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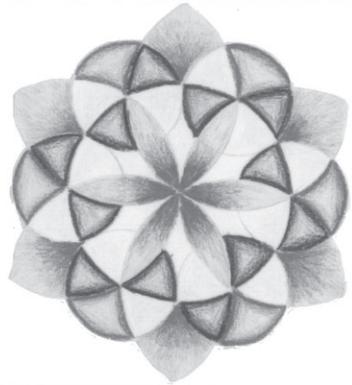
STEHKIN SCHOOL DISTRICT

School Board Members:

Rene Courtney - President
Tom Courtney
Renee Hudak
Karl Gaskill
John Wilsey

Staff Members:

Ron Scutt, Head Teacher
Liz Courtney, Classroom Aide
Kim Scutt, Readiness
Jen Courtney, Administrative Assistant
Jacob Courtney, Maintenance Supervisor
Nancy Davis, Janitor
Dr. Rich McBride & ESD 171, Administrative Services



Dylan Mark's Geometric Design

The Stehekin School Board

The Stehekin School Board is made up of five directors elected by the registered voters of Stehekin. In this board rests the final responsibility for setting policies that ensure quality education for our students. A copy of the policy book is in the office.

(1) All persons employed by the school district are done so by the board. The board establishes performance criteria, and participates in annual evaluations of the teacher.

(2) The board establishes curriculum standards consistent both with law, rules and regulations of the State Board of Education, and with our own district's particular needs and unusual characteristics.

(3) The board delegates to the teacher the authority to plan the curriculum, to select teaching materials, and to teach each child according to his or her own needs and talents. The teacher in turn keeps the board informed of the progress of the program, and of its results.

(4) The board establishes and approves the annual operating budget. The community is encouraged to review proposed budgets and to attend budget hearings.

Persons dissatisfied with any aspect of the Stehekin School educational program should first attempt to resolve the matter with the teacher. If there is no satisfactory solution, inform the teacher that you wish to present the matter to the school board. The concern will be added to the agenda of the next meeting.

Persons dissatisfied with any aspect of the Stehekin School administrative policies and/or procedures should first attempt to resolve the matter with the Head Teacher or Administrative Assistant. If there is no satisfactory solution, inform the teacher that you wish to present the matter to the school board. Your concern will be added to the agenda of the next meeting.

The Stehekin School District #69 is designated by the State Board of Education as a “remote but necessary” district. This designation, coupled with full funding of basic education by the state, has made available ample funds for strengthening our educational program and for construction of our present school.

The Board has the responsibility to notify parents of two important Board Policies. Policy 1322 - “Anaphylaxis Prevention” and Policy 2161- “Special Education and Related Services for Eligible Students” are both sent electronically to parents with children enrolled in the Stehekin School. Additionally, copies of the policies are available in the office.



Samantha Courtney's Sea Dragon

Our school is an important part of this community. You are invited and encouraged to attend school board meetings, held the third Thursday of the month, and to make known your ideas about the school. You are also urged to visit the school, and to become involved in the exciting adventure of learning. Minutes are posted in the Post Office and you may request that they be mailed directly to you.

Community Involvement

Each year we invite community members to come into school to share their knowledge and skills with the class. The advantages of this contact are two-fold. First, the students gain from lessons being presented by community members and they get to know adults as varied and knowledgeable people. Secondly, the community member gains first-hand experience presenting a lesson in a multiage setting. This experience invariably confirms the necessity to develop an integrated curriculum supported by the arts.

In-leu-of Transportation Within the Stehekin Valley

Transportation to school is not provided by the Stehekin School District. Parents living more than 1 mile from the school may apply for reimbursement of mileage traveled to and from school daily. Reimbursement will be paid at the rate approved by the Board. Parents should request this reimbursement in writing from the Administrative Assistant at the beginning of each school year.

Office Hours

Office hours may vary, but will be posted in advance on the front door of the office by the Administrative Assistant.



Eli Nielsen's Rat

EDUCATIONAL PROGRAM

Elements of Stehekin School's Education Program are Designed to:

- Build enduring relationships between the teacher(s) and the class, and between individual children and their classmates.
- Meet students with a dynamic curriculum that exercises intellectual, physical and artistic growth throughout the course of each school day.
- Do less better: Learn and practice the habits of success. Encourage the production of carefully executed class work while studying subjects in depth.
- Integrate curriculum disciplines whenever possible.
- Actively engage children in listening, speaking and practical activities throughout the day.
- Involve children in activities that require intense concentration.
- Invite community members to share skills and knowledge with students.

