



CHEWELAH

SCHOOL DISTRICT 36

Let's Talk About It! Making Our Community Thrive!

Board of Directors' Regular Meeting

October 16, 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
 - September 18, 2024 regular meeting
 - October 8, 2024 special meeting/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 reports – Peer Mentorship students
 - C. Nave Sety Scholarship Report – Brenda Gregerson
 - D. Student learning educators
 - E. Teacher presentations
 - F. Jenkins Jr/Sr High principal report (blue)
 - G. Gess Elementary principal report (green)
 - H. Student Support Services report (yellow)
 - I. Special Education report (pink)
 - J. Business Manager – Mara Schneider
 - ✓ Financial reports, including year end
 - ✓ Enrollment
8. Consent agenda
 - A. Approve financial reports
 - B. Approve general fund voucher numbers 125404-125420 for a total of \$31,461.93; voucher numbers 125423-125463 for a total of \$326,875.42; voucher numbers 125506-125512 for a total of \$21,257.03; voucher numbers 125513-125555 for a total of \$129,394.50; ACH for \$2,320.25; voucher numbers 125567-125570 for a total of \$9,540.05; and voucher numbers 125571-125635 for a total of \$164,966.17
 - C. Approve capital projects fund voucher numbers 125421-125422 for a total of \$1,436.60; voucher numbers 125464-125465 for a total of \$132,443.09; voucher numbers 125556-125560 for a total of \$117,964.20; and voucher numbers 125636-125638 for a total of \$20,133.74

- D. Approve ASB voucher numbers 125466-125470 for a total of \$3,061.23; voucher numbers 125561-125566 for a total of \$6,149.09; ACH for \$109.60; and voucher numbers 125639-125649 for a total of \$6,061.78
- E. Approve payroll in the amount of \$1,016,395.14
- F. Approve extracurricular programs and positions (green)
- G. Approve extracurricular salary schedule (gray)
- H. Approve Jenkins Jr/Sr High School fee/club report (blue)
- I. Personnel:
 - 1. Approve out of endorsement teaching assignment for Jenkins teacher Ryan Forsberg for Principles of Engineering, state course code 21004
 - 2. Approve resignation of Dakota McQuain as a high school boys basketball assistant coach
 - 3. Approval to post for a high school boys basketball assistant coach
 - 4. Approval to hire Ariann VanBockern as junior high cross country head coach
 - 5. Approval to hire Jacob Lee as a junior high volleyball assistant coach
 - 6. Approve resignation of Tiffany Warren as high school tennis assistant coach
 - 7. Approval to post for high school tennis assistant coach
 - 8. Approval to hire Lily Pierce as a paraeducator
 - 9. Approve resignation of LaVonne Burgess as high school girls wrestling head coach
 - 10. Approval to post for high school girls wrestling head coach
 - 11. Approval to hire Krisan LeHew for a 1.5 hour per day cook position added to current assignment
 - 12. Approval to hire Kim Hogan as high school wrestling head coach
- 9. Superintendent Report
 - A. Professional Learning Communities (PLC) update
 - B. Tribute to Dr. Judith Bean
- 10. Old Business
 - A. Approve District Comprehensive School Safety & Emergency Operations Plan and Procedures (yellow)
 - B. Approve Goals for District Strategic Plan Update (lavender)
 - C. Approve Gess Elementary School Improvement Plan (pink)
 - D. Approve Jenkins Jr/Sr High School Improvement Plan (tan)
 - E. Approve Quartzite Learning School Improvement Plan (white)
 - F. Approve Open Doors School Improvement Plan (cherry)
 - G. Second reading Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited (buff)
 - H. Communication review
- 11. New Business
 - A. Approve \$6,000.00 for donation from Alcoa Foundation for Lego robotics equipment (salmon)
 - B. Approve \$2,000.00 donation from Chewelah Festivals to Gess Elementary for reading books (pink)
 - C. Approve \$1,000.00 donation from Charity Chicks to Jenkins Jr/Sr High School InvestED fund (pumpkin)
 - D. First reading new Policy 3206 Pregnant and Parenting Students (blue)
 - E. First reading new Policy 5012 Pregnant and Parenting Staff (green)
 - F. First reading Policy 5270 Resolution of Staff Complaints (yellow)
 - G. First reading new Policy 5121 Civility in the Workplace (lavender)
 - H. First reading Policy 4130 Parent and Family Engagement (gray)

*Chewelah School District #36 Board of Directors' Regular Meeting,
October 16, 2024, 6:30 PM – District Office and virtually via Zoom*

12. Board Reports
 - A. Director Donna Eastabrooks
 - B. Director Dan Krouse
 - C. Director Theolene Bakken
13. Future Meeting Agenda Topics
14. Next meeting: November 7, 2024, Work Session, District Office, 6:30 PM
15. Potential executive session
16. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/87079005690>

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' REGULAR MEETING
District Office, 210 N Park Street, and virtually via Zoom
September 18, 2024

Chairperson Judy Bean called the meeting to order at 6:30 PM. Directors Theolene Bakken, Donna Eastabrooks, and Dan Krouse were present. Director Position 2 is vacant. Superintendent Jason Perrins, Business Manager Mara Schneider, Administrators Shawn Anderson, Erin Dell, Sarah Gregory, Julie Price, and Tom Skok and Director of Technology Nick Cook were present. Three audience members attended in person, and one attended virtually. Following the flag-salute, the first item of business was:

APPROVAL OF THE AGENDA

Director Eastabrooks requested the addition of a technology update from Director of Technology Nick Cook as School Community Presentations Item J. Director Krouse requested the addition of an executive session to discuss the performance of a public employee. Director Bakken moved to approve the agenda as modified. MC

APPROVAL OF MINUTES

- A. Director Bakken moved to approve the August 28, 2024 regular meeting minutes. MC
- B. Director Krouse moved to approve the September 5, 2024 work session minutes. MC

PUBLIC COMMENTS

Chairperson Bean read aloud a thank you note from 2024 Nave Sety Memorial Scholarship recipient Silas Warren.

SCHOOL COMMUNITY PRESENTATIONS

- A. Jenkins Jr/Sr High School Principal Shawn Anderson shared ASB Director Keona Ross's report of school activities including a home volleyball game last night, WSU peer mentorship meeting next week, homecoming is October 5, a few career-based field trips planned for this upcoming month, and picture day is Friday.
- B. Jenkins CTE (Career and Technical Education) computer and STEM technology teacher Marnie Hartill reported on the addition of the Skills USA club. She explained that the organization focuses on workplace, personal and technical skills for all students through curriculum, conferences, and competitions. Ms. Hartill also mentioned that CTE program students will participate in the September 25 Trades Night at Mount Spokane High School. She thanked Principal Anderson and the Board in advance for approving the overnight student travel request to the Skills USA fall leadership camp.
- C. Gess Elementary Principal Julie Price provided a written report.
- D. Gess Elementary Kindergarten Teacher Alyssa Carlson reported that the school's Professional Learning Communities (PLC) focus this school year is using the guaranteed standards and assessments created the past two years to build unit plans and scope and sequence. She explained how fellow Kindergarten Teacher Becky Gregerson and she are beginning the unit planning process. She also mentioned that during the September 30 PLC time, the staff will meet in primary and intermediate teams.
- E. Jenkins Jr/Sr High School Principal Shawn provided a written report.
- F. Jenkins Jr/Sr High School Assistant Principal Tom Skok provided the school's written student management and discipline plan.
- G. Director of Student Support Services and Quartzite Learning Principal Erin Dell provided a written report.
- H. Special Education Director Sarah Gregory provided a written report.
- I. Business Manager Mara Schneider presented the current financial and enrollment reports.
- J. Director of Technology Nick Cook provided a technology update.

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 Eastabrooks moved to approve the consent agenda. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 125341-125373 for a total of \$59,680.62; and voucher numbers 125385-125401 for a total of \$37,384.25
- C. Approve capital projects fund voucher numbers 125374-125378 for a total of \$14,815.06
- D. Approve ASB voucher numbers 125379-125384 for a total of \$1,249.97 and voucher numbers 125402-125403 for a total of \$4,405.00
- E. Approve payroll in the amount of \$916,056.00
- F. Personnel:
 - 1. Approve out of endorsement teaching assignment for Jenkins teacher Sheri Johnson for Yearbook, state course code 11153
 - 2. Approval to post for a 1.5 hour cook position

SUPERINTENDENT REPORT

Superintendent Perrins reported on the following:

- A. PLC update
 - K-12 Curriculum page on district website
 - Highlights of last week's training with Solution Tree
 - Solution Tree will provide a training for teachers on September 23 to help refine and strengthen the models of Response to Intervention (RTI) supports
- B. Quarterly public records requests report per Policy 6030
- C. Date change for October Solution Tree board training from October 10 to October 9

OLD BUSINESS

- A. Second review of Gess Elementary School Improvement Plan. The plan will be presented for approval at the October 16 regular meeting.
- B. Second review of Jenkins Jr/Sr High School Improvement Plan. The plan will be presented for approval at the October 16 regular meeting.
- C. Second review of Quartzite Learning School Improvement Plan. The plan will be presented for approval at the October 16 regular meeting.
- D. Second review of Open Doors School Improvement Plan. The plan will be presented for approval at the October 16 regular meeting.
- E. Director Bakken moved to approve the Professional Development Plan for 2022-2027. MC
- F. Communication review
 - Director Bakken complimented the district on the handling of the social media threat on September 17. She felt the community was kept well informed.
 - Superintendent Perrins provided a progress update on the website listening post for community communication with the Board.

NEW BUSINESS

- A. The Board reviewed the potential overnight student trips for Jenkins Jr/Sr High activities and athletics. Superintendent Perrins notified the Board of the removal of boys and girls basketball to the state tournament in Spokane because overnight travel will not be necessary. Director Krouse moved to approve the potential overnight student trips with the removal of boys and girls basketball to the state tournament. MC
- B. Director Bakken moved to approve the student overnight travel proposal for Skills USA leaders to attend the fall leadership camp October 24-26, 2024 in Auburn, WA. MC
- C. Director Bakken moved to approve programs and special program grant assurances for Federal and State Programs General Assurances; Title Programs including Title II Part A, Title I Part A, Title IV Part A; Highly Capable Plan; TPEP (Teacher/Principal Evaluation Program); TBIP (Transitional Bilingual Instruction Program); and CTE (Career and Technical Education) Perkins V. MC
- D. Director Bakken moved to approve Resolution 2024/2025-01 to Authorize the Disposition of Gess Elementary Imprest Account. MC
- E. Director Krouse moved to approve Resolution 2024/2025-02 to Revise Signature Authorization of Jenkins Imprest Account. MC
- F. Director Eastabrooks moved to approve the Barnards Building LLC bid of \$134,000.00 for construction of the announcer booth. MC
- G. Director Eastabrooks moved to accept the first reading of Policy 3241 Student Discipline. MC
- H. First reading Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited. The policy will be presented for second reading at the October 16 regular meeting.
- I. Director Bakken moved to approve the first reading of Policy 3432 Emergencies with discussed amendments. MC

BOARD REPORTS

- A. Director Eastabrooks attended the Technology Committee meeting yesterday, will read to first graders next week, and will attend the WSSDA General Assembly this Friday and Saturday.
- B. Director Krouse joined the debriefing following the social media threat on September 17. He felt the debriefing identified some areas for improving the district's response and he complimented all who were involved in handling the situation. Director Krouse also mentioned that some staff were disappointed that administrators attended their regularly scheduled meeting on the morning of September 19 instead of being in their schools.
- C. Director Bakken gave no report.
- D. Chairperson Bean gave no report.

FUTURE MEETING AGENDA TOPICS

Chairperson Bean requested a report to explain how the TPEP process works.

NEXT MEETING

The next meeting will be the October 3, 2024 work session at the district office at 6:30 PM.

EXECUTIVE SESSION

Chairperson Bean adjourned the regular meeting at 7:40 for a short break and an executive session to review the performance of a public employee in accordance with RCW 42.30.110(1)(g). The executive session was expected to end at 8:00 PM. At 8:00 PM, Chairperson Bean announced an extension of the executive session that was expected to end at 8:30 PM. At 8:30 PM, Chairperson Bean announced an extension of the executive session that was expected to end at 9:10 PM. The executive session ended at 9:10 PM and the regular meeting reconvened.

With there being no other business, the regular meeting was adjourned at 9:10 PM.

Theolene Bakken
Vice-Chairperson

Jason Perrins
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS
SPECIAL MEETING/WORK SESSION
District Office, 210 N. Park St.
October 8, 2024**

Vice-Chairperson Theolene Bakken called the special meeting/work session to order at 6:30 PM. Directors Dan Krouse and Donna Eastabrooks were present. Director Positions 1 and 2 are vacant. Superintendent Jason Perrins was present, and no audience members attended. Following the flag salute, the first item of business was:

APPROVAL OF AGENDA

Director Eastabrooks requested the addition of an agenda item to discuss school environment. Director Krouse moved to approve the agenda as amended. MC

BOARD AND SUPERINTENDENT PROTOCOLS TRAINING

Scott Dolquist, consultant for Washington State School Directors Association (WSSDA), provided effective governance training including board and superintendent roles and authority, communications with staff and community, and board conduct. The Board will discuss the possibility of creating board operating agreements at the November 7, 2024, work session.

WSSDA LEGISLATIVE UPDATE

Director Eastabrooks reported on her participation in the recent WSSDA General Assembly during which a delegate from each school district votes on WSSDA legislative positions.

SCHOOL ENVIRONMENT

Director Eastabrooks mentioned some school issues being discussed on social media. Superintendent Perrins provided an update on the recent interaction of a stranger with students on the Jenkins Jr/Sr High School campus.

Next meeting is the October 16, 2024, Regular Meeting at 6:30 PM at the District Office.

With there being no other business, the meeting was adjourned at 6:49 PM.

Theolene Bakken
Vice-Chairperson

Jason Perrins
Secretary of the Board

Jenkins JR./SR. High School
October 09, 2024
Board Report

I. PROFESSIONAL DEVELOPMENT

A. PLC Leadership Training: Thursday, October 3

This month, we continued to participate in our PLC Leadership Team Trainings at the district office. The day started out with Janel Keating providing experience guidance on building level systems of interventions. The professional development was very specific to Tier II Interventions. Some of our team take aways for future Building Team Action Planning were the following:

- How do we track Tier II data?
- How are we planning extension activities for all our students?
- Get feedback from students on extension activities they are interested in.
- Exemplar samples to assist in what is expected.
- All students should get an opportunity to try an extension activity.
- As this is new for staff, we should plan really well for one period or course to start.
- Have we created Smart Goals for student achievement of guaranteed standards?
- How will we measure proficiency of guaranteed standards?
- What is the purpose of our intervention period?
- Remind teachers to document their specific interventions for their units because they will most likely be repeating those activities if they are successful in the following year. If they are not successful, they will need to remember to do something different.

Meagan Ford, a 6th grade teacher, presented information on how she and her grade level team used a district TACA form to have quality discussions about common formative assessment and the processes they use for Tier II “Griz Time” intervention. This information was really excellent but much more difficult when the teacher is a singleton teacher in a junior high or high school. The last presenter was a singleton teacher in a small rural Oregon school who explained his process for working with other teachers to assist him in unit planning and interventions.

B. WASBO ASB Training

This week we sent a team to the ASB Workshop Handbook and Audit Compliance and Best Practice training. We were one of the few schools who also sent two students as well. Both of our ASB advisors, our ASB bookkeeper and I attended the all-day training. I received a gift from WASBO for having the most year of experience with ASB. My first experience attending a training in high school was in

1983 as an ASB president. What I found most interesting during the training was how fortunate we are to have such a strong and knowledgeable Team, yet we still were learning new information about ASB Best Practices.

II. Parent Advisory Committee Meeting

Our first Parent Advisory Committee meeting will be on October 30th at 6:00 PM in the Jenkins art room. Some of the agenda items will be feedback on the cell phone procedures, open campus, and a presentation on our mentor program.

III. Intervention Strategies

Based on collective feedback regarding improvements of our intervention systems at the end of last school year, we created our Tier II intervention period for both junior high and high school. During this 30-minute period of time, the junior high has served an average of approximately 30-35 students three times a week with the exception of Homecoming. The high school numbers are similar. The challenges at the junior high level are making sure that each student reports to their designated teacher on time ready to learn. This has been a little bit more challenging with Mrs. Johnson out for family medical reasons.

The challenges at the high school level during RTI time is that they are trying to meet student needs in the classroom while other students are in the classroom as well. This model is proving to be challenging, and it is on the agenda to discuss how we can adjust this model.

Thursday, October 10, 2024, was our first Cougar Pounce Day for our 9th grade students who needed academic support. 27 ninth grade students started the day in Mrs. Baker's classroom that was also staffed with a math substitute teacher so that the students had both a strong ELA focused teacher and a math teacher to assist during the day. At 9:30 AM there were 15 students who were still working on specific assignments, assessments and formative assessments. Students were tracking their progress and working with Mrs. Baker to check off completed tasks. Then, the second level of accountability was for the students to get checked off with their content area teacher. Lunch will be ordered for the students using grant funding.

The ninth-grade success team met this week with our new mentor for the year. We had some technological connection issues, so we only had a brief Zoom introduction with the coach before we were cut off. The meeting continued as we primarily focused on our intervention plan, choosing our student mentees based on current F grades and revisiting how to have discussions about the Root Cause of a student's grades.

We plan to review academic success data for our current sophomores who were served by the grant last year. This data will be shared with the board in a future Board Meeting.

We are planning a Community Meeting with some of our community partners who can positively impact academic success. The meeting will be held on October 23.



Jenkins Jr / Sr High School

Home of the Cougars and Raiders
Activities for October / November

- | | |
|------------|---|
| October 10 | LPO Wildlife Refuge – Biology Field Trip
Priority One |
| October 15 | JH ASB Meeting |
| October 16 | SAT Test |
| October 18 | JH ASB Retreat (10/18 – 10/20)
Skills USA Meeting
Blood Drive |
| October 22 | Picture Retakes
Knowledge Bowl vs Northwest Christian
JH ASB Meeting |
| October 23 | PSAT Test
8 th Grade WSU Lab Experience |
| October 24 | 11 th & 12 th Grade University Visits to WSU & EWU
Intro to Agriculture Indian Creek Community Forest Field Trip |
| October 25 | Skills USA Fall Leadership Camp (10/25 -10/26) |
| October 29 | 11 th & 12 th Grade National College Fair
JH ASB Meeting |
| October 31 | Character Trait Recognition Assembly |
| November 5 | JH ASB Meeting |
| November 6 | Knowledge Bowl Competition
7 th Grade WSU Lab |
| November 7 | 8 th Grade WSU Lab Experience
Jostens – Senior Graduation Ordering |
| November 8 | Veteran’s Day Assembly |

Gess Elementary Board Report October 9

Our 6th grade students are truly making a difference by stepping up to help in various roles across the school. Whether it's cleaning lunch tables, serving in the kitchen, or acting as crossing guards, their hard work and teamwork are strengthening our community. Soon, they'll also be assisting in the library, showcasing their dedication to making our school a better place for everyone. Through these responsibilities, they are learning valuable lessons about how small actions can have a big impact!

Professional Development and Walkthrough Insight

K-2 teachers recently participated in the Reader's Writer's Workshop training on September 25th and 26th, 2024. First-grade teachers Mrs. Oman, Mrs. Paulson, and Ms. Eaton are already applying key components of this training in their classrooms. They will be presenting examples of the writing process that their students are engaging in, following the instructional modeling by our Reading Coach, Ms. Rebecca. This implementation reflects their dedication to enhancing student learning through effective literacy practices. The First-grade team is so excited to see all the writing being produced by students and looks forward to sharing with the board. As I conduct my walkthroughs, I have observed an energy and excitement for writing that hasn't been present in past years. The Reader's Writer's Workshop framework is playing a key role in this shift, as it provides students with the autonomy and voice to express themselves, making the writing process more engaging and meaningful for them.

Math Coaching

For the past six years, Gess Elementary School has recognized the need for a dedicated math coach as part of its School Improvement Plan. This initiative has been a priority, aimed at enhancing mathematics instruction and student outcomes. After consistent efforts, the necessary resources have finally been secured to support the addition of a math coach. This new role will be instrumental in providing teachers with targeted guidance, implementing effective instructional strategies, and fostering a stronger mathematics program throughout the school. In collaboration with math coach Gail Herbst, Mrs. Dell and I will be working together to support K-8 teachers across the district. This partnership aims to enhance mathematics instruction by providing teachers with resources, strategies, and ongoing professional development. By leveraging Gail's extensive experience and expertise, we are committed to fostering a stronger math program that empowers teachers and improves student learning outcomes at all grade levels. Gail Herbst holds both a B.S. and M.S. in Mathematics from the University of Idaho. With over 50 years of teaching experience, she has taught mathematics at every level from grade 5 to college. Gail is a National Board Certified AYA/Math teacher and an active member of the National Council of Teachers of Mathematics (NCTM). She has contributed to educational advancement by writing state assessments and SBAC items for Washington and 14 other states, as well as serving on various state and national committees, including Math Fellows. Additionally, Gail has been a trainer for K-5 Trailblazers and Grades 6-8 Connected Mathematics and has led workshops at the state and district levels. Her true passion lies in inspiring students to become lifelong learners of mathematics.

During the 9/26/24 math coach training, we collectively explored how to address the three types of questions students commonly ask: 1) proximity questions, 2) Stop Thinking questions, and 3) Keep Thinking questions. To support all TK-8th grade teachers, the book *Building Thinking Classrooms in Mathematics Grades K-12* by Peter Liljedahl was purchased with the intent to maximize conversations about mathematics for the 2024-2025 school year. All staff were encouraged to read Chapter 5 of the book, which had been placed in their mailboxes, to learn more about the research on student questioning and its implications for our teaching practices.

Review of TPEP revisions and process

At our most recent data team meetings, all certificated teachers had the opportunity to dive into important aspects of the Teacher Principal Evaluation Process. We reviewed essential resources for developing student growth goals, including the SMART goal recording sheet sent by Jennifer Watts, newly adopted rubrics for Criteria 3, 6, and 8, an analysis sheet, and an after-unit reflection sheet. These materials are crucial for supporting a teacher's goal-setting process. Teachers were reminded to submit hard copies of their completed goal documents to their evaluators by October 15, 2024. Additionally, guidance on how to use eVal will be shared soon. We emphasized that these goals go beyond measuring student achievement alone. Instead, the focus is on the application of learning, sustained teacher practices, and identifying the next steps students need in their learning journey. This reflective approach encourages thoughtful consideration of how teacher's teaching impacts student growth. Furthermore, during the data team meetings, we introduced new equity-based student growth goals and outlined the four major paradigm shifts that guide this approach. These shifts aim to inspire meaningful discussions about your classroom work and foster an environment where authentic growth can take place. For any teachers who missed these details, information was also shared individually via the Peek of the Week staff email to ensure everyone stays informed and prepared.

Reading Data Fall 2024 Benchmark

I would like to provide an update on our recent fall benchmarking assessments. Based on this data, teachers have identified each student's current access point to their grade-level learning. These assessments help us better understand where students are and how we can support their continued growth. Here is an overview of the reading data from our assessments:

- Kindergarten: 41% of students are demonstrating mid or above grade-level reading skills, while 59% are developing kindergarten readiness skills.
- First Grade: 6% of students are reading at mid or above grade level, and 87% are demonstrating first-grade readiness skills.
- Second Grade: 18% of students are reading at mid or above grade level, 41% are developing readiness skills, and 41% are being supported through Title/LAP services.
- Third Grade: 35% of students are reading at mid or above grade level, 31% have third-grade readiness skills, and 35% are receiving additional support through Title/LAP services.
- Fourth Grade: 42% of students are reading at mid or above grade level, 18% have fourth-grade readiness skills, and 50% are receiving support through Title/LAP services.

- Fifth Grade: 24% of students are reading at mid or above grade level, 30% have fifth-grade readiness skills, and 47% are receiving support through Title/LAP services.

- Sixth Grade: 37% of students are reading at mid or above grade level, 19% have sixth-grade readiness skills, and 35% are receiving additional support through Title/LAP services.

These results will help guide instruction and provide a clear focus for the 2024-2025 school year. Families will have the opportunity to meet with their students' teachers during the upcoming parent-teacher conferences on November 25th and 26th. We are ensuring that this information reaches everyone by using multiple communication platforms, including our school webpage, Facebook, teacher communications, and the Newsletter.



Student Support Services

Board Report – October 2024

Quartzite Learning and Open Doors

Fall assessments have been completed and staff are working on reviewing data. Each school year presents its own challenges and this year they have been a little different for us. We have been working as a team to develop schedules and routines that will help support some behavior and social skill challenges. We also have a group of students who enjoy playing basketball on the old courts outside at the middle school. They have decided that area needs to be cleaned up. During break times and lunch they have been out with shovels and brooms to work on cleaning up their “play” space. It is exciting to see them notice a need and work to improve the space. We continue to send Good News postcards home to parents to recognize students and have received great feedback from parents and students regarding this action item in our school improvement plan. We were able to receive a \$6000 grant from the Alcoa Foundation to purchase additional Lego Robotics equipment for our students. They are gotten a much earlier start on things this year and have already completed most of their building and are moving on to programming to complete the tasks of the competition. We have also been able to expand this experience down to our younger students during their time in class.

Professional Learning

We had our first session of Math professional learning after school on September 26th, with our next session scheduled for October 24th. In between, we are working to visit classrooms and will begin working with teachers on the things we have learned in professional learning sessions, including tying content standards to the practice standards and high-yield strategies. The technology department has organized the Chewelah Institute again this year, offering numerous 45-minute technology professional learning sessions throughout the year.

Food Service

Foodservice hosted their first Meet Your Farmer Day on October 2nd as part of Taste Washington Day. They welcomed visitors from Inland Empire Beef, LINC Foods, and the American Heart Association. Lunch that day was local beef tacos, served on local tortillas and accompanied by scratch-made Pico de Gallo. Local apples and pears were included as well.

CTE

Teachers are working hard to provide hands-on learning experiences in all their classes and extending that learning through their Career and Technical Student Organizations (CTSOs). Students enjoy these opportunities to expand their learning and look forward to participating in competitions later on.



Special Education Department Board Report

October 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.

Child Count + Demographics:

As you know, the overall enrollment has dropped throughout the Chewelah School District. The special education department has also had a drop of 10 students overall. We do have new students enrolling and several students in the RTI process which may lead to special education referrals. Here is a breakdown of students with IEPs by grade level as compared to overall enrollment. Currently, we are serving 121 students.

Student Learning:

As I conduct walk-through throughout the buildings, I notice a high degree of engagement from our students across all grade levels. Teachers, administrators, and paraprofessionals are collaborating to create systems and structures that work for our students. It has been a very strong start to the school year.

Bethany Bennetch, our district SLP, has been working with Karen McKinnis, Brenda Smith, Rob Mildes, and the paraprofessionals in room 4 to provide richer, more targeted language opportunities for our most vulnerable students. Currently, the team has implemented daily circle time and center rotations using thematic units to provide language, motor, cognitive, academic, and social opportunities. This past week, students learned about community helpers. I'm so pleased that Mrs. Bennetch has taken on this role within our special population and anticipate increased learning outcomes for these students. Stay tuned for more updates.

Professional Development:

We are thrilled to have gotten the Keeping Exceptional Special Education Teacher grant again this year which will allow our staff to participate in training and coaching. On Friday, September 27th Cassie Watkins was able to observe in two targeted classrooms at Gess and Jenkins as a first step to her coaching work. This coaching work is meant to increase collaboration between special education and general education teachers. At Jenkins Junior/Senior High School Ryan. Oltman, Ryan. Forsberg, and Mihkaila.

Schulz have been identified for coaching while at Gess Elementary Kailey Morris, Julie Sautter, and Sheri McDonald. True Measure will also be conducting three after-school workshops throughout the school year for all staff as well. The topics include Universal Design for Learning, Classroom Management/Behavior, and how to support students with Autism Spectrum disorder. The first workshop is scheduled for October 29th after school.

Additionally, Mr. Oltman, Special Education Teacher for 7th through 12th grade students, is doing some professional learning on the topic of Executive Functioning. He is currently reading, "No Mind Left Behind" by Dr. Adam Cox. Dr. Cox did a training with us on the topic of EF several years ago. He is also participating in a virtual conference through ResearchILD throughout the next several months. Already, Mr. Oltman is using new language and strategies as we meet with parents. Most of the students that Mr. Oltman teaches, though academic gaps exist, mainly struggle with their EF skills. When his conference is complete, he and I will be holding a parent workshop to share information and strategies with parents.

