
 - A. Approve the purchase of a C-CE electric school bus from RWC Group for \$397,032.00 less utilization of \$350,000.00 EPA electric bus grant discount for a total price of \$2,032.00 (gray)
 - B. Approve Resolution 2023/2024-11 Authorizing the Utilization of T&M Restoration for Emergency Services (cherry)
 - C. Approve payment of 2024-25 United Schools Insurance Program premium in the amount of \$273,100.39 (green)
 - D. Approve Gess Elementary staff handbook (gray)
 - E. Approve Jenkins Jr/Sr High staff handbook (buff)
 - F. Approve Quartzite Learning/Open Doors staff handbook (blue)
 - G. Approve Gess Elementary School Improvement Plan (tan)
 - H. Approve Jenkins Jr/Sr High School Improvement Plan (salmon)
 - I. Approve Quartzite Learning school improvement plan (gray)
 - J. Approve Open Doors School Improvement Plan (cherry)
 - K. Review draft Strategic Plan Review/District Improvement Plan (lavender)
 - L. Review draft Professional Development plan (pink)
 - M. Review draft District Comprehensive School Safety & Emergency Operations Plan and Procedures (yellow)
 - N. Review draft District ELA Curriculum plan (tan)
12. Board Reports
 - A. Director Donna Eastabrooks
 - B. Director Dan Krouse
 - C. Director Theolene Bakken
 - D. Chairperson Judy Bean
13. Future Meeting Agenda Topics
14. Next meeting: September 5, 2024, Work Session, 6:30 PM, District Office
15. Potential executive session
16. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/84800471472> verify prior to posting

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

CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS
WORK SESSION
District Office, 210 N. Park St.
July 11, 2024

Chairperson Judy Bean called the work session to order at 6:30 PM. Directors Theolene Bakken and Donna Eastabrooks were present. Director Dan Krouse was excused. Director Position 2 is vacant. Superintendent Jason Perrins joined the meeting virtually via Zoom. Two audience members attended. Following the flag salute, the first item of business was:

Director Bakken moved to approve the agenda. MC

Superintendent Perrins reported on the following:

- Currently on vacation
- Update on recent Quartzite Learning flooding
- Jenkins teacher interviews will be next week
- Board annual self-evaluation is required by August 1. The CMSi audit will be used to assess the Board's work.
- Next newsletter, which is the District's annual report, will be published at the end of July
- Not yet reaching student learning goal according to assessment results and will continue to invest in professional learning for teachers to increase student learning
- Insurance is billing Quail Hollow for the damage to Jenkins Jr/Sr High School caused by one of their residents. Our counsel feels there is no legal action the District can take unless Quail Hollow is deemed responsible for their residents' behaviors. Chairperson Bean stressed the need to continue to pursue this concern. Superintendent Perrins will continue to research the issue.

The Board continued their discussion of their plan to regularly publish a communique to educate and inform the community. They reviewed the draft first edition created by Director Bakken. The communique explained the purpose of the communiques and the new listening post option for communicating with the Board. Director Bakken will revise the draft with the Board's recommended edits. The Board also reviewed the draft communique second edition regarding reading proficiency that was created by Chairperson Bean. Based upon the Board's feedback, she will organize the information into a few separate drafts. The Board will continue to review the revised drafts. The Board then brainstormed possible topics for future editions.

Next meetings are the July 18, 2024, Special Meeting/Budget Hearing at 6:00 PM and the Regular Meeting at 6:30 PM at the District Office.

The Board will complete their annual self-evaluation during the August 1 work session.

With there being no other business, the meeting was adjourned at 7:57 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS
SPECIAL MEETING
District Office, 210 N. Park St. and virtually via Zoom
July 17, 2024
Budget Hearing

Chairperson Judy Bean called the special meeting/budget hearing to order at 6:00 PM. Directors Theolene Bakken and Donna Eastabrooks were present. Director Dan Krouse was excused. Superintendent Jason Perrins, Business Manager Mara Schneider, and Administrator Erin Dell were in attendance. One audience member attended in person, and none attended virtually. Following the flag salute, the first order of business was:

Director Bakken moved to approve the agenda as written. MC

Capital Projects Fund Budget Extension

Business Manager Schneider explained that the 2023-24 budget extension is requested due to an increase in expenditures over original appropriation.

Budget Hearing

Business Manager Schneider presented and answered questions regarding the proposed 2024-25 fiscal year and four-year budgets. She provided details for the general, capital projects, associated student body, transportation vehicle, and debt services funds.

Review of Materials, Supplies and Operating Costs (MSOC) Disclosure

Business Manager Schneider explained that the disclosure reports the amount of MSOC state funding received and spent by the District and is required as part of the budget review.

Public Comment

No public comments submitted.

With there being no other business, Chairperson Bean adjourned the special meeting at 6:32 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS' REGULAR MEETING
District Office, 210 N Park Street, and virtually via Zoom
July 17, 2024

Chairperson Judy Bean called the meeting to order at 6:32 PM. Directors Theolene Bakken and Donna Eastabrooks were present. Director Dan Krouse was excused. Director Position 2 is vacant. Superintendent Jason Perrins, Business Manager Mara Schneider, Administrator Erin Dell, and Director of Technology Nick Cook were present. One audience member attended in person, and two attended virtually. Following the flag-salute, the first item of business was:

MODIFICATIONS TO THE AGENDA: Chairperson Bean notified the Board of the addition of New Business Item F to approve payment to T&M Restoration for Quartzite Learning flooding cleanup services.

APPROVAL OF THE AGENDA

Director Bakken moved to approve the agenda as amended. MC

APPROVAL OF MINUTES

- A. Chairperson Bean requested a correction in bullet three of Superintendent Perrins' report to the dates of the Gess Elementary staff professional development from June 18 and 19 to June 17 and 18. Director Bakken moved to approve the minutes of the June 13, 2024 work session as amended. MC
- B. Director Bakken moved to approve the regular board meeting minutes of June 18, 2024. MC

PUBLIC COMMENTS

No public comments.

SCHOOL COMMUNITY PRESENTATIONS

- A. Maintenance and Facilities Supervisor Jason Tapia provided a Quartzite Learning flooding cleanup and summer projects update. He expressed appreciation for each maintenance and custodial team member and the summer workers.
- B. Director of Student Support Services Erin Dell presented the 2023-2024 assessment data report.
- C. Business Manager Mara Schneider presented the current financial and enrollment reports.

CONSENT AGENDA

Chairperson Bean submitted for approval of those expense reimbursement claims certified as required by RCW 42.24.080 that have been made available to the Board. Director Bakken moved to approve the consent agenda. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 125099-125128 for a total of \$61,979.60; and ACH for \$2,584.09
- C. Approve ASB voucher numbers 125129-125134 for a total of \$8,464.55 and ACH for \$429.89
- D. Approve payroll in the amount of \$1,014,570.63
- E. Approve milk, juice and adult meal prices for 2024-25
- F. Personnel:
 - 1. Approval to transfer Rosa Turner from paraeducator to cook
 - 2. Approval to post for a paraeducator
 - 3. Approval to transfer Krisan LeHew from paraeducator to cook
 - 4. Approval to post for a paraeducator
 - 5. Approve resignation of Aubrey Markel as a Jenkins CTE teacher
 - 6. Approval to post for a Jenkins CTE teacher
 - 7. Approval to hire Ashley Lapan as a Quartzite Learning paraeducator
 - 8. Approve resignation of Jenny Youngblood as a Jenkins science teacher
 - 9. Approval to post for a Jenkins science teacher
 - 10. Approval to hire Hailey Crise as a temporary summer custodial laborer

SUPERINTENDENT REPORT

Superintendent Perrins reported on the following:

- A. Administrators and he are developing a district math plan to address student learning by supporting, inspiring, and training teachers
- B. Annual report on use and efficacy of Policy 3205 Sexual Harassment of Students Prohibited. District is following the policy.
- C. Annual report on use and efficacy of Policy 5011 Sexual Harassment of District Staff Prohibited. District is following the policy.

OLD BUSINESS

- A. Director Eastabrooks moved to approve the fifth reading of Policy 2020 Course Design, Selection and Adoption of Instructional Materials, and Instructional Materials Committee with changes indicated. MC
- B. The Board reviewed the Gess Elementary student handbook discipline addendum. The Board requested more specific language and will review an updated version at the August 28, 2024 regular meeting.
- C. Director Bakken moved to approve the student handbook artificial intelligence (AI) addendum. MC
- D. The Board continued their review of the draft first edition of the Board of Directors Communique and the new listening post option for contacting the Board and superintendent. The Board discussed providing board meeting agenda highlights and post-meeting summaries for publication in *The Independent*. The Board continued their review of the draft second edition of the Communique.

NEW BUSINESS

- A. Director Bakken moved to approve Resolution 2023/2024-09 Capital Projects Fund Budget Extension. MC
- B. Director Bakken moved to adopt Resolution 2023/2024-10 Adoption of 2024-25 Budget. MC
- C. Director Eastabrooks moved to approve the JMT Petroleum fuel bid for 2024-25 school year. MC
- D. Director Bakken moved to approve the Terry's Dairy, Inc. milk and milk products bid for 2024-25 school year. MC
- E. Director Eastabrooks moved to approve the extracurricular contracts for 2024-25. MC
- F. Director Bakken moved to approve payment of up to \$150,000.00 to T&M Restoration for the restoration service to clean up the flood damage at Quartzite Learning. MC

BOARD REPORTS

- A. Director Eastabrooks gave no report.
- B. Director Theolene Bakken gave no report.
- C. Chairperson Bean and fellow directors discussed the focus areas for their upcoming annual self-evaluation.

FUTURE MEETING AGENDA TOPICS

- Continued review of Communique drafts
- MSOC (materials, supplies, and operating costs) information for future Communique edition

NEXT MEETING

The next meeting will be the August 1, 2024 work session at the district office at 6:30 PM.

With there being no other business, the regular meeting was adjourned at 8:12 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS
WORK SESSION
District Office, 210 N. Park St.
August 1, 2024

Chairperson Judy Bean called the work session to order at 6:31 PM. Directors Theolene Bakken and Dan Krouse were present. Director Donna Eastabrooks was excused. Director Position 2 is vacant. Superintendent Jason Perrins was present, and no audience members attended. Following the flag salute, the first item of business was:

Director Krouse requested the addition of an executive session to review the performance of a public employee. Director Bakken moved to approve the agenda as modified. MC

Superintendent Perrins reported on the following:

- Will attend the PLC (professional learning communities) conference in Spokane next week along with about 20 other staff members
- Drafting the District Professional Development plan
- Next newsletter, which includes the District Annual Report, will be published soon
- Teacher vacancies are filled, and hiring is in process for the open classified positions

As part of their annual self-evaluation, the Board evaluated their role and responsibilities related to the Curriculum Management Solutions Incorporated (CMSi) audit of 2023. In reviewing progress from the audit findings, the Board identified the following items as being completed or in final review:

- Strategic plan
- District-wide professional development plan
- District vision with goals
- Curriculum guide

They also discussed their hopes and concerns regarding the progress of the improvement of District instruction and culture.

Chairperson Bean adjourned the work session at 8:15 PM for an executive session for the purpose of reviewing the performance of a public employee in accordance with RCW 42.30.110(1)(g). The executive session is expected to end at 8:30 PM. At 8:30 PM, Chairperson Bean announced an extension of the executive session that is expected to end at 8:40. At 8:40 PM, Chairperson Bean announced an extension of the executive session that is expected to end at 9:00. The executive session ended at 9:04 PM and the work session reconvened.

Next meeting is the August 28, 2024 Regular Meeting at 6:30 PM at the District Office.

With there being no other business, the meeting was adjourned at 9:04 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

Gess Elementary School Board Report
August 20, 2024

Professional Development Updates:

Five teachers from Gess Elementary, along with myself, recently had the opportunity to attend the Solution Tree PLC training August 7-9th. Among the many valuable sessions, two of the most impactful were "Raising the Bar and Closing the Gap" and "How to Create a Highly Effective, Multitiered System of Supports." These classes will significantly inform our future practices at Gess Elementary, providing us with strategies to enhance our collaborative efforts and ensure that every student receives the support they need to succeed. We are excited to implement these insights to further improve our educational environment.

Currently, we will be in the process of implementing the strategies from the "Raising the Bar and Closing the Gap" training by Paula Maeker, and "How to Create a Highly Effective, Multitiered System of Supports" training by Mike Mattos at Gess Elementary offers significant benefits that will greatly enhance student achievement and foster a stronger learning culture. By integrating a structured RTI framework into the daily schedule, the school ensures that students who need additional support receive timely, targeted assistance without sacrificing core instructional time. This approach not only helps prevent students from falling behind but also provides a systematic way to address learning gaps as they arise. To support this ongoing work through our PLC process, I sent our master schedule to the trainer who will be providing in-service to our school district on September 23, 2024. The Response to Intervention trainer will provide feedback and give suggestions regarding the "Walk to Read" schedule and more specific Tier II and Tier III intervention supports that some of our student scholars may need.

Moreover, fostering a culture of collaborative planning among teachers is crucial. When grade-level teams work together to identify essential standards, create unit plans, and assess student progress, they can share best practices and make data-driven decisions that improve instructional quality. This collaboration ensures that interventions are effective and responsive to the diverse needs of students, leading to more consistent and positive academic outcomes.

Also, emphasizing the use of assessments as diagnostic tools rather than just for grading allows educators to pinpoint specific learning needs and tailor their instructional strategies accordingly. This precision in teaching and intervention ensures that all students receive the support they need to master essential skills. Together, these strategies create a more supportive, collaborative, and effective learning environment at Gess Elementary, where every student is given the opportunity to succeed and thrive academically.

The Gess Elementary staff would like to extend our heartfelt thanks to the Chewelah School District Board and the entire community for supporting our late start Monday initiative. This dedicated time allows us to collaborate through the Professional Learning Community (PLC) process, enhancing our ability to support student learning and ensuring that we provide the best possible educational experience for every child. Your commitment to our students' success makes a significant difference, and we are deeply grateful for this opportunity.

August 19, 2024, Gess Staff had the opportunity to attend a "Reader's and Writer's Workshop" framework training. The implementation of a "Reader's and Writer's Workshop" framework at Gess Elementary promises to significantly enhance student engagement and literacy outcomes. By integrating reading and writing within the ELA block, this approach aligns with more rigorous state standards, ensuring that students are not only exposed to all components of literacy but also experience them in a cohesive, interconnected manner. In the past, reading and writing were often taught in isolation, with separate workshops for each. However, research indicates that comprehension improves when students write about what they read, as reading and writing draw upon common knowledge and cognitive processes. By allowing students to respond to texts, summarize, and engage in extensive reading across multiple genres, this framework fosters a deeper understanding of the material while simultaneously improving writing skills.

A Reader's and Writer's Workshop model, originally developed by Carmen Farina and Lucy Calkins, provides a structured yet flexible approach that maximizes student learning. Each workshop includes a teaching point aligned with standards, a connection to focus attention, a mini-lesson for demonstration, independent practice, guided practice, and opportunities for students to share with peers. This model not only supports students in developing their reading and writing skills but also encourages them to take ownership of their learning. Through activities like book talks, literature circles, and the analysis of mentor texts, students are given the freedom to choose their reading material, engage in meaningful discussions, and emulate the craft of published authors, which in turn fosters a sense of pride and accomplishment in their work.

Physical arrangement of the classroom is also crucial to the success of this framework. Teachers at Gess Elementary will need to create environments that facilitate both collaboration and independent work. Comfortable reading spaces, an 'Author's Chair' for sharing work, and dedicated areas for small group instruction are essential. Additionally, the organization of resources, such as anchor charts and literacy notebooks, will help students make natural connections between reading and writing. These organizational structures not only support the learning process but also instill routines that help students manage their work more effectively.

Adopting the Reader's and Writer's Workshop framework will not only meet the demands of more rigorous standards but also create a more engaging, supportive, and effective learning environment. Students at Gess Elementary will benefit from a more integrated approach to literacy, where reading and writing reinforce each other, leading to stronger comprehension, improved writing skills, and a deeper love for learning.

Implementing action from our School Improvement Plan, a reading coach will be coming to Gess Elementary four times throughout the school year to facilitate the integration of the "Reader's and Writer's Workshop" framework and support staff in embedding the practice into their routines and procedures.

On August 20, 2024, all Gess Elementary School staff participated in a critical professional development session titled "Cracking the Code: Differentiated Schoolwide and Classroom Management." This session was strategically aligned with key concerns identified by the Parent Advisory Board at the end of the 2023-2024 school year. The training was designed to equip our educators with the tools necessary to address the increasingly complex behavioral challenges in our classrooms.

Key Focus Areas:

1. **Universal Management Strategies:** The session began with a strong foundation in universal management strategies that are effective for most students. These strategies provided a common framework for staff to coordinate and plan within their respective environments. Emphasis was placed on collaboration among staff members to create consistent and supportive learning environments across the school.
2. **Addressing Diverse Student Needs:** The professional development recognized the growing diversity among students, many of whom present with unique challenges due to trauma, mental health conditions, disabilities, and other factors. The session highlighted the complexity of managing such behaviors and the need for a multifaceted approach.
3. **Differentiated Behavior Management:** For students who do not respond to universal strategies, the session provided a robust toolbox of alternative strategies. These include differentiated approaches tailored to individual student needs, ensuring that every child has the opportunity to succeed in a supportive and understanding environment.

Alignment with Parent Advisory Board Recommendations:

This professional development session was specifically chosen to address concerns raised by the Parent Advisory Board at the end of the previous school year. The board emphasized the importance of equipping staff with strategies to manage diverse and challenging behaviors effectively. The session directly responded to these concerns by offering practical, research-based solutions that staff can implement immediately in their classrooms. Next Steps include the implementation of integrating these strategies into their daily practices, with ongoing support from school leadership. Follow-up sessions with additional training sessions and workshops will be scheduled throughout the school year with Flint Simenson to reinforce these strategies and address any emerging challenges. Monitoring and feedback will be provided by school administrators and the Positive Behavior Interventions and Supports (PBIS) to ensure continuous improvement.

In conclusion, this professional development session represents a significant step forward in our commitment to creating an inclusive and effective learning environment at Gess Elementary School. By addressing the specific concerns of our Parent Advisory Board and equipping our staff with the necessary tools, we are confident that we can better support our students' diverse needs and promote their overall well-being.

Gess Elementary School Discipline Plan

The Gess Elementary Discipline Plan emphasizes the importance of teaching students to manage their behavior as a crucial part of their learning and overall success in life. By implementing Positive Behavior Intervention and Support (PBIS), the staff at Gess Elementary have created a structured environment where students are taught specific behaviors that align with the school's goals. This plan focuses on positive reinforcement, with clear expectations and regular instruction to help students succeed. The consistent application of PBIS across the school fosters a safer, more supportive learning environment, ensuring that all students can thrive academically and socially.

GESS SCHOOL DISCIPLINE PLAN

Gess staff members hold a common value that children must learn to manage themselves in order to succeed in life and in their learning. We stand alongside our students as they learn lessons from natural and logical consequences, and we help them to find solutions to the problems of life that they sometimes cause themselves. Gess uses a discipline program based on Positive Behavior Intervention and Support (PBIS). Our staff has identified specific behaviors that our kids need to master to achieve our district and school goals. School rules are designed around these expectations and students are taught expected behaviors. Every teacher provides regular instruction and practice for every child to learn every needed behavior. All staff work to recognize and reinforce the success that our students demonstrate. The following 4 basic expectations govern behavior at our school:

GESS GATORS ARE

1. Safe
2. Responsible
3. Respectable
4. Kind

Gess Elementary's Approach to Discipline

PBIS: Positive Behavior Intervention Supports

School environments that are positive, preventative, predictable and effective are safer, healthier and more caring. They enhance learning and teaching outcomes and provide a continuum of behavior support for all students.

Additional benefits of PBIS include:

- Increased instructional time
- Decreased student exclusion
- Increased emotional intelligence in students who know how to regulate their own behavior
- Reduced stress for staff and students
- Reduced student aggression toward adults and others
- Energized teachers
- Cultural shift with a focus on positive feedback.

PBIS is a research-based framework for transforming school culture through a focus on positive feedback. The emphasis is placed on proactive prevention and differentiated strategies and interventions that match the unique needs of every student.

Implementation of PBIS begins with the following:

- Define common purpose and approach to discipline
- Identify a clear set of positive expectations and behaviors
- Implement procedures for teaching expected behaviors
- Differentiate supports for encouraging expected behavior
- Differentiate supports for discouraging inappropriate behavior
- Implement procedures for ongoing monitoring and evaluation for data-driven decision-making.

6 Essential Components of school-wide PBIS:

- 3-5 school rules
- Behavior matrix
- Planned social skills instruction
- Student acknowledgement feedback system
- Consequence system for misbehavior
- Information system for Decision-making

Tiers are defined as follows:

- Tier 1 = Supports for all
- Tier 2 = about 10-15% Supports for some in addition to Tier 1 supports
- Tier 3 = about 5% Supports for few in addition to Tier 1 and 2 supports

We believe that our kids must be explicitly taught the behaviors they need for success; therefore, we hold PBIS teaching stations at the beginning of the year. We conduct "reminder" training with your classrooms after Winter and Spring Break. We are also committed to the idea that students should receive recognition for successful behaviors much more easily than they get attention for misbehavior. We strive to maintain a 4:1 ratio of positive reinforcement to correction. Every staff member has access to our Gator Gold Tickets and Good News postcards. Please find a way to send positive messages to our students and their families. Sometimes the best way to share good news with families is to simply pick up the phone and call parents.

Our Common Discipline Steps:

Gess Elementary Discipline Steps



Step 1:
Reminder



Step 2:
Reset

(in classroom and restorative conversation)

Step 3:
Buddy Room
(reflect, reset and restore)

Step 4:
Major Office Referral
(with administration)

GESS ELEMENTARY EXPECTATION MATRIX 2024-2025

	Safe	Responsible	Respectful	Kind
Arrival	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Line up right away. Enter the building with your class. Be ready to learn. Take care of your needs. 	<ul style="list-style-type: none"> Voice at level 0, 1 or 2. Be polite. Follow adult, teacher, and safety patrol directions quickly. 	<ul style="list-style-type: none"> Be friendly to others.
Hallways	<ul style="list-style-type: none"> Hands by your side Face forward Walk in a straight line 	<ul style="list-style-type: none"> Stop at checkpoints Have a pass 	<ul style="list-style-type: none"> Be considerate of others Look at artwork with eyes only Use level 1 or 2 voices. 	<ul style="list-style-type: none"> Smile or silent wave
Main Office	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Have hall pass. Go straight to the office. Be honest when speaking to an adult. 	<ul style="list-style-type: none"> Voice at correct level 0, 1, 2 Wait your turn to speak. Follow directions quickly. 	<ul style="list-style-type: none"> Say please and thank you. Be positive
Cafeteria	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Wait patiently in line. Eat your own food. Raise your hand for help. Stay in your seat. 	<ul style="list-style-type: none"> Voice at correct level 0, 1 or 2. Clean up after yourself. Follow directions quickly. 	<ul style="list-style-type: none"> Be friendly to others. Say "Please and Thank you."
Assemblies	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Line up right away. Enter the assembly with your class. Be ready to listen. Give Me Five 	<ul style="list-style-type: none"> Voice at correct level 0, 1 Sit on bottom, criss cross legs, hands in lap. Follow directions quickly. 	<ul style="list-style-type: none"> Listening ears. Positive audience. Give space.
Bathrooms	<ul style="list-style-type: none"> Hands and feet to self Wash Hands Feet stay on the floor. Inform an adult if there are spills or 	<ul style="list-style-type: none"> Go, Flush, Wash, Leave Be clean. Use facilities correctly. 1 pump of soap 	<ul style="list-style-type: none"> Voices at level 0 or 1. Knock on stall doors. 1 person in the stall at a time. 	<ul style="list-style-type: none"> Honor the privacy of others. Take turns.

If a student receives an office referral, the following procedures apply:

1. An office referral form is issued when a student has not followed school expectations or has exhausted classroom discipline steps.
2. The classroom teacher, Assistant Principal or Principal of the student works with the child to provide a logical consequence. A copy of the office referral will be sent home as well as applied discipline communicated to the teachers involved in the issue.
3. A phone call from the Assistant Principal or Principal will follow the referral.
4. If a student continues to have behavior issues, the Assistant Principal or Principal may contact the parents to set up a conference.
5. Every Office Referral is considered serious and will be handled accordingly, which could lead to Classroom exclusion, In-School Suspension or Out of School Suspension. Parents are notified by the Assistant principal or Principal by phone and mail/email.
6. Exceptional misconduct, such as violent threats of harm to self or others, could result in an out of school suspension or emergency (temporary) expulsion pending an evaluation by a mental health professional to ensure the student's safe behavior.

Effective school-wide discipline is a process that requires all of us to focus on teaching kids the behaviors they need for school success. It is critical to the success of each child that staff members maintain a supportive posture regarding discipline. A variety of personal philosophies will always exist, and children thrive when they perceive adults as consistent and in agreement in most matters of discipline. Our commitment to Positive Behavior Intervention Supports means we have common expectations, and we regularly teach students those behaviors. Classroom management (discipline) plans need to be on file with the assistant principal by early September and must be shared with parents.

When a student is referred to the office for assistance in a disciplinary matter, we need to know why they were sent. If you have time now to fill out a referral, please fill out the office referral form, so we can get as much information as possible. If you do not have time then, please send a note or call the office. As soon as possible, please fill out the referral form and get it to the office.

Once a student is referred, it is up to administration to determine what the consequence will be.

Behavior Consequences Matrix				
Minor/Major Offenses				
Effective date: 8/27/24				
Minor: These behaviors are taken care of within the classroom by the teacher.				
Major: These behaviors have been referred to the administrator and are addressed by the administrator.				
An Administrator may make exceptions to these guidelines should there be mitigating or aggravating circumstances.				
Behavior	Definition	1st Offense	2nd Offense	3rd Offense
Forgery/Theft/ Stealing	Student is in possession of, having passed on, or	Minor Offense: There are none. Handled by the classroom teacher.		
	being responsible for removing someone else's property or has signed a person's name without that person's permission.	Major Offense: *Parent Conference *1-3 days of ISD with restitution *Loss of privilege for extracurricular activities both as a participant and as a spectator *Possible police involvement	Major Offense: *Parent conference *1-5 days of ISD with restitution *Loss of privilege for extracurricular activities both as a participant and as a spectator *Possible police involvement	Major offense: *Parent conference *3-5 days of ISDE/ISS with restitution *Loss of privilege for extracurricular activities both as a participant and as a spectator *Possible police involvement
Harassment/Bullying	Student delivers disrespectful messages	Minor Offense: There are none. Handled by the classroom teacher.		
** Documentation of prior acts required. ** Guidance referral required	(verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include, but are not limited to, negative comments about race, religion, gender, age, nationality, disability, sexuality, or other personal matters.	Major Offense: *Parent Conference *1-3 days of ISD *Loss of privilege for extracurricular activities both as a participant and as a spectator *Possible police involvement	Major Offense: *Parent Conference *1-3 days of ISD/ISSE/OSS *Loss of privilege for extracurricular activities both as a participant and as a spectator *Possible police involvement	Major Offense: *Parent Conference 5 days of ISSE/OSS *Loss of privilege for extracurricular activities both as a participant and as a spectator *Possible police involvement *Possible Superintendent hearing

[illegible]

Behavior	Definition	1st Offense	2nd Offense	3rd Offense
Inappropriate Display of Affection	Minor: Student inappropriately displays affection. These include but are not limited to holding hands, hands around waist, or arm around the shoulder	Minor Offense: *Verbal Warning	Minor Offense: *Verbal Warning *Parental contacted *Possible classroom exclusion	Minor Offense: *Verbal Warning *Parental contacted *Possible ISS
	Major: Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or nonconsensual.	Major Offense: *Parent conference *1-5 days ISS *Counseling *Loss of privileges for extracurricular activities both as a participant and as a spectator *Possible police referral	Major Offense: *Parent conference *1-5 days ISS *Counseling *Loss of privileges for extracurricular activities both as a participant and as a spectator *Possible police referral	Major Offense: *Parent conference *5-10 days OSS *Counseling *Loss of privileges for extracurricular activities both as a participant and as a spectator *Possible police referral *Superintendent hearing
Property Damage/Vandalism	Minor: Student unintentionally engages in behavior which results in minor property damage. This includes but not limited to disfiguring school property or private property on areas under the supervisory control of the school.	Minor Offense: *Verbal Warning with possible restitution *Teacher consequence *Student cleanup	Minor Offense: *Verbal Warning *Parent contacted *Possible after ISS with restitution *Teacher consequence *Student cleanup	Minor Offense: *Verbal Warning *Parental contacted *OSS with restitution *Teacher consequence *Student cleanup
	Major: Student deliberately impairs the usefulness of property.	Major Offense: *Parent conference *Restitution *1-3 days ISS/OSS *Loss of privileges for extracurricular activities both as a participant and as a spectator *Possible police involvement	Major Offense: *Parent conference *Restitution *3-5 days ISS/OSS *Loss of privileges for extracurricular activities both as a participant and as a spectator *Possible police involvement	Major Offense: *Parent conference *Restitution *5-10 days OSS *Loss of privileges for extracurricular activities both as a participant and as a spectator *Possible police involvement *Possible superintendent hearing

[illegible]

Behavior	Definition	1st Offense	2nd Offense	3rd Offense
Lying/Cheating	Minor: Knowingly giving or copying another student's assignments, work, or tests answers, cheat sheets, giving or receiving information during a test, plagiarism, or copyright violation.	Minor: *Verbal warning *Parent contact *Teacher consequence	Minor: *Verbal warning *Parent contact *Teacher consequence	Minor: *Verbal warning *Parent contact *Teacher consequence *After school detention <i>*4th and subsequent offenses become a major offense</i>
	Major: Student delivers message that is untrue and/or deliberately violates rules. *Cheating minor offenses become a major offense on the 4th and following offenses.	Major: *Parent conference *1-3 ISS days or classroom exclusion	Major: *Parent conference *3-5 ISS days	Major: *Parent conference *1-3 OSS days
Disruption	Minor: Student disrupts the learning environment. This includes but is not limited to talking out, being out of seat, running, yelling, talking loudly or excessively, making noise with other materials, poking, throwing things, or jumping.	Minor: *Verbal warning *Parent contact *Teacher consequence	Minor: *Verbal warning *Parent contact *Teacher consequence	Minor: *Verbal warning *Parent contact *Teacher consequence <i>*4th and subsequent offenses become a major offense</i>
	Major: Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior.	Major: *Parent contact Classroom exclusion for the remainder of the day. *1 day ISS *At this point the disruption could possibly become disrespect. Refer to disrespect consequences.	Major: * *Classroom exclusions for the remainder of the day. *Parent contact *1-3 days ISS *At this point the disruption could possibly become disrespect. Refer to disrespect consequences.	Major: *Classroom exclusion for the remainder of the day. *Parent conference *3-5 days ISS *At this point the disruption could possibly become disrespect. Refer to disrespect consequences.

[illegible]

Behavior	Definition	1st Offense	2nd Offense	3rd Offense
Abusive Language/ Inappropriate Language/Profanity	Minor: Student engages in non-threatening, non-abusive language considered unacceptable for school	Minor: *Verbal and or written apology *Student and teacher notifies parent. (verbal or written) *Teacher consequences	Minor: *Verbal and or written apology *Student and teacher notifies parent. (verbal or written) *Teacher consequences could be missed opportunity or recess. *Possible referral to AP	Minor: *Verbal and written apology within 24 hours. *Student notifies parent. (verbal or written) <i>*4th and subsequent offenses become a major offense .</i>
	Major: Verbal messages that include swearing, name calling or use of words in an inappropriate way.	Major: *Verbal and or written apology within 24 hours. *Parent conference *Loss of privileges * Possible ISS/OSS 1-3 days	Major: *Verbal and or written apology within 24 hours. *Parent conference *Loss of privileges *Possible OSS 3-5 days	Major: *Verbal and written apology within 24 hours. *Parent conference *Loss of privileges *OSS 5-10 days
Other Behavior	Problem behavior causing referral is not listed above. Staff using this area will specify the problem behavior observed.			

Jenkins JR./SR. High School

August 22, 2024

Board Report

I. 9th Grade Open House

Shirley Baker, our 9th Grade Academic Success lead, in conjunction with Vanessa and a team of teachers, organized an Open House specifically for our 9th grade students and parents on August 21st after a full day of learning and professional development for our staff.

The turnout was excellent, with close to 100 combined students, parents and staff in attendance for the dinner and presentations. This was one of the most exciting starts to our school year for freshmen and parents in many years according to one of our staff. The dinner was catered by Shawn Cady and Stephanie Pociasek from Plan-Q BBQ a local Valley catering business.

This Open House offering is in direct alignment of our School Improvement Goals of continuing to focus on effective communication with our community while increasing our School Culture systems and improving our overall school climate.

II. Fall Coaches Meeting

Once again, on August 20 at 6 PM Athletic Director Tom Skok met with most all our district coaches to review expectations, and standard operating procedures for coaching at Jenkins. During the meeting, Nurse Kassi also taught a refresher on Epi-pen procedures and proper use of safety gloves. Carrie Sheppard shared proper procedures for purchase orders and fund-raising procedures. Practices for football began on August 21 with the remaining programs starting next week.

III. AWSP Summer Conference and PLC Summer Institute

Our administrative team attended the AWSP Summer Conference in Spokane in June. It's always inspiring and motivational and is always full of breakout sessions in areas of interest and growth. This year, one of my favorite sessions was Growth Focused Conversations: Shifts in Practice for Evaluation Centered Around the Revised Student Growth Goals. The session's focus, as stated, was on the revised Student Growth Goals that are going into implementation this year. This was the third session regarding the new requirements that I attended and was the most helpful for me as I am moving forward with training our staff on the changes. As the title indicates, the process is strongly focused on critical and specific dialogue between the teacher and the principal regarding student learning and growth.

The other breakout session I enjoyed was much lighter and was based off the Ted Lasso series on television. Ted is a coach in the movie who changes the culture of a

fictional soccer team in the UK. I love the movie series and found the session light-hearted and full of information on the importance of our school culture and climate.

The PLC Summer Institute in Spokane was well attended by Jenkins staff. Mr. Skok and I, as well as Sarah Gregory, represented Jenkins' administrative team that divided the sessions into areas of interest so that we could attend as many different sessions as a team as possible, where we could share content and resources. We also had Seven different Jenkins teacher in attendance. I chose to send all three members of our leadership team for a second year to better strengthen our overall commitment, motivation and knowledge of the PLC process. This was a time to bond, have excellent conversations about student learning and to make plans for the up-and-coming school year.

One session that multiple staff attended was on effective scheduling of Tier II Interventions in 7-12 systems by Mike Mattos. This was one of the most powerful sessions and it let to Jenkins making some adjustments to our Junior High RTI plan for our third period RTI. We adjusted the schedule so that students had more elective options, yet also provided for students to receive some Tier III Intervention in math and ELA for students who needed additional time beyond regular classroom time to bridge the gap in missing Guaranteed Standards knowledge at lower grade levels.

IV. August Back-to-School Professional Development

Our Back-to-School Professional Development this week has been strongly focused on our newly created Homeroom time that is a flex period of 30 minutes between first and second periods. During this Homeroom flex period, we are using the time to focus on our 7-12 Tier II Intervention for students who need additional academic support to learn course Guaranteed Standards. This Homeroom time is also going to be used to support student engagement and sense of belonging in our building as they have time to connect with ASB, Clubs, and activities. Teachers will also be using this Homeroom time for academic progress monitoring for all students.

Chelsi Boswell presented teacher led professional development on August 21st on the effective use of our Five Star student activity management application to assist with student movement and logistics during our Tier II Intervention time on Tuesday and Thursday to meet the individual needs of our students.

This year, our staff motto is "One standard at a time; One day at a time; One Student at a time" This really sums up our continued efforts to break down each guaranteed standard, how to effectively teach and assess student learning targets of the standard and the individualized approach to our Tier II Interventions.



Jenkins Junior/Senior High School

9th Grade Open House

The 9th Grade Success Team welcomes you to our open house! Thank you for taking the time to visit our school to learn more about your student's 9th grade experience. Here is the schedule for tonight:

5:30 Welcome & Dinner

6:00 PM - Information Sessions

- Rm. 2: Graduation Information with Ms. Bigler
- Rm. 3: 9th Grade Success Team with Mrs. Baker
- Rm. 4: Athletics & Activities with Mr. Skok
- Rm. 6: School Culture & Expectations with Mr. Anderson

Blue dot	Rm. 2	Rm. 3	Rm. 4	Rm. 6
Yellow dot	Rm. 3	Rm. 4	Rm. 6	Rm. 2
Green dot	Rm. 4	Rm. 6	Rm. 2	Rm. 3
Red dot	Rm. 6	Rm. 2	Rm. 4	Rm. 3

7:00PM – Return to the cafeteria

- Club Cavalcade – Sign up for one or more clubs and be the first in line for your Class of 2028 FREE t-shirt
- Pick up your schedule
- Check out your computer
- Purchase ASB Cards, Yearbooks, and Adult & Senior Sports passes in the Main Office



JENKINS HOMEROOM RTI/SEL INITIATIVE

2024-25

Homeroom Proposal Rationale

In the hustle and bustle of modern education, it's easy for essential yet non-academic aspects of student development to be overshadowed by the core curriculum. However, the holistic growth of students is paramount, and this necessitates the introduction of a four-day-a-week homeroom class in the bell schedule. This initiative is designed to address a variety of critical needs, including required Social and Emotional Learning (SEL) lessons, digital citizenship education, Response to Intervention (RTI) time, progress monitoring, class meetings, and club activities. Recognizing the necessity of these components for student success, each day is thoughtfully dedicated to a specific focus.

Tuesday and Thursday - RTI

Response to Intervention (RTI) time on Thursdays is dedicated to providing targeted support to students who need it most. RTI is an evidence-based approach that identifies students at risk of falling behind and intervenes early with tailored instruction. The National Center on Response to Intervention explains, "RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems." This proactive strategy ensures that every student receives the appropriate level of assistance to meet their learning needs. By embedding RTI into the weekly schedule, the school demonstrates a commitment to equity and the success of all students, regardless of their starting point. Research supports the idea that RTI frameworks can effectively address and reduce learning gaps. Fuchs and Fuchs highlight that "RTI represents a systematic and data-driven approach to early identification and support of students with learning and behavior needs."

Wednesday - SEL Lessons and Class Meetings

Wednesdays focus on Social and Emotional Learning (SEL) lessons and class meetings. SEL is crucial for developing the emotional intelligence and interpersonal skills needed in today's world. These lessons help students manage their emotions, build healthy relationships, and make responsible decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) states that SEL programs "enhance students' capacity to integrate skills, attitudes, and

behaviors to deal effectively and ethically with daily tasks and challenges.” Class meetings create a platform for open dialogue, building a sense of community and belonging within the classroom. This day is pivotal in nurturing well-rounded individuals who are prepared not just academically, but emotionally and socially for the challenges ahead. Studies have shown that SEL programs can lead to improved academic performance, behavior, and attitudes towards self and others. A meta-analysis by Durlak et al. found that students who participated in SEL programs demonstrated "significantly improved social and emotional skills, attitudes, behavior, and academic performance.”

Friday – Progress Monitoring and Clubs

Fridays are for progress monitoring, a vital process to ensure that each student is on track with their academic goals, and clubs. Teachers and students will review grades, assignments, and set targets for improvement. This dedicated time allows for personalized check-in, enabling teachers to identify and support students who may be struggling. Moreover, it empowers students to take ownership of their learning journey, fostering a sense of responsibility and self-awareness. With progress monitoring integrated into the weekly schedule, students are provided with the tools and time necessary to succeed academically. Research indicates that frequent monitoring and feedback can significantly enhance student achievement and motivation. According to Dylan Wiliam, "Formative assessment, which involves frequent feedback and monitoring, improves student performance and engagement”. In addition to progress monitoring, club time encourages students to explore their interests and passions beyond the academic sphere. Participation in clubs promotes teamwork, leadership, and personal growth, contributing to a well-rounded educational experience. Research by Mahoney, Cairns, and Farmer indicates that "extracurricular activity participation is associated with better interpersonal competence, educational success, and lower dropout rates.”

Necessary Training for Skyward, Canvas, and 5-Star Students

To ensure the success of this four-day-a-week homeroom class, it is essential to acknowledge the need for training in essential tools such as Skyward, Canvas, and 5-Star Students. Skyward facilitates efficient progress monitoring and administrative tasks, Canvas supports digital learning and resource management, and 5-Star Students tracks student participation in various activities. Comprehensive training for both staff and students on these platforms will enhance the effectiveness of the homeroom sessions and streamline the integration of these activities into the daily routine.

Conclusion

In conclusion, the implementation of a four-day-a-week homeroom class is a strategic response to the multifaceted needs of today's students. By dedicating specific days to progress monitoring, SEL lessons and class meetings, RTI, and study hall with club time, the school fosters an environment that supports academic success, emotional well-being, and personal growth. This balanced approach ensures that students are not only prepared for their academic pursuits but are also equipped with the skills and resilience required for life beyond the classroom.

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September 2024

August '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October '24						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 No School - Labor Day	3 Training on 5-star (all grades)	4 9th - Planner Training 10th-12th - Choice Reading	5 Select ASB Homeroom Reps (1 per class, send Rep name to Boswell) Training on Email and Canvas, submit 1st progress monitoring check in	6 ASB Meeting (HR reps must attend but open to all) Progress Monitoring and Clubs	7
8	9	10 RTI Day	11 Character Strong Lesson 0 Chapter 1 - Bullying 101	12 RTI Day	13 ASB homecoming committee meeting (officers and committee members) Progress Monitoring and Clubs	14
15	16	17 RTI Day	18 Digital Citizenship Lesson	19 RTI Day	20 Progress Monitoring and Clubs	21
22	23 LID Day - No Student Day	24 RTI Day	25 Grade Level Meetings (all grades for HOCO)	26 RTI Day	27 HOCO Spirit Week Assembly During Homeroom	28
29	30 HOCO Kick-off Assembly PM Assembly Bell Schedule	1	2	3	4	5
6	7	Notes				

October 2024

September '24							November '24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7						1	2
8	9	10	11	12	13	14	3	4	5	6	7	8	9
15	16	17	18	19	20	21	10	11	12	13	14	15	16
22	23	24	25	26	27	28	17	18	19	20	21	22	23
29	30						24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1 No Homeroom PM Assembly Schedule	2 No Homeroom PM Assembly Schedule	3 No Homeroom PM Assembly Schedule	4 Homecoming Day No Homeroom PM Assembly Schedule	5 Homecoming Dance
6	7	8 9th- Midquarter Grade Checks 10-12 RTI	9 Character Strong Lesson 0 Chapter 2	10 9th - Pounce Day All RTI Day	11 No School	12
13	14 No School	15 RTI Day	16 Digital Citizenship Lesson	17 RTI Day	18 ASB Meeting Progress Monitoring and Clubs	19
20	21	22 RTI Day	23 SEL Activity	24 RTI Day	25 Progress Monitoring and Clubs	26
27	28	29 RTI Day	30 SEL Activity	31 1st Quarter ends RTI Day	1	2
3	4	Notes				

November 2024

October '24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December '24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1 Early Release **No Missing Assignments list due No Homeroom - Early Release Schedule	2
3	4	5 No Missing Assignments Party RTI Day	6 SEL Activity	7 RTI Day	8 No Homeroom - Veterans Day Assembly	9
10	11 No School - Veterans Day	12 RTI Day	13 Digital Citizenship Activity	14 RTI Day	15 ASB Meeting Progress Monitoring and Clubs	16
17	18	19 RTI Day	20 SEL Activity - Winter Wishes	21 RTI Day	22 Progress Monitoring and Clubs	23
24	25 Conferences - No Student Day	26 Conferences - No Student Day	27 No School - Thanksgiving Break	28 No School - Thanksgiving Break	29 No School - Thanksgiving Break	30
1	2	Notes				

December 2024

November '24							January '25						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2				1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 RTI Day	4 SEL Activity	5 RTI Day	6 Progress Monitoring, Focused Academics and Clubs	7
8	9	10 9th - Mid Quarter Grade Checks RTI Day	11 SEL Activity	12 9th Pounce Day RTI Day	13 Winter Spirit Week Assembly During Homeroom	14
15	16	17 RTI Day	18 Digital Citizenship Activity	19 RTI Day	20 ASB Meeting Progress Monitoring, Focused Academics and Clubs	21
22	23 No School - Winter Break	24 No School - Winter Break	25 No School - Winter Break	26 No School - Winter Break	27 No School - Winter Break	28
29	30 No School - Winter Break	31 No School - Winter Break	1	2	3	4
5	6	Notes				

January 2025

December '24							February '25						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	31					23	24	25	26	27	28	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 No School - Winter Break	2 No School - Winter Break	3 No School - Winter Break	4
5	6	7 RTI Day	8 SEL Activity	9 RTI Day	10 Progress Monitoring, Focused Academics and Clubs	11
12	13	14 RTI Day	15 Digital Citizenship Activity	16 RTI Day	17 MLK Assembly During Homeroom	18
19	20 No School - MLK Day	21 RTI Day	22 SEL Activity	23 RTI Day	24 Semester 1 Ends ASB Meeting Progress Monitoring, Focused Academics and Clubs	25
26	27	28 RTI Day	29 SEL Activity	30 RTI Day	31 No Homeroom - Early Release	1
2	3	Notes				



Jenkins Jr / Sr High School

Home of the Cougars and Raiders

Activities for August / September

August 30	Welcome Back Assembly
September 20	Picture Day
September 25	ASVAB Testing



Student Support Services

Board Report – August 2024

Quartzite Learning and Open Doors

We have enjoyed coming back together as a staff the past couple of days. We spent some time discussing our mission statement and the usual nuts and bolts. With a couple of new staff coming on board we spent some time getting to know each other and how we can use the new look of our classrooms to impact the culture and climate of the space for students. We also spent time reviewing our school improvement plan so that all staff had input on activities to target our goals. We tend to be overly ambitious at times and had great conversations on some activities that we hoped to do last year and did not accomplish. This led to some refocusing of activities in our SIP as well as conversations that some of the activities are very large tasks that have their own set of many smaller steps embedded. We also engaged in professional learning with Edgenuity (our online courseware provider) to learn about new course updates and features for this coming year. We are excited for the school year to begin and so thankful for our wonderful maintenance and technology departments that have helped with all the unexpected events at Quartzite this summer.

CTE

We are excited to welcome Ariann VanBockern as our new Ag Teacher and FFA advisor and Bruce Fields as a new science teacher that will be taking over the Health Science courses and HOSA. Both have great experiences that will serve our students well. Thanks to the maintenance team again, we were able to update the computer science classroom at the high school with new carpet, paint, and furniture. Marnie also attended the summer WA-ACTE conference in Spokane. She made great connections with teachers from other districts and is excited to ramp up our SkillsUSA group for students this year.

LAP/Title I/High Cap

The admin team has been working together to plan interventions for the school year. We will continue to spend time to adapt and adjust these programs as necessary to best serve our students.

Food Service

We have a great food service team in place that is excited to serve our students this year. They have great plans to try some new recipes, utilize local ingredients, and receive feedback and input on the menu.



Special Education Department Board Report

August 2024

Special Education Mission Statement:

As a special education department, we believe that ALL students can achieve great things. We develop relationships with staff, families, and students to create and implement effective individualized education plans that meet student's needs across settings and domains of learning fostering independence and promoting life-long learning.

Grants

The district was awarded \$80,671 through the Safety Net process for several High Needs Individuals whose costs are above a designated threshold. This funding is helpful in recouping some of the costs associated with HNI, however the current threshold of \$35,000 makes this process insufficient in helping to erase the financial burden that adversely impacts our district.

Professional Development:

This summer our staff was able to participate in a variety of trainings at a variety of levels. Special education staff participated in Thinking Strategies, Readers/Writers Workshop, 9th Grade Success, PLC at Work, and PBIS. Additionally, I was able to attend AWSP with other leaders from around the region. As an educator, I'm always humbled by opportunities to participate in such high quality, research-based learning opportunities.

Of course, we learn better ways to deliver our content whether that be reading, math, science, social studies, or related arts. This is valuable and critical work, essential to our mission to educate the young people of our community. The learning that I find more powerful, however, is always around the culture of our learning communities.

At AWSP, Dr. Paul Hernandez presented information about hope and belonging, especially as we work with youth from deep poverty. His words were affirming and rejuvenating as I look to begin another school year. While at the PLC at Work conference I participated in a session by Anthony Muhammad titled "Transforming School Culture: New Insights". In this session, Dr. Muhammad shared the following statement ***There is nothing you can do to transcend the culture of your organization.*** This reinforced, for me, the importance of ensuring that we are attending to the *Chewelah Way* so that we can use the skills we've learned in our teaching and learning. Dr. Muhammad referenced both "The Advantage" and "The 5 Dysfunctions of a Team" by Patrick Lencioni which I was then able to read to improve my own leadership.

One final thought that I learned this summer that will guide my leadership for this upcoming year is this quote by Mark Twain, "I can live up to two months on one good compliment". This year I am striving to recognize and appreciate staff, students, and parents as they are doing the hard work of making progress.

Student Learning:

Over the summer several of our students do participate in Extended School Year services. These are required services that are offered through the IEP team process based on the following criteria: 1. significant regression of learning over breaks, 2. failure to recuperate lost skills over instructional time, and 3. acquisition of a critical life skill. I want to thank the staff that give up part of their summers to ensure that these students are able to continue to learn whether they conduct sessions in person or via synchronous video. Having this support is critical for these students.

Return to Learning:

As we prepare for another instructional year, I've worked to ensure that ALL staff have access to IEP and 504 plans prior to the start of the school year. At last week's Welcome Back Session, staff were able to sign out all plans related to their job assignments. Having access to these documents allows teachers to plan initial teaching with identified accommodations and modifications specific to students with disabilities.

Our New Beginnings teacher, Micah Holmes, has been working to create a new space for his students with support from his two paraprofessionals. Both Cara McCanna and Elizabeth Harris have reached out and decided to take this challenging assignment based on their strong belief that these children are capable of learning and change. Having a strong team for these staff who are working with children with significant behavioral and emotional regulation support needs is critical. We are also working with Mr. Tapia to use the space formerly known as the Gess Garden for students to access an outdoor setting when they need to self-regulate. Parents who participate in the NB program are meeting with staff and working through a behavioral contract to ensure staff and student safety within the program.

We've met with several students and their families as they are transferring between buildings and from other districts. This early meeting enables teachers, parents, and students to share concerns and insights prior to the start of school so that we can create appropriate transitions for our students. Developmental psychologists refer to adolescence as "the second window of opportunity" and so we are always trying to create optimal learning situations for students especially as they transition to Jenkins. Often students who have struggled behaviorally, socially, or academically make great developmental leaps and are able to create new habits more easily in a new environment.

SPECIAL EDUCATION

As a special education department, we believe that ALL students can achieve great things. We develop relationships with staff, families, and students to create and implement effective individualized education plans that meet student's needs across settings and domains of learning fostering independence and promoting life-long learning.

As the general education teacher, you are a critical part of the IEP team. There are 4 required members at each IEP meeting, and YOU are one of those roles! (The others are special education teacher, parent, and administrator/designee.) Your observations, insights, and recommendations are critical to the student's school success.

Please review the bulleted items below which outline key responsibilities when teaching students:

- **Differentiated Instruction:** Adapting teaching methods and materials to meet the diverse needs of students. This might involve modifying assignments, providing additional resources, or using varied instructional strategies.
- **Implementing Accommodations and Modifications:** Following the accommodations and modifications outlined in the student's IEP or 504 Plan, such as extended test times, preferential seating, or alternate formats for assignments.
- **Behavior Management:** Employing effective classroom management techniques and, if necessary, working with behavioral specialists to address specific behavioral challenges. Reaching out to administration and the student's IEP case manager for help and support in managing challenging behaviors.
- **Communication with Parents and Guardians:** Keeping open lines of communication with the student's family to discuss progress, concerns, and strategies for supporting learning at home.
- **Advocacy:** Advocating for the needs of students with special needs within the school system to ensure they receive appropriate support and resources. Working with special education teachers and staff to ensure that students have the supports needed and promised in the IEP is a critical part of your role. If you are concerned about the services a student is receiving and haven't had success working with special education staff, please be sure to reach out to the special education director and/or your building administrator.
- **Legal and Ethical Responsibilities:** Ensuring that all legal requirements related to special education are met, including those related to confidentiality, IEP meetings, and educational rights.

Balancing these responsibilities can be challenging, but with a collaborative approach and a focus on each student's individual needs, general education teachers can significantly impact the success and well-being of students with special needs. In order to best support you, the special education department promises to:

- **Support in Developing and Implementing IEPs:** Assist in the development, review, and implementation of Individualized Education Programs (IEPs) by offering guidance on setting appropriate goals, creating accommodations, and

evaluating progress. Provide information on each student's IEP in a timely manner, prior to the start of the instructional year if possible.

- **Consultation and Collaboration:** Regularly consult with general education teachers to discuss the needs of students with special needs, share insights on effective strategies, and collaborate on instructional planning.
- **Professional Development:** Provide training and resources to general education teachers on topics related to special education, such as understanding specific disabilities, implementing accommodations, and using inclusive teaching strategies.
- **Classroom Strategies and Modifications:** Provide practical strategies and modifications to help general education teachers adapt their instruction to meet the needs of students with disabilities. This could include suggesting specific classroom adaptations, materials, or technologies.
- **Behavioral Support:** Offer support and strategies for managing challenging behaviors that may arise from students with special needs. This might involve creating behavior intervention plans or providing techniques for de-escalation and positive reinforcement.
- **Resource Provision:** Share or provide specialized resources, such as adaptive technologies, learning materials, or assessment tools, that can help general education teachers better support students with special needs.
- **Monitoring and Feedback:** Help monitor the progress of students with special needs in the general education setting and provide feedback to teachers on how to adjust instruction or interventions based on this progress.
- **Parent and Caregiver Communication:** Assist in facilitating communication with parents and caregivers, ensuring that they are informed about their child's progress and involved in the educational process.
- **Problem-Solving and Support:** Be available to address any issues or challenges that arise in the classroom related to students with special needs. This includes providing guidance, problem-solving strategies, and emotional support to general education teachers.
- **Advocacy:** Advocate for the needs of students with disabilities within the school and broader educational system, ensuring that their rights and needs are being met and that they have access to appropriate support.

Using a collaborative approach, the Chewelah School District is confident that our staff can ensure school success for our students with disabilities.

