



**Board of Directors' Regular Meeting**  
**September 18, 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
  - August 28, 2024 regular meeting
  - September 5, 2024 work session
6. Public Comments: Individuals interested in speaking are asked to sign the public comment sign-in form. Speaking time for public comments is limited to three minutes. Please recognize the Board has the option to decline verbal public comments and only allow written public comments to be submitted.  
*Please know that concerns related to personnel are not heard in a regular open meeting but may be heard in an executive session with the Superintendent and Board of Directors. Disagreements with staff decisions must be submitted following the process outlined in district Policy 4220 Complaints Concerning Staff or Programs or other pertinent grievance procedures.*
7. School Community Presentations
  - A. Student ASB Director – Keona Ross
  - B. Student learning educators
  - C. Gess Elementary principal report (green)
  - D. Gess Elementary written curriculum update
  - E. Jenkins Jr/Sr High School principal report (blue)
  - F. Jenkins Jr/Sr High School student management and discipline plan overview (lavender)
  - G. Student Support Services report (pink)
  - H. Special Education report (yellow)
  - I. Business Manager – Mara Schneider
    - ✓ Financial report
    - ✓ Enrollment
8. Consent agenda
  - 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
9. Superintendent Report
  - A. Professional Learning Communities (PLC) update

*Chewelah School District #36 Board of Directors' Regular Meeting,*  
September 18, 2024, 6:30 PM – District Office and virtually via Zoom

- B. Quarterly public records requests report per Policy 6030 (pumpkin)
  - C. Date change for October Solution Tree training from October 10 to October 9
10. Old Business
- A. Approve Gess Elementary School Improvement Plan
  - B. Approve Jenkins Jr/Sr High School Improvement Plan
  - C. Approve Quartzite Learning School Improvement Plan (gray)
  - D. Approve Open Doors School Improvement Plan (cherry)
  - E. Approve Professional Development plan (pink)
  - F. Communication review
11. New Business
- A. Approve potential overnight student trips for Jenkins Jr/Sr High School activities and athletics (green)
  - B. Approve student overnight travel proposal for Skills USA leaders to attend the fall leadership camp October 24-26, 2024 in Auburn, WA (pumpkin)
  - C. Approve programs and special program grant assurances (white)
    - Federal and State Programs General Assurances
    - Title Programs
      - 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)
    - CTE (Career and Technical Education) Perkins V
  - D. Approve Resolution 2024/2025-01 to Authorize the Disposition of Imprest Account (yellow)
  - E. Approve Resolution 2024/2025-02 to Revise Signature Authorization (salmon)
  - F. Approve Barnards Building LLC bid of \$134,000.00 for construction of the announcer booth (cherry)
  - G. First reading Policy 3241 Student Discipline (tan)
  - H. First reading Policy 3205 Sex Discrimination and Sex-Based Harassment of Student Prohibited (gray)
  - I. First reading Policy 3432 Emergencies (lavender)
12. Board Reports
- A. Director Donna Eastabrooks
  - B. Director Dan Krouse
  - C. Director Theolene Bakken
  - D. Chairperson Judy Bean
13. Future Meeting Agenda Topics
14. Next meetings
- A. October 3, 2024 Work Session, District Office, 6:30 PM
  - B. October 9, 2024, Special Meeting, District Office, 5:00 PM
15. Potential executive session
16. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/82607411493>

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**, 210 N Park Street, P.O. Box 47, Chewelah, WA 99109  
www.chewelah.k12.wa.us, (509) 685-6800, ext. 1002, FAX (509) 935-8605

9/12/2024

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD OF DIRECTORS' REGULAR MEETING**  
**District Office, 210 N Park Street, and virtually via Zoom**  
**August 28, 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, Stephanie Clark, Erin Dell, Sarah Gregory, and Julie Price and Director of Technology Nick Cook were present. Four audience members attended in person and two attended virtually. Following the flag-salute, the first item of business was:

**APPROVAL OF THE AGENDA**

Director Bakken moved to approve the agenda as printed. MC

**APPROVAL OF MINUTES**

- A. Director Bakken moved to approve the July 11, 2024 work session minutes. MC
- B. Director Bakken moved to approve the July 17, 2024 special meeting/budget hearing minutes. MC
- C. Director Eastabrooks moved to approve the July 17, 2024 regular meeting minutes. MC
- D. Director Bakken moved to approve the August 1, 2024 work session minutes. MC

**PUBLIC COMMENTS**

No public comments presented.

**SCHOOL COMMUNITY PRESENTATIONS**

- A. Student ASB Director Keona Ross did not attend the meeting.
- B. Professional Learning Communities (PLCs)  
Jenkins math teacher Jennifer Watts explained the components of the new homeroom period for Jenkins students. She also reported that she enjoyed the summer PLC conference and described her takeaways. Gess Elementary Principal Julie Price also reported some Gess staff members' and as her own takeaways from the summer conference and how the learning will be applied this school year. Quartzite Learning Principal Erin Dell attended various PLC summer conference sessions and reported that team time was especially valuable. Jenkins Jr/Sr High School Principal Shawn Anderson presented the biology course written year at a glance and unit plans and said that plans are required for all courses by the end of this school year. He also felt the PLC summer conference learning was priceless. Special Education Director Sarah Gregory participated in several summer professional development opportunities including Thinking Strategies at Gess, Jenkins 9<sup>th</sup> grade success team, and the PLC summer conference. Her main takeaway was the importance of strengthening the culture of our learning community.
- C. Gess Elementary Principal Julie Price and Jenkins Jr/Sr High School Principal Shawn Anderson provided written reports.
- D. Gess Elementary Assistant Principal Stephanie Clark provided the school-wide student management and discipline plan overview.
- E. Director of Student Support Services Erin Dell provided a written report and verbal updates about credit recovery/completion summer school, new food service offerings, and the start of the school year. She thanked the maintenance and technology teams for their hard work in preparing the Quartzite Learning buildings.
- F. Special Education Director Sarah Gregory provided a written report and a verbal update on the school year start.
- G. Business Manager Mara Schneider presented the current financial and enrollment reports.

**CONSENT AGENDA**

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

- A. Approve financial reports
- B. Approve general fund voucher numbers 125136-125150 for a total of \$68,149.89; voucher numbers 125151-125184 for a total of \$82,266.32; voucher numbers 125228-125254 for a total of \$47,193.69; voucher numbers 125262-125276 for a total of \$190,025.11; and voucher numbers 125277-125303 for a total of \$120,037.20
- C. Approve capital projects fund voucher numbers 125185-125189 for a total of \$23,211.79; voucher numbers 125255-125259 for a total of \$80,967.70; and voucher numbers 125304-125313 for a total of \$48,441.14
- D. Approve ASB voucher numbers 125190-125195 for a total of \$4,222.40; voucher numbers 125260-125261 for a total of \$942.54; and voucher number 125314 for \$400.00
- E. Approve payroll in the amount of \$947,590.48
- F. Personnel:
  - 1. Approval to hire Ariann VanBockern as Jenkins Jr/Sr High School CTE Agriculture teacher
  - 2. Approval to hire Bruce Fields as a Jenkins Jr/Sr High School science teacher
  - 3. Approve out of endorsement special education teaching assignment for Gess Elementary teacher Sheri McD0nald

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

## **SUPERINTENDENT REPORT**

Superintendent Perrins reported on the following:

- A. Thanked the administrative team and staff for working together for a great start to the school year
- B. All staff back to school meeting was Wednesday, August 21
- C. PLC conference takeaways
- D. District strategic and improvement plan update
- E. August 19 budget advisory committee meeting recap

## **OLD BUSINESS**

- A. Communication review
  - The listening post to provide feedback to the Board is being created
  - The first two editions of the Board of Directors Communique were sent out electronically and posted on the website
  - The Board will discuss the next editions of the Communique at the September 5, 2024 work session

## **NEW BUSINESS**

- A. Business Manager Schneider explained the financial details of adding an electric bus to the District's fleet. Director Bakken moved to approve the purchase of a C-CE electric school bus from RWC Group for \$397,032.00 less utilization of \$350,000.00 EPA electric bus grant discount for a total price of \$2,032.00. MC
- B. Director Krouse moved to approve Resolution 2023/2024-11 Authorizing the Utilization of T&M Restoration for Emergency Services. MC
- C. Director Bakken moved to approve payment of the 2024-25 United Schools Insurance Program premium in the amount of \$273,100.39. MC
- D. Director Eastabrooks moved to approve the Gess Elementary staff handbook. MC
- E. Director Eastabrooks moved to approve the Jenkins Jr/Sr High staff handbook. MC
- F. Director Bakken moved to approve the Quartzite Learning/Open Doors staff handbook that will include the addition of the special education section. MC

- G. The Board reviewed the Gess Elementary School Improvement Plan. The plan will be presented for approval at the September 18, 2024 regular board meeting.
- H. The Board reviewed the Jenkins Jr/Sr High School Improvement Plan. The plan will be presented for approval at the September 18, 2024 regular board meeting.
- I. The Board reviewed the Quartzite Learning School Improvement Plan. The plan will be presented for approval at the September 18, 2024 regular board meeting.
- J. The Board reviewed the Open Doors School Improvement Plan. The plan will be presented for approval at the September 18, 2024 regular board meeting.
- K. The Board reviewed the draft District Strategic Plan Review/District Improvement Plan. The plan will be presented for approval at the September 18, 2024 regular board meeting.
- L. The Board reviewed the draft Professional Development plan. The plan will be presented for approval at the September 18, 2024 regular board meeting.
- M. The Board reviewed the draft District Comprehensive School Safety & Emergency Operations Plan and Procedures. The plan will be presented for approval at the September 18, 2024 regular board meeting for a second review.
- N. The Board reviewed the draft District ELA Curriculum plan.

**BOARD REPORTS**

- A. Director Eastabrooks reported that she attended open house at all schools, and she was excited to see all the students. She visited most classrooms and will visit each school this fall. Director Eastabrooks also heard that the food was great, and she complimented the new floors and walls at Quartzite Learning.
- B. Director Krouse reported that the budget advisory committee discussed the budget shortfall at their recent meeting. He also said the WSSDA Legislative Representatives group is optimistic that the legislature will approve additional funding for materials, supplies, and operating costs (MSOCS), but it will come late and will not cover the shortfall. Director Krouse continued to encourage staff, administration, and the community to contact legislators regarding school funding. He is working with Superintendent Perrins and Business Manager Schneider to create a packet that will include funding data and how to contact legislators.
- C. Director Bakken gave no report.
- D. Chairperson Bean attended open house at Jenkins. She appreciated hearing staff talking about feeling a good vibe. She was encouraged to hear several mentions of implementing systems during this meeting.

**FUTURE MEETING AGENDA TOPICS**

Topics for the September 5, 2024 will include next editions of the Communique, MSOCS shortfall data, BoardDocs meeting management software demonstration, and formative assessments and accountability.

**NEXT MEETING**

The next meeting will be the September 5, 2024 work session at the district office at 6:30 PM.

With there being no other business, the regular meeting was adjourned at 7:55 PM.

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Judy Bean  
Chairperson

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Jason Perrins  
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD OF DIRECTORS**  
**WORK SESSION**  
**District Office, 210 N. Park St.**  
**September 5, 2024**

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

Director Krouse requested the addition of an executive session to discuss the performance of a public employee in accordance with RCW 42.30.110(1)(g). Director Eastabrooks requested the addition of a communication discussion, which Vice Chairperson Bakken added as Item 6A following discussion of the Board Communique. Director Krouse moved to approve the agenda as amended. MC

Superintendent Perrins reported on the following:

- School year start update
- Reviewing School Improvement Plans (SIPs) with administrators
- Met with two ongoing professional development providers to schedule the school year's trainings
- First home football game is tomorrow
- Next Solution Tree Professional Learning Communities (PLC) training for the PLC leadership team is next week

The Board discussed topics for the next editions of the Board Communique, including Materials, Supplies, and Operating Costs (MSOCS), year-start thank you and encouragement to staff and community, and cell phones in schools. Superintendent Perrins notified the Board of the Washington State School Directors Association (WSSDA) General Assembly during which school directors update the WSSDA advocacy platform prior to the upcoming legislative session. One of the main initiatives is increased funding for MSOCS. Director Krouse and Vice-Chairperson Bakken will draft a communique that provides MSOCS data and how to contact legislators to advocate for increased funding. The Board also discussed several ways of distributing this information including a one-pager to staff and newspaper articles.

The Board discussed several community concerns they learned of through social media, including discipline policies, sports sign ups, student surveys, and transportation. Director Eastabrooks stressed the importance of the district and schools communicating with families through multiple methods to ensure they receive information. They also discussed the Washington State Legislature Initiative 2081, known as the Parents' Bill of Rights, which took effect on June 6, 2024. At their request, Superintendent Perrins will communicate the effects of the initiative to staff in writing and during staff meetings. Director Eastabrooks also mentioned that she contacted Technology Director Nick Cook to update the student handbooks and other items on the website to the current versions.

The Board reviewed four years of District MSOCS data for insurance and utilities and sample legislative priority language. Director Krouse will present the draft MSOCS communique at the next meeting.

The Board discussed last year's practice of their regular review of formative assessment data provided by teachers that ensured professional learning supported by the District was being implemented. They agreed that this year they would prefer regular reports of Response to Intervention (RTI) data including students served, successes, and challenges.

The Board reviewed the Diligent Community meeting management software pricing proposal and the Cheney School District's use of the program on their district website. Superintendent Perrins explained the advantages of using the software compared to the current paper-based process. He will move forward with purchasing the software.

Next meeting is the September 18, 2024, Regular Meeting at 6:30 PM at the District Office.

Vice-Chairperson Bakken adjourned the work session at 7:42 PM for an executive session for the purpose of reviewing the performance of a public employee in accordance with RCW 42.30.110(1)(g). The executive session is expected to end at 8:00 PM. The executive session ended at 8:00 PM and the work session reconvened.

With there being no other business, the meeting was adjourned at 8:00 PM.

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Theolene Bakken  
Vice-Chairperson

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Jason Perrins  
Secretary of the Board

**Gess Elementary School Board Report  
September 11, 2024**

**Gess Mission Statement**

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

**Communication**

Parents have been expressing their appreciation for the enhanced communication coming from the building this year, especially when events take place both in the school and across the district. Every Thursday a weekly newsletter is sent to families sharing building highlights and providing helpful tips for supporting busy families. Topics covered include attendance, strategies for supporting mathematics and reading, and establishing routines to bolster student learning. In addition, grade-level teams will soon begin sharing updates on what their students are working on, with a focus on student learning. I invite everyone to visit our website to read the newsletters being sent out.

**Walkthroughs**

The school year is off to an incredibly positive and hopeful start! As I walk through the building, it's wonderful to see our teachers fully engaged in modeling thinking strategies through the use of anchor charts, read-aloud, and the Reader's and Writer's Workshop. The energy in the classrooms is inspiring, with students eagerly participating and growing in their understanding. I'm particularly excited about the upcoming training on September 24 and 25, where our K-2 staff will collaborate with our reading coach to further formalize the Writer's Workshop framework. This professional development will strengthen our instructional approach and empower our students' literacy skills even more. With such a strong foundation and continuous growth, this year promises to be full of success and achievement!

**Systems**

At Gess Elementary, we are working collaboratively as a team to ensure that new systems are effectively implemented and closely monitored through staff meetings, the instructional leadership team, and para meetings. Together, we are refining our processes to support both students and staff. One area where we've made minor adjustments is in the Breakfast after the Bell program, specifically in the lineup process. Thanks to these changes, our 335 students are now moving through the line more efficiently, creating a smoother start to their day. This teamwork and commitment to continuous improvement reflect our dedication to creating a positive and successful learning environment for everyone.

**Checks and Balances**

The Instructional Leadership Team has begun working through the school improvement plan and has taken the document back to their grade level teams to gather valuable feedback. Our goal is to make this plan a living, practical tool that guides us throughout the 2024-2025 school year. The conversations have been thoughtful and collaborative, with a focus on making the plan meaningful and aligned with our school's vision. By involving all teams in the process, we are ensuring that the improvement plan is not just a document but a resource that drives progress and supports the success of our students and staff.

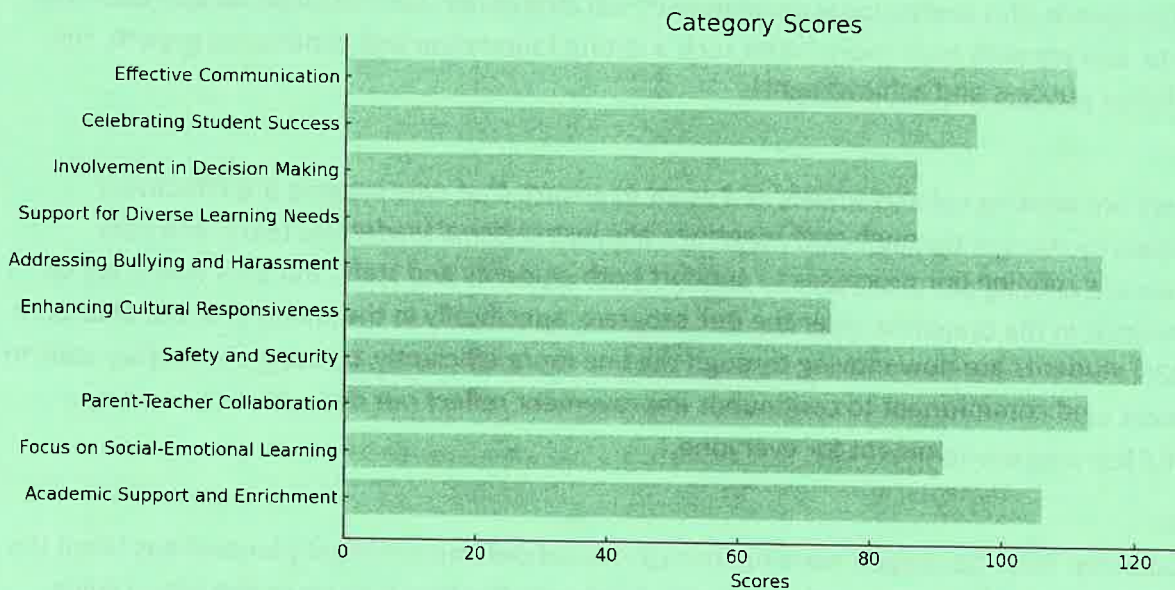


## Parent Feedback based on Survey

Parents have identified five key initiatives as top priorities for Gess Elementary, with safety and security being the most important. Parents are focused on ensuring a safe environment for students, followed by the need to address bullying and harassment to promote a respectful and inclusive culture. They also emphasized strengthening parent-teacher collaboration to support student learning and well-being, alongside improving communication between the school and families for clearer, more transparent messaging. Academic support and enrichment were also highlighted, with parents seeking additional resources to boost student success. During the open house on August 22, 2024, parents were invited to share their input through an informal survey in the school foyer, leading to key shifts aimed at aligning the school's culture with these initiatives. A significant focus emerged on establishing a school-wide discipline procedure for consistent behavior management, while also refining communication strategies through multiple platforms such as the website, Facebook, email, Skyward messaging, and phone calls. Additionally, Gess staff continue to enhance safety protocols, regularly updating and communicating emergency, lockdown, and evacuation procedures. These protocols were reviewed before the start of the school year and revisited at the first staff meeting. Both staff and students participate in ongoing training sessions, ensuring readiness and preparedness in any emergency, reinforcing a safe and secure school environment.

Based on the bar graph, the top five initiatives identified by parents at the Open House (with the highest scores) are:

1. Safety and Security (121)
2. Addressing Bullying and Harassment (115)
3. Parent-Teacher Collaboration (113)
4. Effective Communication (111)
5. Academic Support and Enrichment (106)



Gess staff would like to extend an invitation for you to visit Gess Elementary and see firsthand the incredible work happening in our classrooms. Our staff and students have been hard at work implementing new systems and strategies to enhance learning and create a positive environment for all. From innovative teaching practices to our successful Breakfast after the Bell program, there is so much to share.

We look forward to welcoming you to Gess Elementary soon!

Jenkins JR./SR. High School  
September 13, 2024  
Board Report

**I. Student/Staff Safety**

As you have been informed, this week we made a unified decision to cancel school on Tuesday. As principal, these decisions are never made lightly, and this incident was no exception. I wanted to give my sincere thank you to Mr. Perrins and the School Board for supporting this decision. It was the right decision to make, and Mr. Perrins showed strong leadership and communication before, during and after receiving the information and at the investigation's conclusion. I did not realize how stressful the day was until I got home that night, and I was grateful for the strong support of his leadership.

We also have an active protection order against a high school student and Carrie Sheppard, our office ASB secretary. The student is suspected of having made a strong threat of harm to Carrie at home over the phone. She is working with law enforcement and our resource officer on the protection order process. The student is not allowed to be on school grounds and Mr. Skok and I have informed staff on contacting the office or dispatch in the event that he is sighted on campus during school hours, including all extracurricular activities.

The student is not a current Jenkins High School student, and there has been no disciplinary action taken.

**II. Fall MAP Assessment**

Fall MAP Assessments in reading, math and science are underway for our junior high and high school students. As per our School Improvement Goals, teachers have been explaining how we use the assessment tool to identify students who need additional Tier III Support.

We are also helping students track their own progress as they set personal academic goals for the 2024/25 school year.

**III. Professional Development**

**A. Book Study**

During the 2024/25 school year, Jenkins staff will have an opportunity to participate in a book study professional development in alignment with our district and building improvement goals. The book we will be reading together is *Taking Action A Handbook for RTI at Work* (Buffum, Mattos and Malone, 2018). This is a Solution Tree resource for effective response to intervention (RTI) in school systems. We have listened to Mike Mattos as a leadership team during our PLC professional development and during the PLC Summer Institute in Spokane.

**B. 9<sup>th</sup> Grade Success Grant**

We are currently re-applying for the 9<sup>th</sup> Grade Success Grant through IGrants in an effort to continue our strong focus on our school climate and culture. This grant allowed us to provide additional academic and social/emotional support for our students last year and our Success Team wanted to continue these activities to strengthen our RTI systems for our 9<sup>th</sup> grade students and staff.

The grant would allow us to provide staff with additional planning time with a grant provided coach as we navigate needed improvements. The grant will also allow us to provide positive behavior interventions and support (PBIS) for our students and organizational supplies like student planners which are being used by

### C. Rural School Alliance Principal Network

Sunday, September 8<sup>th</sup> through Monday, September 9<sup>th</sup>, I attended a Principal Network Training in Spokane. The training was a way to make connections with regional small rural principals to discuss problems of practice and to problem solve solutions as a team. This was a very interesting process in which the cohort of principals identified three areas of concern: Academic success of our 9<sup>th</sup> grade students, RTI academic systems in small schools and last, attendance and student behavior. Another major area of concern for many of the schools was the academic and post-secondary success of our young men.

I was asked to present information to the cohort on information that we recently received from our PLC Summer Institute professional development regarding the use of AI by teachers with specifics around using it to improve the efficiency of breaking down guaranteed standards, creating proficiency scales and both formative and summative assessments.

During the professional development we also had a company present an AI platform for specific instructional materials needs. This was very interesting and exciting at the same time. AI resources are now starting to be more common in our educational resource offerings and rural principals are trying to figure out how to consider and navigate these new tools and resources.

During this presentation, I quickly created an environmental high school science lesson of about four days that focused on data on the declining populations of mule deer in the United States. I asked AI technology to use current data from the western states to support the research and to include a short educational video on the topic. The process took AI less than 45 seconds to create the AI generated materials with mule deer population data from Colorado for students to analyze.

I quickly scanned the materials and found them to be of high interest and reliability based on my own personal research over the years. What a great tool at the hands of an educator to create high interest supplemental materials to fill the gaps or provide extension activities for our students.



# Jenkins Jr / Sr High School

*Home of the Cougars and Raiders*

Activities for August / September

|                            |   |
|----------------------------|---|
| September 11               | 9/11 Observance   |
| September 13               | ASB Meeting   |
| September 17               | Constitution Day Observance   |
| September 24               | JH ASB Meeting  |
| September 20               | Picture Day   |
| September 25               | ASVAB Testing<br>WSU Lab – 8 <sup>th</sup> Grade<br>Career Crossover Trades Night |
| September 27 <sup>th</sup> | Homecoming Spirit Week Assembly   |
| September 30 <sup>th</sup> | Homecoming Kick-Off Pep Rally   |
| October 1 <sup>st</sup>    | JH ASB Meeting<br>Homecoming Activity   |
| October 2                  | Homecoming Activity   |
| October 3                  | Homecoming Activity   |
| October 4                  | Homecoming Activity   |
| October 5                  | Homecoming Dance  |
| October 8                  | JH ASB Meeting  |
| October 15                 | JH ASB Meeting<br>Blood Drive   |
| October 16                 | SAT Test  |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- disciplinary reassignment (long term)
- expulsion

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

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

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

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

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

The following policy will be used to administer student discipline.