**CHEWELAH SCHOOL DISTRICT NO. 36
FINANCIAL REPORT
2024-2025**

Beginning Cash and Investment Balance:	\$461,679.99
240 Treasurer's Balance - September 1, 2024	\$1,873,499.89
450 Investment Balance - September 1, 2024	(\$437,451.00)
241 Warrants Outstanding - September 1, 2024	<u> </u>
TOTAL CASH AND INVESTMENT BALANCE - September 1, 2024	<u><u>\$1,897,728.88</u></u>

September 30, 2024

CASH RECEIPTS FOR THE MONTH:

State Apportionment	\$1,123,100.08
District Deposits	\$15,687.89
Investments Earnings	\$7,115.13
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$39,609.59
Other:	<u>\$0.00</u>

TOTAL RECEIPTS \$1,185,512.69

EXPENDITURES FOR MONTH:

Accounts Payable	\$514,035.51
Payroll	\$1,016,395.14
Transfer to/(from) Capital Projects	\$106,000.00
Other: Cancelled Warrants	(\$2,726.38)
Other: ACH Return	<u>\$0.00</u>

TOTAL EXPENDITURES \$1,633,704.27

MONTHLY INCREASE/(DECREASE) (\$448,191.58)

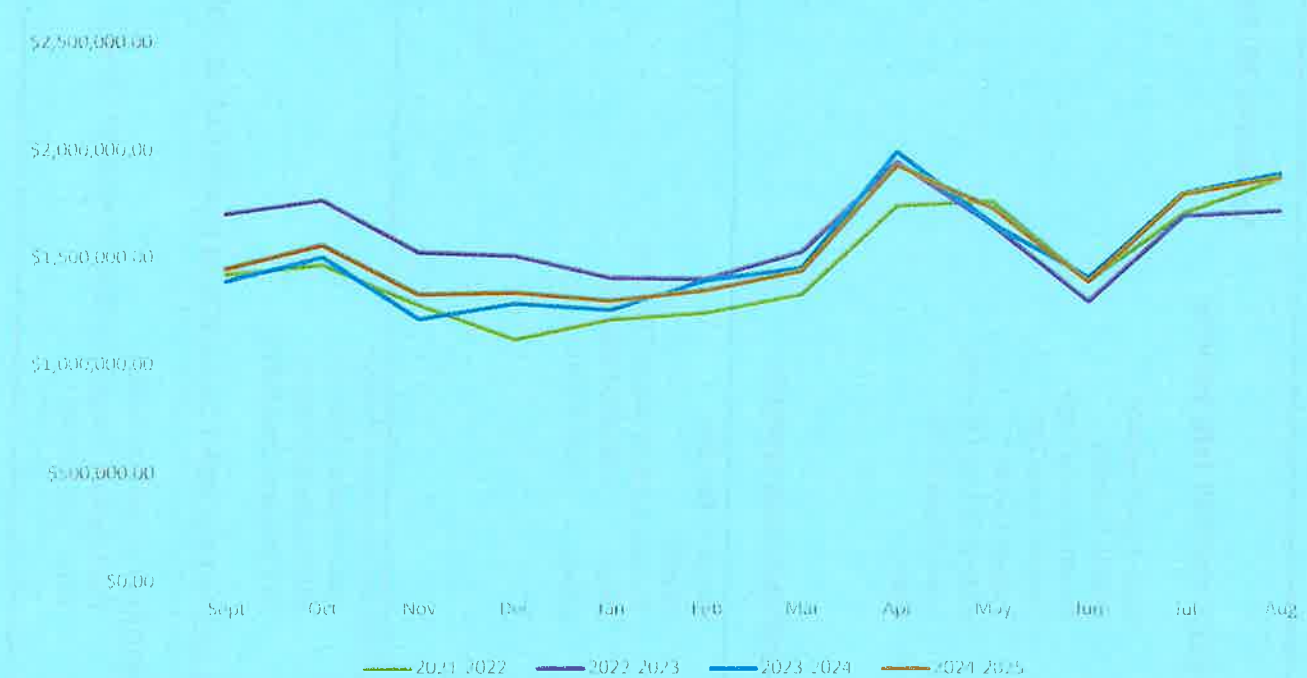
Ending Cash and Investment Balance	\$530,582.91
240 Treasurer's Balance	\$1,422,187.75
450 Investment Balance	(\$503,233.36)
241 Warrants Outstanding	<u> </u>
CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S	<u><u>\$1,449,537.30</u></u>
UNASSIGNED FUND BALANCE	\$1,509,604.57
Fund Balance Assigned to Other Purposes-NOT FINAL	\$700,000.00
Total Fund Balance	<u><u>\$2,209,604.57</u></u>

CAPITAL PROJECTS FUND CASH & INVESTMENT BALANCE:	<u>\$10,097.38</u>
DEBT SERVICE FUND CASH & INVESTMENT BALANCE:	<u>\$25,263.35</u>
A.S.B. FUND CASH & INVESTMENT BALANCE:	<u>\$82,179.36</u>
TRANSPORTATION VEHICLE FUND CASH & INVESTMENT BALANCE:	<u><u>\$455,670.57</u></u>

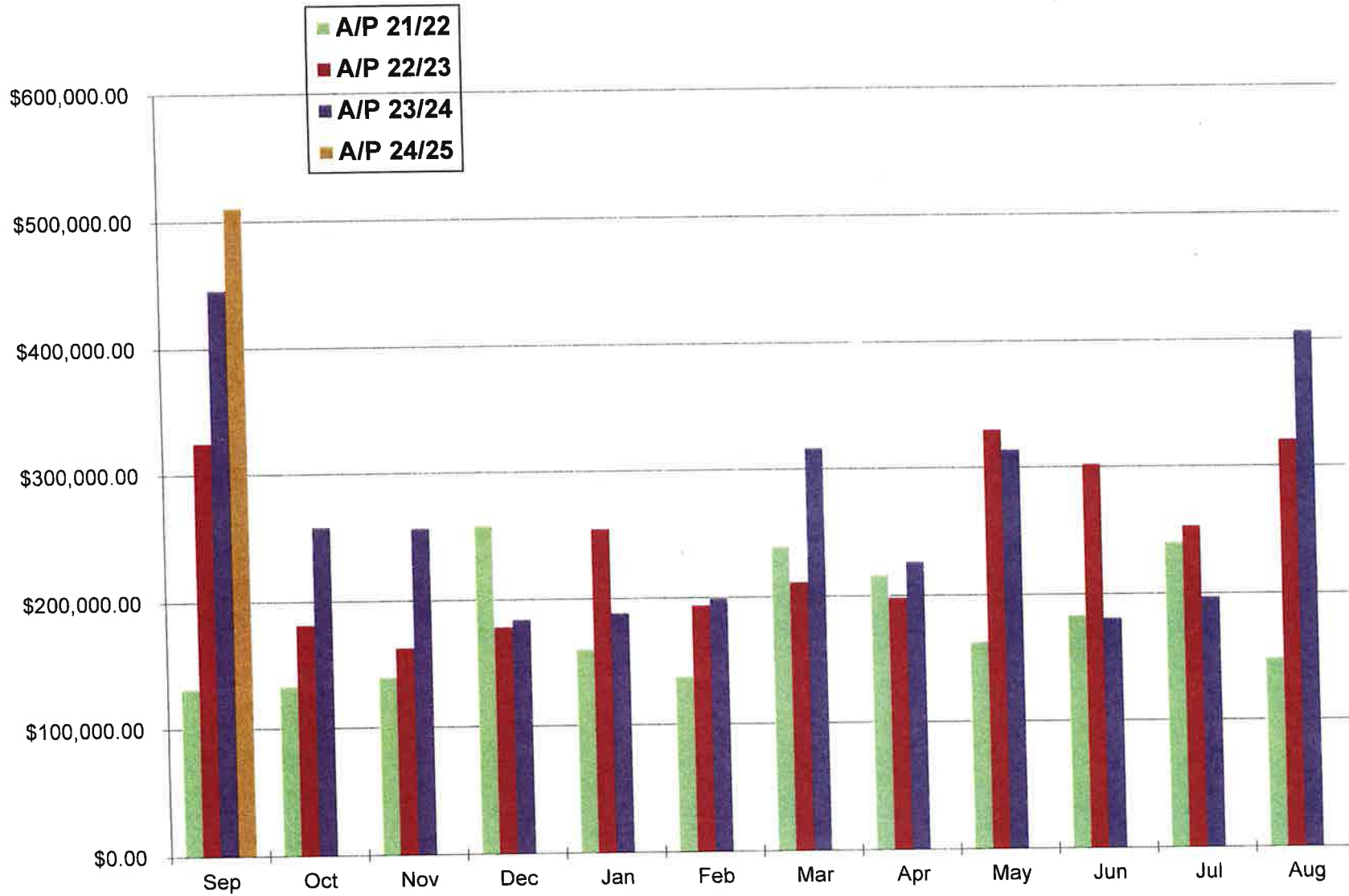
2024-2025 Financial Report
STEVENS COUNTY TREASURER'S ENDING BALANCE

	2021-2022	2022-2023	2023-2024	2024-2025	
Sept	\$1,423,882.95	\$1,707,870.36	\$1,393,313.95	\$1,449,537.30	
Oct	\$1,468,123.60	\$1,769,516.00	\$1,504,980.40	\$1,560,000.00	Estimate
Nov	\$1,281,033.93	\$1,526,152.23	\$1,215,327.31	\$1,330,000.00	Estimate
Dec	\$1,119,975.26	\$1,509,898.40	\$1,287,086.62	\$1,340,000.00	Estimate
Jan	\$1,211,725.08	\$1,406,749.52	\$1,257,849.84	\$1,300,000.00	Estimate
Feb	\$1,243,922.79	\$1,400,593.86	\$1,395,028.61	\$1,350,000.00	Estimate
Mar	\$1,331,851.46	\$1,527,604.84	\$1,453,925.82	\$1,440,000.00	Estimate
Apr	\$1,745,961.23	\$1,948,117.24	\$1,997,138.05	\$1,935,000.00	Estimate
May	\$1,766,334.68	\$1,653,812.15	\$1,661,387.98	\$1,735,000.00	Estimate
Jun	\$1,392,533.42	\$1,297,422.99	\$1,410,224.89	\$1,390,000.00	Estimate
Jul	\$1,712,306.54	\$1,698,291.09	\$1,806,306.09	\$1,800,000.00	Estimate
Aug	\$1,873,259.90	\$1,721,986.39	\$1,897,728.88	\$1,880,000.00	Estimate

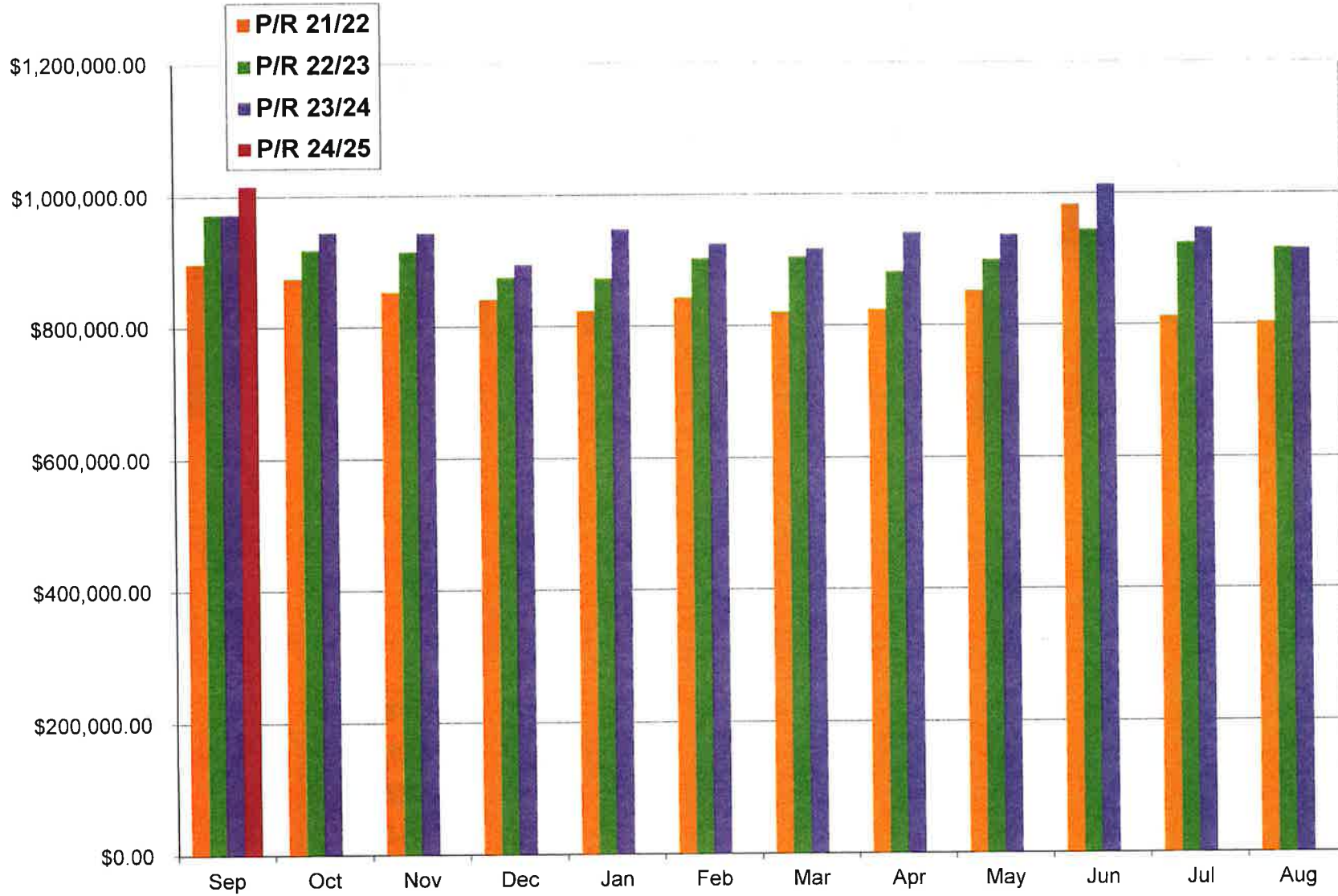
Treasurer's Ending Balance



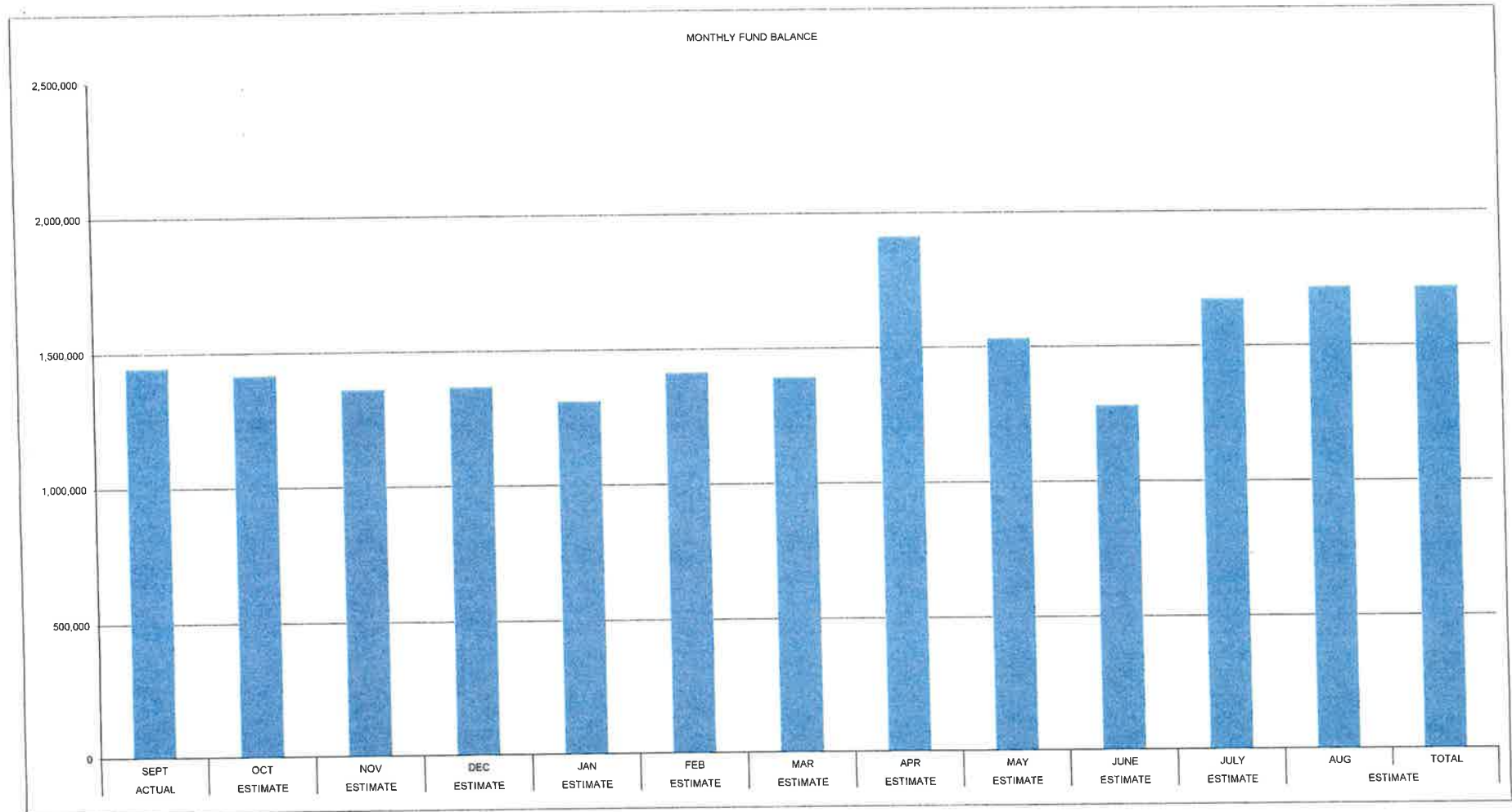
CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES



CHEWELAH SCHOOL DISTRICT													
CASH FLOW 2024-2025													
	ACTUAL SEPT	ESTIMATE OCT	ESTIMATE NOV	ESTIMATE DEC	ESTIMATE JAN	ESTIMATE FEB	ESTIMATE MAR	ESTIMATE APR	ESTIMATE MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG	TOTAL
BEGINNING CASH BALANC	1,897,729	1,449,537	1,420,537	1,365,537	1,371,837	1,314,337	1,417,337	1,396,337	1,917,837	1,537,337	1,284,337	1,679,337	1,897,729
					FTE ADJUST								
REVENUE													
	0	0	0	0	0	0	0	0	0	0	0	0	1
APPORTIONMENT	1,133,100	1,020,000	940,000	1,150,000	1,070,000	1,160,000	1,135,000	1,300,000	775,000	885,000	1,550,000	1,345,000	13,453,100
PROPERTY TAXES	39,610	250,000	45,000	4,000	8,000	60,000	90,000	390,000	75,000	10,000	6,000	8,000	985,610
LOCAL RECEIPTS	15,688	45,000	35,000	7,000	39,000	28,000	8,000	6,500	8,500	45,000	13,000	9,000	259,688
OTHER	7,115	6,000	55,000	5,300	5,500	15,000	6,000	30,000	10,000	7,000	6,000	20,000	172,915
	1,185,513	1,321,000	1,075,000	1,166,300	1,122,500	1,263,000	1,239,000	1,726,500	868,500	947,000	1,575,000	1,382,000	14,871,313
EXPENDITURES													
A/P	511,309	300,000	350,000	200,000	200,000	200,000	300,000	225,000	325,000	200,000	200,000	380,000	3,291,309
PR	1,016,395	1,000,000	980,000	960,000	980,000	960,000	960,000	980,000	980,000	1,000,000	980,000	960,000	11,756,395
TRANSFER TO CPF	106,000	50,000	-100,000						-56,000				0
	1,633,704	1,350,000	1,130,000	1,160,000	1,180,000	1,160,000	1,260,000	1,205,000	1,249,000	1,200,000	1,180,000	1,340,000	15,047,704
ENDING CASH BALANCE	1,449,537	1,420,537	1,365,537	1,371,837	1,314,337	1,417,337	1,396,337	1,917,837	1,537,337	1,284,337	1,679,337	1,721,337	1,721,337

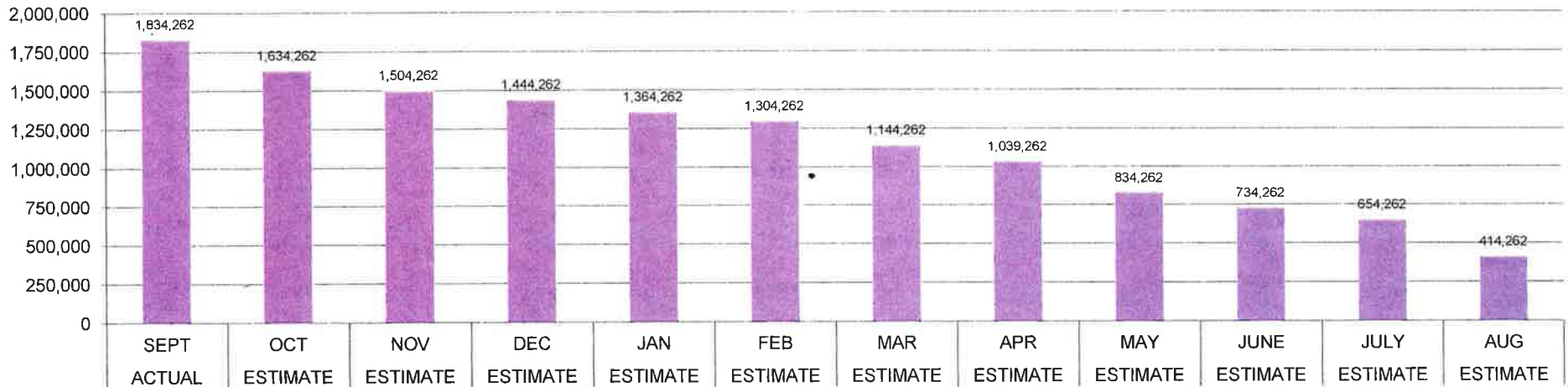


CHEWELAH SCHOOL DISTRICT

BUDGET STATUS 2024-2025

	ACTUAL SEPT	ESTIMATE OCT	ESTIMATE NOV	ESTIMATE DEC	ESTIMATE JAN	ESTIMATE FEB	ESTIMATE MAR	ESTIMATE APR	ESTIMATE MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG
BUDGET	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074
YTD EXPENDITURES	1,734,925	3,034,925	4,264,925	5,424,925	6,604,925	7,764,925	9,024,925	10,229,925	11,534,925	12,734,925	13,914,925	15,254,925
ENCUMBRANCES	11,737,887	10,637,887	9,537,887	8,437,887	7,337,887	6,237,887	5,137,887	4,037,887	2,937,887	1,837,887	737,887	-362,113
BUDGET STATUS	1,834,262	1,634,262	1,504,262	1,444,262	1,364,262	1,304,262	1,144,262	1,039,262	834,262	734,262	654,262	414,262
PERCENTAGE OF BUDGET REMAINING	12%	11%	10%	9%	9%	9%	7%	7%	5%	5%	4%	3%

ESTIMATED BUDGET STATUS REPORT



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	1,217,349	39,609.59	39,609.59		1,177,739.41	3.25
2000 LOCAL SUPPORT NONTAX	121,830	9,147.44	9,147.44		112,682.56	7.51
3000 STATE, GENERAL PURPOSE	8,374,599	735,909.90	735,909.90		7,638,689.10	8.79
4000 STATE, SPECIAL PURPOSE	3,553,657	269,881.96	269,881.96		3,283,775.04	7.59
5000 FEDERAL, GENERAL PURPOSE	20,500	.00	.00		20,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,500,649	24,167.45	24,167.45		1,476,481.55	1.61
7000 REVENUES FR OTH SCH DIST	27,000	.00	.00		27,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	70,000	6,000.00	6,000.00		64,000.00	8.57
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	14,885,584	1,084,716.34	1,084,716.34		13,800,867.66	7.29
B. EXPENDITURES						
00 Regular Instruction	7,063,095	790,753.13	790,753.13	5,689,023.92	583,317.95	91.74
10 Federal Stimulus	0	21,507.70	21,507.70	0.00	21,507.70-	0.00
20 Special Ed Instruction	2,017,199	154,749.27	154,749.27	1,811,659.74	50,789.99	97.48
30 Voc. Ed Instruction	706,026	46,349.81	46,349.81	449,240.43	210,435.76	70.19
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,559,529	148,397.68	148,397.68	931,455.87	479,675.45	69.24
70 Other Instructional Pgms	35,239	1,820.05	1,820.05	20,052.37	13,366.58	62.07
80 Community Services	5,000	2,558.62	2,558.62	0.00	2,441.38	51.17
90 Support Services	3,920,986	568,788.84	568,788.84	2,836,454.78	515,742.38	86.85
Total EXPENDITURES	15,307,074	1,734,925.10	1,734,925.10	11,737,087.11	1,834,261.79	88.02
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)	421,490-	650,208.76-	650,208.76-		228,718.76-	54.26
F. TOTAL BEGINNING FUND BALANCE	2,000,000		2,209,604.57			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,578,510		1,559,395.81			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted for Carryover	53,200	.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 Restricted 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 Committed to Econmc Stabilizatn	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	900,000	700,000.00
G/L 890 Unassigned Fund Balance	625,310	859,395.81
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	1,578,510	1,559,395.81

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

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

	ANNUAL	ACTUAL	ACTUAL		BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>		
1000 Local Taxes	289,738	16,492.74	16,492.74		273,245.26	5.69
2000 Local Support Nontax	5,000	185.15	185.15		4,814.85	3.70
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	6,824,158	.00	.00		6,824,158.00	0.00
5000 Federal, General Purpose	6,000	.00	.00		6,000.00	0.00
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	5,000	.00	.00		5,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,129,896	16,677.89	16,677.89		7,113,218.11	0.23
<u>B. EXPENDITURES</u>						
10 Sites	214,000	113,261.02	113,261.02	196,028.90	95,289.92-	144.53
20 Buildings	656,000	43,416.00	43,416.00	3,061.25	609,522.75	7.08
30 Equipment	6,249,158	.00	.00	16,760.70	6,232,397.30	0.27
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	62,000	.00	.00	0.00	62,000.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	2,500	.00	.00	0.00	2,500.00	0.00
<u>Total EXPENDITURES</u>	7,183,658	156,677.02	156,677.02	215,850.85	6,811,130.13	5.19
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	53,762-	139,999.13-	139,999.13-		86,237.13-	160.41
<u>F. TOTAL BEGINNING FUND BALANCE</u>	54,323		10,503.85			
<u>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	561		129,495.28-			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	303	139,535.30-
G/L 863 Restricted from State Proceeds	0	43,416.00-
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	258	53,456.02
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	561	129,495.28-

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of September, 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	1,200	102.61	102.61		1,097.39	8.55
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	1,200	102.61	102.61		1,097.39	8.55
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)	1,200	102.61	102.61		1,097.39-	91.45-
F. TOTAL BEGINNING FUND BALANCE	25,200		25,160.74			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	26,400		25,263.35			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	26,400		25,263.35			
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			
TOTAL	26,400		25,263.35			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	80,000	3,306.01	3,306.01		76,693.99	4.13
2000 Athletics	167,000	12,564.55	12,564.55		154,435.45	7.52
3000 Classes	12,000	.00	.00		12,000.00	0.00
4000 Clubs	84,150	1,237.00	1,237.00		82,913.00	1.47
6000 Private Moneys	10,600	1,720.00	1,720.00		8,880.00	16.23
Total REVENUES	353,750	18,827.56	18,827.56		334,922.44	5.32
B. EXPENDITURES						
1000 General Student Body	80,000	3,694.92	3,694.92	7,588.48	68,716.60	14.10
2000 Athletics	147,000	4,833.74	4,833.74	6,520.03	135,646.23	7.72
3000 Classes	12,000	.00	.00	0.00	12,000.00	0.00
4000 Clubs	78,000	1,872.36	1,872.36	5,142.10	70,985.54	8.99
6000 Private Moneys	13,600	36.45	36.45	0.00	13,563.55	0.27
Total EXPENDITURES	330,600	10,437.47	10,437.47	19,250.61	300,911.92	8.98
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)						
	23,150	8,390.09	8,390.09		14,759.91-	63.76-
D. TOTAL BEGINNING FUND BALANCE						
	95,000		87,236.34			
E. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)						
	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)						
	118,150		95,626.43			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	118,150		95,626.43			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	118,150		95,626.43			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of September, 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	13,000	1,899.74	1,899.74		11,100.26	14.61
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	257,800	.00	.00		257,800.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	2,000	.00	.00		2,000.00	0.00
A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)	272,800	1,899.74	1,899.74		270,900.26	0.70
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	272,800	1,899.74	1,899.74		270,900.26	0.70
D. EXPENDITURES						
Type 30 Equipment	726,800	.00	.00	347,968.96	378,831.04	47.88
Type 40 Energy	0	.00	.00	14,580.00	14,580.00-	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
Total EXPENDITURES	726,800	.00	.00	362,548.96	364,251.04	49.88
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)	454,000-	1,899.74	1,899.74		455,899.74	100.42-
H. TOTAL BEGINNING FUND BALANCE	454,000		453,770.83			
I. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	0		455,670.57			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	0	455,670.57
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	0	455,670.57

