



## **Board of Directors' Regular Meeting**

**November 20, 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
  - October 16, 2024 regular meeting
  - November 7, 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. Presentation of Years of Service plaque to family of former Board Chairperson Dr. Judy Bean
8. School Community Presentations
  - A. Student ASB Director – Keona Ross
  - B. Student reports
  - C. Trauma Skilled Schools certification (gray)
  - D. Fall athletics wrap up – Tom Skok
  - E. Staff professional development – Jennifer Watts and Chelsi Boswell
  - F. School improvement progress
  - G. Jenkins Jr/Sr High School principal report (blue)
  - H. Gess Elementary principal report (green)
  - I. Student Support Services report (pink)
  - J. Special Education report (yellow)
  - K. Business Manager – Mara Schneider
    - i. Financial report
    - ii. Enrollment
    - iii. Capital projects/levy update
9. Director Districts 1 and 2 Candidate Interviews
10. Executive session for the purpose of reviewing the qualifications of applicants/candidates for appointment to elective office in accordance with RCW 42.30.110(1)(h).
11. Appointment of District 1 Director and District 2 Director

12. Oath of Office newly appointed Directors
13. Consent agenda
  - A. Approve financial reports
  - B. Approve general fund voucher numbers 125684-125726 for a total of \$85,533.31; and voucher numbers 125740-125775 for a total of \$77,236.06
  - C. Approve capital projects fund voucher numbers 125727-125730 for a total of \$71,132.98; and voucher numbers 125776-125778 for a total of \$11,153.21
  - D. Approve ASB voucher numbers 125731-125739 for a total of \$4,461.22 and voucher numbers 125779-125783 for a total of \$9,483.69
  - E. Approve payroll in the amount of \$1,019,353.45
  - F. Personnel:
    - i. Approval to hire Patrick Hanlan as bus mechanic
    - ii. Approval to hire Mark Holmes as a high school boys basketball assistant coach
    - iii. Approve resignation of Melissa Church as junior high girls basketball head coach
    - iv. Approval to post for junior high girls basketball head coach
    - v. Approval to hire LaVonne Burges as junior high girls basketball head coach
    - vi. Approve resignation of Ashley Lapan as a Quartzite Learning paraeducator
    - vii. Approval to post for a paraeducator
    - viii. Approval to hire Lindsay Baxter as high school tennis assistant coach
    - ix. Approve resignation of Cassidy Brookover as junior high girls basketball assistant coach
    - x. Approval to post for junior high girls basketball assistant coach
    - xi. Approval to hire Lily Pierce as junior high girls basketball assistant coach
14. Superintendent Report
  - A. Professional Learning Communities (PLC) update
  - B. Multi-Tiered System of Support (MTSS) update
  - C. Written, Taught, and Tested Curriculum update
15. Old Business
  - A. Approve District Improvement Plan (lavender)
  - B. Approve Website Listening Post (dark blue, white border)
  - C. Approve District Goals and Vision for 2024-25 (light blue, white border)
  - D. Third reading Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited (buff)
  - E. Second reading new Policy 5012 Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff (green)
  - F. Second reading Policy 4130 Title I, Part A Parent and Family Engagement (gray)
  - G. Communication review
16. New Business
  - A. First reading Policy 5011 Sex Discrimination and Sex-Based Harassment of Staff Prohibited (tan)
  - B. First reading Policy 6220 Bid or Request for Proposal Requirements (yellow)
  - C. First reading Policy 6690 Contracting for Transportation Services (pink)
  - D. First reading Policy 6600 Transportation (lavender)
  - E. First reading Policy 5005 Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval (buff)
  - F. First reading Policy 3414 Infectious Diseases (gray)
  - G. First reading Policy 3420 Anaphylaxis Prevention and Response (tan)



***Chewelah School District #36 Board of Directors' Regular Meeting,  
November 20, 2024, 6:30 PM – District Office and virtually via Zoom***

17. Board Reports
  - A. Director Donna Eastabrooks
  - B. Director Dan Krouse
  - C. Director Theolene Bakken
18. Future Meeting Agenda Topics
19. Next Meeting: December 5, 2024, Work Session, District Office, 6:30 PM
20. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/87957964644>

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

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD OF DIRECTORS' REGULAR MEETING**  
**District Office, 210 N Park Street, and virtually via Zoom**  
**October 16, 2024**

Vice-Chairperson Theolene Bakken called the meeting to order at 6:30 PM. Director Donna Eastabrooks was present virtually and Director Dan Krouse was present in person. Director Positions 1 and 2 are vacant. Superintendent Jason Perrins joined the meeting virtually. Business Manager Mara Schneider; Administrators Shawn Anderson, Erin Dell, and Sarah Gregory; and Director of Technology Nick Cook were present. Nine audience members attended in person, and two attended virtually. Following the flag-salute, the first item of business was:

**APPROVAL OF THE AGENDA**

Director Krouse moved to approve the agenda as written. MC

**APPROVAL OF MINUTES**

- A. Director Krouse moved to approve the September 18, 2024 regular meeting minutes as written. MC
- B. Director Eastabrooks moved to approve the October 8, 2024 special meeting/work session minutes. MC

**PUBLIC COMMENTS**

No public comments were presented.

**SCHOOL COMMUNITY PRESENTATIONS**

- A. Student ASB Director Keona Ross reported on the following school activities: homecoming activities from earlier this month, upcoming leadership assembly, junior high Halloween dance October 31, HOSA blood drive October 18, upcoming high school ASB leadership conference, SAT test was today, PSAT will be October 23, national college fair field trip October 29, Whitworth and Gonzaga visit November 14, Knowledge Bowl kickoff October 22, HOSA fall leadership conference coming up, FFA Evergreen Tour was October 3, recent earthquake drill, and National Honor Society highway cleanup will be this Sunday.
- B. Jenkins Jr/Sr High School Counselor Vanessa Bigler and student peer mentors reported on the peer mentorship pilot program in collaboration with WSU. The program pairs a mentor in grade 10, 11, or 12 with a mentee in grade 7, 8, or 9 to help navigate personal and social challenges. The student mentors explained the approach of the program, how mentors and mentees are selected, monthly meeting topics, past and future activities and trainings, curriculum, and benefits of the program. Counselor Bigler praised the mentors for their participation and each mentor shared their favorite thing about the program.
- C. Brenda Gregerson of the Chewelah Scholarship Foundation gave the annual Nave Sety Scholarship report, including the fund balance and the 2024 scholarship winner. The foundation hopes to award two scholarships in 2025. The scholarship funds were donated to the District and are managed by the Foundation on the District's behalf.
- D. Student learning educator reports and teacher presentations were combined in Item E.
- E. Gess Elementary First Grade Teachers Kristin Paulson, Miranda Eaton, and Leah Oman reported on the writing process they learned during the readers/writers workshop professional development event earlier this year and how they are implementing the process with their students.
- F. Jenkins Jr/Sr High School Principal Shawn Anderson provided a written report. He also thanked Counselor Bigler and the peer mentorship students for their presentation.
- G. Gess Elementary Principal Julie Price provided a written report.
- H. Director of Student Support Services and Quartzite Learning Principal Erin Dell provided a written report.
- I. Special Education Director Sarah Gregory provided a written report.
- J. Business Manager Mara Schneider presented the current financial and enrollment reports and the preliminary year-end financial reports.

**CONSENT AGENDA**

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

- A. Approve financial reports
- B. Approve general fund voucher numbers 125404-125420 for a total of \$31,461.93; voucher numbers 125423-125463 for a total of \$326,875.42; voucher numbers 125506-125512 for a total of \$21,257.03; voucher numbers 125513-125555 for a total of \$129,394.50; ACH for \$2,320.25; voucher numbers 125567-125570 for a total of \$9,540.05; and voucher numbers 125571-125635 for a total of \$164,966.17
- C. Approve capital projects fund voucher numbers 125421-125422 for a total of \$1,436.60; voucher numbers 125464-125465 for a total of \$132,443.09; voucher numbers 125556-125560 for a total of \$117,964.20; and voucher numbers 125636-125638 for a total of \$20,133.74



- D. Approve ASB voucher numbers 125466-125470 for a total of \$3,061.23; voucher numbers 125561-125566 for a total of \$6,149.09; ACH for \$109.60; and voucher numbers 125639-125649 for a total of \$6,061.78
- E. Approve payroll in the amount of \$1,016,395.14
- F. Personnel:
  - 1. Approve out of endorsement teaching assignment for Jenkins teacher Ryan Forsberg for Principles of Engineering, state course code 21004
  - 2. Approve resignation of Dakota McQuain as a high school boys basketball assistant coach
  - 3. Approval to post for a high school boys basketball assistant coach
  - 4. Approval to hire Ariann VanBockern as junior high cross country head coach
  - 5. Approval to hire Jacob Lee as a junior high volleyball assistant coach
  - 6. Approve resignation of Tiffany Warren as high school tennis assistant coach
  - 7. Approval to post for high school tennis assistant coach
  - 8. Approval to hire Lily Pierce as a paraeducator
  - 9. Approve resignation of LaVonne Burgess as high school girls wrestling head coach
  - 10. Approval to post for high school girls wrestling head coach
  - 11. Approval to hire Krisan LeHew for a 1.5 hour per day cook position added to current assignment
  - 12. Approval to hire Kim Hogan as high school wrestling head coach

## **SUPERINTENDENT REPORT**

Superintendent Perrins reported on the following:

- A. PLC update
  - Thanked tonight's presenters for sharing what is happening in classrooms
  - Thanked Principals Anderson and Price for their detailed board reports that included data and progress monitoring
- B. Paid tribute to former Board Chairperson Dr. Judy Bean who recently passed away. Highlighted her strength and focus on education, including advocating for core math and reading concepts, accountability and never settling for mediocrity. Said she was a light to spark improvement in district culture for the benefit of children and appreciated her genuine care for people. Publicly thanked Dr. Bean for her great service to this district and her legacy, stating that many district successes now and in the future will benefit from foundations she helped lay. Also mentioned the November 9, 2024, 1:00 PM celebration of life and thanked board members for their support during this difficult time for the district and him personally.

## **OLD BUSINESS**

- A. Director Krouse moved to approve the District Comprehensive School Safety & Emergency Operations Plan and Procedures. MC
- B. Director Eastabrooks moved to approve the Goals for the District Strategic Plan Update. MC
- C. Director Eastabrooks moved to approve the Gess Elementary School Improvement Plan as amended. MC
- D. Director Krouse moved to approve the Jenkins Jr/Sr High School Improvement Plan as amended. MC
- E. Director Krouse moved to approve the Quartzite Learning School Improvement Plan as amended. MC
- F. Director Eastabrooks moved to approve the Open Doors School Improvement Plan. MC
- G. Second reading of Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited. The policy will be presented for third reading at the November 20, 2024, regular business meeting.
- H. The Board had no monthly communication review items to discuss.

## **NEW BUSINESS**

- A. Director Krouse moved to approve the \$6,000.00 donation from Alcoa Foundation for Lego robotics equipment. MC
- B. Director Krouse moved to approve the \$2,000.00 donation from Chewelah Festivals to Gess Elementary for reading books. MC
- C. Director Eastabrooks moved to approve the \$1,000.00 donation from Charity Chicks to Jenkins Jr/Sr High School InvestED fund. MC
- D. Director Krouse moved to approve the first reading of new Policy 3206 Pregnant and Parenting Students. MC
- E. First reading of new Policy 5012 Pregnant and Parenting Staff. The policy will be presented for a second reading at the November 20, 2024, regular business meeting.
- F. Director Krouse moved to approve the first reading of Policy 5270 Resolution of Staff Complaints as amended. MC
- G. Director Eastabrooks moved to approve the first reading of new Policy 5161 Civility in the Workplace. MC
- H. First reading Policy 4130 Parent and Family Engagement. The policy will be presented for a second reading at the November 20, 2024, regular business meeting.

## **BOARD REPORTS**

- A. Director Eastabrooks participated virtually in the Washington State School Directors Association (WSSDA) General Assembly on September 20 and 21 and was a mystery reader in a kindergarten class on September 24. She echoed Superintendent Perrins' tribute to Judy, agreeing that Judy was passionate about education and children. Director Eastabrooks thanked the presenters and principals for their reports.

- B. Director Krouse gave no report.
- C. Vice-Chairperson Bakken gave no report.

#### **FUTURE MEETING AGENDA TOPICS**

November 7, 2024, work session

- Continue discussion of the board operations training received from WSSDA during the October 8, 2024, work session
- Begin reviewing open director position applications

#### **NEXT MEETING**

The next meeting will be the November 7, 2024, work session at the district office at 6:30 PM.

With there being no other business, the regular meeting was adjourned at 7:43 PM.

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Theolene Bakken  
Vice-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.**  
**November 7, 2024**

Vice-Chairperson Theolene Bakken called the work session to order at 6:30 PM. Directors Dan Krouse and Donna Eastabrooks were present. Director Positions 1 and 2 are vacant. Superintendent Jason Perrins and Administrator Erin Dell were present. One audience member attended. Following the flag salute, the first item of business was:

**APPROVAL OF AGENDA**

Director Krouse moved to approve the agenda as written. MC

**SUPERINTENDENT REPORT**

Superintendent Perrins reported on the following:

- Attended Monday's Solution Tree student behavior training that uses the same approach as the Solution Tree academic success process being implemented in the District.
- Elementary summer school data showed student learning loss. Administration will reevaluate and adjust the program for Summer 2025.
- Reminder of former chairperson Judy Bean's memorial at Jenkins Jr./Sr High School on Saturday, November 9 at 1:00 PM.
- Limited funding for contracted student mental health services. Administration is researching other service options for the students being served.
- Gess Elementary Professional Learning Communities (PLCs) unit plans will focus on math and Gess will adopt English Language Arts (ELA) materials this year.
- Met with board director candidates to discuss district vision, goals, and initiatives and offer learning resources.
- Calendar committee met again yesterday. Community and staff completing the survey regarding the possibility of a four-day school week were largely in favor. The committee will continue to research this option, and a four-day school week will not be considered for the 2025-26 school year.

**FALL STUDENT LEARNING DATA**

Director of Student Support Services Erin Dell presented the Fall 2024 student learning data for grades K-10 reading and math.

**DRAFT QUESTIONS FOR BOARD POSITIONS 1 AND 2 INTERVIEWS**

The Board drafted the questions for the Board Positions 1 and 2 interviews which will take place during the November 20, 2024 regular business meeting.

**DIRECTORS AND SUPERINTENDENT OPERATING LEADERSHIP PRACTICES**

The Board reviewed the draft document of Board and Superintendent roles, responsibilities, and protocols for meetings, communications, interactions, conduct, and authority. The Board will continue reviewing the document during the December 5, 2024 work session.

**DISTRICT VISION AND GOALS**

The Board reviewed the 2023-24 district goals. Superintendent Perrins will update the goals for 2024-25 and present them for approval at the November 20, 2024 regular business meeting.

**WEBSITE LISTENING POST**

The Board reviewed the draft website listening post details. The final version will be presented for approval at the November 20, 2024 regular business meeting.

**BOARD COMMUNIQUE**

- A. The Board finalized Edition III Mathematical Thinking Perspectives vs. "Mimicking the Teacher"
- B. The Board discussed Edition IV regarding Materials, Supplies and Operating Costs (MSOCs) funding.  
Director Krouse will provide a draft at a future meeting.



**NEXT MEETING**

Next meeting is the November 20, 2024, Regular Meeting at 6:30 PM at the District Office.

With there being no other business, the meeting was adjourned at 7:50 PM.

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Theolene Bakken  
Vice-Chairperson

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Jason Perrins  
Secretary of the Board

# Quartzite Learning

Trauma-Skilled Schools  
Certification





# Who We Are

## Who We Are

Quartzite Learning houses two educational programs, a K-12 alternative learning program and an Open Doors Reengagement Program for students aged 16-21, located in rural Northeast Washington. Our staff consists of a counselor, a secretary, 5.6 teachers, a Special Ed teacher, a paraeducator, and a part-time administrator.

## Who We Serve

We enroll approximately 125 students in our alternative learning program and 40 students through Open Doors, serving the Chewelah School District and neighboring communities. Approximately 63% of our students are from low-income families and roughly 10% are considered homeless. Many of our students have mental and emotional needs that are addressed throughout TSS.

## Why We Chose TSS

The Trauma-Skilled School model has provided us with a greater understanding of the effects of trauma and the importance of resiliency factors in supporting students. Our staff is better equipped with knowledge and strategies to serve our students.





# What We Do

## K-6th Grade

Elementary students work from home most of the week in a homeschool model. Quartzite Learning teachers work with parents to help plan learning activities, provide support and/or intervention, and track student progress. Students are invited to attend classes on-site 1 day per week in grade bands. Quartzite Learning teachers provide hands-on integrated learning activities aligned to standards on these days.

## 7th-12th Grade

Junior High and High School students work with one teacher and may take courses online or using textbooks. They have the option to work on-site four days per week and weekly onsite classes are available. Currently, we have about 15-20 students who work in our classroom each day. Students also have the opportunity to take classes at our traditional Junior High / High School as part of a shared enrollment plan if that is in the student's best interest.

## Open Doors

Students enrolled in the Open Doors Reengagement Program must be aged 16-21 and not be expected to graduate on time. Open Doors allows students to work towards and earn their GED. Credit can be awarded for each test passed and used towards a high school diploma. Students are able to work on-site 4 days per week depending on their individual plan.



# TSS Implementation Process

- Staff and students completed initial surveys
- Focused on resilience areas of Connection and Belonging
- Professional learning sessions that all staff attended
  - Finding Lost Students
  - Service Learning
  - Providing Options for Demonstrating Learning
  - The Art of Guided Choice
- We provide choices of instructional materials for students (textbook or online) and we provide choice in demonstrating learning as part of our program on a regular basis.





# What We Have Done

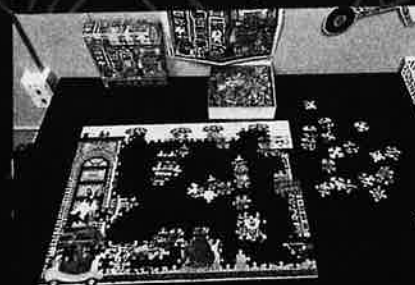


Good News Postcards mailed home every two weeks.

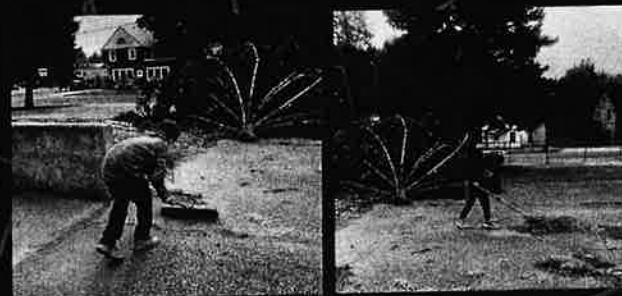
Achievement bulletin board.



Purposeful practice - textured box breathing stickers for students.



Brain break station.



Student initiated service project.





# Continuing the Work

- Our Trauma-Skills School Plan is embedded in our School Improvement Plan.
  - Approved by school board and promotes accountability.
  - Uses data from Educational Effectiveness Survey that is administered each spring to help us revise our focus if necessary.
  - School Improvement Plan is reviewed by staff multiple times per year.
- New staff induction activities included a review of trauma and its effects on students as well as practices that we have adopted.
- Staff meetings include activities and practices to help us continue to grow in our work and implement our plan.
  - Each meeting begins with a purposeful practice of sharing a "Weekly Win" (a positive event or kudos to someone else).
  - Each meeting includes writing 3-4 Good News postcards to mail home to parents. Student address labels are printed and not reprinted until every student receives a postcard.

## 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.

In this school, there is at least one adult who knows and cares about me



☒ Often True

☐ Sometimes True

☐ Seldom True

**Jenkins JR./SR. High School**  
**November 2024**  
**Board Report**

**Fall Conferences**

This fall, we will continue to have student/parent academic conferences and transition to Student Led Conferences to the spring. This allowed us to focus on 7-12 students with failing grades and to conduct the conferences in a group format when available so that parents could also hear what their student is doing well. For example, if the student is failing two classes, they will conference in a classroom with those two teachers but will also hear from the teachers where they are doing well. This will assist the team in understanding how to meet the needs of our students more effectively.

Conferences are on November 25 and 26 and the staff will be staying late on November 26<sup>th</sup> to meet the needs of parents who are working. There are also drop-in times that will be communicated with parents where they can receive information from a teacher(s) without an appointment.

Casey Baldwin will be busy this week contacting parents and scheduling appointments on behalf of the teaching staff. Her kindness and professionalism on the phone assist in the process of scheduling appointments. It has been an effective system in the past to have more parents who attend conferences.

**Fall Athletic Accomplishment**

It is with much pride that we celebrate with our Boys Cross Country team and their coaches on earning a 3<sup>rd</sup> place finish at the 1B/2B Boys' State Cross Country Championships. This is, once again, an amazing top honor, and we are very proud of our team. Congrats to Coach Tapia and Coach Crockett through their hard work, high expectations, and running growth mindsets, we pushed our athletes to compete at their highest levels. Emmitt Warren ran super hard for the Cougars and earned an impressive second place finish in the big race. The girls' team also represented Chewelah well.

**Written, Taught and Tested Focus for November**

This month, we have focused on our mathematical instructional practices with our building math coach Erin Dell. We provided an opportunity for our staff, as well as our sixth-grade math teacher, Mrs. Jones, to observe Jennifer Watts in action as she demonstrated effective instructional strategies working cooperatively in a reflective and interactive environment. The teachers had time to observe the teaching strategies and then they had time with their coach to process their observation take-aways. The goal of

the organized mathematical observations is for teachers to reflect on their own teaching practices and ultimately improve students' growth over time. The teachers are planning to repeat this process in the next month with Mrs. Dell.

This month I have focused my energies on nine classrooms for walk-through observations focusing strongly on classroom management strategies and student engagement. Spending time in the classrooms of our new staff to the district is really important in the evaluation process and has been a focus this month.

Most of my time was spent working with our new staff in the building and reviewing the observation and evaluation process using the Marzano Framework. The process of working with staff on a comprehensive evaluation cycle takes at least eight hours of collaborative meeting time and observations to complete. The beginning phase of the process, which was completed this month, was our initial pre-evaluation meeting where we review the Marzano Framework with the examples of both staff and student evidence of the eight different Criterion and their related Components. The next step that is accomplished by the teacher is a self-assessment which will be used by the teacher to set growth goals and a focus for our walk-through and formal observations.

The next step in the evaluation process with our comprehensive teachers is to set up a formal observation. We meet before the conference to review the focus and how the lesson ties into the course unit plan, and specifically the guaranteed standard(s) that the performance task will be covering. This could also include the specific way the effectiveness of the learning target is being measured.

The most effective evaluation meetings are when the principal and teacher are working together on improved instructional practices and student learning. This process takes trust between the two educators as we work together on personal and professional goal areas. This process is an area that has a great impact on how teachers progress over time to reach their goals. One of my favorite times of the year is when I get to celebrate teacher growth.

### **Multiple Tiered Systems of Support Work**

This month, our focus has once again been on our systems of academic support for our students. We are continuing to average the need to provide about 36+ students with specific Tier II interventions in the middle school. This has been a big challenge and one that we are spending a lot of our time and energy focusing on.

The junior high quarterly data shows that 32 out of 100 students have two or more failing grades in their courses for the quarter and also in the current quarter. This is one of the most academically and behaviorally challenging groups that we have had in the last ten years. This has led me to spend more time than in past years on behavior referrals and intervention processes to support the efforts of Mr. Skok.



With this reality, we are having conversations about our Response to Intervention Behavior Systems in middle school. Our referrals for junior high behavior are higher than average and our normal response to intervention and support, including detentions and suspensions are not changing behavior. This has led us to creating a Student Behavior Intervention Team that will meet to review our current systems of positive support and our discipline systems. We will also be completing a book study using a recommended book by Mr. Perrin's on Tiered Behavior Intervention Systems.

### **PLC Work for November**

I attended the Math, ELA, and CTE content area team meetings this month. In addition to attending the meetings, I communicated in an email the different academic PLC vocabulary and the data discussions that were taking place during my walk-through visitation that we did not hear three years ago. This led to a discussion about celebrating our successes as a building and we spent time in our content area PLCs to list the various positive changes and accomplishments in the last two plus years. The information was shared on our shared folder where each PLC is able to keep their team notes. I am in the process of gathering and synthesizing the data and will share it with the board in the following month.

As a district team, we met with our PLC coach and reviewed where we are in year three of the process. Our meeting was very helpful, and our focus was on creating systems of accountability and data collection, which has been a challenge for our singleton staff.

Another area of discussion was on creating more dialogue about our specialists like music and PE meeting as a district PLC content area team. We are still trying to problem solve this complex system.

### **Ski School**

Ski School is getting ready for sign-ups again this year. Dates will be January 8, 15, 22, 29, and Feb. 5. There has already been a lot of student and parent interest this year.

### **Counseling Office Student Activities October and November**

10/7 ASVAB Results Interpretation (At Jenkins)

10/9 Colville Chamber of Commerce Career Fair (SCC Colville Center)  
10/16 SAT (At Jenkins)  
10/22 Foster Care Education Training (PD, Zoom)  
10/23 2<sup>nd</sup> WSU 8<sup>th</sup> Grade Labs (At Jenkins)  
10/23 PSAT (At Jenkins)  
10/24 WSU Pullman Campus Tour (Pullman)  
10/25 Mentor/Mentee Lesson and Check-in (At Jenkins)  
10/29 National College Fair (Spokane Convention Center)  
11/5 Empowering Success: Elevating Through Family and Community Engagement (PD, ESD)  
11/6 1<sup>st</sup> WSU 7<sup>th</sup> Grade Labs with Mary Walker, Valley, Wellpinit (At Mary Walker)  
11/14 Whitworth/Gonzaga Campus Tour  
11/19 1<sup>st</sup> WSU 11<sup>th</sup>/12<sup>th</sup> grade College/Career Readiness (WSU Downtown Campus)  
11/21 3<sup>rd</sup> WSU 8<sup>th</sup> Grade Labs (At Jenkins)  
11/21 3<sup>rd</sup> Mentor/Mentee Lesson and Check-in (At Jenkins)

*Vanessa Bigler M.Ed. School Counseling*

Pronouns: *she, her, hers*

Counselor, Jenkins JR/SR High School

509-685-6800 x 2011

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



## **Jenkins Jr / Sr High School**

*Home of the Cougars and Raiders*  
Activities for November/December

- |             |  |
|-------------|--|
| November 5  | JH ASB Meeting   |
| November 6  | Knowledge Bowl Competition<br>7 <sup>th</sup> Grade WSU Lab<br>Shelter in Place Drill                  |
| November 7  | 8 <sup>th</sup> Grade WSU Lab Experience<br>Jostens – Senior Graduation Ordering<br>Ski School Meeting |
| November 8  | Veteran's Day Assembly   |
| November 12 | JH ASB Meeting   |
| November 13 | Trade Program Discovery Day  |
| November 14 | 11 <sup>th</sup> and 12 <sup>th</sup> grade College Visits<br>Ski School Meeting                       |
| November 15 | ASB Meeting<br>Skills USA Meeting<br>JH ASB Open Meeting   |
| November 18 | Senior Class Photo   |
| November 19 | WSU Career & College Readiness Field Trip<br>Knowledge Bowl<br>JH ASB Meeting                          |
| December 3  | JH ASB Meeting<br>Lockdown Drill   |
| December 6  | Skills USA Meeting   |
| December 10 | Knowledge Bowl<br>JH ASB Meeting   |
| December 12 | Christmas Band Concert   |
| December 13 | Winter Spirit Week Assembly  |

## **Gess Elementary School Board Report**

### **November 13, 2024**

#### **Professional Development**

In Ms. Gail Herbst's recent training, she guided us through the Standard for Mathematical Practice 2: Reason abstractly and quantitatively. The session explored how these standard progresses across grade levels, K-12, and included discussions on what reasoning abstractly and quantitatively entails. Key takeaways included an overview of student behaviors and thought processes associated with this practice. Ms. Herbst also shared question stems designed to encourage mathematical thinking, along with a rubric to assess students' progression in abstract and quantitative reasoning. Each training includes a practical instructional routine to support the math standard discussed. For grades 3 through 8, Gail is also highlighting the value of using interim-based assessments, providing sample questions within relevant strands. These resources offer flexibility and can serve as entry tasks, exit tickets, extensions, or other creative applications. Additionally, we have an exciting opportunity for further professional development with our math coach, Gail Herbst, on December 5, from 3:30 to 5:30 pm. Staff invite you to attend.

