

Valley Voice



Over 200 students from Valley and Summit Valley schools joined together in a Dance for Kindness and to honor those committed to spreading kindness in our communities.

HIGHLIGHTED: Air Quality Assessment, pg. 2 | DOGS!, pg. 3 | Making Connections, pg. 5



A MESSAGE FROM THE SUPERINTENDENT

Ben Ferney

Building Roads for Success

Valuable lessons sometimes hit us over the head and afterwards stick with us forever. One such lesson happened to me over a decade ago. We had some serious erosion on a piece of our family's property from a drainage creek that, if left unchecked, would destroy the garage and bunk house. Instead of hiring a company to fix it, we decided to buy a used Yanmar D20 4 X 4 tractor and "do it ourselves." I was in charge of the tractor. At that point in my life, the closest thing to a tractor I had driven was a riding lawn mower.

Besides having to quickly master the tractor controls, a major challenge was that we were moving rock during spring and the ground was saturated. With the back and forth movement of the tractor, I was creating mammoth ruts all over and kept getting stuck. My dad spent quite a bit of time in his Ford Explorer using a tow strap to get me out of trouble.

My brother-in-law happened to visit the property on a day we were working and noticed my struggles and how I kept tearing up more and more ground with the knobby tractor tires. He casually commented, "You know, construction crews make roads before they begin working." How simple. Some would say this is common sense and completely accurate. Build a road first.

This lesson about laying the groundwork first before digging in relates to our work in Valley School District. Students need to feel comfortable with sense of belonging before learning can take place. Parents need to feel welcome and encouraged to take part in their child's education. Staff need to feel empowered in order to provide the best opportunities for our students. A sense of belonging and feeling welcome and supported are the foundational components of our 'road' to academic success at Valley School District.

Building a foundation for learning with relationships that nurture and reinforce abilities is a key part of our students' success, as they will be challenged at school. Students need a secure base as they face difficult academic classes, learn how to interact with other students and adults, and develop talents

(continued on page 3)





VALLEY AIR QUALITY UPDATE

This fall, further on-site assessment and observations of the campus environment occurred in the district in response to the air quality report for the Valley area released by the Agency for Toxic Substances Disease Registry (ATSDR) in August. The findings of the ATSDR study indicate potential short- and long-term health effects associated with silica particulates found in the air.

Industrial Hygienist Eric Dickson from the Educational Service District (ESD) 101 office in Spokane collected soil samples in late September from the Valley School and VELC play fields on campus. He also tested the air quality in nearby portable classrooms.

After testing for silica content, Mr. Dickson concluded "The grassy areas and exposed sand/soil locations all were below the background sample taken from across the Valley. These results don't suggest a higher hazard for students playing on the school

playgrounds and ballfields than in other locations in the Valley area."

To help manage indoor air quality, the district's Facilities Team has been replacing the HVAC filters in school buildings, upgrading to the highest rated filters the systems can handle.

Superintendent Ben Ferney also welcomed Dave Knight and Karin Baldwin of the Dept. of Ecology Air Quality Program (Spokane Unit) in early October to tour campus and discuss installation of an on-site air monitoring tool. Most existing air monitors use technology that produce results after 1-2 hours; this lag time would not benefit staff needing current-time air quality assessments on the playgrounds.

Ms. Baldwin shared, "We are still in the process of developing a monitoring indicator tool in partnership with Lane Mountain Silica and Northeast Tri-County Health District." During their October visit, Mr. Knight and

Ms. Baldwin also visited the Lane Mountain silica plant and reported, "[They] provided us with a copy of their updated fugitive dust control plan that we are currently reviewing. We are committed to staying in regular communication with Lane Mountain Silica and overseeing their progress toward installing the new baghouse and carrying out their fugitive dust control plan."

Luke Hemphill, President of Lane Mountain Co. emphasizes that, "We take this issue seriously and our desire is to continue to partner both with the district and the Dept. of Ecology to improve air quality."