GL 888 Assigned to Other Purposes
General Fund

(Return to Summary Sheet)

Total	\$	720,000.00
School Resource Officer	\$	100,000.00
Professional Development	\$	80,000.00
Extra Staff Support	\$	439,000.00
Mental Health	\$	65,000.00
District Assessment Plan	\$	20,000.00
Capital Projects (ie carpet/painting)	\$	16,000.00
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-
(Enter brief description of assignment's purposes)	\$	-



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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$32,898.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 125404 through 125422, totaling \$32,898.53

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125404	ALSCO	09/13/2024	LSPO2762120	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	
			LSPO2763956	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
			LSPO2765868	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
			LSPO2768322	coverall and rags	1000010892	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.48	
125405	AMAZON	09/13/2024	1HNN-Q3QH-1QTY	Tech Supplies, adapters	2600001748	867.91	867.91
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			867.91	
125406	AT&T MOBILITY	09/13/2024	287334930137X082724	FIRST NET WIRELESS SERVICES	1000010951	512.60	512.60
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			512.60	
125407	BARGREEN ELLINGSON INC	09/13/2024	011587631	ESSER KITCHEN SANITATION SUPPLIES-BLEACH, SPONGES, SANITIZER, TOWELS	1000011250	240.56	240.56
10 E 530 1300 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/ESSER III			240.56	
125408	BERESFORD COMPANY	09/13/2024	25368	JHS Carpet room 5/6	2300006957	4,644.54	4,644.54
10 E 530 9700 64 9720 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			4,644.54	
125409	CITY OF CHEWELAH	09/13/2024	082924	UTILITIES	1000010863	17,656.89	17,656.89
10 E 530 9700 65 7410 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,708.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7420 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		167.15	
10 E 530 9700 65 7622 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		503.89	
10 E 530 9700 65 7410 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,906.97	
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		3,344.83	
10 E 530 9700 65 7410 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		138.87	
10 E 530 9700 65 7622 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		558.70	
10 E 530 9700 65 7410 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,853.82	
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		3,121.85	
10 E 530 9700 65 7410 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		133.54	
10 E 530 9700 65 7420 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		155.40	
10 E 530 9700 65 7622 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		353.87	
125410	GESS ELEMENTARY	09/13/2024	2024-34	TO REIMBURSE GESS ASB 6104-1100 BACKPACK FUND FOR SNACK PACK SUPPLIES FOR HOMELESS STUDENTS IN 2023-2024 SCHOOL YEAR	0	105.46	105.46
10 E 530 5100 27 5610 1100 2030 0000 0				General Fund/EXPENDITURES/TITLE I		105.46	
125411	INTERSTATE BATTERIES OF EASTER	09/13/2024	41024991	BUS BATTERIES	2200002157	611.07	611.07
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		611.07	
125412	INTRIGUE COMMUNICATIONS INC	09/13/2024	9195	PHONE SERVICES ON ACCOUNT #100152	1000010867	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.68	
125413	JMT PETROLEUM	09/13/2024	246364	FUEL ACCT	1000010868	2,988.11	2,988.11
10 E 530 9700 62 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		370.32	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,000.23	
10 E 530 9900 52 5626 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		1,516.58	
10 E 530 9900 52 5626 0000 4450 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		100.98	
125414	OXARC INC	09/13/2024	0061824969	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	
125415	PATERSON SCHOOL DISTRICT #50	09/13/2024	083124	KESE GRANT REIMBURSEMENTS	1000010941	423.35	423.35
10 E 530 5238 31 7592 0000 2702 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		423.35	
125416	PUBLIC EDUCATION AND BUSINESS	09/13/2024	25017	TRAINING AND TRAVELING FOR JUNE 17-18, 2024 FOR 2 DAY STAFF WORKSHOP UP TO 30	1000011076	1,064.46	1,064.46

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				PARTICIPANTS			
10 E 530 1300 31 7330 0000 1660 0000 0				General Fund/EXPENDITURES/ESSER III		1,064.46	
125417	RWC GROUP	09/13/2024	RA106011982:01	2023-2024 BUS PURCHASES	1000010874	702.99	702.99
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		702.99	
125418	SETYS ACE HARDWARE	09/13/2024	083124	PURCHASES OPEN PO ACCT #101365	1000010877	1,135.21	1,135.21
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		206.19	
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		36.50	
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		289.03	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		273.21	
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		330.28	
125419	TRUDEAU, ANDREA L	09/13/2024	042024	REIMBURSE FOR MADATORY COACH TRAINING 2023-24	0	50.00	50.00
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		50.00	
125420	VERIZON WIRELESS	09/13/2024	9971826929	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	
125421	PRESS ARCHITETURE LLC	09/13/2024	24.060	Press Box Construction	7100000960	437.80	437.80
20 E 530 2204 12 7000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		437.80	
125422	SETYS ACE HARDWARE	09/13/2024	083124CPF	SNYDER FIELD/BLEACHERS CPF PROJECT SUPPLIES	7100000917	415.25	998.80
20 E 530 2204 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		415.25	
			083124CPF2	Healthy Kids/Healthy Schools supplies for remodel & miscellaneous	7100000916	583.55	
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		583.55	

19 Computer Check(s) For a Total of 32,898.53

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
19	Computer	Checks For a Total of	32,898.53
Total For	19	Manual, Wire Tran, ACH & Computer Checks	32,898.53
Less	0	Voided	0.00
		Net Amount	32,898.53

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	31,461.93	31,461.93
20	Capital Projects	0.00	0.00	1,436.60	1,436.60

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$32,898.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 125404 through 125422, totaling \$32,898.53

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Table with columns: Check Nbr, Vendor Name, Check Date, Invoice Number, Invoice Desc, PO Number, Invoice Amount, Check Amount. Rows include vendors like ALSCO, AMAZON, AT&T MOBILITY, BARGREEN ELLINGSON INC, BERESFORD COMPANY, and CITY OF CHEWELAH.

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7420 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		167.15	
10 E 530 9700 65 7622 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		503.89	
10 E 530 9700 65 7410 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,906.97	
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		3,344.83	
10 E 530 9700 65 7410 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		138.87	
10 E 530 9700 65 7622 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		558.70	
10 E 530 9700 65 7410 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,853.82	
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		3,121.85	
10 E 530 9700 65 7410 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		133.54	
10 E 530 9700 65 7420 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		155.40	
10 E 530 9700 65 7622 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		353.87	
125410	GESS ELEMENTARY	09/13/2024	2024-34	TO REIMBURSE GESS ASB 6104-1100 BACKPACK FUND FOR SNACK PACK SUPPLIES FOR HOMELESS STUDENTS IN 2023-2024 SCHOOL YEAR	0	105.46	105.46
10 E 530 5100 27 5610 1100 2030 0000 0				General Fund/EXPENDITURES/TITLE I		105.46	
125411	INTERSTATE BATTERIES OF EASTER	09/13/2024	41024991	BUS BATTERIES	2200002157	611.07	611.07
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		611.07	
125412	INTRIGUE COMMUNICATIONS INC	09/13/2024	9195	PHONE SERVICES ON ACCOUNT #100152	1000010867	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.68	
125413	JMT PETROLEUM	09/13/2024	246364	FUEL ACCT	1000010868	2,988.11	2,988.11
10 E 530 9700 62 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		370.32	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,000.23	
10 E 530 9900 52 5626 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		1,516.58	
10 E 530 9900 52 5626 0000 4450 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		100.98	
125414	OXARC INC	09/13/2024	0061824969	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	
125415	PATERSON SCHOOL DISTRICT #50	09/13/2024	083124	KESE GRANT REIMBURSEMENTS	1000010941	423.35	423.35
10 E 530 5238 31 7592 0000 2702 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		423.35	
125416	PUBLIC EDUCATION AND BUSINESS	09/13/2024	25017	TRAINING AND TRAVELING FOR JUNE 17-18, 2024 FOR 2 DAY STAFF WORKSHOP UP TO 30	1000011076	1,064.46	1,064.46

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 1300 31 7330 0000 1660 0000 0				PARTICIPANTS General Fund/EXPENDITURES/ESSER III		1,064.46	
125417	RWC GROUP	09/13/2024	RA106011982:01	2023-2024 BUS PURCHASES	1000010874	702.99	702.99
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		702.99	
125418	SETYS ACE HARDWARE	09/13/2024	083124	PURCHASES OPEN PO ACCT #101365	1000010877	1,135.21	1,135.21
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		206.19	
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		36.50	
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		289.03	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		273.21	
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		330.28	
125419	TRUDEAU, ANDREA L	09/13/2024	042024	REIMBURSE FOR MADATORY COACH TRAINING 2023-24	0	50.00	50.00
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		50.00	
125420	VERIZON WIRELESS	09/13/2024	9971826929	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	
125421	PRESS ARCHITETURE LLC	09/13/2024	24.060	Press Box Construction	7100000960	437.80	437.80
20 E 530 2204 12 7000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		437.80	
125422	SETYS ACE HARDWARE	09/13/2024	083124CPF	SNYDER FIELD/BLEACHERS CPF PROJECT SUPPLIES	7100000917	415.25	998.80
20 E 530 2204 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		415.25	
			083124CPF2	Healthy Kids/Healthy Schools supplies for remodel & miscellaneous	7100000916	583.55	
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		583.55	

19 Computer Check(s) For a Total of 32,898.53

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	19	Computer	Checks For a Total of	32,898.53
Total For	19	Manual, Wire Tran, ACH & Computer	Checks	32,898.53
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	32,898.53

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	31,461.93	31,461.93
20	Capital Projects	0.00	0.00	1,436.60	1,436.60

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$462,379.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 125423 through 125470, totaling \$462,379.74

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
125423	A-L COMPRESSED GASES INC	09/13/2024	0003039752	GASES FOR WELDING CLASS 2023 - 2024	1300008130	88.29	88.29
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		88.29	
125424	AMAZON	09/13/2024	111D6Q91-DN6W	NSLP DISPOSABLE SUPPLIES	1000011245	351.52	6,621.61
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		351.52	
			1163-C174-3KK7	Amazon, T-8 Lights, district wide.	2300007015	267.84	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		267.84	
			1339-YCQQ-3K6J	Classroom Tree Bulletin Board, Wood Cased Pencils, Bostich Sharpener, Glue Stick	1300008460	130.96	
10 E 530 0100 27 5610 4300 1840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		130.96	
			137N-TTKW-V37M	DISTRICT OFFICE BINDER CLIPS, NOTE PADS & WALL ORGANIZER	1000011249	76.82	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		76.82	
			193H-6DWW-LX3Y	Tech Supplies, adapters	2600001748	43.15	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		43.15	
			19LG-WPGR-1K4P	OPEN PO FOR NSLP DISPOSABLE	1000011256	464.53	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 44 5610 0000 0000 0000 0				SUPPLIES			
			General Fund/EXPENDITURES/FOOD SERVICES			464.53	
			19T6-4K1M-X7T6	Black / white Paint, Acrylic Colored Paint, Watercolor Paper, Watercolor Pape, Watercolor Pape, Cotton Watercolor Paper, Mixed-Media Paper Pad	1300008465	260.16	
10 E 530 0100 27 5610 4300 1160 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			260.16	
			19X6-33XD-LH1Y	OPEN PO FOR NSLP DISPOSABLE SUPPLIES	1000011256	102.34	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			102.34	
			1C3D-JQ3Q-34QF	Classroom supplies: scissors, pencils folders, headphones, ear buds	1100008308	217.62	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			217.62	
			1D6W-YWNM-3QX9	Music Stand clips, D Ring Binders, Pencil sharpener, Music Pencils, Dry Erase Markers Black, Dry Erase Markers Blue, Erase Markers Fine Tip Black	1300008481	150.93	
10 E 530 0100 27 5610 4300 1400 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			150.93	
			1FGW-CGLW-LH4J	laminating rolls, gel sharpie pens, timers, card stock	1100008316	286.61	
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			286.61	
			1FNL-D6TY-71CQ	Pencils, Blue Pilot G-2 Pens, Highlighters, Post it Boards	1300008463	313.39	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		313.39	
			1G7V-GQC6-VCQY	DRAKE TEACHERS BUDGET CLASSROOM SUPPLIES	1100008313	190.23	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		190.23	
			1KNV-F1HQ-CQNP	Soniturn Kids Headphones 5 pack	1300008467	43.14	
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		43.14	
			1L99-GR17-4GGW	Black / white Paint, Acrylic Colored Paint, Watercolor Paper, Watercolor Pape, Watercolor Paper, Cotton Watercolor Paper, Mixed-Media Paper Pad	1300008465	1,439.36	
10 E 530 0100 27 5610 4300 1160 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,439.36	
			1LH7-RVQ1-YM4X	Whiteboard erasers, Spiral Notebooks, Expo Markers, Pencils	1300008461	325.58	
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		325.58	
			1LP9-VHKC-MLGY	STUDENT SUPPLIES K-6	1100008310	714.16	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		714.16	
			1X13-1L34-YFK1	Classroom supplies: scissors, pencils folders, headphones, ear buds	1100008308	591.68	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		591.68	
			1XNL-64TW-991T	SARA RILEY TK SUPPLIES	1100008309	317.89	
10 E 530 0900 27 5610 1100 0000 0000 1				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		317.89	
			1XPK-QQ7D-7TL7	Quartzite Insurance Claim: Amazon: coffee pot, mini fridge & corner cabinet	1400008534	333.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 23 5610 5400 0000 0000 1				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		333.70	
125425	AT&T MOBILITY	09/13/2024	287301239699X082824	FIRST NET WIRELESS SERVICES	1000011169	43.23	43.23
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		43.23	
125426	AWAY WITH WORDS INTERPRETER SE	09/13/2024	535	Open PO - Interpreter services for 2024-2025 school year	1000011173	256.64	483.46
10 E 530 2100 26 7322 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		256.64	
			536	Open PO - Interpreter services for 2024-2025 school year	1000011173	226.82	
10 E 530 2100 26 7322 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		226.82	
125427	BOOKSHARK LLC	09/13/2024	BI0047002	Math U See Alpha, Gamma, Lined Paper for Handwriting without Tears, Science I Lab sheets, Science E Instructors Guide	1400008537	715.19	715.19
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		715.19	
125428	CHARLIE'S PRODUCE	09/13/2024	20521258	FOOD & SUPPLIES	1000011223	1,353.55	3,759.85
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		1,353.55	
			20523594	FRESH FRUIT AND VEGETABLE PROGRAM FOODS	1000011222	2,406.30	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		2,406.30	
125429	COLVILLE HIGH SCHOOL	09/13/2024	090524	Volleyball Jamboree 9/5/2024	1300008478	150.00	150.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		150.00	
125430	COLVILLE PRINTING	09/13/2024	11894	Incident referral forms	1100008315	456.84	456.84
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		456.84	
125431	CONSOLIDATED ELECTRICAL DISTRI	09/13/2024	8190-1204370	20 halco #2 lamp ballasts and 20 #4 lamp elec ballasts	2300002785	633.53	633.53

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		633.53	
125432	CRYSTAL SPRINGS	09/13/2024	15901662 090724	Crystal Springs water	1400008551	63.63	132.66
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		63.63	
			15902043 090724	WATER AND COOLER RENTAL	1000011178	69.03	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		69.03	
125433	CURRICULUM ASSOCIATES LLC	09/13/2024	90845651	1ST GRADE QUICK WORD HANDBOOKS LEAH OMAN AND MIRANDA EATON	1100008312	108.14	108.14
10 E 530 0100 33 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		108.14	
125434	ELAN CARDMEMBER SERVICE	09/13/2024	082724	ANNUAL MEMBERSHIP FEES	0	205.00	3,050.05
10 E 530 9700 13 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		205.00	
			JP	WALMART.COM PROVIDED SCHOOL SUPPLIES TK-6	1100008322	703.00	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		614.42	
10 E 530 5100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE I		56.24	
10 E 530 0900 27 5610 1100 0000 0000 1				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		32.34	
			JPr-081224	SOLUTION TREE INC - PLC MATH INTERVENTION JULIE PRICE	1100008321	67.47	
10 E 530 5290 31 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		67.47	
			JPr-082624	WALMART.COM PROVIDED SCHOOL SUPPLIES K-6	1100008323	663.18	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		610.13	
10 E 530 5100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE I		53.05	
			MS-081424	2024-25 PDA TRAINING FOR DIABETES STUDENTS FOR BREITER, JOYCE, SAWYER, SHEPPARD AND LAPAN ON 8-20-2024	1000011235	325.00	
10 E 530 0100 26 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		130.00	
10 E 530 0100 26 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		130.00	
10 E 530 0200 26 7330 5400 0000 0000 1				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		65.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			MS-082024	SUBWAY-NEW HIRE	1000011239	86.40	
				ORIENTATION LUNCH			
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			86.40	
			SA-082324	9th grade success	1300008477	1,000.00	
				grant -pay from			
				Lap High Poverty.			
				Dinner for 9th			
				Grade Open House			
				- Plan Q BBQ			
10 E 530 5500 27 5610 4300 2020 0000 0			General Fund/EXPENDITURES/LAP			1,000.00	
125435	ETS EDUCATIONAL TESTING SERVIC	09/13/2024	CM20259564	PARAEDUCATOR	1000011238	55.00	55.00
				TESTING			
				ASSESSMENTS			
10 E 530 9700 14 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			55.00	
125436	FIRE PROTECTION SPECIALISTS LL	09/13/2024	21176	Fire alarm	2300002778	864.00	864.00
				inspection			
10 E 530 9700 64 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			864.00	
125437	FOLLETT SCHOOL SOLUTIONS, LLC	09/13/2024	1555781	DESTINY FOR THREE	1000011262	3,292.69	3,292.69
				LIBRARIES			
				Nov2024-Oct 2025			
10 E 530 0200 22 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			976.71	
10 E 530 0100 22 5650 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,157.99	
10 E 530 0100 22 5650 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,157.99	
125438	GOLD STAR FOODS	09/13/2024	3297787	FOOD & SUPPLIES	1000011221	5,583.17	6,202.13
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			5,583.17	
			3297788	FOOD & SUPPLIES	1000011221	550.42	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			550.42	
			3298835	FOOD & SUPPLIES	1000011221	68.54	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			68.54	
125439	GREAT MINDS	09/13/2024	INV199895	Eureka Math	1300008364	810.79	810.79
				Squared Digital			
				Only License 6/30			
				of 2024-2025			
10 E 530 2100 27 5640 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			810.79	
125440	INTRIGUE COMMUNICATIONS INC	09/13/2024	12304	ANNUAL PHONE	1000011263	1,936.80	1,936.80
				SYSTEM SUPPORT			
				AND MAINTENANCE			
				PLAN FEB 2024-FEB			
				2025			
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,936.80	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125441	KCDA PURCHASING COOPERATIVE	09/13/2024	300801049	Duct Tape, Masking Tape, Orange Masking Tape, Newsprint Pad, Pencils, Composition Notebooks, HP 36 A Cartridge	1300008454	262.42	262.42
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			262.42	
125442	NATIONAL COUNCIL FOR AGRICULTU	09/13/2024	c223995	CASE curriculum access for Ariann	1000011253	2,200.00	2,200.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-176.00	
10 E 530 3100 27 5650 4300 1100 0000 0			General Fund/EXPENDITURES/VOCATIONAL			2,376.00	
125443	NCS PEARSON INC	09/13/2024	23272735	VINELAND - 3 DOMAIN LEVEL Q-GLOBAL ADMINISTRATION/REP ORT, SENSORY PROFILE 2 Q-GLOBAL ADMINISTRATION/REP ORT, BASC 3 Q-GLOBALADMINISTRA TION/REPORT ALL DIGITAL - QUOTE # 10000113520328	2100006345	278.68	278.68
10 E 530 2100 26 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			278.68	
125444	NEWESD 101	09/13/2024	1252503026	RED ROVER SUBSTITUTE MANAGEMENT 2024-2025	1000011254	3,084.36	3,520.51
10 E 530 9700 14 5650 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,084.36	
			1252503064	LOBBYIST AND LEGISLATIVE CONSULTANT - JULY 2024 TO JUNE 2025	1000011257	436.15	
10 E 530 9700 11 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			436.15	
125445	OFFICE DEPOT	09/13/2024	378887779001	File Folders, Paper	1300008473	105.45	666.60
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			105.45	
			378887779002	Paper	1300008473	38.28	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			38.28	
			378887779003	Paper	1300008473	43.15	

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		43.15	
			378887779004	Lilac Paper	1300008473	33.26	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		33.26	
			378921784001	Plasma Paper	1300008473	88.08	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		88.08	
			378955487001	Tape, Pencils, Markers	1300008468	71.27	
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		71.27	
			378982540001	Tape, Glue Sticks, Electric Pencil Sharpener, Highlighters, Pencils, Markers, Calendar, Sticky Notes	1300008453	218.21	
10 E 530 0100 27 5610 4300 1840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		218.21	
			379044068001	Tape, Astrobright Assorted Color Paper	1300008453	68.90	
10 E 530 0100 27 5610 4300 1840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		68.90	
125446	OSPI - AGENCY ACCOUNTING	09/13/2024	FY25-033	K20 Internet Connection for 24-25 School Year	2600001803	1,000.00	1,000.00
10 E 530 0100 32 7352 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,000.00	
125447	PERFORMANCE SYSTEMS INTEGRATIO	09/13/2024	C-030767	Annual Fire extinguisher inspections for all buildings	2300002784	3,175.89	3,175.89
10 E 530 9700 64 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,175.89	
125448	PERRINS, JASON	09/13/2024	090924	REIMBURSE FOR BUS DRIVER CERTIFICATION FEES	0	379.75	379.75
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		110.00	
10 E 530 9900 51 7810 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		269.75	
125449	QCL INC	09/13/2024	57479	TRANSPORTATION SERVICES DRUG TESTS	1000011203	754.00	919.00
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		754.00	
			57632	TRANSPORTATION	1000011203	165.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 52 7340 0000 0000 0000 0				SERVICES DRUG TESTS		165.00	
			General Fund/EXPENDITURES/	PUPIL TRANSPORTATION			
125450	QUILL CORPORATION	09/13/2024	40275051	TAPE	1100008314	33.02	1,223.03
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		33.02	
			40275377	OFFICE SUPPLIES: PAPER, WHITE OUT, CARDSTOCK, CONSTRUCTION PAPER, STAPLERS, TAPE, TAPE DISPENSERS, LABELS, SHARPIES, HIGHLIGHTERS, DRY ERASE MARKERS, PAPER CLIPS, BATTERIES AA & AAA, FACIAL WIPES, FILE FOLDERS, GLUE STICKS	1100008314	1,148.81	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		1,148.81	
			40275662	PAPER	1100008314	26.46	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		26.46	
			40290186	PAPER TRAY	1100008314	14.74	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		14.74	
125451	RESEARCH INSTITUTE FOR LEARNIN	09/13/2024	SMARTS 426	SMARTS Curriculum renewal license for elementary and secondary	1400008539	858.00	858.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER	GOVERNMENT UNITS		-68.64	
10 E 530 0200 33 5650 5400 0000 0000 0			General Fund/EXPENDITURES/	ALTERNATIVE BASIC ED		926.64	
125452	SETY, MARGARET M	09/13/2024	081624	REIMBURSEMENT FOR CLASSROOM SUPPLIES	0	79.34	127.11
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		79.34	
			081624B	REIMBURSEMENT FOR CLASSROOM SUPPLIES	0	19.42	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		19.42	
			081624C	REIMBURSEMENT FOR CLASSROOM	0	28.35	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 1100 0000 0000 0				SUPPLIES			
			General Fund/EXPENDITURES/BASIC EDUCATION			28.35	
125453	STAPLES BUSINESS ADVANTAGE	09/13/2024	6010760273	DO envelopes for beginning of year mailing to families	1000011092	106.43	458.80
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			106.43	
			6010760274	DISTRICT SUPPLIES-SHARPIES, RULER, PAPER, BINDER CLIPS,	1000011096	48.49	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			48.49	
			6010760275	Pencil Lead, Pencils, Post it Easel Pad, Big Post It Notes, Sharpies, Notebooks, Dry Erase Marker	1300008469	170.58	
10 E 530 0100 27 5610 4300 4040 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			170.58	
			6010760276	Copy Paper, Pencils, Pens, Board Markers	1300008466	133.30	
10 E 530 2100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			133.30	
125454	SULGROVE, CARRIE A	09/13/2024	090524	REIMBURSE FOR FAMILY BBQ SUPPLIES	0	15.70	15.70
10 E 530 8900 91 5610 0000 0000 0000 0			General Fund/EXPENDITURES/OTHER COMMUNITY SERVICES			15.70	
125455	TCI	09/13/2024	INV127029	Elementary Teacher Social Studies license: 1-year	1000011243	114.00	114.00
10 E 530 0100 33 5650 1100 1580 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			114.00	
125456	TERRYS DAIRY	09/13/2024	082224	MILK & MILK PRODUCTS FOR CUST #1513	1000011212	1,033.21	1,033.21
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			1,033.21	
125457	ULINE	09/13/2024	181985640	*Insurance Claim* storage cabinet	1000011237	561.60	1,475.73
10 E 530 0200 27 5610 5400 0000 0000 1			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			561.60	
			182223591	ULine: table and	1400008535	914.13	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 23 5610 5400 0000 0000 0				2 bookshelves		914.13	
				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			
125458	UNITED SCHOOLS INSURANCE PROGR	09/13/2024	2024-34909-0308-1	USIP INSURANCE	1000011247	273,100.39	273,100.39
				PREMIUMS ON ANNUAL POLICY			
				9-1-2024 TO 8-31-2025			
10 E 530 9700 68 7520 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		241,491.53	
10 E 530 9900 56 7520 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		31,608.86	
125459	WALTER E NELSON CO	09/13/2024	531855	JHS: Super Coach Vacuum 10qt	2300002783	588.61	4,157.34
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		588.61	
			531862	JHS Custodial: soap, PT, liners, gum freeze, gloves, TP dispenser, facial tissue, microfiber rags, lysol wipes	2300002782	3,568.73	
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,568.73	
125460	WASBO	09/13/2024	200034874	ASB WASBO WORKSHOP IN SPOKANE OCT 8, 2024 FOR SHEPPARD, SKOK, ANDERSON, BOSWELL, SCHULZ & 2 STUDENTS	1000011161	1,025.00	1,025.00
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,025.00	
125461	WA STATE DEPT OF LICENSING	09/13/2024	LO247277806	Driver Abstracts	1000011218	450.00	450.00
10 E 530 0100 28 7340 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		240.00	
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		210.00	
125462	WIAA	09/13/2024	26838	Football Tackling Clinic for Coaches 2024-FISK	1300008451	45.00	90.00
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		45.00	
			26897	Football Tackling Clinic for Coaches 2024-BAKER	1300008451	45.00	
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		45.00	

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125463	WSIPC	09/13/2024	1002400178	API LICENSES - CANVAS 9-1-24 TO 8-31-25 TO ALLOW REMOTE ACCESS for COVID-continuing contract ESSER funding	1000011258	940.00	940.00
10 E	530 0100 32 5650 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION		808.40	
10 E	530 0100 32 5650 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION		131.60	
125464	MONTANA HELICAL PIERS	09/13/2024	24.3126	Announcers Booth @ Snyder Field: Montana Helical Piers CPF LEVY	2300006986	33,030.62	33,030.62
20 L	601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE		-3,339.80	
20 E	530 2204 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO		36,370.42	
125465	T&M RESTORATION	09/13/2024	1791-2	MITIGATION COMPLETED AND COST AGREED WITH INSURANCE ON QL FLOODING CLAIM	7100000915	22,118.36	99,412.47
20 L	601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE		-2,256.98	
20 E	530 0006 22 7000 0000 0000 0000 0			Capital Projects/EXPENDITURES/INSURANCE EXPENDITURES		24,375.34	
			1791-3	MITIGATION COMPLETED AND COST AGREED WITH INSURANCE ON QL FLOODING CLAIM	7100000915	77,294.11	
20 L	601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE		-7,887.16	
20 E	530 0006 22 7000 0000 0000 0000 0			Capital Projects/EXPENDITURES/INSURANCE EXPENDITURES		85,181.27	
125466	AMAZON	09/13/2024	1V4J-33M6-1F3P	Chop Wood Carry Water Books	8300007332	202.10	202.10
40 E	530 2120 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/BASKETBALL GI		202.10	
125467	CHEWELAH INDEPENDENT	09/13/2024	081324	AD-Fun Run	8300007333	50.00	50.00
40 E	530 2140 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CROSS COUNTRY		50.00	
125468	COLVILLE SIGN COMPANY	09/13/2024	12970	Business Ad Signs	8300007209	252.45	252.45
40 R	960 2130 00 0000 4300 0000 0000 0			Associated Student Body Fund/REVENUES/CHEERLEADERS		252.45	
125469	ELAN CARDMEMBER SERVICE	09/13/2024	SA-082124	Costco/Safeway/Cas h-Carry/Walmart- Concessions	8300007337	2,340.23	2,376.68
40 E	530 1210 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CONCESSIONS		2,340.23	
			SA-082324B	Dollar Tree/Staples	8300007327	36.45	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		36.45	
125470	GREGERSON, REBECCA J	09/13/2024	082224	FAIR FFA TRAP SHOOT	0	180.00	180.00
40 E 530 4310 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FFA		180.00	
				48 Computer	Check(s) For a Total of		462,379.74

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
48	Computer	Checks For a Total of	462,379.74
Total For	48	Manual, Wire Tran, ACH & Computer Checks	462,379.74
Less	0	Voided	0.00
		Net Amount	462,379.74

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-244.64	0.00	327,120.06	326,875.42
20	Capital Projects	-13,483.94	0.00	145,927.03	132,443.09
40	Associated Student Body Fund	0.00	252.45	2,808.78	3,061.23

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$21,257.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 125506 through 125512, totaling \$21,257.03

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Table with columns: Check Nbr, Vendor Name, Check Date, Invoice Number, Invoice Desc, PO Number, Invoice Amount, Check Amount. Rows include Amazon, Avista Utilities, Beresford Company, Canon Financial Services, Community Minded Enterprises, and Elan Cardmember Service.