#### **PLC Update**

At Gess Elementary, we embrace a distributive leadership model to bring the Gess Elementary School Improvement Plan to life. In this approach, the principal and teachers collaborate closely to identify and implement the best practices for our school. Rather than relying on a single leader, distributive leadership encourages shared responsibility and decision-making across our team (Spillane et al., 2001, 2004). This model promotes open, two-way communication, enabling us to focus on high-impact topics and foster conversations among students, staff, and stakeholders that drive meaningful progress.

One of the key strengths of distributive leadership is its capacity to develop leaders across our school community, creating a sustainable support system that ensures consistency even through leadership transitions. This model is not only beneficial for the staff but also directly supports academic achievement by focusing our efforts on initiatives that make a difference.

Our Action Teams exemplify this collaborative model in action. The Literacy Action Team, for example, is working on benchmark writing assessment scope and sequences to enhance our language arts program. The Math Action Team is dedicated to developing common benchmark assessments to support math proficiency across grade levels. Meanwhile, the Community Action Team strengthens our connection with families and the wider community by organizing events like the recent Veterans Breakfast. Looking ahead, they will also support Title/LAP efforts in a special event on

December 7, 2024, where students will create ornaments tied to reading informational texts at the annual pancake breakfast.

This teamwork approach helps us ensure that every initiative is student-centered and aimed at enhancing the educational experience for all Gess Gators. By distributing leadership, we build a school environment where every voice is heard, and every effort counts toward the success of our students and school community.

### **MTSS Update**

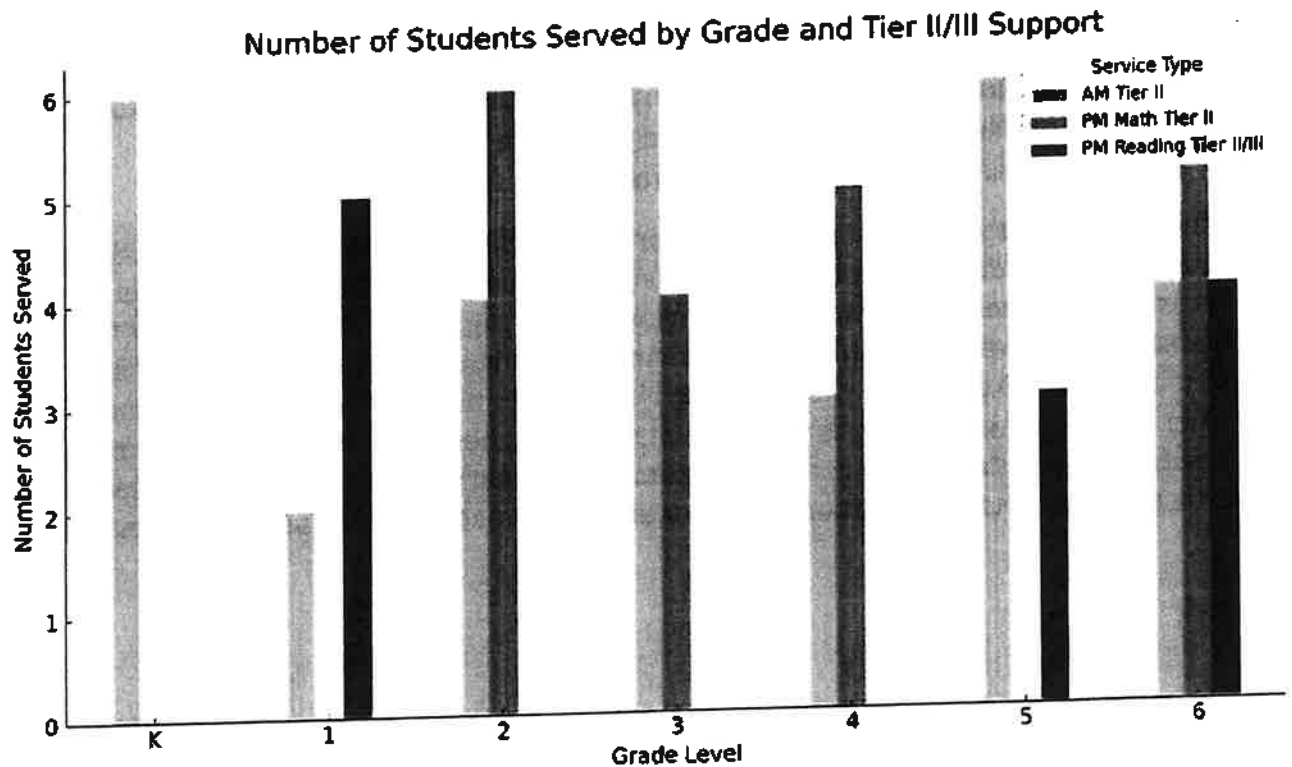
At Gess Elementary, we're committed to tailoring learning to meet the diverse needs of our students. Teachers are working within their ELA blocks to provide differentiated instruction, ensuring all students receive Tier I and Tier II supports as needed. By utilizing certified staff at each grade level, we can adjust our support based on the specific content and skill level each student is working to master. In addition, our Title/LAP program employs both pull-out and push-in models to offer targeted Tier II and Tier III interventions, giving extra support to students who need it throughout the day.

We've also established multiple pathways for teachers to request and coordinate additional support for their students, ensuring a collaborative and responsive approach. Grade-level teachers can access support through various teams: the Leadership Team, where representatives bring forward individual student needs based on results from common formative and summative assessments; the PBIS Team, which identifies students through SWISS data for discussions on behavioral support; and Data Teams, where teachers review each child's progress with case managers, the principal, Title/LAP teachers, and the special education director to identify those who may benefit from more intensive interventions. Additionally, the Student Success Team, often suggested by the data team, provides focused support for students with significant needs, reviewing and adjusting each student's plan every six weeks to ensure continued progress. These structured avenues promote an integrated system of support tailored to each student's growth and success.

These teams work utilizing the distributive leadership model, sharing insights and strategies to support student success and growth across all areas. The structured, collaborative approach ensures that our students receive timely, effective interventions tailored to their evolving needs.

Based on most recent data between September 30, 2024, and November 19, 2024, a total of 64 students are served across all support services (AM Tier II, PM Math Tier II, and PM Reading Tier II/III). Grades 6 and 3 receive the highest combined support, with 14 and 10 students served, respectively. The distribution of services varies by grade level, with some grades, such as Kindergarten and Grade 4, receiving fewer overall services. This distribution suggests a targeted approach, with certain grade levels receiving more intensive support in specific areas. Please see the graph below.





Here is the bar graph showing the number of students served by grade level and tier type (AM Tier II, PM Math Tier II, and PM Reading Tier II/III).

#### AM Tier II Support

- This support service serves students in all grade levels, from Kindergarten through Grade 6.
- The highest numbers of students in AM Tier II are in Grades K, 3, and 5, each with 6 students.
- The lowest number is in Grade 1, with 2 students.
- Total students served in AM Tier II across all grades: 31 students.

#### PM Math Tier II Support

- PM Math Tier II serves students in Grades 2, 3, 4, and 6 only.
- The highest number is in Grades 2 and 6, each with 6 students.
- Grades 3 and 4 each have 4 and 5 students served, respectively.
- Total students served in PM Math Tier II: 21 students.

### **PM Reading Tier II/III Support**

- This support service serves students in Grades 1, 5, and 6 only.
- The highest number of students in PM Reading is in Grade 1, with 5 students.
- Grade 6 has 4 students, and Grade 5 has 3 students served.
- Total students served in PM Reading Tier II/III: 12 students.

The students currently being served within our MTSS (Multi-Tiered System of Supports) model indicate that our approach remains balanced and responsive rather than inverted. This means that we are effectively identifying and addressing student needs across all tiers, with the majority of students receiving appropriate support at the foundational (Tier I) level, while targeted interventions (Tier II) and intensive supports (Tier III) are provided only to those who truly need them. This alignment reflects a healthy model where Tier III does not dominate, ensuring our resources are used efficiently and our interventions are proportionally distributed based on student needs.



# **SUCCESS Team**

## **Meeting Protocol**

Summary from Staff (4- 5 min)

Brainstorming w/o feedback (4- 5 min)

Plan Developed with Steps (2- 3 minutes)

### Teacher Check-List for SUCCESS Meeting

**\*\*Please bring ALL data to your scheduled meeting with this form\*\***

**Student Name:** \_\_\_\_\_

**Attendance:** Unexcused absences: \_\_\_\_\_ Excused absences: \_\_\_\_\_

**Office Discipline Referrals:** Number of majors: \_\_\_\_\_

Subject	What?	Notes/Data Collected
Reading	<input type="checkbox"/> Current grade level <input type="checkbox"/> iReady data (current & historic) <input type="checkbox"/> current interventions	
Writing	<input type="checkbox"/> Handwriting Sample <input type="checkbox"/> Writing Sample	
Math	<input type="checkbox"/> Current grade level <input type="checkbox"/> iReady data (current & historic) <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> current interventions	
Behavior	<input type="checkbox"/> Current interventions <input type="checkbox"/> Number of referrals	
Social/ Emotional	<input type="checkbox"/> Observations <input type="checkbox"/> Current Interventions	
Speech/ Communication	<input type="checkbox"/> Observations <input type="checkbox"/> Current Interventions	
Fine/ Gross Motor	<input type="checkbox"/> Observations <input type="checkbox"/> Current Interventions	
Other		

# **SST GESS Role and Responsibilities**

## **Meeting Facilitator: Stephanie**

- Calls staff to join the meeting.
- Summarizes the issue for the team.
- Leads the team through the steps outlined in the SST protocol file located on the shared drive.

## **Timekeeper: Shelia**

- Keeps track of time for each step according to the protocol.
- Alerts the facilitator when the time is up.
- Summary: 4-5 minutes
- Brainstorm: 4-5 minutes
- Plan Development: steps 2-3

## **Minutes Taker: Stephanie**

- Shares the referral file on screen (stored in the GESS SST shared drive).
- Records discussion, ideas, and plans, then shares them with those who need the information.

## **Communicator: Renee**

- Receives and saves forms in the shared drive.
- Communicates the meeting schedule to the referring staff and others involved.
- After the meeting, highlights and puts in staff box the procedure/action steps to those responsible and shares the plan with integral to implementation.

## **Data Analyst: Sarah**

- During the meeting, checks School Data Solutions for iReady, attendance, notes, and other relevant information.
- Uploads action steps into the GESS SST shared drive.
- Can also add notes in Skyward if needed.
- Can also look up hearing and vision data when needed.

## **Title/Lap Teacher: Daphne or Sheri**

- **Current academic levels:** This should reflect where the student is performing relative to grade-level expectations.
- **Identified lagging skills:** Specific areas where the student is struggling and may need additional support.



## **SST GESS Role and Responsibilities**

- **Interventions used:** Details on the interventions that have been implemented to help the student progress towards grade-level content, along with any outcomes or progress noted.

### **Brainstorm writer: Avery Watkins**

- Record the ideas shared during the brainstorming session on the bulletin board.
- Circle the ideas selected by the teacher and note the responsible person next to each circled idea.

### **Team Members are:**

*Stephanie Clark, Julie Price, Sarah Gregory, Renee Jungblom, Shelia Krouse, Daphane Scranton, Sheri McDonald, Avery Watkins*



# Student Support Services

Board Report – November 2024

## Quartzite Learning and Open Doors

We have completed our work with the National Dropout Prevention Center and achieved our Trauma-Skilled Schools Certification. This process over the last two years has included numerous professional learning sessions and development and implementation of our plan. The final presentation that was submitted as part of our work is attached. Each staff member that has been a part of the lead team has also completed a test. We are excited to continue to put what we have learned to use and we continually adapt to serve our students. Our counselor has started meeting with cohorts of students to work on high school and beyond planning as well as SEL lessons. We just received copies of the book Behavior Solutions that was referred to in our last PLC training with Solution Tree. We will be working through parts of this as we work to better serve our students. We have reached the point in the school year where the honeymoon period is over and some students/families are struggling to maintain satisfactory progress. Teachers are working diligently with parents to review student progress and create meaningful intervention plans for those students that are not making satisfactory progress. We have seen this working for some students and for others, we are still trying to figure out the best way to help them maintain satisfactory academic progress while also supporting the whole student and whatever life may be throwing at them.

## Professional Learning

Through our math improvement work, we have been trying to get teachers into each other's classrooms to help strengthen their collaboration. Coordinating schedules can be challenging so we are still working through some bumps to find a system for this to work. The discussions and ideas that are generated as a result of our afternoon professional learning sessions and meeting with teacher teams have been very valuable.

## Food Service

Food service numbers are up significantly over previous years and feedback on meals and food from students has been extremely positive. With the increase in farm-to-school and scratch cooking we have a need to increase staffing as well. This will allow for better utilization of the new storage space and reconfiguration at Jenkins as staff would then be able to prep more there and we can cut down on the amount of time they spend traveling between buildings.



## **Special Education Department Board Report**

**November 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 Child Count on November 1, 2024, the Chewelah School District is currently serving 120 students with Individualized Education Plans. There are currently 7 students across the district who are in the process for an Initial Evaluation, most of whom are demonstrating delays in the area of communication.

### **Staffing:**

Since prior to my joining the Chewelah School District in August 2020, the CSD has partnered with Inland Northwest Therapy to provide two days/week of additional Speech-Language Pathologist time to support our district therapist, Bethany Bennetch. This summer, just prior to the start of school, the therapist who was identified as being our therapist left the company unexpectedly. I've been working with the company since August to find an appropriate replacement. There is a national shortage of SLPs which is also specific to our area and an added challenge to rural school districts. Fortunately, the company was able to hire an appropriate therapist, Thea Shema, who started last month. She is currently able to work just one day a week, but beginning the week of December 9<sup>th</sup>, will be able to work 3 days/week. Over the past several weeks, I've reached out to each family who had a student impacted by this delay in services and we've been able to develop a compensatory plan for each of the 23 impacted students.

### **Student Learning:**

Our special education teachers are working to increase student engagement in their education. One method that can be very effective is having students participate in their own IEP meetings. It has been a pleasure recently to attend several IEP meetings where students at various ages from upper elementary to junior high school to high school actively participate in their meetings. This is an opportunity to share strengths and discuss challenges openly and honestly with the full team. Our students are impressive as they share on how things are going (self-reflection), share ideas about what

tools they may need to succeed (self-advocacy), and take on new challenges such as beginning vocational training with enthusiasm.

**Professional Development:**

On October 30<sup>th</sup>, our collaboration with True Measure Collaborative for the 2024-2025 school year got off to an excellent start! Our coach, Cassie Watkins, spent the morning at Gess Elementary with Julie Sautter, Kailee Morris, and Sheri McDonald and the afternoon at Jenkins Junior/Senior High School with Ryan Forsberg, Mikhaila Shulz, and Ryan Oltman working on the following goal, "Collaborate with grade-level teachers and special education staff in (bi-weekly/weekly/monthly) meetings to implement strategies into lesson plans". The feedback from teachers was positive and each of the principals and I will be meeting shortly with Ms. Watkins to hear more about the ongoing work to increase collaboration and how we, as administrators, can support this critical goal.

Additionally, Ms. Watkins offered district-wide training after school focusing on Universal Design for Learning, see attached handouts. During this training, staff were asked to select a behavior often observed in their classrooms and work through the UDL framework and flow chart to develop ideas about what techniques might support a change in behavior. Feedback from attendees was very positive, though we continue to struggle with attendance in these after-school trainings.



# The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

## Design Multiple Means of Engagement



### Design Options for Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

## Design Multiple Means of Representation



### Design Options for Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

## Design Multiple Means of Action & Expression



### Design Options for Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

### Design Options for Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

### Design Options for Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

### Design Options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

### Design Options for Emotional Capacity (9)

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

### Design Options for Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

### Design Options for Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)



# UDL BARRIER TO FLOW CHART

START



Do the students care? Are they motivated to learn?

No

Yes

Provide Multiple Means of Engagement



Provide options for recruiting interest

Provide options for sustaining effort and persistence

Provide options for self-regulation

Provide Multiple Means of Representation



Provide options for perception

Provide options for language, mathematic expressions, & symbols

Provide options for comprehension

Provide Multiple Means of Action & Expression



Provide options for physical action

Provide options for expression & communication

Provide options for executive functioning



<http://bit.ly/YTudlflowchart>



Do the students understand the concept?

No

Yes



Is the student able to show their understanding in the teacher specified way?

No

Yes



Students are meeting goal!

## Directions:

When faced with students struggling to access content, use the decision making flowchart to pinpoint UDL checkpoints that could be helpful places to focus on in your instructional design.

# Removing Engagement Barriers



bit.ly/UDLengagementDD



## Disengagement Symptoms

- "Do I have to do this as a \_\_\_\_\_?" - Students self advocate for different options (7.1).
- Students not following along (7.1).
- "When will we ever use this?" - Students cannot see the relevance of concepts (7.2).
- Student groans at the mention of a new concept (7.2).
- Students are unwilling to take risks (7.3).
- Students are afraid of being wrong (7.3).
- Students don't know the goal of lesson (7.3).

## Provide options for recruiting interest

### 7.1 Optimize individual choice and autonomy

- Give students opportunity to choose within the lesson
- Give students a chance to be self-guided in ways that make sense within a lesson

### 7.2 Optimize relevance, value, and authenticity

- Learn students' interests and connect content you are teaching to those areas of interest
- Connect concepts to the real life contexts people apply them in
- Leverage (appropriate) pop culture, gifs, youtube clips, etc.

### 7.3 Minimize threats and distractions

- Reward attempts
- Provide opportunity for revision
- Edit and remove needless distractions
- Make every lesson element traces back to the goal

## Disengagement Symptoms

- "What are we working on again?" - Students don't know the objective (8.1).
- Students focus too heavily on the wrong facet of an assignment (8.1).
- "This is too hard!" or "This is too easy!" - Students can't find the right points of practice (8.2).
- "I hate group work!" - Students do not see the value of collaboration (8.3).
- Students keep making the same mistakes (8.4).
- Students can't describe how they got a score (8.4).

## Provide options for sustaining effort and persistence

### 8.1 Heighten salience of goals and objectives

- Make sure students experience learning objective at beginning and end (at least) in every lesson (use GVC)
- Connect assessment to goal continually and explicitly

### 8.2 Vary demands and resources to optimize challenge

- For new concepts provide DOK 1 and 2 experiences
- Increase rigor as student progress through unit or concept
- Give multiple representations of concepts that are at different levels of complexity

### 8.3 Foster collaboration and community

- Get students working in groups and teams
- Provide opportunity for students to talk about concepts

### 8.4 Increase mastery-oriented feedback

- Give specific and timely feedback for students that make explicit their progress
- Use rubrics, checklists, must dos to give feedback

## Disengagement Symptoms

- Students don't trust the educators they experience at school (9.1).
- Students lack confidence in trying new things in school (9.1).
- Students give up when they don't understand and don't persevere in their independent work (9.2).
- "How do I do this again?" - Students cannot strategize (9.2).
- "What was my grade?" - Students are unable to critically estimate their grade on assignments (9.3).
- Students are interested in revising work (9.3).

## Provide options for self-regulation

### 9.1 Promote expectations and beliefs that optimize motivation

- Model and build class culture around growth mindsets
- Tell and reinforce through action that you believe your students can meet learning targets

### 9.2 Facilitate personal coping skills and strategies

- Model how YOU (the teacher) handles setbacks, mistakes, and challenging feedback
- Give students the opportunity to revise
- Give opportunity for peer to peer feedback
- Find and reinforce the function of negative behaviors

### 9.3 Develop self-assessment and reflection

- Let students set their own learning goals based on the instructional goals you set
- Give students rubrics, checklists, and must dos and then time to self assess based on tools
- Close ALL lessons with reflection



# Removing Representation Barriers



[bit.ly/Representationdrilldown](http://bit.ly/Representationdrilldown)

## Disengagement Symptoms

- Students only receive content in one or two similarly styled ways (1.1)
- Students are constantly asking for text or pictures to be clarified (1.1).
- Content only accessible through auditory means (1.2).
- Content only made accessible through visuals but never delving into auditory representations (1.3)

## Provide options for perception

### 1.1 Offer ways of customizing the display of information

Present information digitally and give students the opportunity to customize display as needed (example - sharing a copy of slides and letting students change look)

Display information in a range of ways (visual, text, multimedia, etc)

### 1.2 Offer alternatives for auditory information

Offer representations that do not depend on hearing (example - infographics, visuals, and text directions)  
Pay attention to the messages you need to repeat verbally, those need a new representation

### 1.3 Offer alternatives for visual information

Do not depend only on visuals, slides, and text  
Provide opportunities for students to hear and watch content to make it meaningful

- Pay attention to non-verbal messages that are not followed, they need a new representation

## Disengagement Symptoms

- Students cannot describe connections of key concept with key vocabulary (2.1).
- Students constantly need definitions of key vocabulary and descriptions of how concepts are related (2.2).
- Students constantly forget the meaning of symbols and notations within concept (2.3).
- Students respond better with translated text (2.4).
- Students struggle visualizing concept and/or vocabulary (2.5).

## Provide options for language, mathematical expression, & symbols

### 2.1 Clarify vocabulary and symbols

- Provide multiple representations of symbols and vocabulary that are imperative for learning goals.

### 2.2 Clarify syntax and structure

- Highlight and define critical syntax and structure
- Show how syntax and structure follows through ALL representations

### 2.3 Support decoding of text, mathematical notation, and symbols

- Reinforce, identify, and define critical symbols and notations that are needed to meet learning goals
- Show how they span across representations

### 2.4 Promote understanding across languages

- Provide visual & multimedia representations of concepts that rely less on language
- Where possible use home languages to teach concepts

### 2.5 Illustrate through multiple media

- Use digital tools to create representations that
- Incorporate technology and visualization

## Disengagement Symptoms

- Students don't have background information for concept (3.1).
- Students don't see how big ideas are connected within a concept (3.2).
- Students are unclear on the ways different concepts relate to each other (3.3).
- Students cannot apply learning in one content area to other content areas (3.4)
- Students struggle talking about what they learned to others clearly (3.4).

## Provide options for comprehension

### 3.1 Activate or supply background knowledge

- Provide representations that draw from students' cultural background, interests and experiences
- Connect current concept to previously taught concepts to show their relationship.

### 3.2 Highlight patterns, critical features, big ideas, and relationships

- Show how concepts are related
- Give graphic organizers to provide structure to concept and concept elements
- Show critical patterns and features across representations

### 3.3 Guide information processing, visualization, and manipulation

- Use highlighting, color coding, and visual representations so that what is critical stays clear

### 3.4 Maximize transfer and generalization

- Show representations that span across student concepts, content, and are inclusive of both real life and standardized testing.

# Removing Action & Expression Barriers



## Disengagement Symptoms

- Students are bored with options and not excited to show their understanding with no options being relevant to them (4.1).
- Some students cannot show their understanding of a concept due to a support need (4.1).
- Students don't feel the freedom to use assistive technology tools as aide to show their understanding (4.2).
- Students don't access digital tools on CAASPP (4.2)

## Provide options for physical action

### 4.1 Vary methods for response and navigation

- Give students options for how they respond informally when checking for understanding or (where possible) formally in projects or assessments
- Give students options for how they move ahead or stay back while learning concept elements
- Situate learning environments so that students have physical options in where they complete tasks

### 4.2 Optimize access to tools and assistive technologies.

- Make a supply area that is accessible for students throughout the day
- Give students options in which tools (digital and/or pencil and paper) they use to create evidence of understanding
- Allow use of assistive technology as an aide during all test assessments
- Model how you use tools and strategies to tackle unknown problems (think-a-louds)

## Disengagement Symptoms

- Students can express their understanding one way correctly but when asked on a test, it doesn't transfer (5.1).
- Students have to constantly ask you for tools or supplies instead of getting the supplies themselves (5.2).
- Students report that the tasks are too easy or too hard (5.3).
- Students are not ready to be released to independent practice (5.3).

## Provide options for expression and communication

### 5.1 Use multiple media for communication

- Allow students to create using technology to show their understanding
- Give students options for note-taking
- Give students options in how they communicate their understanding
- Keep all options connected explicitly to learning target

### 5.2 Use multiple tools for construction & communication

- Students need the autonomy to use tools in ways that increase meaning making when showing understanding
- Giving students continual access to the tools in classroom contexts

### 5.3 Build fluencies with graduated levels of support for practice and performance

- Provide explicit models for the types of responses that are exemplary
- Use "I do, we do, and you do" strategies
- Give students opportunity to test ideas with each other

## Disengagement Symptoms

- "What is my grade?" or "How did I do?" Students should know based on goals and-self assessment (6.1).
- "How do I know what you want me to do?"
- "How do I do this?" - As opposed to "this is my strategy, can you give me feedback?" (6.2)
- Students losing or mismanaging resources (6.3)
- Students not sure about what grade they will receive. It should not be a mystery (6.4).

