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# Touchet School District #300

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## Annual Performance Report 2003-2004

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# **TOUCHET SCHOOL DISTRICT NO. 300**

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## **Board of Directors**

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***Danny D. McDonald, Superintendent***

***Larry R. Smith, Principal/AD***

## **Student Development**

***Shelley R. Perkins, Coordinator***

November 26, 2004

Dear Parents and Community Members,

This letter is written as an introduction to our Annual School Performance Report for Touchet School District. During the 1994 Washington State Legislative session, a school reform law was passed which, in part, directed each school/district to produce and distribute a document of school performance on an annual basis.

This annual school report is a summary of our efforts during the 2003-2004 school year. As you will notice, some of it is very good and some of it shows that we still have some work to do. Its overall goal is to inform you, the citizens of Touchet, as to how we are doing in the areas of curriculum, school improvement, and general school/district management. We hope that you will look this report over and continue to take an interest in what is happening in your district.

The first part of the School Performance Report contains a short background synopsis of the district, its facilities, programs, projects, staff, and students. Also, this section includes a snap shot of our overall budget and financial balance sheet that covers our expenditures, revenues, and debts for several years.

The second part reflects the mission of the district and supporting documents and programs. Included in this section is a synopsis of our School Improvement plan that outlines the progress we have made and the goals we have defined to improve our efforts to create a very responsive curriculum for our students. Also added to this section is a short summary of our test scores from the State of Washington testing programs (WASL, ITBS) that reflect how we are doing presently. In addition, we have added some reflective data that should give you a picture of the overall progress we are making over a number of years with individual groups of children.

The final section is loaded with information about important school events happening this month. Also, we have included in this portion required public notices that are usually seen in the local newspaper, in our handbooks, and shortly on our website. Our efforts are to better inform you of state and federal requirements that we are obliged to follow.

The Touchet School District Board of Directors believes communication with parents and community members is important. By strengthening this relationship and working together as a community, the students of the Touchet School District will have a better chance at succeeding in the highly demanding workforce arena. In closing, I would like to hear your thoughts and concerns on how we are doing. We have a great community and school district. We want to keep it that way and with your help, we will be successful. If after reading this report you have some questions, please call the district office at 394-2352 and ask for Dan McDonald.

Thank you ahead of time for your valued input and thoughts,

Sincerely,

Dan McDonald  
Superintendent

Larry Smith  
Principal

# Touchet School District #300



## *Annual Performance Report*

*2003-2004*

### MISSION STATEMENT (est.: 1997)

The mission of the Touchet School District, in partnership with parents and the community, is to provide all students with a variety of positive learning experiences and opportunities for success to enable each individual to develop the knowledge, skills, attitudes, flexibility and self-confidence essential for becoming a caring, contributing member of the ever-changing adult world.

To fulfill this mission, we have emphasized the following strategies:

- Provide a safe, healthy environment that is conducive to learning.
- Promote life-long interest in learning.
- Make a conscious effort to strengthen our partnership with parents and community members.
- Foster positive attitudes as a component of cultivating a strong, effective family atmosphere.
- Provide each student with the information and tools needed to formulate appropriate post-secondary plans.
- Support a strong, diverse co-curricular activities program.
- Support staff participation in professional development activities.
- Support the appropriate use of technology in teaching and learning.

## TOUCHET SCHOOL DISTRICT (District's Five-Year Plan est. 1999)

Goal 1- all students will graduate with a certificate of mastery by meeting or exceeding standards on performance assessments

Goal 2- all students will develop a personalized post-secondary plan and be qualified to implement the plan.

Goal 3- the district will do initial surveys to collect usable data for up-grading and prioritizing community concerns and to further essential learning goal awareness.

Goal 4- the district will expand and upgrade facilities to better meet student needs, which will be based on careful planning.

Goal 5- the district will continue to develop a short and long-range building and maintenance plan.

