

STATE-TRIBAL EDUCATION COMPACT
BETWEEN THE WASHINGTON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
AND
THE CONFEDERATED TRIBES AND BANDS OF THE YAKAMA NATION

**STATE OF WASHINGTON AND
THE CONFEDERATED TRIBES AND BANDS OF THE YAKAMA NATION
EDUCATION COMPACT**

PARTIES

THIS STATE-TRIBAL EDUCATION COMPACT ("**Compact**") is made and entered into by and between the WASHINGTON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION (hereinafter "**Superintendent**"), on behalf of the STATE OF WASHINGTON, a sovereign state of the United States, with all rights and powers thereto pertaining; and the CONFEDERATED TRIBES AND BANDS OF THE YAKAMA NATION on behalf of its YAKAMA NATION TRIBAL SCHOOL (hereinafter "**Yakama Nation**"), federally recognized as an Indian Tribe pursuant to the Treaty with the Yakamas of 1855 (12 Stat. 951), and possessed of all sovereign powers and rights thereto pertaining.

AUTHORITIES

This Compact is entered into by the State of Washington pursuant to chapter 28A.715 RCW, State-Tribal Education Compact Authority, and by the Confederated Tribes and Bands of the Yakama Nation Tribal Council pursuant to the Resolution of February 1944, Resolution T-38-56, and Resolution GC-02-2012.

RECITALS

WHEREAS, American Indian and Alaskan Native students make up 2.5 percent of the total student population in the State of Washington and twenty-five percent or more of the student population in fifty-seven schools across the State;

WHEREAS, American Indian students in the State have the highest annual drop-out rate at 9.5 percent, compared to 4.6 percent of all students in each of grades nine through twelve;

WHEREAS, the parties recognize that the teaching of American Indian language, culture, and history is important to American Indian people and critical to the educational attainment and achievement of American Indian children;

WHEREAS, it is the intention of the parties that the State should support public education programs offered in tribal schools to assist tribal schools in providing comprehensive, culturally competent

teaching and learning that can help close the educational opportunity gap among American Indian students;

WHEREAS, the Washington State Legislature, through chapter 28A.715 RCW, authorized the Superintendent in 2013 to enter into state-tribal education compacts with the governing bodies of Indian tribes located in Washington or of schools in Washington that are currently funded by the federal Bureau of Indian Affairs;

WHEREAS, the purpose of these state-tribal education compacts is to support K-12 schools operated by eligible Indian tribes or tribal schools. Schools that are the subject of a state-tribal education compact are entitled, like Washington school districts, to receive state and federal education funding for enrolled students, including general apportionment, special education, categorical, and other non-basic education moneys;

WHEREAS, a tribal school that opts to become a state-tribal compact school is not thereafter required to seek federal education funding through the state, and may continue to seek and receive federal education funding directly from the Bureau of Indian Education or other federal entity;

WHEREAS, on January 29, 2018, the Yakama Nation Tribal Council adopted Resolution T-47-18, authorizing the Yakama Nation Tribal School to submit a state-tribal education compact application to the Superintendent;

WHEREAS, on February 1, 2018, the Superintendent received the resolution and an application (hereinafter, "**Application**") to establish a state-tribal compact school referred to as the Yakama Nation Tribal School (hereinafter, "**School**");

WHEREAS, this Compact reaffirms the State of Washington's important commitment to government-to-government relationships with Native American tribes, which has been memorialized in a variety of ways including in chapter 43.376 RCW. This Compact is executed by the State of Washington consistent with this government-to-government relationship, and builds upon the Washington Office of Superintendent of Public Instruction's (hereinafter, "**OSPI**") work with Native American tribes, including without limitation the *Since Time Immemorial (STI): Tribal Sovereignty in Washington State Curriculum Project* that imbeds the history surrounding sovereignty and intergovernmental responsibilities into the State's classrooms; OSPI's regular meetings with the superintendents of tribal schools and the federal Bureau of Indian Education representatives at the regional and national level on issues relating to student academic achievement, accessing of funding for tribal schools, and connecting tribal schools to OSPI's K-20 network; and the recent establishment, in statute, of the Office of Native Education within OSPI;

WHEREAS, pursuant to RCW 28A.715.800, a tribal compact school may opt to participate in an OSPI pilot project to implement modifications to state requirements governing school attendance, school year length, and assessments, and to accommodate cultural, fisheries, agricultural events and practices

and to develop culturally relevant assessment strategies that are also aligned with the Washington state learning standards; and

WHEREAS, on December 10, 2018, the Yakama Nation Tribal Council adopted Resolution T-036-19 approving and authorizing the Tribal Council Chairman to execute this Compact, and the approval of this Compact was not referred to the Yakama General Council as a measure of great importance by the General Council Executive Board Officers who were present at the time:

NOW THEREFORE, in consideration of the foregoing and the mutual promises and other consideration recited in this Compact, the Superintendent and the Yakama Nation do enter into this Compact as provided for herein.

I. TITLE

This document shall be cited as "The State of Washington – Yakama Nation Education Compact."

II. TERM OF COMPACT

This Compact will have an initial term of three years, to commence on July 1, 2019, unless terminated sooner as provided in section VI (Nonrenewal and Termination). Prior to expiration of the initial term, the Parties will review this Compact and may agree to renew this Compact for an additional three-year term, or to negotiate a new Compact. Upon expiration of any renewal term, the Parties will review the Compact in five-year increments, subject to the nonrenewal and termination provisions of the Compact.

III. SCHOOL'S ROLES AND RESPONSIBILITIES

A. Educational Program

1. Content Standards. The Yakama Nation agrees that the School will conduct an educational program that satisfies the requirements of RCW 28A.150.200 through 28A.150.240 and RCW 28A.230.010 through 28A.230.195, as well as applicable Yakama law, including the Yakama Nation Comprehensive Education Plan adopted by T-032-18 and ratified by GCM-09-2018. Where there are applicable educational program standards under both state and tribal law, the education program prescribed under state law shall provide the minimum standards for the School's educational program. State standards that must be met by the School include, but are not limited to, the following:

- (a) Basic education, as defined in RCW 28A.150.200, .210 and .220;
- (b) Instruction in the essential academic learning requirements and associated standards;
- (c) Participation in, and performance on, statewide student assessments as provided for under federal and state law, including, but not limited to, chapter 28A.655 RCW;

(d) Performance improvement goals, as provided for in chapter 28A.655.100 RCW, and associated requirements;

(e) Accountability measures;

(f) State graduation requirements;

(g) Academic standards applicable to Washington State public schools; and

(h) Other tribal, state, and federal accountability requirements imposed by applicable statute, regulation, rule, policy, or this Compact.

2. Curriculum. The Yakama Nation agrees to the following:

(a) The School will implement the educational program and curriculum consistent with the program and curriculum presented in the Final Approved Application. **"Final Approved Application"** means the application submitted by the Yakama Nation pursuant to WAC 392-800-825 through -835, together with any subsequent modifications to the application requested by the Superintendent and agreed to by the Yakama Nation.

(b) The School may revise and amend the educational program and curriculum presented in the Final Approved Application at its discretion and without requiring approval from the Superintendent or amendment to this Compact; provided, that such revisions or amendments do not (i) materially change to the school's mission or its student performance standards or targets as contained in the Final Approved Application, or (ii) violate any term of this Compact.

(c) The Yakama Nation will notify the Superintendent of any material changes or amendments to the educational program or curriculum as presented in the Final Approved Application.

3. Graduation Requirements for High Schools. The Yakama Nation agrees that the School's curriculum will meet or exceed all applicable graduation requirements as established by the State Board of Education. The Yakama Nation further agrees that it will comply with the provisions in chapter 180-51 WAC (High school graduation standards) that apply to school districts. Consistent with RCW 28A.150.220, learning requirements regarding languages other than English may be met by students receiving instruction in one or more Yakama language dialects.

4. Staff Qualifications.

(a) The Yakama Nation agrees that instructional staff employed at the School will be certificated consistent with the standards described in RCW 28A.410.010 and Title 181 WAC; provided, that the Yakama Nation may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203. The parties acknowledge that noncertificated Yakama language teachers may be hired by the School pursuant to the "unusual competence" exception. The parties further

acknowledge that, in order to implement a culturally relevant program at the School, noncertificated Tribal members with cultural expertise may provide instruction to students pursuant to the unusual competence exception. Where noncertificated instructors are hired due to their unusual cultural or language competencies, the Yakama Nation acknowledges that a certificated instructor must exercise general supervision pursuant to RCW 28A.150.203.

(b) The Yakama Nation agrees that it will comply with employee record checks requirements in RCW 28A.400.320 when employing School employees. The Yakama Nation further agrees that it will comply with the mandatory termination and notification provisions of RCW 28A.400.320, 28A.400.330, 28A.405.470, and 28A.405.475.

(c) If the Yakama Nation or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW has engaged in unprofessional conduct (chapter 181-87 WAC) or lacks good moral character (chapter 181-86 WAC), the School agrees to submit a complaint to Education Service District 105 (hereinafter, "ESD") stating the basis for the belief and requesting the ESD to submit the complaint to OSPI's Office of Professional Practices (hereinafter, "OPP"). The School will simultaneously send a copy of the School's complaint to OPP. Certificated and licensed staff employed by the School are subject to Title 28A RCW as well as any applicable tribal, state, or federal laws.

5. Staff Training. The Yakama Nation agrees that the School will provide employees and staff with training required by applicable tribal, state, and/or federal law.

6. Student Assessment. The School will participate in all testing programs required by OSPI and the State Board of Education. The School will comply with all assessment protocols and requirements established by OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all tribal, state, and federal requirements. The School shall follow OSPI's test administration and security requirements.

7. English Language Learners.

(a) The Yakama Nation agrees that the School will at all times comply with all state and any federal law applicable to the education of English language learners including, but not limited to, the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 et seq.) (the "ESEA"), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and associated state laws or rules. The School will provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School will employ and train teachers to provide appropriate services to English language learners. The School will work to assure compliance with any and all requirements of state and federal law regarding services to English language learners.

(b) The Yakama Nation agrees that the School will provide transitional bilingual instructional in accordance with chapter 392-160 WAC (Special service program—Transitional bilingual) and as presented in its Final Approved Application.

8. Students with Disabilities. The Yakama Nation agrees that the School will provide services and accommodations to students with disabilities as set forth in the Final Approved Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the “ADA”), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), and all regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School will also comply with all applicable tribal, federal and state laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW and chapter 392-172A WAC (Rules for the provision of special education).

9. Supplemental Programs. The Yakama Nation agrees that the School will provide supplemental programs to students as presented in its Final Approved Application. The Yakama Nation agrees that it will comply with all state and any applicable federal legal requirements in providing such programs, including, but not limited to, Title I of the ESEA and chapter 392-162 WAC (Special service program—Learning assistance) and chapter 392-164 WAC (Special service program—Chapter 1 Migrant of the Education Consolidation and Improvement Act of 1981).

10. Highly Capable Students. The Yakama Nation agrees that the school will administer programs for the education of K-12 students who are highly capable in accordance with chapter 392-170 WAC (Special service program—Highly capable students).

11. Student Conduct and Discipline. The Yakama Nation agrees that the School will comply with the School’s discipline policy contained in the Final Approved Application, as well as with all applicable tribal, state, and federal laws relating to student discipline. The Yakama Nation further agrees that it will notify the Superintendent of any material changes or amendments to the Final Approved Application’s discipline plan.

B. School Operations

1. School Status. The parties acknowledge that this Compact is not intended to, and shall not be interpreted to create a public school district under Washington law; rather, this Compact is established under the special legislative authority of chapter 28A.715 RCW. Consistent with RCW 28A.715.020, the parties acknowledge that the School will be exempt from all state statutes and rules applicable to school districts and school district boards of directors except for those state statutes and rules made expressly applicable (a) to state-tribal education compact schools by chapter 28A.715 RCW, or (b) to the School by the terms of this Compact. In implementing this Compact, the Yakama Nation agrees to comply with

applicable federal laws, including the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), and the McKinney-Vento Act (42 U.S.C. 11432 et seq.).

2. Student Data and Enrollment Reporting.

(a) The Yakama Nation agrees to report School enrollment to OSPI in the same manner and using the same definitions of enrolled students and annual average full-time equivalent enrollment as is required of Washington public school districts.

(b) The Yakama Nation agrees to meet all CEDARS reporting requirements as outlined in OSPI's annual CEDARS data manual.

3. Evaluation and Effectiveness Review.

(a) The Yakama Nation agrees that, pursuant to WAC 392-800-855, it will annually evaluate the impact of this Compact on the academic success of American Indian and Alaska Native students enrolled in the School.

(b) The Yakama Nation agrees to collect and report to the Superintendent academic growth data and high school high school graduation data by August 1 of each year during which this Compact is in effect.

4. Nonsectarian Status. The Yakama Nation agrees that the School will not engage in any sectarian practices in its educational program, admissions policies, employment practices, and all other operations. The School will not be to any extent under the control or direction of any religious denomination. Consistent with 42 U.S.C. § 1996, the United States Constitution, and Article IX Section 4 and Article I Section 11 of the Washington State Constitution, and applicable tribal, federal, and state law, the School shall not inhibit Indian staff and students from expressing or exercising their traditional religious or spiritual practices. Further, the parties acknowledge that nothing in this Section shall prohibit the School from conducting, hosting, or participating in Yakama cultural activities or events.

5. Non-discrimination. The Yakama Nation agrees that the School will comply with all federal and state non-discrimination laws, regulations and policies which are otherwise applicable to Washington public schools, including, but not limited to, chapters 28A.640 and 28A.642 RCW. Accordingly, no person shall, on the ground of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, be unlawfully excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed by the School or its agents. Provided, nothing herein is intended to limit any exemption under federal or state law pertaining to employment practices

under which a preferential treatment is given to any individual because he or she is an Indian living on or near a reservation. Provided further, nothing herein is intended to limit any exemption under federal or state law pertaining to student enrollment practices under which a preferential treatment is given to any individual because he or she is a tribal member or sibling of an already enrolled student.

6. Recordkeeping and Auditing.

(a) The School will comply with all applicable tribal, federal, state, and OSPI recordkeeping requirements including those pertaining to students, governance, and finance.

(b) The Yakama Nation agrees to maintain all books, records, documents, data and other evidence relating to this Compact, including School administrative and student records. The Yakama Nation will retain such records for a period of six (6) years following the expiration, nonrenewal, or termination of the Compact. These records must be subject at all reasonable times to inspection, review or audit by OSPI, personnel duly authorized by the Superintendent, the Office of the State Auditor, and federal and state officials so authorized by statute, regulation or agreement. If any litigation, claim or audit is started before the expiration of the six (6) year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved.

7. Right of Inspection. The Yakama Nation agrees to provide right of access to the School to the Superintendent or any of its officers at all reasonable times, in order to monitor and evaluate compliance under this Compact on behalf of the Superintendent. All inspections and evaluations will be performed in such a manner that will not unduly interfere with the Yakama Nation's or School's operations.

8. Student Welfare and Safety. The Yakama Nation agrees that the School will comply with all applicable tribal, federal, state, county and city health and safety laws. The Yakama Nation further agrees that (a) it will comply with the safety plan presented in its Final Approved Application, and (b) it will notify the Superintendent of any material changes or amendments to the Final Approved Application's discipline plan.

9. Transportation. The Yakama Nation agrees that the School will be responsible for providing students transportation in accordance with tribal, state, and federal law, including, but not limited to, chapter 392-141 WAC (Transportation—State allocation for operations), chapter 392-142 WAC (Transportation—Replacement and depreciation allocation), chapter 392-143 WAC (Transportation—Specifications for school buses), chapter 392-144 WAC (School bus driver qualifications), and chapter 392-145 WAC (Transportation—Operation rules). The Yakama Nation further agrees that (a) it will comply with the transportation plan presented in its Final Approved Application, and (b) it will notify the Superintendent of any material changes or amendments to the Final Approved Application's transportation plan. OSPI acknowledges that the School's transportation plan in the Final Approved Application satisfies all state requirements.

10. School Calendar.

(a) The parties agree that the School calendar for the 2018-19 school year began on August 29, 2018. The Yakama Nation agrees that, following the commencement of this Compact under Section II, the School will provide an instructional program for the 2018-19 school year that meets the compulsory school attendance requirements of state law, financial guidelines, and state rules, including, but not limited to, RCW 28A.150.220, RCW 28A.225.010, chapter 180-16 WAC (State support of public schools), and chapter 392-410 WAC (Courses of study and equivalencies).

(b) The Yakama Nation agrees that the School will annually adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state rules, including, but not limited to, RCW 28A.150.220, RCW 28A.225.010, chapter 180-16 WAC (State support of public schools), and chapter 392-410 WAC (Courses of study and equivalencies). The Yakama Nation further agrees that it will notify the Superintendent of any changes or amendments to the School's calendar as presented in the Final Approved Application.

11. Admission and Enrollment.

(a) The Yakama Nation will not charge students tuition except to the same extent as school districts may be permitted to do so with respect to out-of-state and adult students pursuant to chapter 28A.225 RCW; provided, that the Yakama Nation may charge students fees for participation in optional extracurricular events and activities if authorized under state law and rules.

(b) The Yakama Nation agrees that it will not limit admission to the School on any basis other than age group, grade level, or capacity and must otherwise enroll all students who apply; provided, that if capacity is insufficient to enroll all students who apply, the School may prioritize the enrollment of tribal members and siblings of already enrolled students.

12. School Facilities.

(a) The Yakama Nation agrees that the School facilities will conform with provisions of the ADA and any other federal, state, or tribal requirements applicable to public school facility access.

(b) The School facilities will meet all applicable health, safety and fire code requirements and will be of sufficient size to safely house the School's anticipated enrollment.

13. Accountability for School Performance. The Memorandum of Understanding between the Office of Superintendent of Public Instruction of the State of Washington and The U.S. Department of the Interior – Bureau of Indian Education shall govern. The Yakama Nation agrees the School will compile and report assessment data as specified in the Memorandum of Understanding, and compliance with accountability measures will be determined by the Bureau of Indian Education.

14. Ethics.

(a) The Yakama Nation agrees that no School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.

(b) The Yakama Nation agrees that no School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.

(c) The Yakama Nation agrees that no School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.

(d) The Yakama Nation agrees that no School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.

(e) The Yakama Nation agrees that no School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

(f) Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

(g) This provision does not apply to the following cases:

(i) The letting of any employment contract for the driving of a school bus if the terms of such contract are commensurate with the pay plan or collective bargaining agreement operating in the School;

(ii) The letting of an employment contract as a substitute teacher or substitute educational aide, if the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the School and the Yakama Nation has found that there is a shortage of substitute teachers in the School.

(iii) The letting of any employment contract to the spouse of an officer of the School, the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the School.

C. School Finance

1. Legal and Accounting Compliance. The Yakama Nation agrees that the School will comply with all applicable state financial and budget rules, and financial reporting requirements, including, without limitation, the following:

(a) The provisions of chapter 392-101 WAC (Superintendent of public instruction—Administrative practices and procedures), chapter 392-115 WAC (Finance—Audit resolution process), chapter 392-117 WAC (Timely reporting), chapter 392-121 WAC (Finance—General apportionment), chapter 392-122 WAC (Finance—Categorical apportionment), chapter 392-123 WAC (Finance—School district budgeting), chapter 392-127 WAC (Finance—Certificated instructional staff ratio (46:1000) compliance), chapter 392-129 WAC (Finance—Emergency school closure), chapter 392-134 WAC (Finance—Apportionment for part-time public school attendance), chapter 392-138 WAC (Finance—Associated student body moneys), and chapter 392-140 WAC (Finance—Special allocations), that apply to first class school districts;

(i) The Yakama Nation and OSPI have not agreed on whether the provisions of chapter 392-121 WAC pertaining to the S-275 reporting process as defined in WAC 392-121-220 are regulations applicable to this Compact. OSPI and the Yakama Nation shall direct their staff to use best efforts to resolve all issues surrounding the inclusion of the S-275 reporting process in this Compact.

(b) The Accounting Manual for School Districts; and

(c) The Administrative Budgeting and Financial Reporting Handbook.

2. Audits.

(a) The Yakama Nation recognizes that the School will be subject to financial examinations and audits as determined by the Washington State Auditor, including annual audits for legal and fiscal compliance. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits:

(i) Financial statement;

(ii) Legal and fiscal compliance;

(iii) Federal single;

(iv) Special investigation (includes fraud audit); and

(b) The Yakama Nation agrees that it will be financially responsible for all costs associated with the audit(s).

(c) The Yakama Nation agrees to provide the Superintendent with a copy of any audits prepared under this provision.

3. Non-Commingling. The Yakama Nation agrees that assets, funds, liabilities and financial records of the School will be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Superintendent. Additionally, public funds and assets received by the School will be tracked and accounted for separately.

4. Assets.

(a) The Yakama Nation agrees that the School shall maintain a complete and current inventory of all school assets that (i) were purchased with funds received by the School under chapter 28A.715 RCW and this Compact, and (ii) cost more than \$5,000 (including sales tax and ancillary costs), or (iii) are small and attractive assets that cost \$300 or more (including sales tax and ancillary costs). Assets include land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations. Small and attractive assets include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

(b) The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with funds received by the School under chapter 28A.715 RCW and this Compact.

(c) The Yakama Nation agrees that if this Compact expires or is terminated or the School otherwise ceases to operate, School assets will be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were state funds received by the School under chapter 28A.715 RCW and this Compact. Any assets acquired wholly or with more than 75% tribal or other non-state funds must be disposed of consistent with applicable federal, state, and/or tribal law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets will be deemed to be public assets.

5. School funds. The Yakama Nation agrees that any moneys received by the School from OSPI pursuant to this Compact that remain in the School's accounts at the end of any budget year must remain in the School's accounts for use by the School during subsequent budget years.

6. Location and Access. The Yakama Nation agrees that the School will maintain books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended under this Compact. These records will be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Superintendent, the State Auditor, and federal officials so authorized by statute, rule, regulation, or contract. The financial records must be maintained at the School's administrative office.

D. Oversight and Enforcement. The Yakama Nation Tribal Council will review and enforce the School's performance under this Compact. The Tribal Council will also review OSPI's performance under this Compact and hold OSPI accountable to the performance of its obligations under this Compact.

IV. SUPERINTENDENT'S RIGHTS AND RESPONSIBILITIES

A. Funding

1. Apportionment. The Superintendent will apportion funding for the School according to the schedule established under RCW 28A.510.250, including basic education apportionment and special education, categorical, and other non-basic education moneys.

2. Allocations for Certificated Instructional Staff. Allocations for certificated instructional staff will be based on the average staff mix ratio of the school, as calculated by the Superintendent, using the statewide salary allocation schedule and related documents, conditions, and limitations established by the Omnibus Appropriations Act.

3. Allocations for Classified and Administrative Staff. Allocations for classified staff and certificated administrative staff will be based on the salary allocations of the school district in which the School is located, subject to conditions and limitations established by the Omnibus Appropriations Act.

4. Statewide salary allocation schedule. Nothing in this provision requires the School to use the statewide salary allocation schedule when establishing compensation for individual School employees.

B. Oversight and Enforcement

1. Consultation. Two times each year, the Superintendent or his or her designee and the Yakama Nation or its designee will engage in consultations relating to School operations, performance, and accountability.

2. Oversight and Enforcement. The Superintendent will manage, supervise, and enforce this Compact. OSPI will oversee the School's performance under this Compact and hold the School accountable to the performance of its obligations as required by federal and state law, as well as the terms of this Compact. This may include, but is not limited to, offering technical assistance, taking corrective action, developing corrective action plans, withholding payments of state funds, or imposing other sanctions pursuant to this Compact.

3. Inquiries and Investigations. The Superintendent may conduct or require oversight activities including, but not limited to, inquiries, audits, or investigations consistent with chapter 28A.715 RCW, its implementing rules, and the terms of this Compact.

4. Notification of Perceived Concerns.

(a) The Superintendent agrees to notify the Yakama Nation of any perceived concerns related to unsatisfactory performance or legal compliance under this Compact within reasonable timeframes considering the scope and severity of the concern. The Yakama Nation will respond within a reasonable timeframe which in no event will be longer than 21 days. If the Yakama Nation does not remedy the problem to bring the School into compliance with this Compact, and assuming a violation is found, the Superintendent may take further action under Section V or VI of this Compact.

5. Other Legal Obligations. Nothing in this Compact will be construed to alter or interfere with the Superintendent's obligations imposed under federal or state law, nor legal duties and obligations imposed on the Yakama Nation by federal law.

V. COMPLIANCE

A. Compliance

1. The Yakama Nation agrees that during the effective term of this Compact, it will remain subject to and comply with the terms of this Compact, chapter 28A.715 RCW, and any legislation or rules enacted after the effective date of this Compact that apply to and govern the operation and management of schools that are the subject of a state-tribal education compact.

2. If a disagreement arises between the parties regarding (a) the applicability of a law, rule, or policy under this Compact, or (b) a party's compliance with the terms of this Compact, the parties will first try to resolve such disagreement at the staff level, but will promptly seek resolution by elevating the matter to higher levels within their respective organizations, and engaging in government-to-government meetings as necessary. The parties will exhaust this dispute resolution process before taking any final action under the terms of this Compact, and also before seeking any other relief that may be available to them under the terms of this Compact or at law or equity.

3. Exhaustion of the dispute resolution process under this Section V.A is not required when (a) an applicable state or federal law requires action before the completion of the dispute resolution process; or (b) health, safety, or public welfare require prompt resolution of the disagreement.

B. Breach by the School

1. The parties agree that the violation of any material provision of this Compact may, in the reasonable discretion of the Superintendent, be deemed a breach and be grounds for withholding payment of state funds, or nonrenewal or termination of the Compact under Section VI. In making a materiality determination, the parties will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations.

2. The School's failure to develop, execute, or complete a corrective action plan pursuant to Section IV.B of this Compact within the timeframe specified by the Superintendent will constitute a breach of the Compact.

VI. NONRENEWAL AND TERMINATION

A. Nonrenewal

1. Notice. In the event the Superintendent, in his or her discretion, determines that the Compact shall not be renewed, the Superintendent will notify the Yakama Nation in writing of his or her intent not to renew the Compact. The notification will invite the Yakama Nation to participate in a government-to-government meeting for the purpose of discussing the Superintendent's intent not to renew the Compact.

2. Timing of notice. The Superintendent must provide notice of intent not to renew the Compact no later than April 15 of the year in which the Compact expires.

B. Termination

1. Termination for Convenience. Either party may terminate this Compact effective as of June 30 of any year by providing the other party with written notice of its intent to terminate on or before January 1 of the then-current calendar year. When providing notification of his or her intent to terminate the Compact under this provision, the Superintendent will state with specific reasons why the Superintendent believes the Compact should be terminated.

2. Termination for Cause.

(a) The parties may terminate this Compact for cause if either party materially breaches this Compact and fails to cure such breach of the Compact's terms.

(b) The non-breaching party will notify the breaching party of the non-breaching party's intent to terminate the Compact for cause. The notification will be in writing and will state with specific reasons why the non-breaching party believes the Compact should be terminated, including: (i) The Compact term, condition, or assurance that the non-breaching party believes the breaching party has violated, or other ground for termination; and (ii) The evidence indicating that the Compact term, condition, or assurance has been violated.

(c) The notification will invite the breaching party to participate in a government-to-government meeting to occur within fourteen (14) days, for the purpose of discussing the alleged breach and, if appropriate, engaging in dispute resolution in accordance with this section.

(d) The parties may mutually agree to mediation of a dispute arising from an alleged breach. In the event the dispute is not resolved pursuant to mediation within an agreed-upon time period, the non-breaching party may terminate the Compact for cause.

C. Effect of Nonrenewal or Termination

1. Winding Up. Upon termination of this Compact for any reason, upon expiration of the Compact, or if the School ceases operations or otherwise dissolves, the Superintendent may supervise the winding up of the Compact-related business and other Compact-related affairs of the School; provided, however, that in doing so the Superintendent will not be responsible for and will not assume any liability incurred by the School under this Compact. The Yakama Nation and School personnel will cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this Compact.

2. Disposition of Assets. All assets, including tangible, intangible, and real property in use by the School but originally owned by the State, or assets purchased using at least 25 percent of public funds allocated by OSPI, are the property of the State and shall be returned to the State upon nonrenewal or termination, in accordance with relevant law.

VII. GENERAL

1. Merger. This Compact, the Final Approved Application, and all attachments, exhibits and amendments thereto, contain all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Compact shall be deemed to exist or to bind any of the parties hereto.

2. Amendments. No amendment to this Contract will be valid unless ratified in writing by the Superintendent and the Yakama Nation and executed by authorized representatives of the parties, except as may be required by RCW 28A.715.020(3)(f) and state legislation or rules enacted after the effective date of this Compact.

3. Governing Law and Enforceability.

(a) This Compact shall be construed and interpreted in accordance with the laws of the state of Washington. The parties agree that the venue for any proceeding related to or arising out of this Compact shall be in the state superior courts located within the state of Washington, or an associated appellate court. The parties reserve the right to assert in any such proceeding, to the fullest extent permitted by applicable law, whether or not the proceeding is brought in an inconvenient forum.

(b) The Yakama Nation hereby grants to OSPI and the State of Washington a limited waiver of sovereign immunity to permit OSPI or the State of Washington to initiate suit to enforce or interpret this Compact. Provided, however, that this limited waiver is conditioned upon all of the following conditions being met:

(i) The claim is made by OSPI or the State of Washington, and not by any other party, whether an individual or entity of any kind. The right to sue shall not be transferrable.

(ii) The claim alleges a breach by the Yakama Nation of one or more specific duties owed to OSPI or the State of Washington and expressly assumed by the Yakama Nation under the terms of this Compact. No suit shall be permitted for any other reason.

(iii) The claim seeks either (a) specific performance by the Yakama Nation to bring the Yakama Nation into compliance with the obligations or duties expressly assumed by it, or (b) payment of a monetary judgment arising from a breach of an explicit duty owed by Yakama Nation under this Compact.

(iv) The claim does not seek any consequential, special, or punitive damages, or attorney's fees or court costs. The parties understand and agree that in no case shall the Yakama Nation be responsible to OSPI or the State of Washington for any such costs.

(c) The above limitations on the Yakama Nation's waiver of sovereign immunity shall not be construed as creating liability for OSPI or as limiting any defense to liability that OSPI may raise.

4. Severability. If any provision of this Compact or any application of this Compact to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of the Compact.

5. Waiver. The parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Compact shall constitute a waiver of any other breach. No term or condition of this Compact shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

6. No Employee or Agency Relationship. Neither the Yakama Nation, nor its employees, agents, or contractors are employees or agents of the Superintendent. The Superintendent and his or her employees, agents, or contractors are not employees or agents of the Yakama Nation or the School. None of the provisions of this Compact will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the parties other than that of independent parties compacting solely for the purpose of effectuating this Compact.

7. Limitation of Liability.

(a) In no event will either party, or their agencies, officers, employees, or agents, be responsible or liable for the debts, acts, or omissions of the other party arising from this Compact.

(b) Neither the Yakama Nation nor the Superintendent are creating, or intend to create, any rights in third parties which would result in any claims of any nature whatsoever against the Yakama Nation or the State as a result of this Compact. Neither the Yakama Nation nor the State has waived immunity from third party suits or claims of any kind against them, and nothing contained in this Compact shall be construed to effect a waiver, in whole or in part, of said immunity.

8. Non-Assignment. Neither party to this Compact shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Compact unless the other party agrees in writing to any such assignment.

9. FERPA. In implementing this Compact, the parties shall comply with the Family Educational Rights and Privacy Act and its implementing regulations (20 U.S.C. § 1232g; 34 C.F.R. Part 99) ("FERPA"), and they shall safeguard such information in accordance with the requirements of FERPA.

10. Order of Precedence. The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- (a) Applicable Federal and Washington State laws, regulations, and guidelines;
- (b) Terms and Conditions of the Compact;
- (c) The Final Approved Application (hereby incorporated into the Compact as **Appendix A**);
- (d) Any other provisions incorporated by reference or otherwise into the Compact.

11. Government-to-Government Meetings. Government-to-government meetings contemplated by this Compact will be held at a mutually agreeable location in Toppenish, WA, Yakima, WA, or by mutual agreement of the parties by video or telephonic conferencing. For policy level decisions, final government-to-government discussions must include the Chairman of the Tribal Council or his or her authorized designee(s) and one or more State representative that has authority to make decisions.

12. Collective Bargaining. Nothing in this Compact is intended to apply Washington state collective bargaining laws, rules, or requirements to the School or the Yakama Nation.

13. Reservation of Rights. Nothing in this Compact is intended to limit the Yakama Nation's or School's ability to take any action in the operation of the School, provided such actions do not violate the terms of this Compact.

14. Execution. If the parties sign this Compact in several counterparts, each will be deemed an original, but all counterparts together will constitute one instrument. The parties may sign and deliver this Compact (and any ancillary or associated documents) to each other electronically, and the receiving party may rely on the electronic document as if it was a hard-copy original.

VIII. NOTICE

Unless otherwise indicated by this Compact, all notices required or authorized to be served shall be served by certified mail or other expedited services which require a signature for receipt at the following address:

Office of Superintendent of Public Instruction
Old Capitol Building
600 Washington St SE
Olympia, WA 98504

Yakama Nation Tribal Council Chairman
401 Fort Road / P.O. Box 151
Toppenish, WA. 98948

with courtesy copies to:

Yakama Nation Tribal School
601 Linden St.
Toppenish, WA. 98948

Yakama Office of Legal Counsel
P.O. Box 151
Toppenish, WA 98948

IX. TRIBAL COMPACT SCHOOLS PILOT

A. Participation in the Pilot Project

1. Pilot Project Application. The Yakama Nation hereby applies to the Superintendent to participate in the tribal compact school pilot program established under RCW 28A.715.800 (the "pilot project").

2. Pilot Components. The Yakama Nation requests the following components of the pilot project:

(a) Waiver to the requirement for a one hundred eighty-day school year established in RCW.28A.150.220.

(b) Authorization to accommodate student participation in cultural, fisheries, and/or agricultural programs as instructional days for the purposes of RCW 28A.150.220(5).

(c) Development of curriculum that links student learning with engagement in cultural, fisheries, and/or agricultural programs aligned with Washington state learning standards.

3. Technical Assistance. The Office of Native Education within OSPI shall collaborate with the School regarding the implementation of the pilot project at the School, including (a) providing technical support and assistance, (b) reviewing any terms of this Compact that relate to the school's implementation of the pilot project, and (c) working with the School to replace, to the maximum extent permitted by state

and federal law, statewide student assessments with locally developed assessments that are culturally relevant, based on community standards, and aligned with the Washington state learning standards.

4. Reporting Requirements. Consistent with the requirements of RCW 28A.715.800, the School shall submit a pilot project report every two years to OSPI and the appropriate committees of the Washington State House of Representatives and Senate as identified by OSPI, with the first report submitted no later than August 1, 2021.

5. Superintendent Approval. The Superintendent hereby includes the School in the pilot project. Notwithstanding anything in this Compact to the contrary, consistent with RCW 28A.715.800(3)(a) and RCW 28A.300.109, the Superintendent hereby grants the School a waiver from the requirements for a one hundred eighty-day school year under RCW 28A.150.220 and authorizes the school to consider student participation in cultural, fisheries, or agricultural programs as instructional days for the purposes of RCW 28A.150.220(5).

B. Apportionment in the 2018-19 School Year under the Pilot Project


In order for OSPI to allocate state and federal funding to the School, the School must provide monthly reports of the number of full-time equivalent (FTE) students enrolled in the School during the term of this Compact. The Yakama Nation acknowledges that, pursuant to, without limitation, chapter 392-117 WAC, chapter 392-121 WAC, chapter 392-122 WAC, chapter 392-123 WAC, chapter 392-127 WAC, and chapter 392-140 WAC, OSPI will average these monthly enrollment counts over a 10-month period to obtain the School's annual average FTE (AAFTE) enrollment. The Yakama Nation further acknowledges that OSPI inputs the AAFTE into the school funding formula set forth in RCW 28A.150.260 to determine the number of allocated certificated instructional, certificated administrative and classified staff units for the School. For the 2018-19 school year, the Yakama Nation will report student FTE on the first school day following the execution of this Compact and on the first school day of each month thereafter through June 2019. The Yakama Nation acknowledges that the funding allocation the School receives for the 2018-19 school year will not include student enrollment counts prior to execution date of this Compact. Pursuant to RCW 28A.715.800(7), the School's participation in the pilot program and its components identified in this Compact shall not operate or be construed to limit the amount of funding allocated to the School under this Compact.

[Signature page(s) follow.]

Yakama Nation State-Tribal Education Compact

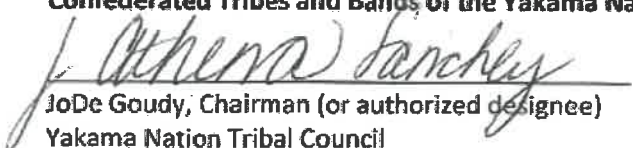
IN WITNESS WHEREOF, the Washington State Superintendent of Public Instruction and the Yakama Nation have executed this Compact:

Washington State Office of Superintendent of Public Instruction:


Chris Reykdal, Superintendent

5/2/19
Date

Confederated Tribes and Bands of the Yakama Nation


JoDe Goudy, Chairman (or authorized designee)
Yakama Nation Tribal Council

4/25/2019
Date

EXHIBIT A

APPROVED FINAL APPLICATION

See attached.

Rec'd 2/1/18
Joan Baker



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Old Capitol Building
PO BOX 47200
Olympia WA 98504-7200

TRIBAL EDUCATION COMPACT APPLICATION

NAME OF APPLICANT (Federally recognized Tribe and/or BIE Tribal school): The Confederated Tribes and Bands of the Yakama Nation ("Yakama Nation")		
APPLICATION CONTACT NAME: JoDe Goudy, Tribal Council Chair	APPLICATION CONTACT PHONE NUMBER: 509-865-5121	APPLICATION CONTACT E-MAIL ADDRESS: jode_goudy@yakama.com
RESOLUTION DATE APPROVED BY TRIBE (Please attach Resolution):		
NAME OF TRIBAL EDUCATION COMPACT SCHOOL: Yakama Nation Tribal School		
TRIBAL EDUCATION COMPACT SCHOOL ADDRESS: P.O. Box 151, Toppenish, WA 98948		
NAME OF TRIBAL EDUCATION COMPACT SCHOOL ADMINISTRATOR: Leon Strom, Interim Superintendent		
SCHOOL ADMINISTRATOR PHONE NUMBER: 509-865-4778	SCHOOL ADMINISTRATOR E-MAIL ADDRESS: leon_strom@yakama.com	
GRADE SPAN OF SCHOOL (EX. K-12, K-6, ETC.): 6-12	SCHOOL YEAR IN WHICH SCHOOL INTENDS TO START OPERATING: 2018-2019	

ASSURANCES

Please initial each of the assurances boxes below indicating **knowledge** and **agreement**.

Initial Boxes Below

The compact school will provide a curriculum and conduct an educational program that satisfies the requirements of RCW 28A.150.200 through 28A.150.240 and 28A.230.010 through 28A.230.195. Consistent with RCW 28A.150.220, learning requirements regarding languages other than English may be met by students receiving instruction in one or more Yakama language dialects.

The compact school will employ certified instructional staff as required in RCW 28A.410.010; however, such schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.715.020, and RCW 28A.150.203.

The compact school will comply with employee record checks requirements in RCW 28A.400.320, and mandatory termination and notification provisions of RCW 28A.400.320, 28A.400.330, 28A.405.470, and 28A.405.475.

The compact school will comply with nondiscrimination laws. Consistent with Title VII of the federal Civil Rights Act of 1964, 78 Stat. 241, and RCW 49.60.400 and RCW 28A.715.030, the compact school may implement an Indian preference employment policy, and prioritize the enrollment of Yakama tribal members.

The compact school will adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance.

The compact school will be subject to and comply with legislation enacted after the effective date of the sections governing the operation and management of schools that are the subject of a state-tribal education compact.

The compact school will comply with all applicable federal laws such as the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Elementary and Secondary Education Act (ESEA) programs, as applicable.



The compact school will not engage in any sectarian practices in its educational program, admission or employment policies, or operations. However, consistent with 42 U.S.C. §1996 and other applicable tribal, federal, and state law, the compact school shall not inhibit Indian staff and students from expressing or exercising their traditional religious or spiritual practices.



The compact school will not charge tuition, except to the same extent school districts may be permitted to do so with respect to out-of-state and adult students pursuant to chapter 28A.225 RCW, but may charge fees for participation in optional extracurricular events and activities.



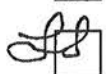
The compact school will not limit admission on any basis other than age group, grade level, or capacity and must otherwise enroll all students who apply, provided that the compact school may prioritize the enrollment of tribal members and siblings of already enrolled students.



The compact school will report student enrollment data in the same manner and use the same definitions of enrolled students and average full-time equivalent enrollment as required of a school district.



The compact school will adhere to the statewide assessment process.



The compact school will adhere to the student data reporting requirements provided in WAC 392-117-020 and 392-117-038.



The compact school will, consistent with the Yakama Nation Comprehensive Education Plan and applicable Tribal law, teach Yakama language, culture, history, and traditions as key components of its curricula. This effort is consistent with RCW 28A.715.005(1)(c), and RCW 28A.320.170, which recognize the critical importance of the teaching of Indian language, culture, and history to the educational attainment and achievement of Indian children specifically, as well as the importance of teaching tribal history, generally.

PROGRAM DESCRIPTION

Please provide description of the educational program that will be offered at the Tribal Education Compact School. Give an overview of each of the following components.

I. The school's vision and mission.
II. The school's program design, including a description of how the school will improve culturally responsive and academic needs of students.
III. The school's curriculum and instruction framework.
IV. Student performance standards/targets.
V. The school's assessment plan, including a design of evaluation of the proposed program that will produce quantifiable results which will be used to determine the success of the program in meeting intended outcomes including, but not limited to, increased student achievement.
VI. If this is a high school, describe the school's graduation requirements.
VII. The school calendar.
VIII. An overview of supplemental programs offered at the school.
IX. An overview of the programs offered for special populations, including students eligible for special education and English language learners.

X. The school's discipline plan.
XI. The school's community engagement plan.
XII. The school's operations plan and governance structure.
XIII. The school's personnel plan, including how identified personnel will be utilized to complete the tasks and achieve the program's objectives.
XIV. The school's facilities plan.
XV. The school's transportation plan.
XVI. The school's financial plan and fiscal structure.
XVII. The school's plan to conduct background checks for school personnel.
XVIII. The school's safety plan.

AUTHORIZING SIGNATURES


 Signature of Tribal Education Compact Tribal Council Chair

Date 1/31/18


 Signature of School Board Chair

Date 1-31-13


 Signature of Tribal Education Compact School Administrator

Date January 30, 2018

Per WAC 392-800-825(2) Application–Approval Process–Timeline, federally recognized tribes or BIE school seeking to commence operation of a compact school in 2018 must submit an application by February 1, 2018, to:

**Office of Superintendent of Public Instruction
 Attn: Office of Native Education
 600 Washington Street SE
 P.O. Box 47200
 Olympia, WA 98504**

Questions regarding this application may be directed to the Office of Native Education at 360-725-6160.
 Michael Vendiola: michael.vendiola@k12.wa.us
 Joan Banker: joan.banker@k12.wa.us



RESOLUTION

T-047-18

WHEREAS, the Confederated Tribes and Bands of the Yakama Nation is a federally recognized Nation pursuant to the Treaty of 1855 (12 Stat. 951); and

WHEREAS, the Yakama Tribal Council is the governing body of the Confederated Tribes and Bands of the Yakama Nation of the Yakama Reservation, by the authority delegated by the Resolution of February 1944 and Resolution T-38-56; and

WHEREAS, GC-02-2012 recognized a need to collaborate with state and federal entities to develop and implement a strong Yakama Nation education plan to provide for the education of the Yakama People consistent with Article 5 of the Treaty of 1855, and the Yakama Nation's sovereign right and responsibility to build the capacity of our People and assure that the Yakama Nation exists in perpetuity; and

WHEREAS, there is an opportunity for the Yakama Nation Tribal School to obtain significant additional funds by entering into a Tribal-State Education Compact with the Washington State Office of the Superintendent of Public Instruction ("OSPI"); and

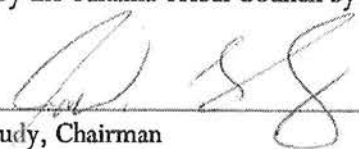
WHEREAS, it is understood that the submittal of an application will neither guarantee nor require the Yakama Nation to enter into a Tribal-State Education Compact, but is a necessary step to negotiate such a Compact; and

WHEREAS, the Yakama Nation Tribal School understands that the terms of any final Compact must be consistent with the Yakama Nation Comprehensive Education Plan approved by Tribal Council via T-032-18 and ratified by General Council GCM-09-2018, and other applicable tribal law.

NOW, THEREFORE, BE IT RESOLVED, by the Yakama Tribal Council, meeting in Special Session at the Governmental Headquarters of the Confederated Tribes and Bands of the Yakama Nation, with a quorum being present, that the Tribal Council Chairman is authorized to sign, and the Yakama Nation Tribal School is authorized to submit to OSPI, the attached Tribal-State Education Compact Application.

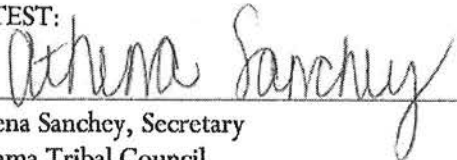
BE IT FINALLY RESOLVED, that the Yakama Nation does not waive, alter, or otherwise diminish our Sovereign Immunity, whether expressed or implied, by virtue of this resolution for any and all administrative or legal action which may arise directly or indirectly from the same; nor does the Yakama Nation waive, alter, or otherwise diminish our rights, privileges, remedies or services guaranteed by the Treaty of 1855.

DONE AND DATED on this 29th day of January, 2018, by the Yakama Tribal Council by a vote of 7 for, 2 against, 0 abstentions.



JoDe Goudy, Chairman
Yakama Tribal Council

ATTEST:



Athena Sanchey, Secretary
Yakama Tribal Council

file

l.e.e.h. Ca#032-2018-3

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3-2-18

Name of Reviewer: Gayle Parker

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: I - School Mission / Vision

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

i. **The Schools Vision and Mission**

Mission/Vision: As stated in Title 25 CFR Part 32.3, BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for Cultural and Economic well-being, in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. Further, the BIE, is to manifest consideration of the whole person by taking into account the spiritual, mental, physical, and cultural aspects of the individual within his or hers family and tribal or village context. Yakama Nation Tribal School has skillsets that in developing lifelong learning, promoting cultural awareness, and utilizing current technology.

In the Vision of Yakama Nation Tribal School is to build upon existing partnerships and programs to systematically support each youth's confidence and skills in developing meaningful careers and cultural identity, leading to eventual success in rewarding, high demand job in his or her chosen career pathway. Yakama Nation School is committed to galvanizing partnerships and creating opportunities for parents and the community to participate in the education of their children.

Follow up 3/12/18 u.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3-2-18

Name of Reviewer: Gayle Pawley

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: II: School Program Design

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

Approved 3/19/18

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

Need information on how the school will address the academic needs of the students served.

For example: What does the student assessment data for mathematics illustrate. If student data does not show that the ability of students in mathematics is meeting the academic standards set, what will be done to meet this issue. (e.g., additional professional development for teachers including information on math standards and sound instructional practices.)

See attached response.

Joan

Response to review.

Yakama Nation Tribal School

P.O. Box 151 Toppenish, WA 98948

March 6, 2018

To whom it may concern,

Yakama Nation Tribal School preforms Measures of Academic Progress using the computer based NWEA MAPs testing program. MAPs testing is completed at the beginning, middle and end of the academic school year. Students are tested in Reading, Language Arts, and Mathematics in order to acquire their MAPs growth using a RIT scale to determine grade level equivalency. Teachers use a student's RIT score to identify missing skills and abilities, connect to instructional resources aligned to student RIT scores, track student growth, group students for differentiated instruction, inform lesson planning and set growth goals with students. The school counselor, special education coordinator, and teachers utilize student RIT scores when creating student class schedules. Students who have below proficiency RIT scores in Math and Language Arts will receive differentiated instruction packets or online tutorial lessons on Khan Academy and/or Arcademics. This allows the student to focus specifically on areas of weakness to help them reach grade level of proficiency. Trainings that to improve teacher practices, include PEAK Learning Systems, Northwest Evaluation Association NWEA Fusion, Explicit Instructions with Anita Archer, Positive Behavior in Schools (PBIS), Trauma-Informed Practices in Schools, and Question Persuade Refer QPR for Suicide Prevention.

601 Linden St. Toppenish, Wa. 98948

(509) 865-5121

Joan Banker

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Thursday, March 8, 2018 2:35 PM
To: Joan Banker; Ida Shock; Leon Strom
Subject: Section II
Attachments: School program.docx

original submission

ii. **The Schools program design, including description of how the school will improve culturally responsive and academic needs of students.**

To increase content based literacy through recognition and validation of a variety of Native American groups. Develop an instructional unit per grade level using the Sovereignty Curriculum for grades 3-12. Providing professional development that supports culturally responsive classrooms. Developing professional development that will incorporate Northwest Native American History that can be infused in our instructional units. Involve Tribal Elders, Speakers, and leaders who will continue to be engaged as volunteers in the school and classrooms. All students will receive instruction in the basics of the Yakama Sahaptin language and be provided opportunities to use the language across all Curriculum's. Teachers will continue to adapt instruction to the culturally contextual Learning and cognitive styles and needs of students.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am requesting a response back by Tuesday, March 13, 2018. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: March 2, 2018

Name of Reviewer: Ellen Ebert

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: III: Curriculum Instruction
+ Framework

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No: see below

If "no" is checked above, what is missing or needs clarification? Please give specific recommendations in the space below (or attach additional pages) which will be shared with the applicant for further documentation. Our plan is to forward your feedback directly to Yakama Nation Tribal School so please be as concise and clear as possible. If you would like this form electronically, please let me know.

Science need to receive 2009 Standards & References can be removed. We only use the AGSS now. I didn't see the lesson resources for Earth Science. The standards stand are no longer used (2009). I appreciate the introduction & summary provided in the science section. It would be helpful to see something similar in Fine Arts, Social Studies, Math.

I also appreciate seeing the semester (spring & fall) lesson plans Missing Science + Math. Standards provided + PE but not curriculum. Social Studies lessons are guided by using questions.

Math OK (3/14/18)

DATE

4/18

TO:

Ellen Ebert

FROM:

JOAN BANKER
OFFICE OF NATIVE EDUCATION/OSPI
PO BOX 47200
OLYMPIA WA 98504-7200

TELEPHONE: 360/725-6160

FAX: 360/664-3314

e-mail: joan.banker@k12.wa.us

www.k12.wa.us/IndianEd/

Additional information
for Section III. C+I
Frameworks sent by
Yakima

Thank you!
Looks good!
Ellen

Joan Banker

From: Joan Banker
Sent: Sunday, April 1, 2018 2:37 PM
To: jacob.davis@yakama.com; Ida Shock
Subject: Yakama's Response to Section III for Compact Application

For your information.

Joan

From: Ellen Ebert
Sent: Friday, March 30, 2018 12:30 PM
To: Joan Banker <Joan.Banker@k12.wa.us>
Subject: RE: Chief Leschi School's Response to Section III, IX, and XV for Compact Application

Joan,

Yakama's response is fine. I am going to guess that 10th and 11th grade mathematics would be similar?

I do like the inquiry questions that start each lesson's focus.

Ellen

Yakama Nation Tribal School

III. The School's curriculum and instructional framework.

The school creates an environment in which the pursuit of instructional effectiveness is valued. Clear and stable policies, expectations for improvement and strong systems of support all help the school to become more effective.

Learning goals and objectives are developed and prioritized according to school and building guidelines, selected or approved by teachers, sequenced to facilitate student learning and organized or grouped into units or lessons.

Unit or lesson objectives are set in a timeline so that the calendar can be used for instructional planning.

Instructional resources and teaching activities are identified, matched to objectives and student development levels and recorded in lesson plans. Alternative resources and activities are identified, especially for priority objectives.

Resources and teaching activities are reviewed for content and appropriateness and are modified according to experience to increase their effectiveness in helping students learn.

Yakama Tribal School is designed to provide a safe; culturally relevant academic environment that empowers Native Learners and embraces traditional teachings and values of respect, responsibility, and pride. Each child is fully encouraged to place a high value on his/her own culture, while respecting the diverse cultures of others. Yakama Tribal School strives to create a rich offering of opportunities for parents/caregivers and all community members to play meaningful roles in directing, participating in, and achieving the academic and cultural mission and purpose of our school.

Yakama Nation Tribal School is a BIE grant school, our holistic curriculum and instruction framework is supported by our status as a Title I School-wide program (please see Title I Assurances, Attachment B)

Yakama Tribal School meets or exceeds requirements in CFR PART 36-----"MINIMUM ACADEMIC STANDARDS FOR THE BASIC EDUCATION OF INDIAN CHILDREN" and is compliant with 25 CFR standards as follows:

*36.23 Standard VIII Middle school instruction program: (a) The instructional program reflects our philosophy and the needs of the students and the community. (b) Middle School curriculum includes but is not limited to the following required instructional content areas at the 8th grade level (1) language Arts, social studies, mathematics, native crafts, physical

education, computer literacy, and Yakama Language (Sahaptin). These courses are designed to aid in preparation for high school.