## Provide options for executive functioning

### 6.1 Guide appropriate goal-setting

- Show students rubric or expectations and allow them to set their own goals (in teacher specified perimeters)
- Teacher models how to set goals for students
- Providing reflection time before and after lesson (open and closing)

### 6.2 Support planning and strategy development

- Allow student so develop their own strategies for how they meet a goal
- Give students explicit timelines for how long they have to get work done
- Highlight strategies more efficient or novel for class

### 6.3 Facilitate managing information and resources

- Students ID needed resources for meeting goal
- Students propose needed learning in goal setting

### 6.4 Enhance capacity for monitoring progress

- Allow time for self assessment & peer review
- Design time for progress sharing based on performance expectations



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

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

0431  
September 30, 2024

**CASH RECEIPTS FOR THE MONTH:**

State Apportionment	\$923,836.76
District Deposits	\$19,560.22
Investments Earnings	\$5,442.40
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$262,185.83
Other:	\$0.00
<b>TOTAL RECEIPTS</b>	<b>\$1,211,025.21</b>

**EXPENDITURES FOR MONTH:**

Accounts Payable	\$260,039.53
Payroll	\$1,019,353.45
Transfer to/(from) Capital Projects	\$69,000.00
Other: Cancelled Warrants	\$0.00
Other: ACH Return	\$0.00
<b>TOTAL EXPENDITURES</b>	<b>\$1,348,392.98</b>
<b>MONTHLY INCREASE/(DECREASE)</b>	<b><u>(\$137,367.77)</u></b>

Ending Cash and Investment Balance	\$688,833.36
240 Treasurer's Balance	\$1,076,990.50
450 Investment Balance	(\$453,654.33)
241 Warrants Outstanding	
<b>CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S</b>	<b>\$1,312,169.53</b>
<b>UNASSIGNED FUND BALANCE</b>	<b>\$774,814.66</b>
Fund Balance Assigned to Other Purposes	\$720,000.00
<b>Total Fund Balance</b>	<b><u>\$1,494,814.66</u></b>

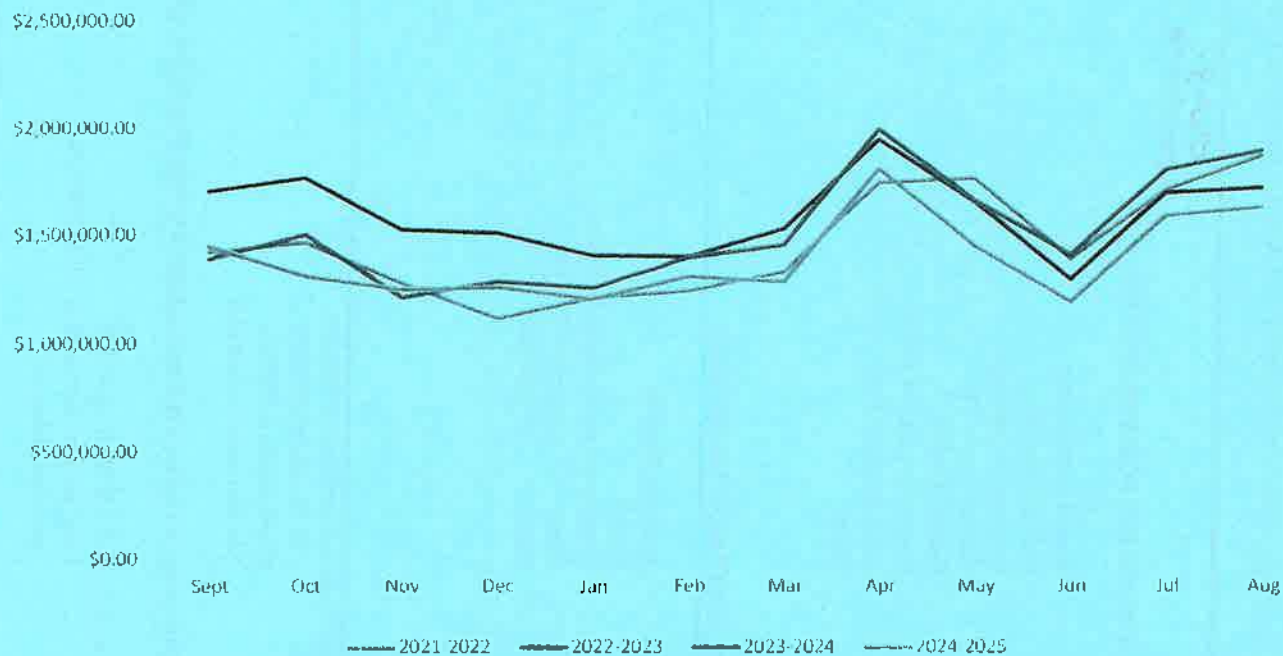
<b>CAPITAL PROJECTS FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$96,908.75</u>
<b>DEBT SERVICE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$25,363.78</u>
<b>A.S.B. FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$90,308.31</u>
<b>TRANSPORTATION VEHICLE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$457,527.40</u>



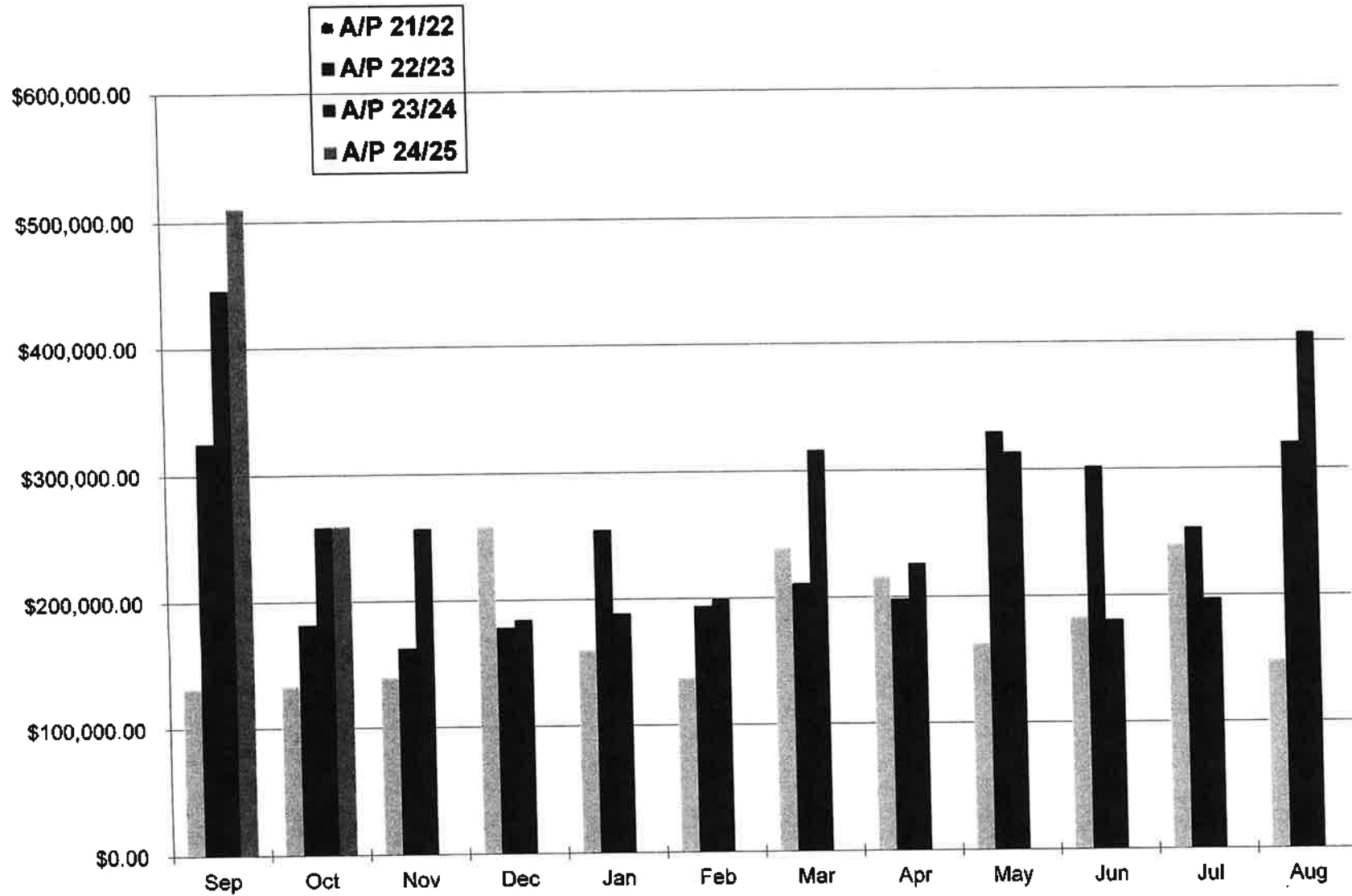
**2024-2025 Financial Report**  
**STEVENS COUNTY TREASURER'S ENDING BALANCE**

	2021-2022	2022-2023	2023-2024	2024-2025	
Sept	\$1,423,882.95	\$1,707,870.36	\$1,393,313.95	\$1,449,537.30	
Oct	\$1,468,123.60	\$1,769,516.00	\$1,504,980.40	\$1,312,169.53	
Nov	\$1,281,033.93	\$1,526,152.23	\$1,215,327.31	\$1,250,000.00	Estimate
Dec	\$1,119,975.26	\$1,509,898.40	\$1,287,086.62	\$1,260,000.00	Estimate
Jan	\$1,211,725.08	\$1,406,749.52	\$1,257,849.84	\$1,205,000.00	Estimate
Feb	\$1,243,922.79	\$1,400,593.86	\$1,395,028.61	\$1,310,000.00	Estimate
Mar	\$1,331,851.46	\$1,527,604.84	\$1,453,925.82	\$1,285,000.00	Estimate
Apr	\$1,745,961.23	\$1,948,117.24	\$1,997,138.05	\$1,810,000.00	Estimate
May	\$1,766,334.68	\$1,653,812.15	\$1,661,387.98	\$1,450,000.00	Estimate
Jun	\$1,392,533.42	\$1,297,422.99	\$1,410,224.89	\$1,195,000.00	Estimate
Jul	\$1,712,306.54	\$1,698,291.09	\$1,806,306.09	\$1,590,000.00	Estimate
Aug	\$1,873,259.90	\$1,721,986.39	\$1,897,728.88	\$1,630,000.00	Estimate

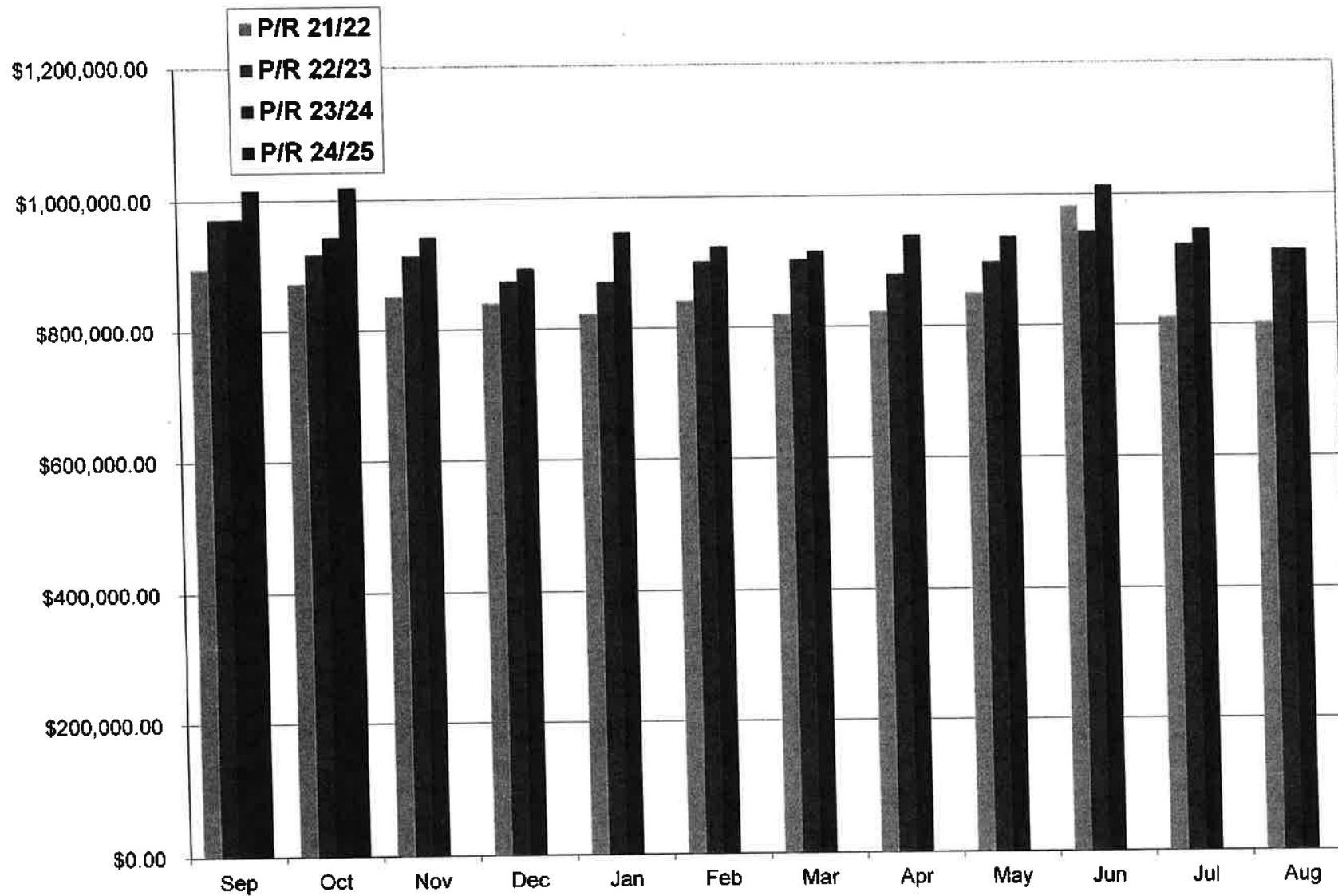
Treasurer's Ending Balance



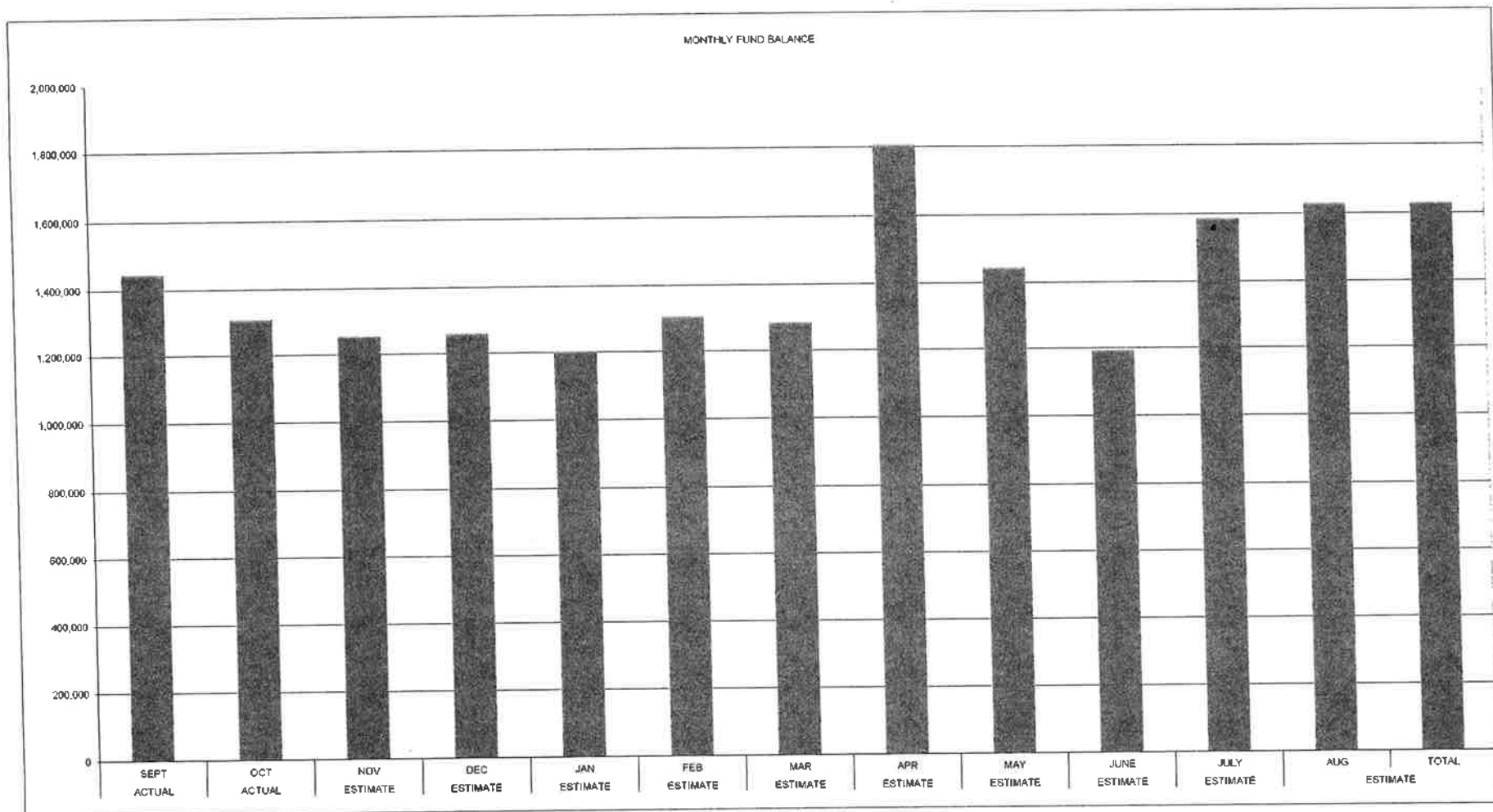
# **CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES**



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

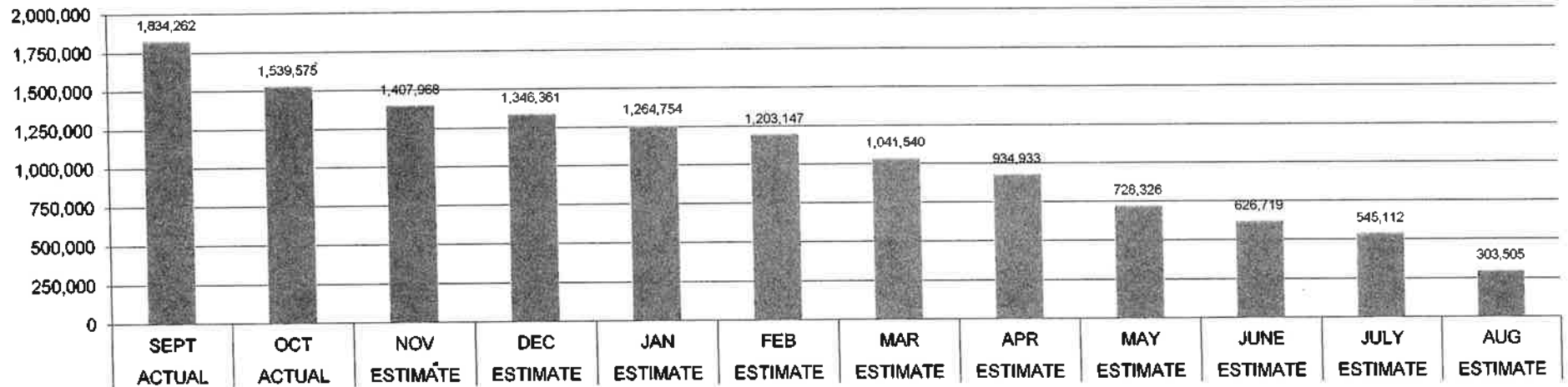


CHEWELAH SCHOOL DISTRICT													
CASH FLOW 2024-2025													
	ACTUAL SEPT	ACTUAL OCT	ESTIMATE NOV	ESTIMATE DEC	ESTIMATE JAN	ESTIMATE FEB	ESTIMATE MAR	ESTIMATE APR	ESTIMATE MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG	TOTAL
BEGINNING CASH BALANCE	1,897,729	1,449,537	1,312,170	1,257,170	1,205,970	1,205,970	1,208,970	1,287,970	1,809,470	1,447,970	1,194,970	1,589,970	1,897,729
REVENUE					FTE ADJUST								
	0	0	0	0	0	0	0	0	0	0	0	0	1
APPORTIONMENT	1,123,100	923,837	940,000	1,150,000	1,070,000	1,160,000	1,135,000	1,300,000	775,000	885,000	1,550,000	1,345,000	13,356,937
PROPERTY TAXES	39,610	262,186	45,000	4,000	8,000	60,000	90,000	390,000	75,000	10,000	6,000	8,000	997,796
LOCAL RECEIPTS	15,688	19,560	35,000	7,000	39,000	28,000	8,000	6,500	8,500	45,000	13,000	9,000	234,248
OTHER	7,115	5,442	55,000	5,300	5,500	15,000	9,000	30,000	10,000	7,000	6,000	20,000	172,338
	1,185,513	1,211,025	1,075,000	1,166,300	1,122,500	1,263,000	1,239,000	1,726,500	868,500	947,000	1,575,000	1,382,000	14,761,338
EXPENDITURES													
A/P	511,309	260,040	250,000	200,000	200,000	200,000	300,000	225,000	325,000	200,000	200,000	380,000	3,251,349
PR	1,016,395	1,019,353	980,000	960,000	980,000	960,000	960,000	980,000	980,000	1,000,000	980,000	960,000	11,775,749
TRANSFER TO CPF	106,000	69,000	-100,000						-75,000				0
	1,633,704	1,348,393	1,130,000	1,160,000	1,180,000	1,160,000	1,260,000	1,205,000	1,230,000	1,200,000	1,180,000	1,340,000	15,027,097
ENDING CASH BALANCE	1,449,537	1,312,170	1,257,170	1,263,470	1,205,970	1,308,970	1,287,970	1,809,470	1,447,970	1,194,970	1,589,970	1,631,970	1,631,970



CHEWELAH SCHOOL DISTRICT												
BUDGET STATUS 2024-2025												
	ACTUAL SEPT	ACTUAL OCT	ESTIMATE NOV	ESTIMATE DEC	ESTIMATE JAN	ESTIMATE FEB	ESTIMATE MAR	ESTIMATE APR	ESTIMATE MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG
BUDGET	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074	15,307,074
YTD EXPENDITURES	1,734,925	2,999,904	4,229,904	5,389,904	6,569,904	7,729,904	8,989,904	10,194,904	11,499,904	12,699,904	13,879,904	15,219,904
ENCUMBRANCES	11,737,887	10,767,595	9,669,202	8,570,809	7,472,416	6,374,023	5,275,630	4,177,237	3,078,844	1,980,451	882,058	-216,335
BUDGET STATUS	1,834,262	1,539,575	1,407,968	1,346,361	1,264,754	1,203,147	1,041,540	934,933	728,326	626,719	545,112	303,505
PERCENTAGE OF BUDGET REMIANING	12%	10%	9%	9%	8%	8%	7%	6%	5%	4%	4%	2%

### ESTIMATED BUDGET STATUS REPORT



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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	1,217,349	262,185.83	301,795.42		915,553.58	24.79
2000 LOCAL SUPPORT NONTAX	121,830	15,346.54	24,493.98		97,336.02	20.11
3000 STATE, GENERAL PURPOSE	8,374,599	625,598.04	1,361,507.94		7,013,091.06	16.26
4000 STATE, SPECIAL PURPOSE	3,553,657	226,325.63	496,207.59		3,057,449.41	13.96
5000 FEDERAL, GENERAL PURPOSE	20,500	.00	.00		20,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,500,649	72,701.58	96,869.03		1,403,779.97	6.46
7000 REVENUES FR OTH SCH DIST	27,000	.00	.00		27,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	70,000	.00	6,000.00		64,000.00	8.57
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>14,885,584</b>	<b>1,202,157.62</b>	<b>2,286,873.96</b>		<b>12,598,710.04</b>	<b>15.36</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	7,063,095	640,220.41	1,430,973.54	5,230,009.89	402,111.57	94.31
10 Federal Stimulus	0	.00	21,507.70	0.00	21,507.70-	0.00
20 Special Ed Instruction	2,017,199	192,463.60	347,212.87	1,628,478.88	41,507.25	97.94
30 Voc. Ed Instruction	706,026	51,084.13	97,433.94	441,349.97	167,242.09	76.31
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,559,529	102,584.82	250,982.50	869,264.46	439,282.04	71.83
70 Other Instructional Prgms	35,239	1,835.71	3,655.76	18,571.28	13,011.96	63.08
80 Community Services	5,000	.00	2,558.62	0.00	2,441.38	51.17
90 Support Services	3,920,986	278,550.10	845,578.94	2,579,920.58	495,486.48	87.36
<b>Total EXPENDITURES</b>	<b>15,307,074</b>	<b>1,266,738.77</b>	<b>2,999,903.87</b>	<b>10,767,595.06</b>	<b>1,539,575.07</b>	<b>89.94</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 OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>421,490-</b>	<b>64,581.15-</b>	<b>713,029.91-</b>		<b>291,539.91-</b>	<b>69.17</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>2,000,000</b>		<b>2,207,844.57</b>			
<b>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</b>	<b>XXXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>1,578,510</b>		<b>1,494,814.66</b>			



I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted for Carryover	53,200	.00
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committed to Econmc Stabilizatr	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	900,000	720,000.00
G/L 890 Unassigned Fund Balance	625,310	774,814.66
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
 <u>TOTAL</u>	 1,578,510	 1,494,814.66

CHEWELAH SCHOOL DISTRICT  
2024-2025 Budget Status Report

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	289,738	4.49	16,497.23		273,240.77	5.69
2000 Local Support Nontax	5,000	109,073.60	109,258.75		104,258.75-	> 1000
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	6,824,158	.00	.00		6,824,158.00	0.00
5000 Federal, General Purpose	6,000	.00	.00		6,000.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	5,000	.00	.00		5,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,129,896	109,078.09	125,755.98		7,004,140.02	1.76
<u>B. EXPENDITURES</u>						
10 Sites	214,000	97,781.32	211,042.34	102,193.43	99,235.77-	146.37
20 Buildings	656,000	623.40	44,039.40	2,546.51	609,414.09	7.10
30 Equipment	6,249,158	.00	.00	27,242.10	6,221,915.90	0.44
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	62,000	.00	.00	0.00	62,000.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	2,500	.00	.00	0.00	2,500.00	0.00
<u>Total EXPENDITURES</u>	7,183,658	98,404.72	255,081.74	131,982.04	6,796,594.22	5.39
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	53,762-	10,673.37	129,325.76-		75,563.76-	140.55
<u>F. TOTAL BEGINNING FUND BALANCE</u>	54,323		10,503.85			
<u>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	561		118,821.91-			

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	303	128,238.53-
G/L 863 Restricted from State Proceeds	0	44,039.40-
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	258	53,456.02
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	561	118,821.91-

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>					.00	0.00
1000 Local Taxes	0	.00	.00		996.96	16.92
2000 Local Support Nontax	1,200	100.43	203.04		.00	0.00
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			
<u>Total REVENUES/OTHER FIN. SOURCES</u>	1,200	100.43	203.04		996.96	16.92
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	0	.00	.00	0.00	.00	0.00
Interest On Bonds	0	.00	.00	0.00	.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	1,200	100.43	203.04		996.96-	83.08-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	25,200		25,160.74			
<u>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	26,400		25,363.78			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	26,400		25,363.78			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	26,400		25,363.78			

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	80,000	5,947.56	9,253.57		70,746.43	11.57
2000 Athletics	167,000	8,720.25	21,284.80		145,715.20	12.75
3000 Classes	12,000	.00	.00		12,000.00	0.00
4000 Clubs	84,150	325.00	1,562.00		82,588.00	1.86
6000 Private Moneys	10,600	72.66	1,792.66		8,807.34	16.91
<b>Total REVENUES</b>	<b>353,750</b>	<b>15,065.47</b>	<b>33,893.03</b>		<b>319,856.97</b>	<b>9.58</b>
<b>B. EXPENDITURES</b>						
1000 General Student Body	80,000	2,842.26	6,537.18	11,711.14	61,751.68	22.81
2000 Athletics	147,000	5,284.72	10,118.46	7,385.26	129,496.28	11.91
3000 Classes	12,000	.00	.00	0.00	12,000.00	0.00
4000 Clubs	78,000	2,430.22	4,302.58	3,442.84	70,254.58	9.93
6000 Private Moneys	13,600	.00	36.45	614.57	12,948.98	4.79
<b>Total EXPENDITURES</b>	<b>330,600</b>	<b>10,557.20</b>	<b>20,994.67</b>	<b>23,153.81</b>	<b>286,451.52</b>	<b>13.35</b>
<b>C. EXCESS OF REVENUES</b>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	23,150	4,508.27	12,898.36		10,251.64-	44.28-
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	95,000		87,236.34			
<b>E. GLS 896, 897, 898 ACCOUNTING</b>						
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>						
<u>C+D + OR - E)</u>	118,150		100,134.70			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	118,150		100,134.70			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>118,150</b>		<b>100,134.70</b>			



90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)For the CHEWELAH SCHOOL DISTRICT School District for the Month of October, 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	13,000	1,856.83	3,756.57		9,243.43	28.90
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	257,800	.00	.00		257,800.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	2,000	.00	.00		2,000.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	272,800	1,856.83	3,756.57		269,043.43	1.38
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	272,800	1,856.83	3,756.57		269,043.43	1.38
<u>D. EXPENDITURES</u>						
Type 30 Equipment	726,800	.00	.00	347,968.96	378,831.04	47.88
Type 40 Energy	0	.00	.00	14,580.00	14,580.00-	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	726,800	.00	.00	362,548.96	364,251.04	49.88
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	454,000-	1,856.83	3,756.57		457,756.57	100.83-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	454,000		453,770.83			
I. <u>GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	0		457,527.40			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted For Fund Purposes	0	457,527.40
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	0	457,527.40

# Enrollment Trends

Fiscal Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average Budget
2020-2021 COVID	678.29	704.06	706.24	701.24	700.94	710.74	703.80	705.88	700.88	693.54	757.60
2021-2022	716.23	754.51	765.51	783.68	786.25	773.07	770.57	772.90	771.97	764.63	740.00
2022-2023	730.58	784.63	776.63	778.63	780.96	780.51	777.24	777.96	779.46	775.98	763.00
2023-2024	785.12	841.02	847.06	840.42	829.85	827.85	829.51	833.93	827.27	825.93	774.00
2024-2025	771.08	796.31	796.79								826.00

## Enrollment Trends



Chewelah School District  
Fund Balance Projection (Apportionment Based)