## Superintendent's Aim

My primary goal is ensure that every member of this district has the resources and the opportunity to acquire the knowledge, skills, and abilities to achieve whatever level of success they wish to strive for in whatever endeavor they wish to pursue. My aim is to make sure that district personnel

*Encourage* more consistency in the implementation of our school-wide discipline plan that emphasizes student responsibility and social skill development.

*Improve* our community involvement in our school through tutoring and Parent-Teacher programs.

*Generate* a district-wide plan to incorporate our technological capabilities into the classrooms so they begin to meet the needs of our students and our instructional methodology.

*Develop* support from the state and community to increase involvement in suitable social and behavioral skill building programs for P-3 students that are driven by a qualified counseling program.

*Define* and implement a developmentally appropriate preschool-kindergarten program that helps to increase the skill abilities of early learners which, in turn, will help to "level the learning field" for disadvantaged learners throughout the district.

## Something I believe In

I believe a quality school rests on the solid foundation of a written curriculum developed by all staff members who come in contact with students in a learning environment. It draws on research about how children learn and allows students to see relationships and patterns while drawing on their natural inquisitiveness to help them apply learning experiences thoughtfully to their own lives. If our curriculum is to be useful, students at all skill levels need to be able to experience its vitality as well as its sequenced structure. They need to understand its usefulness in emphasizing the interrelatedness of the various subject disciplines to future endeavors whether they are business or pleasure oriented.

## Educational Philosophy

Touchet is committed to the idea of preparing its students to become productive and responsible human beings. The goal of the curriculum is to provide the students with a framework in which to achieve academic success and social responsibility. The content of the curriculum seeks to provide a balanced education with emphasis on competence in the basic skills and general knowledge to lead a healthy and productive adult life. The District recognizes the individuality of each student and shall provide an atmosphere where positive self-esteem is nurtured and a high regard for personal achievement and the learning process is sustained through a pleasant environment of communication and effort.

## District and School (K-12) Profile

The District budget receives most of its revenue from the state (about 70%). To make up the difference, schools obtain needed funding through local levies and federal grants. In Touchet, levies and grants account for approximately 17% of the total district budget. The district's assessed valuation is approximately \$279,585,000. Our 2003-2004 M&O levy was \$442,395 or \$1.65 per thousand. The 2003-04 school year's expenditures reached \$2,579,960. The cost to educate one Touchet student for the 2003-2004 school year was Staff Salaries/Benefits-\$5,964, District Support Services-\$1,670, Food Service-\$347, Transportation-\$320. The current budget for the fiscal year 2004-2005 is approximately \$2,821,500, while our current Debt Service is listed at \$3,930,000. The M&O levy amount for 2005 is slated to be \$542,395 (\$1.94 per \$1,000 of assessed valuation). Two ESDs (105/123) provide many of our business support services including: media, fiscal services, data processing, grant management, and staff development.

The Touchet School District serves an area of approximately 260 square miles. The campus has undergone much change in the last ten years. The elementary section has undergone two upgrades, the first one, completed in 1995, which added two classrooms and a multi-purpose room. The second was completed in 2003 with two additional classrooms and a gym/locker room/kitchen remodel. The secondary sections (middle-high school) have

had technology and electrical upgrades, but no instructional space remodeling. The roof over the secondary area needs to be replaced as it leaks in numerous places.

## Curriculum

Reading, Language Arts, Writing, and Mathematics are the core of our academic program with special emphasis being given to reading, phonics, and math. Standardized testing shows we will have lots of success with our continued emphasis on reading and related skills. This heavy reading emphasis stresses a multi-faceted approach to reading including lots of writing and language skills whose focus is to strengthen our students' comprehension, fluency, and communication skills. As we continue to raise our expectations for our students, our involvement with the principles and resources of a high quality curriculum is imperative.