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

Sexual Harassment – Policy 5011

Prohibition of Harassment, Intimidation and Bullying – Policy 3207

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

Student Discipline – Policy 3241P

Excused and Unexcused Absences Procedure – Policy 3122P

Policies are found on the Chewelah School District Web Site:

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



## OSPI EXAMPLE DISTRICT DISCIPLINE MATRIX

| Behavioral Violation <sup>i</sup><br>& Severity Level <sup>ii</sup> | Range of potential responses based on conditions, limitations, and interventions |                     |     |           |          |           |   |
|---|--|---------------------|-----|-----------|----------|-----------|---|
|   | Best practices <sup>iii</sup>  | Classroom exclusion | ISS | OSS short | OSS long | Expulsion | School referrals and protocols <sup>iv</sup>                                    |
| <b>Type Six</b><br>Firearm <sup>v</sup>                             | N/A  | N/A                 | N/A | N/A       | N/A      | Mandatory | School-based threat assessment referral <sup>vi</sup>                           |
| <b>Type Five</b><br>Assault - II <sup>vii</sup>                     | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| Sexual assault <sup>viii</sup>                                      | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Title IX Coordinator referral <sup>ix</sup>                                     |
| Illicit drug distribution <sup>x</sup>                              | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention referral <sup>x</sup>                                   |
| Possession of a weapon <sup>xii</sup>                               | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| Robbery <sup>xiii</sup>   | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| Assault of teacher <sup>xiv</sup>                                   | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Classroom reassignment <sup>xv</sup><br>School-based threat assessment referral |
| Safety - II <sup>xvi</sup>  | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| <b>Type Four</b><br>Assault - I <sup>xvii</sup>                     | Level F  | ✓                   | ✓   | ✓         | No       | No        | School-based threat assessment referral   |
| Fighting with major injury <sup>xviii</sup>                         | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| Sexual harassment <sup>xix</sup>                                    | Level F  | ✓                   | ✓   | ✓         | No       | No        | Title IX Coordinator referral   |
| Discriminatory harassment <sup>xx</sup>                             | Level F  | ✓                   | ✓   | ✓         | No       | No        | Civil Rights Coordinator referral <sup>xxi</sup>                                |
| Malicious harassment <sup>xxii</sup>                                | Level F  | ✓                   | ✓   | ✓         | No       | No        | School-based threat assessment referral   |
| Arson <sup>xxiii</sup>  | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| Marijuana distribution <sup>xxiv</sup>                              | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention referral  |
| Alcohol distribution <sup>xxv</sup>                                 | Level F  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention referral  |
| Gang intimidation or activity <sup>xxvi</sup>                       | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| Safety - I <sup>xxvii</sup>   | Level F  | ✓                   | ✓   | ✓         | No K-4   | No        | School-based threat assessment referral   |

## OSPI EXAMPLE DISTRICT DISCIPLINE MATRIX

| Behavioral Violation <sup>i</sup><br>& Severity Level <sup>ii</sup> | Range of potential responses based on conditions, limitations, and interventions |                     |     |           |          |           |   |
|---|--|---------------------|-----|-----------|----------|-----------|---|
|   | Best practices <sup>iii</sup>  | Classroom exclusion | ISS | OSS short | OSS long | Expulsion | School referrals and protocols <sup>iv</sup>    |
| <b>Type Three</b>   |  |                     |     |           |          |           |   |
| Bullying <sup>xxviii</sup>  | Level E  | ✓                   | ✓   | ✓         | No       | No        | HIB Compliance Officer referral <sup>xxix</sup> |
| Fighting without major injury <sup>xxx</sup>                        | Level E  | ✓                   | ✓   | ✓         | No       | No        | School-based threat assessment referral         |
| Illicit drug possession or use <sup>xxxii</sup>                     | Level E  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention referral                |
| Marijuana possession or use <sup>xxxli</sup>                        | Level E  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention referral                |
| Alcohol possession or use <sup>xxxlii</sup>                         | Level E  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention referral                |
| Tobacco distribution <sup>xxxiv</sup>                               | Level E  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention referral                |
| Theft <sup>xxxv</sup>   | Level E  | ✓                   | ✓   | ✓         | No       | No        |   |
| Other - III <sup>xxxvi</sup>  | Level E  | ✓                   | ✓   | ✓         | No       | No        |   |
| <b>Type Two</b>   |  |                     |     |           |          |           |   |
| Destruction of property <sup>xxxvii</sup>                           | Level D  | ✓                   | ✓   | ✓         | No K-4   | No K-4    |   |
| Physical aggression <sup>xxxviii</sup>                              | Level D  | ✓                   | ✓   | No        | No       | No        |   |
| Tobacco possession or use <sup>xxxix</sup>                          | Level D  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention referral                |
| Failure to cooperate <sup>xi</sup>                                  | Level D  | ✓                   | No  | No        | No       | No        |   |
| Sexually inappropriate conduct <sup>xii</sup>                       | Level D  | ✓                   | ✓   | ✓         | No       | No        |   |
| Disruptive conduct - II <sup>xiii</sup>                             | Level D  | ✓                   | No  | No        | No       | No        |   |
| Other - II <sup>xlii</sup>  | Level D  | ✓                   | No  | No        | No       | No        |   |

## OSPI EXAMPLE DISTRICT DISCIPLINE MATRIX

| Behavioral Violation <sup>i</sup><br>& Severity Level <sup>ii</sup> | Range of potential responses based on conditions, limitations, and interventions |                     |     |           |          |           |  |
|---|--|---------------------|-----|-----------|----------|-----------|--|
|   | Best practices <sup>iii</sup>  | Classroom exclusion | ISS | OSS short | OSS long | Expulsion | School referrals and protocols <sup>iv</sup> |
| <b>Type One</b>   |  |                     |     |           |          |           |  |
| Disruptive conduct – I <sup>xliv</sup>                              | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Dress code <sup>xlv</sup>   | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Physical contact <sup>xlvi</sup>                                    | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Defiance <sup>xlvii</sup>   | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Disrespect <sup>xlviii</sup>  | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Academic dishonesty/plagiarism <sup>xlix</sup>                      | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Property misuse <sup>i</sup>  | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Inappropriate language <sup>ii</sup>                                | Levels A–C   | No                  | No  | No        | No       | No        |  |
| Other – I <sup>iii</sup>  | Levels A–C   | No                  | No  | No        | No       | No        |  |



# Student Support Services

Board Report – September 2024

## Quartzite Learning and Open Doors

Staff are working on beginning of the year assessments for students. Following these assessments, we will have conversations on how to can provide additional supports to help students that may be struggling. Our elementary teachers have completed their WaKIDS training and will be working through that process with their students as well. This is the first year that we have taken this on and will be able to claim our kindergarteners for full-funding instead of half-time. On-site classes have begun and teachers are focused on essential standards in their classes and using formative assessment to gage student learning.

## LAP/Title I/High Cap

We have implemented intervention services in the buildings and will be evaluating student progress as a result of these interventions. The district PLC lead team attended two days of training with Solution Tree on 9/12 and 9/13 focused on RTI. We also have training scheduled for the whole staff on 9/23 focused on RTI. We will apply what we learn from these professional learning opportunities to adjust our current plans as needed to best serve students.

## Food Service

Food service staff has been extremely busy and has been doing a great job of promoting scratch-cooked meals as well as featuring local beef in hand-pressed burgers. Student feedback on the food has been excellent. There are still a few kinks to work out, but we believe we are on the right track with providing healthy and nutritious meals for our students.



## **Special Education Department Board Report**

**August 2024**

### **Special Education Mission Statement:**

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

### **Child Count + Demographics:**

As of September 6, 2024 our total number of students served on IEPs is 124. Last June, 6 students graduated with IEPs and 11 students moved. So, we ended the year serving 133 students with disabilities but are beginning with 124. As students move in and out of district, new students are identified, and students exit special education our numbers will continue to ebb and flow throughout the school year.

This is, of course, an exciting time for transition and fresh starts. Our team at Jenkins, along with myself, have been working to support the new 7<sup>th</sup> grade students as they start their Jenkins journey. For many of the students with support needs, this is a time that can be filled with anxiety. Their parents, too, sometimes struggle with the new setting. This continues to be a difficult transition, but I can see the positive impact our extra activities are having to ensure success for every student.

### **Professional Development:**

Many of the administrators had a chance to review the Threat Assessment protocols and processes with Jerrie Newport and Dan Corder from ESD 101. The threat assessment process is required when a student is exhibiting behaviors that could be dangerous and is used to ensure safety planning and/or accountability planning. It was refreshing to have the opportunity to meet as a team with the specialists from ESD to discuss our strengths and challenges as well as questions and concerns as we strive to improve our professional practice regarding school safety. Our focus for the year will be consistent monitoring when a student is on an individual safety or accountability plan.

### **Student Learning:**

Students across the district are settling into their classrooms and beginning to take benchmark assessments. During these critical first weeks of school, we are working to establish

rules, routines, and relationships that will serve our students throughout the year and beyond. The New Beginnings Program at Gess Elementary is starting off very strong with a dramatic increase in prosocial behaviors. Mr. Holmes has worked hard to develop materials and accommodation that will help these students thrive. Additionally, Cara McCanna and Elizabeth Harris opted to accept the challenge to serve these students. With a great team in place, these students are demonstrating a burst of learning. Pictured below, they are actively engaged in a story read by Mrs. Chartrey. At Jenkins, I was very pleased to walk in and see students with significant support needs working with Bill Barnes on a Science/ELA lesson. On this day, we were understaffed but Mr. Barnes innovated and was able to serve students differently.



**CHEWELAH SCHOOL DISTRICT NO. 36  
FINANCIAL REPORT  
2023/2024**

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

**August 31, 2024**

**CASH RECEIPTS FOR THE MONTH:**

|                          |                       |
|--------------------------|-----------------------|
| State Apportionment      | \$1,343,259.23        |
| District Deposits        | \$9,227.12            |
| Investments Earnings     | \$7,699.17            |
| Timber Excise Tax        | \$11,344.06           |
| Federal Forests          | \$0.00                |
| Federal In-Lieu-Of Taxes | \$0.00                |
| Local Property Tax       | \$8,076.39            |
| Other:                   | <u>\$0.00</u>         |
| <b>TOTAL RECEIPTS</b>    | <b>\$1,379,605.97</b> |

**EXPENDITURES FOR MONTH:**

|                                     |                           |
|-------------------------------------|---------------------------|
| Accounts Payable                    | \$407,127.18              |
| Payroll                             | \$916,056.00              |
| Transfer to/(from) Capital Projects | (\$35,000.00)             |
| Other: Canceled Warrants            | \$0.00                    |
| Other: ACH Return                   | <u>\$0.00</u>             |
| <b>TOTAL EXPENDITURES</b>           | <b>\$1,288,183.18</b>     |
| <b>MONTHLY INCREASE/(DECREASE)</b>  | <u><u>\$91,422.79</u></u> |

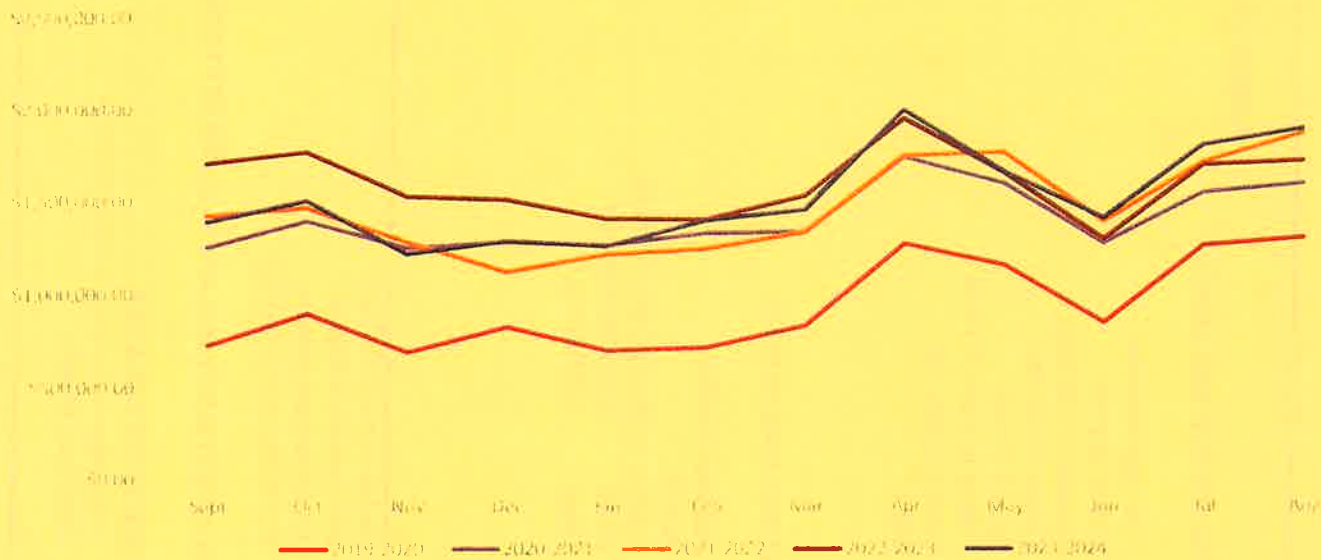
|  |                              |
|--|------------------------------|
| Ending Cash and Investment Balance                                   | \$461,679.99                 |
| 240 Treasurer's Balance  | \$1,873,499.89               |
| 450 Investment Balance   | (\$437,451.00)               |
| 241 Warrants Outstanding   | <u>                    </u>  |
| <b>CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S</b> | <u><u>\$1,897,728.88</u></u> |
| <b>UNASSIGNED FUND BALANCE</b>                                       | <b>\$1,500,840.82</b>        |
| Fund Balance Assigned to Other Purposes                              | <u>\$700,000.00</u>          |
| Total Fund Balance   | <u><u>\$2,200,840.82</u></u> |

|   |                            |
|---|----------------------------|
| <b>CAPITAL PROJECTS FUND CASH &amp; INVESTMENT BALANCE:</b>       | <u><u>\$123,770.19</u></u> |
| <b>DEBT SERVICE FUND CASH &amp; INVESTMENT BALANCE:</b>           | <u><u>\$25,160.74</u></u>  |
| <b>A.S.B. FUND CASH &amp; INVESTMENT BALANCE:</b>                 | <u><u>\$73,435.29</u></u>  |
| <b>TRANSPORTATION VEHICLE FUND CASH &amp; INVESTMENT BALANCE:</b> | <u><u>\$453,770.83</u></u> |

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

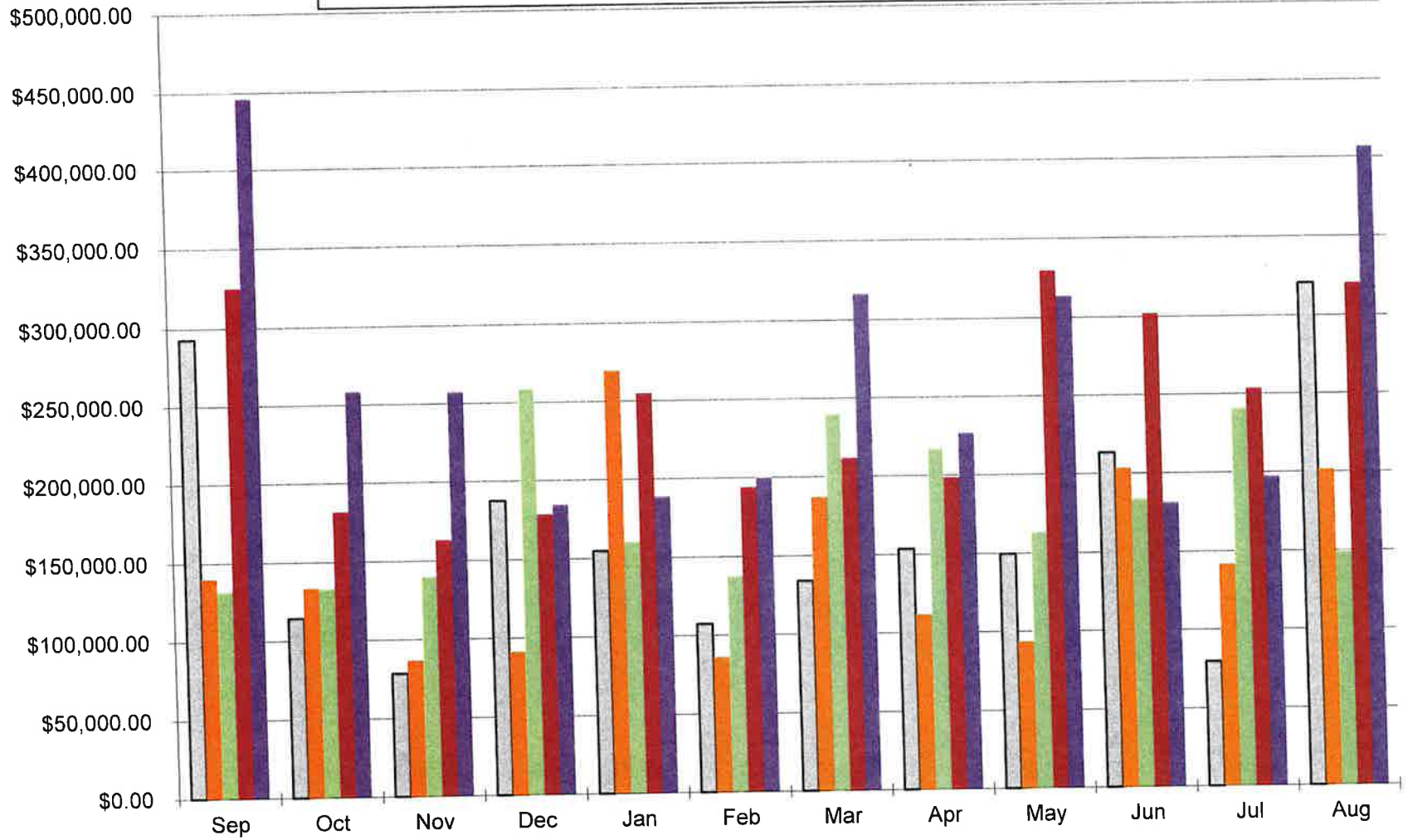
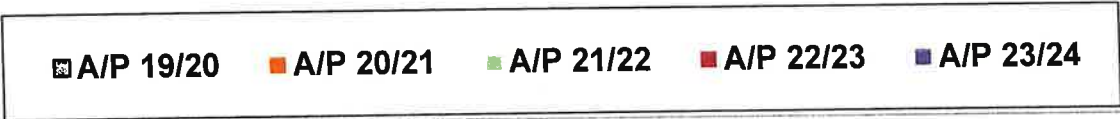
|      | 2019-2020      | 2020-2021      | 2021-2022      | 2022-2023      | 2023-2024      |
|------|----------------|----------------|----------------|----------------|----------------|
| Sept | \$729,621.47   | \$1,253,770.69 | \$1,423,882.95 | \$1,707,870.36 | \$1,393,313.95 |
| Oct  | \$897,701.70   | \$1,397,150.63 | \$1,468,123.60 | \$1,769,516.00 | \$1,504,980.40 |
| Nov  | \$690,564.88   | \$1,247,908.17 | \$1,281,033.93 | \$1,526,152.23 | \$1,215,327.31 |
| Dec  | \$825,477.61   | \$1,280,897.48 | \$1,119,975.26 | \$1,509,898.40 | \$1,287,086.62 |
| Jan  | \$696,923.14   | \$1,262,436.43 | \$1,211,725.08 | \$1,406,749.52 | \$1,257,849.84 |
| Feb  | \$711,933.16   | \$1,327,993.02 | \$1,243,922.79 | \$1,400,593.86 | \$1,395,028.61 |
| Mar  | \$830,200.17   | \$1,335,511.99 | \$1,331,851.46 | \$1,527,604.84 | \$1,453,925.82 |
| Apr  | \$1,271,000.43 | \$1,737,993.21 | \$1,745,961.23 | \$1,948,117.24 | \$1,997,138.05 |
| May  | \$1,156,011.59 | \$1,596,745.55 | \$1,766,334.68 | \$1,653,812.15 | \$1,661,387.98 |
| Jun  | \$847,502.15   | \$1,277,412.71 | \$1,392,533.42 | \$1,297,422.99 | \$1,410,224.89 |
| Jul  | \$1,265,319.49 | \$1,549,087.60 | \$1,712,306.54 | \$1,698,291.09 | \$1,806,306.09 |
| Aug  | \$1,305,233.44 | \$1,600,211.65 | \$1,873,259.90 | \$1,721,986.39 | \$1,897,728.88 |

Treasurer's Ending Balance

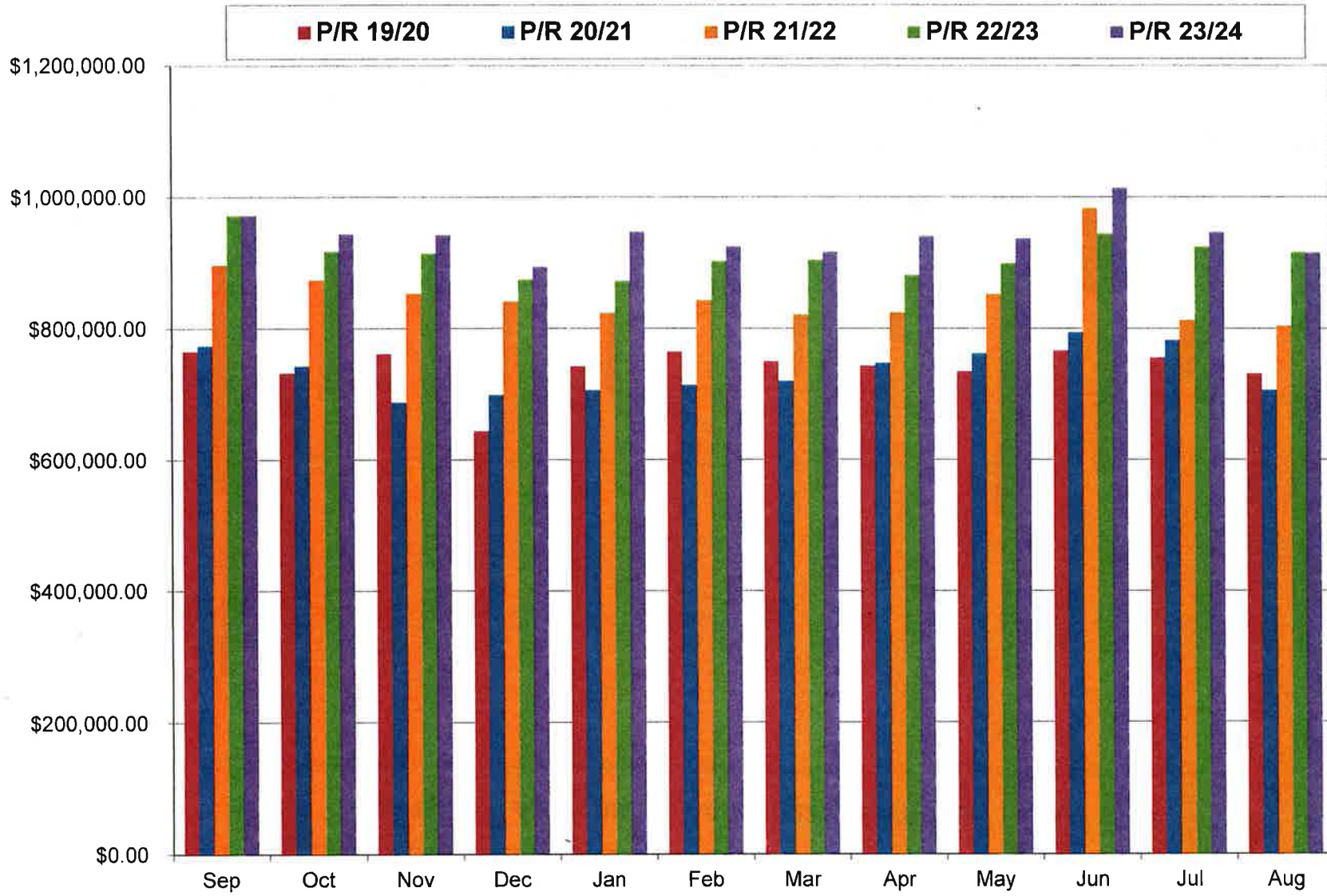




## CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



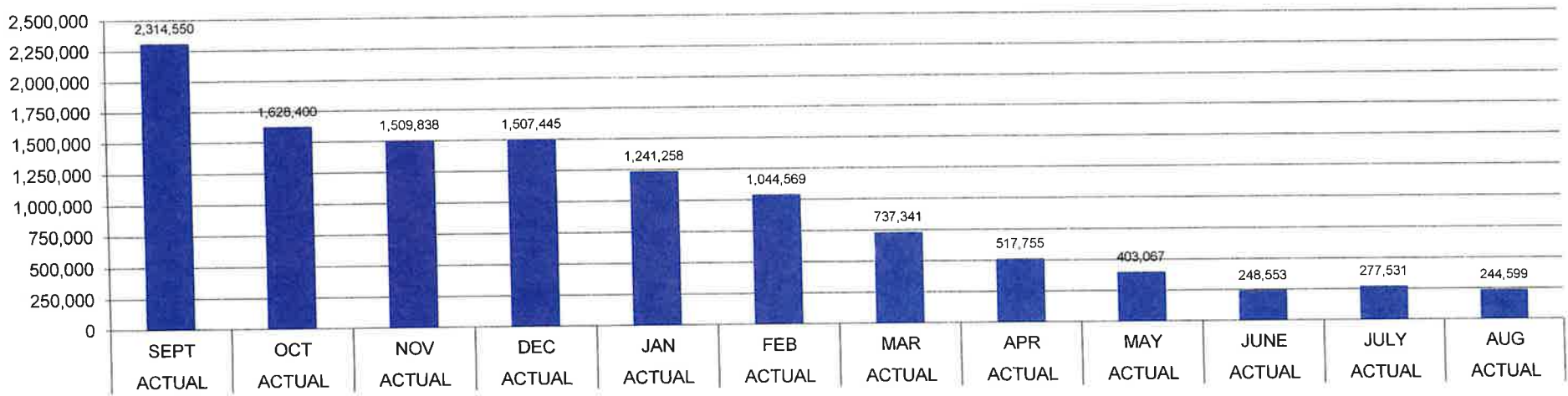
### CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES



*Not Final*

| CHEWELAH SCHOOL DISTRICT              |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| BUDGET STATUS 2023-2024               |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
|                                       | ACTUAL<br>SEPT    | ACTUAL<br>OCT     | ACTUAL<br>NOV     | ACTUAL<br>DEC     | ACTUAL<br>JAN     | ACTUAL<br>FEB     | ACTUAL<br>MAR     | ACTUAL<br>APR     | ACTUAL<br>MAY     | ACTUAL<br>JUNE    | ACTUAL<br>JULY    | ACTUAL<br>AUG     |
| <b>BUDGET</b>                         | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> | <b>14,699,295</b> |
| <b>YTD EXPENDITURES</b>               | 1,493,773         | 2,698,811         | 3,892,189         | 4,972,534         | 6,105,907         | 7,235,920         | 8,470,155         | 9,685,226         | 10,921,779        | 12,114,344        | 13,246,154        | 14,344,998        |
| <b>ENCUMBRANCES</b>                   | 10,890,971        | 10,372,083        | 9,297,268         | 8,219,316         | 7,352,131         | 6,418,806         | 5,491,799         | 4,496,314         | 3,374,449         | 2,336,399         | 1,175,610         | 109,698           |
| <b>BUDGET STATUS</b>                  | <b>2,314,550</b>  | <b>1,628,400</b>  | <b>1,509,838</b>  | <b>1,507,445</b>  | <b>1,241,258</b>  | <b>1,044,569</b>  | <b>737,341</b>    | <b>517,755</b>    | <b>403,067</b>    | <b>248,553</b>    | <b>277,531</b>    | <b>244,599</b>    |
| <b>PERCENTAGE OF BUDGET REMIANING</b> | <b>16%</b>        | <b>11%</b>        | <b>10%</b>        | <b>10%</b>        | <b>8%</b>         | <b>7%</b>         | <b>5%</b>         | <b>4%</b>         | <b>3%</b>         | <b>2%</b>         | <b>2%</b>         | <b>2%</b>         |