		Original Budget	APPORTIONMENT	September	October	November	December	January	February	March	April	May	June	July	August
ENROLLMENT		856		771.08	796.31	796.79	0	0	0	0	0	0	0	0	0
		Original Budget	APPORTIONMENT	September 9 %	October 8 %	November 5 %	December 9 %	January 8.5 %	February 9 %	March 9 %	April 9 %	May 5.0 %	June 6 %	July 12.5 %	August 10 %
REVENUE		Annual Amt.	Current	Actuals	Actuals	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
SY 2024-25															
State Revenue															
3100	Regular Apportionment	7,882,112.44	7,617,644.30	709,390.17	585,809.36	380,882.22	685,587.99	647,499.77	685,587.99	685,587.99	685,587.99	380,882.22	457,058.66	952,205.54	761,764.43
3121	Apport Spec Ed	294,664.31	293,901.72	26,519.73	23,443.56	14,695.09	26,451.15	24,981.65	26,451.15	26,451.15	26,451.15	14,695.09	17,634.10	36,737.72	29,390.17
3300	LEA (Sept through Dec)		51,478.28	0.00	16,545.12	31,257.61	3,675.55								
3300	LEA (Jan through Aug)	197,823.00	146,344.72	0.00	0.00	0.00	0.00	0.00	0.00	0.00	60,981.84	46,742.50	4,068.38	17,275.99	17,275.99
4100	Special Purpose	7,500.00	3,246.00	0.00	3,246.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4109	State Funded TK	191,432.54	155,706.10	17,228.93	9,241.11	7,785.31	14,013.55	13,235.02	14,013.55	14,013.55	14,013.55	7,785.31	9,342.37	19,463.26	15,570.61
4121	Special Ed	1,494,435.23	1,314,871.17	127,278.28	96,249.82	65,743.56	118,338.41	111,784.05	118,338.41	118,338.41	118,338.41	65,743.56	78,892.27	164,358.90	131,487.12
4155	Learning Assist	600,197.25	600,738.84	53,549.81	48,575.79	30,036.94	54,066.50	51,062.80	54,066.50	54,066.50	54,066.50	30,036.94	36,044.33	75,092.36	60,073.89
4158-03	National Board Cert Teachers	55,223.65	55,223.65	0.00	0.00	0.00								55,223.65	
4158-04	1191 FG	44,610.00	44,610.00	0.00	0.00	0.00								44,610.00	
4158-06	Truancy	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4158-07	Grant	317,000.00	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4165	Transitional 4165 (bilingual)	2,665.47	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4174	Highly Capable	25,238.40	24,480.16	2,271.46	1,890.17	1,224.01	2,203.21	2,080.81	2,203.21	2,203.21	2,203.21	1,224.01	1,468.81	3,060.02	2,448.01
4198-01	Breakfast	2,000.00	2,000.00	0.00	150.21	184.98	184.98	184.98	184.98	184.98	184.98	184.98	184.98	184.98	184.98
4198-06	CEP Breakfast	15,000.00	23,000.00	0.00	3,109.05	1,989.10	1,989.10	1,989.10	1,989.10	1,989.10	1,989.10	1,989.10	1,989.10	1,989.10	1,989.10
4198-07	CEP Lunch	57,000.00	50,000.00	0.00	6,752.84	4,324.72	4,324.72	4,324.72	4,324.72	4,324.72	4,324.72	4,324.72	4,324.72	4,324.72	4,324.72
4199	Transportation	715,264.51	713,883.06	64,249.48	57,110.64	35,694.15	64,249.48	60,680.06	64,249.48	64,249.48	64,249.48	35,694.15	42,832.98	89,235.38	71,388.31
		-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Federal Revenue															
6113	ESSER III	-	23,730.85	23,730.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6124	Fed Special ED-24	210,000.00	218,992.00	0.00	17,674.20	20,131.78	20,131.78	20,131.78	20,131.78	20,131.78	20,131.78	20,131.78	20,131.78	20,131.78	20,131.78
6136	Fed Vocational-38 Perkins	46,000.00	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6151	Fed Title I-S1	440,000.00	431,485.31	0.00	0.00	43,148.53	43,148.53	43,148.53	43,148.53	43,148.53	43,148.53	43,148.53	43,148.53	43,148.53	43,148.53
6152-38	Fed Title II -K-SE	31,149.00	31,149.00	0.00	1,895.27	2,926.37	2,926.37	2,926.37	2,926.37	2,926.37	2,926.37	2,926.37	2,926.37	2,926.37	2,926.37
6152-76	Fed Title V -5276	13,000.00	14,070.06	0.00	0.00	1,407.01	1,407.01	1,407.01	1,407.01	1,407.01	1,407.01	1,407.01	1,407.01	1,407.01	1,407.01
6152-88	Fed Title IV -5286	58,000.00	23,018.49	0.00	0.00	2,301.85	2,301.85	2,301.85	2,301.85	2,301.85	2,301.85	2,301.85	2,301.85	2,301.85	2,301.85
6152-90	Fed Title II -5296	39,500.00	62,675.23	0.00	0.00	6,267.52	6,267.52	6,267.52	6,267.52	6,267.52	6,267.52	6,267.52	6,267.52	6,267.52	6,267.52
6189	Other Community Services	5,000.00	5,000.00	0.00	0.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
6198	School Food-Federal	260,000.00	220,000.00	0.00	31,088.06	18,891.19	18,891.19	18,891.19	18,891.19	18,891.19	18,891.19	18,891.19	18,891.19	18,891.19	18,891.19
6198-01	Fruit & Veg	25,000.00	30,460.64	0.00	5,507.39	2,495.33	2,495.33	2,495.33	2,495.33	2,495.33	2,495.33	2,495.33	2,495.33	2,495.33	2,495.33
6198-02	RPT 1191FG	250,000.00	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6198-04	Breakfast	82,000.00	104,000.00	0.00	14,714.79	8,928.52	8,928.52	8,928.52	8,928.52	8,928.52	8,928.52	8,928.52	8,928.52	8,928.52	8,928.52
Apportionment Totals		13,361,815.80	12,261,709.58	1,024,218.71	922,793.38	680,815.77	1,082,082.72	1,024,801.05	1,078,407.17	1,078,407.17	1,139,389.02	696,300.66	760,838.80	1,570,759.70	1,202,895.42

				Tax collection %											
Other Revenues				2.96%	26.03%	7.57%	0.71%	0.42%	1.26%	8.77%	37.62%	12.57%	1.03%	0.60%	0.46%
1100	Taxes collected	1,194,672	1,194,672	39,609.59	262,185.83	90,436.67	8,482.17	5,017.62	15,052.87	104,772.73	449,435.61	150,170.27	12,305.12	7,168.03	5,495.49
1500	Timber Excise	22,677	22,677	0.00	0.00	2,267.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2300	Interest	70,000	70,000	7,115.13	5,442.40	5,744.25	5,744.25	5,744.25	5,744.25	5,744.25	5,744.25	5,744.25	5,744.25	5,744.25	5,744.25
3600/5500	Forest Money	20,500	20,500	0.00	0.00	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00
2000	Local Deposits	51,830	51,830	2,032.31	9,904.14	3,989.36	3,989.36	3,989.36	3,989.36	3,989.36	3,989.36	3,989.36	3,989.36	3,989.36	3,989.36
4300	Nurse Corps, Better Health, Medicaid, Best, Farm to School	60,700	60,700	5,000.00	0.00	5,570.00	5,570.00	5,570.00	5,570.00	5,570.00	5,570.00	5,570.00	5,570.00	5,570.00	5,570.00
6210-79	Erate	10,000.00	10,000	0.00	0.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
8300	Federal Unassigned Medicaid	6,000	6,000	436.60	1,831.87	373.15	373.15	373.15	373.15	373.15	373.15	373.15	373.15	373.15	373.15
7199	Transportation other districts	2,000	2,000	0.00	0.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00
7301	Nonhigh	25,000	2,500	0.00	0.00	1,250.00	138.89	138.89	138.89	138.89	1,250.00	-138.89	-138.89	(138.89)	(138.89)
8200	Foundation Grants	70,000	10,000	6,000.00	0.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00
	Adj-SPED Safety Net Recovery 4121	-	-	304.00											
6998	Commodities	25,000	25,000	0.00	0.00	-2,301.85									25,000.00
Accrual Districts Only	Late Grant Claim Adj. from Apportionment		(23,018.49)	0.00	0.00	-2,301.85									
Total Revenues	Balance to Budget Status Report	14,920,195	13,714,570	1,084,716.34	1,202,157.62	791,795.05	1,110,030.54	1,048,980.31	1,124,264.18	1,202,645.55	1,609,401.38	865,658.80	792,331.78	1,597,115.60	1,261,649.58
Budget Status Report				1,084,716	1,202,157.62										
Difference				-	-	(791,795)	(1,110,031)	(1,048,980)	(1,124,264)	(1,202,646)	(1,609,401)	(865,659)	(792,332)	(1,597,116)	(1,261,650)

Expenditures		Annual Amt.	Current Estimate	September	October	November	December	January	February	March	April	May	June	July	August
				Actuals	Actuals	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Payroll - Certificated	Object 2	6,029,185	5,590,270	502,945.06	519,819.31	465,855.81	455,738.84	455,738.84	455,738.84	455,738.84	455,738.84	455,738.84	455,738.84	455,738.84	455,738.84
Payroll - Classified	Object 3	2,681,529	2,238,642	207,703.84	216,669.73	186,553.50	180,857.21	180,857.21	180,857.21	180,857.21	180,857.21	180,857.21	180,857.21	180,857.21	180,857.21
Benefits	Object 4	3,409,685	3,393,894	268,159.96	286,419.41	282,824.48	284,054.43	284,054.43	284,054.43	284,054.43	284,054.43	284,054.43	284,054.43	284,054.43	284,054.43
Accounts Payable	Objects 5 through 9	3,186,655	2,537,160	754,356.24	243,830.32	211,429.98	147,504.80	147,504.80	147,504.80	147,504.80	147,504.80	147,504.80	147,504.80	147,504.80	147,504.80
Other	Encumbered Transfers	-	24,538			2,044.81	2,499.21	2,499.21	2,499.21	2,499.21	2,499.21	2,499.21	2,499.21	2,499.21	2,499.21
Other	Additional Unencumbered Payroll	-	897,593			74,799.42	91,421.51	91,421.51	91,421.51	91,421.51	91,421.51	91,421.51	91,421.51	91,421.51	91,421.51
Other	Addl Unencumbered Accounts Payable	-	599,958			49,996.50	61,106.83	61,106.83	61,106.83	61,106.83	61,106.83	61,106.83	61,106.83	61,106.83	61,106.83
Commodities	year end journal entry		25,000												25,000.00
Other cash decreases	per county	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	Balance to Budget Status Report	15,307,054	15,307,054	1,733,165.10	1,266,738.77	1,273,504.49	1,223,182.84	1,223,182.84	1,223,182.84	1,223,182.84	1,223,182.84	1,223,182.84	1,223,182.84	1,223,182.84	1,248,182.84
Budget Status Report				1,733,165.10	1,266,738.77										
Difference				-	-	(1,273,504)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,248,183)

Beginning Fund Balance		2,000,000	2,207,845	2,207,844.57	1,559,395.81	1,494,814.66	1,013,105.21	899,952.91	725,750.39	626,831.73	608,294.44	992,512.98	634,988.94	204,137.89	578,071
Plus Revenue		14,885,584	13,714,570	1,084,716	1,202,158	791,795	1,110,031	1,048,980	1,124,264	1,202,646	1,609,401	865,659	792,332	1,597,116	1,261,650
Minus Expenditures		(15,307,074)	(15,307,054)	(1,733,165)	(1,266,739)	(1,273,504)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,223,183)	(1,248,183)
Transfers or	Redirection of Apportionment														
Plus or Minus	Adjustments	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Projected Ending Fund Balance	Balance to Budget Status Report	1,578,510	615,361	1,559,396	1,494,815	1,013,105	899,953	725,750	626,832	608,294	992,513	634,989	204,138	578,071	591,537
Budget Status Report				1,559,396	1,494,814.66										
Difference				-	-	(1,013,105)	(899,953)	(725,750)	(626,832)	(608,294)	(992,513)	(634,989)	(204,138)	(578,071)	(591,537)

Fund Balance Classifications

Assigned Fund balance		720,000	720,000	720,000	720,000										
Committed Fund Balance		-	-	-	-										
Minimum Fund balance															
Policy		0	0	-											
Unassigned Fund Balance		858,510	(104,639)	839,396	774,815	1,013,105	899,953	725,750	626,832	608,294	992,513	634,989	204,138	578,071	591,537

% of Fund Balance to Expenditures	10%	4%	10%	10%	7%	8%	5%	4%	4%	6%	4%	1%	4%	4%
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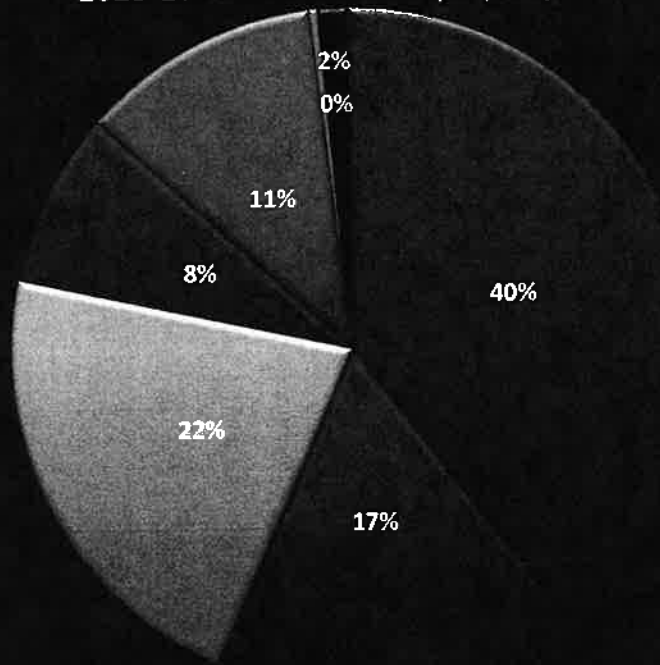
County Treasurer Report	Line 100= Cash+Investments+Warrants Outstanding			1,449,537	1,312,169.53										
Difference				(109,859)	(182,645)	(1,013,105)	(899,953)	(725,750)	(626,832)	(608,294)	(992,513)	(634,989)	(204,138)	(578,071)	(591,537)



## CHEWELAH SCHOOL DISTRICT #36 2023-2024 YEAR END BUDGET RECAP

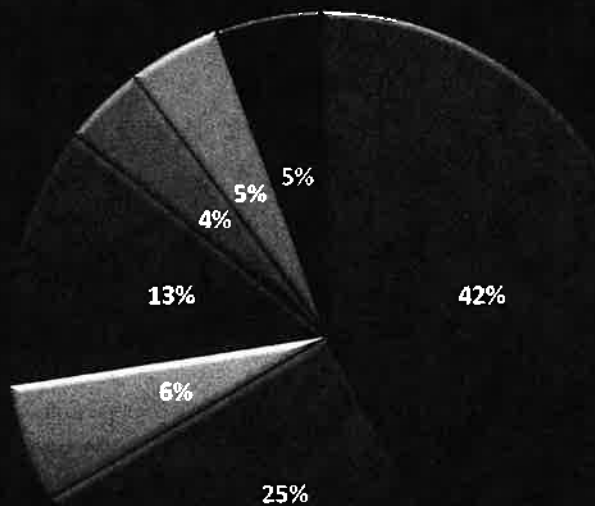
2023-2024 YEAR END BUDGET RECAP											
		TOTAL	TRANSFERS	CERTIFICATED SALARIES	CLASSIFIED SALARIES	BENEFITS	SUPPLIES/MATERIALS	PURCHASED SERVICES	TRAVEL	CAPITAL OUTLAY	
01	BASIC ED	\$ 5,062,304	\$ 73,269	\$ 2,884,729	\$ 479,697	\$ 1,146,269	\$ 173,694	\$ 245,187	\$ 20,419	\$ 39,041	
02	ALTERNATIVE ED	\$ 888,907	\$ 1,447	\$ 513,118	\$ 69,523	\$ 198,042	\$ 97,435	\$ 8,362	\$ 981		
03	DROPOUT REENGAGEMENT	\$ 142,170	\$ 54	\$ 88,453	\$ 4,955	\$ 32,219	\$ 14,047	\$ 1,612	\$ 829		
09	TRANSITION TO KINDERGARTEN	\$ 164,793	\$ 3,010	\$ 81,199	\$ 27,250	\$ 50,821	\$ 2,458	\$ 55			
13	ESSER III	\$ 746,675	\$ 651	\$ 256,449	\$ 45,479	\$ 107,129	\$ 100,827	\$ 226,520	\$ 9,620		
19	EMERGENCY CONNECTIVITY FUND	\$ 811						\$ 811			
21	SPECIAL ED	\$ 1,684,814	\$ 506	\$ 558,664	\$ 371,026	\$ 418,539	\$ 21,338	\$ 314,006	\$ 735		
24	SPECIAL ED FEDERAL	\$ 203,625		\$ 147,235		\$ 51,594	\$ 4,796				
31	VOCATIONAL	\$ 506,772	\$ 2,032	\$ 308,751	\$ 6,956	\$ 100,630	\$ 33,977	\$ 48,215	\$ 6,212		
34	VOCATIONAL MIDDLE SCHOOL	\$ 107,417		\$ 77,564		\$ 24,246	\$ 5,606				
38	VOCATIONAL FEDERAL	\$ 50,613		\$ 1,161		\$ 110	\$ 43,445	\$ 3,500	\$ 2,397		
39	VOCATIONAL OTHER	\$ 9,996					\$ 9,996				
51	TITLE I FEDERAL PROGRAMS	\$ 470,512		\$ 215,784	\$ 83,843	\$ 140,128	\$ 30,441	\$ 315			
52	TITLE I FEDERAL PROGRAMS	\$ 124,533		\$ 11,411		\$ 1,885	\$ 37,227	\$ 69,779	\$ 4,231		
55	LAP	\$ 523,932		\$ 283,069	\$ 65,297	\$ 146,221	\$ 21,239	\$ 7,664	\$ 443		
58	OTHER PROGRAMS	\$ 135,469		\$ 80,073		\$ 19,597	\$ 24,604	\$ 6,096	\$ 5,099		
65	TRANSITIONAL BILINGUAL	\$ 2,220		\$ 1,376		\$ 259		\$ 585			
74	HIGHLY CAPABLE	\$ 21,214		\$ 13,475		\$ 5,295	\$ 2,444				
79	OTHER INSTRUCTIONAL PROGRAMS	\$ 23,513					\$ 23,513				
89	COMMUNITY	\$ 8,342	\$ 6,588		\$ 558	\$ 139	\$ 1,058				
97	DISTRICT WIDE SUPPORT	\$ 2,407,950	\$ (20,244)	\$ 174,671	\$ 875,067	\$ 409,433	\$ 124,817	\$ 669,643	\$ 5,794	\$ 168,768	
98	FOOD SERVICE	\$ 481,295	\$ (5,616)		\$ 131,637	\$ 79,162	\$ 267,188	\$ 8,701	\$ 223		
99	TRANSPORTATION	\$ 671,895	\$ (61,697)		\$ 328,935	\$ 208,667	\$ 157,386	\$ 36,701	\$ 1,902		
		\$ 14,439,772	\$ -	\$ 5,697,183	\$ 2,490,221	\$ 3,140,382	\$ 1,197,538	\$ 1,647,752	\$ 58,885	\$ 207,810	
					2023-2024 BUDGETED EXPENDITURES				\$ 14,699,296		
					2023-2024 BEGINNING FUND BALANCE				\$ 2,047,462	13.93%	
	TOTAL REVENUE	\$ 14,600,155			2023-2024 REVENUES OVER/(UNDER) EXPENDITURES				\$ 160,384		
	TOTAL LABOR COSTS	\$ 11,327,786	78.45%		2023-2024 CURRENT FUND BALANCE				\$ 2,207,846	15.02%	
	OTHER EXPENDITURES	\$ 3,111,985	21.55%		2023-2024 CURRENT UNASSIGNED FUND BALANCE				\$ 1,137,983	7.74%	
	TOTAL EXPENDITURES	\$ 14,439,772	100.00%								
	NET REVENUE OVER/(UNDER) EXPENDITURES	\$ 160,384			2023-2024 BOARD FUND BALANCE GOAL				\$ 1,139,195	7.75%	

### 2023-2024 Year End Recap by Object



- CERTIFICATED SALARIES
- CLASSIFIED SALARIES
- BENEFITS
- SUPPLIES/ MATERIALS
- PURCHASED SERVICES
- TRAVEL
- CAPITAL OUTLAY

### 2023-2024 Year End Recap by Program



- Regular Instruction
- Federal ESSER
- Other Federal Programs
- Other State & Local Programs
- Districtwide Support Services
- Special Education Instruction
- Vocational Education

Description	2023-2024 CPF Balancing Totals				Prior Year Carryforward	Included in
	Revenue	Expenditure	Balance	Balance Check		
2019-2021 Levy	\$ -	\$ 85,741.57	\$ -	\$ -	\$ 85,741.57	Total
2022-2024 Levy	\$ 407,715.25	\$ 536,661.49	\$ (42,952.17)	\$ (42,952.17)	\$ 85,994.07	
<b>Levy Total</b>	<b>\$ 407,715.25</b>	<b>\$ 622,403.06</b>	<b>\$ (42,952.17)</b>	<u><b>\$ (42,952.17)</b></u>		
ESSER II	\$ -	\$ -	\$ -	\$ -		
ESSER III	\$ -	\$ -	\$ -	\$ -		
<b>Federal Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<u><b>\$ -</b></u>		
Voc Career Prep & Launch	\$ -	\$ -	\$ -	\$ -		
Small School Modernization	\$ 696,768.43	\$ 696,768.43	\$ -	\$ -		
Healthy Kids/Healthy Schools	\$ 109,986.70	\$ 109,986.70	\$ -	\$ -		
ADA Equal Access	\$ -	\$ -	\$ -	\$ -		
<b>State Total</b>	<b>\$ 806,755.13</b>	<b>\$ 806,755.13</b>	<b>\$ -</b>	<u><b>\$ -</b></u>		
Other	\$ 163,564.27	\$ 142,111.49	\$ 53,456.02	\$ 21,452.78		
Prior Year Carryforward	\$ 32,003.24		\$ -	\$ 32,003.24		
Other-Loan from General Fund			\$ -	\$ -		
<b>Other Total</b>	<b>\$ 195,567.51</b>	<b>\$ 142,111.49</b>	<b>\$ 53,456.02</b>	<u><b>\$ 53,456.02</b></u>		
<b>Grand Totals 2023-2024</b>	<b>\$ 1,378,034.65</b>	<b>\$ 1,571,269.68</b>	<b>\$ (193,235.03)</b>	<b>\$ 10,503.85</b>	<b>Balance 8-31-2024</b>	

CPF 2019-2021 Capital Levy				
Description	Date	Revenues	Expenditures	Balance
Levy Revenues	2019-2020	\$ 223,442.30		
Security Cameras	2019-2020		\$ 94,066.53	
Phone System	2019-2020		\$ 27,964.16	
Consulting Fees	2019-2020		\$ 9,089.83	
<b>Annual Totals</b>	<b>2019-2020</b>	<b>\$ 223,442.30</b>	<b>\$ 131,120.52</b>	<b>\$ 92,321.78</b>
<b>Aggregate Total</b>				<b>\$ 92,321.78</b>
Levy Revenues	2020-2021	\$ 400,590.01		
Finish Phones	2020-2021		\$ 5,738.31	
Finish Cameras	2020-2021		\$ 26,390.60	
Installation of Intercom System	2020-2021		\$ 87,877.45	
Access Control 2101	2020-2021		\$ 46,637.21	
<b>Annual Totals</b>	<b>2020-2021</b>	<b>\$ 400,590.01</b>	<b>\$ 166,643.57</b>	<b>\$ 233,946.44</b>
<b>Aggregate Total</b>				<b>\$ 326,268.22</b>
Levy Revenues	2021-2022	\$ 147,767.34		
Instructional Technology 2102	2021-2022		\$ 334,268.79	
Access Control 2101	2021-2022		\$ 3,596.92	
<b>Annual Totals</b>	<b>2021-2022</b>	<b>\$ 147,767.34</b>	<b>\$ 337,865.71</b>	<b>\$ (190,098.37)</b>
<b>Aggregate Total</b>				<b>\$ 136,169.85</b>
Levy Revenues	2022-2023			
Equip addl phone supplies	2022-2023		\$ 761.54	
Instructional Technology 2102	2022-2023		\$ 20,358.58	
Access Control 2101	2022-2023		\$ 29,308.16	
<b>Annual Totals</b>	<b>2022-2023</b>	<b>\$ -</b>	<b>\$ 50,428.28</b>	<b>\$ (50,428.28)</b>
<b>Aggregate Total</b>				<b>\$ 85,741.57</b>
Levy Revenues	2023-2024			
Equip addl phone supplies	2023-2024			
Intercom System 2003	2023-2024		\$ 60,240.97	
Security Cameras	2023-2024			
Instructional Technology 2102	2023-2024			
Access Control 2101	2023-2024		\$ 25,500.60	
<b>Annual Totals</b>	<b>2023-2024</b>	<b>\$ -</b>	<b>\$ 85,741.57</b>	<b>\$ (85,741.57)</b>
<b>Aggregate Total</b>				<b>\$ -</b>

Pending Projects:	
Intercom update Encumbrance	\$ -
<b>Total Pending</b>	<b>\$ -</b>
<b>Balance</b>	<b>\$ -</b>

CPF 2022-2024 Capital Levy				
Description	Date	Revenues	Expenditures	Balance
Levy Revenues	2021-2022	\$ 272,372.47		
Maintenance Equipment 2201	2021-2022		\$ 49,294.74	
Energy Lighting 2203	2021-2022		\$ 22,108.00	
Snyder Field Booth 2204	2021-2022		\$ 600.00	
Tennis Court Resurfacing 2202	2021-2022		\$ 45,651.24	
Gess Building Flashing 2205	2021-2022			
Science Room Planning 2206	2021-2022			
<b>Annual Totals</b>	<b>2021-2022</b>	<b>\$ 272,372.47</b>	<b>\$ 117,653.98</b>	<b>\$ 154,718.49</b>
<b>Aggregate Total</b>				<b>\$ 154,718.49</b>
Levy Revenues + interest	2022-2023	\$ 417,802.33		
Maintenance Equipment 2201	2022-2023		\$ 66,227.47	
Snyder Field Booth 2204	2022-2023			
Gess Building Flashing 2205	2022-2023		\$ 33,140.80	
Science Room 2206	2022-2023		\$ 274,023.41	
Sidewalk Repair 2207	2022-2023		\$ 113,135.07	
<b>Annual Totals</b>	<b>2022-2023</b>	<b>\$ 417,802.33</b>	<b>\$ 486,526.75</b>	<b>\$ (68,724.42)</b>
<b>Aggregate Total</b>				<b>\$ 85,994.07</b>
Levy Revenues + interest	2023-2024	\$ 407,715.25		
Snyder Field Booth 2204	2023-2024		\$ 84,200.37	
Science Room 2206	2023-2024		\$ 440,359.01	
Sidewalk Repair 2207	2023-2024		\$ 1,004.03	
Snyder Site Improvements 2209	2023-2024		\$ 11,098.08	
	2023-2024			
	2023-2024			
<b>Annual Totals</b>	<b>2023-2024</b>	<b>\$ 407,715.25</b>	<b>\$ 536,661.49</b>	<b>\$ (128,946.24)</b>
<b>Aggregate Total</b>				<b>\$ (42,952.17)</b>

<b>Pending Revenue:</b>	
Uncollected Levy Revenue	\$ 178,642.95
<b>Pending Projects:</b>	
Maintenance Equipment	\$ -
Gess Flashing	\$ -
Snyder Field Booth	\$ 273,000.00
Science Room	\$ (17,000.00)
Long Jump Pit	\$ 23,000.00
Sidewalk Repair JSHS	\$ -
<b>Total Pending</b>	<b>\$ 279,000.00</b>
<b>Balance</b>	<b>\$ (143,309.22)</b>

\*426,511 per year for 3 calendar years, 2022, 2023, 2024



**CPF 2021-2023 Small School Modernization**

Description	Date	Revenues	Expenditures	Balance
Small School Modernization Revenue	2021-2022	\$ 164,286.73		
JJSHS Boiler	2021-2022		\$ 164,286.73	
Small School Planning	2021-2022			
	2021-2022			
	2021-2022			
<b>Annual Totals</b>	<b>2021-2022</b>	<b>\$ 164,286.73</b>	<b>\$ 164,286.73</b>	<b>\$ -</b>
<b>Aggregate Total</b>				<b>\$ -</b>
Small School Modernization Revenue	2022-2023	\$ 2,692,786.62		
JJSHS Boiler	2022-2023		\$ 2,692,786.62	
	2022-2023			
	2022-2023			
<b>Annual Totals</b>	<b>2022-2023</b>	<b>\$ 2,692,786.62</b>	<b>\$ 2,692,786.62</b>	<b>\$ -</b>
<b>Aggregate Total</b>				<b>\$ -</b>
Small School Modernization Revenue	2023-2024	\$ 661,768.43		
JJSHS Boiler	2023-2024		\$ 661,768.43	
Small School Modernization Planning	2023-2024	\$ 35,000.00		
Planning Grant Expenditures	2023-2024		\$ 35,000.00	
	2023-2024			
	2023-2024			
<b>Annual Totals</b>	<b>2023-2024</b>	<b>\$ 696,768.43</b>	<b>\$ 696,768.43</b>	<b>\$ -</b>
<b>Aggregate Total</b>				<b>\$ -</b>

<b>Pending Revenue:</b>	
Uncollected Grant Revenue	\$ 14,157.89
<b>Pending Projects:</b>	
JJSHS HVAC	\$ 14,157.89
<b>Total Pending</b>	<b>\$ 14,157.89</b>
<b>Balance</b>	<b>\$ -</b>

**CPF 2024-2025 Healthy Kids/Healthy Schools Grant**

Description	Date	Revenues	Expenditures	Balance
Healthy Kids/Healthy Schools Revenue	2023-2024	\$ 109,986.70		
Supplies	2023-2024		\$ 78,291.40	
Services	2023-2024		\$ 31,695.30	
	2023-2024			
	2023-2024			
	2023-2024			
<b>Annual Totals</b>	<b>2023-2024</b>	<b>\$ 109,986.70</b>	<b>\$ 109,986.70</b>	<b>\$ -</b>
<b>Aggregate Total</b>				<b>\$ -</b>
	2024-2025			
	2024-2025			
	2024-2025			
	2024-2025			
	2024-2025			
<b>Annual Totals</b>	<b>2024-2025</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Aggregate Total</b>				<b>\$ -</b>
	2025-2026			
	2025-2026			
	2025-2026			
	2025-2026			
	2025-2026			
	2025-2026			
<b>Annual Totals</b>	<b>2025-2026</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Aggregate Total</b>				<b>\$ -</b>

