



Valley Voice

HIGHLIGHTED: News from Around Campus, pgs 4-5. | Helping Kids Succeed, pgs. 6 & 9

Message from the Superintendent

Community Commitment to Children and Families



Kevin Foster

The Valley School District appreciates our community's continued support for programs that benefit the academic, social, and physical development of our students. We depend on local levy funding to provide programs and activities not funded by the State of Washington.

The Replacement Educational Programs and Operation Levy supports art, music, drama, physical education, sports, educational technology, our full time counselor, preschool, smaller class sizes, safety improvements, and much more for our Valley students.

On February 13th the district is requesting that the Valley community continue the current levy of \$152,000 per year for another four years. It's called a 'replacement' levy because it is not a new tax; it simply replaces the levy that is currently in place. The community has supported that same amount, without increase, since 2007.

We are very proud of the high quality programs and activities our kids experience in our schools. Academic achievement is important, but students need more than the basics to develop their potential. We want every student to find their unique gifts in music, sports, drama and other pursuits that interest them.

We need to provide small class sizes, counseling staff, and safety improvements to assure that students have a great environment and get the personalized attention they need to learn and grow.

Supporting education is one of the beautiful traditions in Valley. Great things happen when we stick together to support our children.

Valley School District HISTORICAL AND PROJECTED LEVY AMOUNTS		
COLLECTION YEAR	AMOUNT LEVIED	LEVY RATE per \$1000 Assessed Value
2013	\$152,000	\$1.27
2014	\$152,000	\$1.24
2015	\$152,000	\$1.23
2016	\$152,000	\$1.20
2017	\$152,000	\$1.20
2018	\$152,000	\$1.17
2019	\$152,000	\$1.16
2020	\$152,000	\$1.15
2021	\$152,000	\$1.14
2022	\$152,000	\$1.13



Monthly Emergency Drills Strengthen Preparedness

A bell sounds. An email notification pops up. A familiar voice announces, "There is a situation. Evacuate now!" The building Incident Commander (principal) and designated staff quickly shift into emergency response mode, communicate, assess the situation and move students and staff towards the nearest door. After the "all clear" signal and school routines resume, School Safety Committee members will discuss, evaluate and recommend changes to refine practices.

Since 2008 when Washington requirements for comprehensive school safety plans kicked in, Valley schools have been developing, practicing, and perfecting staff and student emergency response skills.

To be better prepared and protect lives, the state legislature requires districts to conduct monthly safety-related drills, teaching students three basic functional responses: lockdown, evacuation, and shelter-in-place.

District Emergency Planning team leader, Principal Dave Vail, states, "Conducting drills provides awareness and training for staff and students to understand expectations and actions with specific types of hazards."

For the Valley area, those hazards can include severe weather-related events and conditions, extended power outages, fires, vehicle or railway accidents emitting noxious materials, campus intruders or threats, and earthquakes.

Classrooms and buildings throughout the Valley campus keep written Emergency Response Plans ("Red Binders"), which provide succinct instructions to address the different kinds of hazards that may prompt the three basic and other types of emergency responses.

This year in addition to the monthly drills, the district is taking steps to further bolster emergency preparedness and response. District administrators held a planning meeting in early October with local and county public safety officials from the Sheriff's Office, fire district, Stevens County Emergency

Management and operations (911 Dispatch) to exchange information and plan for off-campus evacuations and effective responses to dangerous threats, persons or intruders.

Superintendent Kevin Foster indicated the meeting was very pro-

ductive, leading to specific areas for improvement of safety measures around campus. Recently, he has been discussing possibilities for utilizing a shared School Resource Officer with a couple other local school districts to better provide for the safety of students and staff.

To evaluate processes currently in place, a district-wide evacuation simulation, held on a cold and raining November morning, provided an opportunity for evaluating response times, testing internal communication channels and efficiently loading buses to move students and staff off campus.

Mr. Vail stated, "We know we can't plan for every potential hazardous scenario, but we can practice general preparedness through those three fundamental drills (evacuation, lockdown and shelter-in-place).

– Continued on next page



VSD Board Meeting Notice

Upcoming VSD Board meetings are February 14th, March 21st and April 18th at 6:30 p.m.