*36.30 Standard X---Grading requirements (A) Yakama Tribal School has established a uniform grading system which assesses a student's mastery of the prescribed objectives of the courses of study undertaken. Student led conferencing is utilized where feasible and practical. The mastery of prescribed course objectives is the primary measure of academic attainment for reporting student grades on report cards; (b) the information derived from student instructional evaluations is shared with student and with the parents and is used to give teachers and students direction for subsequent learning activities (c) parent/teacher and parent/teacher/student conferences focused on the students instructional progress and development is held to provide an additional means of communication between home and school; (d) Yakama Tribal School issues a report card to parents and guardians of students, which includes the following sections: (1) academic progress and academic recommendations and promotion status; (2) appropriate signatures and request to return report cards; and (3) student attendance record. (4) A summary of each year's final card is part of the student's permanent school record.

*36.31 Standard XI---Student promotion requirements: Yakama Tribal School has established and implemented a promotion policy which is submitted to and approved by the Yakama Tribal School board and appears in the Parent/Student handbook. The requirements include, but are not limited to (a) each grade level or equivalent to the states requirements. The criteria is based on measurable mastery of the instructional objectives, (b) benchmark and progress mentoring assessments are used to evaluate student skills including measuring proficiency and growth toward instructional objectives and the evaluation results from the basis for the promotion of each student; (c) the standard school year is comprised of at least 183 instructional days. A student who has not participated, either directly or through approved alternative instructional methods or programs in a minimum of 173 instructional days per year or 80 days instructional days per semester without a written excused absence is referred to the Tribal Attendance officer.

Yakama Tribal School complies with ESSA requirements for school improvement

As documented in Native Star. A report showing activity of our improvement including assessments, plans, tasks, mentoring, and implementation for selected time periods are reported in Native Star. These documents include School Improvement Plan.

Curriculum Adoption Process:

Yakama Tribal School has aligned its curriculum adoption procedures with OSPI Guidelines. A professional adoption committee that includes pertinent content area teachers is formed. The committee reviews relevant standards and benchmarks in accordance with the school's mission for student learning, including cultural relevancy. The adoption committee reviews current evidence-based research including scope and sequence and committee assessments. The committee invites publishers to submit materials which they thoroughly analyze against established criteria.

Materials undergo an intensive, evidence-based review process that may include student field testing, panels, and comparison of lessons and alignment across grade/level courses. Once the selection is narrowed to two or three programs, parents and community members are invited to preview the materials. Next, the committee selects its top choice and makes a recommendation to the Superintendent/Principal and the Dean of Students. The administration evaluates the recommended materials to ensure that (1) curriculum complies with state law and school policy (no bias or prejudice, for example); (2) that the adoption committee followed established procedures; (3) and that the content is appropriate for the students age level. Once curriculum is approved by administration it then goes to the Yakama Tribal School Board. If not approved by the board, the school retains current curriculum until the adoption process can repeat itself. The process applies to all content areas grades 8-12.c

ENGLISH

Core description already submitted.

The quality of instruction at a high level in classrooms observed.
Class size at current levels is conducive to effective learning.
Classroom has a pleasant atmosphere for students and faculty.

1.4 INSTRUCTION IS CLEAR AND FOCUSED

Lesson activities are preview; clear written and verbal directions are given; key points and instructions are repeated; student understanding is checked.

Presentations, such as lectures or demonstrations, are designed to communicate clearly to students; digressions are avoided. Students have plenty of opportunity for guided and independent practice with new concepts and skills. To check understanding, teachers ask clear questions and make sure all students have a chance to respond.

Teachers select problems and other academic tasks that are well matched to lesson content so student success rate is high. Seatwork assignments also provide variety and challenge.

Homework is assigned that students can complete successfully. It is typically in small increments and provides additional practice with content covered in class; work is checked and students are given feedback.

1.5 LEARNING PROGRESS IS MONITORED CLOSELY

Teachers frequently monitor student learning, both formally and informally.

Teachers require that students be accountable for their academic work.

Classroom assessments of student performance match learning objectives.

Teachers know and use test development techniques to prepare valid, reliable assessment instruments.

Routine assessment procedures making checking student progress easier.

Students hear results quickly, reports to students are simple and clear to help them understand and correct errors; reports are tied to learning objectives.

Teachers use assessment results not only to evaluate students but also for instructional diagnosis and to find out if teaching methods are working.

Grading scales and mastery standards are set high to promote excellence.

Teachers encourage parents to keep track of student progress, too.

1.6 WHEN STUDENTS DON'T UNDERSTAND THEY ARE RETAUGHT

New material is introduced as quickly as possible at the beginning of the year or course, with a minimum review or reteaching of previous content. Key prerequisite concepts and skills are reviewed thoroughly but quickly.

1.7 INSTRUCTIONAL GROUPS FORMED IN THE CLASSROOM FIT INSTRUCTIONAL NEEDS

When introducing new concepts and skills, whole group instruction, actively led by the teacher, is preferable.

Smaller groups are formed within the classroom as needed to make sure all students learn thoroughly. Students are placed according to individual achievement levels; under placement is avoided.

Teachers review and adjust groups often, moving students when achievement levels change.

1.8 STANDARDS FOR CLASSROOM BEHAVIOR EXPLICIT

Teachers let students know that there are high standards for behavior in the classroom. Classroom behavior standards are written, taught and reviewed from the beginning of the year or the start of new courses.

Rules, discipline procedures and consequences are planned in advance.

Standards are consistent with or identical to the building code of conduct.

Consistent, equitable discipline is applied for all students. Procedures are carried out quickly and clearly linked to students in appropriate behavior.

Teachers stop disruptions quickly, taking care to avoid disrupting the whole class. In disciplinary action, the teacher focuses on the inappropriate behavior, not on the student's personality.

1.9 STRONG LEADERSHIP GUIDES THE INSTRUCTIONAL PROGRAM

Instructional leaders portray learning as the most important reason for being in school; public speeches and writings emphasize the importance and value of high achievement.

The leader has a clear understanding of the school's mission and is able to state in direct, concrete terms. Instructional focus is established that unifies staff. The building leadership believes that all students can learn and that the school makes the difference between success and failure.

Building leaders know and can apply teaching and learning principles; they know research, legitimize it and foster its use in problem solving. Effective teaching practices are modeled for staff as appropriate.

Leaders set expectations for curriculum quality through use of standards and guidelines. Alignment is checked and improved; priorities are established within the curriculum; curriculum implementation is monitored. Instructional leaders check student progress frequently, relying on explicit performance data. Results are made visible; progress standards are set and used as points of comparison; discrepancies are used to stimulate action.

DATE

3/14

TO:

Ellen Ebert

FROM:

JOAN BANKER
OFFICE OF NATIVE EDUCATION/OSPI
PO BOX 47200
OLYMPIA WA 98504-7200

TELEPHONE: 360/725-6160

FAX: 360/664-3314

e-mail: joan.banker@k12.wa.us

www.k12.wa.us/IndianEd/



Yakama Nation's
response to additional
info requested for
math.



Joan Banker

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Tuesday, March 13, 2018 9:44 AM
To: Leon Strom; Joan Banker
Subject: Math Curriculum
Attachments: Math LP.PDF

Good morning Joan, how are you? Here is the math curriculum. I'm not sure if this is how you wanted it formatted but, if you need it sent to you differently please let me know. I hope this helps. Have a good day!

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 9/11 - Friday 9/15 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	SWBAT assess their mastery of concepts and skills in Ch. 1. SWBAT solve one-step equations in one variable by using addition or subtraction	SWBAT solve one-step equations in one variable by using addition or subtraction	SWBAT solve one-step equations in one variable by using multiplication or division	KAIN Academy	KAIN Academy
RTI/DI	<p>Tier 1 Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1 Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1 Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1 Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1 Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task - (5 Min.)</p> <p>Ch. 1 Test- Open notes (30 Min.)</p> <p>2-1 Lab - Modeling One-Step Equations. (20 Min.)</p> <p>T2/3 - Lab w/ Mrs. Goudy</p> <p>T1/2 - #57-59</p>	<p>Entry Task - (5 Min.)</p> <p>Introduction - One Step Equations (X=6)</p> <p>Verbally describe selected problems.</p> <p>Write down steps to solving problems</p> <p>T2/3 - #21-57 Odd</p> <p>T1 - Compass</p>	<p>Entry task - (5 Min.)</p> <p>Motivate-Using one-step equations, ask students what operation is being performed.</p> <p>Provide visual table -Pg. 85</p> <p>Guided Instruction - 1,3,7,9</p> <p>T2/3 - Odds #1-18 Lab w/ Mrs. Goudy</p> <p>T1 - 37-55 1:1 w/ Strom</p>	<p>KAIN Academy</p>	<p>KAIN Academy</p>
Formative Assessment	<p>___ Quiz ___ Observation</p> <p>___ Test ___ Work Project</p> <p>___ Homework ___ Presentation</p> <p>___ Project ___ Exit Ticket</p> <p>___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation</p> <p>___ Test ___ Work Project</p> <p>___ Homework ___ Presentation</p> <p>___ Project ___ Exit Ticket</p> <p>___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation</p> <p>___ Test ___ Work Project</p> <p>___ Homework ___ Presentation</p> <p>___ Project ___ Exit Ticket</p> <p>___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation</p> <p>___ Test ___ Work Project</p> <p>___ Homework ___ Presentation</p> <p>___ Project ___ Exit Ticket</p> <p>___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation</p> <p>___ Test ___ Work Project</p> <p>___ Homework ___ Presentation</p> <p>___ Project ___ Exit Ticket</p> <p>___ Other ___ Group Report</p>
Homework	T1 - Advanced Problems	#21-57 Odd	T2/3 - Odds #1-18 T1 - 37-55		
Notes on Lesson	<ul style="list-style-type: none"> • Algebra Tiles • Paper Cups • Compass Learning 	<ul style="list-style-type: none"> • Encourage students to describe one-step equations in words. 	<ul style="list-style-type: none"> • Advanced problems • Compass 		

Scabby Robe: Algebra I - 4-6 Block
 Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 9/18 - Friday 9/22 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	SWBAT use algebra tiles to model and solve equations with variables on both sides.	SWBAT solve equations in one variable that contain variable terms on both sides.	SWBAT solve equations in one variable that contain variable terms on both sides. SWBAT solve a formula for a given variable.	SWBAT solve equations in one variable that contain absolute-value expressions.	NO SCHOOL
RTI/ID	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - (5 Min.)</p> <p>Introduction - How many variables can be in any given equations? What side of the equals sign?</p> <p>Materials - Algebra tiles +, -, and variables. What represents the "+" sign?</p> <p>T2/3 - Lab/Supplemental</p> <p>T1 - Compass/Kahn</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry task - (5 Min.)</p> <p>Motivate-Using a balance scale provide and known and unknown. Have students solve.</p> <p>Guided Instruction - Discuss like terms. Ex 1 & 2</p> <p>T2/3 Mrs. Goudy</p> <p>T1 - Using graphing calculators (SM/JJ)</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - (5 Min.)</p> <p>Motivate - Can we make two equations look alike? $A = x + w$ and $1 - A/w$, how can we make them like equations?</p> <p>Guided - Example problems 1-3.</p> <p>Reteach/Problem Solving</p> <p>T2/3 - Supplemental</p> <p>T1 - Compass</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry task - (5 Min.)</p> <p>Motivate-Gaming show and contestants make guesses that are \$18 from \$162. What are the guesses?</p> <p>Examples 1 and 2.</p> <p>Supp - Mrs. Goudy</p> <p>T1 - Kahn</p>	NO SCHOOL
Lesson detail & Facilitation:	<p>Introduction - How many variables can be in any given equations? What side of the equals sign?</p> <p>Materials - Algebra tiles +, -, and variables. What represents the "+" sign?</p> <p>T2/3 - Lab/Supplemental</p> <p>T1 - Compass/Kahn</p>	<p>Introduction - Using a balance scale provide and known and unknown. Have students solve.</p> <p>Guided Instruction - Discuss like terms. Ex 1 & 2</p> <p>T2/3 Mrs. Goudy</p> <p>T1 - Using graphing calculators (SM/JJ)</p>	<p>Introduction - Can we make two equations look alike? $A = x + w$ and $1 - A/w$, how can we make them like equations?</p> <p>Guided - Example problems 1-3.</p> <p>Reteach/Problem Solving</p> <p>T2/3 - Supplemental</p> <p>T1 - Compass</p>	<p>Introduction - Gaming show and contestants make guesses that are \$18 from \$162. What are the guesses?</p> <p>Examples 1 and 2.</p> <p>Supp - Mrs. Goudy</p> <p>T1 - Kahn</p>	
Formative Assessment	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Exit Ticket</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	
Homework	QUIZ	Pg. 103-104 15-30, 36, 38-52 (even)	Pg. 109-110 8-31, 34-37	Group Project - See Mr. Bass	
Notes on Lesson	<ul style="list-style-type: none"> Encourage students to describe one/two-step equations in words and with hands. 	<ul style="list-style-type: none"> Need graphing calculators Compass 	<ul style="list-style-type: none"> Supplemental worksheets Compass/Kahn 	<ul style="list-style-type: none"> T2/3 Compass w/ Goudy, also 1:1 with selected T3. T1-Mastery-Stron 	

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 10/9 - Friday 10/13 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	NO SCHOOL	SWBAT use common applications of percents. SWBAT estimate with percents.	SWBAT find percent increase and decrease.	SWBAT solve problems involving percents.	SWBAT use common applications of percents. SWBAT estimate with percents.
RT/DTI		<p> <input type="checkbox"/> Tier 1 Normal assignment <input type="checkbox"/> Tier 2 Peer tutoring/assistance <input type="checkbox"/> Tier 3 Individual instruction </p> <p>Entry Task - 5 Min.</p> <p>Interesting?</p> <p>Formulas for interest.</p> <p>Guided Practice 1-3.</p>	<p> <input type="checkbox"/> Tier 1 Normal assignment <input type="checkbox"/> Tier 2 Peer tutoring/assistance <input type="checkbox"/> Tier 3 Individual instruction </p> <p>Entry Task - (5 Min.)</p> <p>Raise your score, what's your percentage?</p> <p>Guided Practice 1-3.</p>	<p> <input type="checkbox"/> Tier 1 Normal assignment <input type="checkbox"/> Tier 2 Peer tutoring/assistance <input type="checkbox"/> Tier 3 Individual instruction </p> <p>Entry Task - (5Min.)</p> <p>What does percent mean?</p> <p>How do ratio, fraction, and decimal relate?</p> <p>Guided - Example 1-3</p> <p>Homework - 1-45 Odds</p>	<p> <input type="checkbox"/> Tier 1 Normal assignment <input type="checkbox"/> Tier 2 Peer tutoring/assistance <input type="checkbox"/> Tier 3 Individual instruction </p> <p>Entry task - (5 Min.)</p> <p>Motivate - Annual interest rate? Does it matter?</p> <p>Guided - Example 1-3.</p> <p>Supp - Mrs. Goudy</p> <p>T1 - Kahn</p>
Lesson detail & Facilitation:					
Formative Assessment		<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other </p> <p> <input type="checkbox"/> Observation <input type="checkbox"/> Work Project <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Group Report </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other </p> <p> <input type="checkbox"/> Observation <input type="checkbox"/> Work Project <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Group Report </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other </p> <p> <input type="checkbox"/> Observation <input type="checkbox"/> Work Project <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Group Report </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other </p> <p> <input type="checkbox"/> Observation <input type="checkbox"/> Work Project <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Group Report </p>
Homework		Pg 141-42 1-19 Odds	Pg. 131 6-12 & 18-22	Pg. 136 1-45 Odds	Pg. 141 1-20
Notes on Lesson		<ul style="list-style-type: none"> Kahn Academy Small Group homework 		<ul style="list-style-type: none"> Tutoring??? Kahn Academy 	<ul style="list-style-type: none"> T23 Compass w/ Goudy, also 1:1 with selected T3. T1-Mastery-Strum

Scabby Robe: Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 10/2 - Friday 10/6 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	NO SCHOOL	SWBAT use proportions to solve problems involving geometric figures. SWBAT use proportions and similar figures to measure objects indirectly.	SWBAT solve problems involving percents. SWBAT estimate with percents.	SWBAT use common applications of percents. SWBAT estimate with percents.	Elder's Dinner
RTI/DI	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:	Entry task - (5 Min.) Exploration - Overhead/Rectangle Box How are things similar? Guiding - Example 1 & 2 Homework - 6-12 & 18-22	Entry task - (5Min.) What does percent mean? How do ratio, fraction, and decimal relate? Guided - Example 1-3 Homework - 1-45 Odds	Entry task - (5 Min.) Motivate - Annual interest rate? Does it matter? Guided - Example 1-3. Supp - Mrs. Goudy T1 - Katin	Entry task - (5 Min.) Motivate - Annual interest rate? Does it matter? Guided - Example 1-3. Supp - Mrs. Goudy T1 - Katin	Entry task - (5 Min.) Motivate - Annual interest rate? Does it matter? Guided - Example 1-3. Supp - Mrs. Goudy T1 - Katin
Formative Assessment	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report
Homework Notes on Lesson	Pg. 131 6-12 & 18-22 • Katin Academy • Small Group homework	Pg. 136 1-45 Odds • Tutoring??? • Katin Academy	Pg. 141 1-20 • 12/3 Compass w/ Goudy, also 1:1 with selected T3. • T1-Mustery-Strom	Pg. 141 1-20 • 12/3 Compass w/ Goudy, also 1:1 with selected T3. • T1-Mustery-Strom	

Scabby Robe Algebra I - 4-6th Block
 Mr. Scabby Robe Algebra I Lesson Plan – Week of Monday 10/16 – Friday 10/20 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday	
CCSS Objectives	Kahn Academy					
RTI/DI	Kahn Academy					
Lesson detail	SWBAT review their assessment of 2.7-2.11 and make test corrections. Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction Entry Task-Review - 5 Min. Test review & corrections for 30 Min. Kahn Academy	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	
Fulfillment:						
Formative Assessment	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other
Homework	Observation Work Project Presentation Exit Ticket Group Report	Observation Work Project Presentation Exit Ticket Group Report	Observation Work Project Presentation Exit Ticket Group Report	Observation Work Project Presentation Exit Ticket Group Report	Observation Work Project Presentation Exit Ticket Group Report	Observation Work Project Presentation Exit Ticket Group Report
Notes on Lesson	<ul style="list-style-type: none"> • Ch. 2 Test • Calculators • Kahn Academy • 1:1 w/ Tier 3 					

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 10/23 - Friday 10/27 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	SWBAT assess their prerequisite skills.	SWBAT identify solutions of inequalities in one variable. SWBAT write and graph inequalities in one variable.	SWBAT solve one-step inequalities by using addition. SWBAT solve one-step inequalities by using subtraction.	SWBAT solve one-step inequalities by using multiplication. SWBAT solve one-step inequalities by using division.	SWBAT to demonstrate their knowledge of adding, subtracting, dividing, and multiplying inequalities.
RTI/ID	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>Students will complete ARE YOU READ? (20 Min.)</p> <p>The class will discuss and review their diagnostic test, Kahn Academy</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>What is less than, greater than, or equal to?</p> <p>Give examples.</p> <p>Guided practice problems.</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>Can you treat the inequality like an equal sign? Don't be afraid of the alligator!</p> <p>Guided practice problems.</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>I have \$50 dollars and I want to buy games that cost \$11, how many can I buy...help!</p> <p>Guided practice.</p>	<p><u>Tier 1</u> Normal assignment</p> <p><u>Tier 2</u> Peer tutoring/assistance</p> <p><u>Tier 3</u> Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>What did you learn? Divide the poster into four equal parts and show your knowledge!</p>
Formative Assessment	<p>Quiz <input type="checkbox"/></p> <p>Test <input checked="" type="checkbox"/></p> <p>Homework <input type="checkbox"/></p> <p>Project <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Observation <input type="checkbox"/></p> <p>Work Project <input type="checkbox"/></p> <p>Presentation <input type="checkbox"/></p> <p>Exit Ticket <input type="checkbox"/></p> <p>Group Report <input type="checkbox"/></p>	<p>Quiz <input type="checkbox"/></p> <p>Test <input type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Observation <input checked="" type="checkbox"/></p> <p>Work Project <input type="checkbox"/></p> <p>Presentation <input type="checkbox"/></p> <p>Exit Ticket <input checked="" type="checkbox"/></p> <p>Group Report <input type="checkbox"/></p>	<p>Quiz <input type="checkbox"/></p> <p>Test <input type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Observation <input checked="" type="checkbox"/></p> <p>Work Project <input type="checkbox"/></p> <p>Presentation <input type="checkbox"/></p> <p>Exit Ticket <input type="checkbox"/></p> <p>Group Report <input type="checkbox"/></p>	<p>Quiz <input type="checkbox"/></p> <p>Test <input type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Observation <input type="checkbox"/></p> <p>Work Project <input checked="" type="checkbox"/></p> <p>Presentation <input type="checkbox"/></p> <p>Exit Ticket <input checked="" type="checkbox"/></p> <p>Group Report <input type="checkbox"/></p>	<p>Quiz <input type="checkbox"/></p> <p>Test <input type="checkbox"/></p> <p>Homework <input type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Observation <input type="checkbox"/></p> <p>Work Project <input checked="" type="checkbox"/></p> <p>Presentation <input type="checkbox"/></p> <p>Exit Ticket <input checked="" type="checkbox"/></p> <p>Group Report <input type="checkbox"/></p>
Homework		Pg 173 1-31 Odds	Pg 179-80 1-31 Odds	Pg 183-84 1-5 and 21-49 Odds	
Notes on Lesson	<ul style="list-style-type: none"> Diagnostic Test Calculators Kahn Academy 1:1 w/ Tier 3 	<ul style="list-style-type: none"> Graph paper Kahn Academy Homework 	<ul style="list-style-type: none"> Graph paper Kahn Academy Homework 	<ul style="list-style-type: none"> Graph paper Kahn Academy Homework 	<ul style="list-style-type: none"> Poster paper Kahn Academy Homework

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 9/25 - Friday 9/29 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	SWBAT use algebra tiles to model and solve equations with variables on both sides	SWBAT assess students' mastery of concepts and skills in 2.1-2.6.	SWBAT SWBAT assess students' mastery of concepts and skills in 2.1-2.6.	SWBAT write and use ratios, rates, and unit rates.	SWBAT write and use ratios, rates, and unit rates. SWBAT write and solve proportions.
RT/DI	<p><u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction</p> <p>Entry Task - (5 Min.) Introduction - How many variables can be in any given equations? What side of the equals sign? Materials - Algebra tiles +, -, and variables. What represents the "+" sign? T2/3 - Lab/Supplemental T1 - Compass-Kahn</p>	<p><u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction</p> <p>Entry task - (5 Min.) Quiz Review of materials from 2.1-2.6. Students will give a report on each section.</p>	<p><u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction</p> <p>Entry Task - (5 Min.) Quiz Review of materials from 2.1-2.6. Students that finish early will log onto Kahn Academy.</p>	<p><u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction</p> <p>Entry task - (5 Min.) Motivate - Sprint of AT&T... which is better? (Pg. 120) Guided - Example 1-3 Supp - Mrs. Goudy T1 - Kahn</p>	<p><u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction</p> <p>Entry Task - (5 Min.) Motivate - Gas \$3/gallon, it took \$39 to fill my tank. How many gallons? Guided - 4 & 5</p>
Formative Assessment	<p>Quiz _____ Observation _____ Test _____ Work Project _____ Homework _____ Presentation _____ Project _____ Exit Ticket _____ Other _____ Group Report _____ Report _____</p>	<p>Quiz _____ Observation _____ Test _____ Work Project _____ Homework _____ Presentation _____ Project _____ Exit Ticket _____ Other _____ Group Report _____ Report _____</p>	<p>Quiz _____ Test _____ Observation _____ Homework _____ Work Project _____ Project _____ Presentation _____ Other _____ Exit Ticket _____ Group Report _____ Report _____</p>	<p>Quiz _____ Test _____ Observation _____ Homework _____ Work Project _____ Project _____ Presentation _____ Other _____ Exit Ticket _____ Group Report _____ Report _____</p>	
Homework	<p>Quiz Review</p> <ul style="list-style-type: none"> • Large Sticky Note • Exit slip...how did this prepare you for your quiz? 	<p>Quiz Review</p> <ul style="list-style-type: none"> • Quiz on 2.1-2.6. • Kahn Academy 	<p>20-25, 63</p> <ul style="list-style-type: none"> • T2/3 Compass w/ Goudy, also 1:1 with selected T3. • T1-Mastery-Strum 	<p>31-49 Odds</p> <ul style="list-style-type: none"> • Exit slip - Give 2 examples of equivalent proportion. 	
Notes on Lesson	Encourage students to describe one/two-step equations in words and with boards.				

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 10/30 - Friday 11/3 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	SWBAT solve one-step inequalities by using multiplication. SWBAT solve one-step inequalities by using division.	SWBAT to demonstrate their knowledge of adding, subtracting, dividing, and multiplying inequalities.	SWBAT solve inequalities that contain more than one operation.	SWBAT solve inequalities with variable terms on both sides.	NO SCHOOL.
RTI/DI	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	
Lesson detail & Facilitation:	Entry Task - 5 Min. I have \$50 dollars and I want to buy games that cost \$11. how many can I buy...help! Guided practice.	Entry Task - 5 Min. What did you learn? Divide the poster into four equal parts and show your knowledge!	Entry Task - 5 Min. Comparing 2 online movie rentals. Pg. 190 Guided Examples 1-3	Entry Task - 5 Min. Compare inequality to an equation? Same or different? Compare to ski plans -Pg. 196 Guided Examples 1-3	
Formative Assessment	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Homework Project Other Observation Work Project Presentation Exit Ticket Group Report	
Homework	Pg. 183-84 1-5 and 21-49 Odds	Ready to Move On Pg. 189	Pg. 193 17-41 Odds	Pg. 199 1-13 Odds	
Notes on Lesson	<ul style="list-style-type: none"> • Graph paper • Kahn Academy • Homework 	<ul style="list-style-type: none"> • Poster paper • Kahn Academy • Homework 	<ul style="list-style-type: none"> • Graph paper • Kahn Academy • Homework 	<ul style="list-style-type: none"> • Graph paper • Kahn Academy • Homework 	

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 11/13 - Friday 11/17 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	3.6.1 ab SWBAT determine whether compound statements are true or false	3.6 SWBAT solve inequalities in one variable SWBAT graph solution sets of compound inequalities.	SWBAT solve inequalities in one variable involving absolute value expressions.	SWBAT assess their mastery of concepts and skills in Lessons 3.4-3.7.	SWBAT assess their mastery of concepts and skills in Lessons 3.4-3.7
RTI/DI	<p> <u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction Fundamental 15 </p>	<p> <u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction Entry Task - 5 Min. </p>	<p> <u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction Fundamental 15 </p>	<p> <u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction Entry Task - 5 Min. </p>	<p> <u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction Entry Task </p>
Lesson detail & Facilitation:	<p> What is a compound statement? AND/OR how do they differ? Activity 1 & 2 Khan Academy </p>	<p> Using AND & OR to determine results. 2 inequalities in 1. Homework 16-27 Khan Academy </p>	<p> For an "A" on the test your score must be 5pts from 95. what is your score? Ex 1-3 Homework 20-31 Khan Academy. </p>	<p> Review "Ready to go on?" Entry Task </p>	<p> If you finish early, log onto Khan </p>
Formative Assessment	<p> Quiz <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Group Report <input checked="" type="checkbox"/> </p>	<p> Quiz <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Group Report <input checked="" type="checkbox"/> </p>	<p> Quiz <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Group Report <input checked="" type="checkbox"/> </p>	<p> Quiz <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Group Report <input checked="" type="checkbox"/> </p>	<p> Quiz <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Group Report <input checked="" type="checkbox"/> </p>
Homework	<p> Activity 1 & 2-Pg. 203 • Khan Academy </p>	<p> Pg. 208 16-27 • Khan Academy </p>	<p> Homework 20-31 • Graph paper • Khan Academy • Homework </p>	<p> Quiz Ch. 3.4-3.7 • Quiz • Khan Academy </p>	<p> Quiz Ch. 3.4-3.7 • Quiz • Khan Academy </p>
Notes on Lesson					

Scabby Robe Algebra I - 4-6th Block
 Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 11/20 - Friday 11/24 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	KAHN Academy	KAHN Academy	KAHN Academy	HOLIDAY	HOLIDAY
RTI/DI	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:					
Formative Assessment	Quiz <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input type="checkbox"/> Group Report <input checked="" type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input type="checkbox"/> Work Project <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input type="checkbox"/> Group Report <input checked="" type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input type="checkbox"/> Work <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input type="checkbox"/> Group Report <input checked="" type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input type="checkbox"/> Work Project <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input type="checkbox"/> Group Report <input checked="" type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Work Project <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Exit Ticket <input checked="" type="checkbox"/> Other <input type="checkbox"/> Group Report <input checked="" type="checkbox"/>
Homework					
Notes on Lesson					

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 11/27 - Friday 12/1 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	4.2 SWBAT determine if a relation is a function.	4.3 SWBAT identify independent and dependent variables.	4.4 SWBAT graph functions given a limited domain.	SWBAT assess their ability to apply concepts and skills in Lessons 4-1 through 4-4.	SWBAT assess their ability to apply concepts and skills in Lessons 4-1 through 4-4.
RTI/DI	<p>Tier 1: Normal assignment</p> <p>Tier 2: Peer tutoring/assistance</p> <p>Tier 3: Individual instruction</p> <p>Entry Task</p> <p>Math Lab</p> <p>Vertical Line Test</p>	<p>Tier 1: Normal assignment</p> <p>Tier 2: Peer tutoring/assistance</p> <p>Tier 3: Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>Vocabulary</p> <p>EX: 1-3</p> <p>Discuss the meaning of independent & dependent.</p>	<p>Tier 1: Normal assignment</p> <p>Tier 2: Peer tutoring/assistance</p> <p>Tier 3: Individual instruction</p> <p>Fundamental 15</p> <p>EX: 1-3</p> <p>Have students name the steps for graphing a function.</p>	<p>Tier 1: Normal assignment</p> <p>Tier 2: Peer tutoring/assistance</p> <p>Tier 3: Individual instruction</p> <p>Entry Task - 5 Min.</p> <p>Multi-Step Test Prep</p> <p>Ready To Go On?</p>	<p>Tier 1: Normal assignment</p> <p>Tier 2: Peer tutoring/assistance</p> <p>Tier 3: Individual instruction</p> <p>Entry Task</p> <p>Test 4.1-4.4</p>
Formative Assessment	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Project</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Project</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>
Homework	Pg. 243 7-18	Pg. 253 3-19 All	Pg. 260-61 5-33 Odds	Pg. 264-65	Test
Notes on Lesson		<ul style="list-style-type: none"> Khan Academy - Domain. 	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 12/4 - Friday 12/8 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives					
RTI/DI					
Lesson detail & Facilitation:					
Formative Assessment	KAHN Academy Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	KAHN Academy Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	KAHN academy Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	KAHN Academy Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	KAHN Academy Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Homework	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report
Notes on Lesson	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Khan Academy - 40min. 	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	

Scabby Robe Algebra I - 4-6th Block
 Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 12/11 - Friday 12/15 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives					
RT/D/D1	MAPS Testing Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	MAPS Testing Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	MAPS Testing Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	MAPS Testing Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	MAPS Testing Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation					
Formative Assessment	Quiz Observation Test Project Homework Presentation Project Ticket Other Report	Quiz Observation Project Homework Presentation Project Ticket Other Report	Quiz Observation Test Project Homework Presentation Project Other Report	Quiz Test Homework Project Other	Quiz Test Homework Project Other
Homework	Work Exit Group	Work Exit Group	Work Exit Group	Work Exit Group	Work Exit Group
Notes on Lesson					

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 1/1 - Friday 1/5 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	No School!	SWBAT assess their ability to apply concepts and skills in Lessons 4-1 through 4-4.	SWBAT assess their ability to apply concepts and skills in Lessons 4-1 through 4-4.	4.5 SWBAT create and interpret scatter plots. 4.5 SWBAT use trend lines to make predictions.	SWBAT assess their mastery of Ch. 4 concepts.
RTI/DI	<p> <input type="checkbox"/> Tier 1: Normal assignment <input type="checkbox"/> Tier 2: Peer tutoring/assistance <input type="checkbox"/> Tier 3: Individual instruction </p>	<p> <input type="checkbox"/> Tier 1: Normal assignment <input type="checkbox"/> Tier 2: Peer tutoring/assistance <input type="checkbox"/> Tier 3: Individual instruction </p>	<p> <input type="checkbox"/> Tier 1: Normal assignment <input type="checkbox"/> Tier 2: Peer tutoring/assistance <input type="checkbox"/> Tier 3: Individual instruction </p>	<p> <input type="checkbox"/> Tier 1: Normal assignment <input type="checkbox"/> Tier 2: Peer tutoring/assistance <input type="checkbox"/> Tier 3: Individual instruction </p>	<p> <input type="checkbox"/> Tier 1: Normal assignment <input type="checkbox"/> Tier 2: Peer tutoring/assistance <input type="checkbox"/> Tier 3: Individual instruction </p>
Lesson detail & Facilitation:	<p> Entry Task - 5 Min. Multi-Step Test Prep Ready To Go On? </p>	<p> Entry Task Test 4, 1-4, 4 </p>	<p> Fundamental 15 Fish in pond question? Partner poster - Scatter plot and trend line. Homework 15-20 Pg. 271 </p>	<p> Entry Task Ch. 4 Review Test - Open Notes/Book </p>	<p> Entry Task Ch. 4 Review Test - Open Notes/Book </p>
Formative Assessment	<p> <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other </p>	<p> <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other </p>
Homework Notes on Lesson	<p> Pg. 264-65 • Graphs Paper • Khan Academy </p>	<p> Test • Khan Academy - 40min. • </p>	<p> Poster Project • Graph paper • Khan Academy • Homework </p>	<p> Ch. 4 Test • Graph Paper • Khan Academy </p>	<p> Ch. 4 Test • Graph Paper • Khan Academy </p>

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 11/6 - Friday 11/10 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	KALIN Academy	SWBAT determine whether compound statements are true or false.	SWBAT identify missing assignments and submit for 10%.	SWBAT assess their knowledge by Summative Review	NO SCHOOL
RTI/ID	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction Complete Early - Log onto Kalin Academy	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction Entry Task - 5 Min. What is a compound sentence? AND or OR - FALSE or TRUE	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction Entry Task - 5 Min. Review progress report and submit missing work. If work is complete log onto Kalin Academy.	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction Entry Task - 5 Min. Summative Review of Ch. 1-3	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:					
Formative Assessment	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other
Homework		Missing Homework	Missing Homework	Quiz Ch. 1-3	
Notes on Lesson	<ul style="list-style-type: none"> • Kalin Academy 	<ul style="list-style-type: none"> • Poster paper • Kalin Academy • Homework 	<ul style="list-style-type: none"> • Graph paper • Kalin Academy • Homework 	<ul style="list-style-type: none"> • Graph paper • Kalin Academy 	

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 1/8 - Friday 1/12 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	KHAN Academy	SWBAT assess their mastery of Ch. 4 concepts.	5.1 SWBAT identify linear functions and linear equations. 5.1 SWBAT graph linear functions and give the domain and range.	5.2 SWBAT find x and y intercepts. 5.2 SWBAT use x and y intercepts to graph lines.	Math Lab SWBAT to model story problems by constructing a graph, equation, table, and by using words.
RTI/DI	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:	No School	Entry Task Ch. 4 Review Test - Open Notes Book	Entry Task Read to Move On-Select Problems Examples 1-3 Homework 31-49 Odds	Entry Task Students will graph using a table of ordered pairs. (Identify 0's) Homework 13-29 Odds	Entry Task 4 Square Problem (Graph, Equation, Table, & Words) 3 Groups
Formative Assessment	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Homework Project Other	Quiz Test Homework Project Other
Homework	Test	White Boards Scratch paper Test Calculators	Pg. 305 Graph paper Khan Academy Homework	Pg. 310-11 Graph Paper Khan Academy	In Class Project Poster Paper Calculator Khan Academy
Notes on Lesson					

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 1/22 - Friday 1/26 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	KHAN Academy	5.4 SWBAT find slope by using the slope formula.	SWBAT multiple representation to model a given problem.	5.5 SWBAT apply the formula for midpoint SWBAT use the Distance Formula to find the distance between two points.	5.5 SWBAT find the equation for a line- graph the line, and give the midpoint.
RTI/DI	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task</p> <p>Finding the Slope by using 2 pts.</p> <p>Ex. 1-4</p> <p>Problems 1-19 Odds</p>	<p>Entry Task</p> <p>Groups of 3</p> <p>Provide directions and encourage group interaction.</p>	<p>Entry Task</p> <p>Use a vertical/horizontal line and ask students to locate and find the midpoint. What if it is a line w/ a + or - slope?</p> <p>Ex. 1-3</p> <p>Review Radicals - Entry Task!</p> <p>Homework 1-15 Odds</p>	<p>Entry Task</p> <p>Given a graph, could you come up with an equation for the line and vice-versa?</p> <p>Ex. 1-3</p> <p>Homework 13-35 Odds</p>	<p>Entry Task</p> <p>Given a graph, could you come up with an equation for the line and vice-versa?</p> <p>Ex. 1-3</p> <p>Homework 13-35 Odds</p>
Formative Assessment	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>
Homework	Pg. 227-28	Pg. 227-28	Group Project	Pg. 333	Pg. 339-40
Notes on Lesson	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> White Boards Graph Paper Poster Paper Calculators 	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	

Scabby Robe: Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 1/29 - Friday 2/2 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	5.4 SWBAT find slope by using the slope formula.	SWBAT multiple representation to model a given problem.	5.5 SWBAT apply the formula for midpoint SWBAT use the Distance Formula to find the distance between two points.	5.5 SWBAT find the equation for a line, graph the line, and give the midpoint.	Khan Academy
RTI/DI	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction	Tier 1. Normal assignment Tier 2. Peer tutoring/assistance Tier 3. Individual instruction
Lesson detail & Facilitation:	Entry Task Finding the Slope by using 2 pts. Ex. 1-4 Problems 1-19 Odds	Entry Task Groups of 3 Provide directions and encourage group interaction.	Entry Task Use a vertical/horizontal line and ask students to locate and find the midpoint. What if it is a line w/ a - or - slope? Ex. 1-3 Review Radicals - Entry Task! Homework 1-15 Odds	Entry Task Given a graph, could you come up with an equation for the line and vice-versa? Ex. 1-3 Homework 13-35 Odds	
Formative Assessment	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Project Homework Project Other	Quiz Test Project Homework Project Other	Quiz Test Homework Project Other
Homework	Pg. 327-28	Group Project	Pg. 333	Pg. 339-40	
Notes on Lesson	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> White Boards Graph Paper Poster Paper Calculators 	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	

Scabby Robe Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 2/5 - Friday 2/9 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	KAHN Academy	5.6 SWBAT identify, write, and graph direct variation. Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	5.7 SWBAT write a linear equation in slope-intercept form. Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	5.7 SWBAT graph a line using slope-intercept form. Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	5.7 SWBAT graph a line using slope-intercept form. Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
RTI/DI	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:	Entry Task Multiple # of shoes by 5, multiply # of fingers by 20 What is direct variation? Examples 1-4 Homework 1-5 & 20-35	Entry Task Can you graph using only one intercept? Ex. 1-3 Review Radicals - Entry Task! Homework 1-5 & 14-22	Entry Task Can you graph using only one intercept? Ex. 1-3 Review Radicals - Entry Task! Homework 1-5 & 14-22	Entry Task 3 Steps to graph. Ex. 3 Homework 23-35 Odds	Entry Task 3 Steps to graph. Ex. 3 Homework 23-35 Odds
Formative Assessment	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other	Quiz Test Homework Project Other
Homework	Pg. 330-40	Pg. 330-40	Pg. 348	Pg. 349	Pg. 349
Notes on Lesson	<ul style="list-style-type: none"> White Boards Graph Paper Poster Paper Calculators 	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Graph Paper Khan Academy

Scabby Robe Algebra I - 4-6th Block
 Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 2/12 - Friday 2/16 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	5.8 SWBAT write a linear equation given two points.	Drug & Alcohol Awareness Poiv' Wew	5.9 SWBAT identify and graph parallel and perpendicular lines.	5.9 SWBAT write equations to describe lines parallel or perpendicular to a given line.	5.9 SWBAT write equations to describe lines parallel or perpendicular to a given line.
RTI/DI	<u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction	<u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction	<u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction	<u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction	<u>Tier 1</u> Normal assignment <u>Tier 2</u> Peer tutoring/assistance <u>Tier 3</u> Individual instruction
Lesson detail & Facilitation:	Entry Task Point slope formula compared to $y = mx + b$? What is similar/different? Use the point slope formula to derive information from a story problem. Example 5		Entry Task What is perpendicular? What is parallel? Give examples of each. Ex. 1-3 Homework 1-15 (Odds)	Entry Task Applying knowledge about parallel and perpendicular lines. Ex. 4&5	
Formative Assessment	Quiz <input type="checkbox"/> Observation <input type="checkbox"/> Test <input type="checkbox"/> Work Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other <input type="checkbox"/> Group Report <input type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input type="checkbox"/> Test <input type="checkbox"/> Work Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other <input type="checkbox"/> Group Report <input type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input type="checkbox"/> Test <input type="checkbox"/> Work <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other <input type="checkbox"/> Group Report <input type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input type="checkbox"/> Test <input type="checkbox"/> Work <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other <input type="checkbox"/> Group Report <input type="checkbox"/>	Quiz <input type="checkbox"/> Observation <input type="checkbox"/> Test <input type="checkbox"/> Work <input type="checkbox"/> Project <input type="checkbox"/> Homework <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other <input type="checkbox"/> Group Report <input type="checkbox"/>
Homework Notes on Lesson	Pg. 356 31-35 • Khan Academy • Graph Paper	Pg. 365 • Graph paper • Khan Academy • Homework	Pg. 366 23-45 Odds • Graph Paper • Khan Academy		

Scabby Robe: Algebra I - 4-6th Block
 Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 2/19 - Friday 2/23 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday	
CCSS Objectives	No School	KAIN Academy	KAIN Academy	KAIN Academy	KAIN Academy	
RTI/DTI	Tier 1: Normal assignment/ Tier 2: Peer tutoring/assistance Tier 3: Individual instruction	Tier 1: Normal assignment/ Tier 2: Peer tutoring/assistance Tier 3: Individual instruction	Tier 1: Normal assignment/ Tier 2: Peer tutoring/assistance Tier 3: Individual instruction	Tier 1: Normal assignment/ Tier 2: Peer tutoring/assistance Tier 3: Individual instruction	Tier 1: Normal assignment/ Tier 2: Peer tutoring/assistance Tier 3: Individual instruction	
Lesson detail & Facilitation:						
Formative Assessment	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Project <input type="checkbox"/> Other	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Other	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Project <input type="checkbox"/> Other
Homework						
Notes on Lesson						

Scabby Robe: Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan - Week of Monday 1/15 - Friday 1/19 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	No School	5.2 SWBAT find x and y intercepts. 5.2 SWBAT use x and y intercepts to graph lines.	5.3 SWBAT find rates of change and slopes. 5.3 SWBAT relate a constant rate of change to the slope of a line.	5.4 SWBAT find slope by using the slope formula.	SWBAT multiple representation to model a given problem.
RTI/UDL		Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1 Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:	Entry Task Students will graph using a table of ordered pairs (Identify 0's) Popcycle Stock Response! Homework 13-29 Odds	Entry Task How does the Sunday ads relate to rate of change? Safeway Rate of Change Lesson. Finding the Slope-Ex. 3 Problems 4-17	Entry Task How does the Sunday ads relate to rate of change? Safeway Rate of Change Lesson. Finding the Slope-Ex. 3 Problems 4-17	Entry Task Finding the Slope by using 2 pts. Ex. 1-4 Problems 1-19 Odds	Entry Task Groups of 3 Provide directions and encourage group interaction.
Formative Assessment	Quiz Test X Homework Project Other	X Observation Work Project Presentation X Exit Ticket Group Report	Quiz Test Homework Project Other	Quiz Test Project X Homework X Project Other	Quiz Test Project X Homework X Project Other
Homework	Pg. 310-11	Pg. 318-19	Pg. 318-19	Pg. 327-28	Group Project
Notes on Lesson	• White Boards • Graph Paper • Test • Calculators	• Graph paper • Khan Academy • Homework	• Graph paper • Khan Academy • Homework	• Graph Paper • Khan Academy	

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 2/26 – Friday 3/2 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	5.9 SWBAT identify and graph parallel and perpendicular lines	5.9 SWBAT write equations to describe lines parallel or perpendicular to a given line.	5.10 SWBAT describe how changing slope and y-intercept affect the graph of a linear function.	SWBAT to prepare for Chapter 5 test.	SWBAT to prepare for Chapter 5 test.
RTI/MI	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task</p> <p>What is perpendicular? What is parallel? Give examples of each.</p> <p>Ex. 1-3</p> <p>Homework 1-15 (Odds)</p>	<p>Entry Task</p> <p>Applying knowledge about parallel and perpendicular lines.</p> <p>Ex. 4&5</p>	<p>Entry Task</p> <p>How do slide, turn, and flip, relate to moving an object? Example problems 1-3.</p> <p>Homework 1-25 Odds</p>	<p>Entry Task</p> <p>Guided Pre Test</p> <p>Students will ask questions and feedback will be given throughout the Pre Test.</p>	<p>Entry Task</p> <p>Guided Pre Test</p> <p>Students will ask questions and feedback will be given throughout the Pre Test.</p>
Formative Assessment	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>
Homework	Pg. 356 31-35	Pg. 366 23-45 Odds	Pg. 373 1-25 Odds	Pre Test A	Pre Test A
Notes on Lesson	<ul style="list-style-type: none"> Khan Academy Graph Paper 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Graph paper Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Graph Paper Khan Academy

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 3/12–Friday 3/16 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS Objectives	SWBAT review Ch. 5 for mastery purposes.	SWBAT demonstrate their understanding of Ch. 5	6.1 SWBAT solve systems of linear equations by graphing.	6.1 SWBAT solve systems of linear equations by graphing.	6.2 SWBAT solve systems of linear equations by substitution.
RTI/DI	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction	Tier 1. Normal assignment Tier 2 Peer tutoring/assistance Tier 3 Individual instruction
Lesson detail & Facilitation:	Entry Task - MAPS Ch. 5 Pre Test Pg. 386	Entry Task - MAPS Students who finish early will log onto Khan Academy.	Entry Task - MAPS Tell me about Fort Hood & W. Wapato Road? Discuss intersections and graphing.	Entry Task - MAPS Tell me about Fort Hood & W. Wapato Road? Discuss intersections and graphing.	Entry Task What does substitution mean? Examples 1 & 2.
Formative Assessment	Quiz Test Homework Project Other	Observation Work Project Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report	Quiz Test Project Homework Presentation Exit Ticket Group Report
Homework	Pg. 386	Ch. 5 Test	Pg. 400 (9-22 Odds)	Pg. 400 (9-22 Odds)	Pg. 408 (8-23)
Notes on Lesson	• Graph Paper	• Graph Paper • Khan Academy	• Graph paper • Khan Academy • Homework	• Graph paper • Khan Academy • Homework	• Graph Paper • Khan Academy

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 3/5 – Friday 3/9 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	Chapter 5 Review	SWBAT group review Ch. 5 for mastery purposes.	SWBAT group review Ch. 5 for mastery purposes.	KAHN Academy	KAHN Academy
RTI/DTI	<p><u>Tier 1</u>: Normal assignment <u>Tier 2</u>: Peer tutoring/assistance <u>Tier 3</u>: Individual instruction</p>	<p><u>Tier 1</u>: Normal assignment <u>Tier 2</u>: Peer tutoring/assistance <u>Tier 3</u>: Individual instruction</p>	<p><u>Tier 1</u>: Normal assignment <u>Tier 2</u>: Peer tutoring/assistance <u>Tier 3</u>: Individual instruction</p>	<p><u>Tier 1</u>: Normal assignment <u>Tier 2</u>: Peer tutoring/assistance <u>Tier 3</u>: Individual instruction</p>	<p><u>Tier 1</u>: Normal assignment <u>Tier 2</u>: Peer tutoring/assistance <u>Tier 3</u>: Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task - MAPS Ch. 5 Pre Test Pg. 386</p> <p>Students will ask questions and feedback will be given throughout the Pre Test.</p>	<p>Entry Task - MAPS Ch. 5 Pre Test Pg. 386</p>	<p>Entry Task - MAPS Ch. 5 Pre Test Pg. 386</p>		
Formative Assessment	<p>___ Quiz ___ Observation ___ Test ___ Work Project ___ Homework ___ Presentation ___ Project ___ Exit Ticket ___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation ___ Test ___ Work Project ___ Homework ___ Presentation ___ Project ___ Exit Ticket ___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation ___ Test ___ Work Project ___ Homework ___ Presentation ___ Project ___ Exit Ticket ___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation ___ Test ___ Work Project ___ Homework ___ Presentation ___ Project ___ Exit Ticket ___ Other ___ Group Report</p>	<p>___ Quiz ___ Observation ___ Test ___ Work Project ___ Homework ___ Presentation ___ Project ___ Exit Ticket ___ Other ___ Group Report</p>
Homework	Pre-Test	Pg. 386	Pg. 386		
Notes on Lesson		Graph Paper	Graph Paper		

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 3/19 – Friday 3/23 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	6.1 SWBAT identify solutions of linear equations in two variables by graphing.	6.1 SWBAT identify solutions of linear equations in two variables by graphing.	6.2 SWBAT solve systems of linear equations in two variables by substitution.	6.2 SWBAT solve systems of linear equations in two variables by substitution.	KAHN Academy
RTI/DI	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task</p> <p>Students will use mathematical models to represent and understand quantitative relationships.</p>	<p>Entry Task</p> <p>Students will use mathematical models to represent and understand quantitative relationships.</p>	<p>Entry Task - EOC review.</p> <p>Why does a coach substitute in basketball? Example 1-3</p>	<p>Entry Task - EOC review.</p> <p>Why does a coach substitute in basketball? Example 1-3</p>	
Formative Assessment	<p>Quit _____</p> <p>Test _____</p> <p>Homework _____</p> <p>Project _____</p> <p>Other _____</p>	<p>Quit _____</p> <p>Test _____</p> <p>Homework _____</p> <p>Project _____</p> <p>Other _____</p>	<p>Quit _____</p> <p>Test _____</p> <p>Project _____</p> <p>Homework _____</p> <p>Project _____</p> <p>Other _____</p>	<p>Quit _____</p> <p>Test _____</p> <p>Project _____</p> <p>Homework _____</p> <p>Project _____</p> <p>Other _____</p>	<p>Quit _____</p> <p>Test _____</p> <p>Homework _____</p> <p>Project _____</p> <p>Other _____</p>
Homework	Pg. 399 9-20, 22-25	Pg. 599 9-20, 22-25	Homework 1-6, 8-16, 18-23	Homework 1-6, 8-16, 18-23	
Notes on Lesson	<ul style="list-style-type: none"> • Khan Academy 	<ul style="list-style-type: none"> • Khan Academy 	<ul style="list-style-type: none"> • Khan Academy • Homework 	<ul style="list-style-type: none"> • Khan Academy • Homework 	

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 3/26– Friday 3/30 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	6.3 SWBAT solve systems of linear equations in two variables by elimination	6.4 SWBAT solve special systems of linear equations in two variables	6.5 SWBAT assess their mastery of 6.1-6.4.	SWBAT assess their mastery of 6.1-6.4.	No Class
RTI/MI	<p>Tier 1. Normal assignment</p> <p>Tier 2. Peer tutoring/assistance</p> <p>Tier 3. Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2. Peer tutoring/assistance</p> <p>Tier 3. Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2. Peer tutoring/assistance</p> <p>Tier 3. Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2. Peer tutoring/assistance</p> <p>Tier 3. Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2. Peer tutoring/assistance</p> <p>Tier 3. Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task-Warm Up</p> <p>Transparency</p> <p>-What is elimination?</p> <p>-Show examples of elimination.</p> <p>-Discuss 4 step method as we work example problems.</p>	<p>Entry Task-Transparency</p> <p>-Is it possible to not have a solution? More than one solution?</p> <p>Ex 1-3</p>	<p>Entry Task - Review</p> <p>Ready to go on?</p> <p>Work as a class, and discuss problems aloud.</p>	<p>Quiz 6.1-6.4</p>	
Formative Assessment	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Project</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Project</p> <p>Homework</p> <p>Project</p> <p>Other</p>	<p>Quiz</p> <p>Test</p> <p>Project</p> <p>Other</p> <p>Observation</p> <p>Work Project</p> <p>Presentation</p> <p>Exit Ticket</p> <p>Group Report</p>
Homework	Pg. 415 1-9 & 11-19	Pg. 423-24 12-22	Pg. 427 1-20		
Notes on Lesson	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 4/9 – Friday 4/13 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	6.3 SWBAT solve systems of linear equations in two variables by elimination.	6.4 SWBAT solve special systems of linear equations in two variables.	6.4 SWBAT solve special systems of linear equations in two variables.	6.5 SWBAT assess their mastery of 6.1-6.4.	SWBAT assess their mastery of 6.1-6.4
RT/DI	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p>
Lesson detail & Facilitation:	<p>Entry Task-Warm Up</p> <p>Transparency</p> <p>-What is elimination?</p> <p>-Show examples of elimination.</p> <p>-Discuss 4 step method as we work example problems.</p>	<p>Entry Task-Transparency</p> <p>-Is it possible to not have a solution? More than one solution?</p> <p>Ex 1-3</p>	<p>Entry Task-Transparency</p> <p>-Is it possible to not have a solution? More than one solution?</p> <p>Ex 1-3</p>	<p>Entry Task - Review</p> <p>Ready to go on?</p> <p>Work as a class, and discuss problems aloud.</p>	<p>Quiz 6.1-6.4</p>
Formative Assessment	<p>Quiz <input checked="" type="checkbox"/></p> <p>Test <input checked="" type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p>	<p>Quiz <input checked="" type="checkbox"/></p> <p>Test <input checked="" type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p>	<p>Quiz <input checked="" type="checkbox"/></p> <p>Test <input checked="" type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p>	<p>Quiz <input checked="" type="checkbox"/></p> <p>Test <input checked="" type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p>	<p>Quiz <input checked="" type="checkbox"/></p> <p>Test <input checked="" type="checkbox"/></p> <p>Homework <input checked="" type="checkbox"/></p> <p>Project <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p>
Homework	Pg. 415 1-9 & 11-19	Pg. 423-24 12-22	Pg. 423-24 12-22	Pg. 427 1-20	
Notes on Lesson	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy

Scabby Robe : Algebra I - 4-6th Block

Mr. Scabby Robe's Algebra I Lesson Plan – Week of Monday 4/16– Friday 4/20 Yakama Nation Tribal School

	Monday	Tuesday	Wednesday	Thursday	Friday
CCSS					
Objectives	SWBAT assess their mastery of 6.1-6.4.	6.4 SWBAT solve special systems of linear equations in two variables.	6.5 SWBAT assess their mastery of 6.1-6.4.	SWBAT assess their mastery of 6.1-6.4.	SWBAT assess their mastery of 6.1-6.4.
RTI/DI	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p> <p>Quiz 6.1-6.4</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p> <p>Entry Task- Transparency</p> <p>-Is it possible to not have a solution? More than one solution?</p> <p>Ex. 1-3</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p> <p>Entry Task - Review</p> <p>Ready to go on?</p> <p>Work as a class, and discuss problems aloud.</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p> <p>Quiz 6.1-6.4</p>	<p>Tier 1. Normal assignment</p> <p>Tier 2 Peer tutoring/assistance</p> <p>Tier 3 Individual instruction</p> <p>Quiz 6.1-6.4</p>
Lesson detail & Facilitation:					
Formative Assessment	<p>___ Quiz</p> <p>___ Observation</p> <p>___ Test</p> <p>___ Homework</p> <p>___ Project</p> <p>___ Other</p>	<p>___ Quiz</p> <p>___ Observation</p> <p>___ Test</p> <p>___ Homework</p> <p>___ Project</p> <p>___ Other</p>	<p>___ Quiz</p> <p>___ Test</p> <p>___ Project</p> <p>___ Homework</p> <p>___ Project</p> <p>___ Other</p>	<p>___ Quiz</p> <p>___ Observation</p> <p>___ Test</p> <p>___ Homework</p> <p>___ Project</p> <p>___ Other</p>	<p>___ Quiz</p> <p>___ Observation</p> <p>___ Test</p> <p>___ Project</p> <p>___ Homework</p> <p>___ Project</p> <p>___ Other</p>
Homework	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Khan Academy 	<ul style="list-style-type: none"> Khan Academy Homework 	<ul style="list-style-type: none"> Graph Paper Khan Academy 	<ul style="list-style-type: none"> Graph Paper Khan Academy
Notes on Lesson					

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am requesting a response back by Tuesday, March 13, 2018. If you have any questions or would like to review the entire application, please contact me (joan.banker@k12.wa.us) or call 725-6160.