<b>Pending Revenue:</b>	
<b>Uncollected Grant Revenue</b>	<b>\$ 75,013.30</b>
<b>Pending Projects:</b>	
Finish remodel	\$ 40,013.30
Healthy Kids supplies	\$ 35,000.00
<b>Total Pending</b>	<b>\$ 75,013.30</b>
<b>Balance</b>	<b>\$ -</b>

Description	CPF 2021-2024 Other Local			
	Date	Revenues	Expenditures	Balance
Other Local Revenue	2021-2022	\$ 5,442.23		
JMS Property Sale Expenditures	2021-2022		\$ 11,096.30	
	2021-2022			
	2021-2022			
Carryforward	2021-2022	\$ 15,199.31		
Annual Totals	2021-2022	\$ 20,641.54	\$ 11,096.30	\$ 9,545.24
Aggregate Total				<u>\$ 9,545.24</u>
Other Local Revenue	2022-2023	\$ 25,658.00		
DO Appraisal Expenditures	2022-2023		\$ 3,200.00	
	2022-2023			
	2022-2023			
Annual Totals	2022-2023	\$ 25,658.00	\$ 3,200.00	\$ 22,458.00
Aggregate Total				<u>\$ 32,003.24</u>
Other Local Revenue	2023-2024	\$ 29,642.95		
Interest Expense (GF Loan)	2023-2024		\$ 2,403.19	
QL Flooding Insurance Recovery	2023-2024	\$ 133,921.32		
QL Flooding-Insurance Claim	2023-2024		\$ 139,708.30	
	2023-2024			
	2023-2024			
Annual Totals	2023-2024	\$ 163,564.27	\$ 142,111.49	\$ 21,452.78
Aggregate Total				<u>\$ 53,456.02</u>

<b>Pending Revenue:</b>	
Insurance recovery	\$ -
<b>Pending Projects:</b>	
T&M-Flooding Cleanup & remodel	\$ -
Total Pending	\$ -
Balance	\$ 53,456.02

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 November 20, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$161,127.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 125684 through 125739, totaling \$161,127.51

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125684	A-L COMPRESSED GASES INC	10/31/2024	0002198153	OPEN PO FOR SUPPLIES	1000011168	490.02	942.99
10 E 530 3100 27 5610 4300 2400 0000 0	General Fund/EXPENDITURES/VOCATIONAL					490.02	
			0002198251	Open PO - Misc class supplies - oxygen, argon, gas for welding, welding rods, machine repairs	1300008521	69.12	
10 E 530 3100 27 5610 4300 2400 0000 0	General Fund/EXPENDITURES/VOCATIONAL					69.12	
			0002199361	OPEN PO FOR SUPPLIES	1000011168	276.93	
10 E 530 3100 27 5610 4300 2400 0000 0	General Fund/EXPENDITURES/VOCATIONAL					276.93	
			0002199437	Open PO - Misc class supplies - oxygen, argon, gas for welding, welding rods, machine repairs	1300008521	106.92	
10 E 530 3100 27 5610 4300 2400 0000 0	General Fund/EXPENDITURES/VOCATIONAL					106.92	
125685	AMAZON	10/31/2024	11HY-FFVN-3PTK	JHS: Carbon Monoxide detectors x2	2300002810	53.98	3,796.98
10 E 530 9700 64 5610 4300 0000 0000 0	General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV					53.98	
			13HT-QRQC-QN3C	KASSI BREITER - FOR ALL BUILDINGS TAMPONS & PADS	1100008343	475.86	
10 E 530 0100 26 5610 0000 0000 0000 1	General Fund/EXPENDITURES/BASIC EDUCATION					475.86	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			13TN-JMH9-46F9	STEPHANIE CLARK PBIS PLASTIC STORAGE BINS	1100008342	58.30	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			58.30	
			141C-RYQQ-9P1X	SARA RILEY TK SUPPLIES	1100008309	31.70	
10 E 530 0900 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN			31.70	
			146W-9WW4-3RPH	NURSE SUPPLIES - WHOLE DISTRICT	1100008331	241.06	
10 E 530 0100 26 5610 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			241.06	
			16LG-JPHW-LJN9	OPEN PO FOR NSLP DISPOSABLE SUPPLIES	1000011256	114.46	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			114.46	
			173Q-K47M-RTC7	Gess: Backboard for staff bathroom	2300002814	22.95	
10 E 530 9700 64 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			22.95	
			19YY-D9PR-V6L1	Zygomatic Spot-it camping card game	2100006370	5.39	
10 E 530 2100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			5.39	
			1CLR-9GX3-3PWN	Push button combination locks for lockers	1300008520	53.40	
10 E 530 2100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			53.40	
			1DR9-FRCJ-7DLV	NURSE SUPPLIES - WHOLE DISTRICT	1100008331	-241.06	
10 E 530 0100 26 5610 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			-241.06	
			1FIL-C4CD-GCV3	Laptop replacement screen return Gess and Jenkins Device Repair & Replacement Grant	2600001812	-49.63	
10 E 530 5821 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			-46.02	
10 E 530 5821 32 5650 1100 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			-3.61	
			1G6G-CH6X-VCLV	NEVER SPLIT THE DIFFERENCE BOOK FOR JASON AND ERIN	1000011288	45.00	
10 E 530 9700 11 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			45.00	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1HCG-HWHM-Q7TF	Components to build computers for tech department	2600001816	946.77	
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			946.77	
			1JLL-WGKC-F9GT	WeMate Meeting Notebooks - Shawn and Tom	1300008529	28.30	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			28.30	
			1KDQ-91RY-VFJF	OPEN PO Farm to School DISPOSABLE SUPPLIES	1000011246	31.31	
10 E 530 9816 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FARM TO SCHOOL			31.31	
			1KGH-T6PP-JDTQ	BECKY GREGERSON ALPERT BY LANESHA TODD PAPERBACK BOOK FOR TEACHING SETTING - TEACHER BUDGET	1100008347	16.48	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			16.48	
			1L91-MM9Q-QL1D	STEPHANIE CLARK PBIS PLASTIC STORAGE BINS	1100008342	-58.30	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			-58.30	
			1LKW-MCYW-K334	OPEN PO FOR Farm to School DISPOSABLE SUPPLIES	1000011246	32.29	
10 E 530 9816 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FARM TO SCHOOL			32.29	
			1LQ7-NFPL-1RLH	professional development books & card holders for smart board cards.	1400008569	-22.82	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			-22.82	
			1LQ7-NFPL-LGRC	Stand up desk converter	1300008538	256.49	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			256.49	
			1MY9-CV4J-44MV	Explicit Instruction book, foam tiles for Algebra, stickers	1400008571	236.11	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				to calm anxiety, Korean books for student, pencil grips, Element of art poster, gloves for science, Language Fundamentals teacher book.			
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			151.34	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			84.77	
			1N9G-6W41-JRR4	Laptop replacement screens from Amazon For laptops at Gess and Jenkins Device Repair & Replacement Grant	2600001812	850.01	
10 E 530 5821 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			788.15	
10 E 530 5821 32 5650 1100 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			61.86	
			1PQN-PGMK-T316	NURSE SUPPLIES - WHOLE DISTRICT	1100008331	322.04	
10 E 530 0100 26 5610 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			322.04	
			1Q9G-7QYL-YXMW	Envelopes & painters tape for art.	1400008576	37.66	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			20.48	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			17.18	
			1QY7-CM3J-HJDP	Curriculum Supplies for Chemistry	1300008483	39.18	
10 E 530 0100 27 5610 4300 3320 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			39.18	
			1QY7-CM3J-PY19	PENCIL SHARPENERS	1300008465	-14.89	
10 E 530 0100 27 5610 4300 1160 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			-14.89	
			1THR-QRXG-YTKG	About Time Paperback .	1300008500	284.94	
10 E 530 0100 33 5640 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			284.94	
125686 AVISTA UTILITIES		10/31/2024	101624	UTILITIES	1000011171	3,076.09	3,076.09
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			187.11	
10 E 530 9700 65 7621 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			257.21	
10 E 530 9700 65 7621 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,700.92	
10 E 530 9700 65 7621 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			850.83	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7621 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		80.02	
125687	BARGREEN ELLINGSON INC	10/31/2024	011658803	KITCHEN SUPPLIES OPEN PO	1000011289	49.57	49.57
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		49.57	
125688	BENCHMARK EDUCATION COMPANY	10/31/2024	549635	Benchmark Hello! Teacher Package Print and Digital 1-year license	1000011273	469.26	469.26
10 E 530 6500 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/TRANS BILINGUAL, STATE		469.26	
125689	BREAD BOX	10/31/2024	98093	FOOD FOR FARM TO SCHOOL PROGRAM	1000011172	574.10	574.10
10 E 530 9816 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FARM TO SCHOOL		574.10	
125690	BYU INDEPENDENT STUDY	10/31/2024	dce-00017443	Blanket PO for BYU online classes	1400008575	80.00	80.00
10 E 530 0200 27 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		80.00	
125691	CANON FINANCIAL SERVICES	10/31/2024	35497860-1	COPIER MONTHLY USAGE CHARGES	1000011176	1,563.14	2,457.37
10 E 530 0100 23 7340 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		694.07	
10 E 530 0100 23 7340 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		516.70	
10 E 530 9700 13 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		140.68	
10 E 530 0200 23 7340 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		211.69	
			35497860-2	Copier Lease Contract 798068-1	1000011177	894.23	
10 E 530 9700 83 7832 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		211.49	
10 E 530 9700 84 7831 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		616.51	
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	
125692	CENTURYLINK	10/31/2024	101524	PHONE CHARGES ACCT #300738678	1000011185	424.18	424.18
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		424.18	
125693	CENTURYLINK	10/31/2024	708675085	PHONE SERVICE ACCT #84728321	1000011184	59.90	59.90
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		59.90	
125694	CHARLIE'S PRODUCE	10/31/2024	101724	FOOD & SUPPLIES	1000011223	452.40	3,526.95
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		452.40	
			20536128	FOOD & SUPPLIES	1000011223	1,076.60	

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10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		680.75	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		395.85	
			20538566	FRESH FRUIT AND VEGETABLE PROGRAM FOODS	1000011222	303.25	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		303.25	
			20538568	FOOD & SUPPLIES	1000011223	239.05	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		239.05	
			20540982	FOOD & SUPPLIES	1000011223	818.15	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		818.15	
			20540983	FRESH FRUIT AND VEGETABLE PROGRAM FOODS	1000011222	454.25	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		454.25	
			20540984	FOOD & SUPPLIES	1000011223	183.15	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		183.15	
125695 CHEWELAH SCHOOL DISTRICT #36 I		10/31/2024	091824	IN LIEU OF TRANSPORTATION-IMP REST CHECK #1563	1000011255	147.40	147.40
10 E 530 9900 52 5626 0000 2030 0000 0				General Fund/EXPENDITURES/PUPIIL TRANSPORTATION		147.40	
125696 CRYSTAL SPRINGS		10/31/2024	15901662 100524	Crystal Springs water	1400008551	304.29	304.29
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		304.29	
125697 ED CLUB INC		10/31/2024	272915	JH CTE Curriculum-Typing Club Student Licenses for 1 year	1300008531	914.00	914.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-73.12	
10 E 530 3400 33 5650 4300 0000 0000 0				General Fund/EXPENDITURES/MID SCHOOL, CAREER TECH, ST		987.12	
125698 EDIT GROUP		10/31/2024	75-0252	BOARD WORKSHOP TRAVEL EXPENDITURES	1000011284	491.83	491.83
10 E 530 9700 11 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		491.83	
125699 FIRST FOR INSPIRATION		10/31/2024	INV112782	Lego League: First Lego League Class pack (Alcoa Grant)	1400008559	1,028.24	1,028.24
10 E 530 0200 27 5610 5400 8200 0000 1				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		1,028.24	

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125700	GOLD STAR FOODS	10/31/2024	3307281	FOOD & SUPPLIES	1000011221	5,681.29	19,310.10
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			5,571.26	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			110.03	
			3312929	FOOD & SUPPLIES	1000011221	5,319.46	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			4,989.36	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			330.10	
			3315697	FOOD & SUPPLIES	1000011221	4,112.42	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			4,112.42	
			3318535	FOOD & SUPPLIES	1000011221	3,472.29	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			3,472.29	
			3318581	FOOD & SUPPLIES	1000011221	724.64	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			724.64	
125701	HYDE, RACHAEL	10/31/2024	101824	IN LIEU OF	1000011255	103.18	103.18
				TRANSPORTATION			
				10-15 to 10-18-24			
10 E 530 9900 52 5626 0000 2030 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			103.18	
125702	IMAGINE LEARNING LLC	10/31/2024	1028397	Imagine Learning:	1400008577	4,276.80	4,276.80
				eDynamic			
				Electives			
10 E 530 0200 27 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			4,276.80	
125703	K LOG.COM	10/31/2024	24-331521-1	10 student chairs	1400008568	1,478.81	1,478.81
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			1,478.81	
125704	KCDA PURCHASING COOPERATIVE	10/31/2024	300803321	PAPER PENS GLUE	1300008454	108.86	2,802.73
				ERASERS STAPLER			
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			108.86	
			300804307	STAPLER	1300008454	6.86	
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			6.86	
			300810173	OPEN PO FOR	1000011266	227.09	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			227.09	
			300810955	KCDA 1.5" BINDERS	1100008336	1,130.62	
				FOR 6TH GRADE			
				SUPPLIES AND			
				STAFF ROOM			
				SUPPLIES			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,081.88	
10 E 530 0900 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN			48.74	
			300811119	KCDA 1.5" BINDERS	1100008336	17.81	



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				STAFF ROOM			
				SUPPLIES			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			17.10	
10 E 530 0900 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN			0.71	
			300813446	KCDA STUDENT	1100008306	-295.80	
				SUPPLIES			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			-295.80	
			30081353	OPEN PO FOR	1000011266	295.22	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			295.22	
			300813692	KCDA STUDENT	1100008306	6.72	
				SUPPLIES			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			6.72	
			300813693	KCDA STUDENT	1100008306	6.72	
				SUPPLIES			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			6.72	
			300814214	OPEN PO FOR	1000011266	403.41	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			403.41	
			300814589	STAFF ROOM	1100008336	8.41	
				SUPPLIES			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			8.41	
			300815144	OPEN PO FOR	1000011266	169.97	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			169.97	
			300815606	OPEN PO FOR	1000011266	203.82	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			203.82	
			300815850	OPEN PO FOR	1000011266	96.05	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			96.05	
			300816095	OPEN PO FOR	1000011266	416.97	
				KITCHEN SUPPLIES			
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			416.97	
125705	LEGO EDUCATION	10/31/2024	1190636731	Alcoa Grant for Lego League: Spike Prime Set (4) Spike Essential Set (5)	1400008566	5,150.57	5,150.57

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 27 5610 5400 8200 0000 1				STEAM Park, Coding Express, Tech Machines set, Animals, People, Tubes (2), Building Plates (3)		5,150.57	
				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			
125706	LIBERTY HIGH SCHOOL	10/31/2024	101224	Volleyball- Liberty Volleyball Tournament Oct 12	1300008530	150.00	150.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		150.00	
125707	MACGILL & CO	10/31/2024	IN0882100	NURSE SUPPLIES ENTIRE DISTRICT	1100008333	659.53	659.53
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-52.76	
10 E 530 0100 26 5610 0000 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		712.29	
125708	MAINTENANCE SOLUTIONS INC	10/31/2024	100828103	Gess Custodial; dry phenolic disinfectant, hard water descaler, window/mirror cleaner, granular drain open	2300002796	1,179.88	1,179.88
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,179.88	
125709	NCCE NORTHWEST COUNCIL FOR COM	10/31/2024	799787	NCCE 2025 Conference Registration for Nick & 5 teachers (Rachael Griep, Polly Cooley, Chelsi Boswell, Jacob Lee, Mikhaila Schulz) Feb 26-28, 2025 Seattle Title IV Ed Tech	2600001808	1,400.00	1,400.00
10 E 530 5288 31 7330 4300 4750 0000 0				General Fund/EXPENDITURES/TITLE IV		875.00	
10 E 530 5288 31 7330 1100 4750 0000 0				General Fund/EXPENDITURES/TITLE IV		525.00	
125710	OFFICE DEPOT	10/31/2024	390072183001	Commercial file cabinet-black	1100008318	701.40	776.50
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		701.40	
			390841770001	Yearbook - 1 case	1300008533	75.10	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 4300 4890 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION	Boise x-9 copy paper 11 x 17		75.10	
125711	OXARC INC	10/31/2024	0032188619	Misc. Supplies	1300008507	233.53	233.53
				Open PO - Welding Supplies, Grinding Wheels, Gloves, etc.			
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			233.53	
125712	PITSCO EDUCATION	10/31/2024	24-000019388	Robotics & Urban Search & rescue Challenge Set with PRIZM & Tele-Op controller (TETRIX) For use in ROBOTICS CTE course & Skills USA Competition.	1300008522	2,316.61	2,316.61
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			2,316.61	
125713	READING WRITING PROJECT NETWORK	10/31/2024	RWP-1791	PROFESSIONAL DEVELOPMENT AND SITE-BASED COACHING2024-25 SCHOOL YEAR - REBECCA CRONIN 9-25 & 9-26 PLUS EXPENSES	1000011220	6,025.34	6,025.34
10 E 530 5290 31 7330 0000 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL			6,025.34	
125714	REALLY GOOD STUFF INC	10/31/2024	8677884	LEAH OMAN - PRIVACY SHIELD, GROUPING CHAIR POCKETS	1100008326	366.32	366.32
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			366.32	
125715	SERGEANT LABORATORIES, INC	10/31/2024	101124-A	Additional licenses for AristotleK12 software	2600001821	430.06	430.06
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			430.06	
125716	SMITH, DENISE	10/31/2024	2024-18B	First Aid Classes	1000011209	55.00	385.00
10 E 530 0100 28 7330 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			55.00	
			2024-19	First Aid Classes	1000011209	330.00	
10 E 530 0100 28 7330 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			55.00	

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10 E 530 0100 31 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		165.00	
10 E 530 0100 31 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		110.00	
125717	TERRYS DAIRY	10/31/2024	101524	MILK & MILK PRODUCTS FOR CUST #1513	1000011212	5,314.90	5,314.90
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		5,314.90	
125718	TROPHIES UNLIMITED	10/31/2024	903904	Judy Bean director plaque end of year service	1000011285	10.90	10.90
10 E 530 9700 11 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		10.90	
125719	ULINE	10/31/2024	104127211	Wall-Mount Key Lock Box x3	2300002812	193.82	193.82
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		193.82	
125720	VERIZON WIRELESS	10/31/2024	9975610103	CELL PHONE SERVICES ACCT #365401170-00001	1000011214	267.29	267.29
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		267.29	
125721	WASHINGTON OFFICIALS ASSOCIATI	10/31/2024	13839	Middle and High School Officiating for 2024 - 2025 School Year-BASKETBALL& WRESTLING	1000011159	10,800.00	10,800.00
10 E 530 0100 28 7340 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		10,800.00	
125722	WASBO	10/31/2024	200035721	WASBO online S-275 workshop for Reanna Oct 23, 2024	1000011282	100.00	500.00
10 E 530 9700 13 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		100.00	
			200035833	PAYROLL PERSONNEL AND RETIREMENT WORKSHOP FOR REANNA DURHAM ONLINE NOV 5-7, 2024	1000011287	200.00	
10 E 530 9700 13 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		200.00	
			200035864	ONLINE RISK MANAGEMENT WORKSHOP FOR JASON PERRINS NOV	1000011291	200.00	

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13-14, 2024							
10 E 530 9700 12 7330 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			200.00	
125723	WEX BANK	10/31/2024	100364407	MOTOR POOL FUEL ACCT #0496-00-526538-4	1000011219	98.77	98.77
10 E 530 9700 75 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			98.77	
125724	WSIPC	10/31/2024	1002400252	IEP Online Annual Software & Recurring Fees Sept 2024-Aug 2025	1000011286	1,684.62	1,684.62
10 E 530 2100 27 5650 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			1,684.62	
125725	WSPA	10/31/2024	092424	ANNUAL 2024-2025 MEMBERSHIP FOR KATY GAFFNEY	1000011283	175.00	175.00
10 E 530 9700 12 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			175.00	
125726	WSSDA	10/31/2024	56047	BOARD WORKSHOP OCT 8, 2024 WITH SCOTT DOLQUIST-BOARD & SUPERINTENDENT ROLES	1000011290	1,100.00	1,100.00
10 E 530 9700 11 7330 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,100.00	
125727	BARNARDS BUILDING LLC	10/31/2024	456	CONSTRUCTION OF ANNOUNCERS BOOTH AT SNYDER FIELD-FIRST PAYMENT LESS RETAINAGE	7100000962	49,000.00	49,000.00
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			-5,000.00	
20 E 530 2204 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			54,000.00	
125728	BENYON SPORTS SURFACES, INC	10/31/2024	0008535-IN	Beynon Sports, Rubberizing the new long jump runway.	2300007022	20,952.40	20,952.40
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			-2,138.00	
20 E 530 2209 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER IMPROVEMENTS			23,090.40	
125729	HANEY LUMBER & SUPPLY INC	10/31/2024	12873	JHS; Lumber for walk in: Healthy Kids Grant	2300002788	623.40	623.40
20 E 530 0003 22 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO			623.40	
125730	MERCER SPOKANE LLC	10/31/2024	60000027	Press Box: Mercer	2300006989	557.18	557.18



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				Mass Timber - CPF LEVY			
20 E 530 2204 12 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SNYDER FIELD BO			557.18	
125731	AMAZON	10/31/2024	14CL-CF3V-QC3F	ASSORTED PENCILS FOR PENCIL MACHINE	8100006274	35.20	799.27
40 E 530 1001 00 0000 1100 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL			35.20	
			1HLW-RYG9-4JP6	First Aid Kit, Moleskin Tape	8300007355	127.64	
40 E 530 2010 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			127.64	
			1ML7M-IT43-N1CQ	STEPHANIE CLARK PBIS AWARDS Gess Assemblies	8100006271	420.24	
40 E 530 1030 00 0000 1100 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ASSEMBLIES			420.24	
			1X9P-JN16-Y7TM	Volleyball Setting Trainer	8300007361	215.99	
40 E 530 2440 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/VOLLEYBALL			215.99	
125732	EAGLE ATHLETICS, INC	10/31/2024	673	Spirit Pack Football	8300007347	733.00	959.00
40 E 530 2150 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/FOOTBALL			733.00	
			681	Spirit Pack Football	8300007347	226.00	
40 E 530 2150 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/FOOTBALL			226.00	
125733	EPIC SPORTS	10/31/2024	7948002	Champro Long sleeve Volleyball Jersey VJ8	8300007371	367.31	367.31
40 E 530 2010 00 0000 2200 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			367.31	
125734	HOSA - WASHINGTON STATE	10/31/2024	99635131	Fall Leadership Conference	8300007373	320.00	320.00
40 E 530 4320 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/HEALTH OCCUPA			320.00	
125735	MACGILL & CO	10/31/2024	IN0882006	Flexible Fabric Bandage, Gauze Pads, Steri Strip Pads, Trainers Tape	8300007358	178.50	178.50
40 E 530 2010 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			192.78	
40 L 630 0000 00 0000 0000 0000 0000			Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN			-14.28	
125736	REBEL ATHLETIC INC	10/31/2024	80-33941336	V-Neck Unders, Turtle Neck Unders, Skirts,	8300007331	617.57	919.02

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				Tops			
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		617.57	
			SO-30387248	Uniform Top/Pants	8300007226	301.45	
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		301.45	
125737	SCHOOL HEALTH CORP	10/31/2024	CINV000131304	Mobile Aid School	8300007356	92.86	92.86
				Guard Trauma			
				First Aid Bag			
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE		92.86	
125738	SCHOOL NURSE SUPPLY	10/31/2024	1023896-IN	Bandage Scissors,	8300007357	135.26	135.26
				CPR Resuscitator			
				Mask, Combine			
				Pads, Sterile			
				Gauze Bandage,			
				Sensi Wrap			
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE		135.26	
125739	WALTER'S FRUIT RANCH	10/31/2024	2286	OMAN, EATON,	8100006273	690.00	690.00
				PAULSON 1ST GRADE			
				FIELD TRIP			
				10/10/24			
40 E 530 1060 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FIELD TRIP		690.00	
				56 Computer	Check(s) For a Total of	161,127.51	

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
56	Computer	Checks For a Total of	161,127.51
Total For	56	Manual, Wire Tran, ACH & Computer Checks	161,127.51
Less	0	Voided	0.00
		Net Amount	161,127.51

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-125.88	0.00	85,659.19	85,533.31
20	Capital Projects	-7,138.00	0.00	78,270.98	71,132.98
40	Associated Student Body Fund	-14.28	0.00	4,475.50	4,461.22

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 November 20, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$97,872.96. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 125740 through 125783, totaling \$97,872.96

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
125740	A-L COMPRESSED GASES INC	11/08/2024	0002199786	Open PO - Misc class supplies - oxygen, argon, gas for welding, welding rods, machine repairs	1300008521	113.40	483.54
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			113.40	
			0002199788	Open PO - Misc class supplies - oxygen, argon, gas for welding, welding rods, machine repairs	1300008521	81.00	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			81.00	
			0002201561	Open PO - Misc class supplies - oxygen, argon, gas for welding, welding rods, machine repairs	1300008521	200.85	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			200.85	
			0003042637	OPEN PO FOR SUPPLIES	1000011168	88.29	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			88.29	
125741	ALSCO	11/08/2024	LSPO2778973	coveralls and rags	1000011167	26.67	133.35
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			26.67	
			LSPO2780680	coveralls and	1000011167	26.67	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.67	
			LSPO2782844	coveralls and rags	1000011167	26.67	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.67	
			LSPO2784696	coveralls and rags	1000011167	26.67	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.67	
			LSPO2786597	coveralls and rags	1000011167	26.67	
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		26.67	
125742	AMAZON	11/08/2024	119G-DH44-KWDJ	"Night" Book for English	1300008542	228.30	1,905.38
10 E 530 0100 33 5640 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		228.30	
			19XV-DRQ6-X4XF	Network cable couplers	2600001825	9.71	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		9.71	
			1G19-CP3P-GF74	Laptop screen-Device repair and replacement grant.	2600001826	56.17	
10 E 530 5821 32 5650 1100 0000 0000 0				General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT		56.17	
			1JKQ-KDQV-71LQ	Bus garage tools	2200002177	365.92	
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		365.92	
			1NXK-3NNL-CTFK	Lenovo display cable-Replacement for returned part-Device Repair and Replacement Grant	2600001823	44.03	
10 E 530 5821 32 5650 4300 0000 0000 0				General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT		44.03	
			1P3Q-KFYC-4MGJ	craft foam block, mini silk heads, silk leaf, glue gun sticks, glue gun, Eucalyptus stems	1300008540	334.82	
10 E 530 3100 27 5610 4300 1100 0000 0				General Fund/EXPENDITURES/VOCATIONAL		334.82	
			1VFM-V3LY-MJWN	Bus garage tools	2200002177	663.45	

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			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			663.45	
			1W7Q-GGPL-F941	RECESS PURCHASES	1100008350	101.75	
				GEN FUND BADEN			
				COMPOSITE			
				FOOTBALL			
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			101.75	
			1WMO-R6GG-7QLC	Boiler tests:	2300002817	79.61	
				Sodium Nitrite			
				Test Kit			
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			79.61	
			1XWJ-TGC9-K1MW	Fish tank filters	1400008580	21.62	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			21.62	
125743 AMERICAN SCHOOL COUNSELOR ASSO	11/08/2024 103124		NATIONAL		1000011294	387.00	387.00
			COUNSELOR'S				
			ASSOCIATION				
			MEMBERSHIP FOR				
			2024-2025 VANESSA				
			BIGLER, RENEE				
			JUNGBLOM AND				
			KELLIE TANNER				
10 E 530 0100 24 7810 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			129.00	
10 E 530 0100 24 7810 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			129.00	
10 E 530 0300 24 7810 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			129.00	
125744 AT&T MOBILITY	11/08/2024 287301239699X102824		BACKUP INTERNET		1000011170	43.23	556.23
			CONNECTION FOR				
			PHONE SYSTEM				
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			43.23	
			287334930137X102724	FIRST NET	1000011169	513.00	
				WIRELESS SERVICES			
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			513.00	
125745 BARGREEN ELLINGSON INC	11/08/2024 011667161		KITCHEN SUPPLIES		1000011289	8.04	8.04
			OPEN PO				
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			8.04	
125746 CEV MULTIMEDIA LLC	11/08/2024 INV-10691		ICEV - WA Turnkey		1300008536	2,750.00	2,750.00
			Package / i				
			Subject / 1				
			Teacher - WA				
			Health Science				
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-220.00	
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			2,970.00	
125747 CHARLIE'S PRODUCE	11/08/2024 20543496		FOOD & SUPPLIES		1000011223	764.45	847.95