School Board
Bill Wilson
(President)

Doug Elledge
Rena Fitzgerald
Crystal Hubert

Paul Voelker
Superintendent
Kevin Foster

Non-Discrimination Statement

Valley School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees of the Valley School District at 3030 Huffman Rd., Valley, WA 99181 are designated to handle questions and complaints of alleged discrimination: Danielle Tupek, Title IX Liaison; Janet Williams, Section 504/ADA Coordinator; Kevin Foster, Compliance Coordinator for State Law (RCW 28A.640/28A.642). A complaint regarding alleged discrimination may be made by e-mail to: compliance@valleysd.org, or by calling the district office at 509-937-2791.

New Staff Member

Columbia Virtual Academy is pleased to introduce a new staff member, Paula Hurd, who began employment at CVA in October. She is tutoring nine students in math, reading and writing as a para-professional with the Special Services program. Paula brings to CVA a love and talent for working with kids and 12 years of special education experience at Mossyrock and Morton elementary schools.



Paula moved with her family to Valley from the west side of the state this past summer. Her three children are all grown, and she is glad to be able to live next door to her daughter and son-in-law. Paula reports, "It is great to be here at CVA still working with kids, yet doing something a little different than I've done before." Welcome, Paula!

Monthly Emergency Drills

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We will continue to refine and practice our processes, and standardize our vocabulary and responses. By having a common vocabulary, we will better define hazardous situations and provide clearer understanding between staff, emergency responders and the community." Mr. Vail encourages parent and community involvement as the district moves forward with planning and preparing for all types of emergencies. Interested persons may contact the district administrative office at (509) 937-2791.

Paideia Students Gain Cultural Awareness

Mr. Dupuis and his Spanish III class went on a field trip to De León Foods Deli & Grocery Store in Spokane for Día de Muertos (Day of the Dead) on November 2nd. The learning objective was to practice speaking Spanish with native speakers while searching for authentic foods, drinks and other items from Mexico and other Spanish-speaking countries in a half-immersion environment.

Six students entered De León Foods with phrase cards in hand and some feelings of anxiety, relieved to be greeted with a warm smile and friendly demeanor by the owner, Sergio De León. The students and Mr. Dupuis were given a tour of the store and delicious food samples, including takis (rolled corn chips with spicy seasoning) and pan de muerto (a sweet roll), which is an authentic Día de Muertos treat.

After shopping, they enjoyed a delicious lunch of fresh Mexican cuisine, including shredded pork tacos, enchiladas in red sauce, and tortas, a specialized Mexican-style sandwich.

Throughout the day, Mr. Dupuis and the students spent time reviewing vocabulary, linguistic nuances and cultural-linguistic interaction protocols to learn not only how to speak in Spanish, but how to communicate in typical settings in the community.

Overall the trip was a huge success, with all students eagerly engaging with the Spanish-speaking employees and partaking in authentic linguistic and cultural activities. The personal experience of sharing time, words and food with the wonderful people at De León Foods is what Mr. Dupuis strives for in his World Language classes: real-world applications and cultural awareness.



We can't say it enough:
THANK YOU!
 VALLEY BUSINESSES AND
 COMMUNITY MEMBERS FOR YOUR
 PARTICIPATION AND SUPPORT
 OF VALLEY SCHOOLS!

We've noticed your contributions and appreciate all you do to make Valley School District special, especially everyone's attendance at the Valley School Open House, PHS parent meetings, conferences, assemblies, book sales, sports events, concerts, and myriad of other school events and classroom activities throughout the school year!

Local veterans, family and service organization members, Boy Scout Pack 798, students, staff and community members came together at Valley School to honor former members of the armed forces in November 7th. The tribute included the customary presentation of the colors and salute, a performance by the PHS choir and recognition of student essays



with special awards given by the Veterans of Foreign Wars. The traditional event was very uplifting. The district extends heartfelt appreciation to the American Legion, VFW and all veterans for their services and contributions to our community!