CHEWELAH SCHOOL DISTRICT NO. 36
FINANCIAL REPORT
2023/2024

Beginning Cash and Investment Balance:	\$427,527.77
240 Treasurer's Balance - September 1, 2023	\$1,699,148.34
450 Investment Balance - September 1, 2023	(\$404,689.72)
241 Warrants Outstanding - September 1, 2023	
TOTAL CASH AND INVESTMENT BALANCE - September 1, 2023	\$1,721,986.39

July 31, 2024

CASH RECEIPTS FOR THE MONTH:

State Apportionment	\$1,550,868.81
District Deposits	\$13,176.19
Investments Earnings	\$6,128.57
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$6,108.01
Other:	\$0.00
TOTAL RECEIPTS	\$1,576,281.58

EXPENDITURES FOR MONTH:

Accounts Payable	\$197,790.08
Payroll	\$947,590.48
Transfer to/(from) Capital Projects	\$35,000.00
Other: Canceled Warrants	(\$180.18)
Other: ACH Return	\$0.00
TOTAL EXPENDITURES	\$1,180,200.38

MONTHLY INCREASE/(DECREASE) \$396,081.20

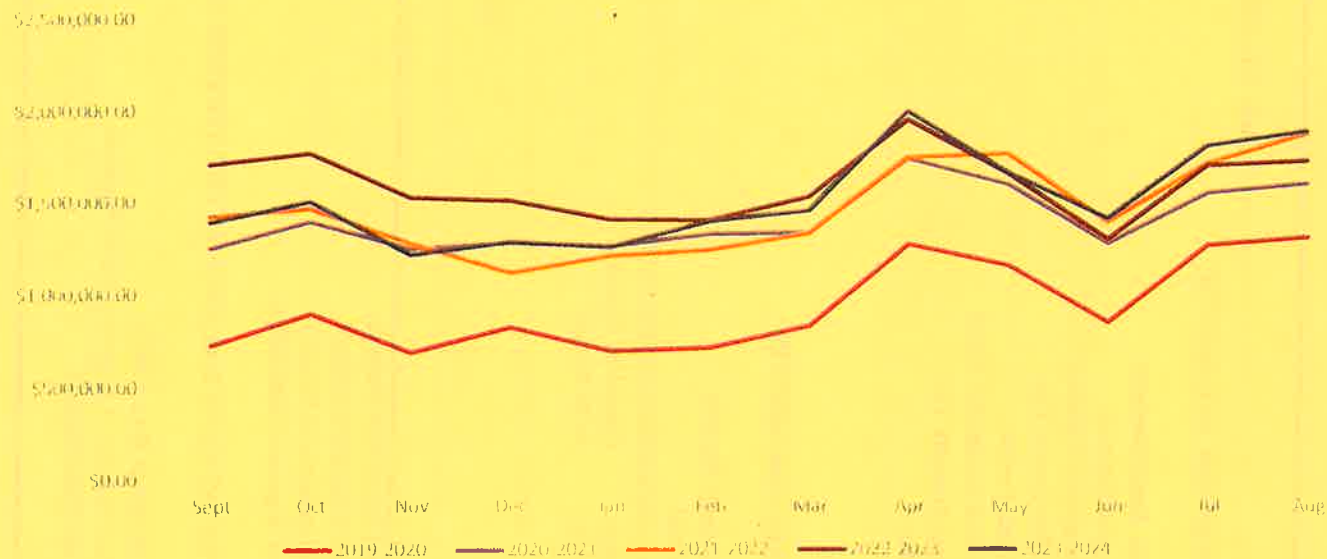
Ending Cash and Investment Balance	\$371,593.28
240 Treasurer's Balance	\$1,796,194.70
450 Investment Balance	(\$361,481.89)
241 Warrants Outstanding	
CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S	\$1,806,306.09
UNASSIGNED FUND BALANCE	\$1,106,306.09
Fund Balance Assigned to Other Purposes	\$700,000.00
Total Fund Balance	\$1,806,306.09

CAPITAL PROJECTS FUND CASH & INVESTMENT BALANCE:	<u>\$4,237.70</u>
DEBT SERVICE FUND CASH & INVESTMENT BALANCE:	<u>\$25,051.90</u>
A.S.B. FUND CASH & INVESTMENT BALANCE:	<u>\$74,753.49</u>
TRANSPORTATION VEHICLE FUND CASH & INVESTMENT BALANCE:	<u>\$195,051.27</u>

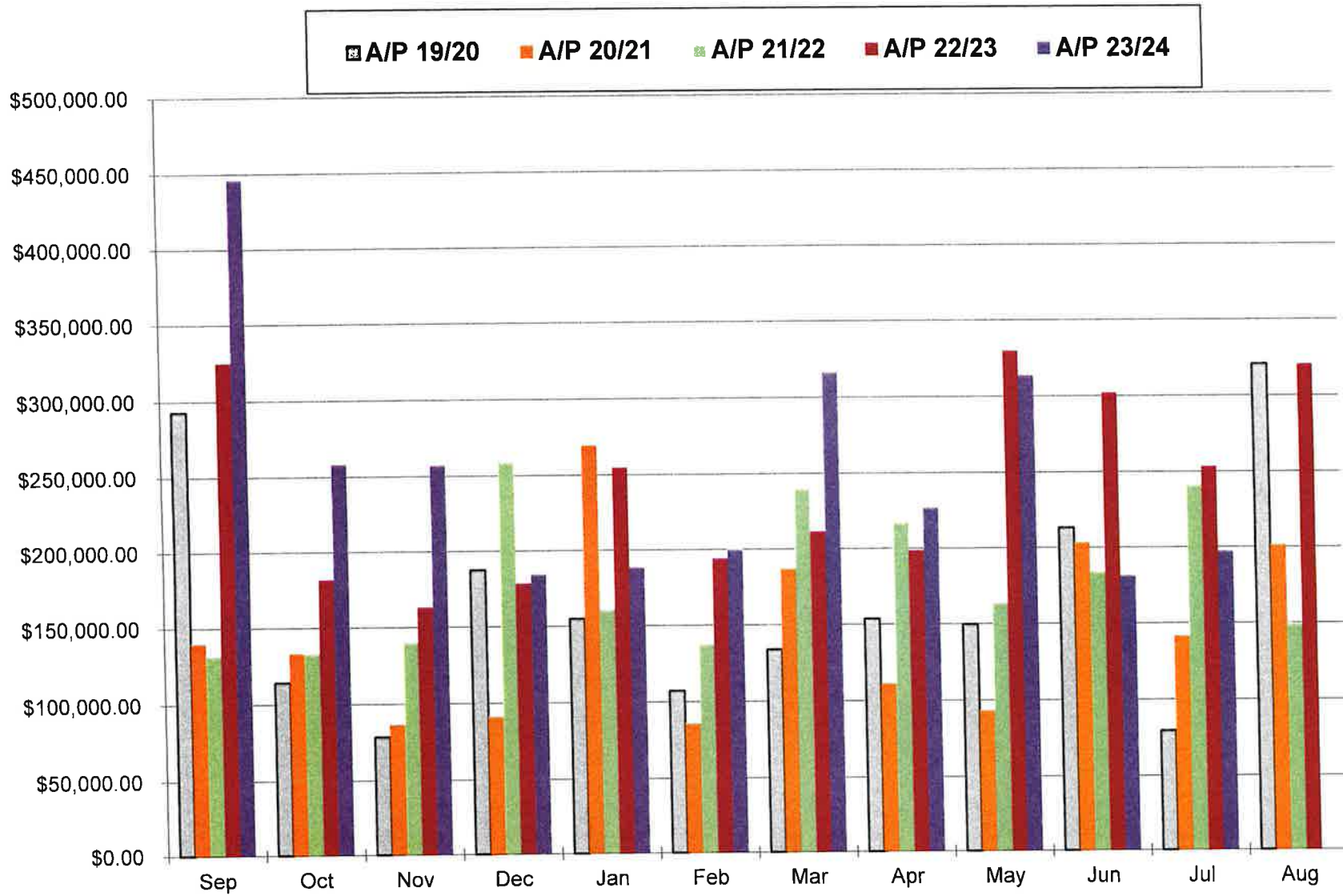
2023-2024 Financial Report
STEVENS COUNTY TREASURER'S ENDING BALANCE

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Sept	\$729,621.47	\$1,253,770.69	\$1,423,882.95	\$1,707,870.36	\$1,393,313.95	
Oct	\$897,701.70	\$1,397,150.63	\$1,468,123.60	\$1,769,516.00	\$1,504,980.40	
Nov	\$690,564.88	\$1,247,908.17	\$1,281,033.93	\$1,526,152.23	\$1,215,327.31	
Dec	\$825,477.61	\$1,280,897.48	\$1,119,975.26	\$1,509,898.40	\$1,287,086.62	
Jan	\$696,923.14	\$1,262,436.43	\$1,211,725.08	\$1,406,749.52	\$1,257,849.84	
Feb	\$711,933.16	\$1,327,993.02	\$1,243,922.79	\$1,400,593.86	\$1,395,028.61	
Mar	\$830,200.17	\$1,335,511.99	\$1,331,851.46	\$1,527,604.84	\$1,453,925.82	
Apr	\$1,271,000.43	\$1,737,993.21	\$1,745,961.23	\$1,948,117.24	\$1,997,138.05	
May	\$1,156,011.59	\$1,596,745.55	\$1,766,334.68	\$1,653,812.15	\$1,661,387.98	
Jun	\$847,502.15	\$1,277,412.71	\$1,392,533.42	\$1,297,422.99	\$1,410,224.89	
Jul	\$1,265,319.49	\$1,549,087.60	\$1,712,306.54	\$1,698,291.09	\$1,806,306.09	
Aug	\$1,305,233.44	\$1,600,211.65	\$1,873,259.90	\$1,721,986.39	\$1,886,301.93	ESTIMATE

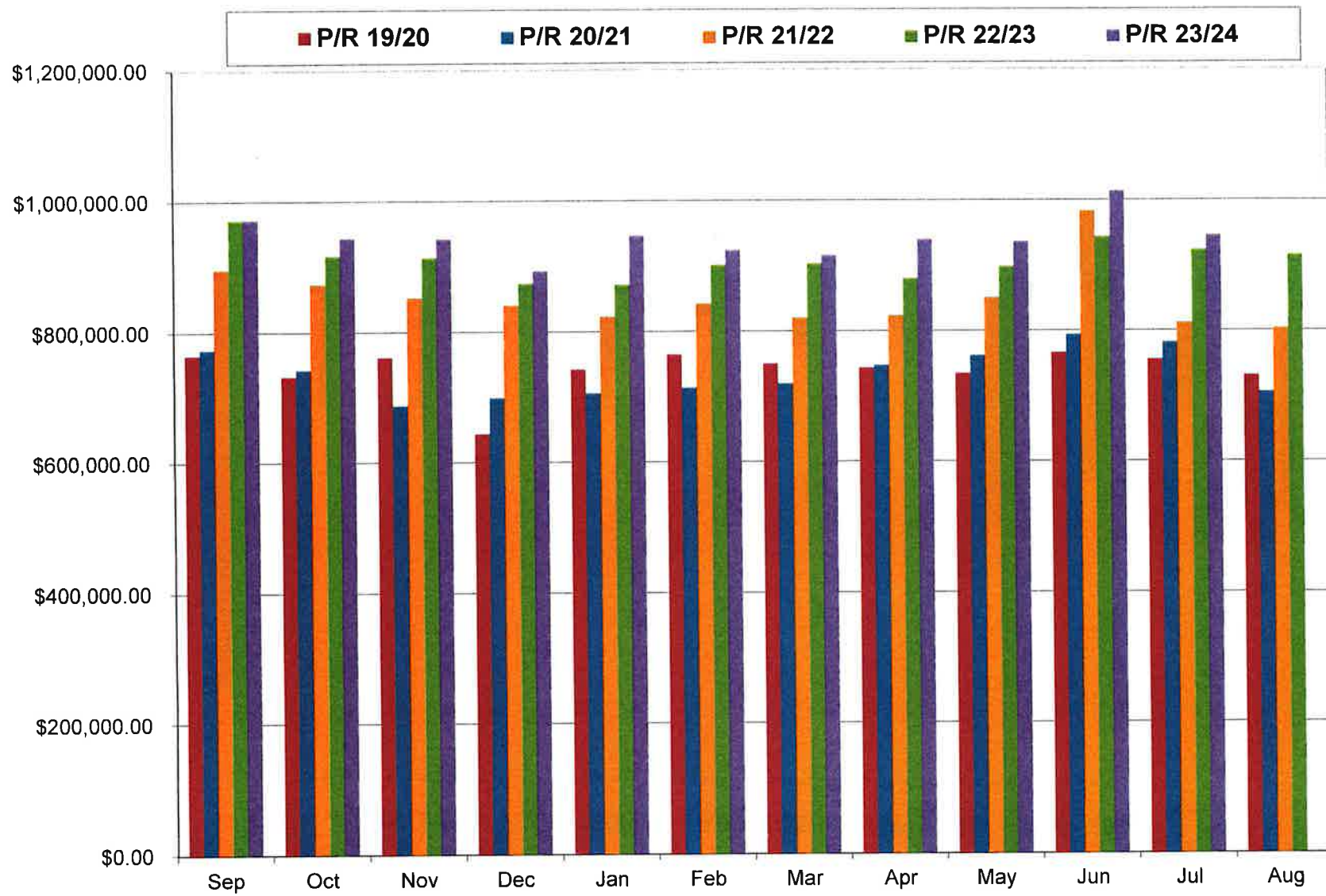
Treasurer's Ending Balance



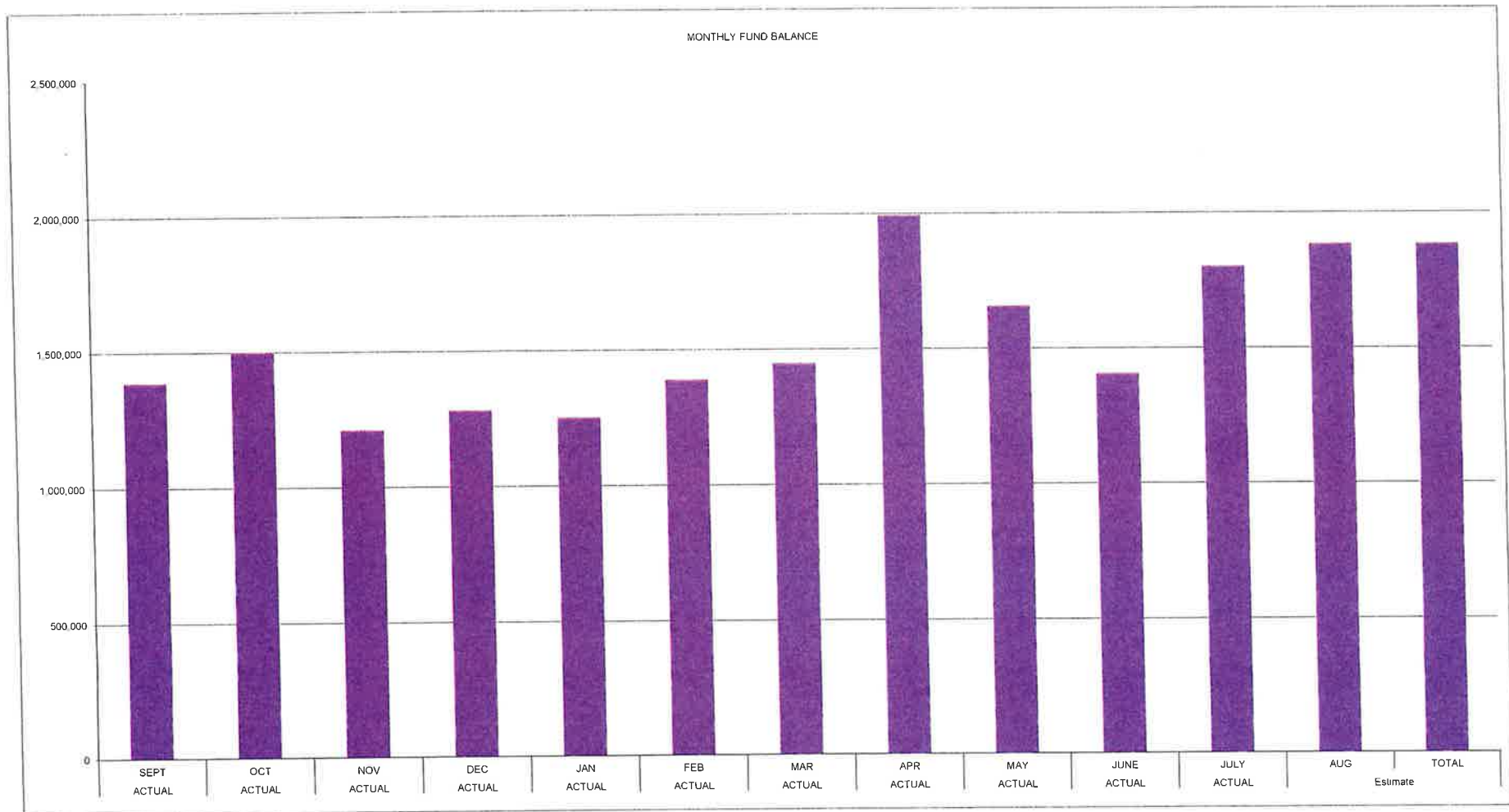
CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES

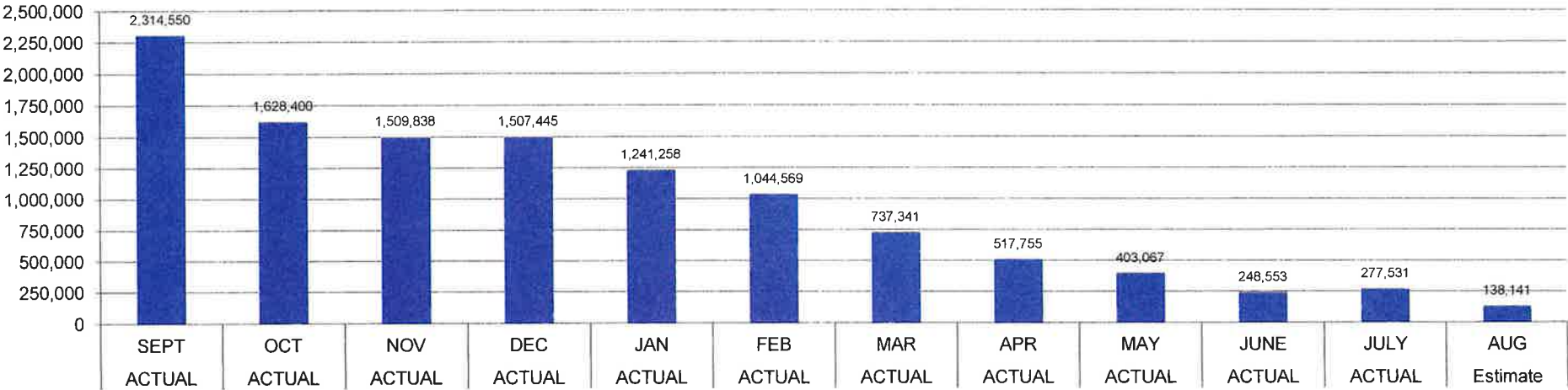


CHEWELAH SCHOOL DISTRICT													
CASH FLOW 2023-2024													
	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	Estimate AUG	TOTAL
BEGINNING CASH BALANCE	1,721,986	1,393,314	1,504,980	1,215,327	1,287,087	1,257,850	1,395,029	1,453,926	1,997,138	1,661,388	1,410,225	1,806,306	1,721,986
REVENUE					FTE ADJUST								
	0	0	0	0	0	0	0	0	0	0	0	0	1
APPORTIONMENT	1,008,361	1,015,873	935,019	1,150,009	1,068,756	1,159,054	1,137,731	1,295,922	773,479	883,055	1,550,869	1,470,000	13,448,118
PROPERTY TAXES	46,200	246,141	48,214	3,612	5,194	60,085	91,711	379,469	70,139	10,207	6,108	5,000	972,080
LOCAL RECEIPTS	29,871	47,998	3,474	7,131	38,922	27,508	8,101	6,300	8,562	44,822	13,176	5,000	240,865
OTHER	6,705	5,980	5,737	5,288	5,615	16,459	5,917	29,986	10,211	6,939	6,129	16,000	120,966
	1,091,138	1,315,992	992,444	1,166,040	1,118,487	1,263,106	1,243,460	1,711,676	862,383	945,023	1,576,282	1,496,000	14,782,030
EXPENDITURES													
A/P	446,590	259,056	257,814	184,882	189,132	200,111	316,881	227,152	314,160	181,616	197,610	380,000	3,155,004
PR	973,220	945,270	944,283	895,398	948,591	925,817	917,681	941,311	937,973	1,014,571	947,590	935,000	11,326,706
TRANSFER TO CPF			80,000	14,000	10,000		-50,000		-54,000		35,000	100,000	135,000
ENDING CASH BALANCE	1,393,314	1,504,980	1,215,327	1,287,087	1,257,850	1,395,029	1,453,926	1,997,138	1,661,388	1,410,225	1,806,306	1,887,306	1,887,306



CHEWELAH SCHOOL DISTRICT												
BUDGET STATUS 2023-2024												
	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	Estimate AUG
BUDGET	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295
YTD EXPENDITURES	1,493,773	2,698,811	3,892,189	4,972,534	6,105,907	7,235,920	8,470,155	9,685,226	10,921,779	12,114,344	13,246,154	14,561,154
ENCUMBRANCES	10,890,971	10,372,083	9,297,268	8,219,316	7,352,131	6,418,806	5,491,799	4,496,314	3,374,449	2,336,399	1,175,610	
BUDGET STATUS	2,314,550	1,628,400	1,509,838	1,507,445	1,241,258	1,044,569	737,341	517,755	403,067	248,553	277,531	138,141
PERCENTAGE OF BUDGET REMIANING												
	16%	11%	10%	10%	8%	7%	5%	4%	3%	2%	2%	1%

ESTIMATED BUDGET STATUS REPORT



CHEWELAH SCHOOL DISTRICT
2023-2024 Budget Status Report

08/08/24

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	999,999	6,108.01	978,424.45		21,574.55	97.84
2000 LOCAL SUPPORT NONTAX	121,423	10,297.81	94,064.52		27,358.48	77.47
3000 STATE, GENERAL PURPOSE	7,561,657	989,252.74	7,270,712.09		290,944.91	96.15
4000 STATE, SPECIAL PURPOSE	2,866,408	406,251.66	2,615,247.88		251,160.12	91.24
5000 FEDERAL, GENERAL PURPOSE	20,500	.00	24,040.85		3,540.85	117.27
6000 FEDERAL, SPECIAL PURPOSE	2,648,065	223,359.78	2,050,278.31		597,786.69	77.43
7000 REVENUES FR OTH SCH DIST	30,000	.00	24,740.65		5,259.35	82.47
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	10,290.00		10,290.00	0.00
9000 OTHER FINANCING SOURCES	80,000	.00	49,680.00		30,320.00	62.10
Total REVENUES/OTHER FIN. SOURCES	14,328,052	1,635,270.00	13,117,478.75		1,210,573.25	91.55
B. EXPENDITURES						
00 Regular Instruction	6,551,844	450,286.70	5,710,678.94	541,431.30	299,733.76	95.43
10 Federal Stimulus	791,293	70,459.48	706,930.08	28,528.96	55,833.96	92.94
20 Special Ed Instruction	1,740,030	132,849.63	1,766,896.61	135,076.93	161,943.54	109.31
30 Voc. Ed Instruction	509,232	39,215.94	610,102.29	59,294.55	160,164.84	131.45
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,589,937	127,922.24	1,172,222.90	80,642.20	337,071.90	78.80
70 Other Instructional Pgms	37,083	25,085.34	43,175.39	1,558.55	7,650.94	120.63
80 Community Services	12,000	.00	2,059.49	0.00	9,940.51	17.16
90 Support Services	3,467,876	285,991.58	3,234,088.78	329,077.08	95,289.86	102.75
Total EXPENDITURES	14,699,295	1,131,810.91	13,246,154.48	1,175,609.57	277,530.95	98.11
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)	371,243-	503,459.09	128,675.73-		242,567.27	65.34-
F. TOTAL BEGINNING FUND BALANCE	2,000,000		2,047,462.06			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,628,757		1,918,786.33			

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	44,800	.00
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 873 Committed to Depreciation Sub-F	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	500,000	700,000.00
G/L 890 Unassigned Fund Balance	1,083,957	1,218,786.33
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00

TOTAL

1,628,757

1,918,786.33

CHEWELAH SCHOOL DISTRICT
2023-2024 Budget Status Report

08/08/24

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	425,510	2,527.57	411,590.64		13,919.36	96.73
2000 Local Support Nontax	12,000	220.19	2,049.43		9,950.57	17.08
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	1,065,100	2,667.60	723,814.71		341,285.29	67.96
5000 Federal, General Purpose	6,000	.00	5,681.57		318.43	94.69
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	5,083.00		5,083.00-	0.00
9000 Other Financing Sources	150,000	.00	.00		150,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	1,658,610	5,415.36	1,148,219.35		510,390.65	69.23
B. EXPENDITURES						
10 Sites	400,000	24,960.60	61,713.43	170,020.76	168,265.81	57.93
20 Buildings	522,610	85,655.36	552,060.65	49,235.45	78,686.10-	115.06
30 Equipment	914,558	.00	715,810.00	20,428.07	178,319.93	80.50
40 Energy	0	.00	67,700.00	0.00	67,700.00-	0.00
50 Sales & Lease Expenditure	24,765	.00	.00	0.00	24,765.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	2,202.40	0.00	2,202.40-	0.00
Total EXPENDITURES	1,861,933	110,615.96	1,399,486.48	239,684.28	222,762.24	88.04
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)	203,323-	105,200.60-	251,267.13-		47,944.13-	23.58
F. TOTAL BEGINNING FUND BALANCE	298,323		203,738.88			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	95,000		47,528.25-			

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	55,000-	11,877.49-
G/L 863 Restricted from State Proceeds	0	56,290.65-
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	150,000	20,639.89
G/L 890 Unassigned Fund Balance	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	95,000	47,528.25-

CHEWELAH SCHOOL DISTRICT
2023-2024 Budget Status Report

08/08/24

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30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2024

	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	1,000	108.69	1,149.45		149.45-	114.95
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	1,000	108.69	1,149.45		149.45-	114.95
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)	1,000	108.69	1,149.45		149.45	14.95
F. TOTAL BEGINNING FUND BALANCE	24,000		23,902.45			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	25,000		25,051.90			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	25,000		25,051.90			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
TOTAL	25,000		25,051.90			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2024

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	73,700	334.42	46,959.82		26,740.18	63.72
2000 Athletics	166,500	350.00	49,373.80		117,126.20	29.65
3000 Classes	13,500	.00	.00		13,500.00	0.00
4000 Clubs	66,775	.00	37,600.68		29,174.32	56.31
6000 Private Moneys	9,100	.00	3,890.00		5,210.00	42.75
Total REVENUES	329,575	684.42	137,824.30		191,750.70	41.82
B. EXPENDITURES						
1000 General Student Body	75,500	1,946.95	39,629.52	2,993.42	32,877.06	56.45
2000 Athletics	146,500	1,381.43	50,583.23	4,385.78	91,530.99	37.52
3000 Classes	13,500	210.19	210.19	0.00	13,289.81	1.56
4000 Clubs	68,700	1,740.00	47,717.85	3,093.59	17,888.56	73.96
6000 Private Moneys	12,100	620.30	8,464.37	0.00	3,635.63	69.95
Total EXPENDITURES	316,300	5,898.87	146,605.16	10,472.79	159,222.05	49.66
C. EXCESS OF REVENUES						
OVER(UNDER) EXPENDITURES (A-B)	13,275	5,214.45-	8,780.86-		22,055.86-	166.15-
D. TOTAL BEGINNING FUND BALANCE	65,000		94,894.94			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	78,275		86,114.08			
C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	78,275		86,114.08			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
TOTAL	78,275		86,114.08			

CHEWELAH SCHOOL DISTRICT
2023-2024 Budget Status Report

08/08/24

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	6,250	846.27	11,349.48		5,099.48-	181.59
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	240,541	.00	.00		240,541.00	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	7,605.55		5,605.55-	380.28
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	248,791	846.27	18,955.03		229,835.97	7.62
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	248,791	846.27	18,955.03		229,835.97	7.62
D. EXPENDITURES						
Type 30 Equipment	580,791	.00	155,495.87	345,936.96	79,358.17	86.34
Type 40 Energy	0	.00	.00	0.00	.00	0.00
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>	580,791	.00	155,495.87	345,936.96	79,358.17	86.34
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)	332,000-	846.27	136,540.84-		195,459.16	58.87-
H. TOTAL BEGINNING FUND BALANCE	332,000		331,592.11			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	0		195,051.27			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		195,051.27			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
TOTAL	0		195,051.27			

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

		Original Budget	APPORTIONMENT	September	October	November	December	January	February	March	April	May	June	July	August
		774	819	785.12	841.02	847.06	840.42	829.85	827.85	829.51	833.93	827.27	825.93	5.99	4.26
		Original Budget	APPORTIONMENT	September 9.5%	October 8.6%	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	estimate
ENROLLMENT REVENUE	SY 2023-24														
	Apportionment Adjustment														
	Regular Apportionment	7,068,006.45	7,645,719.64	636,425.22	659,813.80	381,713.05	686,434.94	652,591.22	679,200.87	681,494.59	710,512.36	376,501.45	457,667.91	958,883.92	764,480.31
3100	Asport. Spec Ed	241,005.18	242,944.13	21,384.62	19,183.19	11,931.70	21,477.08	20,873.56	21,443.12	21,480.15	23,008.33	12,748.77	14,750.38	30,368.82	24,294.41
3300	LEA (Sep through Dec)	69,703.51	69,703.51	0.00	22,402.71	42,323.97	4,976.83	0.00	0.00	0.00	0.00	0.00	3,679.96	0.00	0.00
3300	LEA (Jan through Aug)	182,942.49	132,372.73	0.00	0.00	0.00	0.00	0.00	0.00	0.00	55,159.72	42,279.85	0.00	0.00	31,253.20
4100-01	General Fund Para PD		6,060.00	0.00	6,060.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4121	Special Ed	1,220,899.98	1,297,030.58	108,310.55	113,262.11	65,168.43	117,370.57	104,159.40	115,033.78	115,671.50	120,488.33	65,603.50	80,126.27	162,133.08	129,703.06
4155	Learning Assist	548,868.81	549,076.56	0.00	53,073.94	67,722.90	49,416.89	46,671.51	49,416.89	49,416.89	49,416.89	27,453.83	32,944.59	68,634.57	54,907.66
4156-03	Regional Board Cells	39,229.42	42,509.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	42,509.64	0.00
4156-04	State Grants	340,250.00	95,826.00	0.00	0.00	10,248.98	10,029.33	5,236.00	13,753.10	26,405.04	8,198.56	6,270.69	6,566.96	7,217.37	1,899.97
4156-06	Transancy		777.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	777.29	0.00	0.00
4165	Transancy 4165 (Selling)		2,551.89	0.00	0.00	0.00	0.00	1,008.00	229.67	229.67	229.67	127.59	153.11	318.99	255.19
4165	Transancy 4165 (Selling)	22,648.75	24,414.95	2,038.39	2,129.81	1,225.94	2,206.70	2,084.10	2,206.70	2,146.96	2,197.34	1,220.75	1,464.90	3,051.87	2,441.49
4174	Highly Capable	56,000.00	55,132.57	0.00	165.65	184.85	4,238.87	5,593.00	6,730.10	7,568.70	7,228.65	7,228.65	15,108.03	5,870.62	0.00
4198	Food Serv	608,011.14	715,422.07	54,555.57	48,493.84	30,308.65	54,555.57	51,524.71	108,395.01	64,238.80	64,238.81	35,688.22	42,825.88	89,220.56	71,376.45
4199	Transaccation	30,500.00	50,306.89	0.00	0.00	1,238.89	0.00	14,938.98	2,844.89	4,126.17	16,685.17	9,303.20	11,774.07	20,565.23	16,565.71
4300	Offier State Agencies	181,240.00	164,791.20	16,322.84	14,509.19	9,068.24	16,322.84	16,143.40	16,143.40	16,244.68	16,685.17	9,303.20	11,774.07	20,565.23	16,565.71
6109	Transition to Kindergarten	850,000.00	863,599.78	0.00	0.00	130,519.70	71,965.05	60,593.00	49,641.22	48,880.48	74,922.21	81,766.37	97,473.94	66,149.11	181,688.70
6113	ESSER III	10,000.00	11,146.00	0.00	0.00	0.00	428.10	138.78	17,679.77	17,676.54	17,679.88	22,666.96	17,611.48	17,778.71	112,591.40
6113	ESSER III Other	327,281.00	292,281.00	0.00	16,625.25	16,640.17	17,667.50	17,663.34	17,679.77	17,676.54	17,679.88	22,666.96	17,611.48	17,778.71	112,591.40
6124	Fed Special ED-24	16,000.00	52,776.00	0.00	0.00	1,667.06	8,487.93	1,867.47	7,939.22	41,720.00	10,852.31	10,852.31	545.85	0.00	1,276.14
6138	Fed Vocational-38	508,341.00	482,419.45	0.00	0.00	75,684.54	41,490.78	8,892.26	6,256.50	0.00	18,787.37	2,676.26	12,992.64	13,909.70	3,424.12
6151	Fed Title I-51	178,443.00	128,268.70	0.00	0.00	49,362.36	11,967.49	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00
6152	Fed Title II -52	12,000.00	5,000.00	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	273,000.00	328,882.51	0.00	38,802.29	41,247.99	30,972.53	25,353.75	30,582.68	38,717.07	34,318.69	32,749.35	40,562.93	1,955.48	0.00
6198	Food Service		16,658.88	0.00	0.00	0.00	0.00	0.00	424.36	4,020.60	3,674.03	2,116.77	4,467.64	4,320.07	0.00
619801	Fresh Fruit and Vegetable Program		4,320.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
619802	Food-Federal-Safe Schools Grant	200,000.00	32,569.45	0.00	0.00	0.00	0.00	21,981.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6198-11	School Food-Fed Supply Chain Assist	16,000.00	19,891.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6198-15	Food Service CEP Supp ESSER		23,513.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	23,513.45	0.00
6210	E-Rate	35,759.78	811.08	0.00	0.00	0.00	811.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6219	Emergency Connectivity Fund														
Apportionment Totals-	Balance to Apportionment report	13,036,130.51	13,356,777.10	869,515.93	994,521.78	936,257.42	1,150,820.08	1,083,694.54	1,169,883.51	1,141,857.40	1,299,709.33	776,576.27	888,045.17	1,583,255.95	1,560,940.31
1100 Taxes collected	Line 020 F-197	976,489	976,489	46,200.14	246,140.75	48,214.19	3,612.21	5,194.19	60,085.07	91,710.85	379,468.67	70,138.98	10,207.33	6,108.01	5,042.45
1500 Timber Excise	Line 035 F-197	23,510	22,000	0.00	0.00	0.00	0.00	0.00	11,344.06	0.00	0.00	0.00	0.00	0.00	10,655.94
2300 Interest	Line 002 F-197	60,000	75,000	6,705.32	5,980.13	5,737.49	5,287.98	5,615.34	5,114.87	5,916.55	5,944.70	10,211.25	6,939.19	6,128.57	5,418.61
2000 Local Deposits	Line 001 F-197	61,423	35,000	1,038.64	783.10	941.50	240.95	0.00	5,722.00	3,569.50	629.13	3,027.97	4,361.10	4,169.24	10,516.87
5500 Federal Forests		20,500	24,041	0.00	0.00	0.00	0.00	0.00	0.00	0.00	24,040.85	0.00	0.00	0.00	0.00
6321 Medicaid		15,000	7,000	0.00	111.05	1,111.63	355.36	914.57	845.11	555.25	850.43	866.30	1,082.97	133.26	374.07
6998 Commodities		25,000	35,475	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		30,000	24,741	0.00	0.00	0.00	1,703.66	11,216.91	141.53	0.00	49,680.00	0.00	0.00	0.00	0.00
9000 LT Financing		80,000	49,680	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 Other deposits	FFA Foundation Grant		10,290	0.00	0.00	0.00	0.00	10,290.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	Balance to Budget Status Report	14,328,053	14,616,493	923,460.03	1,247,536.81	992,262.23	1,162,020.24	1,116,925.55	1,253,136.15	1,243,609.55	1,760,458.78	862,237.77	920,561.64	1,635,270.00	1,592,948.25
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	estimate
Payroll - Certificated	Object 2	5,632,099	5,677,637	505,677.61	480,986.18	464,290.30	448,818.43	438,758.22	454,558.01	451,975.81	461,581.17	461,023.19	548,939.26	500,708.95	460,319.56
Payroll - Classified	Object 3	2,693,533	2,437,303	189,586.22	207,824.76	209,265.51	193,480.19	243,078.32	214,007.94	206,641.77	214,450.86	215,238.37	192,651.52	186,771.95	164,305.52
Benefits	Object 4	3,208,406	3,134,269	253,030.21	267,967.11	270,120.06	253,099.82	262,222.07	260,814.54	260,050.60	263,010.26	262,880.48	276,298.85	255,351.58	249,423.64
Substitute & Timesheet Estimate			60,000												60,000.00
Additional PO Estimate			80,000												80,000.00
Accounts Payable	Objects 5 through 9	3,165,247	3,172,555	545,479.37	248,259.82	249,701.82	184,946.49	189,314.13	200,632.65	315,566.84	276,028.61	297,411.15	174,675.05	188,978.43	301,560.85
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	14,699,285	14,561,764	1,493,773.41	1,205,037.87	1,193,377.69	1,080,344.93	1,133,372.74	1,130,013.14	1,234,235.02	1,215,070.90	1,236,553.19	1,192,564.68	1,131,810.91	1,315,609.57
Beginning Fund Balance		2,047,462	2,047,462	2,047,462.06	1,477,148.88	1,519,647.62	1,318,532.16	1,400,207.47	1,383,760.28	1,506,883.29	1,516,257.82	2,061,645.70	1,687,330.28	1,415,327.24	1,918,786.33
Plus Revenue		14,328,053	14,616,493	923,460	1,247,537	992,262	1,162,020	1,116,926	1,253,136	1,243,610	1,760,459	862,238	920,562	1,635,270	1,592,948
Minus Expenditures		(14,699,285)	(14,561,764)	(1,493,773)	(1,205,038)	(1,193,378)	(1,080,345)	(1,133,373)	(1,130,013)	(1,234,235)	(1,215,071)	(1,236,553)	(1,192,565)	(1,131,811)	(1,315,610)
Ristricted	Carryover & Inventory														
Plus or Minus	Assignment by Superintendent	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (700,000.00)	\$ (1,000,000.00)
	Unassigned Fund Balance			\$ 1,477,149	\$ 1,519,648	\$ 1,318,532	\$ 1,400,207	\$ 1,383,760	\$ 1,506,883	\$ 1,516,258	\$ 2,061,646	\$ 1,687,330	\$ 1,415,327	\$ 1,918,786	\$ 2,196,125
Ending/Projected Fund Balance	Balance to Budget Status Report	976,230	1,402,191	777,149	819,648	618,532	700,207	683,760	806,883	816,258	1,361,646	987,330	715,327	1,218,786	1,196,125

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 August 28, 2024, the board, by a _____ vote, approves payments, totaling \$68,149.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125136 through 125150, totaling \$68,149.89

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
125136	AMAZON	07/15/2024	161V-GNLF-DDKD	Amazon Avery Binder 2'	1400008522	48.01	827.91
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		48.01	
			1JWN-KPCV-HGJY	File folders, Worldly Wise, Explode the Code	1400008528	357.80	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		322.29	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		35.51	
			1QHP-TWVL-WXL9	Curriculum for next year students	1400008520	372.24	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		372.24	
			1Y36-LKKF-D4PT	Amazon Skill Sharpener Grade K Geography - 6	1400008526	49.86	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		49.86	
125137	ARTISTIC PURSUITS INC	07/15/2024	15799	Supply kits for 2024-25	1400008523	655.00	1,067.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-52.40	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		707.40	
			15801	Supply kits for 2024-25	1400008531	412.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-32.96	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		444.96	
125138	BOOKSHARK LLC	07/15/2024	BI0037922	Curriculum sets & extra consumables	1400008527	2,471.96	3,392.11
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		247.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			2,224.76	
			BI0037952	Consumables & Curriculum	1400008529	920.15	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			920.15	
125139	CHEWELAH CHAMBER OF COMMERCE	07/15/2024	2425-20	2024-2025 MEMBERSHIP DUES	1000011156	75.00	75.00
10 E 530 9700 12 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			75.00	
125140	CURRICULUM ASSOCIATES LLC	07/15/2024	90824355	i-Ready licensing with instructional pathway for Gess and Quartzite, professional learning session	1000011154	21,507.70	21,507.70
10 E 530 0200 27 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			4,035.87	
10 E 530 5100 27 5650 1100 0000 0000 0			General Fund/EXPENDITURES/TITLE I			17,471.83	
125141	ELAN CARDMEMBER SERVICE	07/15/2024	SA-061424	240 Planners for 2024 - 2025 School Year	1300008450	888.00	888.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-71.04	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			959.04	
125142	FIRST FOR INSPIRATION	07/15/2024	INV85199	First Lego Team Registration and challenge set FOR 2024-25	1400008428	383.94	383.94
10 E 530 0200 27 7580 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			383.94	
125143	FLOURISHING LIFE TECHNOLOGIES	07/15/2024	200122	Flourishing Life licensing, set up, and training for 24-25 school year	1000011157	1,500.00	2,700.00
10 E 530 0300 31 7330 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			1,500.00	
			200122B	Flourishing Life licensing, set up, and training for 24-25 school year	1000011157	1,200.00	
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-96.00	
10 E 530 0300 27 5650 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			1,296.00	
125144	INSTRUCTURE	07/15/2024	INV597409	Canvas LMS licensing for 24-25	1000011164	3,034.80	3,034.80

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5288 32 5650 0000 4750 0000 0				General Fund/EXPENDITURES/TITLE IV		3,034.80	
125145	LOGIC OF ENGLISH	07/15/2024	SI-209736	Foundations A 5 workbooks	1400008524	91.30	91.30
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		91.30	
125146	NWEA NORTHWEST EVALUATION ASSO	07/15/2024	115356	NWEA MAP Growth K-12, Science, and Virtual PD session	1000011152	8,202.35	8,202.35
10 E 530 5100 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE I		2,091.60	
10 E 530 5100 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE I		6,110.75	
125147	RENAISSANCE LEARNING INC	07/15/2024	INV5328396	Accelerated Reader subscription for Gess Elementary	1000011155	3,807.54	3,807.54
10 E 530 5100 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE I		3,807.54	
125148	SCHOOL DATA SOLUTIONS	07/15/2024	103358	Schooldata.net Homeroom for Educators subscription and ALE School Management for Quartzite Learning	1000011151	13,054.13	13,054.13
10 E 530 5500 23 5650 4300 0000 0000 0				General Fund/EXPENDITURES/LAP		2,425.45	
10 E 530 5500 23 5650 1100 0000 0000 0				General Fund/EXPENDITURES/LAP		2,424.16	
10 E 530 0200 23 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		8,204.52	
125149	STAPLES BUSINESS ADVANTAGE	07/15/2024	6005858862	Avery 1.5 inch binder, Comp notebook, Folder w/ fastener FOR 2024-25	1400008521	175.79	175.79
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		175.79	
125150	ULINE	07/15/2024	179339498	Furniture Budget: GESS; downtown bookcase, industrial storage credenza, industrial lateral file cabinet, deluxe leather chair, double pedestal industrial office L-desk. JHS;	2300002775	8,942.32	8,942.32

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				downtown L			
				adjustable desk			
				lg, downtown L			
				adjustable desk			
				sm, downtown			
				bookcase,			
				downtown 3-drawer			
				pedestal file, 6			
				vinyl sled base			
				chairs.			
10 E 530 0100 27 5610 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			4,650.01	
10 E 530 0100 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			4,292.31	

15 Computer Check(s) For a Total of 68,149.89

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
15	Computer	Checks For a Total of	68,149.89
Total For	15	Manual, Wire Tran, ACH & Computer Checks	68,149.89
Less	0	Voided	0.00
		Net Amount	68,149.89

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-252.40	0.00	68,402.29	68,149.89

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 August 28, 2024, the board, by a _____ vote, approves payments, totaling \$109,700.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125151 through 125195, totaling \$109,700.51

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
125151	A-L COMPRESSED GASES INC	07/15/2024	0003036872	OPEN PO FOR SUPPLIES	1000010893	85.44	85.44
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			85.44	
125152	ALSCO	07/15/2024	LSPO2745152	coverall and rags	1000010892	26.48	105.92
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
			LSPO2747086	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
			LSPO2748949	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
			LSPO2750858	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
125153	AMAZON	07/15/2024	14XR-LY41-MCMG	JENNIFER DRAKE - CLASSROOM BUDGET FIDGET TOYS, MONKEY NOODLES, WASHABLE PAINT, FLOOR CUSHIONS, SCOTCH TAPE, STICKY NOTES, WHITE PAPER LUNCH BAGS, INDIVIDUAL KENETIC SAND, INDIVIDUAL PLAY DOUGH	1100008207	223.42	303.11
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			223.42	
			19V7-9CLX-1NXQ	Amazon - USB to SATA adapters	2600001743	47.32	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			47.32	
			1QVW-CDTW-7WM1	GREGERSON	1100008206	32.37	
				KINDERGARTEN			
				SCREENER DAY & WA			
				KIDS MEETINGS			
				REWARD - GENERAL			
				BUDGET			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			32.37	
125154 AT&T MOBILITY		07/15/2024	287301239699X062824	BACKUP INTERNET	1000010835	43.23	555.43
				CONNECTION FOR			
				PHONE SYSTEM			
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			43.23	
			287334930137X062724	FIRST NET	1000010951	512.20	
				WIRELESS SERVICES			
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			512.20	
125155 CHARLIE'S PRODUCE		07/15/2024	94231	MILK, FOOD &	1000010827	1,029.82	1,122.51
				SUPPLIES			
10 E 530 9811 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST			1,029.82	
			995652	MILK, FOOD &	1000010827	92.69	
				SUPPLIES			
10 E 530 9811 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST			92.69	
125156 CHEWELAH AUTO PARTS		07/15/2024	063024	TRANSPORTATION	1000010861	369.32	369.32
				SUPPLIES ACCT #68			
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			369.32	
125157 CHEWELAH CHAMBER OF COMMERCE		07/15/2024	BFB-2024-6	ANNUAL PETUNIA	1000011083	165.00	165.00
				BASKETS			
10 E 530 9700 11 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			165.00	
125158 CITY OF CHEWELAH		07/15/2024	062724	UTILITIES	1000010863	13,019.44	13,019.44
10 E 530 9700 65 7410 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			631.90	
10 E 530 9700 65 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			114.72	
10 E 530 9700 65 7622 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			603.14	
10 E 530 9700 65 7410 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			358.07	
10 E 530 9700 65 7420 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,569.00	
10 E 530 9700 65 7622 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,352.94	
10 E 530 9700 65 7410 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			117.13	
10 E 530 9700 65 7622 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			493.26	
10 E 530 9700 65 7410 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			423.12	
10 E 530 9700 65 7420 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,310.00	
10 E 530 9700 65 7622 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,409.61	
10 E 530 9700 65 7410 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			123.54	
10 E 530 9700 65 7420 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			144.50	
10 E 530 9700 65 7622 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			368.51	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125159	DARTMORE SCHOOL	07/15/2024	43223	SPED STUDENT ACADEMIC INSTRUCTION FOR 2023-2024-JUNE	2100006302	4,272.00	4,272.00
10 E 530 2100 27 7569 4300 3900 0000 0			General Fund/EXPENDITURES/SPED STATE			4,272.00	
125160	DEERE CREDIT INC	07/15/2024	2925003	LEASE 1600 COMMERCIAL WIDE AREA LAWN MOWER	1000010839	649.57	649.57
10 E 530 9700 83 7832 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1.89	
10 E 530 9700 84 7831 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			599.56	
10 E 530 9700 13 7442 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			48.12	
125161	DISTRICT MANAGEMENT GROUP LLC	07/15/2024	26211	DISTRICT MANAGEMENT GROUP SPECIAL ED SOFTWARE LICENSE RELATED TO DMSCHEDULES - ESSER III TO ADDRESS LEARNING LOSS AND RECOVERY	1100008302	5,300.00	5,300.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-424.00	
10 E 530 1300 23 5650 1100 0000 0000 0			General Fund/EXPENDITURES/ESSER III			5,724.00	
125162	ELAN CARDMEMBER SERVICE	07/15/2024	ED-053124	Transcript to the University of Montana for T. Angry	1400008419	15.00	11,347.23
10 E 530 0300 27 7340 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			15.00	
			ED-060524	The Educator Summit Summer 2024 FOR CANDY KRISTOVICH	1400008424	100.00	
10 E 530 0200 31 7330 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			100.00	
			ED-060724	For the GED Completer and the Quartzite Grads. Dinner at Mistequa Hotel for 80 people.	1400008426	3,899.10	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			1,949.55	
10 E 530 0300 27 5610 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			1,949.55	
			ED-061024	Flowers for Graduation 25% QLC and 75% Jenkins	1300008357	172.80	

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				General Fund/EXPENDITURES/BASIC EDUCATION		129.60	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		43.20	
			ED-061224	Real World problem math Algebra one	1400008430	44.71	
10 E 530 0300 33 5610 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		44.71	
			ED-062724	AWSP conference lodging	1000011081	442.78	
10 E 530 5500 31 8580 4300 2020 0000 0				General Fund/EXPENDITURES/LAP		442.78	
			JPE-062524	CANVA MONTHLY SUBSCRIPTION TO CREATE FLYERS & NEWSLETTERS	1000010864	12.99	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-1.04	
10 E 530 9700 12 5650 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		14.03	
			JPR-060324	Westside Pizza SPED Group Rewards	2100006339	104.80	
10 E 530 2100 21 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		104.80	
			JPR-060724	SCHOLASTIC TEACHER STORE ESSER SUMMER SCHOOL FUND 4-5 BUNDLE CURRICULUM **PLEASE CHECK ACCOUNT CODE	1100008203	1,049.69	
10 E 530 1301 27 5610 1100 1660 0000 0				General Fund/EXPENDITURES/ESSER III SUMMER SCHOOL		1,049.69	
			JPR-061424	BETHANY BENNETCH AAC LANGUAGE LAB 1 YR SUBSCRIPTION SPED	2100006343	19.95	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-1.60	
10 E 530 2100 26 5650 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		21.55	
			JPR-061424B	BETHANY BENNETCH PRC-SARTILLO ANNUAL SUBSCRIPTION CUTOM LEARNING MATERIALS SPED	2100006342	36.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-2.88	
10 E 530 2100 26 5650 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		38.88	
			JT-061224	SOFTBALL BATTING	2300006978	237.58	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 28 5610 4300 0000 0000 1				CAGE; SONO TUBE		237.58	
				General Fund/EXPENDITURES/BASIC EDUCATION			
			JT-061424	CSD Barbeque;	2300006980	15.33	
				Propane @ JMT			
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		15.33	
			JT-061724	UPS; Press Box	2300006979	550.80	
				Drawings for			
				Snyder Field			
				copies x3 (levy)			
10 E 530 9700 64 9720 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		550.80	
			JT-062624	GreenePartStore;	2300006987	323.27	
				John Deere mower			
				filters. (2			
				orders, 1 P.O.)			
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		323.27	
			MS-053024	WA DEPT OF	1000011073	13.65	
				LICENSING-REPORT			
				SALE OF BUS 2014			
				CHEV STARCRAFT			
10 E 530 9900 51 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		13.65	
			MS-062024	HOTEL MARNIE	1000011038	357.76	
				HARTILL CYBER.ORG			
				ED CONFERENCE			
				JUNE 14-17, 2024			
				IN ORLANDO, FL			
10 E 530 3800 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/PERKINS		357.76	
			NC-061124	Apple Store -	1300008359	16.18	
				ipad apps for			
				staff LaVonne			
				Burgess -			
				Procreate Joe			
				Trudeau -			
				StaffWars Live			
10 E 530 0100 27 5610 4300 1160 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		14.03	
10 E 530 0100 27 5610 4300 1400 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		2.15	
			NC-061224	Bitwarden	2600001740	155.52	
				password manager			
				for tech staff			
10 E 530 0100 32 7352 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		155.52	
			NC-062124	MICROSOFT LICENSE	1000010865	43.20	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		43.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			SA-053124	Pizza and Salad for Senior Signing Prep, Cakes for Senior Signing Celebration	1300008335	151.05	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			151.05	
			SA-060324B	CANVA PROFESSIONAL LICENSE FOR VANESSA BIGLER 1 YEAR	0	119.99	
10 E 530 0100 24 5650 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			119.99	
			SA-060624	FFA Jackets Classroom Set and Ties	1300008314	1,256.00	
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-100.48	
10 E 530 3100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/VOCATIONAL			1,356.48	
			SA-062424	Conference room and catering for 9th grade success planning-BUILDING BRIDGES GRANT JUNE 20-21	1300008349	2,209.08	
10 E 530 5808 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BUILDIN BRIDGES EARLY WARNING			2,209.08	
125163 H & H INC		07/15/2024	AR332346	COPIER MONTHLY USAGE CHARGES	1000010866	6.16	6.16
10 E 530 0200 23 7340 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			6.16	
125164 HARTILL, MARNIE JO		07/15/2024	062124	REIMBURSE FOR MEALS, BAGGAGE FEES, LYFT AND CONFERENCE REGISTRATION-CYBER .ORG CONFERENCE JUNE 14-17, 2024 ORLANDO FL	0	335.15	335.15
10 E 530 3800 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			335.15	
125165 INLAND NORTHWEST THERAPY		07/15/2024	16420T	OT SERVICES 2023-2024-JUNE	1000010832	2,784.40	4,494.60
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			2,784.40	
			1642S	SPEECH SERVICES 2023-2024-JUNE	1000010833	1,710.20	
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			1,710.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125166	INTRIGUE COMMUNICATIONS INC	07/15/2024	8714	PHONE SERVICES ON	1000010867	232.68	232.68
				ACCOUNT #100152			
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			232.68	
125167	JMT PETROLEUM	07/15/2024	246150	FUEL ACCT	1000010868	5,269.50	5,269.50
10 E 530 9700 62 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			375.11	
10 E 530 9700 75 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			390.67	
10 E 530 9700 75 5626 0000 1940 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			381.82	
10 E 530 9900 52 5626 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			3,910.69	
10 E 530 9900 52 5626 0000 4450 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			211.21	
125168	LEADER SERVICES	07/15/2024	WA12706	SERVICES FOR	1000010908	12.60	12.60
				MEDICAID			
10 E 530 2100 27 7340 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			12.60	
125169	MARSHALL THERAPY COMPANY	07/15/2024	Chewelah SD-8	SPEECH THERAPY	1000010952	1,550.00	1,550.00
				SERVICES FOR			
				2023-2024-JUNE			
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			1,550.00	
125170	NAPA AUTO PARTS	07/15/2024	063024	TRANSPORTATION	1000010869	139.35	139.35
				SUPPLIES ACCT			
				#16420840			
10 E 530 9700 75 5610 0000 1940 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			83.69	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			55.66	
125171	NEWESD 101	07/15/2024	1242403093	FEES & SCIENCE	1000010829	19,456.85	19,456.85
10 E 530 0100 32 7352 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			125.00	
10 E 530 0100 33 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			3,977.25	
10 E 530 0100 33 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			228.00	
10 E 530 3100 27 7810 4300 0000 0000 0			General Fund/EXPENDITURES/VOCATIONAL			225.00	
10 E 530 9700 72 7591 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			14,901.60	
125172	NORTHERN HARDWOOD INC	07/15/2024	2024 0147	JHS; Refinishing	2300006904	5,616.00	5,616.00
				gym floor			
10 E 530 9700 64 9720 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			5,616.00	
125173	OTHELLO HIGH SCHOOL	07/15/2024	23-24.017	Othello Lady	1300008246	75.00	75.00
				Huskies Wrestling			
				Invite January			
				19, 2024			
10 E 530 0100 28 7580 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			75.00	
125174	OXARC INC	07/15/2024	0061778172	Argon and Stargon	1000010872	14.58	14.58
				gas			
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			14.58	
125175	PATERSON SCHOOL DISTRICT #50	07/15/2024	070924	KESE GRANT	1000010941	1,623.60	1,623.60
				REIMBURSEMENTS			
10 E 530 5238 31 7592 0000 2702 0000 0			General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT			1,623.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125176	ROGERS HIGH SCHOOL	07/15/2024	RHS 60624	Track- Mooberry	1300008360	175.00	175.00
				Relay 4/20/2024			
10 E 530 0100 28 7580 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			175.00	
125177	SETYS ACE HARDWARE	07/15/2024	060724	Setys Open PO for	1300008352	47.10	996.58
				Shop Needs			
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			47.10	
			063024	PURCHASES OPEN PO	1000010877	949.48	
				ACCT #101365			
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			81.65	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			389.67	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			19.43	
10 E 530 9700 63 5610 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			102.24	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			352.03	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			4.46	
125178	TAPIA, KINDRA D	07/15/2024	062424	REIMBURSE FOR	0	75.27	75.27
				FUEL FOR SCHOOL			
				VAN-XC CAMP IN			
				MONTANA			
10 E 530 9700 75 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			75.27	
125179	VALENCE WIRELESS AND COMMUNICA	07/15/2024	50362	Maintenance:	2300006993	703.91	703.91
				analog portable			
				radios x3			
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			703.91	
125180	VERIZON WIRELESS	07/15/2024	9966989328	WIRELESS HOTSPOTS	1000010880	105.14	105.14
				MONTHLY CHARGES			
				FOR QL, OD &			
				MAINT ACCT			
				342368558-00001			
10 E 530 0200 32 7530 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			45.21	
10 E 530 0300 32 7530 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			45.21	
10 E 530 9700 72 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			14.72	
125181	WASHINGTON SNA	07/15/2024	2353	WA School	1000011158	800.00	975.00
				Nutrition			
				Conference for			
				Erin Dell, Kat			
				Hanlan, Rosa			
				Turner, and			
				Carrie Sulgrove			
				JULY 29-31			
10 E 530 9800 44 7330 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			800.00	
			2357	WA School	1000011158	175.00	
				Nutrition			
				Conference for			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Krisan Lelew JULY 29-31			
10 E 530 9800 44 7330 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		175.00	
125182 WASBO		07/15/2024	300009020	WASBO MEMBERSHIP DUES FOR CARRIE SHEPPARD	1000011086	225.00	225.00
10 E 530 0100 28 7810 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		225.00	
125183 WA STATE DEPT OF LICENSING		07/15/2024	L0241196396	Driver Abstracts	1000010882	30.00	30.00
10 E 530 0100 28 7340 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		30.00	
125184 WASHINGTON STATE SCHOOL FOR TH		07/15/2024	13619	ON-SITE CONSULTATION AND/OR DIRECT SERVICES FOR BLIND/LOW VISION STUDENT ON 504 & SPED AUGUST 2023-JUNE 2024	1000010902	2,859.38	2,859.38
10 E 530 2100 27 7322 4300 3900 0000 0				General Fund/EXPENDITURES/SPED STATE		2,859.38	
125185 BARNARDS BUILDING LLC		07/15/2024	437	Snyder Field: Construction of Announcers Booth-CPF LEVY less retainage	2300006984	19,600.00	19,600.00
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		-2,000.00	
20 E 530 2204 12 7000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		21,600.00	
125186 DAWSON TRUCKING INC		07/15/2024	58694	JHS: Walk-in Cooler Rebar #4 1/2" CPF-Healthy Kids	2300006991	151.20	956.88
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		151.20	
			587695	JHS: Concrete CPF-Healthy kids grant	2300006994	805.68	
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		805.68	
125187 ELAN CARDMEMBER SERVICE		07/15/2024	JT-062024	CPF Healthy Kids Healthy Schools Grant Supplies for water fountains at JHS and Gess	2300006985	370.53	370.53
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		370.53	
125188 LIBERTY GEOTECHNICAL ENGINEERI		07/15/2024	062524	Press Box;	2300006990	1,409.38	1,409.38

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Liberty Geotechnical Engineering, INC CPF LEVY			
20 E 530 2204 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			1,409.38	
125189	PRESS ARCHITETURE LLC	07/15/2024	063024	Press Box: Construction architectural CPF LEVY	2300006996	875.00	875.00
20 E 530 2204 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			875.00	
125190	AMAZON	07/15/2024	17GM-JMFD-LH4F	Sweatpants and shirts	8300007269	305.34	561.34
40 E 530 6001 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/INVEST ED			305.34	
			1DH4-WQ6K-3KCJ	Bats, weighted training balls, softballs	8300007257	161.52	
40 E 530 2010 00 0000 2200 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			161.52	
			1N3Y-RG43-L1HC	Bats, weighted training balls, softballs	8300007257	40.49	
40 E 530 2010 00 0000 2200 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			40.49	
			1QJJ-QFQG-1L6K	Bats, weighted training balls, softballs	8300007257	53.99	
40 E 530 2010 00 0000 2200 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			53.99	
125191	CLARKS ALL SPORTS	07/15/2024	128638	Softballs	8300007263	427.68	427.68
40 E 530 2010 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			427.68	
125192	ELAN CARDMEMBER SERVICE	07/15/2024	ED-061024B	Costco-graduation supplies	8300007267	210.19	1,120.48
40 E 530 3024 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CLASS OF 2024			210.19	
			JPR-060624	5TH GRADE SAUTTER & GRIEPP SCHOOL WIDE REWARD WESTSIDE PIZZA **PLEASE CHECK ACCT CODE	8100006260	124.45	
40 E 530 1001 00 0000 1100 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL			124.45	
			jpr-060724b	3RD GRADE POLLY & SETY AR PIZZA SCHOOL WIDE REWARDS	8100006259	131.10	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		131.10	
			SA-060524	Engraver Inc- senior award plaques	8300007265	32.70	
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE		32.70	
			SA-061324	Costco- drinks, chips, fruit snacks, ice cream	8300007256	159.18	
40 E 530 1001 00 0000 2200 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		159.18	
			SA-061724	Field Day Supplies- Walmart, costco, Dollar Tree, Safeway, Dollar General, Chef Store	8300007268	136.18	
40 E 530 1001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		136.18	
			SA-061824	Costco- Portable Speakers ION Audio Freedom Speaker 7770993	8300007270	326.68	
40 E 530 1001 00 0000 2200 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		163.34	
40 E 530 1001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		163.34	
125193 INLAND NW YEARBOOK		07/15/2024	061224	Yearbook Camp	8300007271	1,740.00	1,740.00
40 E 530 4920 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/YEARBOOK		1,740.00	
125194 KATZER, AMANDA S		07/15/2024	062624	REIMBURSE FOR CHEER BOWS	0	107.91	107.91
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		107.91	
125195 SIGNS FOR SUCCESS		07/15/2024	INV-68775	Banners for Baseball	8300007220	264.99	264.99
40 E 530 2040 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/BASEBALL		264.99	
			45	Computer	Check(s) For a Total of		109,700.51

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
45	Computer	Checks For a Total of	109,700.51
Total For 45	Manual, Wire Tran, ACH & Computer	Checks	109,700.51
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	109,700.51

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-530.00	0.00	82,796.32	82,266.32
20	Capital Projects	-2,000.00	0.00	25,211.79	23,211.79
40	Associated Student Body Fund	0.00	0.00	4,222.40	4,222.40

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 August 28, 2024, the board, by a _____ vote, approves payments, totaling \$129,103.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125228 through 125261, totaling \$129,103.93