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			764.45	
			20543498	FRESH FRUIT AND VEGETABLE PROGRAM FOODS	1000011222	83.50	
10 E 530 9814 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES			83.50	
125748 CHEWELAH AUTO PARTS		11/08/2024	103124	TRANSPORTATION SUPPLIES ACCT #68	1000011181	90.69	90.69
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			90.69	
125749 CITY OF CHEWELAH		11/08/2024	103024	UTILITIES	1000011182	16,393.88	16,393.88
10 E 530 9700 65 7410 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,500.37	
10 E 530 9700 65 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			270.12	
10 E 530 9700 65 7622 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			678.71	
10 E 530 9700 65 7410 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,173.77	
10 E 530 9700 65 7420 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,064.80	
10 E 530 9700 65 7622 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,458.26	
10 E 530 9700 65 7410 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			140.83	
10 E 530 9700 65 7622 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			568.05	
10 E 530 9700 65 7410 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			796.96	
10 E 530 9700 65 7420 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,584.00	
10 E 530 9700 65 7622 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,598.08	
10 E 530 9700 65 7410 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			263.80	
10 E 530 9700 65 7420 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			185.40	
10 E 530 9700 65 7622 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			310.73	
125750 COLVILLE HIGH SCHOOL		11/08/2024	24105	XC- CanAm Invitational 9/21/2024 Colville	1300008489	150.00	150.00
10 E 530 0100 28 7580 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			150.00	
125751 COMMUNITY MINDED ENTERPRISES		11/08/2024	PA081924	**Quartzite Insurance Claim** AED replacement	1400008542	1,500.00	1,500.00
10 E 530 0200 26 5610 5400 0000 0000 1			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			1,500.00	
125752 CRYSTAL SPRINGS		11/08/2024	15901662 110224	Crystal Springs water	1400008551	187.73	244.89
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			187.73	
			15902043 110224	WATER AND COOLER RENTAL	1000011178	57.16	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			57.16	
125753 ELAN CARDMEMBER SERVICE		11/08/2024	ED-092724	Book for SCC class	1400008563	85.31	12,727.36
10 E 530 0300 33 5640 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			85.31	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			ED-093024	Open Doors: SCC curriculum	1400008565	129.59	
10 E 530 0300 33 5640 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			129.59	
			ED-100924	GED Testing Service (Open Doors) Diploma for a student	1400008572	15.84	
10 E 530 0300 27 7340 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			15.84	
			ED-101624B	McKinney Vento-Walmart clothing	1400008574	177.43	
10 E 530 5100 27 5610 5400 2030 0000 0			General Fund/EXPENDITURES/TITLE I			177.43	
			ED-102124	GED testing service for Open Doors. Diploma for a student	1400008578	15.84	
10 E 530 0300 27 7340 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			15.84	
			ED-102424	Open Doors GED tests (quantity 10)	1400008579	360.00	
10 E 530 0300 27 5650 6000 0000 0000 0			General Fund/EXPENDITURES/OPEN DOORS			360.00	
			ED-102824	Renewal of annual subscription to Grammarly (online program)	1400008584	150.00	
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-12.00	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			162.00	
			JP-102524	PERRINS-COSTCO HALLOWEEN CANDY FOR DD TRIP TO SCHOOLS & BOOFEST	0	183.92	
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			183.92	
			JT-092724	Supply House: Gess HVAC; Hawkeye Current Switch	2300002806	113.33	
10 E 530 9700 64 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			113.33	
			JT-101124	WSU Pre-License Pesticide Training and WSDA Test	2300002813	120.00	
10 E 530 9700 62 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			120.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			JT-102124	JHS: KullySupply	2300002816	234.89	
				Solenoid for			
				bathroom sink			
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-18.79	
10 E 530 9700 64 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			253.68	
			JT-102224	JHS: All	2300002815	33.61	
				Partitions and			
				Parts; Latch &			
				Keeper, Surface			
				Mounted, Satin			
				Stainless Steel			
10 E 530 9700 64 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			33.61	
			JuPr-100724	STUTTERING	2100006376	186.48	
				THERAPY RESOURCES			
				- BETHANY			
				BENNETCH, SPEECH.			
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-14.92	
10 E 530 2100 26 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			201.40	
			JuPr-100924B	STEPHANIE CLARK	1100008346	618.76	
				LAP HP - PBIS			
				APPS SERVICES -			
				SWIS ANNUAL			
				LICENSE			
				10//24-8/31/25,			
				CICO-SWIS ANNUAL			
				LICENSE			
				10/1/24-8/31/25,			
				BUNDLED APP DISC.			
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-49.50	
10 E 530 5540 27 5650 1100 0000 0000 0			General Fund/EXPENDITURES/LAP HIGH POVERTY			668.26	
			JuPr-100924C	WPS BETHANY	2100006375	133.08	
				BENNETCH -			
				ARIZONA-4 WORD			
				AND SENTENCE			
				ARTICULATION			
				RECORD FORM AND			
				CAAP-2			
				PHONOLOGICAL			
				PROCESSING			
				EVALUATION FORM			
10 E 530 2100 26 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			133.08	
			JuPr-101024	STEPHANIE CLARK	1100008345	601.25	
				LAP HP SEL			
				KELSO'S CHOICE			
				CONFLICT			

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				MANAGEMENT KIT AND POSTERS		-48.10	
10 E 530 5540 27 5610 1100 0000 0000 0				General Fund/DUE TO OTHER GOVERNMENT UNITS		649.35	
				General Fund/EXPENDITURES/LAP HIGH POVERTY			
			JuPr-102424	LETRS VOLUME 1 DAPHNE SCRANTON-LAP TRAINING-DUP REV NEXT MONTH	1100008335	1,000.00	
10 E 530 5500 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/LAP		1,000.00	
			JuPr092724	EMILY SMITH INLAND EMPIRE IEOC WORKSHOPS FOR 24-25 YEAR (4 TOTAL)	1100008340	140.00	
10 E 530 0100 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		140.00	
			JuPr093024	ADOBE JULIE PRICE ACROBAT PRO PRODUCT NUMBER 3000065	1100008354	259.07	
10 E 530 0100 22 5650 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		259.07	
			JuPr100224	EMILY SMITH PROFESSIONAL DEVELOPMENT COURSE WITH LYNN KLEMER TRAINING TUITION & HANDBOOK REDONDO BEACH, CA JUNE 25-27	1100008339	498.00	
10 E 530 0100 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		498.00	
			MS-100124	ALLIANZ TRAVEL INSURANCE-CHELSE & JENNIFER NW MATH CONFERENCE IN WHISTLER BC OCT 24-26, 2024	1000011280	96.26	
10 E 530 5290 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		96.26	
			MS-100124B	AIRFARE-DELTA-CHEL SI & JENNIFER NW MATH CONFERENCE IN WHISTLER BC OCT 24-26, 2024	1000011278	369.56	
10 E 530 5290 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		369.56	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			MS-100224	BUDGET RENTAL CAR FOR NW MATH CONFERENCE IN WHISTLER BC FOR WATTS & BOSWELL OCT 24-26, 2024	1000011281	244.96	
10 E 530 5290 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL			244.96	
			MS-100224B	AIRFARE-ALASKA-CHE LSI & JENNIFER NW MATH CONFERENCE IN WHISTLER BC OCT 24-26, 2024	1000011279	421.06	
10 E 530 5290 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL			421.06	
			MS-100724	PERKINS-SOUTHWEST FLIGHT FOR ARIANN VANBOCKERN TO 2024 ANNE CONVENTION IN SAN ANTONIO TX DEC 3-7, 2024	1000011275	425.97	
10 E 530 3800 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			425.97	
			MS-102424	AABA RESERVATIONS WHISTLER HOTEL FOR MW MATH CONFERENCE CHELSI & JENNIFER OCT 24-26, 2024-TITLE II	1000011277	357.59	
10 E 530 5290 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL			357.59	
			NC-100124	AI Innovation Summit East-Registration for Rachael Griepp, Shirley Baker OCT 17-19, 2024 IN SPOKANE	2600001809	900.00	
10 E 530 5288 31 7330 4300 4750 0000 0			General Fund/EXPENDITURES/TITLE IV			450.00	
10 E 530 5288 31 7330 1100 4750 0000 0			General Fund/EXPENDITURES/TITLE IV			450.00	
			NC-100724	Newegg.com - parts for tech PCs	2600001817	449.23	
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			449.23	
			NC-100724B	Corsair - Power supplies for tech	2600001819	194.38	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 32 5650 0000 0000 0000 0				desktops		194.38	
			General Fund/EXPENDITURES/BASIC EDUCATION				
			NC-101524	B&H Photo -	2600001818	397.20	
				graphics cards			
				for tech desktops			
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			397.20	
			NC-101624	Dell laptop	2600001822	323.84	
				screens from			
				PartsPeople.com-Re			
				placements for			
				returned parts			
				Device Repair and			
				Replacement Grant			
10 E 530 5821 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			323.84	
			NC-101724	USPS - Return	2600001824	27.85	
				shipping on parts			
				Device Repair and			
				Replacement Grant			
10 E 530 5821 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			27.85	
			NC-102124	Laptop	2600001811	698.63	
				replacement parts			
				fromIFixIt.com-Fo			
				r Lenovo laptops			
				at Gess-Device			
				Repair &			
				Replacement Grant			
10 E 530 5821 32 5650 1100 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			698.63	
			NC-102124B	MICROSOFT LICENSE	1000011272	43.20	
10 E 530 0100 32 7350 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			43.20	
			NC-102324	Laptop	2600001810	1,162.83	
				replacement parts			
				from			
				Parts-People.com-F			
				or Dell laptops			
				at Jenkins-Device			
				Repair &			
				Replacement Grant			
10 E 530 5821 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/DEVICE MAINT & REPLACEMENT			1,162.83	
			SA-101124	Die spring 3/4,	1300008535	33.19	
				3/8, 4"			
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			33.19	
			SA-101124B	NAAE Convention	1300008534	565.00	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Registration Dec 3 - 7 for Ariann			
10 E 530 3800 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			565.00	
			SA-101124C	9th Grade Success - lunch for students	1300008539	115.90	
10 E 530 5862 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/NINTH GRADE SUCCESS			115.90	
			SA-101724	Northwest Math Conference Registration Oct 24-26, 2024 Boswell & Watts	1300008532	344.18	
10 E 530 5290 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL			344.18	
			SA-101824B	PBIS Prizes	1300008515	59.97	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			59.97	
			SA-102324	Power Cords for Milwaukie Angle Grinder 4 1/2 inch	1300008537	46.00	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			46.00	
			SA-102524	Early Warning Systems Community Meeting Dinner - Fired Up Pizza	1300008545	239.16	
10 E 530 5808 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/EARLY WARNING BUILDING BRIDGE			239.16	
			SA-102824	Nafme Association Membership	1300008501	156.00	
10 E 530 0100 27 7810 4300 1400 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			156.00	
125754 ETS EDUCATIONAL TESTING SERVIC	11/08/2024	OM20260032		PARAEDUCATOR TESTING ASSESSMENTS - HOLMAN	1000011238	55.00	110.00
10 E 530 9700 14 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			55.00	
			OM20260050	PARAEDUCATOR TESTING ASSESSMENTS - PIERCE	1000011238	55.00	
10 E 530 9700 14 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			55.00	
125755 GAFFNEY, KATHRYN	11/08/2024	102924		REIMBURSE FOR BOOFEST CANDY	0	81.69	81.69
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			81.69	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125756	GOLD STAR FOODS	11/08/2024	1385141	FOOD & SUPPLIES	1000011221	-161.00	4,021.31
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			-161.00	
			1385185	FOOD & SUPPLIES	1000011221	-148.40	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			-148.40	
			1385219	FOOD & SUPPLIES	1000011221	-41.38	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			-41.38	
			3321457	FOOD & SUPPLIES	1000011221	3,918.10	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			3,918.10	
			3321529	FOOD & SUPPLIES	1000011221	453.99	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			453.99	
125757	INLAND EMPIRE BEEF	11/08/2024	110424	FARM TO SCHOOL FOOD SERVICE SUPPLIES	1000011241	800.00	800.00
10 E 530 9816 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FARM TO SCHOOL			800.00	
125758	INLAND NORTHWEST THERAPY	11/08/2024	1690-OT	OT SERVICES 2024-2025-OCTOBER	1000011190	6,001.60	6,463.10
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			6,001.60	
			1690-S	SPEECH SERVICES 2024-2025-OCTOBER	1000011191	461.50	
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			461.50	
125759	JMT PETROLEUM	11/08/2024	103124	FUEL ACCT	1000011192	9,254.24	9,254.24
10 E 530 9700 62 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			400.32	
10 E 530 9700 75 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			648.56	
10 E 530 9900 52 5626 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			7,660.36	
10 E 530 9900 52 5626 0000 4450 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			545.00	
125760	KCDA PURCHASING COOPERATIVE	11/08/2024	300817031	OPEN PO FOR KITCHEN SUPPLIES	1000011266	47.21	136.07
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			47.21	
			300817625	OPEN PO FOR KITCHEN SUPPLIES	1000011266	88.86	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			88.86	
125761	LINC FOODS	11/08/2024	45533	FARM TO SCHOOL FOOD PURCHASES	1000011195	377.25	995.76
10 E 530 9816 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FARM TO SCHOOL			377.25	
			45690	FARM TO SCHOOL FOOD PURCHASES	1000011195	618.51	
10 E 530 9816 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FARM TO SCHOOL			618.51	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125762	MILDES, ROB	11/08/2024	103024	PT	1000011196	4,250.00	4,250.00
				SERVICES-OCTOBER			
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			4,250.00	
125763	NAPA AUTO PARTS	11/08/2024	103124	TRANSPORTATION	1000011197	566.97	566.97
				SUPPLIES ACCT			
				#16420840			
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			4.59	
10 E 530 9700 75 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			358.54	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			203.84	
125764	OSPI CHILD NUTRITION SERVICES	11/08/2024	36960	FOOD COMMODITIES	1000011198	1,380.37	1,380.37
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			1,380.37	
125765	PROTECTION PLUS	11/08/2024	103024	Grounds: Hinaker	2300002819	177.39	177.39
				Parts Cone			
				(25010813)			
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			177.39	
125766	SETYS ACE HARDWARE	11/08/2024	103124	PURCHASES OPEN PO	1000011208	634.13	780.28
				ACCT #101365			
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			46.97	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			41.88	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			187.10	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			206.75	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			151.43	
			103124V	Misc. Supplies	1300008505	146.15	
				Open PO -			
				Varnish, epoxy,			
				Hardware Supplies			
				etc.			
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			146.15	
125767	SKILLS USA WASHINGTON	11/08/2024	1579	Skills USA	1300008528	2,025.00	2,025.00
				Registrations - 2			
				Staff & 7			
				Students for Fall			
				Leadership Camp			
				in Black Diamond,			
				Auburn			
10 E 530 3100 28 7580 4300 0000 0000 0			General Fund/EXPENDITURES/VOCATIONAL			2,025.00	
125768	SOLUTION-TREE	11/08/2024	s311926	Year 3 PD	1000011150	2,536.94	2,536.94
				Services,			
				Resources and			
				Event			
				Registrations for			
				2024-2025			
10 E 530 0100 31 7330 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			1,268.47	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 31 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,268.47	
125769	SUN RENTAL CENTER	11/08/2024	286138	Snyder Field: Football Game Scaffolding (temporary announcer's booth)	2300002809	493.88	493.88
10 E 530 0100 28 5610 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		493.88	
125770	TERRYS DAIRY	11/08/2024	103124	MILK & MILK PRODUCTS FOR CUST #1513	1000011212	2,187.61	2,187.61
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		2,187.61	
125771	TIMM, MARY S	11/08/2024	103024	REIMBURSE FOR SAND TOYS FOR PRIMARY RECESS	0	25.65	25.65
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		25.65	
125772	TRUE MEASURE COLLABORATIVE	11/08/2024	1223	Inclusive Practices Workshop / Coaching Package for 2024-2025	1000011228	1,818.18	1,818.18
10 E 530 5238 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		909.09	
10 E 530 5238 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		909.09	
125773	VERIZON WIRELESS	11/08/2024	9976666626	WIRELESS HOTSPOTS MONTHLY CHARGES FOR QL, OD & MAINT ACCT 342368558-00001	1000011213	132.18	132.18
10 E 530 0200 32 7530 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		72.10	
10 E 530 0300 32 7530 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		45.06	
10 E 530 9700 64 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		15.02	
125774	WALTER E NELSON CO	11/08/2024	535615	Gess: sanitizer instant foam, (2) instant foam touchfree	2300002820	207.69	521.13
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		207.69	
			536065	KITCHEN CLEANING CHEMICALS & SUPPLIES	1000011292	313.44	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		313.44	
125775	WA SCIENCE OLYMPIAD	11/08/2024	2024-2025	Team Registration Fee for Science	1300008544	300.00	300.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 28 7580 4300 0000 0000 1				Olympiad General Fund/EXPENDITURES/BASIC EDUCATION		300.00	
125776	ELAN CARDMEMBER SERVICE	11/08/2024	JT-093024	Baldwin Lumber: Healthy Kids Grant; lumber for HS Walk-in	2300002805	267.41	267.41
20 E 530 0003 22 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/HEALTHY KIDS HEALTHY SCHO		267.41	
125777	MONTANA HELICAL PIERS	11/08/2024	24.3126B	Announcers Booth @ Snyder Field: Montana Helical Piers CPF LEVY	2300006986	3,339.80	3,339.80
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		3,339.80	
125778	WUESTHOFF EXCAVATION INC	11/08/2024	15413	Wuesthoff Welding: Press Box steel structure welding (Levy)	2300002821	7,546.00	7,546.00
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		-770.00	
20 E 530 2204 12 7000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SNYDER FIELD BO		8,316.00	
125779	AMAZON	11/08/2024	1CGQ-MHMT-HFDX	Amazon: Invest Ed	1400008581	17.43	124.88
40 E 530 6001 00 0000 5400 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		17.43	
			1DF1-TVFM-HDFL	Fake Pumpkins, Glow glasses, glow sticks, balloon arch, balloon arch strip kit	8300007380	58.36	
40 E 530 1001 00 0000 2200 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		58.36	
			1KPL-CCWV-3LR3	Underwear, socks, shoes	8300007377	49.09	
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		49.09	
125780	CLARKS ALL SPORTS	11/08/2024	59411	CHRISTINE CHALMERS - T SHIRTS 205 ASST. SIZES	8100006275	2,285.00	2,285.00
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		2,285.00	
125781	CLARK, STEPHANIE A	11/08/2024	103124	REIMBURSE FOR ASB SCHOOLWIDE CELEBRATION SUPPLIES	0	21.28	21.28
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		21.28	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
125782	ELAN CARDMEMBER SERVICE	11/08/2024	ED-101624	ASB Invest ED-Walmart clothing	1400008573	124.04	5,567.53
40 E 530 6001 00 0000 5400 0000 0000 0			Associated Student Body Fund/EXPENDITURES/INVEST ED			124.04	
			JuPr-100924	DOMINION THEATRES LLC COLVILLE ALPINE THEATRE FIELD TRIP GRADE 6 WILD ROBOT MOVIE	8100006272	399.00	
40 E 530 1060 00 0000 1100 0000 0000 0			Associated Student Body Fund/EXPENDITURES/FIELD TRIP			399.00	
			SA-092724	Costco/Safeway/Cas h-Carry/Walmart- Concessions	8300007337	1,145.04	
40 E 530 1210 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CONCESSIONS			1,145.04	
			SA-093024	5 Star Rewards- Costco, Walmart, Dollar Tree, Safeway, Yokes, Amazon	8300007360	294.09	
40 E 530 1001 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL			294.09	
			SA-100124	Hoco Dance Supplies- Walmart, Dollar Tree, Chef Store, Yokes, Party Supply	8300007350	275.58	
40 E 530 1001 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL			275.58	
			SA-101524	Hotels for Richland, WA - XC Oct 11-12	8300007367	1,084.30	
40 E 530 2140 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CROSS COUNTRY			1,084.30	
			SA-101624	Costco-Invest Ed Snacks	8300007376	216.44	
40 E 530 6001 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/INVEST ED			216.44	
			SA-101824	Costco- variety pack candy, chocolate, treats Oriental Trading Co- pencil toppers, squishes, stress balls, key chain	8300007374	230.05	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 1001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		230.05	
			SA-102424B	Gamma Progression	8300007369	1,798.99	
				11 ELS Stringing			
				Machine			
40 E 530 2350 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/TENNIS GIRLS'		1,942.91	
40 L 630 0000 00 0000 0000 0000 0000				Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN		-143.92	
125783 VARSITY SPIRIT FASHION		11/08/2024	REG-0011371480	UCA Spirit Day	8300007334	1,485.00	1,485.00
				Camp WSU 10/19			
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		1,485.00	
				44 Computer			
				Check(s) For a Total of			97,872.96

05.24.10.00.00-010034

## Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	44	Computer	Checks For a Total of	97,872.96
Total For	44	Manual, Wire Tran, ACH & Computer Checks		97,872.96
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	97,872.96

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-363.31	0.00	77,599.37	77,236.06
20	Capital Projects	2,569.80	0.00	8,583.41	11,153.21
40	Associated Student Body Fund	-143.92	0.00	9,627.61	9,483.69



<b>School District:</b> Chewelah School District	<b>Plan Reviewed on:</b> July 6, 2023 – Board of Directors
	<b>Plan Reviewed on:</b> May-June 2024- 20 stakeholders: Baker, Gregory, Sety, Administrative Team, Two students, Bergman, Joyce, Watson, Boswell, Parent Sabosky, Campbell, Parent Katzer  Board Approved updated Strategic Plan Goals on 10/16/24
<b>Date Completed:</b> April 2022	<b>Plan Reviewed on:</b>
<b>Date Board Approved:</b> April 20, 2022	
<b>The Strategic Plan Steering Committee developed the Chewelah Promise and corresponding commitments described in this plan. (2021-22)</b>	<b>Jason Perrins, Erin Dell, Shawn Anderson, Julie Price, Clover Joyce, Betty Myers, Kevin Herda, Julie Sautter, Kallie Tilla, Jennifer Watts, Clay Jeanerette, Jason Tapia, Ella Joyce, Paul Sety, Shirley Baker, Chelsi Boswell, Janet McLaughlin, Alicia Sabosky, Amanda Katzer, Ed Anegon, Sarah Gregory, Laura Watson, Paige Campbell, Clover Joyce, Rhonda Christian, Kelly Macrae, Mailie Masuda, Judy Bean</b>

# Chewelah School District Improvement Plan 2022-2027

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

<b>Enrollment</b>	
October 2023 Student Count	846
May 2024 Student Count	835
2023-2024 School Year Student Count Average	836.3
Jenkins Jr/Sr High Average FTE	319.35
Gess Elementary Average FTE	347.46
Quartzite Learning and Open Doors Average FTE	149.5
Running Start Average FTE	23.73
<b>Gender (October 2023)</b>	
Female	46.7%
Male	52.7%
Gender X	0.6%
<b>Special Programs (October 2023)</b>	
Low Income	60.9%
Special Education	17.6%
Section 504	10.2%
Homeless	6.7%

Other Information	
Class of 2023 Graduation Rate	91%
High School Students Completing Dual-Credit Courses 2022-2023 School Year	32%
Regular Attendance (Less than 2 absences per month)	72%



## **CHEWELAH SCHOOL DISTRICT PROMISE**

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

## **CHEWELAH BOARD OF DIRECTORS VISION**

**“Chewelah School District engages and empowers students and staff through challenging, rigorous 21st Century learning in a safe, caring environment”**

## **CHEWELAH SCHOOL DISTRICT COMMITMENTS (2022)**

### **Student Learning**

Student learning is the core of our existence. Our primary responsibility is to ensure our students have the skills, knowledge, character, and wisdom to match their life and career goals.

### **Exceptional Professionals**

Our employees are our most important asset in achieving our purpose of student learning.

### **Safe Environments**

Staff and students will thrive in achieving their best performances in safe learning places and situations.

### **Dynamic Programs**

Our students are provided the best experiences through programs and services that are unique, effective, meaningful, and specific.

### **Program Designed Facilities**

Our facilities are designed to match the learning and to enhance programs and activities for our schools and community.

## District Community Summary

Chewelah's first brick schoolhouse was constructed in 1901. It was a two-story structure with eight classrooms called the Union School, because Chewelah was not incorporated and officially named until 1903. It was located on what is now the west lawn of the Chewelah City Hall. The continuing rapid growth of the town's population to nearly 900 citizens forced building a twin schoolhouse in 1907 that was attached to the first one. The original Jenkins High School was constructed in 1910 on property donated by Colonel David Jenkins when the city's population was over 1,600 residents.

The second Jenkins High School was built in 1928 on property just west of the original high school, and the old high school became a junior high school. By this time, students from several of the small outlying schools were now being bused to Chewelah. This second high school included a gym on the bottom floor, with a balcony surrounding it on the second floor for spectators, and a spacious auditorium above it on the third floor. In 1952, an addition to the two separate buildings was built to link the two structures together, adding a cafeteria and kitchen, a library, and six classrooms. This new section was jointly used by high school and junior high students. Two years later, in 1954, the original Jenkins High School was completely renovated, with the new Gaiser Gymnasium added to the north end of the building.

Student enrollment was still growing, and a third Jenkins High School was completed in 1976. At this time, the 1928 high school was razed, and the remaining building was converted into a middle school for grades six, seven, and eight.

The new Chewelah Grade School was built during the Great Depression in 1938 with federal funding from the Works Progress Administration. As student enrollment continued to grow, the school district had to rent classrooms in the nearby unoccupied St. Mary's School for grade school students. This eventually necessitated the construction of the current Gess Elementary School in 1983 on land donated by next door neighbor Ernie Gess. The building currently houses grades kindergarten through six. Additions were made in 1991 and 1993 to add classrooms.

Jenkins MS/HS has undergone additions and renovations since 1976: rooms added in 1978 (current MS portion of Jenkins); woodshop added in 1982; and new roof in 2010 as well as Fire and safety replacement.

The Chewelah School District is a Title 1 School District. Our student population is approximately 750 students (2022). The district employs approximately 56 certificated staff and 58 classified support staff. The leadership team is comprised of one Superintendent, Transportation Supervisor, Maintenance and Operations Supervisor, Food Service Supervisor, Director of Technology, Special Education Director, Athletic Director/Secondary Assistant Principal, Director of Student Services, Alternative Learning Experience Principal, Elementary Principal, Secondary (MS/HS) Principal, and an Elementary Assistant Principal. CSD operates and manages its own transportation bus fleet.



### **District Supportive Data (2024)**

See Appendix A Smarter Balance Scores (SBA) – State Assessment

See Appendix B District Assessment Scores

See Appendix C Washington Kindergarten Inventory of Developing Skills (WaKids) Scores

### **Strategic Plan Goals 2022-27**

**One or more goals in each of the four categories.**

Teaching & Learning

Chewelah School Culture

Student Services

Facilities and Finance

### Teaching & Learning Goal:

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.