Mr. Hemphill and Superintendent Ferney meet monthly to update each other on current matters and efforts to lessen the impact of silica dust in and around the district. Community members with questions or concerns are encouraged to contact the Superintendent at (509) 937-2770.

VSD Board Meeting Notice

Upcoming VSD Board meetings are
December 18th, January 15th and February 19th
at 6:30 p.m.

School Board
Bill Wilson
(President)

Doug Elledge
Paul Voelker
Crystal Hubert

Nancy Cocroft
Superintendent
Ben Ferney

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; Ben Ferney, 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.

The DOGS are IN the House!

On your next visit to Valley School, you might run into DOGS greeting you at the door or roaming the hallways. But don't be wary—Principal Smith indicates the DOGS are a welcome addition to the school, and their presence has had a positive impact on students, staff and the overall educational environment.

The "DOGS", short for Dads of Great Students, are part of the new WATCH D.O.G.S. program

launched in October by the school in partnership with and funded by the local Communities in Progress (CIP) organization. The idea for the program was presented and researched by members of the district Family Engagement Committee.

WATCH DOGS are fathers, grandfathers, uncles, guardians and other father-figures that volunteer for a day at school to help monitor entrances, hallways, lunchroom and playgrounds, and assist students in the classroom.

Not only do the dads get to wear a cool T-shirt and dog tag, the D.O.G.S. program includes an important orientation along with the usual school volunteer application and screen-

ing process. DOGS start the day out with a general schedule and instructions from staff to help them feel comfortable in their role. Besides serving as positive male role models, DOGS can reduce incidences of bullying and enhance school security.

Principal Smith is very impressed by the good turn-out of families at the Pizza Night event held to present the new program, and at the high number of dads interested in committing their time to

be at school. Twenty men have volunteered so far and, as of mid-November, seven DOGS have served at school over 10 random days.

"The feedback we're getting from the volunteers and

the students has been great. I am very grateful for the commitment received from staff and the community to this program," shared Mr. Smith. By actively engaging with their own children as well

as others at school, the dads demonstrate to our kids that education is important. We love our DOGS, er, dads, and thank you for your service!

If you are interested in volunteering in the WATCH D.O.G.S. program, contact the school at (509) 937-2413.



Message from the Superintendent – continued from pg. 1

through school activities or athletics. Our goal is to provide a firm footing from which students can continuously improve their lives.

Winter is quickly approach-

ing, as well as the halfway mark in the school year! No doubt, your student has experienced successes and challenges so far this year. Thank you for partnering with us in the education

of your children. Let's continue to work together to support our children's efforts. We are working hard to follow that simple advice from my brother-in-law: **build a road first.**

Civics Class Action

Students in Paideia High School's Civics class touched upon the controversial new Washington gun control laws during a recent seminar topic titled, "Rogue Sheriff – Initiative 1639." Approved by voters in late 2018, the legality of I-1639 is now being challenged at state and federal levels. Twenty-two county sheriffs throughout the state have taken a stance against the laws and are postponing enforcement pending higher court decisions about its constitutionality.

To help students understand the issues and implications surrounding I-1639, Stevens County Sheriff Brad Manke was invited to the Civics class to explain the counties' position and how his local deputies are handling certain aspects of the laws. This topic is timely; students have an opportunity to witness civic engagement firsthand as a campaign to repeal I-1639 was launched recently from



Stevens and Spokane counties and news media continue to report on citizen, agency and court actions entering the 2020 election cycle.

During seminar, students discussed their thoughts on the broader issue of whether or not I-1639 violates the constitutional rights of citizens to bear arms and receive due process on the state and national level. Socratic seminars have been a centerpiece of the Paideia High School academic structure since the school's inception, exercising students' critical thinking skills and verbal communication skills.

To further engage students, the Civics class visited the Stevens County Courthouse in Colville on October 24th, touring the various

county government offices, including the Sheriff's Office. The primary goal of the field trip was to learn about the jobs of elected county officials.