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
125228	AMAZON	07/31/2024	1H7C-HYNN-N66P	Lenovo USB-C power adapters for laptops	2600001742	273.20	368.22
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			273.20	
			1HQK-R63H-VLVK	Monitor stands for Jenkins office	2600001744	95.02	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			95.02	
125229	AVISTA UTILITIES	07/31/2024	071724	UTILITIES	1000010856	769.10	769.10
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			43.27	
10 E 530 9700 65 7621 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			154.65	
10 E 530 9700 65 7621 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			141.30	
10 E 530 9700 65 7621 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			394.26	
10 E 530 9700 65 7621 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			35.62	
125230	BERESFORD COMPANY	07/31/2024	25316	Gess Carpet for Office	2300006956	8,007.56	18,398.57
10 E 530 9700 64 9720 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			8,007.56	
			25317	JHS Carpet room 5/6	2300006957	10,391.01	
10 E 530 9700 64 9720 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			10,391.01	
125231	BOOKSHARK LLC	07/31/2024	BI0040078	BETA WORKBOOK & TEST BOOK	1400008529	103.68	103.68
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			103.68	
125232	CAMAS CENTER	07/31/2024	161308	SUMMER SCHOOL FIELD TRIP ENTRY FEE - DAPHNE SCRANTON ESSER LL	1100008205	276.00	276.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 1301 27 7340 1100 1660 0000 0				General Fund/EXPENDITURES/ESSER III SUMMER SCHOOL		276.00	
125233	CANON FINANCIAL SERVICES	07/31/2024	33456868	COPIER MONTHLY USAGE CHARGES	1000011061	707.31	1,601.54
10 E 530 0100 23 7340 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		282.98	
10 E 530 0100 23 7340 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		185.50	
10 E 530 9700 13 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		112.87	
10 E 530 0200 23 7340 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		125.96	
			33456868B	Copier Lease Contract 798068-1	1000011046	894.23	
10 E 530 9700 83 7832 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		224.81	
10 E 530 9700 84 7831 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		603.19	
10 E 530 9700 13 7442 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		66.23	
10 E 530 0100 23 0000 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		352.62	
10 E 530 0100 23 0000 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		243.00	
10 E 530 0200 23 0000 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		165.78	
10 E 530 9700 85 1000 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		-761.40	
125234	CENTURYLINK	07/31/2024	071524	PHONE CHARGES ACCT #300738678	1000010854	416.84	416.84
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		416.84	
125235	CENTURYLINK	07/31/2024	696636317	PHONE SERVICE ACCT #84728321	1000010853	59.13	59.13
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		59.13	
125236	CHEWELAH INDEPENDENT	07/31/2024	3713	OPEN PO FOR LEGAL ADS AND CLASSIFIED ADS-FUEL BIDS	1000010859	64.00	416.00
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		64.00	
			3714	OPEN PO FOR LEGAL ADS AND CLASSIFIED ADS-MILK BID	1000010859	160.00	
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		160.00	
			3753	OPEN PO FOR LEGAL ADS AND CLASSIFIED ADS-CPF BUDGET EXTENSION	1000010859	96.00	
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		96.00	
			3754	OPEN PO FOR LEGAL ADS AND CLASSIFIED ADS-2024-25	1000010859	96.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
FISCAL BUDGET							
10 E 530 9700 13 7540 0000 0000 0000 0	General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV					96.00	
125237 CHEWELAH SCHOOL DISTRICT #36 I	07/31/2024 052824			REPLENISH IMPREST	0	10.16	10.16
				ACCOUNT FOR GESS			
				POSTAGE		10.16	
10 E 530 0100 23 5610 1100 0000 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION						
125238 COOK, NICHOLAS	07/31/2024 062524			REIMBURSE FOR	0	80.00	80.00
				CLOCK HOUR FEES			
10 E 530 9700 72 7330 0000 1550 0000 1	General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV					80.00	
125239 CRYSTAL SPRINGS	07/31/2024 15901662 071324			WATER AND COOLER	1400008201	131.62	200.65
				RENTAL			
10 E 530 0200 23 5610 5400 0000 0000 0	General Fund/EXPENDITURES/ALTERNATIVE BASIC ED					131.62	
	15902043 071324			WATER AND COOLER	1000010842	69.03	
				RENTAL			
10 E 530 9700 13 5610 0000 0000 0000 0	General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV					69.03	
125240 DRAGONFLY WELLNESS AND EDUCATI	07/31/2024 070124			MENTAL HEALTH &	1000010826	2,700.00	2,700.00
				BEHAVIOR SUPPORT			
				SERVICES & STAFF			
				TRAINING-JUNE			
10 E 530 1300 24 7322 0000 1665 0000 0	General Fund/EXPENDITURES/ESSER III					2,700.00	
125241 GREGORY, SARAH B	07/31/2024 071524			REIMBURSE FOR	0	65.39	65.39
				MILEAGE FOR AWSP			
				SUMMER CONFERENCE			
				IN SPOKANE JUNE			
				24-25			
10 E 530 1300 31 8580 4300 0000 0000 0	General Fund/EXPENDITURES/ESSER III					32.70	
10 E 530 1300 31 8580 1100 0000 0000 0	General Fund/EXPENDITURES/ESSER III					32.69	
125242 GSI COMPLETE GLASS INC	07/31/2024 37019			JHS: Replacement	2300006975	472.24	1,127.80
				glass for broken			
				cafeteria			
				exterior window			
10 E 530 9700 64 5610 4300 0000 0000 1	General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV					472.24	
	37133			JHS Replacement	2300006977	655.56	
				Glass for			
				Classroom Window			
10 E 530 9700 64 5610 4300 0000 0000 1	General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV					655.56	
125243 LAMONT SCHOOL DISTRICT	07/31/2024 071024			KESE GRANT CLAIM	1000010935	540.80	540.80
				FOR LAMONT			
10 E 530 5238 31 7592 0000 2701 0000 0	General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT					540.80	
125244 MICRO COMPUTER SYSTEMS INC	07/31/2024 0572252			Ubiquiti	2600001735	4,193.63	4,193.63

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				networking equipment (wireless APs and switches) For E-Rate 2024			
10 E 530 9700 72 5650 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			4,193.63	
125245	OTTAK, RHONDA S	07/31/2024	072224	REIMBURSE FOR MEALS & MILEAGE TO DRIVER INSTRUCTOR TRAINING COURSE JULY 14-21, 2024 IN VANCOUVER	0	584.00	584.00
10 E 530 9900 51 8580 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			584.00	
125246	PLANET TURF	07/31/2024	3008433	Grounds; pesticide, seed, and armortech	2300007001	603.54	603.54
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			603.54	
125247	PUBLIC EDUCATION AND BUSINESS	07/31/2024	24337	TRAINING AND TRAVELING FOR JUNE 17-18, 2024 FOR 2 DAY STAFF WORKSHOP UP TO 30 PARTICIPANTS	1000011076	9,000.00	9,000.00
10 E 530 1300 31 7330 0000 1660 0000 0			General Fund/EXPENDITURES/ESSER III			6,615.00	
10 E 530 6500 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/TRANS BILINGUAL, STATE			585.00	
10 E 530 0100 31 7330 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			1,800.00	
125248	PURCHASE POWER	07/31/2024	071724	POSTAGE FOR METER ACCT #8000-9090-1050-45 90	1000010850	200.00	200.00
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			29.54	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			75.82	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			62.36	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			29.45	
10 E 530 2100 21 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			2.83	
125249	ROCKIE HANSEN PLLC	07/31/2024	062624	LEGAL SERVICES-MAY & JUNE	1000010906	1,288.00	1,288.00
10 E 530 9700 11 7341 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,288.00	
125250	SAFEWAY ALBERTSON COMPANIES	07/31/2024	060724	PBIS Prized	1300008172	14.56	336.46
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			14.56	
			060724B	Field Day treats	1400008427	31.06	

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				for K-6			
				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		31.06	
			061224	DISTRICT OFFICE	1000010876	258.86	
				SUPPLIES ACCT			
				#60821			
10 E 530 9700 11 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		258.86	
			061824	9th Grade Success	1300008296	31.98	
				Grant - Supplies			
				for recognition.			
				- Subway, Rozys,			
				Dads, Yale			
				etc....			
10 E 530 5500 27 5610 4300 2020 0000 0				General Fund/EXPENDITURES/LAP		31.98	
125251 ULINE		07/31/2024	180283182	Perkins &	1000011088	3,113.89	3,113.89
				ESSER-Furniture			
				for CTE computer			
				lab at Jenkins to			
				facilitate better			
				sanitation			
10 E 530 3800 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/PERKINS		1,138.34	
10 E 530 1300 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/ESSER III		1,975.55	
125252 VERIZON WIRELESS		07/31/2024	9968371233	CELL PHONE	1000010841	287.88	287.88
				SERVICES ACCT			
				#365401170-00001			
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		287.88	
125253 WALTER E NELSON CO		07/31/2024	528088	Gess: 1 case	2300006992	152.41	152.41
				clean action			
				carpet			
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		152.41	
125254 WASBO		07/31/2024	200034842	AP BADGES	1000011089	100.00	300.00
				#1,4,7,11 FOR			
				CASSIE MCKEE			
10 E 530 9700 13 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		100.00	
			200035008	YEAR END WORKSHOP	1000011090	200.00	
				ONLINE TRAINING			
				FOR MARA AUG 13 &			
				15, 2024			
10 E 530 9700 13 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		200.00	
125255 DEER MOUNTAIN EQUIPMENT LLC		07/31/2024	242638	JHS Walk in	2300006988	1,347.30	1,671.30
				Cooler. Dump			
				trailer and			
				excavator. CPF			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				-Healthy Kids Healthy Schools			
20 E 530 0003 22 7000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS	HEALTHY SCHO		1,347.30	
			242639	JHS Walk in Cooler. Dump trailer and excavator. CPF -Healthy Kids Healthy Schools	2300006988	324.00	
20 E 530 0003 22 7000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS	HEALTHY SCHO		324.00	
125256	EDWARD DON & COMPANY	07/31/2024	32074225	Jenkins: Kitchen Walk-In Combo Box (healthy Kids, healthy schools Grant)	2300006933	37,091.94	37,091.94
20 E 530 0003 22 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS	HEALTHY SCHO		37,091.94	
125257	KUBIK, BRENT	07/31/2024	0000035	JHS Cooler storage room construction, B&E construction, Healthy kids, Healthy Schools grant	2300007003	14,700.00	14,700.00
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS	PAYABLE		-1,500.00	
20 E 530 0003 22 7000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS	HEALTHY SCHO		16,200.00	
125258	MERCER SPOKANE LLC	07/31/2024	6000003	Press Box: Mercer Mass Timber - CPF LEVY	2300006989	1,076.22	1,076.22
20 E 530 2204 12 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			1,076.22	
125259	T&M RESTORATION	07/31/2024	1791	MITIGATION COMPLETED AND COST AGREED WITH INSURANCE ON QL FLOODING CLAIM	7100000915	26,428.24	26,428.24
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS	PAYABLE		-2,936.47	
20 E 530 0006 22 7000 0000 0000 0000 0			Capital Projects/EXPENDITURES/INSURANCE	EXPENDITURES		29,364.71	
125260	CLARKS ALL SPORTS	07/31/2024	127702	Mini Cheer Camp 3 on 3- cheer camp shirts	8300007254	9.05	292.15
40 E 530 2130 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CHEERLEADERS			9.05	
			59181	Mini Cheer Camp 3 on 3- cheer camp shirts	8300007254	283.10	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		283.10	
125261	SAFEWAY ALBERTSON COMPANIES	07/31/2024	061024	Gess School wide celebration 27 ice cream bars, 2 popsicles	8100006252	122.70	650.39
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		122.70	
			061124	WATER FOR FIELD DAY	8100006261	56.02	
40 E 530 1030 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ASSEMBLIES		56.02	
			061124B	AR SCHOOL WIDE CELEBRATION	8100006262	135.66	
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		135.66	
			061724	KINDERGARTEN SOCIAL	8100006263	21.05	
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		21.05	
			062524	2023-2024 INVEST ED	1400008532	314.96	
40 E 530 6001 00 0000 5400 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		314.96	
34	Computer			Check(s) For a Total of		129,103.93	

	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
	34	Computer	Checks For a Total of	129,103.93
Total For	34	Manual, Wire Tran, ACH & Computer Checks		129,103.93
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	129,103.93

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	47,193.69	47,193.69
20	Capital Projects	-4,436.47	0.00	85,404.17	80,967.70
40	Associated Student Body Fund	0.00	0.00	942.54	942.54

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 August 28, 2024, the board, by a _____ vote, approves payments, totaling \$190,025.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125262 through 125276, totaling \$190,025.11

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
125262	DISCOVERY EDUCATION	08/15/2024	CINV-142475	Discovery Education, Mystery Science, Mystery Writing subscriptions for 24-25	1000011153	6,797.52	6,797.52
10 E 530 0100 33 5650 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		5,777.89	
10 E 530 0200 33 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		1,019.63	
125263	ERNN	08/15/2024	072624	ERNN 2024-2025 MEMBERSHIP	1000011232	330.00	330.00
10 E 530 9700 12 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		330.00	
125264	ESGI	08/15/2024	INVES001183	ESGI licensing for 24-25 for 5 teachers and 2 specialists	1000011188	1,858.00	1,858.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-148.64	
10 E 530 5540 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/LAP HIGH POVERTY		2,006.64	
125265	HOUGHTON MIFFLIN COMPANY	08/15/2024	956094915	ELA materials adoption gr 6-12 Electronic access, Waggle, and PD	1000011226	64,371.27	76,738.31
10 E 530 5100 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE I		3,768.76	
10 E 530 5100 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE I		430.72	
10 E 530 5100 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE I		430.72	
10 E 530 0100 33 5650 4300 1580 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		32,341.12	
10 E 530 0100 33 5650 1100 1580 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		5,756.51	
10 E 530 0100 33 7330 4300 1580 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		10,579.44	
10 E 530 5100 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE I		7,537.52	
10 E 530 0100 33 7330 1100 1580 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3,526.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			956103730	ELA materials adoption gr 6-12 printed materials	1000011226	12,367.04	
10 E 530 0100 33 5640 1100 1580 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			2,039.32	
10 E 530 0100 33 5640 4300 1580 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			10,327.72	
125266	IMAGINE LEARNING LLC	08/15/2024	1003595	Curriculum, technology related Edgenuity Online learning subscription for Quartzite and Jenkins	1000011160	38,086.23	38,086.23
10 E 530 0200 33 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			25,849.13	
10 E 530 5540 33 5650 4300 0000 0000 0			General Fund/EXPENDITURES/LAP HIGH POVERTY			12,237.10	
125267	MCGRAW-HILL EDUCATION	08/15/2024	133078620001	MCGRAW HILL READING ORDER FOR GRADES 3 & 4 CURRICULUM	1100008301	1,114.57	1,114.57
10 E 530 0100 33 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,114.57	
125268	PANORAMA SUPERINTENDENT' ASSOC	08/15/2024	071524	2024-25 ASSOCIATION DUES FOR JASON PERRINS	1000011166	100.00	100.00
10 E 530 9700 12 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			100.00	
125269	POWER SCHOOL GROUP	08/15/2024	INV412011	SCHOOL MESSENGER FOR 2024-2025 QUOTE Q-978947-1	1000011231	2,312.40	2,312.40
10 E 530 9700 13 5650 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,312.40	
125270	SCHOLASTIC CLASSROOM MAGAZINES	08/15/2024	M7502492	SCHOLASTIC CLASSROOM MAGAZINES 2024-2025 SCHOOL YEAR LET'S FIND OUT X2 K SCHOLASTIC NEWS 1 X3 SCHOLASTIC NEWS 2 X2 SCHOLASTIC NEWS 3 X3 SCHOLASTIC NEWS 4 X2	1100008300	2,552.28	2,552.28
10 E 530 0100 27 5640 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			2,552.28	
125271	SOLUTION-TREE	08/15/2024	S305900	Year 3 PD Services, Resources and	1000011150	13,470.00	13,470.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Event Registrations for 2024-2025			
10 E 530 0100 31 7330 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			6,735.00	
10 E 530 0100 31 7330 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			6,735.00	
125272 TCI		08/15/2024	INV124415	Social Studies Materials adoption Books and digital licenses	1000011227	37,230.59	37,230.59
10 E 530 0100 33 5640 1100 1580 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			10,429.40	
10 E 530 0100 33 5640 4300 1580 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			26,801.19	
125273 TRUE MEASURE COLLABORATIVE		08/15/2024	1191	Inclusive Practices Workshop / Coaching Package for 2024-2025	1000011228	1,818.18	1,818.18
10 E 530 5238 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT			909.09	
10 E 530 5238 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT			909.09	
125274 USPS		08/15/2024	083124	ANNUAL PO BOX FEE FOR DO-BOX 47	1000011234	342.00	342.00
10 E 530 9700 13 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			342.00	
125275 WASHINGTON OFFICIALS ASSOCIATI		08/15/2024	13438	Middle and High School Officiating for 2024 - 2025 School Year-FOOTBALL & VOLLEYBALL	1000011159	6,070.00	6,070.00
10 E 530 0100 28 7340 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			6,070.00	
125276 WASA		08/15/2024	070124	2024-25 MEMBERSHIP DUES FOR JASON PERRINS	1000011233	1,205.03	1,205.03
10 E 530 9700 12 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,205.03	
				15 Computer	Check(s) For a Total of		190,025.11

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
15	Computer	Checks For a Total of	190,025.11
Total For 15	Manual, Wire Tran, ACH & Computer Checks		190,025.11
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		190,025.11

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-148.64	0.00	190,173.75	190,025.11

05.24.06.00.00-010034

Check Summary

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 August 28, 2024, the board, by a _____ vote, approves payments, totaling \$168,878.34. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125277 through 125314, totaling \$168,878.34

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
125277	A-L COMPRESSED GASES INC	08/15/2024	0003038305	OPEN PO FOR SUPPLIES	1000010893	88.29	88.29
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		88.29	
125278	ALSCO	08/15/2024	LSPO2752689	coverall and rags	1000010892	26.48	132.40
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2754611	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2756463	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2758375	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2760201	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
125279	AMAZON	08/15/2024	1FVY-GFM6-16TV	SUMMER SCHOOL ESSER	1100008209	522.88	1,663.04
10 E 530 1301 27 5610 1100 1660 0000 0				General Fund/EXPENDITURES/ESSER III SUMMER SCHOOL		522.88	
			1JJL-RTXK-HX7D	RACHAEL GRIEPP CLASSROOM BUDGET	1100008210	218.89	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		218.89	
			1NLF-C11Q-NJTF	OPEN PO FOR BRIANNE LIBRARY PURCHASES	1100008121	469.15	
10 E 530 0100 22 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		469.15	
			1PCV-FYGG-CKVL	4-The Imperfect	1000011091	452.12	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				and Unfinished Math Teacher and 8-Building Thinking Classrooms in Mathematics books-for book study to address teaching for math learning losses ESSER			
10 E 530 1300 31 5640 0000 1660 0000 0			General Fund/EXPENDITURES/ESSER III			452.12	
125280 AT&T MOBILITY		08/15/2024	287301239699X072824	BACKUP INTERNET CONNECTION FOR PHONE SYSTEM	1000010835	43.23	555.83
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			43.23	
			287334930137X072724	FIRST NET WIRELESS SERVICES	1000010951	512.60	
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			512.60	
125281 BELLEVUE GENERAL CONTRACTORS L		08/15/2024	4115	District Office Paint: Chewelah Painting; Window Trim (Naval), Building Paint (Morris Room Grey), Pillars (Urbane Bronze)	2300006959	6,650.77	6,650.77
10 L 601 0000 00 0000 0000 0000 0000			General Fund/ACCOUNTS PAYABLE			-678.65	
10 E 530 9700 64 9720 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			7,329.42	
125282 CHEWELAH AUTO PARTS		08/15/2024	073124	TRANSPORTATION SUPPLIES ACCT #68	1000010861	435.78	435.78
10 E 530 9700 75 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			380.77	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			55.01	
125283 CHEWELAH SCHOOL DISTRICT		08/15/2024	2024-30	TO REPAY CPF FOR EXCESS INTERCOM UPDATES AT GESS AND JJSHS OVER 2019-2020 LEVY REVENUE	1000011094	3,667.37	3,667.37
10 E 530 9700 64 9720 1100 0000 0000 1			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,833.69	
10 E 530 9700 64 9720 4300 0000 0000 1			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,833.68	
125284 CITY OF CHEWELAH		08/15/2024	073124	UTILITIES	1000010863	12,241.50	12,241.50
10 E 530 9700 65 7410 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,150.04	
10 E 530 9700 65 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			114.72	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7622 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		506.21	
10 E 530 9700 65 7410 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		731.87	
10 E 530 9700 65 7420 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		932.40	
10 E 530 9700 65 7622 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,086.63	
10 E 530 9700 65 7410 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		116.15	
10 E 530 9700 65 7622 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		493.26	
10 E 530 9700 65 7410 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		926.14	
10 E 530 9700 65 7420 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		777.00	
10 E 530 9700 65 7622 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,677.10	
10 E 530 9700 65 7410 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		183.18	
10 E 530 9700 65 7420 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		77.70	
10 E 530 9700 65 7622 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		469.10	
125285 COLVILLE TIRE		08/15/2024	1-GS59768	TIRES FOR VAN	2200002150	696.95	696.95
10 E 530 9700 75 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		696.95	
125286 COMMUNITY COLLEGES OF SPOKANE		08/15/2024	CA-0000019598	OPEN PO FOR	1000010823	2,975.21	67,065.32
				RUNNING			
				START-SPRING		2,975.21	
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION			
			CA-0000019599	OPEN PO FOR	1000010823	8,094.27	
				RUNNING			
				START-SPRING		8,094.27	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL			
			CA-0000019600	OPEN PO FOR	1000010823	55,995.84	
				RUNNING			
				START-SPRING			
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		48,476.00	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		7,519.84	
125287 DURHAM, REANNA J		08/15/2024	080924	REIMBURSE FOR	0	51.00	51.00
				CLOCK HOURS			
10 E 530 9700 13 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		51.00	
125288 DW LANDSCAPE		08/15/2024	3354	DW Landscape,	2300007006	450.00	450.00
				Backflow			
				inspections/tests		450.00	
10 E 530 9700 64 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			
125289 ELAN CARDMEMBER SERVICE		08/15/2024	071824	CREDIT CARD	0	-1,500.00	4,238.13
				POINTS REDEEMED			
10 R 960 0000 29 0000 0000 0000 0000 1				General Fund/REVENUES/Program 00		-475.00	
10 R 960 0000 29 0000 1100 0000 0000 1				General Fund/REVENUES/Program 00		-225.00	
10 R 960 0000 29 0000 4300 0000 0000 1				General Fund/REVENUES/Program 00		-550.00	
10 R 960 0000 29 0000 5400 0000 0000 1				General Fund/REVENUES/Program 00		-250.00	
			JT-071124	Fogle Pump &	2300006999	246.29	
				Supply; Gess			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 62 5610 0000 0000 0000 0				Irrigation Break			
			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			246.29	
			JT-071124B	Colville	2300007000	40.54	
				Builders; Gess			
				Irrigation Break			
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			40.54	
			MS-072324	SONESTA ES SUITES	1000011048	1,246.07	
				VANCOUVER-PORTLAND			
				WEST 7 NIGHTS			
				FOR RHONDA OTTAK			
				DRIVER TRAINING			
				COURSE JULY			
				14-21, 2024			
10 E 530 9900 51 8580 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			1,246.07	
			MS-072927	Perkins CTE Hotel	1300008304	-261.00	
				for Ag Teachers			
				Conference June			
				23 - June 27th			
10 E 530 3800 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			-261.00	
			NC-071924	Fiber optic	2600001745	320.22	
				cables and			
				transceivers for			
				Jenkins server			
				room			
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			320.22	
			NC-072224	MICROSOFT LICENSE	1000010865	43.20	
10 E 530 0100 32 7350 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			43.20	
			NC-072424	Renewal for	2600001801	4,140.00	
				Jatheon email			
				archive			
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-331.20	
10 E 530 0100 32 7352 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			4,471.20	
			NC-072424B	Renewal for	2600001801	82.80	
				Jatheon email			
				archive-FOREIGN			
				TXN FEE			
10 E 530 0100 32 7352 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			82.80	
			SA-071224	REFUND FOR CANVA	0	-119.99	
				SUBSCRIPTION FOR			
				VANESSA BIGLER			
10 E 530 0100 24 5650 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			-119.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125290	INTERSTATE CONCRETE AND ASPHAL	08/15/2024	744510-1	Bus Garage: Grade and Shape Bus Parking-Capital Outlay	2300006983	12,886.02	12,886.02
10 L 601 0000 00 0000 0000 0000 0				General Fund/ACCOUNTS PAYABLE		-1,314.90	
10 E 530 9700 64 9710 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		14,200.92	
125291	INTRIGUE COMMUNICATIONS INC	08/15/2024	8956	PHONE SERVICES ON ACCOUNT #100152-JULY	1000010867	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.68	
125292	JMT PETROLEUM	08/15/2024	073124	FUEL ACCT	1000010868	1,933.53	1,933.53
10 E 530 9700 62 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		777.41	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		420.02	
10 E 530 9900 52 5626 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		462.20	
10 E 530 9900 52 5626 0000 4450 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		273.90	
125293	NAPA AUTO PARTS	08/15/2024	073124	TRANSPORTATION SUPPLIES ACCT #16420840	1000010869	151.90	151.90
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		19.57	
10 E 530 9700 75 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		132.33	
125294	NEWESD 101	08/15/2024	1242403008	SCREENAGERS VIEWING- ESSER III SOCIAL EMOTIONAL	1000011015	250.00	570.02
10 E 530 1300 24 7591 0000 1665 0000 0				General Fund/EXPENDITURES/ESSER III		250.00	
			1242403284	SCIENCE KIT PERMANENT ITEMS NOT RETURNED FOR EATON, MORRIS AND SAUTTER	1000011093	320.02	
10 E 530 0100 33 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		320.02	
125295	OXARC INC	08/15/2024	0061801558	Argon and Stargon gas	1000010872	15.04	15.04
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		15.04	
125296	RWC GROUP	08/15/2024	RA106011681:01	2023-2024 BUS PURCHASES	1000010874	462.30	462.30
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		462.30	
125297	SCHNEIDER, MARA C	08/15/2024	082424	REIMBURSE FOR MILEAGE & MEALS TO BUSINESS MANAGERS CONFERENCE IN	0	235.32	235.32

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				LEAVENWORTH 7-28 TO 8-1-24			
10 E 530 9700 13 8580 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			235.32	
125298	SETYS ACE HARDWARE	08/15/2024	073124GF	PURCHASES OPEN PO ACCT #101365	1000010877	1,817.11	1,817.11
10 E 530 3100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/VOCATIONAL			3.97	
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			180.19	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			654.77	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			207.24	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			770.94	
125299	SOLUTION-TREE	08/15/2024	S306159	PROFESSIONAL DEVELOPMENT RTI AT WORK SEPT. 23, 2024	1000011067	2,400.00	2,400.00
10 E 530 1300 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/ESSER III			1,200.00	
10 E 530 1300 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/ESSER III			1,200.00	
125300	VERIZON WIRELESS	08/15/2024	9969419817	WIRELESS HOTSPOTS MONTHLY CHARGES FOR QL, OD & MAINT ACCT 342368558-00001	1000010880	105.14	105.14
10 E 530 0200 32 7530 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			45.21	
10 E 530 0300 32 7530 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			45.21	
10 E 530 9700 64 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			14.72	
125301	WALTER E NELSON CO	08/15/2024	529253	Gess-Liners, Vac Bags, Valve	2300007004	644.23	1,156.76
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			644.23	
			529255	JHS-Filter Cartridge, Exploror Wax	2300007005	512.53	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			512.53	
125302	WA STATE DEPT OF LICENSING	08/15/2024	L0244830213	Driver Abstracts	1000010882	15.00	15.00
10 E 530 0100 28 7340 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			15.00	
125303	WESTIN, KEVIN R	08/15/2024	24080706	OPEN PO FOR WINDOW WASHING AT DISTRICT OFFICE	1000010898	120.00	120.00
10 E 530 9700 63 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			120.00	
125304	ABSCO SOLUTIONS	08/15/2024	RETAINAGE	ACCESS CONTROL-ADDITIONAL DOORS FOR ADMIN, GESS AND JENKINS-FINAL	7100000856	3,646.80	3,646.80

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE	RELEASE OF RETAINAGE		3,646.80	
125305	BALDWIN LUMBER	08/15/2024	103125	Healthy kids, Healthy schools Grant, JHS Cooler building materials Baldwin Lumber.	2300007010	1,299.64	2,271.35
20 E 530 0003 22 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO			1,299.64	
			103527	Baldwin Lumber, JHS cooler project, (Healthy kids grant)	2300007019	971.71	
20 E 530 0003 22 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO			971.71	
125306	BARNARDS BUILDING LLC	08/15/2024	444	Snyder Field: Construction of Announcers Booth-CPF LEVY	2300006984	19,600.00	19,600.00
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			-2,000.00	
20 E 530 2204 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			21,600.00	
125307	EVCO SOUND	08/15/2024	33628	INTERCOM UPDATES AT GESS & JJSHS	7100000907	3,327.80	3,327.80
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			-339.57	
20 E 530 2003 32 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/INTERCOM SYSTEM			3,667.37	
125308	FANTASIA ELECTRIC LLC	08/15/2024	495	JHS for walk in cooler/freezer Healthy Kids Grant	2300007002	6,370.00	6,370.00
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			-650.00	
20 E 530 0003 22 7000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO			7,020.00	
125309	INTERSTATE CONCRETE AND ASPHAL	08/15/2024	744510-2	Snyder Field: Long jump runway-CPF LEVY	2300006982	10,070.48	10,070.48
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			-1,027.60	
20 E 530 2209 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER IMPROVEMENTS			11,098.08	
125310	NEWESD 101	08/15/2024	1242403257	New ESD101 Quartzite learning, Asbestos testing, (Flood/sewer damage) CPF	2300007007	786.98	786.98
20 E 530 0006 22 7000 0000 0000 0000 0			Capital Projects/EXPENDITURES/INSURANCE EXPENDITURES			786.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125311	PRESS ARCHITETURE LLC	08/15/2024	24.045	Press Architecture, Press Box, Construction administration (Levy)	2300007013	502.50	502.50
20 E 530 2204 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			502.50	
125312	SETYS ACE HARDWARE	08/15/2024	073124	Healthy Kids/Healthy Schools supplies for remodel & miscellaneous	7100000916	116.87	116.87
20 E 530 0003 22 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO			116.87	
125313	YADON CONSTRUCTION SPECIALTIES	08/15/2024	45430	JHS Cooler Construction; CPF Healthy Kids Grant: Exterior door.	2300006995	1,748.36	1,748.36
20 E 530 0003 22 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO			1,748.36	
125314	ELAN CARDMEMBER SERVICE	08/15/2024	JPR-070124	SPOKANE BALLET ENSEMBLE PERFORMANCE	8100006264	400.00	400.00
40 E 530 1030 00 0000 1100 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ASSEMBLIES			400.00	
38	Computer		Check(s) For a Total of			168,878.34	

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
38	Computer	Checks For a Total of	168,878.34
Total For 38	Manual, Wire Tran, ACH & Computer	Checks	168,878.34
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	168,878.34

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-2,324.75	-1,500.00	123,861.95	120,037.20
20	Capital Projects	-370.37	0.00	48,811.51	48,441.14
40	Associated Student Body Fund	0.00	0.00	400.00	400.00



Administrative Secretary

Chewelah School District #36

9:43 AM

Base index for 2024-2025 (3.7% increase)

\$88,725 (2024-25)

Experience increment increase equals:

1.013

	High School Graduate	Associates or or 90 credit hrs	Bachelors or 180 credit hours	Masters
Percent of base index:	59.75%	63.01%	66.27%	69.53%
0	53,011	55,903	58,794	61,686
1	53,700	56,630	59,558	62,488
2	54,398	57,366	60,333	63,301
3	55,105	58,112	61,117	64,124
4	55,821	58,867	61,911	64,957
5	56,547	59,632	62,716	65,802
6	57,282	60,408	63,532	66,657
7	58,027	61,193	64,358	67,524
8	58,781	61,988	65,194	68,401
9	59,545	62,794	66,042	69,291
10	60,320	63,611	66,900	70,191
11	61,104	64,438	67,770	71,104
12	61,898	65,275	68,651	72,028
13	62,703	66,124	69,543	72,965
14	63,518	66,983	70,448	73,913
15	64,344	67,854	71,363	74,874
16	65,180	68,736	72,291	75,847
17	66,027	69,630	73,231	76,833
18	66,886	70,535	74,183	77,832
19	67,755	71,452	75,147	78,844
20	68,636	72,381	76,124	79,869

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

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

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

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

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

Board Approved: _____



Transportation Supervisor

Chewelah School District #36

Base index for 2024-2025 (3.7% increase)

\$62,558 (2024-2025)

Experience increment increase equals:

1.02

Percent of base index:	High School	Associates or	Bachelors or
	Graduate	or 90 credit hrs	180 credit hours
	100.00%	103.00%	106.00%
0	62,558	64,435	66,311
1	63,809	65,723	67,638
2	65,085	67,038	68,990
3	66,387	68,379	70,370
4	67,715	69,746	71,778
5	69,069	71,141	73,213
6	70,450	72,564	74,677
7	71,859	74,015	76,171
8	73,297	75,496	77,694
9	74,763	77,005	79,248
10	76,258	78,546	80,833

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

< than 15 yrs = 15 days pd vacation

15 yrs = 20 days pd vacation

20 yrs = 25 days pd vacation

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

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

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

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

Board Approved: _____



Business Manager

Chewelah School District #36

Base index for 2024-2025 (3.7% increase)
Experience increment increase equals:

\$88,725 (2024-25)
1.02

	High School Graduate 91.00%	Associates or or 90 credit hrs 95.00%	Bachelors or 180 credit hours 98.00%
Percent of base index:			
0	80,740	84,289	86,951
(Vacation days based on district experience)			
1	82,355	85,975	88,690
2	84,002	87,694	90,463
3	85,682	89,448	92,273
< than 10 yrs = 10 days pd vacation			
4	87,395	91,237	94,118
10 yrs = 15 days pd vacation			
5	89,143	93,062	96,000
15 yrs = 20 days pd vacation			
6	90,926	94,923	97,920
20 yrs = 25 days pd vacation			
7	92,745	96,821	99,879
8	94,599	98,758	101,876
9	96,491	100,733	103,914
10	98,421	102,748	105,992

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

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

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

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

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

Board Approved: _____



Base index for 2024-2025 (3.7% increase)

88,725

Experience increment increase equals:

1.02

Steps		0.0002337
0		\$20.74
1		\$21.15
2		\$21.57
3		\$22.00
4		\$22.44
5		\$22.89
6		\$23.35
7		\$23.82
8		\$24.29
9		\$24.78
10		\$25.28
11		\$25.78
12		\$26.30
13		\$26.82
14		\$27.36
15		\$27.91

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

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

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees, if
eligible

Board Approved: _____



Maintenance Supervisor

Chewelah School District #36

9:54 AM

Base index for 2024-2025 (3.7% increase)
Experience increment increase equals:

\$62,558 (2024-2025)
1.02

Percent of base index:

110.00%


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

< than 15 yrs = 15 days pd vacation
15 yrs = 20 days pd vacation
20 yrs = 25 days pd vacation

0	68,814
1	70,190
2	71,594
3	73,026
4	74,486
5	75,976
6	77,496
7	79,045
8	80,626
9	82,239
10	83,884
11	85,561
12	87,273
13	89,018
14	90,798
15	92,614

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

Board Approved: _____

Base index for 2024-2025 (3.7% increase)		88,725		
Experience increment increase equals:		1.015		
		A	B	C
		High School Graduate	Associates or 90 credit hours	Bachelors or 180 credit hours
Steps		0.0002613	0.0002763	0.0002913
0		\$23.18	\$24.51	\$25.85
1		\$23.53	\$24.88	\$26.23
2		\$23.89	\$25.26	\$26.63
3		\$24.24	\$25.63	\$27.03
4	<div><10 years = 10 days paid vacation</div> <div>10 years = 15 days paid vacation</div> <div>15 years = 20 days paid vacation</div> <div>20 years = 25 days paid vacation</div> <div>vacation days will be prorated and are based on salary schedule placement/not actual experience</div>	\$24.61	\$26.02	\$27.43
5		\$24.98	\$26.41	\$27.84
6		\$25.35	\$26.81	\$28.26
7		\$25.73	\$27.21	\$28.68
8		\$26.12	\$27.62	\$29.11
9		\$26.51	\$28.03	\$29.55
10		\$26.91	\$28.45	\$29.99
11		\$27.31	\$28.88	\$30.44
12		\$27.72	\$29.31	\$30.90
13		\$28.14	\$29.75	\$31.36
14	\$28.56	\$30.20	\$31.84	
15	\$28.99	\$30.65	\$32.31	
16	\$29.42	\$31.11	\$32.80	
17	\$29.86	\$31.58	\$33.29	
18	\$30.31	\$32.05	\$33.79	
19	\$30.76	\$32.53	\$34.30	
20	\$31.23	\$33.02	\$34.81	
21	\$31.69	\$33.51	\$35.33	
22	\$32.17	\$34.02	\$35.86	
23	\$32.65	\$34.53	\$36.40	
24	\$33.14	\$35.04	\$36.95	
25	\$33.64	\$35.57	\$37.50	
26	\$34.14	\$36.10	\$38.06	
27	\$34.66	\$36.64	\$38.63	
28	\$35.18	\$37.19	\$39.21	
29	\$35.70	\$37.75	\$39.80	
30	\$36.24	\$38.32	\$40.40	
Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees				
Receive the same training/clock hour/credit pay and reimbursements as other classified employees				
Ten clock hours = 1 credit hour				
Credit and clock hours must be related to the current assignment				
Employee may participate in CSD sick leave sharing program				
Same paid holidays and leave days as other classified employees				
Maximum of 10 days of vacation can be carried over from one work year to the next				
Board Approved:				





Technology Director

Chewelah School District #36

Base index for 2024-2025 (3.7% increase)
Experience increment increase equals:

\$73,182 (2024-2025)
1.02

	Associates or or 90 credit hrs 100.00%	Bachelors or 180 credit hours 105.00%	Masters 111.00%
Percent of base index:			
	0 73,182	76,841	81,232
	1 74,646	78,378	82,857
	2 76,139	79,945	84,514
	3 77,661	81,544	86,204
(Vacation days based on salary schedule placement/not actual experience)	4 79,215	83,175	87,928
	5 80,799	84,839	89,687
	6 82,415	86,536	91,480
< than 15 yrs = 15 days pd vacation	7 84,063	88,266	93,310
15 yrs = 20 days pd vacation	8 85,744	90,032	95,176
20 yrs = 25 days pd vacation	9 87,459	91,832	97,080
	10 89,208	93,669	99,021

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

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

Ten clock hours = 1 credit hour


Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

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

Board Approved: _____

RWC Group 824 N. Thierman Rd. Spokane, WA 99212 Ph 509-928-6300 				CUSTOMER CHEWELAH SCHOOL DISTRICT NO. 036 CONTACT WADE HANLEY ADDRESS N 210 PARK STREET/PO BOX 47 CHEWELAH, WA 99109 CITY,STATE,ZIP 509-685-6800 509-935-8605 PHONE/FAX Quote Expires 30 days from the date of quotation. SALES REP. SETH SOLEY					
East Side Contact: Seth Soley @ 406-334-3740 / ssoley@rwcgroup.com						Quote # SPK149A			
STATE BID PRICING, 2023-2024									
Std QT	Opt. Qty		TYPE	MAKE	MODEL	WHEELBASE	CAPACITY	PRICE	EXTENDED
1		1	C-CE Electric	IC	PB10E	218"	35 to 60	\$ 384,966.00	\$ 384,966.00
CAPACITY AS QUOTED							36+1		
REQ.		ST BID	AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)				PRICE	EXTENDED	
1		1	ST BID	D-netCEV	Chassis, 218 Inch Wheelbase				
CHASSIS SPECIFICATIONS									
1		1	ST BID	1570	Tow Hooks, Front		\$ -	\$ -	
1		1	ST BID	1WRP	Tow Hooks, Rear		\$ -	\$ -	
1		1	ST BID	1LMW	Crossing Gate, Electric, Yellow		\$ -	\$ -	
1		1	ST BID	1CGL	Frame Rails		\$ -	\$ -	
1		1	ST BID	1SAL	Crossmember, rear, AF (1)		\$ -	\$ -	
1		1	ST BID	1WHT	Wheelbase 218" range only		\$ -	\$ -	
1		1	ST BID	2ASH	Axle, Front, 10,000 lb. Meritor		\$ -	\$ -	
1		1	ST BID	3ADB	Suspension, Front, 10,000 lb.		\$ -	\$ -	
1		1	ST BID	4091	Brakes, Air		\$ -	\$ -	
1		1	ST BID	4732	Drain Valve, Pull Chain		\$ -	\$ -	
1		1	ST BID	4AZS	Brake System For Air Brakes, Includes ABS		\$ -	\$ -	
1		1	ST BID	4EBT	Air Dryer, Bendix AD-IP heated		\$ -	\$ -	
1		1	ST BID	4XCJ	Brakes, Front; Air Disc; 22.5 - 23k lb capacity		\$ -	\$ -	
1		1	ST BID	4XCK	Brakes, Rear; Air Disc; 22.5 - 26k lb capacity		\$ -	\$ -	
1		1	ST BID	4WJJ	Dust Shields, Front Air Disc Brakes		\$ -	\$ -	
1		1	ST BID	4WJL	Dust Shields, Rear Air Disc Brakes		\$ -	\$ -	
1		1	ST BID	4XDV	Brake Chambers, Front axle, 14 sqin for Air Disc		\$ -	\$ -	
1		1	ST BID	4XDZ	Brake Chambers, Rear axle, 16/24 for Air Disc		\$ -	\$ -	
1		1	ST BID	4SPS	Air Compressor, Quanxing 10.6 cfm for Electric		\$ -	\$ -	
1		1	ST BID	4VLN	Air Tank location (2) mtd outside right rail, side by side		\$ -	\$ -	
1		1	ST BID	4WEA	Park Brake Interlock, Brake Application w/AIR		\$ -	\$ -	
1		1	ST BID	5PRR	Power Steering, Ross TAS 66		\$ -	\$ -	
1		1	ST BID	5710	Steering Column, Tilt and Telescoping		\$ -	\$ -	
1		1	ST BID	8VBD	Horn, Electric (2), Trumpet Style		\$ -	\$ -	
1		1	ST BID	8MVY	Batteries, (2) AGM 12-V 2300 CCA total		\$ -	\$ -	
1		1	ST BID	8TLC	Battery Pack, 210 kWh Capacity; 6 batteries mtd stacks of 2) (3		\$ -	\$ -	
1		1	ST BID	8TTK	Battery Box, Sliding Tray, 13" x 15" x 25.5"		\$ -	\$ -	
1		1	ST BID	8TTN	Battery box cover, front cover		\$ -	\$ -	
1		1	ST BID	8WUH	Charging Port; spring loaded door - Forward location		\$ -	\$ -	
1		1	ST BID	47BMD	Lock for Charging Port door		\$ -	\$ -	
1		1	ST BID	8WUC	Power Converter HV Battery to 12V battery w/dual Converters		\$ -	\$ -	
1		1	ST BID	8WWJ	Low Coolant Level With Audible Alarm		\$ -	\$ -	
1		1	ST BID	8XAH	Circuit Breakers, Chassis In Lieu Of Fuses		\$ -	\$ -	
1		1	ST BID	8XNX	Sound Generator for Electric Vehicle		\$ -	\$ -	

REQ.		ST BID		AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)	PRICE	EXTENDED
1	1	ST BID	9AAB	Logos Exterior Model badges	\$ -	\$ -
1	1	ST BID	10AGC	Communications Module Telematics Device; includes 2 year Data Plan	\$ -	\$ -
1	1	ST BID	12AAB	Motor, Electric, Drivetrain (Dana TM4 SUMO MD HV2200-6P); 255 kW Rated Power @ 1000 RPM, 2355 Nm Rated Torque @ 1000 RPM	\$ -	\$ -
1	1	ST BID	12XCJ	Radiator, 2-Row, Cross Flow, Four 12" E-Fan system, 595 SqIn Louvered, for Electric	\$ -	\$ -
1	1	ST BID	12VVN	Cruise Control	\$ -	\$ -
1	1	ST BID	14AKT	Axle, Rear 21,000, Dana Spicer	\$ -	\$ -
1	1	ST BID	14TBS	Suspension, 21,000 lb. Air Ride	\$ -	\$ -
1	1	ST BID	14WAW	Floor, Flat for Air suspension	\$ -	\$ -
1	1	ST BID	16HCV	Gauge, Cluster for Electric	\$ -	\$ -
1	1	ST BID	16VAH	Cup Holder, Delete	\$ -	\$ -
1	1	ST BID	27DUW	Wheels, Front, Hub Pilot, 10 Stud 8.25 x 22.5 Disc	\$ -	\$ -
1	1	ST BID	28DUW	Wheels, Rear, Hub Pilot, 10 Stud 8.25 x 22.5 Disc	\$ -	\$ -
	1	1	OPTION	7752525421 Tires, Front, Continental 255/70R22.5 (H) 16 Ply HSR2 SA Hwy	\$ 422	\$ 422
	1	1	OPTION	7752525406 Tires, Rear, Continental 255/70R22.5 (H) 16 Ply HDR Traction	\$ 1,424	\$ 1,424
				BODY SPECIFICATIONS		
1	1	ST BID	47AEU	Body Size 26' 8", 218 W/B, 48 Passenger	\$ -	\$ -
1	1	ST BID	47AJM	Washington Capacity Tag	\$ -	\$ -
1	1	ST BID	47AJA	Body Cert tag with actual tire load rating	\$ -	\$ -
1	1	ST BID	47ARH	Roof Bows, One piece Floor To Floor	\$ -	\$ -
1	1	ST BID	47APR	Acoustical Headliner-Perforated, 25' 11" - 34' 11"	\$ -	\$ -
1	1	ST BID	47ARP	Light Bars, Passenger Area	\$ -	\$ -
1	1	ST BID	47ASZ	Skirt, 20", 16 Gauge	\$ -	\$ -
1	1	ST BID	47AUR	Body Hold Downs, Grade 8 Bolts	\$ -	\$ -
1	1	ST BID	47AZK	Floor, Flat	\$ -	\$ -
1	1	ST BID	47BLE	Step, Front entrance door 25 3/4" depth w/Naviflex finish	\$ -	\$ -
1	1	ST BID	47AXR	Snow Rail (Additional Rubrail) Bottom of skirt up to 26'8"	\$ -	\$ -
1	1	ST BID	47AZE	Side Sheets, Smooth 16 Gauge, 47AZA-AZE	\$ -	\$ -
1	1	ST BID	47BBZ	Sealer For Body Sides	\$ -	\$ -
1	1	ST BID	47BCV	Control, Chassis Air Drain	\$ -	\$ -
1	1	ST BID	47BAK	Bumper Rear painted 12" High, 3/16" thick	\$ -	\$ -
1	1	ST BID	47BDG	Decal, Bumpers for Electric Vehicle (F/R)	\$ -	\$ -
1	1	ST BID	47DNB	Door, Entrance, Electric Power	\$ -	\$ -
1	1	ST BID	47DDE	Handle Assist, Entrance door	\$ -	\$ -
1	1	ST BID	47DCJ	Door, Left Side, 25"	\$ -	\$ -
1	1	ST BID	47DCZ	Door Hold Open, SED	\$ -	\$ -
1	1	ST BID	47DDE	Door Handle, Entrance Door, Exterior	\$ -	\$ -
1	1	ST BID	47NLC	Handle, Exterior Left Emergency Door, Black	\$ -	\$ -
1	1	ST BID	47DDX	Latch, Left SED one point slide bar	\$ -	\$ -
1	1	ST BID	47NLR	Handle, Exterior Rear Emergency Door, Black	\$ -	\$ -
1	1	ST BID	47DDH	Door Hold Open, Rear	\$ -	\$ -
1	1	ST BID	47DNN	8 Lamp Activation & Door Switch, Left Switch Panel Mount	\$ -	\$ -
1	1	ST BID	47EYE	Tool Box, Exterior, Right AFT rear wheels, 13 x 15 x 25.5	\$ -	\$ -
1	1	ST BID	47LAU	Insulation, 1.5 " Full Length	\$ -	\$ -
1	1	ST BID	47KDC	Monitor, Post Trip Check (Child Check System)	\$ -	\$ -
1	1	ST BID	47MBA	Undercoat Body	\$ -	\$ -
1	1	ST BID	47MJG	Letters "Emergency Door", Left SED, Black Inside & Outside	\$ -	\$ -
1	1	ST BID	47MJR	Letters "Emergency Door", Rear, Black Inside & Outside	\$ -	\$ -
1	1	ST BID	47MNE	Arrow SED, Black Outside	\$ -	\$ -
1	1	ST BID	47NMR	Arrow, SED Inside	\$ -	\$ -
1	1	ST BID	48APK	Window, offset for side emergency door	\$ -	\$ -
1	1	ST BID	47MNM	Decal, "Battery" Mounted On Battery Box Door, 2"	\$ -	\$ -
1	1	ST BID	47PHX	Decal, "CHARGING PORT" 1" black	\$ -	\$ -

REQ.		ST BID		AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)	PRICE	EXTENDED
1		1	ST BID	47ECV Decal, "HIGH VOLTAGE DISCONNECT" on Elect access panel	\$ -	\$ -
1		1	ST BID	47MNT Arrow RR Door, Red Inside	\$ -	\$ -
1		1	ST BID	47MNV Arrow RR Door, Black Outside	\$ -	\$ -
1		1	ST BID	47MNX Sign, Rear "UNLAWFUL TO PASS"	\$ -	\$ -
1		1	ST BID	47BKK "SCHOOL BUS" Diamond Grade Lettering, 8" Front & Rear	\$ -	\$ -
1		1	ST BID	47NXN Reflective Outline, Rear Door, Diamond Grade	\$ -	\$ -
1		1	ST BID	47NWT Reflective Outline, Roof Hatch, Diamond Grade	\$ -	\$ -
1		1	ST BID	47NWH Reflective Outline, Roof Hatch, Diamond Grade	\$ -	\$ -
1		1	ST BID	47NXL Reflective Outline, Left Side Door, Diamond Grade	\$ -	\$ -
1		1	ST BID	47NWR Reflective Rear Outline, Diamond Grade 2"	\$ -	\$ -
1		1	ST BID	47PGY Reflective Sides at Floorline, Diamond Grade 2"	\$ -	\$ -
1		1	ST BID	47MTY Wiring Diagram, Washington	\$ -	\$ -
1		1	ST BID	47NGW Seal Top Of Rubrails	\$ -	\$ -
1		1	ST BID	47PBZ Handle Assist, Windshield	\$ -	\$ -
1		1		Lettering, Sides on Beltline, List Below	\$ -	\$ -
1		1	ST BID	47SPG CHEWELAH SCHOOL DISTRICT NO. 036	\$ -	\$ -
1		1	ST BIDL	LOCAL Bus Number _____	\$ -	\$ -
1		1	ST BID	47SBP Plywood, 5/8 Exterior Grade 26' 8" Body	\$ -	\$ -
1		1	ST BID	49GUW Moisture Barrier, Between Floor And Plywood	\$ -	\$ -
1		1	ST BID	48PAZ Windshield-3 flat pieces	\$ -	\$ -
1		1	ST BID	48BJA Window Frames, Bright Aluminum	\$ -	\$ -
1		1	ST BID	48CCJ Passenger windows CLEAR - NO TINT	\$ -	\$ -
1		1	ST BID	48PBB Floor Covering, Black	\$ -	\$ -
1		1	ST BID	48PJR Aluminum Aisle Trim	\$ -	\$ -
1		1	ST BID	48VVR Koroseal Step Treads, Pebble Top w/ White Nose	\$ -	\$ -
1		1	ST BID	48PJZ Koroseal Rubber Floor	\$ -	\$ -
1		1	ST BID	48PKN Fan, Upper Right Above Windshield	\$ -	\$ -
1		1	ST BID	48PKR Fan, Upper Center Mount	\$ -	\$ -
1		1	ST BID	48PMD Heater, Midship 84,500 BTU	\$ -	\$ -
1		1	ST BID	48PRY Heater, Left Wall, 30,000 BTU	\$ -	\$ -
1		1	ST BID	48GHC Heater, Front 90,000 BTU, With Filter	\$ -	\$ -
1		1	ST BID	48PMS Heater, Stepwell 50,000 BTU	\$ -	\$ -
1		1	ST BID	48UZN Roof Hatch, Front, Specialty Hybrid Adv H1975-025-191-0F w/alarm	\$ -	\$ -
1		1	ST BID	48UZT Roof Hatch, Rear, Specialty Hybrid Adv H1975-025-191-0F w/alarm	\$ -	\$ -
	1	1	OPTION	48VUP Driver Seat, National 2000 Air Ride Type, Integrated Shoulder Belt (add 48NAT)	\$ 425	\$ 425
1		1	ST BID	48PVA Upholstery, Driver Seat Cloth Insert	\$ -	\$ -
1		1	ST BID	48PVN Upholstery, Driver Seat, Gray	\$ -	\$ -
1		1	ST BID	48PWR Upholstery, Driver Seat, Type, Prevail	\$ -	\$ -
1		1	ST BID	48PWD Upholstery Color-Pass seats, Gray	\$ -	\$ -
1		1	ST BID	48PXP Upholstery, Barrier, Prevail, 42 oz 1-2	\$ -	\$ -
1		1	ST BID	48RAE Barrier, Right Side, 39" Single Leg	\$ -	\$ -
1		1	ST BID	48RAL Barrier, Left Side, 39" Single Leg	\$ -	\$ -
1		1	ST BID	48REP Panel, Modesty, Left Front	\$ -	\$ -
1		1	ST BID	48RET Panel, Modesty, Right Front	\$ -	\$ -
1		1	ST BID	48RGR Hand Rail, Rear, Stainless Steel	\$ -	\$ -
1		1	ST BID	48PHG Prevail, Fire Retardant Material, 15-16 Seats	\$ -	\$ -
1		1	ST BID	48UAH 1-Seat, 39" Left Side, Flip (SED)	\$ -	\$ -
1		1	ST BID	48RUE 1 Track Seats, 39" Left, 4 Leg (SED)	\$ -	\$ -
1		1	ST BID	48RXR 4 Track Seats, 39" Left, 2 Leg	\$ -	\$ -
1		1	ST BID	48XGV 6 Track Seats, 39" Right, 2 Leg	\$ -	\$ -
1		1	ST Bid	49JAJ Track, Floor lengths up to-500" less shoulder track	\$ -	\$ -
1		1	ST BID	49JAL Track, Cover	\$ -	\$ -
1		1	ST BID	49JBG Track, Type (Omni L Track)	\$ -	\$ -
1		1	ST BID	49BDT Backup Alarm, Ecco, 112 db	\$ -	\$ -
1		1	ST BID	49BZG 7" Round, White LED Backup Lamp (Sound Off)	\$ -	\$ -

REQ.		ST BID		AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)	PRICE	EXTENDED
1		1	ST BID	49BYY 7" Round LED Amber Front Turn (Sound Off)	\$ -	\$ -
1		1	ST BID	49BYZ 7" Round LED Amber Rear Turn (Sound Off)	\$ -	\$ -
1		1	ST BID	49PSY Side Directional, LED, Armored, 1 Each Side (Sound Off)	\$ -	\$ -
1		1	ST BID	49EAW Side Marker, Mid, LED, Over 30' (Sound Off)	\$ -	\$ -
1		1	ST BID	49NGH 7" Round LED Red & Amber, 8 Lamp Flashing Pattern	\$ -	\$ -
1		1	ST BID	49BYV Marker Lights, LED, Corner Front & Rear, (Sound Off)	\$ -	\$ -
1		1	ST BID	49BYT 7" Round LED Red Rear Stop/Tail (Sound Off)	\$ -	\$ -
1		1	ST BID	49ZNG 4" Round Red Stop/Tail light LED, additional	\$ -	\$ -
1		1	ST BID	49JBV License Plate Light, LED (2) (Sound Off)	\$ -	\$ -
1		1	ST BID	49DDC Cluster Lights, LED, Center Front & Rear, (Truck Lite)	\$ -	\$ -
1		1	ST BID	STD Electro latch For Crossing Gate	\$ -	\$ -
1		1	ST BID	49EKT Stop Arm, Front, Electric Operation w/LED lights	\$ -	\$ -
1		1	ST BID	49AHV Strobe Light, Stop Arm in Lieu of Flashing Light	\$ -	\$ -
1		1	ST BID	49AMT Circuit Breakers, Body, Also See Chassis	\$ -	\$ -
1		1	ST BID	49EVL Noise Kill Switch	\$ -	\$ -
1		1	ST BID	49ANJ Disconnect, Ign. Solenoid, Dome Lights, Cl. Lights Wired Hot, K	\$ -	\$ -
1		1	ST BID	49ESC Dome Light, Driver LED in Light Bar	\$ -	\$ -
1		1	ST BID	49BYL Dome Lights LED, Rear, staggered, To 26' 8" Body	\$ -	\$ -
1		1	ST BID	49ARM Dome Lights, Rear	\$ -	\$ -
1		1	ST BID	49JBW Stepwell Light wired to Clearance lights-LED	\$ -	\$ -
1		1	ST BID	49ATV Dash Mounted Red/Amber Indicator Lamps	\$ -	\$ -
1		1	ST BID	49BCM Flasher System, With Left Switch Panel Controls	\$ -	\$ -
1		1	ST BID	49BCR Light Check System, CDL	\$ -	\$ -
1		1	ST BID	49BXN Switch, red override; left of driver	\$ -	\$ -
1		1	ST BID	49CLM Radio, AM/FM/PA w/USB input & AUX input	\$ -	\$ -
1		1	ST BID	49AWT Speakers Interior, quantity 4 Total	\$ -	\$ -
1		1	ST BIDL	RADIO 2 Way Radio, ICOM VHF, 45 Watt Per Minimum State Spec.	\$ -	\$ -
1		1	ST BID	49BLM Prewire for 2 Way Radio	\$ -	\$ -
1		1	ST BID	49DBR Hoods, Single Cover For 2 Lamps	\$ -	\$ -
1		1	ST BID	49EGC Mirror, Interior, 6" x 30"	\$ -	\$ -
1		1	ST BID	49BVG Mirror, Crossview Mirrorlite Busboy, heated	\$ -	\$ -
1		1	ST BID	49BRC Mirror, Rosco (open view-Equal Sized), Rearview, Power Remote, Heat.	\$ -	\$ -
1		1	ST BID	49ENK Visor, 6" x 30" Driver	\$ -	\$ -
1		1	ST BID	49EUB First Aid Kit, Washington Spec	\$ -	\$ -
1		1	ST BID	49GJY Body Fluid Kit, Washington Spec	\$ -	\$ -
1		1	ST BID	49GEM Reflective Triangles	\$ -	\$ -
1		1	ST BID	49GHX Reflectors (front, side, rear)	\$ -	\$ -
1		1	ST BID	49GGE Fire Extinguisher	\$ -	\$ -
1		1	ST BID	STD Wiper Control, Single Switch, Intermittent	\$ -	\$ -
1		1	ST BID	49GUB Seat Belt Cutter	\$ -	\$ -
1		1	ST BID	49GUG Certificate Holders	\$ -	\$ -
1		1	ST BID	49GUK Rubber Rear Fenders, Rear	\$ -	\$ -
1		1	ST BID	49GUX Mud Flaps, Front	\$ -	\$ -
1		1	ST BID	49GVC Mud Flaps, Rear	\$ -	\$ -
1		1	ST BID	49MRP Extra wiring for accessories	\$ -	\$ -
1		1	ST BID	49UCD Sticker, State of Operation, Washington	\$ -	\$ -
	1	1	OPTIONL	LOCAL REI 6 camera system (4 interior/2 stop arm) installed	\$ 4,982	\$ 4,982
	1	1	OPTIONL	LOCAL Charger - AC level 2 Wallbox, 19.2kW; includes InControl and Data (2 years)	\$ 4,813	\$ 4,813
1		1	ST BID	LOCSUR	\$ -	\$ -
1		1	ST BIDL	LOCMN Service Manuals Per State Bid	\$ -	\$ -
1		1	Delivery	FreightE Delivery To WA districts	\$ -	\$ -
SPECIAL NEEDS EQUIPMENT						
1		1	ST BID	47DWP Wheelchair Lift Door, Right Rear Aft., 43" x 69.79"	\$ -	\$ -
1		1	ST BID	47MKN Decal, Handicap (2) 6x6 rear door and front left bumper	\$ -	\$ -
1		1	ST BID	47DCV Lift Door Handle	\$ -	\$ -



**RESOLUTION AUTHORIZING THE UTILIZATION OF T&M RESTORATION FOR
EMERGENCY SERVICES
CHEWELAH SCHOOL DISTRICT NO. 36
Resolution No. 2023/2024-11**

WHEREAS, the Chewelah School District Board recognizes the importance of ensuring the safety and security of students, staff, and facilities; and

WHEREAS, an urgent need has arisen for emergency services related to flooding damage at Quartzite Learning; and

WHEREAS, under Washington State laws and regulations, specifically RCW 28A.335.190, the school district may forgo the formal bidding process in cases of emergency to address immediate needs that cannot be reasonably delayed; and

WHEREAS, T&M Restoration has been identified as a qualified provider capable of delivering the required emergency services promptly and effectively; and

WHEREAS, the Chewelah School District Board finds that utilizing T&M Restoration under these circumstances is in the best interest of the district to ensure the timely resolution of the emergency situation;

NOW, THEREFORE, BE IT RESOLVED by the Chewelah School District Board as follows:

1. **Authorization:** The Board authorizes the Superintendent or designee to engage T&M Restoration for the provision of emergency services related to Quartzite Learning Flooding Damage without going through the standard bid process.
2. **Scope of Services:** T&M Restoration will provide sewer/water flooding cleanup and restoration at Quartzite Learning as necessary to address the emergency.
3. **Funding:** The Board approves the allocation of funds necessary to cover the costs associated with these emergency services up to \$150,000.00, to be sourced primarily from insurance claims and approved by our insurance adjuster.
4. **Compliance:** The Superintendent or designee shall ensure that all actions taken under this resolution comply with applicable laws and regulations governing emergency procurements.

ADOPTED by the Chewelah School District Board of Directors on this 28th day of August, 2024.