If the above principles are achieved, then:

- We will provide a relatively stable classroom atmosphere - a prerequisite of effective education.
- The stable classroom environment will encourage the intellectual and social development of each student.
- We will purposely engage in activities that support the growth and development of the brain.
- We will encourage the development of intellectual, social and physical stamina.
- We will support the growth and development of creativity and curiosity.

- We will encourage children to continue to learn throughout their lives.

Stehekin School's Curriculum

When education is conducted congruent to the physiological and psychological requirements of the developing child, intellectual, artistic, physical, and social growth will occur. With this fact in mind, the goals of Stehekin School's curriculum are established to:

- meet each student with a dynamic curriculum that actively promotes intellectual, artistic, physical and social growth;
- integrate all educational disciplines throughout the curriculum;
- involve children in practical activities calling for intense concentration while building intellectual stamina;
- bring community members into contact with students to share a variety of skills;
- seek beauty in all school work – we do less, more carefully, more fully;
- actively engage children in listening, speaking and doing activities throughout the course of each school day;
- inspire children to be curious, creative and confident; and
- encourage students to become life-long learners.

Characteristics of the Stehekin School Educational Experience

Children attending a one-room school span a broad range of developmental needs. Education in this unique setting is a complex scientific and artistic challenge.

Students, no matter the length of their enrollment,

quickly discover that the one-room school provides an intense, interactive experience for students and teacher. The social intimacy developed by children who get to know each other so well is not commonly experienced in contemporary education settings. The one-room class is defined by distinctive pedagogical characteristics.

Education in Stehekin's one-room school is an evolving, organic process – day to day, semester to semester, and year to year. From the recitation of the morning verse opening the school day, to shaking hands with students just before dismissal, each day has its unique tempo, pulse, and rhythm.

Daily Schedule

The schedule each day provides opportunity to practice intellectual, physical, social and artistic skills. The daily schedule, however, exists only within a generalized format. When the situation merits, students and teacher work beyond specific scheduled clock hours. This is especially beneficial when the teacher recognizes student learning will be enhanced by the extension or contraction of a particular lesson. Throughout the course of an organic day, the most constant theme is that children and teacher are well-served when scheduling flexibility exists. This is a unique ingredient defining the culture of the one-room school.

The educational tools used by Stehekin School Students are relatively simple and are chosen to directly support the growth and development of the brain in the most efficient manner possible. For a more detailed description of educational tools used by students and the educational rationale for using these tools, the reader should view PowerPoint programs: "Building Better Minds Through Dendistry," and "The Brain – Physiological Growth and Development," available at the school



*Matthew Fitzpatrick's
Bee*

Enduring Relationships

Another characteristic of education of the school is that members of the class (including the teacher) have the opportunity to develop enduring relationships as they matriculate through succeeding developmental stages of childhood. Not all children will attend the Stehekin School for eight years, in fact, most don't. Most students do, however, attend school between one and four years. This is certainly unique in contemporary education.

The value of social interaction, especially as it pertains to the ability to play, has a profound effect upon the classroom mood. Because the class is relatively small compared to contemporary classrooms, every student attending the Stehekin School has a weighty effect upon the class as a whole.

“Education, even in this intimate setting, is a complex science-art. We have every advantage and yet there are circumstances that arise that challenge our ability to educate well. When visiting students arrive as they have for seven of the last ten days, it feels as though our academic momentum is restrained while everyone adjusts to new personalities. Until the personalities of the children sift themselves, reaching some homeostasis, constraints are placed on the energies that support, what I call, the surge to learn. When class personalities are supportive and settled, there is greater opportunity for growth and development. Students who struggle are most challenged with the impact of changes in classroom personality. When I consider the infinite interruptions that occur in most public schools, I am sometimes surprised education occurs at all.” (Surge To Learn)

Nowhere to Hide

Another unique characteristic of the one room school is that there is no place for students to hide or get lost in the shuffle. In schools where classes are large and from period

to period, it is not uncommon for some children to remain relatively unseen.

Because of the intensity and intimacy of the one-room school setting, no student is lost. On a daily basis, each child is challenged to do their best in all areas of the curriculum.

There is a high degree of communication between the parents and teacher in this setting. If there is a need, conferences are scheduled, questions are answered and evaluations are discussed on a daily basis.

Every student entering the Stehekin School sees the work of students who have preceded them displayed on the walls setting an example for students who will follow.