Sheriff Manke was present during the tour and answered additional questions about his department. County Commissioner Steve Parker explained his role and purpose in local governance. Newly-elected Auditor Lori Larson provided insight into how voting is managed, and County Assessor John Olson explained property assessment valuations and taxes. The class also visited the county courts, and sat in on four high school truancy cases being presented in District Court.

Accepting Referrals For Highly Capable Program

If you know a student who shows extraordinary ability, please recommend him/her for inclusion in the district's Highly Capable Program. This unique program helps K-12 students develop their special abilities, serving those who excel in school subjects, the fine arts, creative thinking, problem-solving, or who learn very quickly.

Student referrals will be accepted from parents, com-

munity members, students and staff anytime during the school year. Highly Capable Program referral forms are available on the VSD website at <https://www.valleysd.org/highly-capable>, or at your school's main office. Submit forms to the attention of the HCP 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](mailto:T.O.Bakken@cva.org). Referral for the program does not guarantee enrollment. If you have questions, please contact the Coordinator at (509) 937-2791.

Two exciting projects are underway at Valley School that are designed to provide targeted activities to support students with their sensory needs, helping them feel well and do well in a variety of school situations. A new Sensory Path and Sensory Garden are welcome additions to the academic and behavioral development program.

Let's face it—our world is a complex place, and our bodies are complex "machines." Our five senses—sight, sound, touch, smell and taste—allow us to experience the environment around us. We are all unique and respond to everyday situations in individual ways. This "sensory processing" is a person's way of noticing and reacting to sensory messages from his/her body and surrounding environs.

A child's response to sensory input can be moderate, over-responsive and/or under-responsive, which can impact behavior and affect his/her ability to perform necessary tasks within multiple school settings. Noisy, crowded hallways and playgrounds or classroom activities and assemblies requiring quiet attention and focus may present challenges for certain individuals. Using sensorimotor strategies helps kids learn how to self-regulate their energy levels and responses to sometimes-overwhelming sensory input.

Pathway to Success

Taking a break from class to skip on one foot and hop over a log like a frog may seem like frivolous child's play, but these simple motor activities also build sensory pathways, connections in the brain that are responsible for engaging the senses and developing skills such as balance, hand-eye coordination and spatial awareness. This brain development work empowers kids to complete complex, multi-stage tasks.

The proposal for installing a Sensory Path was presented last spring to the Family Engagement Committee by parent Pam Clifner. The project idea was received favorably by Principal Smith and staff, and the visual cues of the path were mapped out and installed on the hallway floor over the summer. The path combines colorful shapes, alphabet letters,

images and commands to lead the student through a succession of physical activities.

The Sensory Path is often used in conjunction with activities in the SOAR Room, a place where students work to understand and improve their behavior. If a student is finding it hard to focus or has an emotional need, a tour around the Sensory Path can expel excess energy and help to calm and reset the brain—all in a way that is fun for students. "Having a space inside the building where it is okay to release energy, without getting into trouble for it, is a welcome addition," reflected Mr. Smith.

Making Sense+able Connections



An Engaging Garden

Sensory-friendly spaces include both passive and active spaces; places for reflection and retreat, and places for active engagement. Research has shown that human stress levels fall within minutes of seeing green spaces. LPN/Para-educator Tina Welsh presented the idea of creating a Sensory Garden in the Valley School central courtyard. Though initially proposed to enhance sensory development and engage students in the Life Skills class, the new garden quickly became a favorite place for many students from all grade levels.

Tina shared that the garden is in its infancy and has lots of room to "grow." The project took off last spring and was funded wholly by staff donations. A container garden, arranged in the shape of a cater-

(continued on page 6)

Making Sense

— continued from pg. 5

pillar with each section of the body representing one of the five senses, was planted and maintained by Life Skills students and staff.

Sensory garden plants are selected to maximize the sensory impact on its visitor and encourage touching, tasting, smelling, listening and viewing. The first Valley School garden included strawberries, tomatoes, dill, spearmint, marigolds and more. Gardens improve physical fitness



and motor skills, health, mood and cognition.