Original review sheet

Thank you.

Joan Banker
Office of Native Education

Date of Review: March 2, 2018

Name of Reviewer: Ellen Ebert

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: III: Curriculum Instruction + Framework

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No: see below

If "no" is checked above, what is missing or needs clarification? Please give specific recommendations in the space below (or attach additional pages) which will be shared with the applicant for further documentation. Our plan is to forward your feedback directly to Yakama Nation Tribal School so please be as concise and clear as possible. If you would like this form electronically, please let me know.

Science 2009 Standards & References can be removed. We only use the NGSS now. I didn't see the lesson resources for Earth Science. The standards shared are no longer used (so I appreciate the introduction & summary provided in the science section. It would be helpful to see something similar in Fine Arts, Social Studies, Math, ←

I also appreciate seeing the semester (spring & fall) lesson plans Missing Science + Math. Standards provided + PE but not curriculum. Social Studies lessons are guided by using questions

Math OK 3/19/18

iii. **Schools Curriculum and Instructional Framework**

- a. The school will implement the educational program and curriculum consistent with the program and curriculum presented in the Final Approved Application. "Final Approved Application" means the application submitted by the Yakama Nation pursuant to WAC 392-800-825-835 together with any subsequent modifications to the application requested by the Superintendent and agreed to by the Yakama Nation.
- b. The school may revise and amend the educational program and curriculum presented in the Final Approved Application at its discretion and without requiring approval from the Superintendent or amendment to this Compact; provided, that such revisions or amendments do no (i) materially change to the school's mission or student performance standards or targets as contained in the Final Approved Application, or (ii) violate any term of this compact.
- c. The Yakama Nation will notify the Superintendent of any material changes or amendments to the educational program or curriculum as presented in the Final Approved Application.

Instructional Framework

Yakama Nation Tribal School will follow standard school framework by offering seven (7) class periods a day, with each period being fifty (50) minutes. Every class will be designed so students are earning credit toward fulfilling graduation requirements.

Graduation Requirements for High Schools

The Yakama Nation agrees that the School's curriculum will meet or exceed all applicable graduation requirements as established by the State Board of Education. The Yakama Nation further agrees that it will comply with the provisions in chapter 180-51 WAC (High School graduation standards) that apply to school districts.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: March 2, 2018 Name of Reviewer: Ellen Ebert

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: IV: Student Performance Standards / Targets

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? Please give specific recommendations in the space below (or attach additional pages) which will be shared with the applicant for further documentation. Our plan is to forward your feedback directly to Yakama Nation Tribal School so please be as concise and clear as possible. If you would like this form electronically, please let me know.

I don't see the information included.

5/3/18 See attachment

Submitted 5/17/18

Joan Banker

Jacob

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Thursday, May 17, 2018 3:00 PM
To: Joan Banker; Ellen Ebert; Adam Strom; Frank Mesplie
Subject: Section IV
Attachments: Section IV.PDF

509 865 8121

standards
materials
courses catalog

Good afternoon. Here is the section revised. I added in the Math common core for high school and 8th grade. I also used the NGSS to correct the science part. Also, I apologize for putting social studies, it is history. I hope this is good but please let me know if there is anything else that I have over looked. Have a good day!

DATE 5/18
TO: Ellen Ebert
FROM: JOAN BANKER
INDIAN EDUCATION OFFICE/OSPI
PO BOX 47200
OLYMPIA WA 98504-7200
TELEPHONE: 360/725-6160
FAX: 360/664-3314
e-mail: joan.banker@k12.wa.us

Thank you. I appreciate
the comprehensive sections
on the standards.
These sections are fine.
Ellen

Yakama Nation Tribal School (8-12)

Section IV

Learning Standards

Yakama Nation Standards for High School Course

World Language Learning standards

Communications

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Culture

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- Develop insight into the nature of language and culture in order to interact with cultural competence.
- 4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Visual Arts Standards

Creating

- 1.1 Generate and conceptualize artistic ideas and work.
- 2.1 Organize and develop artistic ideas and work.
- 3.0 Refine and complete artistic work

Presenting

- 4.0 Select, analyze, and interpret artistic work for presentation
- 5.0 Develop and refine artistic techniques and work for presentation.
- 6.0 Convey meaning through the presentation of artistic work.

Responding

- 7.1 Perceive and analyze artistic work.
- 8.0 Interpret intent and meaning in artistic work.
- 9.0 Apply criteria to evaluate artistic work.

Connecting

- 10 Synthesize and relate knowledge and personal experiences to make art.
- 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

Mathematics Standards

Numbers and Quantity

- Extend the properties of exponents to rational exponents

CCSS.Math.Content.HSN.RN.A.1

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.

CCSS.Math.Content.HSN.RN.A.2

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

- Use properties of rational and irrational numbers.

CCSS.Math.Content.HSN.RN.B.3

Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Reason quantitatively and use units to solve problems.

CCSS.Math.Content.HSN.Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.Math.Content.HSN.Q.A.2

Define appropriate quantities for the purpose of descriptive modeling.

CCSS.Math.Content.HSN.Q.A.3

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Quantities (N-Q)

Perform arithmetic operations with complex numbers.

CCSS.Math.Content.HSN.CN.A.1

Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

CCSS.Math.Content.HSN.CN.A.2

Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

CCSS.Math.Content.HSN.CN.A.3

(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

CCSS.Math.Content.HSN.CN.B.4

(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

CCSS.Math.Content.HSN.CN.B.5

(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .

CCSS.Math.Content.HSN.CN.B.6

(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

CCSS.Math.Content.HSN.CN.C.7

Solve quadratic equations with real coefficients that have complex solutions.

CCSS.Math.Content.HSN.CN.C.8

(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.

CCSS.Math.Content.HSN.CN.C.9

(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Represent and model with vector quantities.

CCSS.Math.Content.HSN.VM.A.1

(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $|v|$, $\|v\|$, v).

CCSS.Math.Content.HSN.VM.A.2

(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

CCSS.Math.Content.HSN.VM.A.3

(+) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors.

CCSS.Math.Content.HSN.VM.B.4

(+) Add and subtract vectors.

CCSS.Math.Content.HSN.VM.B.4.a

Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

CCSS.Math.Content.HSN.VM.B.4.b

Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

CCSS.Math.Content.HSN.VM.B.4.c

Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

CCSS.Math.Content.HSN.VM.B.5

(+) Multiply a vector by a scalar.

CCSS.Math.Content.HSN.VM.B.5.a

Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

CCSS.Math.Content.HSN.VM.B.5.b

Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v\|$. Compute the direction of cv knowing that when $|c| \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

Perform operations on matrices and use matrices in applications.

CCSS.Math.Content.HSN.VM.C.6

(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

CCSS.Math.Content.HSN.VM.C.7

(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

CCSS.Math.Content.HSN.VM.C.8

(+) Add, subtract, and multiply matrices of appropriate dimensions.

CCSS.Math.Content.HSN.VM.C.9

(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

CCSS.Math.Content.HSN.VM.C.10

(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

CCSS.Math.Content.HSN.VM.C.11

(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

CCSS.Math.Content.HSN.VM.C.12

(+) Work with 2×2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Interpret the structure of expressions.

CCSS.Math.Content.HSA.SSE.A.1

Interpret expressions that represent a quantity in terms of its context.*

CCSS.Math.Content.HSA.SSE.A.1.a

Interpret parts of an expression, such as terms, factors, and coefficients.

CCSS.Math.Content.HSA.SSE.A.1.b

Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

CCSS.Math.Content.HSA.SSE.A.2

Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems.

CCSS.Math.Content.HSA.SSE.B.3

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

CCSS.Math.Content.HSA.SSE.B.3.a

Factor a quadratic expression to reveal the zeros of the function it defines.

CCSS.Math.Content.HSA.SSE.B.3.b

Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

CCSS.Math.Content.HSA.SSE.B.3.c

Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.151/12)^{12t} = 1.01212^t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

CCSS.Math.Content.HSA.SSE.B.4

Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Perform arithmetic operations on polynomials.

CCSS.Math.Content.HSA.APR.A.1

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials.

CCSS.Math.Content.HSA.APR.B.2

Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

CCSS.Math.Content.HSA.APR.B.3

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems.

CCSS.Math.Content.HSA.APR.C.4

Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
CCSS.Math.Content.HSA.APR.C.5

(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1

Rewrite rational expressions:

CCSS.Math.Content.HSA.APR.D.6

Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

CCSS.Math.Content.HSA.APR.D.7

(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Create equations that describe numbers or relationships.

CCSS.Math.Content.HSA.CED.A.1

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

CCSS.Math.Content.HSA.CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CCSS.Math.Content.HSA.CED.A.3

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

CCSS.Math.Content.HSA.CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

Understand solving equations as a process of reasoning and explain the reasoning.

CCSS.Math.Content.HSA.REI.A.1

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.Math.Content.HSA.REI.A.2

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable.

CCSS.Math.Content.HSA.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

CCSS.Math.Content.HSA.REI.B.4

Solve quadratic equations in one variable.

CCSS.Math.Content.HSA.REI.B.4.a

Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

CCSS.Math.Content.HSA.REI.B.4.b

Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Solve systems of equations.

CCSS.Math.Content.HSA.REI.C.5

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

CCSS.Math.Content.HSA.REI.C.6

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

CCSS.Math.Content.HSA.REI.C.7

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

CCSS.Math.Content.HSA.REI.C.8

(+) Represent a system of linear equations as a single matrix equation in a vector variable.

CCSS.Math.Content.HSA.REI.C.9

(-) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically.

CCSS.Math.Content.HSA.REI.D.10

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

CCSS.Math.Content.HSA.REI.D.11

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions; make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

CCSS.Math.Content.HSA.REI.D.12

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Geometry

Experiment with transformations in the plane

CCSS.Math.Content.HSG.CO.A.1

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

CCSS.Math.Content.HSG.CO.A.2

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

CCSS.Math.Content.HSG.CO.A.3

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

CCSS.Math.Content.HSG.CO.A.4

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

CCSS.Math.Content.HSG.CO.A.5

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

CCSS.Math.Content.HSG.CO.B.6

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

CCSS.Math.Content.HSG.CO.B.7

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

CCSS.Math.Content.HSG.CO.B.8

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

CCSS.Math.Content.HSG.CO.C.9

Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

CCSS.Math.Content.HSG.CO.C.10

Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

CCSS.Math.Content.HSG.CO.C.11

Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Make geometric constructions

CCSS.Math.Content.HSG.CO.D.12

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

CCSS.Math.Content.HSG.CO.D.13

Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Understand similarity in terms of similarity transformations

CCSS.Math.Content.HSG.SRT.A.1

Verify experimentally the properties of dilations given by a center and a scale factor:

CCSS.Math.Content.HSG.SRT.A.1.a

A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

CCSS.Math.Content.HSG.SRT.A.1.b

The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

CCSS.Math.Content.HSG.SRT.A.2

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

CCSS.Math.Content.HSG.SRT.A.3

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar

Prove theorems involving similarity

CCSS.Math.Content.HSG.SRT.B.4

Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

CCSS.Math.Content.HSG.SRT.B.5

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

CCSS.Math.Content.HSG.SRT.C.6

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

CCSS.Math.Content.HSG.SRT.C.7

Explain and use the relationship between the sine and cosine of complementary angles.

CCSS.Math.Content.HSG.SRT.C.8

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Apply trigonometry to general triangles

CCSS.Math.Content.HSG.SRT.D.9

(+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

CCSS.Math.Content.HSG.SRT.D.10

(+) Prove the Laws of Sines and Cosines and use them to solve problems.

CCSS.Math.Content.HSG.SRT.D.11

(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Understand and apply theorems about circles

CCSS.Math.Content.HSG.C.A.1

Prove that all circles are similar.

CCSS.Math.Content.HSG.C.A.2

Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

CCSS.Math.Content.HSG.C.A.3

Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

CCSS.Math.Content.HSG.C.A.4

(+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles.

CCSS.Math.Content.HSG.C.B.5

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Translate between the geometric description and the equation for a conic section

CCSS.Math.Content.HSG.GPE.A.1

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

CCSS.Math.Content.HSG.GPE.A.2

Derive the equation of a parabola given a focus and directrix.

CCSS.Math.Content.HSG.GPE.A.3

(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Use coordinates to prove simple geometric theorems algebraically

CCSS.Math.Content.HSG.GPE.B.4

Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

CCSS.Math.Content.HSG.GPE.B.5

Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point)

CCSS.Math.Content.HSG.GPE.B.6

Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

CCSS.Math.Content.HSG.GPE.B.7

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Explain volume formulas and use them to solve problems

CCSS.Math.Content.HSG.GMD.A.1

Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

CCSS.Math.Content.HSG.GMD.A.2

(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

CCSS.Math.Content.HSG.GMD.A.3

Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

CCSS.Math.Content.HSG.GMD.B.4

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Apply geometric concepts in modeling situations

CCSS.Math.Content.HSG.MG.A.1

Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

CCSS.Math.Content.HSG.MG.A.2

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

CCSS.Math.Content.HSG.MG.A.3

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

History Standards

World History (4.1.1, 4.1.2, 4.2.1, 4.2.2)

World- Global Expansion and Encounter

- Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism.
- Examines how Spain under Ferdinand and Isabella changed with the influx of trade while still preserving the monarchy.
- Examines how the impact of guns caused some countries to form and others to maintain their power.

Age of Revolution

- Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions.
- Examines the impact Toussaint L'Ouverture had on revolutionary ideas in Latin America.
- Examines the impact the British Raj had on the reshaping of Indian society.

World International Conflicts

- Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict.
- Distinguishes between conflicting views of the causes of the Holocaust.
- Distinguishes between conflicting views of the causes of Rwandan genocide.

World Emergence and Development of New Nations

- Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations.

World Challenges to Democracy and Human Rights

- Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights.

U.S. History (4.1.2, 4.2.3, 4.2.2, 4.3.1)

U.S. Foundation

- Explains how the ratification of the Bill of Rights defines the founding of the United States.

Industrialization and the Emergence of the U.S. as a world power

- Explains how the Roosevelt Corollary helps to define the early 20th century as a time when the United States was emerging as a world power.

Reform, Prosperity, and Depression

- Explains how the 19th Amendment and the New Deal Policy define U.S. history following World War I as period of reform.

WWII, the Cold War, and International Relations

- Explains how atomic weapons help to define the decades after World War II as the Cold War era.
- Analyzes the costs, benefits, and long-term significance of the Green Revolution on U.S. foreign policy in Southeast Asia.

Movements and issues at home

- Explains how the United Farm Workers, Civil Rights Movement, and Feminist Movement help to define U.S. history after World War II as a time of social movements.
- Examines the way that African Americans used the court system to influence civil rights legislation.
- Examines the way that migrant workers impacted agricultural labor.
- Examines how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States.

Entering a New Era

- Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy.
- Examines the United States' ability to meet the challenge of global climate change based on responses to environmental challenges in the past.
- Examines how understanding the history of immigration laws in the United States can help us decide how to regulate immigration today.

Current World Problems (4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.4.1)

Human Rights

- Examines how ethnic and cultural groups align themselves with particular political candidates and parties in the United States.
- Examines how multicultural societies have responded to the challenge of creating unified nations that recognize the diversity of their citizens and embrace a set of shared values, goals, and human rights.

Environmental Issues

- Critiques an environmental policy based on the effects of human energy consumption on the global climate.

Globalization and the Economy

- Examines the motives and interests behind different interpretations of the Makah's right to hunt whales.
- Examines the motives and interests behind different interpretations of the distribution of AIDS treatment drugs in Africa.
- Examines the motives and interests behind different interpretations of the effects of NAFTA on the North American economies.
- Weighs the validity of oil as the sole cause of conflicts in the Middle East.
- Evaluates arguments attributing the responsibility of the economic recession in the early 1990s solely to George H. W. Bush

Civic Action and Responsibility

- Critiques different positions on the reform of Social Security based on an analysis of the effects of the New Deal.

Science Standards

Physical Science

Matter and its Interaction(PS1)

- HS-PS1-1.** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- HS-PS1-2** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- HS-PS1-3** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- HS-PS1-4** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- HS-PS1-5** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- HS-PS1-6** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- HS-PS1-7** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Motion and Stability: Forces and Interactions (PS2)

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Energy

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Waves and their Applications in Technologies for Information Transfer

HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-2 Evaluate questions about the advantages of using digital transmission and storage of information.

HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Earth and Space Science

Earth's Place in the Universe

- HS-ESS1-1** Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
- HS-ESS1-2** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- HS-ESS1-3** Communicate scientific ideas about the way stars, over their life cycle, produce elements.
- HS-ESS1-4** Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- HS-ESS1-5** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- HS-ESS1-6** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Earth's Systems

- HS-ESS2-1** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
- HS-ESS2-2** Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- HS-ESS2-3** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-ESS2-5** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- HS-ESS2-7** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Earth and Human Activity

- HS-ESS3-1** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-2** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- HS-ESS3-5** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Life Science

- HS-LS1-1.** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
- HS-LS1-2.** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS1-4.** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- HS-LS1-5.** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- HS-LS1-6.** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- HS-LS1-7.** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

Ecosystems (LS2)

- HS-LS2-1.** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- HS-LS2-2.** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- HS-LS2-4.** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- HS-LS2-5.** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- HS-LS2-6.** Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Heredity (LS3)

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Biological Evolution: Unity and Diversity (LS4)

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Health/PE Standards

Health

Wellness

- 1. Dimensions of Health** - Analyze personal dimensions of health and design a plan to balance health. H1 W1 HS

2. **Disease Prevention** - Analyze prevention, lifestyle factors, and treatment of communicable and Non-communicable diseases. H2.W2.H5a
 - Assess personal risk factors and predict future health status. H2.W2.H5b
3. **Analyzing Influences** – Analyze how a variety of factors impact personal and community health. H2.W3.H5
4. **Access Valid Information** – Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.H5
5. **Communication** - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
6. **Decision Making** - Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.H5
7. **Goal-Setting** - Implement strategies to achieve a personal health goal. H6.W7.H5

Safety

1. **Injury Prevention** –
 - Analyze impact of decision related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.H5
 - Describe how to prevent occupational injuries. H1.Sa1.H5
 - Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.H5
2. **First Aid** –
 - Apply basic first aid skills. H7.Sa2.H5a
 - Demonstrate CPR and AED procedures. H7.Sa2.H5b
3. **Violence Prevention** –
 - Evaluate societal influences on violence. H2.Sa3.H5
 - Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.H5
 - Advocate for violence prevention. H8.Sa3.H5
 - Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.H5

Nutrition

1. **Food groups and nutrients** –
 - Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.H5
 - Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.H5
 - Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.H5
2. **Beverages** - Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.H5
3. **Label Literacy** –
 - Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.H5
 - Analyze trends in portion size as compared to recommended serving sizes. H3.N3.H5

4. **Caloric Intake and expenditure** – Demonstrate how to balance caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.H5
5. **Disease Prevention** – Analyze and describe the relationship between nutritional choices, physical activity, and chronic disease.
6. **Nutritional Planning** –
 - Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7.N6.H5
 - Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.H5

Sexual Health

1. **Anatomy, Reproduction, and Pregnancy** –
 - Summarize fertilization, fetal development, and childbirth. H1.Se1.H5a
 - Explain the role hormones play in sexual behavior and decision making. H5.Se1.H5
 - Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.H5b
 - Describe behaviors that impact reproductive health. H1.Se1.H5c
 - Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.H5
2. **Puberty and development** –
 - Explain the physical, social, mental, and emotional changes associated with being a young adult. H1.Se2.H5a
 - Describe how sexuality and sexual expression change throughout the life span. H1.Se2.H5b
3. **Self-Identity** - Evaluate how culture, media, society, and other people influence perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.H5
4. **Prevention** –
 - Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.H5a
 - Demonstrate steps to using a condom correctly. H7.Se4.H5
 - Identify local youth-friendly sexual health services. H3.Se4.H5
 - Understand that people can choose abstinence at different times in their lives. H1.Se4.H5b
 - Use a decision-making model to make a sexual health-related decision. H5.Se4.H5
5. **Healthy Relationships** –
 - Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.H5a
 - Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.H5b
 - Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.H5
 - Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.H5

Washington State Laws –

- Describe laws related to accessing sexual health care services. H3.Se6.H5
- Understand importance of personal and social responsibility for sexual decisions. H7.Se6.H5

- Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa
- Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb

Social Emotional Health

1. Self – Esteem –

- Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa
- Understand changes in self-esteem can occur as people mature. H1.So1.HSb

2. Body Image and eating disorders –

- Explain why people with eating disorders need support services. H3.So2.HS
- Identify supportive services for people with eating disorders. H1.So2.HS
- Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS

3. Stress Management –

- Identify physical and psychological responses to stressors. H1.So3.HS
- Develop a personal stress management plan. H7.So3.HS

4. Expressing Emotions –

- Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS
- Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS
- Demonstrate effective communication skills to express emotions. H4.So4.HS

5. Harassment, Intimidation, and bullying –

- Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS
- Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS

6. Emotional, Mental, and Behavioral Health –

- Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa
- Describe how self-harm or suicide impacts other people. H1.So6.HSb
- Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc
- Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa
- Describe laws related to minors accessing mental health care. H3.So6.HSb
- Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS

Substance Use and Abuse

1. Use and Abuse –

- Analyze why individuals choose to use or not use substances. H1.Su1.HSa
- Differentiate classifications of substances. H1.Su1.HSb
- Analyze validity of information on substance use. H3.Su1.HSa
- Describe laws related to minors accessing substance abuse treatment. H3.Su1.HSb

2. Effects –

- Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.H5a
 - Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.H5b
3. **Prevention** –
 - Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.H5
 - Design a drug-free message for a community beyond school. H8.Su3.H5
 4. **Treatment** –
 - Analyze valid and reliable information to prevent or treat substance dependency and addiction. H3.Su4.H5
 - Understand how codependency relates to substance use and abuse. H1.Su4.H5
 5. **Legal Consequences** – Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.H5

Physical Education

Students will demonstrate competency in a variety of motor skills and movement patterns.

1. **Games and Sports** - Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS1
2. **Individual Performance Activities** - Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1
3. **Outdoor Pursuits** - Demonstrate competency in activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS1

Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

1. **Strategies and Tactics** - Develop an offensive and a defensive strategy for the purpose of game play. PE2.1.HS1
2. **Movement Performance** - Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1
3. **Movement Concepts** - Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1
4. **Training principles and knowledge** - Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. **Benefit for physical activity** - Investigate relationship between physical activity, nutrition, and body composition. PE3.1.HS1
2. **Physical activity in the community** - Investigate activities that can be pursued in the local environment. PE3.2.HS1
3. **Physical Activity for a lifetime** - Evaluate risks and safety factors that might affect physical preferences throughout the life span. PE3.3.HS1

4. **Engagement in physical activity** - Participate regularly in physical activity outside of the school day. PE3.4.HS1
5. **Health-Related Fitness** –
 - Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a
 - Use types of muscular strength and muscular endurance exercises (isometric, concentric, eccentric). PE3.5.HS1b
 - Use types of flexibility exercises (static, dynamic). PE3.5.HS1c
6. **Training Principles** - Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS1
7. **Engagement in fitness activities** - Participate regularly in self-selected fitness activities outside of school. PE3.7.HS1
8. **Individual Plan** - Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1

Students will exhibit responsible personal and social behavior that respects self and others.

1. **Personal Responsibility** - Demonstrate intrinsic motivation by selecting or planning opportunities to participate in physical activity inside and outside of school. PE4.1.HS1
2. **Rules and Etiquette** - Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1
3. **Working with others** - Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1
4. **Safety** - Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

1. **Challenge** - Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1
2. **Self – Expression and enjoyment** - Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS1
3. **Social Interaction** - Identify opportunities for social interaction in a self-selected physical activity. PE5.3.HS1

ENGLISH LANGUAGE ARTS

Reading Standards for Literature

Key Ideas and Details (9-12)

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of knowledge and ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and level of text complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Grades 11–12 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the

Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes (9–12)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Text Types and Purposes (11-12)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distributing of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)

6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening

Comprehension and Collaboration (9-10)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

Comprehension and Collaboration (11-12)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

4. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Language (9-10)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language (11--12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
 - b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
5. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Reading Standards

Grade 8 Reading Standards for Literature

Key Ideas and Details

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Grade 8 Reading Standards for Informational Text

Key Ideas and Details

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Grade 8 Language Standards

Conventions of Standard English

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.

- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations or definitions (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Writing Standards

Text Types and Purposes

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 Speaking and Listening Standards

Comprehension and Collaboration

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

8th Grade Math Standards

Know that there are numbers that are not rational, and approximate them by rational numbers.

CCSS.Math.Content.8.NS.A.1

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

CCSS.Math.Content.8.NS.A.2

Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations Work with radicals and integer exponents.

CCSS.Math.Content.8.EE.A.1

Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

CCSS.Math.Content.8.EE.A.2

Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

CCSS.Math.Content.8.EE.A.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10⁸ and the population of the world as 7 times 10⁹, and determine that the world population is more than 20 times larger.

CCSS.Math.Content.8.EE.A.4

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

CCSS.Math.Content.8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

CCSS.Math.Content.8.EE.B.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve linear equations and pairs of simultaneous linear equations.

CCSS.Math.Content.8.EE.C.7

Solve linear equations in one variable.

CCSS.Math.Content.8.EE.C.7.a

Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation

into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

CCSS.Math.Content.8.EE.C.7.b

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

CCSS.Math.Content.8.EE.C.8

Analyze and solve pairs of simultaneous linear equations.

CCSS.Math.Content.8.EE.C.8.a

Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

CCSS.Math.Content.8.EE.C.8.b

Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

CCSS.Math.Content.8.EE.C.8.c

Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Define, evaluate, and compare functions.

CCSS.Math.Content.8.F.A.1

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹

CCSS.Math.Content.8.F.A.2

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

CCSS.Math.Content.8.F.A.3

Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities.

CCSS.Math.Content.8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

CCSS.Math.Content.8.F.B.5

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Understand congruence and similarity using physical models, transparencies, or geometry software.

CCSS.Math.Content.8.G.A.1

Verify experimentally the properties of rotations, reflections, and translations:

CCSS.Math.Content.8.G.A.1.a

Lines are taken to lines, and line segments to line segments of the same length.

CCSS.Math.Content.8.G.A.1.b

Angles are taken to angles of the same measure.

CCSS.Math.Content.8.G.A.1.c

Parallel lines are taken to parallel lines.

CCSS.Math.Content.8.G.A.2

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

CCSS.Math.Content.8.G.A.3

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

CCSS.Math.Content.8.G.A.4

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

CCSS.Math.Content.8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Understand and apply the Pythagorean Theorem.

CCSS.Math.Content.8.G.B.6

Explain a proof of the Pythagorean Theorem and its converse.

CCSS.Math.Content.8.G.B.7

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

CCSS.Math.Content.8.G.B.8

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

CCSS.Math.Content.8.G.C.9

Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Investigate patterns of association in bivariate data.

CCSS.Math.Content.8.SP.A.1

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

CCSS.Math.Content.8.SP.A.2

Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

CCSS.Math.Content.8.SP.A.3

Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

CCSS.Math.Content.8.SP.A.4

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Grade 8 Science Standards

MS-LS3 Heredity: Inheritance and Variation of Traits

MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS4 Biological Evolution: Unity and Diversity

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

MS-ESS1 Earth's Place in the Universe

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ESS3 Earth and Human Activity

MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

MS-PS2 Motion and Stability: Forces and Interactions

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS3 Energy

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

MS-PS4 Waves and Their Applications in Technologies for Information Transfer

- MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

MS-ETS1 Engineering Design

- MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Grade 8 Social Studies Standards

8.1 CIVICS The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

1.1.1 Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.

1.1.2 Evaluates efforts to reduce discrepancies between key ideals and reality in the United States including:

How amendments to the Constitution have sought to extend rights to new groups.

How key ideals and constitutional principles set forth in fundamental documents relate to public issues.

1.2.1 Understands and analyzes the structure and powers of government at the national level.

1.2.2 Evaluates the effectiveness of the system of checks and balances in the United States based on an event.

1.2.3 Understands that the U.S. government includes concepts of both a democracy and a republic.

- 1.3.1 Analyzes how the United States has interacted with other countries in the past or present.
- 1.4.1 Analyzes how a position on an issue attempts to balance individual rights and the common good.

8.2. ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

- 2.1.1 Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.
- 2.2.1 Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.
- 2.2.2 Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.
- 2.3.1 Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.
- 2.4.1 Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.

8.3. GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

- 3.1.2 Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present.
- 3.2.1 Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.
- 3.2.2 Understands cultural diffusion in the United States from the past or in the present.
- 3.2.3 Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.
- 3.3.1 Understands that learning about the geography of the United States helps us understand the global issue of diversity.

8.4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

- 4.1.2 Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900:
- Fighting for independence and framing the Constitution (1776—1900).
 - Slavery, expansion, removal, and reform (1801—1850).
 - Civil War and Reconstruction (1850—1877).
 - Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900).

4.2.1 Understands and analyzes how individuals and movements have shaped U.S. history (1776—1900).

4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776—1900).

4.2.3 Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900).

4.3.1 Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776—1900).

4.3.2 Analyzes multiple causal factors to create positions on major events in U.S. history (1776—1900).

4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.

8.5. SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

5.1.1 Understands reasons based on evidence for a position on an issue or event.

5.1.2 Evaluates the logic of reasons for a position on an issue or event.

5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.

5.2.2 Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.

5.3.1 Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.

5.4.1 Uses sources within the body of the work to support positions in a paper or presentation.

5.4.2 Uses appropriate format to cite sources within an essay or presentation.

Submitted 5/2/18

Yakama Nation Tribal School (8-12)

Section IV

Learning Standards

Jacob,
Ellen Ebert had some questions about these standards. There are some that don't read as state standards and she wondered if these were BIE standards. Some are common core (i.e., p.28 reading) and some are not. Please give Ellen a call at 360/725-4962 for clarification. Thanks.

Joan
Bamber

PS: Ellen's notes are attached.

Submitted State

Yakama Nation Tribal School (8-12)

Section IV

Learning Standards

Yakama Nation Tribal School

IV. Student performance standards/targets.

The school displays a climate of high expectations in which staff demonstrate that each pupil can and will meet established standards of achievement and behavior; and that they (the staff) have the responsibility and the capability to help students achieve such mastery.

3.1 The staff demonstrates that students can and will master established standards of achievement and behavior as a direct result of the instructional program. Staff do not refer to or accept student failure to meet established standards of achievement and behavior as a result of student social, economic, racial, or sexual status.

3.2 Information about effective behavior management/instructional practices, or about solutions to instructional/behavior management problems, is frequently shared among teachers and between teachers and administration.

3.3 Response opportunities, other opportunities to learn, rewards, and incentives are equitable distributed among students. Data concerning student achievement, promotion and social behavior do not show significant relationships to student social, economic, racial, or sexual status

3.5 The school allocates a significant amount of time to instruction in the core academic Areas (Language Arts, Mathematics, Science, Social Studies). Sufficient time is also allocated for students to pursue on-line courses and computer classes. A high percentage of all class allocated time, students are successfully engaged in planned learning activities directly related to identified objectives.

Yakama Tribal School student performance standards and targets are aligned with requirements set out by the Bureau of Indian Education as described in the Consolidated State Application Accountability Workshop for State Grants under Title IX, Part C, Section 9302 Of the Elementary and Secondary Education Act (public Law 107-110). A Negotiated Rule Making process has recently been initiated by the BIE to update those requirements with the most recent revision of ESSA. This workbook incorporates all 23 states represented by the Bureau of Indian Affairs schools. Therefore, Yakama Tribal School performance standards and targets are the same as those in the state it operates,

Yakama Tribal School is also compliant with 25 CFR standards is as follows:

*36.20 Standard V—Minimum academic programs/school calendar: (a) if an emergency arises from an uncontrollable circumstance during the school day which results in the dismissal of students by the administration, the day is counted provided that three-fourths of the of the instructional hours are met; (b) the educational program includes multi-culture and multi-ethnic dimensions designed to enable students to function effectively in a

2

pluralistic society; (1) Yakama Tribal School's language arts program assesses the English and Native language abilities (primarily Sahaptin) of its students and provides instruction that teaches and/or maintains both English and the primary native language of our school population and programs are aligned with Yakama Tribal School language program; (The Yakama Tribal School program includes aspects American Indian/Alaska Native tribal culture in all curriculum areas (content is approved by Yakama Tribal School Board); (3) the school program assesses the learning styles and Individual differences of students and provides instruction based upon that assessment the method of assessing individual differences and learning needs is developed in reference to state standards and school assessment protocols, e.g., through universal screening, benchmark assessments, and progress monitoring; (4) the school program provides for field trips and contextual learning to broaden social and academic experiences.

Yakama Tribal School complies with ESSA requirements for setting and reporting on performance standards as documented in Native Star. Accountability is documented periodically to the BIE.

3

Yakama Nation Standards for High School Course

World Language Learning standards

Communications

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

Culture

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- Develop insight into the nature of language and culture in order to interact with cultural competence
- 4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
- 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

4

Visual Arts Standards

Creating

- 1.1 Generate and conceptualize artistic ideas and work.
- 2.1 Organize and develop artistic ideas and work.
- 3.0 Refine and complete artistic work.

Presenting

- 4.0 Select, analyze, and interpret artistic work for presentation.
- 5.0 Develop and refine artistic techniques and work for presentation.
- 6.0 Convey meaning through the presentation of artistic work.

Responding

- 7.1 Perceive and analyze artistic work.
- 8.0 Interpret intent and meaning in artistic work.
- 9.0 Apply criteria to evaluate artistic work.

Connecting

- 10 Synthesize and relate knowledge and personal experiences to make art.
- 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Mathematics Standards

The Real Number System

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.

Quantities (N-Q)

- Reason quantitatively and use units to solve problems.

The Complex Number System (N-CN)

- Perform arithmetic operations with complex numbers.
- Represent complex numbers and their operations on the complex plane.
- Use complex numbers in polynomial identities and equations.

Vector and Matrix Quantities (N-VM)

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Algebra

Seeing Structure in Expressions (A-SSE)

These don't read as common core state standards. It is best written in state language.

- 5
- Interpret the structure of expressions
 - Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions (A-APR)

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations (A-CED)

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities (A-REI)

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Geometry

Congruence (G-CO)

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry (G-SRT)

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles (G-C)

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations (G-GPE)

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension (G-GMD)

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

Modeling with Geometry (G-MG)

- Apply geometric concepts in modeling situations

6

Just Clarifying --
Are these the
state standards for
social studies?

Social Studies Standards

World History (4.1.1, 4.1.2, 4.2.1, 4.2.2)

World- Global Expansion and Encounter

- Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism.
- Examines how Spain under Ferdinand and Isabella changed with the influx of trade while still preserving the monarchy.
- Examines how the impact of guns caused some countries to form and others to maintain their power.

Age of Revolution

- Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions.
- Examines the impact Toussaint L'Ouverture had on revolutionary ideas in Latin America.
- Examines the impact the British Raj had on the reshaping of Indian society.

World International Conflicts

- Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict.
- Distinguishes between conflicting views of the causes of the Holocaust.
- Distinguishes between conflicting views of the causes of Rwandan genocide.

World Emergence and Development of New Nations

- Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations.

World Challenges to Democracy and Human Rights

- Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights.

U.S. History (4.1.2, 4.2.3, 4.2.2, 4.3.1)

U.S. Foundation

- Explains how the ratification of the Bill of Rights defines the founding of the United States.

Industrialization and the Emergence of the U.S. as a world power

- Explains how the Roosevelt Corollary helps to define the early 20th century as a time when the United States was emerging as a world power.

Reforms, Prosperity, and Depression

- 7
- Explains how the 19th Amendment and the New Deal Policy define U.S. history following World War I as period of reform.

WWII, the Cold War, and International Relations

- Explains how atomic weapons help to define the decades after World War II as the Cold War era.
- Analyzes the costs, benefits, and long-term significance of the Green Revolution on U.S. foreign policy in Southeast Asia.

Movements and Issues at home

- Explains how the United Farm Workers, Civil Rights Movement, and Feminist Movement help to define U.S. history after World War II as a time of social movements.
- Examines the way that African Americans used the court system to influence civil rights legislation.
- Examines the way that migrant workers impacted agricultural labor.
- Examines how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States.

Entering a New Era

- Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy.
- Examines the United States' ability to meet the challenge of global climate change based on responses to environmental challenges in the past.
- Examines how understanding the history of immigration laws in the United States can help us decide how to regulate immigration today.

Current World Problems (4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.4.1)

Human Rights

- Examines how ethnic and cultural groups align themselves with particular political candidates and parties in the United States.
- Examines how multicultural societies have responded to the challenge of creating unified nations that recognize the diversity of their citizens and embrace a set of shared values, goals, and human rights.

Environmental Issues

- Critiques an environmental policy based on the effects of human energy consumption on the global climate.

Globalization and the Economy

- Examines the motives and interests behind different interpretations of the Makah's right to hunt whales.
- Examines the motives and interests behind different interpretations of the distribution of AIDS treatment drugs in Africa.
- Examines the motives and interests behind different interpretations of the effects of NAFTA on the North American economies.
- Weighs the validity of oil as the sole cause of conflicts in the Middle East.
- Evaluates arguments attributing the responsibility of the economic recession in the early 1990s solely to George H. W. Bush

8

Civic Action and Responsibility

- Critiques different positions on the reform of Social Security based on an analysis of the effects of the New Deal.

Science Standards

Physical Science

These should be the Next Generation Science Standards.
The statements here are definitions.

Force and Motion (PS1)

- Average velocity is defined as a change in position with respect to time. Velocity includes both speed and direction.
- Average acceleration is defined as a change in velocity with respect to time. Acceleration indicates a change in speed and/or a change in direction.
- An object at rest will remain at rest unless acted on by an unbalanced force. An object in motion at constant velocity will continue at the same velocity unless acted on by an unbalanced force. (Newton's First Law of Motion, the Law of Inertia)
- A net force will cause an object to accelerate or change direction. A less massive object will speed up more quickly than a more massive object subjected to the same force. (Newton's Second Law of Motion, $F=ma$)
- Whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)
- Gravitation is a universal attractive force by which objects with mass attract one another. The gravitational force between two objects is proportional to their masses and inversely proportional to the square of the distance between the objects. (Newton's Law of Universal Gravitation)
- Electrical force is a force of nature independent of gravity that exists between charged objects. Opposite charges attract while like charges repel.
- Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces, and moving magnets produce electric forces.

Matter: Properties and Change (PS2)

- Atoms are composed of protons, neutrons, and electrons. The nucleus of an atom takes up very little of the atom's volume but makes up almost all of the mass. The Nucleus contains protons and neutrons, which are much more massive than the electrons surrounding the nucleus. Protons have a positive charge, electrons are negative in charge, and neutrons have no net charge.
- Atoms of the same element have the same number of protons. The number and arrangement of electrons determines how the atom interacts with other atoms to form molecules and ionic crystals.
- When elements are listed in order according to the number of protons, repeating patterns of physical and chemical properties identify families of elements with similar properties. This Periodic Table is a consequence of the repeating pattern of outermost electrons.
- Ions are produced when atoms or molecules lose or gain electrons, thereby gaining a

Section V

To demonstrate and adherence to the statewide assessment process the Yakama Nation Tribal School will use the following assessments to assess student proficiency or identify areas where students need additional services.

End of Year Testing window from 04/30/2019 – 05/24/2019

- Smarter Balance ELA and Math will be administered to grades 8, 10; Grades 9, 11 or 12 as BIE requires
- WCAS will be administered to grades 8 and 11

The Yakama Nation Tribal School will also conduct a Classroom Based Assessment in subject areas that apply to Middle and High School using the templates provided by <http://www.k12.wa.us/assessment/OSPI-DevelopedAssessments.aspx> in the following areas;

- Educational Technology
- Social Studies
- PE / Health
- Arts

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am requesting a response back by Tuesday, March 13, 2018. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3/9/18 Name of Reviewer: Dixie Grunenfelder

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: VI: High School Graduation Requirements

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? Please give specific recommendations in the space below (or attach additional pages) which will be shared with the applicant for further documentation. Our plan is to forward your feedback directly to Yakama Nation Tribal School so please be as concise and clear as possible. If you would like this form electronically, please let me know.

No information provided on schools graduation requirements, although the application states the school will comply with state Board of Education requirements.

4/18 Response materials:

Supplemental information clarifies graduation requirements

4/18/18
[Signature]

Joan Banker

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Wednesday, April 18, 2018 1:14 PM
To: Joan Banker, Frank Mesplie; Dixie Grunenfelder
Subject: Section VI
Attachments: Section VI.PDF

Good afternoon. Here is section VI with slight modifications in regards to Washington the increase in graduation requirements for the class of 2019. Please let me know if there is anything else that I need to fix. Thank you and have a good day!

VI. High School Graduation Requirements

The Yakama Nation agrees that the school's curriculum will meet or exceed the all applicable graduation requirements as established by the State Board of Education. The Yakama Tribe further agrees that it will comply with the provisions in chapter 180-51 WAC (High School Graduation Standards) That apply to school districts.

Beginning in 8th grade (Jr. High) all students will be required to fill out a **High School and Beyond Plan**.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/CareerGuidanceWA/pubs/HighSchoolandBeyondPlanStudentTemplate.pdf>

Students will meet with their advisor at mid-term and end of quarter for review grades and credits to ensure that the student is following their pathway and to review any assessment score that pertain to MAPS testing and offer any intervention course such as, RTI Math or Reading, if necessary. Students who are credit deficient will be given the opportunity to either utilize **Pass Packets** or participate in online courses through **RedComet** in an attempt to bridge the gap toward graduation.

The class of 2019 and beyond will be required to obtain a total of 26 credits in order to graduate, however, students with Special Needs or an IEP will need to obtain 24 credits, the states minimal requirement. Students who wish to receive a high school diploma must pass State and Federal mandated assessments in English/ELA, Science and Math. Students who earn the required credits but do not meet the state mandated requirements may be eligible for a Certificate of Individual Achievement or Certificate of Academic Achievement.

Credit Requirements for the Class of 2019 and beyond (26 Credits for YNTS)

English	4 Credits
English 9 or Native Literature	1 Credit
English 10	1 Credit
English 11	1 Credit
English 12	1 Credit
Math	3 Credits
Algebra 1	1 Credit
Geometry	1 Credit
Algebra 2 or College Equivalent	1 Credit

<u>Science</u>	<u>3 Credits</u>
Earth Science	1 Credit
Science Fusion	1 Credit
Natural Resources	1 Credit
<u>Social Studies</u>	<u>3 Credits</u>
Washington State History	.5 Credit
Tribal Government/Sovereignty	.5 Credit
U.S. History	1 Credit
Current World Problems or World History	1 Credit
<u>Fine Arts</u>	<u>2 Credits</u>
General Art or Advanced Art	1 Credit
Native Crafts	1 Credit
<u>Health and Fitness</u>	<u>2 Credits</u>
PE, Weight Lifting, Sports	1.5 Credits
Health	.5 Credit
<u>Career and Technical Education</u>	<u>2 Credit</u>
Senior Transition	.5 Credit
STEM	.5 Credit
(Course directed toward a student's career or goal)	1 Credit
<u>World languages</u>	<u>2 Credits</u>
Sahaptin/Ichiskin 1	1 Credit
Sahaptin/Ichiskin 2	2 Credit

(Any other Language transferred from another institute would be acceptable)

Electives **5 Credits**

Any other courses offered above and beyond courses required, will be counted as elective credits.

Original Submission

3/9/18

vi. **High School Graduation Requirements**

The Yakama Tribe agrees that the School's curriculum will meet or exceed all applicable Graduation Requirements as established by the State Board of Education. The Yakama Tribe further agrees that it will comply with the provisions in Chapter 180-51 WA (High School Graduations Standards) that apply to school districts.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3/17/18 Name of Reviewer: T. J. Kelly

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: VII: School Calendar

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

RECEIVED
MAR - 1 2018
School Apportionment and Financial Services

vii. School Calendar

The Yakama Tribe agree that the school will annually adopt a School Calendar with an instructional program that meets compulsory school Attendance requirements of State Law, Financial Guidelines, and State Rules, including but not limited to, RCW 28.150.220, RCW 228A.225.010, Chapter 180-16 WAC (State Support of Public Schools) and Chapter 392-410 WAC (Courses of study and equivalencies). The Yakama Tribe further agrees that it will notify the Superintendent of any changes or amendments to the School's Calendar as presented in the Final Approved Application,

(*) Follow up 3/7/18
viii.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3-2-18 Name of Reviewer: Gayle Pauley

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: viii: Supplemental Programs

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

Please add in information on supports for students identified as gifted. (Please see additional information attached) ←

Approved - 3-7-18

3/6/18

Bureau of Indian Education

Gifted and Talented program narrative

Date: October 2, 2017

TO: Whom It May Concern:

During the 2017-2018 school year, the Yakama Nation Tribal School will serve 12 students in grades 9-12 in the Gifted and Talented program. There are 7 males, 5 females. 11 are identified as Visual and Performing Arts, with one as Leadership.

During the school year our students are involved in various clubs and organizations that take them beyond the classroom. The Indian Culture Club meets on a weekly basis, providing Native crafts and Native American dance. The Club is invited to other organizations to perform, in which they do storytelling, and skits. They share the different types of dancing done at powwows, such as fancy, jingle, grass, and traditional. Our Yakama language is emphasized during all of these events. Our cultural teacher, and her colleagues, are very instrumental in this.

Students are involved in the Pacific Northwest University Medical School Roots to Wings program. This program encourages students to pursue the medical field. They visit the campus once a month after school to listen to various speakers and staff. They are assigned one mentor throughout the duration of the year long program. At least two students are invited at the end of the school year to attend an internship in Washington, D.C. Our hope is that one of our G/T students will be selected.

Several of our students are identified in the visual arts, such as, photography, art, and beadwork. The culture teacher works alongside with our Art teacher to provide additional support and services for the students.

Leadership organizations such as the Associated Student Body, cheer, and culture club support the group. Many of our students are on the ASB council. One is on the cheer team. As well as involved in after school sports, such as cross country, football, volleyball, and basketball. If there are offerings of leadership training or workshops, it is essential to involve our students in those as well.

All in all, our students participate in school, tribal, and community activities which enrich their culture and academics.

One staff member is delegated as the Gifted and Talented Coordinator. The Cultural/Language teacher and the Art teachers are very instrumental in providing leadership and support services for our program.

M. Looney

G/T Coordinator

GIFTED AND TALENTED PROGRAMS

§ 39.110 Can ISEF funds be distributed for the use of gifted and talented students?

Yes, ISEF funds can be distributed for the provision of services for gifted and talented students.

§ 39.111 What does the term gifted and talented mean?

The term gifted and talented means students, children, or youth who:

- (a) Give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields; and
- (b) Need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

§ 39.112 What is the limit on the number of students who are gifted and talented?

There is no limit on the number of students that a school can classify as gifted and talented.

§ 39.113 What are the special accountability requirements for the gifted and talented program?

If a school identifies more than 13 percent of its student population as gifted and talented the Bureau will immediately audit the school's gifted and talented program to ensure that all identified students:

- (a) Meet the gifted and talented requirement in the regulations; and
- (b) Are receiving gifted and talented services.

§ 39.114 What characteristics may qualify a student as gifted and talented for purposes of supplemental funding?

To be funded as gifted and talented under this part, a student must be identified as gifted and talented in at least one of the following areas.

- (a) *Intellectual Ability* means scoring in the top 5 percent on a statistically valid and reliable measurement tool of intellectual ability.
- (b) *Creativity-Divergent Thinking* means scoring in the top 5 percent of performance on a statistically valid and reliable measurement tool of creativity/divergent thinking.
- (c) *Academic Aptitude/Achievement* means scoring in the top 15 percent of academic performance in a total subject area score on a statistically valid and reliable measurement tool of academic achievement/aptitude, or a standardized assessment, such as an NRI or CRT.

(d) *Leadership* means the student is recognized as possessing the ability to lead, guide, or influence the actions of others as measured by objective standards that a reasonable person of the community would believe demonstrates that the student possess leadership skills. These standards include evidence from surveys, supportive documentation portfolios, elected or appointed positions in school, community, clubs and organization, awards documenting leadership capabilities. No school can identify more than 15 percent of its student population as gifted and talented through the leadership category.

(e) *Visual and Performing Arts* means outstanding ability to excel in any imaginative art form: including, but not limited to, drawing, printing, sculpture, jewelry making, music, dance, speech, debate, or drama as documented from surveys, supportive documentation portfolios, awards from judged or juried competitions. No school can identify more than 15 percent of its student population as gifted and talented through the visual and performing arts category.

§ 39.115 How are eligible gifted and talented students identified and nominated?

(a) Screening can be completed annually to identify potentially eligible students. A student may be nominated for gifted and talented designation using the criteria in §39.114 by any of the following:

- (1) A teacher or other school staff;
- (2) Another student;
- (3) A community member;
- (4) A parent or legal guardian; or
- (5) The student himself or herself.

(b) Students can be nominated based on information regarding the student's abilities from any of the following sources:

- (1) Collections of work;
- (2) Audio/visual tapes;
- (3) School grades;
- (4) Judgment of work by qualified individuals knowledgeable about the student's performances (e.g., artists, musicians, poets, historians, etc.);
- (5) Interviews or observations; or
- (6) Information from other sources.

(c) The school must have written parental consent to collect documentation of gifts and talents under paragraph (b) of this section.

§ 39.116 How does a school determine who receives gifted and talented services?

(a) To determine who receives gifted and talented funding, the school must use qualified professionals to perform a multi-disciplinary assessment. The assessment may include the examination of work samples or performance appropriate to the area under consideration. The school must have the parent or guardian's written permission to conduct individual assessments or evaluations. Assessments under this section must meet the following standards:

(1) The assessment must use assessment instruments specified in §39.114 for each of the five criteria for which the student is nominated;

(2) If the assessment uses a multi-criteria evaluation, that evaluation must be an unbiased evaluation based on student needs and abilities;

(3) Indicators for visual and performing arts and leadership may be determined based on national, regional, or local criteria; and

(4) The assessment may use student portfolios.

(b) A multi-disciplinary team will review the assessment results to determine eligibility for gifted and talented services. The purpose of the team is to determine eligibility and placement to receive gifted and talented services.

(1) Team members may include nominator, classroom teacher, qualified professional who conducted the assessment, local experts as needed, and other appropriate personnel such as the principal and/or a counselor.

(2) A minimum of three team members is required to determine eligibility.

(3) The team will design a specific education plan to provide gifted and talented services related in the areas identified.

§ 39.117 How does a school provide gifted and talented services for a student?

Gifted and talented services are provided through or under the supervision of highly qualified professional teachers. To provide gifted and talented services for a student, a school must take the steps in this section.

(a) The multi-disciplinary team formed under §39.116(b) will sign a statement of agreement for placement of services based on documentation reviewed.

(b) The student's parent or guardian must give written permission for the student to participate.