Secretary, Board of Directors

Chairman, Board of Directors

Director

Director

Director

Director



For Washington Schools, By Washington Schools

United Schools Insurance Program
451 Diamond Drive
Ephrata, WA 98823

Invoice Number: 2024-34909-0308-1
Invoice Date: 8/1/2024

Chewelah School District #36
PO Box 47
Chewelah, Washington 99109

Coverage Information	
Covered Member:	Chewelah School District #36
Coverage Number:	USIP242534909
Coverage Period:	09/01/2024 - 09/01/2025
Transaction Description:	2024-2025 USIP Renewal
Transaction Effective Date:	8/1/2024
Premium Information	
Line of Coverage	Premium
Property	\$117,464.34
Auto Physical Damage	\$9,677.69
Equipment Breakdown	\$5,032.58
General Liability	\$72,432.67
Wrongful Acts	\$18,303.87
Auto Liability	\$37,432.39
Underinsured Motorist	\$3,807.20
Privacy, Security & Technology	\$6,281.42
Crime	\$1,152.39
Cat Med	\$1,515.84
Total Premium:	\$273,100.39

Transportation Costs:

Bus Auto Liability	\$21,943.12
Bus APD	\$6,952.62
Bus UIM	\$2,713.12
Total Bus Costs	\$31,608.86
Non Bus Auto Liability	\$15,489.26
Non Bus APD	\$2,725.07
Non Bus UIM	\$1,094.09
Total Non Bus Costs	\$19,308.42

Total Full-time Equivalent (FTE) Students = 724.00
*(4 Part-time students = 1 FTE)

Premium is due and payable 30 days from receipt. Please note that if payment is not received, USIP shall have the right to cancel coverage. Notice of cancellation shall be no less than 60 days. Overdue invoices are subject to a 2% late charge. USIP is direct bill.

USIP Underwriter:

Rob Hill
800.407.2027 ext. 4071
rhill@chooseclear.com



GESS STAFF HANDBOOK

2024-25

Gess Office Personnel

Julie Price, Principal

Stephanie Clark, Assistant Principal

Athena Bornstein, Secretary

DISTRICT PERSONNEL

District Office 685-6800

Superintendent	Jason Perrins
District Secretary	Katy Gaffney
Business Manager	Mara Schneider
Payroll Specialist	Reanna Durham
Maintenance & Repair	Jason Tapia
Transportation Supervisor	Wade Hanley

Board of Director Information

Board Meetings are held on the 3rd Wednesday of every month and are open to the public. Board members are elected to four-year terms. Current Chewelah School District Board members are:

Board members

Judy Bean Board Member -Position 1 jbean@chewelahr12.us

Donna Eastabrooks Board Member -Position 3 deastabrooks@chewelahr12.us

Dan Krouse Board Member -At Large dkrouse@chewelahr12.us

Theolene Bakken Board Member -At Large tbakken@chewelahr12.us

Board Documents

The Annual Board Calendar contains a meeting schedule with the date, location, and major agenda items for each meeting in the current year. Minutes from prior meetings are also available. These documents are in Adobe Acrobat PDF format; click on the title to open or download the document. Information may be found on the Chewelah School District website.

Chewelahr School District Policies and Procedures.

CSD website/District/School Board/Board Policies

CHEWELAH SCHOOL DISTRICT

Parent-Student-Teacher Compact

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

Chewelah School District and Gess Elementary are committed to:

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

As a Gess Student, I will:

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

As my Child's Parent/Guardian I will:

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

As a Gess teacher, I will:

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

Absences

Staff: Substitute Teachers and paraprofessionals are requested through the Red Rover system. This platform can be accessed from the Chewelah School District homepage. Please make sure your profile and preferred sub list are up to date. Absences must be entered prior to 7am to plan accordingly for the day. Please contact Reanna Durham to help you as necessary – 509-685-6800 ext. 1003.

Students:

Students are expected to arrive by 8:30 am Tuesday through Friday and by 9:30 am on Monday late-start. Students who are tardy should stop at the office for an entry slip and to record lunch information. Please do not change attendance or lunch counts for students arriving late to your classroom. The office will note the change.

Accidents

All student accidents must be reported to the office. Accident forms are available in the office and should be completed by the staff member reporting or on duty at the time of the accident. If students are injured, they need to be seen in the health room.

All staff accidents must be reported to the office immediately (or no later than 24 hours after the accident). Report forms are available in the office. Upon completion the report is sent to our Business Office for insurance purposes. Failure to report an accident in a timely manner could void insurance coverage.

All volunteer accidents should also be reported to the office immediately to complete the necessary paperwork.

After-School Plans for Students

Students going home after school with another student *must* provide two notes-one from the child's parents and another from the parent of the student he/she is going home with. If a child does not have these notes, he/she will follow regular after school plans. This must be taught to the students and communication regarding this procedure will also be shared with families. Please continue to remind parents to contact the office prior to 2:15 with any plan changes.

Calling Home (Students' Request):

- ask students to call from classroom phone when possible (i.e., backpack, instrument, PE shoes)
- Students who call in the office will call with adult support.

Staff Students

Staff may have their personal students in the classroom before and after school; however, during contractual times staff need to be available to the community or other employees to complete tasks.

After-School Programs

Please be mindful of the afterschool Co-curricular expectations:

- Confirm dates for activity with Principal and add to the building calendar.

- Provide a list of students participating to the Principal, Secretary and Nurse.
- Ensure, as a supervising staff member, you are med-trained to support participating students.
- During the event, ensure supervision of participating students (Younger students may not stay after school with older siblings).
- At end of activity, ensure designated family member signs the student out.

Appropriate Instructional Materials

If there are any questions concerning the appropriateness of curriculum materials, please review them with the principal. School district policy (2350) allows the use of materials consistent with a G-rating regarding content.

ASB

The ASB advisor also assists our students through the process of electing officers, monthly meetings, and philanthropic events.

Assemblies

Staff are expected to attend assemblies and help with seating and supervision unless prior arrangement is made. If a student cannot behave in an assembly, send them to the office. Seating during assemblies will vary; typically, the youngest students sit in front with an open aisle down the center of the gym. Keeping rows well-spaced will also help reduce talking and touching among students.

Attendance

Attendance is taken daily and recorded on your computer using the Skyward program. The tab for attendance and lunch count is *Educator Access Plus*. The Skyward link is found on the Chewelah School District home page.

It is important attendance and lunch records are accurate. **Attendance should be recorded by 9:00 a.m. Thank** you in advance for making sure your attendance is correct. This will enable the attendance caller to make only necessary calls. Calls that are not necessary (because the student is here and has been marked absent) can be embarrassing to the attendance caller and/or alarming to parents.

Students arriving after 8:30 a.m. need to stop at the office to sign in and obtain a tardy pass. Students who have checked into the office should show you, their pass. Please keep tardy slips and enter tardy information on the report cards. Upon the 3rd tardy in a semester, please contact the parents. After the 5th tardy a conference will be scheduled with the teacher, principal, student, and parent.

State law requires that teachers work ½ hour before students arrive and after they leave. If you need to arrive late or leave early, please let the principal and secretary know in case you receive a phone call or have a visitor.

Pre-arranged absences

If a family expresses their student will not be at school for a family trip, extracurricular event, medical leave, bereavement, etc., please ensure you direct them to connect with **Ms. Bornstein** to follow the pre-arranged or doctor's note process. **Ms. Bornstein** has forms in the office.

Building Access/Security

Using your access fob:

School Hours: Hold fob up to the fob reader. The LED light will turn green, and you will have 10 seconds to open the door and enter the building.

Weekend: Enter at main doors only. When leaving the building **please make sure you push doors closed behind you.**

The building is in operation from 7 A.M. and closed at 4:00 P.M. If staff are in the building at other times, please lock the doors and make sure any windows are closed and locked when exiting the building. Staff are responsible for school keys, so please do not loan the keys out. Please do not leave valuables (candy, money, anything important) unattended.

A video security system has been installed in the building. This system records activity in each of the 4 hallways on video tape simultaneously, 24 hours a day. This will help monitor and document questionable hallway activity.

**Evenings there is a night custodian (Caleb McCoy) who is normally here until 10:00 pm. For safety reasons teachers need to be out of the building by then. Before school, teachers need to refrain from coming into the building before 6:00 a.m.

Buses

Many students ride buses. Teachers of kindergarten, first grade, and new students need to escort students to the correct bus until these students know where to go. **It is critical that students are dismissed on time, so they do not miss the bus.** Dismissal time is 2:50. If students are kept after school, their parents must be notified, and arrangements made to get the student home. Students are not allowed to ride a different bus unless they have written permission from a parent or the school. Please have students get a bus pass from the office so that the student may hand it to the bus driver.

Child Abuse

As employees of the school district, employees are required by law to refer incidents of student neglect and/or physical and sexual abuse to the proper authorities. Legally, staff are required to make these referrals or cause them to be made. However, please make the principal aware of the situation. It may be difficult as a teacher to work with the students and their families if they believe you made the referral, so please know that the principal is willing to support staff in this area. To reduce legal liability, staff should not have students lift clothing or display body parts that may show evidence of abuse. Avoid asking leading questions. We are all mandated reporters, and all reports must be made within 24 hours.

Classroom Maintenance

In best supporting our night custodians, please be intentional about requesting students to properly clean-up their learning community and learning spaces each day. This includes:

- Stack individual chairs on top of desks at the end of each day to ensure vacuuming can occur.
- Pick up objects, supplies, books, and food off the floor at the end of every day.
- Ensure all items are collected from the hooks and floor in the hallways.

- Clean up art supplies and projects (when engaging students in painting, Paper Mache, and glitter projects please use butcher paper underneath projects as they are working, and projects are drying).
- Clean materials out of sink and off counter.
- Also, encourage students to pick up garbage/items off the floor in our common spaces.
- At the end of the day, turn all lights off before leaving for the building.

Committees

Gess Elementary staff can lead through participation on different committees. Some committees are listed below with their meeting times.

Leadership Team – 1st & 3rd Tuesday of Month (3:00 – 4:00 pm)

PBIS Team meetings – 2nd and 4th Tuesday of Month (3:00 – 4:00 pm)

Staff Meetings – 2nd and 4th Wednesday of month (2:55 – 3:30 pm)

MDT Meetings – 1st & 3rd Tuesday of Month (2:55 – 3:30 pm)

Student Success- 8:00- 8:30am every Friday of the week

Fourth PLC of Month

Literacy Action Team – 4th Monday morning of month

Math/Science Action Team – 4th Monday of month

Title/Lap Community Engagement Team - 4th Monday of month

Attendance/Behavior Committee - 4th Monday of month

Communication Plan

To be reviewed at second staff meeting in September 2024. Created a Hub for easy access to documents located in the building electronically.



Computers

All activities on school computers, school internet lines, and school software are considered school property. Computers may be reviewed at any time and should never be considered private.

Unethical, illegal, unprofessional, or commercial use of school technology may result in disciplinary action.

Confidentiality

As a teacher, you may have knowledge of confidential information about Gess staff, students, and families. Please be careful in sharing confidential information only as necessary. When information must be conveyed, do so only with appropriate staff. It is imperative that we respect the families' right to privacy as protected by FERPA.

Copy Machines

A copy machine and a backup machine are in the staff work room/back walk through.

Photocopying costs make up a substantial portion of the building budget. Please be responsible regarding the use of our copy machine and look for ways to reduce unnecessary copying. Students should not be printing materials without direct supervision.

Many of the repair calls are necessary because of improper use of the machines.

Curriculum

Curriculum guides are reviewed and revised by both building and district committees.

Discipline

The Gess Elementary Discipline Plan emphasizes the importance of teaching students to manage their behavior as a crucial part of their learning and overall success in life. By implementing Positive Behavior Intervention and Support (PBIS), the staff at Gess Elementary have created a structured environment where students are taught specific behaviors that align with the school's goals. This plan focuses on positive reinforcement, with clear expectations and regular instruction to help students succeed. The consistent application of PBIS across the school fosters a safer, more supportive learning environment, ensuring that all students can thrive academically and socially.

GESS SCHOOL DISCIPLINE PLAN

Gess staff members hold a common value that children must learn to manage themselves in order to succeed in life and in their learning. We stand alongside our students as they learn lessons from natural and logical consequences, and we help them to find solutions to the problems of life that they sometimes cause themselves. Gess uses a discipline program based on **Positive Behavior Intervention and Support (PBIS)**. Our staff has identified specific behaviors that our kids need to master to achieve our district and school goals. School rules are designed around these expectations and students are taught expected behaviors. Every teacher provides regular instruction and practice for every child to learn every needed behavior. All staff work to recognize and reinforce the success that our students demonstrate. The following 4 basic expectations govern behavior at our school:

GESS GATORS ARE

1. Safe 2. Responsible 3. Respectable 4. Kind

Gess Elementary's Approach to Discipline

PBIS: Positive Behavior Intervention Supports

School environments that are positive, preventative, predictable and effective are safer, healthier and more caring. They enhance learning and teaching outcomes and provide a continuum of behavior support for all students.

Additional benefits of PBIS include:

- Increased instructional time

- Decreased student exclusion
- Increased emotional intelligence in students who know how to regulate their own behavior
- Reduced stress for staff and students
- Reduced student aggression toward adults and others
- Energized teachers
- Cultural shift with a focus on positive feedback.

PBIS is a research-based framework for transforming school culture through a focus on positive feedback. The emphasis is placed on proactive prevention and differentiated strategies and interventions that match the unique needs of every student.

Implementation of PBIS begins with the following:

- Define common purpose and approach to discipline
- Identify a clear set of positive expectations and behaviors
- Implement procedures for teaching expected behaviors
- Differentiate supports for encouraging expected behavior
- Differentiate supports for discouraging inappropriate behavior
- Implement procedures for ongoing monitoring and evaluation for data-driven decision-making.

6 Essential Components of school-wide PBIS:

- 3-5 school rules
- Behavior matrix
- Planned social skills instruction
- Student acknowledgement feedback system
- Consequence system for misbehavior
- Information system for Decision-making

Tiers are defined as follows:

- Tier 1 = Supports for all
- Tier 2 = about 10-15% Supports for some in addition to Tier 1 supports
- Tier 3 = about 5% Supports for few in addition to Tier 1 and 2 supports

We believe that our kids must be explicitly taught the behaviors they need for success; therefore, we hold PBIS teaching stations at the beginning of the year. We conduct "reminder" training with your classrooms after Winter and Spring Break. We are also committed to the idea that students should receive recognition for successful behaviors much more easily than they get attention for misbehavior. We strive to maintain a **4:1 ratio** of positive reinforcement to correction. Every staff member has access to our Gator Gold Tickets and Good News postcards. Please find a way to send positive messages to our students and their families. Sometimes the best way to share good news with families is to simply pick up the phone and call parents.

Our Common Discipline Steps:

Gess Elementary Discipline Steps



Step 1:
Reminder



Step 2:
Reset

(in classroom and restorative conversation)

Step 3:
Buddy Room
(reflect, reset and restore)

Step 4:
Major Office Referral
(with administration)

GESS ELEMENTARY EXPECTATION MATRIX 2024-2025

	Safe	Responsible	Respectful	Kind
Arrival	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Line up right away. Enter the building with your class. Be ready to learn. Take care of your needs. 	<ul style="list-style-type: none"> Voice at level 0, 1 or 2. Be polite. Follow adult, teacher, and safety patrol directions quickly. 	<ul style="list-style-type: none"> Be friendly to others.
Hallways	<ul style="list-style-type: none"> Hands by your side Face forward Walk in a straight line 	<ul style="list-style-type: none"> Stop at checkpoints Have a pass 	<ul style="list-style-type: none"> Be considerate of others Look at artwork with eyes only Use level 1 or 2 voices. 	<ul style="list-style-type: none"> Smile or silent wave
Main Office	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Have hall pass. Go straight to the office. Be honest when speaking to an adult. 	<ul style="list-style-type: none"> Voice at correct level 0, 1, 2 Wait your turn to speak. Follow directions quickly. 	<ul style="list-style-type: none"> Say please and thank you. Be positive.
Cafeteria	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Wait patiently in line. Eat your own food. Raise your hand for help. Stay in your seat. 	<ul style="list-style-type: none"> Voice at correct level 0, 1 or 2. Clean up after yourself. Follow directions quickly. 	<ul style="list-style-type: none"> Be friendly to others. Say "Please and Thank you."
Assemblies	<ul style="list-style-type: none"> Hands and feet to self. Walking feet. 	<ul style="list-style-type: none"> Line up right away. Enter the assembly with your class. Be ready to listen. Give Me Five 	<ul style="list-style-type: none"> Voice at correct level 0, 1 Sit on bottom, criss cross legs, hands in lap. Follow directions quickly. 	<ul style="list-style-type: none"> Listening ears. Positive audience. Give space.
Bathrooms	<ul style="list-style-type: none"> Hands and feet to self Wash Hands Feet stay on the floor. Inform an adult if there are spills or 	<ul style="list-style-type: none"> Go, Flush, Wash, Leave Be clean. Use facilities correctly. 1 pump of soap. 	<ul style="list-style-type: none"> Voices at level 0 or 1. Knock on stall doors. 1 person in the stall at a time. 	<ul style="list-style-type: none"> Honor the privacy of others. Take turns.

If a student receives an office referral, the following procedures apply:

1. An office referral form is issued when a student has not followed school expectations or has exhausted classroom discipline steps.
2. The classroom teacher, Assistant Principal or Principal of the student works with the child to provide a logical consequence. A copy of the office referral will be sent home as well as applied discipline communicated to the teachers involved in the issue.
3. A phone call from the Assistant Principal or Principal will follow the referral.
4. If a student continues to have behavior issues, the Assistant Principal or Principal may contact the parents to set up a conference.
5. Every Office Referral is considered serious and will be handled accordingly, which could lead

to Classroom exclusion, In-School Suspension or Out of School Suspension. Parents are notified by the Assistant principal or Principal by phone and mail/email.

6. **Exceptional misconduct, such as violent threats of harm to self or others, could result in an out of school suspension or emergency (temporary) expulsion pending an evaluation by a mental health professional to ensure the student's safe behavior.**

Effective school-wide discipline is a process that requires all of us to focus on teaching kids the behaviors they need for school success. It is critical to the success of each child that staff members maintain a supportive posture regarding discipline. A variety of personal philosophies will always exist, and children thrive when they perceive adults as consistent and in agreement in most matters of discipline. Our commitment to Positive Behavior Intervention Supports means we have common expectations, and we regularly teach students those behaviors. **Classroom management (discipline) plans need to be on file with the assistant principal by early September and must be shared with parents.**

When a student is referred to the office for assistance in a disciplinary matter, we need to know why they were sent. If you have time now to fill out a referral, please fill out the office referral form, so we can get as much information as possible. If you do not have time then, please send a note or call the office. As soon as possible, please fill out the referral form and get it to the office.

Once a student is referred, it is up to administration to determine what the consequence will be.

Electronic Resources and Student Safety

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Ensure students are always in direct supervision while using electronics. Please monitor screens diligently. Report any concerns immediately to the Admin Team. Devices are not options during inside recess, and students should not have devices in the hallways without supervision. To support students in keeping personal devices safe from theft during the school day ask them to keep devices at the bottom of the backpack until bell rings at the end of the school day.

Email

Essential information is sent through email daily. It is important to routinely check and respond to email. Also, please use email as reference to many nuts-and-bolts items.

Emergency Information

Chewelah School District 509-685-6800

If school is delayed or closed due to weather conditions, a message will go out on School Messenger, School District Website, Facebook, and announcements will be made on local radio and TV stations. School closure information will also be available each morning on our school district website.

See Also: School Delays and Closures

Equipment and Furniture

Heavy equipment should be moved by an adult. Please do not lift equipment that is too heavy for you. Ask a custodian or complete a work order. Ms. Bornstein has work order forms at the front office.

Evaluation All staff members will be formally observed and evaluated each year according to applicable association-negotiated agreements.

Facilities and Property

Please turn off lights when you are not in the classroom. Turn off the computers and Document Camera at the end of each day. **Please ensure you are logged off staff computers.** Please check outside doors and windows to ensure they are locked before leaving.

When you are in the building after hours or at weekends, make sure to turn off lights in areas you use upon leaving the building.

If you are last to leave the building, please be sure the front door is closed tightly behind you.

As included in the Gess expectations, students are expected to show respect for our property and equipment. Please track books, computers, and other supplies assigned to students. Students will be expected to pay for lost or damaged items. School equipment should not be loaned or taken from Gess Elementary unless special arrangements are made with the Principal/Principal Designee or Special Education Director.

Facility Request

All after-school and weekend building use requests must be completed and submitted to **Ms. Bornstein, Secretary at Gess Elementary**. **This includes school-related functions. Gess sponsored events and activities are prioritized within the schedule but must be calendared in advance.**

Field Trips

All planning for field trips must take place in advance and go through the office for approval. District forms (Field Trip Authorization Request and Bus Trip Ticket) must be submitted **two weeks in advance**. In addition, our kitchen needs **two weeks' advance** notice if sack lunches are needed or if no lunches will be needed that day. Please notify all specialists and special education teachers affected by the trip. Please work with our Nurse Kassi Breiter regarding medication needs **at least two weeks in advance**.

Volunteer Clearance must be on file for all chaperones. This process must be done at least **two weeks in advance**. When on a field trip teachers/chaperones have the same legal obligation regarding supervision of pupils. All necessary precautions to ensure child safety must be taken. Please remind students they are representing Gess Elementary when on field trips.

The value of educational field trips is well recognized, and they should be encouraged within the limitations set forth:

1) Each trip should be carefully planned and relate to current curriculum subjects. A written request to the principal is required which states how the trip will enhance student learning.

- 2) Students and parents should be informed about the field trip once it has been approved. Students must have written permission from their parent or guardian (see appendix).
- 3) Students are to be always supervised, so plan on taking an adequate number of chaperones. All chaperones must complete a Washington State Patrol background check each year. This typically takes at least 2 school days to complete. Chaperones may not bring other siblings.
- 4) If an emergency arises while on the trip, please inform the district as soon as possible

Gum, Candy, Drinks

These items have the potential to make a mess of our building and are only allowed with the teacher's permission. Please do not allow candy, gum, or soda in the halls or on the playground. Currently, staff voted to be a no gum school. Water bottles are allowed in the classroom, but they may not have juice or other liquids that cause stains. Even water, if spilled and left unattended, will spot the carpet. If a spill occurs, please notify the custodian as soon as possible so that the liquid can be extracted. Staff are encouraged to keep water bottles near the sink since there is linoleum in this area.

Harassment/Intimidation/Bullying

Gess Elementary endeavors to provide an environment for students, parents, volunteers, and employees free from harassment, intimidation and bullying as outlined in the School Board Policies and Procedures: Harassment, intimidation and bullying are any intentional electronic, written, verbal or physical act, including, but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080 (race, color, religion, ancestry, national origin, gender, sexual orientation including gender identity, or mental or physical disability) or other distinguishing characteristics when the act physically harms a student or damages their property, substantially interferes with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school. Complaints regarding discrimination, harassment, intimidation, or bullying are addressed through Policy and Procedure No. 3207. Individuals who believe there has been a violation of nondiscrimination, harassment, or bullying and intimidation laws may contact their school administrator or counselor. Complaint forms are available at each school site, and the administrator or counselor will forward the complaint to the District Compliance Officer for investigation.

In *Safe Schools*, bullying is defined as behavior that is unfair and one-sided. It happens when a person keeps hurting, frightening, threatening, or leaving someone out on purpose. **All** complaints will be promptly and fully investigated as appropriate to the situation, and corrective action will be taken when necessary.

Cheweloh School District endeavors to provide an environment for students, parents, volunteers, and employees free from discrimination as outlined by School Board Policies and Procedures. All complaints will be promptly and fully investigated as appropriate to the situation and corrective action will be taken when necessary.

HAZARDOUS MATERIAL: The Material Safety Data manual is a white and yellow binder in the office. It contains information on all hazardous materials on the Gess campus.

Health/Nurse Information

Accidents, Illness

Students will get hurt, be sick, and have other serious and imaginary illnesses and injuries. Should you have such a patient, please send, or escort the student to the office for treatment and complete an accident report form. Students should not be sent home unless parents or the legal guardian have been informed. For emergency assistance, Kassi Breiter, the school nurse, is usually in her office or available in the district. Please contact the office for assistance.

Guide for sending students to the School Nurse/ Main Office

Please send students to the School Nurse with a Nurse/ Office Pass (or handwritten note) that includes the following:

- Last name and first name
- Date/Time
- Teacher
- Brief description of reason for visit

The "10 Minute Rule"

Students with non-urgent symptoms should not see the school Nurse during the first 10 minutes after any passing time. The only exception is if the school Nurse specifically requests a student.

<u>Non-urgent concerns</u> <u>"10 Minute Rule"</u>	<u>Do Not Delay</u> <u>Visit to Health Center</u>	<u>Call Nurse to Student</u> <u>(via main office and/ or x</u> <u>4015)</u>
Reports vague symptoms of illness	Asthma symptoms, breathing difficulties (send with a buddy)	Fainting (lay on floor and elevate feet 10 inches if no head or neck injury suspected)
Abdominal discomfort (cramps, nausea, vague pain)	Prescribed medication needed; scheduled visit to the health room; or sent by staff for nurse to evaluate.	Injuries that may be a sprain or fracture or involve the head /neck
Mild headache	Known health concern may be cause of symptoms (e.g. diabetic, migraine)	Seizures
Cold/flu symptoms and students requested to go home. (The school Nurse has no meds to give out unless written orders are on file and meds have been brought in by family)	Possible allergic reaction or exposure to allergen; insect bite, human bite, animal bite (send with buddy) Emotional crisis, abuse, suicidal thoughts (adult escort)	Emergency first aid needs OR if moving student may do more harm

Minor cuts (if unable to bandage in class) (Ask whenever you need more Band-Aids for your classroom!)	Any serious illness, injury, or bleeding. Burns. Dirty wound. Vomiting. Nose bleeds.	Breathing emergencies/Chest pain
Skin problems	Injury to head, limbs or body sustained on campus (send with buddy)	Unconscious or altered level of consciousness
Old injuries To request ICE	Injury to eyes, ears, mouth, or any object lodged in a body part (send with buddy/ adult escort)	Uncontrolled Bleeding / Shock

*** Please continue to encourage students with non-urgent concerns to see the School Nurse/ Main Office during breaks and/or lunch. Thanks! - Nurse Kassi**

Health and Safety Inspections

Please remember that Clorox or other cleaning wipes, plug-in air fresheners, and essential oils are not approved to be on site. Students may not have essential oils in their possession unless they have a doctor's note/care plan.

Highly Capable Program

Chewelah School District welcomes nomination from parents, students, teachers, and community members for the Highly Capable Program. Each year, district students and current enrolled students may be nominated for the program. The process for selection is facilitated by Ms. Smith, our Music/Beyond teacher.

Homework

Homework refers to tasks that students are assigned to do on their own time, after school hours, and as an extension of classroom work. Types of homework include:

Practice: the most common and simple assignment given to help students master specific skills. Practice exercises should be limited to material previously presented in class.

Preview: prepares students to gain maximum benefit from subsequent lessons.

Extension: assignments are given to determine if the student can transfer a skill or concept to a new situation.

Creative: assignments require students to integrate many new skills and concepts in the process of producing a response. They usually take more time to complete, and include things like book reports, research, and art projects.

Research shows that quality homework can significantly improve students learning and help develop initiative, self-discipline, responsibility, and independence. It is also an excellent way for educators to involve parents in the school and its curriculum.

Teachers may give homework three nights out of five according to the following times:

Kindergarten 5-10 minutes

First Grade – 10-15 minutes

Second Grade – 15-20 minutes

Third Grade – 20-30 minutes

Fourth Grade – 30-40 minutes

Fifth & Sixth Grades – 40-50 minutes

Keys and Badges

Always keep keys on self.

Do not loan fobs/keys to parents or students and report lost fobs right away. Lost fobs/keys need to be reported missing within 24 hours and replacement fees will be assessed accordingly. If you forget your keys at home, please ensure you ask **Ms. Bornstein** for a fob/apple key to have on you in case of emergency. Badges must always be worn.

Library

Teachers may use the library from 8 A.M. until 3:30 P.M. for their preparation period if it is not in use. The library is a preparation period for teachers after the librarian has taken responsibility for their students. At the end of library time, the classroom teacher will need to meet their class at the library and escort them back to the classroom.

Lounge and Workroom

The staff lounge is available for all school employees including substitutes. However, Gess, junior high and high school students, children of staff and volunteers are not to be in the lounge. This area is intended as a place for adults to relax and not be responsible for students and children. Students and children of volunteers are welcome in the work room; however, please ensure that young children are supervised. Please keep these areas organized.

Lesson Plans

Well-developed lesson plans are an essential component in effective teaching. Please keep lesson plans current and robust. Lesson plans should include clear detailed information to identify learning goals and resources needed to effectively teach the lessons planned. Lesson plans should be available on your desk. Please include your schedule for the week, an accurate seating chart or name tags on student desks, and substitute information not included in your substitute folder. It is important that learning continues, and routines are maintained for students in your absence and staff can quickly transition your subs into the school and classroom.

See also: Substitute Teachers

Lunchroom Procedures

Currently being revised...

For the next four years Chewelah School District will provide free breakfast and free lunch to all students. The CSD met the Community Eligibility Standard created by the state legislature.

Mailboxes

Please check your mailbox periodically throughout the day.

Non-Discrimination

The Chewelah School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy, familial status, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability. This holds true for all students interested in participating in educational programs and/or extracurricular school activities and district employment opportunities.

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/ADA officer (Shirley Baker, Athletic Director, Chewelah School District, PO Box 47., Chewelah, WA 99109, Phone: 559-5407); or inquiries may be directed to the Director of the Office of Civil Rights, Department of HEW, Washington, D.D.

Notes Home

Most notes home will be sent on Friday. Exceptions may occur; however, this should help both students and parents get used to looking for notes on this day. Teachers are encouraged to have the office or a colleague proof the note for spelling and grammar errors before they are sent home.

PTSA

Gess Elementary is currently helping the PTSA to reorganize and reactivate. More information will be forthcoming. Staff are invited to attend meetings and join the organization.

Outside Duties

All staff will have the opportunity to observe students in a fresh-air setting during assigned duties. Every effort will be made to keep duty minimal and provide adequate supervision for students. It is critical that staff members are at their assigned duty area at their scheduled time and are actively supervising.

Para-Professional Meetings/Trainings

On the **first and third Monday** of the month, from 8:00 – 8:45 am, support staff will meet for training and discuss issues relevant to their assignments.

Parent-Teacher Conferences and Report Cards

Parent-Teacher Conferences are conducted in November and March with end of year reports sent home on the last day of school. Conference schedules should reflect at least a 20-minute opportunity to conference. Please refer to the district calendar for our parent-Teacher Conference dates.

PLCs (Professional Learning Communities)

The purpose of PLC time is for the improvement of student achievement. PLC time is: 1. Aligned with classroom, school, District, and state goals. 2. Developed by teachers and administrators working with a guiding coalition (In process of building). 3. An opportunity for certified staff to work on shared goals in groups arranged by grade level, department, or other configurations to meet the needs of the building. PLC time is scheduled during the one-hour late start on Mondays per District adopted calendar.

Principal

When in the building, the secretary will know the principal's location. When the principal is out of the district and an emergency occurs, contact the Gess office. The superintendent or another district administrator should be contacted if the situation warrants.

Programs

Dramatic learning activities are an excellent means of developing student academic and social skills. Teachers are encouraged to use this method of instruction. Please avoid drama activities that

require expensive costumes or that may be inappropriate for our community. Practice times must be scheduled with the PE teacher and the principal if the gym is to be used.

Professional Dress

Professional dress may range from casual to business casual at Gess Elementary. Gess/District attire may be worn any day of the week. 😊

Purchasing Supplies and Materials

Budget allocations to classrooms may be accessed using a district purchase order or, if you are buying from a vendor that will not accept a purchase order, you may purchase the item and submit a receipt for reimbursement. To purchase at Safeway, you must check out a charge card from the Gess Office. The amounts charged will be deducted from your budget allocation. To meet accounting and auditing requirements, please follow these procedures:

- 1) Receipts for charges or reimbursement must be itemized. That is, they must have the date, vendor's name, a list of items purchased, and per item cost. Handwritten or non-itemized receipts are not accepted.
- 2) Teachers going over their budgeted amount are responsible for those amounts and will not be reimbursed.
- 3) Receipts must be turned in within 1 month of the purchase for reimbursement.
- 4) A requisition form for PO's is available at the Gess office. The staff member is responsible to complete the form to include the vendor, date, who requested the order, quantity, item description, unit price, and total price information. The requisition form must then be given to the principal to be signed and coded BEFORE any items are purchased.
- 5) Once items have been received, the contents must be checked against the packing slip and any discrepancies noted. The packing slip should then be returned to the Gess office.
- 6) Classroom budgets are available until May 1; after that the amount not used will be returned to the general budget.

Curriculum Materials

Instructional materials (adopted curriculum) are ordered in the spring prior to the new school year.

Recesses

Students must go outside unless they have a note from the doctor or are being supervised directly by a staff member. Students are not to be brought to the office to miss their recess unless an intervention has been arranged with the Admin Team.

If you are going to take your students outside for an extra recess, please notify the office and have a radio to contact you in case of early parent pick-up or an emergency. Do not send students to pick up a radio from the office. You must always have direct supervision of the students and ensure students follow our established recess expectations.

All teachers should walk their class to the playground and be ready to pick their students up at the designated space prior to the end of recess.

Recess Flags

Yellow flags will be put up to indicate an inside recess. These days can be difficult, and staff need to work together to make them as painless as possible. All available instructional assistants are to help supervise students so that teachers get a chance to have a break. Once teachers are back in their rooms, other staff members may take their break or eat lunch. Please do not allow students to play in the halls during indoor days.

Green flags state that students will be playing in the parking area. Please do not park in the lot on these days.

Report Cards

Gess Report Cards will be sent home at the end of each quarter on Wednesday following the early release day for teacher grading. Conferences will be held for all students in the fall and for selected students in the spring.

Restraining Orders/Custody Papers

The principals, secretary, or counselor will notify you if there are any court papers that accompany one of your students. This paperwork will be reviewed, highlighted, and then filed in the counselor's office/front office and noted in Skyward. Renee Jungblom will invite you to review information at the beginning of the year. It is crucial that this information be kept confidential and that accommodation to keep a child safe is made.

Safety Drills

Gess will have both scheduled and unscheduled drills throughout the year. Please post an Emergency Information envelope near the door that includes a current list of students and family phone numbers. In an emergency that requires staff to leave the building, please take this packet. Following are some the scenarios staff should be aware of:

- 1) Directed **Response** – specific instructions will be given by the office using the intercom.
- 2) Room **Clear** – please plan with a close teacher who will accept your class should the room need to be cleared. This might be necessary for a variety of reasons. If another teacher's students come to your classroom, please notify the office immediately so that assistance may be provided.
- 3) **Secure the Building/Secure the Classroom** – used to isolate students and staff inside the school from potential dangers outside the school.
 - Proceed to door, sweep hallway for students and secure door/pull shades.
 - **Amber M, Kailee Morris, and Cara McCanna** will check that the outside door is locked. The janitor will do a final sweep of the outside doors.
 - Staff will email special URL: Gess911@chewelakhk12.us
 - Initial information - Green/Red (refers to students- green all students in room, red student missing) - i.e., Room # Green & list adults in room or Room # red, list missing students as well as adults in room
 - Additional information will be relayed through email to/from staff
 - Continue with normal activity inside the classroom until notified, please stay off the classroom phone.
 - Please remain calm, cool, and collected as you inform students of the situation (this will come from email).

- Protocol will be adjusted due to the level of perceived threat.
- Wait for official information or notification of ALL CLEAR.

Insert Secure building flow sheet here.

4) Lockdown - The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.

- Proceed to door, sweep hallway for students and secure door/pull shades, turn off lights
- **Amber M, Kailee Morris, and Cara McCanna** will check that the outside door is locked. The janitor will do a final sweep of the outside doors.
- Move students out of sight -- away from doors & windows, instruct students to sit/lie down on the floor, be very still & quiet.
- Staff will email special URL: Gess911@chewelakhk12.us.
 - Initial information - Green/Red (refers to students- green all students in room, red student missing) - i.e., Room # Green & list adults in room or Room # red, list missing students as well as adults in room.
 - Additional information will be relayed by email to/from staff.
- Do not let anyone leave the room, please stay off classroom phone.
- Please remain calm, cool, and collected as you inform students of the situation (this will come from email).
- No one should confront a trespasser during an emergency.
- Protocol will be adjusted due to the level of threat.
- Wait for official information or notification of ALL CLEAR.

5) Direct Evacuation - Please take the emergency folder with student's names and phone numbers if the building is evacuated for any reason. Occasionally, a door or area of the building may be blocked. Staff will be directed to take an alternate route if this should occur. Teachers will be given instructions concerning the release of students. Rumor control will be a high concern, so please refrain from discussing any incident.

6) Earthquake Drill - The primary thing to remember is to have the students drop, cover, and hold. Students should be instructed to get under a desk or sturdy table, and away from windows, bookcases, filing cabinets, or other objects that could fall. If students cannot get under cover, instruct them to protect their head with their arms. Face away from windows. If a child is in a wheelchair, have that child stay in it and move the chair to cover and lock the wheels. (Such as a doorway)

7) Fire drill - Gess staff will need to evacuate students in a quick, quiet, and orderly manner. Instruct students not to yell or talk while exiting the classroom or building. Students will need to listen to instructions. Never allow students to precede the teacher or supervisor outside. Students should line up and follow the teacher/supervisor. This allows the teacher to make critical decisions concerning the route taken. If time permits, close all windows and doors upon exit. The lights may be left on. Students will not take time to get coats, packs, or other clothing. However, the student may have keys that they will need, so be flexible. Evacuate using the nearest exit unless it is blocked. Once outside, the teacher will escort class well away from the building. If you are working with another teacher's students, please escort them outside and then to their respective teachers. Teachers should do a student count as soon as possible to ensure everyone is out of the building. Inform the office or other emergency personnel of any missing students. Remain outside until instructed to re-enter the building or go to another building.

Safe Schools

Mandatory training for all employees must be completed by Oct. 15th. For certificated staff, this training is part of your professional responsibilities. For classified staff, additional hourly pay will be issued for completing this training by Oct. 15th.

School Delays and Closures

Delays and closures will be announced through email and school messenger to staff. In the event of a 2-hour delay: The site team (Mrs. Price and Mrs. Bornstein) will arrive at school as normal or arrive as soon as possible given driving conditions. All employees will report as soon as possible, but no later than the beginning of school. Safety is our top priority- we want everyone to arrive at school safely. Please contact Mrs. Price or Mrs. Bornstein if needed regarding your arrival and the unexpected delays you may face.

School Equipment and Facilities

Equipment purchased by the district should remain at the school and not be taken off the premises without the principal's approval. School facilities are available to staff members and the community according to current district policy. Note that after-hours use of Gess for classroom activities requires pre-approval, and the staff member must be present. To reduce energy costs, when in the building after hours turn lights off if not in the room.

Room Conditions – It is each teacher's responsibility to maintain their classroom in a clean and orderly condition. Please DO NOT place tape on the carpet. It is exceedingly difficult to remove the adhesive. Students should be taught to pick papers up off the floor, put up chairs at the end of the day, and assist the teacher in keeping the room neat.

Property Damage – If school property is damaged, either accidentally or maliciously, every effort should be made to determine the person responsible and to bring that person to the attention of the principal.

Decorations and Publicity Material – No public posters are to be displayed on school property without the permission of the principal or designee.

SPECIAL EDUCATION

As a special education department, we believe that ALL students can achieve great things. We develop relationships with staff, families, and students to create and implement effective individualized education plans that meet student's needs across settings and domains of learning fostering independence and promoting life-long learning.

As the general education teacher, you are a critical part of the IEP team. There are 4 required members at each IEP meeting, and YOU are one of those roles! (The others are special education teacher, parent, and administrator/designee.) Your observations, insights, and recommendations are critical to the student's school success.

Please review the bulleted items below which outline key responsibilities when teaching students:

- **Differentiated Instruction:** Adapting teaching methods and materials to meet the diverse needs of students. This might involve modifying assignments, providing additional resources, or using varied instructional strategies.
- **Implementing Accommodations and Modifications:** Following the accommodations and modifications outlined in the student's IEP or 504 Plan, such as extended test times, preferential seating, or alternate formats for assignments.
- **Behavior Management:** Employing effective classroom management techniques and, if necessary, working with behavioral specialists to address specific behavioral challenges.

Reaching out to administration and the student's IEP case manager for help and support in managing challenging behaviors.

- **Communication with Parents and Guardians:** Keeping open lines of communication with the student's family to discuss progress, concerns, and strategies for supporting learning at home.
- **Advocacy:** Advocating for the needs of students with special needs within the school system to ensure they receive appropriate support and resources. Working with special education teachers and staff to ensure that students have the supports needed and promised in the IEP is a critical part of your role. If you are concerned about the services a student is receiving and haven't had success working with special education staff, please be sure to reach out to the special education director and/or your building administrator.
- **Legal and Ethical Responsibilities:** Ensuring that all legal requirements related to special education are met, including those related to confidentiality, IEP meetings, and educational rights.

Balancing these responsibilities can be challenging, but with a collaborative approach and a focus on each student's individual needs, general education teachers can significantly impact the success and well-being of students with special needs. In order to best support you, the special education department promises to:

- **Support in Developing and Implementing IEPs:** Assist in the development, review, and implementation of Individualized Education Programs (IEPs) by offering guidance on setting appropriate goals, creating accommodations, and evaluating progress. Provide information on each student's IEP in a timely manner, prior to the start of the instructional year if possible.
- **Consultation and Collaboration:** Regularly consult with general education teachers to discuss the needs of students with special needs, share insights on effective strategies, and collaborate on instructional planning.
- **Professional Development:** Provide training and resources to general education teachers on topics related to special education, such as understanding specific disabilities, implementing accommodations, and using inclusive teaching strategies.
- **Classroom Strategies and Modifications:** Provide practical strategies and modifications to help general education teachers adapt their instruction to meet the needs of students with disabilities. This could include suggesting specific classroom adaptations, materials, or technologies.
- **Behavioral Support:** Offer support and strategies for managing challenging behaviors that may arise from students with special needs. This might involve creating behavior intervention plans or providing techniques for de-escalation and positive reinforcement.
- **Resource Provision:** Share or provide specialized resources, such as adaptive technologies, learning materials, or assessment tools, that can help general education teachers better support students with special needs.
- **Monitoring and Feedback:** Help monitor the progress of students with special needs in the general education setting and provide feedback to teachers on how to adjust instruction or interventions based on this progress.
- **Parent and Caregiver Communication:** Assist in facilitating communication with parents and caregivers, ensuring that they are informed about their child's progress and involved in the educational process.

- **Problem-Solving and Support:** Be available to address any issues or challenges that arise in the classroom related to students with special needs. This includes providing guidance, problem-solving strategies, and emotional support to general education teachers.
- **Advocacy:** Advocate for the needs of students with disabilities within the school and broader educational system, ensuring that their rights and needs are being met and that they have access to appropriate support.

Using a collaborative approach, the Chewelah School District is confident that our staff can ensure school success for our students with disabilities.

Special Services

Gess offers a comprehensive program for meeting special needs. Physical and occupational therapy, speech, and hearing, Title I, LAP (Learning Assistance Program), resource room, and summer school are currently available. **Student Success- 8:00- 8:30am every Friday of the week**

Student Records

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

The following student information may be released by the district unless restricted in writing by the parent: name, address, telephone number, date and place of birth, participation in activities, date of attendance, the most recent school attended by the student, and photographs or similar information.

Cumulative File

Cumulative Files (brown) will be kept in the office. Each teacher is responsible for keeping accurate files. Do not include the following information in these files: health information, special education information, written communication from health care providers, mental health care providers, treatment centers, special education staff, and counseling staff. These files contain:

- Enrollment forms
- Attendance information and any legal attendance order
- Pupil Progress Reports
- SBA Reports
- Retention forms
- Discipline referrals
- 504 Plan

Health File

Health Files (yellow) are maintained by our District Nurse. They are placed in the cumulative file prior to records being transferred. They may not contain reports by outside practitioners. This file contains:

- Vision screening results
- Hearing screening results
- Scoliosis screening results
- Immunization forms
- Health related emergency information

Special Education Files

Special education IEPs must be kept in a locked file cabinet. These files contain paperwork related to identification, assessment, and placement of students referred for special services. Procedures consistent with current regulations are followed for these records and files.

Confidential Files

Confidential files (red) are kept in the office and staff are informed of their contents on an 'as needed' basis. (Restraining orders, parenting plans)

Student Success Team

Working on formalizing the systems and processes utilized for a student success team meeting.

Staff Communication

PHONE: Please ensure your classroom voicemail is established and checked daily. We ask that any parent communication is returned within 24 hours.

EMAIL: The amount of district and building communication via email continues to increase. Please check your email at least once a day as this is an important communication tool. Always ensure student privacy. Please be aware your email is never private and is a public record. Be cautious and mindful with what you say and how you say it.

CALENDAR: Please always check our building calendars prior to scheduling events/meetings and to keep them up to date. Please contact Mrs. Bornstein to add events to our building calendar.

Staff Hours

8:00am – 3:30 pm

Staff Students

Staff may have their personal students in the classroom before and after school; however, during contractual times staff need to be available to the community or other employees to complete tasks. During school hours, staff students need to be under the direction of their assigned teachers.

Staff Meetings

It is the responsibility of all staff members to attend staff meetings unless prior arrangements have been made with the principal. General staff meetings will be held as needed on the second and fourth Wednesdays of each month at 2:55 PM. Other meetings will be called, as necessary. Staff members who wish to suggest items for the agenda are asked to discuss them with the principal or submit them in writing before the meeting.

Substitutes

Please use the Red Rover system to schedule your substitute. The secretary and principal will check the system each morning. If staff are unable to schedule a substitute, please contact the secretary. Substitute teachers (or staff covering for an absence) will receive a Substitute folder with general guidelines for the day and a message about confidentiality. Your **detailed** lesson plans make learning possible while you are out of the classroom. Students will be taught expectations, procedures, and routines, in preparation for a staff member absences.

See Also: Absences

Supervision

The positive energy of staff in the halls is the best way to ensure students enter the building ready to learn. In the mornings, classroom teachers, please stand at your classroom door to meet and greet your students as they arrive. Specialists and paraeducators, please be in the hallways in strategic locations to greet students.

Students go to and from recess from their outside classroom door unless weather or safety factors prohibit this. If students walk through the main hallway to and from recess, their classroom teacher and others monitoring the hallway ensure that students demonstrate a quiet, safe line. Please meet your students outside the door or the playground when recess is over. Please escort students to and from Music, PE, and Library classes unless the students go directly to a specialist after recess. In those cases, the specialist meets the students and escorts them to their class.

At the end of each day classroom teachers walk their students out of the building.

Supply Room

Supplies are available to meet student and teacher needs throughout the year. Supplies are in the teacher workroom adjacent to the staff lunchroom.

Teacher Absences

If you are absent, please follow the Red Rover procedures for requesting a substitute. If the absence is pre-planned, request your substitute as early as possible. It is important to maintain a preferred substitute list on your Red Rover page as well as a 'block' for those substitutes you do not want to work in your classroom. However, if you feel the need to 'block' a sub, Mrs. Price and Ms. Ross need to be informed.

When requesting a substitute through Red Rover, please be certain to note the reason code in the comment section. It is especially important this information be correct for budget purposes.

See also: Absences

Technology and Audiovisual Equipment

Remember to care about our technology. Ensure the Computer carts are put back together and plugged in daily. Having students keep computers in their desk's risks damage to them. If equipment becomes inoperable, please complete a Technology Work Order. **Ms. Bornstein** will have a hard copy.

During technology use, please ensure students have direct supervision. Students should not be left unattended with a device and screens should not be out of viewpoint.

Lan School is a program you can use to monitor students when using laptops. Sometimes students choose to search topics that are not part of the instructional learning planned. Depending on the search, teachers may be asked to deal with the situation. Searches regarding terms that related to concerns of self-harm, weapons, etc. will be dealt with immediately by administration or our school counselor.

Please preview all films, videos, DVDs, or other media prior to showing them to the students. Media is not intended to simply entertain. It must be utilized in a learning situation where it correlates with a subject or learning experience being taught. All media shown must be age appropriate.

All movies shown must have a 'G' rating. PG movies need parent permission slips. Movies must also be on the library/media district approval list to be shown. School district policy (2350) allows the use of materials consistent with a G-rating regarding content.

Telephone Use

Students are not allowed to use the phone except in an emergency or with their teacher's permission. Please check your voicemail and return calls to parents in a timely manner.

Visitors & Volunteers

Volunteers are always welcome at Gess. At this time, parents and other visitors who are spending time in the classroom **must have a visitor's pass** and sign in at the office. If you have a visitor in your classroom, please make sure he/she has checked in at the office. We do not host student visitors in our classrooms. ANYTIME adults are working with students they must have a volunteer clearance form on file.

Chewelah School District policy requires that volunteers who work without the direct supervision of a school employee must undergo a Washington State Criminal check every year. This requires the individual to go through a background check with the Washington State Patrol. Forms may be picked up from the office. Volunteers will need to follow DOH and CDC guidelines.

Washington State Observances

Constitution day

Veteran's Day

Temperance and Good Citizenship Day

Martin Luther King Jr. Day

Website

The Chewelah School District web page is a point of contact and a source of information for our patrons. All staff must login to the website to ensure they are listed in the staff directory. If you have a web page, please make sure it is updated. If you have information, you feel should be on the Gess web page, please run it past administration and our new Technology Director Nick Cook will upload information.

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

This policy provides all staff, students, volunteers, and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Chewelah School District board of directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

The Chewelah School District board of directors supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Legal References:	
RCW 28A.400	Crimes against children
RCW 28A.405.470	Crimes against children - Mandatory termination of certificated employees - Appeal - Recovery of salary or compensation by district.
RCW 28A.405.475	Termination of certificated employee based on guilty plea or conviction of certain felonies - Notice to superintendent of public instruction - Record of notices.
RCW 28A.410.090	Revocation or suspension of certificate or permit to teach - Criminal basis - Complaints - Investigation - Process.
RCW 28A.410.095	Violation or noncompliance - Investigatory powers of superintendent of public instruction - Requirements for investigation of alleged sexual misconduct towards a child - Court orders - Contempt - Written findings required.
RCW 28A.410.100	Revocation of authority to teach - Hearings.
WAC 181-87	Professional Certification - Acts of Unprofessional Conduct

**NONDISCRIMINATION FOR SCHOOL PUBLICATIONS
AND PUBLIC ANNOUNCEMENTS**

The Chewelah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The Chewelah School District offers classes in many career and technical education program areas under its open admissions policy. For more information about particular course offerings, contact the admissions office at (509) 685-6800, extension 2011. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Title IX Coordinator

Erin Dell
PO Box 47
Chewelah, WA 99109
509-685-6800, Ext. 2003
sbaker@chewelahrk12.us

Section 504/ADA Coordinator

Sarah Gregory
PO Box 47
Chewelah, WA 99109
509-685-6800, Ext. 4002
sgregory@chewelahrk12.us

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

Jason Perrins
PO Box 47
Chewelah, WA 99109
509-685-6800, Ext. 2002
jperrins@chewelahrk12.us

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

Before School <ul style="list-style-type: none"> Teacher supervision begins at 8 am Student will walk clockwise through building to classroom Coats, backpacks will be hung in assigned location Students will gel in 	Recess <ul style="list-style-type: none"> Scheduled 15 minutes Walking clockwise- social distanced Teacher (specialist) will pick them up from outside Classes will release as has been done in the past so that students will enter building in social distancing manner 	Student Lunch Time <ul style="list-style-type: none"> Information coming 	Cleaning Desk - Students <p>Teacher - Fill bucket with warm water to start the day and a squirt of soap</p> <ul style="list-style-type: none"> Using soapy water, student cleans desk
Washing Hands <ul style="list-style-type: none"> Socially distanced Student takes a pump of soap Rubbing soap into hands, goes to the end of the line to wait, social distanced Rinse hands off at sink 		Bathroom <ul style="list-style-type: none"> Student signs out, using own pencil, puts pencil back on their desk Takes sticky note to the bathroom Only 3 allowed in bathroom at a time, sticky note is put on the sign as going in If 3 notes on sign, wait socially distanced outside When leaving bathroom, take sticky note off sign Throw note away in classroom 	New Students <ul style="list-style-type: none"> Registration is accepted into the office Student assigned to teacher Appointment scheduled for teacher to meet with student and family for onboarding, typically 3 pm the day following registration Office will advise teacher of new student and scheduled appointment

JENKINS JR/SR HIGH SCHOOL

Staff Handbook



JENKINS JR/SR HIGH SCHOOL
STAFF HANDBOOK
"Standing on Common Ground"

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ACCIDENTS

When an accident occurs to a student or staff member, it must be reported to the office and other necessary authorities immediately.

Student Accidents

A staff member in charge of an injured student at the time of an accident should assess the situation and notify the office immediately. If the staff member is not comfortable administering first aid at the scene, then office staff must be sent for to administer first aid. Injured students, who are able to ambulate to the office, may report there for first aid in some circumstances. ALL STUDENT ACCIDENTS require that the staff member in charge complete an accident report as soon as possible after the accident, but before 24 hours have passed. Accident reports are available in the office.

Staff Accidents

Staff accidents must be reported to the principal or his designee immediately. Emergency treatment will be administered as necessary. An employee incident report must be completed and submitted to the principal as soon as possible.

If a staff member does not require medical treatment at the time of the accident, he/she must still complete the accident form. Staff members requiring medical treatment later must first contact the JJSHS office for instructions and procedures required by NEWESD 101.

ACTIVITIES (Co-curricular)

Club and class advisors are to be sure that the secretary of their organization keeps an accurate set of minutes for each meeting. Club representatives should attend monthly ASB meetings. There must be a quorum for each meeting. All expenditures of money require a motion, a second, and a majority approval prior to presentation for approval from ASB using a purchase order prior approval form.

All meetings, performances, evening rehearsals, and social activities are to be scheduled through the building secretary and are reported onto the District Events Calendar which will be in a shared staff document. All student events require staff supervision. All gym facility requests are to be scheduled through the Athletic Director.

ADVISOR RESPONSIBILITIES

Teachers, as well as parents, are encouraged to participate in school activities. To clarify the responsibilities of advisors/chaperones the following must be followed:

- Staff members who are club or class advisors are expected to coordinate or supervise the activities in which their club or activity is involved.

- Advisors are in charge of club activities.
- Follow instructions in the Jenkins Junior Senior High School ASB Procedures & Information for Advisors and Coaches.
- Advisors are to see that all students leave the school grounds after an event, and no one is left in the building. Secure all doors and windows before leaving.
- Staff should not allow students to leave a dance and return. Advisors/chaperones may escort students to their vehicle to get money, or personal items.

ANNOUNCEMENTS

Approved announcements are made in the morning and throughout the day via the intercom by authorized personnel. Please have your students quiet during regular announcements. Daily announcements should be emailed to Cheryl Sawyer by a reasonable time to be included in that day's bulletin. Daily bulletins will be emailed to students.

ATTENDANCE

Students and their parents are responsible for complying with District policy and the compulsory attendance laws of Washington State. To that end, students are required to be in attendance and on time for their assigned classes when school is in session. In addition, students must check out with the office if they are leaving campus prior to the end of the school day. Students will not be granted permission to leave early without the approval of a parent/guardian by phone or verifiable note. Failure to follow proper checkout procedures will result in disciplinary action as associated with truancy/unexcused absences. Faculty and staff may not dismiss a student from school and shall direct students to the office to check out.

Teachers should take attendance in Skyward within the first 10 minutes of class. Please do not have students take attendance unless you have a TA. When you have a substitute, please have a hard copy of your attendance sheet ready for them in your sub folder. It is recommended that you provide a substitute with student photo seating charts for safety purposes. The sub should take attendance on the provided hard copy and send it to the office that period. The office will record the absence in Skyward.

Excused Absence Procedures: *See Appendix A.*

When a student has been absent from class, he/she is required to bring a note to the office, or the office should receive a phone call from his/her parent/guardian verifying the absence. It is the student's responsibility to fulfil this requirement. The note from the parent should include the date(s) of the absence and the signature of the parent/guardian with the date the note was written. The note should also include the specific reason the student was absent. Notes with no reason for absence will be accepted as "parent note" (PN) and are considered unexcused. However, the student will avoid discipline if a parent note is provided.

Students have two (2) school days upon their return to school to bring a note to the office or have a parent call. After two (2) days, the absence will be considered unexcused.

Students who are eighteen and wish to write their own notes are required to bring a note from their parent/guardian giving the student the authority to excuse his or her absences.

Preapproved Absences

When possible, the student should preapprove known dates of scheduled absences by submitting a written note from a parent or guardian describing the nature of the activity. Parents and students are strongly encouraged to review the school calendar and when at all possible, schedule activities such as family vacations, etc. on days that would not require missing school. When it is not possible to plan a family vacation or similar activity during these times, a one-week advance preapproved absence must be completed. The student must have the work completed when he/she returns or may make it up when he/she returns with teacher approval.

Truancy/Unexcused Absences

Truancy (skipping school after entering on to school grounds) which is an unexcused absence is a violation of law and District rules and will result in disciplinary action and/or possible court actions. Some examples of truancy are:

- Skipping class (this includes attending a class you are not registered for or staying in the library without teacher approval).
- Being absent without parental and school permission.
- Failure to attend school assemblies.

Although a student may be unexcused from school it is still in our best interest as a system to allow the student to make up the work that they missed. In some situations, an unexcused absence may result in missed work, projects, or presentations.

Students are expected to be in the classes that they are assigned. If a student is truant and the teacher is aware that the student was present earlier and not attending their class, or the student skipped class after attendance, a Skyward Disciplinary Referral should immediately be completed by teacher.

TARDINESS (UNEXCUSED)

Tardiness will be part of classroom discipline procedures as outlined in the Parent/Student Handbook. Tardiness occurs when a student is up to 10 minutes late. If a student is more than two minutes late, please send them to the office for a Tardy Slip. This helps to minimize disruptions in your classroom and to increase student accountability.

After 10 minutes, it is considered an absence and teachers should adjust their student Skyward attendance. Tardy disciplinary procedures are referenced in the Parent/Student Handbook.

CAMPUS VIOLATIONS FOR QUARTZITE LEARNING CENTER

Students from Quartzite Learning Center are welcome at Jenkins when they have blended classes between the two programs. They may, at times, use the library. It is important for their safety that they check in/out of the front office.

CLASSROOM POSTINGS

The following items should be posted in all classrooms.

- Evacuation Map (above classroom door)
- Emergency and Crisis Management Flipchart (yellow)
- School District Calendar
- Bell Schedule

COMPUTER TECHNOLOGY

All activities on school computers, school Internet lines, and school software are considered school property. This includes all e-mail. School property may be requested for review at any time and should never be considered private. Unethical, illegal, unprofessional, commercial (money making), or political use of school technology may result in disciplinary action. Teachers are expected to respond to all e-mail communications in a timely manner. You are encouraged to respond to parents within 24 hours. Personal cell phones used for educational purposes may be subject to public records requests. All staff should use discretion and not have students as friends on social media. All staff should also be very careful communicating with parents, students, or groups on social media.

Each classroom has a computer for teachers to use for attendance and grade entry. Teachers must not share system or program passwords with students. Students must not have access to attendance or grading systems. Allowing students access to these records violates Federal law.

DISCIPLINE

Removal From Class

Students removed from a class must be given specific "DIRECTIONS" to go directly to the office. If needed, have another student or classified staff, escort the student to the office and call the secretary so she knows to expect the student. The teacher will complete

a Classroom Exclusion Form and if needed follow up with a Skyward Disciplinary Referral. In addition, the teacher will be expected to contact the parent of any student removed from class unless it is mutually decided that the principal or designee should be the point of contact for the teacher.

Disruptive Situations

There are certain situations that are so disruptive that you will want to refer the student to the school administration. In most cases other classroom management strategies will have been attempted before the student is removed. IT IS IMPORTANT TO REMEMBER TO CONTROL YOUR TEMPER AND PATIENCE. Do not give the student the satisfaction of having created a big scene. Blowing up will only add to the problem. Send the student to the office and complete the Classroom Exclusion Form explaining the misbehavior or cause for disciplinary action. Call the office to inform staff that a student is on the way. Teachers can request a meeting with the student and parent before the student is allowed back into the classroom. In some situations, it may be best practice to call the principal(s) to the classroom to assist with a disruptive student who is a risk to themselves or others.

Discipline Plan – School Wide

We are using Skyward to document classroom and office disciplinary referrals. The Skyward system will allow us to document all levels of interventions within the system. The following steps are guidelines for progressive discipline based on the severity of the incident.

Step 1: Verbal Warning/conference with student. Classroom referral in Skyward for record keeping.