Tina explained, "The sights, sounds, smells and feelings that come with spending time in the garden were pleasing to all. This spring we hope to repeat our success and make the garden larger and enjoyable for even more students." A quiet place in nature and sunshine—an ideal place for all of us to reset our mindset!

Article contributions by Tina Welsh, Kim Goot, Todd Smith and various online sources, including a 2013 presentation by Susan Bazyk, Ph.D., OTR/L, titled "Creating Sensory Friendly School Environments to Promote Positive Participation for Students With and Without Disabilities."

PHS Career Carousel

The answer to this ages-old question can be challenging for students, and for schools helping them prepare for living and working on their own as adults. All students are prompted to start discovering their interests and strengths in middle school so they can transition into high school with potential occupations in mind and chart their educational goals accordingly.

The Paideia "Career Carousel" is one of several events organized to expose students to the various education-to-career paths they might choose. In addition to visiting local college campuses, the Career Carousel lets students engage directly with local community professionals about their educational choices, jobs, and career journeys.

On October 18th seven presenters visited campus, including three from the health science career cluster: **Physical Therapist Robert Brewer**, **Providence Medical Scientist Leah Daly**, and **Mental Health Therapist Lee Salkin**. The four-session event was rounded out with presentations by **Attorney Jean Conger (law, business, healthcare)**; **Mike Anger (U.S. Navy recruiter)**; **Entrepreneur Nick Brown (business/technology)**; and **Tom Baun of Vaagen Timbers (manufacturing)**. Each spoke about the paths they took to arrive in their current profession,

post-secondary education and/or training they accomplished, as well as the challenges or barriers they were up against along the way.

This event compliments students' completion of a High School and Beyond Plan, a state graduation requirement. The HSBP Class meets three times each week to work on various activities such as planning

courses, activities, community service and/or part-time work that matches who they are and what they want to become as an adult. In this five-year assignment, students

must envision how they will parlay those achievements into a living wage job or career through education and training after high school.

To strengthen student success, this year each PHS cohort (grade level group) is assigned to a pair of instructors who will follow and advise the class through graduation. Each advisory class has a different set of learning outcomes specific to their grade levels. Staff collect feedback from students to help measure results. A survey of student perceptions after the Career Carousel indicates a strong majority of students have a clearer understanding about their future direction and found at least one person to contact about a potential career.

*"What are you gonna do after high school?"...
"I dunno. What are YOU gonna to do?"*



Paideia Programs Growing Strong

Valley's innovative cooperative high school, Paideia ("py-dee-a" rhymes with idea), started the school year with 72 students, the highest number of enrollments since its inception in 2010. Principal Matt Cox and seven teachers share teaching responsibilities and cooperatively guide all aspects of the learning environment and extracurricular activities.

College in the High School

Students are encouraged to take College in the High School (CiH) courses offered at Paideia through Central Washington University or Eastern Washington University. These dual credit classes provide opportunities for earning both high school and college credit at the same time.

PHS staff qualified as university-approved adjunct instructors teach the courses. The State of Washington limits eligibility for CiH courses to 10th, 11th, and 12th grade students only. Currently 31 students are enrolled in college level course work. This means that 31 of 52 students, or 60% of those eligible, are taking college level classes.

Student Leadership

The PHS Student Leadership Team (SLT), elected by the PHS student body, serves under the direction of Mr. Dupuis and Mr.

Whittekiend. Student leaders work with other students on issues that directly impact the learning and school environment.

In SLT meetings, students explore problems through conversation and Langford Quality Improvement exercises designed to gather input or seek solutions. They map out what is going well, what needs improvement, and brainstorm ideas.

Student input helped Food & Nutrition Supervisor Leah Harp make changes to the high school meal menus, resulting in increased student satisfaction.

The SLT works in conjunction with the **No Bear Left Behind** program, a student-led initiative that has been extremely successful in promoting a learning environment that is free of drugs, alcohol, tobacco and bullying. Year-end incentive trips and activities will hopefully empower students to meet their goal of lessening or eliminating vandalism and profanity.