The Scholastic Book Fair held in early November in conjunction with Student/Parent/Teacher Conferences was well attended by K-12 students and families perusing and purchasing new books to enliven their imagination. Valley School Librarian Alice Ely shared that patrons bought 68 books

totaling \$2112, earning the school \$844 in rewards that will be invested in the library. She appreciates the positive support from the community and was excited to be able to purchase many new books for the library, including several teen novels and the newest *Diary of a Wimpy Kid*. Thank you, parents and guardians, for supporting the library and for encouraging your kids to read!

News from Around Campus

In early October, Valley elementary students learned what to do in a burning building during a special event about fire safety presented by Stevens County Fire District #4 and Valley Community in Progress. Students watched an instructional video, "The Great Escape Challenge," followed by a tour through the Edith House, a mobile unit set up to



demonstrate fire hazards around a home. Kids got an up-close view of a fire truck and firemen in full gear. Valley School staff extend a special thank

you to members of Fire District #4 and Community in Progress members for this informative and exciting presentation!

Turning leaves and cooler weather marks the coming of fall, but also signifies the start of Valley School's Associated Student Body



annual fundraiser, the 'Fund Run,' traditionally held on October 31st in conjunction with Halloween celebrations.

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This year the promotion garnered \$3800 for the ASB fund, monies which are shared by classes to support field trips, assemblies, supplies and other extras that make school attendance special. **Thank you to students, staff and everyone in the community for your contributions and for making this year's Fund Run successful!**

The annual Winter Craft Fair, presented by the Pep Club at Valley School on December 9th, brought kids, families and the community together to share in the treasures of the season. Thirty-eight local arts and craft vendors participated, displaying their wares for holiday shoppers. (Some loyal vendors have participated for so many years they feel like family!) Thanks to the partnership of Valley Grange members, kids delighted in Breakfast with Santa and visitors were able to purchase lunch.



Pep Club Advisor Gail Churape stated that the \$400 generated by the Craft Fair helps club members conduct 4-5 outreach activities with kiddos at the Early Learning Center. Besides doing crafts and other activities together, Pep Club provides gift bags filled with hats, socks, mittens, books and small toys. Members helped sew the hats this year, and for some it was a first-time sewing experience. **Pep Club and Gail extend their gratitude to all the vendors and community members for supporting this event, and look forward to seeing everyone again next year.**

This fall the PHS Boosters for Bears kicked off another year of fundraising activities to support Paideia students, starting with "Musical Christmas Cards" in mid-December, with proceeds benefitting the PHS choir program. **The Bears wish to thank everyone who purchased a Musical Christmas Card this year!** A group of lively carolers visited 18 homes and businesses around the area, singing a selection of seasonal favorites to the lucky recipients.

The Boosters for Bears parent organization was formed to raise monies to directly benefit students and their activities. So far, the group has been

able to provide small scholarships, essentials for school-related activities, and graduation gifts. Staff member Lynette Franks indicates the booster club greatly needs volunteers to assist with events. The group will be working with staff and students to present the Spring Plant and Flower Sale on May 5th. Interested persons are encouraged to contact the school at (509) 937-2655 for more information.

Math, English and History classes moved into the new Paideia portable in early November, providing much needed spaciousness for the bustling high school. While most of the interior refurbishment and outfitting work was



handled by the district Facilities Team, Supervisor Kraig Kalisch commends our local contractors and businesses for their efforts on the project. Erin Sullivan was the on-site excavation operator for Dawson Trucking, and Kan-Dho Electrical took care of the electrical hookups along with local Avista crews. **Thank you to everyone involved in this Paideia campus improvement project for your contributions and good work!**

Once again Valley School staff members Gail Churape and Kim Goot, and a throng of staff and students put together an incredible "Dance for Kindness" assembly on November 12th and 13th to empower kindness, trust, hope



and love in our small corner of the world. Students practiced for weeks to learn a special dance, done concurrently by people – *continued on pg. 6*

News from Around Campus

– continued from pg. 5

all over the world in recognition of World Kindness Day in early November. **School members extend a huge thank you to this year's participants and community followers and contributors who have joined the movement to spread kindness!**

Tree of Sharing program coordinators Natalee Reid and Marti Brooks reported another plentiful year was enjoyed by local family recipients, thanks to the gifts and monetary contributions of staff, community members and Lane Mountain Company.

Your generosity is appreciated!