Activities	Timeframe	Leadership	Resources	Measures
Teachers will be trained to develop/write scope and sequence of their curriculum. A template will be provided (and adjusted as needed) for all teachers to follow and complete. Teachers will write Unit Plans (to be defined) for each Guaranteed Standard (GS)	Teachers will be writing their unit plans as they deliver them. This process will take approximately 3 years to establish and then be ongoing every year to be improved. To be completed by 2026	ESD Specialists, Superintendent, Solution Tree and School Principals.  Building PLC Leadership teams	Training will be provided by Solution Tree and District Administration.  Online training and in-person training. See District PD Plan  Teachers will be given extra time according to their needs to complete unit plans.  TPEP  PD in instruction, Professional Learning Communities (PLC) and assessment will	Principals will monitor teacher progress during the year, provide individual training and group training. Principals will check teacher unit plans throughout the year.  Teachers will report student learning results and adjust instruction, unit plans etc. in weekly team meetings.  iReady and MAP assessments used by the district will show more students are performing at grade level each year until 75% or more is reached.  PD Feedback

			be provided on an ongoing basis	<p>Scope and Sequences will be posted on website</p> <p>Staff will demonstrate understanding by completing Scope and Sequence documents by submitting their UNIT PLANS to Principals June 2025 and 2026</p>
Develop district/building assessments that measure progress of Guaranteed Standards (GS). Teachers will create assessments for GS. Teachers will implement and use assessments to drive MTSS.	2023-26 School Year however this process is ongoing as teams make constant adjustments and improvements	CSD Teachers  Principals will monitor and support teachers through the process.	<p>Teachers will be provided with paid time after school as often as needed to complete their scope and sequence. Most work will be done after school. Feedback will be provided by administration</p> <p>Professional development</p> <p>TPEP</p>	<p>Copies of Scope and Sequences from all teachers will be collected and organized by administration. Feedback will be given.</p> <p>Teachers will administer formative assessments daily to monitor student learning and prepare for weekly team meetings.</p> <p>Scope and Sequences of Curriculum will be presented to the Board of Directors in July 2025 Work Session.</p>
Professional Learning Communities Work: Through the PLC process staff will <b>a.</b> monitor the success of GS among each student- Tier 1 student learning and <b>b.</b>	2023-26 to establish strong PLC work ethics	Administration and staff and building PLC leadership teams	Professional Development	Principals will monitor proper use of PLC time (The 4 Questions). Evidence will be collected by



provide Tier 2 and 3 supports and interventions	and then ongoing adjustments thereafter.		Onboarding and mentoring new staff  Principals monitoring implementation  Improve instruction through PD and PLC processes. Math, Reading, and writing training and coaching  TPEP	principals demonstrating "true PLCs" are engaged in the work.  Decisions will be made to improve instruction for Tiers 1-3 based on PLC meetings. Common instructional practices will be evident.  Programs of support and curriculum will be evaluated for effectiveness and adjustments made in SIPs.
Full implementation of appropriate, weekly PLC (Teams) as designed	2024-206	Principals and building PLC leadership teams	TACA forms and other weekly report forms required by principal	During the 2024 – 2027 school year PLCs will become fully functional as true PLCs with minimal adjustments as observable by administration and by weekly reports where evidence demonstrates meeting the core elements of PLC as designed by Solution Tree.
Literacy curriculum adoption including PD for instructional skill development for elementary teachers	2023-26	Administration and staff	Reader's Writer's workshop and coaching to all elementary teachers 2024-2025	Follow the process for curriculum to be selected so a comprehensive literacy plan can be implemented with PD for staff.

			New material adoption of ELA 2024=2026	ELA material adoption in June 2025
Continuous promotion of Goal among staff and community	2023-26	Admin and Principals and Board of Directors	Meetings and Events Staff meeting and team meetings Memos and emails SUPE SCOOP	Remind, emphasis, inspire staff and community on Goal #1 during the year  Welcome back staff week  Staff meetings  Board meetings  Publications

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

1. Curriculum, ESSER, Title budgets- \$25,000

Professional Development budget

Saved ESSER Funds from prior years

**Exceptional Professionals Goal:** Develop and implement a comprehensive district wide professional development plan to build an adult learning culture that ensures that all students learn and to be approved by the board of directors in 2024-2025

Activities	Timeframe	Leadership	Resources	Measures
District Employees PD Needs Assessment Survey. Goal of participation: minimum of 60% survey. To be administered each May of the current school year.	2024-27 School Year	Superintendent, Principals and Building PD committees.	Microsoft Forms Survey Software	Survey results. Feedback from employee leadership groups.  Use results to provide PD for staff.
Planning and organizing PD with Building Principals and teachers each May-June for the following year. Based on District goals and building initiatives such as	Ongoing planning- all year	Building Principals, Teacher leadership groups and coaches	Building PD Committees  Budget reviews for funding  School Improvement Plans progress	Student academic success by teacher performance growth as measured in student achievement data.  Principal evidence of improved instruction



PLC, WTT and district PLC development (Follow CSD PD Plan)			Survey feedback TPEP PD Calendar Monthly Math Training Readers' Writers workshop Universal Design Solution Tree	Teacher feedback and input. PD needs identified in School Improvement Plans. Trainer feedback TPEP
Develop a Comprehensive PD plan for all employees using the CMAC – Model Professional Development Criteria from CMSi. (See p. 102 of CMSi Audit Report)	Fall of 2024-2027	CSD District Admin with staff input	CMSi Audit feedback and criteria  "Leaders of Learning" <i>Richard Dufour and Robert Marzano</i> Solution Tree	Board approved plan. Plan will reflect recommendations of CMSi audit  Revise plan each year
System for staff to share knowledge and skills with colleagues. <i>Teachers teaching teachers how to teach.</i>		Building Leadership Admin Leadership	Time: Staff meetings, Board Meetings, PLC Peer observations	Teacher feedback Teacher improvement as determined by building principal evaluations



evaluation system (TPEP)	Ongoing: Pre-conferences, observations, and post conferences.	Admin Team and certificated staff	TPEP resources Time	Final Teacher evaluations. Student growth Goals
Evaluate and monitor PD plan so that PD is connected to teacher needs and improves student performance	Ongoing progress monitoring by principal	Principal and Superintendent	Observations by principal in PLC meetings and classrooms	Principal evidence TPEP Annual review of plan by admin each spring
Communicate PD plan to community to promote a culture of learning and support high quality teaching and learning in CSD schools	Ongoing	Superintendent, Principals and Directors	Use of regular communication modes: Newsletters, radio, Chamber of Commerce, reader board etc. and all communications to the public.	Communication sent to public

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

1. Title and General budget

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

Activities	Timeframe	Leadership	Resources	Measures
Building Orientations Development Plan: Each year new staff are hired and welcomed. There are District Orientation, Principal Orientation and job skill training and Orientations. Orientations share building norms and culture. Safety and building maintenance. Counseling Services for staff and students. Discipline and student handbook. Staff Handbook	Ongoing each year	Main District Office staff, Principals and Superintendent	District budget ESD support services and training Chewelah Staff/mentors CEA Contract provides retain stipends for teacher each year.	Retention of new staff-longevity Survey feedback Professional growth of new staff. Superintendent and principals will mentor and support new staff into CSD culture
CSD Mentoring Program (ESD 101) BEST PROGRAM a. Certificated b. Classified (FCS)	Each year with new hires	Principals and peer mentors	ESD 101 BEST Program	Survey feedback from new teachers and their mentors. ESD feedback on how effectively we implemented program
Schools will include a plan to improve culture related improvements. Listen to stakeholders to generate improvement in	2022-27	Building Leadership School Counselors	Staff leadership, knowledge, experience, and skill	Student Feedback. Parent feedback. CEE Survey.

practices and procedures in the Chewelah School District Culture in areas such as but not limited to; Student learning, District finance, District and school initiatives and Athletics. Communicate and inform stakeholders of challenges, plans, and opportunities.		Associated Student Body leadership and students Staff	Programs for students  School Improvement Plans	Schools will reach out and create opportunities for stakeholders to share culture related experiences.  Schools will make changes to practices and procedures to improve culture.
Share Board of Directors' vision and goals with staff ongoing through the year through Supe Scoop, Superintendent attending staff meetings (monthly). Board of Directors and Administration will share professional articles, memos, and resources of best practices with staff and parents on a regular basis related to goals of 2023-26 school year.		Superintendent, Building Principals and District committees, Board of Directors		Improvement in trust, planning, being informed, feeling part of a community shared by stakeholders.  Board of Directors increased visibility and or communication with staff and parents.  Surveys

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

1. Training support services ESD 101
2. ASB Budget

3. iGrant funds; TPEP, Title and LAP



**Safe Environments:** By the end of 2024-25 school year, the CSD will fully implement a district-wide Emergency Response Management Plan to enhance student safety, crisis preparedness, and mental health support, following comprehensive training, communication and support programs.

Activities	Timeframe	Leadership	Resources	Measures
Develop written comprehensive Crisis Response plan. Approve by the board by fall of 2024	2022-24	All stakeholders: admin, staff, parents, experts (ESD)	ESD SRO Mental Health Counselors Emergency Personnel Response to Bad things Committee	Plan is approved by the Board of Directors  Schools have individual Emergency Response plans  Drills and protocols are followed each month
100% of CSD employees receive annual crisis management training and monthly refreshers, tracked through training attendance records.	Monthly trainings recorded until year end	Admin, staff and students	Time: Set aside regular time for training and practice  SRO Staff meetings (time)	Monthly and annual reports of drills and training.  Safe Schools report of completed trainings

Effective communication of the Crisis Response Plan to stakeholders, including regular updates, focusing on social and emotional supports for students and staff.	2024-25	Admin, staff and students	Newsletters Parent meetings Board Meetings Staff meetings	Surveys Stakeholder participation Communication to parents of emergency responses, when they happen
Safety, bullying, harassment Training for staff and students  1. Safe Schools Training 2. Student Training 3. Substitute Training 4. Peer mentoring	Annually	All Staff and students	Safe Schools online Platform Counselors Building Emergency Response Plans District Nurse Administration Advisory Scheduled Monthly Drills	Annual report of staff completing training  Monthly Drills Schedule Substitute Trainings Peer Mentoring programs in place.
Social and Emotional Education	Ongoing during the year at each grade level	Staff and Students	Materials: Second Steps for Gess and Character Strong for Secondary Time: Building schedule Counselors	Fewer referrals regarding conflicts. Monitor school referrals data over time. Student attendance Students Health surveys

			Homeroom (time) Classroom and building discipline Application of school rules and handbook	CEE annual Survey
Implementation of PBIS in Middle School and Elementary levels to improve student development and behavior, with progress tracked through behavioral data.	Fine tune through Implementation in 2024-2025 school year	Staff and Building Admin, school counselors	Staff Trainings. Principal leadership parent input Solution Tree PD with Cindy Watters Mika Hagadone- Solution Tree mentor Staff meetings (time) to revise and adjust	Improved academic and behavior performance data. Fewer referrals regarding conflicts. Monitor school referrals data over time Assessments and referrals CEE data
Delivery of the Digital Citizenship curriculum across all grade levels, monitored through curriculum completion rates.	2025-27	Admin staff, parents and IT Director and students. IT committee	Common Sense materials. Scope and sequence and standard Time: A schedule when standards will be taught in which grades. IT support SRO	Student assessments and feedback  Written Digital Citizenship Curriculum for each grade level – approved by Board of Directors 2026



			Teachers who use technology the most Screenager AI	Board Approval in 2025-2026 year Teacher implementation with Principal support
School counselors regularly monitoring students and making referrals to mental health services or group counseling, with a 90% referral follow-up rate.	Currently practicing at low levels. Need additional resources to put into place	School Counselors and Admin	Counselor and Admin time Funding	Counselors collect data of students receiving services. # of students exiting support services
State provided funding. Provide mental health services to students when possible.	2022-27	Admin and Counselors	Private counseling services ESD MH services	Annual report of number of students receiving MH services
MTSS/RTI support implemented to provide behavior interventions, measured by the number of students receiving targeted interventions and their progress.	2025-27	All staff	Solution Tree Parents Counselors Studentdata.net School Wide Behavior standards	Student growth learning data. Teacher presentations and testimonials Referrals, attendance and MTSS attendance

**Facilities and Finance:** Annually execute and update a financial plan to support school facilities and maintenance plans.

Activities	Timeframe	Leadership	Resources	Measures
Hold Facility Committee Meetings during the year as often as needed until Long-Range Plan is updated.	2023-27	Maintenance and Facilities Supervisor, Superintendent, Admin, and community members	Community members and district leadership knowledge  Current Long-Range Plan – 2023-2027  ICOS- OSPI system of facility management  Facility Study & Survey- 2024 ACLS- Engineering firm McKinstry Consultation  Policy 6900 Available Grants	Meeting minutes of decisions.  A copy of the revised Long-Range plan for 2025  Decision outcomes for grants. Small Modernization Grant due July 2025  Criteria of priorities  Completed projects
Communication to stakeholders and community resources for feedback and ongoing management	Ongoing and as necessary	CSD Administration	Social media, focus groups, publications.	Published Communications  Keep website updated

Write grants as they come to be available to improve school facilities. Follow up with current planning grants (Small Schools Modernization Grants)	2023-27	Maintenance and Facilities Supervisor, Superintendent, and District Facility committee  Erin Dell- Grant support	Study and Survey OSPI McKinstry ESD Erin Dell- Grant Writer	Identify and write grant to submit for small modernization grant
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**Dynamic Programs:** Review “named” school district programs by fall of 2027; Identify and/or conduct program reviews of district programs as per policy 2090.

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
Review current High Cap program and make recommendations for improvement	2025-2026	District Leadership, High Cap staff responsible for programs, board member	PLC Staff Meetings Admin meetings ASB leaders Secretaries OSPI Guidance Review of other school programs	A catalog will be created naming and explaining each program  Communication plan to the community  Results of finding and identify students  School Board Presentation  Committee meetings with results and recommendations
Review Title/LAP funding to improve services. Make recommendations each year	2025-27	Principals, staff and Director of Student Supports. Teachers	Federal funding and regulations	Communication plan  Program review results  Surveys  Open House  PT conf. Community Events.



				Newsletters Staff meetings Board meetings
Secure long-term Mental Health Services for students	Ongoing based on funding service	District Admin Team & Counselors  Mental Health Counselors	Funding- ESD  OSPI or Legislature  Mental Health Professionals  Counselors	Secure funding to support Mental Health services  School Board Presentation  Communication services to parents and students
High School and Beyond	2025-27	Counselors and School Administrators  Parents	Current High School and Beyond Plan   Online Resources	Updated resource guide for parents and students  Board of Directors presentation
District-led team meetings with CTE to review, organize and prioritize programs.	Ongoing	CTE Director, Principals, CTE teachers and community business owners	OSPI  CTE Director, Erin Dell and CTE Teachers  Current CTE offerings  Certifications  Community business  Policy 2413- CTE Credit  Policy 2090  Procedure 2130p	Updated Course Catalog showing changes or improvements for 2026-27 school year.  Communication to parents and students.  Minutes from meetings  Increased number of CTE students in programs

## APPENDIX A

### 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>
<b>3</b>	<b>38%</b>	<b>34%</b>
<b>4</b>	<b>31%</b>	<b>37%</b>
<b>5</b>	<b>35%</b>	<b>32%</b>
<b>6</b>	<b>48%</b>	<b>39%</b>
<b>7</b>	<b>35%</b>	<b>26%</b>
<b>8</b>	<b>41%</b>	<b>12%</b>
<b>10</b>	<b>63%</b>	<b>20%</b>



## Appendix B

### 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%

<b>5</b>	<b>23%</b>	<b>39%</b>	<b>16%</b>	<b>39%</b>
<b>6</b>	<b>54%</b>	<b>66%</b>	<b>26%</b>	<b>46%</b>
<b>7</b>	<b>37%</b>	<b>42%</b>	<b>29%</b>	<b>22%</b>
<b>8</b>	<b>52%</b>	<b>46%</b>	<b>12%*</b>	<b>14%*</b>
<b>9</b>	<b>38%</b>	<b>43%</b>		
<b>10</b>	<b>38%</b>	<b>43% (Winter)</b>		
<b>11</b>	<b>49%</b>	<b>56% (Winter)</b>		
<b>Algebra – Grades 8, 9, 10**</b>			<b>11%</b>	<b>33%</b>
<b>Geometry – Grades 9, 10, 11**</b>			<b>18%</b>	<b>34%</b>










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

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

## Appendix C

### Washington Kindergarten Inventory of Developing Skills (WaKIDS)

The WaKIDS is an assessment administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning.

Assessed Area	Percent Kindergarten Ready	
	State	Chewelah
<b>Social-Emotional</b>	<b>78%</b>	<b>80%</b> 
<b>Physical</b>	<b>86%</b>	<b>84%</b> 
<b>Language</b>	<b>76%</b>	<b>78%</b> 
<b>Cognitive</b>	<b>78%</b>	<b>88%</b> 
<b>Literacy</b>	<b>80%</b>	<b>76%</b> 
<b>Mathematics</b>	<b>73%</b>	<b>74%</b> 
<div> <div>Above State Average </div> <div>Below State Average </div> <div>Similar to State Average (within 3%) </div> </div>		



# Chewelah School District "Listening Post"

If a citizen has a question about a school-specific issue, staff member, event or student, it is appropriate to begin that dialogue at the level most closely associated with the issue.

Contact information for all schools and district departments are listed below.

School District Phone number is 509-685-6800 ext. \_\_\_\_\_

## Who to contact & how

### Teacher

For issues or questions regarding your child's learning progress, class activities, or classroom environment, contact the teacher.

**Email contacts for staff can be found in the staff directories of individual school websites**

### Building Principals

For issues or questions regarding school environment, safety, staff performance, in school activities and events, contact the principal.

**Gess Elementary Principal: Julie Price, [jprice@chewelahk12.us](mailto:jprice@chewelahk12.us) or  
Gess Assistant Principal: Stephanie Clark, [sclark@chewelahk12.us](mailto:sclark@chewelahk12.us) or  
Secretary Athena Bornstein, ext. 4002**

**Jenkins Principal: Shawn Anderson, [sanderson@chewelahk12.us](mailto:sanderson@chewelahk12.us), or  
Jenkins Assistant Principal: Tom Skok, [tskok@chewelahk12.us](mailto:tskok@chewelahk12.us) or  
Secretary Cheryl Sawyer, ext. 2002**

**Quartzite Learning Principal: Erin Dell, [edell@chewelahk12.us](mailto:edell@chewelahk12.us), or  
Secretary Carrie Kent, ext. 1007**

## School Counselors

For issues or questions regarding your child's mental and social well-being or career and academic well-being contact, school counselor

**Gess Counselor: Renee Jungblom, [rjungblom@chewelahk12.us](mailto:rjungblom@chewelahk12.us), ext. 4010**

**Jenkins Counselor: Vanessa Bigler, [vbigler@chewelahk12.us](mailto:vbigler@chewelahk12.us) or  
Secretary Tracy Hilbert ext. 2009**

**Quartzite Counselor: Kellie Tanner, [ktanner@chewelahk12.us](mailto:ktanner@chewelahk12.us), or  
Secretary Carrie Kent ext. 1007**

## Athletics & Activities

For issues or questions regarding athletic teams, coaches, eligibility, extracurricular events, contact the Athletic Director Tom Skok.

**Jenkins Athletic Director: Tom Skok, [tskok@chewelahk12.us](mailto:tskok@chewelahk12.us), ext. 2003 or  
Secretary Carrie Sheppard ext. 2006**

## Special Education

For issues or questions regarding students with learning disabilities, 504 accommodations or inquiries about special services, contact Special Education Director Sarah Gregory [sgregory@chewelahk12.us](mailto:sgregory@chewelahk12.us), or ext. 4121

## Transportation

For issues or questions regarding student transportation, contact Transportation Supervisor Wade Hanley [whanley@chewelahk12.us](mailto:whanley@chewelahk12.us) ext. 1700

## Food Services

For issues or questions regarding meals, food services and nutrition, contact Food Service Supervisor Katt Hanlan [khanlan@chewelahk12.us](mailto:khanlan@chewelahk12.us) ext. 4126



## **Technology**

For issues or questions regarding district or building technology, contact  
Director of Technology, Nick Cook,  
ncook@chewelahr12.us, or ext. 5000

## **Career & Technical (CTE), Alternative Learning, Title Programs, Grants, Highly Capable**

For issues or questions regarding these programs, contact Director of Student  
Support Services  
Erin Dell at edell@chewelahr12.us or ext. 1005

## **Maintenance & Facilities**

For issues or questions regarding facility maintenance, grounds maintenance  
and capital projects, contact Maintenance and Facilities Supervisor,  
Jason Tapia, jtapia@chewelahr12.us or  
Secretary, Renee Whitley rwhitley@chewelahr12.us or ext. 5015

## **Human Resources**

For issues or questions regarding employment opportunities or volunteers  
contact Administrative Secretary Katy Gaffney  
kgaffney@chewelahr12.us or ext. 1001

## **Business Office**

For issues or questions regarding finance or budgeting, contact  
Business Manager Mara Schneider  
mschneider@chewelahr12.us or ext. 1004



# Chewelah Board of Directors and Superintendent

**District Phone number 509-685-6800 ext. \_\_\_\_\_**

## **Superintendent**

For issues or questions regarding the district, policies or procedures, contact Superintendent, Jason Perrins, [jperrins@chewelahr12.us](mailto:jperrins@chewelahr12.us) or Secretary Katy Gaffney ext. 1002

## **Board of Directors**

The Board of Directors represent the community. They are interested in listening to feedback, ideas, and suggestions to help further the mission and growth of the district to better serve students. Citizens may also bring issues to the attention of the Board by writing to the School Board or by telephoning or e-mailing individual Board members. Citizens are reminded that all written communications addressed to school officials, including e-mail messages, may be considered public records. Citizens are encouraged to try to resolve issues with teachers, school principals, other district personnel or the superintendent before bringing matters to the Board. Board members are not responsible for addressing complaints. If you have a complaint or concern, please contact the appropriate person or department as illustrated in this listening post so that the appropriate individual can work with you to resolve your concern.

To send a group email to the school board members and superintendent, use this email address:

**[chewelahrlisteningpost@chewelahr12.us](mailto:chewelahrlisteningpost@chewelahr12.us)**

The superintendent will respond to your email

**To send a message to individual board members**

**Theolene Bakken, [tbakken@chewelahr12.us](mailto:tbakken@chewelahr12.us) - Chair**  
**Dr. Donna Eastabrooks, [destabrooks@chewelahr12.us](mailto:destabrooks@chewelahr12.us)**

**Dan Krouse, [dkrouse@chewelahr12.us](mailto:dkrouse@chewelahr12.us)**

**Luke Jeanneret, [ljeanneret@chewelahr12.us](mailto:ljeanneret@chewelahr12.us)**

**Dr. Jim Graves, [jgraves@chewelahr12.us](mailto:jgraves@chewelahr12.us)**



2024-2027

## Vision

Chewelah School District engages and empowers students and staff through challenging, rigorous 21st Century learning in a safe, caring environment.

## Policy

Monitor and support policy implementation and updates

## Community Leadership

- Be visible in community and at school events.
- Engage in 2-way communication activities.
- Promote District initiatives in the community through organized public forums and venues beyond board meetings.
- Communicate District expectations and support student/staff achievement goals on a regular basis.

## Accountability

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.

- a. Building MTSS report in February and June
- b. Quarterly student learning reports
- c. Monthly PLC progress reports

## Governance & Leadership

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

Receive and review monthly reports by administration reflecting relationship/culture progress among staff, students, and parents.



## **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 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), gender-inclusive schools (Policy 3211), district employees~~



(Policy 5011), and pregnant and parenting staff (Policy 5012) 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 Retaliation, against any person who makes or is a witness in a sexual harassment complaint is prohibited- as defined under federal and state laws and the Superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

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



### **Staff Responsibilities and Training**

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

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

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

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

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

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

### **District Notice and Training**

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

~~sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place available accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent~~



handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

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

### Policy Review

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

Cross References:	Board Policy	
	3207	Prohibition of Harassment, Intimidation and Bullying
	3210	Nondiscrimination
	3211	Gender-Inclusive Schools
	3241	Student Discipline
	5010	Nondiscrimination and Affirmative Action
	5011	<u>Sexual Discrimination and Sex-Based Harassment of District Staff Prohibited</u>
Legal References:	20 U.S.C. §§ 1681-1688	
	WAC 392-190-058	Sexual harassment
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
	<u>2024 Title IX Regulations at 34 C.F.R. § 106 et seq.</u>	
	<u>RCW 49.60</u>	<u>Washington Law Against Discrimination</u>
	<u>WAC 162-32-040</u>	<u>Harassment</u>
Management Resources:	2010 – October Issue	
	2014 – December Issue	
	2015 – July Policy Alert	
	2020 – August Issue	
	<u>2024 – August Issue</u>	

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

## **PARENTAL, FAMILY, OR MARITAL STATUS, AND PREGNANCY OR RELATED CONDITIONS OF STAFF**

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

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

### **Parent, Family, or Marital Status**

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

- (1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- (2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

### **Pregnancy or Related Conditions**

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

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

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

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



Pregnancy or related conditions include:

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

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

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

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

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

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

<u>Cross References:</u>	<u>Policy 5010</u>	<u>Nondiscrimination and Affirmative Action</u>
	<u>Policy 5404</u>	<u>Family, Medical, and Maternity Leave</u>

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

Adoption Date:

Chewelah School District #36

Revised Date:

Classification: Encouraged

## TITLE I, PART A PARENT AND FAMILY ENGAGEMENT

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

### **District-Wide Parent and Family Engagement**

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

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

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

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

- A. The district will involve parents of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent. The district must use Title I, Part A funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- B. The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
  1. Provide assistance to parents of Title I, Part A students, as appropriate, in understanding the following topics:



- a. Washington's challenging academic standards;
  - b. State and local academic assessments, including alternate assessments;
  - c. The requirements of Title I, Part A;
  - d. How to monitor their child's progress; and
  - e. How to work with educators to improve the achievement of their children.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
  - a. Reach out, communicate with, and work with parents as equal partners;
  - b. Implement and coordinate parent programs; and
  - c. Build ties between parents and the school.
4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
  - a. Head Start;
  - b. Even Start;
  - c. Learning Assistance Program;
  - d. Special Education; and
  - e. State-operated preschool programs.
5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
  - a. ~~Distribution of the~~ The Title I, Part A Parent and Family Engagement policy will be distributed on an annual basis, and will be available for review at the office of each school upon request.
  - b. ~~Distribution of the~~ The Title I, Part A Parent and Family Engagement policy will be distributed in multiple languages or formats to the extent practicable.

#### **School-Based Parent and Family Engagement Policies**

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

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

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

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

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

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

Legal References: Every Student Succeeds Act (ESSA)

20 USC 6312 Local educational agency plans  
20 USC 6318 Parent and family engagement

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

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



## **SEXUAL DISCRIMINATION AND SEX-BASED HARASSMENT** **OF DISTRICT STAFF PROHIBITED**

This district is committed to a positive and productive working environment free from discrimination, including sexual-based discrimination and harassment. This commitment extends to all employees, applicants for employment, and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

This policy is developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

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

- (1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- (2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

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

### **Definitions**

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature.



Sexual harassment can occur student to adult, adult to adult 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 district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- ~~acts of sexual violence;~~
- ~~unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;~~
- ~~unwelcome sexual advances;~~
- ~~unwelcome requests for sexual favors;~~
- ~~sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;~~
- ~~sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.~~

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

"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 W.A.C. 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:

- (a) Submission to that conduct or communication is condition of obtaining employment;
- (b) a factor in decisions affecting that individual's employment; or
- (c) the conduct or communication has the purpose or effect of substantially interfering with an individual's employment 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 as defined at RCW 49.60.040 and WAC 162.32-040.



For the purpose of these definitions, sexual 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 district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including [WSSDA Model Policies or modified for your district equivalent] Policy 5210 (Prohibiting Discrimination of Staff), Policy 5012 (Parental, family, or marital status; pregnancy or related conditions), and 5404 (Family Medical and Maternity Leave).

### **Investigation and Response**

The superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.

If the district knows, or reasonably should know, that sexual harassment-based discrimination has created a hostile environment occurred, the district will promptly investigate to determine what occurred and will 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 sexual-based harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual-based 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. 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 on-going 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 discrimination will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual-based harassment discrimination on school property or at school activities district workspaces will have their access to school property and activities restricted, as appropriate.



### **Retaliation and False Allegations**

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

It is a violation of this policy to knowingly report false allegations of ~~sexual-based harassment discrimination~~. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. However, no party, witness, or others participating in the district's grievance process will be disciplined solely on a determination of whether sex-based 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 report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

~~This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.~~

~~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.~~

The superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and school 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.

### **District Notice and Training**

~~The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation.~~



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.

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, 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.

### 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, volunteers, and parents in the review process.

### Cross References: Board Policy

3205	<u>Sexual Harassment of Students Prohibited</u>
3207	<u>Prohibition of Harassment, Intimidation and Bullying</u>
3210	<u>Nondiscrimination</u>
3211	<u>Gender-Inclusive Schools</u>
3421	<u>Child Abuse and Neglect</u>
5010	<u>Nondiscrimination and Affirmative Action</u>
5012	<u>Parental, Family or Marital Status, and Pregnancy or Related Conditions of Staff</u>

Legal References: RCW 28A.640.020  
  
WAC 392-190-058  
20 U.S.C. §§ 1681-1688  
RCW 49.60  
WAC 162-32-040

Regulations, guidelines to eliminate discrimination — Scope – Sexual harassment policies  
Sexual harassment

Washington Law Against Discrimination Harassment

Management  
Resources:

2024 – August Issue  
2015 – July Policy Alert  
2014 – December Issue  
2010 – October Issue  
2022 – June Issue

**Adoption Date: 06.18.08**  
**Chewelah School District #36**  
**Revised: 05.21.14, 08.22.18, 07.20.22**  
**Classification: Essential**

## BID OR REQUEST FOR PROPOSAL REQUIREMENTS

The board of directors of the Chewelah School District recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state and federal laws governing purchasing and public works;
- the importance of standardized purchasing regulations; and
- the need for clear documentation.