We continue to augment our math text with supplemental materials that emphasize problem solving, measurement, and algebraic concepts. While state testing in math isn't as strong as we would like, our challenge will be to redefine instruction and find strategies that work toward continual improvement, not only in our math, but also in all of our instructional areas. An additional focus is to target specific student needs, select materials and district resources to fill in any possible gaps that we become aware of. Overall, our test scores demonstrate that we are generally on target for meeting our goals in the state mandated time frame of 2014. After the adoption of a new math program this year, we believe we will see vast improvement in the abilities of our students with regard to their performance on state tests in the math skill areas of computation, problem solving, and general math concepts. We look forward to further increasing our students' math performance in other areas such as higher order thinking, number sense, and measurement as our students and teachers have more experience with the new math series.

We continued our heavy focus on reading, writing, and math with grant funds (Title I-II, V), which provided needed financial resources for instructional material as well as training for our staff members. As always, the additional instructional in-service opportunities were very beneficial to the staff, students, and the district as a whole. Reading and writing skills held a heavy emphasis for our teaching staff. All of this effort will build needed comprehension, fluency, and decoding skills for our primary and multisyllabic understanding with our intermediate students. We are seeing a steady improvement in our state test scores in math, reading, writing, and science due to this effort.

## Staff

In 2003-2004, the Touchet staff was composed of 22 regular classroom certified staff members with a diverse range in teaching experience and formal education. Touchet staff members bring a broad range of professional experiences to the school environment that assist in providing a positive educational climate for all students. The chart below provides a glimpse of professional experience and development:

Position	Yrs. in WA.	Education	Certificate
Special Ed.	5	Bachelor of Arts	Special Education
Reading	22	Masters	Elementary Education
Kindergarten	6	Masters	Elementary Education
1 <sup>st</sup> Grade	14	Bachelor of Arts	Elementary Education
2 <sup>nd</sup> Grade	12	Masters	Elementary Education
3 <sup>rd</sup> Grade	12	Masters	Elementary Education
4 <sup>th</sup> Grade	23	Bachelor of Arts	Standard (K-12)
5 <sup>th</sup> Grade	31	Bachelor of Arts	Standard (K-12)
6 <sup>th</sup> Grade	19	Bachelor of Arts	Standard (K-12)
7-12 Grades	10,8,9,2,5,10	Masters, Bachelor of Arts	Secondary Education
7-12 Grades	31,29,33,25,17	Masters, Bachelor of Arts	Standard (K-12)

Other staff members include two administrators plus thirty full or part-time, non-instructional as well as instructional classified staff, which rounds out the Touchet School District cadre. Staff teamwork coupled with strong educational specialists allows us to hone our focus on student achievement and enables the staff to identify and implement instructional support to a diversity of student needs. Our professional development program allows for additional avenues for our teachers and Para-educators to maintain their pedagogical edge as they continue their educational quest to comply with the federal mandate (NCLB) to become “highly qualified” by January 2006.

## I-728 Dollars

Initiative 728 appeared on the Nov. 2, 2000 ballot, which voters approved. The initiative provides additional money to help students reach new state learning standards. It also dedicates certain state revenues to a “Student Achievement Fund.” Under I-728, school districts are authorized to use funds to reduce class size; provide extended learning opportunities; provide additional professional development for educators; provide early assistance for children who need pre-kindergarten support; and provide building improvements, which are directly related to class size reductions and extended learning opportunities. The I-728 initiative money comes from three main sources, which are state property tax, state lottery until the 2004-2005 school year, and the Emergency Reserve Fund spillover. The per Full-Time Equivalent (FTE-a student in grades 1-12 attending school all day) for our school district during the school year 03-04 was \$211.00 per FTE. The 04-05 school year’s allocation is slated at \$254 per FTE.

Our I-728 allotment, carryover, and fund use during the 2003-04 school year were:

- Dollar amount received \$63,300; Dollar amount used \$ 62,240.
- Dollar amount carryover \$1,060.
- Fund usage was to make selected class size reductions in grades 5-12.

Our I-728 allotment, carryover, and fund use during the 2004-05 school year is:

- Anticipated dollar allotment of \$74,930; plus 03-04 carryover of \$1,060.
- Anticipated fund usage to make selected class size reductions in grades 5-12.