**ESTIMATED BUDGET STATUS REPORT**

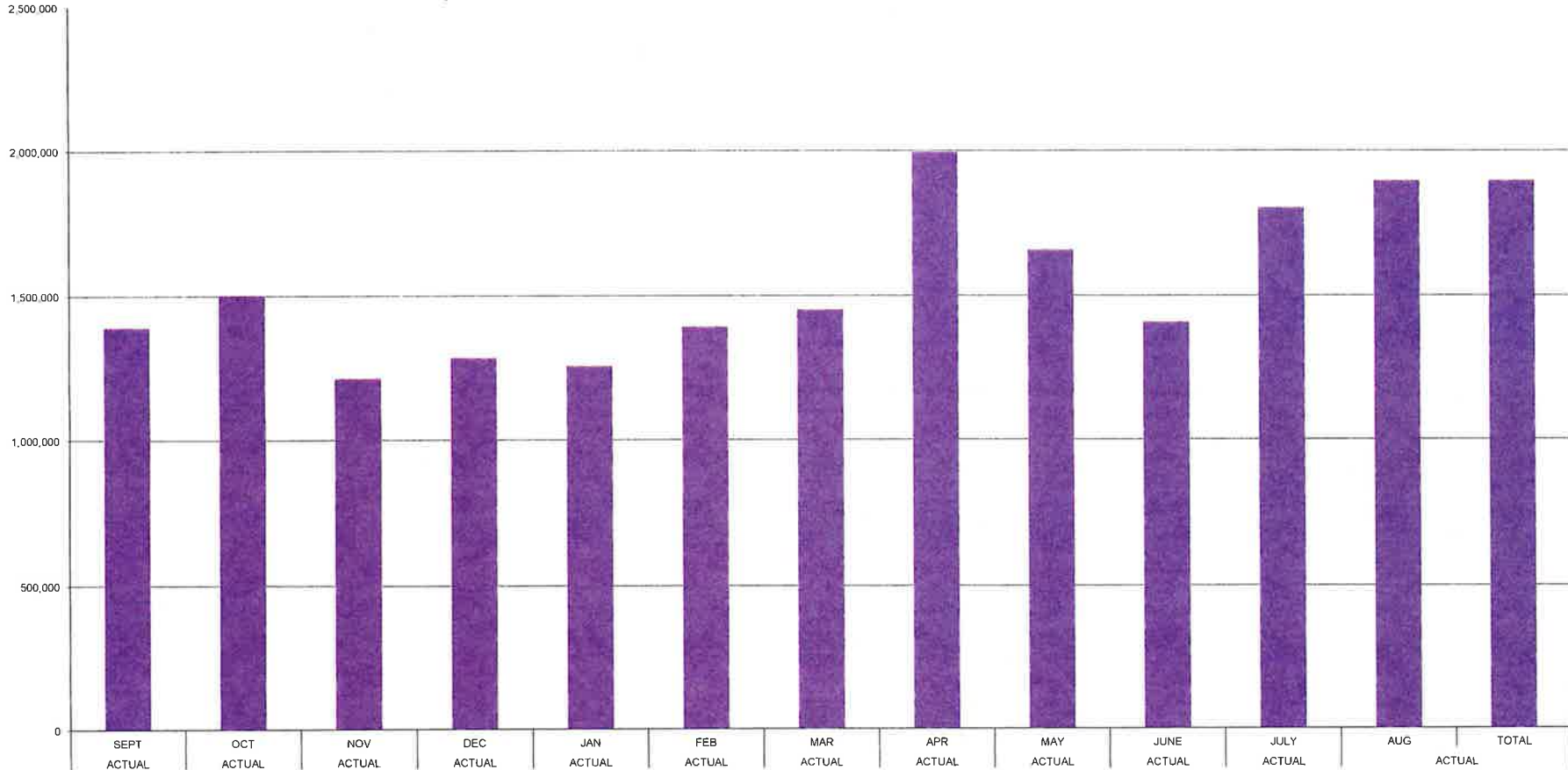


**CHEWELAH SCHOOL DISTRICT**

**CASH FLOW 2023-2024**

|                               | ACTUAL<br>SEPT   | ACTUAL<br>OCT    | ACTUAL<br>NOV    | ACTUAL<br>DEC    | ACTUAL<br>JAN    | ACTUAL<br>FEB    | ACTUAL<br>MAR    | ACTUAL<br>APR    | ACTUAL<br>MAY    | ACTUAL<br>JUNE   | ACTUAL<br>JULY   | ACTUAL<br>AUG    | TOTAL             |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| <b>BEGINNING CASH BALANCE</b> | <b>1,721,986</b> | <b>1,393,314</b> | <b>1,504,980</b> | <b>1,215,327</b> | <b>1,287,087</b> | <b>1,257,850</b> | <b>1,395,029</b> | <b>1,453,926</b> | <b>1,997,138</b> | <b>1,661,388</b> | <b>1,410,225</b> | <b>1,806,306</b> | <b>1,721,986</b>  |
|                               |                  |                  |                  |                  | FTE ADJUST       |                  |                  |                  |                  |                  |                  |                  |                   |
| <b>REVENUE</b>                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |
|                               | 0                | 0                | 0                | 0                | 0                | 0                | 0                | 0                | 0                | 0                | 0                | 0                | 1                 |
| <b>APPORTIONMENT</b>          | <b>1,008,361</b> | <b>1,015,873</b> | <b>935,019</b>   | <b>1,150,009</b> | <b>1,068,756</b> | <b>1,159,054</b> | <b>1,137,731</b> | <b>1,295,922</b> | <b>773,470</b>   | <b>883,055</b>   | <b>1,550,869</b> | <b>1,343,259</b> | <b>13,321,377</b> |
| <b>PROPERTY TAXES</b>         | <b>46,200</b>    | <b>245,141</b>   | <b>48,214</b>    | <b>3,612</b>     | <b>5,194</b>     | <b>60,085</b>    | <b>91,711</b>    | <b>379,469</b>   | <b>70,139</b>    | <b>10,207</b>    | <b>6,108</b>     | <b>8,076</b>     | <b>975,157</b>    |
| <b>LOCAL RECEIPTS</b>         | <b>29,871</b>    | <b>47,998</b>    | <b>3,474</b>     | <b>7,131</b>     | <b>38,922</b>    | <b>27,508</b>    | <b>8,101</b>     | <b>6,300</b>     | <b>8,562</b>     | <b>44,822</b>    | <b>13,176</b>    | <b>9,227</b>     | <b>245,092</b>    |
| <b>OTHER</b>                  | <b>6,705</b>     | <b>5,980</b>     | <b>5,737</b>     | <b>5,288</b>     | <b>5,615</b>     | <b>16,459</b>    | <b>5,917</b>     | <b>29,986</b>    | <b>10,211</b>    | <b>6,939</b>     | <b>6,129</b>     | <b>19,043</b>    | <b>124,010</b>    |
|                               | <b>1,091,138</b> | <b>1,315,992</b> | <b>992,444</b>   | <b>1,166,040</b> | <b>1,118,487</b> | <b>1,263,106</b> | <b>1,243,460</b> | <b>1,711,676</b> | <b>862,383</b>   | <b>945,023</b>   | <b>1,576,282</b> | <b>1,379,606</b> | <b>14,665,636</b> |
| <b>EXPENDITURES</b>           |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |
| <b>A/P</b>                    | <b>446,590</b>   | <b>259,056</b>   | <b>257,814</b>   | <b>184,882</b>   | <b>189,132</b>   | <b>200,111</b>   | <b>316,881</b>   | <b>227,152</b>   | <b>314,160</b>   | <b>181,616</b>   | <b>197,610</b>   | <b>407,127</b>   | <b>3,182,132</b>  |
| <b>PR</b>                     | <b>973,220</b>   | <b>945,270</b>   | <b>944,283</b>   | <b>895,398</b>   | <b>948,591</b>   | <b>925,817</b>   | <b>917,681</b>   | <b>941,311</b>   | <b>937,973</b>   | <b>1,014,571</b> | <b>947,590</b>   | <b>916,056</b>   | <b>11,307,762</b> |
| <b>TRANSFER TO CPF</b>        |                  |                  | <b>80,000</b>    | <b>14,000</b>    | <b>10,000</b>    |                  | <b>-50,000</b>   |                  | <b>-54,000</b>   |                  | <b>35,000</b>    | <b>-35,000</b>   | <b>0</b>          |
| <b>ENDING CASH BALANCE</b>    | <b>1,393,314</b> | <b>1,504,980</b> | <b>1,215,327</b> | <b>1,287,087</b> | <b>1,257,850</b> | <b>1,395,029</b> | <b>1,453,926</b> | <b>1,997,138</b> | <b>1,661,388</b> | <b>1,410,225</b> | <b>1,806,306</b> | <b>1,897,729</b> | <b>1,897,729</b>  |

MONTHLY FUND BALANCE



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

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

|  | ANNUAL<br>BUDGET  | ACTUAL<br>FOR MONTH | ACTUAL<br>FOR YEAR   | ENCUMBRANCES      | BALANCE            | PERCENT       |
|--|-------------------|---------------------|----------------------|-------------------|--------------------|---------------|
| <b>A. REVENUES/OTHER FIN. SOURCES</b>  |                   |                     |                      |                   |                    |               |
| 1000 LOCAL TAXES   | 999,999           | 19,420.45           | 997,844.90           |                   | 2,154.10           | 99.78         |
| 2000 LOCAL SUPPORT NONTAX  | 121,423           | 9,017.38            | 103,081.90           |                   | 18,341.10          | 84.89         |
| 3000 STATE, GENERAL PURPOSE  | 7,561,657         | 825,448.88          | 8,096,160.97         |                   | 534,503.97-        | 107.07        |
| 4000 STATE, SPECIAL PURPOSE  | 2,866,408         | 356,519.17          | 2,971,767.05         |                   | 105,359.05-        | 103.68        |
| 5000 FEDERAL, GENERAL PURPOSE  | 20,500            | .00                 | 24,040.85            |                   | 3,540.85-          | 117.27        |
| 6000 FEDERAL, SPECIAL PURPOSE  | 2,648,065         | 168,692.30          | 2,218,970.61         |                   | 429,094.39         | 83.80         |
| 7000 REVENUES FR OTH SCH DIST  | 30,000            | 1,800.00            | 26,540.65            |                   | 3,459.35           | 88.47         |
| 8000 OTHER AGENCIES AND ASSOCIATES   | 0                 | .00                 | 10,290.00            |                   | 10,290.00-         | 0.00          |
| 9000 OTHER FINANCING SOURCES   | 80,000            | .00                 | 49,680.00            |                   | 30,320.00          | 62.10         |
| <b>Total REVENUES/OTHER FIN. SOURCES</b>   | <b>14,328,052</b> | <b>1,380,898.18</b> | <b>14,498,376.93</b> |                   | <b>170,324.93-</b> | <b>101.19</b> |
| <b>B. EXPENDITURES</b>   |                   |                     |                      |                   |                    |               |
| 00 Regular Instruction   | 6,551,844         | 530,271.25          | 6,240,950.19         | 18,190.38         | 292,703.43         | 95.53         |
| 10 Federal Stimulus  | 791,293           | 39,250.61           | 746,180.69           | 1,415.00-         | 46,527.31          | 94.12         |
| 20 Special Ed Instruction  | 1,740,030         | 120,101.64          | 1,886,998.25         | 1,813.12          | 148,781.37-        | 108.55        |
| 30 Voc. Ed Instruction   | 509,232           | 62,427.40           | 672,529.69           | 1,251.33          | 164,549.02-        | 132.31        |
| 40 Skills Center Instruction   | 0                 | .00                 | .00                  | 0.00              | .00                | 0.00          |
| 50-60 Compensatory Ed Instruct.  | 1,589,937         | 78,405.78           | 1,250,628.68         | 2,415.00          | 336,893.32         | 78.81         |
| 70 Other Instructional Pgms  | 37,083            | 1,551.89            | 44,727.28            | 0.00              | 7,644.28-          | 120.61        |
| 80 Community Services  | 12,000            | 600.32              | 2,659.81             | 0.00              | 9,340.19           | 22.17         |
| 90 Support Services  | 3,467,876         | 266,234.80          | 3,500,323.58         | 87,442.83         | 119,890.41-        | 103.46        |
| <b>Total EXPENDITURES</b>  | <b>14,699,295</b> | <b>1,098,843.69</b> | <b>14,344,998.17</b> | <b>109,697.66</b> | <b>244,599.17</b>  | <b>98.34</b>  |
| <b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>  |                   |                     |                      |                   |                    |               |
|  | 0                 | .00                 | .00                  |                   |                    |               |
| <b>D. OTHER FINANCING USES (GL 535)</b>  |                   |                     |                      |                   |                    |               |
|  | 0                 | .00                 | .00                  |                   |                    |               |
| <b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</b> |                   |                     |                      |                   |                    |               |
|  | 371,243-          | 282,054.49          | 153,378.76           |                   | 524,621.76         | 141.31-       |
| <b>F. TOTAL BEGINNING FUND BALANCE</b>   |                   |                     |                      |                   |                    |               |
|  | 2,000,000         |                     | 2,047,462.06         |                   |                    |               |
| <b>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>   |                   |                     |                      |                   |                    |               |
|  | XXXXXXXX          |                     | .00                  |                   |                    |               |
| <b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>                                     |                   |                     |                      |                   |                    |               |
|  | 1,628,757         |                     | 2,200,840.82         |                   |                    |               |

I. ENDING FUND BALANCE ACCOUNTS:

|   |           |              |
|---|-----------|--------------|
| G/L 810 Restricted For Other Items      | 0         | .00          |
| G/L 815 Restrict Unequalized Deduct Rev | 0         | .00          |
| G/L 821 Restrictd for Carryover         | 44,800    | .00          |
| G/L 823 Restricted For Carryover of Tra | 0         | .00          |
| G/L 825 Restricted for Skills Center    | 0         | .00          |
| G/L 828 Restricted for C/O of FS Rev    | 0         | .00          |
| G/L 830 Restricted for Debt Service     | 0         | .00          |
| G/L 835 Restrictd For Arbitrage Rebate  | 0         | .00          |
| G/L 840 Nonspnd FB - Invent/Prepd Itms  | 0         | .00          |
| G/L 845 Restricted for Self-Insurance   | 0         | .00          |
| G/L 850 Restricted for Uninsured Risks  | 0         | .00          |
| G/L 870 Committed to Other Purposes     | 0         | .00          |
| G/L 872 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      | 500,000   | 700,000.00   |
| G/L 890 Unassigned Fund Balance         | 1,083,957 | 1,500,840.82 |
| G/L 891 Unassigned Min Fnd Bal Policy   | 0         | .00          |
| G/L 896 Change in Accounting Principles | 0         | .00          |
| G/L 897 Change to or within the Financi | 0         | .00          |
| <u>TOTAL</u>                            | 1,628,757 | 2,200,840.82 |

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

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

|   | ANNUAL<br>BUDGET  | ACTUAL<br>FOR MONTH | ACTUAL<br>FOR YEAR  | ENCUMBRANCES      | BALANCE           | PERCENT       |
|---|-------------------|---------------------|---------------------|-------------------|-------------------|---------------|
| <b>A. REVENUES/OTHER FIN. SOURCES</b>   |                   |                     |                     |                   |                   |               |
| 1000 Local Taxes  | 425,510           | 12,789.93           | 424,380.57          |                   | 1,129.43          | 99.73         |
| 2000 Local Support Nontax   | 12,000            | 134,084.95          | 136,134.38          |                   | 124,134.38-       | > 1000        |
| 3000 State, General Purpose   | 0                 | .00                 | .00                 |                   | .00               | 0.00          |
| 4000 State, Special Purpose   | 1,065,100         | 67,447.23           | 791,261.94          |                   | 273,838.06        | 74.29         |
| 5000 Federal, General Purpose   | 6,000             | .00                 | 5,681.57            |                   | 318.43            | 94.69         |
| 6000 Federal, Special Purpose   | 0                 | .00                 | .00                 |                   | .00               | 0.00          |
| 7000 Revenues Fr Oth Sch Dist   | 0                 | .00                 | .00                 |                   | .00               | 0.00          |
| 8000 Other Agencies and Associates  | 0                 | .00                 | 5,083.00            |                   | 5,083.00-         | 0.00          |
| 9000 Other Financing Sources  | 150,000           | .00                 | .00                 |                   | 150,000.00        | 0.00          |
| <b>Total REVENUES/OTHER FIN. SOURCES</b>  | <b>1,658,610</b>  | <b>214,322.11</b>   | <b>1,362,541.46</b> |                   | <b>296,068.54</b> | <b>82.15</b>  |
| <b>B. EXPENDITURES</b>  |                   |                     |                     |                   |                   |               |
| 10 Sites  | 400,000           | 33,736.00           | 95,449.43           | 163,184.22        | 141,366.35        | 64.66         |
| 20 Buildings  | 522,610           | 26,853.20           | 578,913.85          | 149,517.75        | 205,821.60-       | 139.38        |
| 30 Equipment  | 914,558           | .00                 | 715,810.00          | 829.13            | 197,918.87        | 78.36         |
| 40 Energy   | 0                 | .00                 | 67,700.00           | 0.00              | 67,700.00-        | 0.00          |
| 50 Sales & Lease Expenditure  | 24,765            | .00                 | .00                 | 0.00              | 24,765.00         | 0.00          |
| 60 Bond Issuance Expenditure  | 0                 | .00                 | .00                 | 0.00              | .00               | 0.00          |
| 90 Debt   | 0                 | 200.79              | 2,403.19            | 0.00              | 2,403.19-         | 0.00          |
| <b>Total EXPENDITURES</b>   | <b>1,861,933</b>  | <b>60,789.99</b>    | <b>1,460,276.47</b> | <b>313,531.10</b> | <b>88,125.43</b>  | <b>95.27</b>  |
| <b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>   | <b>0</b>          | <b>.00</b>          | <b>.00</b>          |                   |                   |               |
| <b>D. OTHER FINANCING USES (GL 535)</b>   | <b>0</b>          | <b>.00</b>          | <b>.00</b>          |                   |                   |               |
| <b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES<br/>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</b> | <b>203,323-</b>   | <b>153,532.12</b>   | <b>97,735.01-</b>   |                   | <b>105,587.99</b> | <b>51.93-</b> |
| <b>F. TOTAL BEGINNING FUND BALANCE</b>  | <b>298,323</b>    |                     | <b>203,738.88</b>   |                   |                   |               |
| <b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>   | <b>XXXXXXXXXX</b> |                     | <b>.00</b>          |                   |                   |               |
| <b>H. TOTAL ENDING FUND BALANCE<br/>(E+F + OR - G)</b>                                    | <b>95,000</b>     |                     | <b>106,003.87</b>   |                   |                   |               |

I. ENDING FUND BALANCE ACCOUNTS:

|   |         |            |
|---|---------|------------|
| G/L 810 Restricted For Other Items      | 0       | .00        |
| G/L 825 Restricted for Skills Center    | 0       | .00        |
| G/L 830 Restricted for Debt Service     | 0       | .00        |
| G/L 835 Restricted For Arbitrage Rebate | 0       | .00        |
| G/L 840 Nonspnd FB - Invent/Prepd Itms  | 0       | .00        |
| G/L 850 Restricted for Uninsured Risks  | 0       | .00        |
| G/L 861 Restricted from Bond Proceeds   | 0       | .00        |
| G/L 862 Committed from Levy Proceeds    | 55,000- | 42,099.12- |
| G/L 863 Restricted from State Proceeds  | 0       | 14,909.64- |
| G/L 864 Restricted from Fed Proceeds    | 0       | .00        |
| G/L 865 Restricted from Other Proceeds  | 0       | .00        |
| G/L 866 Restricted from Impact Proceeds | 0       | .00        |
| G/L 867 Restricted from Mitigation Fees | 0       | .00        |
| G/L 869 Restricted fr Undistr Proceeds  | 0       | .00        |
| G/L 870 Committed to Other Purposes     | 0       | .00        |
| G/L 889 Assigned to Fund Purposes       | 150,000 | 163,012.63 |
| G/L 890 Unassigned Fund Balance         | 0       | .00        |
| G/L 896 Change in Accounting Principles | 0       | .00        |
| G/L 897 Change to or within the Financi | 0       | .00        |
| <u>TOTAL</u>                            | 95,000  | 106,003.87 |



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

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

|  | ANNUAL<br>BUDGET | ACTUAL<br>FOR MONTH | ACTUAL<br>FOR YEAR | ENCUMBRANCES | BALANCE | PERCENT |
|--|------------------|---------------------|--------------------|--------------|---------|---------|
| <b>A. REVENUES/OTHER FIN. SOURCES</b>  |                  |                     |                    |              |         |         |
| 1000 Local Taxes   | 0                | .00                 | .00                |              | .00     | 0.00    |
| 2000 Local Support Nontax  | 1,000            | 108.84              | 1,258.29           |              | 258.29- | 125.83  |
| 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    |
| <b>Total REVENUES/OTHER FIN. SOURCES</b>   | 1,000            | 108.84              | 1,258.29           |              | 258.29- | 125.83  |
| <b>B. EXPENDITURES</b>   |                  |                     |                    |              |         |         |
| Matured Bond Expenditures  | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| Interest On Bonds  | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| Interfund Loan Interest  | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| Bond Transfer Fees   | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| Arbitrage Rebate   | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| Underwriter's Fees   | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| <b>Total EXPENDITURES</b>  | 0                | .00                 | .00                | 0.00         | .00     | 0.00    |
| <b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>  |                  |                     |                    |              |         |         |
|  | 0                | .00                 | .00                |              |         |         |
| <b>D. OTHER FINANCING USES (GL 535)</b>  |                  |                     |                    |              |         |         |
|  | 0                | .00                 | .00                |              |         |         |
| <b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES<br/>OVER (UNDER) EXPENDITURES (A-B-C-D)</b> |                  |                     |                    |              |         |         |
|  | 1,000            | 108.84              | 1,258.29           |              | 258.29  | 25.83   |
| <b>F. TOTAL BEGINNING FUND BALANCE</b>   |                  |                     |                    |              |         |         |
|  | 24,000           |                     | 23,902.45          |              |         |         |
| <b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>  |                  |                     |                    |              |         |         |
|  | XXXXXXX          |                     | .00                |              |         |         |
| <b>H. TOTAL ENDING FUND BALANCE<br/>(E+F + OR - G)</b>                                 |                  |                     |                    |              |         |         |
|  | 25,000           |                     | 25,160.74          |              |         |         |
| <b>I. ENDING FUND BALANCE ACCOUNTS:</b>  |                  |                     |                    |              |         |         |
| G/L 810 Restricted for Other Items   | 0                |                     | .00                |              |         |         |
| G/L 830 Restricted for Debt Service  | 25,000           |                     | 25,160.74          |              |         |         |
| G/L 835 Restrictd For Arbitrage Rebate   | 0                |                     | .00                |              |         |         |
| G/L 870 Committed to Other Purposes  | 0                |                     | .00                |              |         |         |
| G/L 889 Assigned to Fund Purposes  | 0                |                     | .00                |              |         |         |
| G/L 890 Unassigned Fund Balance  | 0                |                     | .00                |              |         |         |
| G/L 896 Change in Accounting Principles  | 0                |                     | .00                |              |         |         |
| G/L 897 Change to or within the Financi  | 0                |                     | .00                |              |         |         |
| <b>TOTAL</b>   | 25,000           |                     | 25,160.74          |              |         |         |

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

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

|   | ANNUAL<br>BUDGET | ACTUAL<br>FOR MONTH | ACTUAL<br>FOR YEAR | ENCUMBRANCES    | BALANCE           | PERCENT      |
|---|------------------|---------------------|--------------------|-----------------|-------------------|--------------|
| <b>A. REVENUES</b>  |                  |                     |                    |                 |                   |              |
| 1000 General Student Body                                       | 73,700           | 227.77              | 47,187.59          |                 | 26,512.41         | 64.03        |
| 2000 Athletics  | 166,500          | 1,979.00            | 51,352.80          |                 | 115,147.20        | 30.84        |
| 3000 Classes  | 13,500           | .00                 | .00                |                 | 13,500.00         | 0.00         |
| 4000 Clubs  | 66,775           | .00                 | 37,600.68          |                 | 29,174.32         | 56.31        |
| 6000 Private Moneys   | 9,100            | 105.46              | 3,995.46           |                 | 5,104.54          | 43.91        |
| <b>Total REVENUES</b>   | <b>329,575</b>   | <b>2,312.23</b>     | <b>140,136.53</b>  |                 | <b>189,438.47</b> | <b>42.52</b> |
| <b>B. EXPENDITURES</b>  |                  |                     |                    |                 |                   |              |
| 1000 General Student Body                                       | 75,500           | 570.05              | 40,199.57          | 0.00            | 35,300.43         | 53.24        |
| 2000 Athletics  | 146,500          | 619.92              | 51,203.15          | 3,403.68        | 91,893.17         | 37.27        |
| 3000 Classes  | 13,500           | .00                 | 210.19             | 0.00            | 13,289.81         | 1.56         |
| 4000 Clubs  | 68,700           | .00                 | 47,717.85          | 2,968.68        | 18,013.47         | 73.78        |
| 6000 Private Moneys   | 12,100           | .00                 | 8,464.37           | 0.00            | 3,635.63          | 69.95        |
| <b>Total EXPENDITURES</b>                                       | <b>316,300</b>   | <b>1,189.97</b>     | <b>147,795.13</b>  | <b>6,372.36</b> | <b>162,132.51</b> | <b>48.74</b> |
| <b>C. EXCESS OF REVENUES<br/>OVER(UNDER) EXPENDITURES (A-B)</b> |                  |                     |                    |                 |                   |              |
|   | 13,275           | 1,122.26            | 7,658.60-          |                 | 20,933.60-        | 157.69-      |
| <b>D. TOTAL BEGINNING FUND BALANCE</b>                          |                  |                     |                    |                 |                   |              |
|   | 65,000           |                     | 94,894.94          |                 |                   |              |
| <b>E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>                  |                  |                     |                    |                 |                   |              |
|   | XXXXXXX          |                     | .00                |                 |                   |              |
| <b>F. TOTAL ENDING FUND BALANCE<br/>(C+D + OR - E)</b>          |                  |                     |                    |                 |                   |              |
|   | 78,275           |                     | 87,236.34          |                 |                   |              |
| <b>G. ENDING FUND BALANCE ACCOUNTS:</b>                         |                  |                     |                    |                 |                   |              |
| G/L 810 Restricted for Other Items                              | 0                |                     | .00                |                 |                   |              |
| G/L 819 Restricted for Fund Purposes                            | 78,275           |                     | 87,236.34          |                 |                   |              |
| G/L 840 Nonspnd FB - Invent/Prepd Itms                          | 0                |                     | .00                |                 |                   |              |
| G/L 850 Restricted for Uninsured Risks                          | 0                |                     | .00                |                 |                   |              |
| G/L 870 Committed to Other Purposes                             | 0                |                     | .00                |                 |                   |              |
| G/L 889 Assigned to Fund Purposes                               | 0                |                     | .00                |                 |                   |              |
| G/L 890 Unassigned Fund Balance                                 | 0                |                     | .00                |                 |                   |              |
| G/L 896 Change in Accounting Principles                         | 0                |                     | .00                |                 |                   |              |
| G/L 897 Change to or within the Financi                         | 0                |                     | .00                |                 |                   |              |
| <b>TOTAL</b>  | <b>78,275</b>    |                     | <b>87,236.34</b>   |                 |                   |              |