Helping Young Eagles

Valley School is still SOARING to reach new heights in its multi-tiered approach to improving school climate. On a basic level, staff members catch students "doing good" and recognize them for their efforts. A tried-and-true reward system acknowledges students' positive behavior in the form of SOAR cards (which can be parlayed into goods or privileges), recreational field trips, and quarterly awards.

School-wide expectations for exemplary behavior through the doctrine of Safety, Ownership, Attitude and Respect (S.O.A.R.) are promoted and reinforced daily by staff.

Everyone works together to ensure that all procedures and rules are clearly taught and modeled in the first weeks of school. This year, class meetings are being held regularly to involve students in the process and encourage more ownership of their school environment.

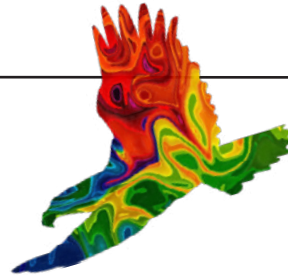
K-8 Principal Todd Smith explains, "We are creating a culture where we look for, recognize, and reinforce positive behaviors at a high rate and actively teach students the appropriate skills to self-regulate, ultimately promoting an atmosphere conducive to quality learning. A big part of that

work is relationship building, which goes a long way in developing and maintaining a positive environment throughout the school."

Since implementing the Positive Behavioral Interventions and Support (PBIS) and Sound Discipline programs, Valley School staff has received additional training behind the scenes to better understand behavioral issues and trauma among young people and help them develop the necessary skills to self-manage.

In late September, six staff members attended Sound Discipline training focused on interpreting and responding to behavioral data collected through a related School-Wide Information System (SWIS) program. The data collection program helps staff analyze and see patterns in misbehavior, allowing them to make effective decisions and intervene appropriately.

Additionally, Behavior Support Team meetings are held to address individual students struggling with their behavior. The team, consisting of the teacher, school counselor and other staff, work together to determine strategies and improvement plans to help students, which in turn af-



Soar!

fects their learning, the learning of others and the teachers' ability to effectively meet the needs of all students. In these cases, working closely with the parent(s) to implement agreed-upon plans is paramount to student success.

With the start of the SOAR rewards program a couple years ago, the school saw a significant drop in office referrals last year (2016-17) compared to the previous year (2015-16). However, an increase in office referrals during the first semester this year compared to the same period last year (but still significantly less overall from two years ago) may be attributed to students new to the system and still learning how to appropriately act, interact and be safe at school.

Principal Smith anticipates a continuing downward trend in office referrals. Using clearly defined and consistent consequences and procedures when undesirable behavior occurs, plus utilizing student behavior data to help staff address specific areas of concern and grow capacity in their Sound Discipline practices, will improve outcomes.

Together, students and staff are learning the proper way to SOAR like an Eagle.

Role-Playing Results in Dramatic Learning

Role-playing is an important activity in early childhood development and, thankfully, many kids and young adults never outgrow it!

Besides offering a valuable extracurricular option for local kids, the Valley School Drama Club's musical productions are a beloved activity for the community, thanks to the experienced guidance of program director, Theresa Carr.

On average, 35 students are involved and learning about stagecraft, lighting, costuming and makeup, and, of course, acting.

While participating in the Drama Club may seem like all fun and games, behind the scenes there is a whole lot of learning going on. The benefits of drama and the performing arts are multifaceted, providing students with opportunities for physical, emotional and social development.

Students gain self-confidence as they learn how to speak before the public, improving verbal and nonverbal communication skills, tone of speech and expression. Listening and observation skills are necessary to receive instruction and collaborate with other actors during rehearsal and performances. Other important lessons perhaps are realized after the curtain closes. Performance art

provides an avenue for developing cognitive abilities that supplement study in other areas. Applying imagination and creative thinking helps students

problem-solve and develop new ideas.

Understanding characters and the subtext of stories encourages empathy and tolerance for different people and unfamiliar situations. Memory is exercised as kids focus their minds to recite dialog and physically move around stage in character.



Statistics show that young people who participate weekly

in the arts are four times more likely to be recognized for their academic achievement, and three times more likely to win an award for attendance or be elected to a class office within their school.

