

Cheney Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, economic status, pregnancy, familial status, marital status, disability, or the use of a trained guide dog or service animal, and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination.

Title IX/Chapter 28A.640 Officer/
Civil Rights Compliance Coordinator/ADA Coordinator
Sean Dotson, Associate Superintendent
Cheney School District, 12414 S. Andrus Rd.
Cheney, WA 99004 Phone: (509) 559-4550

Section 504 Coordinator
Kristi Thurston, Director, Student Support Services
Cheney School District, 12414 S. Andrus Rd.
Cheney, WA 99004 Phone: (509) 559-4507

Requests for Disclosure of Public Records
Sharon Throop, Public Records Officer
Cheney School District, 12414 S. Andrus Rd.,
Cheney, WA 99004 Phone: (509) 559-4502

CHENEY PUBLIC SCHOOLS

12414 S. Andrus Rd.
Cheney, Washington 99004

CAR-RT-SORT

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Important dates:

January 14

School Board Meeting, Betz Viking Room, 6:00 p.m.

January 15

Community Engagement, Cheney High, 5:30 p.m.

January 19

Martin Luther King Jr. Day—No School

January 28

School Board Meeting, Cheney Middle School, 6:00 p.m.



January Character Trait FAIRNESS:

Treating people and ideas with justice and impartiality

Our essential foundations

- ★ High Expectations and Continuous Progress
- ★ Involvement and Engagement with School District Community
- ★ Stewardship and Planning

Cheney Middle School activities line: (509) 559-4488

Westwood Middle School activities line: (509) 559-4161

Cheney High School activities line: (509) 559-4120

Go to www.cheneydsd.org for current news and information about Cheney Public Schools. Like us on Facebook! Check us out at <https://www.facebook.com/CheneySD>.



Community Connections

For our children, our community, our world, our future

Friends of Cheney Public Schools,

Happy New Year! The arrival of a new calendar year provides us the opportunity to reflect on the previous year and make plans for a brighter future. In the Cheney Public Schools we are actually at a mid-year point as our official *new year* begins in the fall. However, in the spirit of reflection, I am thinking about what has been accomplished with our PACE program in our schools and thought you would be interested in an update.

As you may recall, we are in the second year of implementing the Partners Advancing Character Education (PACE) program. The inception of this program was a collaborative effort between our school district, the Medical Lake School District, the West Plains Chamber and the Spokane Valley PACE. We kicked off this program last January and immediately began to intentionally focus on character education in our schools and community.

The program focuses on one character trait per month. The character trait for January is *Fairness: treating people and ideas with justice and impartiality*. Each month in our schools our children learn the character trait and our staff recognize students for demonstrating the character trait. Our students are honored in front of their peers; oftentimes, this happens during a school assembly such as the one held at Windsor Elementary School recently. It is difficult to capture in words the positive impact of these events. Parents, grandparents, siblings, and others often attend the assembly and join in the celebration as we honor our students for their good choices.

The PACE program has a community component that spans far beyond the original members. We now have more than 28 organizations throughout our community that have joined us in promoting good character. You are welcome and encouraged to learn more about PACE by visiting our website or contacting Jessica Deutsch, our PACE coordinator, at jdeutsch@cheneydsd.org.

Thank you for your commitment to our children. Community programs such as PACE provide a clear message to our children—good character counts.

For our children, our community, our world, our future ~

Debra J. Clemens

Debra J. Clemens, Ph.D.
Superintendent

Look inside!