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125512	JONES, LEANNE C	09/30/2024	061324	REIMBURSE FOR LAST YEAR CLASSROOM SUPPLIES	0	39.49	39.49
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		39.49	
				7 Computer	Check(s) For a Total of		21,257.03

Check Summary

	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
	7	Computer	Checks For a Total of	21,257.03
Total For	7	Manual, Wire Tran, ACH & Computer	Checks	21,257.03
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	21,257.03

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	21,257.03	21,257.03

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$253,507.79. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125513 through 125566, totaling \$253,507.79

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
125513	A-L COMPRESSED GASES INC	09/30/2024	0002191799	OPEN PO FOR SUPPLIES	1000011168	530.87	726.35
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		530.87	
			0002191855	OPEN PO FOR SUPPLIES	1000011168	195.48	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		195.48	
125514	AMAZON	09/30/2024	11R6-HLYY-LNGL	OPEN PO FOR NSLP DISPOSABLE SUPPLIES	1000011256	19.70	2,493.15
10 E 530 9816 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FARM TO SCHOOL		19.70	
			134V-1WHG-K17K	JULIE SAUTTER CLASSROOM BUDGET PENS	1100008320	50.85	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		50.85	
			16YY-N949-YGYT	Gess HVAC Switch Relay	2300002800	16.15	
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		16.15	
			1CXK-MYFR-WWRV	WA State Flag and American Flag	1300008497	153.79	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		153.79	
			1FVV-DMRG-G443	JHS: Men's room coat hook rack	2300002798	10.79	
10 E 530 9700 64 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		10.79	
			1HMY-QPWJ-NVY4	5TH GRADE ART	1100008319	102.54	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		102.54	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 33 5610 5400 0000 0000 0			1LD6--F713-GH4L	Wordly Wise	1400008536	-49.04	
			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			-49.04	
			1LPG-LNNM-9X7H	OD & QL SUPPLIES & CURRICULUM	1400008544	337.81	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			72.24	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			170.83	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			22.13	
10 E 530 0300 27 5610 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			72.61	
			1LRL-7HJ9-CKHP	Sticky Pads, 26A Toner Cartridge 4 pack, Storage Bin, Exacto Knives, Spiral Notebook, Expo Assorted Color, Viz-Pro Magnetic Dry Erase Easels	1300008462	227.75	
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			227.75	
			1NJD-L6FN-P9DJ	PAPER SHREDDER FOR STAFF ROOM	1100008328	175.10	
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			175.10	
			1P1D-VN16-9V3C	Charging cables for iPads	2600001804	92.75	
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			92.75	
			1PQ1-N4MN-WDMB	BOOKS FOR RYAN OLTMAN'S CLASSROOM	1300008457	120.25	
10 E 530 2100 27 5640 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			120.25	
			1PQW-YCVH-LVNH	CHRISTINE CHALMERS BULK BOOK ORDER FROM ESSER FUND	1100008165	12.63	
10 E 530 0100 27 5640 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			12.63	
			1QKH-CQLD-FLW9	Magnetic Dry Erase Easels	1300008462	56.80	
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			56.80	
			1TV1-JJRG-CXQF	JJSMS MATH CLASSROOM WHITEBOARD MARKERS	1300008459	27.92	
10 E 530 0100 27 5610 4300 3200 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			27.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1WH7-HXFG-M16W	MAINTENANCE; office file holder wall mount	2300002790	23.53	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		23.53	
			1WRJ-FGND-GTTF	2025 Planner	1300008498	16.78	
10 E 530 0100 24 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		16.78	
			1X4V-RKQJ-FDVJ	BOOKS FOR RYAN OLTMAN'S CLASSROOM	1300008457	15.10	
10 E 530 2100 27 5640 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		15.10	
			1XCY-LMK4-9XKH	curriculum: Alegbra 1, Wordly Wise,	1400008536	105.37	
10 E 530 0200 33 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		105.37	
			1XFW-P3RG-7HN7	Monitors for Open Doors, curriculum, kinder classroom supplies, office supplies	1400008536	976.58	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		387.31	
10 E 530 0200 33 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		343.27	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		72.46	
10 E 530 0300 32 5650 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		173.54	
125515 AMERICAN TIME & SIGNAL CO		09/30/2024	882068	AllSync Plus 120v Square Flush CLOCK X2	2300002786	483.72	483.72
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		483.72	
125516 ARTISTIC PURSUITS INC		09/30/2024	16052	Artistic Pursuits - 2 High School Book 1, book and art kits.	1400008545	372.00	372.00
10 L 630 0000 00 0000 0000 0000 0000 0				General Fund/DUE TO OTHER GOVERNMENT UNITS		-29.76	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		401.76	
125517 AWSP		09/30/2024	091324	ANNUAL DUES FOR 2024-2025 SCHOOL YEAR-TOM SKOK, JULIE PRICE, STEPHANIE CLARK, SHAWN ANDERSON AND ERIN DELL	1000011264	4,685.00	4,685.00
10 E 530 5290 21 7810 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		4,685.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125518	BELLEVUE GENERAL CONTRACTORS L	09/30/2024	4029R	District Office Paint: Chewelah Painting; Window Trim (Naval), Building Paint (Morris Room Grey), Pillars (Urbane Bronze)-RETAINAGE RELEASE	2300006959	678.65	1,357.30
10 L	601 0000 00 0000 0000 0000 0000		General Fund/ACCOUNTS PAYABLE			678.65	
			4209R	District Office Paint: Chewelah Painting; Window Trim (Naval), Building Paint (Morris Room Grey), Pillars (Urbane Bronze)-RETAINAGE RELEASE	2300006959	678.65	
10 L	601 0000 00 0000 0000 0000 0000		General Fund/ACCOUNTS PAYABLE			678.65	
125519	BOOKSHARK LLC	09/30/2024	BI0047711	Math U See Alpha	1400008537	185.76	185.76
10 E	530 0200 33 5640 5400 0000 0000 0		General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			185.76	
125520	CANON FINANCIAL SERVICES	09/30/2024	34807947-L	Copier Lease Contract 798068-1	1000011177	894.23	894.23
10 E	530 9700 83 7832 0000 0000 0000 0		General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			214.85	
10 E	530 9700 84 7831 0000 0000 0000 0		General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			613.15	
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			355.47	
10 E	530 0100 23 0000 4300 0000 0000 0		General Fund/EXPENDITURES/BASIC EDUCATION			235.41	
10 E	530 0200 23 0000 5400 0000 0000 0		General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			162.49	
10 E	530 9700 85 1000 0000 0000 0000 0		General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			-753.37	
125521	CARNEGIE LEARNING	09/30/2024	1042353	Mathstream License and Virtual Support	1000011269	6,322.24	6,322.24
10 E	530 5540 33 5650 4300 0000 0000 0		General Fund/EXPENDITURES/LAP HIGH POVERTY			3,041.28	
10 E	530 5540 33 5650 1100 0000 0000 0		General Fund/EXPENDITURES/LAP HIGH POVERTY			2,280.96	
10 E	530 5540 31 7330 4300 0000 0000 0		General Fund/EXPENDITURES/LAP HIGH POVERTY			500.00	
10 E	530 5540 31 7330 1100 0000 0000 0		General Fund/EXPENDITURES/LAP HIGH POVERTY			500.00	
125522	CDW GOVERNMENT INC	09/30/2024	AA59W1K	Lenovo ThinkPad E14 - Replacement for device stolen summer 2024 from maintenance van	2600001746	883.08	883.08

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				(Insurance)			
10 E 530 9700 61 5650 0000 0000 0000 1				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		883.08	
125523	CENTURYLINK	09/30/2024	091524	PHONE CHARGES ACCT #300738678	1000011185	422.56	422.56
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		422.56	
125524	CENTURYLINK	09/30/2024	704625431	PHONE SERVICE ACCT #84728321	1000011184	59.48	59.48
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		59.48	
125525	CHARLIE'S PRODUCE	09/30/2024	20525999	FOOD & SUPPLIES	1000011223	2,050.85	3,223.65
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		1,330.95	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		719.90	
			20528420	FOOD & SUPPLIES	1000011223	1,172.80	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		1,172.80	
125526	CITY OF CHEWELAH	09/30/2024	SEPT2024SRO	SCHOOL RESOURCE OFFICER FOR 2024-2025-FIRST PAYMENT	1000011265	22,500.00	22,500.00
10 E 530 0100 35 7320 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		22,500.00	
125527	COOLEY, POLLY N	09/30/2024	091924	REIMBURSE FOR CLASSROOM SUPPLIES	0	98.67	98.67
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		46.35	
10 E 530 0100 27 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		52.32	
125528	DILIGENT CORPORATION	09/30/2024	INV454610	ANNUAL SUBSCRIPTION FEE FOR BOARD DOCS	1000011260	5,381.00	5,381.00
10 E 530 9700 11 5650 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		5,381.00	
125529	FERRIS HIGH SCHOOL	09/30/2024	24-005	Cheerleader- Game Day Routine Eastside Classic @ Ferris 11/16/2024	1300008485	100.00	100.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		100.00	
125530	FLINN SCIENTIFIC INC	09/30/2024	3050621	Curriculum Supplies Chemicals for Chemistry	1300008484	3,728.28	3,834.81
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-298.26	
10 E 530 0100 27 5610 4300 3320 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		4,026.54	
			3054242	Curriculum	1300008484	79.63	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Supplies			
				Chemicals for			
				Chemistry			
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-6.37	
10 E 530 0100 27 5610 4300 3320 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		86.00	
			3057362	Curriculum	1300008484	26.90	
				Supplies			
				Chemicals for			
				Chemistry			
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-2.15	
10 E 530 0100 27 5610 4300 3320 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		29.05	
125531 GOLD STAR FOODS		09/30/2024	1385000	FOOD & SUPPLIES	1000011221	-137.40	12,376.43
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-137.40	
			3298839	FOOD & SUPPLIES	1000011221	170.49	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		170.49	
			3300170	FOOD & SUPPLIES	1000011221	3,936.59	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		3,936.59	
			3301485	FOOD & SUPPLIES	1000011221	4,949.07	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		4,812.24	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		136.83	
			3304044	FOOD & SUPPLIES	1000011221	3,457.68	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		3,457.68	
125532 HOLMAN, TASHA		09/30/2024	092024	REIMBURSE FOR	0	60.00	60.00
				FINGERPRINTING			
				FEES			
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		60.00	
125533 HOUGHTON MIFFLIN COMPANY		09/30/2024	956157530	Curriculum- Into	1300008491	1,574.64	1,999.52
				Literature			
				Digital			
10 E 530 0100 33 5650 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,574.64	
			956161011	Curriculum Into	1300008491	424.88	
				Literature			
				Softcover			
10 E 530 0100 33 5640 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		424.88	
125534 HUB INTERNATIONAL NW LLC		09/30/2024	3808363	HUB INSURANCE	1000011268	16,386.03	16,386.03
				AGENCY FEE			
				2024-2025			
10 E 530 9700 68 7520 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		16,386.03	
125535 INTERSTATE CONCRETE AND ASPHAL		09/30/2024	744510-1F	Bus Garage: Grade	2300006983	1,314.90	1,314.90

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 L 601 0000 00 0000 0000 0000 0000				and Shape Bus Parking-Capital Outlay-FINAL		1,314.90	
			General Fund/ACCOUNTS PAYABLE				
125536	JOHNSTONE SUPPLY	09/30/2024	1436218	Gess; Johnstone Supply: HVAC motor unit 1	2300002789	1,029.65	2,178.61
10 E 530 9700 64 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,029.65	
			1436431	Quartzite: Portable A/C Unit insurance replacement	2300002791	1,148.96	
10 E 530 9700 64 5610 5400 0000 0000 1			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,148.96	
125537	KCDA PURCHASING COOPERATIVE	09/30/2024	300802922	KCDA STUDENT SUPPLIES-TTK	1100008306	82.15	3,167.52
10 E 530 0900 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN			82.15	
			300802923	KCDA STUDENT SUPPLIES-K	1100008306	357.60	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			357.60	
			300802924	KCDA STUDENT SUPPLIES-1ST	1100008306	796.03	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			796.03	
			300802926	KCDA STUDENT SUPPLIES-2ND	1100008306	367.45	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			367.45	
			300802927	KCDA STUDENT SUPPLIES-3RD	1100008306	227.15	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			227.15	
			300802928	KCDA STUDENT SUPPLIES-3RD	1100008306	203.19	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			203.19	
			300802929	KCDA STUDENT SUPPLIES-3RD	1100008306	216.53	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			216.53	
			300802930	KCDA STUDENT SUPPLIES-4TH	1100008306	243.55	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			243.55	
			300802931	KCDA STUDENT SUPPLIES-4TH	1100008306	249.72	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		249.72	
			300805351	KCDA STUDENT SUPPLIES-6TH	1100008306	18.52	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		18.52	
			300806396	OPEN PO FOR KITCHEN SUPPLIES	1000011266	69.01	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		69.01	
			300808967	OPEN PO FOR KITCHEN SUPPLIES	1000011266	209.18	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		209.18	
			300809660	OPEN PO FOR KITCHEN SUPPLIES	1000011266	127.44	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		127.44	
125538	MCGRAW-HILL EDUCATION	09/30/2024	133614658001	BERGMAN 3RD CURRICULUM WONDERS READING	1100008311	5,021.17	5,021.17
10 E 530 0100 33 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		5,021.17	
125539	NEWESD 101	09/30/2024	1252503142	FOOD SERVICE SUPPORT CONTRACT 2024-2025	1000011162	2,062.50	19,822.82
10 E 530 9800 44 7340 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		2,062.50	
			1252503325	FEES & SCIENCE	1000011163	17,760.32	
10 E 530 0100 32 7352 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		123.75	
10 E 530 0100 33 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		4,410.00	
10 E 530 0100 33 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		352.50	
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		12,649.07	
125540	OFFICE DEPOT	09/30/2024	382733102001	TONER	2300002781	214.41	339.13
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		214.41	
			382734955001	TONER	2300002781	124.72	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		124.72	
125541	OSWALD, ALYSSA ROSE	09/30/2024	092024	REIMBURSE FOR FINGERPRINTING FEES	0	60.00	60.00
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		60.00	
125542	OXARC INC	09/30/2024	0032167848	Misc. Supplies Open PO - Welding Supplies, Grinding Wheels,	1300008507	159.03	159.03

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3100 27 5610 4300 2400 0000 0				Gloves, etc. General Fund/EXPENDITURES/VOCATIONAL		159.03	
125543	PURCHASE POWER	09/30/2024	091724	POSTAGE FOR METER ACCT #8000-9090-1050-45 90	1000011202	200.00	200.00
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		8.34	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		187.58	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		4.08	
125544	QCL INC	09/30/2024	57732	TRANSPORTATION SERVICES DRUG TESTS	1000011203	73.00	73.00
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		73.00	
125545	READING WRITING PROJECT NETWOR	09/30/2024	RWP-1744	PROFESSIONAL DEVELOPMENT AND SITE-BASED COACHING2024-25 SCHOOL YEAR	1000011220	3,500.00	3,500.00
10 E 530 5290 31 7330 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		3,500.00	
125546	RICHLAND SCHOOL DISTRICT	09/30/2024	BK250138	XC- 10/12 55th Max Jensen Richland Invitational	1300008496	200.00	200.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		200.00	
125547	SAFEWAY ALBERTSON COMPANIES	09/30/2024	081624	DISTRICT OFFICE SUPPLIES ACCT #60821	1000011207	19.69	200.45
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		19.69	
			083024	Open Purchase Order for Transitional Kindergarten	1100008317	108.67	
10 E 530 0900 27 5610 1100 0000 0000 1				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		108.67	
			090524	FOOD SERVICE SUPPLIES ACCT #60821	1000011206	50.11	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		13.96	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		36.15	
			090624	PBIS Prizes	1300008516	21.98	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		21.98	
125548	SEATTLE POTTERY SUPPLY INC	09/30/2024	INV-109931	White Clay	1300008464	1,436.46	1,436.46

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 4300 1160 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,436.46	
125549	SKILLS USA	09/30/2024	000004265	Exploratory Curriculum Bundle, Fundamental Curriculum Bundle, Advanced Curriculum Bundle	1300008517	1,785.00	1,785.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-142.80	
10 E 530 3100 33 5650 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		1,927.80	
125550	SMITH, DENISE	09/30/2024	2024-18	First Aid Classes	1000011209	660.00	660.00
10 E 530 3100 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/VOCATIONAL		55.00	
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		165.00	
10 E 530 9900 51 7330 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		55.00	
10 E 530 0100 31 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		110.00	
10 E 530 0100 31 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		55.00	
10 E 530 2100 31 7330 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		165.00	
10 E 530 5540 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/LAP HIGH POVERTY		55.00	
125551	SWEAT, LISA	09/30/2024	091624	REIMBURSE FOR CLASSROOM SUPPLIES & REWARDS	0	55.35	55.35
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		55.35	
125552	TERRYS DAIRY	09/30/2024	091624	MILK & MILK PRODUCTS FOR CUST #1513	1000011212	2,654.83	2,654.83
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		2,654.83	
125553	VERIZON WIRELESS	09/30/2024	9973189233	CELL PHONE SERVICES ACCT #365401170-00001	1000011214	288.06	288.06
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		288.06	
125554	VOYAGER SOPRIS LEARNING	09/30/2024	8152507	Language Live - 2 student books, 10 student digital licenses, 1 teacher license.	1400008538	956.90	956.90
10 E 530 2100 27 5640 5400 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		956.90	
125555	WALTER E NELSON CO	09/30/2024	532281	JHS Custodial: soap, PT, liners, gum freeze, gloves, TP & dispenser, facial tissue,	2300002782	476.29	476.29

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 63 5610 4300 0000 0000 0				microfiber rags, lysol wipes General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		476.29	
125556	EDWARD DON & COMPANY	09/30/2024	32371023	Jenkins: Kitchen Walk-In Combo Box (healthy Kids, healthy schools Grant)	2300006933	20,090.00	20,090.00
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		-2,050.00	
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		22,140.00	
125557	FANTASIA ELECTRIC LLC	09/30/2024	244	JHS for walk in cooler/freezer Healthy Kids Grant	2300007002	650.00	650.00
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		650.00	
125558	FINNOE DESIGN LLC	09/30/2024	4751	FURNISH MATERIALS, DETAIL, FABRICATE, PRIME PAINT AND DELIVER STEEL FRAMING FOR PRESS BOX PER BID LETTER R1-CAPITAL LEVY	7100000914	76,890.60	76,890.60
20 E 530 2204 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		76,890.60	
125559	INTERSTATE CONCRETE AND ASPHAL	09/30/2024	744510-2F	Snyder Field: Long jump runway-CPF LEVY-RETAINAGE RELEASE	2300006982	1,027.60	1,027.60
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		1,027.60	
125560	KUBIK, BRENT	09/30/2024	0000003	JHS Cooler storage room construction, B&E construction, Healthy kids, Healthy Schools grant	2300007003	19,306.00	19,306.00
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		-1,970.00	
20 E 530 0003 22 7000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		21,276.00	
125561	AMAZON	09/30/2024	16FR-9QKJ-37LJ	Paint Brush, Paint set, Rolls of Paper	8300007346	1,179.88	3,202.49
40 E 530 1001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		1,179.88	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1DDK-4YF7-49WK	GATOR OF THE MONTH PRIZES	8100006270	156.46	
40 E 530 1030 00 0000 1100 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/ASSEMBLIES		156.46	
			1DGX-6CVJ-119Y	Canon EOS T7 DSLR Camera Nikon D5100 16.2 MP digital SLR Camera	8300007344	1,692.36	
40 E 530 4920 00 0000 2200 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/YEARBOOK		1,692.36	
			1KGJ-WMP4-CCC9	Stick Poms 24 Pieces Pink 12.6 Inch 24 Piece 8" Large Cheer Bow- Hot Pink Clip Band Store	8300007340	155.44	
40 E 530 2130 00 0000 4300 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/CHEERLEADERS		155.44	
			1LLJ-XQMX-9HJH	GATOR OF THE MONTH PRIZES	8100006270	18.35	
40 E 530 1030 00 0000 1100 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/ASSEMBLIES		18.35	
125562 BSN SPORTS		09/30/2024	926204537	Footballs, Mouth Guard	8300007341	551.22	551.22
40 E 530 2150 00 0000 4300 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FOOTBALL		551.22	
125563 CHEWELAH SCHOOL DISTRICT #36		09/30/2024	2024-33	Travel for Cheer- Mead Invoice 2024-33	8300007342	183.58	183.58
40 E 530 2020 00 0000 4300 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/ATHLETIC RESE		183.58	
125564 GAME ONE		09/30/2024	10316519	GD 8400 Dry Blend LS 50/50 Tee Sport Grey Shirt	8300007338	881.64	881.64
40 E 530 2140 00 0000 4300 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/CROSS COUNTRY		881.64	
125565 HUDL		09/30/2024	H00105269	HUDL Football Subscription 2024	8300007348	1,186.93	1,186.93
40 E 530 2150 00 0000 4300 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FOOTBALL		1,186.93	
125566 SAFEWAY ALBERTSON COMPANIES		09/30/2024	090624ASB	Water/Gatorade/San dwiches	8300007339	143.23	143.23
40 E 530 2010 00 0000 4300 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/ATHLETIC GENE		143.23	
			54	Computer	Check(s) For a Total of		253,507.79

	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
	54	Computer	Checks For a Total of	253,507.79
Total For	54	Manual, Wire Tran, ACH & Computer	Checks	253,507.79
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	253,507.79

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	2,192.86	0.00	127,201.64	129,394.50
20	Capital Projects	-2,342.40	0.00	120,306.60	117,964.20
40	Associated Student Body Fund	0.00	0.00	6,149.09	6,149.09

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$2,429.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500001 through 242500002, totaling \$2,429.85

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
242500001	WA STATE DEPT OF REVENUE	09/30/2024	CTAX11 20240925AAA	Comp Tax owed for Cash Account 11 through 09/30/2024	0	2,320.25	2,320.25
	10 L 630 0000 00 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS		2,320.25	
242500002	WA STATE DEPT OF REVENUE	09/30/2024	CTAX11 20240925AAB	Comp Tax owed for Cash Account 11 through 09/30/2024	0	109.60	109.60
	40 L 630 0000 00 0000 0000 0000			Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN		109.60	
					2	ACH	Check(s) For a Total of 2,429.85

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
2	ACH	Checks For a Total of	2,429.85
0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer Checks	2,429.85
Less	0	Voided	0.00
		Net Amount	2,429.85

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	2,320.25	0.00	0.00	2,320.25
40	Associated Student Body Fund	109.60	0.00	0.00	109.60

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$191,161.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 125571 through 125649, totaling \$191,161.69

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
125571	A-L COMPRESSED GASES INC	10/15/2024	0002192408	OPEN PO FOR SUPPLIES	1000011168	311.77	397.21
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		311.77	
			0003041192	OPEN PO FOR SUPPLIES	1000011168	85.44	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		85.44	
125572	ALSCO	10/15/2024	LSPO2770775	coveralls and rags	1000011167	26.48	105.92
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2772779	coveralls and rags	1000011167	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2774845	coveralls and rags	1000011167	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
			LSPO2776895	coveralls and rags	1000011167	26.48	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.48	
125573	AMAZON	10/15/2024	092024	SCHOOL SUPPLIES	1100008329	35.58	3,374.59
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		35.58	
			1141-XM6K-4KCJ	MATH BUILDING THINKING CLASSROOMS K-12-Title II staff training materials	1100008337	577.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5290 31 5640 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		288.61	
10 E 530 5290 31 5640 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		288.59	
			14TY-9RVC-WLYX	Indoor Smokeless Grill, Fresh Cheese Making Kit	1300008511	116.37	
10 E 530 3100 27 5610 4300 1100 0000 0				General Fund/EXPENDITURES/VOCATIONAL		116.37	
			1679-3XF7-4J4Q	Curriculum Supplies for Chemistry	1300008483	469.40	
10 E 530 0100 27 5610 4300 3320 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		469.40	
			16P1-4VT3-QXQ1	Bertech - 2059T ESD High Temp Mat Kit 2 feet x 4 feet Includes wrist strap (Safety Equipment) Anti Static Wrist Straps - 3 Puck - Rewable (Safety Equipment)	1300008523	116.99	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		116.99	
			177T-NXMX-TPRL	DRAKE TEACHERS BUDGET CLASSROOM SUPPLIES	1100008313	27.00	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		27.00	
			1DXK-YMGH-WWG9	Dum Dums, Pipe Cleaners, Floral Bowls, Bud Vases, Corsage Wrist Band	1300008510	207.90	
10 E 530 3100 27 5610 4300 1100 0000 0				General Fund/EXPENDITURES/VOCATIONAL		207.90	
			1FDM-N46V-LHKJ	Spot-it card games, Scoop ball game, special supply sensory putty, special supply sensory putty sea set, Yo Ya toss catch ball game 2 catch paddles	2100006370	84.51	
10 E 530 2100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		84.51	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1FLK-MVKJ-441C	OPEN PO FOR NSLP DISPOSABLE SUPPLIES-FARM TO SCHOOL	1000011246	58.47	
10 E 530 9816 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FARM TO SCHOOL		58.47	
			1GYK-6N4J-6663	Storage Bin	1300008462	21.59	
10 E 530 0100 27 5610 4300 4000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		21.59	
			1HMV-QPWJ-4L76	Play-doh, hot wheels & origami paper for K-6; sitcky notes for office; binders & spiral notebooks for students.	1400008554	161.71	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		142.99	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		18.72	
			1HV1-93FM-1MWT	Curriculum Supplies for Chemistry	1300008483	3.38	
10 E 530 0100 27 5610 4300 3320 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3.38	
			1M7M-1T43-DWMV	Network Cable	2600001807	344.50	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		344.50	
			1PYN-DP3V-L4M7	Homcom Standing Desk chair	1300008527	67.73	
10 E 530 2100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		67.73	
			1TRJ-633V-63KP	professional development books & card holders for smart board cards.	1400008569	59.58	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		59.58	
			1WJR-VYHL-FLTM	3 hole punch, headset and bookmark tassels (for recorder karate)	1400008557	197.70	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		197.70	
			1XPX-X4PM-JTQQ	FISCO Goggle Sanitizer	1300008492	748.43	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		748.43	
			1XR1-NXD3-C1NX	Foam Balls	1300008510	24.73	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3100 27 5610 4300 1100 0000 0				General Fund/EXPENDITURES/VOCATIONAL		24.73	
			1XVY-HYHY-CWGQ	Wide Mouth Pint Jars	1300008510	51.82	
10 E 530 3100 27 5610 4300 1100 0000 0				General Fund/EXPENDITURES/VOCATIONAL		51.82	
125574	AMERICAN TIME & SIGNAL CO	10/15/2024	882426	AllSync Plus 120v Square Flush CLOCK X2 (Mara-2 separate orders for 2 clocks total=4)	2300002807	483.72	483.72
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		483.72	
125575	ARTISTIC PURSUITS INC	10/15/2024	16055	High School Book #1 - 3 books and 3 kits.	1400008553	553.00	553.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-44.24	
10 E 530 0300 33 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		597.24	
125576	AT&T MOBILITY	10/15/2024	287301239699X092824	BACKUP INTERNET CONNECTION FOR PHONE SYSTEM	1000011170	43.23	555.83
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		43.23	
			287334930137X092724	FIRST NET WIRELESS SERVICES	1000011169	512.60	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		512.60	
125577	AZTEC	10/15/2024	SI-022875	GED test Prep for Math, Language Arts, Science, & Social Studies	1400008558	1,156.26	1,156.26
10 E 530 0300 33 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		1,156.26	
125578	BOOKSHARK LLC	10/15/2024	BI0047785	Parts to complete set F, Spelling you See D & E.	1400008547	388.82	388.82
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		388.82	
125579	BORNSTEIN, ATHENA J	10/15/2024	093024	CLOCK HOUR REIMBURSEMENT FOR AUGUST SKYWARD CLASSES	0	86.00	86.00
10 E 530 0100 31 7330 1100 1550 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		86.00	
125580	CDW GOVERNMENT INC	10/15/2024	AA69Y4W	Lenovo ThinkPad E14's - Replacements for devices stolen	2600001805	18,451.54	18,451.54