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

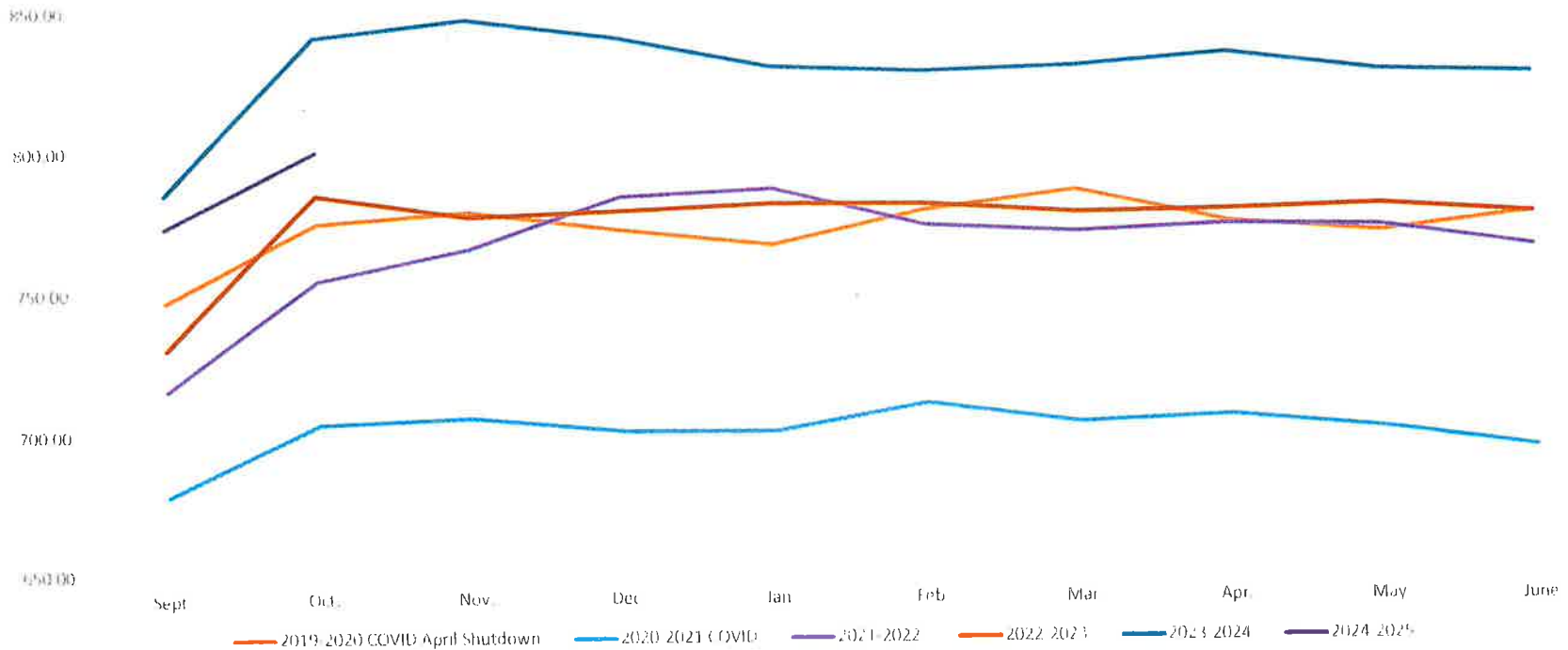
For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 2024

| <u>A. REVENUES/OTHER FIN. SOURCES</u>   | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u>    | <u>PERCENT</u> |
|---|----------------------|-------------------------|------------------------|---------------------|-------------------|----------------|
| 1000 Local Taxes  | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 2000 Local Nontax   | 6,250                | 919.86                  | 12,269.34              |                     | 6,019.34-         | 196.31         |
| 3000 State, General Purpose   | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 4000 State, Special Purpose   | 240,541              | 257,799.70              | 257,799.70             |                     | 17,258.70-        | 107.17         |
| 5000 Federal, General Purpose   | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 6000 Federal, Special Purpose   | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 8000 Other Agencies and Associates  | 0                    | .00                     | .00                    |                     | .00               | 0.00           |
| 9000 Other Financing Sources  | 2,000                | .00                     | 7,605.55               |                     | 5,605.55-         | 380.28         |
| <b>A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u></b>  | <b>248,791</b>       | <b>258,719.56</b>       | <b>277,674.59</b>      |                     | <b>28,883.59-</b> | <b>111.61</b>  |
| <b>B. <u>9900 TRANSFERS IN FROM GF</u></b>  | <b>0</b>             | <b>.00</b>              | <b>.00</b>             |                     | <b>.00</b>        | <b>0.00</b>    |
| <b>C. <u>Total REV./OTHER FIN. SOURCES</u></b>  | <b>248,791</b>       | <b>258,719.56</b>       | <b>277,674.59</b>      |                     | <b>28,883.59-</b> | <b>111.61</b>  |
| <b>D. EXPENDITURES</b>  |                      |                         |                        |                     |                   |                |
| Type 30 Equipment   | 580,791              | .00                     | 155,495.87             | 0.00                | 425,295.13        | 26.77          |
| Type 40 Energy  | 0                    | .00                     | .00                    | 0.00                | .00               | 0.00           |
| Type 60 Bond Levy Issuance  | 0                    | .00                     | .00                    | 0.00                | .00               | 0.00           |
| Type 90 Debt  | 0                    | .00                     | .00                    | 0.00                | .00               | 0.00           |
| <b>Total EXPENDITURES</b>   | <b>580,791</b>       | <b>.00</b>              | <b>155,495.87</b>      | <b>0.00</b>         | <b>425,295.13</b> | <b>26.77</b>   |
| <b>E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u></b>  | <b>0</b>             | <b>.00</b>              | <b>.00</b>             |                     |                   |                |
| <b>F. <u>OTHER FINANCING USES (GL 535)</u></b>  | <b>0</b>             | <b>.00</b>              | <b>.00</b>             |                     |                   |                |
| <b>G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u></b><br><b><u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u></b> | <b>332,000-</b>      | <b>258,719.56</b>       | <b>122,178.72</b>      |                     | <b>454,178.72</b> | <b>136.80-</b> |
| <b>H. <u>TOTAL BEGINNING FUND BALANCE</u></b>   | <b>332,000</b>       |                         | <b>331,592.11</b>      |                     |                   |                |
| <b>I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u></b>  | <b>XXXXXXXXX</b>     |                         | <b>.00</b>             |                     |                   |                |
| <b>J. <u>TOTAL ENDING FUND BALANCE</u></b><br><b><u>(G+H + OR - I)</u></b>                                    | <b>0</b>             |                         | <b>453,770.83</b>      |                     |                   |                |
| <b>K. ENDING FUND BALANCE ACCOUNTS:</b>   |                      |                         |                        |                     |                   |                |
| G/L 810 Restricted For Other Items  | 0                    |                         | .00                    |                     |                   |                |
| G/L 819 Restricted for Fund Purposes  | 0                    |                         | 453,770.83             |                     |                   |                |
| G/L 830 Restricted for Debt Service   | 0                    |                         | .00                    |                     |                   |                |
| G/L 835 Restrictd For Arbitrage Rebate  | 0                    |                         | .00                    |                     |                   |                |
| G/L 850 Restricted for Uninsured Risks  | 0                    |                         | .00                    |                     |                   |                |
| G/L 889 Assigned to Fund Purposes   | 0                    |                         | .00                    |                     |                   |                |
| G/L 890 Unassigned Fund Balance   | 0                    |                         | .00                    |                     |                   |                |
| G/L 896 Change in Accounting Principles   | 0                    |                         | .00                    |                     |                   |                |
| G/L 897 Change to or within the Financi   | 0                    |                         | .00                    |                     |                   |                |
| <b>TOTAL</b>  | <b>0</b>             |                         | <b>453,770.83</b>      |                     |                   |                |

Enrollment Trends

| Fiscal Year                    | Sept.  | Oct.   | Nov.   | Dec.   | Jan.   | Feb.   | Mar.   | Apr.   | May    | June   | Average | Budget |
|--------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|
| 2017-2018 Pre COVID            | 744.90 | 772.43 | 772.60 | 783.30 | 791.17 | 779.39 | 780.32 | 774.79 | 775.57 | 769.83 | 776.34  | 763.00 |
| 2018-2019 Pre COVID            | 767.83 | 804.02 | 798.32 | 797.29 | 794.82 | 796.63 | 798.88 | 795.20 | 789.87 | 792.87 | 796.27  | 730.00 |
| 2019-2020 COVID April Shutdown | 747.20 | 774.58 | 778.55 | 771.85 | 766.47 | 778.22 | 785.22 | 773.69 | 769.81 | 776.23 | 772.18  | 786.00 |
| 2020-2021 COVID                | 678.29 | 704.06 | 706.24 | 701.24 | 700.94 | 710.74 | 703.60 | 705.88 | 700.88 | 693.54 | 700.54  | 757.60 |
| 2021-2022                      | 716.23 | 754.51 | 765.51 | 783.68 | 786.25 | 773.07 | 770.57 | 772.90 | 771.97 | 764.63 | 765.93  | 740.00 |
| 2022-2023                      | 730.58 | 784.63 | 776.63 | 778.63 | 780.96 | 780.51 | 777.24 | 777.96 | 779.46 | 775.98 | 774.26  | 763.00 |
| 2023-2024                      | 785.12 | 841.02 | 847.06 | 840.42 | 829.85 | 827.85 | 829.51 | 833.93 | 827.27 | 825.93 | 828.80  | 774.00 |
| 2024-2025                      | 773.16 | 800.00 |        |        |        |        |        |        |        |        | 786.58  | 826.00 |

Enrollment Trends



Estimate with 25 Running Start

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 September 18, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$75,745.65. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 125341 through 125384, totaling \$75,745.65

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 |
|--|--------------------|------------|----------------|---|------------|----------------|--------------|
| 125341                                 | AMAZON             | 08/30/2024 | 1643-67T4-1RQF | Gess, Custodial,<br>Garbage cans 10<br>gal  | 2300007016 | 141.48         | 438.92       |
| 10 E 530 9700 63 5610 1100 0000 0000 0 |                    |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 141.48         |              |
|  |                    |            | 1KDD-PWG9-XRD9 | Gess-desk for<br>SPED   | 2100006346 | 181.43         |              |
| 10 E 530 2100 27 5610 1100 0000 0000 0 |                    |            |                | General Fund/EXPENDITURES/SPED STATE  |            | 181.43         |              |
|  |                    |            | 1YJ9-TNYL-1VL9 | DISTRICT<br>SUPPLIES-WALL<br>ORGANIZER, DESK<br>CALENDAR  | 1000011097 | 116.01         |              |
| 10 E 530 9700 12 5610 0000 0000 0000 0 |                    |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 107.08         |              |
| 10 E 530 9700 13 5610 0000 0000 0000 0 |                    |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 8.93           |              |
| 125342                                 | AMEND MUSIC CENTER | 08/30/2024 | 52465          | Instrument Repair<br>- 3 Flutes, 2<br>Clarinets, 5<br>Altos ,2 Tenors,<br>4 Trumpets, 1<br>Horn, 3<br>Trombones, 1<br>Euphorium, 1 Tube | 1300008361 | 1,470.41       | 1,470.41     |
| 10 E 530 5288 27 7340 4300 4700 0000 0 |                    |            |                | General Fund/EXPENDITURES/TITLE IV  |            | 1,470.41       |              |
| 125343                                 | APPLE INC          | 08/30/2024 | MB03959136     | iPad to replace<br>device that was<br>stolen July 2024.<br>For Insurance<br>claim-MAINTENANCE   | 2600001747 | 322.92         | 322.92       |
| 10 E 530 9700 61 5650 0000 0000 0000 1 |                    |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 322.92         |              |

Check Summary

05.24.06.00-010034

| Check Nbr             | Vendor Name                    | Check Date | Invoice Number | Invoice Desc                                       | PO Number  | Invoice Amount | Check Amount |
|-----------------------|--------------------------------|------------|----------------|--|------------|----------------|--------------|
| 125344                | AVISTA UTILITIES               | 08/30/2024 | 081524         | UTILITIES  | 1000010856 | 678.61         | 678.61       |
| 10 E 530 9700 65 7621 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 30.25          |              |
| 10 E 530 9700 65 7621 | 1100 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 145.16         |              |
| 10 E 530 9700 65 7621 | 2200 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 140.30         |              |
| 10 E 530 9700 65 7621 | 4300 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 329.91         |              |
| 10 E 530 9700 65 7621 | 5400 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 32.99          |              |
| 125345                | CANON FINANCIAL SERVICES       | 08/30/2024 | 34132682-C     | COPIER MONTHLY USAGE CHARGES                       | 1000011061 | 236.18         | 1,130.41     |
| 10 E 530 0100 23 7340 | 1100 0000 0000 0               |            |                | General Fund/EXPENDITURES/BASIC EDUCATION          |            | 109.86         |              |
| 10 E 530 0100 23 7340 | 4300 0000 0000 0               |            |                | General Fund/EXPENDITURES/BASIC EDUCATION          |            | 10.22          |              |
| 10 E 530 9700 13 7340 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 107.63         |              |
| 10 E 530 0200 23 7340 | 5400 0000 0000 0               |            |                | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED     |            | 8.47           |              |
|                       |                                |            | 34132682-L     | Copier Lease                                       | 1000011046 | 894.23         |              |
|                       |                                |            |                | Contract 798068-1                                  |            |                |              |
| 10 E 530 9700 83 7832 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 221.51         |              |
| 10 E 530 9700 84 7831 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 606.49         |              |
| 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        |              |
| 125346                | CENTURYLINK                    | 08/30/2024 | 081524         | PHONE CHARGES                                      | 1000010854 | 416.84         | 416.84       |
| 10 E 530 9700 65 7530 | 0000 0000 0000 0               |            |                | ACCT #300738678                                    |            | 416.84         |              |
|                       |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            |                |              |
| 125347                | CENTURYLINK                    | 08/30/2024 | 700709540      | PHONE SERVICE                                      | 1000010853 | 59.19          | 59.19        |
| 10 E 530 9700 65 7530 | 0000 0000 0000 0               |            |                | ACCT #84728321                                     |            | 59.19          |              |
|                       |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            |                |              |
| 125348                | CHEWELAH AUTO PARTS            | 08/30/2024 | 001-277250     | TRANSPORTATION SUPPLIES ACCT #68                   | 1000010861 | 5,389.35       | 5,389.35     |
| 10 E 530 9900 53 5610 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/PUPIL TRANSPORTATION     |            | 5,389.35       |              |
| 125349                | CHEWELAH SCHOOL DISTRICT #36 I | 08/30/2024 | 081524         | REPLENISH IMPREST ACCOUNT FOR FOOD SERVICE REFUNDS | 0          | 808.11         | 808.11       |
| 10 R 960 9800 22 0000 | 4300 0000 0000 0               |            |                | General Fund/REVENUES/FOOD SERVICES                |            | 808.11         |              |
| 125350                | COLVILLE TIRE                  | 08/30/2024 | 1-59889        | TIRES FOR BUSES                                    | 2200002150 | 3,564.33       | 7,121.38     |
| 10 E 530 9900 53 5610 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/PUPIL TRANSPORTATION     |            | 3,564.33       |              |
|                       |                                |            | 1-GS59888      | TIRES FOR BUSES                                    | 2200002150 | 3,557.05       |              |
| 10 E 530 9900 53 5610 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/PUPIL TRANSPORTATION     |            | 3,557.05       |              |
| 125351                | CONSOLIDATED ELECTRICAL DISTRI | 08/30/2024 | 8190-1199696   | BUS GARAGE SHOP LIGHTS                             | 2200002156 | 1,151.93       | 1,151.93     |
| 10 E 530 9900 53 5610 | 0000 0000 0000 0               |            |                | General Fund/EXPENDITURES/PUPIL TRANSPORTATION     |            | 1,151.93       |              |

05.24.06.00.00-010034

## Check Summary

| Check Nbr                              | Vendor Name             | Check Date | Invoice Number  | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|-------------------------|------------|-----------------|---|------------|----------------|--------------|
| 125352                                 | CRYSTAL SPRINGS         | 08/30/2024 | 15901662 081024 | WATER AND COOLER RENTAL                                       | 1400008201 | 33.45          | 88.45        |
| 10 E 530 0200 23 5610 5400 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED                |            | 33.45          |              |
|  |                         |            | 15902043 081024 | WATER AND COOLER RENTAL                                       | 1000010842 | 55.00          |              |
| 10 E 530 9700 13 5610 0000 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV             |            | 55.00          |              |
| 125353                                 | DIRECT MAIL ENT INC     | 08/30/2024 | 044966          | MAILING FOR COMMUNITY NEWSLETTER QUARTERLY                    | 1000010834 | 803.41         | 803.41       |
| 10 E 530 9700 15 7340 0000 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV             |            | 803.41         |              |
| 125354                                 | ELAN CARDMEMBER SERVICE | 08/30/2024 | ED-073124       | PARKING FOR WSNA FOOD SERVICE CONFERENCE                      | 0          | 26.00          | 2,726.38     |
| 10 E 530 9800 44 8580 0000 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/FOOD SERVICES                       |            | 26.00          |              |
|  |                         |            | ED-081224       | EVENT PARKING FOR ESSER TRAINING PLC CONFERENCE               | 0          | 30.00          |              |
| 10 E 530 1300 31 8580 4300 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/ESSER III                           |            | 15.00          |              |
| 10 E 530 1300 31 8580 1100 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/ESSER III                           |            | 15.00          |              |
|  |                         |            | JT-073024       | Sprayer supply, JHS custodial Floor chemical sprayer          | 2300007008 | 162.99         |              |
| 10 L 630 0000 00 0000 0000 0000 0000   |                         |            |                 | General Fund/DUE TO OTHER GOVERNMENT UNITS                    |            | -13.04         |              |
| 10 E 530 9700 63 5610 4300 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV             |            | 176.03         |              |
|  |                         |            | JT-073024B      | Gess Custodial, Dodson Paint and glass, rollers to wax floors | 2300007009 | 30.22          |              |
| 10 E 530 9700 63 5610 1100 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV             |            | 30.22          |              |
|  |                         |            | JT-080524B      | Home Depot (Insurance tool replacement) \$792.44              | 2300007017 | 792.42         |              |
| 10 E 530 9700 64 5610 0000 0000 0000 1 |                         |            |                 | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV             |            | 792.42         |              |
|  |                         |            | JT-081524       | Staples, Gess, Classroom manual pencil sharpener              | 2300007028 | 39.22          |              |
| 10 E 530 0100 27 5610 1100 0000 0000 0 |                         |            |                 | General Fund/EXPENDITURES/BASIC EDUCATION                     |            | 39.22          |              |
|  |                         |            | JT-081624       | GTS Drywall,  | 2300002776 | 619.70         |              |

| Check Nbr                              | Vendor Name | Check Date | Invoice Number                                       | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|-------------|------------|--|---|------------|----------------|--------------|
| 10 E 530 9700 64 5610 4300 0000 0000 0 |             |            | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV    | Ceiling tiles,<br>JHS   |            | 619.70         |              |
|  |             |            | MS-80524   | ICICLE RIVER<br>RESORT<br>RESERVATION FOR<br>MARA TO ATTEND<br>BUSINESS MANAGER<br>CONFERENCE IN<br>LEAVENWORTH JULY<br>28-AUGUST 1, 2024 | 1000011065 | 932.96         |              |
| 10 E 530 9700 13 8580 0000 0000 0000 0 |             |            | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV    |   |            | 932.96         |              |
|  |             |            | NC-081224  | iDRAC controller<br>for Dell Server   | 2600001749 | 49.67          |              |
| 10 L 630 0000 00 0000 0000 0000 0000   |             |            | General Fund/DUE TO OTHER GOVERNMENT UNITS           |   |            | -3.97          |              |
| 10 E 530 0100 32 5650 0000 0000 0000 0 |             |            | General Fund/EXPENDITURES/BASIC EDUCATION            |   |            | 53.64          |              |
|  |             |            | NC-082124  | MICROSOFT LICENSE   | 1000010865 | 43.20          |              |
| 10 E 530 0100 32 7350 0000 0000 0000 0 |             |            | General Fund/EXPENDITURES/BASIC EDUCATION            |   |            | 43.20          |              |
| 125355 GAME ONE                        |             | 08/30/2024 | 10255069   | GAME ONE BATTING<br>TUNNEL FRAME PRO<br>ITEM #PROTF55   | 1000011058 | 6,847.20       | 6,847.20     |
| 10 E 530 0100 28 9739 4300 0000 0000 1 |             |            | General Fund/EXPENDITURES/BASIC EDUCATION            |   |            | 6,847.20       |              |
| 125356 HARTILL, MARNIE JO              |             | 08/30/2024 | 082324   | REIMBURSE FOR<br>TRAVEL TO WA ACTE<br>SUMMER CONFERENCE<br>IN SPOKANE AUG<br>4-7, 2024  | 0          | 190.00         | 190.00       |
| 10 E 530 3100 31 8580 4300 0000 0000 0 |             |            | General Fund/EXPENDITURES/VOCATIONAL                 |   |            | 190.00         |              |
| 125357 K LOG.COM                       |             | 08/30/2024 | 24-329535-1  | Furniture for CTE<br>computer lab at<br>Jenkins   | 1000011087 | 10,566.63      | 10,566.63    |
| 10 E 530 3100 27 5610 4300 0000 0000 0 |             |            | General Fund/EXPENDITURES/VOCATIONAL                 |   |            | 6,868.31       |              |
| 10 E 530 3400 27 5610 4300 0000 0000 0 |             |            | General Fund/EXPENDITURES/MID SCHOOL,CAREER TECH,ST  |   |            | 3,698.32       |              |
| 125358 LAMONT SCHOOL DISTRICT          |             | 08/30/2024 | 082324   | KESE GRANT CLAIM<br>FOR LAMONT  | 1000010935 | 4,042.55       | 4,042.55     |
| 10 E 530 5238 31 7592 0000 2701 0000 0 |             |            | General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT |   |            | 4,042.55       |              |
| 125359 LITHOGRAPH REPRODUCTIONS, INC   |             | 08/30/2024 | 12329  | NEWSLETTER<br>PRINTING 4XYEAR   | 1000010825 | 1,969.63       | 1,969.63     |
| 10 E 530 9700 15 7550 0000 0000 0000 0 |             |            | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV    |   |            | 1,969.63       |              |
| 125360 NAPA AUTO PARTS                 |             | 08/30/2024 | 16420840-082724                                      | TRANSPORTATION<br>SUPPLIES ACCT   | 1000010869 | 8,158.19       | 8,158.19     |



05.24.06.00.00-010034

Check Summary

| Check Nbr                              | Vendor Name                 | Check Date | Invoice Number | Invoice Desc   | PO Number  | Invoice Amount | Check Amount |
|--|-----------------------------|------------|----------------|--|------------|----------------|--------------|
| 10 E 530 9900 53 5610 0000 0000 0000 0 |                             |            |                | #16420840<br>General Fund/EXPENDITURES/PUPIL TRANSPORTATION  |            | 8,158.19       |              |
| 125361                                 | OFFICE DEPOT                | 08/30/2024 | 379422119001   | DISTRICT OFFICE<br>SUPPLIES-LABELS,<br>CARD STOCK,<br>PAPER, WRITING<br>PADS, POSTITS                            | 1000011095 | 139.42         | 139.42       |
| 10 E 530 9700 13 5610 0000 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 139.42         |              |
| 125362                                 | PACIFIC PETROLEUM & SUPPLY  | 08/30/2024 | 419810         | OPEN PO FOR BUS<br>PURCHASES   | 1000010873 | 251.64         | 251.64       |
| 10 E 530 9900 53 5610 0000 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/PUPIL TRANSPORTATION   |            | 251.64         |              |
| 125363                                 | PATRIOT FIRE PROTECTION INC | 08/30/2024 | 2321333        | JHS/Gess; Annual<br>Inspection of 3<br>wet fire<br>sprinkler systems   | 2300006998 | 1,158.84       | 1,158.84     |
| 10 E 530 9700 64 7340 0000 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 1,158.84       |              |
| 125364                                 | PURCHASE POWER              | 08/30/2024 | 081824         | POSTAGE FOR METER<br>ACCT<br>#8000-9090-1050-45<br>90  | 1000010850 | 603.75         | 603.75       |
| 10 E 530 0100 23 5610 1100 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/BASIC EDUCATION  |            | 69.00          |              |
| 10 E 530 9700 13 5610 0000 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 529.17         |              |
| 10 E 530 0200 23 5610 5400 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED   |            | 5.58           |              |
| 125365                                 | REDLINE FINISHING           | 08/30/2024 | 082324         | Quartzite<br>Break-in<br>Insurance:<br>Redline Finishing<br>Dodge Caravan<br>window and door<br>finishing repair | 2300002780 | 338.33         | 338.33       |
| 10 E 530 9700 75 7431 0000 0000 0000 1 |                             |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 338.33         |              |
| 125366                                 | RWC GROUP                   | 08/30/2024 | RA106011864:01 | 2023-2024 BUS<br>PURCHASES   | 1000010874 | 719.19         | 719.19       |
| 10 E 530 9900 53 5610 0000 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/PUPIL TRANSPORTATION   |            | 719.19         |              |
| 125367                                 | SCHOPPY'S                   | 08/30/2024 | 50437          | Edible Book<br>Trophies and<br>medals  | 1400008530 | 491.50         | 491.50       |
| 10 L 630 0000 00 0000 0000 0000 0000   |                             |            |                | General Fund/DUE TO OTHER GOVERNMENT UNITS   |            | -39.32         |              |
| 10 E 530 0200 27 5610 5400 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED   |            | 530.82         |              |
| 125368                                 | SMITH, DENISE               | 08/30/2024 | 2024-13        | First Aid Classes  | 1000010844 | 440.00         | 440.00       |
| 10 E 530 9700 13 7330 0000 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |            | 55.00          |              |
| 10 E 530 3100 31 7330 4300 0000 0000 0 |                             |            |                | General Fund/EXPENDITURES/VOCATIONAL   |            | 55.00          |              |