(c) The school must develop a specific education plan that contains:

(1) The date of placement;

(2) The date services will begin;

(3) The criterion from §39.114 for which the student is receiving services and the student's performance level;

(4) Measurable goals and objectives; and

(5) A list of staff responsible for each service that the school is providing.

§ 39.118 How does a student receive gifted and talented services in subsequent years?

For each student receiving gifted and talented services, the school must conduct a yearly evaluation of progress, file timely progress reports, and update the specific education plan.

(a) If a school identifies a student as gifted and talented based on §39.114 (a), (b), or (c), then the student does not need to reapply for the gifted and talented program. However, the student must be reevaluated at least every 3 years through the 10th grade to verify eligibility for funding.

(b) If a school identifies a student as gifted and talented based on §39.114 (d) or (e), the student must be reevaluated annually for the gifted and talented program.

§ 39.119 When must a student leave a gifted and talented program?

A student must leave the gifted and talented program when either:

(a) The student has received all of the available services that can meet the student's needs;

(b) The student no longer meets the criteria that have qualified him or her for the program; or

(c) The parent or guardian removes the student from the program.

§ 39.120 How are gifted and talented services provided?

In providing services under this section, the school must:

(a) Provide a variety of programming services to meet the needs of the students;

(b) Provide the type and duration of services identified in the Individual Education Plan established for each student; and

(c) Maintain individual student files to provide documentation of process and services; and

(d) Maintain confidentiality of student records under the Family Educational Rights and Privacy Act (FERPA).

§ 39.121 What is the WSU for gifted and talented students?

The WSU for a gifted and talented student is the base academic weight (see §39.103) subtracted from 2.0. The following table shows the gifted and talented weights obtained using this procedure.

Grade level	Gifted and talented WSU
Kindergarten	0.85
Grades 1 to 3	0.62
Grades 4 to 6	0.85
Grades 7 to 8	0.62
Grades 9 to 12	0.50

Joan Banker

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Tuesday, March 6, 2018 8:09 AM
To: Joan Banker; Leon Strom
Subject: Gifted and Talented
Attachments: Gifted and Talented.PDF

Good morning Joan, how are you? Here is a break down of the gifted and talented program that was provided to me by Mary Looney. I will be working on the other things today as well but I wanted to get this to you immediately just to get the ball rolling. However, if this document is not what you are looking for then please let me know. Thank you and have a good day!

Original Submission

viii. **An Overview of Supplemental Programs offered at the School**

Behavior Health – A licensed counselor for the Yakama Nation Behavioral Health (YNBH) program comes to our school once a week to provide additional Counseling and support to students with emotional issues. The counselor does an intake and assigns the student to weekly sessions for support. Everything is kept confidential between the student and counselor.

Suicide Prevention Specialist – A counselor from YNBH program is on call every day to help assist with students and community members who are with thoughts of suicide. He is available to meet with students at any time during the day, he comes to the school meets with students, completes and intake/risk assessment and recommends treatment. All information remains confidential.

Farm Worker Clinic – Certified counselors from the Toppenish Branch Office are available to come to our school to work with students who are referred to the by health care professionals within their clinic, weekly appointments are scheduled. All information is kept confidential.

Youth Treatment – Certified alcohol and drug treatment counselors from the Yakama Nation Drug and Alcohol Treatment Center conduct urinary analysis on referred analysis on a referred student. Students are then expected to conduct an intake assessment with counselors and complete treatment recommendations.

Roots to Wings (PNWU) – Roots to Wings is a health sciences education pathway program that serves Native American and Hispanic students grades seven and twelve attending Mount Adams School District (MASD) and the Yakama Nation Tribal School (YNTS) located in Southern Washington. Roots to Wings is a collaborative program involving MASD, YNTS, Heritage University (HU), and Pacific Northwest University of Health Sciences (PNWU), all of whom are located in the Yakima Valley.

21st Century – This program is federally funded grant that hires two Educational Specialist from our school to work part time providing academic support and enrichment before and after school. The Educational Specialist provide tutoring services and field trips all throughout the year.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3-5-18 Name of Reviewer: Glenna Gallo

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: IX. special education

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

ix. Special Education Program

The Yakama Nation Tribal School (YNTS) Special Education department serves 12.7% (14 of 110 students) of our student population. There are two Educational Assistants and one Certified Teacher on staff to assist in modifying and helping to meet educational accommodations for the students while they are in the least restrictive environment. We are in the middle of modifying our full inclusion service delivery model to include class periods for learning support. This class period will help student who are struggling to meet the deadlines in their core classes or who need more modification to their assignments. This class session is available to every student regardless of class schedule; giving students an opportunity to fulfill testing accommodations without any negative peer interactions and allowing for movement breaks in a very natural setting. Educational Assistants will continue to serve students in the general education setting in the qualified areas of service. We continue to work with Tribal and Washington State DVR programs to practice the soft skills needed in employment. Also students have the opportunity to fill out the service application for this agency to become a client upon their graduation from YNTS. We partner with the 21st Century Afterschool Program and MESA to do enrichment activities. Cooking, robotics and community service projects to earn our way to WE day are all things students can join in to make their education experience richer and more personally fulfilling.

Glenna,
The tribal schools
(except for Chief
Kitsap Academy at
Squamish) receive
their Special Ed.
Funding from the
Bureau of Indian
Education. They
are eligible to apply
for State Special Ed.
funds but I don't
believe any have.

John

Bureau of Indian Education

Gifted and Talented program narrative

Date: October 2, 2017

TO: Whom It May Concern:

During the 2017-2018 school year, the Yakama Nation Tribal School will serve 12 students in grades 9-12 in the Gifted and Talented program. There are 7 males, 5 females. 11 are identified as Visual and Performing Arts, with one as Leadership.

During the school year our students are involved in various clubs and organizations that take them beyond the classroom. The Indian Culture Club meets on a weekly basis, providing Native crafts and Native American dance. The Club is invited to other organizations to perform, in which they do storytelling, and skits. They share the different types of dancing done at powwows, such as fancy, jingle, grass, and traditional. Our Yakama language is emphasized during all of these events. Our cultural teacher, and her colleagues, are very instrumental in this.

Students are involved in the Pacific Northwest University Medical School Roots to Wings program. This program encourages students to pursue the medical field. They visit the campus once a month after school to listen to various speakers and staff. They are assigned one mentor throughout the duration of the year long program. At least two students are invited at the end of the school year to attend an internship in Washington, D.C. Our hope is that one of our G/T students will be selected.

Several of our students are identified in the visual arts, such as, photography, art, and beadwork. The culture teacher works alongside with our Art teacher to provide additional support and services for the students.

Leadership organizations such as the Associated Student Body, cheer, and culture club support the group. Many of our students are on the ASB council. One is on the cheer team. As well as involved in after school sports, such as cross country, football, volleyball, and basketball. If there are offerings of leadership training or workshops, it is essential to involve our students in those as well.

All in all, our students participate in school, tribal, and community activities which enrich their culture and academics.

One staff member is delegated as the Gifted and Talented Coordinator. The Cultural/Language teacher and the Art teachers are very instrumental in providing leadership and support services for our program.

M. Looney

G/T Coordinator

GIFTED AND TALENTED PROGRAMS

§ 39.110 Can ISEF funds be distributed for the use of gifted and talented students?

Yes, ISEF funds can be distributed for the provision of services for gifted and talented students.

§ 39.111 What does the term gifted and talented mean?

The term gifted and talented means students, children, or youth who:

(a) Give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields; and

(b) Need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

§ 39.112 What is the limit on the number of students who are gifted and talented?

There is no limit on the number of students that a school can classify as gifted and talented.

§ 39.113 What are the special accountability requirements for the gifted and talented program?

If a school identifies more than 13 percent of its student population as gifted and talented the Bureau will immediately audit the school's gifted and talented program to ensure that all identified students:

(a) Meet the gifted and talented requirement in the regulations; and

(b) Are receiving gifted and talented services.

§ 39.114 What characteristics may qualify a student as gifted and talented for purposes of supplemental funding?

To be funded as gifted and talented under this part, a student must be identified as gifted and talented in at least one of the following areas.

(a) *Intellectual Ability* means scoring in the top 5 percent on a statistically valid and reliable measurement tool of intellectual ability.

(b) *Creativity/Divergent Thinking* means scoring in the top 5 percent of performance on a statistically valid and reliable measurement tool of creativity/divergent thinking.

(c) *Academic Aptitude/Achievement* means scoring in the top 15 percent of academic performance in a total subject area score on a statistically valid and reliable measurement tool of academic achievement/aptitude, or a standardized assessment, such as an NRT or CRT.

(d) *Leadership* means the student is recognized as possessing the ability to lead, guide, or influence the actions of others as measured by objective standards that a reasonable person of the community would believe demonstrates that the student possess leadership skills. These standards include evidence from surveys, supportive documentation portfolios, elected or appointed positions in school, community, clubs and organization, awards documenting leadership capabilities. No school can identify more than 15 percent of its student population as gifted and talented through the leadership category.

(e) *Visual and Performing Arts* means outstanding ability to excel in any imaginative art form; including, but not limited to, drawing, printing, sculpture, jewelry making, music, dance, speech, debate, or drama as documented from surveys, supportive documentation portfolios, awards from judged or juried competitions. No school can identify more than 15 percent of its student population as gifted and talented through the visual and performing arts category.

§ 39.115 How are eligible gifted and talented students identified and nominated?

(a) Screening can be completed annually to identify potentially eligible students. A student may be nominated for gifted and talented designation using the criteria in §39.114 by any of the following:

- (1) A teacher or other school staff;
- (2) Another student;
- (3) A community member;
- (4) A parent or legal guardian; or
- (5) The student himself or herself.

(b) Students can be nominated based on information regarding the student's abilities from any of the following sources:

- (1) Collections of work;
- (2) Audio/visual tapes;
- (3) School grades;
- (4) Judgment of work by qualified individuals knowledgeable about the student's performances (e.g., artists, musicians, poets, historians, etc.);
- (5) Interviews or observations; or
- (6) Information from other sources.

(c) The school must have written parental consent to collect documentation of gifts and talents under paragraph (b) of this section.

§ 39.116 How does a school determine who receives gifted and talented services?

(a) To determine who receives gifted and talented funding, the school must use qualified professionals to perform a multi-disciplinary assessment. The assessment may include the examination of work samples or performance appropriate to the area under consideration. The school must have the parent or guardian's written permission to conduct individual assessments or evaluations. Assessments under this section must meet the following standards:

(1) The assessment must use assessment instruments specified in §39.114 for each of the five criteria for which the student is nominated;

(2) If the assessment uses a multi-criteria evaluation, that evaluation must be an unbiased evaluation based on student needs and abilities;

(3) Indicators for visual and performing arts and leadership may be determined based on national, regional, or local criteria; and

(4) The assessment may use student portfolios.

(b) A multi-disciplinary team will review the assessment results to determine eligibility for gifted and talented services. The purpose of the team is to determine eligibility and placement to receive gifted and talented services.

(1) Team members may include nominator, classroom teacher, qualified professional who conducted the assessment, local experts as needed, and other appropriate personnel such as the principal and/or a counselor.

(2) A minimum of three team members is required to determine eligibility.

(3) The team will design a specific education plan to provide gifted and talented services related in the areas identified.

§ 39.117 How does a school provide gifted and talented services for a student?

Gifted and talented services are provided through or under the supervision of highly qualified professional teachers. To provide gifted and talented services for a student, a school must take the steps in this section.

(a) The multi-disciplinary team formed under §39.116(b) will sign a statement of agreement for placement of services based on documentation reviewed.

(b) The student's parent or guardian must give written permission for the student to participate.

(c) The school must develop a specific education plan that contains:

(1) The date of placement;

(2) The date services will begin;

(3) The criterion from §39.114 for which the student is receiving services and the student's performance level;

(4) Measurable goals and objectives; and

(5) A list of staff responsible for each service that the school is providing.

§ 39.118 How does a student receive gifted and talented services in subsequent years?

For each student receiving gifted and talented services, the school must conduct a yearly evaluation of progress, file timely progress reports, and update the specific education plan.

(a) If a school identifies a student as gifted and talented based on §39.114 (a), (b), or (c), then the student does not need to reapply for the gifted and talented program. However, the student must be reevaluated at least every 3 years through the 10th grade to verify eligibility for funding.

(b) If a school identifies a student as gifted and talented based on §39.114 (d) or (e), the student must be reevaluated annually for the gifted and talented program.

§ 39.119 When must a student leave a gifted and talented program?

A student must leave the gifted and talented program when either:

(a) The student has received all of the available services that can meet the student's needs;

(b) The student no longer meets the criteria that have qualified him or her for the program; or

(c) The parent or guardian removes the student from the program.

§ 39.120 How are gifted and talented services provided?

In providing services under this section, the school must:

(a) Provide a variety of programming services to meet the needs of the students;

(b) Provide the type and duration of services identified in the Individual Education Plan established for each student; and

(c) Maintain individual student files to provide documentation of process and services; and

(d) Maintain confidentiality of student records under the Family Educational Rights and Privacy Act (FERPA).

§ 39.121 What is the WSU for gifted and talented students?

The WSU for a gifted and talented student is the base academic weight (see §39.103) subtracted from 2.0. The following table shows the gifted and talented weights obtained using this procedure.

Grade level	Gifted and talented WSU
Kindergarten	0.85
Grades 1 to 3	0.62
Grades 4 to 6	0.85
Grades 7 to 8	0.62
Grades 9 to 12	0.50

X.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Monday, April 2, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 4/9

Name of Reviewer: Mike Donlin

Tribal Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: X. Discipline Plan

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

ix. Special Education Program

The Yakama Nation Tribal School (YNTS) Special Education department serves 12.7% (14 of 110 students) of our student population. There are two Educational Assistants and one Certified Teacher on staff to assist in modifying and helping to meet educational accommodations for the students while they are in the least restrictive environment. We are in the middle of modifying our full inclusion service delivery model to include class periods for learning support. This class period will help student who are struggling to meet the deadlines in their core classes or who need more modification to their assignments. This class session is available to every student regardless of class schedule; giving students an opportunity to fulfill testing accommodations without any negative peer interactions and allowing for movement breaks in a very natural setting. Educational Assistants will continue to serve students in the general education setting in the qualified areas of service. We continue to work with Tribal and Washington State DVR programs to practice the soft skills needed in employment. Also students have the opportunity to fill out the service application for this agency to become a client upon their graduation from YNTS. We partner with the 21st Century Afterschool Program and MESA to do enrichment activities. Cooking, robotics and community service projects to earn our way to WE day are all things students can join in to make their education experience richer and more personally fulfilling.

x. The Schools Discipline Plan

The Yakama Nation Tribal School complies with Parent/Student Handbook that contains student discipline policies and procedures approved by the Yakama Nation Tribal School Board.

attached

xi. The Schools Community Engagement Plan

Yakama Tribal School is open every Thursday night to engage tribal and community to participate in Culture Night. A meal is served during the evening, after the meal adults and youth are invited to dance and sing traditional songs and perform various dances. The program is two hours in length. Some of the evening activities are in conjunction with holidays, giving the atmosphere a sense of excitement for those in attendance. Our Students go on Food Gathering excursions (berries, Indian roots, hunting for deer or elk, fishing for salmon) these foods are preserved and served to the Elders prior to Thanksgiving to engage Senior Citizens in our communities. We also reach out to members in the community to help and teach us how to do; Beadwork, Dreamcatchers, Wing Dresses, Drums, Rattles and Moccasins.

The community is also active as participants and attends sporting events and activities. Throngs of the community members are here for; football, volleyball, basketball games and Halloween functions, JOM meetings, Senior Class fundraisers and Potlucks.

xii. The Schools Operations Plan and Governance Structure

Yakama Tribal School

Parent/Student Handbook

2017-2018 School Year



Table of Contents

Administration	2
Faculty and Staff	2
Mission Statement	2
Visitors	3
Fire Drills/Lock Downs/Evacuations	3
School Cancellations/Early Releases	4
Arrival and Departure Times	4
Student Automobiles	4
School Bus Rules and Regulations	5
Medication at School	5
Illness During the Day	6
Custodial Arrangements	6
Dress Code	6
Alternative Wheeled Vehicles	6
Field Trips	6
Activities and Programs	6
Special Programs	7
Grading	7
Graduation Requirements	8
Truancy	8
Unexcused Absences & Tardiness	8
Attendance Standards	9
Improvement Plan (IP) and Probation Performance Agreement (PPA)	9
Student Behavior & Expectations	9
Consequences for Minor, Major and Severe Violations:	11
Drug and Gun Free School Zones	11
Gang Involvement	11
Substance Abuse	12
Cell Phone Policy	11
Substance Abuse Intervention Rules and Procedures	12
Law Enforcement Jurisdiction	12
The Yakama Nation Tribal Police have the responsibility and authority for upholding Tribal, and Federal Laws on the Reservation, this includes the YNTS premises.	12
Search and Seizure	12
Rules Regarding Student Use and Possession of Alcohol/Drugs	12
Dropped/Suspension/Expulsion Rules and Procedures	13
Appeals	13
Student Records	14
Access Rights	14
Retention and Destruction of Student Records	15
Procedures for Challenging the Content of Student Records	15
Student Record Information	15
Transcripts	16
Transfer of Student Records	16
Athletic Eligibility	16
PARENT CODE OF CONDUCT	17

Board of Education Members

Raymond Smartlowit, Esther Moses-Hypier, George Selam, and Frank Mesplie

Administration

Leon Strom, Superintendent
Vacant, Principal
Katrina Walsey, Dean of Students

Faculty and Staff

Dexter Bad Bear, Information Technology
Raynel Begay, Counselor
William Barker, Education Specialist
Elena Batin, Bookkeeper
Wendell Cozad, Bus Driver
Jacob Davis, Education Specialist
Dawn Depoe-Ike, Education Specialist
Gretchen Feider, Head Special Education Teacher
Evelyn Hawk, Assistant Registrar
J.J. Lewis, Custodian/Maintenance
Mary Looney, Education Specialist
Stacie Mesplie, Education Specialist
Evonne Moore, Cook
Julia Polk, Registrar
Shae Schimmel, Para-Professional
Charles Senator, Custodian/Maintenance
Ida Shock, Business Manager
Bryan Adam, Strom, Educational Specialist
Greg Strom, Para-Professional
Lillian Sweowat, Office Assistant IV
Winonah Tadena, Education Specialist
Ezelda Winnier, Cultural/Language Specialist
Clifford Smiscon, Transportation Manager/Bus Driver
Rory Walterman, Custodian/Maintenance Supervisor
Denise Yallup, Food Services Manager
Sarah Yallup, Bus Driver

Introduction

The Yakama Nation Tribal School (YNTS) is a private Native American School, sanctioned by the Superintendent of Public Instruction's Office in Washington State and managed by the Yakama Nation and the Bureau of Indian Education (BIE). YNTS strives to provide cultural, social, and academic services to Native American students in grades 8 through 12.

Mission Statement:

Yakama Nation Tribal School is committed to guiding students to become life-long learners and productive citizens, while strengthening cultural values and building character.

WHAT IS EXPECTED OF ME?

Characteristics of successful Xwayama P.R.I.D.E.:

Perseverance: See challenges as opportunity to grow
(Do not give up on any assignment, seek extra help, give assistance to others)

Respect: Hold yourself and others to a high standard of respect
(Use of appropriate language, no sunglasses, no chewing gum, no food, no electronics)

Integrity: Be honest, accountable, and proud of your decisions

Determination: Be ready to put forth your best effort everyday
(Bring and use your binder/planner, complete your work to the best of your ability)

Enthusiasm – Come curious, ask questions, think critically and passionately (Be in your seat and working before the bell rings, participate).

Visitors

Persons not enrolled in YNTS must sign in/out with front office. Office staff will be responsible for locating the student, teacher, or any other school personnel needed. The office staff may issue a VISITOR PASS; however, even though a person arrives at a classroom with a visitor's pass, it is the teacher who has final discretion.

Fire Drills/Lock Downs/Evacuations

Any student setting off a false fire alarm is subject to disciplinary action.

The following procedures are to be followed during an emergency evacuation of the building for fire/fire drills, bomb threats, and other emergencies:

1. Students are to evacuate the building in an orderly manner as indicated by the fire plan posted in each room.
2. Students are to remain at least 250 feet from the building until the emergency is over.
3. Students are to remain in a classroom group with their teacher during the emergency.
4. All lights must be turned off when exiting the building.
5. All windows must be closed when exiting the building.
6. Students are not to reenter the building until the all clear bell sounds.
7. Attendance needs to be taken once outside.

YNTS has a Continuity of Operations Plan (COOP Plan) for all major emergencies. Four major plans detailed in the COOP include:

- **Fire alarm-** Immediate evacuation of the building.
- **Lock downs (short term)-** Immediate perimeter lock down, including doors and windows, students will move beyond view from windows and doors and remain there until the threat has been lifted. Lights out and blinds covering windows, etc.
- **Lock down (long term)-** The same as **Short Term** and including that parents will not have access to the building until the authorities permit.
- **Earthquake-** remain where you are, teacher will give signal to drop, cover, and hold, take cover under sturdy furniture, stay away from outside walls and windows, after shaking has stopped an evacuation of the building will occur. All students will go immediately to the softball fields away from building, street lights, and utility wires.

School Cancellations/Early Releases

YNTS uses automated calling system to inform parent/guardian of emergencies which may require returning students to their home before regular dismissal time or closure of the school for the day. Please update your contact information, so you will receive text/phone call from the YNTS automated system. **DO NOT CALL THE SCHOOL. NO ANNOUNCEMENT MEANS NORMAL OPERATIONS.**

The radio stations listed below will be broadcasting school emergency information.

KYNR AM 1490 KXWD FM 104.1 KFFM FM 107.3 HOT99.7 99.7
TV CHANNELS 23/29/35

Arrival and Departure Times

- Students are not to be on the school grounds prior to 7:45 a.m. unless they are participating in an approved school activity. Early arrivals create a safety issue, as there is no supervision before that time.
- Breakfast is served: 7:50 a.m. to 8:10 a.m.
- Students are expected to go home after school is dismissed at 3:10 p.m. unless they are participating in an approved school activity.

Transportation/Automobiles/Student Drivers

- It is mandatory that students ride their assigned school bus each day.
- If you want your child to stay after school or be dropped off at another residence, please write a note or contact the school before 3:00 p.m.
- Due to liability, students who ride the school bus must take the bus home.
- YNTS is **ONLY** responsible for students who ride in permitted YNTS vehicles.

Student Automobiles

- YNTS is not responsible for any personal property or damage to vehicle while on school grounds.

- To insure the safety of people and property, students operating a vehicle at school must follow these rules; each student must carry a legal driver's license, proof of insurance, and vehicle registration. Students will assume full responsibility for any comprehensive or collision claims that may occur while on school property.
- Students must register their vehicle at the school office. Parking permits must be visible in the window whenever parking on campus. Failure to display a parking permit can result in a disciplinary action and/or the car will be towed at owner's expense.
- Vehicles must be driven in a safe manner, obey all posted signs. Students must drive the speed limit.
- Cars should be locked when in the school lot.
- Sitting in cars anytime during the school day or at lunch is not permitted.
- Unsafe driving or repeated violations of driving/parking rules will result in loss of parking privileges and disciplinary action.
- Students needed to retrieve items from vehicle during school hours, must check in at front office and be escorted by YNTS personnel.
- YNTS reserves the right to search any student vehicle parked on school grounds for the purpose of safety issues. By driving your vehicle to school you consent to a search of that vehicle at any time. "Possession" of alcoholic beverages, illegal chemical substance and/or prescription drugs, firearms, explosives or dangerous weapons is strictly forbidden.

School Bus Rules and Regulations

- Waiting period will be up to one (1) minute, bus will arrive and honk horn, wait 30 seconds, honk again, after the second 30 seconds bus will leave.
- Bus driver's make the final decision on departure.
- Three consecutive no-shows after the bus stops will result in suspension of bus service.

Use of buses is for transportation to and from school by YNTS. Rules and regulations for riding the school bus are as follows:

- The bus driver is in full charge of the bus and students.
- Students shall ride their regularly assigned bus at all times, unless permission has been granted by a school official. A note or phone call from parent/guardian is required.
- Unless by permission from school authorities, no student shall be permitted to leave the bus except at his/her own regular stop.
- Students are to assist in keeping the bus clean. Refrain from throwing trash out of the bus. No eating on the bus. Open containers are forbidden.
- No matches, lighters, smoking or fires.
- No open windows unless by permission.
- No student shall at any time extend their head or arms out the windows.
- Keep aisle clear. Leave personal belongings, i.e., blankets, skateboards, sporting equipment at home.
- Students are to remain seated while the bus is in motion.
- Students must leave the bus in an orderly manner.
- Self-discipline and respect should be exercised by students at all times. Please keep hands to self.
- Student's misconduct will be sufficient reason for transportation to be discontinued for those involved. Remember when you get on the YNTS buses you will abide by all school rules.

Medication at School

If your child needs to receive medication, whether prescriptive or over the counter (aspirin, Tylenol, cough drops, etc.) during school hours, such medication must be kept in the office and all medication should be left in original containers and must be accompanied by a Medication Authorization Form stating the name of the medication, dosage, and special instructions. These forms are available at the

office. Teachers are not allowed to give out medication unless dictated by Medication Authorization Form. YNTS encourages students to take their medication(s) at home.

Illness During the Day

Students who are ill during the day are sent to the office. Students should not come to school if they have vomited or have a fever within 24 hours of the school start time. Students must check out through the office when leaving due to illness, failure to do so may result in a truancy. Upon student return to school after illness a doctor's note is required for an excused absence. YNTS will call 911 if a parent/guardian cannot be reached therefore it is extremely important that your contact and emergency information is current.

Custodial Arrangements

Parent/guardian shall provide complete court ordered information regarding the custodial care/visitation rights of student. The parent/guardian is responsible to inform the school of changes in the issuance of any court order restricting or prohibiting access to the child.

Dress Code

Your attire should not disrupt the educational process. If you are in violation of the "dress code" you will be given appropriate attire to wear for the remainder of the day, and at the end of the day you will exchange the attire for your clothing. You may be sent home if the dress code violation cannot be corrected. Following the dress code contributes to pride, citizenship and professionalism.

Inappropriate attire consists of the following:

- Hoods, bandanas, and sunglasses.
- Visible undergarments, cleavage, belly or buttocks even if visible through sheer clothing.
- Trunks/shorts, skirts, dresses need to be mid-thigh or longer. Tops must cover shoulders and torso.
- Any clothing referencing drugs, gangs, alcohol, profanity, and/or sexual content.

Alternative Wheeled Transportation

Skateboards, Rollerblades, Heelys, Hoverboards and Scooters are not allowed on campus at any time and will be confiscated. Parent/guardian will be notified to pick up confiscated item.

Field Trips

Field trips are privileges given to students: no student has an absolute right to a field trip. A student will be denied participation in a field trip if student is failing two (2) or more classes and/or presents a behavioral concern. A parent/guardian has a right to refuse to allow their student to participate in a field trip and must make alternate arrangements for the student through YNTS administration.

Activities and Programs

- **I.S.E.P.Count Week** is held within the first sixty days of school. All students are required to be in school every day during count week and to ride their assigned buses. Count week is used as YNTS primary funding source.
- **YNTS Traditional food gathering.** These activities are to gather huckleberries and dig roots for school use and specifically for the Elder's Dinner, which is held in November. This also allows students to experience the closed area and "usual and accustomed" gathering practices of the Yakama Nation.
- **Gifted and Talented Program** is based on students who achieve in five different areas; Intellectual Ability, Creativity/Divergent Thinking, Academic Aptitude/Achievement, Leadership, and Visual and Performing Arts. Students are referred to the program by parents, staff or self. A selection team will review the assessments to decide if they qualify for the gifted

- and talented program. The coordinator will guide the students through an individualized education plan to help students gain more academic and leadership skills through activities.
- **Sports Programs** offered at YNTS are cross country, basketball, track & field, football and volleyball. Please have a recent physical examination turned into the office as soon as possible and all sports seasons require a mandatory parent/athlete meeting. All practice times will be announced by the prospective coach.
 - **CLOSE UP** is held in April and involves a trip to Washington, D.C. to see up close how the government of the United States runs. Students are selected on their academic achievement and attendance plus their excellent behavior throughout the school year. Participants/families are required to participate in fundraising efforts to pay for this trip. Students travel to Washington, D.C. with school chaperones for a weeklong visit filled with activities about civics.
 - **YNTS Community Activities** include the following Open House, Pow-Wows, Veteran's Assembly, Elders Dinner, Project-based Learning Expo Nights, Student Led Conferences, JOM Parent meetings, Weekly Culture Nights, PNWU-Roots to Wings Mentoring Program, Senior Parent meetings, CWU SOURCE Research Group, Running Start at Heritage University, and YV TECH.
 - **Clubs** Students and staff are encouraged to initiate and maintain organizations promoting community togetherness. Current clubs include Cheerleading, ASB, Dance Troop, STEM (Science, Technology, Engineering and Math), Environmentors, and the Wild Horse Project.
 - **MAP Testing and SBA** will be scheduled and administered during the school year. The MAP (Measurement Academic Progress) will be given to all students three times during the school year. The SBA (Smarter Balanced Assessment) testing will be administered to the 11th and 8th graders in the spring. The EOC (End of Course) will also be administered to students for Biology. WELPA (Washington English Language Proficiency Assessment) testing is used to determine student eligibility for English language development services. The results from these assessments will be reported to the Bureau of Indian Education (BIE) to determine whether our school has met Adequate Yearly Progress (AYP).

Special Education Programs

- The Special Education Program requires qualification by testing or, in some cases, requires the recommendation of a physician. If your student has been in a special education program in the past, be certain the registrar knows this when applying. YNTS offers a program for students with special needs. Support is offered in mainstream classes via curriculum adaptations, teacher assistant support, and modifications and accommodations.

Grading

- A = excellent achievement and effort
- B = good achievement and effort
- C = average achievement and effort
- D = poor achievement but reasonable effort
- F = poor achievement and effort. No credit is given.
- P = passing grade. Credit is given.
- I = incomplete

To determine grade point average (GPA), numerical values are assigned each grade:

A =	4.0	B- =	2.7	D+ =	1.3
A- =	3.7	C+ =	2.3	D =	1.0
B+ =	3.3	C =	2.0	F =	0
B =	3.0	C- =	1.7	P =	0

Graduation Requirements

Classes	Credit Requirements
English	4
Mathematics	3
Science	2
Social Studies	3
Arts	1
Health and Fitness	2
Occupational Education	2
Electives	4
Foreign Language	2
Total Credit Requirements	23

*YNTS is affiliated with the Confederated Tribes of the Yakama Nation therefore the Yakama Language Class complies with the World Language requirement.

Truancy: The purpose of Chapter 80.04 (truancy) is to promote the education of youth by requiring the regular school attendance of all school age children living on the Yakama Reservation. In recognition of the Yakama Nation's interest in attaining the highest possible school attendance by all children, school districts shall work together with the Yakama Nation to ensure accurate reporting of both student absences and all efforts taken by the school to work with each child in addressing unexcused absences. For more information contact Marty J. Heemsah- YN Truancy Officer at (509)865-5121 x. 4590 or marty_heemsah@yakama.com

Unexcused Absences & Tardiness

Every student has the responsibility to be in each class on time. Students with a tardiness problem will be referred to the Dean of Students for disciplinary action. Late arrivals to school will be unexcused absence/tardy. An exception to this would be a note/phone call from parent/guardian explaining the reason i.e., doctor, dentist, court, funeral, family emergency. Parent/guardian will be notified for every absence per class period by automated phone/text/email system.

Attendance

YNTS administration will determine whether an absence is excused or unexcused at the time of prearrangement or upon communication with parent/guardian following the absence:

1. The only EXCUSED absences from school are: illness, quarantine, medical/dental services, cultural ceremonies (i.e., funeral, name giving, memorials, medicine dances, Longhouse ceremonies, root feasts' preparation), court appearances or serving as a member of a jury.
2. A student who has an EXCUSED absence must complete missed work.
3. Make up work will be given upon request and turned into teacher upon return.
4. Students are not allowed to check themselves out even if over 18 years of age.
5. Students are considered full-time if they are enrolled in four or more classes.

Attendance Standards

1. In connection with maintaining a closed campus, classroom doors will be locked after the first late bell has rung. It will be the student's responsibility to check in at the front desk and to get an admit slip BEFORE attending class.
2. Upon return to school, students have two days to excuse an absence.
3. Absences 1-4 parent/guardian will be notified for every absence per class period by an automated phone call/text/or email.
4. After five absences YNTS will schedule a meeting with parent/guardian, student, and truancy officer to review and sign YNTS contract agreement in order to be in compliance with YN truancy code (Revised YN Law & Order Codes, V.5.2016)

Improvement Plan (IP) and Probation Performance Agreement (PPA)

YNTS provides several services through the IP and PPA. An improvement plan (academic, behavioral, or disciplinary) is an agreement between the YNTS, parent or guardian, and the student that lists specific behaviors the parties will perform and the consequences that will result if IP is not implemented; it also provides for informed consent from the student and results in an improved situation for all concerned.

Improvement Plan for:

- Attendance: absences and tardiness
- To earn credits towards graduation
- Transportation re-contracting (refer to school bus regulations)
- Work credit
- Academic Contract

Performance Probation Agreements for:

- New transfers with academic, behavior, or attendance issues from their previous school.
- Students who are not successfully following their IP will be placed on a PPA.

Yakama Nation Tribal School "Contract Agreement"

Student Behavior & Expectations

The objectives of the student behavior policies are to: facilitate teaching and learning in the classroom; establish and maintain appropriate behavior in the school; aid our Native American youth in development of responsible attitudes and habits; and ensure the health, safety, and welfare of all students.

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL

The following acts are examples of unacceptable behavior at school or school-sponsored events and are subject to disciplinary action:

1. **YAKAMA NATION TRIBAL SCHOOL IS A CLOSED CAMPUS.** Leaving campus without authorization is PROHIBITED. A written note or phone call from a parent/guardian is required in order for a student to leave campus during school hours. The parking lot is considered leaving campus. Regardless of the reason for leaving, the office must keep a record. Parents/guardians must sign the student out when leaving and sign in upon their return. If a student skips class and leaves campus you will be required to do a (UA) urine analysis to remain in school. (Major)

2. **Regular attendance in school is mandatory for the student.** All students must be on time to school each day and to class, however, after seven (7) absences for the school year, YNTS will file a petition with Yakama Nation Truancy Court. (Major) A student with ten (10) absences will be dropped from school enrollment; they may request for an appeal to petition for re-entry within three (3) school days of being dropped.
3. **Students are not permitted to bring back packs to school.** (Minor)
All students must turn in back packs to the front office.
4. **No deliberate cheating or lying.** Every student is responsible for his/her own work, especially on tests. (Minor/Major)
5. **No Sleeping or lying down** in the classroom or hallway will result in a referral. (Minor)
6. **No Hoods, bandanas, hairnets, and sunglasses** will NOT BE WORN in the building. (Minor)
7. **No food, energy drinks, Gatorade, coffee or pop** will be allowed in the classroom or hallway. No fountain drinks are allowed in the building; staff will confiscate drinks. Lunch or other food items cannot be delivered to school for students. School lunch is provided. (Minor)
8. **YNTS WILL NOT be responsible for student's personal belongings.** Large sums of money and unnecessary valuables should not be brought to school or left unattended. YNTS WILL NOT BE RESPONSIBLE for theft, loss or damage to any personal property.
9. **No Public Display of Affection (PDA)** shall be cause for discipline. Any display of affection such as hugging, kissing, sitting on a person's lap or sexually suggestive contact is not allowed on campus or at any YNTS sponsored activity. (Minor/Major)
10. **Visible hickeys must be covered** and will be cause for a referral for counseling. (Minor)
11. **Littering the campus is not allowed.** Students are to pick up after themselves and keep the campus clean. (Minor)
12. **Willful defiance or disobedience,** disrupting class school activities, or insubordination toward any school personnel, either by word or act, will be considered failure to comply with a reasonable request and will result in immediate disciplinary action. (Major/Severe)
13. **Obscene, vulgar, immoral or indecent language,** writing, pictures, signs, or acts will not be tolerated. Abusive language (swearing/profanity) toward a teacher or staff member will result in immediate disciplinary action. (Major/Severe)
14. **Unauthorized entry to restricted areas,** secure classrooms, offices, desks, cabinets, and parked vehicles is prohibited. Trespassing/theft/willful destruction/vandalism of school property, parked cars, or any personal property is prohibited and will be reported to the Yakama Nation Tribal Police. (Severe)
15. **Disrespect for or causing damage to school property,** textbooks and equipment, including graffiti on any school surface, will not be allowed. The student may be subject to Tribal fines. (Major/Severe)
16. **Misconduct, insubordination,** graffiti or destruction of property on school vehicles is prohibited. The student may be subject to Tribal fines. (Major/Severe)
17. **No snowball throwing, kicking snow on others or white washing will be permitted.** These activities may result in the injury of another person and is a serious offense (Minor/Major).
18. **Fighting or promoting violence by encouraging an individual to fight is strictly prohibited.** Fighting on school grounds, in a school vehicle, or at any school sponsored activity: causing or attempting to cause, threatening to cause physical injury to another person is prohibited. FIGHTING will result in a 1-3 day suspension for ALL parties involved and will be placed on a Contract Agreement. Following a second offense, the student will be dropped from school. Depending on the severity of the offense, school administration may go directly to expulsion from school. Yakama Nation Tribal Police will be called. (Major/Severe)
19. **Bullying/Harassment/Intimidation/Threatening** of staff or other students will not be tolerated, i.e., rude comments or gestures, unwanted touching, rude jokes, notes, texting, social media, gossip, rumors, etc. Depending on the severity of the incident the Yakama Nation Tribal Police may be called to take appropriate action. (Minor/Major/Severe).
20. **Assault of a student or school personnel is prohibited** and will result in a mandatory suspension or expulsion based on the severity of the offense. Yakama Nation Tribal Police will be contacted to investigate and file a report. (Severe)

21. Possessing, using, selling, or otherwise furnishing any dangerous or annoying instrument or substance, strictly prohibited. Articles specifically prohibited include: guns, explosives, fireworks, matches, lighters, knives, smoke bombs, stink bombs, and any other instrument or weapon that may be used to damage property or cause injury. (Severe)
22. Any student found to be possessing, using, or selling illegal or unauthorized drugs or alcohol or possessing illegal drug paraphernalia or furnishing of tobacco, alcohol, controlled substances, or any other substance with the potential of causing intoxication or chemical addiction, is prohibited. Yakama Nation Tribal Police will be called. (Severe)
23. Students will not attend school or any activity on school property when under suspension or expulsion. (Major/Severe)

No cell phones or any other electronic devices are permitted at school. (ex. MP3, Tablets, Laptops) Steps for Disciplinary action:

- 1st Offense** - Any cell phone or any other electronic device will be confiscated and turned into the Dean of Students. Parent or guardian will then be required to come and pick up phone.
- 2nd Offense** - Any cell phone or any other electronic device will be confiscated and turned into Superintendent. Parent will then be required to come and pick up phone.
- 3rd Offense** - Student will be suspended 1-5 Days.

*The Superintendent has the authority to handle this issue at his/her discretion.

Consequences for Minor, Major and Severe Violations:

Minor Infractions: Will result in a verbal warning, written referral, and contact home. Three minor infractions will equal a major infraction. A one (1) day in-school suspension will occur and Contract Agreement will be signed to prevent further suspensions. Attendance to parent/guardian/student staffing is required before returning to the classroom.

Major Infractions: For failure to comply with school rules and policies for behavior **first offense:** A three (3) day in-school suspension/ Contract Agreement signed. **Second offense:** 3-5 day in-school suspension. **Third Offense:** A long-term suspension or expulsion

Severe Violations: **First offense:** 3-5 day suspension. **Second Offense:** 5-10 suspension. **Third Offense:** Long-term suspension or expulsion from school.

*The Superintendent has the authority to expel students and call YN Tribal Police at their discretion.

Drug and Gun Free School Zones

YNTS follows Washington State RCW 9A.1280 regarding Drug and Gun Free School Zone policies. All state criteria and recommendations will be upheld in our policies, including expulsion from school.

WEAPONS POLICY: In accordance with Washington State Law RCW 28A.600.010, any student bringing a weapon to school will be expelled for up to one year. (Emergency Expulsion).

Gang Involvement (Possible Expulsion/Zero Tolerance)

(Major/Severe Violation) The Yakama Nation is against gang involvement/activity of any kind. Any indication that a student is gang involved may be cause for referral to the student assistant program and/or disciplinary action. Indications of involvement may include behavior, language, dress, gesture, graffiti, damaging school property, or writing styles noticed by staff or reported to others.

CONSEQUENCES

First Step: A verbal and written warning and a possible 1-3 day suspension, and contact home. Also, violators will be sent home to change clothing or attire. **Second Step:** A short term suspension will occur from 3-5 days (Major Infraction). Conference with Parent/Guardian and student for reentry back to school is mandatory to prevent any further suspensions or even expulsion if behavior does not change. **Third Step:** A Long Term Suspension or Expulsion for Gang Activity, due to noncompliance of school rules, regulations and policies. The Superintendent of Yakama Nation Tribal School has this authority to expel for unsafe behavior and non-compliance of school rules and policies concerning gang activity.

Substance Abuse

The Yakama Tribe believes in the total development of the student. Because the use and abuse of alcohol, tobacco, and controlled substances deter the student performance, intervention activities should be applied. Although the primary responsibility for intervention and treatment of substance abuse rests with the student and parents/guardians, the Tribe authorizes in-school activities to encourage prevention, intervention, and treatment of this disease. Therefore, the Tribe authorizes the Yakama Nation Tribal School staff to cooperate with the appropriate outside service agencies to enable a unified attack on substance abuse.

Substance Abuse Intervention Rules and Procedures

To effectively implement the policy on substance abuse intervention, the following statement of rules and procedures shall apply:

- Any enrolled student may apply for and receive intervention assistance.
- School staff, parents, or guardians may refer students.
- Referrals shall be made by written application signed by both the parent/guardian and the student to the appropriate agency.
- Intervention activities will be assigned following approval by the counselor. Cooperation with outside agencies such as Yakama Tribal Youth Treatment Program, Yakama Tribal Alcohol and Drug Program, IHS Mental Health Division, Merit Resources, Nak Nu We Sha, Yakama Tribal Court and/or DSHS Children's Service Division is authorized and expected.

Law Enforcement Jurisdiction

The Yakama Nation Tribal Police have the responsibility and authority for upholding Tribal, and Federal Laws on the Reservation, this includes the YNTS premises.

Search and Seizure

Students have an absolute right to be secure in their person and property against unreasonable search and seizure. School officials may conduct searches of student property, desks, and other property assigned to individual students if they have probable cause to believe that the student has in possession any items or materials which student is forbidden to possess by YN Tribal and Federal law. All such items or materials discovered by school officials will be immediately confiscated and turned over to law enforcement agencies.

Rules Regarding Student Use and Possession of Alcohol/Drugs

If there is reasonable suspicion that a student is intoxicated or possibly under the influence/possession of a controlled substance, the Dean of Students will have student take a Urine Analysis (UA). If the student is found to be intoxicated or under the influence of a controlled substance, **AUTOMATIC SUSPENSION** will occur. At this time, the YN Tribal Police will remove the student from the school premises. The parent/guardian will be immediately notified of this action.

First offense: Positive UA, for drugs/alcohol, the student has three (3) days to complete an assessment. Student will also be placed on a Contract Agreement for ensured success. This agreement monitors academics, attendance, behavior, and general citizenship within YNTS.

Second offense: Students will be dropped until they successfully complete an inpatient or outpatient program. When they complete program, you can always reapply for admittance to YNTS. Students must provide documentation of successfully completing a treatment program. The process must be completed within a semester to be considered for re-entry to YNTS.

Third offense: Student will have to be successful at another school for one academic year.

The possession or distribution of alcohol and or controlled substances on campus is prohibited and will lead to expulsion and will be reported to the Yakama Tribal Police.

Dropped/Suspension/Expulsion Rules and Procedures

Students who dropped from school may ask for a hearing for reinstatement.

Suspension is the formal step in which a school administrator temporarily removes a student from a school for a specified number of days. Suspensions will be at home. Assignment to a time-out area not to count as a suspension, it will be at home, unless specifically indicated in a letter to the parents or phone contact.

The Superintendent is the only authorized Administrator who has the legal right to expel students.

Appeals

If expelled, the student, parent/guardian may appeal the decision to the School Board. Written notice of appeal addressed to the School Board shall be made within ten (10) days after the decision.

1. The Superintendent/School Board will listen to the information presented and render a decision at the hearing or within three (3) school days thereafter.
2. A letter will be sent to the student and parent/guardian stating the reason for the decision.

Due Process

Students who commit crimes or violate laws as established by County, Tribal, State or Federal codes. The court will administer the penalties for any violations of the law and the school may impose a second penalty, which will not be construed as "Double Punishment" or "Double Jeopardy."

Student Rights and Due Process procedures are as contained in 25 CFR Part 42, Section 41.1 through 42.5, revised April 1990. The regulations govern establishing a program of students' rights and Due Process procedures in Bureau of Indian Affairs Schools and in the schools that are operating under contract with the Bureau of Indian Affairs.

Due Process Rights:

1. The student has a right to be present at the hearing as well as the student's parent(s) or guardian(s) or their designee and/or be represented by legal counsel of his/her choice.
2. The student has a right to produce and have produced witnesses and/or evidence on the student's behalf and an opportunity to examine all witness statements.
3. The student has a right to a record of the hearings on disciplinary actions, including written findings of facts and conclusions.
4. The student has a right to administrative review and appeal.
5. The student has a right to not be made to testify against oneself.

6. The student has a right to have allegations of misconduct and information about the allegations removed from the student's records if the student is found not guilty of the charges.

Due Process shall include:

1. Written notice of charges mailed to the permanent address of the student. Notice of the charges shall
2. The notice shall contain the alleged violations, the facts presented that constitute the alleged violation, and notice of access to all statements related to the charge and to those parts of a student's record which shall be considered in rendering a disciplinary decision.
3. A fair and impartial hearing will be held before any disciplinary action is imposed.
4. The disciplinary hearing is held by teleconference or in absentia. All parties will be sent notice of the hearing date and time within ten (10) instructional days of the date of the administrative hearing. The disciplinary hearing will be within ten (10) working days after notification. Parents are welcome to attend the hearing. All expenses incurred related to the attendance of the hearing are the sole responsibility of the parent/guardian.
5. If proper documentation, which shows the student and his/her parent/guardian have been properly notified of date, time and place of the hearing and telephone contact cannot be established, the hearing will be held in absentia. It is the responsibility of the student to notify the Hearing Secretary if a rescheduling needs to take place prior to the hearing date.
6. The student has a right to a written copy of the charges against him/her including the date, time, and place for the charges.
7. The student has a right to have the Superintendent postpone the hearing for a reasonable amount of time, if the student believes he/she has not been given enough time to prepare an adequate defense or have enough time to have parents/guardians participate.
8. The Disciplinary Hearing Board shall hear cases involving rule violation and shall suggest recommendations of disciplinary actions on a major vote basis, based solely on the evidence presented at the hearing.

Student Records

Parents/Guardians Rights to Access Student Records:

If parents are divorced or legally separate, the parent(s) having legal custody of the student may challenge the content of the record offer a written response to a record or consent to release records to others. Either parent may grant consent if both parents notify the school, in writing, that such an agreement has been made. Once a student reaches the age of 18 or attends a post-secondary school he/she alone shall exercise rights related to his/her student records and grant consent for the release of records. For each student's record, the school custodian of records (registrar) shall keep a log identifying all persons, agencies, or organizations requesting or receiving information from the record. The log does not have to be signed by parents, adult students or school personnel who have direct need of information. School officials or employees who have legitimate educational interest shall have access to student records. A log of who had access to records shall be accessible only to the legal parent or guardian, eligible student, adult student, dependent adult student, custodian of records and certain state/federal officials.

Access Rights

Access for parents, shall be provided within five days, during school hours. Access to student records and information shall not be denied to a parent because he/she is not the child's custodial parent.

Persons, agencies, or organization specifically granted access rights pursuant to state law shall have access without written parental consent or judicial order. Persons, agencies, or organizations not afforded access rights may be granted access only through written permission of the adult student or the parent.

Retention and Destruction of Student Records

No additions except routine updating, shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent or adult student.

Mandatory permanent student records have to be kept in perpetuity. Records are kept on campus for several years. They then are transferred to a federal archive. All transcripts are requested through Yakama Nation Tribal School.

Procedures for Challenging the Content of Student Records

The parent/guardian of any student may submit to the Principal or designee a written request to correct or remove from his/her child's record any information concerning the child, which he/she alleges to be;

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer's area of competence
- Not based on the personal observation of a named person with the time and place for the observation noted.

Within thirty days of receiving the request, the Principal or designee shall communicate with the parent/guardian and with the employee (if still employed) who recorded the information in question. The Principal shall then sustain or deny the allegations. If the allegations are sustained, the Principal shall overturn the correction or removal and destruction of the information.

The right to challenge becomes the sole right of the student when the student becomes 18 or attends a post-secondary institution. Parents and eligible students must give written consent for release of identifiable information to the registrar.

The cumulative records of a student, including Social Security numbers will be current and filed in the Registrar's office. Proper safeguards will be taken with these records. Permanent folders are kept in a locked filing cabinet in a locked room.

Student Record Information

Student Records and Information maintained by the school do not include informal notes about a student, which a school employee keeps for private use and is not revealed to any person, except a substitute teacher, or on a need to know basis. Mandatory Permanent Student Records, which shall be kept indefinitely, include:

- Student Application
- Certificate of Indian Blood
- Birth Certificate
- Immunization Record
- Transcript
- Information on participation in special education programs
- Results of standardized tests given within the past three years
- Disciplinary notices

All cumulative records maintained on a student are confidential and are opened only to the student and the parent/guardian. Yakama Nation Tribal School adheres to the Family Education Rights and Privacy Act of 1974 (Public Law 93-380).

This statement notifies parents/guardians and students of the student confidentiality of all identifiable information and education records.

Parents and eligible students may inspect and review educational records and/or request a copy of records at no charge.

Transcripts

Student transcripts are available from the school Registrar (509-865-5121 extension 4525). Official transcripts must be requested in writing, addressed to the Registrar. Official transcripts will be sent out within 72 hours if the transcripts are available on site. Unofficial transcripts may be sent within 48 hours.

Students entering Yakama Nation Tribal School are requested to have transcripts sent to the school with the application. The school cannot be held responsible for students, who are placed in courses which they have taken at a previous school when the school does not have a transcript to verify that a course has been successfully passed.

Transfer of Student Records

When a student transfers to another school, this school shall forward a copy of his/her mandatory records as requested by the other district or private school. The original or a copy of this record shall be retained permanently by this school. The student's records shall be updated before they are transferred. The records shall not be withheld from the requesting district due to fines owed to the school. If the student has unpaid fees the student records will not be given to the individuals.

Athletic Eligibility

To be eligible for inter-scholastic athletics at Yakama Nation Tribal School, students must be on track for graduation and conform to all Washington Interscholastic Athletic Association (W.I.A.A.) rules and regulations. Being on track for graduation means that the student has time available on the regular schedule to pass all required courses while eligible for sports. All seniors must pass all subjects for that student to graduate.

The following rules apply:

1. Every student is required to regularly attend school and be passing ALL six subjects. To determine the "be passing" portion of the rule, a check of grades will be made on a Wednesday to Wednesday basis during the sport season. An athlete who is not passing will be ineligible for one week.
2. Students that who are ruled ineligible shall still have the opportunity to try out for and practice for one week.
3. A Student who is not passing a class may meet with the Principal/Athletic Director to determine eligibility if the student obtains a written note from the respective teacher indicating he/she is passing.
4. Every student will be required to have a parent/guardian sign the Athletic Code
5. Every student will be required to have a physical examination.
6. A student will be ineligible for that day to play a game when he or she has served a short term suspension.
7. A student will be ineligible when serving a three-day out-of-school suspension. The student will not play that week.
8. Student athletes are to be abstinent in order to play on the team as agreed in the Student Athletic Contract. Violators will be removed from the team.

PARENT CODE OF CONDUCT

Yakama Nation Tribal School (YNTS) encourages parent involvement and acknowledges that you have a great deal to contribute to the YNTS program. Throughout the year, parents have many opportunities to become involved in the YNTS program and to help determine the outcome their student's educational experience. This means parents will collaborate with staff, community members, as well as with other parents during JOM Parent Meetings, conferences, volunteering opportunities, and other YNTS events. During these collaborations, it is possible that differences in opinion may occur. During these times, it is important to acknowledge that we all come from different backgrounds and to value everyone's ideas and experiences. Maintaining a mutual respect for each other (in both speech and demeanor) will foster a positive learning environment and educational experience for students while they attend YNTS. To accomplish this, we ask that you follow YNTS's **Parent Code of Conduct** rules below:

Maintain a positive representation of the YNTS Program in both speech and demeanor while on YNTS premises and at YNTS events (i.e. Common Courtesy, Patience, Compassion, Respect, Non-Discrimination, Cooperation, Positive Attitude).

Maintain professionalism in all actions, language, and dress. This includes: (1) Not being under the influence of drugs and alcohol, (2) Refraining from Physical or Verbal abuse, aggression, threats, violence etc, (3) No foul language, (4) Refraining from wearing provocative, lewd, vulgar, or alcohol/drug paraphernalia clothing.

Keep confidentiality regarding students and staff. Personal information may be observed, overheard, or read. Please understand that due to respect of each individual's right to privacy this information should remain confidential and not be shared. If you have any questions or concerns about confidential matters it's important to follow the YNTS chain of command so that they can be addressed accordingly.