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				summer 2024 from Quartzite Learning (Insurance)		18,451.54	
			General Fund/EXPENDITURES/BASIC EDUCATION				
125581 CHARLIE'S PRODUCE		10/15/2024	20531019	FOOD & SUPPLIES	1000011223	3,153.65	4,563.30
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			3,153.65	
			20531507	FOOD & SUPPLIES	1000011223	-29.55	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			-29.55	
			20533431	FOOD & SUPPLIES	1000011223	1,537.20	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			700.90	
10 E 530 9814 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES			836.30	
			20535003	FOOD & SUPPLIES	1000011223	-98.00	
10 E 530 9814 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES			-98.00	
125582 CHEWELAH AUTO PARTS		10/15/2024	093024	TRANSPORTATION	1000011181	10.17	10.17
				SUPPLIES ACCT #68			
10 E 530 9700 75 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			10.17	
125583 CITY OF CHEWELAH		10/15/2024	093024	UTILITIES	1000011182	16,989.23	16,989.23
10 E 530 9700 65 7410 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,629.68	
10 E 530 9700 65 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			270.12	
10 E 530 9700 65 7622 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			659.13	
10 E 530 9700 65 7410 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,854.17	
10 E 530 9700 65 7420 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,879.80	
10 E 530 9700 65 7622 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,442.48	
10 E 530 9700 65 7410 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			136.91	
10 E 530 9700 65 7622 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			502.61	
10 E 530 9700 65 7410 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,134.22	
10 E 530 9700 65 7420 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,599.00	
10 E 530 9700 65 7622 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,181.38	
10 E 530 9700 65 7410 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			133.54	
10 E 530 9700 65 7420 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			170.40	
10 E 530 9700 65 7622 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			395.79	
125584 COMP TIA & TEST OUT		10/15/2024	INV745596	TestOut Pro PC, Office Pro Library, Microsoft Office Library	1300008518	2,533.70	2,533.70
10 E 530 0100 33 5650 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,549.06	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			984.64	
125585 COOLEY, POLLY N		10/15/2024	100724	REIMBURSE FOR TPT SOCIAL STUDIES YEAR PLAN	0	86.35	86.35

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		86.35	
125586	CRYSTAL SPRINGS	10/15/2024	15902043 100524	WATER AND COOLER RENTAL	1000011178	69.03	69.03
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		69.03	
125587	DARTMORE SCHOOL	10/15/2024	43775	SPED STUDENT ACADEMIC INSTRUCTION FOR 2024-2025-SEPT	1000011252	10,940.00	10,940.00
10 E 530 2100 27 7569 4300 3900 0000 0				General Fund/EXPENDITURES/SPED STATE		10,940.00	
125588	DEERE CREDIT INC	10/15/2024	0105398	John Deere Lease Payoff 2019 1600 wide area front mower	2300002811	6,450.75	6,450.75
10 E 530 9700 62 9731 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		6,450.75	
125589	DELL, ERIN M	10/15/2024	100824	REIMBURSE FOR MILEATE TO OSSII WORKSHOP, MATH FELLOWS WORKSHOP, DATA SOLUTIONS WORKSHOP	0	115.91	115.91
10 E 530 5290 31 8580 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		35.98	
10 E 530 0300 31 8580 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		35.98	
10 E 530 5500 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/LAP		43.95	
125590	DRAGONFLY WELLNESS AND EDUCATI	10/15/2024	100124	MENTAL HEALTH & BEHAVIOR SUPPORT SERVICES & STAFF TRAINING-AUG-SEPT	1000011276	6,037.50	6,037.50
10 E 530 0100 24 7322 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		6,037.50	
125591	ELAN CARDMEMBER SERVICE	10/15/2024	ED-090324	GED Online proctor and GED practice test	1400008540	760.00	14,569.40
10 E 530 0300 27 5650 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		760.00	
			ED-090424	Science Kit for Cloninger	1400008541	161.87	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-12.95	
10 E 530 0200 33 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		174.82	
			ED-090424B	My Math online assistance for 1 school year: Wallner	1400008543	49.99	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-4.00	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		53.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			ED-090924	SCC Fees for Ellie Hartill	1400008550	111.00	
10 E 530 0300 24 7810 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		111.00	
			ED-091224	Teaching Textbooks	1400008552	72.95	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-5.84	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		78.79	
			ED-091624	Community Colleges of Spokane (SCC): Books for B Olson	1400008548	301.57	
10 E 530 0300 27 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		301.57	
			ED-091624B	SCC books for Hartill	1400008549	239.97	
10 E 530 0300 27 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		239.97	
			ED-091724	TPT Recorder Karate Program	1400008556	15.67	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		15.67	
			ED-091724B	UFLI manual x2	2100006367	160.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-12.80	
10 E 530 2100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		172.80	
			ED-092324	Open Doors: GED tests	1400008561	360.00	
10 E 530 0300 27 5650 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		360.00	
			ED-092424	Open Doors: SCC Books	1400008560	272.12	
10 E 530 0300 27 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		272.12	
			JPR-090524	EMILY SMITH (TEACHING BUDGET)- INLAND EMPIRE MEMBERSHIPS	1100008327	159.00	
10 E 530 0100 27 7810 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		159.00	
			JPR-092324	LETRS VOLUME 1 DAPHNE SCRANTON-LAP TRAINING	1100008335	1,000.00	
10 E 530 5500 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/LAP		1,000.00	
			JPR-092524	NURSE SUPPLIES DISTRICT WIDE	1100008332	150.11	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 26 5610 0000 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		150.11	
			JT-	Snyder Field: American Flag 5x8	2300002787	70.77	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		70.77	
			JT-092024	Quartzite; First Aide bag supplies (INSURANCE)	2300002793	148.85	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-11.91	
10 E 530 0200 26 5610 5400 0000 0000 1				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		160.76	
			JT-092024B	Ferguson: Toilet seats x6	2300002799	134.40	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		134.40	
			JT-092324	Gess: Carrot Top Industries American/Washingto n flags	2300002797	406.47	
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		406.47	
			MC-092024	MICROSOFT LICENSE	1000011272	43.20	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		43.20	
			MS-082924	C HERNANDEZ EXPERIENCE VERIFICATION-EQUIF AX	1000011270	130.46	
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		130.46	
			MS-091324	FRANKLIN COVEY CALENDAR PAGES AND ADDRESS PAGES FOR REANNA & MARA	1000011261	65.65	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		65.65	
			MS-091724	PRACTICE PRAXIS TEST FOR KATY TO TEST SYSTEM	1000011267	22.15	
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		22.15	
			MS-091724B	RETURNED PAYMENT FEES	0	70.00	
10 E 530 9700 13 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		70.00	
			MS-091924	USPS DISTRICT OFFICE STAMPED ENVELOPE ORDER	1000011259	7,049.50	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		7,049.50	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			MS-092624	REVERSAL OF ANNUAL MEMBERSHIP FEES	0	-205.00	
10 E 530 9700 13 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			-205.00	
			SA-082924	Generation Genius - Classroom Video & Lesson Subscription for Science	1300008493	120.00	
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-9.60	
10 E 530 0100 27 5650 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			129.60	
			SA-083024	Teachers Pay Teachers - Back to School Bundle, Beg Band, Parts of the Inst Bundle, Music Theory Bundle	1300008482	127.44	
10 E 530 0100 27 5610 4300 1400 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			127.44	
			SA-090324	CiHS Essentials of Comparative Politics	1300008480	447.77	
10 E 530 0100 33 5640 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			447.77	
			SA-091624	Mis-Ordered Curriculum Return	1300008513	528.27	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			528.27	
			SA-091624B	PBIS Prizes	1300008515	253.17	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			253.17	
			SA-092524	Pre-Stamped Envelopes	1300008512	1,342.05	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,342.05	
125592 GAFFNEY, KATHRYN		10/15/2024	092524	REIMBURSE FOR CLOCK HOURS-SKYWARD CEDARS CHANGES 9-24-24	0	10.00	10.00
10 E 530 9700 13 7330 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			10.00	
125593 GOLD STAR FOODS		10/15/2024	3309803	FOOD & SUPPLIES	1000011221	3,971.65	3,971.65
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			3,971.65	
125594 GREAT MINDS		10/15/2024	INV199508	Eureka Math Squared Digital	1300008364	496.62	496.62

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Only License 6/30 of 2024-2025, Eureka Math Squared			
10 E 530 2100 27 5640 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		280.32	
10 E 530 2100 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		216.30	
125595	HASKINS STEEL CO INC	10/15/2024	663228	Angle Iron	1300008509	47.69	1,527.70
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		47.69	
			663299	Misc. Supplies Open PO - Metal Barrels, Sheet Metal, Angle Iron, etc	1300008509	1,480.01	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		1,480.01	
125596	HOME SCIENCE TOOLS	10/15/2024	000616174	Exploring the Building Blocks of Science Kinder - 4 books	1400008546	112.11	112.11
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		112.11	
125597	HOUGHTON MIFFLIN COMPANY	10/15/2024	956172762	Professional Services Read 180	1300008495	1,620.00	2,511.12
10 E 530 2100 33 5640 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		1,620.00	
			956175876	Read 180 Stage B Bundle & Workbooks Read 180 Stage C Bundle & Workbooks	1300008495	891.12	
10 E 530 2100 33 5640 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		891.12	
125598	HOUSE OF MUSIC	10/15/2024	207256	JOE TRUDEAU - BAND SUPPLIES-books, reeds, etc	1100008334	703.56	703.56
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		703.56	
125599	HYDE, RACHAEL	10/15/2024	100424	IN LIEU OF TRANSPORTATION-SEP T 18-OCT 4	1000011255	162.14	162.14
10 E 530 9900 52 5626 0000 2030 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		162.14	
125600	INLAND EMPIRE BEEF	10/15/2024	093024	FARM TO SCHOOL FOOD SERVICE SUPPLIES	1000011241	650.00	650.00
10 E 530 9816 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FARM TO SCHOOL		650.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125601	INLAND NORTHWEST THERAPY	10/15/2024	1681	OT SERVICES 2024-2025-SEPT	1000011190	8,919.60	8,919.60
10 E 530 2100 26 7322 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		8,919.60	
125602	INTRIGUE COMMUNICATIONS INC	10/15/2024	9315	PHONE SERVICES ON ACCOUNT #100152	1000011189	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.68	
125603	JMT PETROLEUM	10/15/2024	246451	FUEL ACCT	1000011192	7,454.78	7,454.78
10 E 530 9700 62 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		386.37	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		273.91	
10 E 530 9900 52 5626 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		6,349.28	
10 E 530 9900 52 5626 0000 4450 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		445.22	
125604	KCDA PURCHASING COOPERATIVE	10/15/2024	300802925	KCDA STUDENT SUPPLIES	1100008306	462.48	2,413.91
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		462.48	
			300802932	KCDA STUDENT SUPPLIES	1100008306	228.95	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		228.95	
			300802933	KCDA STUDENT SUPPLIES	1100008306	905.40	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		905.40	
			300809021	KCDA STUDENT SUPPLIES	1100008306	15.43	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		15.43	
			300811178	OPEN PO FOR KITCHEN SUPPLIES	1000011266	129.30	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		129.30	
			300811705	OPEN PO FOR KITCHEN SUPPLIES	1000011266	433.51	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		433.51	
			300812970	OPEN PO FOR KITCHEN SUPPLIES	1000011266	62.44	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		62.44	
			30810954	OPEN PO FOR KITCHEN SUPPLIES	1000011266	176.40	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		176.40	
125605	LEADER SERVICES	10/15/2024	WA12778	SERVICES FOR MEDICAID	1000011194	7.00	7.00
10 E 530 2100 27 7340 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		7.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125606	LITERACY RESOURCES, LLC	10/15/2024	365333	LAP HP-TIER 1 INTERVENTION READING CURRICULUM -BRIDGE TO READING FOUNDATIONAL SKILLS FOR 1ST GRADE CLASSROOM KIT	1100008303	5,945.15	5,945.15
10 E 530 5540 33 5610 1100 0000 0000 0			General Fund/EXPENDITURES/LAP HIGH POVERTY			5,945.15	
125607	MILDES, ROB	10/15/2024	092724	PT SERVICES-AUG-SEPT	1000011196	4,425.00	4,425.00
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			4,425.00	
125608	MUSIC IS ELEMENTARY	10/15/2024	091924	EMILY SMITH - WOOD GRAIN SOPRANO UKULELE	1100008325	230.65	230.65
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-18.45	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			249.10	
125609	NAPA AUTO PARTS	10/15/2024	093024	TRANSPORTATION SUPPLIES ACCT #16420840	1000011197	406.37	406.37
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			32.34	
10 E 530 9700 75 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			333.32	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			40.71	
125610	NEWESD 101	10/15/2024	1252503432	SAFE SCHOOLS TRAININGS 171@2.88 = 492.48	1000011274	492.48	642.48
10 E 530 9700 14 7330 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			492.48	
			1252503506	Adobe Creative Cloud Licenses for 15 users 24-25	2600001814	150.00	
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			150.00	
125611	OSPI CHILD NUTRITION SERVICES	10/15/2024	36707	FOOD COMMODITIES	1000011198	1,625.76	1,625.76
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			1,625.76	
125612	OXARC INC	10/15/2024	0061848368	Argon and Stargon gas	1000011199	14.58	14.58
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			14.58	
125613	PACIFIC PETROLEUM & SUPPLY	10/15/2024	421022	OPEN PO FOR BUS PURCHASES	1000011200	251.64	251.64
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			251.64	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125614	PEARSON SAVVAS LEARNING COMPAN	10/15/2024	4027260193	Interactive Science grade 5 workbooks	1400008555	113.01	113.01
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		113.01	
125615	PITNEY BOWES GLOBAL FINANCIAL	10/15/2024	3319798541	MAILING MACHINE LEASE #0041473986	1000011201	235.32	235.32
10 E 530 9700 13 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		235.32	
125616	PLANET TURF	10/15/2024	3009336	Seed; impact white and planet north	2300002801	999.00	2,122.20
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		999.00	
			3009411	Snyder Field: Paint for football field	2300002802	1,123.20	
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,123.20	
125617	PLATFORM ATHLETICS LLC	10/15/2024	6246	PLT4M School Account, Student Licenses 2024-25	1300008503	1,275.00	1,275.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-102.00	
10 E 530 0100 27 5650 4300 3400 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,377.00	
125618	PURE FILTRATION PRODUCTS	10/15/2024	92626	CSD filters	2300002794	3,423.89	3,423.89
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,423.89	
125619	QUILL CORPORATION	10/15/2024	40890592	20 boxes of copy paper	1100008341	771.98	771.98
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		771.98	
125620	RESEARCH INSTITUTE FOR LEARNIN	10/15/2024	EF CONF 456	39th Annual Executive Functioning Conference (Nov. 14&15 available to Jan 15&25) FOR RYAN OLTMAN	2100006369	565.00	565.00
10 E 530 2100 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		565.00	
125621	SAFEWAY ALBERTSON COMPANIES	10/15/2024	090924	OPEN PO FOR NEW BEGINNINGS SARA GREGORY	2100006368	33.04	322.89
10 E 530 2100 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		33.04	
			091324	PBIS Prizes	1300008516	56.00	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		56.00	
			091924	Cooking Supplies	1300008494	50.08	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 27 5610 4300 0000 0000 0				for Special Education 8 Students x 32 Weeks - \$3.00 Each			
			General Fund/EXPENDITURES/SPED STATE			50.08	
			092524	Safeway Life Skills Class	1400008562	27.06	
10 E 530 2100 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			27.06	
			092724	Science Supplies	1400008564	5.39	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			5.39	
			093024	FOOD SERVICE SUPPLIES ACCT #60821	1000011206	90.09	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			34.90	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			55.19	
			100224	Open Purchase Order for Transitional Kindergarten	1100008317	61.23	
10 E 530 0900 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN			61.23	
125622	SCHOOL NURSE SUPPLY	10/15/2024	1022918-IN	NURSE SUPPLIES DISTRICT WIDE	1100008330	1,098.42	1,098.42
10 E 530 0100 26 5610 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			1,098.42	
125623	SETYS ACE HARDWARE	10/15/2024	091824	Misc. Supplies Open PO - Varnish, epoxy, Hardware Supplies etc.	1300008505	77.93	829.34
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			77.93	
			092424	Connectors for extension cords	2600001806	23.28	
10 E 530 0100 32 5610 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			23.28	
			093024	PURCHASES OPEN PO ACCT #101365	1000011208	728.13	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			78.06	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			32.10	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			354.54	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			263.43	
125624	SHOEMAKER, JEROME C	10/15/2024	093024	REIMBURSE FOR PLC AT WORK CLOCK	0	45.00	45.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 31 7330 4300 4440 0000 1				HOURS AUG 7-9, 2024		45.00	
			General Fund/EXPENDITURES/BASIC EDUCATION				
125625	SOLUTION-TREE	10/15/2024	S309539	Year 3 PD Services, Resources and Event Registrations for 2024-2025	1000011150	6,506.40	10,006.40
10 E 530 0100 31 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		3,253.20	
10 E 530 0100 31 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		3,253.20	
			S309685	Year 3 PD Services, Resources and Event Registrations for 2024-2025	1000011150	3,500.00	
10 E 530 0100 31 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,750.00	
10 E 530 0100 31 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,750.00	
125626	SPELLING STARS	10/15/2024	FA005960-0002	POLLY COOLEY TEACHING BUDGET SPELLING STARS	1100008324	89.99	89.99
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-7.20	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		97.19	
125627	TRUDEAU, GERALDINE F	10/15/2024	100824	REIMBURSE FOR FLOAT TRUCK SUPPLIES	0	137.65	137.65
10 E 530 9700 75 5610 0000 1940 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		137.65	
125628	TRUE MEASURE COLLABORATIVE	10/15/2024	1199	Inclusive Practices Workshop / Coaching Package for 2024-2025	1000011228	1,818.18	3,636.36
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	
			1210	Inclusive Practices Workshop / Coaching Package for 2024-2025	1000011228	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	
125629	ULINE	10/15/2024	183233644	JHS Chair	2300002792	304.08	1,310.50

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 24 5610 4300 1440 0000 0				(Furniture budget)-Tracey Counseling			
			General Fund/EXPENDITURES/BASIC EDUCATION			304.08	
			183806616	Utility tilt truck cart	2300002803	718.59	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			718.59	
			183850451	Quartzite: Mats (Insurance replacement)	2300002808	287.83	
10 E 530 9700 64 5610 5400 0000 0000 1			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			287.83	
125630	VERIZON WIRELESS	10/15/2024	9974233221	WIRELESS HOTSPOTS MONTHLY CHARGES FOR QL, OD & MAINT ACCT 342368558-00001	1000011213	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	
125631	WALA	10/15/2024	100224	WALA Conference in Spokane FOR L SMITH	1400008567	150.00	150.00
10 E 530 0200 31 7330 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			150.00	
125632	WALTER E NELSON CO	10/15/2024	093024	GESS Custodial: towels, liners, hand soap, jumbo tp	2300002804	1,379.46	1,686.10
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,379.46	
			533268	JJSHS CUSTODIAL-LYSOL WIPES	2300002782	133.33	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			133.33	
			534234	GESS Custodial: jumbo tp	2300002804	173.31	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			173.31	
125633	WA STATE DEPT OF LICENSING	10/15/2024	L0249991734	Driver Abstracts	1000011218	165.00	165.00
10 E 530 0100 28 7340 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			105.00	
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			60.00	
125634	WSIPC	10/15/2024	1002400368	Microsoft EES Licensing for 24-25 school year	2600001800	6,169.25	6,169.25

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 32 7352 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		6,169.25	
125635	WSSAAA	10/15/2024	091624	WSSAA Admin Membership 2024-25	1300008525	75.00	75.00
10 E 530 0100 28 7810 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		75.00	
125636	ELAN CARDMEMBER SERVICE	10/15/2024	JT-090924	The Home Depot: Snyder Field, Announcer's Booth, electrical	7100000961	332.17	332.17
20 E 530 2204 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		332.17	
125637	MERCER SPOKANE LLC	10/15/2024	60000026	Press Box: Mercer Mass Timber - CPF LEVY	2300006989	19,741.00	19,741.00
20 E 530 2204 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		19,741.00	
125638	SETYS ACE HARDWARE	10/15/2024	090624	SNYDER FIELD/BLEACHERS CPF PROJECT SUPPLIES	7100000963	60.57	60.57
20 E 530 2204 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		60.57	
125639	AMAZON	10/15/2024	1HJJ-6K94-3KLC	Scotch Heavy Duty Painters Tape, Velscrum Tiara & Crown Blue Set, Pacon Corp 67780 Art Paper Roll Dispenser, Lichamp 2 pk Desk Top Dispenser	8300007351	935.14	2,329.36
40 E 530 1001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		935.14	
			1KMR-61XY-6F3T	Canon EOS Rio Content Creator Kit, Canon Battery Back LP-E17, Asurion 3 yr protection	8300007353	1,394.22	
40 E 530 4920 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/YEARBOOK		1,394.22	
125640	ATHLETIC TIMING LLC	10/15/2024	3448	Chewelah League XC Meet 10/1/2024	8300007365	600.00	600.00
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE		600.00	
125641	CLARKS ALL SPORTS	10/15/2024	127708	Mini Cheer Summer 3 on 3	8300007370	9.56	9.56
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		9.56	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125642	ELAN CARDMEMBER SERVICE	10/15/2024	SA-091824	Costco/Safeway/Cas h-Carry/Walmart- Concessions	8300007337	277.88	361.68
40 E 530 1210 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CONCESSIONS			277.88	
			SA-092624	Costco/Safeway/Dol lar Tree	8300007359	83.80	
40 E 530 1001 00 0000 2200 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL			83.80	
125643	FAR NORTH CREATIONS	10/15/2024	924	Volleyball Spirit Pack	8300007363	1,272.00	1,272.00
40 E 530 2440 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/VOLLEYBALL			1,272.00	
125644	MATHERLY, ANDREW A	10/15/2024	INV0002	Homecoming DJ 2024	8300007349	300.00	300.00
40 E 530 1001 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL			300.00	
125645	NUVO ATHLETIC LLC	10/15/2024	7204	Body Flags- standard size	8300007343	249.00	249.00
40 E 530 2130 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CHEERLEADERS			268.92	
40 L 630 0000 00 0000 0000 0000 0000 0			Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN			-19.92	
125646	SETYS ACE HARDWARE	10/15/2024	093024a	Poles and ribbons	8300007368	24.82	24.82
40 E 530 2010 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			24.82	
125647	SKILLS USA	10/15/2024	M415352	Skills USA Membership Dues 2024-STUDENT SECONDARY ROBOTICS	8300007352	200.00	716.00
40 E 530 4735 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/SKILLS USA			200.00	
			M415354	Skills USA Membership Dues 2024-TECH COMPUTER APPL STUDENT SECONDRAY	8300007352	340.00	
40 E 530 4735 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/SKILLS USA			340.00	
			M415355	Skills USA Membership Dues 2024-MIDDLE SCHOOL EXPLORATORY STUDENT MS	8300007352	96.00	
40 E 530 4735 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/SKILLS USA			96.00	
			M415359	Skills USA Membership Dues 2024-COMPUTER	8300007352	20.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 4735 00 0000 4300 0000 0000 0				TECH STUDENT SECONDARY Associated Student Body Fund/EXPENDITURES/SKILLS USA		20.00	
			M415501	Skills USA Membership Dues 2024-WELDING STUDENT SECONDARY	8300007352	60.00	
40 E 530 4735 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/SKILLS USA		60.00	
125648 SKOK, TOM N		10/15/2024	092424	SUBWAY SANDWICHES	0	99.36	99.36
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE		99.36	
125649 WA STUDENT LEADERSHIP PROGRAM		10/15/2024	000020096	Registration for Leadership Workshop	8300007345	100.00	100.00
40 E 530 1001 00 0000 2200 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		100.00	
			79	Computer	Check(s) For a Total of		191,161.69

	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
	79	Computer	Checks For a Total of	191,161.69
Total For	79	Manual, Wire Tran, ACH & Computer	Checks	191,161.69
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	191,161.69

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-228.99	0.00	165,195.16	164,966.17
20	Capital Projects	0.00	0.00	20,133.74	20,133.74
40	Associated Student Body Fund	-19.92	0.00	6,081.70	6,061.78

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

As of October 16, 2024, the board, by a _____ vote, approves payments, totaling \$9,540.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 125567 through 125570, totaling \$9,540.05

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Table with columns: Check Nbr, Vendor Name, Check Date, Invoice Number, Invoice Desc, PO Number, Invoice Amount, Check Amount. Includes entries for CHEWELAH INDEPENDENT, COMMUNITY COLLEGES OF SPOKANE, NEWESD 101, and ROCKIE HANSEN PLLC.

4 Computer Check(s) For a Total of 9,540.05

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	4	Computer	Checks For a Total of	9,540.05
Total For	4	Manual, Wire Tran, ACH & Computer Checks		9,540.05
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	9,540.05

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	9,540.05	9,540.05

Extra Curricular Programs and Positions 2024-2025

Bldg	Activity	Bldg	Activity
High School Programs		Junior High School Programs	
High School	ASB Advisor	Junior High School	ASB Advisor
High School	Band Teacher	Junior High School	Baseball, Head Coach
High School	Baseball, Head Coach	Junior High School	Basketball, Boys Head Coach
High School	Baseball, Assistant Coach	Junior High School	Basketball, Girls Head Coach
High School	Basketball, Boys Head Coach	Junior High School	Cheerleading Advisor
High School	Basketball, Girls Head Coach	Junior High School	Football, Head Coach
Junior/High School	CCREW Advisor	Junior High School	Science Olympiad Advisor
High School	Cheerleading Advisor	Junior High School	Softball, Head Coach
High School	Class Advisor	Junior High School	Track, Head Coach
Junior/High School	Cross-Country, Head Coach	Junior High School	Track, Assistant Coach
Junior/High School	Cross-Country, Assistant Coach	Junior High School	Volleyball, Head Coach
High School	Drama Director	Junior High School	Wrestling, Head Coach
High School	Esports Advisor	Junior High School	Yearbook Advisor
High School	FFA Advisor	Positions contingent upon student participation	
High School	Football, Assistant Coach	Junior High School	Baseball, Assistant Coach
High School	Football, Assistant Coach	Junior High School	Basketball, Boys Assistant Coach
High School	Football, Assistant Coach	Junior High School	Basketball, Girls Assistant Coach
High School	Football, Head Coach	Junior High School	Football, Assistant Coach
High School	Golf Head Coach	Junior High School	Softball, Assistant Coach
High School	HOSA Advisor	Junior High School	Volleyball, Assistant Coach
High School	Knowledge Bowl Advisor	Junior High School	Wrestling, Assistant Coach
High School	National Honor Society		
High School	Senior Class Advisor		
High School	Skills USA, Head Advisor		
High School	Skills USA, Assistant Advisor		
High School	Softball, Head Coach	Bldg	Activity
High School	Softball, Assistant Coach	Elementary Programs	
High School	Tennis - Head Coach	Elementary School	Art Club Advisor
High School	Track, Assistant Coach	Elementary School	Advisor Club Advisor
High School	Track, Head Coach	Elementary School	Chess Club Advisor
High School	Volleyball, Head Coach	Elementary School	Choir Club Advisor
High School	Trapshooting Advisor	Elementary School	Gaming Club Advisor
Junior/High School	Webmaster	Elementary School	Guitar Club Advisor
High School	Wrestling, Boys Head Coach	Elementary School	Leadership Club Advisor
High School	Wrestling, Girls Head Coach	Elementary School	Literacy Club Advisor
High School	Yearbook Advisor	Elementary School	Math Club Advisor
		Elementary School	STEAM Club Advisor
		Elementary School	Webmaster
Positions contingent upon student participation			
High School	Basketball, Boys Assistant Coach		
High School	Basketball, Boys C Squad Coach		
High School	Basketball, Girls Assistant Coach		
High School	Basketball, Girls C Squad Coach		
High School	Cheerleading, Assistant Advisor		
High School	Football, Assistant Coach		
High School	Golf, Assistant Coach		
High School	Tennis, Assistant Coach		
High School	Volleyball, Assistant Coach		
High School	Volleyball, C Squad Coach		
High School	Wrestling, Assistant Coach		

Extra Curricular Wage Schedule 2024-2025



Base Index (no change from 2023-2024)
Experience increment increase equals:

2024-25 Rate

82,603
1.025

Original Years of Experience	* CEA Members	Class Advisor Gess After School Clubs	Senior Class Advisor Science Olympiad Jr. High Yearbook Advisor	Jr. High Asst. Coach National Honor Society Advisor	Knowledge Bowl Advisor Jr. High ASB Advisor	Jr. High Head Coach High School Yearbook Advisor Bldg. Webmaster FFA Trap Shoot Advisor	High School Asst. Coach CCREW Advisor Asst. Cheer Advisor Band Director Drama Directors Skills USA Asst. Advisor HOSA Advisor	High School ASB Advisor	Other Head High School Coach Head Cheer Advisor	Head HS Football, Volleyball, Basketball, Wrestling, Baseball, Softball, Skills USA Head Advisor, FFA
0	0.006500	\$537	\$702	\$1,404	\$2,240	\$2,635	\$3,505	\$4,684	\$5,320	\$5,947
1	0.008500	\$550	\$720	\$1,439	\$2,296	\$2,701	\$3,592	\$4,801	\$5,453	\$6,096
2	0.017000	\$564	\$738	\$1,475	\$2,353	\$2,768	\$3,682	\$4,921	\$5,589	\$6,249
3	0.027115	\$578	\$756	\$1,512	\$2,412	\$2,838	\$3,774	\$5,044	\$5,729	\$6,405
4	0.031900	\$593	\$775	\$1,550	\$2,472	\$2,909	\$3,869	\$5,170	\$5,872	\$6,565
5	0.042430	\$607	\$794	\$1,589	\$2,534	\$2,981	\$3,965	\$5,299	\$6,019	\$6,729
	0.056700									
	0.064400									
	0.072000									

Placement on wage schedule will reflect a person's experience as of July of each year. Paid coaching experience counts towards placement on the salary schedule at 1 for 1.