Producing a show for the school and community takes weeks of hard work, dedication and funding. Mrs. Carr shared that each play costs approximately \$1800 to perform. She tries to keep admission fees low for families by holding as many fundraisers as possible to supplement her budget. There are no fees for joining the after-school club.

For students, it's all about the fun involved in taking part, and each re-

ceives recognition for their participation and contributions. The rewards for students—and everyone else—are immeasurable.



Drama Club invites you to watch them in action at "Annie Jr." on March 1st & 2nd at 6:30 p.m.

Let's Talk!

Parents and staff from all schools and various grade levels are engaging in roundtable style discussions during Family Engagement Committee meetings. Participation provides an excellent opportunity for parents and family members to strengthen relationships between school and commu-

nity, and to build understanding of the role each plays in the academic and social development of students. Currently the group, which meets one day a month mornings and evenings, is determining this year's focus for the newly-named group: developing family support, authentic partnership, parent-led activities, or removing barriers.

Meetings also include infor-

mation exchanges on various topics, such as new rules about levy funding, the merits and drawbacks of academic rewards, tackling homework and what teachers can do to help parents. If you are interested in joining the group to share your views and ideas to improve student success, contact Committee Chair Candace Harris at (509) 937-2638.

Miss P's Flexible Seating Project

Third Grade Teacher Laci Parks recognized that many of her young students had pent-up energy and emotions, making it difficult for them to focus or stay in their seats long enough to accomplish the task at hand. Seeking to make her classroom a safe, productive place to learn and grow, she looked for solutions and hit upon a growing movement in schools: flexible seating.

With flexible seating in the classroom, traditional seating arrangements are replaced or include alternative seating options.

Kids need to move, and yoga balls, wobble stools and cushions, bouncy bands for foot movement, and scoop rocker chairs provide outlets for all that energy.

Flexible seating provides fidgety kids with the ability to move in place, and the increased physical activity of balancing and wiggling escalates blood flow to the brain, keeping minds more alert and engaged.

To kids, these items all mean F-U-N, but to Miss Parks, the acclaimed benefits of flexible seating might prove worthy by helping them learn and succeed in the classroom.

Next problem: how to pay for all these new, cool, alterna-

tive items? Determined to see her vision come to life, Miss Parks created a Flexible Seating Project on www.DonorsChoose.org, a nationwide online service in which community donors can help fund public school teachers' classroom project requests.



generous Valley area donor gave over \$1100 towards the purchase of the selected items. On her DonorsChoose project page Miss Parks responded, "I cannot express how grateful I am...my students are going to be ecstatic!"

Now that the flexible seating options have been delivered to

Miss Parks' classroom, students get to choose where they sit and what they sit on. Each selects a seating option that works best for learning, staying calm and being productive.

Through expressing individual choice, a child feels empowered to self-manage his or her own behavior. Transitions to group learning tasks can be quick, as seating is flexible and mobile.

Some minor classroom management accommodations have been needed, the trickiest being where to store students' belongings without an assigned desk. "I chose to give each student a large reusable bag, which easily moves around with them," explained Miss

Parks, "and so far it is working!"

Miss Parks reports the switch to flexible seating "has been amazing, especially seeing students learn how to share and make responsible decisions on their own. I am excited to see how well the classroom arrangement benefits students in the future."

She indicates that Principal Smith has been very supportive of her project, which she appreciates.

Other teachers are catching on to the idea, some borrowing items to try out. Wobble stools and bouncy bands might soon be the norm at Valley School!

With flexible seating, kids get to choose where they sit and what they sit on.

Diversity in Science Studies

Paideia Horticulture students have extended their studies about the science of growing plants, greenhouse management, and hydroponics through experiential learning.

The group traveled to Gonzaga University and Spokane Community College in mid-December to tour five greenhouses. Students viewed three different growing programs, each showing distinct purposes for which a greenhouse can be utilized. At Gonzaga, they learned how a greenhouse is being used for plant research by the Biology Department.

In the PHS Horticulture Center an aquaculture system, where the waste from fish is used to fertilize

plants, has been set up for students to experience another approach to growing plants. Matt Gines with the Mary Walker



High School vocational program brought over 25 tilapia that will be used with this type of hydroponics growing station. The tilapia waste is being used to fertilize catnip, sage, and peppermint. Nova Kelly will be documenting the process as part of her senior project. Horticulture students are successfully growing lettuce, basil, strawberries, and grapes.