### Our Student Population

Our 2003-2004 enrollment averaged about 298 students per month with individual class sizes at 13 students per classroom. Our special education program is serving about 11% of the total student population. Our free and reduced lunch count stays in the 50-52% range. They come from a variety of backgrounds and ethnic mixes such as African-American (.3%), American Indian (2.7%), Asian/Pacific Islander (1.0%), Hispanic (31.6%), Caucasian (64.6%), Migrant (15.3%), Bilingual (9.7%), females (53.4%) and males (46.6%). Our district maintains a full time Support Services [Special Education (resource), Title I/LAP (reading-math)] program.

Our enrollment in Touchet has fluctuated between 295-300 students for the past several years with large enrollment fluctuations (25%) during the months of September through January. On a typical school day in 2003-2004, 94 % of Touchet's students attended class. Touchet's graduation rate for the last five years has been 100%. Students have the benefit of a music and band program, and can participate in extra-curricular activities including volleyball, football, basketball, softball, soccer, Knowledge Bowl, FFA, FBLA, NHS and other activities as defined by student interest and involvement.

### Testing of Student Progress

The Washington State Assessment System (WSAS) is composed of three broad programs, which are statewide standardized testing, classroom-based assessments, and assessment for staff development. The **Washington Assessment of Student Learning (WASL** - a criterion-reference standards test for reading, writing, mathematics, and science at grade 4, 7, and 10) is at the center of the state's mandatory testing program.

Two other components of the state's testing program are the Iowa Test of Basic Skills/ ITED (achievement information about the basic skills that

provide the foundation for the application and problem-solving skills found in the GLEs/EALRs), and the National Assessment of Educational Progress provides independent evidence for the validity of the WASL assessments while providing comparisons between Washington achievement and that of the nation and other states). Overall, these standard measurement instruments are important to the goal of having a balanced and valid system for the measurement of student achievement in our district and across the state.

SUMMARY OF TEST RESULTS

**Iowa Test of Basic Skills (ITBS) for 3<sup>rd</sup> & 6<sup>th</sup>**

<b>3<sup>rd</sup> Grade</b>	<b>1999-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
Reading:	48	53	54	55	65
Lang Arts:	45	45	53	42	61
Mathematics:	43	57	56	42	62
Composite: (math-reading)	46	55	55	49	63

<b>6<sup>th</sup> Grade</b>	<b>1999-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
Reading:	52	52	50	50	53
Lang Arts:	52	45	40	40	51
Mathematics:	53	62	50	53	45
Composite: (math-reading)	54	55	45	47	50

*Washington Assessment of Student Learning (WASL) Test for 4<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>*

<b>4<sup>th</sup> Grade</b>	<b>1999-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
Reading:	65.1	52.9	58.1	56.7	33.3
Mathematics:	16.3	14.7	18.6	30.0	61.9
Writing:	25.6	11.8	14.0	36.7	19.0
Listening:	72.1	52.9	74.4	68.8	71.4

<b>7<sup>th</sup> Grade</b>	<b>1999-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
Reading:	31.6	33.3	43.3	38.5	22.2
Mathematics:	10.5	07.4	30.0	23.1	22.2
Writing:	26.3	18.5	63.3	23.1	30.8
Listening:	78.9	59.3	83.3	88.5	85.2

<b>10<sup>th</sup> Grade</b>	<b>1999-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
Reading:	65.6	52.2	60.7	36.4	60.9
Mathematics:	31.0	17.4	55.6	13.6	34.8
Writing:	48.3	17.4	50.0	59.1	73.9
Listening:	75.9	78.3	85.7	50.0	----
Science:	----	----	----	13.6	34.8

**District-wide Focus For 2004 -2006**

The Touchet School Improvement/Learning Improvement Team (SILT) has for its 03-04 and 04-05 school year planned an emphasis of effort on the implementation and improvement of instruction through curriculum mapping and grade level alignment for GLEs. This effort is visible in the training of staff members, both at school and away (03/04), and through the visitation by staff members to model school(s) to experience the “hows” and “whens” of GLE alignment and implementation (04/05). After which, they returned to the district to present “mini-workshops” to other staff members. This

action is part of our efforts to meet the needs of our district's new curriculum standards and those identified by the Center For The Improvement of Student Learning (OSPI). There will be noticeable benefits to all children in our school when our district's educational standards are aligned with the state's Essential Learning goals and we have defined and developed common strategies, objectives, and outcomes within/between our content areas. The techniques that additional staff training will provide are such that the total school population will have a common understanding and commitment towards high standards of effort and involvement.