C - Squad coaches may be requested to work extra days beyond the regular season at the head coach & AD's request.

Middle School coaches will hold practices or competitions 5 days per week.

Post-Season pay will be at a rate of 1% of stipend per day upon the commencement of post-season training and play.

This includes all head and paid assistant coaches.

Coach Information is on the back of this document.

Board Approved: _____

Extra Curricular Wage Schedule 2024-2025

<i>Middle School</i>
Middle School Basketball: 1 head coach (per gender), 1 assistant if over 14 students after two weeks (per gender). Minimum of 7 students to have a team.
Middle School Football: 1 head coach + 1 assistant if over 13 students after two weeks. Minimum of 13 students to have a team.
Middle School Baseball: 1 head coach + 1 assistant if over 20 students. Minimum of 11 students to have a team.
Middle School Softball: 1 head coach + 1 assistant if over 20 students. Minimum of 10 students to have a team.
Middle School Co-Ed Track: 1 head coach + 1 assistant. Additional assistant if over 30 students after two weeks. Minimum of 10 students to have a team.
Middle School Volleyball: 1 head coach + 1 assistant if over 16 students after two weeks. Minimum of 8 students to have a team.
Middle School Wrestling: 1 head coach + 1 assistant if over 16 students after two weeks. Minimum of 8 students to have a team.
<i>High School</i>
High School: Baseball: 1 head coach + 1 assistant. 1 additional assistant if over 30 students after two weeks. Minimum of 11 students to have a team
High School: Basketball: 1 head coach + 1 assistant if over 14 students. 1 additional assistant if over 21 students after two weeks. Minimum of 7 students to have a team
High/Middle School Co-Ed Cross Country: 1 head coach + 1 assistant coach. Minimum of 7 students to have a team.
High School: Football: 1 head coach and 3 assistants. 1 additional assistant if a c-squad is offered based on participation numbers
High School Co-Ed Golf: 1 head coach + 1 assistant coach if over 21 students. Minimum of 10 students to have a team.
High School: Softball: 1 head coach + 1 assistant. 1 additional assistant if over 30 students after two weeks. Minimum of 11 students to have a team.
High School Co-Ed Tennis: 1 head coach + 1 assistant if over 21 students after two weeks. Minimum of 10 students to have a team.
High School Co-ed Track: 1 head coach + 1 assistant. 1 additional assistant if over 30 students after two weeks. Minimum of 10 students to have a team.
High School: Volleyball: 1 head coach + 1 assistant if over 16 students. 1 additional assistant if over 28 students after two weeks. Minimum of 8 students to have a team.
High School: Wrestling: 1 head coach + 1 assistant if over 10 students. Minimum of 7 students to have a team.
High School Girls Wrestling: 1 head coach + 1 assistant if over 13 students. Minimum of 1 student to have a team.
<u>If it is determined that a C squad coaching position is necessitated by participation numbers, the Superintendent in consultation with the Athletic Director will determine if position will be an Assistant Coach or a C Squad Coach based on duties.</u>



702 E Lincoln - PO Box 138
 Chewelah, WA 99109
 Phone: (509)685-6800 Fax: (509)935-9206
 Principal: Shawn Anderson

Revised Fee/Club Report and Recommendation

Proposal Fees for 2024-25

CTE Courses: Fee per Special Project

*The board should note that any class fee may be funded by scholarship or waived depending on the student's income (free and reduced meal status) due to HB1660. We fund some students from the Invest Ed Fund for school fees until that resource is exhausted. There are no refunds if a student transfers out of a class at the end of a term. Refunds would need to take place in the first two weeks of the term.

**Shop Classes: Each shop student will be issued one pair of safety glasses for the year. Each replacement pair will cost \$5.00 and will be considered a fee.

ASB Fees and Sport Pass

ASB Cards: JR High \$30.00
 SR High \$35.00
Sports Pass: Adult \$70.00
 Senior (60+) \$50.00
Choice Student Athletic Fee: 1 Sport- \$75,
 2 Sport- \$100, 3 Sport-\$125

NHS Dues: \$25.00
FFA Dues: \$25.00
HOSA Dues: \$20.00
Skills USA: JR High \$12.00
 SR High: \$20.00
Yearbook: JR High \$25.00
 SR High \$60.00

Note: The Northeast 2B League ticket prices will be \$7(Adult), \$5 (Senior/Student), Free (11 and under) for the 2024-25 year.
 Note: Benefits of Junior High or Senior High ASB card

1. Free admittance to home sports
2. Needed for membership in ASB clubs and athletic participation

Other Fees:

Lunch/Breakfast: The District Office with board approval sets these fees.

Active JJSHS Student Clubs and Advisors

CCREW (Renaissance): Kirsten French
 FFA: Ariann VanBockern
 Gaming Club: Kirsten French/Jacob Lee
 HOSA: Bruce Field
 Japanese Club: Paige Campbell
 Leadership (SR High): Chelsi Boswell
 Leadership (JR High): Mikhaila Schulz
 Knowledge Bowl: Paige Campbell
 NHS: Jennifer Watts

Outdoor Club: Rhea Ross
 PEP Band: Joe Trudeau
 Science Olympiad (JR High): Ryan Forsberg
 Skills USA: Marnie Hartill
 Skills USA Assistant: Jerome Shoemaker
 Trapshooting: Brad Nixon
 Unified Sports: Rosa Lehrbas
 Yearbook (JR High): Sheri Johnson
 Yearbook (SR High): Chelsi Boswell

Comprehensive School Safety & Emergency Operations Plan



Chewelah School District

210 N Park St

Chewelah, WA

October 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
9/8/24	Added wild Fire Smoke and quality Air Hazard response information	P 9 and Appendix A
10/8/24	Added Stevens County Comprehensive Emergency Plan 2018	p. 10,28
10/8/24	Limitations of Plan	P.20

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)

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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
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9. Authorities and References

FUNCTIONAL ANNEXES

1. Communications and Warning
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 - 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
5. Wildfire Smoke Response Plan -Appendix A

THREAT & HAZARD ANNEXES

6. School Safety and Security, School Resource Officer/School Safety Staff program
7. Recognition and Response to Emotional or Behavioral Distress
8. Continuity of Operations Plan
9. Prohibition of HIB + Hazing
10. School Based Threat Assessment Program
11. Go Buckets use and their annual maintenance.
12. Public Health, Medical and Mental Health
13. Gang activity in Schools
14. Recovery: Promote Coping and Support Resiliency
15. Consider planning for any of the following that may be applicable to your location to include,
 - 15.1. Naturally occurring events/hazards:
 - 15.2. Technological Hazards:
 - 15.3. Biologic Hazards:
 - 15.4. 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.
Primary support is SRO officer

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
WAC 296-62-08585-08595 Wildfire Smoke Response (See Appendix A for Details of response plan and criteria)

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). The Chewelah

School District includes in its comprehensive response plan the resources and support as needed and in cooperation with the Stevens County Comprehensive Emergency Management Plan (CEMP). To view entire CEMP visit the Stevens County website: [Resources - Stevens County WA](#)

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.

Limitations

1. This Plan is not intended to deal with every potential scenario that may occur during times of emergency, but rather identify the organization, the processes and the responsibilities of the respective participants who may be involved. The possibility of local resources becoming overwhelmed is a reality, the participating jurisdictions can only make a reasonable effort to respond based on the situation(s), information and the resources available at the time of the disaster.

2. No guarantee of a perfect system is implied by this plan. Emergency situations are difficult, if not impossible to predict. The local emergency management system must be flexible and be able to function under a variety of unanticipated complex and unique circumstances.

3. The disaster response, relief and recovery activities of the Emergency Management Division may be limited by: a. Inability of the general citizenry to function on their own for more than three days without additional supplies of water, food, shelter and medical supplies. b. Lack of police, fire, emergency medical services and public works response due to damage to facilities, equipment and shortages of personnel. c. The limited number of public safety responders in a rural jurisdiction. d. The shortage of trained response personnel and equipment needed to handle a disaster e. The shortage of critical supplies and/or funding. f. Damage to essential services and facilities, such as roads, rail, utilities and communication networks. g. Damage to emergency services communication networks. h. The availability of outside assistance and resources.

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. The Chewelah School District will work in cooperation with Stevens County Resources as outlined in the Comprehensive Emergency Management Plan (CEMP). [Resources - Stevens County WA](#)

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. 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

Child's Name	Room #	DOB	Parent/Guardian Name	ID Provided Y/N	Child Released
Family Reunification Staff Member:			Name:	Date	

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	
Time	Major Events

Prepared By:	
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APPENDIX A

Chewelah School District Wildfire Smoke Response Plan

Purpose

The Chewelah School District will follow the procedures in this program to protect our outdoor workers from wildfire smoke and comply with the WA DOSH Protection from Wildfire Smoke regulation WAC 296-62-08585 – 08595.

Scope

This policy will apply when it can be expected that our employees may be exposed to wildfire smoke and the current Air Quality Index (AQI) for PM2.5 is 151 or greater. This policy does not apply to the following workplaces or operations:

- Enclosed buildings where windows, doors, and other openings are kept closed and the air is filtered by mechanical ventilation
- Enclosed vehicles where windows, doors, and other openings are kept closed and the air is filtered by a cabin air filter
- Where worksite measurements of PM2.5 show that the current AQI does not equal or exceed 151
- Employees exposed to a current AQI of 151 or greater for less than one hour during their shift
- Firefighters engaged in wildland firefighting

Responsibilities

Overall Program Management

This program will be managed by Superintendent or designee Management of this program will include the following:

- Maintain and update this written program.
- Provide training to employees who are covered by this program.
- Maintain an adequate supply of N95 respirators.
- Ensure this program is being followed and enforced.

Supervisor Responsibilities

- Attend all trainings.
- Determine the Air Quality Index (AQI) when your employees may be exposed to wildfire smoke.
- Check AQI for PM2.5 level before each shift and periodically during the day when the AQI exceeds 151.
- Inform employees periodically of the current AQI for PM2.5 and protective measures available.
- Implement control measures for outdoor workers exposed to wildfire smoke.
- Ensure availability of N95 respirators and enforce required respirator use when the AQI for PM2.5 is greater than 500.
- Take action when an employee reports symptoms of poor air quality, such as providing clean air breaks or removing employees from poor AQI environments.

Employee Responsibilities

Employees working outdoors exposed to wildfire smoke have the following responsibilities:

- Understand and follow the requirements of this program.
- Attend all trainings.
- Talk to your doctor if you have health issues that affect your ability to wear a respirator. If health issues exist, tell your employer about them.
- Wear a respirator when AQI PM2.5 is greater than 500.
- Request a N95 for voluntary use when AQI PM2.5 is 151 or greater
- Inform their supervisor if air quality is getting worse.
- Inform their supervisor if suffering from symptoms of poor air quality such as asthma attacks, chest pain, nausea, or trouble breathing.

Determining Exposure

Air quality is described using the US EPA’s Air Quality Index (AQI) – the higher the number, the more polluted and hazardous the air. The current AQI is divided into the six categories shown in Table 1 below. Small particulates, known as PM2.5, pose the greatest health hazard because they can be inhaled deep into the lungs. Therefore, PM2.5 is the pollutant to monitor when working outdoors during wildfire activity.

Air Quality Index (AQI) - Categories for PM2.5	
Index Value	Description of Air Quality
0 to 50	Good
51 to 100	Moderate
101 to 150	Unhealthy for Sensitive Groups
151 to 200	Unhealthy
201 to 300	Very Unhealthy
301 to 500	Hazardous

Table 1 – AQI Categories, Title 40 of Federal Regulations, Part 58, Appendix G

If an index such as the AQI is relied upon, use the following table to find the equivalent PM2.5.

PM2.5 in micrograms per cubic meter ($\mu\text{g}/\text{m}^3$) Air Quality Index for PM2.5 (AQI) 20.5 $\mu\text{g}/\text{m}^3$ 69 35.5 $\mu\text{g}/\text{m}^3$ 101 555 $\mu\text{g}/\text{m}^3$ Beyond the AQI

Supervisor(s)/Principals will determine the potential employee exposure to PM2.5 before each shift and periodically thereafter to protect employee health by any of the following methods (choose at least one):

(1) Check PM2.5 forecasts and the current PM2.5 from any of the following:

(a) Washington department of ecology website;

(b) Air Quality WA mobile app;

(c) Washington Smoke Information website;

(d) U.S. EPA AirNow website;

(e) U.S. EPA AirNow mobile app;

(f) U.S. Forest Service AirFire website;

(g) Local Clean Air Agency website; or

(2) Obtain PM2.5 forecasts and the current PM2.5 directly from the department of ecology, local clean air agency, U.S. EPA, U.S. EPA EnviroFlash.info, or local clean air agency by telephone, email, text, or other effective method; or

(3) Measure current PM2.5 levels at the work location in accordance with Appendix A of this part.

Communication of Hazard

Superintendent or designees will communicate wildfire smoke hazards in such a way to be understood by all employees. Information provided to employees will include the current AQI for PM2.5 and protective measures available to reduce wildfire smoke exposure.

Employees will be encouraged to inform Principals of worsening air quality and any adverse symptoms they may be experiencing due to wildfire smoke exposure such as asthma attacks, chest pain, nausea, or difficulty breathing.

Exposure Control

The Chewelah School District will use the following controls to reduce employee exposure to PM2.5:

- Engineering controls will be used **first** to reduce employee exposure.
 - Enclosed buildings, structures, or vehicles where the air is mechanically filtered—air that is forced by a fan through a filtering material that traps particles and removes them from the air—will be provided when feasible.
 - The goal is to reduce exposure to an AQI of less than 151 or as much as possible.
- Administrative controls will be implemented if engineering controls are unable to reduce PM2.5 exposure to less than a current AQI of 151, such as:
 - Relocating work activities to a location where the current AQI for PM2.5 is lower, such as buildings or vehicles with filtered air
 - Changing work schedules
 - Lowering work intensity to reduce breathing and heart rate
 - Providing rest areas with filtered air
 - Allowing extended or additional rest periods.

Note: Engineering and administrative controls do not apply to emergency situations when operations (such as medical, communications, utilities) are directly aiding firefighting or emergency response. In

these situations, N95s will be provided for voluntary use when AQI for PM2.5 is equal or greater than 151 per section 5141.1(f)(4).

- Respiratory protection will be provided as follows:
 - **Voluntary use for AQI of 151-500.** NIOSH approved N95 respirators (filtering face pieces) will be provided by Chewelah School District and affected employees will be encouraged to use them whenever the current AQI for PM2.5 is equal or greater than 151. N95 filtering face piece respirators will be stored, maintained, and replaced so they do not create a health hazard to the wearer.
 - **Required use for AQI greater than 500.** Respirator use is required when the current AQI for PM2.5 is greater than 500. Required respirator use must follow the requirements of 8CCR5144, which includes training, medical evaluation, and fit testing of respirator users. The protection provided by the respirator during these conditions must reduce the AQI PM2.5 to below 151 inside the respirator.

Note - When the AQI is above 500, respirators with a higher assigned protection factor (APF) than an N95 respirator, such as a full-face respirator or a powered-air-purifying respirator (PAPR), may be necessary.

Training

Training will be provided by to principals, health specialists and supervisors. This training will include the following topics found in Appendix B of the regulation, which can be printed out or sent via internet link for employees:

- The health effects of wildfire smoke
- The right to obtain medical treatment without fear of reprisal
- How to obtain the current AQI for PM2.5
- The requirements of 8CCR5141.1
- How the Chewelah School District will communicate harmful AQI and protective measures available
- How employees should inform Chewelah School District of worsening air quality or if they are experiencing any symptoms due to the air quality.
- The methods that will be used to protect employees from wildfire smoke
- The N95 filtering face piece respirator is the minimum level of protection for wildfire smoke.
- Employees with a heart or lung problem should consult with a physician prior to wearing an N95 respirator
- Dispose and replace the respirator when it becomes damaged, deformed or increases breathing resistance

Additional information on the use of N95 respirators for protection from wildfire smoke can be found on the Cal/OSHA page *N95 Mask Commonly Asked Questions*.

CHEWELAH STRATEGIC PLANNING ACTION PLAN



PROGRAM DESIGNED FACILITIES.

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

Smart Goal: Review and update Long-Range Facility Plan for the next 10-12 years by June 2025

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
<p>Hold Facility Committee Meetings during the year as often as needed until Long-Range Plan is updated.</p>	<p>District Leaders, Board Member and Community Members</p>	<p>As often as need but should be minimum of 2 times</p>	<ul style="list-style-type: none"> • Community members and district leadership knowledge • Current Long-Range Plan – 2023-2027 • ICOS- OSPI system of facility management • Facility Study & Survey- 2024 • ACLS- Engineering firm • McKinstry Consultation • Policy 6900 • Available Grants 	<p>Meeting minutes of decisions.</p> <p>A copy of the revised Long-Range plan for 2025</p> <p>Decision outcomes for grants. Small Modernization Grant due July 2025</p> <p>Criteria of priorities</p>

CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

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

SMART Goal: By the end of the 2024-25 school year, Chewelah School District (CSD) will fully implement a District-wide Emergency Response Management Plan to enhance student safety, crisis preparedness, and mental health support, following comprehensive training, communication, and support programs.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Develop written comprehensive Crisis Response plan. Approve by the board by fall of 2024	All stakeholders: admin, staff, parents, experts (ESD)	Fall of 2024	ESD SRO Mental Health Counselors Emergency Personnel Response to Bad things Committee	Plan is approved by the Board of Directors Schools have individual Emergency Response plans
2. 100% of CSD employees receiving annual crisis management training and monthly refreshers, tracked through training attendance records.	Admin, staff and students	Monthly trainings recorded until year end	Time: Set aside regular time for training and practice SRO Staff meetings (time)	Monthly and annual reports of drills and training. Safe Schools report of completed trainings
3. Effective communication of the Crisis Response Plan to	Admin, staff and students	2024-25	Newsletters Parent meetings	Surveys Stakeholder participation

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CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

stakeholders, including regular updates, focusing on social and emotional supports for students and staff.			Board Meetings Staff meetings	Communication to parent of emergency responses, when they happen
<ul style="list-style-type: none"> 4. Safe Schools Training 5. Student Training 6. Substitute Training 7. Peer mentoring 	All Staff	Annual beginning 2023	Safe Schools online Platform Counselors Building Emergency Response Plans District Nurse Administration	<p>Annual report of staff completing training</p> <p>Monthly Drills Schedule Substitute Trainings Peer Mentoring programs in place.</p>

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
8.Social and Emotional	Staff and Students	Each year for each grade level	Materials: Second Steps and Character Strong Time: Building schedule Counselors Homeroom (time) Second Steps SEL materials Jenkins – Character Strong Curriculum	Less referrals regarding conflicts. Collect data over time. Student attendance School Spirit (how to measure?) Student club participation CEE Data



CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

<p>9. Implementation of PBIS in Middle School and Elementary levels to improve student development and behavior, with progress tracked through behavioral data.</p>	<p>Staff and Building Admin</p>	<p>Fine tune through Implementation in 2024- 2025 school year</p>	<p>Staff Trainings. Principal leadership parent input Solution Tree PD with Cindy Watters Mika Hagadone- Solution Tree mentor Staff meetings (time) to revise and adjust</p>	<p>Improved academic and behavior performance data. 5 TBD. Assessments and referrals CEE data SIP</p>
<p>10. Delivery of the Digital Citizenship curriculum across all grade levels, monitored through curriculum completion rates.</p>	<p>Admin staff, parents and IT Director and students</p>	<p>2026-27</p>	<p>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 Screenager AI</p>	<p>Student assessments and feedback Written Digital Citizenship Curriculum for each grade level Board Approval in 2025-2026 year Teacher implementation with Principal support</p>



CHEWELAH STRATEGIC PLANNING ACTION PLAN

SAFE ENVIRONMENTS

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
11. School counselors regularly monitoring students and making referrals to mental health services or group counseling, with a 90% referral follow-up rate.	School Counselors and Admin	Current practicing at low levels. Need additional resources to put into place	Counselor and Admin time Funding	Counselors collect data of students receiving services. # of students exiting support services
12. The district providing accessible mental health services to students, with utilization rates tracked	Admin and Counselors	Currently in practice since 2023. to be continued based on funding	Private counseling services ESD MH services	Annual report of number of students receiving MH services
13. MTSS/RTI support implemented to provide academic interventions, measured by the number of students receiving targeted interventions and their progress.	All staff	June of 2025	Solution Tree Parents Counselors Studentdata.net School Wide RTI	Student growth learning data. Teacher presentations and testimonials

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: By June 2024, the Chewelah School District (CSD) will foster a district-wide culture of reading and writing for students in grades K-12, with the aim of 75% of students demonstrating reading proficiency based on district-selected or state assessment measures.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Budget to build options and choices of books for students each year	District Office Building Principals	December 2025	Book lists – updated yearly (YA, Orca, TikTok recommendations) Funding for purchases YA book conference attendance Donations from community Grants to buy books	Minimum 50-100 new books in the library each school year; \$200/teacher/year for classroom library Yearly attendance at YA book conference
2. Monthly professional development sessions for teachers focusing on reading and writing strategies, supported by coaching, with attendance records and classroom observation notes reflecting improved instructional practices.	School Board, Superintendent and principals with staff feedback	Annual	District PD Plan Budget funds for PD Readers' Writers' workshop PD & Coaching. Rebecca Cronin	Teacher PD surveys Teacher performance in the classroom implementation WTT Curriculum Unit Plans

CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

<p>3. Implementation of daily school wide reading initiatives such as Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR) time, where students read for 20-40 minutes each day, monitored through classroom schedules and teacher reports.</p>	<p>Building principals and staff</p>	<p>2025-2026</p>	<p>Adapted bell schedule Educator district wide support</p>	<p>School schedule or classroom schedule. Unit Plans Reading initiative procedures. Communication to parents and expectations.</p>
<p>4. Certified librarian/media specialist as literacy leader in each building</p>	<p>Superintendent Business Manager Levy committee</p>	<p>August, 2029</p>	<p>ESD 101 Fund library science certification (MLIS) Levy item for funding</p>	<p>Hire a certificated librarian</p>
<p>5. Library committee and staff in each building will redesign library space by 2028, improving student access and comfort with reading spaces, tracked through the completion of the redesign and student survey feedback on the space.</p>	<p>Building principals Teachers Para-educators Parents</p>	<p>2027-28</p>	<p>Propose budget to DO</p>	<p>Once monthly meeting with minutes The redesign of library spaces, removing obstacles like outdated bookcases and excess desktop computers, while adding comfortable furniture to make the space more inviting.</p>

CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

<p>6. Professional Learning Communities (PLC) focused on the FOUR questions</p>	<p>Principals and Teachers</p>	<p>2025-27</p>	<p>Professional Development Weekly Team time (50-60 min) PLC Solution Tree Conferences and books</p>	<p>TACA Weekly PLC notes Weekly PLC meetings focused on the FOUR questions. Principal Feedback and monitoring</p>
<p>7. Develop and deliver to all students Written -Taught- Tested (WTT) CSD Curriculum</p>	<p>Principals and school Staff</p>	<p>2025-27</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Math • Reading • Materials • Instructional Strategies <p>Solution Tree Models of curriculum management Dr. Larry Ainsworth CMSi Audit Models Curriculum Management Plan (CMP) Principal Instructional leaders Common Instructional Strategies SBA Interim Assessments</p>	<p>Unit Plans for all subjects and grade level Scope and Sequence for all core subject areas Assessments for all Guaranteed Standards by grade/subject level</p> <p>Student engagement Principal Feedback and monitoring</p>

CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

<p>8. Multiple Tier Systems of Support for students provided by all staff in each building</p>	<p>Principals and school staff</p>	<p>2025-27</p>	<p>Solution Tree standard of appropriate RTI criteria Hire additional Tier III support staff Adapted bell schedule</p>	<p>School System of Support Schedule by each building Student evidence of Tier II interventions success Adapted bell schedule TACA forms</p>
<p>9. Develop or select common writing standards in grade bans and grade levels.</p>	<p>Principal ELA and SS teachers</p>	<p>2026</p>	<p>Teachers' skill and knowledge. Material resources and research</p>	

SMART GOAL: By June 2024, the Chewelah School District (CSD) will foster a district-wide culture of math and science problem-solving skills in district guaranteed standards for students in grades K-12, with the aim of 75% of students demonstrating proficiency based on district-selected or state assessment measures.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
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CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

<p>1. Professional Learning Communities (PLC) focused on the FOUR questions</p>	<p>Principals and Teachers</p>	<p>2025-27</p>	<p>Professional Development Weekly Team time (50-60 min) PLC Solution Tree Conferences and books</p>	<p>TACA Weekly PLC notes Weekly PLC meetings focused on the FOUR questions. Principal Feedback and monitoring</p>
<p>2. Develop and deliver to all students Written -Taught- Tested (WTT) CSD Curriculum</p>	<p>Principals and school Staff</p>	<p>2025-27</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Math • Reading • Materials • Instructional Strategies <p>Solution Tree Model Dr. Larry Ainsworth CMSi Audit Curriculum Management Plan (CMP) Principal Instructional leaders Common Instructional Strategies SBA Interim Assessments</p>	<p>Unit Plans for all subjects and grade level Scope and Sequence for all core subject areas Assessments for all Guaranteed Standards by grade/subject level</p> <p>Student engagement measures/evidence Principal Feedback and monitoring</p>

CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

<p>3. Multiple Tier Systems of Support for students provided by all staff in each building</p>	<p>Principals and school staff</p>	<p>2025-27</p>	<p>Solution Tree standard of appropriate RTI criteria Hire additional Tier III support staff Adapted bell schedule</p>	<p>School System of Support Schedule by each building Student evidence of Tier II interventions success Adapted bell schedule TACA forms</p>
<p>4. Master schedule to facilitate co-teaching/planning for grades K-9 between special and general education courses.</p>	<p>Building Principal SpEd Director Teachers Counselor</p>	<p>August 2025</p>	<p>Planning time for SPED and Gen Ed during PLC</p>	<p>Additional prep for SPED teachers to support inclusion in content areas - Observations, assessment writing, small groups Required training and pay for paraprofessionals</p>
<p>5. Obtain math intervention materials that can be administered by any staff member, certificated or paraprofessionals and provide</p>	<p>Principals, Directors, and Superintendent</p>	<p>August, 2025(7-8) August, 2025 (k-6, 9-12)</p>	<p>Intervention materials (e.g. Read 180, Math 180) Training correlated with the materials</p>	<p>Adopted intervention materials Training for all stakeholders</p>

CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

adequate training to ensure it is taught with fidelity.				
6. Evaluate current math curriculum to identify gaps and build in required, daily computational skills practice K-8. Conduct a Program Evaluation	Teachers & Principals	2025	OSPI Rubric for evaluating curriculum Release time Policy 2090	Results of Program Evaluation
7. PD and instructional coaching for math K-8.	Building Principal Teachers ESD 101 Budget Director	June, 2025	ESD 101 Intra-district collaboration Instructional Coaches: Gail Herbst Monthly training in math and reading practices	Instructional coach – Targeted math PD opportunities-Monthly Teacher Survey Student math growth goals
8. Embed math and science literacy practices in all content area unit plans	Building Principal Teachers	August, 2025	Staff PD and common language on specific approaches to math and science.	Unit Plans contain common practices in math and science

CHEWELAH STRATEGIC PLANNING ACTION PLAN



SUB COMMITTEE: STUDENT LEARNING

<p>9. 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.</p>	<p>Tech Department Transportation CSD Testing Coord Building Principal SpEd Director SpEd Teachers Gen Ed teachers</p>	<p>August, 2024</p>	<p>Tech Lockdown Browser SBA Testing Windows with schedule Proctors are familiar with accommodations Identify a space for small group, accommodated testing Substitute teachers SBA Interim Assessments</p>	<p>Testing bell schedule and calendar</p>
<p>10. Remove and or control technology distractions (i.e Cell phones)</p>	<p>Tech department Budget Teachers</p>	<p>August, 2025</p>	<p>Tech monitoring software Budget 1:1 student to computer</p>	<p>Monitoring on all computers School wide policies and procedures on electronic devices</p>

This goal aligns with CSD's mission to improve literacy and foster lifelong learning. Reading proficiency is foundational to student success, and building a culture that prioritizes reading will directly contribute to academic achievement across all subjects.