Mr. Cox stated, "What impresses me most is how kids are taking ownership in protecting the learning environment by actively working to monitor and intercede on behalf of each other." The consensus is that disruptive student behavior is lessening as students work to build community through positive peer pressure.

2019-20 Student Leadership Team



*Cole Gardner
President*



*Michelle Navarro
Vice President*



*Alyson Brown
Secretary*



*Jacob Champion
Photographer*

Grade Level Representatives:

9th– *Luke Patterson and Emily Johnson*

10th– *Savhanna Nelson and Alexis Flowers*

11th– *Jenesis Borg and Joe Duke*

12th– *Hannah Kircher and Orin Yanover*

Starry Eyed

Astronomer Paul Yost from the Spokane Astronomical Society and about thirty students and family members joined together in early October for some astronomy talk and evening star gazing from the football field. Mr. Yost shared facts about those ever-enchanting stars and how they differ from planets.

When the drizzle stopped and rainclouds parted, everyone took a peek through a telescope at the moon and Saturn, and searched the wonderous night sky for stars and constellations. Science teacher Michelle Clegger organized the event, and plans to offer another sky-viewing opportunity in the spring.



News From Around Campus

Thank You, Community Partners!

Members of the Chewelah Valley Lions Club came to Valley School to do vision and hearing screenings for K-8 students, fall sports teams, and staff



in September. VSD's licensed practical nurse (LPN) Tina Welsh assisted with the screenings. It is awesome to have members of our greater community giving of their time and talent to help our school programs.

During Fire Prevention Week in early October, volunteers from Fire District #4 visited campus to speak to K-5 students about the importance of fire safety. Students were educated about planning and practicing what to do in case there is smoke and fire in their homes and outside.

Students got a look at the crew's gear, equipment and fire trucks to help them understand about the firemen's role in protecting the community from fire.



Incognito Pumpkins

What do you get when you cross a second-grade student with a story book and a gourd? An animated pumpkin, of course!

This fall Ms. Larson's class was challenged with transforming a pumpkin into a character from their favorite book. Families were encouraged to join the fun, helping students select an appropriately shaped gourd, then painting, sculpting, and adorning it to capture a personality from their chosen story.

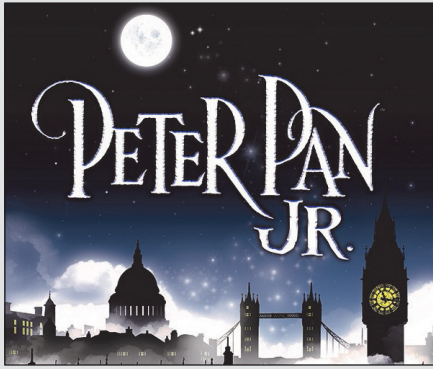
The project included a discussion and book report. Ms. Larson prompted the class with questions such as: Would you want to be friends with this character? Who does this character remind you of? What words describe your character? Students were asked to write about his/her character's traits and qualities.



The animated pumpkins were showcased in the 2nd Annual Pumpkin Parade on October 30th in the classroom. Family, friends, staff and first-grade classes were invited to participate in this presentation of the final

projects. During the parade, students were asked to speak about their characters and why they were chosen. Students and families did a wonderful job of showing their artistic side, teamwork, and enthusiasm for reading books!





Parents and Guardians are invited to join the **Family Engagement Committee**

Help plan activities and be involved in school happenings!

FEC meets 2nd Thurs each month in the Broadcast Studio
9:00-10:30am or 5:30-7:00pm

Childcare available by request for the evening meeting

This committee serves as an advisory group for the district.
If you are interested in participating, please contact
Candace Harris at 937-2638.

**Coming
in Spring
2020!**
“Peter Pan Jr.”
plays
March 5-6th
at Valley
School



Valley School Drama Club appreciates everyone's attendance at "Willie Wonka Jr." We hope you enjoyed the show!