## Adequate Yearly Progress (AYP)

The Touchet School District has met AYP every year since it was a mandated requirement under the NCLB Act in 2000. The requirements associated with AYP have changed since the Act's inception. Because we were a rural school that didn't have 30 or more students per class (s/class), we were required to develop a School/District Improvement Plan that defined what contextual and instructional goals we needed to work on so our students could pass all sections of the WASL and ITBS tests. Recently, the Feds have changed the 30s/class status to a 10s/class as an assessment criteria. Starting in 2004-05, we will be assessed in 16 different categories to see if our percentage scores are better than last year in categories like math, reading, science, as well as in how well ethnic groups are performing and a host of other categories.

**AYP:** Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Washington, it's a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) test. According to NCLB, Washington and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

*The new "No Child Left Behind Act" contains a multitude of requirements and changes related to public education. We are required to have highly developed accountability systems in place that are based on state standards and careful classroom assessment. Another aspect of the act is "Adequate Yearly Progress" which has far reaching consequences for a district if not met. So it is especially important for this school district to select materials to fit defined student needs. In addition, we need to continue to define appropriate staff training to ensure that we keep our school staff at the "top of their game" because "insuring that we have high teacher quality" is another area that is identified in the NCLB Act.*

## School Improvement Plan and Self-Study (SIP)

During the 2003-2004 academic year, we continued to refine our school improvement focus by identifying strengths and targeting specific needs in core areas such as reading, math, writing, and science. We will use this information to assess our strengths and weaknesses and to help us to define our goals for the future. Questionnaires have been circulated to our staff, students and community members to gather their input. We believe it is important in light of the federal and state regulations and requirements that we continue to identify those instructional and contextual areas where we must strive to maintain what works and do better in those areas that we identify as needing change or adjustment. We recently finished the underlying philosophy of that plan, which is built on the following beliefs:

- All children can learn
- All children must be served
- The primary purpose of the school improvement process is to improve student performance
- A school is an observably dynamic place where all can and will improve
- High expectations are necessary to achieve a world-class education
- A school is more effective when its purpose or mission is collectively determined and clearly communicated by the school board, administration, teachers, students, parents and members of the community.

Our district will annually undergo a rigorous internal review (self-analysis), which will encourage everyone associated with this district to reflect on the effectiveness of existing school policies, practices, and performances. The number one thing we will need to sustain this effort and make our plan a success will be a talented, dedicated, and knowledgeable cadre of staff members. Touchet is fortunate to presently have a strong dedicated staff that is willing to seek the knowledge and attain the skills needed to ensure that we are successful at educating students with differing ability levels across our Kindergarten through 12<sup>th</sup> grade spectrum. These factors, combined with parental support and involvement, are the elements that create and sustain student learning and ultimately our success as a school system.

## Background Information:

This profile provides the reader with information about the characteristics of students, staff, curriculum and outcomes that we have in our school. We invite all parents and citizens to participate in our school activities. If you have any questions, please give us a call. The Touchet School District number is 509-394-2352.

## Local District News and Updates

### Up Coming Events

Our Annual Elementary Conferences are set for the 8th-9th of December (no school for elementary students).

Our Annual Winter Concert is slated for the 20th of December in the auditorium.

Our Annual Winter Vacation will start at 12:30p.m. on the 23rd and end on the 31st. School resumes on Jan.3rd.

Our Annual HSBB Alumni Game is slated for the 23rd of December at 6:00p.m. in the high school gym.