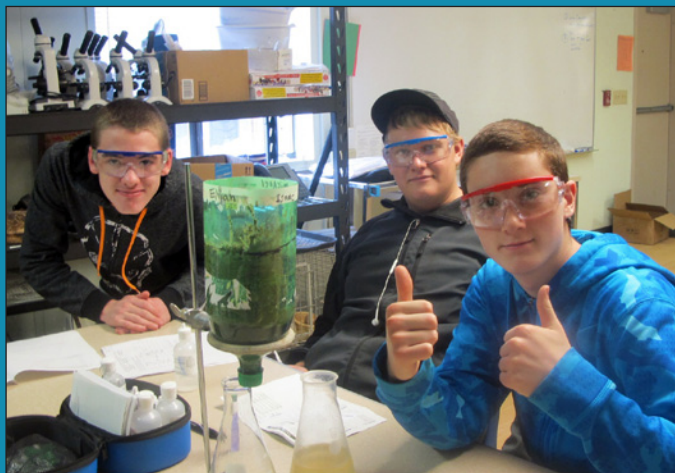
PHS Improvement Project Focuses on Success

Paideia High School is growing, and with an increasing number of students has come a few "big" high school discipline issues. But true to form, Paideia is no ordinary high school and Principal Matt Cox is taking a unique, student-centered approach to decreasing and eliminating illegal activities that occur on campus from time to time.

Staff and students have worked together to develop a plan designed to empower students with improving the learning environment. Mr. Cox explains, "Most schools utilize a 'rule and consequence' model, which is an extrinsic reinforcing system. The paradigm we are working to employ puts students as the driving force in setting expectations, monitoring progress, and delivering interventions."

So how does that all work? This fall, fifteen students and staff met in multiple workshops to layout the specifics of the No Bear Left Behind Project, which involves setting a schoolwide goal to decrease incidences of illegal activity (theft, alcohol or drug use, vandalism, truancy, etc.), integrating the learning environment guiding

principles that students helped write last June. A monitoring system and intervention model was created to build intrinsic motivation within students who are struggling to follow the guiding principles, taking a less punitive and multi-faceted approach to helping students improve.



Some of the kinder interventions on the NBLB Behavior Plan Intervention List include using the buddy system to encourage good choices, student-to-student tutoring, animal therapy, motivational reading and daily follow-up to ensure the student is on track. But more robust interventions also may be uti-

lized, such as counseling, a school service project or parent shadowing at school.

The whole student body is engaged in the plan and encouraged to help reach the goal, as each will benefit when the goal is reached at the end of the year by enjoying the 'incentive' rewards, entertaining activities which the students will get to choose and plan as well. The No Bear Left Behind Project seems to come down to this simple objective:

Work Hard = Play Hard



Bringing Learning to Life through Art

"I hear and I forget. I see and I remember. I do and I understand."
 –Confucius

Visit Valley's K-8 school any week and you are likely to find the hallways alive with blocks of color, squiggly lines or bold shapes in distinctive designs often depicting faces, nature or places.

Kindergarten through 5th grade students receive art classes once a week. Middle school students take art as an elective and go to art class twice a week, allowing for more involved projects using advanced materials.

The process of artistic expression and its connected activities are important; effective learning takes place when kids do something related to the topic they are studying to reinforce information and concepts.

Drawing pictures of stories read in class improves reading comprehension. Math concepts are reinforced when students work with positive/negative space, patterns and rhythm, symmetry and structure. Experimenting with the properties of paint, clay or plaster demonstrates cause and effect, corresponding to scientific study.

Valley School art teacher Gail Churape finds creative ways to

connect her assignments with the learning going on in the classroom to enhance that knowledge.

For example, 5th grade students create Mayan block prints and colorful Aztec suns while studying those civilizations. Wonderful piñatas were created by middle school students and shared with K-5 students this holiday season, connecting the traditional Mexican activity with their studies of Hispanic cultures.

Gail exposes students to a variety of artistic work from previous ages, as life experience has always stimulated humans to create art, from early cave paintings to contemporary digital media.