| Check Nbr                              | Vendor Name             | Check Date | Invoice Number | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|-------------------------|------------|----------------|---|------------|----------------|--------------|
| 10 E 530 0100 28 7330 4300 0000 0000 1 |                         |            |                | General Fund/EXPENDITURES/BASIC EDUCATION                                       |            | 55.00          |              |
| 10 E 530 0100 31 7330 4300 0000 0000 1 |                         |            |                | General Fund/EXPENDITURES/BASIC EDUCATION                                       |            | 110.00         |              |
| 10 E 530 0900 31 7330 1100 0000 0000 1 |                         |            |                | General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN                            |            | 55.00          |              |
| 10 E 530 0200 31 7330 5400 0000 0000 1 |                         |            |                | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED                                  |            | 110.00         |              |
| 125369                                 | THOUGHTFUL LEARNING     | 08/30/2024 | 13034          | Write One Student Handbook, Skills book & Teacher's Edition                     | 1400008420 | 96.21          | 96.21        |
| 10 L 630 0000 00 0000 0000 0000 0000   |                         |            |                | General Fund/DUE TO OTHER GOVERNMENT UNITS                                      |            | -7.70          |              |
| 10 E 530 0200 33 5640 5400 0000 0000 0 |                         |            |                | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED                                  |            | 103.91         |              |
| 125370                                 | TIFFANY COX DESIGN, LLC | 08/30/2024 | 4178           | NEWSLETTER DESIGN 4 @ \$350   | 1000010965 | 350.00         | 350.00       |
| 10 E 530 9700 15 7340 0000 0000 0000 0 |                         |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV                               |            | 350.00         |              |
| 125371                                 | TUMBLE                  | 08/30/2024 | 32469-1        | Dry Cleaning for Band Uniforms  | 1300008362 | 200.92         | 200.92       |
| 10 E 530 5288 27 7340 4300 4700 0000 0 |                         |            |                | General Fund/EXPENDITURES/TITLE IV  |            | 200.92         |              |
| 125372                                 | VERIZON WIRELESS        | 08/30/2024 | 9970789394     | CELL PHONE SERVICES ACCT #365401170-00001                                       | 1000010841 | 287.88         | 287.88       |
| 10 E 530 9700 65 7530 0000 0000 0000 0 |                         |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV                               |            | 287.88         |              |
| 125373                                 | WALTER E NELSON CO      | 08/30/2024 | 530148         | Gess, 2- mop buckets, 2 mop sticks  | 2300007018 | 222.43         | 222.43       |
| 10 E 530 9700 63 5610 1100 0000 0000 0 |                         |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV                               |            | 222.43         |              |
| 125374                                 | BALDWIN LUMBER          | 08/30/2024 | 103840         | Baldwin Lumber, JHS cooler, 2x4x10' interior ceiling, (Healthy kids Grant)      | 2300007025 | 118.58         | 118.58       |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |                         |            |                | Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO                         |            | 118.58         |              |
| 125375                                 | BARGREEN ELLINGSON INC  | 08/30/2024 | 217405-FINAL   | Bargreen Ellingson, Healthy Kids, Healthy Schools Grant (JHS kitchen worktable) | 2300006968 | 2,667.60       | 2,667.60     |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |                         |            |                | Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO                         |            | 2,667.60       |              |
| 125376                                 | ELAN CARDMEMBER SERVICE | 08/30/2024 | JT-080124      | Windsor Plywood, 16 MDO plywood, JHS cooler project (healthy                    | 2300007012 | 1,987.99       | 5,801.54     |

| Check Nbr                              | Vendor Name | Check Date | Invoice Number                                | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|-------------|------------|---|---|------------|----------------|--------------|
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            |   | kids, healthy schools)  |            |                |              |
|  |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS    | HEALTHY SCHO  |            | 1,987.99       |              |
|  |             |            | JT-080224                                     | Alcobra, Steel brackets for Bleachers, Snyder field   | 2300007011 | 212.10         |              |
| 20 E 530 2204 12 5000 2000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/SNYDER FIELD BO |   |            | 212.10         |              |
|  |             |            | JT-080524                                     | Home Depot, Lumber (JHS cooler project, Healthy kids grant) \$303.99                        | 2300007014 | 303.99         |              |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS    | HEALTHY SCHO  |            | 303.99         |              |
|  |             |            | JT-080824                                     | CDA Metals (Dalton Gardens retail store) Steel for snyder field bleachers (Capital project) | 2300007021 | 269.98         |              |
| 20 E 530 2204 12 5000 2000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/SNYDER FIELD BO |   |            | 269.98         |              |
|  |             |            | JT-080924                                     | Home Depot, JHS cooler project, misc. supplies (healthy kids Grant)                         | 2300007020 | 577.99         |              |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS    | HEALTHY SCHO  |            | 577.99         |              |
|  |             |            | JT-081424                                     | Alcobra, JHS cooler, Steel for condenser table, (Healthy Kids Grant)                        | 2300007024 | 308.69         |              |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS    | HEALTHY SCHO  |            | 308.69         |              |
|  |             |            | JT-081424B                                    | Discount Lumber, JHS cooler, metal trim, (Healthy kids grant)                               | 2300007026 | 165.40         |              |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS    | HEALTHY SCHO  |            | 165.40         |              |
|  |             |            | JT-081524B                                    | Home Depot, JHS Cooler, Interior materials (Healthy kids Grant) 2 receipts                  | 2300007027 | 1,944.93       |              |

Check Summary

| Check Nbr                              | Vendor Name | Check Date | Invoice Number  | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|-------------|------------|---|---|------------|----------------|--------------|
|  |             |            |   | 1692.78+91.56=1784<br>.34   |            |                |              |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS              | HEALTHY SCHO  |            | 1,944.93       |              |
|  |             |            | JT-082324   | JHS Cooler  | 2300002779 | 30.47          |              |
|  |             |            |   | HEALTHY KIDS<br>GRANT: Discount<br>Lumber and<br>Building Supplies<br>mgl                       |            |                |              |
| 20 E 530 0003 22 5000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS              | HEALTHY SCHO  |            | 30.47          |              |
| 125377 KUBIK, BRENT                    |             | 08/30/2024 | 0000002   | JHS Cooler  | 2300007003 | 6,174.00       | 6,174.00     |
|  |             |            |   | storage room<br>construction, B&E<br>construction,<br>Healthy kids,<br>Healthy Schools<br>grant |            |                |              |
| 20 L 601 0000 00 0000 0000 0000 0000   |             |            | Capital Projects/ACCOUNTS                               | PAYABLE   |            | -630.00        |              |
| 20 E 530 0003 22 7000 3000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/HEALTHY KIDS              | HEALTHY SCHO  |            | 6,804.00       |              |
| 125378 NAPA AUTO PARTS                 |             | 08/30/2024 | 7282-476046   | SNYDER  | 7100000918 | 10.14          | 53.34        |
|  |             |            |   | FIELD/BLEACHERS<br>CPF PROJECT<br>SUPPLIES  |            |                |              |
| 20 E 530 2204 12 5000 2000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/SNYDER                    | FIELD BO  |            | 10.14          |              |
|  |             |            | 7282-476272   | SNYDER  | 7100000918 | 43.20          |              |
|  |             |            |   | FIELD/BLEACHERS<br>CPF PROJECT<br>SUPPLIES  |            |                |              |
| 20 E 530 2204 12 5000 2000 0000 0000 0 |             |            | Capital Projects/EXPENDITURES/SNYDER                    | FIELD BO  |            | 43.20          |              |
| 125379 AMAZON                          |             | 08/30/2024 | 1GQV-V7MK-HXGC  | Nice2Have Button  | 8300007272 | 112.31         | 112.31       |
|  |             |            |   | Maker Machine   |            |                |              |
| 40 E 530 2140 00 0000 4300 0000 0000 0 |             |            | Associated Student Body Fund/EXPENDITURES/CROSS         | COUNTRY   |            | 112.31         |              |
| 125380 CHARTREY, BRIANNE M             |             | 08/30/2024 | 061224  | REIMBURSE FOR AR  | 0          | 170.05         | 170.05       |
|  |             |            |   | PRIZES FROM<br>DOLLAR TREE  |            |                |              |
| 40 E 530 1030 00 0000 1100 0000 0000 0 |             |            | Associated Student Body Fund/EXPENDITURES/ASSEMBLIES    |   |            | 170.05         |              |
| 125381 CHEWELAH SCHOOL DISTRICT #36    |             | 08/30/2024 | 2024-26   | Travel for Summer   | 8300007329 | 374.53         | 416.74       |
|  |             |            |   | Invoice #2024-26<br>CROSS COUNTRY   |            |                |              |
| 40 E 530 2020 00 0000 4300 0000 0000 0 |             |            | Associated Student Body Fund/EXPENDITURES/ATHLETIC RESE |   |            | 374.53         |              |
|  |             |            | 2024-29   | Travel for Summer   | 8300007329 | 42.21          |              |
|  |             |            |   | Invoice #2024-29  |            |                |              |

05.24.06.00.00-010034

Check Summary

| Check Nbr                              | Vendor Name                   | Check Date | Invoice Number | Invoice Desc                                | PO Number  | Invoice Amount | Check Amount |
|--|-------------------------------|------------|----------------|---|------------|----------------|--------------|
| 40 E 530 2020 00 0000 4300 0000 0000 0 | Associated Student Body       |            |                | YEARBOOK<br>Fund/EXPENDITURES/ATHLETIC RESE |            | 42.21          |              |
| 125382                                 | SAFEWAY ALBERTSON COMPANIES   | 08/30/2024 | 080224         | Ice Cream<br>supplies                       | 8300007273 | 90.87          | 90.87        |
| 40 E 530 2140 00 0000 4300 0000 0000 0 | Associated Student Body       |            |                | Fund/EXPENDITURES/CROSS COUNTRY             |            | 90.87          |              |
| 125383                                 | WA STUDENT LEADERSHIP PROGRAM | 08/30/2024 | 000037108      | AWSL School<br>Membership<br>2023-24        | 8300007190 | 100.00         | 100.00       |
| 40 R 960 1001 00 0000 4300 0000 0000 0 | Associated Student Body       |            |                | Fund/REVENUES/GENERAL                       |            | 100.00         |              |
| 125384                                 | WIAA                          | 08/30/2024 | 26567          | TENNIS & GOLF<br>Entry Fees                 | 8300007330 | 360.00         | 360.00       |
| 40 R 960 2010 00 0000 4300 0000 0000 0 | Associated Student Body       |            |                | Fund/REVENUES/ATHLETIC GENERAL              |            | 360.00         |              |
| 44                                     | Computer                      |            |                | Check(s) For a Total of                     |            |                | 75,745.65    |

|           |    |                                   |                       |           |
|-----------|----|-----------------------------------|-----------------------|-----------|
|           | 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      |
|           | 44 | Computer                          | Checks For a Total of | 75,745.65 |
| Total For | 44 | Manual, Wire Tran, ACH & Computer | Checks                | 75,745.65 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00      |
|           |    |                                   | Net Amount            | 75,745.65 |

## FUND SUMMARY

| Fund | Description                  | Balance Sheet | Revenue | Expense   | Total     |
|------|------------------------------|---------------|---------|-----------|-----------|
| 10   | General Fund                 | -64.03        | 808.11  | 58,936.54 | 59,680.62 |
| 20   | Capital Projects             | -630.00       | 0.00    | 15,445.06 | 14,815.06 |
| 40   | Associated Student Body Fund | 0.00          | 460.00  | 789.97    | 1,249.97  |

105.24.06.00.00-010034

Check Summary

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

As of September 18, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$41,789.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 125385 through 125403, totaling \$41,789.25

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 ALL ABOUT LEARNING PRESS, AMAZON, and various school supplies.

| Check Nbr                              | Vendor Name               | Check Date | Invoice Number | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|---------------------------|------------|----------------|---|------------|----------------|--------------|
| 10 E 530 0100 27 5610 4300 4040 0000 0 |                           |            |                | Pens, Glue<br>Sticks, Pencils,<br>Tape<br>General Fund/EXPENDITURES/BASIC EDUCATION                                       |            | 123.55         |              |
|  |                           |            | 1JGP-M96Q-YRTH | Sticky Notes 3x3,<br>Sticky Notes<br>small, Felt Tip<br>Markers, Febreze,<br>Uniball Vision<br>Pens Blue, Purple<br>Paper | 1300008472 | 195.85         |              |
| 10 E 530 0100 23 5610 4300 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/BASIC EDUCATION   |            | 195.85         |              |
|  |                           |            | 1KCR-7LNV-CRDH | Easel Sticky<br>Notes, Color<br>Dots, Genre Spine<br>Labels, Genre<br>Spine Labels  | 1300008475 | 68.40          |              |
| 10 E 530 0100 27 5610 4300 1840 0000 0 |                           |            |                | General Fund/EXPENDITURES/BASIC EDUCATION   |            | 68.40          |              |
|  |                           |            | 1LKN-NVQV-9GQ6 | Chew Necklaces<br>for Sensory Kids  | 1300008474 | 21.34          |              |
| 10 E 530 2100 27 5610 4300 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/SPED STATE  |            | 21.34          |              |
|  |                           |            | 1LMH-J479-3T4C | SUPPLIES FOR<br>FF&VP AND FARM TO<br>SCHOOL   | 1000011242 | 418.69         |              |
| 10 E 530 9816 44 5610 0000 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/FARM TO SCHOOL  |            | 98.94          |              |
| 10 E 530 9814 44 5610 0000 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES   |            | 319.75         |              |
| 125387                                 | CHARLIE'S PRODUCE         | 08/30/2024 | 20518885       | FRESH FRUIT AND<br>VEGETABLE PROGRAM<br>FOODS   | 1000011222 | 685.70         | 1,630.80     |
| 10 E 530 9814 42 5630 0000 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES   |            | 685.70         |              |
|  |                           |            | 20518886       | FOOD & SUPPLIES   | 1000011223 | 81.30          |              |
| 10 E 530 8900 91 5610 0000 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/OTHER COMMUNITY SERVICES  |            | 81.30          |              |
|  |                           |            | 20518887       | FOOD & SUPPLIES   | 1000011223 | 863.80         |              |
| 10 E 530 9800 42 5630 0000 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/FOOD SERVICES   |            | 863.80         |              |
| 125388                                 | CURRICULUM ASSOCIATES LLC | 08/30/2024 | 90839731       | QUICK WORD<br>HANDBOOKS<br>EVERYDAY WRITERS<br>ST BOOK (YELLOW)<br>2ND GRADE  | 1100008305 | 94.13          | 94.13        |
| 10 E 530 0100 33 5610 1100 0000 0000 0 |                           |            |                | General Fund/EXPENDITURES/BASIC EDUCATION   |            | 94.13          |              |
| 125389                                 | EDLIO, LLC                | 08/30/2024 | 2023-19198     | Edlio web site  | 2600001802 | 3,375.00       | 3,375.00     |



| Check Nbr                              | Vendor Name                    | Check Date | Invoice Number | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|--------------------------------|------------|----------------|---|------------|----------------|--------------|
| 10 L 630 0000 00 0000 0000 0000 0000   |                                |            |                | renewal 24/25<br>General Fund/DUE TO OTHER GOVERNMENT UNITS   |            | -270.00        |              |
| 10 E 530 0100 32 7352 0000 0000 0000 0 |                                |            |                | General Fund/EXPENDITURES/BASIC EDUCATION   |            | 3,645.00       |              |
| 125390                                 | FIRE UP PIZZA                  | 08/30/2024 | 82124          | BACK TO SCHOOL<br>CATERED LUNCH   | 1000011244 | 2,566.08       | 2,566.08     |
| 10 E 530 9700 12 5610 0000 0000 0000 0 |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 2,566.08       |              |
| 125391                                 | GOULD, AMBER N                 | 08/30/2024 | 082224         | REIMBURSE FOR<br>VOLUNTEER<br>FINGERPRINTING<br>FEE   | 0          | 60.00          | 60.00        |
| 10 E 530 0100 28 7340 4300 0000 0000 1 |                                |            |                | General Fund/EXPENDITURES/BASIC EDUCATION   |            | 60.00          |              |
| 125392                                 | IN TOUCH                       | 08/30/2024 | 372366         | IT RECEIPTING<br>HOSTING SERVICE<br>ANNUAL 2024-2025<br>SCHOOL YEAR   | 1000011229 | 2,534.65       | 2,534.65     |
| 10 E 530 9700 72 5650 1100 3320 0000 0 |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 1,267.32       |              |
| 10 E 530 9700 72 5650 4300 3320 0000 0 |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 1,267.33       |              |
| 125393                                 | INLAND EMPIRE BEEF             | 08/30/2024 | 082224         | FARM TO SCHOOL<br>FOOD SERVICE<br>SUPPLIES  | 1000011241 | 1,917.50       | 1,917.50     |
| 10 E 530 9816 42 5630 0000 0000 0000 0 |                                |            |                | General Fund/EXPENDITURES/FARM TO SCHOOL  |            | 1,917.50       |              |
| 125394                                 | JOHNSON CONTROLS FIRE PROTECTI | 08/30/2024 | 24268169       | Johnson Controls,<br>Fire alarm<br>monitoring, Gess<br>\$632.67 JHS<br>\$632.67 Total<br>\$1265.34                  | 2300002777 | 683.28         | 1,366.56     |
| 10 E 530 9700 64 7340 1100 0000 0000 0 |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 683.28         |              |
|  |                                |            | 24268170       | Fire alarm<br>monitoring, Gess<br>\$632.67 JHS<br>\$632.67 Total<br>\$1265.34                                       | 2300002777 | 683.28         |              |
| 10 E 530 9700 64 7340 4300 0000 0000 0 |                                |            |                | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV   |            | 683.28         |              |
| 125395                                 | KCDA PURCHASING COOPERATIVE    | 08/30/2024 | 300801048      | White<br>Construction<br>Paper 12x18, blue<br>Construction<br>Paper 12x18,<br>colored Pencils,<br>Corner File Cases | 1300008458 | 104.58         | 104.58       |
| 10 E 530 0100 27 5610 4300 1840 0000 0 |                                |            |                | General Fund/EXPENDITURES/BASIC EDUCATION   |            | 104.58         |              |

| Check Nbr                              | Vendor Name            | Check Date | Invoice Number                                     | Invoice Desc  | PO Number  | Invoice Amount | Check Amount |
|--|------------------------|------------|--|---|------------|----------------|--------------|
| 125396                                 | MATH LEARNING CENTER   | 08/30/2024 | INV58874   | CURRICULUM<br>CONSUMABLES<br>GRADES 2-5   | 1100008304 | 1,511.65       | 1,511.65     |
| 10 E 530 0100 33 5610 1100 0000 0000 0 |                        |            | General Fund/EXPENDITURES/BASIC EDUCATION          |   |            | 1,511.65       |              |
| 125397                                 | MCGRAW-HILL EDUCATION  | 08/30/2024 | 133397994001                                       | Wonders and<br>Wonder Works K-5<br>curriculum for 1<br>year 2024-25   | 1000011230 | 7,525.90       | 7,525.90     |
| 10 E 530 0100 33 5650 1100 0000 0000 0 |                        |            | General Fund/EXPENDITURES/BASIC EDUCATION          |   |            | 7,525.90       |              |
| 125398                                 | NORTHWEST DISTRIBUTION | 08/30/2024 | 3296353  | FOOD & SUPPLIES   | 1000011221 | 1,588.02       | 7,839.64     |
| 10 E 530 8900 91 5610 0000 0000 0000 0 |                        |            | General Fund/EXPENDITURES/OTHER COMMUNITY SERVICES |   |            | 1,588.02       |              |
|  |                        |            | 3296354  | FOOD & SUPPLIES   | 1000011221 | 6,251.62       |              |
| 10 E 530 9800 42 5630 0000 0000 0000 0 |                        |            | General Fund/EXPENDITURES/FOOD SERVICES            |   |            | 6,251.62       |              |
| 125399                                 | SIRS                   | 08/30/2024 | 072624   | SIRS SALARY<br>SURVEY 2024-25<br>MEMBERSHIP<br>RENEWAL  | 1000011240 | 405.00         | 405.00       |
| 10 E 530 9700 12 7810 0000 0000 0000 0 |                        |            | General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV  |   |            | 405.00         |              |
| 125400                                 | SKILLS USA             | 08/30/2024 | M412750  | Professional<br>Membership -<br>Skills USA<br>Advisors - Marnie<br>Hartill,<br>Educational<br>Resource Fee  | 1300008471 | 30.00          | 60.00        |
| 10 E 530 3100 27 7810 4300 0000 0000 0 |                        |            | General Fund/EXPENDITURES/VOCATIONAL               |   |            | 30.00          |              |
|  |                        |            | M412754  | Professional<br>Membership -<br>Skills USA<br>Advisors -Jerome<br>Shoemaker,<br>Educational<br>Resource Fee | 1300008471 | 30.00          |              |
| 10 E 530 3100 27 7810 4300 0000 0000 0 |                        |            | General Fund/EXPENDITURES/VOCATIONAL               |   |            | 30.00          |              |
| 125401                                 | ULINE                  | 08/30/2024 | 181883487  | Desk and<br>sit/stand riser<br>for Ag teacher,<br>bookcase for<br>Jenkins                                   | 1000011236 | 1,733.51       | 4,336.48     |
| 10 E 530 0100 23 5610 4300 0000 0000 0 |                        |            | General Fund/EXPENDITURES/BASIC EDUCATION          |   |            | 316.81         |              |
| 10 E 530 3100 27 5610 4300 1100 0000 0 |                        |            | General Fund/EXPENDITURES/VOCATIONAL               |   |            | 1,416.70       |              |
|  |                        |            | 181883587  | *Insurance Claim*   | 1000011237 | 2,602.97       |              |

| Check Nbr                              | Vendor Name | Check Date | Invoice Number | Invoice Desc  | PO Number               | Invoice Amount | Check Amount |
|--|-------------|------------|----------------|---|-------------------------|----------------|--------------|
| 10 E 530 0200 27 5610 5400 0000 0000 1 |             |            |                | Credenza, storage<br>cabinets,<br>bookcases             |                         | 2,602.97       |              |
|  |             |            |                | General Fund/EXPENDITURES/ALTERNATIVE BASIC ED          |                         |                |              |
| 125402                                 | FINAL FORMS | 08/30/2024 | 013911CC       | Fall Dues 2024  | 8300007328              | 1,370.00       | 1,370.00     |
| 40 E 530 2010 00 0000 4300 0000 0000 0 |             |            |                | Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE |                         | 1,479.60       |              |
| 40 L 630 0000 00 0000 0000 0000 0000   |             |            |                | Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN |                         | -109.60        |              |
| 125403                                 | WIAA        | 08/30/2024 | 45053          | Membership Fees<br>2024-25                              | 8300007330              | 2,445.00       | 3,035.00     |
| 40 R 960 2010 00 0000 4300 0000 0000 0 |             |            |                | Associated Student Body Fund/REVENUES/ATHLETIC GENERAL  |                         | 2,445.00       |              |
|  |             |            | 45502          | Membership Fees<br>Jr High 2024-25                      | 8300007330              | 590.00         |              |
| 40 R 960 2010 00 0000 2200 0000 0000 0 |             |            |                | Associated Student Body Fund/REVENUES/ATHLETIC GENERAL  |                         | 590.00         |              |
|  |             |            | 19             | Computer  | Check(s) For a Total of |                | 41,789.25    |

|           |    |                                   |                       |           |
|-----------|----|-----------------------------------|-----------------------|-----------|
|           | 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 | 41,789.25 |
| Total For | 19 | Manual, Wire Tran, ACH & Computer | Checks                | 41,789.25 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00      |
|           |    |                                   | Net Amount            | 41,789.25 |

## FUND SUMMARY

| Fund | Description                  | Balance Sheet | Revenue  | Expense   | Total     |
|------|------------------------------|---------------|----------|-----------|-----------|
| 10   | General Fund                 | -270.00       | 0.00     | 37,654.25 | 37,384.25 |
| 40   | Associated Student Body Fund | -109.60       | 3,035.00 | 1,479.60  | 4,405.00  |



## MEMORANDUM

**To:** Board of Directors  
**From:** Superintendent Perrins  
**Date:** September 18, 2024  
**Re:** Quarterly Public Records Transparency Report per Policy 6030

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### **PUBLIC RECORDS REQUESTS RECEIVED JUNE 11, 2024 – SEPTEMBER 11, 2024**

1. **REQUESTOR:** Muhammed Furqan Cheema

**DATE OF REQUEST:** June 21, 2025

**REQUEST:** Access to and a copy of:

1. Email addresses for school board members/trustees within the school district.
2. Email addresses and job titles of all current teachers within the school district.
3. Email addresses and job titles of all current principals within the school district.
4. Email address and job title of the current superintendent.
5. Email addresses and job titles of all current administrative staff within the school district.

**DISTRICT RESPONSE:**

- June 25, 2025, sent initial response by email requesting clarification and declaration of noncommercial purpose under RCW 42.53.070(8)
- July 22, 2025, sent second response due to no response from requestor to initial response and request for declaration of noncommercial purpose
- September 4, 2024, sent closing notification due to no response from requestor for more than 30 days
- September 11, 2024, no response received from requestor

|   |  |
|---|--|
| 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.

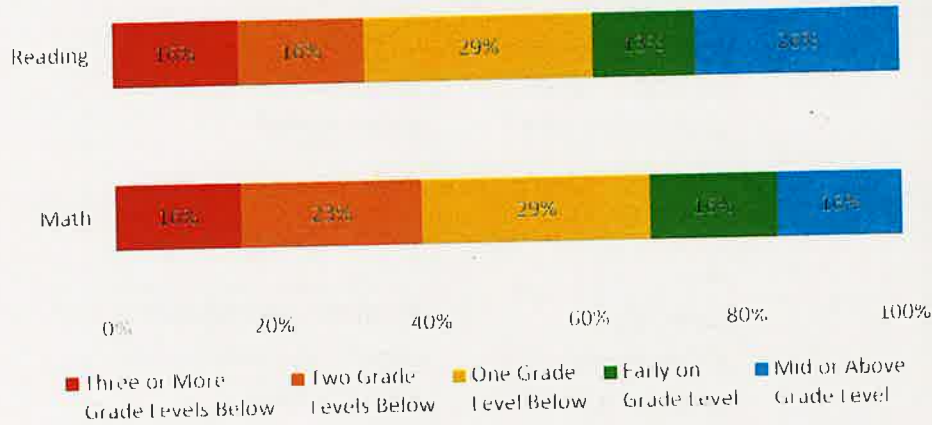
|                            | <b>Quartzite Learning*</b> |
|----------------------------|----------------------------|
| Enrollment                 | 117                        |
| Low-Income                 | 63%                        |
| Homeless                   | 6%                         |
| 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.

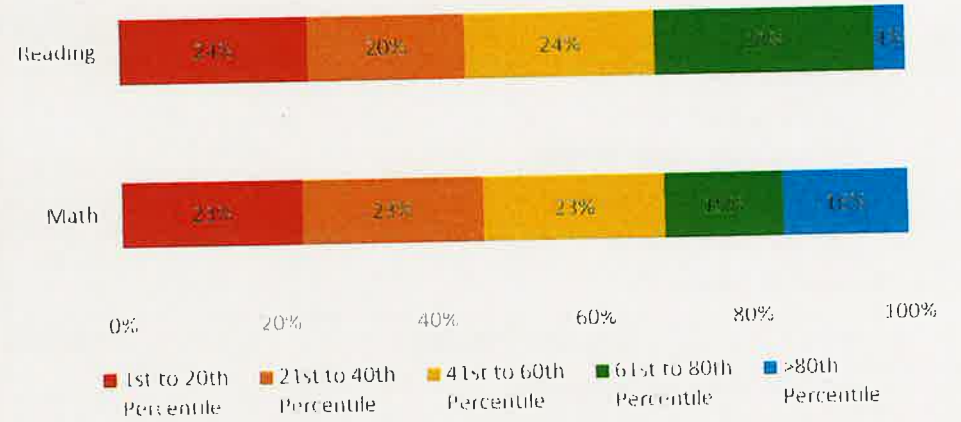
## Building Learning Data

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.