## Our Bragging Box

**THEY'RE AT IT AGAIN!** The Sophomore Class has again, this year, contributed audio essays to the VFW national essay contest. We expect to hear about their standing in February (usually, we win 2-3 of the 4 places on the local level, occasionally we go on to regionals, and twice we have gone on to state, once placing second there).

**A BIG HARRAH** for several of our teaching staff as they are receiving additional certification called an **English as a Second Language (ESL)** Endorsement. Marge Gary, Jan Eaton, Suzanne Towery and Jeremy McNinch have been taking classes sponsored by the Gear-Up program for the past 18 months in order to achieve this state endorsement. Their goal is to improve the delivery of literacy skills and strategies to all our students, but especially to our **English Language Learners (ELL)**.

**ANOTHER BIG HARRAH** is for one of our seniors, Andy Easton, who received the Seattle Seahawks "**Volunteer Service Award**" for last year's efforts throughout our community. He is one individual who has done so much and given of his time and energy for the school and for the community. He recently received a certificate and two free Seattle Seahawks tickets vs. the Buffalo Bills game on November 28<sup>th</sup>.

**A REALLY BIG HARRAH** goes to our Freshmen Class for winning the **Washington State's Traffic Safety Award for Youth Initiatives** for getting the pedestrian lights up on Highway 12, as part of our Project Citizen program. Mrs. Elsasser is the Project Citizen teacher and the organizing force behind this effort. Mrs. Elsasser and 10 students from her class will be traveling to the SeaTac area for the December 9<sup>th</sup> banquet that will be honoring them as well as others who have won similar awards from the state. A representative from the state has already taken numerous pictures and interviewed the class for presentation purposes at the upcoming banquet.

**A BIG TOUCHET CONGRATULATIONS** to our FFA champions who gathered up quite a few ribbons, plaques, and certificates during this year's Walla Walla County Fair. This year's livestock winners included the following Touchet students: Emily Coffell (Reserve Champion FFA Market Swine, FFA Novice Champion Showman), Brittney Kentch (FFA Grand Champion Swine Showman, Reserve FFA Overall Showman), Amber McDonald (Grand Champion Market Swine, Overall Reserve Grand Market Swine, FFA Reserve Novice Showman), Katrina Plucker (FFA Grand Champion Sheep Showman, FFA Overall Showman Runner-up), Jami Weber (FFA Outstanding Blackface Ewe), Touchet Novice and Advanced teams (2<sup>nd</sup> place in Livestock judging), Touchet FFA Swine took the Overall Educational Display Best of Class.

**A SPECIAL "WAY-TO-GO"** goes out to our Touchet 4-H and High School Rodeo participants who were among the over 150 award winners during the Walla Walla County Achievement Program. Our High School Rodeo participants have done quite well for themselves with Courtney Frazier and Chelsie Schaefer standing 7<sup>th</sup> & 8<sup>th</sup> respectively in the All-around Cowgirl competition and Bryce Palmer and Brock Palmer standing 10<sup>th</sup> & 12<sup>th</sup> respectively in the All-Around Cowboy competition after 6 rodeos. Two Touchet students who were big winners in the 4-H junior division were Carley Frazier and Justin Casebier. They were selected for the quality and growth of their 4-H project, their leadership skills and their active involvement in the total 4-H program. Other 4-H winner were Best Record Book went to Cassie McCubbins, and Project Medals of Honor and Certificates went to Rachel Huesby, Cassie McCubbins, and Taylor Skramstad. Teen Leadership Pins went to Ed Castillo, Katrina Plucker, Kryssa Haggberg, and Jami Weber.

**KUDOS TO THE 5<sup>TH</sup> GRADE BEGINNING BAND CLASS**, whose members have surpassed all expectations of their teacher, Mr. Elsasser. The young musicians are already in mid-season form as they are playing material normally played for the Spring Concert. They are on track to finish their first year's musical requirements way ahead of schedule. This is the fastest any first year class has accomplished this goal. Their talents will be on display during our annual Winter Concert on December 20<sup>th</sup>.