CHEWELAH STRATEGIC PLANNING ACTION PLAN



DYNAMIC PROGRAMS

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

Smart Goal #1: Review "named" school district programs by fall of 2027; Identify and/or conduct program reviews of district programs as per policy 2090.

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
Named Programs: Mental Health, HS and Beyond, HI Cap, Title, LAP, CTE.				
1. Career and Technical Education (CTE) (See goal #2)	Staff and HS Principal and CTE Director	July 2026	<ul style="list-style-type: none"> • Community businesses • Current Plans and Programs 	Communication plan to parents and students Course Catalogue See goal #2
2. High Cap	Leaders and staff responsible for programs, board member	August 2025	PLC Staff Meetings Admin meetings ASB leaders Secretaries OSPI Guidance Review of other school programs	A catalog will be created naming and explaining each program Communication plan to the community to find and identify students School Board Presentation

CHEWELAH STRATEGIC PLANNING ACTION PLAN



DYNAMIC PROGRAMS

3. Title/LAP	Principals, staff and Director of Student Supports	June of 2025	Federal funding and regulations	<p>Communication plan</p> <p>Website</p> <p>Surveys</p> <p>Open House</p> <p>PT conf.</p> <p>Community Events.</p> <p>Newsletters</p> <p>Staff meetings</p> <p>Board meetings</p>
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Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
4. Secure long-term Mental Health Services for students	District Admin Team & Counselors Mental Health Counselors	August 2025	Funding- ESD OSPI or Legislature Mental Health Professionals Counselors	Secure funding to support Mental Health services School Board Presentation Communication of services to parents and students
5. High School and Beyond	Counselors and School Administrators Parents	2026	Current High School and Beyond Plan Online Resources	Updated resource guide for parents and students Board of Directors presentation

CHEWELAH STRATEGIC PLANNING ACTION PLAN



DYNAMIC PROGRAMS

Smart Goal #2: Review all current CTE Program offerings and prioritize a schedule of course review by June 2025

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
District led team meetings with CTE to review, organize and prioritize programs.	CTE Director, Principals, CTE teachers and community	During the 2024-2025 School year meetings will be held accordingly	OSPI CTE Director, Erin Dell and CTE Teachers Current CTE offerings Certifications Community business Policy 2413- CTE Credit Policy 2090 Procedure 2130p	Updated Course Catalog showing changes or improvements for 2026-27 school year. Communication to parents and students. Minutes from meetings

CHEWELAH STRATEGIC PLANNING ACTION PLAN



EXCEPTIONAL PROFESSIONALS

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

Smart Goal: Develop a Comprehensive District Wide Professional Development Plan to build an adult learning culture that ensures that all students learn and to be approved by the Board of Directors in 2024

Actions	Who Needs to Be Involved	By When	Resources	Progress Indicators
1. Peer observation and Feedback System	Building Leadership Teams. Teachers	Start Fall 2024-finish 2025	Time Substitutes	TPEP- Evidence of improved practices Teacher survey
2. Develop a Comprehensive PD plan for all employees using the CMAC – Model Professional Development Criteria from CMSi. (See Attached p. 102 of CMSi Audit Report)	CSD District Admin with staff input	Fall 2024	CMSi Audit feedback and criteria "Leaders of Learning" <i>Richard Dufour and Robert Marzano</i>	Board approved plan. Plan will reflect recommendations of CMSi audit
3. System for staff to share knowledge and skills with colleagues. <i>Teachers teaching teachers how to teach.</i>	Building Leadership Admin Leadership	Each Fall	Time: Staff meetings, Board Meetings, PLC	

CHEWELAH STRATEGIC PLANNING ACTION PLAN



EXCEPTIONAL PROFESSIONALS

4. Input System (communication) to identify PD needs of staff	Admin and staff	Each year	Time	Data collecting of PD needs of staff each year
5. Evaluation system (TPEP)	Admin Team and staff	Annual review with Principal and staff	TPEP resources Time	Final Teacher evaluations. Student growth Goals
6 Evaluate and monitor PD plan so that PD is connected to teacher needs and improves student performance	Superintendent, Principals and teacher leaders	2026	Policy 2090	Teacher Surveys- annual
7. Implementation of the PD plan and additional support for staff CSD will build a culture of learning and improvement among employees to achieve academic and culture goals district wide.	Superintendent and Principals	2024-2027	Budget Finding Time	Evidence of PD delivered each year. PD feedback forms.

CHEWELAH STRATEGIC PLANNING ACTION PLAN



EXCEPTIONAL PROFESSIONALS

8. Communicate PD plan to community to promote a culture of learning and support high quality teaching and learning in CSD schools	Superintendent and Principals	2025	Use of regular communication modes: Newsletters, radio, chamber, read board etc. and all communications to the public.	Communication sent to public
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School District: Chewelah School District	Plan Reviewed by staff on: 9/3/24
Building Name: Gess Elementary	Plan Reviewed by staff on: 9/17/24
Date Completed: August 20, 2024	Plan Reviewed by staff on: 11/5/24, 2/4/25, 4/15/25, 6/3/25
Date Board Approved:	
SIP Team Members	
Staff informed: August 22, 2024	

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. Current enrollment for the 2024-2025 school year is 338 students.

Parent and Community Involvement

1. Student Participation in Community Events: Gess Elementary aims to reestablish student involvement in community celebrations, and civic organizations.
 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

Grade Level	<i>iReady(K-5) Reading</i>	<i>iReady Math</i>	<i>SBAC ELA</i>	<i>SBAC Math</i>
	<i>MAP (6th) Reading</i>	<i>MAP (6th) Reading</i>	<i>WCAP Results</i>	
	<i>Spring Benchmark</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%

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 %

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.

<p>Activities (Include process)</p> <p><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></p>	<p>Timeframe</p> <p><i>What is the projected length of time of the activity?</i> <i>When or how often will progress be monitored or data reviewed?</i></p>	<p>Lead(who is accountable)</p> <p><i>Who will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i> <i>Who will follow up with individual or team and when?</i></p>	<p>Resources</p> <p><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></p>	<p>Measures (who will check progress)</p> <p><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>
<p>1. Math Coach for the support of mathematical practices K-6 in</p>	<p>Monthly training support through the 2024 - 2025 school year.</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>Timeline: 9/26/24, 10/24/24, 12/5/24, 1/23/25, other dates to be determined (math coach G. Herbst to provide coaching 3:30 – 5:30 pm.)</p>	<p>Teacher survey, increase in student achievement over time as assessed through end of unit assessments and interim block assessments.</p> <p>Unit Plans created by grade level teams.</p>

<p>classrooms and provide instructional strategies to teach math.</p>	<p>Data will be reviewed through guiding coalition as a vehicle of the PLC work</p>			<p>PLC reflection notes Walk through evidence of instructional strategies.</p>
<p>2. Classroom teachers will take priority standards identified in the 2022-23 and formative assessments created in the 2023-2024 school year to</p>	<p>Progress will be monitored through Data Team meetings, bimonthly leadership team meetings. October 2,3,4 November 20, 21, 22</p>	<p>Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches, and leadership team.</p>	<p>http://www.corestandards.org PLC time https://achievethecore.org/category/679/create-aligned-lessons Use of Interim Assessments and Lesson plan activities. https://sso1.cambiumast.com/auth/realms/washington/protocol/saml/clients/tools-for-teachers Scope and sequence will be developed simultaneously with Unit Plans over the course of the 2024-2025 school year.</p>	<p>Teacher survey Academic growth on interim assessments (3-6) and my path K-5, MAP assessments. Unit Plans created by grade level teams.</p>

<p>build unit plans of instruction and a scope of sequence.</p>	<p>February 5, 6, 7 March 26, 27, 28 June 4, 5, 6</p>			
<p>3. Teachers will participate in PLC sessions each week focusing on student data, alignment of curriculum and assessments to priority standards. SEL strategies implemented building wide and embedded</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, counselor and teachers.</p>	<p>Access to assessment data: formative and summative SEL materials and training Second Steps Curriculum</p>	<p>District survey CEE: staff, students, and community Instructional Leadership team minutes PLC minutes from grade level meetings</p>

throughout
day.

<p>4. Classroom Teachers will use iReady/MAPs diagnostic tools to differentiate each learner for mathematics.</p>	<p>Ongoing Progress will be monitored during Professional Learning Communities.</p>	<p>Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches.</p>	<p>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.</p> <p><i>PD on iReady and MAPS training</i></p>	<p>Teachers will be responsible for the administration of the assessment to each 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 Tier II</p>

				students through SST and Title/LAP program.
1) Build common benchmark assessments to track student learning.	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 Report data to board quarterly in Gess Board report.
2) 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 6 th grade teachers will collaborate with 7-12 teams to determine which two Monday PLC's they will meet.	PLC goals are established, and weekly discussions are documented.

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

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.

SY 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	September 2024 – June 2025 school year. Progress will be monitored through	Principal, Special Education Director, grade level team, Title/LAP	http://www.corestandards.org/ELA-Literacy/ https://achievethecore.org/category/679/create-aligned-lessons	District survey, document will be created to support student learning. Share information in data teams.

<p>guaranteed standards identified K-6.</p>	<p>Data Team meetings, bimonthly leadership team meetings and grade level PLC time.</p>	<p>teacher, Reading Coaches, and leadership team.</p>		
<p>2) Classroom Teachers will use iReady/MAPs diagnostic tools to differentiate each learner for reading and other former assessments.</p>	<p>September 2024 – June 2025 school year. Progress will be monitored through Data Team meetings, bimonthly leadership team meetings and grade level PLC time. Quarterly progress</p>	<p>Principal, Special Education Director, grade level team, Title/LAP teacher, Reading Coaches, and leadership team.</p>	<p>PD on assessment systems training of programs</p>	<p>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. Formative assessments and diagnostics. Data Team will meet to determine additional interventions/extensions needed to support all students.</p>

<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.</p>	<p>Ongoing</p> <p>Quarterly meetings with Data teams.</p> <p>October 2,3,4</p> <p>November 20, 21, 22</p> <p>February 5, 6, 7</p> <p>March 26, 27, 28</p> <p>June 4, 5, 6</p>	<p>Success Team committee, Principal and Vice Principal.</p>	<p>Time to review and adjust existing plan.</p>	<p>Students will be identified and receive help sooner to support their learning through SST and instructional leadership team.</p> <p>Use of instructional reading strategies.</p> <p>Master schedule to drive Title/LAP interventions.</p>
<p>4) Increase student achievement through ELA Vertical PLC Teaming of 6th grade teacher with 7-12 ELA Team</p>	<p>September 2024 – June 2025 school year.</p> <p>1st and 3rd Monday of month</p>	<p>Vertical PLC Team with 7-12 ELA staff</p>	<p>Time</p>	<p>PLC goals are established, and weekly discussions are documented.</p> <p>Use of instructional strategies.</p>
<p>5) Use Accelerated Reader as a reading incentive.</p>	<p>September 2024 – June 2025 school year.</p>	<p>All Gess Staff</p>	<p>AR program</p>	<p>School wide participation in AR assembly</p>

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. Creation of Unit Plans.
7) The Literacy Action Team will create a writing scope and sequence based on Guaranteed Standards learning progression.	Ongoing 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	6 Traits of Writing http://www.corestandards.org/ELA-Literacy/ https://achievethecore.org/category/679/create-aligned-lessons	Creation of a artifacts for a Fall/Winter/Spring common grade level assessment. Common assessment implemented.

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 or tap here to enter text

SY 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	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.

attending Gess Elementary through a face-to-face survey.				ASB input to ensure student voice
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 October 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. Parent Newsletters
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 based on SWISS DATA. Teachers will identify students who are demonstrating character traits of respectful, responsible, safe and kind for a schoolwide assembly recognition monthly. Subsets of students show growth in academics.
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.

				PBIS collect SWISS data to support positive school culture.
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.
3) Implementation of ASB to increase student voice in the building.	Ongoing	Principal, Advisory Co-Chairs, Assistant principal	time	Survey More students involved and contributing to school. Examples: Leadership Responsibilities, Crossing Guard, Cafeteria, ASB reps, Playground monitors and leading announcements.

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

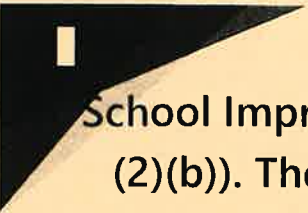
1. Flint Simenson Training 8/20/24 presenter fee \$1500.00 estimated cost to bring back for three times throughout the school year TBD.
2. Click or tap here to enter text.



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 Chelsi 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

Basic demographics, brief narrative of history of school, description of school and community?

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

Before the year 1879, a school was not known to the settlers of what is now, Chewelah (derived from a Native American word). A small log building served the residents of the area until growth demanded a larger building in 1885. By 1910, 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



344

Students Enrolled
2023-24 School Year



63.5%

Students Attending 90% or
More of School Days
2022-23 School Year



>93.6%

Graduated in 4 Years
2022-23 School Year



\$20,326

Per-pupil Expenditure
2022-23 School Year

47.2%

ELA*

17.2%

Math

48.5%

Science

Students on Track for College-level Learning
Without Needing Remedial Classes
Spring 2024



22

Number of Classroom
Teachers
2022-23 School Year

73.6%

ELA*

50.3%

Math

80.8%

Science

Students Showing Foundational Grade Level
Knowledge and Skills or Above
Spring 2024



16.2

Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

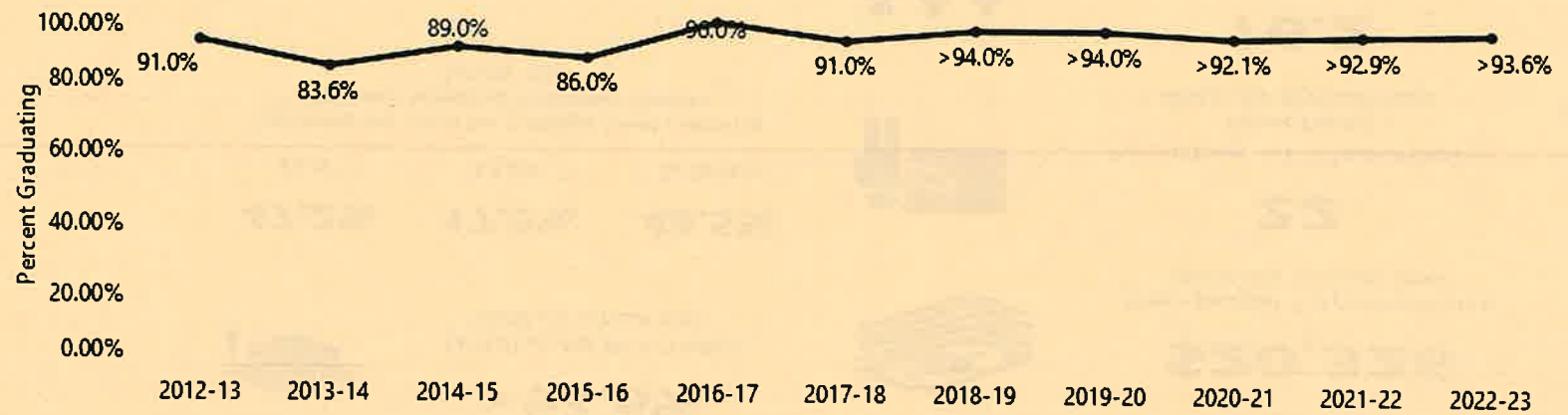
**ELA = English Language Arts*



What percent of students graduated in four years, over time?

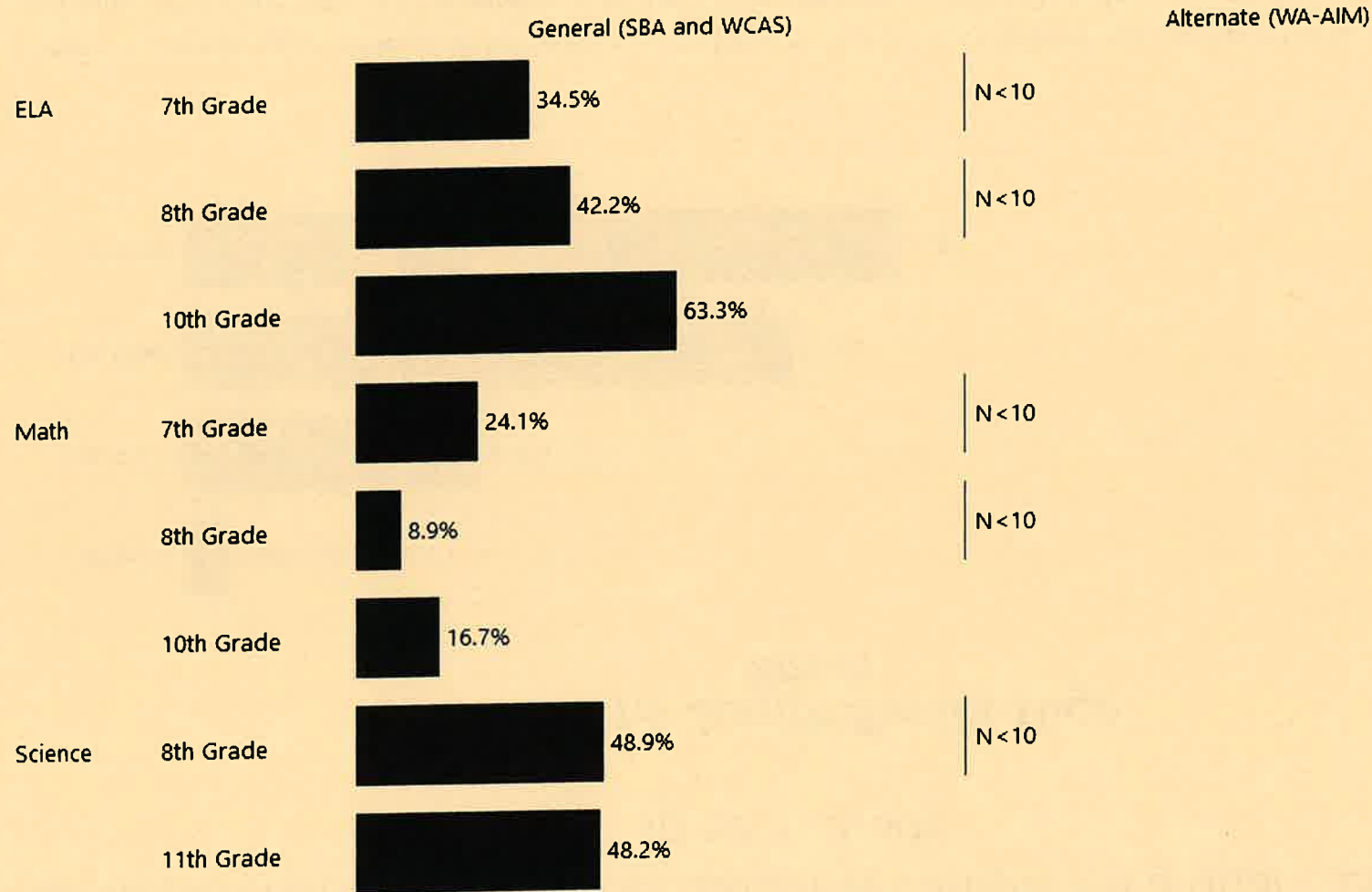
Jenkins Junior/Senior High

All Students



By grade level, what percent of students were on track for college-level learning without needing remedial classes?

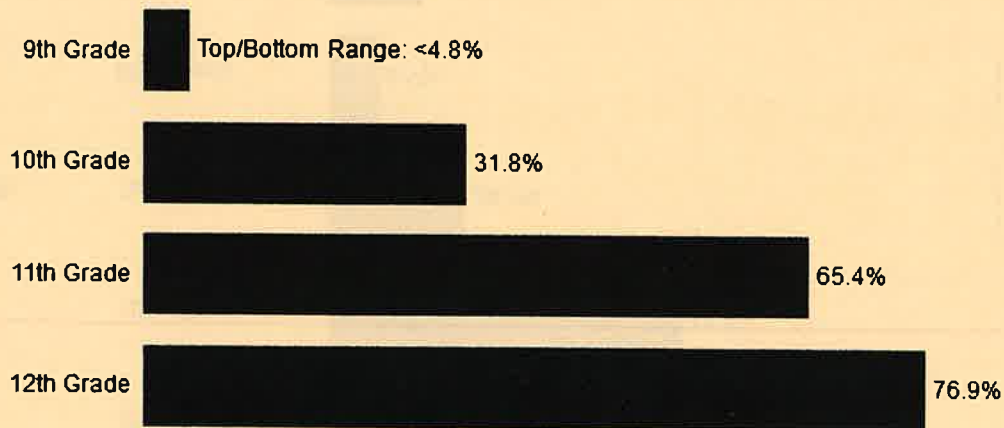
Jenkins Junior/Senior High 2023-24



This dashboard provides detailed information about student performance on the Spring assessments. Student performance in each subject is scored as a level 1, 2, 3, or 4. Level 3 or 4 scores indicate the student is on track for college-

What percent of high school students completed a dual credit course in each grade?

Jenkins Junior/Senior High 2022-23



There are programs that allow students to earn credit for their high school diploma and college at the same time. The programs are called Dual Credit programs. The Dual Credit rate is the percent of students completing at least one of these classes. This includes, Running Start, CTE Dual Credit (formerly Tech Prep), College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course.

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 (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.)?</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>

			When will the work be done?	
1) MAP Assessment Data Analysis professional development.	Re-evaluate staff needs and provide specific training in the Fall of 2024 after the first assessment.	Erin Dell is the primary contact person for the training's logistics; however, the principal will also be involved in the dissemination of information and follow-up with the team during PLC meetings.	Training will need to be organized for the staff's specific needs. Building meeting locations will be determined in the fall. Technology support will be supplied by technology staff.	Principal will track staff participation in the training and will survey staff on the effectiveness of the training and any additional needs using a survey. Principal will review MAP data with PLC content area teams, specifically English, Math and Science teams, to identify areas that students have gaps in their learning.
2) MAP Assessments administered three times a year in grades 7-10 for all students and selected students in grades 11-12 as determined by the ELA Data Team.	Three times per year as determined and scheduled by the teachers. This will include all special needs, Reading/Writing Learning Disabled students.	The assistant principal, the assessment coordinator, will lead the MAP Assessment process.	Time to administer the Assessments based on classroom teacher schedule and needs. Technology support in the classrooms may be necessary for the first administration of the assessment.	Teachers will be responsible for administering 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. The principal will meet quarterly with the assistant principal to

				<p>review data for presentation to the school board.</p> <p>Teachers will meet regularly in their PLCs to review MAP data and make changes to instructional strategies such as determined by their team. Data will be assessed using a protocol like the established TACA form staff have been trained to use.</p>
<p>3) All teachers, including the ELA Data Team, will determine those students who need additional Tier II support services weekly during the regularly scheduled 30-minute Homeroom between first and second periods.</p>	<p>This is a new system of our RTI and we are currently brainstorming and problem solving the new Tier II RTI system.</p>	<p>Principals will monitor the weekly Tier II support system and provide feedback and support when needed.</p>	<p>Time for our PLC Leadership Team and our 9th Grade Success Team to help organize this new system of support for our students.</p>	<p>This new system will be monitored and measured weekly. We need to figure this out as soon as we have the system created. Weekly monitoring will be necessary. The principal will work with the staff to create a document by the end of September that will keep track of the students receiving Tier II support and the content focus of their intervention.</p>
<p>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.</p>	<p>Tier III Intervention will be during 3rd period in rotation with quarterly elective course offerings starting in the fall of 2024.</p>	<p>Principal and Counselor</p>	<p>Local district and state assessment data will be needed to identify the priority students for each quarter rotation. We will use Homeroom to create</p>	<p>We will use MAP assessment data from their first assessment to identify students with major reading gaps. The 14 students identified will be working independently using WAGGLE as a learning platform. If they achieve at</p>

			the 7-8 Spreadsheet Data.	a proficient level they can be assessed out of the intervention course. The teacher is also using Running Records data and Reading Fluency data to monitor progress.
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 effective implementation of the adopted HMH instructional materials through weekly walk-through observations, formal observations and on-going dialogue with the English Language Arts PLC Team. The principal will also monitor instructional use materials as reflected in their specific Year at a Glance documents as well as their specific course units.
6) ELA PLC team members will attend the PLC Summer Conference in Spokane.	Aug. 2024 and 2025	ELA PLC Team	Conference supported by District for all interested staff, including ELA Team Members.	Beginning dialogue in ELA PLCs on effective grading practices in a standards-based system. All members of the ELA PLC attended the training and should transition to PLC meetings that focus on the four PLC Critical Questions. The principal will monitor ELA PLC Team Meetings

				for effectiveness in the use of student data to drive Tier II interventions.
7) ELA PLC team will implement a school-wide approach to writing for grades 7-12.	During the first semester of 2024/25 school year, the PLC team will present to teachers a school-wide approach to writing 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. The creation of a common writing rubric in content area classes will help create teacher efficacy and clarity of student expectations and increase student learning.
8) School-Wide Implementation of Effective Reading and Writing Strategies using Informational Text as outlined during the 2024/25 school year.	ELA teachers presented high yield strategies for teaching informational text in content area classrooms.	The principal will establish and communicate expectations for quarterly informational text classroom activities and monitor teacher progress.	Teachers may need one additional whole group meeting to review high yield strategies with all staff. Possibly one hour to review expectations with new staff as presented by team.	Principals will observe teacher implementation of effective reading and writing strategies in classes during walk through observations and formal classroom observations which will be reported to the whole staff and the administrative team during the admin PLC meetings.
9) ELA team will create and share a comprehensive writing assessment	Ongoing throughout the school year until completed in	ELA team will be responsible for creating the writing	Additional days may be needed after school for this activity	Presentation of Writing Assessment Plan no later than December 2024

spreadsheet for all grade levels/courses that will be used for PLC data conversations.	2024/25. Final draft will be presented no later than December 2024.	rubrics and assessments in alignment to instructional materials at the specific grade levels.	as determined by the ELA PLC department chair and the building principal.	and how the data is used for Tier II and possibly Tier III Interventions. End-of-year data will be presented to the administrative PLC Team.
10) All content area teachers will complete Year at a Glances in alignment with Guaranteed Standards and for some staff, their newly adopted instructional materials.	Ongoing during the 2024/25 school year. Two completed in September and two in October, 2024.	Principals and the building leadership team will assess PLC progress and provide additional support as needed.	Possible extra hours in committees as per superintendent.	Year at a Glance documentation for all GS will be submitted to Principals as they're completed with all of the courses completed in June of 2025. Principals will ensure the completion of YaG in designated folder and evidence of following the outlines visible during walk-through and formal observations as well as during teacher meetings.
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	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	Completion of comprehensive Unit Plans for all courses by the end of June 2025. Teachers will use the designated Jenkins shared folders to house the unit plans. Principals will monitor unit plans that are completed during the 2024/25 school year as observed during observations and ongoing



develop success criteria using proficiency scales.			Continued Leadership Team professional development	conversations about student growth goals.
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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 #2 - Focused activities in Mathematics: 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	Timeframe	Lead	Resources	Measures
1) Complete all 7-12 math course Year at a Glance and Unit Plan documents.	Unit Plan documents are to be completed by the end of the 2024/25 school year.	Administrative Team Math PLC team members	Teachers will have time to collaborate during the school year to completed the required unit plan documents. Administrative Team and Math Coach will provide needed support when communicated by the math PLC team.	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. The principal will document conversations and data on the progress of each teacher during the year to provide support and guidance when needed.