Follow Chain of Command (in the following order): 1. Principal or Dean of Students (for behavior or attendance issues). 2. Superintendent 3. Y.N. School Board. *(If there are any disputes, grievances, or concerns, please discuss without the students present.)*

Maintain professional relationships with YNTS staff. We realize that in a small community it is likely that you may know a staff member outside of YNTS, however to keep professionalism, staff have their own conduct and rules to abide by. The YNTS staff follows the Y.N. Personnel Policies manual and the YNTS Staff handbook. To foster professional relationships between parents and staff the following guidelines are provided:

- 1) Please respect YNTS staff's personal time. Do not contact staff outside their work hours including during work breaks.
- 2) Staff is not obligated to provide personal favors. These include but are not limited to: providing childcare at their home, transportation, or lending of personal items.
- 3) In reference to Social Networking, (ie Facebook, Myspace, Twitter, Personal websites, Blogs etc.) please understand that no information sent over the web is totally secured. If family or staff becomes aware of any social networking activity that is deemed distasteful it will face disciplinary action. *See above "Keep Confidentiality regarding children and staff."*

These guidelines promote appropriate behavior and ensures all interactions with Head Start children, adults and families is respectful, courteous, honest, and helps us in reaching our goals. Remember that our students also learn by observing our interactions as adults.

PARENT-TEACHER COMMUNICATION

Communication is very important between your student's teachers and you, as their parent/guardian. Your input is very important because no one knows your child as well as you do. Please keep us informed throughout the year of any major changes at home (major illnesses, death, and separation/divorce). These changes could have a major effect on your child's behavior at school and if we at YNTS are aware of the changes, this awareness will help us better understand and assist your child. Please read all the information sent home with your student and file it with your Parent Handbook for later reference. Newsletters and Parent Information Bulletin boards will also provide you with information about what is happening in your child's classroom, YNTS events, and program information. Please attend all YNTS Parent Conferences.

Phone Calls: Teachers will not be called out of the classroom to respond to phone calls (cell phones or work phone). The best time to reach your student's teacher by phone call is after school (3:45pm-4:00pm). This is to ensure the health and safety of all students, as they are in the supervision of teaching staff during class time. Please call or send a note when your child is going to be absent due to appointments, travel, or personal business. Phone calls will not be transferred to classrooms during the hours from 8:00am-3:45pm, due to teachers needing to supervise students. Please call the YNTS office staff for messages or emergencies at this time. Also please inform YNTS staff of preferred method of communication (i.e. phone call, text message, home visit, email).

Confidential Records: Student records are open to the delegated staff. Students/families may request specific information from their child's YNTS records from these delegated YNTS staff, to the Disabilities Specialist and the parent/guardian, on a need to know basis, but may not view entire student records nor take the file(s). Special Services documents are open

PARENT ORIENTATION

It is very important to attend parent orientation. **All parents/guardians must attend an orientation** in order to fully understand your responsibilities, expectations, and the policies and procedures of the program. If you cannot attend the orientation scheduled one date/time/location, you must attend another orientation scheduled at another date/time/location.

PARENT TRAINING

During the school year, training will be provided to YNTS staff. **Parents are encouraged to attend.** A variety of topics are offered; Food Handler, CPR/First Aid, Adolescent Development, Adolescent Behavior, etc. Notices will be posted at YNTS, in newsletters, and in other letters sent home with the students. We will notify families of additional trainings offered in the community that may apply to YNTS parents. Suggestions for training topics and ideas are welcomed from parents.

PARENT INVOLVEMENT

There are important ways you can be involved in the school years of your student. Some of these ways are through Home Visits & Teacher Conferences, Committees, & Special Events (Parent Volunteering is mentioned in section following):

Home Visits & Teacher Conferences, teachers provide opportunities to share information about how each student is learning and progressing at school. These visits are also a chance for parents to share important information about their student's development at home and ask questions. YNTS staff is required to conduct parent/teacher conferences each year.

Committees, being involved as an active member of the J.O.M. Parent Committee or Parent Advisory Committee provides assistance to the YNTS program and is vital to the success of the program. Parents have the opportunity to be elected as an officer to the J.O.M. Parent Committee.

Special Events, Parents have the opportunity to participate in family orientated training. You may assist in planning by making recommendations for topics you would like to receive information about-Indicate these to YNTS staff. Staff and other Professionals will help you learn about adolescent development, guidance and discipline, and health issues.

PARENT VOLUNTEERING

Volunteers provide the extra attention (and assistance to teachers) that help students thrive as learners and grow to be strong healthy individuals. As a volunteer you can make a huge difference in the success of the YNTS Program. You, as the parent/guardian, have a lot to share, not only with your child, but with your child's classmates as well. If you have a certain skill or something special that you would like to share with the students, please let the YNTS staff know and follow the process for volunteering, listed below.

*If you plan to volunteer for YNTS for more than 2 hours, you must fill-out and follow all **Yakama Nation Human Resource Volunteer Agreement** form and its guidelines (i.e. Drug Test, Background Check, etc.). Please refer to YN Human Resource Manual. YNTS staff will have these forms on-hand and keep them filed with YNTS's own in-house Parent Volunteer Agreement form, which will also need to be filled-out and followed.

**All Parent Volunteers (regardless of the amount of hours spent in the classroom) will also be required to sign and follow YNTS's in-house Parent Volunteer Agreement form. Please also remember to sign-in/out at office when entering/exiting from premises.

Parent Volunteers on Field Trips: may be asked to provide their own transportation. Any parents riding the bus will be asked to sign a waiver form for liability. No private cars are allowed to transport YNTS students.

Parent Volunteers must follow YNTS's Parent Code of Conduct while volunteering for any YNTS event.

review

XI.

Date of Review: March 8, 2018

Name of Reviewer: Ron Hertel

Tribe Submitting application: Yakama Nation Tribal School

Name of Section Reviewed: XI Community Engagement Plan

Is there enough information provided to ensure successful school operation in this section of the application Yes No

5/8/18

If "no" is checked above, what is missing or needs clarification? Please give specific recommendations in the space below which will be shared with the applicant for further documentation. Our plan is to forward your feedback directly to Yakama nation Tribal School so please be as concise and clear as possible.

This plan lacks sufficient strategies to be considered a community engagement plan. What I was able to see was a regular activity that did not seem to have a defined benefits, purpose, and structure. Weekly activities that bring elders and students together is a good platform to build specific programming to sustain the importance of culture over generations. Attending sporting events and activities, while they have significant value, by themselves lack specific and targeted gains. Targeted activities at these events may provide targeted support in intentional ways. As a standalone event, these events and activities may not live up to the value of what it could potentially become without thoughtful engagement and planning.

Parent and family engagement is critical to the success of children and youth. Consistent and sustainable parent participation in the education of children is achieved by empowering families and providing them with a variety of supports, options and invitations into the school world or bringing the school world into the community. Programs may include parent leadership and parenting education, GED, food and clothing pantries for those who have needs, opportunities to participate in school decisions making, and even programs that place parents inside the schools in classroom support roles or as community resource staff.

Schools can often times be the hub and cultural center of many neighborhoods which significantly helps family engagement.

"The wholeness of a community depends on the wholeness of its members...So success in properly educating each community member is about survival and the continuity of the culture."

There are many resources to consider in creating a platform for community support and engagement. Here are three resources to consider as you augment your Community Engagement outreach.

<http://www.k12.wa.us/ESEA/ESSA/Training/TribalConsultationHandout.pdf>

<http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf>

<https://www.sedl.org/connections/resources/evidence.pdf>

Response

Yakama Nation Tribal School

Section XI

OK
R. [unclear]
5/18/19

Yakama Nation Tribal School (YNTS) understands the importance of community involvement as key to the success of our students. At YNTS we seek educational opportunities to enhance student growth understanding that our youth is the future leaders of the Yakama Nation. The overall objective of our school is to achieve student's academic success as well as maintaining and enhancing their cultural identity. YNTS requires all parent(s)/guardian(s) whose child is enrolled in our education program, to be actively involved in the school's program by volunteering a minimum of 2 hours at our school and undergo a background check as stated on page 19 in our handbook. Over time YNTS has built and maintained partnerships with several programs and organizations in order to better serve our students.

The elected officials of the Confederated Tribes of the Yakama Nation have openly stated the importance of collaboration when it comes to providing for our youth. They challenge programs, businesses, and entities within Yakama Nation's jurisdiction to actively engage with YNTS students. Such collaborations with Yakama Nation Youth Activities include a Suicide Prevention program, a Drug and Alcohol Awareness symposium, as well as an After School Youth Program. Yakama Nation Tribal School athletes assist in these programs, in particular the after school program by monitoring the clock and serving as officials for the free event. Similar to most schools, Yakama Nation Tribal School does not differ when it comes to community partnerships. But where YNTS does differ is that several of these partnerships become an integral part of our family atmosphere at the school. One such partnership is with Heritage University's "New Horizons Program". Students enrolled in this program can earn college credits while attending high school. YNTS is directly involved in the "Roots to Wings Program" which is a partnership with Pacific Northwest University that introduces our students to the medical field. We have a partnership with the Yakama Warriors Association involving military veterans speaking with our student body about their experiences in the military as well as possible career opportunities. Our partnership with Junior Achievement's "BizTown and Finance Park" provides practicable experience in economics including budgeting, living within your economic means and financial responsibility.

YNTS provides a Home Liaison who maintains a relationship and communicates with parents/guardians about their child's attendance. Our school has established a Facebook page in order to better communicate with parents regarding upcoming events, activities and other school functions. We also provide parents an "Infinite Campus Portal" which allows parents/guardians to access their student information regarding grades, missing assignments, attendance, and behavior. YNTS utilizes "Messenger" which is tied to parent, student, staff telephones and emails where we can send out reminders for activities, events or school closures.

One unique feature that YNTS incorporates into our curriculum is Yakama culture. We offer classes such as Native Crafts and Yakama Ways, Tribal Government, and Yakama language (Ichiiskin). These classes involve members of the community teaching our students cultural songs, dances, native regalia, beading, etc. Our school's Elder's Dinner showcases student work as well as performing dances.

Every Thursday we host "Culture Night" where friends, families, and members of the community are invited to participate and join our students in singing and dancing and provides them the opportunity to speak with staff, families, friends about concerns they deem important, both positive and negative. Overall, it is an opportunity to gather as a school, family, culture, and nation.

Yakoma Nation Tribal School 2017-2018 Calendar

August-2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- August**
- 1-11 Summer School
 - 6 Football Practice
 - 21 Fast Day for Staff
 - 29 NC & Volleyball Practices
 - 31 School Board meeting
 - 34 Open House
 - 30 First Day of School

- February**
- 19 President's Day
 - 20 Spring Sports Begins
 - 22 School Board meeting

February-2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

September-2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- September**
- 04 Labor Day
 - 6 Homecoming Parking
 - 15 Patriot Day
 - 19 School Board meeting
 - 22 Native American Day
 - 25-26 Transportation week

- March**
- 19 School Board meeting
 - 26 In-Service & Allocated Awareness
 - 29 Pass Week
 - 29 End of 3rd Quarter
 - 30 In-Service Non-Student Day

March-2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October-2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- October**
- 9 Indigenous People Day
 - 06 School Board meeting
 - 23 In-Service Non-Student Day

- April**
- 24 Spring Break
 - 30 Bona Digging
 - 16 School Board meeting
 - 16 8. Spring Week
 - 22 Prayers

April-2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November-2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- November**
- 21 End of 3rd Quarter
 - 16 In-Service Non-Student Day
 - 19 Veterans Day
 - 23 First day of CCourt opens
 - 27 Father's Dinner
 - 22 School Board meeting
 - 23 Thanksgiving Day

- May**
- 21 School Board meeting
 - 28 Memorial Day
 - 29 Native Land Day

May-2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December-2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- December**
- 18 School Board meeting
 - 18-20 Winter Break
 - 25 Christmas

- June**
- 4 Graduation
 - 1 8th grade presentation
 - 7 End of School
 - 8 Trial Day

June-2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January-2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- January**
- 1 New Year Day
 - 14 Martin Luther King Day
 - 17 School Board meeting
 - 20 End of 2nd Quarter
 - 29 In-Service Non-Student Day

- July**
- 4 Independence Day

July-2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Joan Banker

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Thursday, April 19, 2018 3:53 PM
To: Joan Banker; Frank Mesplie
Subject: Section XI
Attachments: Section XI.PDF

Please let us know if we need to elaborate on anything or include anything else. Thank you again for all of your help. Have a good day!

xi. **The Schools Community Engagement Plan**

Yakama Tribal School is open every Thursday night to engage tribal and community to participate in Culture Night. A meal is served during the evening, after the meal adults and youth are invited to dance and sing traditional songs and perform various dances. The program is two hours in length. Some of the evening activities are in conjunction with holidays, giving the atmosphere a sense of excitement for those in attendance. Our Students go on Food Gathering excursions (berries, Indian roots, hunting for deer or elk, fishing for salmon) these foods are preserved and served to the Elders prior to Thanksgiving to engage Senior Citizens in our communities. We also reach out to members in the community to help and teach us how to do; Beadwork, Dreamcatchers, Wing Dresses, Drums, Rattles and Moccasins.

The community is also active as participants and attends sporting events and activities. Throngs of the community members are here for; football, volleyball, basketball games and Halloween functions, JOM meetings, Senior Class fundraisers and Potlucks.

Joan Banker

From: Ron Hertel
Sent: Thursday, March 8, 2018 3:30 PM
To: Joan Banker
Subject: Leschi and Yakama Community Engagement reviews
Attachments: Leschi Review Community Engagement.docx; Yakama review Community Engagement.docx

Joan,

Here are my reviews of the two tribal plans you asked me to review. Thanks for the opportunity.

Let me know if you have any questions.

Ron

Ron Hertel, Program Supervisor
Social and Emotional Learning/Compassionate Schools
Student Support
Office of Superintendent of Public Instruction
Post Office Box 47200
Olympia, Washington 98504-7200
(360) 725-6050

XU.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3/1/2018 Name of Reviewer: T. J. Kelly *TJ Kelly*

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XII: School Operations
Plan/Governance Structure

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

xii. The Schools Operations Plan and Governance Structure

The School is administered by the Superintendent, he is hired to be in a lead position and is responsible for leadership, administration and management of the school. He will ensure administrative and management business office and the Registrar's Office Systems and staff are effective and efficient in the processing of fiscal and programmatic tasks. Ensures development and/or Implementation of policies and procedures for: Basic Academic Training Program, Supplemental Special Education, Titles I, IID, IV, Gifted and Talented, Counseling; extra and co-curricular activities, support service of transportation, food service, safety, facilities and maintenance, parental involvement and staff development. Ensures appropriate education standards are properly implemented. Knowledge of Federal, State, and Local Statues, rules and regulations, policies and court decisions which effect management and operation of the school and its related programs.

The governance format is structured by the School Board whose action is to oversee policies and procedures taking place within the school. The School is a B.I.E operated system that receives financial assistance and other resources through the Federal Government. Many of the School's rules and regulations are passed down through specific guidelines given for technical operation of the school's academic and fiscal programming.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3/1/18

Name of Reviewer: Glenn Gorton

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XV. School Transportation Plan

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

xv. **The School's Transportation Plan**

The Yakama Tribe agrees that the school will be responsible for providing students transportation in accordance with tribal, state and federal law including, but not limited to, Chapter 392-141 WAC (Transportation—state allocation for operations), Chapter 392-142 WAC (Transportation—Replacement and depreciation allocation), Chapter 392-143 WAC (Transportation—Specifications for school buses), Chapter 392-144 WAC (School bus driver qualifications), and Chapter 392-145 WAC (Transportation—Operation Rules). The Yakama Tribe further agrees that (a) the School will comply with the transportation plan presented in the Final Approved Application, and (b) it will notify the Superintendent of any material changes or amendments to the Final Approved Application's transportation plan.

XIII

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: _____ Name of Reviewer: David Kinnunen

Tribal Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XIII: Personnel Plan

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

*This would meet
minimum requirements -
a bit generic but*
OK

xiii. The Schools Personnel Plan, including how identified personnel will be utilized to complete tasks and achieve the program's objectives

Yakama Nation Tribal School's personnel plan is established to maintain a set of standards for the scope of work and safe environment for students and staff during the operation of the school.

Teachers will be hired to develop guidelines and instructional practices for their role as educational practitioners. Administrators are in place to be instructional leaders, fiscal managers, transportation, food service and maintenance supervisors. They also take the lead in implementing athletic events and schedules. There are Special needs students also that are part of the institutions framework with its overall objectives to align its curriculum and course offerings to help students gain a quality education and maintain a standard of academic excellence with an emphasis in maintaining cultural values and traditions.

XIII

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: _____ Name of Reviewer: David Kinnunen

Tribal Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XIII: Personnel Plan

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

*This would meet
minimum requirements -
a bit generic but*
OK

xiii. The Schools Personnel Plan, including how identified personnel will be utilized to complete tasks and achieve the program's objectives

Yakama Nation Tribal School's personnel plan is established to maintain a set of standards for the scope of work and safe environment for students and staff during the operation of the school.

Teachers will be hired to develop guidelines and instructional practices for their role as educational practitioners. Administrators are in place to be instructional leaders, fiscal managers, transportation, food service and maintenance supervisors. They also take the lead in implementing athletic events and schedules. There are Special needs students also that are part of the institutions framework with its overall objectives to align its curriculum and course offerings to help students gain a quality education and maintain a standard of academic excellence with an emphasis in maintaining cultural values and traditions.

XIV.

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3/2/18

Name of Reviewer: Bandy Newman

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XIV: School Facilities Plan

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

xiv. **The School's Facilities Plan**
See Attachment

FACILITY MAINTENANCE PLAN
YAKAMA NATION TRIBAL SCHOOL

TABLE OF CONTENTS

MISSION	3
1 - SAFETY	4
2 - FACILITY INVENTORY	15
3 - MAINTENANCE STAFFING	27
4 - CUSTODIAL SERVICE	29
5 - GROUNDS MAINTENANCE	43
6 - INTEGRATED PEST MANAGEMENT	46
7 - PREVENTIVE MAINTENANCE	47
8 - WORK ORDER SYSTEM	109
9 - CONTRACTED SERVICES	113
10 - ENERGY MANAGEMENT	115

MAINTENANCE MISSION

The Facilities Maintenance Department will provide a safe, clean, orderly, cost-effective school environment that supports and contributes to the school district's mission of educating our children to meet the life-long intellectual, physical, and emotional demands of the 21st century. The department will also provide highly maintained school facilities to support the needs of the community.

Signature Chair, Board of Education _____
Date

Signature Superintendent of Schools _____
Date

Signature Director of Facilities _____
Date

This plan was last reviewed and updated on: _____
Date Initials

1 - SAFETY

General Safety Procedures

1. Emergency Phone Numbers: Fire - 911

Ambulance - 911
Poison Control – 1-800-222-1222
2. Wear appropriate clothing and Personal Protective Equipment (PPE) for the work being done.
 - a. Wear rubber gloves when cleaning washrooms or locker rooms or when using toxic chemicals.
 - b. Wear safety glasses or goggles when working close to liquid chemicals or when using hand tools.
 - c. Wear steel toe shoes or boots when operating lawn mowing equipment.
 - d. Wear hard hat when working beneath objects that may fall.
 - e. Wear approved helmet, apron, and gloves when welding
3. Follow manufacturers instructions when mixing chemicals. Always mix chemicals in a well ventilated area with spill protection.
4. Always read the Material Safety Data Sheet (MSDS) prior to working with new products for the first time or whenever there are questions about how to properly handle the material. MSDS will be available in the Maintenance Office and in each facility where the materials are used.
5. NEVER ever use chains and padlocks to secure exit doors. Security is of great importance. Students and staff will prop doors open and create other nuisances, but in the interest of safety, exit doors must function properly.
6. Always use proper lifting techniques when lifting heavy objects. Lift with the legs. Keep the back straight. Do not twist the body and lift at the same time. Request assistance.
7. The Lock-Out Tag-Out system will be utilized whenever working on electrical circuits.
8. Do not use tools that are broken or that have missing guards, shields, or other protective components. Report broken tools to the Maintenance Supervisor.
9. No employee is authorized to operate district owned or leased motor vehicles without first completing the district defensive driver training program.

10. All maintenance department employees shall complete asbestos training within 60 days of hire as required by federal law.

11. No employee shall attempt to perform tasks for which he or she has not been trained and authorized to perform by the Maintenance Supervisor.

Chemical Hazards

Use, Storage and Disposal of Chemicals:

Toxic, flammable, or otherwise hazardous chemicals are most commonly encountered in the custodial closets, kitchens, science laboratories, and storage rooms. It is very important to know how to use, store and dispose of chemicals and other hazardous substances used by technicians in their areas of responsibility. Safety precautions and guidelines for each of these three aspects of safe practices for chemicals are presented next.

Chemical Use:

No one should use any substance, even household products, without understanding what dangers exist and how to use the product safely. Chemical substances should be used only in the manner and for the purpose for which they were intended. Before using any chemical, the technician should learn about possible hazards, disposal and emergency treatment measures, and handling procedures. All of this information can be found on either the label on the product or its Material Safety Data Sheet (MSDS), which will be available at each site for all chemicals. The major safety precaution to take when working with chemicals is to avoid contact as much as possible. This can be accomplished in many ways. Among the points to remember when working with chemicals:

- Avoid using hazardous chemicals for any task that can be done some other way.
- If you must use a hazardous substance, always wear protective clothing (gloves, goggles, shoes) as appropriate.
- Mix chemicals only in approved combinations and to the proper dilution levels. Prepare mixtures in a safe area.
- Do not splash or spill liquids.

Chemical storage:

Proper storage of chemicals can avoid many accidents. Certain chemicals should not be stored near each other, because of the risk of combining fumes or spills. For example bleach and ammonia may leak or evaporate from improperly sealed containers. If these fumes combine, they react to form an extremely toxic gas. Acids with alkalis, and chemicals with petroleum products such as cleaning liquids, are also hazardous combinations. Other points to note about chemical storage:

- Never transfer chemicals into an unlabeled container.
- Store potentially flammable chemicals in approved containers and areas. NEVER store chemicals in electrical, mechanical, or-boiler rooms.
- Keep chemicals away from sources of heat, such as furnaces or sunshine.
- Chemical storage areas should not be crowded and should have a systematic, easy

to reach arrangement.

Chemical Disposal:

Improper disposal of substances such as cleaning chemicals used on the job can cause serious problems. Material Safety Data Sheets contain information about the safe disposal procedures for the chemical substances used. Some general rules to follow:

- Never flush corrosive or volatile materials into the sewage system.
- Always discard unused portions of mixed chemicals unless information on the label specifically states the mixture may be kept for later use. If this is done, label and store the mixed solution properly.
- In case of spills properly dispose of materials used to clean up spill.

Fluorescent Light Bulb Recycling

Most fluorescent and mercury lamps are hazardous and require special handling. Nationwide, there are over 600 million lamps discarded each year. Until recently, regulations have made it difficult and expensive to properly manage used lamps and most end up in municipal landfills. Now the USEPA has included mercury lamps in the Universal Waste Rule (UWR), a new federal regulation that reduces the cost and regulatory burden on generators who recycle. The NH Department of Environmental Services enforces the Universal Waste Rule in New Hampshire.

**DO NOT THROW FLUORESCENT LIGHT BULBS IN SCHOOL DUMPSTERS
FOLLOW THE GUIDELINES BELOW TO PROPERLY DISPOSE OF THEM:**

Guidelines for packing and shipping Fluorescent lamps:

- Contractor can provide boxes to pack lamps and ballasts. Acceptable shipping containers include manufactures' boxes in which the new lamps were shipped, contractor provided four-foot, five-foot, eight-foot, T-8 and T-12 boxes.
- Fill boxes to capacity with lamps.
- All precautions should be taken to eliminate breakage of lamps. Extra charges may result from broken lamps.
- Do not tape lamps together. This results in excess handling of lamps and additional charges.
- If a box of lamps break, place the entire box in a plastic bag immediately. DO NOT open the box. Close and seal the bag.
- Contractor will complete the Lamp Recycling Manifest and leave a copy at the facility.
- Label boxes and accumulation "Spent Mercury-Containing Lamps for Recycling" along with the starting date of the accumulation.

Electrical Hazards

Working with electricity can be a shocking experience for those not familiar with the hazards of this area. Besides the risk of electrical shock, many fires are caused by electrical misuse or malfunction. Receiving proper training and paying careful attention to safety precautions are important for any tasks involving electricity. Electricity is encountered throughout any school building. Particular electrical hazards occur in kitchens, workshops, and machine rooms. However, it is also possible to find such common hazards as damaged cords or equipment in areas where they might be overlooked – for instance, lounges and offices. The technician should be alert for such potential problems throughout the school. Coffee pots, hot plates, and microwave ovens are common hazards. Equipment with heating elements should be carefully monitored and not left unattended. Electrical hazards also exist any time a technician uses or services a vacuum, power tool or other piece of equipment. An understanding of what happens as a result of carelessness with electricity may help avoid electric shocks. Electric current flows through the path of “least resistance.” This path can be the human body, such as happens when a defective piece of electrical equipment is handled when standing on a wet surface. The risk of shock is lessened by the use of a grounding plug or wire, which provides a better path. Insulating the body, such as by wearing rubber gloves or rubber soled shoes, also helps. Here are some general points to remember about electrical safety:

- Never use defective equipment, or equipment with a cracked, frayed, spliced, or worn electric cord or missing the grounding plug.
- Always grasp the plug, not the cord, to unplug equipment.
- Outlets with Ground Fault Circuit Interrupt (GFI) protection devices should be available for use in all areas around water supplies and in damp areas.
- Always use GFI outlets for tasks involving electrical equipment when they are available. For example, use a GFI for power source for a wet/dry vacuum when picking up scrub water. Portable GFI outlets may be used for areas where they have not been permanently installed but are necessary for safety.
- Never use electrical equipment around liquids, unless designed for this.

Fire Hazards

Fire safety means both preventing fires and taking the correct steps if a fire should occur. Fire prevention is the responsibility of all building occupants, but the maintenance staff has a special role to play. Good custodial housekeeping practices (for example, keeping litter and debris out of buildings, cleaning equipment, and vents properly) are important precautions to take against fire hazards. The State Fire Code under RSA 153:5 regulates many safety practices in schools. Briefly, the code covers fire resistance ratings of building materials, use of smoke detectors and fire alarms, storage of flammable and combustible materials, required means of egress and other related topics. Areas that often contain fire hazards are storage rooms that tend to accumulate trash, equipment rooms, furnace rooms, and the custodial closet. The custodian is in a unique position to recognize and eliminate potential fire hazards in many

of these areas. Any time a problem is noted, the custodian should notify either the maintenance supervisor or a school administrator. Custodial tasks can sometimes affect the level of fire resistance of an area. In many cases, the structural integrity of all or part of a building is necessary for adequate fire protection. School staff members should never cause holes in partitions or doors, mar the surface of walls, floors, and floor coverings, or create gaps between frames and windows or doors without considering whether a possible fire hazard will arise. Damage is not the only way a fire hazard relating to building structures can be unintentionally created. By not using built in safeguards properly, the risk of fire damage is greatly increased. You should NEVER leave fire doors open, wedge smoke doors so automatic closing cannot occur or prop open doors or lids on flammable storage cabinets. The same is true for exit doors. There is never any justification for blocking routes of egress or for chaining exit doors, no matter how inconvenient a situation may be.

Four major sources of fire hazards are lightning, electricity, human carelessness, and chemical combustion. Lightning cannot be prevented, but its effects can be minimized by keeping buildings in proper shape. There are many other things the technician can do to eliminate many of these other hazard sources.

- Watch out for defective outlets and be sure they are not used until repaired.
- Never overload a circuit with extension cords or multiple outlets, and report any overloads that are noticed.
- Store flammable and combustible materials in approved containers, cabinets, or rooms.
- Debris should never be allowed to accumulate. Flammable materials and gas-powered equipment shall not be stored in electrical or mechanical rooms.
- Cleanliness is important in fire hazard areas such as electrical and mechanical rooms. Dust can be flammable so should be removed from surfaces and equipment frequently.
- Use extreme caution around fuel storage tanks. Any spark, or flame near damaged or defective valves or regulators could cause explosion as well as fire by igniting fumes that may have leaked out.
- Keep electrical equipment in good shape. Report strange noises or other unusual events observed about fan belts, gears, or any other part of a piece of equipment.
- Report any suspicious signs, such as a "burning smell".
- Hallways, aisles, and doorways must never be restricted or blocked by objects that prevent fast exit in case of emergency.
- Know what actions to take in case of fire. Prompt action can save lives and property.

Fire Extinguishers

All maintenance staff members shall receive annual training in the proper use of fire extinguishers and in the selection of the proper type extinguisher for the type of fire.

If taking the time to use a fire extinguisher could put a life in danger.... DON'T.

Use the proper type fire extinguisher for the fire. Fire extinguishers have a rating on the faceplate, which shows which class or classes of fire it can put out. If you must use an extinguisher remember the PASS method:

- Pull the pin
- Aim the extinguisher nozzle at the base of the flames.
- Squeeze the trigger while holding the extinguisher upright.
- Sweep the extinguisher from side to side, covering the fire with the extinguishing agent.

Physical Hazards

Another important area for safety awareness is in physical activity, such as lifting heavy loads and working on a ladder. Physical hazards occur most frequently wherever the technician is working. Wherever a ladder, mop, tools, or other equipment is used, there is potential for accidents for either the technician or others. Stairs, hallways, mechanical or boiler rooms, and school grounds are all likely places for tripping, falls, or cuts. Many back injuries, broken bones and wounds could be avoided through awareness, carefulness, and proper training. There are many job factors in which the technician can change or improve to help avoid this type of hazard. In this section we will discuss lifting techniques, slip and fall hazards, ladder and stairway safety, power and hand tool safety and also dealing with the heat.

Proper Lifting Technique:

The steps to be taken when lifting a heavy object are listed below:

1. Size up the load. If too heavy to handle easily, get help or the proper equipment (such as a hand truck). Delaying the job a few moments to get assistance is better than risking an injury.
2. Check the route. Decide the safest path to take with the load; see that the way is clear; be sure that where the load will be placed is ready.
3. Get a firm footing and take a good grip—feet a little apart for good balance, one beside and one behind the object; keep back straight and aligned with the neck; bend knees, allowing legs instead of back to support the weight; grip the object with the whole hand including palms—not just the fingers.
4. Keep the load close to the body. tuck arms and elbows into the body, and center all body weight over the feet. Lift with a steady thrust, starting with the rear leg.
5. Never twist the body. Move the feet to change direction.
6. Bend knees to put down the load. Be sure fingers are not caught underneath the object as it is put down.
7. Wear proper protective gear, such as gloves, protective foot gear and other clothing, if the load requires special handling. For instance, wear protective gear when carrying liquid chemicals in containers that may leak, or objects with sharp edges.

8. When help is required to move a load, teamwork should be practiced and one person should call the signals.

REMEMBER:

PUSH, don't pull
MOVE, don't reach
SQUAT, don't bend
TURN, don't twist

Back Supports Help:

Support lower back and abdominal muscles
Reduce fatigue
Improve lifting posture
Act as a reminder
Back Supports DO NOT Make You Stronger

Slipping and Falling Hazards:

Most floors and other surfaces look safe. Each year however, thousands of accidents occur by falling or slipping. Falls are the second most common cause of fatal injuries. The technician must be aware of many factors that cause slipping and falling -- either of the technician or others in the school.

1. Clothing can cause falls of inappropriate for the job. Clothing should not be too long or loose. Shoes should be slip resistant, preferably with rubber or other grip type soles. Sandals, clogs, or flip-flops are NOT allowed on the job.
2. Be alert. Watch for things that can trip persons, such as wires, cords, litter, or equipment in the aisles and walkways. This is important both inside buildings and on the grounds. When possible, remove or rearrange such objects so they are not in the way.
3. Wet floors cause a particular hazard. When cleaning floors, place a "caution wet floors" sign to warn people using the area. Added protection is gained by roping off the area whenever possible. Floors should be cleaned when traffic is lightest and should be dried as soon as possible. If the task calls for walking on a wet surface, the technician should place feet carefully and move slowly.
4. Spills and leakage from trash barrels or bags can create another problem situation. Empty a leaking trash container and clean up the spill as soon as possible.
5. Falls are commonly caused by tripping over obstacles in walkways. The technician can thoughtlessly create this type of hazard for others on the school grounds. All equipment and supplies should be stored properly, out of the walkways. Never leave tools or equipment lying around if they are not actually being used.

Stairway and Ladder Safety:

Working at a distance above the ground also creates a potential falling hazard. There are many custodial tasks that require the use of a ladder, scaffold, or other type of support. Stairways and ladders are among the most frequently used items on the job. Routine use of stairs and ladders can lead to carelessness. Accident figures show that traveling up and down stairs is not always as safe as it looks. Safety on ladders and stairways at your involves understanding what they were designed for and how to use them. Custodial staffs have a six, eight or ten foot stepladder and an extension ladder to assist them with the many job tasks.

SAFETY FIRST!

NEVER use a support that was not specifically designed for such use.
That is, use a stepladder not a chair.

One common portable ladder is the stepladder.

Stepladders:

- Stand by themselves
- Are not adjustable in length
- Have a hinged back
- Have flat steps that are 6 to 12 inches apart
- Open at least one inch for each foot of the ladders length.
- Rules for using stepladders safely:
 - Make sure ladder is fully open and the spreaders are locked.
 - Do not climb, stand or sit on the top two rungs.

Another common portable ladder is the extension ladder.

Extension ladders:

- Lightweight and durable
- Adjustable in length
- Made up of two or more sections that travel in glides or brackets
- At least 12 inches wide
- Not longer than 24-foot per section
- Rules for using extension ladders safely:
 - Have a co-worker help you raise and lower the ladder
 - Never raise or lower the ladder with the fly section extended
 - Be sure to secure or foot the ladder firmly before extending it
 - Set up the ladder with about three feet extending above the work surface
 - When using an extension ladder figure out and use the right set up angle or pitch. The distance from the foot of your ladder to the base of what it is leaning against should be about one fourth of the distance from the ladders top support to its bottom support

Inspection and Maintenance of Portable Ladders:

Ladders must be kept in good condition at all times. They need care and cleaning, especially when used in oily or greasy areas or left outside. Regular inspections will help make sure ladders are safe. Check each ladder in these ways:

- Look for broken or missing steps or rungs.
- Look for broken or split side rails and other defects.
- Feel for soft areas on wooden ladders.
- Check for rust or weakness in the rungs and side rails of metal ladders.
- Check fallen or misused ladders for excessive dents or damage.
- Tag defective ladders and remove from service immediately to prevent any accidents.

General Safety Tips for setting up and using portable ladders:

- Make sure the ladder will be standing on a firm level surface.
- Try not to set a ladder up in a passageway. If you must use a ladder in a passageway, set out cones or barricades to warn passers-by.
- Never place a ladder on an unstable base for more height.
- Use both hands for climbing.
- Hoist your tools if carrying them would keep you from using both hands.
- Don't stretch in order to reach something. Climb down and move your ladder.
- Use wooden or fiberglass ladders for electrical work or in areas where contact with electrical circuits could occur.
- Only one person should be on a ladder at any time. Whenever possible have an extra person hold the ladder steady.
- Do not use a ladder for anything other than a ladder.

Stairways: A stairway is a series of steps and landings that has four or more risers. Stairways let you move from one level to another. Most stairway accidents occur because technicians do not realize the hazards of climbing stairs. Some common causes

of stairway accidents are dangerously high stairways, poor lighting, poor housekeeping,

and slippery or greasy steps. Some simple work practices will help you climb stairs safely:

- Pay close attention as you climb. On the way down look for the leading edge of each step.
- On poorly lit stairways be extra careful and take your time.
- Always use railings and handrails.
- Use the safe platforms provided when working on stairways.
- Clean up cluttered or slippery steps.

Using ladders and stairways properly is an important part of safeguarding your health. Choose the right ladder for each job, follow the basic rules for using it safely and perform regular inspections and maintenance. On stairways, pay close attention while you climb, use the handrails and help keep steps clean and free of clutter. Taking just a little extra care will enable you to climb stairways and ladders safely and with confidence.

Hand and Power Tool Safety

The school technician uses many tools for performing job tasks. It is easy to understand the need for safe working practices with, for instance, a large and powerful floor machine. However, even a small screwdriver can be hazardous if used improperly. Keeping tools in a state of good repair is an important way to avoid physical hazards. Ladders, jacks, hand trucks and all tools that are in good condition give more "margin of safety" to the technician using them.

1. Always use the proper tool for the job. Approach the use of a tool with respect and care. A moment's carelessness can cost an eye, or worse.
2. Never use a defective tool.
3. Always wear protective gear such as gloves, goggles, and hearing protection when performing any task involving hazardous tool usage.
4. Do not overload a tool's capacity or try to hurry its operation.
5. Disconnect power cord before adjusting tools, such as changing the blade on a skill saw.
6. Always be conscious of where parts of the body are in relation to the tool being used.
7. Keep tools in proper shape. A sharp knife is less dangerous than a dull one that must be forced through what is being cut.
8. Use only tools for which training has been received.
9. Do not reach into waste containers or push trash into a partly full container with bare hands.
10. Put waste with sharp edges in sturdy containers.
11. Be aware of sharp edges on furniture or other objects being moved. Even the edges of a cardboard carton can cut badly.
12. Do not put hands or head into places that have not been visually inspected for possible hazards.

Heat Stress

Your body is affected by heat stress on the job more than you might think. In addition to the medical hazards of heat stress, you are also more likely to have accidents in hot environments. A hot environment with high humidity may overload your body with heat. Wearing excessive amounts of clothing while performing heavy manual work in cold weather can have the same effect as a 95 degree day in the summer. This stress can result in a series of disorders ranging from sunburn to serious heat stroke. Your body metabolism produces internal heat during digestion, muscle activity, energy storage and breathing. In fact, your muscles release about 70 percent of their energy as heat. This warms your muscle and surrounding tissues. Since your body works well at a constant inner temperature of 98.6 ° Fahrenheit, your body works to keep your temperature at 98.6° in a process called thermoregulation. The amount of heat that stays stored in your body depends on the environment, level of physical activity, type of work, time spent working and number and length of breaks between work periods. In addition to recognizing signs of heat stress and knowing first aid measures, you can prevent heat stress disorders through gradually getting used to the environment, proper work procedures and proper food and water intake.

FACILITY INFORMATION

School Name: YAKAMA NATION TRIBAL SCHOOL

Address: 601 LINDEN, TOPPENISH, WA 98948

Phone: 509-865-4778

Grades Included: 8-12

Current Total Size

Site Size: 12+ ACRES

Date of Original Construction: 1964

Dates and Description of Additions: 2 - PORTABLES 2009, 3 PORTABLES 2016

Identification and Distance to Nearest Fire Station: 1 MILE

Water Supply: MUNICIPAL

Sewage Disposal System: MUNICIPAL

Description of Fire Protection Systems: ALARMED WITH SPRINKLER SYSTEM THROUGH OUT. MANSFIELD MONITORS.

STRUCTUAL INFORMATION FOR YAKAMA NATION TRIBAL SCHOOL

FLOORING

Type

Carpet

Vinyl Composition Tile (VCT)

Hardwood (Gym)

Quarry Tile

Exposed Concrete

EQUIPMENT INVENTORY

YAKAMA NATION TRIBAL SCHOOL

FIRE PROTECTION EQUIPMENT: SILENT KNIGHT IN MAIN BUILDING
CONNECTED TO PORTABLES WITH SIMILAR PANELS IN EACH PORTABLE

SECURITY EQUIPMENT: MANSFIELD ALARM, INSTALLED AND MONITORED

TELECOMMUNICATIONS EQUIPMENT: CENTURYLINK IS OUR PROVIDER

INTERIOR BLEACHERS: HUSSEY BLEACHERS

KITCHEN EQUIPMENT

YAKAMA NATION TRIBAL SCHOOL

Type	Manufacturer	Model#	Quantity	Date Installed

3 - MAINTENANCE STAFFING

Total Number of Facilities Personnel: 4

Building Level Staff

Position Title	Number Authorized	Number FTE
----------------	-------------------	------------

Average daily space cleaned per custodian: ?? Square Feet

NEW EMPLOYEE ORIENTATION CHECKLIST

NAME _____

POSITION _____

DATE OF HIRE _____

_____ ID Badge

_____ Copy of Handbook

_____ First Aid Training

_____ Asbestos Training

_____ Tribal License

_____ CPR

4 - CUSTODIAL SERVICE

CUSTODIAL CLEANING FREQUENCY

Entrances, Lobbies and Corridors

These areas are generally the first areas seen by students, staff and visitors. Their condition and cleanliness leaves a lasting impression on all that enter the building. It is of the utmost importance that these areas are maintained to a standard of excellence.

Considerable dirt is carried in and de

posited in entryways and corridors. The custodian's schedule should include adequate time to sweep these areas of travel more often than once a day. Regular sweeping or snow removal from the sidewalks outside of entryway doors will prevent some dirt and sand from entering the building. Snow and ice should be removed from the entryway as soon as possible using sand or ice melt to avoid slips and falls. Use only those ice melt products that are approved by the school district. Some entryways have floor mats to serve as a dirt and sand trap. These must be cleaned periodically, or daily during the 'mud' season. Entryway carpet is cleaned most effectively with an extractor running the rinse cycle 1-3 times. Fans need to be on during this process to speed drying and help prevent mildew.

Daily:

- Empty waste receptacles, remove debris, police entrance for snow, leaves, and litter, and remove.
- If floor is resilient tile, dust mop floors with a wide, treated dust mop, keeping the dust mop head on the floor at all times. Pick up soil from floor with dustpan. With a lightly dampened mop, spot-mop floors as necessary to remove soil.
- Vacuum carpet areas and mats; remove gum and soil spots.
- Disinfect drinking fountains. (*see following procedures*)
- Clean entrance door glass.

Weekly:

- Dust the tops of lockers, fire closets, extinguishers and window casings. (Low dusting, below 5')
- Clean glass partitions, display cases, and interior door glass.
- Spot-clean finger marks and smudges on walls, door facings, and doors. Use detergent solution in spray bottle and a cloth.
- Dust Furniture.
- Restore floor finish on non-carpeted floors.

Monthly:

- High dust vents, lights, pipes, window blinds, over doorways, hanging light fixtures and connecting and horizontal wall surfaces. (High dusting, above 5')

Note: When cleaning stairways, on a routine schedule clean out the corners and the edges of each step. Remove gum, etc. with a putty knife. Damp mop or spot clean as necessary.

Classrooms and Laboratories

There is more time spent in classroom cleaning than any other phase of custodial duties. Valuable time and many steps can be saved by careful planning. Due to the many different types of furniture and equipment used in the classroom, a careful analysis should be made to determine how to clean each room in the shortest time with the fewest steps and still maintain the required standard of cleanliness. To keep a classroom clean will entail much more than just sweeping the floor and dusting the furniture. It will require a technician with a willingness to work, a custodian who takes pride in his/her work and one who is interested in the welfare of the youngsters. Some classrooms will have desks that may be shifted from side to side each day as you clean the floor, while others have tables that can only be moved a few inches. Some furniture in the rooms can be rolled away from the wall to make sweeping easier; other furniture is stationary and must be cleaned around and underneath. Tables and desks must be wiped off with disinfectant. The custodian's cart will hold the necessary equipment and materials to clean classrooms.

Classrooms should have adequate lighting. Check for burned out tubes or bulbs and replace them with bulbs of the same wattage. Properly dispose of used fluorescent tubes.

Daily:

- Empty waste receptacles and replace liners.
- Clean marker boards, chalk boards and chalk trays.
- Vacuum traffic patterns on carpets floors; remove gum and soil spots.
- Dust mop and wet mop tiled floors.
- Clean glass in doors and partitions.

Weekly:

- Dust furniture surfaces and damp clean desk and table tops. (low dusting, below 5 feet)
- Empty pencil sharpeners.
- Vacuum carpeted areas thoroughly.
- Clean door surfaces.

Monthly:

- High dust vents, lights, pipes, window blinds, and connecting vertical and horizontal wall floors. (high dusting, above 5 feet)
- Vacuum upholstered furniture.

Office, Lounge and Conference Rooms

Most of the same cleaning procedures, as outlined for 'Classroom Cleaning' in the previous section, can be followed for cleaning office areas, faculty lounges, conference rooms, libraries, media center areas, etc.

Daily:

- Empty waste receptacles and damp clean.
- Clean chalkboards and chalk trays and dry erase marker boards.
- Vacuum traffic patterns on carpeted floors and remove gum and soil spots.
- Dust mop and wet mop tiled floors.
- Clean glass in doors and partitions.

Weekly:

- Dust furniture surfaces and damp clean tabletops. (low dust below 5 feet)
- Empty pencil sharpeners.
- Vacuum carpeted areas thoroughly.
- Clean door surfaces.

- High dust vents, lights, pipes, window blinds, and connecting vertical and horizontal wall surfaces. (High dust above 5 feet)

Restrooms, Locker Rooms and Showers

Daily:

- Empty waste receptacles and change liners.
- Thoroughly clean and disinfect toilets and urinals.
- Thoroughly clean and disinfect shower rooms and dressing rooms.
- Restock dispensers: soap, paper towel, toilet tissue and sanitary napkins.
- Clean mirrors; clean and disinfect urinals and stools; clean basins; polish stainless steel and chrome surfaces.
- Spot wash walls, lockers, and partitions.
- Dust mop and wet mop floors with disinfectant solution.

Weekly:

- Damp clean and polish partitions thoroughly.
- Pour at least one gallon of water down floor drains.
- Dust wall and ceiling vents.

- Clean doors and wall tile.

Cafeterias and Lunch Areas

Daily:

- Clean table tops with disinfectant.
- Empty waste receptacles and replace liners.
- Dust mop and wet mop tiled areas.
- Vacuum carpeted areas and mats, remove gum and soil spots.
- Disinfect drinking fountains.
- Spot clean walls.
- Dust furniture, fire closets and extinguishers. (low dusting, below 5 feet)

Gyms and Multipurpose Rooms

Daily:

- Empty waste receptacles and replace liners.
- Dust mop court floors and spot clean using recommended treatment for dust mop.
- Clean glass in doors and partitions.
- Clean and disinfect drinking fountains.
- Vacuum traffic patterns on carpeted floors; remove gum and soil spots.
- Dust furniture.
- Dust mop and wet mop tiled floors.
- Spot clean walls; remove graffiti.

Weekly:

- Vacuum carpeted areas thoroughly.
- Clean door surfaces.
- Vacuum upholstered furniture. Clean all wooden and vinyl furniture. (low dusting, below 5 feet)
- Clean and polish brass or chrome.
- Spray buff tiled floors; remove scuffmarks.

Annually:

- Reseal floor using manufacturer's recommended procedures and finishes.

CUSTODIAL METHODS AND PROCEDURES

Assembling Equipment and Supplies

At the beginning of each shift, the custodian should assemble all tools and materials needed to clean thoroughly. This will minimize frequent return trips to the custodial closet to get something else.

- Custodian cart with caddy
- Spray bottles with appropriate solutions to clean glass, counters, sinks, disinfect surfaces, and spot cleaning
- Dust cloths
- Paper towels
- Putty knife/razor blade scraper
- Dust mop (treated if needed)
- Wet mop (if needed)
- Mop bucket and press (if needed)
- Vacuum cleaner complete
- Plastic liners (small and large)
- Counter brush
- Dust pan
- Gum remover
- Protective glasses and gloves

Drinking Fountains

If drinking fountains are not cleaned regularly and correctly, they can become a health hazard. The public expects clean drinking water, therefore it is the responsibility of the custodian to keep the drinking fountains clean and sanitary. Drinking fountains should be cleaned daily using the following methods:

1. Use spray bottle or bucket with water and detergent/disinfectant solution to spray or wipe solution over all surfaces.
2. Agitate with clean cloth, small brush, or paper towel.
3. Rinse.
4. Use clean cloth or paper towel to wipe dry and polish chrome and other surfaces.
5. Adjust the bubbler so that the water stream is the correct height (not hitting the spout and not spraying).

Chalkboards and Marker Boards

Be sure to check for information to remain on the board before cleaning.

1. Most chalkboards can be cleaned by simply erasing with a clean felt eraser and wiping with a clean cloth.

2. Water is not recommended for most chalkboards as the water plus chalk equals glue and will fill the chalkboard pores, giving a poor writing surface.
3. Some of the newer boards require washing as they are not designed for chalk. If you are not sure, check with your supervisor.
4. An eraser and treated dusting cloth can be used to remove the fine chalk dust if necessary.
5. On occasion, as assigned, fine cleanser can be used carefully on some chalkboards to restore "bite".
6. The chalk tray can be damp wiped at this time or vacuumed out later while vacuuming carpet. Vacuum erasers, if needed.
7. Use only solutions recommended by the manufacturer when cleaning "Dry Erase Marker Boards".

Dusting

From the standpoint of health as well as appearance, dusting is one of the most important jobs of the custodian. Dust can be a carrier of disease germs. Visible dust presents a dirty appearance that needs to be taken care of as soon as possible.

A vacuum cleaner is the best tool for removing dust.

Treated "dust cloths" can be used for most dusting. These are usually rolls of factory treated flannel cloth.

Some surfaces lend themselves well to 'damp dusting' using a clean cloth and plastic sprayer with appropriate solution. Where students eat at their desks, the desk tops are to be cleaned daily with a district-approved disinfectant.

Dust all horizontal surfaces such as window ledges, sills, files, counter tops, and desks. Inspect student desk tops and spot clean them to remove heavy soil, heavy marking or graffiti.

As a general rule all horizontal surfaces less than 5' will receive a thorough dusting weekly. Horizontal surfaces greater than 5' will receive a thorough dusting monthly. Some surfaces may require spot dusting on a daily basis.

Note: Lock all windows when you clean the sills.

Cleaning Classroom Sinks and Counters

1. Clean sinks and replenish paper towels and hand soap daily. Clean sinks by using plastic sprayer with disinfectant/detergent solution. Spray and wipe dry with a paper towel, or use fine cleanser, rinse and wipe dry with clean cloth or paper towel.
2. Spray solution on counter and wipe clean with clean cloth or paper towel.

Dust Mopping Resilient Floors

If the floor is resilient type either totally or partially, the following is recommended:

1. Pick up large pieces of paper or other debris before starting to clean.
2. Use treated dust mop and carefully dust mop all resilient floor areas. Clean under all desks, equipment, etc. that are off the floor.
3. Dust mop debris to one area for pick up with counter brush and dust pan.
4. Dust mop may be lightly shaken or vacuumed to remove dust. Do in appropriate area.
5. Retreat dust mop as necessary by lightly spraying with dust oil and allow setting before using, or hanging up.
6. If area is carpeted, with a strip of resilient flooring, it is permissible to sweep dust onto carpet for pick up when vacuuming.

Trash

Empty all trash receptacles. Do not reach into the receptacles, but carefully dump the contents of the receptacle into the waste collection bag. Replace plastic liners only when soiled or otherwise needed.

Note: Do not throw over your head. This will minimize injury.

Carpet Vacuuming

The vacuum cleaner is the most effective tool to remove soil from many surfaces, especially carpeting.

1. Move furniture in room only as necessary to vacuum all areas of the carpeting.
2. Pick up large pieces of paper and other debris before vacuuming (perhaps teachers and students may be asked to assist).
3. Vacuum all carpeted areas, getting under desks, furniture and equipment that is off the floor.
4. Vacuum chalk trays (if not already done) and erasers (as needed).
5. Replace all furniture.
6. Look for and clean up spots or soiled areas on carpeting using plastic sprayer, appropriate cleaner, and clean cloths or paper towels. Remove gum by using gum remover-follow manufacturer's instructions.

Spot Cleaning

1. Spot clean walls, doors, and ledges as previously recommended. Spot clean daily in carpeted areas where students are eating. Use clean cloth or paper towels and detergent solution in plastic spray bottle.

2. Spot clean glass in doors and partitions and on the inside of windows to remove smudges as previously recommended. Use soft, lint free, clean cloth or paper towels and glass cleaner in plastic sprayer.
3. Dust or clean vents in ceilings of classrooms, offices, etc. as previously recommended.

Before leaving the room, visually check to make sure all the following duties are completed:

- Windows are locked.
- All items are in appropriate place.
- Room looks clean and - is clean!
- Lights are turned off.
- Door is locked.

Restroom Cleaning

The job of cleaning and disinfecting your rest rooms is not a difficult one, if the work is done efficiently and daily as it should be. Modern fixture design usually makes cleaning them fast and effective if proper procedures are followed. Remember that deodorant blocks are not permitted. Deodorants do not clean or sanitize, but merely cover up one odor with another. Clean rest rooms are important for a number of reasons:

- Bacteria control to help eliminate cross infections to safeguard health.
- Many times the custodial staff is judged on the appearance and cleanliness of the rest rooms.
- Clean rest rooms encourage the public to help keep them that way.
- Clean rest room fixtures greatly reduce the possibility of offensive odors (and complaints).
- The most frequent lingering cause of odors in rest rooms is due to uric acid salts. Remove these salts through proper cleaning procedures and the odors are gone! Rest rooms also require adequate ventilation.

Refilling Dispensers

1. Check all dispensers daily to insure adequate supply.
2. Refill all dispensers as required (including toilet paper dispensers).
3. Interfold the bottom sheet with the remaining top sheet in the dispenser when adding paper towels.
4. Check the working condition of the units.
5. Close and lock dispenser.
6. Spray the surfaces with germicidal/disinfectant solution and wipe dry with paper towel. At the same time check the soap valve to assure proper operating condition.
7. Clean the surface of the dispenser as above.
8. Fill all soap dispensers.
9. Stock the sanitary napkin/tampon dispenser.

10. In the women's restrooms, it is essential that the sanitary napkin/tampon machine be stocked at all times. If the machine becomes inoperable, it must be repaired or reported promptly.
11. Unlock the machine.
12. Refill machine correctly to ensure that it will dispense napkins properly.
13. Close and lock the machine.