Book Nooks

A couple of items have been added to the Valley School Library to create special, welcoming spaces for students to feel comfortable reading their books. Librarian Tricia Patterson selected a bright and cheery rug, which students fondly refer to as the "Reading Rug," with hope



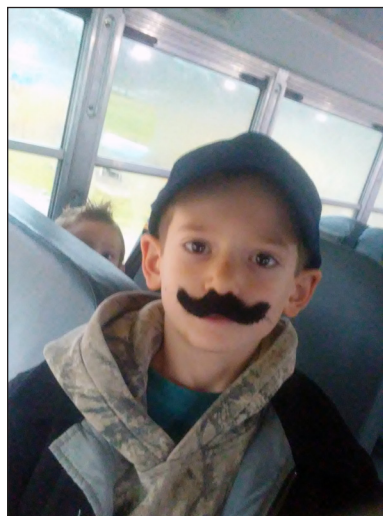
that it would encourage kids to stay and enjoy the relaxed environment of the library. It seems to have hit the mark, as students regularly express, "We love to read on our new reading rug!"

The library also acquired an overstuffed pillow that students appreciate when curled up in a corner with a good book. Mrs. Patterson shared, "You may wish to stop in and enjoy these fine additions to the library; feel free any time you're in the area."

Our Wheels Are Always Turning

The wheels on the VL Transport Center buses keep going 'round and 'round, thanks to the combined efforts of the shop personnel, transportation supervisor, bus drivers, and business office staff who ensure our kids get to school and back home safely every weekday. School transportation is something we tend to take for granted; if mom or dad or a friend can't drive the kids to school, well, there is always "the bus."

To recognize the outstanding student transportation system in Washington, Governor Inslee proclaimed October 21-25 as "School Bus Safety Week" in concurrence with the annual national observance of the same name established in 1966. In our state, each school day more than 10,700 school



buses provide more than 825,000 student trips and safely traverse more than 97 million miles. Locally, most students ride the bus and families depend on this reliable transportation.

VL Transport drivers carefully navigate miles of county highway, city streets and mountainous, curvy back roads all while managing a busload of rambunctious kids and keeping an eye on other vehicles. And, generally, they do it with a smile! Driver Kathy Enyeart's bus is often lit up with holiday lights to "make it fun for the kids." She'll share glow sticks or other treats with her riders, and promotes an annual "Mustache Day" onboard, just for the silliness of it all.

But behind the scene, providing well-managed, safe and efficient school transportation is serious

business. Drivers receive initial and annual training, and must maintain clean driving records as well as adhere to student management policies.

VL Transport buses consistently pass annual and unannounced inspections by the Commercial Vehicle Division of the Washington State Patrol. The onboard monitoring and diagnostic system, Viafy, helps Transportation Supervisor Steven Templeton and VL mechanics stay on top of routine maintenance tasks and, with driver input, be aware of any potential issues that could place a bus out-of-



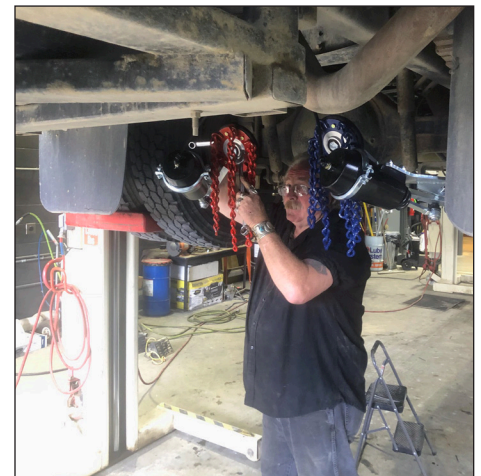
New Bus #6

service or shorten its operational lifespan.