<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>Three times per year as determined and scheduled by the teachers. This will include all special needs, mathematics learning disabled students.</p>	<p>The assistant principal, the assessment coordinator, will lead 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 from state assessments, grade</p>	<p>The Math Data Team will review assessment data monthly for progress monitoring</p>	<p>The Math Data Team and assistant principal will review the data for progress monitoring and</p>	<p>PLC time set aside for this task.</p> <p>State test scores, MAP scores and</p>	<p>Progress monitoring form created by the counseling department.</p>

<p>level/course formative and summative assessments including common assessment data, and MAP assessments for progress monitoring of all students.</p>	<p>as it relates to student enrollment in the support classes.</p>	<p>report it to the principal and counselor monthly.</p>	<p>grade/course level assessments.</p>	
<p>4) Monitor the effectiveness of our 7-8 Tier II and III math support RTI systems and our Algebra I Intensified Algebra support class for students needing Tier III gap support.</p>	<p>Quarterly</p>	<p>The Math PLC Team in coordination with the administrative team will meet quarterly to assess support services and interventions. effectiveness as determined by the team using the Circle of Inquiry method.</p>	<p>PLC time Assessment data</p>	<p>The math team will use junior high data from Khan Academy that aligns with our MAP assessment data to measure student growth in our Tier II system.</p> <p>We are currently creating the accountability system for our math Tier II systems which will include information from our professional development on September 23.</p>
<p>5) Paraprofessional support in all Tier II support systems and Tier III math courses.</p>	<p>Ongoing to end of the 2024/2025 school year.</p> <p>Ongoing support.</p>	<p>Administrative team and Title I/LAP Director</p>	<p>Paraprofessional support in the 2024/25 schedule will support courses without hiring additional staff.</p>	<p>Review of master para schedules specifically reviewing LAP math support courses.</p> <p>Currently have a need for a para in third period math that needs to be covered.</p>

<p>Completion of at least four 7th and 8th grade SBAC Interim Assessments for additional data points to assess teaching and learning of math.</p>	<p>October through April of 2024/25 school year.</p>	<p>The math data team will work together to plan, organize, and implement these Interim assessments.</p>	<p>Professional development of the SBAC Interim Assessment process.</p>	<p>Data from all 7th and 8th grade students who have taken the assessment for use during PLC time.</p> <p>Administrators will observe at least one of the assessment lessons in the first semester.</p> <p>Teacher and principal will review data for impact on student learning.</p>
<p>7) All math students will use assessment data to set and monitor their own personal math growth goals and will share goals with parents.</p>	<p>At least quarterly data will be collected for monitoring personal student growth.</p>	<p>The math teachers will be responsible for ensuring the completion of Math Student Growth Goals.</p>	<p>Data from assessments. Form to track student growth data.</p>	<p>MAP Growth Data Local formative and summative assessment data. Possibly use SAT, ACT, etc. Principals will observe math student growth goals during ongoing conversations with teachers during the evaluation process meetings.</p>
<p>8) Celebrate quarterly student math growth data.</p>	<p>To be determined in the fall 2024 by the math data team.</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>

<p>9) 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 instruction and using SBAC Interim Assessments.</p>	<p>School year 2024-2025.</p>	<p>Principals, district math coach, Title/LAP director, Special Education Director.</p>	<p>TBD</p>	<p>Principals will meet monthly with Math Coach to discuss efforts and effectiveness.</p> <p>Completed SBAC Interim Assessment cycle for the year with student data.</p> <p>Assessment data review at the end of the year.</p>
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<p>Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.</p>	
<p>Math Professional Development on Thinking Classrooms Mathematics. \$4000.00.</p>	

2024-2025 Culture Focus: The Jenkins commits to a culture of responsive, respectful, student-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 reflection sheet by each team regarding specific student data trends.

Review perception data from the EES survey and choose areas of focus for the 2024/25 school year.	October 2024	Erin Dell and Principals PLC Leadership Team	October staff meeting date	Identify one or more focus areas for goal setting in 2024-25 school year using the data protocol learned in our administrative team meeting.
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 and perceptions of Jenkins High School. Information will be collected during in-person group meetings and perception surveys. The results will be reviewed by staff and shared with the Superintendent.
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 Tech Foundations for Academic Success and Intervention course taught to all 9 th graders in Semester 1	Aug 24 –Jan 25	Marnie Hartill, Tech Foundations CTE Teacher	Self-Regulation Text book with 75 daily activities, Planners for all students in 9 th grade. College Course Articulation credits for student job skills in Word, Excel, PPT, Outlook	Students will develop Self-Regulation strategies, including goal setting, goal monitoring, adaptability skills, managing emotions, proactive and self-directed agency, as well as strategies and processes/protocols for success in school and in life. (Drafted by Marnie. I know this needs work. Maybe the Planner, the Self-Regulation Skills, and the College Articulation are all three separate indicators with 3 separate data points) Measuring Self-Regulation skills is the question I need to answer . . . I have a series



				of canvas assignments that may provide before/after data.
Attendance Data will improve _____ needs indicators _____ (DRAFT)	Progress monitoring windows to track 2 or more absences and host 1-on-1 talks with students	All Homeroom teachers ----- Data from Counseling Office Reports	Skyward data Skyward training ----- Documentation of conversations/visits On Skyward?	Data Windows: Sept-Nov Feb-April 23-24 to 24-25 comparisons. Goals such as "80% of students will have less than 4 Absences per quarter" (Drafted by Marnie Hartill)
Exit group interview with graduation class of 2024	June 2025	Administration or community member		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.

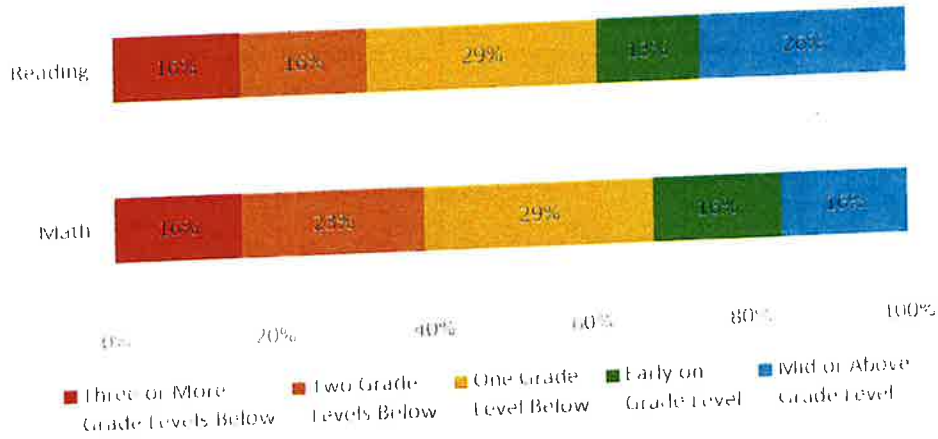
	Quartzite Learning*
Enrollment	117
Low-Income	63%
Homeless	6%
Students with Disabilities	20.5%
Graduation Rate (2024)	75%

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

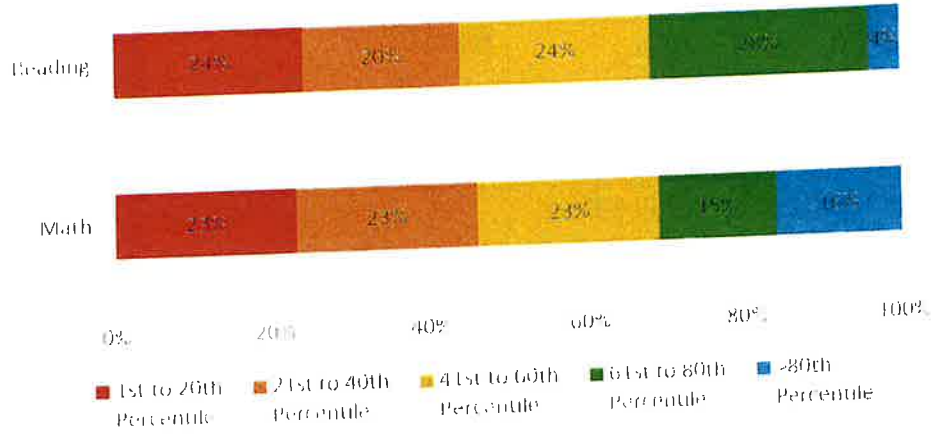
Building Learning Data

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

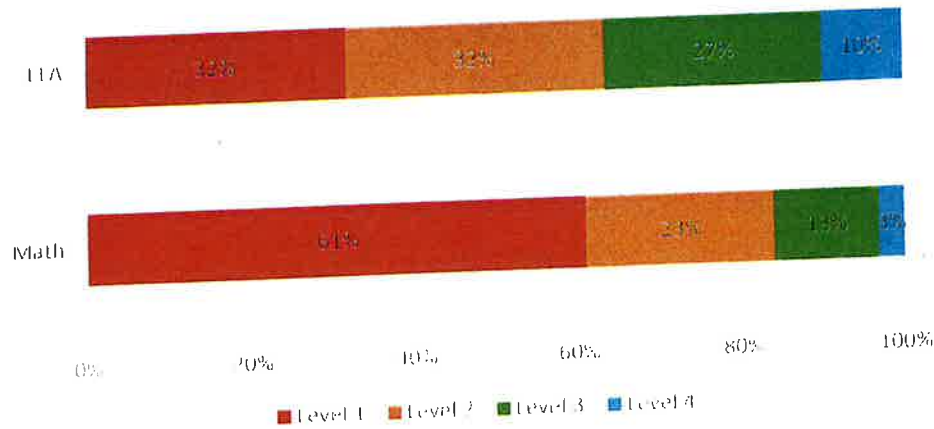
i-Ready Assessment Grade K-5



Map Growth Assessment Grades 6+



Spring 2023 SBA Grade 3-8, 10



Chewelah School District #36
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 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	November- Start the process through staff meeting discussion November/December- Starting small groups/parent groups/interviews/etc By January/March- have survey of narrowed down values April- Lead Team will look through final results	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
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 -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 – OSSI grant or building budget
2. HSBP tool – OSSI grant or building budget

SEX DISCRIMINATION AND SEXUAL-BASED HARASSMENT OF STUDENTS PROHIBITED

The district is committed to a positive and productive education free from discrimination, including sexual harassment. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by federal and state laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

The term "sexual harassment" may include:

- acts of sexual violence;

- ~~unwelcome sexual or gender directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;~~
- ~~unwelcome sexual advances;~~
- ~~unwelcome requests for sexual favors;~~
- ~~sexual demands when submission is a stated or implied condition of obtaining an educational benefit;~~
- ~~sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.~~

~~A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.~~

~~"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.~~

~~The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:~~

~~"Quid pro quo harassment."~~

~~"Hostile environment harassment," and~~

~~Specific offenses of sexual assault, dating violence, domestic violence, or stalking~~

~~The term "sexual harassment" is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:~~

~~Submission to that conduct or communication is condition of obtaining an education or a factor in decisions affecting that individual's education; or~~
~~the conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.~~

~~Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.~~

~~For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.~~

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), pregnant and parenting students (Policy 3206) new WSSDA encouraged policy, gender-inclusive schools (Policy 3211), district employees (Policy 5011), and pregnant and parenting staff (5012) new WSSDA encouraged policy to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

Investigation and Response

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P1.

If the district knows, or reasonably should know, that ~~sexual discrimination harassment~~ sexual discrimination harassment has ~~created a hostile environment~~ occurred, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that ~~sexual-based~~ sexual-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the ~~sexual-sex -based~~ sexual-sex -based harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging ~~sexual-discrimination harassment~~ sexual-discrimination harassment that come to the attention of the district, ~~either formally or informally~~. The district will take these steps every time a complaint alleging ~~sexual discrimination harassment~~ sexual discrimination harassment comes to the attention of the district, ~~either formally or informally~~.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve ~~sexual based~~ sexual based harassment.

Engaging in ~~sexual-based~~ sexual-based harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in ~~sexual-based~~ sexual-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in ~~Retaliation~~, against any person who makes or is a witness in a sexual harassment complaint is prohibited as defined under federal and state laws and the Superintendent's procedure, including retaliation by a student against another student,

and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual discrimination harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex discrimination occurred under the Superintendent's procedure.

Staff Responsibilities and Training

~~The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.~~

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

~~Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.~~

~~District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.~~

The Superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees.

The Superintendent will also develop materials to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment. The procedures can be found at 3205P2.

District Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information

will also be provided, including their name or title, office address, email address, and telephone number.

~~sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation.~~ This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place available accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers, and parents in the review process.

Cross References:	Board Policy	
	3207	Prohibition of Harassment, Intimidation and Bullying
	3210	Nondiscrimination
	3211	Gender-Inclusive Schools
	3241	Student Discipline
	5010	Nondiscrimination and Affirmative Action
	5011	<u>Sexual Discrimination and Sex-Based Harassment of District Staff Prohibited</u>

Legal References:	20 U.S.C. §§ 1681-1688	
	WAC 392-190-058	Sexual harassment
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

2024 Title IX Regulations at 34 C.F.R. § 106 et seq.
RCW 49.60

Washington Law Against Discrimination

WAC 162-32-040 Harassment

Management Resources: 2010 – October Issue
 2014 – December Issue
 2015 – July Policy Alert
 2020 – August Issue
 2024 – August Issue

Adoption Date: 08.22.18
Chewelah School District
Revised Dates: 07.20.22
Classification: Essential



Print Clear Form

Alcoa Foundation hereby gives Chewelah Schools of the Chewelah School District a gift or donation of:

Funds totaling \$ 6000 OR In-Kind Gifts or Donations (Equipment/Supplies/Materials) with an estimated value of \$

Description of In-Kind Gifts or Donations:

This gift or donation is for the sole and express purpose/use of: Lego Robotics Equipment

Check here if value of gift or donation is \$1,000 or greater. Board approval is required prior to acceptance.

All gifts or donations to the district are governed under Board Policy and Regulation 6114 and 6114P - Gifts or Donations

The Chewelah School District (Tax ID #: 91-0995982) is a political subdivision of the State of Washington. As such, it is a "governmental unit" as defined in Sections 170(b)(1)(A)(v) and 170(c)(1) of the Internal Revenue Code of 1986, as amended ("IRC"), and is not a private foundation by virtue of IRC Section 509 (a)(1). Based upon review of the applicable Internal Revenue Code (IRC), donations or grants to the district receive status as charitable contributions by the donor, if used solely for a "public purpose". The Chewelah School District has accounting and reporting procedures to ensure gifts or donations will be used exclusively for public purposes within the meaning of IRC Section 170(c)(1).

Please retain a copy of this document for your tax records and consult a tax advisor if you have any questions.

Donor Information:

Name: Alcoa Foundation Signature: Date: Address: 4050 Mt. View Rd. Ferndale, WA 98248 Phone: Email:

Acknowledgement:

No acknowledgment necessary Send acknowledgment to: Students will be sending thank you.

For District Use Only:

Table with 3 columns: Gift or Donation Amount, Signature, Date. Rows include Building Admin and >= \$1,000 - Superintendent (after Board action).

Please keep a copy for school/department records and send the original form to the Superintendent's Office.



[Print](#)
[Clear Form](#)

Chewelah Festivals hereby gives Chewelah School District / 655 Elementary of the Chewelah School District
(Donor Name) (School/Department Name)

District a gift or donation of:

Funds totaling \$ 2000.00 OR

In-Kind Gifts or Donations (Equipment/Supplies/Materials) with an estimated value of \$ _____

Description of In-Kind Gifts or Donations: _____

This gift or donation is for the sole and express purpose/use of:

Books - reading books for kids
(List programs, activities, or specific items for which money shall be spent)

Check here if value of gift or donation is \$1,000 or greater. Board approval is required prior to acceptance.

All gifts or donations to the district are governed under Board Policy and Regulation 6114 and 6114P – Gifts or Donations

The Chewelah School District (Tax ID #: 91-0995982) is a political subdivision of the State of Washington. As such, it is a "governmental unit" as defined in Sections 170(b)(1)(A)(v) and 170(c)(1) of the Internal Revenue Code of 1986, as amended ("IRC"), and is not a private foundation by virtue of IRC Section 509 (a)(1). Based upon review of the applicable Internal Revenue Code (IRC), donations or grants to the district receive status as charitable contributions by the donor, if used solely for a "public purpose". The Chewelah School District has accounting and reporting procedures to ensure gifts or donations will be used exclusively for public purposes within the meaning of IRC Section 170(c)(1).

Please retain a copy of this document for your tax records and consult a tax advisor if you have any questions.

Donor Information:

Name: Chewelah Festivals
Signature: _____ Date: _____
Address: PO Box 1429, Chewelah, WA 99109
Phone: _____ Email: _____

Acknowledgement:

No acknowledgment necessary
 Send acknowledgment to: _____

For District Use Only:

Gift or Donation Amount	Signature	Date
Building Admin (All Applicable Gifts or Donations)		<u>10/8/24</u>
>= \$1,000 – Superintendent (after Board action)		

Please keep a copy for school/department records and send the original form to the Superintendent's Office.



Print Clear Form

Charity Chicks hereby gives WSHS of the Chewelah School District a gift or donation of:

District a gift or donation of:

Funds totaling \$ 1000 OR

In-Kind Gifts or Donations (Equipment/Supplies/Materials) with an estimated value of \$

Description of In-Kind Gifts or Donations: Invest Ed Fund

This gift or donation is for the sole and express purpose/use of:

(List programs, activities, or specific items for which money shall be spent)

Check here if value of gift or donation is \$1,000 or greater. Board approval is required prior to acceptance.

All gifts or donations to the district are governed under Board Policy and Regulation 6114 and 6114P - Gifts or Donations

The Chewelah School District (Tax ID #: 91-0995982) is a political subdivision of the State of Washington. As such, it is a "governmental unit" as defined in Sections 170(b)(1)(A)(v) and 170(c)(1) of the Internal Revenue Code of 1986, as amended ("IRC"), and is not a private foundation by virtue of IRC Section 509 (a)(1). Based upon review of the applicable Internal Revenue Code (IRC), donations or grants to the district receive status as charitable contributions by the donor, if used solely for a "public purpose". The Chewelah School District has accounting and reporting procedures to ensure gifts or donations will be used exclusively for public purposes within the meaning of IRC Section 170(c)(1).

Please retain a copy of this document for your tax records and consult a tax advisor if you have any questions.

Donor Information:

Name: Charity Chicks of Chewelah
Signature:
Date:
Address: 219 Hogans way Chewelah, WA
Phone:
Email:

Acknowledgement:

No acknowledgment necessary
Send acknowledgment to:

For District Use Only:

Table with 3 columns: Gift or Donation Amount, Signature, Date. Row 1: Building Admin (All Applicable Gifts or Donations), [Signature], 09/26/2024. Row 2: >= \$1,000 - Superintendent (after Board action)

Please keep a copy for school/department records and send the original form to the Superintendent's Office.

PREGNANT AND PARENTING STUDENTS

The district is committed to a positive and productive education free from sex-based discrimination as required by Federal, State, and local laws for all students in its education programs and activities. These laws prohibit discrimination against any student based on their current, potential, or past pregnancy or related conditions or marital or parental status. Sex-based harassment is a form of sex-based discrimination and includes harassment on the basis of pregnancy or related conditions or marital or parental status.

The district establishes this policy and the accompanying Superintendent's procedures for ensuring the protection and equal treatment of students who are or become pregnant, individuals with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above; or
- Recovery from above.

The district must also not adopt or implement any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex, except as necessary to provide pregnancy or pregnancy-related medical accommodations.

This commitment and discrimination prohibition extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of its education program or activity, provided the district ensures that the separate portion is comparable to that offered to students who are not pregnant or parenting, and do not have related conditions.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific notice, training, and compliance requirements are included in the accompanying procedure 3206P.

Investigation and Response / Grievance Procedures

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

Complaints alleging discrimination or harassment based on a person's actual or perceived pregnancy status are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints.

If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Retaliation and False Allegations

Retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure.

This policy and its procedure will support that effort by facilitating district compliance with local, state, and federal laws concerning sex-based

<u>Cross References:</u>	<u>Policy 3205</u>	<u>Sex Discrimination and Sex-Based Harassment of Students Prohibited</u>
	<u>Policy 3210</u>	<u>Nondiscrimination</u>
	<u>Policy 3230</u>	<u>Searches of Students and Student Privacy</u>
	<u>Policy 3231</u>	<u>Student Records</u>

<u>Legal References:</u>	<u>RCW 28A.640.010</u>	<u>Sexual Equality, Purpose - Discrimination Prohibited</u>
	<u>RCW 28A.642</u>	<u>Discrimination Prohibited</u>
	<u>RCW 49.60.040</u>	<u>Definitions</u>
	<u>20 U.S.C. 1681-1688</u>	<u>Title IX of the Education Amendments Act of 1973</u>
	<u>34 C.F.R. 106.40</u>	<u>Title IX Regulations (2024 Amendments)</u>

Management

Resources: 2024 – August Policy News

Adoption Date:

Chewelah School District #36

Revised:

Classification: Encouraged

PREGNANT AND PARENTING STAFF

The district is committed to a positive and productive workplace free from sex-based discrimination.

The district does not discriminate on the basis of sex and prohibits sex discrimination against applicants or employees as required by Federal, State, and local laws. Sex discrimination is prohibited and illegal in the district's education programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

Parent, Family, or Marital Status

Consistent with the Title IX regulation at 34 CFR 106.57, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

(1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or

(2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

Pregnancy or Related Conditions

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions.

The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

In the case of an employee who does not have an applicable leave policy or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, the district must treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The district establishes this policy, and the Superintendent will develop and implement procedures for ensuring the protection and equal treatment of employees and applicants for employment on the basis of parental, family, and marital status and for employees and applicants for employment who are pregnant individuals, people with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above, including infertility treatment; or
- Recovery from above.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and compliance requirements. The Superintendent will develop and implement procedures to ensure the district's compliance with the above requirements.

The district has also developed specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, the Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act, and Pregnant Works Fairness Act (PWFA), and RCW 43.10, to create inclusive and a welcoming work environment, including other nondiscrimination policies (Policy 5210), Policy 5210 (Sex-Based Discrimination of Staff Prohibited), and 5404 (Family Medical and Maternity Leave).

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination based on family, parenting, or marital status, and pregnancy and pregnancy-related conditions. The procedures will include reasonable and prompt timelines and delineate roles and responsibilities for such.

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint under this policy and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

Cross References: Policy 5010 Nondiscrimination and Affirmative Action
 Policy 5404 Family, Medical, and Maternity Leave

Legal References: 4 C.F.R. 106.56, Title IX of the Education Amendments Act
 Title VII of the Civil Rights Act of 1964
 Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act
 Pregnant Works Fairness Act (PWFA - 2023)
 Washington Law Against Discrimination
 RCW 43.10 Washington Healthy Starts Act

Adoption Date:

Chewelah School District #36

Revised Date:

Classification: Encouraged

RESOLUTION OF STAFF COMPLAINTS

The board recognizes the importance of establishing reasonable and effective means for resolving difficulties which may arise among staff, to reduce potential areas of grievances and to establish and maintain recognized two-way channels of communication between supervisory personnel and staff.

~~The board intends to expedite the process for all concerned parties. Staff are urged to may use the administrative procedures whenever they feel that a district action to allege a violation of existing district policies or procedures that has directly aggrieved them. The procedures are established to ~~secure~~ provide a proper and equitable solution to a complaint at the lowest possible supervisory level and to facilitate an orderly procedure within which solutions may be pursued.~~

~~A grievance is any condition, action or lack of action by the district or its staff which the staff member believes to be unjust. A grievance may be a claim by a staff member based upon alleged violation, misinterpretation or a misapplication of existing district policies or administrative procedures. A complaint shall mean a written claim by a staff member that alleges a violation of existing district policies or procedures that has directly aggrieved them.~~

~~All documents, communications and records dealing with the processing of a grievance shall be maintained in a separate file and shall not be kept in the personnel file of the aggrieved.~~

~~Legal
References~~ Management
Resources

2015 – October Policy Issue

Adoption Date: February 19, 1997
Chewelah School District #36
Revised Date:
Classification: Discretionary

CIVILITY IN THE WORKPLACE

The Chewelah School District Board of Directors believes that a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct, similar to other forms of disruptive behavior, may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The Board of Directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise, and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors, or visitors is prohibited.

Expectations of Stakeholders (Board of Directors, Employees, Parents, Volunteers, Contractors, and Visitors)

In support of this policy, the board of directors expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors that might provoke fear, anger, frustration, or alienation;
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed; and
- Seek to understand others' points of view and cultural perceptions.

Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering, or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs.
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away,

physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Nor does "uncivil conduct" include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

Addressing Uncivil Conduct

Stakeholders are expected to:

- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation;
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern;
- Resolve personal complaints or grievances with a supervisor's decision or action by requesting a problem-solving conference with the supervisor or with the administrator's supervisor.
- Persons who observe or experience uncivil behavior have an obligation to intervene, share their reflection with the offender about the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.

Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

Cross References

Policy 1620
Policy 2023
Policy 4200
Policy 4220
Policy 5010

Policy 5011

Board-Superintendent Relationship
Digital Citizenship and Media Literacy
Safe and Orderly Learning Environment
Complaints Concerning Staff or Programs
Nondiscrimination and Affirmative
Action
Sexual Harassment of District Staff
Prohibited

Legal References

RCW 38A.330.100

Additional powers of board

Adoption Date:

Chewelah School District #36

Revised Date:

Classification: Discretionary

TITLE I, PART A PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT

The board recognizes that parent and family engagement helps students participating in Title I, Part A programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which lists the components at both the district and school levels. The district procedure 4130P serves to review and evaluate this policy describes how the district will involve with the help of parents and family members of Title I students in developing and implementing the district's Title I programs provides descriptions of how each component will be implemented.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

A. The district will involve parents and family members in jointly developing the district's Title I, Part A plan.

- ~~1. An annual meeting of parents of participating Title I students will be held to explain the goals and purposes of the Title I program. The meeting will be held in the Fall of each school year, at a school within the District. The meeting will be planned by Title and/or general education teachers in coordination with building principals and/or the program director;~~
- ~~2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program through surveys and questionnaires, as well as through participation in the Gess Leadership Team, Action Teams, or Parent Advisor Council; and~~
- ~~3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs through surveys and questionnaires administered at the Fall Parent Information Program, as well as through surveys and questionnaires administered at each Parent Night throughout the year.~~

B. ~~The district will take the following actions to involve parents in the process of school review and improvement:~~

- ~~1. Parents will be given the opportunity to review the school improvement plan. The Plan will be presented at the Fall Parent Information Night;~~
- ~~2. Parents will be encouraged to participate in the building self review through the Nine Characteristics of High Performing Schools survey administered in the Spring~~

~~of each school year, as well as through participation in The Gess Leadership team and/or the Jenkins Junior Senior High School (JJSHS) Parent Advisory Council.~~

- ~~CB.~~ The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- ~~DC.~~ The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified:
1. Barriers to greater participation by parents in Title I, Part A activities;
 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following:

- ~~1. The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:~~
 - ~~a. Identify barriers to greater participation by parents in parental involvement activities;~~
 - ~~b. Use findings of the evaluation to design strategies for more effective parental involvement; and~~
 - ~~c. Revise, when necessary, the district and school parent involvement policies.~~
- ~~2. The district will coordinate and integrate parental involvement strategies with similar strategies under the following other programs:~~
 - ~~a. Head Start;~~
 - ~~b. Even Start;~~
 - ~~c. Learning Assistance Program;~~
 - ~~d. Special Education; and~~
 - ~~e. State-operated preschool programs.~~
- ~~3. The district shall facilitate multiple programs by:~~
 - ~~a. Conducting joint parent meetings with other programs;~~
 - ~~b. Holding meetings at various times of the day and evening;~~
 - ~~c. Arranging for in home conferences; and~~
 - ~~d. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.~~

~~G.~~ The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.

~~A.H.~~ The district will involve parents of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent. The district must use Title I, Part A funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).

~~B.I.~~ The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

1. Provide assistance to parents of Title I, Part A students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I, Part A;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children.
2. ~~The school district will, with the assistance of its schools, p~~Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - ~~a. Giving guidance as to how parents can assist at home in the education of their child;~~
 - ~~b. Holding parent meetings at various times of the day and evening to accommodate parents;~~
 - ~~c. Providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;~~
 - ~~d. Submitting parent comments about the program to the district; and~~
 - ~~e. Providing parents with opportunities to meet with the classroom and Title I, Part A teachers to discuss their children's progress.~~
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - c. Build ties between parents and the school.
4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - b. Even Start;
 - c. Learning Assistance Program;

- d. Special Education; and
 - e. State-operated preschool programs.
5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
- a. Distribution of the Title I Family Involvement policy on an annual basis. ~~The plan will be presented at the Fall Parent Information Night~~ and will be available for review at the office of each school upon request.
 - b. Distribution of the Title I Family Involvement policy in multiple languages or formats to the extent practicable. District specific language/practice

School-Based Parent and Family Engagement Policies

Each school offering Title I, Part A services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I, Part A-students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents of Title I, Part A-students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, Part A, to explain the requirements of Title I, Part A, and to explain the rights that parents have under Title I, Part A;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I, Part A programs; and
- D. Provide parents of Title I, Part A students the following:
 1. Timely information about Title I, Part A programs;
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
 2. Frequent reports to parents on their children's progress;
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Classification: Essential (if school receives Title I, Part A funds)

Legal References: Every Student Succeeds Act (ESSA)
 20 USC 6312 Local educational agency plans
 20 USC 6318 Parent and family engagement

Management Resources: 2024 – August Policy Issue
 2018 – February Policy Issue
 Policy News, October 2008 Family Involvement Policy
 Policy News, June 2005 Title I Parental Involvement Policy
 Policy News, August 2003 No Child Left Behind Update

Adoption Date: 10.15.03
Chewelah School District #36
Revised Date: 11.15.05, 2.20.19
Classification: Essential