Cleaning Sinks and Wash Basins

Several methods can be used to clean sinks with equal final results, however, the following is recommended:

1. Use spray bottle with germicidal/disinfectant solution and spray sink (inside and outside), faucets and adjacent wall areas.
2. Let sit a minute, and then scrub with paper towel, clean cloth, or brush. (Paper towel preferred.)
3. Use a small amount of fine cleanser if necessary.
4. Rinse as necessary and polish with clean cloth or paper towel.
5. Wipe walls adjacent to sinks to remove grime, spots, etc. as above.
6. Clean pipes underneath sinks daily as part of the procedure.
7. Do not use lime de-scaler on counter tops.

Mirrors

Mirrors in rest rooms are easy to keep clean by spraying lightly with glass cleaner or germicidal/detergent solution and wiping dry and/or polishing with a clean, lint free cloth or paper towel. Never use an abrasive cleaner or acid or dirty cloth on mirror. These may mar or scratch surface. Avoid using excessive water as it may get into the frame backing and damage the silvering.

Urinals and Toilet Bowls

Wear rubber gloves at all times. This is for your personal protection.

To clean inside bowl:

1. Flush toilet and/or urinal.
2. Use hospital disinfectant from dispensing system-follow manufacturer's instructions.
3. Use cotton swab (poodle tail) and/or toilet brush and swab inside of bowl using solution.
4. Scrub as necessary-be sure to swab solution up and under the flush rim. Scrub thoroughly.
5. Flush toilet or urinal and rinse swab or brush in clean water before proceeding to next fixture.

To clean seat and outside of fixtures using sprayer:

1. Spray germicidal/disinfectant solution on toilet seat (both sides), and all of the outside surfaces of the fixtures (toilets and urinals).
2. Let stand a minute or so.
3. Wipe dry with paper towels starting with the top of the seat, then underside and finally the balance of the fixture down to the floor.

Note: This procedure is the most effective way to sanitize a fixture, because you are always using clean solution with no chance of cross-contamination. Also, plastic spray bottles or one (1) gallon pressure sprayers can be used.

Note: Be sure to spray plunger with disinfectant after use. Keep in a bucket when not in use.

Bathroom Walls and Partitions:

1. Spray or damp dust with a germicidal/detergent solution on surfaces such as ledges, partitions, dispensers, wainscoting, shelves, areas around urinals and toilets, and lower walls as necessary.
2. Use either sprayers or bucket with germicidal/detergent solution, paper towels, clean cloths or a brush.
3. Wipe dry, if necessary, with paper towels or clean cloth to prevent streaks and spotting.

Additional Notes

To discourage graffiti, always remove it right away. Test chemical or cleaner in an obscure area prior to use. In older buildings it may be necessary to paint the stalls frequently to maintain desired levels of appearance.

Bathroom and Shower Floors: (Does not include wood floors)

The floors are made of a variety of materials. Some judgment is necessary as to the use of strong chemicals and excessive amounts of water. If the floor can be damaged by over-wetting, substitute with light damp mopping.

1. Mix mopping solution per manufacturer's instructions.
2. Use clean, wet mop and wet down the floor thoroughly with the solution (damp mop if floor would be damaged as above).
3. Let stand a few moments for the chemicals to work.
4. Agitate the solution with your mop as needed.

5. Pick up soiled solution with mop, floor squeegee, and pick-up pan or floor drain, or use wet-vac for pick up. Clean all corners and edges. (Scrape if necessary.)
6. Return all receptacles to proper position.

Note: Do not rinse floor as we want to take full advantage of the residual benefits of the germicide. Before leaving the rest room, take a quick visual check of the area and see if it smells clean and looks clean! Be proud of doing the job well.

Shower Rooms, Locker Rooms and Dressing Rooms

Trash

1. Empty all trash containers (including small pieces of soap and other debris) into cart.
2. Reline containers with plastic liner.
3. Spray or wipe containers with germicide/disinfectant solution. Wipe dry with clean cloth or paper towel.

Benches Furniture and Lockers

1. Spray or wipe (with cloth) with germicide/disinfectant solution and scrub or wipe dry with clean cloth.
2. Spot clean walls and lights as needed (as above). Replace burned out lights.
3. Replenish paper towels, soap, etc. Clean dispensers and lock.

Showers

1. Wipe down walls with germicide/disinfectant solution and cloth, wedge mop, sponge mop, or brush. Let solution stay on walls a few minutes to allow chemicals to work.
2. Scrub or agitate solution to loosen soil and scum. Rinse with clean water.
3. Polish handles, shower heads, and other hardware and wipe dry.
4. Clean hair, etc. from shower drain.

Floor Surfaces

The flooring surfaces vary considerably in the different buildings, however, the following is recommended:

1. Sweep or dust mop (treated) floor to remove large pieces of paper and other debris.
2. Pick up towels, socks, shoes, etc. and store appropriately (PE teachers and students should assist).
3. Lightly flood floors with germicide/detergent solution and warm water.
4. Let stand 3 minutes or more for chemical action.
5. Agitate or scrub with wet mop, brush (long handled), or power buffer, if necessary.
6. Pick up soiled solution with mop, squeegee to drain, or wet vacuum up.

Note: Rinsing not necessary as the residual benefits of the germicide are desirable. Clean all equipment and store properly.

Vomit Cleanup

Clean up vomit as soon as possible and always use gloves. Follow the instructions below:

1. If on carpeting only, use absorbent granules, sweep, then extract with disinfectant and dump waste directly into basin.
2. Clean off furniture.
3. Clean all equipment and store properly.

Gym and Multi-Purpose Room Floors

Maple Wood Floors-Follow manufacturer's instructions.

Daily:

1. Pick up and dispose of debris.
2. Remove chewing gum.
3. Dust mop floor with a clean and properly treated mop.

4. Wipe floor with bare hand to test if dust remains on the floor. If dust is detected, repeat step No. 3.

Monthly:

1. Remove rubber burns and floor marks with a solvent-dampened cloth as recommended by the manufacturer.

Annually :

1. For lightly worn floors, a light "screening" may be required and two coats of floor finish.
2. For badly worn or damaged floors, consult your installer to determine if heavy screening or sanding is needed.
3. Don't allow water or liquids to stand on floor.

5 - GROUNDS MAINTENANCE

Summer

- Grass shall be cut based on weather according to the schedule established by the Grounds Supervisor.
- Athletic fields shall be overseeded and resodded as necessary.
- Grass shall be irrigated as necessary based on weather.
- Outdoor bleachers shall be inspected annually for general condition of components and tightness of connections. Every two years bleachers must be inspected by a licensed engineer, architect, or individual certified by the manufacturer as required by the Life Safety Code.

Fall

- Grass cutting shall continue until the growing season has ended.
- Fall athletic fields shall be marked prior to the first competition and as necessary thereafter.
- Leaves shall be raked and removed weekly.
- Trash shall be picked up and trash containers emptied after every event.

Winter

- Snow and ice shall be removed from entry ways and sidewalks at least 30 minutes prior to the start of school for the day.
- Sidewalks and entry ways shall be treated as necessary.
- When snow continues to fall after the start of the school day, the main entrance shall be cleared hourly. Other entrances and sidewalks shall be cleared at least every two hours.
- The snow plowing contractor shall clear all parking lots and driveways at least one hour prior to the start of school. A decision to plow once school has started shall be made by the Grounds Supervisor in cooperation with the School

Principal. Maintenance staff shall assist in coordinating the movement of vehicles as necessary.

Spring

- All grass surfaces shall be raked as soon as weather conditions allow.
- All storm drains and culverts shall be cleared of debris.
- Mulch shall be placed around planted shrubs.
- Spring athletic fields shall be marked prior to the first competition and as necessary thereafter.
- Trash shall be picked up and trash containers emptied after every event.

Bleacher Maintenance indoor and outdoor

The purpose of the bleacher inspection is to identify and correct problems with the impact material and to ensure safety and operation of equipment. Two types of inspections will be utilized.

- Routine (Daily)
- Periodic (Weekly during heavy use periods, Bi-weekly during light use periods)

Routine inspections are conducted on a daily basis and typically can be by the technician responsible for taking care of the school grounds or PE Teacher that is using the facility. When conducting a routine inspection, the playground should first be inspected for any obvious hazards such as:

- Vandalism to equipment
- Broken glass, trash, and animal feces.
- The need for raking surfacing material back under the fall zones of play equipment.
- Sweeping walkways of free of debris and loose surfacing that might create a slippery condition.

If any of the above items are found they should be cleaned up, removed or reported immediately before playground is put in use.

Periodic inspections shall be done weekly during heavy use periods and bi-weekly or monthly during light use periods. Periodic inspections are more in depth and will require more time than a routine inspection. The following items shall be inspected on each playground and set of bleachers at the facility:

- Any vandalism noted in the area. (Broken equipment, glass, trash, etc.)
- Inspect all equipment for exposed screws or bolts, protruding end bolts, and loose

or missing hardware.

- Inspect all equipment for rust, chipping paint, sharp edges, splinters or rough surfaces, and excessive wear.
- Inspect all equipment to ensure no components are missing.
- Inspect all structures to ensure it has not shifted or bent.
- Inspect all swing and chain climbers for any kinks, twists, open "S" hooks, or broken links.
- Inspect platforms and stairway guardrails to determine if they are secure.
- Inspect all swing seats for missing components, cracks, or cuts.
- Inspect the surfacing material for adequate depth (minimum 12") and coverage under equipment.
- Inspect playground surface for any tripping hazards such as rocks, roots, and exposed concrete footers.
- Inspect playground borders and landscaping for deterioration.
- Inspect landscaping in and around the playground environment, such as low hanging branches (less than 7') signs, bushes or trees that may cause eye injuries or limit the vision of users, supervisors.
- Inspect physical barriers such as fencing for damage.

Any component determined to be unsafe or other identified safety concern must be corrected as soon as possible. If for some reason the problem cannot be corrected immediately, then whatever measures necessary should be taken to render the equipment safe or unusable until other measures can be taken. Do not fix with inferior or temporary parts/devices. Use only approved hardware or parts for that particular piece of equipment. Immediately upon notice of a problem or safety concern with any playground area or bleachers:

1. Remove broken piece of equipment if possible. Rope or fence off structure. Have a technician stand guard over equipment or area until proper person is notified.
2. Report Hazardous conditions to the principal and director of maintenance.
3. Create a work order and report hazardous conditions to arrange for repair/ removal of equipment.
4. Maintain watch, barrier, signage until equipment is removed or repaired and deemed safe again.

6 - INTEGRATED PEST MANAGEMENT

Four Points of IPM:

1. Prevention of pest population.
2. Application of pesticides only as needed.
3. Selecting the least hazardous pesticides effective for control of targeted pests.
4. Precision targeting of pesticides to areas not contacted or accessible to the children, faculty or staff.

What is IPM?

Integrated pest management (IPM) is a decision-making process following a set of detailed procedures describing how particular pest problems will be avoided or managed. Such pest management tactics may involve the activities of all users of a school facility- teachers, students, administration, and parents- not just staff responsible for pest management. How a school is used has great bearing on the types of pest problems which may occur. Integrated Pest Management (IPM) maintains a high standard of pest control while reducing reliance on pesticides. IPM is:

1. monitoring pests to detect problems early;
2. acting against pests only when necessary;
3. choosing the most effective control option with the least risk to people and the environment; and
4. applying our growing knowledge about pests to create long-term, low-risk solutions.

Routine pesticide applications, made on a regular calendar-based schedule, are not part of IPM. Allowing pests to flourish, increasing health risks to building occupants and others, is also not part of IPM.

IPM Policy

Pest management practices will be based on the following principles:

- Whenever possible, prevention of pests will be the primary strategy to hinder their establishment and reduce the need for pesticide use.
- Knowledge of the pest's identity, biology and life cycle will establish the basis for selection of appropriate management strategies.
- Monitoring of pest numbers and record-keeping will be used to identify pests and sites requiring management action.
- Management strategies will be selected after consideration of the full variety of available options. Strategies will include all practical structural, nonchemical and biological management measures. Chemical measures will be utilized only as a last resort, when other methods fail.
- When necessary, monitoring results will be used objectively to determine action thresholds (the defined level of unacceptable numbers of a particular pest) at which least toxic controls will be employed.
- Educational activities will be conducted to enhance the cooperation and understanding among staff, students and the public.

About KEY PESTS

A key pest is one that is usually encountered at unacceptable levels at least once each school year. Geographic region and climate; surrounding landscape features; and type of construction, age and condition of school buildings influence which pests become key pests for your school. Typical key pests in and around school buildings include ants, birds, cockroaches, head lice, yellow jackets and rodents. Typical pests on grounds are weeds and crabgrass. Routine or regularly scheduled pesticide applications can mask key pests, which may not become apparent for some time after routine pesticide applications have been stopped. For key pests, it makes sense to plan ahead and determine which inspection and monitoring procedures will be used to detect problems early, and how many pests or how much pest damage can be tolerated before action must be taken. Levels of weed tolerance and standards for turf maintenance are included in the IPM plan.

Key pests include:

- Ants
- Flies
- Mice
- Bees, wasps and yellow jackets
- Cockroaches (prevention only)
- Head lice
- Weeds, crabgrass

Record-keeping: Complete records of each pesticide application, including product name, quantity used, date and time of application, location, application method and target pest are maintained by the district and the PCO for at least three years.

PCO Contracts: If outside contractors are used to provide pest control services,

- a written contract is signed identifying specific IPM practices to be used, including regular inspections, monitoring where appropriate, record-keeping and agreement to abide by the IPM Policy and IPM Plan, including use of only Reduced-Risk or Least-Risk Options.

- contract proposals are not evaluated on the basis of low bid only, but are also valued on the basis of the contractor's experience and performance history with an IPM approach, ability to conduct preventative inspections and demonstrated practice of using chemical controls as a last resort

A Pest Sightings Report Log Book is maintained in the kitchen. Staff and students are instructed to report all pest-related incidents to the custodian including date, time and exact location of the sighting, a description of the pest or pest damage, and the name of the person reporting the incident. Staff and students are encouraged to use zip lock bags to collect and identify specimens. The log is used to direct pest management activities, and the custodian or PCO service representative record responses taken to each report. Pest management roles communicated at least annually to all turf and landscape maintenance personnel include prompt reporting of pest sightings, pest damage or conditions favoring pests to the pest manager.

IPM Administration, Inspection, Sanitation & Exclusion

1. Inspection: A comprehensive inspection of all buildings is conducted by Head Custodian and District Building and Grounds Director at least annually or defects including cracks, crevices and other pest entryways; food, moisture and shelter resources available to pests; moisture, pest or other damage to structural elements; termite earthen tunnels, pest fecal matter or other signs of pest activity; etc. A report of all defects is prepared, corrective actions are identified and a timeline is established for completion.

2. IPM inspection checklist is used for periodic inspections, listing each building feature (e.g., foundation, eaves, etc.) and room to be inspected, including specific locations within features or rooms (e.g., vents, storage closets) to be included in the inspection, and specific conditions to be noted (e.g., repair, cleaning needs). Attached checklist developed by MN Dept. of Agriculture will be utilized.

3. Food policies for areas other than kitchen and cafeteria: Food and beverages are allowed only in designated areas.

- **Snacks/food items in all classrooms kept in sealed plastic containers.**
- **Food in teacher's lounge kept in refrigerator or sealed containers.**
- **Students instructed not to leave food in lockers or desks overnight.**
- Pest management roles communicated to staff and students include removing food or food wrappers from lockers and desks on a daily basis.
- Lockers and desks are emptied and thoroughly cleaned at least once a year.
- **Posters of food policies will be displayed throughout the school.**

4. Cleaning of floors and carpets:

- Floors are cleaned and carpets vacuumed daily in areas where food is served, and at least weekly in other areas.
- Furniture in classrooms and offices that are rarely moved (e.g., staff desks, bookcases, filing cabinets) receive a thorough cleaning around and under to remove accumulated lint, etc., at least annually.

5. Food storage: Inspection aisles are maintained around stored products.

Stored products are not permitted direct contact with walls or floors, allowing access for inspection and reducing pest harborages. Metal mesh shelving in food storage areas is sufficient.

6. Food rotation: Stored products are rotated on a "first in, first out" basis to reduce potential for pest harborage and reproduction.

7. Storage of food products in non-food areas: Food products and other potential pest food items (e.g., plant seeds, pet food and bedding, decorative corn, gourds) are refrigerated or stored in glass, metal or plastic containers with pest-proof lids. Food items used as crafts materials (e.g. seeds) are stored in pest-proof plastic containers.

8. Recycling is placed in plastic bags, sealed with twist ties and disposed of on a daily basis.

9. Cleaning in food areas:

- Food-contaminated dishes, utensils and surfaces are cleaned by the end of each day; sponges, mops and mop buckets are properly dried and stored

(e.g., mops are hung upside down, buckets are emptied).

· Surfaces in food preparation and serving areas are regularly cleaned of any grease deposits. Appliances and furnishings in these areas that are rarely moved (e.g., refrigerators, freezers, shelving units) receive a thorough cleaning around and under to remove accumulated grease, dust, etc., at least monthly.

· Food waste from preparation and serving areas, and waste with food residues (e.g., milk cartons, juice boxes) is drained of excess moisture before discarding and stored in sealed plastic bags before removal from school grounds.

10. Trash/recycling rooms and dumpsters:

· are regularly inspected and spills cleaned up promptly; indoor garbage is kept in lined, covered containers and emptied daily. All garbage cans and dumpsters are cleaned regularly.

· Trash cans are double bagged or single bagged and cleaned on a regular basis.

· Outdoor garbage containers and storage are placed away from building entrances.

Stored waste is collected and moved off site at least weekly.

11. Food delivery: To the extent possible, food products not delivered in pestproof containers (e.g., paper, cardboard boxes) are stored refrigerated or transferred to pest-proof containers upon delivery.

12. Quarantine: Incoming shipments of food products, paper supplies, etc. are inspected for pests and rejected if infested. Staff who handle incoming food boxes are instructed to put an infested box in a sealed plastic bag, so pests do not escape, and to place it in the dumpster immediately.

13. Cardboard reduction: Storage of food, paper products and other kitchen items in cardboard boxes is reduced.

14. Vending machines are cleaned regularly.

15. Waste materials in all rooms within the school building are collected and removed to a dumpster or compactor daily.

16. Packing/shipping trash (bags, boxes, pallets) is promptly and properly disposed of or recycled.

17. Exterior doors throughout the building are kept shut when not in use.

18. Head lice: Students are advised not to exchange hats, combs or hairbrushes. If head lice are reported, the School Nurse distributes educational materials which describe cleaning methods, how to prevent spread and non-toxic treatment with *Dippity-do* or mayonnaise and combing. School will also try the "zapper" comb and the new enzyme products (*Lice Be Gone, Nature's Best*) to see how effective they are. If nurse identifies resource issues with families of students with chronic head lice problems, we will establish a small emergency fund to help these families afford the laundromat and the treatment products.

19. Animal wastes from classroom pets or laboratory animals are flushed or placed in sealed containers before disposal.

20. Floor and sink drain traps are kept full of water. In food service areas, drain covers are removed and drains are cleaned weekly with a long-handled brush and cleaning solution. In other areas, such as drains under refrigeration units, drains are cleaned monthly.

21. Window screens: Windows and vents are screened or filtered. School policy requires use of screens, when windows are opened.

22. **Vent and duct cleaning:** The inside of vents and ducts are cleaned annually. Vent or heater filters are cleaned or replaced at least annually.
23. **Vegetation near structure:**
- vegetation, shrubs and wood mulch are kept at least one foot away from structures.
 - Tree or shrub limbs and branches are maintained at least 6' away from structures.
24. **Building eaves, walls and roofs are inspected** frequently during nesting season for bird and other nests, and these are removed.
25. **Weather stripping and door sweeps** are placed on all doors to exclude pest entry.
26. **Moisture sources** are corrected (e.g., areas where condensation forms frequently are ventilated, plumbing and roof leaks fixed, dripping air conditioners repaired). Floor drains are screened and sewer lines are in good repair.
27. **Cracks and crevices** in walls, floors and pavement are corrected.
28. **Openings around potential insect and rodent runways** (electrical conduits, heating ducts, plumbing pipes) are sealed.
29. **New purchases:**
- Purchases of new kitchen appliances and fixtures are of pest-resistant design (i.e., open design, few or no hiding places for roaches, freestanding and on casters to ease thorough cleaning).
 - Purchases of new office and classroom furniture that is rarely moved (e.g., staff desks, bookcases, filing cabinets) are of a design that permits complete cleaning under and around the furniture, or ready movement for cleaning purposes.

Building Pest & Pesticide Risk Management

1. **Pesticide applicators:** All pesticide applications are made by a person licensed and/or certified by the state to apply pesticides in commercial facilities, except that an unlicensed custodian is authorized to apply wasp and hornet and ant treatments in emergency situations. Licensed persons include district and PCO staff.
2. **Pesticide applications** are made only after detection of a verifiable pest problem and accurate identification of the pest. Applications are not made on a routine or regularly scheduled basis (e.g., weekly, monthly applications are not made).
3. **Pest contamination:** Food that has come in direct contact with pests (e.g., ants, cockroaches, mice) is considered contaminated and is disposed of.
4. **Baits:** Chemical baits, if used (e.g., for ants, cockroaches, rodents), are placed in a locked, distinctively marked, tamper-resistant container designed specifically for holding baits and constructed of metal, plastic or wood. Bait containers are securely attached to floors, walls, etc. such that the container cannot be picked up and moved. Baits must always be placed in the baffle protected feeding chamber of the container and not in the runway. Parafinized or weatherproof baits are used in wet areas. All bait use is in areas inaccessible or off-limits to children. Baits are not used outdoors unless bait containers are inaccessible to children (e.g., placed underground in pest nests or on building roofs).
5. **Mapping of baits and traps:** If baits or traps of any kind are used, a map or floor plan of each area where baits or traps are located is prepared, numbering each bait station or trap, and entering the location of each numbered bait station or trap on the map. Bait stations or traps are marked with appropriate warning language.

6. If **dust formulations** are used, these are applied only to areas that can be sealed (e.g., wall voids) to prevent exposure of students to airborne dust particles.
7. **Reduced-Risk or Least-Risk Options are the only pest controls used.** No pesticide applications are made for pests that cause aesthetic damage only.
8. **Storage of pesticides on school grounds:** No pesticides are stored on school grounds, except for wasp and hornet and ant treatments.

IPM for Grounds: Inspection & Pest & Pesticide Risk Management

1. **IPM Plan:** A written IPM Plan is prepared that includes a schedule for comprehensive inspection and monitoring of school grounds; schedule for areas requiring more frequent inspection/monitoring (e.g., athletic fields); and a list of key pests and action thresholds for each key pest.
2. **Turf and landscape maintenance:** The IPM plan divides turf and landscape areas by basic level of use (i.e., athletic fields vs. lawns, highly visible landscape areas vs. less visible areas). Monitoring schedules and action thresholds are appropriate to each level. Turf will be maintained at levels I (high maintenance) to IV (low maintenance), according to use patterns and visibility, as specified in the Turf Maintenance chart.
3. **Inspection:** A comprehensive inspection of all school grounds is conducted by the district ground supervisor and head custodian at least annually to monitor turf quality, health of landscape plants, and other potential problems.
4. **Pesticide applicators:** All pesticide applications are made by a person licensed and/or certified by the state to apply pesticides in commercial settings. This includes contracted PCO or district grounds staff. Unlicensed custodial staff may use and wasp and hornet treatment in emergency situations only.
5. **Pesticide applications** are made only after detection of a verifiable pest problem and accurate identification of the pest. Applications are made on a routine or regularly scheduled basis by Pointe Pest Control.
6. All **pesticide application equipment** is calibrated at the start of each growing season. Calibration records are dated and maintained with spray records. All pesticide application equipment is re-calibrated at mid-season.
7. **Pesticide and fertilizers are loaded** into application equipment over a hard surface where spills can be promptly and thoroughly cleaned up, without danger of spill runoff or leaching into soil.
8. **Baits:** Chemical baits, if used (e.g., for voles, moles, etc.), are placed in a locked, distinctively marked, tamper-resistant container designed specifically for holding baits and constructed of metal, plastic or wood. Bait containers are securely attached to immovable objects such that the container cannot be picked up and moved. Baits must always be placed in the baffle-protected feeding chamber of the container and not in the runway. Parafinized or weatherproof baits are used in wet areas. All bait use is in areas inaccessible or off-limits to children (e.g., placed underground in pest nests or on building roofs).
9. **Mapping of baits and traps:** If baits or traps of any kind are used, a map of each area where baits or traps are located is prepared, numbering each bait station or trap, and entering the location of each numbered station or trap on the map. Bait stations or traps are marked with appropriate warning language.

10. **Spot pesticide applications** limited to affected areas, plants or plant parts are made in place of an entire management unit, group of plants or entire plant, respectively (e.g., one corner of a lawn is treated for grubs instead of treating the entire lawn, or one shrub or portion of a shrub is treated instead of treating all like-shrubs or the entire shrub).

11. When **effective control can be achieved at reduced rates**, pesticide applications are made at less of the full-labeled rate.

12. **Use of colorant:** Where appropriate (e.g., herbicide applications), a colorant is used to mark the treated area. (Optional).

13. **Reduced-Risk or Least-Risk Options** are the only controls used.

14. **Landscape plants:**

- Pest Manager can correctly identify the landscape plants present on school grounds.
- Landscape plants are scouted at least monthly during the growing season for conditions requiring action, including damaged, diseased or dead limbs; soil erosion and compaction; and insect, disease and weed pests and damage. A regular pattern is used to ensure that all plantings are scouted. Scouting results are noted in writing and these records are maintained for at least three years.

15. **Soil testing:** Soil in landscape plantings is tested at least every five years for nitrogen, phosphorus, potassium and pH. Fertilizers and other soil amendments are applied according to soil and/or plant foliage test results, not on a routine or regularly scheduled basis.

16. **Soil compaction is monitored** regularly and problem areas corrected.

17. **Irrigation** of established plants is scheduled according to soil moisture and anticipated weather, on a routine or regularly scheduled basis.

- When renovating, adding new plants or establishing new landscape areas, plant species are selected to address site-specific growing conditions (e.g., tolerance to key pests, pH levels, soil type, light levels, hardiness zone, annual rainfall, etc.). Plant spacing is adequate to ensure adequate light, nutrients and water.

- When renovating, changes in grade or drainage around established trees is avoided.

- Key plants in the landscape are removed and replaced with plants less susceptible to pest problems.

7 - PREVENTIVE MAINTENANCE

The focus of the maintenance program shall be on preventive maintenance. Every part of the facility shall be inspected according to the following schedules. Mechanical equipment shall be serviced according to the instructions from the manufacturer. Filters shall be changed and equipment shall be adjusted and lubricated according to the appropriate operations and maintenance instructions.

Servicing and adjustments shall be done during inspections unless parts need to be ordered. In the event parts are to be ordered, the person conducting the preventive maintenance inspection shall complete and submit a work order for parts and any necessary work that was not completed at the time of the inspection.

Deferred maintenance shall be put into MAXIMO for funding or re-imbusement, facility use, or funding prevents immediate completion of necessary maintenance or repairs. All deferred work orders shall be completed at the earliest possible time. Every effort will be made to eliminate all remaining deferred maintenance work orders during the summer months so that no deferred maintenance will remain at the beginning of every school year if possible.

Equipment identified as requiring an unexpected level of attention will be considered for replacement at the earliest opportunity. If appropriate, technical assistance shall be requested from the manufacturer.

Every two weeks. Inspect the following items. Adjust as appropriate. Repair immediately or complete work order for future repairs.

Automatic Doors

All automatic doors will be inspected. These include automatic vehicular gates, doors with ADA controls, and overhead doors in delivery areas and shops. Routine maintenance is the best method to ensure operational integrity.

Lighting: Exterior and Interior

All lighting systems will be inspected biweekly. Extreme care must be taken to identify and correct deficiencies.

This checklist will be applied to the following lighting systems:

- Building exterior
- Pedestrian
- Parking area
- Field and sports areas
- Building interior (classrooms, common areas, offices, hallways, exits, etc.)
- Emergency

Various fixture and lamp types are used according to area needs, including fluorescent, incandescent, high intensity discharge (HID), mercury vapor, metal halide and arcs, or high pressure sodium (HPS). It is important to fully wash, rather than dry-wipe, exterior surfaces to reclaim light and prevent further deterioration.

Security Systems

Biweekly preventive maintenance of security systems is critical for occupant safety.

Monthly. Inspect the following items. Adjust as appropriate. Repair immediately or complete work order for future repairs.

Alarm Systems

The following checklist covers automated smoke and burglar alarm systems throughout the school. Preventive maintenance consists of validating that all equipment is present and functional on a monthly basis. Only certified professionals shall make repairs or adjustments to alarm systems. Maintenance staff will accompany professionals during statutory inspections.

Fire Suppression System Testing

The fire sprinkler system shall be tested by a certified Vendor.

Preventive maintenance in this area consists of validating that all equipment is present and functional on a monthly basis. Only certified professionals should make repairs or adjustments to sprinkler systems. Maintenance personnel must be familiar with the testing procedures.

Doors and Windows

Inspect all doors and windows for general condition and operability. Adjust and repair as necessary.

Kitchen and Dining Areas

School kitchens and dining areas contain many pieces of equipment that can jeopardize life safety if preventive maintenance is neglected. The following monthly checklist includes common cooking equipment and dining furniture. Preventive maintenance for general features including **Lighting, Alarm Systems, Fire Extinguishers, Doors and Windows, and HVAC Systems** also applies to this area.

Classrooms

Classrooms comprise the bulk of the rooms in a school facility. While their usage can vary and require special equipment their basic components are similar. Classrooms have, in recent years, grown to accommodate audiovisual, computer, and collaborative learning equipment. Many classrooms have moveable partitions to allow the room to be more functional. All of these elements create a need for more intensive maintenance and greater diligence during the monthly PM process.

Classrooms with special uses may have additional equipment that needs to be inspected and maintained. Examples include laboratory, art, wood and automotive shop, and culinary classrooms. Career-technical centers will have additional space and equipment requirements. Maintenance personnel should clarify preventive maintenance duties with instructors and administrators. Art classrooms may require inspections of pottery wheels, and easels, for example. Staff should check with administration regarding off-hours use

of these areas and equipment, which may limit their availability for maintenance procedures. PM for **Lighting, Alarm Systems, Fire Extinguishers, Doors and Windows,** and **HVAC Systems** also applies to classroom areas.

Gymnasium

The gymnasium is a multi-venue event center where heavy traffic can have a dramatic impact on the life expectancy of the equipment and area. With such extreme use, monthly preventive maintenance is critical. The Life Safety Code requires an annual inspection of bleachers by the school staff and a biennial inspection by a licensed engineer, architect, or individual certified by the manufacturer. *(Preventive maintenance for general features including **Lighting, Alarms Systems, Fire Extinguishers, Doors and Windows,** and **HVAC Systems** also applies to this area.*

Locker Rooms

The following monthly checklist applies to locker areas that house individual student lockers, as well as those that function as part of gymnasium areas that feature sport equipment, sport lockers, showers, and changing areas. *(Preventive maintenance for general features including **Restrooms, Lighting, Alarm Systems, Fire Extinguishers, Doors and Windows,** and **HVAC Systems** also applies to this area.*

Landscape

Due to the comprehensive nature of preventive maintenance, select critical areas within the landscape domain should be inspected monthly.

Signage

Signage is not only important for directing school occupants and visitors, but it is also a reflection of the facility's character. Dirty, damaged, or inaccurate signage can send the wrong message to the community by making the school as a whole appear neglected. It can also jeopardize the safety of users. Signage must comply with codes and standards, such as the ADA, and is important for alerting area users of potential hazards, recent changes, or other important messages. A critical eye is needed in the maintenance process to address and anticipate sign inadequacy. The following monthly checklist applies to wall-mounted and pole-mounted exterior signage, as well as interior signage.

Exterior Stairs, Decks, and Landings

The following is a PM checklist for exterior stairways, decks, and landings. Maintenance personnel should carefully check the building materials, particularly concrete, on a monthly basis.

Non-Power Gates

The operational integrity of gates on school grounds is crucial to ensure that the elements of safety and controlled access are not compromised. Whereas automated gates should be inspected biweekly, non-power gates shall be examined monthly.

Fences

Fences on school property are usually made of aluminum, steel, concrete block, or wood. Metal fences, such as chain link, require regular inspection of paint condition, rust and other corrosion, and vegetation and trash buildup. Wood fences are additionally susceptible to rot and loose components, such as pickets, planks, and braces. Perimeter and boundary fences shall be checked semiannually.

HVAC Systems

Regular preventive maintenance of HVAC (heating, ventilation, and air-conditioning) systems is crucial to the quality of air and comfort level within school facilities. HVAC systems should always sufficiently control temperature and humidity, distribute outside air uniformly, and isolate and remove odors and pollutants. Improper function and maintenance can cause indoor air pollution by allowing stale or contaminated air to remain in the building. As there are many areas within a school that house activities with unique ventilation requirements, such as art, shop, culinary, and laboratory classrooms, it is essential that the HVAC system has fully functional and regularly inspected pressure control, filtration, and exhaust equipment.

The following checklist shall be used for semiannual inspections of the HVAC system.

When performing any maintenance procedures, always refer to manufacturers' recommendations.

For all types of HVAC systems, change filters twice a year. Use only MERV 13 rated filters unless otherwise directed by the Maintenance Supervisor.

Asbestos

As required by federal law all identified asbestos containing materials (ACM) must be inspected every six months by a trained school staff member. Physically look at each area identified in the school's asbestos management plan to ensure that ACM have not been damaged or deteriorated so as to become friable. In the event any ACM must be removed, mark the area according to the plan and perform abatement as necessary.

Annual

Backflow Devices

Backflow devices prevent the flow of water or other liquids, mixtures, or substances into the distributing pipes of a potable supply of water from any source other than intended. All backflow devices shall be tested annually by a certified contractor. Maintenance personnel shall monitor the contractor's performance and obtain written certification upon completion of work.

Annual

Electrical Systems

Electrical systems and closets shall be inspected annually. Maintenance personnel will be familiar with the locations of all electrical equipment, including circuit breakers, fuses, main feeders, subfeeders, panel boards, and substations. All wiring shall be in compliance with the National Electric Code. The safety of workers is paramount; staff shall ensure that power is shut off and/or lines are de-energized where work is performed and that the LOCK-OUT TAG-OUT system is used. Electrical equipment will be serviced by outside contractors unless there is a licensed journeyman electrician among the in-house staff.

Annual

Fire Extinguishers

The following annual PM checklist is for fire extinguishers throughout the school facility. This inspection and certification must be conducted by a licensed specialty contractor and should be scheduled in advance to ensure that the date on extinguishers will not expire. *Monthly inspections of fire extinguishers' general condition, housing, and location per code shall be conducted as part of preventive maintenance procedures in areas of the school including Business Offices, Kitchen and Dining Areas, Classrooms, Gymnasium, Locker Rooms and Restrooms.*

Every Three Years

Asbestos. Every three years an inspection of all asbestos containing materials (ACM) must be performed by a licensed asbestos contractor as required by federal law.

Every Five Years

Fire System Certification

Comprehensive servicing and certification of the entire fire suppression system should be done every five years in accordance with current local, state, and federal requirements, including NFPA-defined guidelines. A licensed state contractor must be used, and this work shall be validated by local fire authorities.

The following items should be inspected by the contractor during this process.

- Signal initiation
- Manual alarm operation
- Water flow system components including valves, piping, pressure regulators, gauges, sprinkler heads, and shut-off operation
- Smoke detection systems

- Voice systems
- Automatic extinguishing systems
- Signage, visual notifications
- Supervisory signals
- Maintenance testing and protocol
- Central station monitoring
- Code compliance

8 - WORK ORDER SYSTEM

Any school staff member may submit a work order for facility maintenance or an event support request using one of the following forms. The requestor shall complete section 1 of the appropriate form and submit the form to the maintenance department administrative assistant. In the event of an emergency such as a broken pipe, the requester shall notify the maintenance department by the fastest possible means. A work order for emergency work shall be completed after the fact by the maintenance department administrative assistant.

The maintenance department administrative assistant shall initiate work orders for preventive maintenance (PM) according to the PM schedule.

The maintenance department administrative assistant shall review all submitted forms for completeness, assign a work order number, enter the form in the work order log, and forward the form to the maintenance supervisor.

The maintenance supervisor shall review the request and assign one of the following priorities:

IMMEDIATE - Work must be completed within 4 hours to prevent further damage to property or to correct an immediate safety risk.

URGENT - Work must be completed within 48 hours to prevent an unacceptable interruption of school operations.

ROUTINE - Work must be completed as soon as possible, but the problem is not expected to adversely affect school operations.

DEFERRED - Work shall be completed at a future date when resources are available.

The maintenance supervisor shall assign the work to a technician and schedule the work for completion.

The technician shall complete the assigned work or indicate that parts need to be ordered. If parts need to be ordered the technician shall enter the necessary information on the work order and return it to the maintenance supervisor. If parts do not need to be ordered, the technician shall complete the work and indicate completion on the work order which shall then be returned to the maintenance administrative assistant.

If parts are to be ordered, the maintenance supervisor shall review and approve the parts request and forward the work order to the maintenance administrative assistant who will order the parts. When the parts are received, the administrative assistant shall notify the maintenance supervisor who shall assign and schedule the work for completion.

Employee Background Investigation Checklist

Employee(s) (Designated as having regular contact or control over children)	Investigative Questionnaire Completed?	Date Questionnaire Signed	Date Hired	FBI Fingerprint Completed?	FBI Fingerprint dated AFTER hire	Adjudicate FBI Fingerprint checks w/ CRIMINAL RECORDS	Was investigation conducted appropriately? i.e., timeframe prior to employer's clearance.	State Criminal History Repository(s) Completed?	Local Law Enforcement Search(s)?	Former Employer(s) Interviewed?	3 Personal References Interviewed?	Last claimed degree verified?	Sex offender registry(s) checked?	Date Investigation Completed	Criminal Records or Employee Misconduct Identified in investigation?	Adjudication Certification Included in Personnel File?	If date of hire more than 5 years, was re-investigation completed?	Compliance Concerns Identified/?
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N



YAKAMA NATION TRIBAL SCHOOL

Certification of Investigation and Adjudication

NAME: _____

POSITION: _____

SSN: _____

DOB: _____

Investigation Certification: This Certifies that a minimum background investigation on the person identified above has been completed in accordance with minimum investigative requirements established by Yakama Nation Tribal School Standard Operating Procedures, 25 CFR 63, PL 101-630 and PL 101-647.

By: _____ date _____

Agency Certification: This certifies that the results of this investigation have been reviewed, and a final determination has been made. For identified issues, the person was provided an opportunity to refute, deny, or correct the information prior to a final decision. Based on the information obtained from the background investigation conducted for the person identified above, it does not appear that his/her past conduct would interfere with his/her performance of duties, nor would his/her service create an immediate or long-term risk for Indian children

Adjudicating Official / Certifying Official

By: _____ date _____

YAKAMA NATION TRIBAL SCHOOL - FISCAL YEAR 2017

BIF - GTP11112444	Account	# of Line Items	Project	Amount
1 School Operations	14194001	11	3	849,092 42%
2 Transportation	14194001	6	302	164,760 8%
3 Administrative Cost	14194001	1	307	266,020 13%
4 IDEA -Special Education	14194001	6	9742	119,720 6%
5 IASA-Title I	14194001	7	979	225,620 11%
IASA-Title IIA	14194001			26,600 1%
6 Enhancement	14194001		96	85,625 4%
7 Facilities Operations	14194001	9	31	276,438 14%
8 Johnson O'Malley	14194001	1	3914	5,777 0%
9 USDA	9044001	1		
10 Title VII	10994001	4		27,419 1%
11 YNTS Revenue (estimate)	1454503	2		20,104 1%
12 LEAPSS	13564001	8		299,013 12%
13 Tribal Treasury	564001			119,200 5%
				465,736 19%
				<u>Sub-total I 2,019,652 81%</u>
				<u>Sub-total II 465,736 19%</u>
				TOTAL 2,485,388

xv. **The school's transportation plan.**

The Yakama Tribe agrees that the school will be responsible for providing students transportation in accordance with tribal, state and federal law, including, but not limited to, chapter 392-141 WAC (Transportation—state allocation for operations), chapter 392-142 WAC (Transportation—Replacement and depreciation allocation), chapter 392-143 WAC (Transportation—Specifications for school buses), chapter 392-144 WAC (School bus driver qualifications), and chapter 392-145 WAC (Transportation—Operation Rules). The Yakama Tribe further agrees that (a) the School will comply with the transportation plan presented in the Final Approved Application, and (b) It will notify the Superintendent of any material changes or amendments to the Final Approved Application's transportation plan.

XVI

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3/15/18

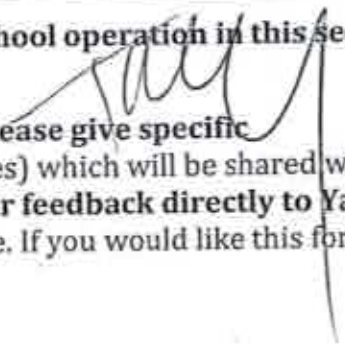
Name of Reviewer: T. J. Kelly

Tribe Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XVI: School Financial Plan/Fiscal Structure

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.



Joan Banker

From: Ida Shock <Ida_Shock@Yakama.com>
Sent: Monday, March 5, 2018 2:20 PM
To: Joan Banker
Cc: Leon Strom
Subject: Yakama Tribal School attachments;
Attachments: ALL FUNDING 01.25.18.pdf; BIE Program Review Checklist 2018.pdf

Joan,

These are the documents I attached to our Tribal Compact application. If you need anything further on Budget or Background check please do not hesitate to contact me. Thank you.

X\ \ .

Budget: The Yakama Nation Tribal School is funded 85% by the Bureau of Indian Education (BIE), Language English Acquisition Post-Secondary Success (LEAPSS) 13%, Tribal Treasury 3%, Title VII 1%, and Revenue 1%. (See attachment)

Program offered: The Bureau of Indian Education programs offered are: 1) School Operations, 2) Special Education, 3) Transportation, 4) Title I, IIA, 5) Facilities Operations & Maintenance, 6) Johnson O'Malley. In addition, we collaborate with 21st Century for after school program, and Pacific Northwest University (PNWU) monthly visits.

We conduct background checks according the following attached background check off list from our main funding sources BIE. Organizational chart: We consist of Superintendent, Principal, Dean of Students, Business Manager, 10 teachers, 1 Cultural Specialist, 1 Special education Coordinator, 1 Counselor, 2 Teaching Assistants, 4 Custodial, 3 bus drivers, 2 cooks and 4 office support. These employees consist of: 19 enrolled Yakama, 7 decedent/Spouse/Enrolled other tribe, 2 non-Indian, 6 Vacant positions.

Respectfully,

Ida Shock, Business Manager
Yakama Nation Tribal School
Phone: 509-865-5121 ext. 4511
Work Cell: 509-594-1512
Fax: 509-865-6092

YAKAMA NATION TRIBAL SCHOOL - FISCAL YEAR 2017

BIE - GTP11T1244	Account	# of Line Items	Project	Amount	
1 School Operations	14194001	11	3	849,092	42%
2 Transportation	14194001	6	302	164,760	8%
3 Administrative Cost	14194001	1	307	266,020	13%
4 IDEA -Special Education	14194001	6	9742	119,720	6%
5 IASA-Title I	14194001	7	979	225,620	11%
IASA-Title IIA	14194001			26,600	1%
6 Enhancement	14194001		96	85,625	4%
7 Facilities Operations	14194001	9	31	276,438	14%
8 Johnson O'Malley	14194001	1	3914	5,777	0%
			<u>Sub-total I</u>	<u>2,019,652</u>	81%
9 USDA	9044001	1			0%
10 Title VII	10994001	4		27,419	1%
11 YNTS Revenue (estimate)	1454503	2		20,104	1%
12 LEAPSS	13564001	8		299,013	12%
13 Tribal Treasury	564001			119,200	5%
			<u>Sub-total II</u>	<u>465,736</u>	19%
TOTAL		46	TOTAL	2,485,388	

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: _____

Name of Reviewer: Catherine Stagle

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: ~~XVII~~ XVIII: Background Checks

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? Please give specific recommendations in the space below (or attach additional pages) which will be shared with the applicant for further documentation. Our plan is to forward your feedback directly to Yakama Nation Tribal School so please be as concise and clear as possible. If you would like this form electronically, please let me know.

~~See response from Catherine attached~~

4-26-18- I spoke with Ida about the process - they are correctly following required process.

XVII. The Yakama Nation Tribal School (YNTS) plan to conduct background checks for school employees

Federal, state, and tribal criminal history fingerprinting background checks are required of all applicants who will or may have unsupervised access to children. Any offer of employment is conditional, subject to an acceptable outcome of criminal history background check, and an acceptable outcome of a drug test. After five years of employment with the YNTS the employee must go through another background check.

Parents, chaperones, or volunteers who assist with students, have any type of supervisory responsibility accompanying, or involved with a class must have a background clearance (this form can be obtained from the business office of YNTS)

Parents/legal guardians attending school lunches, visiting classrooms, meeting students at field trip sites, attending assemblies, school community meetings, and parent/teacher conferences, etc. do not need a background check or fingerprinting.

Background checks are required for adults who wish to serve as a chaperone or who will have unsupervised time with students. An adult who wishes to serve as a chaperone is encouraged to request a background check through the business office or the Superintendent at their earliest convenience. A request for background check should be turned in at least two weeks prior to an activity. Guardians may not serve as a chaperone until background check is completed and cleared.

**APPLICANT DISCLOSURE, PURSUANT TO RCW 43.43.834
CHILD AND ADULT ABUSE INFORMATION ACT**

Answer **YES** or **NO** to each listed item. If the answer is **YES** to any item, explain in the area provided, indication the charge or finding, the date, and court(s) involved.

1. Have you ever been convicted of any crimes against children or other person, as follows: aggravated murder; first or second degree murder; first or second degree kidnapping; first, second, or third degree assault; first, second, or third degree rape; first, second, or third degree rape of a child, first or second degree robbery, first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties; incest; vehicular homicide; first degree promoting prostitution; communication with a minor; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment; child abuse or neglect as defined in RCW 26.44.020; first or second degree custodial interference; malicious harassment; first, second, or third degree child molestation; first or second degree sexual misconduct with a minor; patronizing a juvenile prostitute; child abandonment; promoting pornography; selling or distributing erotic material to a minor; custodial assault; violation of a child abuse restraining order; child buying or selling; prostitution?

ANSWER _____ If yes, explain below:

2. Have you ever been convicted of crimes relating to the financial exploitation if the victim was a vulnerable adult, as follows: first, second, third degree extortion; first, second, or third degree theft; first or second degree robbery; forgery?

ANSWER _____ If yes, explain below:

3. Have you ever been found in any dependency action under RCW 13.34.030 (2) (b) to have sexually assaulted or exploited any minor or to have physically abused any minor?

ANSWER _____ If yes, explain below:

4. Have you ever been found in any domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor?

ANSWER _____ If yes, explain below:

5. Have you ever been found in any disciplinary board final decision to have sexually or physically abused or exploited any minor or developmentally disabled person or to have abused or financially exploited any vulnerable adult?

ANSWER _____ If yes, explain below:

6. Have you ever been found in any protection proceeding under chapter 74.34 RCW, to have abused or financially exploited a vulnerable adult?

ANSWER _____ If yes, explain below:

Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

Applicant Signature _____

Date and Place _____

Witness _____

Business or Organization YAKAMA NATION TRIBAL SCHOOL

Address PO BOX 151 / 601 LINDEN STREET, TOPPENISH, WA 98948

WASHINGTON STATE PATROL

Identification and Criminal History Section
PO Box 42633, Olympia WA 98504-2633

REQUEST FOR CRIMINAL HISTORY INFORMATION CHILD/ADULT ABUSE INFORMATION ACT RCW 43.43.830 THROUGH 43.43.845 (Instructions on Reverse Side)

A REQUESTING AGENCY/ADDRESS

Yakama Nation Tribal School

Agency

Business Manager

Att'n

PO Box 151

Address

Toppenish WA 98948

City/State/Zip

I certify this request is made pursuant to and for the purpose indicated.

Authorized Signature: _____

Date _____

Business Manager

(509) 865-5121

Title

Area Code/Phone Number

B PURPOSE

Check appropriate box

- Educational School District (ESD)/School District Volunteer - no fee
- Non-Profit Business/Organization - no fee (Excluding Schools & ESD's)
- Profit Business/Organization - \$10
- Adoptive Parent - \$10

Fees: Make payable to Washington State Patrol by cashier's check, money order, or business account.

C APPLICANT OF INQUIRY (please provide as much information as possible name and date of birth are mandatory)

Applicant's Name: _____ Last _____ First _____ Middle _____

Alias/Maiden Name(s): _____

Date of Birth: _____ Sex: _____ Race: _____
Month/Day/Year

Social Security Number: _____ Driver's Lic. Number/State: _____ / _____

Secondary dissemination of this criminal history record information response is prohibited unless in compliance with RCW 10.97.050.

D WASHINGTON STATE PATROL IDENTIFICATION & CRIMINAL HISTORY SECTION

IDENTIFICATION DECLARING NO EVIDENCE

As of this date, the applicant named below shows no evidence pursuant to RCW 43.43.830 through 43.43.845.

Requesting Agency _____

Applicant's Signature _____

Applicant's Name
PO Box 151

Address
Toppenish WA 98948

City/State/Zip

WSP Use Only

Valid Two Years From Issue

Applicant Right Thumb Print (Optional)

FOR FURTHER INFORMATION, CONTACT THE WASHINGTON STATE PATROL AT PHONE NUMBER: (360) 705-5100

EMAIL ADDRESS: crimhis@wsp.wa.gov

Washington State Patrol WEBSITE: <http://www.wa.gov/wsp/>

CHILD/ADULT ABUSE RECORD SEARCH GUIDELINES:

Refer to Revised Code of Washington (RCW) 43.43.830-43.43.845 for complete information. Child/Adult Abuse Information Act background checks may be conducted by Washington state businesses, organizations or individuals. All other states must conduct searches under the Criminal Records Privacy Act, RCW 10.97.

1. Searches can be conducted only on prospective employees, volunteers or adoptive parents.

Background checks can be conducted on prospective employees, volunteers, or adoptive parents who will or may have unsupervised access to children under sixteen years of age, developmentally disabled persons, or vulnerable adults. The background check is for initial employment or engagement decisions only.

Background checks on current employees or volunteers should be done through the Criminal Records Privacy Act, RCW 10.97.

2. Applicants must be notified an inquiry may be made.

A business or organization shall not make an inquiry to the Washington State Patrol unless the business or organization has notified the applicant, applying for a position as an employee or volunteer that an inquiry may be made.

3. A business or organization must prepare a disclosure statement to be signed by the applicant before a background check may be conducted.

A business or organization shall require each applicant to disclose whether the applicant has been:

- (a) convicted of any crime against children or other persons;
- (b) convicted of crimes relating to financial exploitation if the victim was a vulnerable adult;
- (c) convicted of crimes related to drugs as defined in RCW 43.43.830;
- (d) found in any dependency action under RCW 13.34.040 to have sexually assaulted or exploited any minor or to have physically abused any minor;
- (e) 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;
- (f) found in any disciplinary board final decision to have sexually or physically abused or exploited any minor or developmentally disabled person or to have abused or financially exploited any vulnerable adult;
- (g) found by a court in a protection proceeding under chapter 74.34 RCW, to have abused or financially exploited a vulnerable adult.

The disclosure shall be made in writing and signed by the applicant and sworn under penalty of perjury. The disclosure sheet shall specify all crimes against children or other persons, all crimes relating to drugs, and all crimes relating to financial exploitation as defined in RCW 43.43.830 in which the victim was a vulnerable adult.

4. Applicants must be notified of the response.

The requesting agency shall notify the applicant of the Washington State Patrol's response within ten days after receipt. The employer shall provide a copy of the response to the applicant and shall notify the applicant of such availability.

WASHINGTON STATE PATROL RESPONSE

This identification certificate is the result of a request for criminal conviction record information from the Washington State Patrol Identification and Criminal History Section on a prospective applicant by a business or organization. Pursuant to the Child/Adult Abuse Information Act, RCW 43.43.830 through 43.43.845, if the conviction record, disciplinary board final decision, or civil adjudication record shows no evidence of a crime against children or other persons, an identification declaring the showing of no evidence shall be issued to the applicant.

Joan Banker

From: Ida Shock <Ida_Shock@Yakama.com>
Sent: Friday, April 20, 2018 11:17 AM
To: Joan Banker
Cc: Frank Mesplie; Jacob Davis
Subject: xvii-Background Checks
Attachments: XVII YNTS background.docx; APPLICANT DISCLOSURE-2.docx; patrol_form.pdf

Good day Ms. Banker,

I have attached the following documents for the committee review. Thank you for all your help and have a great weekend.

Respectfully,

Ida Shock, Business Manager
Yakama Nation Tribal School
Phone: 509-865-5121 ext. 4511
Work Cell: 509-594-1512
Fax: 509-865-6092



SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRIS REYKDAL Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

March 12, 2018

Attached are the RCW's and WAC's that outline the requirements around fingerprinting, who has access, protection of the information, prohibition on redistribution of results etc. required if the Yakima National Tribal School is applying to be a State-Tribal Education Compact School. Please do not hesitate to contact our office with any questions.