Step 2: Discipline level will be based on the severity of the incident per student handbook. Possible verbal warning, classroom referral in Skyward and documented parent contact for low-level disruptions. Possible Skyward Office Referral for other, more serious, disciplinary issues.

Step 3: Students who are continuing with disruptive behavior in the classroom will be referred to the office using a Skyward Disciplinary Referral. Discipline will be based on severity of offense and history in Skyward. When possible restorative justice practices in disciplinary actions will be strongly considered.

Discipline Tips

- Know your students. Try to find out as much as possible about them as soon as possible. Try to show genuine understanding of them as individuals striving toward maturity. Show concern about their problems.
- As a teacher, learn not to take things personally when a teenager misbehaves. Instead concentrate on identifying the reason(s) behind the behavior.

- Remember to individualize your communication with a misbehaving student. Avoid public discipline. This leads to a win/lose situation that is undesirable for positive student/teacher relationships.
- Discipline needs to be fair. Consider how serious the offense is in relation to the specific standard.
- Make sure the student understands you accept them, but you cannot accept the behavior. Separate the person from the action.
- Good discipline comes slowly. Patience is the key to working for good discipline. Remember to restate expectations.

DRESS CODE

Chewelah School District 36 policy #5347 states: "In dress, conduct, and interpersonal relationships, teachers and other staff members should recognize that students are continuously observing them. Their actions and demeanor will be reflected in the conduct of the students. It is of paramount importance that the members of the staff set good examples in conduct, manners, dress and grooming. Friday is recognized as casual or school spirit dress casual day when many staff wear school logo or district shirts. The building administrator may designate other days as casual days."

EMERGENCY DRILLS

Evacuations

(FIRE DRILLS – BOMB THREATS – AFTER EARTHQUAKE)

A phone system pre-recording of emergency evacuations, or the principal or designee, will denote a fire drill or other evacuation drills. **DIRECTIONS FOR LEAVING THE BUILDING ARE TO BE POSTED ABOVE THE DOOR IN YOUR ROOM.** Teachers should be the last one out of the room. Make sure the windows and doors are closed and the lights are out. **Students are to be kept at least 50 feet away from the building.** All occupants of the building are required to exit. The principal or designee will announce when students and staff may re-enter the building.

Teachers will take their attendance record and emergency folders with them for all emergencies. You are responsible to account for all students in your classroom. If you are missing a student, they must be located by administration. The teacher will notify the administrator who is checking student attendance status with a "Red" or "Green" sign if a student is missing and the name of the student. If you have a student in your group who should be in a different classroom you will also communicate this information to the administrator as well.

Lock Down Drills

In the case of an armed intruder, JJSHS will implement a lock down drill. A verbal command over the intercom will signal this drill. This will be followed by instructions for the emergency response. Staff and students will be instructed on lockdown procedures. It is essential that procedures are followed to maximize the safety of everyone in the school.

There are a variety of different scenarios that could happen in an active shooter situation. Every staff member will need to use all their senses in making quick decisions for the safety of their students and themselves. This could mean that you lockdown in the classroom and secure your classroom door(s). It could mean, depending on your location, that you must get students to a safer place away from where you believe the shooting is taking place. As a staff member you must be the leader in the classroom.

If there is an active shooter situation during a non-classroom time such as lunch or during passing time, it is evident that there will be much confusion and there will be no perfect answer in how to respond. Staff will need to do their best, in a situation such as this, to minimize harm, whatever that may look like.

Beginning in the 2022/23 school year, there may be a School Resource Officer (SRO) on campus or in the district who will facilitate incident command and first order response to an active shooter

EVALUATIONS

The format for teacher evaluations is as negotiated by the CEA and outlined in the agreement. Teachers should expect the principal or contributing evaluators to come into the classroom for the purposes of monitoring instruction (observations). Please note the difference between an observation and evaluation. The evaluation is the final assessment of two or more observations. Observations are the periodic visits to observe teachers. Written reports will be completed for all formal observations and some informal observations.

- The general philosophy is that there will be no surprises in a teacher's annual performance evaluation. As the evaluator identifies a concern, a collaborative effort toward improvement will be attempted.
- Each employee shall have the opportunity for a minimum of two confidential conferences during each school year. One of these should be at the beginning of the year with the purpose of goal setting for the year.

EXCUSING STUDENTS FROM CLASS

Students are not to be released from class for things that are unrelated to class instruction. Teachers need to remember they are legally liable for the student and must provide for proper supervision. **In no case will a teacher be allowed to excuse a**

Revised August 2022

student from leaving the school grounds. Violation of this may result in staff discipline. Arrangements of this nature must be made with the principal or vice-principal. Any student leaving the school grounds must checkout through the office. Please do not allow students to miss another teacher's class for any reason. Do not allow students to make "deals" so they can complete work for another class or teacher – use of shop, PE area, library, and computer lab.

Teachers are not allowed to accept students as "drop-ins" in any class. The teacher should direct the student to the office or to their assigned class.

FIELD TRIPS *See Appendix B*

Field trips have a place in the educational system and should be carefully planned and a Field Trip Packet completed as far in advance as possible but a minimum of 10 days. As a general policy, groups will travel by bus. If your group is small, special arrangements must be made in advance to use the school car or van. We do not allow students representing the school to go to or from any event without supervision. Participating students should ride the bus both ways. Each bus is to have a faculty chaperone. The teacher in charge will make arrangements for the chaperones. See Policy 2320 for more information.

Due to insurance restrictions faculty members will not transport students in their own vehicles unless they have permission from the principal. Group sponsors are to request bus transportation through a written request submitted to the Transportation Director. Requests must be made **at least 10 days in advance**, or they may not be approved. A list of students attending the field trip must be given to the school nurse and kitchen supervisor **at least 10 days in advance** so they can prepare for medications, care plans, and food allergies.

Permission slips must be signed by the parent and are to be filled out prior to leaving. A copy of the student's medical release form and permission slip will be with the faculty advisor on the field trip. Medical release forms and permission slips must be turned in to the office after the trip is completed – unless they are duplicates.

Performance of school groups for community affairs or to other schools is encouraged but must be cleared through the principal. A field trip is an extension of the school day and, therefore, classroom conduct, and school rules will be followed. The advisor in charge is responsible for explaining expectations.

Teachers must provide high school or junior high staff with a list of all students who will be attending the trip, at least **24 hours in advance**, so that teachers can review the field trip list for attendance exceptions. Students may be pulled from the list or required to do work before leaving.

FILM/VIDEO POLICY *See Appendix C*

FLAG SALUTE

Pursuant to RCW 28A.230.140 United States flag – Procurement, display, exercises – National anthem: “The board of directors of every school district shall cause a United States flag being in good condition to be displayed during school hours upon or near every public-school plant, excepting during inclement weather. They shall cause appropriate flag exercises to be held in each classroom at the beginning of the school day, and/or in every school at the opening of all school assemblies, at which exercises those pupils so desiring shall recite the salute to the flag...Students not reciting the pledge shall maintain a respectful silence.”

The flag salute will be given each day. We will start the school day with a flag salute. Our prime interest is to make the flag salute a meaningful activity that will develop a sense of patriotism and appreciation for our country in our students. Monitor that students are respectful to this activity. If the student chooses not to participate, they should be quiet and still during the flag salute.

GRADING AND LESSON PLANS

Teachers are expected to use Skyward for recording and tracking student grades. Teachers are responsible for keeping the data current and up to date. Parent access is open, and teachers should take no more than two weeks to score and post assignments. Teachers must submit/post quarter grades in Skyward. A teacher may also keep a manual grade book.

The following grading scale will be used at Jenkins.

GRADING SCALE

93-100 A	87-89 B	77-70 C+	60-66 D
90-92 A-	83-86 B	73-76 C	0-59 F
	80-82 B-	70-72 C-	67-69 D+

The following is from CSD Policy 3122P:

Each teacher will publish their grading scale with categories and percentages including their late work policy.

IDENTIFICATION

All district full-time, part-time, and substitute employees are required to wear district issued photo identification. Identification may be worn on a district provided lanyard around a person's neck or clipped to an individual's shirt or jacket so that is easily visible.

THE MCKINNEY VENTO ACT

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

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

The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. If you know of any student in the above situations, you should contact Vanessa Bigler in the counseling office at 685-6800 ext. 2011.

POSITIVE PARENT CONTACTS

It is the goal of the district for each teacher to generate written positive parent communication using provided postcards or other forms of communication home such as email, texts, or phone calls.

PROGRESS REPORTS

It is important to keep open lines of communication with the parents regarding student progress. Progress Reports are completed at quarter, which equates to forty-five days into the term. Posting due dates will be the week before these dates. These reports help to determine athletic eligibility as well as academic progress for parents. The progress notices should indicate as much information as possible.

Teachers will submit data via Skyward. The counseling office will then print and mail the notices.

It is mandatory that teachers meet the timelines and due dates for progress notices. The teacher will process any progress notices issued after these dates.

PURCHASES

All purchases are to follow district or A.S.B. policy. A request for a purchase can be obtained from the office. Requests should be submitted to the ASB bookkeeper using the appropriate purchase order form. The purchase requests will go to the ASB for approval. If permission for purchase is granted you may then order your supplies, etc. Please do not expect purchase orders to be issued the same day you submit a request. If you have

any questions about purchase procedures, please talk to the ASB bookkeeper and/or the principal. There may also be situations when you will need to talk to the ASB advisor.

When orders are received you will secure the packing slip and you are responsible for checking off the items received from the list. Sign, date, and return the packing slip to the office immediately so a correction of merchandise received can be made if there is a discrepancy. **All merchandise purchased without prior approval or following the proper procedures will be the liability of the person who placed the order.**

REPORT CARDS

Grades must be entered into the Skyward by the teacher. Grades from Canvas should be synchronized to Skyward on a weekly basis as determined by the principal and counseling office staff. Grades should be complete and accurate for each grading period. Each student earns a half-credit each term for a full-time, one-period course. Teachers, be sure each student is accounted for when processing grades. Ensure the accuracy of your grades.

REQUESTING USE OF PERSONAL DAY

Each CEA employee shall have at least 3 days of personal leave per year. No reason must be given to the employee's supervisor, however, at least one workday's written notice in an e-mail must be given to the employee's supervisor prior to the effective day of the leave.

SEXUAL HARASSMENT PROCEDURES– *See Appendix D Chewelah School District Policy #5011*

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district activities. Sexual harassment should be reported to the office immediately. The policy and procedures are posted in the school and are available in the office.

SUB FOLDER – List of Contents

Each teacher is encouraged to have a substitute folder for the purpose of emergency absences. The following is a suggested list of content. Please keep your sub folder accessible for substitutes.

- Backup or generic lesson plans that a sub can use in an emergency
- Emergency Care Plan location and access
- Current rosters for attendance
- Pictured seating charts
- Discipline Forms

- Student Exclusion Form
- Special Instructions

SUPERVISION OF STUDENTS

When possible, please assist in the hallways with student supervision in the mornings and after school. Please use a positive proactive approach in your supervision. Being visible outside your classroom during the passing time is essential in helping with hall problems and is identified as a practice of effective teachers. When you see a student misbehaving, correct their behavior. Report serious infractions to the office. Teachers should avoid leaving students unattended during class and should know where their students are, at all times.

TELEPHONE INFORMATION

Each classroom has a telephone with an identifying extension number. Each teacher has a voicemail box for their use. Staff members are responsible for managing the voicemail by recording the appropriate name announcement and greeting. Teachers are expected to respond to all messages within 24 hours. Voice messages can be left on the phone or upon request to the tech department can be converted to an email message. To access your voicemail, on the phone, add a zero before your extension number.

USE OF SCHOOL FACILITIES AND EQUIPMENT

Classrooms

Each teacher is responsible for the appearance of their room. Be sure the bulletin boards are attractive and up to date. Check your student desks and do not allow them to mark desktops, etc. Teachers should implement procedures so students assist in keeping the room neat and orderly. When you leave for the day, adjust the shades, have loose paper and supplies picked up, turn off the lights and lock your windows and door.

Staff Room

The staff room is to be used during preparation periods or lunch. This room is for your convenience. Please keep it clean by picking up after yourself.

Library/Media Center

If you have a large group to take to the media center, make proper arrangements with the media center assistant in advance. Passes should be sent with students showing why they are being sent to the media center. If a student would like to check out a book that is not currently in the media center, they can talk to the media center assistant regarding how to access the book from the Chewelah City Library. It is strongly encouraged that all students sign up to receive a City Library Card through our English department.

Scheduling of Building

Revised August 2022

It is the philosophy of this district to give first priority for facilities use to the activities that involve our students. However, the facilities need to be scheduled through the district facilities use calendar. The building secretary will assist in the scheduling of all building use, EXCEPT THE GYMNASIUM. The Athletic Director will schedule all gym use. A "Building Use Application" needs to be completed for all community use of the facilities

Check out of School Equipment

Staff members wishing to personally checkout school equipment must fill out and turn in an Equipment Request Form to the JJSHS office.

WORKDAY

The regular building hours for teachers shall be stated in the negotiated CEA contract.

Quartzite Learning Staff Handbook Updates 24-25

Page 8: Added section on Professional Learning Communities

STAFF HANDBOOK

QUARTZITE LEARNING



2024-2025

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Accidents

When an accident occurs to a student or staff member, it must be reported to the office and other necessary authorities immediately.

Student Accidents

The staff member in charge of the injured student at the time of the accident should assess the situation and notify the office immediately. If the staff member is not comfortable administering first aid at the scene, then office staff must be sent for to administer first aid. Injured students, who are able to ambulate to the office, may report there for first aid in some circumstances. ALL STUDENT ACCIDENTS require that the staff member in charge complete an accident report as soon as possible after the accident, but before 24 hours have passed. Accident reports are available in the office.

Staff Accidents

Staff accident must be reported to the principal or his designee immediately. Emergency treatment will be administered as necessary. An employee incident report must be completed and submitted to the principal as soon as possible.

If a staff member does not require medical treatment at the time of the accident, he/she must still complete the accident form. Staff members requiring medical treatment at a later date must first contact the Quartzite Learning office for instructions and procedures required by NEWESD 101.

Attendance

Students and their parents are responsible for complying with District policy and the compulsory attendance laws of Washington State. Documentation of two-way weekly contact (see Weekly Contact section for more information) between the teacher and student serves as a student's attendance record in an ALE program in Washington State.

Truancy in ALE (WAC 392-550-040)

- Teacher will inform the parent by notice through direct personal contact whenever the child has failed to make weekly contact without valid justification.
 - Notice must inform the parent of the potential consequences of additional missed weekly contacts.
- After the second consecutive (in a row) week of missed contact without valid justification or the third cumulative (total) week of missed contact without valid justification, the school will schedule a conference with the parent and child to discuss the missed contact, administer a screener, and develop a data-based intervention plan to reduce the child's missed contact.
 - The purpose of the conference is to understand the underlying reasons for the missed contact and to develop an intervention plan to address them.
 - Middle school and high school students will be administered the WARNS or other screener to identify barriers to attendance.
 - If the parent does not attend the conference, it may be conducted with the student and school official. The parent will then be notified of the steps to be taken to eliminate the child's missed weekly contact.
- If the above steps are not successful in substantially reducing the student's missed weekly contacts without valid justification, the school will file a truancy petition with the juvenile court system.

- The petition will be filed no later than the fifth consecutive or sixth cumulative missed weekly contact without valid justification. The petition may be filed earlier and may include previous history of unexcused absences.
- The truancy petition will be stayed and the student and parent will be referred to a community truancy board or other coordinated means of intervention.

Buses

Many students ride the bus to and from school. Students are not to be released to catch the bus at the end of the day until 2:40. Students that ride the bus are not to come and go during the day other than students in grades 9-12 that have open campus privilege during lunch. Once students that ride the bus are at school they are expected to stay there until they leave for the day.

Classroom Postings

The following items should be posted in all classrooms.

- Evacuation Map (above classroom door)
- Emergency and Crisis Management Flipchart (yellow)
- School District Calendar

Closed Campus

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

Computer Technology

All activities on school computers, school internet lines, and school software are considered school property. This includes all e-mail. School property may be requested for review at any time and should never be considered private. Unethical, illegal, unprofessional, commercial (money making), or political use of school technology may result in disciplinary action. Teachers are expected to respond to all e-mail communications in a timely manner. You are encouraged to respond to parents within 24 hours. Personal cell phones used for educational purposes may be subject to public records requests. All staff should use discretion and not have students as friends on social media. All staff should also be very careful communicating with parents, students, or groups on social media.

Each teacher has been issued a laptop for school use. Teachers must not share system or program passwords with students. Students must not have access to attendance or grading systems, or any other teacher access to a program. Allowing students access to these records violates Federal law.

Discipline

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

Students who are disruptive, defiant, unsafe, rude, or offensive at any time, will be brought to the attention of their parents. Teachers should be making contact home regarding student behavior. If disruptive behavior continues, the student will be referred to the Principal (using the to be developed referral process) and subject to school discipline. Behavior may cause the student to lose the privilege to attend Quartzite Learning.

Discipline Tips

- Know your students. Try to find out as much as possible about them as soon as possible. Try to show genuine understanding of them as individuals striving toward maturity. Show concern about their problems.
- As a teacher, learn not to take things personally when a student misbehaves. Instead concentrate on identifying the reason(s) behind the behavior.
- Remember to individualize your communication with a misbehaving student. Avoid public discipline. This leads to a win/lose situation that is undesirable for positive student/teacher relationships.
- Discipline needs to be fair. Consider how serious the offense is in relation to the specific standard.
- Make sure the student understands you accept them but you cannot accept the behavior. Separate the person from the action.
- Good discipline comes slowly. Patience is the key in working for good discipline. Remember to restate expectations.

Emergency Drills

Evacuation

(FIRE DRILLS – BOMB THREATS – AFTER EARTHQUAKE)

A system pre-recording of emergency evacuation will denote a fire drill or other evacuation drill. DIRECTIONS FOR LEAVING THE BUILDING ARE TO BE POSTED ABOVE THE DOOR IN YOUR ROOM. Teachers should be the last one out of the room. Make sure the windows and doors are closed and the lights are out. Leave the building in the proper procedure for the fire. Students are to be kept at least 50 feet away from the building. All occupants of the building are required to exit. Alarms off or a system pre-recording of re-entry will signal when it is appropriate to re-enter the buildings. Please take your attendance record and emergency folder with you.

Lock Down Drills

In case of an armed intruder, the buildings will implement a lock down drill. A verbal command over the intercom will signal this drill. This will be followed by instructions for the emergency. Staff and students will be instructed on lockdown procedures. It is essential that procedures are followed to ensure the safety of everyone in the school.

There are a variety of different scenarios that could happen in an active shooter situation. Every staff member will need to use all their senses in making quick decisions for the safety of their students and

themselves. This could mean that you lockdown in the classroom and secure your classroom door(s). It could mean, depending on your location, that you must get students to a safer place away from where you believe the shooting is taking place. As a staff member you must be the leader in the classroom.

If there is an active shooter situation during a non-classroom time such as lunch or during passing time, it is evident that there will be much confusion and there will be no perfect answer in how to respond. Staff will need to do their best, in a situation such as this, to minimize harm, whatever that may look like.

Beginning in the 2022/23 school year, there may be a School Resource Officer (SRO) on campus or in the district who will facilitate incident command and first order response to an active shooter.

Evaluations

The format for teacher evaluations is as negotiated by the CEA and outlined in the agreement. Teachers should expect the principal or contributing evaluators to come into the classroom for purposes of monitoring instruction (observations). Please note the difference between an observation and evaluation. The evaluation is the final assessment of two or more observations. Observations are the periodic visits to observe teachers. Written reports will be completed on all formal observations and some informal observations. Grade and plan books should be available for evaluation at all times.

- The general philosophy is that there will be no surprises on a teacher's annual performance evaluation. As the evaluator identifies a concern, a collaborative effort toward improvement will be attempted.
- Each employee shall have the opportunity for a minimum of two confidential conferences during each school year. One of these should be at the beginning of the year with the purpose of goal setting for the year.

Field Trips

Field trips have a place in the educational system and should be carefully planned as far in advance as possible but a minimum of 10 days. As a general policy, groups will travel by bus. If your group is small, special arrangements must be made in advance to use the school car or van. We do not allow students representing the school to go to or from any event without supervision. Participating students should ride the bus both ways. Each bus is to have a faculty chaperone. The teacher in charge will make arrangements for the chaperones. See Policy 2320 for more information.

Due to insurance restrictions faculty members will not transport students in their own vehicles unless they have permission from the principal. Group sponsors are to request bus transportation through a written request submitted to the Transportation Director. Requests must be made at least 10 days in advance, or they may not be approved.

A list of students attending the field trip must be given to the school nurse and kitchen supervisor at least 10 days in advance so they can prepare for medications, care plans, and food allergies.

Permission slips must be signed by the parent and are to be filled out prior to leaving. A copy of the student's medical release form and permission slip will be with the faculty advisor on the field trip. Medical release forms and permission slips must be turned in to the office after the trip is completed – unless they are duplicates.

Performance of school groups for community affairs or to other schools is encouraged but must be cleared through the principal. A field trip is an extension of the school day and, therefore, classroom conduct, and school rules will be followed. The advisor in charge is responsible for explaining expectations.

Grading Scale and GPA Points

Grades for students 7-12 will be posted in Skyward through Gradebook upon completion of the course. Courses must appear accurately on student schedule and on the WSLP before grades can be posted. The following standard grading scale will be used.

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

Mandatory Reporting

School staff are considered mandatory reporters if student neglect and/or physical and sexual abuse is suspected. Please report any concerns to the school counselor.

McKinney Vento Act

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

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

The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. If you know of any student in the above situations you should contact the school counselor, Kellie Tanner.

Monthly Progress Reviews

Monthly evaluation to determine satisfactory or unsatisfactory progress completed during the month being reviewed or by the 5th school day of the following month. The evaluation must:

- Be conducted by a certificated teacher.
- Be communicated to the student, and for grades K-8, also to the student's parent(s).
- Be based on the learning goals and performance objectives in the WSLP.
- Be consistent with the district student evaluation and grading procedures and based on teacher's judgment.
- Include direct personal contact unless the prior month's evaluation was satisfactory, or the evaluation is conducted in the final month of the year at which time it may be in the form of delivery of final grades.

- Include an intervention plan within 5 days if progress is determined to be unsatisfactory. This should be a plan for success, developed in collaboration with the student and family. An intervention plan must include:
 - Increased contact with a teacher or change in the method of contact,
 - Modification of the learning goals or performance objectives, and/or
 - Modification of the WSLP course or content.

All monthly progress reviews will be completed in the SchoolData ALE Management tool. Reviews then need to be printed and signed by the teacher, student, and parent. If not shared in person, the method of sharing the monthly progress review needs to be written on the signature line.

Professional Learning Communities (PLCs)

Students start an hour late on Monday each week to provide time for teachers to collaborate with their peers in PLC teams. This time may be scheduled for another hour during the week, with principal approval, to accommodate part-time teacher schedules. During this time, teachers will be focused on the four questions of PLC work:

- What do we want students to know and be able to do? (Standards and learning targets)
- How will we know if they have learned it? (Formative and Summative Assessment)
- What will we do if they haven't learned it yet? (Intervention)
- What will we do if they have learned it? (Extension)

Each team will develop norms and keep notes for each meeting.

Purchases

Purchases and ordering need to be coordinated with the office. If you are purchasing through Amazon, you may add it to the building account cart and then email the office with what it is and what it is for. Please email all purchase requests to the office for other vendors, providing as much detail as you need with what is needed. Orders will be placed on Fridays. When orders are received, they will be checked in through the office before they are delivered to the appropriate staff member.

Sexual Harassment Procedures

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district activities. Sexual harassment should be reported to the office immediately. The policy and procedures are posted in the school and are available in the office. See District Policy 5013.

Staff Meetings

It is the responsibility of all staff members to attend staff meetings unless prior arrangements have been made with the principal. General staff meetings will be held as needed every two weeks and calendar invites will be sent ahead time with agenda items. Please contact the principal if you have suggestions for agenda items. Other meetings may be called as necessary.

Substitutes and Staff Absences

All staff absences need to be entered by the staff member into Red Rover Absence Management system. If you are unable to schedule your absence or substitute on your own, please contact the office.

Staff who will be absent and have a substitute need to leave notes and plans for their substitute. This should include any lesson plans for classes they are teaching, roster of students in classes or working onsite, any notes for other students that might stop by, and any other special instructions.

Supervision of Students

Students should not be left unattended in a classroom and teachers should know where their students are at all times. Please coordinate with other teachers if a student is asking to work in a different room and coordinate supervision of the student.

Telephone Information

Each classroom has a telephone with an identifying extension number. Each teacher has a voicemail box for their use. Staff members are responsible for managing the voicemail by recording the appropriate name announcement and greeting. Teachers are expected to respond to all messages within 24 hours. Voice messages can be left on the phone or upon request to the tech department can be converted to an email message.

Use of School Facilities and Equipment

Classrooms

Each teacher is responsible for the appearance of their room. Be sure the bulletin boards are attractive and up to date. Check your student desks and do not allow them to mark desktops, etc. Teachers should implement procedures so students assist in keeping the room neat and orderly. When you leave for the day, adjust the shades, have loose paper and supplies picked up, turn off the lights and lock your windows and door.

Check out of School Equipment and Materials

All materials and technology must be checked out to a student or staff member using our Follett library system. This is to ensure that accurate inventory is kept and all materials are accounted for.

Weekly Contact

Weekly contact between the student and certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP.

- For the first month, an ALE student must have evidence of participation on or before the count day.
- For the subsequent months, an ALE student must have:
 - Two-way weekly contact with a certificated teacher related to the instructional goals outlined in the WSLP. Contact can be:
 - Direct personal contact in person or by email, telephone, instant messaging, or interactive video.
 - In-person instructional contact may be accomplished in a group setting between the certificated teacher and multiple students.

- Synchronous digital instruction contact by be accomplished in a group setting between the teacher and multiple students.

For students participating in regularly scheduled classes, including in-person classes or synchronous digital classes, evidence of weekly contact may include attendance records. For students who are not participating in regularly scheduled classes, evidence of contact must include the date of the contact, the certificated teacher who made the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication. **All weekly contact needs to be documented in the SchoolData ALE Management tool on a weekly basis.** Weekly contact needs to be specific to the week and site-specific course work from the week and not be a general statement.

Workday

Certificated staff workday hours will be from 7:50 – 3:20 daily with a half hour duty free lunch. Requests to modify working hours need to be discussed with the principal and have prior approval.

Written Student Learning Plan (WSLP)

By state definition a WSLP must have the following:

- Beginning and end dates.
- Estimate of the student's weekly hours by a certificated teacher.
- For online and remote courses, a description on how weekly contact will be met.
- Description of the ALE course work and course type.
- Responsible certificated teacher for each course.
- Required instructional materials for each course.
- Description on how and when the monthly evaluation will be provided.
- Syllabus outlining whether the ALE course meets state academic learning requirements and other goals and objectives, including a course name and course code. This may be met through individual course syllabi or other similarly detailed descriptions of learning requirements. It should be easily accessible to all stakeholders (e.g., in student files, a centralized notebook, or online) and clearly identify the requirements a student must meet to successfully complete the course or coursework. State course codes are updated annually and can be found on the OSPI CEDARS website.
- Dated approval by a certificated teacher.

In addition to the state requirements, any textbook course for a student must also have a pacing guide or something similar for the student and parent to use to track their progress.

All written student learning plans will be created in the SchoolData ALE Management tool. After approval, the WSLP needs to be printed and signed by the teacher, student, and parent. Any adjustments to the student's schedule or instructional materials during the year must be updated on the WSLP.

School District: Chewelah School District	Plan Reviewed by staff on:
Building Name: Gess Elementary	Plan Reviewed by staff on:
Date Completed: August 20, 2024	Plan Reviewed by staff on:
Date Board Approved:	
SIP Team Members	
Staff informed:	

Gess Elementary Pre-K-6 Improvement Plan 2024-2025

School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

Gess Mission

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

Building Community Data

Constructed in 1984, Gess Elementary School is a PreK-6 elementary school serving about 324 students. Over 50 staff members are dedicated to creating and maintaining a positive, caring environment for all children. Gess offers a variety of learning opportunities throughout the year. In addition to teaching and learning in the classroom, children can participate in many enrichment activities. These opportunities include physical education, music, library, and Gess Band & Choir.

Gess Elementary Demographics

At Gess, 86.2% of our student population is white, .3% Asian American, 7.7% Hispanic, 5.1% two or more races. 2.9% of our population is mobile. 22.4% of our population qualifies for special education and 3.8% qualify for 504 plans. 68.5% of our students qualify for the free or reduced meal program. Average school wide enrollment for the 2023-2024 school year was 355 students.

Parent and Community Involvement

Gess Elementary has made strides to reengage with the community post-Covid 19, emphasizing various activities and initiatives:

1. **Student Participation in Community Events:** Gess Elementary aims to reestablish student involvement in community celebrations, civic organizations, and church events, which had been disrupted by the pandemic.

2. **Community Use of School Facilities:** The school's facilities are available for community use, including activities such as soccer, baseball, basketball, arts and craft shows, local events, and support for 49 Degrees North and local churches.

3. **Parent Engagement through Title I Program:** The school hosts several parent nights throughout the school year, focusing on topics like current curriculum, reading fluency, and strategies for reading with children over the summer. During the 2023-2024 school year, the Title I Program hosted a breakfast with Santa Title I information event, planned an procedural writing ornament night (canceled due to Covid outbreak), and Showcase in the park.

4. **Parent Advisory Board created, and Volunteer Opportunities organized school wide:** On October 26, 2024, the newly established Parent Advisory Board at Gess Elementary convened to provide valuable feedback and engage in meaningful conversations centered on concerns identified through a SWOT analysis. As a result of these discussions, several key initiatives were promptly implemented. These initiatives include improvements to the physical condition of the playground, enhancements to the parent notification process, the creation of a parent volunteer system, and the introduction of monthly safety training protocols for both students and staff. These steps reflect our ongoing commitment to fostering a safe, supportive, and collaborative school environment.

This reflects Gess Elementary's commitment to fostering strong ties with the community and encouraging active participation from parents and local organizations in the school's activities.

Building Learning Data

Third through Sixth Grade District Spring Benchmark data for the 2023-2024 and Early WCAP portal results for the 2022-2023 Smarter Balanced State Testing.

Building Learning Data continued

Kindergarten through Second Grade Reading and Math District Spring Benchmark Data At/Above student data.

Grade Level	iReady Early Literacy	iReady Math
	<i>Spring Benchmark Score At/Above Benchmark</i>	<i>End of year Math Composite Score At/Above Benchmark</i>
Kindergarten	83.77 %	77.77 %
First Grade	62.00 %	57.62 %
Second Grade	59 %	57 %

Grade Level	iReady(K-5) Reading MAP (6 th) Reading	iReady Math MAP (6 th) Reading	SBAC ELA	SBAC Math
	<i>Spring Benchmark</i>		<i>WCAP Results</i>	
Third Grade	54.00%	37.00%	41%	37%
Fourth Grade	39.00%	49.00%	33%	39%
Fifth Grade	39.00%	39.00%	42%	37%
Sixth Grade	66.00%	46.00%	56%	41%

SY 2024-2025 SMART Goal #1: 75% of kindergarten through 6th grade students will demonstrate a proficiency for grade level math concepts in Mathematics by **06/01/2025** as measured by end of the year iReady/NWLEA Math Assessment.

Activities (Include process)	Timeframe	Lead (who is accountable)	Resources	Measures (who will check progress)
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved? Who will follow up with individual or team and when?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)? When will the work be done?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMART Goal?</i>

<p>1) Monthly Math Coach for the support of mathematical discourse in the K-6 classrooms in conjunction with math support by principals.</p>	<p>Monthly training support through the 2024 - 2025 school year.</p> <p>Data will be reviewed through guiding coalition as a vehicle of the PLC work.</p>	<p>Math Coach G. Herbst and Principals: Erin Dell and Julie Price</p>	<p>Math coach will support teachers through monthly training to analyze math progressions TK-8th grade to support student achievement. Erin Dell and Julie Price will then take learning and support it within the classroom.</p>	<p>Teacher survey, increase in student achievement over time as assessed through end of unit assessments and interim block assessments.</p>
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2)

Classroom teachers will take priority standards identified in the 2022-23 and formative assessments created in the 2023-2024 school year to build unit plans of instruction and a scope of sequence.

Progress will be monitored through Data Team meetings, bimonthly leadership team meetings.

Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches, and leadership team.

<http://www.corestandards.org>

Teacher survey

Academic growth on interim assessments (3-6) and my path K-5, MAP assessments.

<p>3) Develop and implement with fidelity a standards-aligned, guaranteed, and viable curriculum in mathematics in every classroom. Teachers will create a scope and sequence for their grade level specific Bridges Curriculum K-5 and Carnegie grade 6.</p>	<p>Ongoing Progress will be monitored through Data Team meetings, bimonthly leadership team meetings.</p>	<p>. Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches, and leadership team.</p>	<p>PLC time</p> <p>https://achievethecore.org/category/679/create-aligned-lessons</p> <p>Use of Interim Assessments and Lesson plan activities.</p> <p>https://sso1.cambiumast.com/auth/realms/washington/protocol/saml/clients/tools-for-teachers</p>	<p>District survey</p>
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4) Classroom Teachers will use iReady/MAPS diagnostic tools to differentiate each learner for mathematics.	Ongoing Progress will be monitored during Professional Learning Communities.	Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches.	Build capacity of teachers, leaders & school staff to utilize the PLC framework to determine what students need to know, how they'll know students are learning it, how they'll respond when students don't learn, & if a student already knows it. <i>PD on iReady and MAPS training</i>	Teachers will be responsible for the administration of the assessment to each student on their class roster. Title/LAP teacher will monitor overall administration ensuring student have tested. Data Team will meet to determine additional interventions/extensions needed to support students.
5) Continue to build Common assessments from teacher's mathematics curriculum Bridges K-5; Carnegie 6 th grade through PLC time.	Ongoing Implement assessment each quarter.	Principal, grade level teachers	Bridges Curriculum Carnegie Curriculum Training of PLC characteristics and traits	Review of usage and performance data

6) Math Vertical PLC Teaming of 6 th grade teacher with 7-12 ELA Team	Ongoing 1 st and 3 rd Monday of month	Vertical PLC Team with 7-12 Math staff	Time	PLC goals are established, and weekly discussions are documented.
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Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. Title II flow through funding

2. Substitute Costs for teacher release time for Data Team meetings about \$10,560.00 Extra hours for curriculum development and professional development. Title II, IV or grants.

2024-2025 SMART Goal #2: 75% of kindergarten through 6th grade students will demonstrate a proficiency for grade level reading concepts in Literacy by 06/01/25 as measured by end of the year iReady/NWLEA Reading Assessment. [Click or tap here to enter text.](#)

Activities	Timeframe	Lead	Resources	Measures
1) Classroom Teachers will create a scope and sequence for their grade level based of guaranteed standards identified K-6.	September 2024 – June 2025 school year. Progress will be monitored through Data Team meetings, bimonthly leadership team meetings and grade level PLC time.	Principal, Special Education Director, grade level team, Title/LAP teacher, Reading Coaches, and leadership team.	http://www.corestandards.org/ELA-Literacy/ https://achievethecore.org/category/679/create-aligned-lessons	District survey, document will be created to support student learning
2) Classroom Teachers will use iReady/MAPs diagnostic tools to differentiate	September 2024 – June 2025 school year.	Principal, Special Education Director, grade level team,	PD on assessment systems training of programs	Teachers will be responsible for the administration of the assessment to each

each learner for reading.	Progress will be monitored through Data Team meetings, bimonthly leadership team meetings and grade level PLC time.	Title/LAP teacher, Reading Coaches, and leadership team.		<p>student on their class roster.</p> <p>Title/LAP teacher will monitor overall administration ensuring student have tested.</p> <p>Data Team will meet to determine additional interventions/extensions needed to support students.</p>
3) Continue to develop MTSS for early interventions for and early identification of struggling students including use of iReady intervention and My Path intervention.	Ongoing	Success Team committee, Principal and Vice Principal.	Time to review and adjust existing plan.	Students will be identified and receive help sooner to support their learning.

4) ELA Vertical PLC Teaming of 6 th grade teacher with 7-12 ELA Team	September 2024 – June 2025 school year. 1 st and 3 rd Monday of month	Vertical PLC Team with 7-12 ELA staff	Time	PLC goals are established, and weekly discussions are documented.
5) Use Accelerated Reader as a reading incentive.	September 2024 – June 2025 school year.	All Gess Staff	AR program	School wide participation in AR assembly
6) Staff will create unit lessons based on priority standards selected from the 2023-24 school year and formative assessments.	Progress will be monitored through Data Team meetings, bimonthly leadership team meetings and grade level PLC time.	Principal, Special Education Director, grade level team, Title/LAP teacher, Reading Coaches, and leadership team	time	Increase in student achievement increase in student growth measures as determined by diagnostic tools; iReady and MAPS
7) The Literacy Action Team will create a writing scope and sequence based	Ongoing Progress will be monitored through Data Team	Principal, Special Education Director, grade level team,	6 Traits of Writing http://www.corestandards.org/ELA-Literacy/	Creation of a artifacts for a Fall/Winter/Spring common grade level assessment.

on Guaranteed Standards learning progression.	meetings, bimonthly leadership team meetings and grade level PLC time.	Title/LAP teacher, Reading Coaches, and leadership team	https://achievethecore.org/category/679/create-aligned-lessons	
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Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

3. Extra hours for curriculum development and professional development. Title II, IV or grants.

4. [Click on tap here to enter text.](#)

2024-2025 SMART Goal #3: To create a positive school culture where students, parents, community members, and staff celebrate personal achievement, encourage positive social emotional learning behaviors and model productive behaviors where all students feel belonging for the 2024-2025 school year.


Activities	Timeframe	Lead	Resources	Measures
1) All students at Gess Elementary will be interviewed by a team to measure the level of belonging they feel about attending Gess Elementary through a face-to-face survey.	Early October 2024, February 2025, May 2025	Principal, Vice Principal, counselor and two other support staff.	Time to collect data	Informal survey throughout the school year three times.
2) Parent Advisory Board Meetings once a month to provide valuable feedback and engage in meaningful conversations to increase overall student achievement.	Monthly throughout the 2024-2025 school year. (after group meets in September a calendar of times will be set)	Principal and other members of the leadership team and parents/community.	time	Notes taken from the meeting and online survey at the end of the meeting.
3) Continue to implement PBIS in the school setting:	2024-2025 school year	Administration, counselor, teachers, paras	Para, PBIS Action Team	Decrease in behaviors over time. Teachers will

				identify students who are demonstrating character traits of respectful, responsible, safe and kind for a schoolwide assembly recognition monthly.
4) Engage Flint Simenson to coach PBIS team in implementation of Schoolwide model.	2024-2025 school year Model to be determined. All staff kickoff 8/20/24	PBIS Team led by Assistant Principal.	time	Increase in climate perception based on CEE survey.
5) Encourage the restarting of PTSA group at Gess Elementary.	2024-25 school year	Gess Staff	time	The group will reconvene and begin the process of collaborating with staff to create community events that celebrate student learning.
7) Implementation of ASB to increase student voice in the building.	Ongoing	Principal, Advisory Co-Chairs, Assistant principal	time	Survey

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

1. Flint Simenson Training 8/20/24 presenter fee \$1500.00 estimated cost to bring back for three times throughout the school year TBD.

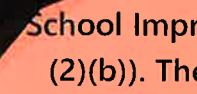
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School District: Chewelah School District	Plan Reviewed by staff on: 08/2024
Building Name: Jenkins Jr/Sr High School	Plan Reviewed by staff on: 08/2024.
Date Completed: June 2023	09/2024 Staff provide feedback for adjustment to the final draft plan for 2024/25.
Date Board Approved:	
SIP Team Members	Shawn Anderson, Tom Skok, Shirley Baker, Vanessa Bigler, Kirsten French, Jennifer Watts, Sheri Johnson, Jacob Lee, Mikhaila Schulz and Chelsie Boswell.

Jenkins 7-12 MS/HS Improvement Plan 2024-2025

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



School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

Jenkins MS/HS Mission

"Ensure Learning of Guaranteed Standards at or Above Grade Level for all Students."

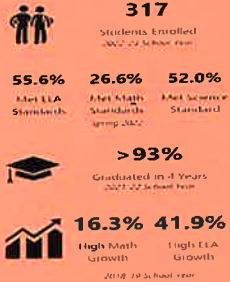
Building Community Data

Best demographics and statistics at hand; of school, description of school and community.

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

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

Building Learning Data



Smarter Balanced Assessment (SBA) Percent Meeting Standard

Students in grades 3-8 and 10 are assessed using the SBA in English Language Arts and Mathematics for state and federal accountability each spring.

Grade Level	Above State Average		Below State Average		Similar to State Average (within 3%)	
	English Language Arts		Mathematics			
	State	Chewelah	State	Chewelah		
3	47%	42%	50%	44%		
4	49%	37%	48%	39%		
5	53%	48%	41%	32%		
6	47%	42%	37%	38%		
7	51%	36%	37%	18%		
8	50%	52%	33%	22%		
10	60%	52%	27%	11%		

District Assessment Percent Proficient

Students are typically assessed 3 times per year in the fall, winter, and spring. The i-Ready assessments are used in grades K-5 and the MAP Growth assessments are used in grades 6-11.

Grade Level	Reading		Mathematics	
	Fall Percent Met Standard	Spring Percent Met Standard	Fall Percent Met Standard	Spring Percent Met Standard
K	26%	84%	13%	78%
1	7%	51%	5%	58%
2	19%	50%	12%	37%
3	31%	51%	9%	53%
4	26%	46%	17%	55%
5	20%	44%	20%	36%
6	38%	44%	20%	33%
7	36%	57%	19%	17%
8	61%	51%	12%*	7%*
9	42%	33%		
10	49%	36%		
11	44%	43%		
Algebra – Grades 8, 9, 10**			16%	30%
Geometry – Grades 9, 10, 11**			37%	43%
Algebra 2 – Grades 9, 10, 11**			50%	65%

*Some 8th grade students took the subject specific Algebra 1 test, so these numbers only represent the portion of 8th grade students that were not in Algebra 1.

** Subject specific tests were given to students in multiple grade levels based on the classes they were enrolled in.



SAT – College Board Assessment

The SAT is offered to students during the school day in the fall and the spring for those that sign up to take it. They may also register on their own for other dates throughout the school year. The data below reflects only those students that took the test during the SAT in the school day dates during the 21-22 school year for all three groups represented.

	Chewelah	State	National and International
Number Tested	28	19,552	1,450,746
Met Evidence-Based Reading and Writing (ERW) Benchmark	82%	59%	50%
Met Mathematics Benchmark	50%	38%	28%
Met Both ERW and Math Benchmarks	46%	36%	27%
Above State Average	Below State Average	Similar to State Average (within 3%)	

SY 2024-2025 SMART Goal #1: By the end of the 2024-25 school year, 75% of all students 7-12 will achieve proficiency in core subject areas as measured by SBA or district level standards-based assessments at a level 3 in a 4-point rubric scale.

Activities <i>(include process)</i> <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>(who is accountable)</i> <i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved? Who will follow up with individual or team and when?</i>	Resources <i>What resources will be needed to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)? When will the work be done?</i>	Measures <i>(who will check progress)</i> <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMART Goal?</i>
1) MAP Assessment Training with student learning data to provide	Re-evaluate staff needs and provide	Erin Dell is the primary contact person for the logistics of the	Training will need to be organized for the	Principal will track staff participation in the trainings and will survey staff on effectiveness of

improvement of Teir I Instruction and interventions and changes in instructional practices and that drive PD	specific training in the Fall of 2024.	training; however, the principal will also be involved in the dissemination of information and the follow-up with the team during PLC meetings.	specific needs of the staff. Building meeting location will be determined in the fall. Technology support will be supplied by technology staff.	the training and any additional needs using a survey. Principal will monitor and track teacher implementation of MAP assessment usage of the test and usage of result as they impact interventions and teacher decisions of Tier 1 instruction. Teachers will identify instructional practices that need improvement based on MAP scores, and classroom assessments.
2) MAP Assessments administered quarterly in grades 7-10 for all students and selected students in grades 11-12 as determined by the ELA Data Team.	Quarterly as determined and scheduled by the teachers. This will include all special needs, Reading/Writing Learning Disabled students.	The assistant principal who is the assessment coordinator will take the lead on managing the MAP Assessment process.	Time to administer the Assessment based on classroom teacher schedule and needs. Technology support in the classrooms may be necessary for the first administration of the assessment.	Teacher will be responsible for the administration of the assessment to all students in their grade level. Short term and long-term data will be collected quarterly and yearly and used to make educational decisions. Assistant Principal will monitor overall administration and ensure all students have tested including any new students to the district. Principal will meet quarterly with the assistant principal to review data. The principal will also meet with students before assessment

				<p>on the "Why" and importance of the assessment data.</p> <p>Teachers will meet regularly in their PLCs to review data and make changes where needed.</p>
3) ELA Data Team will determine those students who need additional Tier II support services on a weekly basis during the regularly scheduled 30-minute Flex Period between first and second period.	This is a new system of our RTI and we are currently brainstorming and problem solving the new Tier II RTI system.	Principals will monitor the weekly Tier II support system and provide feedback and support when needed.	Time for our PLC Leadership Team and our 9 th Grade Success Team to assist in the organization of this new system of support for our students.	This new system will be monitored and measured on a weekly basis. We need to figure this out as soon as we have the system created. Weekly monitoring will be necessary.
4) Creation of a junior high Tier III RTI course for students who need ELA support services to bridge the gap in below grade level guaranteed standard achievement.	Tier III Intervention will be during 3 rd period in rotation with quarterly elective course offerings starting in the fall of 2024.	Principal and Counselor	Local district and state assessment data will be needed to identify the priority students for each quarter rotation. We will use Homeroom to create the 7-8 Spreadsheet Data.	We will use specific assessment data that is gathered during the Tier III course to progress monitor on a weekly basis.

5) ELA Professional Development in the effective use of HMH online platform and materials.	Fall of 2024 Ongoing training as needed.	Principals will support the process and attend training provided to leadership.	Release time for staff to meet. District supported time if needed.	Principals will monitor that all ELA staff attend any required professional development. Ongoing discussions in ELA meetings as observed by building principals.
6) ELA PLC team members will attend the PLC Summer Conference in Spokane.	Aug. 2024	ELA PLC Team	Conference supported by District for all interested staff, include ELA Team Members.	Implementation of Tier II and III Focus Area for the 2024/25 school year. Beginning dialogue in ELA PLCs on effective grading practices in a standards based system.
7) ELA PLC team will implement a school-Wide Approach to Composition for grades 7-12 implementation.	During first semester of 2024/25 school year the PLC team will present to the staff information regarding a school-wide approach to composition for our 7-12 teachers for implementation during the 2024/25 school year.	ELA department chair will lead the discussion, planning and presentation of the school-wide plan.	Additional hours after school as needed by the team as approved by the principal.	School-wide professional development completed during one day of late start whole group PLC time. Implementation of rubric in content area classes.
8) School-Wide Implementation of	ELA teachers presented high yield	The principal will establish and	Teachers may need one additional whole	All staff trained on high yield informational text reading and

Effective Reading and Writing Strategies using Informational Text as outlined during the 2024/25 school year.	strategies for teaching informational text in content area classrooms.	communicate expectations for quarterly informational text classroom activities and monitor teacher progress.	group meeting to review high yield strategies with all staff. Possibly one hour to review expectations with new staff as presented by team.	writing strategies as determined in teacher principal goal setting meeting at the beginning of the year.
9) ELA team will meet at least once per month with the purpose of aligning writing assessments in grades 7-12 for submission to assessment coordinator to measure growth over time.	Ongoing throughout the school year until completed in 2024/25. Final draft will be presented no later than December 2024.	ELA team will be responsible for creating the writing rubrics and assessments in alignment to instructional materials at the specific grade levels.	Additional days may be needed after school for this activity as determined by the ELA PLC department chair and the building principal.	Presentation of writing assessment plan no later than December 2024. Possible whole group presentation/professional development in January 2024 or sooner as determined by the ELA team.
10) All content area teachers will complete Year at a Glances in alignment with Guaranteed Standards and their newly adopted instructional materials.	Ongoing during the 2024/25 school year. Two completed in September and two in October, 2024.	Principals will monitor progress Department lead will monitor content PLC agendas and progress and report weekly to principals.	Possible extra hours in committees as per superintendent.	Completion of data form presented to principal, assessment coordinator and Erin Dell. Unit Plans for all GS will be submitted to Principals in June of 2024

11) Teachers will write unit plans of instruction centered around each of their Guaranteed Standards. Where student achievement is measured by assessments, they will be clearly aligned to the Guaranteed Standards. Teachers will continue to develop success criteria using proficiency scales.	Ongoing process during the 2024/25 school year.	Content area PLC teams and leaders Principals will monitor on a monthly basis using PLC time and individual meeting time to review progress data.	Dr. Larry Ainsworth professional development protocol. Solution Tree Professional Development Resources Continued Leadership Team professional development	Completion of comprehensive Unit Plans for all courses by the end of June 2025.
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Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. HMM professional development package.
2.
3. Teacher Professional Compensation Form for Committee Work and extra activities: 14 hours. Additional time if necessary and approved by Superintendent.

SY 2024-2025 SMART Goal #1 Continued: By the end of the 2024-25 school year, 75% of all students 7-12 will achieve proficiency in core subject areas as measured by SBA or district level standards-based assessments at a level 3 in a 4-point rubric scale.[Click or tap here to enter text.](#)

Activities	Timeframe	Lead	Resources	Measures
1) Complete all math course Year at a Glance documents and specific course Unit Plans with related documents and supplemental instructional materials.	Ongoing process during the year with a completed document by the end of the 2024/25 school year.	District Strategic Planning Goal Administrative Team Math team members	Teachers will have paid time during summer and after school during the year to complete course maps.	Completed Year at a Glance course maps and Unit Plans for each unit of study for the 2024/25 school year. Teachers will submit plans to Principal in June of 2025 and Principal will monitor the progress of Unit plans development (Scope and Sequence) during the school year and provide support to teachers.

<p>MAP Assessment administered three times in grades 7-10 for all students and selected students in grades 11-12 as determined by the Math Data Team.</p>	<p>Quarterly as determined and scheduled by the teachers. This will include all special needs, mathematics learning disabled students.</p>	<p>The assistant principal who is the assessment coordinator will take the lead on managing the MAP Assessment process.</p>	<p>Time to administer the Assessment based on classroom teacher schedule and needs.</p> <p>Technology support in the classrooms may be necessary for the first administration of the assessment.</p> <p>Cost of purchase of the new MAP assessment funded through...</p>	<p>Teacher will be responsible for the administration of the assessment to all students in their grade level. Short term and long-term data will be collected quarterly and yearly and used to make educational decisions.</p> <p>Assistant Principal will monitor overall administration and ensure all students have tested including any new students to the district.</p> <p>Principal will meet quarterly with the assistant principal to review data.</p> <p>Decisions will be made by administration and staff about what PD or instructional practices need improved base on MAP data and classroom assessments of GS</p>
<p>3) The Math Data Team, during Monday PLC meetings, will analyze math assessment data</p>	<p>The Math Data Team will review assessment data monthly for</p>	<p>The Math Data Team and assistant principal will review the data for</p>	<p>PLC time set aside for this task.</p>	<p>Progress monitoring form created by the counseling department.</p>

from state assessments, grade level/course formative and summative assessments including common assessment data, and MAP assessments for progress monitoring of all students.	progress monitoring as it relates to student enrollment in the support classes.	progress monitoring and report the data to the principal and counselor on a monthly basis.	State test scores, MAP scores and grade/course level assessments.	
4) Monitor the effectiveness of our 7-8 Tier II and III math support RTI systems as well as our Algebra I Intensified Algebra support class for students needing Tier III gap support.	Quarterly	The Math Data Team in coordination with the counselor and administrative team will meet quarterly to assess support services and intervention effectiveness as determined by the team using the Circle of Inquiry method.	PLC time Assessment data from Erin Dell	The measurement tool will be determined by the Math Data Team by the end of September 2024.
5) Paraprofessional support in all Tier II support systems and Tier III math courses.	Ongoing to end of the 2024/2025 school year. Ongoing support.	Shawn and Title I/LAP Director	Additional parapro support in the 2024/25 schedule will need to be planned for at the beginning of the year.	Review of master para schedules specifically reviewing LAP math support courses.
6) Completion of at least two 7 th and 8 th grade SBAC Interim Assessments for additional data	October and February of 2024/25 school year	The math data team will work together to plan, <u>organize, and implement</u> these Interim assessments.	Professional development of the SBAC Interim Assessment process.	Data from all 7 th and 8 th grade students who have taken the <u>assessment for use during PLC</u> time.

Commented [SA1]: Changed Activity 6 to the 2023/24 school year.

Commented [CB2R1]: @Shawn Anderson This feels like it is going to be a lot of testing when done on top of unit tests, MAP tests, and the SBAC itself.

oints to assess teaching and learning of math.

7) All math students will use math assessment data to set and monitor their own personal math growth goals to be shared with their parent/guardians during conferences or mailed home with quarterly grades.

8) Celebrate quarterly student math growth data.

9) The Math Team will continue to work together to align assessment questions to SBAC style questions.

10) District Math Coach will work with Jacob Lee and Dave Johnstone on effective teaching strategies during the 2024-25 school year, including using assessment data to drive

A minimum of quarterly data will be collected for monitoring of personal student growth.

To be determined in the fall 2024 by the math data team.

School year 2024-2025

School year 2024-2025.

The teacher that each student has will be responsible for ensuring the completion of Math Growth Goals.

TBD

The Math Team

Principals, district math coach, Title/LAP director, Special Education Director.

Data from assessments.
Form to track student growth data.

TBD

Specific late start days set aside at the beginning of the year to accomplish task. Schedule will be provided to the assessment coordinator and principal.

TBD

MAP Growth Data
Local formative and summative assessment data.
Possibly use SAT, ACT, etc.

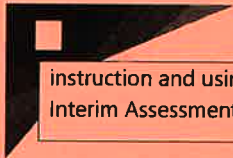
TBD

Teachers will use their new mathematics knowledge to improve student learning plans. Teacher will identify and implement best math instruction practices.

Principals will meet monthly with Math Coach to discuss efforts and effectiveness.
Completed SBAC IA cycle for the year with student data.

Commented [SA3]: Is this something we would find valuable? What would it look like? Should we adjust it for next year.

Commented [CB4R3]: @Shawn Anderson: honestly no. It feels like one more thing students will roll their eyes at, and not a priority at this time.



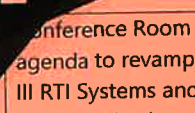
instruction and using SBAC Interim Assessments.				Assessment data review at the end of the year.
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Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.	
Math Professional Development on Thinking Classrooms Mathematics. \$4000.00.	

2024-2025 Culture Focus: The Jenkins commits to a culture of responsive, respectful, students centered problem solving, where high expectations are met and where students, staff and families feel they belong.

Activities	Timeframe	Lead	Resources	Measures
Start the year with our "Why" review our building mission statement and commitments.	September 2024	Principal and PLC Leadership Team	Meeting time specifically set aside for this activity.	Completed and updated Mission Statement.
Review district assessment data for 2024	Aug. – September 2024 and ongoing during PLC meeting time.	Principal and PLC Leadership Team	Meeting time specifically set aside for this activity. Erin Dell and Tom Skok will assist with the data for the data teams.	Completed activity Completed reflection sheet by each team regarding student data.
Review perception data from the EES survey and choose areas of focus for the 2024/25 school year.	Aug. – Sept. 2024	Erin Dell and Principals PLC Leadership Team	Time for the data review Data to review	Completed activity with one or more focus areas for goal setting in 2023-24.

Focus on improving the culture and climate of our junior high math program to improve student academic growth over time.	Ongoing during the 2024/25 school year. Perception assessment administered quarterly.	Math teacher Department chair Principals	Create and administer a 7 th grade math perception survey and reassessed using the same tool quarterly.	Data from perception surveys.
Focus on Grading Professional Development during the 2024/25 school year including a possible team to the Grading Conference.	TBD	Principals	TBD	TBD
Receive and evaluate feedback by Parent advisory committee and student advisory committee	Quarterly	Jenkins Administration	NA	A series of questions will be developed to engage parents and students, so they share their experience at Jenkins or with Jenkins staff and culture. Information will be collected verbally in meetings and surveys. The results will be reviewed by staff and shared with the Board of Directors.
9 th Grade Back to School Night with staff presentations and dinner.	August 21, 2024 at 6:00 PM	9 th grade Success Team and principals	Time for planning in the summer Catered dinner using grant funds	Parent Survey after the presentation night that assesses effectiveness of presentations.
9 th Grade Academic Success professional development for all Jenkins Staff at Mystiqua	June 2024 Two days.	Success Team Success Coach	Grant Funding for venue and to pay staff	Plan of action for the 2024-2025 school year for our RTI Tier II and III systems as well as a revamp of our Social and



Conference Room with an agenda to revamp our Tier II and III RTI Systems and to improve our school culture.

Exit group interview with graduation class of 2024

June 2025

Principals

Administration
or community
member

for attending during
their summer break.

Emotional offerings for our students.
Creation of a flex period for 30 minutes
four days a week.

Check in with students and listen to their
concerns, perceptions, and expression of
Jenkins culture

School District: Chewelah School District	Plan Reviewed by staff on: August 2024
Building Name: Quartzite Learning	Plan Reviewed by staff on:
Date Completed: August 2024	Plan Reviewed by staff on:
Date Board Approved: August 28, 2024	
SIP Team Members: Erin Dell, Kellie Tanner, Candy Kristovich, Kurt Hanson, Keri Ecklund, Chenea Foster, Lillian Smith, Diane Ball	

Quartzite Learning K-12

Improvement Plan 2024-2025

School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

Quartzite Learning Mission

At Quartzite Learning, our mission is to educate all students by providing a safe and productive learning environment where students are respected, empowered to take ownership of their learning, and acquire the skills necessary to lead successful lives. We believe that all students can achieve excellence in a positive, challenging educational environment that stimulates their interests, channels their energies, and develops their skills and abilities.

Chewelah School District #36

"We teach to ready our younger generations"

-Chewelah Promise 2022-2027

Building Community Data

Quartzite Learning is a K-12 school that operates under the Washington State Alternative Learning Experience (ALE) requirements. The school originated as Chewelah Homelink and Chewelah Alternative High School. In 2019 the two entities were combined, and the name was changed to Quartzite Learning as a way of being more inclusive for our students and not labeling the type of school they attended.

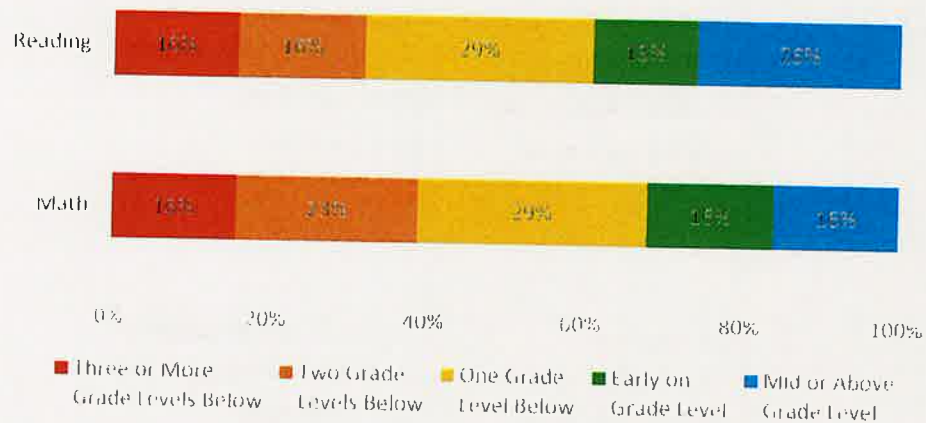
	Quartzite Learning*
Enrollment	117
Low-Income	63%
Homeless	6%
Students with Disabilities	20.5%
Graduation Rate (2024)	75%

*Data from OSPI Report Card for October 2023. Data will be updated with fall 2024 information after school starts.