Construction Bond information and Educational Programs (M&O) Levy information



Character Trait of the Month

Respect <i>September</i>	Recognizing, considering and properly honoring the worth of one's self and others
Responsibility <i>October</i>	Being accountable, the pursuit of excellence, and the exercise of self-control
Citizenship <i>November</i>	Positively contributing to society and community as well as dutifully respecting authority and the law
Caring <i>December</i>	Showing a genuine concern for the welfare of others and being a kind, supportive helper
Fairness <i>January</i>	Treating people and ideas with justice and impartiality
Honesty <i>February</i>	Sincerity and reverence or love for the truth
Diligence <i>March</i>	Persistence, dedication and hard work
Trustworthiness <i>April</i>	Inspiring complete reliability and confidence in his/her truthfulness, integrity and discretion
Courage <i>May</i>	Displaying integrity in spite of obstacles and challenges
Integrity <i>June</i>	Living a set of values which includes honesty, respect for others and a sense of personal responsibility
Generosity <i>July</i>	Unselfish giving and sharing of resources, time and talents with others
Gratitude <i>August</i>	Feeling and expressing thankful appreciation for benefits received

Bringing Character to Light

Honoring our community veterans

Veterans' Day was celebrated in schools across the entire district, including the Veterans' Day Assembly at Cheney Middle School. A reception was held for our community veterans, and they were honored individually by students. Once more, the PACE Character Trait of "Respect" for these fine individuals was exemplified. What a powerful display of our student's appreciation for the service of these proud men and women!



PACE Character Traits

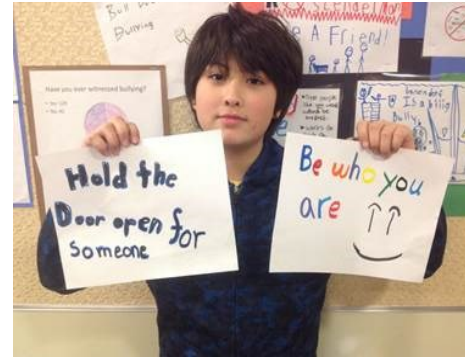
Each month, the PACE program (Partners Advancing Character Education) features one Character Trait of the Month. Local businesses and organizations have joined PACE and display the Trait of the Month on their reader boards and signage, while involving employees to strengthen the initiative within our community.

Parents also take part, by talking with their children about the current month's trait. Students are honored in their schools for exemplifying these traits. Betz Elementary students were recently honored during an assembly for demonstrating "Citizenship." They were entertained by the CHS Music 'N Motion and given a certificate for their accomplishment.



Random Acts of Kindness Challenge

The Anti-Bullying Club at Westwood Middle School recently challenged all Wolverines to be their kindest all month long. The challenge aligned with the PACE Character Trait of the Month, which is "Caring." Each day a different challenge was posted. On day four, the challenge was to say "hi" to someone new. Caitlin Nearing was fully in the spirit with her t-shirt that read, "Hello there." While participating in other challenges, her classmates emphasized additional important aspects of "Caring."



Windsor PACE

Windsor Wildcats were recognized for the PACE Character Trait of the Month during their recent awards ceremony. This is always an exciting time for the students who are honored.



CMS SOAR Mentors help others

Recently, Cheney Middle School counselors Martha Meyers-Harris and Dave Johnson trained twenty-five 7th and 8th grade students to become peer mentors to 6th graders. The SOAR (Success Over All Resistance) program is designed to help students who may be having challenges with many of the aspects of becoming a middle school student. Peer mentors meet weekly with their mentees to provide support on many levels. We are very proud of these SOAR mentors!



Home Works! "Bulldogs" Kennel Club

Home Works! students have an opportunity to be a member of the Kennel Club by exemplifying the PACE Character Trait of the month. In the photo at the right, students discussed examples of what it means to show "Respect."



WMS National Honor Society community service project

Ms. Pring and 12 Westwood students went to Second Harvest Food Bank in October. Their mission was to sort through and take out all of the bad pears in order to serve only good ones to families in need. They grabbed their food handler gloves and boxed up 9,600 pounds of pears - which will help feed 8,000 families. Once the sorting was completed, they helped clean up the sorting room. These students showed their PRIDE in themselves and in our community. This is another fantastic example of the PACE Character Trait of "Citizenship."