STUDENTS

School Hours

The school day begins at 8:00 AM; students are dismissed at 2:00 PM Monday-Thursday. On Friday students are dismissed at 1:30PM to accommodate families wishing to travel out on the boat.

School Holidays

The Stehekin School observes Veteran's Day, Thanksgiving, Christmas, Martin Luther King Day, Presidents' Day, Memorial Day and Labor Day.



Brenden Britt's Apple

School Calendar

An annual school calendar is adopted each year in the spring. Copies of this calendar are available in the school office.

Entering the Stehekin School

The Stehekin School District welcomes all school age children. There are three educational experiences available to children attending the Stehekin School: enrolled student, visiting student and part-time enrolled student. Generally speaking, the enrolled student is a full time student; a visiting student is one who visits the school for a short, day or two duration, and a part-time enrolled student is one who enrolls for a semester or for specific coursework.

While welcoming all students, the staff accepts the responsibility to manage educational scheduling in a manner that promotes the greatest educational opportunity for all students. The staff will meet with the parent(s) of part-time and visiting students to discuss educational opportunities and responsibilities while attending school.

Enrolled students

Parents of students entering the Stehekin School for the first time will need to complete an immunization record for the child. This form is available at the school office during office hours.

Parents of students transferring into the Stehekin School will need to fill out a request for student records form which will be sent to the district where the student was previously enrolled. This form is available at the school office during office hours.



Part-time Students

The staff will be clear with parents concerning the responsibilities of participation in school programs. Parents of children enrolling in school will be informed as to expectations and obligations of school attendance, as well as, the characteristics of the one-room school educational culture. Participation in school programs will be within existing programs offered to all enrolled students.

Visiting Students

Requests must be made to the teacher via letter or personal contact well in advance of actual attendance in school. A “work agreement” will be signed stating what is to be accomplished during the visit. This agreement will be signed by the parent, teacher and student.

Visiting students will generally be allowed in class Tuesday through Thursday, and will be expected to end their day at 12:30. No visiting students may attend during the absence of the head teacher.

The Readiness Program

A two year readiness program is offered to children age 5 by September 1. Recognizing the difference between entering first grade in the Stehekin School as opposed to the homogeneous nature of first grades in other districts and the importance of delaying entrance into the academic classroom until developmental age of 6 is reached, the Stehekin School Board recommends the 2 years between entrance age of 6 and mandatory attendance age of 8 be utilized to ensure developmental readiness for the child in the one room school setting.

The readiness classroom will be staffed by a teacher’s aide working under the direction of the head teacher. Hours of the program will be 8:00 to 10:30 daily for five year olds.

Attendance

Regular attendance at school is one of the primary avenues for success in both academic and social education. Our school calendar has been chosen with this commitment to regular attendance in mind. The Board recognizes families require time for vacations, doctors' appointments and general down-lake business. Responding to that need, a calendar with extended Christmas and spring vacations has been developed.

Parent Conferences

Parents are encouraged to have parent-teacher conferences each year. Generally the parents and teacher will meet throughout the year setting and reviewing the child's educational goals.

Parent-teacher conferences are not limited to formal conferences but can and do exist informally on a day-to-day basis. Whenever a parent has a question concerning their child's education, that is the time to make thoughts known.

Report Cards

Report cards will be issued three times a year just before each extended vacation. Grades one through three will receive one of the two grades--Pass or Fail. Beyond the third grade the A for excellent to F for failure system is used. All report cards will include written teacher comments which will be read to the students by the teacher the last day of each semester.

Standardized Testing of Students

It is the policy of the Stehekin School District to provide a testing program for students enrolled in grades one through eight. The various Washington Assessment of Student Learning tests are given in grades three through eight.

Currently the Stanford Achievement Test is given to students in grades one and two. Parents may request results of any of the tests by contacting the teacher to make an appointment to discuss the results of the tests. Parents have the option of excluding their children from these tests. A formal request in the form of a letter is required. Achievement testing and scoring are available to the home-schooled student.

Tools and Supplies

Students will be provided with the tools for their educational endeavors. Pencils, books, crayons, paint, measuring equipment, paper and art supplies are provided by the Stehekin School District.

The Way Through

The class prepares a newspaper during spring semester for distribution during the summer months. Copies of this newspaper will be available at the school and throughout the valley. The newspaper, THE WAY THROUGH, reflects the students' work during the past year. Articles, drawings, poems and stories written by students are featured.

Post 8th Grade Education

Although the Stehekin School District cannot directly fund the education of high school students, several options are available to students residing in the Stehekin School District who have completed their 8th grade year.