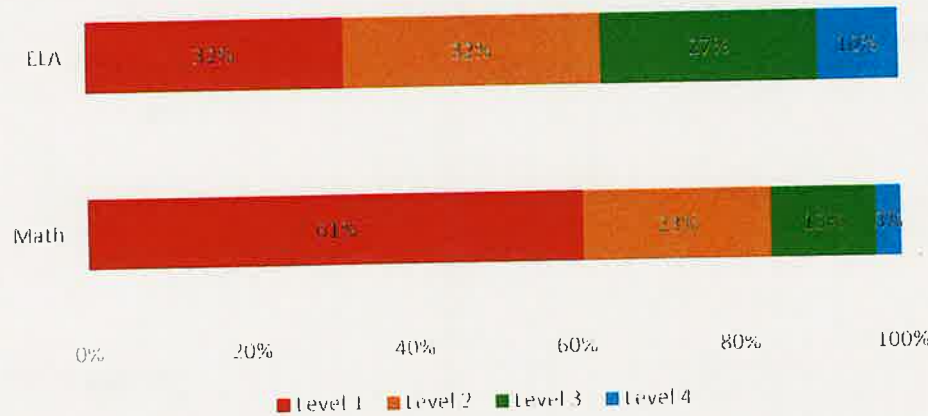
### i-Ready Assessment Grade K-5



### Map Growth Assessment Grades 6+



### Spring 2023 SBA Grade 3-8, 10



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



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

| <b>Activities</b>   | <b>Timeframe</b> | <b>Lead</b>            | <b>Resources</b>   | <b>Measures</b>   |
|---|------------------|------------------------|--|---|
| 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.**

| <b>Activities</b>                   | <b>Timeframe</b> | <b>Lead</b>            | <b>Resources</b>                           | <b>Measures</b>                       |
|-------------------------------------|------------------|------------------------|--|---------------------------------------|
| 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. |  |  |  |  |
|--------------------------------|--|--|--|--|

|  |
|--|
| <b>Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.</b> |
| 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.**

| <b>Activities</b>      | <b>Timeframe</b> | <b>Lead</b>            | <b>Resources</b> | <b>Measures</b>                                    |
|------------------------|------------------|------------------------|------------------|--|
| 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<br><br>November/December- Starting small groups/parent groups/interviews/etc<br><br>By January/March- have survey of narrowed down values<br><br>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 |
|---|------------|------------------------|------|---------------------------------|

**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,<br>Laura Watson, Chenea Foster |  |

# *Chewelah Open Doors Improvement Plan 2024-2025*

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

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

## Building Community Data

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

|                                   | <b>Chewelah Open Doors</b> |
|-----------------------------------|----------------------------|
| 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.

| <b>Activities</b>  | <b>Timeframe</b>                | <b>Lead</b>                   | <b>Resources</b>                            | <b>Measures</b>   |
|--|---------------------------------|-------------------------------|---|---|
| 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.**

| <b>Activities</b>   | <b>Timeframe</b> | <b>Lead</b>                                  | <b>Resources</b>  | <b>Measures</b>  |
|---|------------------|--|---|--|
| 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



## **Accountable Professional Development Plan 2022-2027**

### **Mission**

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

Professional Development is selected based on the following criteria:

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

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

The Chewelah School District has organized Professional Development into three categories for tracking, historical data collecting, and reference purposes only.

Student Achievement PD: See Curriculum Management Plan for details. *Example: Instructional, assessment and intervention strategies. Training related to the Written Taught and Tested Curriculum or PLC implementation.*

Operational & State Requirements PD: PD of this nature meets state mandated requirements. Example: Fundamental Course of Study for Paras, WASBO, ASB, and Maintenance.

Personal Prof Growth: PD of this nature is based on the individual skill needs of the employee in order to meet job performance expectations.

### **Data Supported Professional Development Design**

Current student learning data analysis indicates professional development (PD) will be conducted among our teaching staff for reasons to improve student achievement. The focus of PD shall be in READING and MATH instruction, RTI, assessment practices, and student engagement. In addition, the observations and analysis by CSD administration, Board of Directors, and teacher leadership teams, indicate that professional development in Professional Learning Communities (PLC) is paramount to meet the learning needs of students. PLCs generate the collective efficacy of teamwork and the accountability of teaching best practices and monitoring student learning. As per board policy this professional development plan is intended to unit and join School Improvement Plans with the District strategic plan/District Improvement plan.

The Professional Development plan is aligned to the Board of Directors Goals which state:

**By June 2025 75% of all students P-12 will achieve proficiency in core subject areas as measured by SBA or District level standard-based assessments.**

**AND**

**The Chewelah School District commits to a culture of responsive, respectful, students centered problem solving, where high expectations are met and where students, staff and families feel they belong.**

## Smarter Balanced Assessment (SBA) Percent Meeting Standard 2024

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

| <b>Grade Level</b> | <b>English Language Arts (ELA) Percent Met Standard</b> | <b>Mathematics Percent Met Standard</b> |
|--------------------|---|---|
| 3                  | 38%   | 34%                                     |
| 4                  | 31%   | 37%                                     |
| 5                  | 35%   | 32%                                     |
| 6                  | 48%   | 39%                                     |
| 7                  | 35%   | 26%                                     |
| 8                  | 41%   | 12%                                     |
| 10                 | 63%   | 20%                                     |



## District Assessment Percent Proficient 2024

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

| Grade Level | Reading                   |                             | Mathematics               |                             |
|-------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
|             | Fall Percent Met Standard | Spring Percent Met Standard | Fall Percent Met Standard | Spring Percent Met Standard |
| K           | 23%                       | 83%                         | 23%                       | 72%                         |
| 1           | 8%                        | 62%                         | 5%                        | 50%                         |
| 2           | 23%                       | 59%                         | 12%                       | 57%                         |
| 3           | 33%                       | 54%                         | 8%                        | 37%                         |
| 4           | 22%                       | 39%                         | 22%                       | 49%                         |
| 5           | 23%                       | 39%                         | 16%                       | 39%                         |
| 6           | 54%                       | 66%                         | 26%                       | 46%                         |
| 7           | 37%                       | 42%                         | 29%                       | 22%                         |
| 8           | 52%                       | 46%                         | 12%*                      | 14%*                        |
| 9           | 38%                       | 43%                         |                           |                             |

## PROFESSIONAL DEVELOPMENT PLAN CALENDAR & SUMMARY

**See “Outlook District shared PD calendar” for dates and times of PD for 2024-25**

| Professional Development  | Focus/Purpose   | Date             | Intended Audience      | Clock Hours/Pay |
|---|---|------------------|------------------------|-----------------|
| <b>Student Achievement</b>                                      |   |                  |                        |                 |
| Dr. Eric Jensen: Student Engagement                             | <b>ENGAGEMENT:</b> Train teachers on brain-based engagement strategies in the classroom   | Aug 2021         | District wide-teachers | Y               |
| Solutions Tree: PLC at Work                                     | <b>PLC Training:</b> Guaranteed Standards, Assessment writing, Learning Targets, Culture, PLC time: four questions to monitor and adjust instructional practices, student learning data review, RTI and standard based grading practices. | August 2022-2025 | District wide-teachers | Y               |
| TRUE MEASURE-UDL  | <b>ENGAGEMENT:</b> Identify and remove learning barriers to include each student in learning. Applying strategies to engage students with special needs to all students.  | 2023-25          | District wide-teachers | Y               |
| Dr. Larry Ainsworth: Writing Assessment to Guaranteed standards | Training on writing formative and summative assessments to guaranteed standards for RTI and student-centered instruction  | 2023-2025        | District wide-teachers | Y               |
| Dr. Brad Gustafson: Book Talks                                  | School Reading Culture staff development training. Establish school culture for the love of reading and build reading comprehension   | April 2024       | K-8 Teachers           | Y               |
|   |   |                  |                        |                 |

| <b>Professional Development</b>                             | <b>Focus/Purpose</b>  | <b>Date</b>                | <b>Intended Audience</b> | <b>Clock Hours/Pay</b> |
|---|---|----------------------------|--------------------------|------------------------|
| PEBC: Thinking Strategies: Reading and Writing              | Reading instructional Strategies: Thinking strategies to teach reading. (Making Inferences, schemas, Asking questions,                        | June 2024                  | K-8 Teachers             | Y                      |
| 9 <sup>th</sup> Grade Success: RTI for Jenkins 7-12         | Response to Intervention & Title Program Design   | June 2024                  | 7-12 teachers            | Y                      |
| Readers/Writers Workshop & Coaching                         | Reading and writing instruction   | Aug 2024-2024-2025         | K-8                      | Y                      |
| Bridges Math Materials                                      | Material use training- Annual   | 2021 to present            | Elementary Teachers k-5  | N                      |
| Wonders   | ELA Material use training- Annual   |                            | K-5 Teachers             | N                      |
| TCI- Social Studies Materials                               | Material use training- Annual   |                            | 5-12 Teachers            | N                      |
| H&M: ELA Materials  | Material use training- Annual   |                            | 6-12 Teachers            | N                      |
| ESD- Science Kits   | Material use training- Annual   |                            | K-8 Science teachers     | N                      |
| PLC at Work Conference                                      |   | Aug 7-9 2024               | Certificated staff (18)  | Y                      |
| RTI- Solution Tree All teacher training 3 <sup>rd</sup> LID | Assist schools in developing their Multiple Tiered Systems of Support (MTSS) for students identified as not meeting GS in weekly PLC meetings | Monday, September 23, 2024 | All Certificated         | Y                      |
| Annual School Safety Summit                                 | Admin and building reps attend regular ESD supported Safe Schools conferences   |                            | Admin and building Reps  | Y                      |
| Trauma Informed School Training (QL)                        | Ongoing training of support to become Trauma Skilled School designated school   | 2022-2024                  | QL staff                 |                        |

| <b>Professional Development</b>                   | <b>Focus/Purpose</b>   | <b>Date</b>              | <b>Intended Audience</b>                | <b>Clock Hours /pay</b> |
|---|--|--------------------------|---|-------------------------|
| <b>Operational Skill &amp; State Requirements</b> |  |                          |   |                         |
| WASBO   | District office management   | As needed                | District Office                         | N                       |
| ASB   | Secretaries and Advisors learn financial and   | Biannual                 | Secretaries and Advisors                | N                       |
| FCS: Fundamental Course of Study- Para Educators  | Meets Para Washington State requirements.  | Annual                   | Classified Staff- Para educators        | Y                       |
| Homeroom  | Student learning database system. Administration and teachers can access all student learning data and created numerous reports.       | Annual                   | Teachers and Admin                      | N                       |
| Right Response                                    | Annual training on proper response to unregulated students including safety procedures of restraint and self protection.               | (Aug 13/14)<br>Deer Park | Para educators, admin and SPED teachers | N                       |
| iReady/MAP  | K-11 District wide student learning assessment. K-5 iReady and 6-11 MAP  |                          |   | N                       |
| IT: Chewelah Institute                            | Sponsored by CSD IT department. 30 min workshops on technology tools used by staff. (Microsoft, Smart Boards, Canva, Staff Share, etc) | 2022-2027                | All Staff                               | Y                       |
| Coach trainings- WIAA                             | Coaches required trainings by WIAA CPR and First Aid   | Ongoing as needed        | Coaches                                 | Y                       |
| Transportation                                    | Safety training- annual  | August of each year      | Bus Drivers                             | N                       |

| <b>Professional Development</b>     | <b>Focus/Purpose</b>   | <b>Date</b>          | <b>Intended Audience</b>      | <b>Clock Hours /pay</b> |
|-------------------------------------|--|----------------------|-------------------------------|-------------------------|
| Custodial and Maintenance           | Hazardous materials and safety   | As needed            | Custodians and Maintenance    |                         |
| Safety Response Drills              | Monthly staff trainings by Principals and SRO  | Monthly              |                               | N                       |
| Health response training            | Annual trainings by District Nurse to all staff  | Annually             | All staff                     | N                       |
| Safe Schools                        | Online training- completed annually by all employees- Required. HIV, Harassment, Sexual harassment,  | Annually             | All Staff                     | N                       |
| Food Service                        | Train cooks for scratch cooking and menu development   | Annually             | Kitchen Staff                 | N                       |
| Staff handbooks- Principals         | Build and strengthen school <b>Culture</b>   | Annually and ongoing | All staff                     | N                       |
|                                     |  |                      |                               |                         |
| <b>Personal Professional Growth</b> | <i>Identified by Principal and staff member according to need</i>  |                      |                               |                         |
|                                     |  |                      |                               |                         |
| <b>Student Trainings*</b>           | ASB (students) attend leadership camps   | Annual               | Student elected leaders       | N                       |
| Individual Teacher                  | Supervisors and Administrators work with individual employees to identify focused areas of improvement. PD is provided to improve employee performance | Annual and ongoing   | Individual employees          | Possible                |
| Student Handbooks                   | Advisory: Staff and students are trained annually and as needed on behavior expectations and consequences  | Students and Staff   | All students and new students | N                       |

|                             |   |                       |                        |   |
|-----------------------------|---|-----------------------|------------------------|---|
| Emergency Response & Drills | Monthly Drills led by building safety reps and admin. Training and drills                                     | All students monthly  | All employees          | N |
| Bullying and Harassment     | Annually students are taught through advisories at the beginning of year and reinforce during year as needed. |                       | All students and staff | N |
| Character/SEL               | Embedded into core instruction by teachers  | Ongoing               | All students           | N |
| Digital Citizenship         | Common Sense (not yet board adopted)  | All students annually | Students k-12          | N |

### **Annual Review of Chewelah School Professional Development Plan**

#### **Board Policy 2090- Program Review**

*“Program Evaluation is the measurement of program performance - a comparison between program goals and evidence of actual performance.”*

The District Accountable Professional Development Plan will be evaluated annually based on the following criteria. Program review process will begin with data collection January-April. Program or initiative changes based on findings will be developed in May-June of each year.

- District Professional Development Annual Survey (see attached). A survey is conducted every spring to all staff.
- Professional Development clock hour feedback forms. Feedback from participants can provide insights to better PD in the future, or to know that the PD was a success in improving adult learning and change.
- Impact of PD on data: I.e. teacher performance, team performance, program performance and student learning performance.
- Review of District and building improvement plans (Policy 2005). Adjustment to plans according to the impact of PD.
- Needs of individual staff members to legally meet job requirements
- PD review of impact on student learning. Did the PD have the desired impact? For example, did the teacher PD and supports generate more students demonstrating grade level competence.

### **Accountable Professional Development Implementation Process & Sustainability**

- PD is selected by the school administration for their buildings and individual staff members according to need and the initiatives outlined in school improvement plans. Principals are accountable for implementation of PD school wide and/or by the individual teacher. The building PD is to be approved by the Superintendent. (Policy 2004)
- Principals are accountable for monitoring the success of implemented PD and responsible for reviewing its success with data. Data is shared with staff and District leadership teams annually to evaluate success and to plan future PD.
- Principals are responsible for all new staff implementing PD through their onboarding process, mentors, and through their supervision practices as an instructional leader. PD shall include district curriculum management plan, district assessment plan, PD Plan, SIP, and examples and expectations of the learning culture of each building
- The Superintendent and District Personnel are responsible for obtaining and or allocating funds for PD to meet the needs of the staff members and the District and SIP goals. (Policy 2005)
- Based on budget financial capacities within the District and student academic performance, PD decisions will be made based on the following criteria:
  - Skills of reading, writing, math and science instruction and assessment practices
  - Educators attending state and national conferences will be approved on every other year rotation. If budget allows it could be every year with Superintendent approval.
  - The district will prioritize bringing PD to staff in district rather than sending staff outside of District for PD
- Staff shall use and access the District PD Calendar for all PD opportunities throughout the District.

### **Professional Development Budget for 2024-2025 by Category**

|   |                                     |
|---|-------------------------------------|
| Student Learning (Staff PD)                                 | \$150,000                           |
| Operational Skill and Legal Requirements                    | \$25,000                            |
| Employee Personal Professional Growth                       | \$100,000                           |
| <i>Student Training</i>                                     | ASB Funds                           |
| <i>STATE FUNDED Learning Imp. Days (LID) (Certificated)</i> | 3 Days (1- CCDEI & SEL) (\$100,000) |

Dollar amounts are general estimates

### **Professional Development Negotiated Capacity time**

| <b>Employee Groups</b>         | <b>District Directed</b> | <b>Teacher/ Employee Directed</b> |
|--------------------------------|--------------------------|-----------------------------------|
| Certificated Staff             | 14 Hours + LID           | 14 Hours                          |
| Classified Staff               | 0                        |                                   |
| Administration & Unrepresented | 0                        |                                   |

### **In-District or In-Building embedded or natural PD**

District leadership team is expected to provide a professional learning environment that fosters, encourages and celebrates learning among staff. Actions that can reflect a professional learning culture are:

- Staff success sharing or modeling of effective practices in a staff meeting
- Book studies
- Jigsaw reading activities
- Principal led discussions
- Focus Groups
- Guest speakers
- After workshop or trainings where staff share at a staff meeting
- Chewelah Institute: IT training

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



Potential Overnight Trips for Cougar Athletics and Activities 2024/25

| Dates                     | Sport                | Contest             | Location                  | # of nights |
|---------------------------|----------------------|---------------------|---------------------------|-------------|
| Oct. 12th                 | Cross Country        | Max Jensen Invite   | Richland                  | 1           |
| November 9th              | Cross Country        | State Meet          | Pasco                     | 2           |
| November 13-14th          | Volleyball           | State Meet          | Yakima Sundome            | 3           |
| November 8th              | Football             | Round of 32         | TBD                       | 1           |
| November 15 <sup>th</sup> | Football             | Round of 16         | TBD                       | 1           |
| November 22 <sup>nd</sup> | Football             | Quarterfinals       | TBD                       | 1           |
| November 29 <sup>th</sup> | Football             | Semifinals          | TBD                       | 1           |
| December 6 <sup>th</sup>  | Football             | State Championship  | Husky Stadium             | 1           |
| December 13 <sup>th</sup> | Basketball (B and G) | Game                | Omak                      | 1           |
| December                  | Wrestling (B or G)   | Tournament          | TBD                       | 1           |
| January                   | Wrestling (B or G)   | Tournament          | TBD                       | 1           |
| February 2-3              | Cheer                | State Championship  | Battle Ground High School | 3           |
| February 15th             | Wrestling (B)        | Regionals           | TBD                       | 1           |
| February 15th             | Wrestling (G)        | Regionals           | TBD                       | 1           |
| February 21-22            | Wrestling (B & G)    | Mat Classic XXXV    | Tacoma                    | 3           |
| February 20-22            | Basketball (B)       | Regional Game       | TBD                       | 1           |
| February 20-22            | Basketball (G)       | Regional Game       | TBD                       | 1           |
| February                  | Gaming Club          | State Tournament    | TBD                       | 1           |
| Feb. 28 – March 1         | Basketball (B)       | State Tournament    | Spokane                   | 5           |
| Feb. 28 – March 1         | Basketball (G)       | State Tournament    | Spokane                   | 5           |
| March 14 <sup>th</sup>    | Baseball             | Game                | Tri-Cities                | 1           |
| March 14 <sup>th</sup>    | Softball             | Game                | Tri-Cities                | 1           |
| May 20-21                 | Golf                 | Boys Championships  | TBD                       | 3           |
| May 20-21                 | Golf                 | Girls Championships | TBD                       | 3           |
| May 20-24                 | Baseball             | Regionals           | TBD                       | 1           |
| May 30-31                 | Baseball             | State Championship  | Joe Martin Stadium        | 3           |
| May 23-24                 | Fastpitch            | State Tournament    | TBD                       | 4           |
| May 29-31                 | Track                | State Meet          | Eisenhower HS             | 4           |
| May 23-24                 | Tennis               | State Tournament    | TBD                       | 3           |

**Activities: FFA, HOSA, and Knowledge Bowl**

With a new FFA advisor many of these dates may vary. These are the dates from last year and I will update this list as soon as she is able to determine the new dates.

| <b>Dates</b>   | <b>Activities</b> | <b>Event</b>             | <b>Location</b> | <b># of nights</b> |
|----------------|-------------------|--------------------------|-----------------|--------------------|
| November 17-18 | FFA               | Floral Competition       | Wapato          | 1                  |
| March 1-2      | FFA               | Floral Competition       | Wenatchee       | 1                  |
| March 22-24    | FFA               | Floral State Competition | Castle Rock     | 2                  |
| March 23       | Knowledge Bowl    | State Meet               | Wenatchee       | 1                  |
| April 19-21    | FFA               | State Trapshooting       | Wenatchee       | 2                  |
| May 8-11       | FFA               | State Convention         | Pullman         | 3                  |

# Chewelah Schools — Where Dreams Begin

## Student Overnight Travel Proposal

All information applicable to the trip, as outlined in Procedure 2320P, is to be attached to this cover page (e.g., purpose, itinerary, supervision, etc).

School Jenkins Jr/Sr HS Activity Skills USA Fall Leadership Camp

Trip Category Regular Co-Curricular or Extra-Curricular Trip  
Requires approval of Principal and/or Athletic Director  
This form is not required.

?

Regular Field Trip  
Requires approval of Principal and/or Athletic Director

Special Event Trip  
Requires approval of Principal and/or Athletic Director,  
and the Board of Directors for overnight trip approval

Skills USA  
Chapter Leaders

Academic Study Trip  
Requires approval of Principal and/or Athletic Director,  
and the Board of Directors for overnight trip approval

Value of Trip

\$215 registration fee per student & advisor (\$2100 Total Max Cost)

Date(s) of Trip

Oct 25-26 (Oct 24 Departure) (Oct 26 Return)

Destination(s)

Black Diamond Camp, Auburn, WA

Funding Source(s)

Building Funds \$ \_\_\_\_\_ District Funds \$ \_\_\_\_\_ ASB \$ 500

Per Student Cost

Fundraising \$ \_\_\_\_\_ Student/Parent \$ 500 Other \$ 800  
\$215 + \$100 + \$70 + 50 (Registration, Hotel, Meals, Fuel)

Person in Charge

Marnie Hartill

Submission Date 8/23/25

Approval signatures

Principal 

Athletic Director \_\_\_\_\_

If Applicable: Superintendent/Board \_\_\_\_\_

## Overnight Field Trip Request Information

**Teacher:** Marnie Hartill, Skills USA Advisor

**Students:** 2-4 Student Leaders elected by SkillsUSA Chapter at Jenkins

**Destination:** Black Diamond Camp, Auburn, WA

**Dates:** October 24-26, 2024

**Logistics:** 2-4 Students and 1 Advisor (Marnie Hartill) leaving after school 3pm October 24 and driving school van 5.5 hours to Auburn, WA, arriving for overnight stay (hotel or at Black Diamond Camp). SkillsUSA Washington charges \$215 per student and per advisor to participate in the Fall Leadership Camp Oct 25-26. That registration fee includes food and overnight cabin stay at the Black Diamond Camp.

**Costs:** The total costs to include fuel, meals, and overnight stay Oct 24, as well as the \$215 per student and advisor participating may be estimated under \$2100.

**Funding:** The funding sources for this are yet to be determined since this essentially a new student organization with less than \$500 in ASB funds available, but also a CTE activity, tied to OSPI and Carl Perkins funding, possibly CTE funding could be used for this trip.

### **Educational Purpose:**

The Chewelah School District local chapter of SkillsUSA, a recognized CTE Career Student Technical Organization (CTSO) has been somewhat in name only for several years. It is our goal to revitalize the chapter, bring students ideally Grade 10-11 to go get inspired, trained, and motivated at the SkillsUSA Washington Fall Leadership Camp. The camp has limited availability and is intended for developing leadership skills while building connections with peers and advisors from across Washington State. Both Advisor and Students are invited. Clock hours are available for Advisors, too. This leadership camp and information about it was shared at the WA-ACTE Summer Conference, as SkillsUSA is a recognized CTSO by Washington OSPI.

### **Outcomes:**

Through participation in this unique Fall Leadership Camp, our local chapter at Jenkins Jr/Sr High School can sow new leadership for rebooting our student involvement. The students who participate will return to our school ready to lead, revved up to engage and get students to join, and eager to dive into technical fields competitions in our regional Spokane contest events in January. Overall, we hope to prepare our students for "State" SLSC in March.

### **Itinerary:**

**October 24**, Thursday, after school students would meet their advisor in the Jenkins parking lot to load up in the van. Students would have prior permission slips completed and be given guidance on packing, what to expect for overnight trip.

The drive to Auburn is 5.5 hours, so the group would stop on the way for dinner. Hotel stay or ideally Black Diamond Camp facilities would be needed for overnight stay Oct 24. The group would get breakfast and head over to the conference or camp event. The budget for that hotel stay is not clear but is estimated at \$100 per participant which is slightly higher than we will likely need.

The Fall Leadership Camp kicks off at Black Diamond Camp **Oct 25, Friday and runs through October 26, Saturday**. Room and board (cabins) are provided for this leadership camp at \$215 per student/advisor participating. The group would drive back to Chewelah at the close of the leadership camp or at 5pm at the latest in order to return by 10 or 11pm.

### **Supervision:**

Students would be under direct supervision of Marnie Hartill, SkillsUSA Advisor. During the overnight stay, students would be expected to be separated into camp cabins by gender or as individual needs require. SkillsUSA Washington staff and camp advisors would support this supervision, but Marnie Hartill would be present to supervise all activities and students needs for the duration of the trip.

SKILLSUSA WASHINGTON'S

# FALL LEADERSHIP CAMP

*Limited Availability!*

*(Registration details to come in the fall)*

Develop leadership skills while building  
connections with peers and advisors  
from across Washington State!

Both Advisors and Students are invited!  
(Clock hours available for Advisors)

Oct 25th - 26th,  
2024

Black Diamond  
Camp

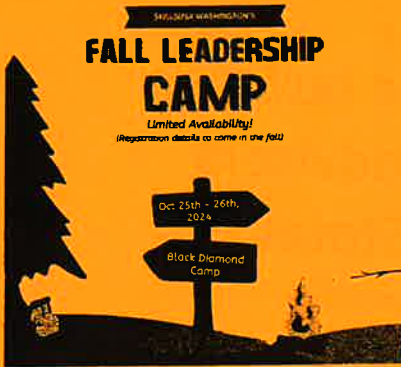
More Info  
Coming Soon



« **All Events**

## Fall Leadership Camp

October 25, 2024 - October 26, 2024



*\$215 per student or Advisor  
- includes food & cabin stay.*

Limited Availability! Registration details to come Fall 2024.

Develop leadership skills while building connections with peers and advisors from across Washington State! Both Advisors and Students are invited! Clock hours are available for Advisors.

More info coming soon!