Sunset Principal Matt Beal honored

Elementary school principals in the Northeast Washington region have selected principal Matt Beal as one of 18 regional Distinguished Principals for the 2014-15 school year, and he will be considered for the state's Distinguished Principal Award. In her nomination, Cheney Middle School Assistant Principal Nicole Nanny said, in part, "Matt is a rare gift to the principalship - a man of integrity, hard work, compassion, and servant leadership. In all decisions, from selecting programming to chasing a runaway kindergartner, Matt demonstrates that, for him, students are always first." Our staff embodies PACE Character Traits!

Educational Programs and Operation (M&O) Levy Facts

On **Tuesday, February 10, 2015**, Cheney Public Schools residents will vote on an issue affecting children in our community: a three-year Educational Programs and Operation (Maintenance & Operations) levy.

- * *The proposed levy renews the three-year levy approved by Cheney Public Schools voters in 2012*
- * *The levy would provide **\$9.3 million in 2016; \$9.5 million in 2017; and \$9.7 million in 2018** to fund essential programs for students*

The replacement Educational Programs and Operation (M&O) levy represents about 23% of the Cheney Public Schools operating budget...

*The local levy **maintains essential educational programs and activities for students not funded by State and Federal dollars.***

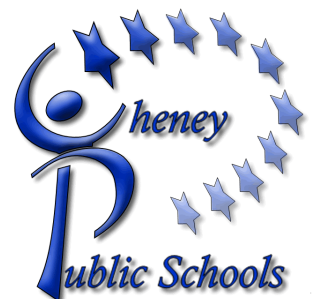
Funding is comprised of the following:

- *Levy (21%) and LEA (which provides 2% additional funding if the levy is passed)—23%*
- *State—69%*
- *Federal—8%*
- *Other Local—3%*



EXAMPLES OF HOW YOUR LEVY DOLLARS ARE SPENT...

- ◆ **Additional teachers for K-12 class size reduction, including elective programs**
- ◆ **Full-time kindergarten and preschool support for early learning**
- ◆ **Extracurricular activities such as sports and after-school activities**
- ◆ **School counselors**
- ◆ **Instructional Technology**
- ◆ **School office staff and administration support**
- ◆ **Health Services staff and program**
- ◆ **Music and Fine Arts programs**
- ◆ **Highly Capable programs**
- ◆ **Special education teachers, para professionals, and support specialists**
- ◆ **Custodians and maintenance staff**
- ◆ **Nutritional Services program**
- ◆ **Transportation**
- ◆ **Textbooks and instructional materials**
- ◆ **Curriculum adoptions**



The Renewal of the Maintenance and Operations Levy ~ February 10, 2015



Educational Programs and Operation (M&O) Levy Facts

February 10, 2015

Fact #1

On February 10, Cheney Public Schools voters will be asked to renew the Maintenance and Operations Levy which expires in 2015.

Approximately 21% of the total School District budget is funded by our local community. If the levy does not pass, the District will not qualify for approximately \$1 million in State Local Effort Assistance (LEA). Thus, it would impact 23% of the budget and educational programs throughout the District.

Fact #2

In 2012, voters renewed the three-year levy through 2015. Therefore, to maintain funding it is time to renew the levy for 2016, 2017, and 2018.

Fact #3

The estimated tax rate per thousand dollars of assessed value to renew the levy is:

Renewed Levy	Year	Tax Rate	Levy Amount
	2016 \$3.17 \$9,300,000
	2017 \$3.14 \$9,500,000
	2018 \$3.11 \$9,700,000

Fact #4

Approximately 4300 students and 600 staff members are directly affected by the levy.

Class size, counselors, nurses, sports, leadership, textbooks, school and teacher supplies, transportation, special education, nutrition services program, Highly Capable education, computer replacement and repair, software, substitute teachers, and facilities maintenance are all supported in whole or part by local levy funds.

Fact #5

The actual tax rate is based on the total assessed value of all taxable property within the School District. **When the total assessed value for the School District goes up, the tax rate is reduced.** The District receives no extra money because of increases in tax values.

Fact #6

Levy = learning and programs. Levy funds provide teachers and support staff (counselors, nurses, specialists) beyond those provided by state ratios. These funds also provide additional time for teachers beyond the number of days paid by the state. The time is used for professional development, curriculum improvement, preparation, extended responsibilities for staff, and time for teachers beyond actual school instructional days.