## Public Notices

### AHERA (Asbestos Hazard Emergency Response Act) (Environmental Protection Agency (EPA) 40 CFR Part 763)

The above referenced legislation requires school districts to provide notification to all employees of compliance with required inspections, tests, evaluations and management plans for all known or suspected asbestos-containing materials in school buildings. People who are EPA certified have completed all work involving asbestos-containing materials in the Touchet School District. The district is not aware of any Asbestos-based materials remaining in any of its facilities. The Touchet School District's past construction plans included inspections, maintenance, and removal, as well as any and all necessary recordings of all asbestos related activity.

The high school, middle school, and elementary sections contain no asbestos-based materials within any of the overall district facilities. This annual school report is being used to convey the required notification to residents of the Touchet School District.

### **NON-DISCRIMINATION/TITLE IX/SEX EQUITY/AMERICAN DISABILITIES ACT**

Touchet School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex or disability. This holds true for all students who are interested in participation in educational programs and/or extra curricular school activities. Inquiries regarding compliance and/or grievance processes may be directed to the Touchet School District Title IX/RCW 28.A.640 Officer and/Section 504/ADA Coordinator. The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians, and students over 18 years of age certain rights with respect to the student's education records. They are

- (1) The right to inspect and review the student's educational records within 45 days of the day the District receives a request for access. Parents, guardians or eligible students should submit to the school principal and/or Special Education Director (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school principal will make arrangements for access and notify the parent, guardians, or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent, guardian, or eligible student believes are inaccurate or misleading. Parents, guardians, or eligible students may ask (the school district) to amend a record that they believe is inaccurate or misleading. They should write a letter to the attention of the school principal or Special Education Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent,

guardian, or eligible student, the District will notify the parent, guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent, guardian or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent, guardian, or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of a records request unless it states in its annual notification that it intends to forward records on request.)

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-4605.

## Pest Management

The Touchet School District # 300 will provide a healthy environment for students, staff, and members of the community who use school properties. The District will utilize customary and effective practices to control structural, nuisance, and landscape pests. The District will manage pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks. Non-chemical pest management methods will be implemented whenever feasible.

When the use of pesticides, including herbicides, is indicated, efforts will be made to schedule the application after school hours. A notice will be posted in the vicinity where the application has occurred. When the application of pesticides is necessary to be performed while school is in session, staff,

students, parents and/or guardians and the public will be informed prior to the application.

The least hazardous effective pesticide in the prescribed dosage needed will be used in accordance with the Federal Insecticide, Fungicide and Rodenticide Act, District policy, the Environmental Protection Agency, Occupational Safety and Health Administration regulations, and state and local regulations.

### Right to Review Teacher Qualifications

Parents and guardians have the right to know certain information about their child's classroom teacher(s). They have the right to know if the State of Washington has licensed or qualified the teacher for the grades and subjects he or she teaches; the teacher's college major; whether the teacher has any advanced degrees and, if so, the subject(s) of the degrees. Parents and guardians also have the right to know if a teacher's aide or similar paraprofessional(s) provide services to their child and, if they do; their qualifications. If you would like to receive any of this information, please contact Dan McDonald, Superintendent, at (509) 394-2352.

### Sexual Harassment

This District is committed to providing a positive and productive educational and working environment free from discrimination, including sexual harassment. The Touchet School District prohibits sexual harassment of students, employees and others involved in District activities.

Sexual harassment occurs when:

Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit.

Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur between an 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 take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services (CPS). Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate. Engaging in sexual harassment will

result in appropriate discipline or other appropriate sanctions against those individuals who are the offenders within school district parameters. Anyone who engages in sexual harassment on school property or at school activities will have his or her access to school property and activities restricted, as appropriate. Sexual harassment recognition and prevention information will be included in staff, student and volunteer orientations.

### Equal Opportunity Employer

The Touchet School District No. 300 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or handicap. This holds true for all District employment and opportunities. Inquiries regarding compliance procedures may be directed to the School District's Affirmative Action Officer, Section 504 and ADA Coordinator, Dan McDonald, or Larry Smith, Title IX Officer.