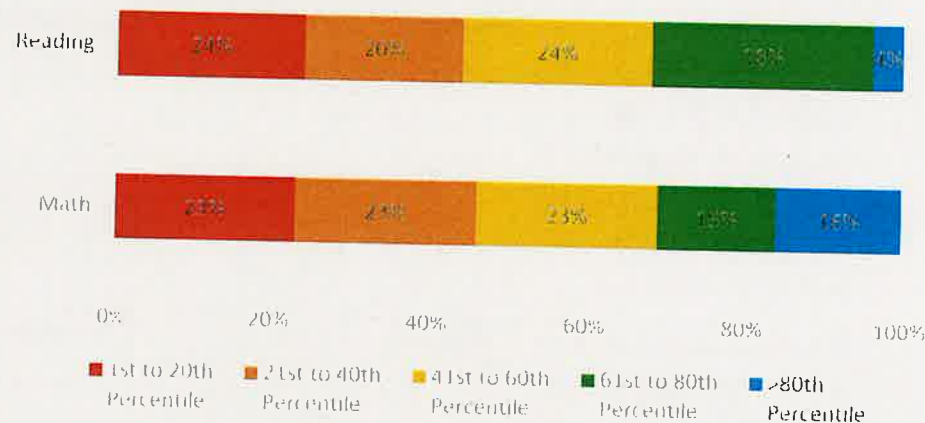
Building Learning Data

Learning data: Grades K-5 take the i-Ready assessment in Reading and Mathematics. Grades 6+ take the NWFA Map Growth assessment in reading and mathematics. Spring 2024 SBA data in ELA and Mathematics is also provided.

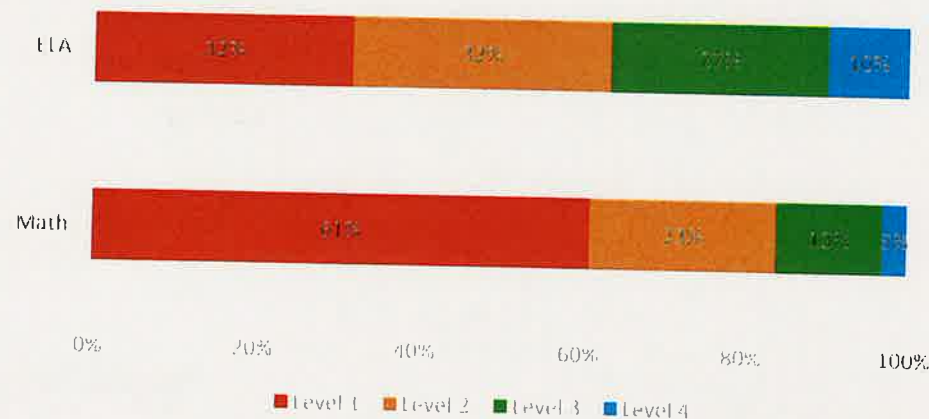
i-Ready Assessment Grade K-5



Map Growth Assessment Grades 6+



Spring 2023 SBA Grade 3-8, 10



Chewelah School District #36
 "Ready our younger generations"
 Chewelah Promise 2022-2027

SY 2024-2025 SMART Goal #1: By Spring of 2025, 75% of students will be meeting standard in Reading as measured by state, district, or standards aligned assessment.

Activities	Timeframe	Lead	Resources	Measures
1) Teachers will participate in PLC sessions each week focusing on student data and alignment of content and assessments to priority standards.	Weekly	Principal and teachers	Additional PLC books or training materials for staff. Access to assessment data.	PLC goals are established, and weekly discussions are documented.
2) On-site classes will be held for students across grade levels incorporating ELA standards and reading strategies.	Weekly	Teachers	Curriculum development time over the summer. Weekly prep time with team teacher.	Students are engaged in classes and sessions are well attended.
3) SEL strategies are implemented building-wide and embedded in all classes.	Weekly	Counselor and teachers	SEL program materials and training.	CEE EES data will be reviewed and compared longitudinally.

4) Continue use of i-Ready and MAP assessment systems with fidelity.	Three times per year	Principal, counselor, and teachers	PD on assessment systems.	Review of usage and performance data.
5) Create cohort grade-level groups of students in grades 7-12 that will meet on a quarterly basis. Topics will include: HSBP, study skills, execute functioning skills, peer relationships etc.	Ongoing	Counselor	Materials for use with students focused on HSBP.	Students attend regularly and are on track with their high school and beyond plan.
6) Develop MTSS for early intervention for and early identification of struggling students including use of i-Ready intervention and/or other interventions. (This is a big activity that we will be working on smaller steps for.)	Fall 2023	Principal, counselor, and teachers	i-Ready	Students are receiving extra help sooner and progressing on progress monitoring assessments and on their classes.
7) Focused elementary parent groups will be held to help parents with	Quarterly	Teachers and admin	Time to plan.	Parents will be able to deliver programs with

delivery and support of reading content at home.				fidelity at home supported by teachers.
8) Create student and parent advisory groups to provide feedback and enhance two-way communication.	3 times per year	Principal and Counselor	Time	Students and parents provide feedback to enhance programming.

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

1. Extra hours for curriculum development and professional development. QL Budget or grants
2. SEL and PLC materials. QL Budget or grants
3. Professional learning on MTSS

SY 2024-2025 SMART Goal #2: By Spring of 2025, 75% of students will be meeting standard in Mathematics as measured by state, district, or standards aligned assessment.

Activities	Timeframe	Lead	Resources	Measures
1) Teachers will participate in PLC	Weekly	Principal and teachers	Additional PLC books or training materials	PLC goals are established, and weekly

sessions each week focusing on student data and alignment of content and assessments to priority standards.			for staff. Access to assessment data.	discussions are documented.
2) On-site classes will be held for students across grade levels incorporating Math standards. Weekly Algebra 1 and Robotics classes will be taught.	Weekly	Teachers	Curriculum development time. Weekly prep time with team teacher.	Students are engaged in classes and sessions are well attended.
3) SEL strategies are implemented building-wide and embedded in all classes.	Weekly	Counselor and teachers	SEL program materials and training.	CEE EES data will be reviewed and compared longitudinally.
4) Continue use of i-Ready and MAP assessment systems with fidelity.	Three times per year	Principal, counselor, and teachers	PD on assessment systems.	Review of usage and performance data.
5) Create cohort grade-level groups of students in grades 7-12 that will meet on a quarterly basis. Topics will include:	Ongoing	Counselor	Materials for use with students focused on HSBP.	Students attend regularly and are on track with their high school and beyond plan.

HSBP, study skills, execute functioning skills, peer relationships etc.				
6) Develop MTSS for early intervention for and early identification of struggling students including use of i-Ready intervention and/or other interventions. (This is a big activity that we will be working on smaller steps for.)	Fall 2023	Principal, counselor, and teachers	i-Ready	Students are receiving extra help sooner and progressing on progress monitoring assessments and on their classes.
7) Focused parent groups will be held to help parents with delivery and support of reading content at home including development of videos posted to website.	3 sessions in Fall 2023	Teachers	Time to plan.	Parents will be able to deliver programs with fidelity at home supported by teachers.
8) Create student and parent advisory groups to provide feedback and	3 times per year	Principal and Counselor	Time	Students and parents provide feedback to enhance programming.

enhance two-way communication.				
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Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. Extra hours for curriculum development and professional development. QL Budget or grants
2. SEL and PLC materials. QL Budget or grants
3. Professional learning on MTSS

SY 2024-2025 SMART Goal #3: By Spring of 2025, student resiliency in the areas of Belonging and Fulfillment by 20% (from 42% and 46% respectively) as measured by the Trauma-Skilled Schools resiliency student survey.

Activities	Timeframe	Lead	Resources	Measures
1) Good News Postcards	Every two weeks	Principal and teachers	Order postcards	All students have received positive messages home.

2) T-Shirts for all students and staff to increase belonging.	Beginning of the school year or upon new student enrollment	Counselor and teacher	T-shirts with new logos in various sizes	Students feel that they belong and are a part of the school.
3) Establish School Core Values	<p>November- Start the process through staff meeting discussion</p> <p>November/December- Starting small groups/parent groups/interviews/etc</p> <p>By January/March- have survey of narrowed down values</p> <p>April- Lead Team will look through final results</p>	Principal and Counselor	Time	Core values are established, posted, and become part of the culture.
4) Birthday recognition	Monthly updates	Counselor, teachers, and para	Space and time	All students receive recognition
5) Continue to use bulletin board space for student achievement recognition	Weekly updates	Counselor, teachers, and para	Space and time	All students have posted recognition

6) Implement cross-grade level cooperative projects/events.	Quarterly.	Counselor and teachers	Time	Students participate in project
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Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. Continued professional learning on resiliency factors (included in Trauma-Skills School Certification)
2. Supplies and materials for bulletin boards, t-shirts, service project needs. (QL Budget)

School District: Chewelah School District	Plan Reviewed by staff on: August 2024
Building Name: Chewelah Open Doors	Plan Reviewed by staff on:
Date Completed: August 2024	Plan Reviewed by staff on:
Date Board Approved: August 28, 2024	
SIP Team Members: Erin Dell, Kellie Tanner, Laura Watson, Chenea Foster	

Chewelah Open Doors

Improvement Plan 2024-2025

School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

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

Building Community Data

Chewelah Open Doors began in 2018 and is a dropout reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Students enrolled with us in this program are mostly pursuing completion of their GED but may also pursue a diploma.

	Chewelah Open Doors
Enrollment*	30
Low-Income*	77%
Homeless*	23%
Students with Disabilities*	17%
Graduation Rate (2024)	6%
Number of GED completions (23-24)	13

*Data from OSPI Report Card for October 2023. Data will be updated with fall 2024 information after school starts.

SY 2024-2025 SMART Goal #1: During the 24-25 school year, 70% of all students will meet IAPs (Indicators of Academic Progress) in order to be "counted" each month increasing from 60% in 23-24.

Activities	Timeframe	Lead	Resources	Measures
1) Develop portrait of a graduate and rubric to measure student success in relation to the criteria in the portrait.	Beginning Fall 2024	Teacher, Principal, Counselor	OSPI and SBE resources	Portrait and evaluation rubric are in place
2) Create small group content area focused study groups/classes	Weekly	Teachers	time	Students are engaged in classes and sessions are well attended.
3) Implement Flourishing Life assessment 3 times per year and strategies for students.	Fall, Winter, Spring assessment	Counselor and teacher	Flourishing life site account and training.	Student results comparing fall to spring growth.

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

1. Professional learning – OSSI grant
2. Staff time – OSSI grant or building budget
3. Flourishing Life – OSSI grant or building budget

SY 2024-2025 SMART Goal #2: During the 24-25 school year, 70% of all students that complete their GED or earn their diploma will be connected to college or career when they withdraw.

Activities	Timeframe	Lead	Resources	Measures
1) Continue good news postcards, achievement bulletin boards as part of our resiliency plan through Trauma-Skilled Schools.	Ongoing	Teacher, counselor, principal, support staff	Based classroom materials, training from National Dropout Prevention Center	Students receive good news cards and participate in service project.
2) All students complete High School and Beyond Planning	Monthly work	Counselor and teacher	Time and meaningful HSBP tool	Students have a meaningful HSBP

3) Bring in guest speakers from local community support agencies	Quarterly	Counselor and teachers	Guest speaker	Students attend guest speaker sessions and get connected to resources
4) Field trips to local community college	Three times per year	Principal, counselor, and teachers	Busing, organized visits	Students participate and get connected to college
5) Develop documentation system for hand-off/responsibilities between case manager (counselor) and teacher.	Ongoing	Counselor and teacher	Time	Smooth system in place to ensure that all needs of a student are taken care of.
6) Implement Flourishing Life assessment 3 times per year and strategies for students.	Fall, Winter, Spring assessment	Counselor and teacher	Flourishing life site account and training.	Student results comparing fall to spring growth.

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

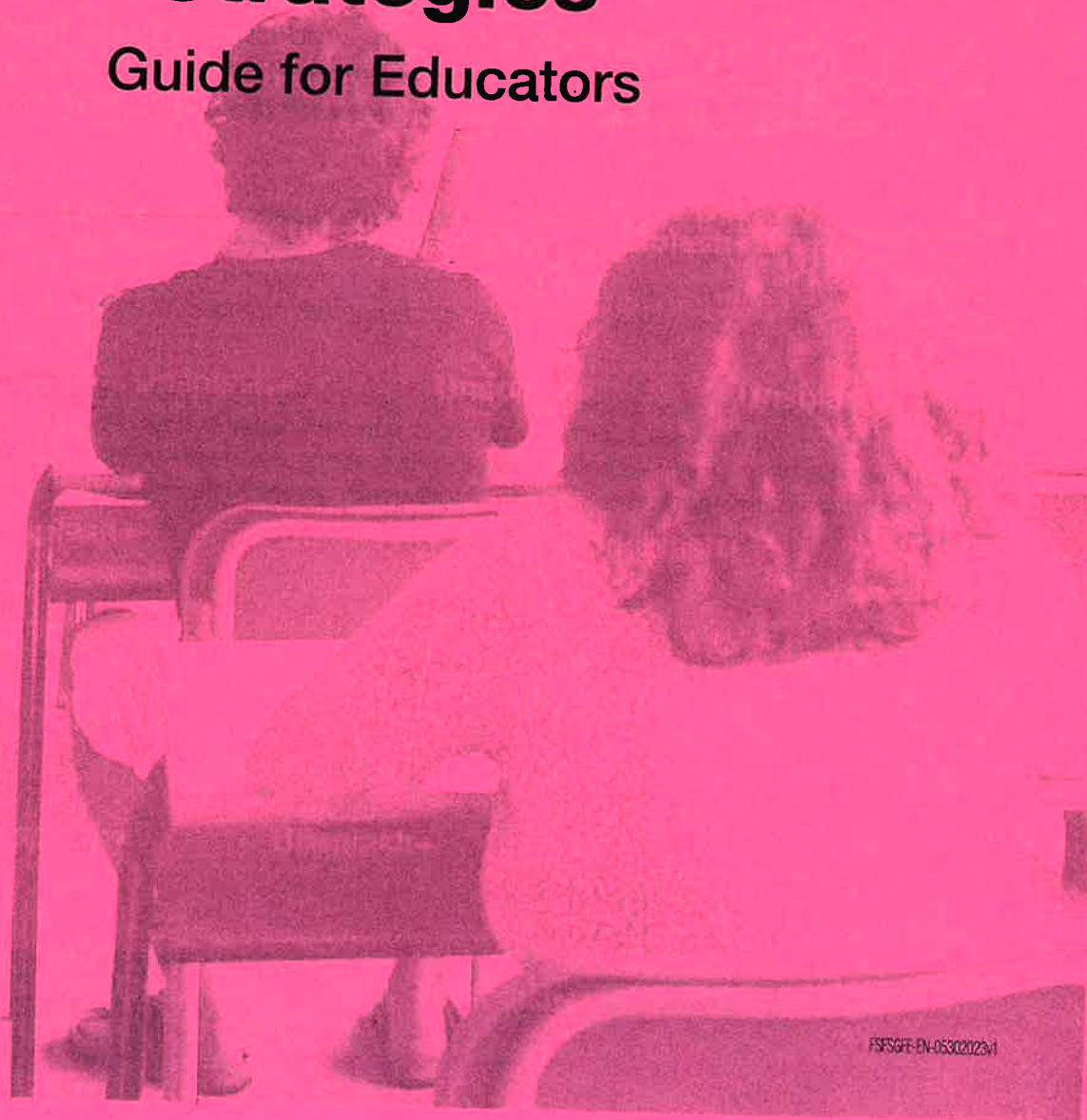
1. Field trip expenses – OSSl grant or building budget
2. HSBP tool – OSSl grant or building budget



Flourishing
Life

The Flourishing Strengths-Focused Strategies

Guide for Educators



Introduction

A strengths-based approach to preparing students to thrive academically and personally is gaining popularity as an effective alternative to the traditional model of learning. In the traditional model, the focus is on identifying and correcting a student's weaknesses or deficits, which can often lead to disengagement, low self-esteem, and poor academic performance.

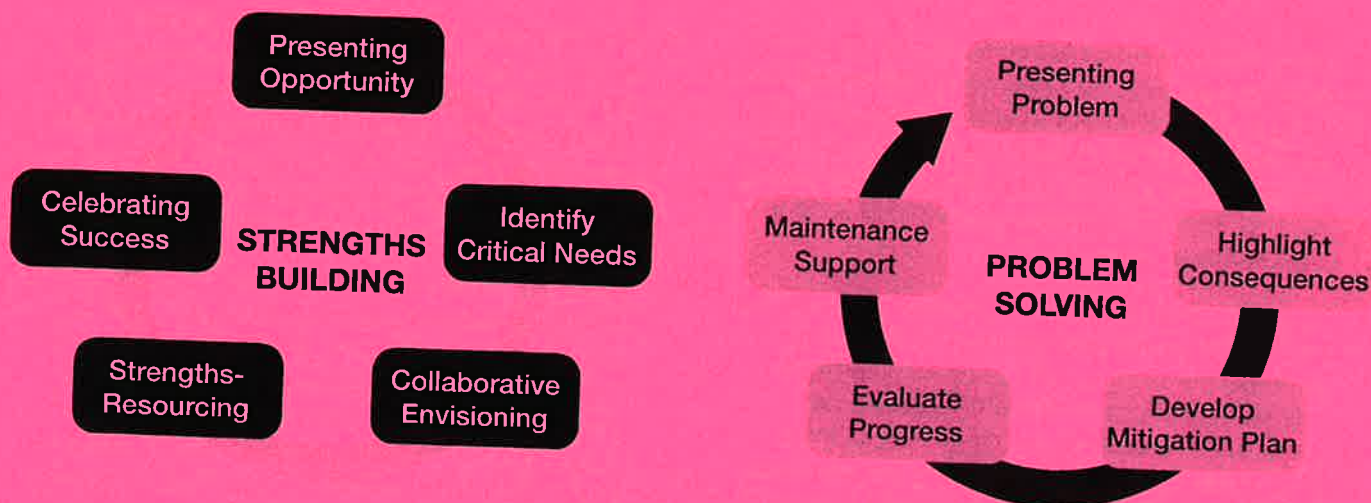
In contrast, a strengths-based approach emphasizes identifying and nurturing students' unique strengths to improve engagement, motivation, personal well-being, and academic success. A strengths-focused classroom is characterized by a positive and inclusive learning environment where students are recognized and celebrated for their unique strengths and abilities. By taking the time to get to know your students, incorporating their strengths into lessons, and creating a supportive environment, you can help them reach their full potential.

A Strengths-Based Approach to Preparing Students to Thrive

“Beneath every behaviour there is a feeling. And beneath each feeling is a need. And when we help students to meet that need rather than solely focusing on mitigating the disruptive behaviour, we begin to deal with the cause, not the symptom.”

When students display disruptive behavior, such as skipping classes, not submitting assignments, being disinterested in learning, disturbing others in class or being verbally or physically aggressive, it is not necessarily a conscious choice. They may simply lack the understanding of required strengths and skills to effectively express and meet their needs in a positive and constructive manner that promotes personal growth in developmentally positive ways.

Flourishing Life proposes that all students want to do well and be successful. They just need to explore the right strengths to navigate the presenting challenges in growth fostering ways. The strengths-based approach to collaborative problem-solving focuses on what is right about a student - building up a student's ability to understand the strengths required to navigate challenges in growth fostering ways and realize their greatest potential.



A problem-solving approach typically involves identifying the student's problematic behaviours and working to overcome them through various strategies, such as behavior plans, counseling, and intervention programs. While this approach can be effective in temporarily addressing the problematic behaviors, it often focuses on deficits and mitigation of negative behaviours, which can lead to students feeling stigmatized, less productive, unmotivated, and disengaged.

In contrast, a strengths-based approach perceives challenges as an opportunity to grow a student's potential to thrive in positive ways. It involves inviting students to understand and draw upon strengths in proactive ways to meet their presenting challenges and celebrating their successes along the way. By engaging students to explore and draw upon their strengths to create their own success in supported ways, this approach heightens the probability of increased engagement, motivation, and success in school and beyond.

Critical Considerations when Supporting Students to Thrive

For students to thrive and develop their potential strengths for future success, a positive classroom environment and a strong relationship between teachers and students are crucial. Teachers can create this type of environment by making sure it is safe, welcoming, and supportive for all students. When students feel safe, valued, and supported, they are better able to develop their strengths by taking the required risks to navigate challenges in successful ways, which is key for their ongoing growth and development.

Questions to ask yourself as you introduce the strengths-building flourishing strategies to your students. Do I:

1. Create a positive and inclusive classroom environment: Students thrive when they feel safe, valued, and included in their learning community. Teachers can create a positive classroom environment by setting clear expectations for behavior, fostering positive relationships, and promoting diversity and inclusion.
2. Provide clear expectations and meaningful learning goals: Students are more engaged and motivated when they understand the purpose and relevance of their learning. Teachers can provide clear and meaningful learning goals by connecting their lessons to real-world situations and providing opportunities for students to apply their learning in authentic contexts.

3. Use a variety of instructional strategies: Students have different learning styles and preferences, and using a variety of instructional strategies can help teachers meet their diverse needs. Teachers can use strategies such as group work, project-based learning, and differentiated instruction to engage and challenge students.
4. Foster positive relationships: Positive relationships between students and teachers, and among students themselves, are crucial for creating a safe and trusting environment. Teachers can foster positive relationships by getting to know their students individually, showing empathy and respect, and creating opportunities for collaboration and teamwork.
5. Create a culture of trust and respect: Trust and respect are the foundation of a safe and positive learning environment. Teachers can create a culture of trust and respect by modeling respectful behavior, listening to students' opinions and ideas, and treating all students fairly and equitably.
6. Encourage risk-taking and learning from mistakes: Students need to feel comfortable taking risks and making mistakes in order to learn and grow. Teachers can encourage risk-taking and learning from mistakes by providing a safe and supportive environment in which students feel free to try new things and learn from their failures.
7. Use restorative practices: Restorative practices focus on repairing relationships and rebuilding trust when harm has been done. Teachers can use restorative practices to help students understand the impact of their behavior on others, take responsibility for their actions, and work to repair any harm that has been done.
8. Promote social-emotional learning: Social-emotional learning (SEL) helps students develop the skills they need to manage their emotions, build positive relationships, and make responsible decisions. Teachers can promote SEL by teaching skills such as self-awareness, empathy, communication, and problem-solving.
9. Provide a trauma-informed environment: Students who have experienced trauma may struggle to feel safe and trust others. Teachers can create a trauma-informed environment by being aware of the signs of trauma, creating a predictable and supportive routine, and providing opportunities for students to build positive relationships with caring adults.
10. Recognize and celebrate student strengths: By recognizing and celebrating student strengths, teachers can help students feel valued and build their self-confidence. Teachers can do this by providing opportunities for students to showcase their strengths, giving specific positive feedback, and helping students identify their unique talents and abilities.
11. Foster a growth mindset: Students who believe that their abilities can improve with effort and practice are more likely to persevere and succeed. Teachers can foster a growth mindset by praising effort and progress rather than just achievement, and by providing opportunities for students to set goals and track their progress.
12. Use student-centered approaches: Student-centered approaches focus on the individual needs, interests, and abilities of each student. Teachers can use strategies such as differentiated instruction, project-based learning, and choice-based assignments to engage students and build their confidence.

DRAFT



Strategic Plan Review & District Improvement Plan (DIP)

In May and June of 2024, a group of stakeholders (22) met to review and revise the Strategic Plan. The committee broke up into four committees, updated the goals and put them in SMART format. They are not complete. The SMART goals attached are drafts and will be finalized for the September Board meeting. These goals will be used to update part of the District Improvement Plan.

CHEWELAH STRATEGIC PLANNING ACTION PLAN

DYNAMIC PROGRAMS

S.M.A.R.T Goals are Specific, Measurable, Achievable, Realistic, and Time Bound

Smart Goal #1: Dynamic Program Review: By fall of 2025, identify and define each program across the Chewelah School District.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
Example of Programs: Mental Health, Beyond, HiCap, Title, LAP, math, ELA, etc.				
1. Identify Programs	Staff and Admin	August 2025	PLC Staff Meetings Admin meetings ASB leaders Secretaries	A comprehensive list will be created.
2. Define Programs	Leaders and staff responsible for programs	August 2025	PLC Staff Meetings Admin meetings ASB leaders Secretaries	A catalog will be created naming and explaining each program

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

DYNAMIC PROGRAMS

Smart Goal #2: Communication of Programs to stakeholders on a regular basis each year to increase knowledge, understanding and availability of programs so that 80% of our stakeholders know.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
Use various forms of communication	Staff Admin and Parents	Annual Review	Website Surveys Open House PT conf. Community Events. Newsletters Staff meetings Board meetings	

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

DYNAMIC PROGRAMS

Smart Goal #3: Implement Programs consistently and Evaluate 4-5 Programs a year for improvement or replacement by 2027

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1.	School Leadership, Admin and Parents			
2. Surveys (CEE, other)		Spring of 2027		Decrease perception of student not feeling challenged
3.	Webmaster, program Directors leadership team and admin			
4.				

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

EXCEPTIONAL PROFESSIONALS

S.M.A.R.T Goals are Specific, Measurable, Achievable, Realistic, and Time Bound

Smart Goal #1: Develop a Comprehensive District Wide Professional Development Plan

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Peer observation and Feedback System	Building Leadership Teams	Start Fall 2024-finish 2025		
2. System for Staff sharing out with other staff. Teachers teaching colleagues	Building Leadership Admin Leadership	Each Fall		
3. Input System (communication) to identify PD needs of staff	Admin and staff	Each year	Time	Data collecting of PD needs of staff each year
4. Evaluation system (Communication with parents) (Culture of Professionalism)	Admin Team			

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

PROGRAM DESIGNED FACILITIES.

S.M.A.R.T Goals are Specific, Measurable, Achievable, Realistic, and Time Bound

Smart Goal #1: Revitalize and Prioritize CTE

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1.				
1.				
2.				

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

PROGRAM DESIGNED FACILITIES.

Smart Goal #2: Maintain 10-12 Year Facility Plan

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

S.M.A.R.T Goals are Specific, Measurable, Achievable, Realistic, and Time Bound

Smart Goal #1: CSD employees will be gain knowledge and skills of crisis management through ongoing regular training during each school year beginning in 2025. (Physical and Mental Well-being).

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Develop written comprehensive Crisis Response plan.	All stakeholders: admin, staff, parents, experts (ESD)	2025	ESD SRO Mental Health Counselors Emergency Personnel	Plan is approved by the Board of Directors Written document
2. Train CSD employees in Crisis Management annually	Admin, staff and students	Monthly trainings	Time: Set aside regular time for training and practice SRO	Monthly or annual reports
3. Communicate Crisis Response plan to stakeholders	Admin, staff and students	2024-25	Newsletters Parent meetings Board Meetings Staff meetings	Surveys Stakeholder participation

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

4. Safe Schools	All Staff	Annual	Safe Schools online Platform	Annual report of staff completing training
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1. Smart Goal #2: The District will prioritize professional development in conflict resolution, SEL, PBIS/MTSS, Digital Citizenship with emphasis on social media (4-12) and trauma informed practices

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Social and Emotional	Staff and students	Each year for each grade level	Materials: Second Steps and Character Strong Time: Building schedule Counselors	Less referrals regarding conflicts
2. PBIS/MTSS	Staff and Admin	2025	Staff Trainings. Principal leadership parent input	Improved academic and behavior performance. Assessments and referrals CEE data

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

3. Digital Citizenship	Admin staff, parents and IT	2025	Common Sense materials. Scope and sequence and standard Time: A schedule when standards will be taught in which grades. IT support SRO Teachers who use technology the most	Student assessments and feedback
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RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

Smart Goal #3: Deliver mental health services to students on a weekly basis each school year (Continue from 2021)

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Counselors monitor and refer students to mental health services	School Counselors and Admin	Current practice	Counselor and Admin time	Counselors collect data of students receiving services
2. District provides mental health services	Admin and Counselors	Currently in practice since 2023.. to be continued	Private counseling services ESD MH services	Annual report of number of students receiving MH services
3.				
4.				

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

Smart Goal #4: The District will prioritize education of diversity, culture, and equity beginning in the 2025-26 school year*

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1.				CEE data
2.				

*The request was to begin 2024-25 school year however setting this up and implemented can not be achieved by next year.

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SUB COMMITTEE: STUDENT LEARNING

S.M.A.R.T Goals are Specific, Measurable, Achievable, Realistic, and Time Bound

Smart Goal:

1. The Chewelah School District will create a culture of reading by students grades 5-10 to read choice materials for 20-40 minutes a day.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
District Wide:				
1. Budget for dynamic and current collection at each school and classroom.	District Office Building Principals	December, 2024	Book lists – updated yearly (YA, Orca, TikTok recommendations) Funding for purchases YA book conference attendance	Minimum 50 new books in the library each school year; \$200/teacher/year for classroom library Yearly attendance at YA book conference
2. Certified librarian/media specialist as literacy leader in each building	Superintendent Business Manager Levy committee	August, 2025	ESD 101 Fund library science certification (MLIS)	Hire a certificated librarian
3. Library committee will be established to engage in the work of creating a culture of reading	Building principals Teachers Para-educators Parents	August, 2024		Once monthly meeting with minutes

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SUB COMMITTEE: STUDENT LEARNING

4. School wide time in the day (SSR/DEAR time built into the schedule), culture of reading when finished early.	Building Principals Counselor Teachers Para-educators	August, 2024	Adapted bell schedule	
5. Redesign space in Library (removing bookcases, reducing # of desktop computers w/ tables) to increase visibility and purchase new furniture to increase comfortability.	Maintenance Supervisor Maintenance staff Building principal or designee Library classified staff	December, 2024	Furniture – seating, tables Maintenance staff time Technology staff time	

2. All students will perform at grade level or demonstrate one year's growth in one year as shown by iReady diagnostic assessment, MAP assessment, and/or curriculum-based measures in reading and math.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Hire additional certificated and classified staff to support RTI.	Superintendent Budget director Building Principal	August, 2025	Professional development provider Resource process/ resource guide binder	Twice annual trainings take place, beginning in August, 2022.
2. Master schedule to facilitate co-teaching/planning for grades K-9 between special and general education courses.	Building Principal SpEd Director Teachers Counselor	<u>August, 2025</u>	Planning time for SPED and Gen Ed during PLC	Additional prep for SPED teachers to support inclusion in content areas

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SUB COMMITTEE: STUDENT LEARNING

				<ul style="list-style-type: none">- Observations, assessment writing, small groups Required training and pay for paraprofessionals
3. Master schedules to facilitate systematic tier 2 and 3 interventions at all grade levels in reading, writing, and math.	Building Principal Counselor Intervention teachers SPED Director Paraprofessionals Teachers	August, 2025	Intervention materials Interventionists	
4. Obtain math and reading intervention materials that can be administered by any staff member, certificated or paraprofessionals and provide adequate training to ensure it is taught with fidelity.		August, 2024 (7-8) August, 2025 (k-6, 9-12)	Intervention materials (e.g. Read 180, Math 180) Training correlated with the materials	Adopted intervention materials Training for all stakeholders

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SUB COMMITTEE: STUDENT LEARNING

5. Evaluate current math curriculum to identify gaps and build in required, daily computational skills practice K-8	Teachers	February 1, 2025	OSPI Rubric for evaluating curriculum Release time	
6. PD and instructional coaching for math K-8 and reading K-12	Building Principal Teachers ESD 101 Budget Director	June, 2025	ESD 101 Intra-district collaboration	Instructional coach – yes/no Minimum 2 targeted math PD opportunities Minimum 2 targeted reading PD 2 Instructional rounds required (1/semester) - in or out of district
7. Embed literacy practice in all content area unit plans	Building Principal Teachers	<u>August, 2025</u>	Staff PD and common language on specific approaches to reading and writing	

RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SUB COMMITTEE: STUDENT LEARNING

8. Create an appropriate testing environment for all students including a designated space for students with accommodations, district-wide master schedule for SBAC/MAPs including late starts for non-testing students, and lockdown browsers on all student computers.	Tech Department Transportation CSD Testing Coord Building Principal SpEd Director SpEd Teachers Gen Ed teachers	August, 2024	Tech Lockdown Browser SBA Testing Windows with schedule Proctors familiar with accommodations Identify a space for small group, accommodated testing Substitute teachers	<u>Testing bell schedule and calendar</u>
9. Remove technology distraction barriers by installing computer monitoring software on all student computers that teachers can use to monitor student activity.	Tech department Budget Teachers	<u>August, 2025</u>	Tech monitoring software Budget 1:1 student to computer	<u>Monitoring on all computers</u>

3. The Chewelah School District will increase student engagement by developing relevant, cross-curricular project-based learning opportunities in each grade level K-12.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
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RLR

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SUB COMMITTEE: STUDENT LEARNING

1. Create a committee to develop a plan.	Building Principals Teachers			
2. Discuss in PLC's.				

RLR



Professional Development Plan 2022-2027

Mission

Chewelah School District supports Professional Learning as an important strategy in supporting the complex skills students need to be prepared for further education and work in the 21st century and the teaching/learning practices that improve student learning outcomes. (Policy 5520)

Professional Development is selected based on the following criteria:

- **Staff Needs Assessments:** This includes but is not limited to; staff feedback (surveys), school leader observations, student learning data, and state law requirements.
- **District Strategic Plan.**
- **Building School Improvement Plans.**

In the District Strategic Plan there are five commitment statements that drive District decisions. One of the five statements is that the Chewelah School District is committed to “Exceptional Professionals. Therefore, the CSD will allocate time and resources to the ongoing growth and development of staff. As per Board Policy 5520, professional development will be, ongoing, involving experts, and coaching, active learning, research based best practices, and PD that aligns with adult learning practices.

The Chewelah School District has organized Professional Development into three categories for tracking, historical data collecting, and reference purposes only.

Student Achievement PD: See Curriculum Management Plan for details. *Example: Instructional, assessment and intervention strategies. Training related to the Written Taught and Tested Curriculum or PLC implementation.*

Operational & State Requirements PD: PD of this nature meets state mandated requirements. Example: Fundamental Course of Study for Paras, WASBO, ASB, and Maintenance.

Personal Prof Growth: PD of this nature is based on the individual skill needs of the employee in order to meet job performance expectations.

Data Supported Professional Development Design

Current student learning data analysis indicates professional development (PD) will be conducted among our teaching staff for reasons to improve student achievement. The focus of PD shall be in READING and MATH instruction, RTI, assessment practices, and student engagement. In addition, the observations and analysis by CSD administration, Board of Directors, and teacher leadership teams, indicate that professional development in Professional Learning Communities (PLC) is paramount to meet the learning needs of students. PLCs generate the collective efficacy of teamwork and the accountability of teaching best practices and monitoring student learning. As per board policy this professional development plan is intended to unit and join School Improvement Plans with the District strategic plan/District Improvement plan.

The Professional Development plan is aligned to the Board of Directors Goals which state:

By June 2025 75% of all students P-12 will achieve proficiency in core subject areas as measured by SBA or District level standard-based assessments.

AND

The Chewelah School District commits to a culture of responsive, respectful, students centered problem solving, where high expectations are met and where students, staff and families feel they belong.

Smarter Balanced Assessment (SBA) Percent Meeting Standard 2024

Students in grades 3-8 and 10 are assessed using the SBA in English Language Arts and Mathematics for state and federal accountability each spring.

Grade Level	English Language Arts (ELA) Percent Met Standard	Mathematics Percent Met Standard
3	38%	34%
4	31%	37%
5	35%	32%
6	48%	39%
7	35%	26%
8	41%	12%
10	63%	20%

District Assessment Percent Proficient 2024

Students are typically assessed 3 times per year in the fall, winter, and spring. The i-Ready assessments are used in grades K-5 and the MAP Growth assessments are used in grades 6-11.

Grade Level	Reading		Mathematics	
	Fall Percent Met Standard	Spring Percent Met Standard	Fall Percent Met Standard	Spring Percent Met Standard
K	23%	83%	23%	72%
1	8%	62%	5%	50%
2	23%	59%	12%	57%
3	33%	54%	8%	37%
4	22%	39%	22%	49%
5	23%	39%	16%	39%
6	54%	66%	26%	46%
7	37%	42%	29%	22%
8	52%	46%	12%*	14%*
9	38%	43%		

PROFESSIONAL DEVELOPMENT PLAN CALENDAR & SUMMARY

Professional Development	Focus/Purpose	Date	Intended Audience	Clock Hours/Pa y
Student Achievement				
Dr. Eric Jensen: Student Engagement	ENGAGEMENT: Train teachers on brain-based engagement strategies in the classroom	Aug 2021	District wide- teachers	Y
Solutions Tree: PLC at Work	PLC Training: Guaranteed Standards, Assessment writing, Learning Targets, Culture, PLC time: four questions to monitor and adjust instructional practices, student learning data review, RTI and standard based grading practices.	August 2022- 2025	District wide- teachers	Y
TRUE MEASURE-UDL	ENGAGEMENT: Identify and remove learning barriers to include each student in learning. Applying strategies to engage students with special needs to all students.	2023-25	District wide- teachers	Y
Dr. Larry Ainsworth: Writing Assessment to Guaranteed standards	Training on writing formative and summative assessments to guaranteed standards for RTI and student-centered instruction	2023-2025	District wide- teachers	Y
Dr. Brad Gustafson: Book Talks	School Reading Culture staff development training. Establish school culture for the	April 2024	K-8 Teachers	Y

	love of reading and build reading comprehension			
Professional Development	Focus/Purpose	Date	Intended Audience	Clock Hours/Year
PEBC: Thinking Strategies: Reading and Writing	Reading instructional Strategies: Thinking strategies to teach reading. (Making Inferences, schemas, Asking questions,	June 2024	K-8 Teachers	Y
9 th Grade Success: RTI for Jenkins 7-12	Response to Intervention & Title Program Design	June 2024	7-12 teachers	Y
Readers/Writers Workshop & Coaching	Reading and writing instruction	Aug 2024-2024-2025	K-8	Y
Bridges Math Materials	Material use training- Annual	2021 to present	Elementary Teachers k-5	N
Wonders	ELA Material use training- Annual		K-5 Teachers	N
TCI- Social Studies Materials	Material use training- Annual		5-12 Teachers	N
H&M: ELA Materials	Material use training- Annual		6-12 Teachers	N
ESD- Science Kits	Material use training- Annual		K-8 Science teachers	N
PLC at Work Conference		Aug 7-9 2024	Certificated staff (18)	Y
RTI- Solution Tree All teacher training 3 rd LID	Assist schools in developing their Multiple Tiered Systems of Support (MTSS) for students identified as not meeting GS in weekly PLC meetings	Monday, September 23, 2024	All Certificated	Y
Annual School Safety Summit	Admin and building reps attend regular ESD supported Safe Schools conferences		Admin and building Reps	Y

Trauma Informed School Training (QL)	Ongoing training of support to become Trauma Skilled School designated school	2022-2024	QL staff	
Professional Development	Focus/Purpose	Date	Intended Audience	Clock Hours /pay
Operational Skill & State Requirements				
WASBO	District office management	As needed	District Office	N
ASB	Secretaries and Advisors learn financial and	Bi annual	Secretaries and Advisors	N
FCS: Fundamental Course of Study- Para Educators	Meets Para Washington State requirements.	Annual	Classified Staff- Para educators	Y
Homeroom	Student learning data base system. Administration and teachers can access all student learning data and created numerous reports.	Annual	Teachers and Admin	N
Right Response	Annual training on proper response to unregulated students including safety procedures of restraint and self protection.	(Aug 13/14) Deer Park	Para educators, admin and SPED teachers	N
iReady/MAP	K-11 District wide student learning assessment. K-5 iReady and 6-11 MAP			N
IT: Chewelah Institute	Sponsored by CSD IT department. 30 min workshops on technology tools used by staff. (Microsoft, Smart Boards, Canva, Staff Share, etc)	2022-2027	All Staff	Y
Coach trainings- WIAA	Coaches required trainings by WIAA CPR and First Aid	Ongoing as needed	Coaches	Y

Transportation	Safety training- annual	August of each year	Bus Drivers	N
Custodial and Maintenance	Hazardous materials and safety	As needed	Custodians and Maintenance	
Safety Response Drills	Monthly staff trainings by Principals and SRO	Monthly		N
Health response training	Annual trainings by District Nurse to all staff	Annually	All staff	N
Safe Schools	Online training- completed annually by all employees- Required. HIV, Harassment, Sexual harassment,	Annually	All Staff	N
Food Service	Train cooks for scratch cooking and menu development	Annually	Kitchen Staff	N
Staff handbooks- Principals	Build and strengthen school Culture	Annually and ongoing	All staff	N
Professional Development	Focus/Purpose	Date	Intended Audience	Clock Hours /pay
Personal Professional Growth	<i>Identified by Principal and staff member according to need</i>			
Student Trainings*	ASB (students) attend leadership camps	Annual	Student elected leaders	N
Individual Teacher	Supervisors and Administrators work with individual employees to identify focused areas of improvement. PD is provided to improve employee performance	Annual and ongoing	Individual employees	Possible

Student Handbooks	Advisory: Staff and students are trained annually and as needed on behavior expectations and consequences	Students and Staff	All students and new students	N
Emergency Response & Drills	Monthly Drills led by building safety reps and admin. Training and drills	All students monthly	All employees	N
Bullying and Harassment	Annually students are taught through advisories at beginning of year and reinforce during year as needed.		All students and staff	N
Character/SEL	Embedded into core instruction by teachers	Ongoing	All students	N
Digital Citizenship	Common Sense (not yet board adopted)	All students annually	Students k-12	N

Annual Review of Chewelah School Professional Development Plan

Board Policy 2090- Program Review

“Program Evaluation is the measurement of program performance - a comparison between program goals and evidence of actual performance.”

The District Professional Development Plan will be evaluated annually based on the following criteria. Program review process will begin with data collection January-April. Program or initiative changes based on findings will be developed in May-June of each year.

- District Professional Development Annual Survey (see attached). Survey is administered every spring to all staff.
- Professional Development clock hour feedback forms. Feedback from participants can provide insights to better PD in the future, or to know that the PD was a success in improving adult learning and change.
- Impact of PD on data: I.e. teacher performance, team performance, program performance and student learning performance.

- Review of District and building improvement plans (Policy 2005). Adjustment to plans according to the impact of PD.
- Needs of individual staff members to legally meet job requirements
- PD review of impact on student learning. Did the PD have the desired impact? For example, did the teacher PD and supports generate more students demonstrating grade level competence.

Professional Development Implementation Process & Sustainability

- PD is selected by the school administration for their buildings and individual staff members according to need and the initiatives outlined in school improvement plans. Principals are accountable for implementation of PD school wide and/or by the individual teacher. The building PD is to be approved by the Superintendent. (Policy 2004)
- Principals are accountable for monitoring the success of implemented PD and responsible for reviewing its success with data. Data is shared with staff and District leadership teams annually to evaluate success and to plan future PD.
- Principals are responsible for all new staff implementing PD through their onboarding process, mentors, and through their supervision practices as an instructional leader.
- The Superintendent and District Personnel are responsible for obtaining and or allocating funds for PD to meet the needs of the staff members and the District and SIP goals. (Policy 2005)

Professional Development Budget for 2024-2025 by Category

Student Learning (Staff PD)	\$150,000
Operational Skill and Legal Requirements	\$25,000
Employee Personal Professional Growth	\$100,000
<i>Student Training</i>	ASB Funds
<i>STATE FUNDED Learning Imp. Days (LID) (Certificated)</i>	3 Days (1- CCDEI & SEL) (\$100,000)

Dollar amounts are general estimates

Professional Development Negotiated Capacity time

Employee Groups	District Directed	Teacher/ Employee Directed
Certificated Staff	14 Hours + LID	14 Hours
Classified Staff	0	
Administration & Unrepresented	0	

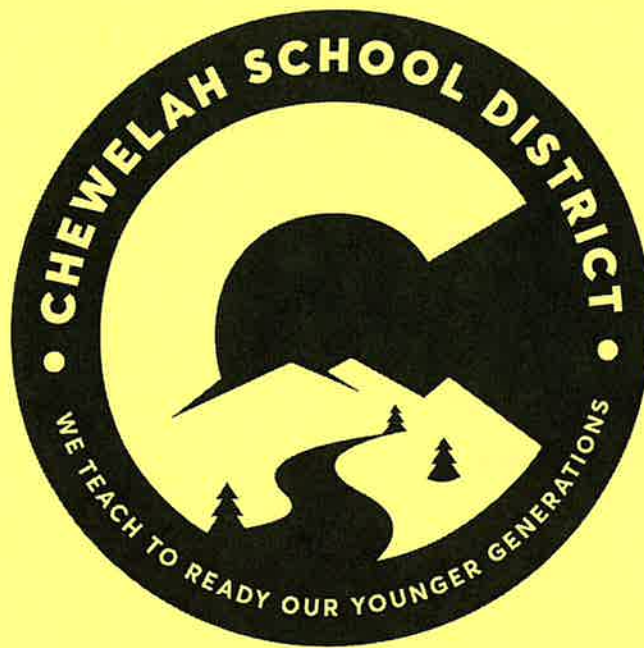
In-District or In-Building embedded or natural PD

District leadership team is expected to provide a professional learning environment that fosters, encourages and celebrates learning among staff. Actions that can reflect a professional learning culture are:

- Staff success sharing or modeling of effective practices in a staff meeting
- Book studies
- Jigsaw reading activities
- Principal led discussions
- Focus Groups
- Guest speakers
- After workshop or trainings where staff share at a staff meeting
- Chewelah Institute: IT training

_____ Board Approved

Comprehensive School Safety & Emergency Operations Plan



Chewelah School District

210 N Park St

Chewelah, WA

2024

Promulgation Statement

Chewelah School District is committed to the safety and security of students, faculty, staff, volunteers, and visitors on its campuses and in its facilities. In order to support this commitment, the Chewelah School District Board of Directors has directed the development of the *Chewelah School District Emergency Operations Plan*. The Plan addresses emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to both natural and human caused emergencies and disasters. It is designed to prevent or minimize the effects of violent incidents and emergencies, and to facilitate the coordination of the District with local and County resources in the event of such incidents or emergencies. The district-wide Plan is responsive to the needs of all students and all buildings within the School campuses.

The *Chewelah School District Emergency Operations Plan* is the official policy of the District. It is the result of a comprehensive review and update of District policies and procedures; and we support its recommendations and commit the District's resources to the on-going training, exercises, and maintenance activities required to keep the Plan current.

The *Chewelah School District Emergency Operations Plan* is hereby approved. This *Plan* is effective immediately and supersedes all previous editions.

SUPERINTENDENT/BUILDING ADMINISTRATOR

DATE

SCHOOL BOARD President

DATE

STEVENS COUNTY EMERGENCY MANAGEMENT

DATE

Record of Changes

Date	Revision or Change Number Description	Title or Brief

Distribution to Administrative Leadership & Incident Management Team _____ (DATE)

Distribution of Functional Annex to all classrooms and work spaces _____ (DATE)

Distribution to Law Enforcement and Fire _____ (DATE)

Table of Contents

1. Purpose, Scope (District vs. Building), Situation Overview and Planning Assumptions
2. Concept of Operations
3. Organization and Assignment of Responsibilities
4. Direction, Control and Coordination
5. Information Collection, Analysis and Dissemination (Communication)
6. Training and Exercises
7. Administration, Finance, and Logistics
8. Plan Development and Maintenance
9. Authorities and References

8/13/24 Updated

FUNCTIONAL ANNEXES

1. Communications and Warning
2. Emergency Response Methods/Actions and Required Drills
 - 2.1. Evacuation
 - 2.2. Lockdown
 - 2.3. Shelter-in-place
 - 2.4. Earthquake
 - 2.5. Secure Classroom (can convert to lockdown)
 - 2.6. Secure Building (can convert to lockdown)
 - 2.7. Reunification
 - 2.8. Active Assailant
 - 2.9. Death of Student/staff member
3. Accounting for All Persons—staff, students and visitors
4. Family Reunification Plan: CITY HALL West Lawn Area, Gess Elementary or Jenkins JR/SR High

THREAT & HAZARD ANNEXES

5. School Safety and Security, School Resource Officer/School Safety Staff program
6. Recognition and Response to Emotional or Behavioral Distress
7. Continuity of Operations Plan
8. Prohibition of HIB + Hazing
9. School Based Threat Assessment Program
10. Go Buckets use and their annual maintenance.
11. Public Health, Medical and Mental Health
12. Gang activity in Schools
13. Recovery: Promote Coping and Support Resiliency
14. Consider planning for any of the following that may be applicable to your location to include,
 - 14.1. Naturally occurring events/hazards:
 - 14.2. Technological Hazards:
 - 14.3. Biologic Hazards:
 - 14.4. Adversarial/Incidental/Human caused events:

1. Purpose, Scope, Situation Overview & Planning Assumptions

The purpose of the *Emergency Operations Plan* (hereafter referred to as “Plan”) is to guide prevention & mitigation efforts, preparedness efforts, response management, and recovery activities. The Plan outlines the management structure, key responsibilities, emergency assignments, and general procedures to follow during and immediately after a disaster, emergency or crisis.

This Plan provides guidelines and procedures for dealing with existing and potential school incidents. The Plan outlines the expectations of school staff and students, as well as providing authority for personnel to enact the Plan, in whole or in part, in the event of an emergency affecting the school community. The Plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the school will use to prevent and mitigate, prepare for, respond to, and recover from significant events.

School information and Situation Overview

Chewelah School District is an educational, PreK- 12th grade, institution providing education to Pre-K -12 students within 3 buildings, on 3 campuses. We are committed to providing a safe and caring environment in which learning and working can take place most productively. Chewelah School District recognizes the responsibility to take steps to prevent and mitigate, prepare for, respond to, and recover from emergencies, disaster, or crisis impacting the district and its community members.

Chewelah School District includes 840 students:

- 16 Pre-school students
- 336 Gess Elementary students
- 113 Jenkins Middle School Students
- 221 Jenkins High School Students
- 125 Quartzite Learning
- 118 Administrators, Educators and Support Personnel

Students and staff may have the following functional needs:

- Blindness or Visual Disabilities
- Cognitive or Emotional Disabilities
- Deafness or Hearing Loss
- Mobility/Physical Disabilities (Permanent and Temporary)
- Medically Fragile Health (Including Asthma and Severe Allergies)

The District's current enrollment of students and staff with functional needs will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule.

The list of students and staff names with functional needs along with their schedules is available in the nurse's office, principal's office, and in the "Emergency Supplies/Go-Kit" of each school.

A list of staff members trained and assigned to assist the functional needs population during drills, exercises, and incidents is available in the principal's office and the nurse's office of each school.

The district superintendent, or their designee, is responsible for the development and maintenance of the *Emergency Operations Plan*. This Plan will reflect the unique environment and specific needs and concerns of the building.

Planning Assumptions

It is reasonable to assume that with impending incidents such as storms and floods, warnings will be issued to enable some preparation prior to the event. Other disasters will come with no advanced warning.

A single site emergency, i.e. fire, gas main breakage, etc., could occur at any time without warning and the employees of the affected school cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

Following a major or catastrophic event, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.

Outside assistance will be available in most emergency situations. However, since it takes time to summon external assistance, it is essential that each school be prepared to carry out the initial emergency response on an independent basis.

Proper mitigation actions, such as creating a positive school environment, and conducting fire inspections and physical safety vulnerability assessments can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve each school's readiness to deal with emergency situations.

A spirit of volunteerism among school employees, students, and families may result in the provision of limited assistance and support to emergency response efforts.

Limitations

The information and procedures included in this Plan have been prepared utilizing the best information and planning assumptions available at the time of preparation. There is no

guarantee implied by this Plan that in major emergencies and/or disaster situations that a perfect response will be practical or possible. As school resources may be overwhelmed and essential systems may be dysfunctional, Chewelah School District can only endeavor to make every reasonable effort to respond based on the situation, information, and resources available at the time the disaster or emergency situation occurs.

Community Partners and Critical Resources

Law Enforcement response: Chewelah Police Department/Stevens County Sheriff's Office.

Chewelah Fire/Stevens County Fire District 4: Fire Suppression, Emergency Medical and Hazmat response. In coordination with the district, support the development and maintenance of the District Emergency Operations Plan. Provide command and control for field operations through established command posts Gess Elementary, Jenkins HS or District Office

Reunification Support Chewelah City Hall- West Lawn.

Northeast Tri County Health District, Public Health Guidance and Support

2. Concept of Operation

Authorities & Policies: The District Emergency Operations Plan is developed under the authority of the following policies. State law and board policy & procedure outline the authority of the district Board of Directors and Superintendent, as well as district-wide efforts and actions taken to prevent, mitigate, respond to, and recover from significant events. Listed below are pertinent to Comprehensive School Safety.

Authority of Board and Superintendent

Policy	1400	Legal Status and Operations
Policy	1005	Key Functions of the Board
Policy	1620	Board-Superintendent Relations

General

Policy	6511	Staff Safety
Policy	4310	Safe and Orderly Learning Environment
Procedure	4310P	Safe and Orderly Learning Environment
Policy	3432	Emergencies
Procedure	3432P	Emergencies
Policy	4311	School Safety and Security
Procedure	4311P	Safety Procedures

Bullying – HIB + hazing

RCW 28A.600.477 & WAC 392-405-020 Harassment, Intimidation, and Bullying prevention; Cyberbullying, Compliance Officer, Annual Training, Investigations, Include in EOP
RCW 288.10.900 Hazing, Defined

RCW 9.61.260	Cyberstalking
RCW 9A.36.078	Hate Crime Offenses
RCW 28A.600.480	Reporting of Harassment, Intimidation, Bullying—Retaliation prohibited-
- Immunity	
WAC 495A-121-011	Definitions

Policy	3207	Prohibition of Harassment, Intimidation and Bullying
Procedure	3207P	Prohibition of Harassment, Intimidation and Bullying

Communicable Disease

WAC 392-380	Public School Pupils – Immunization Requirement and Life-Threatening Health Condition
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Policy	3413	Student Immunization and Life-Threatening Health Conditions
Procedure	3413P	Student Immunization and Life-Threatening Health Conditions
Policy	5004	Infection Control Program
Procedure	5004P	Infection Control Program
Policy	3414	Infectious Diseases
Procedure	3414P	Infectious Diseases

Communication

Policy	4000	Public Information Program
Procedure	4000P	Public Information Program

Emotional or behavioral distress in students

RCW 28A.320.127	Plan for screening and response to emotional or behavioral distress	
RCW 28A.320.127(1)	Model school district plan for recognition, initial screening and response to emotional or behavioral distress	
RCW 28A.210.40	Suicide Prevention—Identification Cards	
Policy	2145	Suicide Prevention

Firearms & Weapons on School Grounds

RCW 28A.600.420	Firearms on school grounds
RCW 9.41.280	Firearms and other dangerous weapons on school grounds
RCW 9.91.160	Possession of personal protective spray devices

Risk Management & Insurance

Policy	6500	Risk Management
Procedure	_____	Risk Management
Policy	6530	Insurance

School Closure

Procedure 3432 Emergency

School Safety Planning

RCW 28A.320.125 Safe District and School Plans required
RCW 28A.320.126 Emergency Response System
WAC 51-54-0400 Emergency Planning & Preparedness

Violence/Threat of Violence

RCW 28A.320.128 Threats of violence; Notice and disclosure policies - Student conduct
RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion
RCW 9A.04.110 Definition of "Threat"
RCW 9A.46 Harassment
RCW 28A.225.330 Enrolling students from other districts
RCW 13.40.215 Juveniles found to have committed violent or sex offense or
RCW 9.41.280 Possessing dangerous weapons on school facilities
RCW 9.61.160 Threats to bomb or injure property
RCW 28A.600.210 Locker searches: drug activity, weapons
RCW 28A.600.220 Locker searches – No expectation of privacy
RCW 28A.600.240 Notice and reasonable suspicion

Policy 3143 District Notification of Juvenile Offenders
Policy 3144 Kidnapping Offenders
Procedure 3144P Kidnapping Offenders
Policy 3143 Release of Info Concerning Student Sexual & Kidnapping Offenders
Procedure 3241 Student Discipline
Policy 4316 Notification of Threats of Violence or Harm
Procedure 4316P Notification of Threats of Violence or Harm

It is the policy of Chewelah School District to conduct emergency and disaster preparedness and mitigation activities in an effort to reduce and minimize the effects of a major emergency or disaster.

It is the policy of Chewelah School District to utilize an all-hazards planning methodology. All Plans contain general functions that may be needed to address any emergency situation, as well as immediate actions and guidelines for response to specific types of incidents.

It is the policy of Chewelah School District to conduct all emergency and disaster preparedness, mitigation, response, and recovery activities in accordance with the National Incident Management System (NIMS), and utilize the Incident Command System (ICS).

It is the policy of Chewelah School District that leadership staff take an active role in emergency planning and develop Continuity of Operations procedures.

It is the policy of Chewelah School District to provide in-service emergency preparedness and response training for all school, administrative, and support personnel.

It is the policy of Chewelah School District to conduct emergency response drills and exercises on a regular basis, to ensure preparedness of school personnel, students, and volunteers.

3. Organization and Assignment of Responsibilities

Organization: During emergency situations, the normal organizational structures of the school are modified to facilitate and support emergency operations. These organizational groups have specific roles and responsibilities throughout all phases of Emergency Management.

Chewelah School District has specified the following groups to be established at the leadership level. These groups include: **(See Appendix A team members and responsibilities)**

- **Incident Management Team (IMT)** provides guidance and direction for emergency management programs and for emergency response and recovery operations. This team meets as often as necessary and according to emergency issues.
- **Response to Bad Things Committee (RBT)** This team meets 2-3 times a year to share new learning experiences and make recommendations to IMT for improvements.
- **School (Building) Incident Management Teams (BIMT).** This team is responsible for training staff and students, conducting monthly drills and providing feedback to the RBT and IMT.

Incident Management Teams (IMT): The Incident Management Team will manage the emergency with a focus on District Operations, while the BIMT will focus on school building operations. The teams are responsible for the emergency preparedness and response efforts undertaken at the school. The BIMT will be led by Building Principals and assisted by the principal designee Incident Commander. They will manage emergencies and provide care for school employees, students, and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.

Assignment of Responsibilities: Administrative Group

The Board of Directors: The Board of Directors determines and adopts written policies that provide for the development and implementation of programs, activities, services, or practices that promote the safe management and operation of the school district, to include,

- Establish objectives and priorities for the emergency management program and provide general policy guidance on its conduct.
- Review school construction and renovation projects for safety.
- Determine and allocate appropriate funding for school emergency management priorities.

Superintendent/District/School Leadership: The Superintendent/District/School Leadership provide policy-level leadership to the School/District during significant events in which the educational mission is interrupted, or normal business cannot be conducted.

The Superintendent/District/School Leadership, or their designee, is/are responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues and finding necessary resources for the School Incident Commander, to include;

- Obtain a resolution from the school board giving needed authority and support to develop school emergency operations programs and plans.
- Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- Authorize implementation of emergency preparedness curriculum.
- Meet with the parents of students and spouses of adults admitted to the hospital.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- Implement the policies and decisions of the School Board relating to emergency management.
- Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county, as appropriate
- Coordinate emergency assistance and recovery

District Emergency Management Coordinator, Superintendent's Designee

- Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans. (District Level IMT)
- Consult with ESD101 Regional Safety Center to analyze system needs for emergency preparedness, planning, and education and to ensure coordination of the school plan with community emergency plans.
- Develop and coordinate in-service emergency response education for all school personnel.
- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- Request assistance from ESD101 Regional Safety Center and Spokane County DEM when necessary.
- Serve as the staff advisor to the Superintendent on emergency management matters.

- Keep the Superintendent apprised of the District's preparedness status and emergency management needs.
- Coordinate planning and preparedness activities and the maintenance of this *Plan*.
- Prepare and maintain an inventory of District resources.
- Arrange appropriate training for district emergency management personnel and emergency responders.
- Coordinate periodic emergency exercises to test emergency plans and training.
- Perform day-to-day liaison with ESD101 Regional Safety Center.
- Organize the District's emergency management program and identify personnel, equipment, and facility needs.
- Encourage incorporation of emergency preparedness material into regular Curriculum.
- Provide copies of the District plan to the County Emergency Management office and other Public Safety Agencies.
- Monitor developing situations such as weather conditions or incidents in the community that may impact the District.
- Ensure the creation of Critical Incident Response Kits/Go Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency.

School Principal: The Principal, or their designee, is responsible for developing plans and protocols specific to their facility, including but not limited to, medical emergencies, evacuation, lockdown, shelter in place, and relocation and reunification.

