Fall Newsletter
Fall conferences are scheduled for the afternoon and evening of Nov. 6th and the afternoon only of Nov. 7th

In this issue
Pg. 2  6th grade news, School Board
Pg. 3  3rd and 4th grade happenings
Pg. 4  5th grade news, Kindergarten and New Faces
Pg. 5  STEM, 1st and 2nd grade and Superintendent News
Pg. 6  thru 9  Meningococcal HPV Information and Annual Notifications

REMEMBER EVERY 1ST, 3RD AND 5TH WED. OF THE MONTH IS 1 HR EARLY RELEASE AT 2:05PM
Oct 15—Pumpkin Patch Escape Pre-K—4th grade
Oct 16—School Board 4PM work session, 5PM regular meeting
Oct 30—half day—end of 1st qtr.
Nov. 6—half day—late conferences
Nov. 7—half day—afternoon conferences
Nov. 8—half day
Nov. 12—NO SCHOOL—Veteran’s Day Observed
Nov. 21—Turkey Bingo 5PM dinner 6PM Bingo Almira gym
Nov. 25—School Board 7PM
Nov. 27—half day
Nov. 28 & 29—NO SCHOOL—Thanksgiving
Dec 2—6 Book Fair
Dec. 16—Christmas Concert
Dec. 20—Early Release
Dec. 23 thru Jan. 3—NO SCHOOL—Christmas Break


JV team front row: Elizabeth Schwartz, Emily Buchanan, Amara Doyle, Aubrey Rimel
Back row: Harmony Raisor, Abby Dormire, Brooklyn Troupe, Shalissa Peters, Cheyann Sexton

Back row: Harmony Raisor, Abby Dormire, Brooklyn Troupe, Shalissa Peters, Cheyann Sexton

Back row: Harmony Raisor, Abby Dormire, Brooklyn Troupe, Shalissa Peters, Cheyann Sexton
6th graders off to a great start!

The sixth grade started off the year with a lot of fun learning activities. From spaghetti and marshmallow tower challenges, traffic jams to Make 31, we learned a lot of mathematical and problem-solving skills. We also learned a lot about each other. We have interviewed and introduced classmates. We have started our classroom novel and technology learning. In social studies, we are learning about how the early humans lived. Submitted by Sarah Sample

Elle Schwartz and Emily Evers with the longest standing tower that measured 17 ½”

Brady Roberts and Emily Buchanan show their solution to the Make 31 challenge

Josh Booker and Caden Correia with the tallest tower at 21 ¾”

Join us at our School Board Meetings!

October 16th—4PM work session in the Almira School Library 5PM regular session

November 25th—7PM regular meeting

VALUED! INSPIRED!

RESOURCEFUL! TOGETHER!
My name is Mason Jaeger, I was born and raised in Wilbur. I played volleyball and basketball growing up along with taking leadership roles in the school. I graduated from Eastern Washington University with a Bachelor’s in Elementary Education, after which I accepted a 3rd & 4th grade teaching position in Mansfield, WA. I enjoyed my time there, but I knew I wanted to come back closer to my hometown. It has only been my 20th day of teaching, but already I am thrilled to have started teaching 3rd & 4th grade students once again!

The 3rd/4th graders started the year off building paperchains. Their goal was to build the longest and strongest paperchain with a partner. Students did an excellent job collaborating and improving their design!

Working together to build their paper chains.

Currently, we are focusing on some important basic writing components. We have almost mastered writing sentences and have now moved on to writing paragraphs! Using text evidence has been an important topic in reading, as well. Science has moved toward learning about energy. This topic really took off during our short power outage at school! In math, we have started multiplication and division and learning the relation between the two
The 5th Graders started the school year in Language Arts by bringing in Brown Bag Items. The Brown Bag Items were things that were special to them and had nice memories or a great story. They shared all of the items with their classmates and explained why each item was special to them. When they were done sharing they got to pick one item to write about. The students have been enjoying sharing fond memories with their fellow classmates. Submitted by Nicole Conway

Kindergarten

The Kindergarten class is made up of 5 energetic kiddos! They have been hard at work learning letter formation and letter sounds. Each day, we learn the letter of the day in American Sign Language and also try to incorporate new signs every day. Every day, they have the chance to practice their sight words using play-doh, pattern blocks, rainbow writing, word building, and roll-and-write games. In science we are learning about energy from the sun, shade structures, and local weather patterns. In social studies they are learning what it means to be a good citizen. In math, they continue to build their number sense skills.