"I love how, through the internet, examples of art in all forms are

Chewelah Arts Guild. This year, support from the grant is allowing every grade level to work with



clay sometime during the year.

"Clay is one of the students' favorite projects," Gail stated. The middle school students were tasked with creating clay animals by forming a hollow ball and turning it into a cat, a fish or even a hamster.

The kids also love 'free' art days when they can let their imagination and creativity run wild. Gail explains, "I put out a sampling of materials and sit back and see what they create. I feel that a good art program has a balance of projects that are teach-



er-led with specific goals in mind, and also time for them to use the knowledge to explore on their own."

Because students feel good while they are creating, art helps boost self-confidence. Children who can spontaneously experiment and make mistakes also feel free to invent new ways of thinking, creativity which extends outside the classroom.

at our fingertips and creative works are there to inspire us," she exclaims. District funding of the art program sometimes must be supplemented with monies from other sources. When feasible, Gail applies for a Rainbow Fund Mini-Grant provided by the

Helping the Hungry

In early November, Paideia students in Contemporary World Problems and Western Civilization classes spent the morning at Second Harvest food distributors in Spokane sorting donated food. Second Harvest takes food that would normally fall out of the "food stream" and redirects it to food banks and other charitable programs.



Students worked tirelessly to sort 8000 pounds of potatoes into five pound bags that will end up on food pantry shelves throughout northeast Washington and north Idaho. The experience provided students with a close-up view and hands-on understanding of local community need, which will tie into a unit of study focusing on hunger and famine in the spring for both classes.



NOTICE:
The February School Board Meeting has been rescheduled from Wednesday, February 21st to Wednesday, February 14th at 6:30 p.m.

Highly Capable Program Referrals Accepted Through March

If you know a student who shows extraordinary ability or promise, please recommend him or her for inclusion in the Valley School District Highly Capable Program. This unique program helps students develop their special abilities. It serves students in the Valley K-8 School, Paideia High School, and Columbia Virtual Academy who excel in science, history, writing, mathematics, the fine arts, creative thinking, problem-solving, or who have the ability to learn very quickly.

Student referrals may come from parents, community members, students, teachers, and other school staff. You can refer a student for the program during the open referral window, January 1st through April 1st of each year, by filling out a Highly Capable Referral form, which can be found on the Valley School District website at <https://www.valleysd.org/highly-capable> or picked up at your school's main office. Forms may be submitted to the attention of the Highly Capable Program Coordinator, T.O. Bakken, at the school office; by mail at 3030 Huffman Road, Valley, Washington 99181; or email at T.O.Bakken@cva.org. Referral for the program does not guarantee enrollment. If you have questions, please contact the Highly Capable Program Coordinator at 509-937-2793.

Notable Events

January

- 1 New Years Day - NO SCHOOL
- 10 Family Meeting & Dinner
6:30pm | Paideia High School
- 15 Martin Luther King, Jr. Day
NO SCHOOL
- 17 School Board Meeting
6:30-8pm | VSD Broadcast Studio
- 26 Staff Professional Development
NO SCHOOL
End of First Semester

February

- 13 Special Election Day
Remember to Vote
- 14 School Board Meeting
6:30-8pm | VSD Broadcast Studio
- 19 Presidents Day
NO SCHOOL

March


- 1 Spring Drama Production
"Annie Jr." | 6:30pm | Valley School
- 2
- 16 Professional Development Day
Valley K-8 and VELC - NO SCHOOL
- 19 NO SCHOOL
Snow Make-Up Day as needed
- 21 School Board Meeting
6:30-8pm | VSD Broadcast Studio
- 29 Spring Music Concert
2pm | Valley School
Senior Culminating Projects
Student Presentations | Paideia HS
- 30 End of Third Quarter

April

- 2 Spring Break - NO SCHOOL
April 2nd-6th
- 19 Conferences - NO SCHOOL
PHS Released @12:30 on 19th
- 20 Valley K-8 Book Fair
- 5 Kindergarten Orientation
Valley K-8



The Valley Voice is a publication of Valley School District #070. For submission information, please contact Diane Monasmith at (509) 937-2759 or by email at Diane.Monasmith@valleysd.org.



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