- Principals are also responsible for ensuring that staff and students are sufficiently trained to respond appropriately to a variety of significant events. Principals should assess capacity for response and identify staff in the building with applicable skills which will aid response (first aid certification, search and rescue training, counseling and mental health, to name a few).
- Until non-school emergency responders arrive on-scene, the Principal is responsible for activating the Emergency Operations Plan. The Principal will usually serve as School Incident Commander (IC) but may also delegate the authority to direct all incident response activities to another senior staff member. Once an emergency response agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition overall command to that agency and then serve as part of the response agency's unified incident command structure if needed. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command. **Superintendent will assume Incident Commander role when on campus during emergencies.**
- Participate in the Unified Command Structure with responding Public Safety Agencies
- Coordinate with the responding agency's Public Information Officer, to keep the public informed during emergency situations.
- Keep Superintendent informed of emergency status. **Superintendent will assume Incident Commander role when on campus during emergencies.**
- Assign selected staff members to the Building Safety Team who will develop the school's emergency operations plan.

- Ensure that the school building plan is coordinated with the District's *Plan* and policies.
- Coordinate with organized volunteer groups and businesses regarding emergency preparedness and resources.
- Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- Conduct drills and initiate needed plan revisions based on After Action Reports.

Incident Management Teams General Responsibilities: When a major emergency or disaster occurs, the Incident Management Teams (IMT) shall use the following general checklist as a basis for managing emergency operations:

- Report to pre-determined site to manage operations
- Account for students, staff, and visitors. **Life safety is the priority.**
- Assess damage to facilities and resources
- Assess personnel and resources available
- Assess problems and needs
- Report situation, damages, and capabilities to school Principal, Superintendent, or their designee
- Carry out departmental responsibilities
- Continue assessment of school resources, needs, and actions
- Keep detailed and accurate records, document actions, costs, decisions, etc.
- School personnel are expected to carry out their responsibilities outlined in this *Plan*, utilizing their best judgment and in a coordinated manner.

School principals are required by Washington State law to be certified in the ICS and will normally serve in that role during the initial response. The ICS certification is also recommended for the Incident Command Team members and any staff fulfilling a leadership role.

School Incident Commander

- Oversee development and sustainment of School Safety Team.
- Assume command and manage emergency response resources and operations at the Incident Command Post until relieved by a more qualified person, or the appropriate Public Safety Agency official.
- Utilizing the *Emergency Operations Plan and Standard Response Protocols*, direct Safety Team to assess the situation, establish objectives and develop an emergency action plan.
- Determine and implement required protective actions for school response personnel and the public at an incident site.
- Appoint additional staff to assist as necessary.

School (Building) Safety Teams/IMT

- Develop and implement a *School Emergency Operations Plan* utilizing the same format and fulfilling the same requirements as the District Plan; however, details will be building specific.

- Establish a partner system to pair teachers and classes so that teachers assigned to a Safety Team can fulfill the duties.
- Facilitate and participate in identified preparedness and response trainings
- Utilizing the *Standard Response Protocols*, assist the Principal during an emergency by providing support and care for school employees, students and visitors during an emergency, before local emergency services arrive, or in the event of normal local emergency services being unavailable.

Teachers/Paraeducators/Counselors: Provide supervision and leadership. Follow emergency response procedures. Follow directions and guidance of school administrators. Take attendance whenever a class relocates or evacuates and report missing/extra students/staff to the School Incident Commander. Provide and/or summon first-aid services for injured students and staff.

School Office Manager/Office Staff: Provide supervision and leadership. Follow emergency response procedures. Follow directions and guidance of school administrators. Account for visitors, contractors, and volunteers. Ready the office "Go-Kit" for evacuation. If evacuated to another site; manage the Parent Report Point at Reunification Center.

School Nurse: Provide supervision and leadership. Follow emergency response procedures. Follow directions and guidance of school administrators. Gather and transport medications and health service supplies for evacuation. If evacuated to another site; establish nurses' station at Reunification Center student waiting area.

Nutrition Services Staff: Follow emergency response procedures. Follow directions and guidance of school administrators. Prepare and serve food and water on a rationed basis when the feeding of students and staff becomes necessary (for example, if sheltering in place overnight during a severe storm)

Technology Services Department

- Coordinate use of technology during emergency response.
- Assist in establishment/maintenance of emergency communications network.
- Assist in obtaining needed student and staff information from the computer files during/following emergencies.
- Assist with the development, preparation, and maintenance of the school's Critical Incident Response Kit/Go Kit/Emergency Supplies, providing information on, and location of, telephone lines, computers and other communications equipment.
- Establish and maintain, as needed, a stand-alone computer with student and staff data base for use during emergencies, or at an evacuation/re-unification site.
- Establish and maintain electronic communication with the District office and with other agencies capable of such communication, as appropriate.
- Coordinate the recovery of the District's telephone and computer systems following disaster situations.
- Provide District schools with guidance and direction for the protection of computer hardware, software, and data.
- Provide for the identification and preservation of essential Department records.
- Document emergency related activities and costs.

Transportation Department

- Establish and maintain protocols for transportation-related emergencies.
- In coordination with school leadership, establish and maintain plans for the emergency transport of District personnel and students.
- Train all drivers and transportation supervisory personnel in emergency protocols involving buses as referenced in the *Emergency Operations Plan*.
- Provide for the identification and preservation of essential Department records.
- Document emergency related activities and costs.

Students: Follow emergency response procedures. Follow directions and guidance of school staff. Report unsafe (or potentially unsafe) actions or conditions to staff immediately.

Parents/Guardians: Know the school's emergency response procedures. Follow the directions and guidance of school administrators and first responders. Keep all contact information and student health information current.

Chewelah Fire/Stevens County Fire District 4: Chewelah School District and facilities are located within the service boundary of Chewelah Fire/Stevens County Fire District 4. Chewelah Fire/Stevens County Fire District 4 provide fire suppression and emergency medical services. The local station will also provide representatives to assist in planning activities, as requested and available. Fire District responsibilities include, but are not limited to:

- In coordination with Chewelah School District, support the development and maintenance of *Emergency Operations Plan*.
- Provide command and control for field operations through established command posts.
- Provide fire suppression services.
- Provide hazardous materials incident command and coordinate response with outside agencies, as appropriate.
- Provide light and limited heavy rescue.
- Provide emergency medical services.
- Provide support to the Chewelah Police Department/Stevens County Sheriff's Office in evacuation efforts, as appropriate.
- Participate in initial damage assessment efforts, as appropriate.

Stevens County Sheriff's Office/Chewelah Police Department

Law enforcement services are provided to Chewelah School District by the City of Chewelah Police Department and Stevens County Sheriff's Department.

- In coordination, support the development and maintenance of Chewelah School District *Emergency Operations Plans*.
- Provide law enforcement services.
- Provide command and control for field operations through established command posts.
- Provide emergency traffic control.
- Provide direction and control for evacuation efforts, as necessary and appropriate.
- Participate in initial damage assessment efforts, as appropriate.

- Provide support to threat assessment and intelligence gathering activities.
- Provide coordination of explosive device identification, handling, and disposal.
- Provide direction and control for search and rescue activities, as necessary and appropriate.
- Provide support to the Stevens County Medical Examiner in the identification of the deceased.

Stevens County Department of Emergency Management

National Incident Management System and Incident Command Team: Chewelah School District utilizes the incident command system (ICS) to prepare for, respond to and manage emergencies and disasters. The ICS is a well-established management model for both large and small incidents. Among its benefits are a flexible modular design, clear chain of command, manageable span of control, accountability, and a comprehensive planning component. ICS is designed to be used for "all-hazards"; it can be utilized to plan for and manage any significant event, regardless of hazard.

- In coordination with the school, support the development and maintenance of Chewelah School District *Emergency Operations Plans*.
- Provide support and technical assistance with emergency management policy and procedure development.
- Assist with provision and coordination of emergency management related training and exercises.
- Assist with coordination of mitigation and preparedness activities.

4. Direction, Control and Coordination:

Direction and Control

All emergency and disaster preparedness, mitigation, response, and recovery activities shall be conducted in accordance with the National Incident Management System (NIMS).

Direction and control of School emergency management activities rests with the Building/School Administrator. Overall control during disaster response operations will be divided into three (3) levels:

- Administrative Group – responds to policy issues brought about by the emergency or disaster.
- District and School Safety Team(s)/Incident Management Team – coordinates response efforts at the district and school building, respectively, monitors disaster situation and reports to the Administrative Group
- Field Response Operations – Public Safety response agencies operate in field locations or command posts and will direct and coordinate all field response operations.

Overall direction, control, and coordination of District/School response activities will normally be conducted through the District/School Emergency Operations Center, in order to support the overall District/school community response to disaster and best coordinate efforts with outside response agencies.

Chewelah School District's Emergency Operations Center is currently at the District Office 210 Park Street.

The Emergency Operations Center may be activated to any level deemed appropriate for the level of required operations.

The District Superintendent, or their designee, in coordination with the Administrative Group, and the School Building Administrator, or their designee, are responsible for ensuring that emergency preparedness activities, response to emergencies and disasters, and the coordination of the recovery are effectively carried out by the district/school.

The School Board is responsible for policy decisions. The Superintendent provides policy recommendations to the Board during times of emergency or disaster, and/or in anticipation of large-scale emergencies or disasters.

The following list of management priorities, in order of importance, is provided to guide policy decisions during disasters of major magnitude:

- Protect life and health of District students and personnel
- Protect District property
- Develop and disseminate public information
- Protect the environment
- Restore essential services and facilities
- Minimize disruption to the community

On-Scene Management

Each Building/School Safety Team is responsible for the initial response to any emergency occurring in their building, or on the grounds of their building. The Safety Team will follow the directives of the *Emergency Operations Plan* for guidance in response actions. The Safety Team will lead operations until such time as the situation is resolved, or Public Safety agency(ies) have arrived and assume responsibility. **However, at no time will school officials transfer responsibility for student care.**

In compliance with the National Incident Management System (NIMS), on-scene management of emergencies will normally follow the Incident Command System (ICS) as published by the Department of Homeland Security, National Fire Academy, and the National Emergency Management Institute. The functions of the Incident Command System include, but are not limited to:

- Incident Commander – Directs on-scene operations
- Safety Officer – Oversees safety of operations at the scene
- Liaison Officer – Coordinates information with support function groups

- Public Information Officer (PIO) – Coordinates media relations and emergency public information. This shall be done in coordination with District EOC and response agencies.
- Operations Section – Implements strategic and tactical actions at the incident scene.
- Logistics Section – Responsible for communications, transportation, supplies and equipment
- Planning Section – Responsible for situation and resource status reports, documentation, and incident planning
- Finance/Administration Section – Responsible for contracts, time keeping, cost analysis, compensation, and claims.

The Incident Commander (IC) is the on-scene manager responsible for direction and control at the scene of the incident. The IC shall utilize the positions within the Incident Command System as deemed necessary at the time of the incident. The Incident Command System should only be activated to the level necessary for efficient response operations. Each Building Safety Team shall be led by a School Incident Commander. It is the responsibility of the School Incident Commander to:

- Assess the situation
- Develop incident organization objectives, action plans, and priorities
- Ensure safety issues are addressed
- Ensure 9-1-1 has been contacted, as necessary
- Participate in Unified Command with response agencies
- Keep the Administrative Group informed of response activities and resource or support needs

Coordination

Coordination of on-scene response activities shall occur at the Incident Command Post by the Incident Commander and the Incident Command Team.

Coordination of emergency activities occurring at the District/Leadership level, including information management and coordination with outside support agencies, shall be done through the District's Emergency Operations Center.

Emergency warning and public information will be communicated to the school community via the School Messenger alert system.

Demobilization

When the School/District Administrator, or designee, determines that the activation of the Emergency Operations Center (EOC) is no longer required, he/she will issue instructions for demobilization from emergency management activities at the conclusion of the emergency event.

Emergency Management Cycle and Operational Phases:

In order to minimize the effects of an emergency or disaster, provide emergency response capabilities, and to facilitate recovery efforts, the elements of the district, and related facilities,

shall endeavor to provide services in the areas of mitigation/prevention, preparedness, response, and recovery from emergencies and disasters, to the best of their ability during all operational time phases.

Mitigation/Prevention Phase

School Safety and Climate

- Develop and maintain the District/School *Emergency Operations Plan*
- Review hazard and risk analysis and develop capabilities and resources to enhance ability to respond the emergency situations
- Develop appropriate resource lists in support of *Plan*
- Develop District and School Safety Team(s) and assign duties, as applicable
- Assess individual school strengths and needs
- Create safe school environment
- Coordinate with public safety agencies to ensure cohesive working relationships
- Coordinate with volunteer and community organizations to identify available support services and assure cohesive working relationships

Crisis Prevention

- Develop and implement district and building climate and safety initiatives
- Implement quality crisis interventions
- Report any threats, incidents, and/or potential incidents using established communications and reporting channels
- Develop and implement building programs that enhance resilience
- Establish and maintain an anonymous reporting line

Preparedness Phase

School Safety and Climate

- Identify staff development needs in regards to school safety initiatives and programs
- Conduct *Plan* education to ensure familiarity with *Plan* elements and assigned responsibilities
- Conduct training activities to enhance response capabilities
- Establish an on-going data-based evaluation system for collecting and evaluating effectiveness of mitigation and preparedness activities
- Develop a cost tracking system to record expenditures and costs of future emergency/disaster response expenditures

Crisis Preparedness

- Provide staff development in regard to school crisis prevention through recovery
- Develop Building Crisis Response Team(s) and plans
- Hold regular Safety and Crisis Team meetings to assess school climate and safety
- Conduct drills and exercises

- Evaluate and modify plans, as warranted, according to feedback from drills and/or exercises
- Hold 2-3 Tabletop exercises with IMT annually.

Facility Safety Improvements

All schools can be remotely secured (or accessed) by authorized personnel. All of our schools have the ability to lockdown doors via a pull station located in the main office, or remotely by authorized personnel. The lockdown alarm is monitored, and school administration notified whenever a school activates their system.

Knox boxes with keys and electronic access fobs are installed at all facilities to provide access to fire responders. Law enforcement personnel have electronic access to facilities via their department identification cards.

Gess, QL and Jenkins safety personnel can be contacted 24/7 by law enforcement via radios. All schools have radios for instant communication.

All schools have cameras monitoring key areas, which can be remotely accessed by authorized personnel including, if needed, law enforcement.

SROs has a laptop in their vehicles allowing them to remotely access the access control system and cameras

HVAC systems can be remotely accessed and controlled by authorized users in the event a school or school(s) need to shelter in place. Several schools also now have automatic HVAC shutoff pull stations in the school office.

Fire systems (alarms and sprinklers) are tested and inspected regularly. Fire extinguishers are serviced annually and inspected monthly.

School districts undertaking construction or remodeling projects (greater than 40% of existing building) are required to consider school safety in plans and designs (RCW 28A.335.010). The Facilities Department, which oversees new construction, incorporates recommendations from risk management, Campus Safety, and safety staff in new facility design and in improvements to existing facilities. Crime Prevention through Environmental Design (CPTED) principles are utilized.

School Inspections

Crime Prevention through Environmental Design (CPTED) inspections are completed by Campus Safety/ESD Safety staff annually who are qualified to provide documentation to support the need for any corrective action for any identified hazard.

School Health and Safety inspections are completed annually for all schools and the local health district staff.

The local Fire Department completes an annual fire safety inspection of all schools. School/District leadership coordinate and document corrective action for any hazards identified.

All facilities are required to have an employee safety committee that identifies and acts on reported hazards to employees. ESD Safety staff are available to assist with Safety Committee concerns and questions.

Response Phase

School Safety and Climate

- Identify and implement the appropriate level of emergency response needed
- Respond to at-risk needs and concerns (i.e. conduct threat/suicide assessment)
- Provide interventions to meet identified needs
- Initiate actions necessary to preserve life and property utilizing available resources
- Carry out initial damage assessment and evaluate overall condition
- Coordinate response and support functions with outside agencies
- Compile event status information and report to appropriate agencies
- Prepare and maintain detailed documentation of events and activities
- Meet with District and School Safety Team, identify and plan for short-term needs

Crisis Response

- Identify type of crisis and ensure activation of Building Safety and/or Crisis team
- Verify facts and implement communication and notification plans
- Provide immediate crisis interventions to ensure physical and psychological safety

Recovery Phase

School Safety and Climate

- Carry out damage assessment functions and assess school community needs
- Prioritize recovery projects and assign functions accordingly
- Coordinate recovery efforts and logistical needs with supporting agencies and organizations
- Prepare documentation of event, including event log, cost analysis and estimated recovery costs
- Support reestablishment of school academic and social support systems
- Continue to monitor safe school and climate data
- Monitor whole-school recovery
- Implement additional support and prevention programming as appropriate
- Conduct after-action review, evaluate effectiveness of *Plan(s)*, and modify as needed

Crisis Recovery

- Secure and restore the physical structure and safety
- Provide for on-going psychological triage
- Continue to provide crisis interventions, as necessary
- Coordinate with support agencies to ensure availability of effective and appropriate crisis interveners

- Communicate with school community regarding physical and psychological recovery supports
- Establish school community Recovery Task Force, as appropriate
 - Collaborate with stakeholders and community support agencies
 - Plan for memorial activities
 - Manage financial and in-kind donations
 - Plan for return to routine
 - Ensure provision of staff support
 - Plan for long-term needs

Emergency Supplies and Equipment

- First aid kits are located in all School/District buildings and vehicles.
- Automatic External Defibrillators (AEDs) are located in all schools at GESS, JENKINS, QL and Snyder Field.
- All school leadership have portable radios that can be used to coordinate evacuation. The district/school also maintains a cache of radios that can be used during response to an event.
- Schools have at least 24 hours of snacks and beverages available in the cafeteria.
- Schools that serve as reunification centers maintain reunification forms and signs, and emergency supplies for the reunification center to include snacks, water.
- Emergency Supplies, ensure that staff have knowledge of, and their location **RCW 28A.320.125 (3)(d)**

Hazardous Supply Inventory

School Districts/Schools are required to maintain an inventory of hazardous materials (Material Safety Data Sheets) in each facility. Include an inventory of hazardous materials in the Emergency Operations Plan. **RCW 28A.320.125 (3)(b)**

5. Information Collection, Analysis and Dissemination (Communication)

Public Information

Providing current and accurate information to the district community is of great importance during and following an emergency or disaster. The District shall strive to provide both emergency and general information in a timely and coordinated manner.

For the purposes of this *Plan*, the District defines "Emergency Information" as information which has direct relevance to the safety and/or health of students and personnel, i.e. evacuation/reunification notices, shelter-in-place notices, etc. "General information" may consist of event cancellations, schedule changes, etc.

The Superintendent is the Public Information Officer (PIO) who shall coordinate the dissemination of emergency public information through the District Emergency Operations Center (EOC).

The District utilizes the School Messenger system to communicate with the school community. This shall be the primary method of message dissemination. Other available methods will be used as necessary and practicable, including phone call, email, and text messaging.

It is anticipated that in some circumstances emergency public information may need to be released from field command posts. In this event, release of information shall be coordinated between the District designated PIO and the PIO(s) of responding agencies.

Communications

Communications is a key element of managing an emergency requiring family reunification (FRC/S) services. Communications includes information sharing among responders and staff as well as public information and risk communications. Once the initial notifications are sent out to the community and to children's families, there will be an ongoing need to monitor the evolving situation and keep everyone informed of the status of both the emergency incident and the family reunification process as well as control rumors. There are several aspects of this ongoing effort, including general public messaging procedures for media and social media, communications with staff, and information sharing with emergency preparedness officials.

General Communication Procedures

Once initial notification has been made and the reunification process is underway there will be ongoing needs for continued information sharing with all of the Chewelah School District's key partners. Because of the extreme sensitivity of information concerning children, HIPAA and FERPA policies, and the damage that can occur as a result of inaccurate or premature release of information, FRC staff should exercise great care in safeguarding information and disseminating it appropriately only under the supervision of the Public Information Officer (Communication Director).

A few general rules apply to information handling and dissemination:

- Disseminate information only to persons with a "need to know."
- Disseminate information about children only when authorized by proper authority.
- Sensitive information should not be transmitted by radio, landline or cellular telephone if it can be avoided.
- Only transmit sensitive information on the internet via password-protected systems.
- Conduct verbal communications in a location and manner that ensure that unauthorized individuals do not overhear them.

- Use plain language. Speak clearly and slowly; avoid codes, abbreviations, acronyms and jargon.
- Be concise and be brief.
- Obtain pre-approval from the Incident Commander before releasing any public messaging.
- Assume that all written communications could be made public.

Communication with Staff

This Family Reunification Plan outlines a communication policy aimed at keeping FRC staff informed of key decisions and updates. Internal staff communications may include:

- FRC staff meetings. Generally, these will occur at the beginning of each operational period or shift change, or as a result of an occurrence of an event that must be conveyed to all staff.
- Unit, Team and Group meetings. Called at the discretion of their supervisors.
- One-on-one and informal communications.
- When communicating with other staff not in your unit, or in another physical location, verify and document the name, unit, and position title of the person you are communicating with. Document communications with persons outside your Group using ICS form 213 or equivalent (hard copy or electronic).

Communications with Emergency Preparedness Officials

Local Emergency Preparedness Officials should be notified when:

- The FRC is being activated.
- The FRC is ready to receive family members.
- Additional assistance or security is needed at the FRC.
- The FRC is being demobilized.

In addition, during the course of the emergency incident local officials should be kept apprised of the status of the family reunification process and any changes in the situation. If there is a law enforcement element to the situation, FRC staff should maintain similar contact with those officials as well so that everyone is operating with the same situational awareness.

In the event of a broader crisis situation, it is probable that an Emergency Operations Center (EOC) will have been activated under the authority of an Incident Commander. Communications with the EOC should generally occur at the peer level, i.e., the FRC Manager/Incident Commander and specialists will coordinate with their counterparts in the EOC or through an appointed Liaison as determined by the Incident Commander or EOC Manager.

Communications with Public Media

Communications via social media have become increasingly important in our society. While extremely valuable for communications purposes, communication via social media is virtually impossible to control, and is subject to misunderstanding and dissemination of misinformation. Social media is also a common source of rumors and speculation. FRC staff should adhere to

their facility's established social media policy. If no such policy exists, facilities should seek to minimize the potential harm of dissemination of misinformation via social media by:

- Urging family members to refrain from disseminating information concerning children, FRC conditions, or other sensitive information via social media.
- Directing staff to refrain from disseminating information concerning the FRC, family members, or children via social media.
- Requesting staff and family members to advise the FRC Public Information Officer (Communications Director) if they discover inappropriate information concerning the FRC, family members, or children via social media.
- Advising staff and family members to be alert to rumors or speculation being disseminated via social media, and to inform the FRC PIO of any occurrence.

The ICS organizational chart includes a Social Media Coordinator, reporting to the Public Information Officer (Communications Director)

6. Training and Exercises

It is the policy of the School/District to identify and establish methods of meeting the training and exercise needs of the School/District personnel, students, families, and volunteers responsible for responding to emergencies.

The District recognizes the training and exercise requirements specified in RCW 28A.320.125. One drill is required every month that the school building(s) is/are occupied by staff and students. These drills are Lockdown, Shelter-in-Place, Evacuation and Earthquake. A record of these drills, to include date, time, school/location, type of drill, response time, and number of participants, must be maintained in each school office and readily available for safety and emergency responder personnel, if requested. **(RCW 28A.320.125 (6)(d))** Schools shall document the date, time, and type (shelter-in-place, lockdown, or evacuate) of each drill required under this subsection (5), and maintain the documentation in the school office.)

Consider development and training for an Armed and Dangerous Intruder utilizing the Standard Response Language/Run, Hide, Fight + ACCOUNTABILITY. Additionally, a Reverse Evacuation/Secure and Teach response for situations where Lockdown would be inappropriate, as the incident is within the community and not within the school building.)

The District designee and School Administrator is responsible for ensuring that the appropriate personnel receive training in specific emergency management skills and professional development through available resources. (Consider education and training on the Standard Response Protocol if the District has elected to adopt and ICS 100 Certification)

The District will utilize all types of exercise formats, including tabletop, functional and full-scale exercises. One Functional Exercise, one Tabletop Exercise and 2 Full-Scale Exercises are encouraged every four years. These types of training will enhance shared expectations and knowledge of the standard response language with emergency responders, community resources and partners and school personnel. (**RCW 28A.320.125 (5)** Functional Exercise, Tabletop Exercise and 2 Full-Scale Exercise are encouraged every 4 years.)

Each District/School Department Director is responsible for ensuring that their employees are trained in the concepts of the *Emergency Operations Plan*, and in the specific Department responsibilities.

The District/School Administrator is responsible for ensuring that drills and exercises are conducted to evaluate the effectiveness of the *Response Plan*, revising plans with lessons learned, and to determine future training needs.

The District/School Administrator, is responsible for coordinating and implementing drills and exercises for District personnel, and for the development and maintenance of the *School/District Emergency Operations Plan*.

7. Administration, Finance and Logistics

Administration and Finance

It is the policy of the school/district that each department will assign personnel to be responsible for documentation of disaster activities and costs, and utilize effective administrative methods to keep accurate detailed records distinguishing disaster operational activities and expenditures from day-to-day activities and expenditures.

Financial documentation and associated reports shall be the responsibility of the Business Manager, or designee.

The Business Manager, or designee, shall develop effective methods and procedures for documenting disaster expenditures and shall provide each District Department and School with documentation forms and completion instructions.

The Business Manager, or designee, in coordination with other District Departments, shall identify records which are vital for the operation of the District, in order to resume normal operations after an emergency or disaster.

During emergency operations, non-essential administrative activities may be suspended. Personnel not assigned to essential duties may be assigned to other Departments and/or School buildings to provide support services.

The School/District may incur disaster expenses. The District Superintendent and School Board, in coordination with the Business Manager, will be responsible for identifying other sources of funds to meet disaster related expenses if District budgets are exceeded.

Normal procedures for expenditures and payment processing may be modified to accommodate the circumstances associated with the disaster.

It is the policy of the school/district that school/district personnel will be utilized to the maximum extent possible, including use of personnel not assigned emergency responsibilities. The district administrative team is the lead for essential human resource activities in the District, and as such, may assist other Departments and/or School buildings in identifying and assigning employees to assist in disaster response and recovery activities.

District Departments and Schools, although retaining responsibility for the day-to-day supervision of their work force, should coordinate their personnel needs with the Human Resources Department. Since non-essential activities may be canceled during an emergency, District employees may be required to work either overtime or "out of class," and shall be compensated in accordance with existing rules and bargaining unit agreements. Requirements of the Fair Labor Standards Act (FLSA), existing labor contracts, and District policies and procedures shall apply.

Volunteers are an important human resource and will remain so during a disaster. The Superintendent/designee will be responsible for ensuring volunteers are registered, assigned tasks appropriate to their qualifications, and volunteer hours worked are accurately tracked.

Repair and restoration of damaged District facilities may require environmental assessments and appropriate permits prior to final project approval. Pictures will be taken of damaged or impacted sights.

Logistics

It is the policy of the School/District that the District will prepare and maintain a current list of its personnel, facilities, and equipment resources. Any or all of these resources may be called upon during disaster and emergency situations.

The District Superintendent/School Administrator is authorized to contract with any person, firm, corporation, or entity to provide construction work on an agreed upon cost basis during emergency or disaster response operations.

The Facilities and Planning Department will pre-identify locations within the District for use as Logistics Staging Areas for response and relief supplies.

Additional resources may be called upon for assistance through the use of pre-contracting, mutual aid agreements, memoranda of understanding, or by request through Stevens County Emergency management plan

8. Plan Development and Maintenance

The School Administrator/District Superintendent will coordinate and reach accord with all agencies that have a role in incident management for the development and execution of policy, planning, training, and other preparedness activities.

The School Administrator/District Superintendent, or their designee, will ensure that exercises of this *Plan* are conducted on an on-going, annual basis.

This *Plan* will be reviewed and updated every year. The ESD Regional Safety Center is available for assistance and review of the revised and updated Plan, and will then share with Fire, Law Enforcement and County DEM.

9. Authorities and References

The Chewelah School District Emergency Operations Plan is developed under the authority of the following local, state, and federal statutes and regulations:

- Revised Code of Washington 28A.320.125, 28A.320.126, and 28A.320.127
- Washington Administrative Code 392-129
- Public Law, 93-288, The Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended
- Homeland Security Presidential Directives 1 – 8
- Homeland Security Act of 2002

Include Formal agreements relevant to emergencies, including guidelines for meeting with Law Enforcement and First Responders. **RCW 28A.320.125 (2)(h)**

Schools as community assets **RCW 28A.320.125 (2)(g)**

Include provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the administrator.

FUNCTIONAL ANNEXES

The "How-to" actions to be followed in any emergency (before, during and after): Required over-arching functions such as those called out in **RCW 28A.320.125**, to include, but not limited to;

1. **Communications and Warning: RCW 28A.320.125 (3)(d)**
Communications plan:
 - a. Internal communication plan
 - i. Staff and Students, inside and outside the school buildings
 - ii. Language Barriers
 - iii. Accommodations
 - b. External communication plan
 - i. Emergency responders
 - ii. Families
 - iii. Media
 - c. Technology requirements for communication
 - i. Equipment
 - ii. Training
 - iii. Challenges
2. **Emergency Response Methods/Actions and Required Drills: RCW 28A.320.125 (6)(a)-(e)**
 - a. **Evacuation** (purposeful emergency exit from building—for **FIRE**, at least one required drill per year)
 - i. Routes identified for all work locations, plus an alternate route identified and practiced
 - ii. Evacuation routes posted
 - iii. Evacuation meeting locations assigned
 - b. **Lockdown** (situation is located **INSIDE** building, secure students as deep into building as possible—one required drill per year)
 - c. **Shelter-in-place** (hazmat, storm, etc.) (one required drill per year)
 - d. **Earthquake response** (one required drill per year)
 - e. **Secure** (lockout/reverse evacuation/secure and teach) or **Secure and Teach** (secure the perimeter of the building, everyone inside, but continue instruction)
 - f. **Hold** (in place/clear the halls/medical emergency/in classrooms, but no threat to students and staff exists)
 - g. **Dangerous and Armed Person Inside School**—Evacuate if safe to do so, Lockdown/Barricade, Defend yourself if necessary (Run, Hide, Fight variation with accountability planning)
3. **Accounting for All Persons—staff, students and visitors**
 - a. Verification of Attendance
 - b. Missing People
 - c. Injured People
 - d. Reporting
 - e. Release of Students

4. Family Reunification Plan: RCW 28A.320.125 (2)(d)

- a. Communications
- b. Logistics
 - i. Relocation, primary site and at least one alternate site
 - ii. Transportation and Staging, Emergency Bus Routes Identified, **RCW 28A.320.125 (3) (c) (ii)**
 - iii. Staffing
 - iv. Process
 - v. Supplies
 - vi. Food, Water, First Aid supplies, emergency meds, Bullhorn or Radios, pens, paper, etc.
- c. Student Security and Release
 - i. Student contact info and authorized guardian for emergency release, maintain paper back up copy for redundancy

THREAT & HAZARD ANNEXES

The “Why” and “How-to” of a specific hazard response including responsibilities-- Flip charts! One page info sheets with SPECIFIC actions determined and detailed (for example, LOCKDOWN procedures includes windows to hallway covered or uncovered). The list below is not an exhaustive list, and each jurisdiction will determine applicable threats and hazards:

5. School Safety and Security, School Resource Officer/School Safety Staff program, RCW 28A.320.124

- a. Current Program Policy in Place, **RCW 28A.320.124 (2)(b)** and included in EOP
- b. Current Training in mandated 13 Topics, **RCW 28A.320.124 (2)(e)**
- c. Annual review of MOU/MOA, **RCW 28A.320.124 (2)**
- d. Include relevant stakeholders in the annual review process, **RCW 28A.320.124 (2)**
- e. Anonymous Reporting/Tip Line/Website Link
- f. Access Control
- g. Visitor Management System
- h. Arrival and Dismissal
- i. Searches
 - i. **RCW 28A.600.220** School locker searches—No expectation of privacy.
 - ii. **RCW 28A.600.230** School locker searches—Authorization—Limitations
 - iii. **RCW 28A.600.240** School locker searched—Notice and reasonable suspicions requirements.
- j. Prohibited Items, **RCW 28A.600.420**—Firearms on school premises, transportation, or facilities—Penalty—Exemptions.
 - i. **RCW 28A.320.130** Weapons incidents—Reporting.

- ii. **RCW 9.41.280** Possessing dangerous weapons on school facilities—Penalty—Exceptions.
 - iii. **RCW 9.91.160** Personal protection spray devices
 - iv. **RCW 9.61.160** Threats to bomb or injure property—Penalty.
- k. CPTED
 - i. Natural Surveillance
 - ii. Natural Access Control
 - iii. Territoriality Reinforcement
 - iv. Management and Maintenance
 - v. Policies, procedures and best practices for external partners and student interaction, for example, CPS/DCYF/LE/Juvenile court
 - vi. Juvenile Sex Offenders in Schools
 - 1. Registration of sex offenders and kidnapping offenders, **RCW 9A.44.130**
 - 2. Notification of discharge, parole, leave, release, transfer or escape—To whom given and School attendance, **RCW 13.40.215**
 - vii. Tobacco, Alcohol, Drugs
 - 1. Prohibition on use of tobacco products on school property, **RCW 28A.210.310**
 - 2. Violations and additional penalty, **RCW 69.50.435**
 - 3. Marijuana, **RCW 69.50.445**
- 6. **Recognition and Response to Emotional or Behavioral Distress, RCW 28A.320.127 and RCW 28A.320.127(1)**
- 7. **Continuity of Operations Plan, per WAC 180-16-212, to include:**
 - a. Emergency delegation of Authority and an orderly line of succession
 - b. Academic
 - c. Business/Fiscal Operations
 - d. Physical Sites
 - e. Facility Restoration
 - f. Volunteer/Donation Management
 - g. Emergency Supplies:
 - 1. In Classroom, during an emergency
 - 2. During reunification, offsite
 - h. 7.8 Retrieval of student belongings
- 8. **Prohibition of HIB + Hazing, RCW 28A.600.477 and WAC 392-405-020**
 - a. Compliance Officer, **RCW 28A.600.477 (1)(c)**
 - b. Compliance Officer, annual training, required **RCW 28A.600.477 (1)(c)**
 - c. Compliance Officer, collection of required investigation reports, **RCW 28A.600.477 (1)(c)**
 - d. Annual Update of Information to OSPI on HIB Program and implementation, **RCW 28A.600.477 (1)(c)**, and included as a component of emergency operations plan.
 - e. **RCW 9.61.260** Cyberstalking

- f. **RCW 9A.46** Harassment
 - g. **RCW 9A.36.078** Hate crime offenses
 - h. **RCW 28A.600.480** Reporting of harassment, intimidation, or bullying—Retaliation prohibited—Immunity.
 - i. **RCW 288.10.900**, “Hazing,” defined
- 9. School Based Threat Assessment Program, RCW 28A.320.123**
- a. Definitions. (including threat) **RCW 9A.04.110**
 - b. Notice and disclosure policies—Threats of violence—Student conduct—Immunity for good faith notice—Penalty. **RCW 28A.320.128**
 - c. Notification to designated recipient of adjudication or conviction—Information exempt from disclosure, **RCW 13.04.155**
- 10. Public Health, Medical and Mental Health**
- a. Outbreaks
 - b. Information Sharing
 - c. Medical Staff Roles and Training
 - d. Resource Management (Community Partners listed and what resources provided)
- 11. Gang activity in Schools**
- a. Suspension or expulsion, **RCW 28A.600.455**
 - b. Criminal gang intimidation, **RCW 9A.46.120**
 - c. Definitions **RCW 9.94A.030** (criminal street gangs, gang membership, gang related offenses)
 - d. Intervention
- 12. Recovery: Promote Coping and Support Resiliency**
- a. Psychological/Emotional
 - b. Memorials
 - c. Counseling
- 13. Consider planning for any of the following that may be applicable to your location to include,**
- a. **Naturally occurring events/hazards:**
 - 1. Wildfire, **Earthquakes**, Severe Wind, Winter Storms, Flood/Flash Flood
 - b. **Technological Hazards:**
 - 1. HAZMAT, Railroads, Power/Water Failure, Fire
 - c. **Biologic Hazards:**
 - 1. Infectious Disease, Contaminated food outbreaks, toxic materials present in school
 - d. **Adversarial/Incidental/Human caused events:**
 - 1. Fire, Active Intruders, Criminal Threats or Actions, Bomb Threats, Suicide, HIB, Trafficking, Mental Health Crisis, Cyber Attacks, Domestic Violence, Terrorism, Gang Violent

FAMILY REUNIFICATION HANDOUT

Location Possibilities:

City Hall- West Lawn area

Gess Elementary

Jenkins JR/SR High

Family Reunification

Circumstances may occur that require parent/guardians to pick up their children in a formalized, controlled release. This process of controlled release is called a family reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. Mary Walker School District has adopted a protocol that makes this process more predictable and less chaotic for all involved and best guarantees the safety of your child. Depending on the nature of the event, reunification may occur at a secondary location.

Notification

Parents/guardians may be notified in a few ways. You may receive a message from a broadcast phone, text message system, or school messenger. In some cases, older children with cell phones may be asked to send a text message to their parents/guardians, such as: "I am OK, please wait for further instructions on how and where to pick me up and do not call me back as we have to keep the phone lines open." If your child is to be picked up at an alternate location, the message will include information on where to go and what procedures to follow.

Parent/Guardian Expectations

If a parent/guardian is notified that a controlled release and reunification is needed, there are some expectations that parents/guardians should be aware of. **First, bring identification.** That will streamline things during the reunification process. **Second, do not pick up your child without checking in.** Reunification is a process that both protects the safety of the child and provides for an accountable change of custody from CSD to a recognized custodial parent/guardian.

What if a Parent/Guardian Can't Pick-Up Their Child?

When a parent/guardian can't immediately go to the reunification site, children will only be released to individuals previously identified as a child's emergency contact. Otherwise, CSD will hold children until legal parents/guardians can pick up their child.

What if the Child Drove to the Facility?

There may be instances where an older child may not be allowed to remove a vehicle from the parking lot. In this case, parents/guardians are advised to recover the child.

How it Works

For children, the organization asks that they be orderly and quiet while waiting. Older children may be asked to text a message to their parents/guardians. Children are also asked not to send other text messages either in or out of the reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians, there are a couple of steps. If a parent/guardian is driving to the facility, greater awareness of traffic and emergency vehicles is advised. Parents/guardians should park where indicated and not abandon vehicles. Parents/guardians are asked to go to the "Parent/Guardian Check In Area" and form lines based on the first letter of their child's last name. While in line, parents/guardians are asked to fill out a reunification card.

This card is separated into two halves and will be separated during the process. Some of the same information is repeated on both the top and bottom of the card. Parents/guardians are asked to complete all parts of the card as directed. In the case of multiple children being reunified, a separate card for each child needs to be completed. When reunification with their child(ren) has been completed, the parent/guardian will return their portion of the card(s) for processing by reunification staff.

Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated, and the bottom half given back to the parent/guardian. From the "Check-In-Area" parents/guardians are directed to the "Reunification Area." There, an escort will take the bottom half of the card and take it to the "Children's Safe Area" to recover the child(ren). Parents/guardians should be aware that in some cases, especially if they do not have an ID, they may be asked to provide further information before they can be reunified with their child.

Interviews and Counseling

In some cases, parents/guardians may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, they may be pulled aside for emergency or medical information. At any point, parents/guardians in need of counseling should alert reunification staff and they will be taken to the Counseling Area to receive assistance.

FAMILY REUNIFICATION CARD

(PLEASE PRINT CLEARLY AND HAVE PHOTO ID OUT AND READY)

Reunification Process

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your child back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information below on this card in the Parent/Guardian boxes.
2. Prepare identification.
3. Select the check-in line based on your child's last name.
4. After check-in, staff will split this card, and an escort will be sent to recover your child. Please step over to the designated Reunification Area.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at staff. We'll get through this as quickly as possible.

Parent/Guardian Reunification Information

Child's Name	Child's Cell Phone #	Child's Age	Child's Birthdate

Parent/Guardian Name	Parent/Guardian Phone #	Photo ID Matches Name (Y/N)	Parent/Guardian Signature



Parent/Guardian Sign Off

I have read and understand these instructions.

Print Your Name Below	Today's Date	Signature

Print Your Child's Name Again Below	Child's Age	Child's Birthdate

Reunification Staff Completes Upon Release of Child

Time	Date	Initials	Other

CHILD ACCOUNTABILITY ROSTER

Child's Name	Room #	DOB	Parent/Guardian Name	ID Provided Y/N	Child Released
Family Reunification Staff Member:			Name:	Date	

EXPENSE TRACKING FORM

[illegible]

ACTIVITY LOG

(Intended for unit leaders to track and list significant events)

1. Incident Name	2. Operational Period	3. Unit Name	4. Unit Leader	5. Personnel Assigned

Name	ICS Position	Agency

6. Activity Log

[illegible]

IN AN EMERGENCY TAKE ACTION

ACTIVE ASSAILANT: LOCKDOWN, ALERT staff, NOTIFY 911, COUNTER,
EVACUATE, (to be used in any order)

Use situational awareness to determine best response.

Account for staff and students when SAFE.



SECURE!

Get inside. Lock outside doors. Stay inside.

STUDENTS

Return to inside of building
Conduct business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend if situation changes



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for
the hazard:

Hazard

Tornado

Hazmat

Earthquake

Tsunami

Safety Strategy

Evacuate
to shelter area

Seal the room

Drop, cover and hold

Get to high ground

ADULTS

Lead the safety strategy
Account for students and adults
Notify if missing, extra or injured students
or adults

BOMB or ACTIVE THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb or active threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb or Active Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb or active threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb or active threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov



**Homeland
Security**

2014

BOMB or ACTIVE THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

(For BOMB Threat) Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

(THREAT) Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
Female	Animal noises	Incoherent
Male	House noises	Message read
Accent	Kitchen noises	Taped message
Angry	Street noises	Irrational
Calm	Booth	Profane
Clearing throat	PA system	Well-spoken
Coughing	Conversation	
Cracking voice	Music	
Crying	Motor	
Deep	Clear	
Deep breathing	Static	
Disguised	Office machinery	
Distinct	Factory machinery	
Excited	Local	
Laughter	Long Distance	
Lisp		
Loud	Other Information:	
Nasal		
Normal		
Ragged		
Rapid		
Raspy		
Slow		
Slurred		
Soft		
Stutter		

LOCKDOWN- CSD #36



You are empowered **and** have the authority to:

- **Say** "LOCKDOWN, LOCKDOWN, LOCKDOWN, Locks, Lights and Out of Sight."
- Lock ALL classroom and office doors. Turn off the LIGHTS, move out of line of sight of the corridor window(s).
- **Call 9-1-1**
- **Activate** ~~Emergency Alarm~~
- **Anticipated First Responder:** Law Enforcement

LOCKDOWN is utilized to protect staff and students using the security of the locked classroom or office location, IF a threat is INSIDE the building.

REMEMBER: "LOCKDOWN, LOCKS, LIGHTS, OUT of SIGHT."

Situational Awareness: Consider the following

- Close AND Lock doors – consider barricades
- Move away from interior windows
- Reduce room lights
- Move to entry door wall (staying away from the door itself) and spread-out if possible
- Silence all phones
- *Do Not* pull the Fire Alarm
- **Stay out-of-sight and ALL remain as quiet as possible**

Staff/Student/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> • Students/staff move to safe locations • Staff without students assist in classrooms as needed (when safe) • Promote/maintain a calm atmosphere • Provide first-aid care for injured • Account for students and staff – <i>report</i> missing or extra students and staff to the office. • Increase situational awareness and listen for changes in alert status or required protection. • Lockdown - Do not open doors until authorized by law enforcement or the appropriate authorities. 	<ul style="list-style-type: none"> • Initiate lockdown (if not already done) • Students/staff move to safe locations • Verify 9-1-1 has been notified • Notify District Office (ensure on-going updates are provided) • Provide medications through trained staff • Account for and locate all missing student/staff • Prepare for evacuation and reunification – may be off-site. Prepare for parent pick up process. • As available, provide further instructions to staff • Prepare for mental health needs • Document injuries, damaged property, and incident events • Debrief with staff • Learn where injured students are being transported by EMT 	<ul style="list-style-type: none"> • Initiate Incident Command System • Notify other district buildings, and board chair • Notify Transportation Dept. • Maintain ongoing communication with 9-1-1 dispatch • Identify location(s) for reunification (Civic Center, other schools, or Old MS with Transportation • Begin reunification procedures and neighborhood bus canvassing • Begin social media notifications/instructions to parents • Notify neighboring school districts • Coordinate media inquiries • Coordinate post-trauma counseling assistance • Determine if/how long for school closure, if applicable • Notify ESD/ClearRisk Solutions • Convene "all-staff" information or planning meeting if necessary • Document incident • Conduct After-Action Review

If the situation develops into an ACTIVE ASSAILANT, initiate LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape



DURING PASSING TIME:

- Proceed to the nearest safe location.
- Begin Lockdown procedures.

BEFORE 1st PERIOD:

- Proceed to nearest safe location.
- Students can shelter outside the building or on a bus if safer than entering the building.
- If a situation develops prior to a bus's arrival, transportation will be notified to proceed to the pre-arranged staging area and await instructions.
- If a situation develops during the arrival of a bus, the bus driver will gather any child onto the bus who may have just exited and immediately drive to the pre-arranged or safe area.

DURING CLASS:

- Lock all doors.
- Close, lock and cover all windows and glass panels.
- Move to entry-door wall (staying away from the door itself) and spread out if possible.
- Reduce room lights and **everyone** needs to be quiet: DON'T speak – use sign language (finger to lips to be quiet, etc.).
- Maintain a calm atmosphere and provide for the emotional needs of your students.
- **Lockdown:** Do not open doors until instructed by authorities, law enforcement.
- Report any unusual situations immediately to the building Administrator.

MEAL/ASSEMBLY TIME:

- Proceed to nearest safe location.
- If in transit to/from cafeteria and/or "commons" area, Lockdown in any secureable location.

OUTSIDE - P.E. - RECESS:

- Staff shall be contacted with information by portable radio, cell phone, lockdown alarm, or blue flashing exterior lights.
- Proceed to a safe public location, and stay away from campus until given the all clear.
- Do not return to a building under LOCKDOWN.

AFTER DISMISSAL:

- Those outside the building should leave the campus and seek shelter.
- If a situation develops during bus loading, the bus driver will load students waiting to board that and immediately drive to the pre-arranged or safe area.

STAFF WITHOUT STUDENTS:

- Immediately enter any lockable room and quietly await the all clear.
- Staff in the administrative area should quickly go to their building-specific Safe location.

SPORTING – DANCE – PLAYS EVENTS:

- Staff and students will take shelter to the nearest safe location (inside or out).

If the situation develops into an ACTIVE ASSAILANT initiate LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape

SHELTER-IN-PLACE

SHELTER-IN-PLACE is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To "shelter-in-place" means to take immediate shelter where you are and isolate your inside environment from the outside environment. Training should also include spontaneous events such as tornadoes, earthquakes or hazmat.

- ☐ **Call** the office to relay the situational information
- ☐ **Anticipated First Responder:** Fire Department

Staff/Student/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> <input type="checkbox"/> Keep students calm <input type="checkbox"/> Have all students return indoors from outside the building <input type="checkbox"/> Quickly check hallways and interior evacuation routes for blockage(s) and/or threats <input type="checkbox"/> Clos and lock all windows and doors <input type="checkbox"/> Locate "Go-Kit" <input type="checkbox"/> Provide first-aid care for injured <input type="checkbox"/> Account for students and staff (Red/Green cards if evacuated) <input type="checkbox"/> Wait for further instructions from building administration or emergency responders <input type="checkbox"/> Take alternative action if the threat expands to your location. Use common sense, good judgment, and pay attention to your senses. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designate a person to call 911, SRO, & District Office (ensure ongoing updates are provided) <input type="checkbox"/> Provide medications through trained staff <input type="checkbox"/> Account for and locate all missing students/staff <input type="checkbox"/> If safe to do so, check designated areas of the school to ensure no students and staff are in the hallways, bathrooms, gyms, etc. <input type="checkbox"/> Assume your role in Incident Command System <input type="checkbox"/> Notify staff of changes in the situation as they occur and it is safe to do so <input type="checkbox"/> Notify staff of the "all clear" signal, when appropriate <input type="checkbox"/> Prepare for mental health needs <input type="checkbox"/> Document injuries, damaged property, and incident events <input type="checkbox"/> Obtain First-Aid Kit and AED <input type="checkbox"/> Wait for further instructions from superintendent or designee <input type="checkbox"/> Conduct After-Incident Review 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate Incident Command System <input type="checkbox"/> Notify other district buildings, and board chair <input type="checkbox"/> Maintain ongoing communication with 9-1-1 dispatch <input type="checkbox"/> Notify Transportation Dept. <input type="checkbox"/> Identify location(s) for reunification <input type="checkbox"/> Begin social media notifications/ instructions to parents <input type="checkbox"/> Coordinate post-trauma counseling assistance as needed <input type="checkbox"/> Determine if/how long for school closure <input type="checkbox"/> Notify ESD/ClearRisk Solutions <input type="checkbox"/> Convene "all-staff" information or planning meeting if necessary <input type="checkbox"/> Document incident <input type="checkbox"/> Conduct After-Action Review

EARTHQUAKE/EXTREME WEATHER: Driving

You are empowered **and** have the authority to:

- **Call 9-1-1** as necessary to notify of injury and/or unsafe road conditions
- **Anticipated Responder:** Fire Department

Staff/Students/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> • Keep students as calm as possible • Safely stop the vehicle off the roadway as quickly as possible • Activate 4-way emergency flashers <u>and</u> turn-on headlights • Instruct occupants to remain in the vehicle. If not in a safe location move away from the vehicle while staying out of the road and away from traffic to a safe area • Always be observant of moving traffic • Account for students and staff – <i>report</i> missing or extra students and staff to the office. • Stay away from power poles and downed electrical lines (minimum of 30 feet) and consider all powerlines to be "hot" • Provide first-aid care for injured • Provide medications through trained staff • Notify your building administrator of location and status • Prepare for "after-shocks" • Move to assigned reunification location being cautious and watch for signs of unsafe and/or impassable road conditions, such as: <ol style="list-style-type: none"> 1. Buckles in roadway 2. Trees across roadway 3. Bridges and roadways which are damaged and/or missing 4. Other vehicles, people, or debris in roadway 5. DO NOT drive across a road overcome by water 	<ul style="list-style-type: none"> • Notify District Office of those students/staff traveling (ensure on-going updates are provided) • Account for and locate all missing students/staff • Plan and coordinate return of staff/students • Prepare for mental health needs • Document injuries, damaged property, and incident events • Wait for further instructions from superintendent or designee 	<ul style="list-style-type: none"> • Initiate Incident Command System • Notify other district buildings, and board chair • Deny reentry into building(s) (upon return to district) • Notify Transportation Dept. • Identify selected location(s) for reunification • Begin social media notifications/instructions to parents • Begin reunification procedures • Notify neighboring school districts • Coordinate media inquiries • Coordinate post-trauma counseling assistance as needed • Notify ESD/ClearRisk Solutions • Determine if/how long for school closure • Convene "all-staff" information or planning meeting if necessary • Document incident: Injuries, property damage, etc. • Conduct After-Action Review

EARTHQUAKE/EXTREME WEATHER

You are empowered **and** have the authority to:

- **Drop** to the floor
- **Cover** your head and face: Get under a sturdy table, desk, or other substantial furniture if indoors and away from glass windows or walls if high wind warning or tornado
- **Hold** on to your cover until the motion stops
- **CALL 9-1-1**, if necessary
- **Anticipated First Responder:** Fire Department

NOTE: Procedures differ while driving (see next page)

Staff/Student/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> • Keep students as calm as possible • Quickly check hallways and interior evacuation routes for blockage(s) and/or threats <i>prior</i> to student movement • Obtain "Go-Kit" • If safe, allow students to quickly prepare for extreme weather conditions • Stay away from downed electrical lines (minimum of 30 feet) and power poles if outdoors: consider all powerlines to be "hot" • Move to evacuation location being cautious of debris <i>and</i> falling objects from above (inside and/or outside of building) - assist or guide those in need • Deny reentry into building(s) until directed to do so • Provide first-aid care for injured • Account for students and staff – <i>report</i> missing or extra students and staff to the office. (Red/Green cards if evacuated) • Prepare for "after-shocks" • Prepare for reunification • Wait for further instructions from building administration 	<ul style="list-style-type: none"> • Verify evacuation site is safe and promote prompt and safe evacuation • Call 9-1-1, if necessary • Obtain First-Aid Kit, AED, and necessary medications to take to the evacuation site • Notify District Office (ensure on-going updates are provided) • If safe, verify the building has been cleared, including restrooms/common areas, of students/staff <u>or</u> notify the Fire Department to complete • Provide medications through trained staff • Account for and locate all missing students/staff • Prepare for mental health needs • Document injuries, damaged property, and incident events • Wait for further instructions from superintendent or designee • Debrief with staff 	<ul style="list-style-type: none"> • Initiate Incident Command System • Verify 9-1-1 has been notified • Notify other district buildings, and board chair • Deny reentry into building(s) • Notify Transportation Dept. • Maintain ongoing communication with 9-1-1 dispatch • Identify location(s) for reunification • Begin reunification procedures • Begin social media notifications/instructions to parents • Notify neighboring school districts • Coordinate media inquiries • Coordinate post-trauma counseling assistance as needed • Notify ClearRisk Solutions and discuss licensed structural engineer to exam structure(s) for safe occupancy – • Allow building reentry only after inspection(s) and released for safe occupancy • Determine if/how long for school closure • Notify ESD • Convene "all-staff" information or planning meeting if necessary • Document incident: Injuries, property damage etc. • Conduct After-Action Review

SECURE the CLASSROOM



You are empowered and have the authority to:

- ☐ **Say:** "SECURE the CLASSROOM, SECURE the CLASSROOM, SECURE the CLASSROOM"
- ☐ **Call 9-1-1 ONLY IF NEEDED**
- ☐ **Announce** continued updates regarding the threat
- ☐ **Move to "Lockdown"** procedures if necessary
- ☐ **Anticipated First Responder:** Law Enforcement

Staff/Students/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> <input type="checkbox"/> Instruct all students/staff outside of building(s) to move inside the nearest school building immediately <input type="checkbox"/> Keep students calm <input type="checkbox"/> Cancel all outdoor activities and movement between buildings <input type="checkbox"/> Lock <u>interior</u> room doors, windows and close blinds <input type="checkbox"/> <u>Do not</u> cover interior (hallway) window(s) <input type="checkbox"/> Limit interior movement of students: Staff MUST escort or be visible during student's interior movements (bathroom, lunches, class passing periods, etc.) <input type="checkbox"/> Account for students and staff – report missing or extra students and staff to the office. Use CSD Emergency email. <input type="checkbox"/> Provide medications as necessary <input type="checkbox"/> Provide first-aid care for injured <input type="checkbox"/> Continue instruction, if deemed safe to do so <input type="checkbox"/> Prepare for reunification if necessary <input type="checkbox"/> Wait for further instructions from building Administration 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate "Secure the CLASSROOM" <input type="checkbox"/> Verify all students/staff are inside building(s) <input type="checkbox"/> Lock all interior doors and windows, VERIFY <input type="checkbox"/> Verify 9-1-1 has been notified (if not received from law enforcement) <input type="checkbox"/> Notify District Office (ensure ongoing updates are provided) <input type="checkbox"/> Position staff at doors to deny inappropriate entry or exit (place in safe location) <input type="checkbox"/> Post closure notices on exterior doors or windows of building (from inside) <input type="checkbox"/> Account for and locate all missing student/staff <input type="checkbox"/> Cancel large assemblies if necessary <input type="checkbox"/> Provide on-going information to staff <input type="checkbox"/> Delay student release as necessary <input type="checkbox"/> Prepare for mental health needs <input type="checkbox"/> Document injuries, damaged property, and incident events <input type="checkbox"/> Wait for further instructions from Superintendent or designee 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate Incident Command System as appropriate <input type="checkbox"/> Notify other District Buildings, and board chair <input type="checkbox"/> Notify Transportation Dept. if necessary <input type="checkbox"/> Identify selected location(s) for Reunification if necessary <input type="checkbox"/> Maintain ongoing communication with 9-1-1 dispatch. <input type="checkbox"/> Begin Social Media notifications/ instructions to parents <input type="checkbox"/> Release building to normal operations once Law Enforcement/School Officials have declared it safe to do so <input type="checkbox"/> Maintain on-going communication with District Building(s) <input type="checkbox"/> Coordinate Media inquiries <input type="checkbox"/> Convene "all-staff" information or planning meeting if necessary <input type="checkbox"/> Document Incident <input type="checkbox"/> Conduct After-Action review

*REMEMBER:

Secure is used when there is a possible threat but no active threat.

SECURE the BUILDING*

You are empowered **and** have the authority to:

- **Say:** "SECURE the BUILDING, SECURE the BUILDING, SECURE the BUILDING location and details of threat" OR "SECURE and TEACH"
- **Call 9-1-1**
- **Announce** continued updates regarding the threat (identification and location)
- **Move to "Lockdown"** procedures if necessary
- **Anticipated First Responder:** Law Enforcement

Staff/Students/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> • Instruct all students/staff outside of building(s) to move inside the nearest school building immediately • Keep students calm • Cancel all outdoor activities and movement between buildings • Lock <u>exterior</u> room doors, windows and close blinds • <u>Do not</u> cover <i>interior</i> (hallway) window(s) • Limit interior movement of students: Staff to escort or be visible during student's interior movements (bathroom, lunches, class passing periods, etc.) • Account for students and staff – <i>report</i> missing or extra students and staff to the office. • Provide medications as necessary • Provide first-aid care for injured • <i>Continue instruction, if deemed safe to do so</i> • Prepare for reunification if necessary • Wait for further instructions from building Administration 	<ul style="list-style-type: none"> • Initiate "Secure the Building" (if not already done) • Verify all students/staff are inside building(s) • Lock all exterior doors and windows, VERIFY • Verify 9-1-1 has been notified (if not received from law enforcement) • Notify District Office (ensure on-going updates are provided) • Position staff at doors to deny inappropriate entry <i>or</i> exit (place in safe location) • Post closure notices on exterior doors or windows of building (<i>from inside</i>) • Account for and locate all missing student/staff • Cancel large assemblies if necessary • Provide on-going information to staff • Delay student release as necessary • Prepare for mental health needs • Document injuries, damaged property, and incident events • Wait for further instructions from Superintendent or designee 	<ul style="list-style-type: none"> • Initiate Incident Command System as appropriate • Notify other District Buildings, and board chair • Notify Transportation Dept. if necessary • Identify selected location(s) for Reunification if necessary • Maintain ongoing communication with 9-1-1 dispatch. • Begin Social Media notifications/instructions to parents • Release building to normal operations once Law Enforcement/School Officials have declared it safe to do so • Maintain on-going communication with District Building(s) • Coordinate Media inquiries • Convene "all-staff" information or planning meeting if necessary • Document Incident • Conduct After-Action review

*REMEMBER:

Secure is used when the threat is in the community and NOT inside the building.

FAMILY REUNIFICATION HANDOUT

Location Possibilities:

City Hall- West Lawn area

Gess Elementary

Jenkins JR/SR High

Family Reunification

Circumstances may occur that require parent/guardians to pick up their children in a formalized, controlled release. This process of controlled release is called a family reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. Mary Walker School District has adopted a protocol that makes this process more predictable and less chaotic for all involved and best guarantees the safety of your child. Depending on the nature of the event, reunification may occur at a secondary location.

Notification

Parents/guardians may be notified in a number of ways. You may receive a message from a broadcast phone, text message system, or school messenger. In some cases, older children with cell phones may be asked to send a text message to their parents/guardians, such as: "I am OK, please wait for further instructions on how and where to pick me up and do not call me back as we have to keep the phone lines open." If your child is to be picked up at an alternate location, the message will include information on where to go and what procedures to follow.

Parent/Guardian Expectations

If a parent/guardian is notified that a controlled release and reunification is needed, there are some expectations that parents/guardians should be aware of. **First, bring identification.** That will streamline things during the reunification process. **Second, do not pick up your child without checking in.** Reunification is a process that both protects the safety of the child and provides for an accountable change of custody from CSD to a recognized custodial parent/guardian.

What if a Parent/Guardian Can't Pick-Up Their Child?