### I. Procurement and Public Works Using Non-Federal Funds

#### A. Furniture, Supplies, or Equipment

Whenever the estimated cost of furniture, supplies or equipment (except books) will cost:

- less than \$40,000, no competitive bidding process is required to make the purchase;
- between \$40,000 and \$75,000, the board will follow its informal competitive bidding procedure; and
- over \$75,000, the board will follow its formal competitive bidding process by:
  1. preparing clear and definite plans and specifications for such purchases;
  2. providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
  3. ensuring that the district takes steps to assure that when possible, the district will use small and minority businesses, women's business enterprises and labor surplus firms;
  4. providing the clear and definite plans and specifications to those interested in submitting a bid;
  5. requiring that bids be in writing;
  6. opening and reading bids in public on the date and in the place named in the notice; and
  7. filing all bids for public inspection after opening.

#### B. Use of Non-Federal Funds for Improvements or Repairs

The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$75,000. If the board estimates that the total cost of a building, improvement, repair, or other public works project is \$100,000 or more, the board will follow its formal competitive bidding procedure outlined above, unless the contract is let using the small works roster process authorized by RCW 39.04.~~155~~ 151 through 39.04.154 or under any other procedure authorized for school districts. There are no statutory bidding requirements for public works projects involving improvements or repairs that are ~~within the \$75,000 to under \$100,000 range.~~ For projects in this range, the district may consider any of these options: using its small works roster process, under RCW 39.04.~~155~~ 151 through 39.04.154; using an inter-local agreement or contract with a vendor of the district's choice, without any competitive



process, under RCW 28A.335.190; or choosing to require quotes for the work to make the process more competitive.

**C. Construction-related Services**

The board, when contracting for construction-related professional and personal services, will include in bid documents language that encourages participation by minority or women-owned business enterprises. The services covered by this section include, but are not limited to, construction management services, value engineering services, and building commissioning services.

**D. Exemptions**

The board may waive bid requirements for purchases:

- clearly and legitimately limited to a single source of supply;
- involving special facilities or market conditions;
- in the event of an emergency;
- of insurance or bonds; and
- involving public works in the event of an emergency.

"Emergency" means unforeseen circumstances beyond the district's control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken.

The board may also waive bid requirements for making improvements to district property if it contracts with an eligible local organization, such as chamber of commerce, service organization, or other community, youth, or athletic association. Such organizations may utilize non-paid volunteers for completing the projects. The total value of such contracts may not exceed the lesser of \$75,000 or \$2 per resident of the district in a calendar year.

Whenever the board waives bid requirements, the board will issue a document explaining the factual basis for the exception and record the contract for open public inspection.

**E. Rejection of Bids**

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call.

**F. Interlocal Cooperation Act**

~~The board reserves the right to enter into inter-local cooperative agreements for purchases and public works with other governmental agencies or groups of governmental agencies, pursuant to the Interlocal Cooperation Act, Chapter 39.34 RCW. The board will ensure that the other governmental entities have followed their own procedures for procurement prior to making any purchases under this section. The board must have entered into these agreements prior to making any purchase arrangements utilizing the contracted terms. Use of cooperative agreements for public works contracts~~

~~does not relieve the board of other obligations under public works contract requirements, such as retainage, prevailing wage, etc.~~

~~In coordination with the Interlocal Cooperation Act, Chapter 39.34 RCW, the district may enter into cooperative purchasing agreements with other governmental entities or groups of governmental entities. These agreements may allow the district to purchase items using an existing agreement without going through the standard procurement bid requirements.~~

~~Prior to enactment of any agreement under this authority, the district will review the work of the governmental entity to ensure the following requirements are met:~~

- ~~1) The governmental entity conducted its own procurement process relating to the contract under consideration.~~
  - ~~a. The awarding entity must maintain adequate documentation on the procurement process for the contract under consideration.~~
  - ~~b. The awarding entity must have posted the bid notice on a website maintained by a public agency, purchasing cooperative, or other service provider, or posted a link on the state's web portal.~~
- ~~2) The contract contains language that it is open for use by other entities and is not expired.~~
- ~~3) The specifications laid out in the contract match the specifications identified by the district. Any options that are agreed to in the contract are available to the district; any options that are not agreed to in the contract are not allowed.~~
- ~~4) Any cooperative agreement for public works projects contains the same specifications and the scope of the work is essentially the same for the district as for the contract's signatory district.~~
- ~~5) Ensure the cost is reasonable based on a cost/price analysis.~~

~~Once the district has completed these steps, it may enter into an agreement with the other entity to utilize their contract. The contract must be signed by both parties prior to any procurement taking place on the part of the district.~~

#### **G. Crimes Against Children**

The board will include in any contract for services with an entity or individual other than an employee of the district a provision requiring the contractor to prohibit any employee of the contractor from working at a public school who has contact with children at a public school during the course of his or her employment and who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322. The contract shall also contain a provision that any failure to comply with this section shall be grounds for the district immediately terminating the contract.

#### **H. Women and Minority Owned Businesses**

The district will ensure that it is providing every opportunity for businesses owned by women or minorities to submit bids on any contract. The district will maintain documentation of efforts to collect bids from women or minority-owned businesses as part of the bidding process. The district will also ensure that any small works roster or similar list is open and available to participation by women or minority-owned

businesses, and that such businesses on its small works roster are treated fairly and equally when requesting bids.

## **II. Procurement Using Federal Funds**

### **A. Goods**

When the district uses federal funds for procurement of textbooks, the allowable self-certification is \$50,000. When the district uses federal funds for procurement of **goods, including** furniture, supplies, and equipment:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider price to be reasonable based on research, experience, purchase history, or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$10,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using its formal bidding procedure.

### **Self-Certification**

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 CFR § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self-Certification thresholds instead of the ones described above:

- Purchases of \$40,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$40,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using the district's formal bidding procedure.

If the district uses Self-Certification, the Superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

### **B. Services**

When the district uses federal funds for procurement of **services**:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases should be distributed equitably among suppliers.



- Purchases between \$10,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using the district's formal bidding procedure.

#### **Self-Certification**

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 CFR § 200.520, as determined by the auditor, or has documentation it received a low-risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self-Certification thresholds instead of the ones described above:

- Purchases of \$50,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases should be distributed equitably among suppliers.
- Purchases between \$50,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using sealed bids or requires for proposals.

If the district uses Self-Certification, the Superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

#### **C. Noncompetitive Procurement**

Noncompetitive procurement may be used only when one of the following five circumstances applies:

- Acquiring property or services that do not exceed \$10,000 [or in the case of a school district who qualifies as a low-risk auditee in accordance with criteria in 2 CFR § 200.520 or has documentation of an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, \$40,000];
- The item is only available from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes noncompetitive procurement in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive procurement.

#### **D. Cost/Price Analysis**

The district will perform a cost or price analysis in connection with every procurement action in excess of the federal simplified acquisition threshold, currently set at \$250,000 or other limits identified in 48 C.F.R. 2.101, including contract modifications.

The method and degree of analysis is dependent on facts surrounding the procurement situation, but should include, as a starting point, independent estimates before receiving bids or proposals.

In cases where no price competition exists and, in all cases where the district performs the cost analysis, profit must be negotiated as a separate element in the process. To ensure profit is fair and reasonable, consideration must be given to the complexity of the work performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performances, and industry standard profit rates in the surrounding geographical area.

Costs or prices based on estimated costs for contracts are allowed only to the extent that the costs incurred or cost estimates would be allowable under 2 CFR 200.400 - .476.

#### **E. Suspension and Debarment**

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

#### **F. Conflict of Interest**

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer, or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal, or removal.

#### **G. Interlocal Cooperation**

~~The board reserves the right to enter into interlocal cooperative agreements for purchases with other governmental agencies, or groups of governmental agencies, pursuant to 2 C.F.R. 200.318(e) and the Interlocal Cooperation Act, Chapter 39.34 RCW. Prior to making any purchases through agreements entered into in this manner, the district will confirm the other governmental agency has followed its purchasing procedures and will maintain that documentation for the duration of the contract. The board must have entered into these agreements prior to making any purchase arrangements utilizing the contracted terms. Use of cooperative agreements for public works contracts does not relieve the board of other obligations under public works contract requirements, such as retainage, prevailing wage, etc.~~

In coordination with the Interlocal Cooperation Act, Chapter 39.34 RCW, the district may enter into cooperative purchasing agreements with other governmental entities or groups of governmental entities. These agreements may allow the district to



purchase items using an existing agreement without going through the standard procurement bid requirements.

Prior to enactment of any agreement under this authority, the district will review the work of the governmental entity to ensure the following requirements are met:

- 1) The governmental entity conducted its own procurement process relating to the contract under consideration.
  - a. The awarding entity must maintain adequate documentation on the procurement process for the contract under consideration.
  - b. The awarding entity must have posted the bid notice on a website maintained by a public agency, purchasing cooperative, or other service provider, or posted a link on the state's web portal.
  - c. The contracting agency must ensure that it met any procurement requirements laid out in 2 CFR §
- 2) The contract contains language that it is open for use by other entities and is not expired.
- 3) The specifications laid out in the contract match the specifications identified by the district. Any options that are agreed to in the contract are available to the district; any options that are not agreed to in the contract are not allowed.
- 4) Any cooperative agreement for public works projects contains the same specifications and the scope of the work is essentially the same for the district as for the contract's signatory district.
- 5) Ensure the cost is reasonable based on a cost/price analysis.
- 6) The district must verify that the awarding entity is neither suspended nor debarred from participating in federal assistance programs.
- 7) The district must also verify that the contract contains all contract provisions described in 2 CFR §200.324 and Appendix II to Part 200.

Once the district has completed these steps, it may enter into an agreement with the other entity to utilize their contract. The contract must be signed by both parties prior to any procurement taking place on the part of the district.

#### **H. Women and Minority Owned Businesses**

The district will ensure that it is providing every opportunity for businesses owned by women or minorities to submit bids on any contract. The district will maintain documentation of efforts to collect bids from women or minority-owned businesses as part of the bidding process. The district will also ensure that any small works roster or similar list is open and available to participation by women or minority-owned businesses, and that such businesses on its small works roster are treated fairly and equally when requesting bids. The district will also include language requiring any prime contractor that employs subcontractors to show proof that it provides equal opportunity for bidding to women or minority-owned businesses.

#### **I. Federal Agency or Pass-Through Entity Review**

The district will maintain records of all purchases made using Federal funds and will provide any and all documentation to the Federal awarding agency or the state pass-through entity for compliance with all rules and regulations.

### **III. Procedures**

The superintendent or designee will establish bidding and contract awarding procedures consistent with state and federal law.

#### **Legal References:**

RCW 28A.335.190 Advertising for bids — Competitive bid procedures — Purchases from inmate work programs — Telephone or written quotation solicitation, limitations — Emergencies

RCW 28A.400.330 Crimes against children — Contractor employees — Termination of contract

RCW 39.04.155 Small works roster contract procedures — Limited public works process Definition

RCW 39.04.280 Competitive bidding requirements — Exemptions

RCW 39.26.160 Bid Awards - Considerations - Requirements and criteria to be set forth - Negotiations - Use of enterprise vendor registrations and bid notification system

RCW 39.30.060 Bids on public works — Identification, substitution of contractors – Review, report of subcontractor listing requirements

Chapter. 39.34 RCW Interlocal Cooperation Act

2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

2 CFR 200.67 Micro-purchase

2 CFR 200.88 Simplified Acquisition Threshold

2 CFR §200.318 – General Procurement Standards

2 CFR 200.320 Methods of Procurement to be Followed

2 CFR Part 3485 Nonprocurement Debarment and Suspension

2 CFR 200.324 Contract Cost and Price

2 CFR 200.520 Criteria for a low-risk auditee

2 CFR 200.321 Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms.

2 CFR 200.325 Federal awarding agency or pass-through entity review

**Management Resources:**

2024 – August Issue

2023 – July Issue

2021 – December Issue

2020 – December Issue

2019 - January 2019 - January Policy Alert

2018 - August Issue

2017 - July Issue

2016 - March Issue

2015 - October Policy Issue

2015 - June Policy Issue

2013 - June Issue

2012 - April Issue

2011 - February Issue

Policy News, October 2005 Competitive Bid Process Changes

Policy News, June 2001 Legislation Further Simplifies Bid Compliance

**Adoption Date: 06.18.08**

**Chewelah School District #36**

**Revised Dates: 10.15.00; 06.19.01; 10.05; 05.21.14; 04.18.18; 3.20.19. 12.01.22, 09.20.23**

**Classification: Essential**



## CONTRACTING FOR TRANSPORTATION SERVICES

If the board enters into a contract for transportation services, the contractor ~~shall~~ will operate such equipment according to district policy and the rules and regulations of the ~~s~~State ~~b~~Board of ~~e~~Education. The contract ~~shall~~ will be in effect for no more than five years unless otherwise allowed by law. Prior to entering into such a contract the district ~~shall~~ will determine, in its best judgment, that the cost of contracting will not exceed the projected cost of operating its own system and notify the ~~Such assurances shall be submitted to the Office of the s~~Superintendent of ~~p~~Public ~~i~~nstruction for approval of that determination.

If the district provides transportation through a private nongovernmental entity, the district will comply with the requirements of RCW 28A.160.140 and will annually provide the Office of the Superintendent of Public Instruction with the information identified in RCW 28A.160.250.

Cross Reference:	Policy 6630	Driver Training and Responsibility
Legal References:	RCW 28A.160.010	Operation of student transportation program — Responsibility of local district — Scope — Transporting of elderly — Insurance
	<u>RCW 28A.160.140</u>	Contract for pupil transportation services with private nongovernmental entity — Competitive bid procedures
	<u>RCW 28A.160.250</u>	<u>Supplemental transportation allocation — Health care and pension benefits.</u>
	<u>RCW 28A.335.170</u>	Contracts to lease building space and portable buildings, rent or have maintained security systems, computers and other equipment, and provide pupil transportation services
	<u>WAC Chapter 392-144</u> <u>WAC Chapter 392-141</u> <u>WAC</u>	School Bus Driver Qualifications Transportation — State Allocation for Operations
	<u>Chapter 392-143</u> <u>WAC</u>	Transportation — Specifications for School Buses
	<u>Chapter 392-145</u> <u>WAC</u>	Transportation — Operation Rules

Management  
Resources: 2024 – August Issue

Adoption Date: 06.18.08  
Chewelah School District #36  
Revised: 10.00; 2.06; 06.07  
Classification: Optional Discretionary



## TRANSPORTATION

The district may provide transportation to and from school for a student:

- A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
- B. Whose walking route to school is hazardous;
- C. Whose disability prevents them from walking or providing for their own welfare while walking; or
- D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

At the request of an eligible student, the district may allow the student to transport their infant on a school bus or other student transportation vehicle provided by the district. The infant must be transported in a rear-facing child restraint system as defined in the federal motor vehicle safety standards found in 49 C.F.R. § 572.213. If the district denies the student's request to transport their infant by school bus, the district must authorize other arrangements for individual transportation in accordance with RCW 28A.160.030. For purposes of this paragraph, "eligible student" means any student served by the transportation program of the district or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting their own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

Each year the superintendent or designee will present to the board the number of students who live within the minimum distance of their schools and for whom there appears sufficient justification for the district to provide transportation. In this report, the superintendent will also provide the reasons why each of these students is transported.

The district's transportation program will comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent or designee is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

### **Routes and Schedules**

The superintendent or designee will be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors will be considered in establishing bus routes:

- A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference will be given to that route more directly serving the largest number of students;
- B. Location of bus stops may be determined by such factors as student safety, economy and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe; and
- C. School schedules will be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The district will apply for state transportation apportionment funds and will maintain the records required to obtain such funding.

### **Emergency Routes and Schedules**

The district will develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's or designee's judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules will be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

### **School Bus Trespass**

It is a gross misdemeanor for individuals to enter or remain unlawfully on a school bus, do any act that creates a substantial risk of harm to passengers or the driver, and cause a substantial interruption or impairment of services rendered by the bus. This doesn't apply to enrolled students, law enforcement officers or other authorized personnel engaged in the performance of their official duties, individuals with written consent from the district allowing them to enter or remain on the school bus, and emergency situations where entering the bus is necessary to protect the safety or wellbeing of students or others.



The district will implement educational programs and awareness campaigns to inform students, parents, and the community about the importance of maintaining safety and security on school buses. These initiatives will highlight the potential criminal consequences of school bus trespassing.

If the district receives the funds to do so, it will affix placards warning of the consequences of school bus trespassing to the outside of all its school buses so they are easily visible.

Legal References

RCW 28A.160.020

Authorization for private  
school students to ride  
buses—Conditions

RCW 28A.160.030

Authorizing individual  
transportation or other  
arrangements

Chapter 392-141 WAC

Transportation—State  
allocation for operations  
Transportation (Special  
Education)

Chapter 392-172A-02095  
WAC

Student transportation

RCW 28A.160.160

allocations – Definitions

RCW 28A.160.240

Transportation of infants

RCW 9A.52.092

School bus trespass

Management Resources

October 2024 – Policy Issue

**Adoption Date: 02.19.97**

**Chewelah School District #36**

**Revised Date: 05.17.06, 11.15.23**

**Classification: Encouraged**

## **EMPLOYMENT AND VOLUNTEERS: DISCLOSURES, CERTIFICATION REQUIREMENTS, ASSURANCES AND APPROVAL**

### **Federal Immigration Law Compliance for Staff**

The board has the legal responsibility of employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent/designee. Prior to final action by the board, a prospective staff member will present necessary documents which establish eligibility to work as required by federal immigration law. The superintendent/designee will certify that they have: "examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work." This certification will be made on the I-9 form issued by the Federal Immigration and Naturalization Service.

### **Child Support Reporting for Staff**

The district will report all new hires to the state Department of Social and Health Services Division of Child Support as required by P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

### **Sexual Misconduct Release Form for Staff**

Pursuant to state law, the district will require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant will authorize current and past school district employers including employers outside of Washington to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer's personnel, investigative or other files related to the sexual misconduct. The applicant is not prohibited from employment in Washington state if the laws or policies of another state prohibit disclosure of this information or if the out-of-state district denies the request.

### **Disclosures for Staff and Volunteers**

Prior to employment of any unsupervised staff member or volunteer, the district will require the applicant to disclose whether they have been:

- A. Convicted of any crime against persons;
- B. Found in any dependency action under RCW 13.34 to have sexually assaulted or exploited any minor or to have physically abused any minor;
- C. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;
- D. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: or



- E. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or developmentally disabled persons. The disclosure will be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet will specify all crimes committed against persons.

### **Background Check for Staff and Volunteers**

Definition: "Unsupervised Access to Children" means contact with children that provides personal interaction when not under the direct supervision of a child care provider or staff with supervisor authority, whether in person or virtual.

#### Staff and Volunteers with Regularly Scheduled Unsupervised Access to Children:

Prospective staff members and volunteers, who will have regularly scheduled unsupervised access to children, will have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington state criminal identification fingerprint card.

#### All Other Staff and Volunteers:

Supervised Staff and volunteers ~~without unsupervised access to children~~ will undergo a name and birth date background check with the Washington State Patrol.

If a volunteer has undergone a criminal record check in the last two years for another entity, the district will request a copy from the volunteer, or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the district.

#### Conditional Employment:

New hires will be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions, the candidate will not be recommended for employment, or if conditionally employed, will be terminated. When such a background check is received, the superintendent/designee is directed to consult with legal counsel.

### **Pre-employment Drug Testing**

If the district requires prospective staff members to undergo pre-employment drug testing, the district will comply with the requirements of RCW 49.44.240.

### **Record Check Database Access Designee**

The superintendent/designee is directed to establish procedures for determining which staff members are authorized to access the Superintendent of Public Instruction's (OSPI) record check database. Fingerprint record information is highly confidential and will not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets)

will be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the SPI record check database.

### **Certification Requirements**

The district will require that certificated staff hold a Washington state certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), or such other documentation as may be required by the professional educator standards board with respect to alternative route programs, for the role and responsibilities for which they are employed. Failure to meet this requirement will be just and sufficient cause for termination of employment. State law requires that the initial application for certification will require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which they have been assigned.

All certificated staff members are required to maintain their certification in accordance with state and federal requirements.

### **Classified Staff**

Classified staff who are engaged to serve less than twelve (12) months, will be advised of their employment status for the ensuing school year prior to the close of the school year. If the district chooses to reemploy the staff member the following year, the superintendent/designee will give "reasonable assurance" by written notice that the staff member will be employed during the next school year.

### **Board Approval**

All staff members selected for employment will be recommended by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee who will receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

**Cross References:** Board Policy 1610 – Conflicts of Interest, 2nd Class District  
Board Policy 5006 – Certification Revocation  
Board Policy 5224 – Staff Participation in Political Activities  
Board Policy 5255 – Disciplinary Action and Discharge  
Board Policy 5340 – Professional Learning  
Board Policy 5610 – Substitute Employment  
Board Policy 6530 – Insurance

<b>Legal References:</b>	RCW 28A.320.155	Criminal history record information — School volunteers
	RCW 28A.400.300	Hiring and discharging employees — Written leave policies — Seniority and leave benefits of employees

RCW 28A.400.301	transferring between school districts and other educational employers Information on past sexual misconduct – Requirement for applicants – Limitation on contracts and agreements – Employee right to review personnel file
RCW 28A.400.303	Record checks for employees
RCW 28A.405.060	Course of study and regulations — enforcement — Withholding salary warrant for failure
RCW 28A.405.210	Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — Notice — Opportunity for hearing
RCW 28A.410.010	Certification — Duty of professional educator standards board – Rules - Record check – Lapsed certificates – Superintendent of public instruction as administrator
RCW 9.96A.020	Employment, occupational licensing by public entity — Prior felony conviction no disqualification — Exceptions
RCW 28A.660.020	Proposals – Funding
RCW 28A.660.035	Partnership grant programs – Priority assistance in advancing cultural competency skills
RCW 43.43.830	Background checks – Access to children or vulnerable persons – Definitions
RCW 49.44.240	Discrimination based on cannabis use- Exceptions
RCW 50.44.050	Benefits Payable, Terms and Conditions – “Academic year” defined
RCW 50.44.053	“Reasonable assurance” defined – Presumption, employees of educational institutions
P.L. 99-603	Immigration Reform and Control Act of 1986 (IRCA)
P.L. 104-193	Personal Responsibility and Work Opportunity Reconciliation Act of 1996
WAC 162-12	Preemployment Inquiry Guide (Human Rights Commission)
WAC 180-16-220	Supplemental basic education program approval requirements



Ch. 180-79A WAC	Standards for Teacher, Administrator and Educational Staff Associate Certification
WAC 181-79A	Standards for teacher, administrator and educational staff associate certification
WAC 181-82-105	Assignment of classroom teachers within district
WAC 181-82-110	School district response and support for nonmatched endorsements to course assignment of teachers
WAC 181-85	Professional certification – Continuing education requirement
WAC 392-300-050	Access to record check data base
WAC 392-300-055	Prohibition of redissemination of fingerprint record information by educational service districts, the State School for the Deaf, the State School for the Blind, school districts, and the Bureau of Indian Affairs funded schools
WAC 392-300-060	Protection of fingerprint record information by educational service districts, the State School for the Deaf, the State School for the Blind, school districts, and the Bureau of Indian Affairs funded schools
WAC 446-20-280	Employment — Conviction Records

Management Resources:

2024 – October Issue

2023 – December Issue

2017 – July Issue

2010 – October Issue

Policy News, October 2005

Policy News, October 2005

Policy News, April 2004

Policy News, October 2001

Policy News, June 1999

Policy News, February 1999

Policy News, August 1998

Public Disclosure

Sex Offender Reporting Requirements

School Employee Sexual Misconduct

Updates from the State Board of Education

School Safety Bills Impact Policy

Local Boards Decide Endorsement Waivers

District Must Report New Hires



**Adoption Date: 05.19.99**  
**Chewelah School District #36**  
**Revised Date: 02.15.06, 05.18.22, 01.17.24**  
**Classification: Essential**

## INFECTIOUS DISEASES

In order to safeguard the school community from the spread of certain communicable diseases the superintendent will implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe steps to remove the danger to others.

The district will require that the parents or guardian complete a medical history form at the beginning of each school year. The school nurse may use this information to advise the parent of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a licensed health care provider (LHP) or is suspected of having an infectious disease in accordance with the regulations within the most current *Infectious Disease Control Guide for School Staff*, provided by the ~~Office of the Superintendent of Public Instruction~~ Department of Health. The principal and/or school nurse will report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. The district and its staff will treat all information concerning a student's present and past health condition as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted ~~disease~~ infection, the test result, any information relating to the diagnosis or treatment of a sexually transmitted ~~disease~~ infection, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district receives authorization to release information, the district may disclose information pursuant to the restrictions in the release.

A school principal or designee has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the district must notify the local health officer. The local health officer is the primary resource in the identification and control of infectious disease in community and school. The local health officer, in consultation with the superintendent can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Legal References:	RCW 28A.210.010	Contagious diseases, limiting contact — Rules
	Chapter 246-110 WAC	Contagious disease - School districts and day care centers —
	Chapter 70.02 RCW	Medical records — health care information access and disclosure
	RCW 70.24.290	Public school employees – Rules for blood-borne pathogens education and training
	<u>WAC 246-101-420</u>	<u>Duties – Schools</u>

Management  
Resources:

2024 – October Policy Issue

2018 – August Policy Issue

2013 – February Issue

2020 – September Alert

**Adoption Date:** 02.19.97  
**Chewelah School District #36**  
**Revised:** 11.28.07, 02.02.23  
**Classification:** Encouraged



## ANAPHYLAXIS PREVENTION AND RESPONSE

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and may require follow-up care by an allergist/immunologist.

The Chewelah School District Board of Directors expects school administrators, teachers and support staff to be informed and aware of life-threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, dairy, bee or other insect stings, latex and some medications. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life threatening allergic reaction even without a history of such.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel. The plan will be distributed to appropriate staff based on the student's needs and the staffs' level of interaction with the student as determined in the health plan.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take reasonable precautions to reduce the risk of exposure to allergens a for students with a history of having anaphylaxis coming into contact with the offending allergen in school.

The district may maintain at designated school locations a supply of epinephrine auto injectors or nasal spray based on the number of students enrolled at the school. Undesignated epinephrine auto injectors must be obtained with a prescription in the name of the school by a licensed health professional within the scope of their prescribing authority and must be accompanied by a standing order protocol for their administration. Prescriptions and standing orders may be obtained from a community Licensed Health Care Provider or through a statewide standing order from the Secretary of Health or designee.

In the event a student with a current prescription for an epinephrine auto-injector on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine auto-injectors to respond if the student's supply is not immediately available. In the event a student without a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 38A.210.380 and RCW 38A.210.383.

The school's supply of epinephrine auto injectors or nasal spray does not negate parent/guardian responsibility to ensure that they provide the school with appropriate medication and treatment orders pursuant to RCW 28A.210.320 if their student is identified with a life-threatening allergy.

The superintendent will establish procedures to support this policy and to ensure:



- 1) Rescue protocol in cases of suspected anaphylaxis will follow the current issue of the Office of Superintendent of Public Instruction's (OSPI's) current Guidelines for the Care of Students with Anaphylaxis;
- 2) A simple and standardized format for emergency care plans is utilized;
- 3) A protocol is in place to ensure emergency care plans are current and completed and distributed to appropriate staff;
- 4) Medication orders are clear and unambiguous;
- 5) Training and documentation are priorities; and
- 6) Each school's supply of epinephrine auto injectors or nasal spray, if any, is maintained pursuant to manufacturer's instructions and district medication policy and procedures.

Cross References: Policy 3416  
Policy 3418  
Policy 3419

Medication at School  
Response to Student Injury or Illness  
Self-Administration of Asthma and  
Anaphylaxis Medications

Legal References: RCW 28A.210.383  
WAC 392-380

Anaphylaxis – Policy Guidelines –  
Procedures – Report  
Public School Pupils – Immunization  
Requirement and Life-Threatening  
Health Condition

RCW 28A.210.383

Epinephrin and epinephrine  
autoinjectors (EPI pens) – School  
supply - Use

Management  
Resources:

2024 – October Policy Issue  
2018 – August Policy Issue  
2013 – December Issue  
2012 – August Issue  
2009 – February Issue  
OSPI, Current Issue

Guidelines for Care of Students with  
Anaphylaxis

**Adoption Date: 06.18.14**

**Chewelah School District #36**

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**Classification: Essential**