Catherine Slagle, Director
Office of Professional Practices &
Fingerprint Background Check Unit
Office of Superintendent of Public Instruction
360-725-6130

RCW 28A.400.303**Record checks for employees and certain volunteers and contractors—Cost.
(Effective until July 1, 2018.)**

(1) School districts, educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, and their contractors hiring employees who will have regularly scheduled unsupervised access to children or developmentally disabled persons shall require a record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050 and through the federal bureau of investigation before hiring an employee. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. The requesting entity may provide a copy of the record report to the applicant at the applicant's request. When necessary, applicants may be employed on a conditional basis pending completion of the investigation. If the applicant has had a record check within the previous two years, the district, the Washington state center for childhood deafness and hearing loss, the state school for the blind, or contractor may waive the requirement. Except as provided in subsection (2) of this section, the district, pursuant to chapter 41.59 or 41.56 RCW, the Washington state center for childhood deafness and hearing loss, the state school for the blind, or contractor hiring the employee shall determine who shall pay costs associated with the record check.

(2) Federal bureau of Indian affairs-funded schools may use the process in subsection (1) of this section to perform record checks for their employees and applicants for employment.

(3)(a) School districts, educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, federal bureau of Indian affairs-funded schools, charter schools established under chapter 28A.710 RCW, schools that are the subject of a state-tribal education compact under chapter 28A.715 RCW, and their contractors may use the process in subsection (1) of this section to perform record checks for any prospective volunteer who will have regularly scheduled unsupervised access to children under eighteen years of age or developmentally disabled persons, during the course of his or her involvement with the school or organization under circumstances where access will or may involve the following:

- (i) Groups of five or fewer children under twelve years of age;
- (ii) Groups of three or fewer children between twelve and eighteen years of age; or
- (iii) Developmentally disabled persons.

(b) For purposes of (a) of this subsection, "unsupervised" means not in the presence of:

- (i) Another employee or volunteer from the same school or organization; or
- (ii) Any relative or guardian of any of the children or developmentally disabled persons to

which the prospective employee or volunteer has access during the course of his or her involvement with the school or organization.

(4) Individuals who hold a valid portable background check clearance card issued by the *department of early learning consistent with **RCW 43.215.215 can meet the requirements in subsection (1) of this section by providing a true and accurate copy of their Washington state patrol and federal bureau of investigation background report results to the office of the superintendent of public instruction.

(5) The cost of record checks must include: The fees established by the Washington state patrol and the federal bureau of investigation for the criminal history background checks; a fee

paid to the superintendent of public instruction for the cost of administering this section and RCW 28A.195.080 and 28A.410.010; and other applicable fees for obtaining the fingerprints.

[2017 3rd sp.s. c 33 § 1; 2014 c 50 § 1; 2009 c 381 § 29; 2007 c 35 § 1; 2001 c 296 § 3; 1992 c 159 § 2.]

NOTES:

Reviser's note: *(1) The department of early learning was abolished and its powers, duties, and functions transferred to the department of children, youth, and families by 2017 3rd sp.s. c 6 § 802, effective July 1, 2018.

***(2) RCW 43.215.215 was recodified as RCW 43.216.270 pursuant to 2017 3rd sp.s. c 6 § 821, effective July 1, 2018.

Findings—Intent—2009 c 381: See note following RCW 72.40.015.

Intent—2001 c 296: See note following RCW 9.96A.060.

Findings—1992 c 159: "The legislature finds that additional safeguards are necessary to ensure the safety of Washington's school children. The legislature further finds that the results from state patrol record checks are more complete when fingerprints of individuals are provided, and that information from the federal bureau of investigation also is necessary to obtain information on out-of-state criminal records. The legislature further finds that confidentiality safeguards in state law are in place to ensure that the rights of applicants for certification or jobs and newly hired employees are protected." [1992 c 159 § 1.]

Criminal history record information—School volunteers: RCW 28A.320.155.

RCW 28A.400.303

Record checks for employees and certain volunteers and contractors—Cost. (Effective July 1, 2018.)

(1) School districts, educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, and their contractors hiring employees who will have regularly scheduled unsupervised access to children or developmentally disabled persons shall require a record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050 and through the federal bureau of investigation before hiring an employee. The record check may include a fingerprint check using a complete Washington state criminal identification fingerprint card. The requesting entity may provide a copy of the record report to the applicant at the applicant's request. When necessary, applicants may be employed on a conditional basis pending completion of the investigation. If the applicant has had a record check within the previous two years, the district, the Washington state center for childhood deafness and hearing loss, the state school for the blind, or contractor may waive the requirement. Except as provided in subsection (2) of this section, the district, pursuant to chapter 41.59 or 41.56 RCW, the Washington state center for childhood deafness and hearing loss, the state school for the blind, or contractor hiring the employee shall determine who shall pay costs associated with the record check.

(2) Federal bureau of Indian affairs-funded schools may use the process in subsection (1) of this section to perform record checks for their employees and applicants for employment.

(3)(a) School districts, educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, federal bureau of Indian affairs-funded schools, charter schools established under chapter 28A.710 RCW, schools that are the subject of a state-tribal education compact under chapter 28A.715 RCW, and their contractors may use the process in subsection (1) of this section to perform record checks for any prospective volunteer who will have regularly scheduled unsupervised access to children under eighteen years of age or developmentally disabled persons, during the course of his or her involvement with the school or organization under circumstances where access will or may involve the following:

- (i) Groups of five or fewer children under twelve years of age;
- (ii) Groups of three or fewer children between twelve and eighteen years of age; or
- (iii) Developmentally disabled persons.

(b) For purposes of (a) of this subsection, "unsupervised" means not in the presence of:

- (i) Another employee or volunteer from the same school or organization; or
- (ii) Any relative or guardian of any of the children or developmentally disabled persons to which the prospective employee or volunteer has access during the course of his or her involvement with the school or organization.

(4) Individuals who hold a valid portable background check clearance card issued by the department of children, youth, and families consistent with RCW 43.216.270 can meet the requirements in subsection (1) of this section by providing a true and accurate copy of their Washington state patrol and federal bureau of investigation background report results to the office of the superintendent of public instruction.

(5) The cost of record checks must include: The fees established by the Washington state patrol and the federal bureau of investigation for the criminal history background checks; a fee paid to the superintendent of public instruction for the cost of administering this section and RCW 28A.195.080 and 28A.410.010; and other applicable fees for obtaining the fingerprints.

[2017 3rd sp.s. c 33 § 1; 2017 3rd sp.s. c 6 § 220; 2014 c 50 § 1; 2009 c 381 § 29; 2007 c 35 § 1; 2001 c 296 § 3; 1992 c 159 § 2.]

NOTES:

Reviser's note: This section was amended by 2017 3rd sp.s. c 6 § 220 and by 2017 3rd sp.s. c 33 § 1, each without reference to the other. Both amendments are incorporated in the publication of this section under RCW 1.12.025(2). For rule of construction, see RCW 1.12.025(1).

Effective date—2017 3rd sp.s. c 6 §§ 102, 104-115, 201-227, 301-337, 401-419, 501-513, 801-803, and 805-822: See note following RCW 43.216.025.

Conflict with federal requirements—2017 3rd sp.s. c 6: See RCW 43.216.908.

Findings—Intent—2009 c 381: See note following RCW 72.40.015.

Intent—2001 c 296: See note following RCW 9.96A.060.

Findings—1992 c 159: "The legislature finds that additional safeguards are necessary to ensure the safety of Washington's school children. The legislature further finds that the results from state patrol record checks are more complete when fingerprints of individuals are provided, and that information from the federal bureau of investigation also is necessary to obtain information on out-of-state criminal records. The legislature further finds that confidentiality safeguards in state law are in place to ensure that the rights of applicants for certification or jobs and newly hired employees are protected." [1992 c 159 § 1.]

Criminal history record information—School volunteers: RCW 28A.320.155.

RCW 28A.400.305**Record check information—Access—Rules.**

The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW to implement RCW 28A.400.303. The rules shall include, but not be limited to the following:

(1) Written procedures providing a school district, approved private school, Washington state center for childhood deafness and hearing loss, state school for the blind, federal bureau of Indian affairs-funded school employee, charter school established under chapter 28A.710 RCW, school that is the subject of a state-tribal education compact under chapter 28A.715 RCW, or applicant for certification or employment access to and review of information obtained based on the record check required under RCW 28A.400.303; and

(2) Written procedures limiting access to the superintendent of public instruction record check database to only those individuals processing record check information at the office of the superintendent of public instruction, the appropriate school district or districts, approved private schools, the Washington state center for childhood deafness and hearing loss, the state school for the blind, the appropriate educational service district or districts, the appropriate federal bureau of Indian affairs-funded schools, the appropriate charter schools, and the appropriate state-tribal education compact schools.

[2017 3rd sp.s. c 33 § 2; 2010 c 100 § 1; 2009 c 381 § 30; 2007 c 35 § 2; 2001 c 296 § 4; 1996 c 126 § 5.]

NOTES:

Findings—Intent—2009 c 381: See note following RCW 72.40.015.

Intent—2001 c 296: See note following RCW 9.96A.060.

Effective date—1996 c 126: "This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and shall take effect immediately [March 21, 1996]." [1996 c 126 § 7.]

RCW 28A.400.306

Fingerprints accepted by the state patrol—Fingerprints forwarded to the federal bureau of investigation—Conditions.

The state patrol shall accept fingerprints obtained under this chapter only if it can ensure that the patrol will not retain a record of the fingerprints after the check is complete. It shall not forward fingerprints obtained under this chapter to the federal bureau of investigation unless it can ensure that the federal bureau of investigation will not retain a record of the fingerprints after the check is complete.

[1995 c 335 § 504; 1992 c 159 § 9.]

NOTES:

Part headings, table of contents not law—1995 c 335: See note following RCW 28A.150.360.

Findings—1992 c 159: See note following RCW 28A.400.303.

WAC 392-300-045

Protection of record check information.

Members of the public and agency personnel not processing record check information shall not be permitted access to any criminal record information.

(1) Record check information and a facility for their inspection will be provided by the fingerprint background check unit. Such records shall not be removed from the place designated. Records may be copied pursuant to the provisions of WAC 392-300-040.

(2) All record check information shall be maintained in a secure and private environment in order to protect the confidentiality of all district employees, applicants, and volunteers.

(3) All employees of the superintendent of public instruction who have access to criminal record information shall undergo record checks by the Washington state patrol and the Federal Bureau of Investigation.

[Statutory Authority: RCW 28A.400.305, WSR 18-03-070, § 392-300-045, filed 1/12/18, effective 2/12/18. Statutory Authority: RCW 28A.400.303, 28A.400.306, 28A.410.010 and 1996 c 126, WSR 96-17-045 (Order 96-12), § 392-300-045, filed 8/19/96, effective 9/19/96.]

WAC 392-300-050

Access to record check database.

School districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, educational service districts, state tribal education compact schools, Bureau of Indian Affairs funded schools, approved charter schools, authorized employees of approved private schools, colleges and universities shall establish written policies or procedures to determine which employees are authorized to access the database. Access to the superintendent of public instruction's record check database shall be limited to:

- (1) Employees of the superintendent of public instruction processing record check information including employees within the fingerprint background check unit, the office of professional practices, the legal services section, the certification section or their equivalents in case of future agency reorganization.
- (2) Authorized employees of school districts.
- (3) Authorized employees of educational service districts.
- (4) Authorized employees of college or universities with professional education standards board approved certification programs.
- (5) Authorized employees of the Washington state center for childhood deafness and hearing loss.
- (6) Authorized employees of the state school for the blind.
- (7) Authorized employees of Bureau of Indian Affairs funded schools.
- (8) Authorized employees of state tribal education compact schools.
- (9) Authorized employees of approved private schools.
- (10) Authorized employees of approved charter schools.
- (11) Other authorized individuals as determined by the superintendent of public instruction or designee.

Access to the database will be controlled by a confidential password issued by the superintendent of public instruction.

[Statutory Authority: RCW 28A.400.305. WSR 18-03-070, § 392-300-050, filed 1/12/18, effective 2/12/18; WSR 10-22-054, § 392-300-050, filed 10/28/10, effective 11/28/10. Statutory Authority: RCW 28A.400.303, 28A.410.090. WSR 07-19-012, § 392-300-050, filed 9/7/07, effective 10/8/07. Statutory Authority: RCW 28A.150.290(1). WSR 02-06-044, § 392-300-050, filed 2/27/02, effective 3/30/02. Statutory Authority: RCW 28A.400.303, 28A.400.306, 28A.410.010 and 1996 c 126. WSR 96-17-045 (Order 96-12), § 392-300-050, filed 8/19/96, effective 9/19/96.]

WAC 392-300-055

Prohibition of redissemination of fingerprint record information by educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, school districts, Bureau of Indian Affairs funded schools, state tribal education compact schools, approved private schools, and approved charter schools.

Fingerprint record information is highly confidential and shall not be redisseminated to any organization or individual by any educational service district, the Washington center for childhood deafness and hearing loss, state school for the blind, school district, Bureau of Indian Affairs funded school, state tribal education compact schools, approved private schools, or approved charter schools.

[Statutory Authority: RCW 28A.400.305. WSR 18-03-070, § 392-300-055, filed 1/12/18, effective 2/12/18. Statutory Authority: RCW 28A.400.303, 28A.410.090. WSR 07-19-012, § 392-300-055, filed 9/7/07, effective 10/8/07. Statutory Authority: RCW 28A.150.290(1). WSR 02-06-044, § 392-300-055, filed 2/27/02, effective 3/30/02. Statutory Authority: RCW 28A.400.303, 28A.400.306, 28A.410.010 and 1996 c 126. WSR 96-17-045 (Order 96-12), § 392-300-055, filed 8/19/96, effective 9/19/96.]

WAC 392-300-060

Protection of fingerprint record information by educational service districts, the Washington center for childhood deafness and hearing loss, state school for the blind, school districts, Bureau of Indian Affairs funded schools, state tribal education compact schools, approved private schools, and approved charter schools.

Educational service districts, the Washington state center for childhood deafness and hearing loss, state school for the blind, school districts, Bureau of Indian Affairs funded schools, state tribal education compact schools, approved private schools, and approved charter schools shall have policies and procedures to:

- (1) Protect the confidentiality of fingerprint record information, including the secure location of criminal history record information (CHRI);
- (2) Limit access to authorized personnel processing or requiring fingerprint record information to make employment decisions; and
- (3) Prevent the unlawful redissemination of fingerprint record information.

Noncompliance with these provisions may allow for the recovery of civil damages under applicable federal and state statutes.

[Statutory Authority: RCW 28A.400.305. WSR 18-03-070, § 392-300-060, filed 1/12/18, effective 2/12/18. Statutory Authority: RCW 28A.400.303, 28A.410.090. WSR 07-19-012, § 392-300-060, filed 9/7/07, effective 10/8/07. Statutory Authority: RCW 28A.150.290(1). WSR 02-06-044, § 392-300-060, filed 2/27/02, effective 3/30/02. Statutory Authority: RCW 28A.400.303, 28A.400.306, 28A.410.010 and 1996 c 126. WSR 96-17-045 (Order 96-12), § 392-300-060, filed 8/19/96, effective 9/19/96.]

Joan Banker

From: Ida Shock <Ida_Shock@Yakama.com>
Sent: Monday, March 5, 2018 2:20 PM
To: Joan Banker
Cc: Leon Strom
Subject: Yakama Tribal School attachments;
Attachments: ALL FUNDING 01.25.18.pdf, BIE Program Review Checklist 2018.pdf

Joan,

These are the documents I attached to our Tribal Compact application. If you need anything further on Budget or Background check please do not hesitate to contact me. Thank you.

Budget: The Yakama Nation Tribal School is funded 85% by the Bureau of Indian Education (BIE), Language English Acquisition Post-Secondary Success (LEAPSS) 13%, Tribal Treasury 3%, Title VII 1%, and Revenue 1%.

Program offered: The Bureau of Indian Education programs offered are: 1) School Operations, 2) Special Education, 3) Transportation, 4) Title I, IIA, 5) Facilities Operations & Maintenance, 6) Johnson O'Malley. In addition, we collaborate with 21st Century for after school program, and Pacific Northwest University (PNWU) monthly visits.

XV\.

We conduct background checks according the following attached background check off list from our main funding sources BIE. Organizational chart: We consist of Superintendent, Principal, Dean of Students, Business Manager, 10 teachers, 1 Cultural Specialist, 1 Special education Coordinator, 1 Counselor, 2 Teaching Assistants, 4 Custodial, 3 bus drivers, 2 cooks and 4 office support. These employees consist of: 19 enrolled Yakama, 7 decedent/Spouse/Enrolled other tribe, 2 non-Indian, 6 Vacant positions. (See attachment)

Respectfully,

Ida Shock, Business Manager
Yakama Nation Tribal School
Phone: 509-865-5121 ext. 4511
Work Cell: 509-594-1512
Fax: 509-865-6092

Employee Background Investigation Checklist

Employee(s) (Designated as having regular contact or control over children)	Investigative Questionnaire Completed?	Date Questionnaire Signed	Date Hired	FBI Fingerprint Completed?	FBI Fingerprint dated AFTER hire	Adjudicate FBI Fingerprint checks w/ CRIMINAL RECORDS	Was investigation conducted appropriately? i.e., timeframe prior to employer's clearance.	State Criminal History Repository(s) Completed?	Local Law Enforcement Search(es)?	Former Employer(s) Interviewed?	3 Personal References Interviewed?	Last claimed degree verified?	Sex offender registry(s) checked?	Date Investigation Completed	Criminal Records or Employee Misconduct Identified in Investigation?	Adjudication Certification Included in Personnel File?	If date of hire more than 5 years, was re-investigation completed?	Compliance Concerns Identified?
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N Complete Adjudication Checklist	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N Complete Adjudication Checklist	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N Complete Adjudication Checklist	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N Complete Adjudication Checklist	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
	<input type="checkbox"/> Y <input type="checkbox"/> N			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y* <input type="checkbox"/> N Complete Adjudication Checklist	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:

Yakima Nation Tribal School – Safety Plan

Thank you. The documentation here is very thorough.

A couple suggestions and questions for you:

1. Organization of the three sections of a plan:

- a. 1. basic, 2. functional, and 3. threats & hazards
- b. The OSPI Safety Center Toolkit page has resources for organizing a comprehensive EOP safety plan.
- c. Think of your COOP as a component of that plan – a functional annex.
- d. For section 3, what are those threats and hazards which you have to consider for your location? Be sure to address those.

2. Content:

- a. Suggest differentiating between “shelter-in-place” and general “sheltering”. Shelter-in-place is more of a response to air quality events, while sheltering can cover any time there is a need to provide protective shelter - including for air quality issues.
- b. Page 25 and elsewhere, it'd be a good idea to include guidance around the use of cell phones in the event of an emergency: availability or non-availability, calls and texts in and out, etc.
- c. Page 44 covers leaky roofs. The first step says to identify the cause of the leak. Although this is very important, it is probably not best practice to say/suggest that a teacher may have to climb on a roof to determine the cause of a leak. (I don't think that this is what you intended to suggest.)
- d. Drills: the drill requirement configuration has changed in the last couple years.
<http://www.k12.wa.us/safetycenter/Drills/default.aspx>
- e. As you continue to update, please be sure to include information and guidance for:
 - i. Active shooter (an unfortunate hot topic to have to include)
 - ii. HIB – policy and procedures and HIB contact person.
 - iii. Suicide prevention, intervention, post-vention.

Again, thank you very much!

Mike Doales

Tribal Compact School Application Feedback Form - 2018

Two Tribal Compact School applications were received by the February 1 deadline from Chief Leschi Tribal School/Puyallup Tribe and Yakama Nation Indian School.

Similar to previous years, we are attaching the section(s) of the application which applies to your area of OSPI expertise and am **requesting a response back by Tuesday, March 13, 2018**. If you have any questions or would like to review the entire application, please contact me either by email (joan.banker@k12.wa.us) or call 725-6160.

Thank you.

Joan Banker
Office of Native Education

Date of Review: 3.1.18

Name of Reviewer: Mike Donlin

Tribes Submitting Application: Yakama Nation Tribal School

Name of Section Reviewed: XVIII: Safety Plan

Is there enough information provided to ensure successful school operation in this section of the application? Yes: No:

If "no" is checked above, what is missing or needs clarification? **Please give specific recommendations in the space below** (or attach additional pages) which will be shared with the applicant for further documentation. **Our plan is to forward your feedback directly to Yakama Nation Tribal School** so please be as concise and clear as possible. If you would like this form electronically, please let me know.

There is no plan attached.

Please visit the School Safety Center (<http://www.k12.wa.us/safetycenter>) for information on developing such a plan.

*Thank you -
Mike Donlin*

Joan Banker

From: Jacob Davis <Jacob_Davis@Yakama.com>
Sent: Monday, March 19, 2018 11:14 AM
To: Joan Banker
Subject: Fw: Coop and EAP
Attachments: 1. COOP and EAP - 2010-2011.doc; 2. EAPs 2010-2011.docx; 3. APPENDIX A-H 2010 - 2011.doc

Good morning Joan, how are you? Here is some information in regards to the Safety Plan. There is currently no signatures as we are waiting for elected officials and school boards final approval. However, the information that you folks are looking for should all be in these documents. If you have any questions or concerns please email me back with further directions so I can get it taken care of. Thank you and have a good day!

From: Rory Waltermann
Sent: Monday, March 19, 2018 11:06 AM
To: Jacob Davis
Subject: Coop and EAP

Rory Waltermann
Yakama Nation Tribal School
Facility Maintenance Coordinator
Phone (509)865-5121 ext.# 4513
Cell (509)930-6827
Fax (509)865-6092
email rwaltermann@yakama.com

Thinking is one thing no one has been able to tax....



Yakama Nation Tribal School

Continuity of Operations Plans and Emergency Action Plans

Revised March 2018

Yakama Nation Tribal School
Continuity of Operations & Emergency Action Plans

Table of Contents

Plan Approval.....	4
Safety Officer Declaration.....	4
Alternate Facility Site Certification.....	5
Introduction.....	6
Plan Objectives.....	7
Plan Orientation.....	7
Privacy Statement.....	8
Confidentiality.....	8
Communications.....	8
Mandated Reporting.....	9
Applicability and Scope.....	10
Assumptions.....	11
Situation and Risk Assessment.....	12
Order of Succession and Delegation of Authority.....	13
Staff Assignments.....	14
Student and Staff Safety Responsibility.....	15
Building Security and Staff Vigilance.....	16
Task Assignment Matrix.....	17
COOP Activation Responsibilities.....	18
Senior Leadership.....	18
Safety Officer.....	18
Safety Team.....	18
Public Information Officer.....	19
Documentation and Vital Records Team.....	19
Bookkeeping Team.....	20
Technology Team.....	20
Transportation Team.....	21
Facility Support Team.....	21
Staff Support Team.....	21
Student Support Team.....	22
General Staff.....	23

- continued -

Table of Contents

Essential Function Matrix.....	24
Essential Equipment.....	25
Vital Records and Documents.....	25
Emergency Reference Numbers.....	26
Media Outlet Contact Numbers.....	28
Emergency Action Plans.....	29
Aircraft Accident On or Near Campus.....	30
Bomb Threat / Suspicious Item.....	31
Earthquake.....	32
Evacuation.....	34
Fighting or Violence.....	35
Gas Leak or Haz-Mat Spill (on campus).....	36
Hostage Situation.....	37
Lockdown – FULL.....	38
Lockdown – MODIFIED.....	41
Loss of Facility.....	43
Man-Made Environmental Emergency.....	46
Media Relations.....	47
Medical Emergency.....	49
Multiple Casualty Incident.....	53
Post Incident Recovery.....	54
Student-Parent Reunification.....	55
School Vehicle Accident.....	57
Shelter-in-Place.....	60
Volcano and Ashfall.....	62
Weather-Related Incident.....	65

- continued -

Table of Contents

Appendix.....	67
A – Record of Changes.....	68
B – References and Authorities.....	69
C – Order of Succession/ Delegation of Authority....	70
D – Emergency Drill Schedule.....	71
E – Staff Training Schedule.....	72
F – Bell Schedule.....	73
G – Staff Emergency Contact List.....	74
H – Forms and Flyers.....	76
- Drill Report	
- Drill Schedule and Log	
- ICS Assignment Chart	
- Incident Log	
- Incident Report	
- Media Release Template	
- Notice of First-Aid Care	
- Record of First-Aid Care	
- Reunification Release	
- Situation Status Report	
- Student Emergency Information	
- Check-In Flyer	
- First-Aid Station Flyer	
- Lockdown Flyer	
- Student Release Area Flyer	
- Student Assembly Site Flyer	
- Waiting Area Flyer	
- YNTS Reunification Site Flyer	

Plan Approval

This COOP/EAP plan has been reviewed and adopted by resolution and committee action, for use by the Yakama Nation Tribal School and will supersede all previous versions. It will become effective upon signed approval by:

Approved: _____
Y.N. Education Committee

Date: _____

Approved: _____
Y.N. Emergency Management Manager

Date: _____

Approved: _____
Y.N. Deputy Director

Date: _____

Approved: _____
Y.N.T.S. Superintendent

Date: _____

Approved: _____
Y.N.T.S. Principal

Date: _____

Safety Officer Declaration

This Plan was prepared for the Yakama Nation Tribal School to develop, implement and maintain a viable COOP capability as well as comply with Safe School Initiative preparedness planning. This Plan complies with regulatory policy established by YNTS, the Yakama Nation, Washington State Office of the Superintendent of Public Instruction, and supports recommendations provided in the Federal Emergency Management Agency's Federal Preparedness Circular 65 and the Revised Code of Washington 28A.320.125.

Prepared by: _____
Safety Officer

Date: _____

Alternate Facility Site Certification

I have reviewed the Continuity of Operations Plan for the Yakama Nation Tribal School. This facility, the **Toppenish Longhouse, at 30 Robbins Road, Toppenish, WA**, has been designated as the:

- emergency evacuation site
- parent / student emergency reunification site
- alternate work site facility for essential functions

We accept the responsibility of this designation and will work with the Yakama Nation Tribal School to prepare for possible use of this facility and the actual accommodation of this group should the need arise.

Keys to access the facility will be given to the Yakama Nation Tribal School Principal and/or Safety Officer and will be kept in the school vault with restricted access. In the event the keys are not accessible, the school has permission to contact Facility Maintenance at 865-2554 or 865-512, ext. 6013 or 4624, for access.

I attest that I have been authorized by the leadership/members/owners of this facility to accept this responsibility with my signature.

Print Name: _____ Title: _____

Signature: _____ Date: _____

I, acknowledge receipt of and attest to the protection of the alternate site facility access (including but not limited to; keys and security codes).

Signature: _____ Title: Principal _____ Date: _____

Signature: _____ Title: Safety Officer _____ Date: _____

Introduction

The Yakama Nation Tribal School has grown increasingly aware of how all types of events, natural or man-made, can disrupt school operations and jeopardize the safety of those within its facilities. YNTS is committed to the safety and security of our staff, students, visitors and operations. We strive to be prepared to respond to any natural, man-made or technological hazard, emergency or disaster. As a result, Emergency Preparedness planning and Continuity of Operations Planning has become a necessary and required process for this institution.

The Yakama Nation Tribal School has developed this Continuity of Operations Plan and Emergency Action Plan to preserve its ability to function effectively and keep its occupants and visitors safe during an event or potential event.

The COOP portion of this plan identifies essential functions and services performed by this institution and will be implemented to minimize the impact any disruption to normal operations. Regardless of the type of event, essential functions and services will continue in some capacity until the return of normal operations is possible.

Additionally, the Emergency Action Plan provides vital information for building occupants during an emergency or potential emergency.

Plan Objectives

- Provide for the safety and well-being of the YNTS staff and students
- Protect and maintain essential records, assets, systems and equipment
- Avoid or reduce unacceptable disruptions to essential functions
- Identify essential personnel and supporting staff for essential function activities
- Ensure the alternate facility location can support essential functions
- Enable staff to perform essential functions
- Enable a continued operation during any crisis or event
- Facilitate the leadership of response during an emergency
- Plan and prepare for all potential emergencies

Plan Orientation

All Yakama Nation Tribal School staff will receive orientation training for this plan. Those having identified roles are to understand their responsibilities and exercise the appropriate authority to implement the plan in a safe and timely manner when confronted with an emergency or potential emergency situation.

This plan will be subject to review and revision at least once per calendar year. It is recommended that this occur prior to or shortly after the start of the school year and that all staff be made aware of any changes to the plan.

Privacy Statement

Public disclosure of this document would have a reasonable likelihood of threatening public safety by exposing vulnerabilities and personal information. It contains sensitive and confidential information that is not subject to disclosure. Accordingly, Yakama Nation Tribal School is withholding this plan from public disclosure. Any request for a copy for this document will be referred to the Superintendent of the school and the Yakama Nation Legal Counsel Department.

This handbook will be distributed to or made available upon request to Yakama Nation: Emergency Management, Tribal Administration, and Education Committee in addition to Yakama Nation Tribal School: School Board, Superintendent, Principal and Staff. This Plan may be shared with local emergency response agencies, coordination officers, emergency management directors, planners or other parties that may be affected by the implementation of this plan.

Confidentiality

Accurate and sometimes sensitive information is vital to maintaining the safety and security of our staff and students. Release of such information could risk the safety of staff and students during times of crisis. It is vital that YNTS staff follow the communication directives established within this plan as well as all Yakama Nation Tribal Employee directives.

Communications

All public information releases will be approved prior to distribution by school administration and distributed through commonly available media or public notification methods.

During an emergency event, public information releases will be approved prior to distribution by the Incident Commander or the designated Public Information Officer. Such releases will be made by any commonly available technology, media or public notification methods.

Mandated Reporting

Under Washington State law, all school personnel (teachers, bus drivers, office staff, maintenance workers, etc.) who have reasonable cause to believe that a child has suffered abuse or neglect are required to report the incident, or to cause a report to be made, to law enforcement officials or Child Protective Services. Failure to make a mandated report is a criminal offense.

It is the policy of the Yakama Nation Tribal School to report all signs of abuse, neglect, self-harm and suicidal ideations. The school will also take immediate action upon complaints of or witnessing bullying, harassment or possible violence.

Report all concerns to the Counselor or Principal immediately. The Counselor and Principal may refer the incident to an appropriate outside agency. A report of abuse or neglect must be made to law enforcement and Child Protective Services within 48 hours of incident.

Report abuse to:	Toppenish DCFS	Reception & Intake: (509) 865-1450
	PO Box 1128	1-800-526-8713
	4 E Third Ave	Fax: (509) 865-4616
	Toppenish WA 98948	After Hours: 1-800-562-5624
		Hotline: 1-866-363-4276

Questions that will be asked when you call

1. The name, address and age of the child.
2. The name and address of the child's parent, guardian or other persons having custody of the child.
3. The nature and extent of the abuse or neglect.
4. Any evidence of previous incidences.
5. Any other information which may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.

You do not need to have all of the above information when you call to make a report, but the more accurate information you can provide, the better equipped the offices will be to assess the child's risk.

Applicability and Scope

This plan describes the actions that will be taken to activate a viable "Essential Functions Capability" within 12 hours of an emergency event or declaration of an impending event and will be sustainable for up to 30 days. This plan can be implemented during duty and non-duty hours, with or without warning and covers all facilities, systems, vehicles and buildings operated or maintained by the Yakama Nation Tribal School.

The primary facility location for the Yakama Nation Tribal School is located at:

**The Stanley Smartlowit Education Center
601 Linden Street
Toppenish, WA 98948**

This plan supports the performance of essential functions from an alternate facility location and provides for the continuity of management and decision-making for YNTS in the event that senior leadership or technical personnel are unavailable.

This plan provides policies and guidance for the restoration of essential functions in the event of a disruption of operations and will address three basic disruptions:

- Loss of access to the facility (as with fire or earthquake),
- Loss of services due to a reduced workforce (such as a pandemic or public health event) or
- Loss of services due to equipment or systems failure (as in an Information Technology (IT) systems failure).

An event, such as an explosion, fire or hazardous materials incident, may require the evacuation of one or more buildings with little or no advance notice. Building evacuation, if required, is accomplished via implementation of the Evacuation or Emergency Response Plan for each building. This COOP plan is not an evacuation plan.

Assumptions

- In the event of disaster, YNTS may need to rely on the assistance of outside services and jurisdictions for recovery. This plan will serve as a basis for future development of a regional plan with neighboring institutions or entities that could incorporate mutual aid agreements, alternate facility locations and inter-organizational communications plans to ensure a coordinated response in the event of a disaster.
- Leadership, assigned team members and staff will continue to recognize their responsibilities to public safety and exercise the appropriate authority to implement this COOP plan in a timely manner when confronted with disasters.
- If properly implemented, this COOP plan will reduce or prevent disaster-related losses.

Situation and Risk Assessment

The following situations impact YNTS' COOP Plan:

- The school year is typically September to June, with vacation periods during: Thanksgiving weekend, Christmas / New Year holiday (approx 10 days), Spring break (approx 5 days, typically the first week April). The school also observes Federal and Yakama Nation holidays. A four week summer school session occurs between mid-June to mid-July.
- The school supports grades 8-12, with an average enrollment of 100 students during the school year and less than 10 students during summer school session.
- A staff of approximately 40 is maintained during the school year with a reduced staff of less than 10 during summer and extended holiday breaks. The facility is typically closed during Federal or Yakama Nation holidays.
- The school campus is located at the west end of the city of Toppenish and is adjacent to west First Avenue, Highway 97 and Fort Road (high-traffic corridors for the city of Toppenish, Yakima County and Yakama Nation Reservation)
- The campus is surrounded by a series of 3 foot cyclone fences with minimal access points and a green-zone that is at least 20 feet wide.
- The main access driveway is located at the north end of the campus, connecting Linden St. and the parking lot. A 4 foot wide canal runs parallel to the driveway (water flows typically March – October)
- The main school entrance faces west, adjacent to the parking lot.
- Athletic fields are located to the west, southwest and south of the main building and an open lawn is maintained on the east side of the building.
- A small pond is located approximately 100 yards southwest of the main building. It is supported by the water table and is not maintained by a known organization.
- Additionally, the campus is also surrounded by:

NORTH:	.36 mi – Kirkwood Elementary School
N.E. and E	.30 mi – residential neighborhood
SE:	.20 mi – the start of the business core for the city of Toppenish
SOUTH:	.20 mi – First Avenue, Hwy 97, Fort Road (high-volume traffic corridor)
WEST:	.60 mi – Toppenish High School

Order of Succession and Delegation of Authority

This list is relevant to the normal operations at Yakama Nation Tribal School. In the event of an emergency, the order of succession and delegation of authority may differ. *If the Incident Command System is implemented – ICS protocol will prevail.*

- YN Education Committee: Delano Saluskin, Chairperson
Esther Moses-Hyipeer, Secretary
Raymond Smartlowit, Member
Charlene Tillequots, Member
- YN Tribal Administration: Elizabeth Nason, Tribal Director
- YN Human Services: Arlen Washines, Deputy Director
- YN Tribal School - Frank Mesplie - Superintendent
Vacant - Principal
Vacant – Technology Coordinator
Gretchen Felder – Special Services Coordinator
- YNTS Safety Team - Frank Mesplie – Superintendent
Rory Waltermann – Safety Officer
Ida Shock – Business Manager
Clifford Smiscon – Transportation Supervisor
Justin Lewis – Facility Maintenance
Denise Yallup – Food Service Manager
Mary Looney – Teaching Staff Rep
- JOM Committee: Mary Clark - Chairman
- Vice-Chairman
Karen Andrews - Secretary

YNTS Staff Assignments

- Senior Leadership:** Frank Mesplie – Superintendent
- Safety Officer:** Rory Waltermann – Safety Officer
- Public Information Team:** Frank Mesplie – Superintendent
Katrina Walsey – Dean of Students
- Documents & Vital Records Team:** Julia Polk , Registrar
vacant, Assistant Registrar
- Bookkeeping Team:** Ida Shock - Bookkeeper
Elena Batin – Grant Coordinator
- Technology Team:** Vacant – Technology Coordinator
Vacant - Tech
- Transportation Team:** Cliff Smiscon – Transportation Supervisor
Sarah Yallup - Driver
Wendall Cozad - Driver
- Facility Support Team:** Rory Waltermann – Facility Maintenance Coordinator
Denise Yallup – Food Service Manager
- Staff Support Team:** Frank Mesplie – Superintendent
Jacob Davis – Teacher
Gretchen Feider – Special Services Coordinator
- Student Support Team:** Katrina Walsey – Dean of Students
Justine Telakish – Home Liaison
Raynell Begay – Counselor

Student and Staff Safety Responsibility

- The Yakama Nation Tribal School assumes the responsibility for the safety of students from home to school and from school to home.
- If an emergency occurs during the school day and it is believed advisable for students and staff to shelter-in-place; students will be provided supervision, shelter and provisions at the school as long as deemed reasonable by the Superintendent, Principal or Safety Team.
- Bus transportation will be provided to all students when routes are deemed safe.
- The determination for early dismissal or late start will be the responsibility of the Superintendent or their designee.
- Early dismissal or late start announcements will be made by local radio or television stations, as necessary. Such releases will be provided by the Superintendent or their designee.
- Staff and/or coaches must stay with the students until they are all picked-up by responsible family/guardian or when the Principal, or their designee, approves of the student leaving and releases responsibility.
- Parents or guardians can sign-out a student at any time. Upon signature the safety of the student becomes the parent/guardian's responsibility.
- If an early dismissal or school closure occurs during a supervised outing, such as a field trip or sporting event, staff or coaches will remain with students. The safety of the students will remain the responsibility of the school until students are delivered home or until a responsible parent/guardian signs out student.

Building Security and Staff Vigilance

In order to maintain the safety and security of the staff, students and facility the following will be observed:

- Staff will maintain an awareness of facility and room contents
- Any suspicious package or container will be reported immediately to the Superintendent, Principal or Safety Team
- Rooms will be secured when unoccupied by assigned staff. This includes; windows and doors closed and locked
- Closets and cabinets will be locked
- Facility maintenance will lock each room after cleaning it
- All areas not in use will be kept locked including; offices, locker-rooms, kitchen, and concession stand
- All non-public areas will have restricted access or be kept locked as, including; boiler room, electrical room, janitorial room
- All visitors to the facility are required to check-in at the office. Staff will immediately report those that have not done so to the Principal, Safety Team or Superintendent
- **All Threats will be taken seriously – this includes threats of bombing, fire and violence**
- All Threats will be reported immediately to the Superintendent, Principal or Safety Team

Emergency Declaration, Evacuation and Closure Task Assignment Matrix

Emergency Response Responsibility Table

Task	Necessary Action	Response Leader	Response Team
Alert Building Occupants to Emergency Situation	Activate Alarm System	Staff Member Declaring Emergency	General Staff
Evacuate Building	Safe and Orderly Evacuation	Safety Team	General Staff
Student Accountability	Student Roll-Call	Registrar	Teaching Staff Principal Superintendent or Designee
Employee Accountability	Staff Roll-Call	Superintendent	Principal or Designee
Evacuate Students and Staff Off-site	Evacuate to Alternate Site Location	Safety Team	Superintendent, Principal, Transportation, General Staff
Release Students from Main or Alternate Site	Student/Parent Reunification Process	Registrar	Student Support Team
School Closure Notification	Alert Notification – Phone Tree Activation	Superintendent	Principal or Designee
Media Contact regarding School Closure	Contact Radio/Television	Superintendent	Principal or Designee

COOP Activation Responsibilities

Senior Leadership:

- Supports and provides leadership for all emergency planning efforts,
- Activate COOP as necessary,
- Provide policy direction, plan guidance and mission objectives to COOP implementation,
- Consult with and advise appropriate officials during COOP activation
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Safety Officer:

- Maintain COOP readiness and compliance and update as necessary
- Develop and manage COOP team
- Identify COOP management and policy issues
- Act as liaison for YNTS to other agencies during planning and activation
- Coordinate and document training for all staff, including focused training for those assigned to essential functions staff positions
- Initiate appropriate notifications within and outside of the institution during COOP activation
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Safety Team:

- Create a planning schedule and milestones for COOP capabilities
- Prepare alternate site support plans for the COOP plan activation
- Periodically test COOP plan to assess readiness capability
- Coordinate with facility departments to identify and maintain essential functions and vital records

- Coordinate and oversee the reconstitution process to return to pre-incident level of service or to a reasonably functioning recovery status
- Develop space allocation and facility requirements to return to pre-incident level of service or to a reasonably functioning recovery status
- Contact and coordinate with appropriate organizations for an extended occupancy alternate site for reconstitution if the primary facilities are uninhabitable
- List and prioritize functions and projects to resume normal operations within a time-management schedule
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Public Information Officer and Media Team:

- To protect the interest of the Yakama Nation
- Collect and evaluate situational information and prepare public information releases for approval including, but not limited to; situation status, student accountability, parent-student reunification process and time-tables.
- Release information only upon approval from YNTS Administration, YN Media Committee and YN Emergency Mgt
- Make initial contact and maintain reasonable contact to students, parents/guardians and public through available technology, news media and other acceptable public information access methods
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Documentation and Vital Records Team:

- Maintain up-to-date mobile document readiness of student, staff and facility information
- Ensure reasonable protection for essential function documentation and vital records at main facility and alternate site location

- Reconstitute documents and vital records to pre-incident level or to a reasonably functioning recovery status
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Bookkeeping Team:

- Maintain up-to-date mobile document readiness of accounts, funding sources, time-keeping and payroll information
- Ensure reasonable protection for essential function documents at main facility and alternate site location
- Reconstitute documentation to pre-incident level or to a reasonably functioning recovery status
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Technology Team:

- Maintain up-to-date mobile technology plan including, but not limited to: computer network, communication sources and office support equipment
- Ensure mobility and functionality of technology plan and equipment including, but not limited to; computer access, network, communication resources and office support resources
- Reconstitute computer network access, communication resources and office support equipment to pre-incident level or to a reasonably functioning recovery status
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Transportation Team:

- Develop and maintain evacuation transportation plan including, but not limited to; students, staff and equipment
- Maintain vehicle and staff readiness
- Coordinate transportation efforts with responding agencies as necessary
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Facility Support Team:

- Develop and maintain equipment and supply transfer plans to prepare for COOP activation
- Prepare, maintain and transfer equipment and supplies to alternate site location upon plan activation
- Assist other teams in transferring essential function capability to alternate site location as needed
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Staff Support Team:

- Make initial contact and maintain reasonable contact of staff upon activation regarding; situation, accountability, assignments and time-schedules
- Develop time-schedule for returning to teaching activities during activation and reconstitution processes, as appropriate
- Acquire and distribute essential teaching materials and supplies to staff for returning to teaching activities during activation and reconstitution process, as reasonably possible.
- Establish reasonable recovery and reconstitution process time-table to prepare for a return to pre-activation level or to a reasonably functioning recovery status

- Coordinate appropriate lodging, food and other arrangements with the alternate location, as appropriate, for staff who need to remain at the alternate location during activation
- Plan for and implement counseling and mental health support for staff members during and after COOP activation
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

Student Support Team:

- Evacuate students, as quickly and safely as possible, upon activation of COOP
- Initiate student accountability and parent-student reunification process upon activation
- Prepare information releases for the Public Information Team regarding; student accountability, evacuation process, parent-student reunification process, situational updates, class postponement and reinitiation time-tables.
- Develop time-schedule for returning to teaching activities during activation and reconstitution processes, as appropriate
- Acquire and distribute essential teaching materials and supplies to staff for returning to teaching activities during activation and reconstitution process, as reasonably possible.
- Establish reasonable recovery and reconstitution process time-table to prepare for a return to pre-activation level or to a reasonably functioning recovery status
- Coordinate appropriate lodging, food and other arrangements with the alternate location, as appropriate, for staff who need to remain at the alternate location during activation
- Plan for and implement counseling and mental health support for staff members during and after COOP activation
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

General Staff:

- Review and understand responsibilities for general staff, team assignments and essential function duties during COOP activation
- Attend training and maintain skills necessary for COOP assignments detailed within this plan and as requested by administration.
- Establish and maintain reasonable contact with designated accountability personnel for personal situation status and updates, including inability to report as assigned or requested.
- Report as instructed, to main facility or alternate site location, to perform essential functions as detailed in this COOP plan, or as requested.
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation
- Due to recent national tragic events and the vulnerability to the Pacific Northwest, it is critical that families be prepared for emergencies. The Yakama Nation Tribal School advises its employees to be personally prepared for natural and man-made disasters. The following web-sites are useful to family preparedness planning;

<http://www.ready.gov/>

<http://www.fema.gov/areyouready/>

<http://www.72hours.org/>

Essential Function Matrix

Upon activation the COOP team and Senior Leadership will assess the situation and develop a timetable to re-establish operations and a class schedule while ensuring the safety and security of staff and students. YNTS could tolerate a 1 to 2 week disruption of services. After that, essential functions would be greatly affected. Washington State Law requires students receive 180 days of instruction.

Essential Function Action Table

Incident Type	Necessary Action	Essential Docs & Equip	Necessary Comms
24 Hours or Less	Discontinue School Evacuate Student-Family Reunification	Evacuation Docs	Staff, Students and Family Notification
1 – 7 Days	Discontinue school Evacuate Student-Family Reunification	Evacuation Docs	Staff, Students and Family, General Public
2 – 4 Weeks	Relocate to Alternate Site	COOP Activation Plans, Vital Records/Docs, Essential Function Equipment	Staff, Students and Family, General Public
1 Month or More	Relocate to Alternate Site, Alert Area Schools to Possible Tx Students Situation	COOP Activation Plans, Vital Records/Docs, Essential Function Equipment	Staff, Students and Family, Public, Area Schools
Loss of Facility and Some Employees	Relocate to Alt Site, Reassign Staff & Students, Alert Area Schools to Possible Tx Students Situation	COOP Activation Plans, Vital Records/Documents, Essential Function Equipment	Staff, Students and Family, Public, Area Schools
Loss of Facility and Most Employees	Relocate to Alt Site, Ensure Adequate Staffing, Alert Area Schools to Possible Tx Students Situation	COOP Activation Plans, Vital Records/Documents, Essential Function Equipment	Staff, Students and Family, Public, Area Schools
Total Devastation of Area and Population	Close School, Reassign or Assign Staff to Avail or Recall Status, Transfer Students	Secure Vital Records/Documents and Equipment, Reconstitute School and Staff if Possible	Staff, Students and Family, Public, Area Schools

Essential Equipment

Equipment vital to the essential functions of YNTS includes, but is not limited to:

- Desks / Tables
- Chairs
- Dry Erase Boards
- Computer Workstations
- Visual Instructional Equipment
- Audio Instructional Equipment
- Printers and Copiers
- Telephones
- Fax Machine
- Textbooks and Other Education Material
- Food Storage and Preparation Equipment
- Food Service Supplies
- Classroom and Office Supplies
- Facility Maintenance Supplies

Vital Records and Documents

All vital records and documents are to be kept in a fire-proof safe. Reasonable back-up copies of these records and documents are to be maintained and kept in a separate location. Vital records and documents include but are not limited to:

- Personnel documents and payroll records
- Student educational, medical, disciplinary records
- Bookkeeping and timekeeping records
- Contracts, mutual aid agreements and vendor documents
- School historical records
- Any other documents deemed confidential, vital and necessary

Emergency Reference Numbers:

All Emergency Assistance 911

Ambulance Services:

White Swan Ambulance 874-2979
AMR Ambulance 453-6562
ALS Ambulance 574-8444

Community Health and Safety:

Crisis Hot Line (Yakima Co) 1-888-605-6999 / 575-4200
Cen WA Comprehensive Mental Health
Suicide Hotline 1-800-784-2433
National Weather Service 1-541-276-4493
Poison Control 1-800-222-1222
Red Cross (Yakima) 457-1690 / 1-800-488-5428
Yakama Indian Health Clinic 865-2102
Yakima County Health District 575-4040 / 1-800-535-5016

Fire:

District 5 Fire Dial 911 865-4202 (as a secondary resource ONLY)
Toppenish City Fire Dial 911 865-3111 (as a secondary resource ONLY)
Yakama Nation Fire Mgt 865-6653 or Ext 4228

Hospitals:

Toppenish Community 865-3105 / 865-1500
Yakima Valley Memorial 575-8000 / 575-8100
Yakima Regional 575-5000 / 575-5061
Sunnyside Community 837-1500 / 1-800-548-7086

Emergency Reference Numbers – cont.

Law Enforcement:

Tribal Police	865-2933	or Ext 4563
Toppenish Police	865-4355	
Yakima Co. Sheriff	574-2500	
WA St Patrol (Yakima)	575-2320	
FBI (Yakima Co)	453-4859	

Yakama Nation:

Agency Switchboard	865-5121	
Administration	x 6012	
Cultural Center	x4751	865-2800 x3
Restaurant	x4734	865-2800 x2
Theatre	x4752	865-2800 x5
DNR – Engineers	865-1409	865-1806
Facility Mgt	x 4624	
Fire Mgt	x 4228	865-6653
Foster Retirement Center	865-2146	
Homeland Sec / Emerg Mgt	x 6035	
Public Safety (police)	x 4563	865-2933
RV Park	865-2000	1-800-874-3087
Wanity Park Center Lunch Hall	865-5161	x 4489

Misc:

Legends Casino	865-8800	
Forest Products	874-2901	
Ft. Simcoe Job Corps	874-2244	
Heritage College	865-8500	
Mt Adams Comm Ctr (W.S.)	874-2515	
W.S. Road Shop – DNR	874-2121	
Yakamart	865-7820	
Yakima Waste Management	248-4213	1-800-572-9738

Emergency

Action

Plans

AIRCRAFT ACCIDENT ON OR NEAR CAMPUS

ADVISORY

All airplane crashes are to be considered a hazardous material site and a crime scene

Stay clear of site and only allow emergency responders access

Do not allow people to go into or near a plane crash

Risks associated with crash sites: energized high-voltage lines, hydraulic and fuel lines under very high pressures, oxygen tanks, generators and pressurized halon systems, burning materials, twisted metal and quite often biological contamination. Military aircraft pose additional risks, such as armed ejection seats, canopies, weapons systems and ordnance.

RESPONSE

1. **Isolate area** - move people away from the landing or crash site
2. **Restrict access** - keep people away from incident area and debris field
3. **Call 911** – for emergency response
4. **Initiate Modified Lockdown or Shelter-In-Place** – to protect against toxic smoke, fumes or other dangerous materials - Do not evacuate if building is not directly affected and people are not in immediate danger
5. **Confirm** - students and staff are safe and accounted for
6. If injuries have occurred – allow medically trained staff members attend to injuries away from wreckage until emergency services arrives
7. If building is damaged – restrict area or evacuate to a safe location
8. Consult with emergency responders – to determine whether to continue or school cancellation
9. Prepare Phone Team Information Release – ensure they have correct and current information
10. Organize Phone Team – to receive influx of calls from families and community
11. Consider Media Release – for large-scale notification of situation, school, staff and student status
12. Advise ALL STAFF – information or statement requests are to be referred to Administrators

BOMB THREAT - SUSPICIOUS ITEM

ADVISORY

DO NOT USE: fire alarm, cell phones, radios or bull-horns – they may activate the device
ONLY USE – land-line phone system, hard-wired PA system or messenger

TELEPHONE THREAT - RECEIVER RESPONSE

- **REMAIN CALM** - your fear will only add to the suspect's motivation and adrenaline
- **DO NOT** – argue, dismiss or say anything that may aggravate the caller
- **PROLONG** – the conversation as long as possible
- **DO NOT HANG UP** – even if the caller hangs up – to facilitate call tracing
- **WRITE** - down as much info as possible - time of call, background noises, voice characteristics
- **DETERMINE** - bomb description, placement, detonation time and caller's knowledge of the facility
- **NOTIFY** - Principal, Superintendent and Safety Team immediately

BOMB THREAT - SUSPICIOUS PACKAGE

1. **DO NOT** – touch, bump or move suspicious item or device
2. **ISOLATE** - the area and restrict access, move people away from the area
3. **ADVISE** – the Principal, Superintendent and Safety Team immediately

SAFETY TEAM AND FACILITY MAINTENANCE

4. **DETERMINE** – whether to **EVACUATE** or **LOCKDOWN** – use safest, most conservative option
5. **CALL 911** – from a land-line phone system – when safe to do so
6. **ALERT** - staff to situation and how to respond
7. **ESTABLISH** – command post near land-line phone system
8. **SWEEP** – make visual sweep of area – only if safe to do so
 - A. For loose staff or students – move to safe distance
 - B. Communicate only by voice or messenger
 - C. Do not disturb anything – note any suspicious circumstances
 - D. Once assigned area searched – return to command post and report findings
9. **ADVISE** – emergency responders of situation upon their arrival
10. **ASSIST** – emergency responders as requested

EARTHQUAKE

REMEMBER

STOP – DROP – COVER – HOLD

Stay where you are - until tremor stops - if outside stay outside - if inside stay inside
Most earthquake-related injuries occur from falling objects - NOT collapsing buildings

RESPONSE

1. **STAY AWAY** - from windows, exterior walls and large, unsecured furniture/fixtures
2. **WAIT** - for shaking to stop - do not attempt to evacuate during the quake
3. **PREPARE** - to evacuate - advise all to remain calm, stay together and be cautious of hazards
4. **BE AWARE** - you may have to leave behind those who are trapped or too injured to be moved
 - only move injured people when:
 - A. you're certain they don't have head, neck and spinal injuries,
 - B. moving them will not cause further injury and;
 - C. they are in imminent danger of further injury or death
 - when people are trapped or too injured to be moved:
 - A. try to protect them from falling debris
 - B. post a visible sign indicating where they are
 - C. proceed to a safe zone
 - D. inform Incident Command of their location
5. **EVACUATE** - only when advised to and in an orderly manner
6. **FOLLOW** - safest route possible and assist others as able
7. **USE CAUTION** - watch for signs of building or fixture instability, broken glass or poor visibility
8. **ASSUME** - all exposed electrical wiring is live
9. **MOVE** - to safe zone - away from buildings, roadways, trees, power poles and tall signs
10. **DO NOT** - re-enter the building until the all-clear signal is given and instructed to do so
11. **BE PREPARED** - for aftershocks
12. **ROLL-CALL** - will be taken when you get to safe zone to make sure everyone got out
13. **ADVISE** - the Safety Team and Emergency Responders about unaccounted for and those who were unable to evacuate and seriously injured and their locations

EARTHQUAKE

SAFETY TEAM AND FACILITY MAINTENANCE

1. **CHECK ROOMS** – windows are closed and doors are shut
2. **MAKE SURE EVERYONE EVACUATES** – check all offices and rooms if safe to do so
3. **INVESTIGATE** – source of smoke, fire or alarm activation only when safe to do so
4. **ADVISE** – emergency responders of situation and occupant status when they arrive
5. **ASSIST** – emergency responders as requested

SPECIAL CIRCUMSTANCES

- **EVACUATION ROUTES** – follow nearest and safest route possible - know alternate routes and all predetermined evacuation rally sites. Normal routes may be blocked by hazards such as: smoke, fire or structural damage.
- **FIRE EXTINGUISHERS** – trained staff will use fire extinguishers only when safe to do so to preserve life-safety, control fire and limit damage.
- **BOMBS and BOMB THREATS** – Notify staff via land-line phone system, hardwired PA system or by messenger - Do not use fire alarm, cell phones or radios – these may activate device.
- **STRUCTURE DAMAGE:** Evaluate the extent of structure or system failure and possible duration of loss - Attempt to correct or mitigate the problem - Determine if building operations should be limited or canceled
- **HAZ-MAT SPILL:** Total avoidance of hazardous materials is necessary as fumes can overcome people within seconds and contact may cause injury. Use nearest and safest route possible.
- **EVACUATION TO ALTERNATE SITE:** The Superintendent, Principal or Safety Team will determine whether students and staff should be evacuated to the alternate site location. Follow instructions accordingly
- **RELEASE OF STUDENTS DURING EMERGENCY:** The student-parent reunification procedures dictated in the plan will be used to release students in a timely and organized manner to ensure our student's safety.