Fun Food Fridays

Cooking is fun as well as educational. It’s an important skill every person needs to learn, so why not teach those basic skills in elementary? During our cooking time students work on their social skills, patience, communication, sequencing, following directions, math (adding, measurement, time...), science, life skills in the kitchen, and they gain some independence! Every Friday, Miss Teri’s afternoon Pre-K class joins kindergarten to make a recipe. So far, we have made apple pie in a cup and strawberry banana smoothies. Both recipes have been a hit! At the end of every session, the students take home their recipe card, their reflection sheet, and comprehension sheet. This gives parents some insight to new food their child may like and a fun cooking activity to do as a family! Submitted by Julianna Hughes

NEW FACE!

Welcome to the 2019-2020 school year! I hope you enjoyed a summer vacation filled with fun and exciting memories. I’m thrilled to welcome you back to a new school year of learning and growing at Almira Elementary School and to introduce myself as your Special Education teacher. Personally, I am grateful and excited to begin this educational journey with you. Over the past five years, I have had a chance to work with many students at various levels and I look forward to building a strong relationship with all students and families in the upcoming school year. As a resource room teacher I support student learning and self-management skills while collaborating to make our school and classrooms a place of peaceful and productive learning. Here’s to a great year! Malia Shealy

Molding the future, while honoring the past. #oneteamonelesson #WarriorProud
When you listen to these students talk about their experiences and their community, you'll understand why they won this award. In very authentic voices, they speak to the importance of STEM opportunities and representing the community they love. We have classrooms full of incredible students. These are six of them that have risen to the challenge they were presented with. Their dedication and team focus has brought them these successes!

**CONGRATULATIONS !**

Christine Keeley, Nathan Hinkle, Beth Okamoto, Kayleigh Elder, Max Horrell and Kady Murray

---

**1st and 2nd Grades**

It has been so fun getting to know these hard-working and spunky 1st and 2nd graders. I chose “spunky” because these kids are determined and we’ve been learning and talking about courage and what it looks like at school and at home. The class showed great courage by presenting a special grandma/grandpa memory into the microphone on Grandparent’s Day. Within our room, the class has already created their rules. We’ve also measured ourselves to see how much we grow over the year! In Art, we started the year with our primary and secondary colors. The class had an Elmer challenge of only receiving 3 primary colors (red, yellow, blue) and they had to use only those colors to create their very own secondary colors (orange, green, and violet).

Submitted by Megan Victorino

---

**Fall Newsletter**

**From the Superintendent’s Desk**

It is hard to believe we have been in school for almost a quarter. Time sure flies by!

Fall is my favorite season. What do you look for in the fall? Is it the crisp fall weather (not the snow we had a couple weekends back!), pumpkins, and the changing colors of the leaves? Is it making yummy homemade chili/soup and staying inside to watch football games (anyone see that amazing catch the other night?).

I hope this season can be one of reflection and remembrance for you. Recently, I became quite ill and needed surgery. Having people caring for me, reminded me how important it is to make time to connect. It caused reflection on what is important and how much love really matters. I am thankful for those that cared for me and lifted my spirits. Grateful!

During this time of year, professionally I think of discussing family stories with colleagues and reading books to children! Discussing how Mother Nature helps prepare the flora and fauna for winter, reminds me of the stories my Grandpa use to tell us about Jack Frost painting the leaves. The world of imagination and wonder are magical places I hope I never stop wanting to explore.

Please take time this month to tell or read your child stories about fall and all its wonders. Hear how the child’s imagination paints the fall for you. Last night, I was singing “Five little pumpkins sitting on the gate, the first one said, ‘Oh my, it’s getting late!’” Then I put on Christmas music (I know it might be a little soon, but!) I love when adults take the time to be childlike; it really is good for your body, mind and soul!

The season offers so many things you can do with your child, I hope you explore and wonder to make new adventures. Thank you for trusting us with your most prized possession. We consider it an honor and privilege.

Whoops, I almost forgot to share something important! Have you noticed our 4 words #Valued #Inspired #Resourceful #Together? Everything we do this year will be centered around these four powerful words. Please be looking for more details on these words and how the District’s Priority Plan unfolds! We are excited to share with you all the great things happening!

Warm regards, Shauna Schmerer Principal/ Superintendent
Almira School District invites parents to a meeting about the school wellness policy on 11/7/2019 at 5:00 PM in the library. Having healthy choices at school helps keep our children healthy and ready to learn. The school wellness policy helps our school create an action plan for nutrition and physical activity at school. Parents can share their opinions and help make sure the policy is meeting the needs of our students. Almira’s wellness policy is available at: www.almirasd.org.

Parents who are unable to attend the meeting can email comments about the wellness policy or nutrition and physical activity at their school to: sschmerer@almirasd.org.