 [View Flyer](#)

[Add to calendar](#) 

**DATE & TIME:**

October 25, 2024 - October 26, 2024

## ORGANIZER

SkillsUSA Washington



## VENUE

Black Diamond Camp

### Address:

19830 SE 328th Pl  
Auburn, 98092 United States  
[+ Google Map](#)

[View Venue Website](#)



[← Fall 2024 Advisor Training Series](#)

[Board of Directors Meeting >](#)



## Form - General Assurances

Fiscal Year  
2024 - 2025

Last Modified By  
Erin Dell

Last Modified Date  
06/14/2024 11:03 AM

Last Submitted On  
06/14/2024 11:03 AM

### Overview

#### Fiscal Year

Fiscal Year  
2024 - 2025

#### General Assurance for all Federal and State Programs (24-25)

#### Assurances

1. The applicant will comply with all federal and state statutes and administrative regulations and all program plans and applications which are applicable to each program included in this application.
2. The applicant will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to the applicant under each program in this application and in the event of an audit exception, shall repay federal and state funds upon completion of audit resolution.
3. The applicant will control funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe if the law authorizing the program provides for assistance to such entities.
4. The applicant agrees to adopt and use proper methods of administering each program in this application, including but not limited to, the enforcement of any obligations imposed by federal and state statutes and administrative rules on the applicant responsible for carrying out each program and correcting any deficiencies in program operations that are identified through audits, monitoring or evaluation.
5. The applicant will maintain accurate and timely program plan records which document progress in implementing the plans in this application and will amend any application plan when necessary to reflect significant changes in program scope and/or budget.







## Records Retention and Access

6. The applicant agrees to provide all information as directed or as requested by the Office of Superintendent of Public Instruction (OSPI) and Secretary for the Department of Education, and other federal and state officials for audit, program evaluation, compliance, monitoring and other purposes, and to maintain all records in accordance with the records retention schedule applicable to the applicant.

## Suspension and Debarment

7. The applicant certifies that persons responsible for the application programs are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this program by any federal department or agency.

The applicant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may also check the Excluded Parties List System in the Federal System for Award Management (SAM).

## Conflict of Interest

8. The applicant certifies that no funds have been or will be paid by or on behalf of the applicant to any person for influence or attempting to influence an officer or employee of any federal or state department or agency.

## Civil Rights & Equity

9. The applicant will comply with Title VI of the Civil Rights Act of 1964, as amended, (42 U.S.C. 2000d et seq.) which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.

42 U.S. Code § 2000d-1

“(1) Compliance with any requirement adopted pursuant to this section may not effect (A) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement; but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made; and, shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found; or (2) by any other means authorized by





law.

10. The applicant will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

20 U.S. Code § 1682

"Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made and shall be limited in its effect to the particular program, or part thereof, in which such non-compliance has been so found; or (2) by any other means authorized by law."

11. The applicant will comply with Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability by public entities.

12. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

13. The applicant will comply with The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.

42 U.S. Code § 6103

"(a) Methods of achieving compliance with regulations. The head of any Federal department or agency who prescribes regulations under section 6103 of this title may seek to achieve compliance with any such regulation-  
(1) by terminating, or refusing to grant or to continue, assistance under the program or activity involved to any recipient with respect to whom there has been an express finding on the record, after reasonable notice and opportunity for hearing, of a failure to comply with any such regulation; or  
(2) by any other means authorized by law."

14. The applicant will comply with The Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires public elementary and secondary schools if they provide an opportunity for any outside youth or community group to meet on school premises before or after school to provide equal access to any group affiliated with the Boy Scouts of America or any other group listed in Title 36 of the United States Code as a patriotic society.

20 U.S. Code § 7905(c)

"If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the



Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders."

15. The applicant will comply with Washington's Equal Educational Opportunity Law in Chapter 29A.040 and 29A.041 RCW and 392.100 WAC, which prohibit discrimination in Washington public schools on the basis of sex, race, creed, religion, color, ~~national origin~~, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide ~~service animal~~ by a person with a disability.

RCW 29A.040.050

"The superintendent of public instruction shall have the power to enforce and obtain compliance with the provisions of this chapter and the regulations and guidelines adopted pursuant thereto. An appropriate order made pursuant to chapter 34.05 RCW, which order, by way of illustration, may include the termination of all or part of state apportionment or categorical monies to the offending school district, the termination of specified programs in which violations may be flagrant within the offending school district, the institution of a mandatory affirmative action program within the offending school district, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved."

RCW 29A.042.030

"The superintendent of public instruction has the power to enforce and obtain compliance with the provisions of this chapter and the rules and guidelines adopted under this chapter, by appropriate order made pursuant to chapter 34.05 RCW. The order may include, but is not limited to, termination of all or part of state apportionment or categorical monies to the offending school district, termination of specified programs in which violations may be flagrant within the offending school district, institution of corrective action, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved."

### Unsafe school choice option

16. ~~UNSAFE SCHOOL CHOICE POLICY~~ Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

CERTIFICATION – As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section. TITLE VIII – GENERAL PROVISIONS PART I – UNIFORM PROVISIONS SUBPART 2 – OTHER PROVISIONS Sec. 8532 Unsafe school choice option Title VIII General Provisions Office of Elementary and Secondary Education

### Gun Free Requirements

17. ~~UNSAFE SCHOOL CHOICE POLICY~~ Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.





1. SHORT TITLE. This subpart may be cited as the Gun-Free Schools Act.

REQUIREMENTS IN GENERAL. Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school or to have possessed a firearm at a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is warranted.

CONSTRUCTION. Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

DEFINITION. For the purpose of this section, the term "firearm" has the same meaning given such term in section 921(a) of title 18, United States Code.

SPECIAL RULE. The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

REPORT TO STATE. Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance, an assurance that such local educational agency is in compliance with the State law required by subsection (b) and a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including-- (1) the name of the school concerned; (2) the number of students expelled from such school; and (3) the type of firearms concerned.

REPORTING. Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

DEFINITION. For the purpose of subsection (d), the term "school" means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

EXCEPTION. Nothing in this section shall apply to a firearm that is lawfully stored inside a locked vehicle on school property or if it is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safeguards to ensure student safety.

POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL IN GENERAL. No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school set up by such agency.

DEFINITION. For the purpose of this subsection, the term "school" has the same meaning given to such term by section 921(a) of title 18, United States Code.

TITLE VIII. GENERAL PROVISIONS. PART 1. UNIFORM PROVISIONS. SUBPART 2. OTHER PROVISIONS. SUBPART 4. GUN POSSESSION. Sec. 3561. Gun-free





requirements - Title VIII General Provisions - Office of Elementary and Secondary Education

### **Nonsmoking policy for children's services**

(b) **PROHIBITION** - After the date of enactment of the No Child Left Behind Act of 2001, no person shall permit smoking within any indoor facility owned or leased or contracted for and utilized by such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children.

**ADDITIONAL PROHIBITION - IN GENERAL** - After the date of enactment of the No Child Left Behind Act of 2001, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted for and utilized by such person for the provision of regular or routine health care or day care or early childhood education programs.

**EXCEPTION** - Paragraph (b) shall not apply to--  
any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol, and  
any private residence.

**FEDERAL AGENCIES - KINDERGARTEN, ELEMENTARY OR SECONDARY EDUCATION OR LIBRARY SERVICES** - After the date of enactment of the No Child Left Behind Act of 2001, no Federal agency shall permit smoking within any indoor facility in the United States operated by such agency, directly or by contract, to provide routine or regular kindergarten, elementary, or secondary education or library services to children.

**HEALTH OR DAY CARE OR EARLY CHILDHOOD EDUCATION PROGRAMS**  
**IN GENERAL** - After the date of enactment of the No Child Left Behind Act of 2001, no Federal agency shall permit smoking within any indoor facility (or portion of such facility) operated by such agency, directly or by contract, to provide routine or regular health or day care or early childhood education programs to children.

**EXCEPTION** - Subparagraph (A) shall not apply to  
any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol, and  
any private residence.

**APPLICATION OF PROVISIONS** - The provisions of paragraph (b) shall also apply to the provision of such routine or regular kindergarten, elementary or secondary education or library services in the facilities described in paragraph (2) not subject to paragraph (1).

**NOTICE** - The prohibitions in subsections (a) through (c) shall be published in a notice in the Federal Register by the Secretary (in consultation with the heads of other affected agencies) and by such agency heads in funding arrangements involving the provision of children's services administered by such heads. Such prohibitions shall be effective 90 days after such notice is published, or 270 days after the date of enactment of the No Child Left Behind Act of 2001, whichever occurs first.

**CIVIL PENALTIES**  
**IN GENERAL** - Any failure to comply with a prohibition in this section shall be considered to be a violation of this section and any person subject to such prohibition who





commits such violation may be liable to the United States for a civil penalty in an amount not to exceed \$1,000 for each violation, or may be subject to an administrative compliance order, or both, as determined by the Secretary. Each day a violation continues shall constitute a separate violation. In the case of any civil penalty assessed under this section, the total amount shall not exceed 50 percent of the amount of Federal funds received under any title of this Act by such person for the fiscal year in which the continuing violation occurred. For the purpose of the prohibition in subsection (c), the term "person" as used in this paragraph shall mean the head of the applicable Federal agency or the contractor of such agency providing the services to children.

**ADMINISTRATIVE PROCEEDING.** A civil penalty may be assessed in a written notice, or an administrative compliance order may be issued under paragraph (1) by the Secretary only after an opportunity for a hearing in accordance with section 551 of title 5, United States Code. Before making such an assessment or issuing such order, or both, the Secretary shall give written notice of the assessment or order to such person by certified mail with return receipt and provide information in the notice of an opportunity to request in writing, not later than 30 days after the date of receipt of such notice, such hearing. The notice shall reasonably describe the violation and be accompanied with the procedures for such hearing and a sample form that may be used to request such hearing if such person desires to use such form. If a hearing is requested, the Secretary shall establish by such certified notice the time and place for such hearing, which shall be located, to the greatest extent possible, at a location convenient to such person. The Secretary (or the Secretary's designee) and such person may consult to arrange a suitable date and location where appropriate.

**CIRCUMSTANCES AFFECTING PENALTY OR ORDER.** In determining the amount of the civil penalty or the nature of the administrative compliance order, the Secretary shall take into account, as appropriate, the nature, circumstances, extent, and gravity of the violation; with respect to the violator, any good faith efforts to comply, the importance of achieving early and permanent compliance, the ability to pay or comply, the effect of the penalty or order on the ability to continue operation, any prior history of the same kind of violation, the degree of culpability, and any demonstration of willingness to comply with the prohibitions of this section in a timely manner, and such other matters as justice may require.

**MODIFICATION.** The Secretary may, as appropriate, compromise, modify, or remit, with or without conditions, any civil penalty or administrative compliance order. In the case of a civil penalty, the amount, as finally determined by the Secretary or agreed upon in compromise, may be deducted from any sums that the United States, or the agencies or instrumentalities of the United States owe to the person against whom the penalty is assessed.

**PETITION FOR REVIEW.** Any person aggrieved by a penalty assessed or an order issued, or both, by the Secretary under this section may file a petition for judicial review of the order with the United States Court of Appeals for the District of Columbia Circuit or for any other circuit in which the person resides or transacts business. Such person shall provide a copy of the petition to the Secretary or the Secretary's designee. The petition shall be filed within 30 days after the Secretary's assessment or order, or both, are final and have been provided to such person by certified mail. The Secretary shall promptly provide to the court a certified copy of the transcript of any hearing held under this section and a copy of the notice or order.

**FAILURE TO COMPLY.** If a person fails to pay an assessment of a civil penalty or comply with an order, after the assessment or order, or both, are final under this section, or after a court has entered a final judgment under paragraph (5) in favor of the Secretary, the Attorney General, at the request of the Secretary, shall recover the amount of the civil penalty (plus interest at prevailing rates from the day the assessment or order, or both, are final) or enforce the order in an action brought in the appropriate district court of the United States. In such action, the validity and appropriateness of the penalty or order or the amount of the penalty shall not be subject to review.





TITLE VIII - GENERAL PROVISIONS PART 1 - UNIFORM PROVISIONS SUBPART 1 - OTHER PROVISIONS SUBPART 5 - ENVIRONMENTAL TOBACCO SMOKE  
Sec. 85.24 Non-smoking policy for children's services Title VIII General Provisions Office of Elementary and Secondary Education

### Protected Prayer

19. The applicant agrees it has no policy in place that prevents, or otherwise denies, participation in constitutionally protected prayer in public schools as set forth in the U.S. Department of Education's February 7, 2003 document and set forth in 20 U.S.C. 7904 (Section 5524) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act)

US Department of Education Guidance on Constitutionally Protected Prayer

20 U.S.C. 7904

(14) CERTIFICATION - As a condition of receiving funds under this Act, a local educational agency shall certify in writing to the State educational agency involved that no policy of the local educational agency prevents, or otherwise denies, participation in constitutionally protected prayer in public elementary schools and secondary schools.

By signing below, we certify that we have read and agree we have no policy in place preventing or otherwise denying participated in constitutionally protected pray in public schools

### LEA-Tribal Affirmation of Consultation

20. One of the new requirements under ESSA Section 8538 is to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and consult with appropriate officials from Indian tribes or tribal organizations prior to the school district's submission of a required plan or application. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials, from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.

21. School districts with an American Indian/Alaska Native student enrollment of 50 percent or more of the total district enrollment, or for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of Title VI that exceeded \$40,000, or for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of Title VI that exceeded \$40,000.

20. Each affected school district shall maintain in the district's records AND upload in the General Assurance's section in ECMS the Affirmation of Consultation with Tribal Representatives signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected school district shall forward documentation that such consultation has taken place to OSEP.





## Audit Requirements

2.7 Subrecipients of federal awards, as defined by 2 CFR Part 200 Subpart F, shall maintain records that identify all federal funds received and expended. Such funds shall be identified by the appropriate OMB Catalog of Federal Domestic Assistance (CFDA) numbers. Subrecipients must make their records available for review or audit by officials of federal agencies, the Government Accountability Office (GAO), and the Superintendent of Public Instruction (OSPI) or designee.

Subrecipients expending seven hundred fifty thousand dollars (\$750,000) or more in federal awards from all federal sources combined in any fiscal year beginning after December 26, 2014, will receive an audit under 2 CFR Part 200 Subpart F for that fiscal year. The audit must be completed within nine (9) months of the end of that fiscal year.

Upon completion of each audit, all subrecipients, except for School Districts and ESDs, must submit the audit report, including any corrective action plans as a result of audit findings, to the Audit Management and Resolution Sector, Office of Superintendent of Public Instruction, PO Box 47200, Olympia, WA 98501.

## Closeout

2.8 The applicant will submit all financial, performance, and other reports as required by the terms and conditions of the grant (no later than 90 calendar days after the end date of the period of performance).

2.9 Unless an extension is approved by OSPI, the applicant will liquidate all obligations incurred under the federal grant not later than 90 days after the end date of the performance period as specified in the terms and conditions of the award.

2.10 The applicant will promptly refund any balances of unobligated funds that are paid in advance or paid but not authorized to be retained for use in other projects.

2.11 The applicant will account for any real and personal property acquired with federal funds or received from the Federal government in accordance with administrative requirements.

## Open Educational Resources

2.12 Copyright. Except when in conflict with stated policies, grantees receiving funds managed by OSPI from state, federal, foundation, or other funding sources shall own copyright on their original works of authorship. However, as a condition of receiving a grant, applicants are subject to the licensing policies below.

- Licensing (original work). As a condition of receiving a grant and where not in conflict with state policies, all original works of authorship produced by grants from state, federal, foundation or other funds managed by OSPI will carry a Creative Commons Attribution License, version 4.0 or later (CC BY).







- Licensing (adapted work) All derivative works (adapted by grantee) from others' existing openly licensed resources, must follow the terms of the open license on those materials. The derivative work must be licensed with the least restrictive open license possible, that is not in conflict with existing licenses.

## System for Award Management (SAM)

System for Award Management (SAM) is the primary registrant database for the U.S. Federal Government. SAM collects, validates, stores, and disseminates data in support of agency acquisition missions, including Federal agency contract and assistance awards. Please note that the term "assistance awards" includes grants, cooperative agreements and other forms of federal assistance. Whether applying for assistance awards, contracts, or other business opportunities, all entities are considered "registrants."

The applicant agrees it has a current SAM registration. Your UFI (Unique Entity Identifier) will be prepopulated below from your organization profile  
[SAM.gov | Search](#)

### Certification

UEI Number

**NRJWFKEAZK97**

Legal Name

**Chewelah School District**

By signing below, we certify that we have read and agree to all applicable general assurances as stated above  
**true**

Authorized Representative

**Erin Dell**

Representative Title

**Director of Student Support Services**

Agreed On

**06/14/2024**





By signing below, the Superintendent/CEO certifies that they have read and agree to all applicable general assurances as stated above  
**true**

Superintendent/CEO Representative:  
**Jason Perrins**

Agreed On:  
**06/14/2024**

## Files

### Supporting Documents

| File Name | Classification | Uploaded by | Uploaded On |
|-----------|----------------|-------------|-------------|
|-----------|----------------|-------------|-------------|



# Form - CGA – Substantially Approvable Status (SAS) and Program Assurances Page

Is Form Validated?  
 Yes

Last Modified By  
 Alyssa Ibanez

Last Modified Date  
 08/12/2024 5:11 PM

## Organization and Pre-Application Information

Organization Name  
 Chewelah School District

Pre-Application ID  
 PR-OSPI-1965

Pre-Application Title  
 ESEA Consolidated Grant Application (24-25)

Last Submitted Date  
 06/20/2024 11:29 AM

## Substantially Approvable Status (SAS)

SAS Valid Date  
 09/30/2024

### Pre-Application Focus Areas/Programs

| Focus Area/Program         | Preliminary Allocations | Intent to Participate |
|----------------------------|-------------------------|-----------------------|
| Title I, Part A            | \$394,718.00            | Yes                   |
| Title I, Part C            |                         | No                    |
| Title I, Part D, Subpart 1 |                         | No                    |
| Title I, Part D, Subpart 2 |                         | No                    |
| Title II, Part A           | \$36,743.00             | Yes                   |
| Title III, Part A          |                         | No                    |



Title IV, Part A

\$35,961.00

Yes, with Transfer Out Option

Title V, Part B, Subpart 2

No

## Title I-A Program Assurances

Each LEA plan shall provide assurance the LEA will:

- 1 Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- 2 Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- 3 Participate, if selected in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National assessment of Education Progress Authorization Act (20 U.S.C. 9622(b)(3));
- 4 Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instruction program;
- 5 As required by the Every Student Succeeds Act, designate a Foster Care Liaison to:
  - 1 Serve as the primary contact person for Children's Administration (CA) and OSPI staff;
  - 2 Ensure that children in foster care are enrolled in, and regularly attending, school;
  - 3 Ensure that children in foster care remain in school of origin unless it is determined to be in their best interest to enroll in the neighborhood school;
  - 4 Manage best-interest determinations based on protocols developed collaboratively between CA and OSPI;
  - 5 Facilitate the transfer of records and immediate enrollment;
  - 6 Facilitate data sharing with child welfare agencies, consistent with FERPA and CA protocols;
  - 7 Adopt and implement local transportation procedures consistent with protocols developed collaboratively between CA and OSPI;
  - 8 Manage disputes as they occur, including transportation cost disputes; and
  - 9 Ensure services are provided during disputes.
- 6 Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements for teachers and federal standards for paraprofessionals, including any requirements for certification obtained through alternative routes to certification; and
- 7 The LEA will coordinate with Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses Title I funds to operate an early education program (ESEA section 1119). The LEA will develop agreements

## PUBLIC INSTRUCTION

- with Head Start programs to coordinate services, such as establishing a Memorandum of Understanding (MOU/MOA) outlining a plan to share student information, data reporting and sharing, alignment of standards and curricula, and transition activities for children moving from Head Start into public school programs. Transition activities might include sharing assessment data, promoting summer learning programs, engaging families, and implementing joint professional development opportunities that involve both community-based providers and school staff.
- 8 Ensure that if the local educational agency chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
  - 9 Ensure that schools participate in the statewide accountability system and that such participation will meet at least a 95 percent participation rate in mathematics and English language arts (ELA).
  - 10 Ensure that all required parent and family notification requirements will be in a language that parents can read, a format that parents can access and delivered by a method that reaches parents.
  - 11 Ensure all required parent and family engagement notifications are communicated, including:
    - 1 Individual student assessment reports
    - 2 Annual local report card
    - 3 Complaint procedures
    - 4 Parent's right to ask about a teacher's professional qualifications, including certification level, grade assignment, and endorsement for content area.
    - 5 Informing the parents or legal guardians of Title I, Part A students that they may request certain information on the professional qualifications of the student's classroom teachers and paraeducators providing services to the student.
    - 6 Providing timely notice to the parents or legal guardians of Title I, Part A students when their child has been taught for four (4) consecutive weeks by a teacher teaching under a limited substitute teaching certificate, such as an Emergency Substitute or Intern Substitute Teacher certificate.
    - 7 Annual Title I meeting
    - 8 School parent compact
    - 9 Written parent and family engagement policies
    - 10 Title I schoolwide plan
  - 12 LEA ensures Title I, Part A Parent and Family Engagement provisions of the Every Student Succeeds Act (ESSA) Section 1116 are met (ESSA Act Section 1116(1)(2)(A)-(F)).
  - 13 LEA's with Title I, Part A allocation of \$500,000 or greater ensures the parent and family engagement set-aside is allocated, tracked and distributed to participating schools with priority given to high-need schools and involve Parents in schools' decision on how to use these funds and (ESSA Act Section 1116(A)-(D)(i)(ii)(iii)(iv)(v)). In addition, implement at least one of the required strategies on section (ESSA Act Section 1116(D)(i)(ii)(iii)(iv)(v)).
  - 14 Ensure that disparities are identified and addressed to prevent low-income students and minority students from being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.

15. Assure that federal guidance is followed to meet maintenance of effort, comparability and supplement, not supplant requirements.
16. Consistent with ESEA Section 1116(b)(13) under NCLB (Public Law 107-110, No Child Left Behind Act of 2001), permit a student who previously transferred to another public school under NCLB to remain in that school until the child has completed the highest grade in that school.

## **Title I-C Program Assurances**

### **A. Use of Funds**

Funds for Migrant Education Program (MEP) will be used only:

1. For programs and projects, including the acquisition of equipment in accordance with 20 United States Code (USC) sections 6396(b) and 6394[c][1][A]
2. To coordinate such programs and projects within the State and other states, as well as with Federal programs that can benefit migratory children and their families. (20 USC 6394[c][1][B])
3. Programs and projects funded for MEP will be carried out in a manner consistent with the objectives of Section 6314, subsections (b) and (d) of Section 6315, subsections (b) and (c) of Section 6321, and subsections (b) and (c) of Section 6321 of 20 USC, and Part F of 20 USC, Chapter 70, Subchapter 1. (20 USC 6394 [c][2])

### **B. Program Purpose**

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.

- 4 To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- 5 To help migratory children benefit from State and local systemic reforms.

### **C. Authorized Activities**

- 1 MEP funds shall be used, first, to meet the identified needs of migratory children that:
  - a Result from the effects of their migratory lifestyle, or are needed to permit migratory children to participate effectively in school
  - b Are not addressed by services provided under other programs under Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311
- 2 Migrant children who are eligible to receive services pursuant to Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311
- 3 A school that receives MEP funds shall continue to address the identified needs described in 4, above. (20 USC 6396[b][3])

### **D. Program Planning, Operation, and Evaluation**

The LEA will ensure that:

- 1 In the planning and operation of programs and projects, there is appropriate consultation with parent advisory councils for programs of one school year in duration, and
- 2 All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC 6318, and
- 3 Programs and projects are carried out in a format and language understandable to the parents. (20 USC 6394[c][3]).
- 4 The LEA will make available to the Migrant Education Program all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 USC Section 6398[b][2])

**PUBLIC INSTRUCTION**

- b) The transfer of school records without parental consent is permitted if the local educational agency transfers the records to other school officials within the agency (whom the agency has determined to have legitimate educational interest) or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. (See 34 Code of Federal Regulations [CFR] 99.31) This exception applies only if the local operating agency notifies parents annually of this policy. (34 CFR 99.34). In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility (COE) form
- b) The availability of funds from other federal, state, and local programs must be taken into account. (20 USC 6394(b)[5])
- c) In planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children (20 USC 6394[c][4])
- c) The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 et seq. (20 USC 6394[c][5]).
- d) Such programs and projects will provide for:
  - i) Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and their families gain access to, other education, health, nutrition and social services,
- e) Professional development programs, including mentoring, for teachers and other program personnel
- f) Family literacy programs,
- f) The interaction of information technology into educational and related programs, and
- f) Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 USC 6394[c][6]).
- f) It will assist the SEA in identifying, and recruiting eligible children, and will provide its local Migrant Education Region and the SEA with eligibility and needs assessment information, by which the SEA can complete its reporting and subgranting activities. (20 USC 6394[c][7]).
- f) The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the Migrant Education Program.
- f) Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 CFR 200.89[c]).



### **E. Priority for Services**

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who— (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school (20 USC 6394[d]). See Washington State Priority for Service definition.

### **F. Continuation of Services**

Notwithstanding any other provision of 20 USC 6394,

- 1 A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term,
- 2 A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs, and
- 3 Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394[e])

### **G. Schoolwide Programs**

- 1 Before the school chooses to consolidate in its Schoolwide program funds received under part C of Title I of the ESEA, the school must:
  - a Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under 34 CFR 200.83, and
  - b Document that these needs have been met. (34 CFR 200.29[c][1])
  - c Funds available under Part C of Title I may be used in a Schoolwide program subject to the requirements of 34 CFR 200.29[c][1].

### **H. Unique MEP Functions**



LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:

- 1 Statewide identification and recruitment of eligible migratory children,
- 2 Interstate and intrastate coordination of the State MEP and its local projects with other relevant programs local projects in the State and in other States,
- 3 Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by State and local agencies,
- 4 Collecting and using information for accurate distribution of subgrant funds,
- 5 Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,
- 6 Supervision of instructional and support staff, including health nurse
- 7 Establishment and implementation of a State parent advisory council, and
- 8 Conducting an evaluation of the effectiveness of the State MEP. (34 CFR 200.82)

### **I. MEP Assessment and Evaluation**

- 1 The LEA shall determine the effectiveness of its program and projects in providing migratory children with the opportunity to meet the same challenging State content and performance standards. (20 USC 6394 and 34 CFR 200.83[a])
- 2 Evaluations of program and project effectiveness shall, wherever feasible, use the same high- quality yearly student assessments or transitional assessments that the State establishes for use in meeting the requirements of 34 CFR Section 200.2. (20 USC 6394)
- 3 In a project where it is not feasible to use the same student assessments that are being used to meet the requirements of 34 CFR Section 200.2, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 USC 6394 and 34 CFR 200.84)
- 4 Operating agencies shall use the results of the assessments carried out under 34 CFR Section 200.84 to improve the services provided to migratory children. (20 USC 6396 and 34 CFR 200.85)

### **J. Migratory Children in Private Schools**

Operating agencies must conduct Migrant programs and projects in a manner consistent with the basic requirements of section 9501 of the ESEA. (2 CFR 200.87).