Yakama Nation Tribal School

EVACUATION

ADVISORY

An Evacuation will be announced by the Principal or the Office

Do not evacuate until ordered to do so!

UPON RECOGNIZING AN EMERGENCY SITUATION:

- **MOVE** - everyone away from danger and into safe area
- **ISOLATE** - the area and restrict access
- **ACTIVATE** fire alarm system – DO NOT use fire alarm during a bomb threat or suspicious item
- **NOTIFY** – the Safety Team
- **ACTIVATE** – evacuation plan will be activated
- **ALL** - occupants are required to evacuate
- **CALL 911** – to request assistance when safe to do so

EVACUATION RESPONSE

1. **ANNOUNCE** – evacuation to room and organize orderly response
2. **ADVISE** – students to: remain calm, stay together, walk, do not run, push or shove
3. **TAKE** – class roster or enrollment sheet with you
4. **SHUT** – windows and turn off lights
5. **CLOSE** – room door when the last person exits – DO NOT LOCK DOORS!!
6. **STAY TOGETHER** – stay with your class or group
7. **FOLLOW** - posted evacuation routes – routes may need to be altered to maintain safety
8. **PROCEED** – to the nearest and safest evacuation site – at least 250 feet away from building
9. **ROLL-CALL** – will be taken once at safe evacuation site
10. **REPORT** – anyone unaccounted for to the Safety Team and Emergency Responders
11. **DO NOT RE-ENTER** – the building once you have evacuated
12. **TREAT** – injured people as you are able to and reassure others to remain calm
13. **FOLLOW** - instructions given by the Safety Team and Emergency Responders

FIGHTING or VIOLENCE

ADVISORY

Most fights can be stopped or de-escalated by using a loud, stern voice or simply by staff presence.
However, on some occasions your voice or presence may not be enough.
Remember: do not get in between those fighting because you may be injured as well.

RESPONSE

UPON REPORT or OBSERVATION of VIOLENCE or FIGHTING:

1. **REMAIN CALM** – do not panic
2. **VERBALLY** – attempt to stop violence and separate parties involved
3. **DO NOT** – get in between parties involved – avoid physical force, when possible
4. **ISOLATE** – the incident – remove bystanders from the area
5. **SEPARATE** – the parties involved
6. **ASSIGN** - at least one staff member to each person involved
7. **NOTIFY** Principal or designee

WHEN VIOLENCE OR FIGHTING HAS STOPPED:

- A. **KEEP** – all parties in separate areas and monitored by a staff member
- B. **TREAT** – injuries as you are able to or call for medical response
- C. **PROCEED** – with disciplinary actions established in Student Handbook

IF UNABLE TO STOP TO STOP VIOLENCE OR FIGHTING:

- A. **ISOLATE** the area – take everyone with you
- B. **IF SAFE** – have an adult observer stay near the area
- C. **CALL 911** – for police and emergency medical response
- D. **LOCKDOWN** – or Modified Lockdown - if student safety cannot be assured
- E. **SAFETY RESTORED** – by law enforcement
- F. **TREAT** - injuries as you are able to or call for medical response
- D. **ALL-CLEAR** - announcement will be made once emergency is over
- E. **PROCEED** - with disciplinary actions established in the Student Handbook

GAS LEAK or HAZ-MAT SPILL – ON-CAMPUS

ADVISORY

Hazardous materials (gas, liquid or solid) can be dangerous or even deadly if mishandled
Carbon Monoxide is a poisonous gas that is: **Odorless – Colorless – Tasteless – Non-Irritating**

SIGNS OF A GAS LEAK

- Gas odor – or a rotten egg smell
- Hissing or blowing sound or fire coming from appliances, pipes, meters or vents
- If several people simultaneously become ill, then feel better after leaving the area

COMMON SYMPTOMS OF CHEMICAL EXPOSURE

- | | | |
|--------------------------------|------------------|-------------------------|
| ◆ Headache | ◆ Sweating | ◆ Weakness |
| ◆ Irritated Eyes & Throat | ◆ Blurred Vision | ◆ Memory Loss |
| ◆ Difficulty Breathing | ◆ Dizziness | ◆ Impaired Judgment |
| ◆ Nausea & Vomiting | ◆ Slurred Speech | ◆ Loss of Coordination |
| ◆ Aggravated Medical Condition | | ◆ Loss of Consciousness |

A prolonged exposure can cause damage to the central nervous system, liver, kidney and heart. It will also dramatically reduce the oxygen level in the body and can lead to asphyxiation and death.

RESPONSE

ISOLATE – move everyone away from the area

VENTILATE – area by opening windows and doors

RESTRICT – access to the area – post a monitor to prevent others from entering

ADVISE – Facility Maintenance, the Safety Team and School Administrators

CALL 911 – to report incident and request assistance

DO NOT USE – radios, phones, alarms, electrical switches or other ignition sources

NOTIFY – by messenger only – no fire alarms, radios or phones

EVACUATE – Immediately if a dangerous atmosphere exists – odor, fumes, vapor, smoke

INVESTIGATE – substance and extent of spill or leak – refer to MSDS book –material safety data sheet

CONSULT – with emergency responders, gas company or public works department

DETERMINE – and implement action plan based on their advice

WATCH – people for possible signs of exposure or aggravation of medical conditions

SEEK - immediate medical attention for anyone showing signs of illness or distress

MONITOR - situation and maintain contact with emergency response officials

DEVELOP – a clean-up and waste disposal plan

CLEAN – and decontaminate the area according to established or planned methods

RESUME – normal operations after site has been deemed safe

Yakama Nation Tribal School

HOSTAGE SITUATION

RESPONSE

UPON REPORT OR OBSERVATION OF A HOSTAGE SITUATION:

2. **REMAIN** calm – do not panic
3. **EVALUATE** situation –
 - A. Who is involved
 - B. What is their demeanor
 - C. Can this person be reasoned with – if so consider talking them out of the situation
 - D. Can this person be approached without use of force
 - E. What kind of weapons do they have
4. **ISOLATE** - area and restrict access and movement
5. **MOVE** – people away from danger
6. **INITIATE** – Lockdown immediately
7. **NOTIFY** - Principal, Superintendent and Safety Team
8. **CALL 911** – to request assistance - stay on the line and follow their instructions
9. **SWEEP** – Safety Team and Facility Maintenance will sweep building - only if safe to do so
 - A. Look for unsecured persons – move to safe area
 - B. Check Situation Status Cards – in hallway
 - C. Use caution – watch for possible accomplices
10. **REPORT** - situation status to law enforcement upon their arrival
 - A. Situation and current status
 - B. Suspect information – including description, weapons and possible location
 - C. Sweep team report – including situation status cards and staff communications
 - D. School census – student count at time of lockdown and their possible locations
 - E. Number and types of injuries – including their locations
 - F. Any other relevant information
11. **STABILIZATION** – law enforcement will retain control of the situation until safety is restored
12. **MONITOR** - situation and maintain contact with emergency response officials
13. **EVACUATE** – or release staff and students when advised to do so
14. **RESUME** - normal operations when incident is declared safe

Yakama Nation Tribal School

LOCKDOWN - FULL

WHEN TO LOCKDOWN

- Actual or Perceived threat to anyone in the building
- Escalating violence within the building
- Reported weapon on campus
- Active shooter/killer on campus
- Advised by Law Enforcement
- Credible threat or violent activity in the area that could move onto campus

HOW TO INITIATE A LOCKDOWN

1. **ISOLATE** – the area and restrict access
2. **MOVE** – everyone away from danger and into nearest securable safe zone
3. **NOTIFY** – Principal, Superintendent Office Staff or the Safety Team
4. **ADVISE** – them of situation
5. **ANNOUNCE** - lockdown

STAGE 1 – Activation

⇒ ANNOUNCEMENT:

"Staff, this is a lockdown. Initiate your lockdown procedures immediately.
Be advised, law enforcement has been notified. If you are a visitor outside of the building; please leave the area immediately and call 911"

⇒ RESPONSE: by all building occupants

1. **SWEEP** – people from hallway into your room – if safe to do so
2. **LOCK** – doors and cover door window
3. **CLOSE** - windows and curtains
4. **KEEP** - lights on, phone on the hook and computers on
5. **STAY** - low and out of sight – preferably against the door wall
6. **DO NOT** – open door for ANY reason until All-Clear signal is made
7. **REMEMBER** – responders have keys for access
8. **KEEP CALM** – reassure everyone and keep them quiet
9. **DO NOT** – allow anyone to make cell phone calls or text messaging
10. **ASSIGN TASKS** – to reduce fear and feeling of helplessness:
 - one person to make outside contact – with main office
 - silent roll-call list – pass paper around room for people to sign
 - Room security – barricading, evacuation, preparing to defend yourselves
 - Care of occupants - treat injuries, keeping others quiet and calm

LOCKDOWN - FULL

11. **COMMUNICATE** – with command center (office, safety team, emergency responders)

- Roll-call
- Injuries
- Known threat information
- Receive instructions

12. **SITUATION CARD** – place under door and on exterior window

- **GREEN: Room Safe – No Assistance Needed**
- **RED: Room Not Safe - Requesting Assistance**
- during safety sweep – if there is no situation card present: it will be assumed the room is not safe and Incident Command will be notified

STAGE 2 – Lockdown In Effect

⇒ **ANNOUNCEMENT:**

"Staff, a lockdown is now in effect. The building is now secure. Please stay in your rooms pending an All-Clear is given. If you are outside of the building please leave the area and call 911."

⇒ **RESPONSE:**

1. **REMEMBER** – don't open the door - responders have keys for access
2. **KEEP CALM** – reassure everyone and keep them quiet
3. **RE-ASSESS** – situation continually:
 - A. Are we safe?
 - B. Do we need to act?
 - C. How? barricading, prepare to defend, emergent evacuation
 - D. Use sound judgment and make conservative decisions
 - E. **DO NOT** react in panic
4. **WAIT** – for situation update, further instructions or All-Clear announcement
5. **MAINTAIN** – periodic contact with command center during extended lockdown
6. **NO ACCESS** – into the facility once doors are locked – exception: Law Enforcement
7. **NO ONE** – will be allowed to move within the facility except Administrators, Safety Team and Law Enforcement during a lockdown

Yakama Nation Tribal School

LOCKDOWN - FULL

Safety Team Response

- ⇒ The Safety Team and Law Enforcement will sweep the campus:
- A. To check for loose people – and move them to secure location
 - B. Check Situation Card placements
 - C. Report to Incident Command – unsecured people, their current location, Situation Card status and any other pertinent information

Staff and students caught outside of the building during a lockdown activation will:

- ⇒ If safe - attempt to return to the school building and go to the nearest securable safe zone
- ⇒ If unsafe - proceed to nearest off-campus securable safe zone, call 911, then call main office

STAGE 3 – All-Clear

- ⇒ **Announcement:** Principal, Superintendent, Safety Team or Incident Commander
"Staff, this lockdown is now All-Clear. I repeat this lockdown is All-Clear. Please have students return to their classrooms for roll-call. Thank you for your cooperation."
- ⇒ **Response:**
1. RETURN - facility and classrooms to normal – unlock doors, uncover windows
 2. STUDENT - are to return to normally scheduled classroom for roll-call
 3. REPORT - roll-call to office for student accountability
 4. ADDRESS - any situations that may have arisen during crisis
 5. EXPECT - some people to be overwhelmed by situation (even during a drill)
 6. ADDRESS – concerns immediately and refer them to the counselor for assistance
 7. REFER - Those targeted by the intruder or those overwhelmed by the lockdown will be to the counselor for appropriate community resource for support
 8. FORWARD - questions or concerns for Safety Team After Action Review

LOCKDOWN - MODIFIED

DEFINITION

- Also known as: targeted or limited lockdown
- Usually initiated on the advice of Law Enforcement
- NO entry or exit to building allowed – police may be posted outside to monitor the area
- Doors locked, windows covered - normal operations continue INSIDE main building

STAGE 1 – Activation

⇒ **Announcement:**

"Staff, this is a modified lockdown. I repeat a MODIFIED lockdown. Please initiate your modified lockdown procedures immediately. If you are outside please move to the main building immediately, if it is safe to do so."

⇒ **Response: by ALL building occupants**

13. **MOVE** - people into normally scheduled classroom or nearest securable safe zone
14. **EXTERIOR BUILDING** – occupants will move to main building immediately
15. **LOCK** – doors and cover door window
16. **CLOSE** - windows and curtains
17. **CONTINUE** - normal activities INSIDE the building
18. **NO ENTRY** - or exit allowed once doors are locked – exception: Law Enforcement

STAGE 2 – Lockdown In Effect

⇒ **Announcement:**

"Staff, a MODIFIED lockdown is now in effect. The building is now secure. Please continue normal operations within the main building until the All-Clear signal is given. Thank you."

⇒ **RESPONSE:**

1. **SUPERVISE** - student movement between rooms, limit other hallway traffic
2. **DO NOT OPEN** - exterior doors for any reason until "All-Clear" is given
3. **ADVISE** – those attempting to enter the building about the lockdown and to leave the area
4. **DO NOT** - allow telephone, cell phone or text messaging use
5. **COMMUNICATE** - any problems or known threats to office
6. **CARE** - for students in your supervision as needed
7. **WAIT** - for "ALL-CLEAR" announcement
8. **BE PREPARED** - for FULL lockdown activation

LOCKDOWN - MODIFIED

Safety Team Response

- ⇒ The Safety Team and Law Enforcement will sweep the campus if safe to do so:
- A. To check for loose people – and move them to secure location
 - B. Report to Incident Command – unsecured people, their current location, Situation Card status and any other pertinent information

Staff and students caught outside of the building during a lockdown activation will:

- ⇒ If safe - attempt to return to the school building and go to the nearest securable safe zone
- ⇒ If unsafe - proceed to nearest off-campus securable safe zone, call 911, then call main office

STAGE 3 – All-Clear

⇒ **Announcement:**

"Staff, this lockdown is now All-Clear. I repeat this lockdown is All-Clear. Please have students return to their classrooms for roll-call. Thank you for your cooperation."

⇒ **Response:**

- 9. RETURN - facility and classrooms to normal – unlock doors, uncover windows
- 10. STUDENT - are to return to normally scheduled classroom
- 11. ROLL-CALL - of all students will be taken and reported to office for accountability
- 12. ADDRESS - any situations that may have arisen during crisis
- 13. EXPECT - some people to be overwhelmed by situation (even during a drill)
- 14. ADDRESS – concerns immediately and refer them to the counselor for assistance
- 15. REFER - Those targeted by the intruder or those overwhelmed by the lockdown to the counselor for appropriate community resource for support
- 16. FORWARD - questions or concerns for Safety Team After Action Review

Yakama Nation Tribal School

LOSS OF FACILITY

Structure failure, Roof Leak, Utility System Failure (power, water, heating, cooling)

ADVISORY

If the structural integrity of the building is compromised or there is an extended period of utility disruption a full activation of the Continuity of Operations Plan (COOP) may be necessary.

If that occurs, staff will need to report to School Administration and the Safety Team for assignment. If a staff member is unable to report for assignment they must maintain reasonable contact with school officials for accountability.

RESPONSE

1. ISOLATE – the area – restrict access
2. MOVE – everyone away from affected area
3. NOTIFY – Facility Maintenance, the Safety Team and school Administrators
4. CALL 911 – for dangerous or emergency situation
5. TREAT - injuries or Call 911 for medical response
6. EVALUATE - extent of structure or system failure and possible duration of loss
7. ATTEMPT - to correct or mitigate the problem
8. DETERMINE - if building operations should be limited or canceled
9. DECIDE – safest action plan:
 - A. Continue & restricted area access? Early dismissal? Evacuate? Alternate Site Activation?
 - B. Can people remain within facility until transportation is available?
 - C. Consider weather-related influences – wind, rain, snow, heat
10. RESUME - normal operations once building is structurally sound and occupancy can be restored

STRUCTURAL FAILURE

- Conduct Risk Assessment – to determine extent of property damage
- Consult with structural engineers, building safety officials and YN Administration to determine safe occupancy use level
- Once cleared for normal occupancy – resume normal operations

Yakama Nation Tribal School

LOSS OF FACILITY

Structure failure, Roof Leak, Utility System Failure (power, water, heating, cooling)

ROOF LEAK

- Identify cause of roof leak
- Attempt to correct or mitigate the problem
- Snow or standing water accumulation – evacuate building until possibility of roof collapse eliminated
- Restore water-proof barrier
- Remove materials that are permanently damaged or cannot be dried
- Ensure remaining materials are dried quickly and thoroughly to prevent the growth of mold or mildew
- Resume normal operations when roof structural integrity is restored

POWER FAILURE

On-Site Failure:

- Attempt to correct or mitigate the problem – within your level of training
- Isolate hazardous areas – evacuate if necessary
- Contact power supplier, contactors or electrical engineers as necessary
- Resume normal operations when power is restored and hazard is eliminated

Off-Site Failure:

- Contact power supplier to determine length of utility loss
- If disruption could last more than a few hours – discontinue operations

HEATING SYSTEM / HVAC FAILURE

- Cold-Weather Situations – reduce heat loss – close windows, doors, block drafts
- Hot-Weather Situations – ventilate building – open windows, doors, safe fan usage
- Be mindful of power system overload – don't overload outlets and power grids
- Determine whether to continue operations or close school
- For an extended period of system loss – school closure and alternate site activation necessary

WATER SUPPLY SYSTEM FAILURE

- Evaluate the problem and attempt to correct or mitigate the problem – if within your level of training
- If disruption could last more than a few hours – discontinue operations
- If water supply contaminated:
 1. Contact YN Environmental Health Department and Yakima County Health District
 2. Determine type and level of contamination – all water systems or just drinking water
 3. Determine whether to continue operations or close school
 4. If remaining in operation:
 - A. arrange for safe bottled drinking water
 - B. eliminate access to contaminated drinking water sources

LOSS OF FACILITY

Structure failure, Roof Leak, Utility System Failure (power, water, heating, cooling)

TIME-FRAME CONSIDERATIONS

Less than 24 to 72 hours – OR – Temporary Loss of 75% of Staff:

- Implement early dismissal and closure plans

3 Days to 14 Days – OR – Temporary Loss of 75% of Staff:

- Implement School Cancellation and Community Notification Plans

More than 2 Weeks – OR – Extended Loss of 75% of Staff:

- Notify the Office of the Superintendent of Public Instruction – regarding COOP activation
- Activate Alternate Site Plan - COOP
- Relocate Essential Functions – including equipment, supplies and personnel
- Notify staff, students and parents/guardians of relocation measures
- Revise Transportation Schedules and Plans
- Conduct School Operations at alternate site
- Return when school building is restored and resume normal operations

More than 1 Month - OR – Permanent Loss of More than 75% of Staff:

- Notify the Office of the Superintendent of Public Instruction – regarding loss extent
- Alert area school districts regarding situation and possible transfer of students
- Assist students with transfer to other school districts – as necessary
- Restructure staff assignments and student schedules
- Conduct school operations at alternate site location
- Return when school building is restored and resume normal operations

Yakama Nation Tribal School

MAN-MADE ENVIRONMENTAL EMERGENCY

Haz-Mat or Radiological Incident

AWARENESS

In the event of a regional radiological incident the Emergency Alert System (EAS) will be activated. Media outlets will issue advisory information and state, regional and local Departments of Emergency Management will be activated.

ADVICE

Response will be based on the advice of the Emergency Alert System, fire department command staff, department of Emergency Management (Tribal, County, State, Federal), Environmental Health or Ecology

RESPONSE

1. **NOTIFY** – school Administration and the Safety Team
2. **DETERMINE** – level of response – based on the advice of emergency officials
3. **IMPLEMENT** plan – Shelter-In-Place while waiting for transportation
4. **NOTIFY** - building occupants of situation and to implement response plans
 - A. When advised to Shelter-In-Place – activate response immediately
 - B. If Evacuation Plan Implemented – consider school cancellation and length of interruption
5. **DESIGNATE** – Phone Team – for influx of call
 - A. Follow prepared statement
 - B. statement requests are referred to Administrators or Safety Team
6. **ACTIVATE** - Media Team
 - A. prepare a media release based on response decisions
 - B. include staff and student status and accountability
 - C. provide instructions for parents/guardians
 - D. update as situation warrants
7. **WATCH** – staff and students for any medical concerns during incident
8. **MONITOR** - situation and maintain contact with emergency response officials
9. **DO NOT** - evacuate or release staff and students until advised safe to do so
10. **RESUME** – normal operations when Incident Commander declares situation is safe

Yakama Nation Tribal School

MEDIA RELATIONS

ADVISORY

In an effort to reduce or eliminate misinformation all media requests for information will be referred to school Administrators, the Safety Team, the Media Team and/or the PIO (Public Information Officer)

Every situation is different; therefore every response will be different. These are guidelines for a coordinated and effective response

PIO AND MEDIA TEAM RESPONSIBILITIES

- Collect and evaluate situational information
- Prepare public information releases for approval, including; situation status, student accountability, family/guardian response instructions and other relevant information.
- Gain approval of media release information from YNTS Administrators, YN Media Relations or Emergency Management Department
- Release information via: media releases, public address, press conference, or private family / guardian conference, as appropriate.
- Use reliable methods of information release including; radio, television, any other generally acceptable public information address system and with available technology.
- Maintain reasonable contact with students, family / guardians and the general public throughout the incident and after.
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation

***PIO – Public Information Officer**

COMMUNICATION CENTER

Site will be determined by Incident Command, Administrators, Safety Team or PIO/Media Team
Site should be safe and reasonably convenient location – if necessary located off-site
Site should include telephones, copier and fax machine

PIO – PUBLIC INFORMATION OFFICER

- Designated by Incident Command, Administrators or the Safety Team
- Will be qualified and able to perform the assignment – including PIO training
- Serves as the spokesperson to the media, family/guardians and public
- Leads the Media Team during the life of the incident and post-incident
- Will remain accessible to the media
- Will maintain reasonable contact with all invested parties for the life of the incident and post-incident
- Post-incident – will announce any changes in practices or policies that resulted from the crisis

Yakama Nation Tribal School

MEDIA RELATIONS

MEDIA TEAM

- Report directly to the PIO during the life of the incident and post-incident
- Gather facts about the incident including:
 - actions taken to protect students and staff
 - what is being done to help students and staff cope
 - family/guardian response instructions
 - location of the communication center
 - restrictions of communications with those inside building, if any
- Evaluate and prepare public information releases
- Obtain approval of media release information from Incident Command, YNTS Administrators, YN Media Relations or Emergency Management Department
- Release information via: media releases, public address, press conference, or private family / guardian conference, as appropriate.
- Will use reliable methods of communication including: radio, television, available technology and any generally acceptable public information address system
- Maintain reasonable accountability of activity, documentation, equipment and supplies before, during and after plan activation
- Make copies of information releases to distribute or have available for media

ADVICE ON SPEAKING TO THE MEDIA

- **BE PREPARED** – understand all facts, have a technical specialist with you to answer questions
- **BE BRIEF** – stick to the facts
- **BE HONEST** – yet tactful
- **AVOID** - "what-if" questions, you can't predict the future
- **KEEP YOUR COOL**– don't become defensive, lose your temper or argue
- **PAUSE** - collect your thoughts before you respond to questions
- **REMEMBER** - There is no such thing as "off the record" – don't assume everyone will honor this
- **IT'S NOT OVER UNTIL** - the reporter leaves – be careful of what you say in the presence of a reporter before and after an interview – you can become the next "*confidential sources say...*"
- **BE ALERT** - for set-up statements such as: "Isn't it true that" or "Aren't your really saying"
"How do you respond to" or "Are you aware that"
- **AVOID** - statements that place blame or responsibility until all facts are known
- **NEVER** - say "No comment" – Instead reply; "I'll have to check into that matter and get back to you."
- **DON'T** - repeat phrases that could inflame the situations – you can end up being the next sound bite (example: "yes, it is a real tragedy....")

Yakama Nation Tribal School

MEDICAL EMERGENCY

AWARENESS

Most injuries can be treated with basic first-aid and common sense - if in doubt call 911

RESPONSE

1. Remove person from hazardous situation – do not enter toxic atmospheres
2. Only move an injured person when necessary to prevent further harm
3. Use universal precautions – gloves, goggles - to avoid Bloodborne Pathogen exposure
4. Administer First-Aid as trained – do not go beyond your scope of training
5. Isolate area – move others away from accident site and patient(s)
6. Call 911 - for emergency medical response
7. Inform Administration and Safety Team
8. When emergency responders arrive – provide accident info, treatment rendered, medical info
9. If student is transported
 - A. provide emergency info card & signed treatment authorization
 - B. Contact parent/guardian
10. Complete Accident Report Form

BASIC FIRST-AID TREATMENT

Allergic Reaction (anaphylaxis) – Signs: excessive swelling, difficulty breathing, shock

1. Call 911 – do not delay treatment
2. Assist with Epi-pen - only if patient has one – do not use someone else's
3. Do not give any medications

Black Eye

1. Apply cold pack to area – do not press on eye itself
2. Make sure there is no blood within the white or colored parts of the eye
3. Seek medical treatment for – double vision, blurriness, severe pain, bleeding

Bleeding

1. apply direct pressure with a clean dressing
2. do not remove dressing – only add another layer
3. elevate extremity if possible
4. consider – pressure point or cold pack – for excessive bleeding
5. treat for shock
6. if bleeding has not stopped in 15 minutes, call 911

MEDICAL EMERGENCY

Broken Bones / Fractures (obvious deformity, exposed bone)

1. When in doubt – assume bone is fractured
2. Cover open wound with dry sterile dressing
3. Do not move or straighten injured extremity - immobilize in position found
4. seek medical attention
5. if area pulse-less, extremely pale or blue and cold – call 911 immediately

Burns

1. determine type of burn – thermal, electrical, chemical (dry or wet)
2. remove clothing and jewelry from area – unless stuck to skin
3. thermal - cool area, keep dry, apply dry sterile dressing – **do not use creams or ointments**
4. electrical – turn off power source, check ABCs, treat affected areas
5. chemical – brush off powder, flush with lots of water, cover with dry dressing, cold pack for pain
6. treat for shock
7. seek medical attention or call 911 for large burns, no relief from treatment or person is in distress

Bruising – Swollen Areas

1. Elevate affected area
2. Apply cold pack to area for 20 minutes – keep a layer between pack and skin
3. Seek medical attention if pain and swelling persists or get worse

Cold Exposure

1. move to warm environment
2. remove wet clothing
3. cover with dry blankets – or whatever is available
4. do not immerse in hot water – use water bottles instead
5. do not rub cold or frozen areas – it will damage the tissue
6. seek medical attention for extended exposure, decreased alertness or possible frostbite

Cuts and Scratches

1. stop bleeding – apply pressure
2. clean wound – water or saline
3. apply antibiotic – cream or ointment
4. bandage or cover wound – not tightly
5. for cuts more than ¼ inch deep – it may need stitches – seek medical treatment

Dental Emergency

1. handle tooth by crown – do not touch the root
2. rinse bleeding area with water or saline
3. apply direct pressure if necessary – use gauze or cotton ball
4. place tooth in *Tooth-Saver* solution – or water
5. seek medical attention

MEDICAL EMERGENCY

Difficulty Breathing

1. Sit person down – do not lay down
2. Remove restrictive clothing – unbutton top button, unbuckle belt
3. Coach person to slow breathing – be calm and reassuring
4. assist person with their own inhaler - do not use someone else's
5. seek medical attention
6. if severe distress or loss of consciousness - call 911

Dislocation

1. Call 911 – don't delay treatment
2. Do not move joint or attempt to put back into place
3. Immobilize in position found
4. Apply cold pack for 20 minutes – put a layer between pack and skin

Heat Emergency - heavy sweating with cool, pale skin, flushed face, weak pulse, fainting, dizziness, nausea, vomiting, cramping, exhaustion, headache

1. Lie person down in a cool place
2. loosen or remove clothing
3. apply cool, wet towel/sheet
4. Give SIPS of water – except when they have reduced alertness
5. Seek medical attention – if person does not improve or vomiting occurs

Heat Stroke - lack of sweat, red hot dry skin, weak rapid pulse, shallow rapid breathing, temp 105+

1. call 911 – do not delay treatment
2. move person to cooler environment
3. remove clothing
4. reduce body temp – apply wet towel/sheet, mild bath (do not use cold water or ice)
5. watch for breathing problems
6. handle with extreme caution

Insect Stings - Bites

1. Scrape or brush off stinger – use a straight edge – don't try to pull stinger out
2. Wash affected area with soap and warm water
3. Apply cold pack for 20 minutes – place a layer between pack and skin
4. Apply hydrocortisone cream – or baking soda paste
5. Watch for allergic reaction – difficulty breathing, hives, excessive swelling

Nose Bleed

1. Sit upright – to "elevate" area
2. Lean forward – to prevent blood from going down throat – it may cause nausea
3. Pinch nose – to apply pressure
4. Seek medical treatment if bleeding lasts for more than 20 minutes

MEDICAL EMERGENCY

Poisoning

1. If Inhaled - move person into fresh air immediately
2. If ingested – remove anything remaining in the mouth
3. If splashed – remove clothing, jewelry, flush skin or eyes for 20 minutes
4. Call Poison Control 800-222-1222 – follow instructions given
5. DO NOT – give ipecac syrup or induce vomiting
6. Call 911 for: reduced alertness, difficulty or no breathing, agitation, restlessness, seizures or intentional poisoning or overdose

Seizure

1. Stay calm – most last only a few minutes
2. Prevent injury – support their head - move items that could injure person if they struck it
3. Move bystanders away – vomiting or loss of bladder/bowel control possible
4. Do not attempt to hold person down or place anything in their mouth
5. Pay attention to length of seizure – if it lasts longer than 5 minutes – Call 911
6. Be sensitive and supportive – have others do the same
7. After seizure – place person on LEFT side
8. Monitor for 20 minutes or until fully alert
9. Remember – common after seizure symptoms: tiredness, confusion, reduced alertness

Shock

1. Lay person down
2. Loosen belts, collars or constrictive clothing
3. Elevate legs above heart level
4. Monitor breathing and pulse – watch for vomiting
5. Call 911 if person loses consciousness for more than one minute

Sprains / Strains

1. Elevate area if possible
2. Apply cold pack for 20 minutes – keep a layer between pack and skin
3. Wrap with compression bandage
4. Check for pulse in affected area once wrapped – no pulse: remove wrap
5. Seek medical attention

MULTIPLE CASUALTY INCIDENT

AWARENESS

The Incident Command System (ICS) is an efficient method of organizing and responding to large scale incidents. Task-based assignments reduce the chance of redundancy and oversight of critical tasks. The person with the highest level of training will establish command and assign response tasks

INITIAL RESPONSE

1. Move uninjured people away from hazardous area – ensure their safety
2. Call 911 – report scope of incident and types of injuries
3. Contact School Administration and Safety Team
4. Activate Incident Command System (ICS) – Establish Command

COMMAND RESPONSE

1. Assign response tasks – triage, treatment, accountability-documentation, safety, hazard mitigation
2. Implement Crisis Response Plan – lockdown, evacuation, multiple casualty response
3. Call 911 – if not already done
4. Upon arrival of emergency responders - report on the extent of injuries, locations, actions taken
5. Transfer Incident Command and report for re-assignment
6. Coordinate with Incident Command:
 - A. identify casualties
 - B. determine treatment and destination of injured
 - C. establish family notification and reunification efforts
 - D. determine whether to Shelter-In-Place, Evacuate, Early Dismissal/School Closure
7. PIO (Public Information Officer) will be established by Incident Command
8. ALL information releases will be made by the PIO while the IC is in charge of the incident
9. Establish record keeping procedures and gather data for potential claims
10. Continue response effort assignments throughout incident
11. Once incident is stabilized and situation is deemed safe – control of the school will be returned to school administrators

DOCUMENTATION - ACCOUNTABILITY

1. Contact school administration and safety team
2. Account for students and status (injured/uninjured, location)
3. Document injuries, treatment, location, transport (to hospital)
4. Provide information updates to Command

TRIAGE

1. GREEN - uninjured, walking wounded – have them move to a designated area
 2. YELLOW – minor injury, delayed treatment/transport
 3. RED – serious injury, need immediate assistance
 4. BLACK – dead, unresponsive with no pulse or respirations – keep away from treatment area
- *Once triage is completed – or emergency responders take over – report to command for reassignment

TREATMENT

1. Administer First-Aid - Do not treat people beyond your ability or level of training
2. Order of treatment – RED, YELLOW, GREEN, BLACK
3. Avoid tunnel vision – you must do the greatest good for the greatest amount of people
4. On arrival of emergency responders – assist in treatment or report to command for reassignment

POST INCIDENT RECOVERY

ADVISORY

A coordinated and comprehensive recovery effort will ensure a smooth transition back to normal operations. Returning to normal operations will help all parties involved in their own recovery.

RESPONSE

1. Communicate:
 - Issue an After-Incident Statement to those affected by incident – this may include media, by-standers and families
 - Send an After-Incident Letter to family/guardians of students – include situation, actions taken, recovery efforts and resources available for aftercare assistance
 - Conduct regular updates to those affected on extended recovery efforts as needed.
2. Return to normal operations as soon as possible:
 - return facility to pre-incident conditions and restart classes when appropriate
 - normalize operations at alternate facility using COOP plan activation
3. Conduct an After-Incident Meeting with those affected by incident
 - depending on the nature and severity of the incident consider having trained Critical Incident Stress Debriefing Counselors available at the meeting
4. Assess the need for aftercare, private counseling or community resource referral
5. Inventory supplies and restore equipment – restock and repair as necessary
6. Staff will report their questions and concerns promptly to the Administrators and Safety Team
7. An After-Incident Review will be conducted by Administrators and the Safety Team and will include all responders whenever possible:
 - Review incident and response step by step
 - Discuss problems and possible solutions
 - Update and revise response plan
 - Distribute revisions

Yakama Nation Tribal School

STUDENT / PARENT REUNIFICATION

AWARENESS

- Purpose – to provide a safe and secure process of releasing students during an emergency
- Some parents may refuse to cooperate during processing - Remind them that the safety of their child is our top priority.
- The media may have a present - ALL requests for information and communications will be directed to the PIO (Public Information Officer) or Incident Commander
- Have counselors available to deal with issues that exceed your area of understanding
- Wear name tags with your name and job function – so you can be easily identified by parent/guardians when they arrive

OVERVIEW

1. Parent/Guardian arrives and is directed to Check-In Table
2. Requester fills out student request form and is then directed to the Waiting Area
3. Runner retrieves student from Student Assembly Area and escorts them to the Release gate
4. Student and Requester identification are verified at Release Gate
5. Request form is completed and stays at the Release-Gate
6. Student released to Requester (notice of first-aid care form given to them, if applicable)

ADMINISTRATION / SAFETY TEAM

- Preparedness and awareness activity
- Activate Reunification process
- Organize Reunification Team – Assign Team Leader
- Provide forms and supplies necessary for processing
- Activate PIO and/or the Media Team
- Be available for public info release approvals

LAW ENFORCEMENT / PUBLIC SAFETY

- Site Safety and crowd control
- Traffic control
- Emergency vehicle corridor control

PUBLIC INFORMATION OFFICER / MEDIA TEAM

- Prepare information releases regarding: time and location of processing, parent/guardian instructions and requirements, and a contact number for further information
- Distribute information releases after approval received (from Administration / Incident Command)
- Be available for media requests

REUNIFICATION TEAM LEADER

- Assign job duties – Greeters, Check-In, Runners, Student Monitors, Release Gate Monitors
- Monitor process effort – make changes as necessary
- Obtain necessary reunification kit, forms and equipment needed
- Put up signs indicating reunification site and order of processing - Check-In, Waiting Area,
- Respond to Missing and Unaccounted Student reports
 - Advise team member of student location if known
 - If status unknown – assign personnel to on-site student search or to find reliable information concerning student whereabouts
 - Notify Requester of student status – first aid, hospital, absent, missing
 - Have crisis counselor available as needed

STUDENT / PARENT REUNIFICATION

REUNIFICATION TEAM – TASKS

Check-In

- Establish identity of Requester – send others to the waiting area to reduce confusion
- Have Requester fill out Student Release Form
- Verify and document ID – federal, state, tribal or local issued identification
- Pull Student ID Card - verify Requester is listed on card
- Check name off of Master Student Roster sheet
- Send Requester to Waiting Area
- Give card and form to Runner (student retriever)

Runner (Student Retriever)

- Take Student Request Form to Student Assembly Area – give to S.A.A. Monitor
- Monitor completes form's Student Status section, gives it to runner and releases student
- Escort student to Release Gate
- Give Student Release Form to Release Gate Monitor

*** If student listed as: First Aid, Missing / Unaccounted – report to Team Leader**

**** If retrieving multiple students and one or more are missing - walk available students to Release Gate then report to Team Leader**

Student Assembly Area Monitor

- Keep students within designated area and restrict entry of others – ensure accountability
- Verify student status and make appropriate notation on release form
- Give release student and form to Runner
 - Absent – if it is known that student was not in school that day
 - First Aid – if student is located in the Medical Treatment Area
 - Missing / Unaccounted – if student cannot be located or accounted for

****If student listed: First Aid, Missing/Unaccounted – Runner will take form to Team Leader***

Release Gate

- Match student to requester – verify identification
- Ask requester to complete and sign lower portion of Student Release Form
- Give requester First Aid Care Given form to requester, if applicable
- Keep emergency card and release form
- Release Student

Yakama Nation Tribal School

SCHOOL VEHICLE ACCIDENT

ADVISORY

Staff are responsible for the safety of students while they are under their supervision until they are released to family or other staff members.

DRIVER – ON-SCENE STAFF

1. Off-load uninjured or minor-injury students to a safe area – if unsafe to remain on bus
2. Call 911 - to request Police, Fire/Rescue and Ambulance response
3. Contact School Main Office – to report accident – they will notify Principal and Superintendent
4. Assist and treat Injured people – if you are able
5. Keep uninjured students in a safe location – until other transportation arrives
6. Maintain contact with Main Office – scene status, student; condition, treatment, transport

OFFICE STAFF

1. Start an incident log as soon as you are notified of the accident
2. Document information from all updates: time, location, injuries, treatments, transports
3. Notify the Principal and Superintendent immediately
4. Maintain contact with on-scene staff
5. Update Principal and Superintendent as situation progresses
6. DO NOT release information – refer requests for info to Principal, Superintendent
7. Refer inquiry calls to Principal, Superintendent or to designated Call Team members

ADMINISTRATION

1. Verify 911 has been contacted
2. Send another vehicle to pick-up on-scene uninjured students – or those released on-scene
3. Inform staff – Day - messenger, After-hours - phone tree – for task assignments or instructions
4. Monitor situation and respond as necessary
5. Complete pre-established administrative follow-up after accident response has been completed

SCHOOL VEHICLE ACCIDENT

FOR LARGE SCALE ACCIDENTS

ADMINISTRATION – CONTINUED FROM PREVIOUS LIST

6. Designate Parent/Guardian Response Site – pick-up site away from scene
7. Notify Safety Team and School Counselors – to prepare for response to parent response site
8. Designate Call Team - to make contact parents of students involved and receive incoming calls
9. Advise Call Team on what information to release:
 - A. Type of and Time of accident
 - B. GENERAL location – to prevent parents responding to scene
 - C. Where to respond – Parent/Guardian Response Site away from accident scene
10. Allow release of the following information only when CONFIRMED*:
***direct information received from ON-SCENE driver/staff/responder, that witnessed what they are reporting. This does not include: students, bystanders, passers-by.**
 - A. Student's name
 - B. Type of injury
 - C. Treatment on scene
 - D. If transported and where.
11. **DO NOT** inform parent/guardian of student death or severe injury – even if confirmed - have them go to Response Site or school and they will be advised by School Counseling
12. Deploy Safety Team and School Counselors to Parent/Guardian Response Site
13. Maintain contact with all teams for situational updates – designate a staff member if necessary

SAFETY TEAM – SCHOOL COUNSELING

1. School Administration will advise you about:
 - A. Accident information - time, location, student list, injuries
 - B. Current situation – emergency response, student status, treatment, transport
 - C. Parent/Guardian Response Site – at school or alternate site away from accident
 - D. When to expect parent/guardian arrival at Response Site
 - E. CONFIRMED deaths and severe injuries
2. Maintain constant contact with Administration or designee – for updated information
3. Respond to and prepare Parent/Guardian Response Site
 - A. Log activities at the Response Site
 - B. Who came to site

<continued>

SCHOOL VEHICLE ACCIDENT

- C. Their connection to student – parent, guardian
- D. How were they assisted – Informed of student condition, reunification, routed to hospital
- E. Their destination
- 4. Be prepared for highly emotional parents/guardians
 - A. Stay calm and reassuring
 - B. Be honest yet tactful
 - C. ONLY release **CONFIRMED** information
 - D. Ensure their support and safety
- 5. Student Reunification Processing If uninjured or minor injury students are transferred to site

CALL TEAM

1. Principal and Superintendent will inform you when to start notifying parents
2. Divide contact list to avoid duplication of effort
3. Notify parents/guardians of ALL students who were on the bus - even non-injured
4. Notifications should include:
 - A. Type of accident
 - B. Time of accident
 - C. GENERAL location of accident – to reduce chance of parent responding to scene
 - D. Location of Parent/Guardian Response Site – Administration will designate
 - E. Other information or instructions allowed by Administration
5. Release the following information only when **CONFIRMED***:
***direct information received from ON-SCENE driver/staff/responder, that witnessed what they are reporting. This does not include: students, bystanders, passers-by.**
 - A. Student's name
 - B. Type of injury
 - C. Treatment on scene
 - D. If transported and where
6. **DO NOT** inform parent/guardian of student death or severe injury – even if confirmed - have them go to Response Site or school and they will be advised by School Counseling
7. Report call and contact status to Administrators
8. Stand-by to answer incoming phone calls
9. Refer information and statement requests to Administrators

Yakama Nation Tribal School

SHELTER-IN-PLACE

DEFINITION:

To take **IMMEDIATE** shelter where you are and **ISOLATE** the interior environment from the exterior

WHEN TO SHELTER IN PLACE:

- Environmental Accident or Attack: chemical, radiological or biological
- Natural Disaster: volcanic eruption, flood, earthquake
- Weather-related Emergencies: blizzard, ice storm, wind storm
- Long Term Lockdown – when conditions are unsafe for evacuation such as a civil disturbance

RESPONSE

Advisory received and decision to activate plan is made

⇒ **ANNOUNCEMENT** – remember to advise exterior buildings

“Staff, the shelter-in-place plan is now in effect. I repeat the shelter-in-place plan is now in effect. Please initiate your shelter-in-place procedures immediately. If you are outside please return to the main building immediately. Thank you.”

⇒ **RESPONSE** – by everyone on campus

1. **EXTERIOR BUILDINGS** – move to main building if safe - otherwise shelter where you're at
2. **RECALL** – everyone outside into the main building
3. **LOCK** all exterior doors - do not allow anyone to leave the building
4. **CLOSE** all windows – seal windows with tape and plastic only when directed to
5. **TURN OFF** heating or cooling vents and cover with plastic
6. **TAKE** – roll-call of everyone in your supervision and report info to main office
7. **INFORM** - students of situation
 - Share information as appropriate
 - Explain to students the reasons for “shelter-in-place”
 - Answer questions honestly yet tactfully
8. **CONTINUE** – activities in main building – depending on severity of situation
9. **ALLOW** – students to contact their family or guardians if requested
10. **USE CAUTION** – if allowing students to watch or listen to newscasts
11. **MONITOR** – your location for problems – contact the office for additional help
12. **DO NOT** – allow anyone to leave the building until ALL-CLEAR is given
13. **WAIT** – for additional instructions from Administrators or the Safety Team

SHELTER-IN-PLACE

ADMINISTRATION / SAFETY TEAM

ASSIGNMENTS - at least 1 administrator or safety team member stays at command center

- **NOTIFY** – Yakama Nation: Police, Administration and Emergency Management
- **RECALL** – everyone outside of main building
- **CLOSE and LOCK** – all exterior doors and windows
- **SEAL** – all exterior building openings which allow air intrusion
- **TURN OFF** – HVAC systems, **SEAL** intakes and exhausts
- **ASSIST** – staff with sealing remainder of building or other needs
- **SUPERVISE** – movement within building to ensure no one leaves the building
- **ALLOW** – staff and students to contact families – to reassure and reduce anxiety
- **MONITOR** – outside situation and conditions
- **UPDATE** – staff and students as information is received
- **INFORM** – **as necessary** - media and parents regarding situation – provide situational information, student/staff status and family/guardian instructions

ALL-CLEAR

- when conditions normalize or are deemed safe
- Issue "ALL-CLEAR", evacuation or dismissal instructions
- Once building is clear, direct maintenance staff to re-start HVAC systems
 - ⇒ **ANNOUNCEMENT** – remember to advise exterior buildings
 - "Staff, the alert has been lifted. I repeat; the alert has been lifted. Please return The building to normal and resume normal operations. Thank you."
 - ⇒ **RESPONSE** – by all on campus
 - 1. Follow instructions given by Administrators and the Safety Team
 - 2. Return classrooms to normal
 - 3. Send students to regularly scheduled class
 - 4. Once building clear – facility maintenance will restart the HVAC system

Yakama Nation Tribal School

VOLCANO and ASHFALL

AWARENESS

Volcanic eruptions can create other natural disasters including: earthquakes, mudflows, flooding, rock falls and landslides, rain, fire and even tsunamis.

Ashfall may be so dense it can severely reduce visibility, lower temperatures, cause rain, thunder and lightning. When ash mixes with rain, road conditions become very dangerous, much like a winter storm.

These secondary events can cause power outages, prevent communication, travel. It can cause respiratory problems and aggravate pre-existing conditions.

HEALTH CONSIDERATIONS

Protect your lungs – especially those with respiratory conditions (asthma, bronchitis, emphysema)

Wear a facemask if you go outside – ADVISORY: masks can aggravate chronic respiratory conditions

Monitor those with respiratory conditions for symptoms of condition aggravation

Contact wearers – protect eyes by wearing goggles or remove contacts

RESPONSE

ADMINISTRATORS:

1. Decide soon after alert: school cancellation, late start, early dismissal or shelter-in-place
2. Initiate the staff-member phone tree, contact bus drivers and advise media outlets:
 - changes to school schedule – early dismissal, cancellation, late start or shelter-in-place
 - instructions for response – altered bus routes, student pick-up, late start time-frame
 - status of students and staff – especially for those away from the facility
3. Prepare to stay indoors if ashfall is predicted - move people indoors, limit outdoor activities
4. Monitor media for updates and response instructions
5. Consider activating a phone team - to stand-by and take calls – prepare release information

STAFF:

1. Listen to media outlets for announcements during times of potential weather-related emergencies
2. Respond to phone calls during non-school hours from Administrators and other Staff
3. Follow instructions given by Administrators or the Safety Team
4. Additional instructions for Shelter-In-Place – done only when advised to do so:
 - A. Close doors, windows – seal off draft areas (plastic sheeting, tape)
 - B. Seal-off door thresholds and draft areas – use damp towels
 - C. Close off areas of building that you are unable to seal-off
 - D. Protect dust-sensitive electronics – ash causes electrical shorts
 - E. Prepare for possible power outages

< continued >

VOLCANO and ASHFALL

TRANSPORTATION: Bus drivers and others responsible for transportation

1. Remain on-call and available for immediate return during periods of inclement weather
2. If conditions worsen before leaving school – consider staying at the school and sheltering students in place and contact schools officials regarding the situation
3. If conditions become too hazardous while driving – return to the school if possible or proceed to the nearest safe location and immediately contact school officials regarding the situation
4. Minimize driving - If you have to drive, keep speed down to 35
5. Follow posted evacuation routes – don't go through or around road closure signs or blockades
5. Make sure students get inside their home– If they can't get in – have them return to the bus
6. If you are unable to deliver students to their homes or they cannot get inside - contact the main office or administrators and return to the school with them for shelter-in-place, alternative or emergency pick-up or other arrangements

AWAY FROM CAMPUS: Sports Away Game Days / Field Trips

1. **Staff are responsible for the safety of students while they are under our supervision**
2. Monitor weather conditions on route and at destination before and during trip
3. Contact away-school/destination regarding conditions and their plan of action
4. Decide whether to continue or return – Contact main office or administrators of decision
5. If road conditions become too hazardous - proceed to nearest safe location and contact school

FACILITY MAINTENANCE:

1. Assist Shelter-In-Place activities
2. Shut down HVAC and ventilation system
3. Close doors and windows - seal-Off door thresholds and draft areas
4. Close off areas of the building that you are unable to seal
5. Protect water source and supply – for water source contamination – let ash settle then use clean water – do not run washers until contamination cleaned
6. Keep ash out of buildings, machinery, air, downspouts and storm drains
7. Use water sparingly – widespread clean-up may deplete public supply
8. Do not allow an accumulation of more than 4 inches of ash on the roof
9. Dampen ash prior to sweeping to ease in removal
10. Avoid washing into drainpipes, sewers and storm drains
11. Long term exposure to wet ash can corrode metal

VOLCANO and ASHFALL

AIR POLLUTION

Current information can be found at: <http://www.yakimacleanair.org/>
or by calling (509) 834 - 2050

Upon notification of an Air Pollution Alert:

1. Contact the Principal, Superintendent, Safety Team
2. Based on the advice of local response officials determine whether to implement Shelter-In-Place Plan or Evacuation Plan procedures
3. Cancel programs which require outdoor physical activities
4. Curtail programs which require indoor physical activities
5. Alert staff to provide special considerations to students who are known to have asthma, allergies or other respiratory difficulties
6. Notify building occupants of situation and to implement response plans
 - A. When advised to Shelter-In-Place – activate response immediately
 - B. If Evacuation Plan implemented – consider school cancellation and duration if possible
 - C. In the event of loss of facility – implement Alternate Site Activation
7. Activate the Media Team
 - A. prepare a media release based on response decisions
 - B. include staff and student status and accountability
 - C. provide instructions for parents/guardians
 - D. update as situation warrants
8. Monitor situation and maintain contact with emergency response officials
9. Evacuate or release staff and students only when deemed safe to do so
10. When incident is declared safe, resume normal operations

Yakama Nation Tribal School

WEATHER-REALATED INCIDENT

ADVISORY

Staff are responsible for the safety of students while they are under their supervision until they are released to family or other staff members.

RESOURCES

NOAA Weather Radio Emergency Alert System (EAS) Local Media Weather Alert Police / Fire / Rescue	<u>Yakama Nation:</u> Dept of Emergency Mgt Dept of Environmental Health Dept of Transportation	<u>Yakima County:</u> Dept of Emergency Mgt Health District / Clean Air Authority Dept of Transportation
---	--	---

RESPONSE

ADMINISTRATORS:

6. Decide what to do early: school cancellation, late start, early dismissal or shelter-in-place
7. Initiate the staff-member phone tree, contact bus drivers and advise media outlets:
 - changes to school schedule – early dismissal, cancellation, late start or shelter-in-place
 - instructions for response – altered bus routes, student pick-up, late start time-frame
 - status of students and staff – especially for those away from the facility

STAFF:

7. Listen to media outlets for announcements during times of potential weather-related emergencies
8. Respond to phone calls during non-school hours from Administrators and other Staff
9. Follow instructions given by Administrators or the Safety Team

TRANSPORTATION: Bus drivers and others responsible for transportation

6. Remain on-call and available for immediate return during periods of inclement weather
7. If conditions worsen before leaving school – consider staying at the school and sheltering students in place and contact schools officials regarding the situation
8. If conditions become too hazardous while driving – return to the school if possible or proceed to the nearest safe location and immediately contact school officials regarding the situation

AWAY FROM CAMPUS: Sports Away Game Days / Field Trips

6. Monitor weather conditions on route and at destination before and during trip
7. Contact away-school/destination regarding conditions and their plan of action
8. Decide whether to continue or return – Contact main office or administrators of decision
9. If road conditions become too hazardous - proceed to nearest safe location and contact school