We hope you will join us!
Meningococcal and HPV

Dear Parent or Guardian:

As a parent, there is nothing more important than safeguarding your child’s health. The Washington State Legislature requires us to make information available to you about meningococcal disease and human papillomavirus (HPV). Know the facts about these diseases and the vaccines available to protect your child.

**Meningococcal Disease and Prevention**

What is meningococcal disease?

Meningococcal disease is a serious bacterial infection. Fortunately, this life-threatening illness is rare, with only 20-30 cases reported each year in Washington. The most common symptoms of the disease include fever, cough, headache, and rash. It can cause meningitis (swelling of the covering of the brain and spinal cord). The disease spreads through close contact with an infected person. Teens and young adults are more likely to get meningococcal disease, especially if they live in group settings like college dorms.

How can I protect my child from meningococcal disease?

The meningococcal conjugate vaccine, or MCV4, prevents against four types of the disease. It is a 2-dose series recommended for all children between 11 and 12 years of age, and again at 16 to 18 years of age. The meningococcal B vaccine, or MenB, is recommended for some children with rare health conditions or who are at risk during a meningococcal B outbreak.

For more information about meningococcal disease and how to prevent it:

- Washington State Department of Health: [www.doh.wa.gov/Immunization/DiseasesandVaccines/MeningitisMeningococcalDisease](http://www.doh.wa.gov/Immunization/DiseasesandVaccines/MeningitisMeningococcalDisease)
- Centers for Disease Control and Prevention: [www.cdc.gov/meningococcal](http://www.cdc.gov/meningococcal)

**Human Papillomavirus (HPV) and Prevention**

What is HPV?

HPV is a common virus. Most people exposed to HPV will never develop health issues. But for others, HPV causes major health problems, including cervical, anal, vulvar, mouth, and throat cancer. Most infected people have no symptoms and may spread the virus without knowing it. HPV spreads mainly through sexual contact.

How can I protect my child from HPV?

Make sure your child gets the HPV vaccine. The vaccine is highly effective. The HPV vaccine can prevent infection from some of the most common and serious types of HPV that cause cancer and genital warts. The vaccine does not get rid of existing HPV infections.

Who should get the vaccine and when should they get it?

Because the immunization is more effective when given at younger ages, 9 through 14 year olds need 2 doses. Those starting at 15 or older need three doses. The recommended age is 11 or 12. HPV vaccine may be given up to age 26.

For more information on HPV, the vaccine, and cervical cancer:

- Washington State Department of Health: [www.doh.wa.gov/hpv](http://www.doh.wa.gov/hpv)
- Centers for Disease Control & Prevention: [www.cdc.gov/hpv](http://www.cdc.gov/hpv)
- American Cancer Society: [www.cancer.org](http://www.cancer.org)

Where can I find the meningococcal and HPV vaccines?

Talk to your healthcare provider about the vaccines your child needs. In addition to meningococcal and HPV, your preteen should receive Tdap. Washington offers vaccines at no cost to kids through age 18. Providers may charge an office visit fee or administration fee to give the vaccine. If you can’t afford these fees, you can ask to have them waived.

Revised September 2018
Annual Notifications.

Published as required by law to inform the community.
This information is printed and distributed annually to all parents of the Almira District to inform them of their rights and responsibilities. Complete policies and procedures are available in the district office.

NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the students' education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent 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 educational records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Almira School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, 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 or eligible student, the district will notify the parent 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 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's 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 unit 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 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.

The District will forward school records, without parent consent, to schools in another district to which a student transfers. This is to facilitate the prompt placement of the student in the new school. The District will also forward, without consent, transcripts, or other information requested by high school students, to colleges and other educational institutions to which the students are applying.

Not all confidential records are maintained by the district indefinitely. If a parent/guardian, or student 18 years of age or older, wishes to obtain a copy of the student's confidential file, a written request must be made to the principal.

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, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DE 20202-4605

EVERY STUDENT SUCCEDES ACT (ESSA)

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015. It is the reauthorization of the Elementary and Secondary Education Act (ESEA). ESSA became fully operational in school year 2017–18. ESSA places an emphasis on parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child: • Has the teacher met state certification for the grades and subjects that he or she is teaching? • Is the teacher working with an emergency or conditional certificate? • What was the baccalaureate degree major of the teacher and any other graduate certification or degree held? • What are the qualifications of the paraprofessors working with the child? Requests for information should be sent to their respective district superintendent.