When the Wheels Stop

Because of the long road it travels, a school bus experiences a lot of wear and tear, inside and out. The district must periodically replace aging buses, at a current cost of around \$118,000 each. A new bus is registered in the state's school bus reimbursement system and its value depreciates each year. The district receives about \$60,000 each year in depreciation funds from OSPI to set aside for fleet replacement.

Buses are on the depreciation schedule for 13 years, with the expectation that the district will manage its fleet and budget well enough *(continued on page 11)*



VL Transport Center has purchased and is installing 'OnSpot' chains (also known as drop or automatic chains) on the fleet. The chains will help keep buses, students and staff safely on the roads during the winter.

Wheels Always Turning – *continued from pg. 10*

to replace a bus within a reasonable amount of time after it fully depreciates (its expected lifespan).

Chief Financial Officer Eileen Harris explains, “The depreciation funds are barely enough to replace a bus every two years and limits the number of ‘extras’ we can afford to include when ordering a new bus.” Those extras include things like cameras, drop-chains and built-in/removable booster seats. To help pay for Valley’s new Bus #6, which took its inaugural trip this fall, the district applied for and received a \$35,000 Air Quality School Bus Replacement Grant from the Department of Ecology.

CFO Harris commented, “Receiving the \$35,000 DOE grant enabled the district to build a little cushion into its Transportation Vehicle Fund balance, and help cover the ‘extras’ and expected increase in the base price of the next several buses the district will purchase. Currently, the district has 10 buses, with eight on the depreciation schedule. However, this is the final year of depreciation for Valley Bus #2. Thus, we are hoping to purchase two buses within the next three years.”

With its grant funding, the Dept. of Ecology supports school districts with replacing buses (2001 and prior) to help reduce exhaust emissions. A requirement of the grant is that an old bus be permanently disabled, wherein the frame and engine block are destroyed with a plasma cutter. In the past six months, VL Transport staff, along with



the assistance of Superintendent Ben Ferney, have disabled two retired buses. Supt. Ferney shared, “I appreciate the opportunity to see and be a part of the work being done at VLTC. We have some very skilled staff that work there!”



Pictured at left: Superintendent Ben Ferney, Mechanic Flint Jones, Supervisor Steve Templeton, and Bus Driver Richard Collins

Notable Events

December

- 11** Paideia HS Winter Concert
6:30pm | Valley School MPR
- 18** School Board Meeting
6:30-8pm | VSD Broadcast Studio
- 19** Valley K-8 Winter Concert
2:00pm | Valley School MPR
Santa Visits in the morning!
- 23** Winter Break Begins
NO SCHOOL until Jan. 6
- 24 25** Holiday
VSD Offices Closed

January

- 1** Holiday – NO SCHOOL
VSD Offices Closed
- 6** Winter Break Ends – First Day of School 2020
- 14** Paideia Booster Club Meeting
6:30pm | Paideia Center
- 15** School Board Meeting
6:30-8pm | VSD Broadcast Studio
- 20** Holiday – NO SCHOOL
Martin Luther King Jr. Day
- 24** Staff In-Service Day – NO SCHOOL
PHS, VS | Last Day of 1st Semester

February

- 6 7** ECEAP Parent Conferences
VELC
- 17** Holiday – NO SCHOOL
Presidents’ Day

March

- 5 6** Valley K-8 Drama Production
“Peter Pan Jr.”
6:30pm | Valley School MPR
- 13** NO SCHOOL – Tentative
Snow Day make-up day as needed
- 16** Staff In-Service – NO SCHOOL
VS, VELC
- 26** Spring Concert
VS, VELC



Being the "I" in KIND

For the 4th Annual Dance for Kindness at Valley School, a large group of local and Summit Valley students filled the gymnasium to celebrate, promote and demonstrate acts of kindness in concert with World Kindness Day in November.

Organizer Gail Churape expressed that this year's event paid special tribute to those beacons of kindness in the school and community who have passed away. "We honor their commitment to kindness and strive to follow in their footsteps." Ms. Churape extends a big 'thank you' to students and staff and, especially, to Ms. Rhea Ross, for supporting this event.

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



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