### **K. Audits and Fiscal Procedures/Cash Management**

- 1 Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 CFR 200.302, 200.327, 200.328).
- 2 Operating agencies agree to comply with the audit requirements of 34 CFR 76.910 and the cost principles in Subpart E of 2 CFR Part 200 and the audit requirements in Subpart F of 2 CFR Part 200. As required in 2 CFR 200.305, LEA's must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEA's must promptly pay the federal agency any interest greater than \$500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds. (2 CFR 200.305(b))
- 3 Operating agencies agree to repay the OSPI any amounts of Title I Part C funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 USC 1231b-2. (2 CFR 200.338)
- 4 Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 CFR 200.333-337, and 200.344)
- 5 Operating agencies agree to expend MEP funds solely on the basis of activities and functions described in grant applications and district service agreements approved by the OSPI's Migrant Education Program.
- 6 Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP.

### **L. Comparability**

- 1 The local educational agencies (LEAs) may receive funds under Title I Comparability, 20 USC 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or Migrant Education Program funds. A LEA may determine comparability on a district wide basis or on a grade span basis if the LEA files with the state educational agency (SEA) a written assurance that it has established and implemented:

- 1 A LEA-wide salary schedule

**PUBLIC INSTRUCTION**

- b. A policy to ensure equivalence among schools in teachers, administrators, and other staff
- c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C. 6321[c])
- 6. The LEA may also use other measures to determine comparability such as comparing the average number of students per instructional staff or the average staff salary per student in each school receiving Title I, Part A or MEP funds with those in schools that do not receive Title I, Part A or MEP funds. If all the schools are served by Title I, Part A or MEP, a LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. (20 U.S.C. 6321[c])
- 7. The LEA may exclude schools with fewer than 100 students from its comparability determinations. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 6321[c])
- 8. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those requirements. (20 U.S.C. Section 6321[c])
- 9. The LEA is required by federal regulations to develop procedures and maintain records that are updated biennially to document compliance with requirements in 20 U.S.C. Section 6321(c).
- 10. Annual documentation of implementation should include, but not limited to, calculations, a process or procedure that demonstrates how staff were distributed or assigned.
- 11. The LEA's failure to comply with the requirements may result in the loss of Title I funds and/or Migrant Education funds.

**M. Sub Grantee**

It is agreed that "Operating agency" means a local educational agency operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's migrant education program or projects (20 USC 6399[1])

**N. Needs Assessment**

LEAs agree to identify the needs of migratory students in alignment with the State Service Delivery Plan.

**O. Summer School Services**



Operating agencies who accept Summer Program funds agree to conduct summer school programs for eligible migrant students in accordance with state and local requirements and Title I Part C.

### **P. Articulation and Coordination**

- 1 Operating agencies agree to operate programs and services for migrant children and their families, which are articulated and coordinated with existing resources from school districts and other state and federal programs.
- 2 Operating agencies will solicit and make provisions for the active participation of the parents and guardians of eligible migrant students, including but not limited to, review and comment on the annual program application by the members of the parent advisory council.

### **Q. Staff Development and Support**

- 1 Operating agencies agree to provide adequate professional support to staff serving migrant children and their families. Support must include, but is not limited to, training opportunities, materials, counseling, program review, and leadership.
- 2 Operating agencies agree to professional learning that addresses the needs staff may have to effectively serve migrant children and their families. ESSA

### **R. Parent Advisory Councils (PACs)**

Operating agencies agree to establish and operate parent advisory councils in accordance with federal and state laws and regulations, such that:

- 1 The membership of each parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant children.
- 2 At least 51% of the members of each parent advisory council shall be the parents of migrant children.
- 3 Nominees to the council shall be done through a general meeting in which parents of migrant children are present.
- 4 The council shall establish bylaws that outline:
  - a) the purpose of the council
  - b) establish its authority to advise the local program in the planning, implementation, and evaluation of the local Title I Part C Migrant Education Program

- establish the number of council members
  - outline the process of council nominations/elections;
  - determine term limits for council members;
  - determine the number of meetings the council will hold during the program period, and
  - include other components needed to guide the council in carrying out its duties.
- Parents shall be informed, in a language they understand, of the purpose and intent of the council.
  - All parent candidates for the council shall be nominated or selected by parents of migrant students.
  - Parents of migrant students shall be notified in a timely manner of all PAC meetings.

### **S. Evaluation Reports**

Local educational agencies agree to submit end-of-year reports, including information on pupil progress as aligned to the State Service Delivery Plan by the state.

### **Title I-D Program Assurances**

#### **Title 1 Neglected-Delinquent, Subpart 1, State Agency Application:**

The State Agency assures that they will:

- In accordance with section 9521 of Title 1, maintain records showing the fiscal effort required for this program;
- Assist in locating alternative programs through which students can continue their education if they are not returning to school after leaving the facility/institution;
- Work with parents to secure parents' assistance in improving the educational achievement of the students and preventing further involvement in delinquent activities;

- a) Work with students with disabilities in order to meet existing IEPs and will notify the student's local school if the students are either in need of special education services while in the facility/institution and when the student intends to return to the local school;
- b) Work with those who have dropped out of school prior to entering the facility/institution to encourage them to reenter school upon their release or provide them with the skills necessary to gain employment, continue the education, or achieve a diploma or a GED if they do not intend to return to school;
- c) Assure that teachers and other qualified staff are trained to work with students with disabilities and other special needs;
- d) and Assure that the program will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C.5601 et seq.) or other comparable programs

**Title 1 Neglected-Delinquent, Subpart 2, Local Agency Application:**

The Local Agency assures that they will:

- a) **ENSURE**, where feasible, educational programs in juvenile facilities are coordinated with the student's home school, particularly in respect to special education.
- b) **NOTIFY** the local school if youths are identified as in need of special education services while in the facility.
- c) **PROVIDE** transition assistance to help youth stay in school.
- d) **PROVIDE** support programs that encourage youth to re-enter school.
- e) **ENSURE** such facilities are staffed with teachers and other qualified staff trained to work with youth with disabilities.
- f) **ENSURE** educational programs in correctional facilities are related to meet the high educational standards.
- g) **USE**, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school.
- h) **INVOLVE** parents, where feasible, to improve educational achievement.
- i) **COORDINATE** funds with activities under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.



**WORK** with local businesses to develop training and mentoring programs.

### **Title II-A Program Assurances**

The local education agency (LEA) assures that Supplement not Supplant applies to all of the activities funded by Title II, Part A [Sec.2123(b)].

The LEA ensures that all teachers and paraeducators working in a program supported with funds under this part meet applicable State certification and licensure requirements [ESEA, as amended by ESSA, Sec. 1112(c)(6)].

The LEA assures that the professional learning using Title II, Part A funds will meet the needs of teachers, principals, and other school leaders [Sec. 2122(c)(5)].

The LEA assures that the professional learning activities to be carried out with Title II, Part A funds align with state academic content standards, student academic achievement standards, and state assessments. [Sec. 2122(c)(1)(A)].

The LEA assures that it will coordinate professional learning activities supported by Title II, Part A funds with professional learning activities provided through other federal, state and local programs. [Sec. 2122(4)].

The LEA will prioritize Title II, Part A funds to support activities in schools that [Sec. 2122(c)(3)]:

- have the highest percentages of inexperienced and out-of-field teachers;
- are identified for school improvement under Title I Sec.1116(b); or
- have the largest average class size (class size reduction only).

The LEA assures that through the implementation of various strategies, students experiencing poverty, students of color, and other students farthest from educational opportunity are not taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers [Sec. 1112(c)(1)(L)].

The LEA will comply with Sec. 9501 of ESEA regarding participation of private school teachers.

### **Title III-A Program Assurances**



The district must provide the following assurances and certifications in its application for Title III funding.

- 1 Compliance with parental notification specified in ESSA Section 1112(e)(3)(A-B) of the statute.
- 2 That the district will administer the annual state-adopted English language proficiency assessment that measures progress in the language domains of listening, speaking, reading, and writing.
- 3 That language assistance services for English learners are educationally sound in theory and effective in practice.
- 4 That the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards.
- 5 That the district is not in violation of any State law, including State constitutional law, regarding the education of English learners.
- 6 That the district consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan.
- 7 That all teachers in any language instruction educational program that is or will be funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills.
- 8 The district, if applicable, coordinates activities and shares relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

#### **Title IV-A Program Assurances**

In accordance with ESEA section 4106(e) (2) and (f), the applicant provides assurances that it will:

Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria:

- Are among the schools with the greatest needs;
- Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);



- Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
- Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
- Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(d).

Consult with a range of stakeholders during the design and development of the program (ESEA section 4106(c)(1). LEAs must additionally continue to consult with stakeholders to improve program activities and to coordinate implementation with other related activities in the community. (ESEA 4106(c)(2).

For an LEA that receives \$30,000 or more, conduct a comprehensive needs assessment. (ESEA section 4106(e)(2)(A)).

For an LEA that receives \$30,000 or more, use—

- Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
- Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
- A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology.

Use not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure, including devices, equipment, software, and digital content.

Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

Complete an annual State report regarding how funds for the SSAE program were used, and the extent to which annual goals were accomplished. (ESEA section 4106(e)(2)(F)).

Use program funds to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the SSAE program. (ESEA section 4110).



**Acknowledge Program Assurances**

By entering my name, I hereby declare that organization officials have read, understood, and agree to the assurances for the programs we have agreed to participate in. All information provided herein is accurate.

For the programs that we have agreed to participate in, I have read, understand, and agree with these assurances  
**true**

LEA Name

**Chewelah School District**

Authorized Representative Name

**Erin Dell**

Authorized Representative Title

**Director of Student Support Services**

Date (MM/DD/YY)

**06/20/2024**

# Confirmation - Highly Capable District Plan Assurances - Fiscal Year 2025 (School Year 2024-25)

Smartsheet Forms <forms@app.smartsheet.com>

Thu 9/12/2024 7:27 AM

To:Erin Dell <EDell@chewelahk12.us>

Thank you for submitting your entry. A copy is included below for your records.

## Highly Capable District Plan Assurances - Fiscal Year 2025 (School Year 2024-25)

**Local Education Agency (LEA) Name** Chewelah School District 33036

**Date** 09/12/2024

**District will submit the rest of their District Highly Capable Plan for OSPI approval when it is launched later in the school year.** True

**LEA accepts**

**LEA does NOT accept**

**District Compliance with Laws and Regulations** True

**Authorized Representative Name** Jason Perrins

**Authorized Representative Title** Superintendent

**HiCap Program Coordinator Name** Erin Dell

**HiCap Program Coordinator Email** edell@chewelahk12.us

**HiCap Program Coordinator Phone Number** 509-685-6800 ext 1005

**Secondary Contact Name** Mara Schneider

**Secondary  
Contact Email** mschneider@chewelahk12.us

**Secondary  
Contact Phone  
Number** 509-685-6800

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## OSPI\_FN-1340

|   |   |  |   |
|---|---|--|---|
| Form Name<br><b>FP 664 - TPEP - Application</b> | Is Form Validated?<br><b>Yes</b>                      | Last Modified By<br><b>Erin Dell</b>       | Last Modified Date<br><b>07/01/2024 2:12 PM</b>   |
| Application ID:<br><b>AP-OSPI-3432</b>          | Application Title:<br><b>FP 664 - TPEP 24-25</b>      | Application Due Date:<br><b>10/31/2024</b> | Last Submitted Date:<br><b>07/01/2024 2:15 PM</b> |
| Organization Code:<br><b>33036</b>              | Organization Name:<br><b>Chewelah School District</b> |  |   |

### Assurances

#### Assurances

With funding from OSPI, your district will offer opportunities to train new educators in the instructional and leadership frameworks, as well as to refine educators' understanding of the evaluation system and use it to support educator growth.

If you have questions as you complete this application, please reach out to the **TPEP team**.

With this funding, the district will:

**Tier 1:** First support required training for new and new-to-framework teachers, principals, assistant principals, and principal evaluators. The district will ensure they receive:

#### *Teachers – Required*

- An introduction to the evaluation system and any local regulations or definitions; and
- A minimum of six (6) hours of professional learning on the district's instructional framework. These hours may be distributed throughout the first months of the school year. For teachers in districts that qualify, this professional learning may be part of induction support for new teachers in the BEST program.

#### *Principals and Assistant Principals (Teacher Evaluators) - Required*





- Stage I and Stage II training in the district's chosen instructional framework provided by an OSPI-approved framework trainer. It is strongly encouraged that districts maintain their own internal records about training completion dates.

*Principal and Assistant Principal Evaluators – Required (recommended for principals and assistant principals)*

- AWSP Leadership Framework training provided by an OSPI/AWSP-approved framework trainer. It is strongly encouraged that districts maintain their own internal records about training completion dates.

**Tier 2:** Next, districts support professional learning activities that:

- Support implementing the revised Student Growth Goal rubrics.
- Support the growth and development of beginning educators.
- For districts using the Danielson Instructional framework, districts support activities to prepare for implementation of the updated framework.

**Tier 3:** With remaining funds, districts support:

- Opportunities to deepen the understanding and application of the instructional framework in evaluation and instructional practice.
- Opportunities to use the instructional and leadership frameworks to support equitable and culturally responsive instructional and leadership practices.

### **Acknowledgement of Program Assurances**

---

By entering my name, I hereby declare that organization officials have read, understand, and agree to these assurances. All information provided herein is accurate.

Authorized Representative Name:

**Erin Dell - Director of Student Support Services**

Authorized Representative Title:

Date:

**07/01/2024**

**Questions**





## Form Name - FP 219 - TBIP - Assurances

|                           |                               |  |
|---------------------------|-------------------------------|--|
| Is Form Validated?<br>Yes | Last Modified By<br>Erin Dell | Last Modified Date<br>06/27/2024 8:47 AM |
|---------------------------|-------------------------------|--|

### Organization and Application Information

|   |                                |  |
|---|--------------------------------|--|
| Organization Name<br>Chewelah School District | Application ID<br>AP-OSPI-3377 | Application Title<br>FP 219 - TBIP 24-25 |
| Last Submitted Date<br>07/08/2024 11:35 AM    |                                |  |

### Purpose

This form package supports the application for a district's Transitional Bilingual Instructional Program as described in WAC 392-160-029. The funding associated with this application provides supplemental financial assistance to school districts which may help offset the additional costs of implementing a Transitional Bilingual Instructional Program. Funds may be used for the sole purpose of operating the Transitional Bilingual Instruction Program (RCW 28A.180.080).

### Board Approval

Annual Board approval is required.

### Submission Due Date

This application is due August 1 each year

### Valid Use of Funds







Administration Instruction - Allowable for administering the TBIP Program.

Instruction - Salaries for ELL or Bilingual Education endorsed teachers and instructional support staff (cannot be used to fully fund teacher salaries in programs where the bilingual teacher is the student's basic education teacher, e.g., dual language program or sheltered content classes, but can offset the additional costs associated with providing meaningful access to content to English learners, as approved in the district's grant application.)

Substitute Costs - Substitute costs for teachers to attend English learner-specific professional development.

Professional Development - Professional development "for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program. Training to include instructional strategies for children of culturally diverse backgrounds, use of curriculum materials, and program models" RCW 28A.180.040 (5).

Instructional Materials - Instructional materials specifically designed for English learners.

Curriculum Development - Curriculum development specific to English language development.

Translation & Interpretation - Translation and interpretation specific to TBIP programs and services.

Evaluation - Costs associated with TBIP annual program evaluation.

WIDA ACCESS - Staff time for training and proctoring the annual English language proficiency assessment.

### **Acknowledgement**

"In submitting this application for supplemental funds to support TBIP, I have read, understand, and agree with the purpose and allowable use of funds. By entering my name, I agree to the terms and conditions of these funds as outlined in WA State law and OSPI guidance."

Authorized Representative Title

Director of Student Support Services

Authorized Representative Name

Erin Dell

Date of submission

06/27/2024



LEA Name

Chewelah School District



## Form Name - CTE Perkins V - SAS and Assurances

|   |  |   |  |
|---|--|---|--|
| Form Name:<br><b>CTE Perkins V - SAS and Assurances</b> | Is Form Validated?<br><b>Yes</b>                         | Last Modified By<br><b>Erin Dell</b>          | Last Modified Date<br><b>08/12/2024 3:50 PM</b>  |
| Pre-Application ID<br><b>PR-OSPI-2585</b>               | Pre-Application Title<br><b>FP 215 Perkins (2024-25)</b> | Pre-Application Due Date<br><b>08/30/2024</b> | Last Submitted Date<br><b>08/12/2024 3:50 PM</b> |
| Organization Code<br><b>33036</b>                       | Organization Name<br><b>Chewelah School District</b>     |   |  |

### Overview and SAS

#### Eligible Sub Grantees

School districts, State Tribal Education Compacts (STEC) and Skill Centers operating Career and Technical Education (CTE) courses during the 2024-25 school year are eligible for this grant.

#### Substantially Approved Status (SAS)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018, and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. It is important to note that the results from each eligible recipient's 2023-24 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2024-25 program year and in subsequent program years.

Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (prior costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

**If submitted by August 30, 2024:** The school district/STEC/skill center will be able to obligate Perkins funds beginning with the date SAS is approved by OSPI.





If **NOT** submitted by August 30, 2024: The school district/STEC/skill center will be able to obligate Perkins funds beginning the date the applicant submits its entire application to the State in substantially approvable form (all pages and uploads completed and submitted)

## Assurances

### Assurance Instructions

1. Review the following requirements and click to read each hyperlink
2. The district/STEC/skill center certifies they have read and understood the requirements listed under each section
3. Complete the Leadership Acknowledgement section
4. Sign, date, and print a copy of this assurance section

**Important:** A hard copy of the printed, signed, and dated assurance section must be in district/STEC/skill center files for monitoring/audit purposes

**Note:** The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs
- Students earning dual credit for high school and college

### Assurances

By accepting these funds and signing below, your district/STEC/skill center agrees to abide by all federal, state, and agency rules and regulations required of this money.

Perkins funds shall supplement, and shall not supplant, non-Federal funds expended to carry out CTE activities. [section 211]

Upon written request, the district/STEC must consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient. [section 317(b)(2)]

### FEDERAL





- The Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- Education Department General Administrative Regulations (EDGAR)
- Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)

STATE

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- State Administrative and Accounting Manual (SAAM)
- Career and Technical Education Program Standards

OSPI

- Accounting Manual for Public School Districts in the State of Washington

**Leadership Acknowledgement**

Superintendent  
Jason Perrins

CTE Director  
Erin Dell

General Advisory Chairperson  
Johnny Warren

School Board Chairperson  
Judy Bean

Date Leadership Acknowledgement Completed  
07/31/2024

**Acknowledgement of Program Assurances**

Authorized Representative Name  
Erin Dell

Authorized Representative Title  
Director of Student Support Services

Date



07/31/2024



**RESOLUTION**  
Board Resolution 2024/2025-01

**A RESOLUTION TO AUTHORIZE THE DISPOSITION OF IMPREST ACCOUNT**

**A RESOLUTION** of the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, providing for the closing of the Gess ASB imprest account at Spokane Teachers Credit Union account number 2003776834.

**WHEREAS**, the Board of Directors of Chewelah School District No. 36, Stevens County, Washington (the "District"), recognizes alternative forms of payment are now available for the Gess ASB imprest account 2003776834,

**NOW THEREFORE, BE IT RESOLVED** by the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, that the closing of the Gess ASB imprest account 2003776834 at Spokane Teachers Credit Union is accomplished by this resolution.

**ADOPTED** by the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, in a regular board meeting thereof held on the 18<sup>th</sup> day of September, 2024.

\_\_\_\_\_  
Secretary, Board of Directors

\_\_\_\_\_  
Chair, Board of Directors

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director



**RESOLUTION**  
Board Resolution 2024/2025-02

**A RESOLUTION TO REVISE SIGNATURE AUTHORIZATION**

**A RESOLUTION** of the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, providing for the authorized signature updates account at Spokane Teachers Credit Union account number 2003776834.

**WHEREAS**, Chewelah School District No. 36, Stevens County, Washington (District) must update the signature authorization on imprest account number 2003777246 with Spokane Teachers Credit Union;

**NOW THEREFORE, BE IT RESOLVED** by the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, that, as of September 18, 2024, the following individuals are authorized signors for the District's Spokane Teachers Credit Union imprest account numbered 2003777246.

Signators:

1. Shawn Anderson
2. Carrie Sheppard
3. Mara Schneider
4. Tom Skok

**ADOPTED** by the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, in a regular board meeting thereof held on the 18<sup>th</sup> day of September, 2024.

\_\_\_\_\_  
Secretary, Board of Directors

\_\_\_\_\_  
Chair, Board of Directors

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director



# Barnards Building LLC

# Estimate

**Name/Address**

Chewelah School dist. 36  
 Snyder Field Press Box  
 312 W Grant  
 Chewelah WA 99109

| Date     | Estimate No. |
|----------|--------------|
| 08/16/24 | 67           |

| Project |
|---------|
|         |

| Item          | Description  | Quantity | Cost     | Total      |
|---------------|--|----------|----------|------------|
| Building Cost | Barnards Building proposes to Erect steel structure, stairways , install CLT panels per plans. supply and install steel roofing and trim specified in plans. supply and install siding, soffit and all trims per. plan. supply and install steel door and accesories. Supply and install fiberglass windows. Install interior wall finishes and counters. Interior painting and exterior painting. | 1        | *****... | 134,000.00 |
|               | Without two addendums per Jason add to build out per plan add additional price of \$6,450.00   |          |          |            |
|               | Sales Tax  |          | 8.00%    | 0.00       |

*Thank for the opportunity to quote your project*

**Total                    \$134,000.00**

## STUDENT DISCIPLINE

### Introduction/Philosophy/Purpose

The Board of the Chewelah School District focuses on the educational achievement of ~~each and every student~~. The District holds high expectations for all students and provides all students the teaching and guidance to achieve personal and academic success. ~~"Discipline" means any action taken by the School District in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline.~~ The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
2. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families.
3. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible.
4. Providing educational services that students need to complete their education without disruption.
5. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.
6. Ensuring fairness, equity, and due process in the administration of discipline.
7. Implementing culturally responsive discipline that provides every student the guidance to achieve personal and academic success.
8. Providing a safe environment for all students and for district employees.

### Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; and
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;

3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the School District; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy ~~3122~~ 3112 Social Emotional Climate.

### Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, and behavioral violations, ~~and other forms of discipline the District considered or attempted~~, is essential for effective review of this policy; therefore, the District will ensure such reporting.

The District will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to ~~develop and/or review~~ building the District's discipline standards and review the fidelity of their implementation of those standards. ~~At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:~~

1. ~~Establish behavioral expectations with students and proactively teach expectations across various school settings.~~
2. ~~Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.~~
3. ~~Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.~~
4. ~~Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.~~

~~Schools' handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the District Director of Student Services.~~

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

~~The District will support each school to:~~

- ~~• set at least one goal annually for improving equitable student outcomes;~~
- ~~• create an action plan or plans;~~
- ~~• evaluate previous goals and action plans; and~~
- ~~• revise goals and action plans, based on evaluations.~~

~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

### **Distribution of policies and procedures**

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. ~~At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.~~

### Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

### Cross References:

- 2121 - Substance Abuse Program
- 2161 - Special Education and Related Services for Eligible Students
- ~~2462-2173~~- Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 - Excused and Unexcused Absences
- 3210 - Nondiscrimination
- 3244 - Prohibition of Corporal Punishment
- 3520 - Student Fees, Fines, or Charges
- 4210 - Regulation of Dangerous Weapons on School Premises
- 4218 - Language Access Plan **NO CSD POLICY – ESSENTIAL PER WSSDA**

### Legal References:

- RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
- Chapter 28A.225, RCW Compulsory school attendance and admission

Chapter 28A.320, RCW Provisions applicable to all districts

RCW 28A.400.100 Principals and vice principals —  
Employment of — Qualifications — Duties

RCW 28A.400.110 Principal to assure appropriate student  
discipline — Building discipline standards — Classes to  
improve classroom management skills

Chapter 28A.600 RCW, Students

WAC 392-190-048 Access to course offerings – Student  
discipline

Chapter 392-400 WAC, ~~Student Discipline Pupils~~

34 CFR Part 100.3 Regulations implementing Civil Rights Act  
of 1964

42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

[2024 – September Policy Alert](#)

2021 – February Issue

2019 – April Policy Alert

2018 - August Issue

2016 - July Issue

2014 - December Issue

2014 - August Issue

2010 - June Issue

**Adoption Date: 06.19.19**

**Chewelah School District #36**

**Classification: Essential**

**Revised Dates: 10.20.21. 09.19.23**

## 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~~ 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~~ harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the ~~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~~ 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~~ 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~~ harassment.

Engaging in ~~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~~ 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 ~~R~~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

RCW 28A.640.020

Sexual harassment

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

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**Chewelah School District**  
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**Classification: Essential**

## EMERGENCIES

The Chewelah School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response, and recovery;
- Include provisions for assisting and communicating with students and staff, including those with special needs of staff and students or disabilities;
- Include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders;
- Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the state school safety center in the office of the superintendent of public instruction, established under RCW 28A.300.630, and the school safety and student well-being advisory committee, established under RCW 28A.300.635;
- Require the building principal to be certified on the incident command system;
- Consider how school facilities may be used as a community use of school facilities in emergencies asset in the event of a community-wide emergency;
- Set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below.

To the extent that funds are available, the district will do the following:

- Be annually reviewed Review and update the safe school plans in collaboration with emergency response agencies;
- Conduct an inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system, and trained on the incident command system, or are certified on the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures.
- Annually record and report information and activities required in subsection 28A.320.125

A. **Fire Drills**

Students shall receive instruction so that in case of fire or sudden emergency they shall be able to leave their particular building in the shortest time possible, or take such other steps as the particular emergency demands, and without confusion or panic. Fire drills shall be held monthly.

The superintendent is directed to develop emergency evacuation procedures for each building.

**Drills**

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

**Basic Functional Drills**

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold -on):

• **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

• **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

• **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will shall be able to leave ~~the~~their particular building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

**B. Earthquakes: Drop-Cover-Hold on**

The Board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities ~~will~~~~shall~~ be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent ~~will~~~~shall~~ establish guidelines and the action ~~fortaken~~~~by~~ building principals to take should an earthquake occur while school is in session.

**Additional Drills**

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

• **Pandemic/Epidemic**

The Board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee ~~shall~~ will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, ~~shall~~ will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff ~~shall~~ will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

• **Bomb Threats**

The superintendent ~~will~~~~shall~~ establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

• **Emergency School Closure or Evacuation (Modified Shelter-in-Place)**

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent ~~shall~~ will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office. Note: customize this paragraph as accurate for your district.

Cross References:                    4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References:                    RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees  
RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, and schools. — Drills — Rules — First responder agencies

Management Resources:            2024 – August Issue  
2022 – June Issue  
2017 - July Issue  
2013 - June Issue  
June 2008 OSPI School Safety Planning Manual  
Policy News, August 2008 School Safety Plans  
Policy News, October 2006 Pandemic Flu Planning for School Districts  
Policy News, February 1999 Fire drills Required Monthly

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