HIGHLY CAPABLE PROGRAM: In order to develop the abilities of each Highly Capable Program student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education program that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

The board will annually approve the district's highly capable program plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation; a fiscal report; and assurances that the district is legally compliant. The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

CHILDFIND: The Almira District provide many programs for children residing in our school district at no cost to the parent/guardian. The schools offer special programs such as speech therapy, physical and occupational therapy, Title I/LAP and Special Educational academic programs, and preschool classes to special needs children aged birth to 21. Developmental screening and/or comprehensive assessments for children who are suspected of having a disability, which could adversely affect their educational development, are available at no cost to you for a free and appropriate public education. These services are available for persons between the ages of birth through 21 years of age with suspected disabilities including highly mobile children with disabilities (such as migrant and homeless children). Children suspected of having a disability and in need of special education even though they are advancing from grade to grade, who are residing within the boundaries of the Local Education Authority (LEA) and not currently receiving special education services, are identified, located, and evaluated. If you would like to make an appointment for a free, developmental screening and/or comprehensive assessment for your child, please call: Almira Schools: 639-2414.

TITLE I: Title I funds have been used by the Almira School District to provide qualified students a remedial reading and math program. Students receive additional assistance from paraprofessionals in the classroom.

LEARNING ASSISTANCE PROGRAM (LAP): The LAP grant has been used to provide one-to-one and small group help to children that need additional assistance.

HOME BASED INSTRUCTION: A parent who intends to cause his/her child or children to receive home-based instruction in lieu of attendance or enrollment in a public school, approved private school or an extension program of an approved school, must file an annual declaration of intent. Forms are available in the district office.

McKinney-Vento The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:

- Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
Children and youth living in emergency or transitional shelters
Children and youth abandoned in hospitals
Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
Migratory children and youth living in any of the above situations

If you become aware of students who may qualify for services under the McKinney-Vento Act, or are in need of services for students in your family, please contact the principal of your school with this information.

**Child Find: What is a Child Find Screening?**
Screening is a free check of your child's development including:
- Eye-hand coordination (fine motor skills)
- Communication
- Concepts
- Personal-social skills
- Self-help skills

**What is the purpose of a Child Find Screening?**
The purpose of the screening is to identify any factors that may interfere with your child's learning, growth, and development. The screening is also provided to help parents identify their child's strengths and weaknesses and provide home suggestions.

**What happens during a Child Find Screening?**
During the screening, your child may stack small blocks, cut with a scissors, draw, count, name colors, jump, and have fun! Following the screening, a trained professional will talk with you about the results of the screening. You will have the opportunity to ask any questions about your child's development. You may be given home suggestions, referred on for further testing, or be scheduled to have skills rechecked at a later date. The screening process usually takes about 45 minutes.

**Who is eligible to be screened?**
Any child, birth to age five, whose family or care givers would like more information about their child's development.

**Where can I go for screening?**
For more information and to schedule a screening, please contact: Shauna L Schmerer Almira School District 310 S 3rd Almira, WA 99103 (509) 639-2414

**Special Education:**
Any application and any required policies, procedures, evaluations, plans, and reports will be made readily available to parents and other members of the general public through the district special education and superintendent office.

**Medication at School:**
State law requires that orders from a licensed health care provider for medication and/or treatments and a nursing care plan be in place before a student with a life-threatening health condition attends school (RCW 28A.210). A health condition is considered life-threatening if that condition will put the student in danger of death during the school day if a medication or treatment order is not in place. Policy and Procedure 3416 allows school personnel to administer oral medication during school hours only under limited conditions which include a written request by a parent/guardian and a physician or dentist. Nonprescription medications must be sent to school in the original container. Prescription medications must be in a container appropriately labeled by a physician, dentist, or pharmacist. All medications must be accompanied by the Medication Request Form, which may be obtained from school office personnel. If a student needs to carry and self-administer their own medication, the school office manager or school nurse must be contacted for more information about appropriate and necessary procedures. Policy and Procedure 3413 require that all students submit records of immunization in order to register for school. Parents/guardians may claim a medical, philosophical, religious or personal exemption from any or all immunizations for their children. Please contact the school office manager with questions about immunization requirements.

**Pest Control Policy (Policy 6895):**
The Almira School District has policy #6895 and procedure #6895P (see below) in place outlining Pesticide Notification, Posting and Record Keeping. The District strives to manage pests by the most economical and beneficial means, and with the least possible hazard to people, property, and the environment. The district may apply pesticides in the following areas: playground, classroom, food service areas and buses, during the course of the year. The District will post notices, in the form of signs, in the school office, on bulletin boards and perimeter fencs 48 hours prior to application. Parents and staff who have been placed on the registry through written request will be notified 48 hours before applications in writing and via the webpage www.almirasd.org. In the event of an emergency application the registry of parents/guardians and employees will be given written notice as soon as possible after the application. Parents/guardians and employees may obtain a record of pesticide usage by contacting the Superintendent.