Fact #7

The co-curricular, extra-curricular and activities program is 100% dependent on levy dollars for its existence.

The levy funds coaches, equipment, and event expenses. Co-curricular activities – music, band, cheerleading, clubs, and field trips throughout the School District – are supported by levy funds.

Fact #8

Levy dollars make up the difference between what it costs to operate the schools and what the state pays.

Examples of this include costs of supplies, equipment, utilities, insurance, fuel, and data processing, where actual costs exceed what the state provides.

Fact #9

Levies are not bonds.

Levy funds pay for day-to-day operations and do not provide funds to build schools.

Teaching and Instruction

Teachers, paraeducators, instructional materials, Special Education, instructional technology, Highly Capable program

Administration

District-wide administration, human resources, business operations

Maintenance and Utilities

Operation and upkeep of facilities, equipment, grounds, utilities, and security

Other Support

Transportation, nutrition, extra- and co-curricular programs

Fact #10

What is LEA?

Local Effort Assistance is funding assistance provided by the state in the form of property tax relief. LEA reduces the tax burden on property owners within districts that have a lower total property value than the statewide average—the situation here in Cheney Public Schools.

Fact #11

Levy tax exemptions are available.

Applications for exemption and additional information are available from the Spokane County Assessor's Office, 477-5754.

Cheney Public Schools
12414 S. Andrus Rd.
Cheney, WA 99004
(509) 559-4501
www.cheneysd.org

SINCE YOU ASKED!

High School Bond Issue

How can I remain informed of the proposed project's progress?

Community members are encouraged to attend School Board meetings, stay informed and provide feedback. You can also visit the school district Maintenance and Operations webpage for regular updates.

ABOUT TAXES

Where can I find information about tax exemptions for senior citizens or those who are disabled?

For information about eligibility or to apply for an exemption, please contact the Spokane County Assessor's Office at 477-5754, or visit www.spokanecounty.org/assessor.

If my assessed property value goes up, does the school get more money?

No. Rising property values do not increase the property taxes collected for schools. Once voters approve a dollar amount, it becomes the maximum that can be collected, regardless of changes in assessed property value. By law, Spokane County will only collect \$44,885,830 on behalf of Cheney School District.

Does the district collect more money if more homes or businesses are built?

No. Voters approve a fixed dollar amount for school bonds and levies. This is the maximum amount that can be collected and is shared by all taxpayers in the district. When more homes or businesses are built, there are more taxpayers to share the fixed amount. This means the tax rate decreases because the tax base of the district is larger. For more information, visit www.spokanecounty.org/assessor.

ABOUT THE ELECTION

Where can I find information about the election and voting?

Information about the election and the voter registration process can be found at the Spokane County Elections website at <https://wei.sos.wa.gov/county/spokane/> or the Spokane County Elections Office at 1033 W. Gardner in Spokane, as well as in public libraries, schools and fire stations.

When is the election?

Cheney School District's bond proposition will appear on the February 10, 2015 ballot. Voters in the Cheney School District will receive their ballots in the mail around January 24, 2015. Completed ballots must be postmarked by February 10, 2015 to be counted.

What is the approved margin needed to pass this bond?

At least 60% of voters who cast their ballots must approve the construction bond for it to pass. In November 2007, voters in Washington State approved a decrease in the approval rate needed to pass school levies to 50%. This change does not apply to school construction bonds, which still require 60% voter approval to pass.

What is the difference between a bond and a levy?

A school bond pays for capital projects such as new construction or renovating existing buildings. A school levy funds a portion of day-to-day operating expenses of a public school district including textbooks, school staff, transportation, technology and educational programming. Washington State does not fully fund the maintenance and operations of school districts. Local taxpayers fund the gap between what the state provides and what the district needs to educate students through levies.