When a parent/guardian can't immediately go to the reunification site, children will only be released to individuals previously identified as a child's emergency contact. Otherwise, CSD will hold children until legal parents/guardians can pick up their child.

What if the Child Drove to the Facility?

There may be instances where an older child may not be allowed to remove a vehicle from the parking lot. In this case, parents/guardians are advised to recover the child.

How it Works

For children, the organization asks that they be orderly and quiet while waiting. Older children may be asked to text a message to their parents/guardians. Children are also asked not to send other text messages either in or out of the reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents/guardians, there are a couple of steps. If a parent/guardian is driving to the facility, greater awareness of traffic and emergency vehicles is advised. Parent/guardians should park where indicated and not abandon vehicles. Parents/guardians are asked to go to the "Parent/Guardian Check In Area" and form lines based on the first letter of their child's last name. While in line, parents/guardians are asked to fill out a reunification card.

This card is separated into two halves and will be separated during the process. Some of the same information is repeated on both the top and bottom of the card. Parents/guardians are asked to complete all parts of the card as directed. In the case of multiple children being reunified, a separate card for each child needs to be completed. When reunification with their child(ren) has been completed, the parent/guardian will return their portion of the card(s) for processing by reunification staff.

Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent/guardian. From the "Check-In-Area" parents/guardians are directed to the "Reunification Area." There, an escort will take the bottom half of the card and take it to the "Children's Safe Area" to recover the child(ren). Parents/guardians should be aware that in some cases, especially if they do not have an ID, they may be asked to provide further information before they can be reunified with their child.

Interviews and Counseling

In some cases, parents/guardians may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, they may be pulled aside for emergency or medical information. At any point, parents/guardians in need of counseling should alert reunification staff and they will be taken to the Counseling Area to receive assistance.

FAMILY REUNIFICATION CARD

(PLEASE PRINT CLEARLY AND HAVE PHOTO ID OUT AND READY)

Reunification Process

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your child back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information below on this card in the Parent/Guardian boxes.
2. Prepare identification.
3. Select the check-in line based on your child's last name.
4. After check-in, staff will split this card and an escort will be sent to recover your child. Please step over to the designated Reunification Area.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at staff. We'll get through this as quickly as possible.

Parent/Guardian Reunification Information

Child's Name	Child's Cell Phone #	Child's Age	Child's Birthdate

Parent/Guardian Name	Parent/Guardian Phone #	Photo ID Matches Name (Y/N)	Parent/Guardian Signature



Parent/Guardian Sign Off

I have read and understand these instructions.

Print Your Name Below	Today's Date	Signature

Print Your Child's Name Again Below	Child's Age	Child's Birthdate

Reunification Staff Completes Upon Release of Child

Time	Date	Initials	Other

CHILD ACCOUNTABILITY ROSTER

[illegible]

EXPENSE TRACKING FORM

[illegible]

ACTIVE ASSAILANT-LANCE* CSD

If confronted by an armed and active assailant, you are empowered **and** have the authority to:

- **Say** "LOCKDOWN, LOCKDOWN, LOCKDOWN +location and details of threat"
- **Call 9-1-1**
- **Announce** continued updates regarding the threat (identification/location of individual)
- **Call** the office to relay the situation information
- **Activate** ~~Alarm~~ **Alarm**
- **Anticipated First Responder:** Law Enforcement



LANCE: USE IN ANY ORDER NECESSARY!

*Lockdown – Life Safety
ALERT -- Internal Staff
Notify – Call 9-1-1
Counter – Engage/Defend
Evacuate/Escape – If Safe*

Situational Awareness: Consider the Following

- **Close AND Lock doors** – consider barricades, **OR EVACUATE** if safe to do so
- **Turn off lights**
- **Out of sight of interior windows**
- **Move to entry door wall** (staying away from the door itself) and spread-out
- **Prepare to Counter** (defend/engage) the assailant in door is breached
- **Silence all phones**
- **Do Not** pull the Fire Alarm
- **Stay out-of-sight** and remain as quiet as possible
- **DO NOT** leave safe location until released by authorities
- **Account for students and staff** when safe to do so

Staff/Student/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> • LANCE actions • Students/staff move to safe locations/outdoor rally points • Staff without students assist in classrooms as needed (when safe) • Promote/maintain a calm atmosphere • Provide first-aid care for injured • Account for students and staff – report missing or extra students and staff to the office. (email) • Prepare for evacuation and reunification • Lockdown - Do not open doors until released by law enforcement • Evacuate/Escape - remain in safe location until released by law enforcement 	<ul style="list-style-type: none"> • Initiate lockdown (if not already done) • Students/staff move to safe locations • Verify 9-1-1 has been notified • Notify District Office (ensure on-going updates are provided) • Provide medications through trained staff • Prepare for evacuation and reunification – may be off-site • As available, provide further instructions to staff • Prepare for mental health needs • Document injuries, damaged property, and incident events • Account for and locate all missing student/staff • Prepare for reunification. 	<ul style="list-style-type: none"> • Initiate Incident Command System • Notify other district buildings, and board chair • Notify Transportation Dept. • Maintain ongoing communication with 9-1-1 dispatch • Identify selected location(s) for reunification • Notify ESD Regional Safety Center Team for additional support, if necessary. • Begin reunification procedures and neighborhood bus canvassing • Begin social media notifications/instructions to parents • Notify neighboring school districts • Coordinate media inquiries • Coordinate post-trauma counseling assistance • Determine if/how long for school closure • Notify ClearRisk Solutions • Convene "all-staff" information or planning meeting if necessary • Document incident • Conduct After-Action Review

DURING PASSING TIME:

- Proceed to the nearest safe location.
- Begin Lockdown or escape procedures (LANCE).

BEFORE 1st PERIOD:

- Proceed to nearest safe location.
- Students can seek shelter outside the building or on a bus if safer than entering the building.
- If a situation develops prior to a bus's arrival, transportation will be notified to proceed to the pre-arranged staging area and await instructions.
- If a situation develops during a bus arrival, the bus driver will depart with the students on the bus and drive to the pre-arranged or safe area.
- Students who have already exited the bus should evacuate and seek safety at a designated safe location.



DURING CLASS:

- Lock all doors. Barricade!
- Close, lock and cover all windows and glass panels.
- Move to entry-door wall (staying away from the door itself) and spread out if possible.
- Reduce room lights and **everyone** needs to be quiet: DON'T speak – use sign language (finger to lips to be quiet, etc.).
- Maintain a calm atmosphere and provide for the emotional needs of your students.
- **Lockdown:** Do not open doors until released by law enforcement.
- **Evacuate/Escape:** remain in safe location until instructed by officials, superintendent or designee. School bus canvassing will occur in close neighborhoods and be a safe refuge location.
- Report any unusual situations immediately to the building Administrator.

MEAL/ASSEMBLY TIME:

- Proceed to nearest safe location.
- If in transit to/from cafeteria and/or "commons" area, Lockdown in any available room or evacuate.

OUTSIDE - P.E. - RECESS: ~~Dismissal~~

- Staff shall be notified (by cell phone, portable radio, lockdown alarm, blue flashing lights).
- Proceed to a safe public location, and stay away from campus until released by authorities.
- School bus canvassing will occur in close neighborhoods and be a safe refuge location.

AFTER DISMISSAL:

- Those outside the building should leave the campus and seek shelter.
- If a situation develops during bus loading, the bus driver will leave immediately and drive to the pre-arranged or safe area.

STAFF WITHOUT STUDENTS:

- Immediately enter any lockable room and quietly await the all clear or Evacuate.
- Staff in the administrative area should quickly go to their building-specific Safe location.

SPORTING – DANCE – PLAYS EVENTS:

- Staff and students will take shelter to the nearest safe location (inside or out).

LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape

Death of a Student/Staff Member*

You are empowered **and** have the authority to:

- **Say:** "SECURE in classrooms, CLEAR the hallways. SECURE in classrooms, CLEAR the hallways. SECURE in classrooms. Remain in classrooms until further notice."
- **Call 9-1-1**
- Email updates to staff, to help alleviate stress and fear
- **Move to "Lockdown"** procedures if necessary
- **Anticipated First Responder:** Law Enforcement, EMS

Staff/Students/Volunteer	Principal/Designee	Superintendent/Designee
<ul style="list-style-type: none"> • Instruct all students/staff outside of building(s) to gather at a specified location, or within the nearest classroom. • Keep students calm • Cancel all outdoor activities and movement between buildings • On interior windows, close blinds if necessary to conceal activity in hallway • Limit interior movement of students: Staff to escort or be visible during student's interior movements (bathroom, lunches, class passing periods, etc.) • Account for students and staff – <i>report</i> missing or extra students and staff to the office. • Provide medications as necessary • <i>Continue instruction, if deemed safe and appropriate to do so</i> • Prepare for reunification if necessary • Wait for further instructions from building Administration 	<ul style="list-style-type: none"> • Initiate "Secure within Classrooms" (if not already done) • Verify all students/staff are inside building(s) • Verify 9-1-1 has been notified (if not received from law enforcement) • Notify District Office (ensure on-going updates are provided) • Position staff at doors or locations to deny inappropriate entry <i>or</i> exit (place in safe location) • Post closure notices on exterior doors or windows of building (<i>from inside</i>) • Account for and locate all missing student/staff • Cancel large assemblies if necessary • Provide on-going information to staff • Delay student release as necessary • Prepare for mental health needs • Document injuries, damaged property, and incident events • Wait for further instructions from Superintendent or designee 	<ul style="list-style-type: none"> • Initiate Incident Command System as appropriate • Notify other District Buildings, and board chair • Notify Transportation Dept. if necessary • Identify selected location(s) for Reunification if necessary • Maintain ongoing communication with 9-1-1 dispatch. • Begin Social Media notifications/instructions to parents • Release building to normal operations once Law Enforcement/School Officials have declared it safe to do so • Maintain on-going communication with District Building(s) • Coordinate Media inquiries • Convene "all-staff" information or planning meeting if necessary • Document Incident • Conduct After-Action review

***REMEMBER:** Secure can be used to clear the hallways, if necessary.

If the loss of life occurs outside of school hours, be prepared/determine the need for psychological first aid. If applicable, initiate the district Crisis Response Team.

Communications planning...

Recovery and Psychological Healing Procedures

1. Purpose:

These procedures have been developed to provide an emotional catharsis to staff and students impacted by an emergency event, death of employee, or death of a student whether on or off the job, at school or home, or within their community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist staff, students and their families in the healing process. Depending on the type of event, the healing process can be short or last for an extensive amount of time. These traumatic events also affect people differently and it is important for all staff to watch for others at work and potentially their families and make the notifications to their supervisor/manager.

The NE WA ESD has staff who are trained to provide guidance during a recovery period. There are also additionally trained personnel available through the.....

2. Scope:

The following procedures outline steps to be taken by staff following a trauma, a death of a staff member or student, and/or a major emergency which impact a community. Mental health professionals available through NE WA ESD 101 and/or school communities such as nurses, counselors, or social workers should participate in the development, implementation, and evaluation of the Emergency Operations/Response Plan as it relates to this annex. Additional advice may be sought from outside psychologists, psychiatrists, mental health experts, and trained clergy as appropriate.

3. Responsibilities:

To implement the recovery phase and/or psychological healing processes:

- Staff should undergo training to learn how to recognize signs of trauma.
- A Crisis Response Team (CRT) should be developed and members suitably trained to assist in managing trauma.
- An Incident Command System (ICS) should be initiated to coordinate the different facets of the emergency.
- Coordinate all "press-release" information through the Incident Commander (Unified Command).
- Staff and their family member(s) should be offered tips on how to recognize trauma and the different stages.
- NE WA ESD 101, _____ School District Leadership and external Mental Health, as appropriate, should review and provide input into the plan.

NOTE: An Employee Assistance Program is available to all staff members and their families through.....

Contact Information:

Phone:
Text:
Email:

4. Specialized Procedures:

The following procedures should be implemented by staff when directed by school district leadership or when deemed appropriate by the situation:

Immediately Following a Serious Injury/Death and/or Major Incident;

- Notify staff, especially their "team" members of the situation as soon as possible/reasonable. When possible, this should be done in-person rather than through phone or "Remind" type notifications.
- Convene an all-staff meeting to discuss how the situation, how it is being handled, and what resources are available to them.
- Staff, if able, can share a prepared message, regarding the death of a student within the classroom setting.
- Initiate the Crisis Response Team and designate private rooms for counseling/defusing staff and students as needed; ensure counseling needs are available on individual (one-on-one) or small group (team) basis.
- Encourage Supervisors/Managers to facilitate discussions about the incident with their staff. Openly discuss feelings, fears, and concerns shortly after an incident and be prepared for different reactions from staff and students. Staff and students who appear to be excessively distraught should be referred to the Crisis Response Team/Mental Health professional and then notify the building/district leadership, or designee.
- Designate a location for staff, students, and community members to leave well-wishes messages, flowers, donations, and other items.
- Prepare for large on-site memorials (flowers, candles, cards, signs, etc. as well as gatherings of people).

Hospital/Funeral Arrangements:

In the event of a staff member's death or serious injury, assist the family to the extent they desire with:

- Actual memorial/funeral arrangements, as appropriate.
- Providing information to staff regarding visitation and/or viewing and funeral arrangements (time, location, cultural customs, etc.) as available. If a funeral/memorial service is during normal work hours; determine if staff will be excused to attend and/or maintaining a small contingent to work or employee temporary help, or close the facility for a short period of time.
- Encourage staff to attend the memorial/service in-support of their family and bring closure to the situation.
- Designate a staff member(s) to visit the hospital and/or attend the funeral to represent the school district family.
- If a work-related Hospital In-Patient injury/death immediately notify the NEWESD101 Worker's Compensation/Human Resource Executive Director and notify WA State Labor

& Industries (L&I) immediately, but no later than eight (8) hours of the incident. If school district equipment/vehicle is involved; photograph the area as quickly as possible and leave it in place until L&I determines whether, or not, they will respond to the site of the incident.

In the event of a serious injury or death of a student, assist the family to the extent they desire with:

Post-Incident Procedures:

- Prepare for and allow for changes of normal routines or schedules to address the injury or death; however, recommend staff and students return to their normal routine as soon as possible to continue the recovery/healing process.
- Follow-up with staff and students who receive counseling and refer them to outside Mental Health professionals as needed.
- Donate appropriate memorial items to the family or their desired charity.
- Discuss and consider approving possible memorials with school board members.
- Conduct an "after-action" review to determine how or if the injury/death could have been avoided and implement changes as necessary.
- Review the overall management of the injury/death to determine whether, or not, policy/procedural changes need to be made and implement as necessary.



BUILDING YOUR EMERGENCY/CRISIS MANAGEMENT RESPONSE TEAMS

RESPONSE TO BAD THINGS (RBT) TEAM MEMBERS – The team will be scaled based on the emergency/crisis and the level of response required. Incident Management Team (IMT) is in blue and will manage emergency responses.

- Superintendent- Jason Perrins
- Principals/Directors- Erin Dell, Julie Price, Shawn Anderson, Tom Skok, Eli Holm, Sarah Gregory
- Director of Maintenance- Jason Tapia
- SRO- Alex Lever
- Human Resources- Katy Gaffney
- Communications- Jason Perrins & Administration
- IT- Nick Cook
- Counselors- Renee, Kelly, Vanessa
- Transportation- Wade Hanley
- District Nurse- Kassi Breiter
- Board Member
- Safety Team building Reps- Jacob Lee- Jenkins, TBD- Gess

SUPPORT MEMBERS

Secretaries & Custodians

Legal Counsel- Rockie Hansen

Incident Management Team - Duties and Responsibilities

- Available 24 hours a day to manage emergency/crisis
- Implements Emergency/Crisis Communication Plan
- Directed by Team Coordinator (Superintendent or Principals)
- Interfaces with first responders, government agencies, media, service providers, employees, customers, and other interested relevant stakeholders as needed and per protocol established by Team Leader
- Each Response Team Member will be responsible for updating a Crisis Log

APPENDIX A

TEAM LEADER – Superintendent

Alternate – Principals, SRO

- Decides if Response Team should be activated if there is any uncertainty
- Provides strategic direction to Response Team
- Approves major strategic decisions made by Response Team
- Serves as spokesperson, when appropriate

COMMUNICATIONS- Superintendent

Alternate – Principals, SRO, Secretaries, and Counselors

- Coordinates media inquiries
- Manages media relations
- Monitors media activities
- Set-up media center, if appropriate
- Spokesperson, when appropriate
- Advises Team Coordinator on appropriate spokesperson
- Prepares spokesperson
- Drafts media information including, preliminary statement and Q&As
- Releases statements to the media
- Activates and manages webpage and social media
- Develops communication statements for internal and external stakeholders
- Manages PR consultant, if used
- Coordinates internal communications
- Manager of Response Team Log
- Compiles summary of events and decisions relating to emergency/crisis
- Manages and updates emergency/crisis communications plan annually

HUMAN RESOURCES – Katy Gaffney and Reanna Durham

Alternate – Building Secretaries

- Alerts schools' maintenance and transportation. Contacts employees and families, as appropriate.

APPENDIX A

- Manages personnel files and records, as necessary
- Handles employee concerns and questions
- Coordinates benefit services

FINANCIAL – Erin Dell, Director of Student Services

Alternate – Mara Schnieder, Business Manager

- Provides analysis of financial impact of crisis
- Communicates findings to Superintendent
- Additional communications determined based on crisis
- Provides financial background and impact information for public relations

INFORMATION TECHNOLOGY – Nick Cook

Alternate – Josh Kubik

- Provides initial assessment of IT systems
- Advises on solutions
- Coordinates work with internal staff and external consultants
- Updates status with Team Coordinator
- Compiles summary of events related to crisis

IN HOUSE LEGAL COUNSEL – Rockie Hansen (1-509-448-3572)

Alternate – Superintendent or Board Chair

- Provides initial legal assessment
- Communicates directly to Superintendent and Communications Director
- Direct outside counsel, if hired
- Drafts and implements legal strategy

SECURITY – (SRO) Officer Alex Lever (1-509-936-3882)

Alternate – Principals and Staff

- Coordinates security team and leads emergency plan
- Coordinates with law enforcement

APPENDIX A

- Ensures security of employees and public
- Provides regular updates to Response Team

EMERGENCIES

A. **Fire Drills**

Students shall receive instruction so that in case of fire or sudden emergency they shall be able to leave their particular building in the shortest time possible, or take such other steps as the particular emergency demands, and without confusion or panic. Fire drills shall be held monthly.

The superintendent is directed to develop emergency evacuation procedures for each building.

B. **Earthquakes**

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

The superintendent shall establish guidelines and action taken by building principals should an earthquake occur while school is in session.

C. **Bomb Threats**

The superintendent shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

D. **Emergency School Closure or Evacuation**

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

E. **Pandemic/Epidemic**

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee shall serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, shall ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff shall be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent shall establish procedures for the emergency closure of a building or department.

Management Resources: *Policy News*, October 2006 Pandemic Flu Planning for School
Districts
Policy News, February 1999 Fire drills required monthly

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Chewelah School District #36,
Revised: 01.17.07
Classification: Essential

Emergencies

Fire

Fire and Fire Drills: General Instructions

A. In the event of a fire:

1. Give the fire alarm signal (one long continuous signal).
2. Call and report the fire.
3. Authority to sound the fire alarm system in the event of a real emergency is possessed by any person who discovers the fire.

B. Fire drills

1. Instructions must be given to all students on the FIRST DAY of school in September, each year.
2. A fire drill should be held during the first week of school and monthly.
3. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire drill procedures for the building.

C. Authority to Call Drills

The sounding of a fire alarm for the purpose of a drill is an authority possessed solely by the principal, or someone authorized by him/her.

D. Purpose of Fire Drills

Fire drills are held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of emergency there shall be no hesitation or confusion in leaving the building.

These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation. Therefore:

1. All persons in the building must take part in the fire drill.
2. Every fire alarm should be considered as a warning of an actual fire.

E. Frequency - Fire Drills in Schools

1. Fire drills shall be held as often as necessary to assure rapid and orderly evacuation of the school building. During severe weather, fire drills may be postponed. A record of all fire drills shall be kept on the premises subject to inspection by the fire chief.
2. In schools, fire drills include complete evacuation of all persons from the building.

F. Warning Signals - Fire Drills

The fire warning signal shall be one long continuous signal, whether by bell, siren or horn.

An emergency warning signal, either by whistle or hand siren, should be planned for, and occasionally used, thereby anticipating possible power failure.

G. Responsibilities of Staff

1. Principals shall:
 - a. Be in complete charge of all matters pertaining to organizing and conducting fire drills in the building, and shall be responsible for the efficiency of the drill and all corrective actions or punishments taken for violation of the rules and regulations.
 - b. Be thoroughly familiar with the fire alarm system, all fire fighting equipment, all means of egress, and any special features of the building that might prove dangerous to human life, (storerooms, lunchrooms, attic spaces, ventilators, etc.) or where fire may spread quickly.
 - c. Be responsible for notifying custodians, engineers, and lunchroom staff that in case of an actual fire, the ventilating systems, the oil burners, gas meters, ovens, etc., are shut off.
 - d. Appoint all subordinate officers (see E immediately below) and instruct them in the general plan of the drills and details of their specific duties, such as instruction regarding:
 - i. How to send an alarm to the fire department (including how the fire alarm system operates — both electrical and emergency).
 - ii. How to use all in-school fire-fighting equipment.
 - iii. The importance of quick action to send in a fire alarm signal, and to vacate the building — even if in-school fire-fighting equipment is in use.
 - e. Appoint subordinate officers:
 - i. Searchers - These are teachers assigned to inspect sections of the buildings to make sure that everyone is out. Cloakrooms, lavatories, teachers' room, and all other places frequented by students or teachers must be checked. Searchers shall rejoin their classes as soon as the inspection is completed.
 - ii. Traffic Guards - These are students appointed by the principal to open doors, assist in traffic control, and maintain order.
 - iii. Fire Drill Aides - These are students appointed by either the principal or teachers to assist in any way deemed necessary, and to take the place of teacher searchers in their absence only. They may be used as messengers, or assigned to aid handicapped students or those who are ill or faint.
 - iv. Safety Coordinator - In case of actual fire, during the absence of the principal, it must be clearly understood by the entire staff which person shall be in charge.
2. Teachers shall:
 - a. Be in charge of their respective classes
 - b. Issue all commands relative to participation in the fire drills except as delegated by them to aides.
 - c. Unless assigned as searchers, lead their classes to the designated outside stations.
 - d. Immediately report to the principal, or fire drill aides, if any student is unaccounted for after a visual check of students.

H. Drills on Request

Occasionally, fire department representatives may come to schools and request an immediate fire drill. In general, this is their method of checking upon the quality of the drill program, and principals are expected to cooperate fully, even to the extent of calling a drill at an inconvenient time.

1. Procedures
In case of fire the principal shall:

- a. Sound the alarm.
 - b. Call and identify self to fire department officials, directing them to the location of the fire and give them any necessary special information.
 - c. Make a building search.
 - d. Ensure that teachers and students perform all activities assigned to them during fire drills.
2. During Fire Drills - when the alarm begins:
 - a. Teachers shall lead students to the designated exit.
 - b. Students shall walk briskly (no running), with arm's length spacing, and without talking, laughing, or breaking from the ranks. (No student may leave the line.)
 - c. Students not in the classroom shall join the line of the first group of students met. (The student must not return to the classroom.)
 - d. Teachers shall check roll when assigned area is reached.
 - e. Teachers shall not leave the students gathered at a designated area unless someone is placed in charge.
 - f. Teachers shall notify the principal if any student is missing.
 - g. The principal shall initiate a search for any missing students.
3. After a Fire Drill:
 - a. The principal shall give the all clear signal (a short steady signal).
 - b. Teachers shall lead the students back into the classroom.
 - c. Teachers shall check the roll.
 - d. Students shall not loiter in the halls.
 - e. Teachers shall notify the principal if any student is missing.
 - f. The principal shall initiate a search for any missing students.
4. After a FALSE ALARM the principal shall:
 - a. Notify the fire department of the incident
 - b. Notify school officials of the incident.

Earthquake

The threat of an earthquake in Western Washington is ever-present. As with other unforeseen events, the district must be prepared to care for students and staff until danger subsides.

Each school principal in consultation with staff is required to prepare a plan and conduct an emergency earthquake drill at least twice annually. The building staff is encouraged to contact the district office and the county emergency service department for technical assistance.

A. Preparation

The principal and building staff shall be responsible for conducting an annual inspection of the building early in the school year for the purpose of identifying potential hazards in the event of an earthquake, e.g., securing all bookcases to wall to prevent collapse. Those hazards that cannot be corrected by building level personnel will be corrected by district maintenance personnel as soon as resources permit.

B. Information to Parents

Parents should be advised that:

1. If there is an earthquake while children are on their way to school, they should "duck and cover away from power lines, buildings, and trees." Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.

2. A parent is advised not to remove a child from the school grounds unless they have first checked with school officials. If a parent were to remove a child without checking out, others could be needlessly hurt while searching for a missing child.
3. They should avoid calling the school. The phones if they are functioning may be needed by school staff. Parents of injured children will be notified first. All schools will have trained staff to help injured children until other medical assistance arrives.

Staff members should attempt to account for all students and staff before re-entry, the principal must feel absolutely certain, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe; but no students or staff will be dismissed until procedures have been approved by the superintendent's office if district-wide communications are in operation.

C. General Responsibilities

The principal must become familiar with the alarm system, all means of egress, and any special features of the facility which might endanger human life. Staff should be appointed and instructed in the general earthquake plan. The building administrator should carry out all communications functions, coordinate post-quake building inspections, and signal re-entry when safety is assured.

Teachers shall see that all members of their respective classes take protective action appropriate to their situations; evacuate classes in an orderly and expeditious manner; maintain order; supervise evacuated students; and, insure orderly re-entry when signaled.

Monitors may be appointed from the more mature pupils in each class to assist teachers. Monitors should be assigned to substitute for any teacher who may be injured.

The custodian shall assist in the inspection of the facility, including utility conduits, and shut down mechanical/electrical systems as required. Other staff members shall act as searchers; assist in evacuation and care of injured or disabled individuals; help remove hazardous materials or debris; and, carry out any additional assigned functions.

A. Staff Instructions (During quake)

Staff should maintain control in the following manner:

1. In a classroom students should get under desk or table, face away from window, away from bookshelves and heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly and remain in place until instructed otherwise or until the "all clear" signal is given.
2. In gymnasiums or assembly areas, students should exit such facilities as expeditiously as possible. Individuals should move to designated areas.
3. On a stairway students should move to the interior wall and "duck and cover." (Individuals should evacuate exterior stairs and move to designated areas.)
4. If outdoors, students should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects, and lie down or crouch low to the ground. Staff and students should be aware of encroaching danger that may demand further movement.

B. Staff Instructions (After quake)

The principal and custodian should inspect facilities before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. Responsible student

or staff should be posted to prevent re-entry. Following this evacuation, the principal should:

1. Check for injuries among students and staff. (Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.)
2. Check for fires or fire hazards;
3. Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring. (Do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected.)
4. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as live.)
5. Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately.
6. Do not eat or drink anything from open containers near shattered glass. (Liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists.)
7. Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line. (Unnoticed damage could lead to a fire.)
8. Check closets and storage shelf areas. (Open closet and cupboard doors carefully and watch for objects falling from shelves.)
9. Keep the streets clear for emergency vehicles.
10. Be prepared for "after-shocks".
11. Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested.
12. Plan for student/staff needs during the time that may elapse before assistance arrives. (e.g. four to eight hours.)

Bomb Threats

Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as: exact location of the bomb, time set for detonation, description of the bomb and type of explosive used. Details such as: time of call, exact words used, sex, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted.

A. Evacuation Decision

The principal should notify the district office immediately. The principal should be ready to provide specific information regarding the "threatening call" and indicate if the building(s) will be evacuated and/or searched.

If the principal determines the threat is a hoax, he/she will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.

If the principal determines that the message is a dangerous threat, law enforcement officers and the district office should be contacted. A routine fire drill should be initiated at least 15 minutes prior to the time of possible detonation. Teaching staff should remain with their classes until such time as the danger of explosion is past. Search procedures should be conducted under the direction of law enforcement officers. A written report should be submitted to the superintendent.

B. Search Procedures

Each building should have a volunteer search team composed of staff members. The person most qualified to search buildings or space is the person using the area.

1. How a Search is to be Made

The room to be searched may be divided into three (3) parts. The bottom third of the room, from eye level to the floor where most of the objects are located; the middle third from eye level upward toward the ceiling; and the top third of the room. The top third will have such items as light fixtures or a ceiling vent which can usually be observed from the floor. The search should be conducted systematically in a clockwise or counter-clockwise manner. Searchers should look into areas that are open and listen in those areas (cabinets, desks, lockers) where opening every closed area is impossible.

Most homemade bombs are made with spring-wound clocks and give off a ticking sound. The more sophisticated bombs use other devices such as batteries, chemicals, or may even be plugged into a light switch.

2. What to Look for

ALL UNIDENTIFIED PACKAGES FOUND DURING BOMB SEARCHES SHOULD BE CONSIDERED DANGEROUS AND LEFT UNTOUCHED, TO BE EXAMINED AND IDENTIFIED BY A QUALIFIED BOMB EXPERT. Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

3. Search without Evacuation

If the preliminary decision is to search the building without evacuating the students, the principal should enlist the voluntary aid of the staff to conduct a cursory search of the building. Particular attention should be paid to those areas that are accessible to the public, such as hallways, stairways and stairwells, restrooms, unlocked lockers, unlocked unused classrooms, closets, and the like. A search should also be made on the outside of the building on low window ledges, window wells, and the base of all outside walls.

4. Search with Evacuation

If the decision is to evacuate staff and students, the principal should have the team conduct a more thorough search of the entire building. The signal to be used for evacuation is through the use of the fire drill routine. When a threat appears to be "dangerous", the principal should enlist the aid of the local police and fire department in conducting the search. All searchers should vacate the building for a short period of time when the bomb is alleged to detonate. After the search has been made and the danger period is over, the students may then return to their classrooms for resumption of normal activities.

5. Search with Evacuation during Valid Bomb Threats

When the bomb threat is judged to be valid the building should be cleared immediately of all personnel so that the police can assume the responsibility of conducting the search. A staff member should be stationed at each entrance to prevent unauthorized persons from returning to the building until the area is declared safe.

6. Disposition of Suspected Bombs

In the event of the discovery of a suspected bomb, the following steps will be taken:

- a. **DO NOT TOUCH OR ATTEMPT TO MOVE THE PACKAGE IN ANY MANNER.**
- b. Avoid moving any article or articles which in any way may be connected with the bomb to act as a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver.
- c. Clear the danger area of all occupants.
- d. Assign staff at entrances to prevent others from entering.

The decision of whether or not to evacuate depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount and evacuation procedures should be followed.

Persons to be evacuated from the area should be moved to a minimum of 300 feet from the point of possible explosion. Power, gas, and fuel lines leading to a danger area should be shut off as soon as practical. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the police department should maintain a guard around the area to prevent re-entry by any unauthorized person. However, inspection is necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., should be requested to inspect the building regarding supporting walls, damaged overhead structure, broken gas lines, live power lines, etc. Their inspection should precede any police or security investigation and should be designed to prevent any further injury.

Emergency School Evacuation

When an emergency within a school or department necessitates total or partial closure of the schools within the district, threatens the safety and well being of students, and/or interferes in the normal operation of the school, the following emergency procedure shall be followed:

- A. The report of an emergency shall be directed to the superintendent's office.
- B. If the nature of the emergency calls for immediate action on the part of a principal, he/she shall take necessary action and report such action to the superintendent's office.
- C. The superintendent's office shall contact those departments and/or schools who must assist in the emergency action.
- D. When appropriate the superintendent's office shall contact the city police department and the county department of emergency services.

The principal shall instruct staff including teachers, secretaries, cooks, custodians, aides, and bus drivers as to their respective responsibilities in an evacuation exercise.

The principal shall be responsible for organizing and conducting such emergency evacuation drills as are necessary and shall objectively evaluate the activity following each such drill. In the absence of the principal, staff should be able to conduct all aspects of the evacuation procedure.

Pandemic/Epidemic

If anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic that person shall be immediately quarantined pending further medical examination. Local health officials shall be notified immediately.

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by the individual's primary care physician or other medical personnel indicating that the risk of that individual transmitting the disease no longer exists.

In the event of prolonged school closings and/or extended absences by staff or students as the result of a flu pandemic or other catastrophe the superintendent shall develop a pandemic/epidemic emergency plan that includes at a minimum:

- A. The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- B. The specific steps the district will take to stop the spread of the disease;
- C. The process for identifying sick students;
- D. The transportation plan for sick students;
- E. Disease containment measures for the district;
- F. A continuing education plan for students, such a plan may include providing students with assignments via mail, local access cable television, or the school district's Web site;
- G. Procedures for dealing with student privacy rights;
- H. A continuity of operations plan for central office functions including employee leave, pay and benefits during a pandemic; and
- I. An ongoing communication plan for staff, students and parents.

Crisis Communication Top 10 List

- Follow your Values – Not your instincts
 - Honesty
 - Openness
 - Accountability
- If you have bad news – Be the first to communicate
 - Control the narrative
 - There are no secrets
 - Your first words are the most important
 - CAP
 - Concern
 - Action
 - Perspective
- If you make a mistake – Say so
 - Take responsibility
- No actions or words are neutral
 - Everything either helps or harms
 - Don't revictimize the victims
- Message from your stakeholder's perspective
 - Address their concerns
- Your employees are your most important stakeholder/ally
 - Often overlooked and kept in the dark
- Be pro-active with the Media
 - Choose the right, trained spokesperson
 - Feed the beast
- Engage in Social Media
 - 24-hour monitoring and respond quickly, if warranted
- Resolve the Crisis
 - Deal directly with the core crisis
 - Make necessary policy and personnel changes
 - Be prepared for good and bad days – stay positive
- If you do it right, you will have a stronger organization and better reputation than before the crisis

AFTER INCIDENT/DRILL REPORT

Rate your performance in the following areas. If you identified problems, please indicate them briefly on the lines provided. (Scale of 1 to 5: 1=excellent, 2=very good, 3=good, 4=fair, 5=poor).

1. Communication with:

School Incident Commander _____

School Crisis Team (Command Staff) _____

General Staff/Employees _____

Students _____

Emergency Responders _____

Community _____

Media _____

2. Necessary supplies and equipment were available to handle the situation: _____

3. Personnel assigned to emergency response functions were able to fill their roles: _____

4. What worked well? Could it be expanded on? _____

5. Any other comments or ideas for changes in response: _____

6. Any corrective action needed? _____

If district crisis plan will be changed due to this report, please record any changes on the
“Record of Changes Made to Crisis Plan” log in the district office crisis plan.

Signed Record of Personnel attending After Incident/Drill Evaluation Session:

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

Name _____
Title _____
Crisis Team Role _____

DRAFT

English –Language Arts Curriculum K-12

Adopted by the Board of Directors

July 2024

Jason Perrins, Superintendent

Chewelah School District acknowledges ELA means reading, writing, speaking, and listening and CCSS (Comon Core State Standards) are the adopted standards of the State of Washington and constitute the learning expectations for students in the State of Washington.

As required by state law, OSPI develops the state's learning standards (RCW 28A.655.070) and oversees the assessment of these standards.

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically and creatively, to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Philosophy of Reading

An Effective Reading Program means a consistent school/district-wide approach to reading instruction portrayed in a framework that provides clear direction to teachers about **What to Teach** and **How to Teach** it so that there is clarity and consistency for learners and on-going **Assessment** of learning to monitor reading progress. Feedback to students, staff, and parents of **How Well** students are learning is essential as is the alignment of the Written, Taught, and Tested in achieving high achievement of English-Language Arts for all students.

The Science of Reading

"The Science of Reading is a vast, interdisciplinary body of scientifically based* research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies

conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some students have difficulty; and how schools can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties" (The Reading League 2021).

SCIENTIFICALLY BASED READING INSTRUCTION is high-quality explicit reading instruction informed by scientifically based research that must include content based on the five essential components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) that are integrated into a meaningful instructional design. (National Reading Panel, 2000 and What Works Clearinghouse, 2016). This design includes:

1. Delivering reading instruction by using programs and materials that reflect scientifically based reading research;
2. Providing explicit and systematic instruction; a consistent approach to what takes place in **Readers' & Writers' workshops**;
3. Aligning instruction with established grade-level standards/benchmarks that clearly delineate student expectations and Developmental Progressions refers to **WHAT** is to be taught in all classrooms across the school/district and **WHEN** to teach it as revealed in written curriculum documents and pacing guides;
4. Ensuring a daily reading of protected, uninterrupted time for comprehensive reading instruction and establishing a collaborative learning environment where learners are handed the responsibility for the learning and construction of knowledge through cooperative situations, open-ended questioning, discussion, and discovery set in meaningful and purposeful settings;
5. Providing differentiated instruction to meet the needs of individuals and groups of students;
6. Using assessment to inform instruction and monitor student learning of the critical skills students need at each stage of reading development. The reading program needs robust diagnostic and benchmarking systems which can quickly determine what readers are doing well and what are the deficits, so that instruction can be targeted at the appropriate place within the developmental progression. For the **Beginner Reader**, running records still provide the best quick insights into the way the reader is wrestling with the squiggles on the page. For the **Established Reader**, a frequent practice is to rely on whole-class standardized pen and paper tests to provide comparisons and aggregations of data school wide. Of greater diagnostic value are one-on-one tests where the actual reading behavior can be observed to establish the readers ability to process and understand text while students are reading.

Executive Function and Reading Comprehension

"The development of executive skills is significantly related to children's oral language and vocabulary (Allan & Lonigan, 2011; Astington & Jenkins, 1999; Fuhs & Day, 2011) and thus it is no surprise that executive skills would also be related to reading

comprehension” (Cartwright, 2023, p. 23). There is fairly wide agreement that the core basic, executive skills are cognitive flexibility, working memory, and inhibition (Best & Mill, 2004; Diamond, 2013; Miyake, Friedman, Emerson, Witzki, & Howerter, 2000, p.23).

SOME RECOMMENDATIONS FOR TEACHING READING

Immerse students in a literate environment that includes environmental print and access to a wide range of genres and text types, including digital and multimodal texts (Allington, 2018).

Read to students regularly and purposefully, including a range of genres and text types.

Provide students with regular opportunities to read books (or other texts) of their own choosing for extended periods of time.

Utilize multiple instructional formats (shared reading, guided reading, literature discussion circles, individualized instruction) and regularly reflect on these teaching practices and student progress to meet the strengths and needs of students (Bacon, 2017).

Help students build background knowledge of topics and language that enables students to understand what they read.

Provide opportunities for inquiry and language study, including vocabulary, word and text structures, and spelling patterns, that emerge from authentic reading experiences (Baumann, 2009).

Model higher-order thinking skills, using techniques such as think-aloud, to illustrate the range of meaning-making strategies readers utilize in the process of reading, including strategies (e.g., prediction, self-monitoring, reflection) they use before, during, and after engagement with meaningful texts (Murphy et al., 2016).

Support reading fluency through strategies like repeated and assisted reading as well as the use of books featuring familiar topics, stories, and language (DiSalle & Rasinski, 2017).

Support students' reading comprehension by providing regular opportunities for students to respond to reading through discussion, writing, art, drama, storytelling, music, and other creative expressions (Cervetti, 2019; Wilkinson & Son, 2011).

Expand students' opportunities for learning and support learning to read a range of genres and text types by integrating reading and single

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ELA Curriculum Guide - Kindergarten

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
RL.K.1, RL.K.3	*I can identify the characters in a story. *I can identify settings in a story. *I can identify major events in a story.	*Visual supports: picture cards and or book illustrations. *Verbal supports: restating the questions. *Kindergarten Chapter Book			*P.S. Literature: Characters Setting and Events (ESGI) *Given Quarterly	
RI.K.1, RI.K.2, RI.K.9	*I can identify the main topic in a nonfiction story. *I can retell details in a nonfiction story.	*Visual supports: picture cards and or book illustrations. *Verbal supports: restating the questions.			*P.S. Informational: Main topic and details (ESGI) *Quarterly	

RF.K.1, RF.K.2, RF.K.2. D, RF.K.3, RF.K.4	<ul style="list-style-type: none"> *I can name each uppercase letter in the alphabet. *I can name each lowercase letter in the alphabet. *I can say the beginning sound in a word. *I can say the middle sound in a kindergarten (CVC) word. *I can say the end sound in a kindergarten (CVC) word. *I can say each letter sound. 	<ul style="list-style-type: none"> *Wonders- 1 letter per week to Unit 6 (2 per week). *Reading Center Rotation *Reading Intervention *Count of three for a prompt of word only. Only one prompt. *All year Quarterly *Monthly/biweekly for interventions *Wonders- one letter sound a week up to Unit 6 (2 letter sounds) *Interventions (Title and para support) *Centers *Haggerty Flash Cards 			<ul style="list-style-type: none"> *Uppercase (ESGI) *Lowercase (ESGI) *Initial Sounds (ESGI) *Identify medial sounds (ESGI) *Final sounds (ESGI) *Letter Sounds (ESGI) 	
SL.K.1, SL.K.4	<ul style="list-style-type: none"> *I can write kindergarten words using the sounds I know. 	<ul style="list-style-type: none"> *Segment sounds in cvc words. (using arm or fingers, slinky) *Label first sounds. *Write sounds you hear in words 			<ul style="list-style-type: none"> *Quarterly writing assessment (Seasons) ESGI *Spell simple word phonetically. 	
L.K.1, L.K.2	LANGUAGE					

ELA-Writing Curriculum Guide - Kindergarten

ELA-Writing Curriculum Guide - Kindergarten						
Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/ Knowledge	Assessment/Type Assessments	References
W.K.1, W.K.2, W.K.3	*I can share information about a topic using words and pictures.	<ul style="list-style-type: none"> *Name the topic in my writing. *Give information about the topic. *Write about the topic. *Draw pictures on the topic. *Brainstorm anchor chart/page *Give brainstorm page day 			<ul style="list-style-type: none"> *Quarterly writing prompts. (PLC Folders) Fall, Winter, Spring, Summer/Favorite memory or thing *Writing continuum rubric 	

ELA Curriculum Guide - 1st Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
RL.1.2, RL.1.9	<ul style="list-style-type: none"> *I can retell a story in my own words. *I can use key details when retelling a story. *I can explain the central message or lesson of a story. *I can identify the beginning, middle, and end of a story. *I can compare two or more characters or experiences and explain how they are alike. *I can compare two or more characters or experiences and explain how they are different. 	<ul style="list-style-type: none"> *Text Reader/ Read aloud *Graphic organizers/ Thinking Maps *Teacher questioning *Think/Pair/Share *Teacher Modeling *Interactive Activities *Reciprocal Teaching *Book Talks 			<ul style="list-style-type: none"> *Wonders Weekly Assessments *IReady lessons *IReady Benchmark testing 	
RI.1.2	<ul style="list-style-type: none"> *I can retell a story in my own words. *I can use key details when retelling a story. *I can identify and explain the main topic of a story. 	<ul style="list-style-type: none"> *Text Reader/ Read aloud *Graphic organizers / Thinking Maps *Teacher questioning *Think/Pair/Share *Teacher Modeling *Interactive Activities *Reciprocal Teaching *Book Talks 			<ul style="list-style-type: none"> *Wonders Weekly Assessments *IReady lessons *IReady Benchmark testing 	

<p>RF.1.3, RF.1.4</p>	<p>*I can put sounds together to make words. *I can hear the difference between long and short vowel sounds in words. *I can say the beginning, middle, and ending sound in words. *I can break words apart into their individual sounds. *I can identify the spelling-sound correspondences for common consonant digraphs. *I can sound out regularly spelled one-syllable words. *I can read words with long vowel teams. *I can read words with -e endings. *I can count vowel sounds to figure out the number of syllables in a word. *I can read two-syllable words following basic patterns by breaking the words into syllables. *I can read words with inflectional endings. *I can recognize and read grade-appropriate irregularly spelled words. *I can read stories by myself or with help, as needed. *I can read with accuracy. *I can read with fluency. *I can understand what I read. *I can stop reading to self-correct.</p>	<p>*Intervention/ title *Small Group Instruction *Whole Group Instruction *Blending *Segmenting *Choral Reading *Think-Aloud Modeling *Oral Articulatory Gestures/ Mouth Formation Exploration *Teacher Conferencing *Interactive Activities *Reciprocal Teaching Pictures *Oral Modeling of sounds *Interactive Activities *Choral Reading *Repetition/ Close read *Teacher Questioning *Think/Pair/Share *Partner Reading *Book Talks *Paired Reading *Audio-Assisted Reading *Reader's Theatre</p>				
<p>SL.1.2</p>	<p>*I can listen with my whole body. *I can wait for my turn to speak. *I can speak in complete sentences. *I can stay on topic. *I can speak in a clear and loud voice. *I can ask questions to make sure I understand. *I can use details to describe people, places, and events.</p>	<p>*Think/pair/share *Team/Table Conversation *Graphic Organizers/ Thinking Maps *Literary Circles *Sign Language *Teacher Questioning *Open-Ended Questioning *Student Generated questioning *Socratic Seminar *Reciprocal Teaching</p>				

L.1.2	<p>*I can use periods, question marks, and exclamation points at the end of sentences.</p> <p>*I can spell first grade words.</p>	<p>*Graphic organizers/ Thinking Maps</p> <p>*Writing journals</p> <p>*Sentence stems</p> <p>*Peer reviews</p> <p>*Teacher Modeling</p> <p>*Curriculum/ Materials</p> <p>*Teacher Conferencing</p> <p>*Word Hunt</p> <p>*Games</p>				
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ELA-Writing Curriculum Guide - 1st Grade						
Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
W.1.1, W.1.2, W.1.3	<p>*I can write an opinion statement with an introduction, reasons, and closing.</p> <p>*I can write an informative statement with an introduction, supporting facts, and closing.</p> <p>*I can write a narrative story with an introduction, sequence, and closing</p>	<p>*Graphic organizers/ Thinking Maps</p> <p>*Writing journals</p> <p>*Sentence stems</p> <p>*Peer reviews</p> <p>*Editing/ Revision checklist</p> <p>*Teacher Conferencing</p> <p>*Reciprocal Teaching</p>				

ELA Curriculum Guide - 2nd Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
R.L.2.10, RL.2.1, RL.2.2m, RL.2.3	<p>*I can ask and answer questions about the stories I read or hear</p> <p>*I can retell different kinds of stories including fables and folktales.</p> <p>*I can describe characters and important events in a story.</p>	<p>*I can ask and answer who, what, where, when, why, and how questions to show that I understand the stories I read and hear.</p> <p>*I will remember and retell stories.</p> <p>*I will share the lesson or moral of the story. *I can describe characters and important events in a story.</p>				
RI.2.10, RI.2.1	<p>*Be able to use key details from a text to answer a question about a story using text evidence.</p>	<p>I can ask and answer questions such as who, what, where, when, why and how to show that I understand key details in nonfiction text.</p>				
RF.2.4B	<p>*I can read and understand the text.</p>	<p>Fluency Monitoring- Words Per minute monitored monthly using the Easy CBM passages.</p>				
L.2.1, L.2.1.A, L.2.1.B, L.2.1.C, L.2.1.D, L.2.2	<p>*I can capitalize words, use correct punctuation and spelling when writing.</p> <p>*I can show that I know how to use words correctly when I write and speak.</p>	<p>*Capitalize holidays, product names, and geographic names.</p> <p>*Use commas in greetings and closings of letters.</p> <p>*Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>*Generalize learned spelling patterns when writing words.</p> <p>*Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>*I can use collective nouns.</p> <p>*I can make and use irregular plural nouns correctly.</p> <p>*I can use reflexive pronouns.</p> <p>*I can make and use common regular verbs</p>				

ELA-Writing Curriculum Guide - 2nd Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/Type Assessments	References
W.2.1, W.2.2, W.2.3	<p>*I can write my opinion about a topic and give reasons for my thinking.</p> <p>*I can write to teach about a topic by giving facts and definitions about the topic.</p> <p>*I can write to teach about a topic by giving facts and definitions about the topic.</p>	<p>*I can tell my opinion about a topic.</p> <p>*I can give three reasons to support my opinion.</p> <p>*I can use linking words like because, and, and also.</p> <p>*I can write a concluding sentence. *I can write an introduction sentence.</p> <p>*I can use facts and definitions to support a topic.</p> <p>*I can write a concluding sentence. *I can write an introduction sentence.</p> <p>*I can use facts and definitions to support a topic.</p> <p>*I can write a concluding sentence.</p>				

ELA Curriculum Guide - 3rd Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/Type Assessments	References
RL.3.1, RL.3.2 RL.3.3	<p>*Ask questions to demonstrate understanding of a text. (DOK1,2)</p> <p>*Answer questions referring explicitly to the text as the basis.</p> <p>*I can identify the central message in a story using key details from the text.</p> <p>*I can pick three key details that support the central message.</p> <p>*I can describe the events happening in the beginning, middle, and end of a story.</p> <p>*I can read and understand grade-level text. *Describe characters in a story. (DOK1)</p> <p>*Explain how their actions contribute to the sequence of events. (DOK2)</p>	<p>*Define what a "sequence of events" means.</p> <p>*Describe the beginning, middle, and end of a story.</p> <p>*Recognize key details in a story.</p> <p>*Differentiate details that lead to the central message.</p> <p>*Identify the central message being conveyed to the reader.</p>				
RI.3.1, RI.3.2	<p>*Ask questions to demonstrate understanding of a text. (DOK1,2)</p> <p>*Answer questions referring explicitly to the text as the basis. (DOK1-3)</p> <p>*Recount key details in the text. (DOK1)</p> <p>*Determine main idea (DOK2)</p> <p>*Explain how details support the main idea. (DOK2)</p>					
L.3.2	<p>*Use spelling patterns and generalizations in writing words. (DOK1)</p>				As formatively assessed by Wonders curriculum spelling tests.	

ELA-Writing Curriculum Guide - 3rd Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
W.3.1, W.3.2, W.3.3	<p>*Write opinion pieces on topics or texts, supporting a point of view with reasons. (DOK3)</p> <p>*Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK3)</p> <p>*Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (DOK3)</p> <p>*Develop the topic with facts, definitions, and details. (DOK3)</p> <p>*Use linking words and phrases to connect ideas within categories of information. (DOK3)</p> <p>*Provide a concluding statement or section. (DOK3)</p> <p>*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK3)</p> <p>*Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (DOK3)</p> <p>*Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (DOK3)</p> <p>*Use temporal words and phrases to signal event order.</p> <p>*Provide a sense of closure. (DOK3)</p>	<p>*Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>*Provide reasons that support the opinion.</p> <p>*Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>*Provide a concluding statement or section.</p>				

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ELA Curriculum Guide - 4th Grade						
Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
RL 4.1, RL 4.2, RL 4.6, RL 4.9	READING LITERATURE					
RI.4.1, RI.4.2, RI.4.6	READING INFORMATIONAL TEXT					
RF.4.4	FOUNDATIONAL SKILLS					
SL.4.4	SPEAKING AND LISTENING					
L.4.2, L.4.5	*I can identify examples of similes, metaphors, idioms, and hyperboles in texts. *I can explain the relationship between synonyms and antonyms. *I can identify different meanings in words and phrases.	*Students will be able to identify and explain examples of similes, metaphors, idioms, and hyperboles in various texts. *Students will be able to identify and explain synonyms and antonyms, and the relationship between the two. *Students will be able to identify the shades of meaning in words and phrases.				

ELA-Writing Curriculum Guide - 4th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
W.4.1, W.4.2, W.4.3	WRITING					

ELA Curriculum Guide - 5th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
RL.5.1, RL.5.2, RL.5.3 RL.5.4 RL.5.6	*I can use direct evidence from a text to explain and draw inferences. *I can use specific details to determine the theme of a text. I can summarize the text.	*Draw inferences from a text *Quote evidence from the text to explain my inference.				
RI.5.1, RI.5.2, RI.5.8	*I can use direct evidence from a text to explain and draw inferences.	*Draw inferences from a text *Quote evidence from the text to explain my inference.				
	FOUNDATIONAL SKILLS					
SL.5.4, SL.5.5	SPEAKING AND LISTENING					
L.5.1, L.5.3, L.5.5	LANGUAGE					

ELA-Writing Curriculum Guide - 5th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
W.5.1, W.5.2, W.5.3, W.5.7	WRITING					

ELA Curriculum Guide - 6th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/Type Assessments	References
RL.6.1, RL.6.2, RL.6.3	<p>*I can find and mark the words in the passage that prove my answer to a "right-there" question.</p> <p>*I can identify the best evidence and details in the passage that support my inference about the meaning of the text.</p> <p>*I can make logical inferences when reading a story, poem, or drama and quote, paraphrase, or summarize a passage from the text that supports my idea.</p> <p>*I can elaborate to explain how or why the textual evidence I provided supports my idea.</p> <p>*I can identify a theme or central idea in a story, poem, or drama.</p> <p>*I can find details in the text that provide clues to the theme or central idea.</p> <p>* I can explain how certain word choice, plot events, and characterization details work together to develop a theme or central idea in a particular story, poem, or drama.</p> <p>*I can identify the key events of a text.</p> <p>*I can concisely state the central idea or theme of a story, poem, or drama and retell the most important plot points in my own words, without including my opinion.</p> <p>*I can identify the exposition, rising action, climax or turning point, falling action, and resolution of a story or drama.</p> <p>*I can describe how a stories or drama's plot unfolds in a series of episodes.</p> <p>*I can describe a character's traits and cite actions or dialogue in the text to support my inferences.</p> <p>*I can identify a dynamic character and explain how he or she changes in response to plot events.</p> <p>*I can relate a character's growth or change to the theme of a story.</p>	<p>*MARKING THE TEXT</p> <p>*RACE STRATEGY</p>				

<p>RI.6.1, RI.6.2</p>	<ul style="list-style-type: none"> *I can find and mark the words in a passage that prove my answer to a "right-there" question *I can make a logical inference when reading an informational text *I can select the best evidence from the text to support my inferences *I can quote or paraphrase a passage from the text that supports my idea *I can explain how or why the text evidence I provided supports my ideas *I can identify a central idea in an essay or article. *I can find details in the text that provide clues to the central idea. *I can explain how certain facts, examples, description, and text structures work together to develop a central idea in a particular essay or article. *I can retell the main points of an article or essay in my own words. *I can concisely state the central idea of an essay or article and retell the most important details in my own words, without including my opinion. 	<p>*Frayer model</p>				
<p>SL.6.2</p>	<ul style="list-style-type: none"> *I can gather and interpret information by analyzing photographic, video, and audio documents. *I can explain information presented in different media or formats and how it contributes to a topic, text, or issue under study. 					

L.6.2, L.6.3	<p>*I can consistently capitalize proper nouns, titles, the first word of a sentence, and the pronoun I.</p> <p>*I can consistently use commas and quotation marks.</p> <p>*I can choose among commas, parentheses, and dashes to set off nonessential phrases and clauses.</p> <p>*I can spell correctly</p>					
ELA-Writing Curriculum Guide - 6th Grade						
Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/Type Assessments	References

<p>W.6.1, 1.6.2, W.6.3, W.6.8</p>	<ul style="list-style-type: none"> *I can engage and orient the reader by establishing a context (setting and problem) and point of view and introducing a narrator and/or characters. *I can organize an event sequence that unfolds naturally and logically. *I can use dialogue, pacing, and description to develop events or characters in a narrative. *I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts in time or setting. *I can use precise words and phrases, relevant descriptive details, and sensory language to capture action and to convey experiences and events. *I can provide a conclusion that follows from and reflects on the narrated events. *I can take notes to summarize, paraphrase, or quote ideas and information from multiple print and digital sources. *I can choose sources that are affiliated with educational institutions, government agencies, or well-known nonprofit organizations. *I can evaluate the author, publisher, currency, and accuracy of information in a print or online source to determine its credibility. *I can incorporate quotes and paraphrased information smoothly into my writing by embedding them with an introduction and citation. *I can provide basic bibliographic information for sources. 					
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ELA Curriculum Guide - 7th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
RL.7.1, RL.7.2, RL.7.4, RL.7.6	READING LITERATURE					
RI.7.1, RI.7.2, RI.7.4, RI.7.6	READING INFORMATIONAL TEXT					
SL.7.1, SL.7.2, SL.7.4, SL.7.6	SPEAKING AND LISTENING					
L.7.1, L.7.2, L.7.4	LANGUAGE					

ELA-Writing Curriculum Guide - 7th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
W.7.1, W.7.2, W.7.3, W.7.9, W.7.10	WRITING					

ELA Curriculum Guide - 8th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
RL 8.1, RL 8.6, RL 8.2, RL 8.4	<ul style="list-style-type: none"> *Understanding Irony *Point of view *Types of conflict –external/internal *Literary analysis * Analyze a central theme *Point of view 	<ul style="list-style-type: none"> *Students will be able to identify irony and write a narrative that includes different types of irony. *Students will be able to identify courage through different types of writing by analyzing text structure and author's word choice. *Students will be able to identify and analyze characterization and its impact on a story. 			<ul style="list-style-type: none"> *How does point of view affect the reader? 	
RI 8.1, RI 8.2, RI 8.4, RI 8.6	READING INFORMATIONAL TEXT				<ul style="list-style-type: none"> *How is a central idea developed in literary and informational text? 	
SL 8.1, SL 8.2, SL 8.4	SPEAKING AND LISTENING					
L 8.1, L 8.2, L 8.4	LANGUAGE					

ELA-Writing Curriculum Guide - 8th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
W 8.2, W 8.3, W 8.8, W 8.9, W 8.10, W 8.1, W 8.2, W8.10,	<ul style="list-style-type: none"> *Writing a strong claim *Narrative writing *Text structure *Strong reasoning *Central idea/Theme *Figurative language *Explanatory writing *Support a claim with evidence *Persuasive writing *Word choice, tone, and mood *Theme development *Character interaction *Explanatory Writing 	<p>*Students will be able to analyze a central idea and research evidence to persuade the reader to understand their point of view through a multi-media presentation.</p>			<ul style="list-style-type: none"> *What is courage? How do writers share their messages of courage? *How does text structure and word choice impact emotional response? *How to write an objective summary of a text? 	

ELA Curriculum Guide - 9th/10th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
RL 9-10.1, RL 9-10.3, RL 9-10.4	<ul style="list-style-type: none"> *Identify and analyze the function of perspective in a narrative *Identify specific elements of an author's style *Identify cinematic techniques and analyze their effects on film *Analyze elements of fiction- setting, plot, character, theme *Critical reading of poetry and drama *Analysis of authors' language choices 	<ul style="list-style-type: none"> *Focus on setting, character, events, and ideas to develop real or imagined experiences or events. 				
RI 9-10.3, RI 9-10.5, RI.9-10.6, RI.9-10.8	<ul style="list-style-type: none"> *Critical reading and analysis of essays and arguments *Evaluating evidence 					
SL9-10.2, SL9-10.4	<ul style="list-style-type: none"> *Oral Presentations and performances *Collaborative conversations 					
L. 9-10.3, L. 9-10.5, L. 9-10.3	LANGUAGE					

ELA-Writing Curriculum Guide - 9th/10th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
W 9-10.1, W9-10.4	<ul style="list-style-type: none"> *Character development *Literary and stylistic elements *The narrative writing process *Identify and create powerful language and imagery *Analytical writing *Using Precise language *Text-based conversations *Planning and writing an argumentative essay *Analytical Writing *Meaning of words in context *Transforming a text into a new genre 	<ul style="list-style-type: none"> *Present thought-provoking, well-chosen details, conflict, and resolution to heighten reader interest. *Develop engaging and authentic characters that grow in complexity throughout the story. *Create a story structure that engages the reader, uses a variety of techniques to sequence events and create coherence, and provides a clear and reasonable resolution. *Use precise language, telling details, and sensory language to enhance mood or tone. *Use a range of narrative techniques and literary devices to enhance the plot. 				

ELA Curriculum Guide -11th\12th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
RL.11-12.7, RL.11-12.10	READING LITERATURE					
RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7	READING INFORMATIONAL TEXT					
SL.11-12.2	SPEAKING AND LISTENING					
L.11-12.3	LANGUAGE					

ELA-Writing Curriculum Guide - 11th/12th Grade

Guaranteed Standard	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/Knowledge	Assessment/Type Assessments	References
W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.8	WRITING					

- a. Strategies/Approaches -model lessons; differentiation, MTSS & Differentiation & Remediation**
- b. Resources - materials Professional Learning to Support**
- c. Monitoring**

Appendices