Procedure 6895P: Pesticide Notification, Posting and Record Keeping Requirements
The District shall comply with all legal requirements for record keeping regarding the application of pesticides to school grounds or school facilities. This includes creation of an annual summary report of pesticide usage and compliance with state department of agriculture rules regarding record keeping. Such records will be available on request by interested persons under the state Public Records Act and other laws. Procedure 6895 shall be printed and distributed annually in employee handbooks and student handbooks to employees, students and parents at the start of the school year or when an employee begins work or a student enrolls. At least 48 hours before the application of a pesticide to school facilities or school grounds, the District shall notify parents and staff who had a written request on file of the planned application in writing, including the heading, “Notice: Pesticide Application.” This notice shall be posted in a prominent place in the building office in addition to being provided to parents and staff. This pre-notification is not required if the school grounds or facilities will not be occupied by students for two days following the application of the pesticide. If the application is not made within 48 hours of the notification, another notification shall be made prior to the application. This pre-notification is not required in the case of any emergency application of pesticides to a school facility, such as an application to control stinging pests, but full notification shall be made as soon as possible after the application. Following the application of a pesticide to school facilities (structures and vehicles) a sign shall be placed at the location of the application. The notice shall be at least 8.5 x 11 inches in size, shall include the heading, “Notice: Pesticide Application,” and shall state the pesticide name; date, time and specific location of the application; the pest for which the application was made; and a contact name and telephone number. The notice shall remain posted for 24 hours, or longer if required by the label of the pesticide. Following the application of a pesticide to school grounds notice shall be posted at the location of the application and at each primary point of entry to the grounds. The notice shall be at least 4 x 5 inches in size and state that the landscape recently has been treated with a pesticide and provide a contact name and telephone number. The notice shall remain posted for 24 hours, or longer if required by the label of the pesticide. These notices are not required for the application of antimicrobial pesticides (substances used to sanitize or disinfect for microbial pests: viruses, bacteria, algae and protozoa). These notices are not required for the placement of insect or rodent bait that are not accessible to children.

**Dangerous Weapons Policy (Policy 4210):**
It is a violation of state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. The law outlines exceptions in certain cases, i.e., security activities, firearm safety lecture/course, law enforcement officers, etc. School officials shall notify the parents or guardian of the student and the appropriate law enforcement agency.
DRUG AND ALCOHOL FREE SCHOOL AND WORK PLACE (Policies 3240, 5201, 5281): There is zero tolerance. Students can be suspended and or expelled. Employees will be subject to discipline action and possible discharge.

USE OF TOBACCO ON SCHOOL PROPERTY (POLICY 4215): Any use of tobacco products by staff, students, visitors, and community members shall be prohibited on school district property. Possession or distribution of tobacco products by minors is prohibited. This shall include all district buildings, grounds and district-owned vehicles.

HARASSMENT, INTIMIDATION, BULLYING (POLICY 3207)
The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. “Harrassment, intimidation or bullying” means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy.

NONDISCRIMINATION STATEMENT Nondiscrimination Policy for Almira School District

Almira School District #17 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Shauna Schmerer, Superintendent/Principal at 310 South 3rd Street, Almira, WA 99103 sschmerer@achsd.org

The Almira District Title IX Compliance Officer can be reached through the Almira School District Office by writing to PO Box 217 Almira, WA 99103 or (509) 639-2414. Any concern regarding discrimination should be filed with the Title IX Officer by calling or writing as soon as possible.

It is the intent of Almira School District to ensure that students who are disabled within the definitions of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Due process rights of students with disabilities and their parents under section 504 will be enforced. Questions or Comments can be directed to Shauna Schmerer, Superintendent, PO Box 217, telephone 509-639-2414 or via email at sschmerer@achsd.org. Shauna Schmerer is coordinator of Section 504 activities for Almira School District. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2) fax: (202) 690-7442; or
3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Asbestos: In the past, asbestos was used extensively in building materials because it is its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis. In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Almira School District has conducted an inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last inspection conducted on July 25, 2007, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition. The law further requires an asbestos management plan to be in place by July 1989. Almira School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six month to assure that they remain in good condition. It is the intention of Almira School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure student and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Justin Manning is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 659-2414.

School Report Card: progress of all Almira/Coulee-Hartline district schools can be found on the OSPI Report Card website found at:
http://reportcard.ospi.k12.wa.us

Revised 10-1-2019