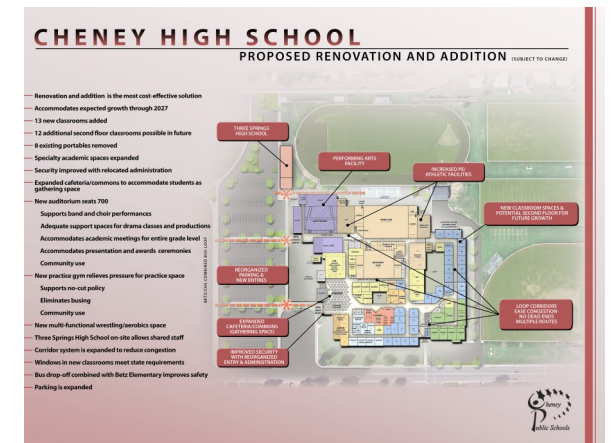
Further Questions?

For more information about the February 10, 2015 Cheney School District bond proposition, visit www.cheneysd.org or call the District Administration Office at 559-4501.



Bond Information

BOND PROPOSAL to make improvements to Cheney High School



School Bond Measure on the February 10, 2015 Mail-In Ballot

Some important facts about the bond:

- * Cheney High School was built for approximately 900 students, and currently serves approximately 1,200.
- * The building is 48 years old, with the last renovation 20 years ago.
- * There are eight portables on site to accommodate classes, PE programming and Three Springs High School.
- * Students eat in the hallway due to the undersized cafeteria.
- * There is no commons area, and the corridors are congested.
- * Band and choir performances displace gym activities; CHS does not have an appropriate size auditorium.
- * The "Little Theater" is inadequate for drama productions, and cannot accommodate more than one grade level.
- * Due to the high demand for athletics programs, high school athletes must be bussed off-site for practice.
- * There are traffic safety and building security concerns.
- * Enrollment has steadily grown in the District over the past five years. Over the next six years it is projected that enrollment will increase by another 600 students. 150 of these students are anticipated to enroll at CHS.
- * Reinvesting in the current high school facility will accommodate anticipated student growth through 2027.

Ballots need to be mailed by February 10, 2015

ABOUT THE HIGH SCHOOL BOND**What will the proposed construction bond fund?**

On February 10, 2015, Cheney School District citizens will be asked to vote on a \$44,885,830 construction bond that seeks to make improvements to Cheney High School, including improvements to safety, security, heating, plumbing, electrical systems, make improvements to and equip Three Springs High School, construct and equip additional space for educational programs and student growth, undertake site improvements to address traffic/parking issues and make necessary capital improvements.

Why the proposed renovation?

As a continuation of the District's long-term planning process, a Study and Survey of District facility needs was completed in 2008 and updated in 2010. This study reviewed demographics and population trends, evaluated the condition of existing buildings, provided a cost benefits analysis, and proposed a construction timeline based on the analysis.

A Citizens' Facility Advisory Committee reviewed this information. The two new middle schools and additional new 400-student elementary school were the first priorities of the Study and Survey, and have been completed on time and under budget. The Cheney High School need is the most pressing priority at this time. The authors of the Study and Survey provided guidance to the citizens' committee during a thorough review of the high school's existing conditions and challenges. The citizens' committee recommended the proposed renovation and additions to the Board of Directors as the most cost-effective solution.

How much is this going to cost?

The total project cost is \$44,885,830. The estimated tax rate per thousand dollars of assessed valuation is \$.75.

How much is the District eligible to pass with the bond issue?

The District's current bonding capacity is \$61 million. The proposed bond is asking voters to approve \$44,885,830. The project was developed with substantial input from community members, staff and a team of engineers and architects to propose doing what is necessary to serve Cheney students.

What about future elementary school needs?

The Study and Survey recommends the District acquire a site for a future elementary school. The District has been reviewing possible locations; however, construction of the new elementary school is not needed at this time.

Why run the bond now?

The Cheney School District Board of Directors has decided to ask voters to consider a construction bond in February 2015 for several reasons. First, students are currently served in portable classrooms and underserved in several educational programs due to facility constraints. With assessed valuations growth in the District, the District has the bond capacity for the project. The assessed values throughout the School District are increasing due to commercial and residential new construction. Additionally, we are seeing favorable bond rates and a recovering local economy.

Will the upgraded facilities be more energy efficient?

Yes. The state requires that all new and modernized school buildings be built to meet energy efficiency standards (sometimes called "green" buildings). With energy efficient buildings, the District pursues every energy rebate possible to maximize taxpayer investment in our schools.

What if the bond isn't approved?

It is likely that the Cheney School District Board of Directors will decide to run it again, although the construction cost may be higher than \$44,885,830. In the meantime, more money would be diverted from the general education fund to add portables and maintain the current high school.

ABOUT THE TIMELINE**What is the project timeline and process?**

With voter approval of the construction bond in February 2015, the District will immediately begin a three-step construction process. Step one is the planning and creation of architectural documents, where architects and engineers use the specifications to complete a detailed bid design. Step two is the bid process which will take place in 2016, with construction beginning immediately thereafter. Construction will occur with students on-site, and therefore must be completed in phases.

ABOUT STUDENT LEARNING**How will the proposed improvements enhance student learning and improve student safety and the security of the high school building?**

The project plan will be designed from an instructional perspective, with classrooms and learning spaces built to support current and future learning needs. The safety and security of students at Cheney High School will be increased through improved building security features such as a reorganized entry. Traffic safety concerns will be addressed through reorganized parking and new entries, as well as a bus drop-off combined with Betz Elementary School to improve student safety.

Where would our students be housed during construction?

Several high schools in our region have been renovated while maintaining programming. The architects and general contractor will create a plan for new construction which minimizes the disruption to current programming. Summer will be a major construction period, with normal summer activities scheduled off-site to allow for maximum efficiency of the construction process. Renovation at Betz, Salnave, Sunset and Windsor Elementary Schools, which began in 2001, was managed in this way.

Why not build a new high school?

Building a new high school would be more expensive. Every high school program would have to be replicated, which would result in nearly double the annual operating cost for staffing. High schools are designed to provide college and career-ready programming, which requires specialized spaces. Duplication of every space in order to ensure equal access would be cost-prohibitive. Even though Cheney High School's current enrollment of 1,200 students is larger than past enrollment, it is still considered average for a comprehensive high school.

The construction costs and site acquisition costs of an additional high school would exceed the District's authority to issue bonds. A new school would require construction of every instructional space, whereas an addition to an existing school only adds the space needed. The specialty instructional spaces provided in comprehensive high schools are more expensive to construct than a typical classroom. High schools offer athletic programs which require field spaces. Duplication of all athletic fields to provide students access to fields at a separate site would be an added expense. The current site and Crunks Field are designed to accommodate the current and future athletic program.

ABOUT PROJECT PLANNING**How did the District involve the community in the planning process?**

A community-based Citizens' Facility Advisory Committee was formed to review the Study and Survey results and recommendations and to solicit community feedback. Several community forums were held throughout the District during the 2012-13 school year. Simultaneously, a team of educators, Board members and committee members visited several high schools in our region that had been renovated. The Citizens Facility Advisory Committee provided helpful feedback to the architect as the solution was designed to address the existing conditions and challenges. The citizens' committee recommended the proposed renovation and addition to the Board of Directors in June of 2013. The addition would provide a larger commons area, relocate the administrative offices, add necessary classroom space, add necessary gym space, and add an auditorium to the school.

The committee recommended that the School Board wait until 2025 to address the renovation of the core of the building, as the building will then qualify for a State match estimated to bring \$25 million in renovation dollars to assist the District with this project.

ABOUT THE FUTURE**What about growth? Will the high school have enough room in 10 years?**

As in the past, the School District will continue to review its facility plan to make sure that the District can anticipate its facility needs. Based on our current growth forecast, the renovation and addition will solve our immediate high school needs. As part of our strategic plan, we will continue to monitor elementary school enrollment and facilities.