A file of secondary school options is kept in the school office. This is available to all parents researching the options for their high school students. This file includes information on boarding schools (private and religious), correspondence courses, GED, high school outside the valley, home schooling within the valley, satellite schools, and alternative learning parent/partner programs. The information can be checked out during office hours.

Those students choosing to attend a public high school are eligible, when meeting the criteria set by the state and local district, for in-lieu-of transportation funds for board and room as well as a designated number of round trip tickets on The Lady of the Lake. Parents wishing to apply for these funds should contact the administrative assistant by June of the year the student will be entering high school.

BUILDING/PLAYGROUND/EQUIPMENT

Use of the Building

The school building may be used for community events. It is necessary that a building use form be obtained from the office staff. This application will be presented to the school board at its regular monthly meeting. The board meets the third Thursday of each month. Requests must be received by the staff prior to the board meeting to be considered for that month. Information and guidelines for using the building are printed on the building use form.

Brief use of the school building is allowed for such activities as sharing it with family, visitors or checking out library books. Please keep usage light and to a minimum and be sure all lights are turned out and doors securely closed when leaving the building.

Use of the Playground

The school playground may be used by the community. Permission should be requested in advance by the organization or individuals if the use is to be regular or of a type different from normally conducted on the playground during school hours. A letter of request should be sent to the administrative assistant stating the use, duration and number of participants. A copy of the policy covering use of the playground is available in the school office.

Use of School Equipment

A supply of stacking and folding chairs is available for community use. Persons wishing to use them should contact Ron Scutt, head teacher, or Jen Courtney, administrative assistant, with the date and time chairs are needed.

The public will be allowed to use the library and other school equipment outside of school hours or activities. Textbooks and educational materials not in classroom use will also be available. Other equipment will be loaned on a case-by-case basis. Ron Scutt, teacher, or Jen Courtney, administrative assistant, should be contacted.

DISTRICT GOALS AND PHILOSOPHY

District Goals

Students in the Stehekin School District will receive a broad general education with an emphasis upon the attainment of basic skills. In so doing, students will:

1. Learn to examine and use information.
2. Develop a desire and ability for learning now and in the future.
3. Develop skills and characteristics necessary to enter the world of work.
4. Learn to be a good citizen – one who understands and practices democratic ideas and ideals.
5. Develop a positive self-image.
6. Learn to respect and get along with people of all cultures and life-styles.
7. Appreciate culture and beauty.



Educational Philosophy by Ron Scutt

The Stehekin School Board requested I define both the general philosophy by which I conduct myself as a teacher and the pragmatic methods which will be used to accurately reflect this philosophy in daily classroom experience.

The general philosophy concerning public education in Stehekin is best expressed by quoting the following introductory remarks I presented to the 2001 Milken Family Foundation National Education Conference held in Los Angeles.

“I feel blessed. After immersion in the Sea of Youth for the past three decades, the zest to meet new student-friends remains undiminished. Saturation in the realm of childhood educates even the dullest personality. What lessons have I learned? Like four points of the compass, four principal thoughts give direction to my teaching: North — venerate Childhood (capital intended). Treat each child as an infinitely delicate, yet infinitely enduring gift of God. South — never give up on a child — ever. Always search for new ways to inspire a student to learn. Get elbow to elbow and heart to heart. Long after a student has passed from your presence, lessons you have taught, examples you have set, will inexplicably reach fruition. East — recognize that children will, if treated in a developmentally appropriate manner, slowly evolve through an orderly organic process with the richness of their unique personality intact. When developmentally appropriate education occurs, children are more likely to become adults capable of imparting meaning and beauty to the fabric of life. West — look at the education of each child as a mystery to be solved. Each and every day, ask the questions that need asked. Degree by degree, answers will be forthcoming.”

The educational philosophy used in the Stehekin School can also be expressed in the form of individual educational goals. Supporting any declaration of goals is the necessity of the teacher to love and respect all children and the continual commitment by the teacher to thorough class preparation

each and every day. I agree with the statement made by Ken Kesey who remarked, "Love is not an emotion -- love is hard work."

The following goals are deemed valuable to children as they proceed through their day to day education.

1. To allow the student to enter adulthood with a genuine feeling of curiosity and wonder. This inclination will provide the impetus for continued self-education.

2. To prepare the student to enter other academic institutions with self-respect and self-confidence, based upon achieved academic success and practical capabilities.

3. To merge the precise nature of scientific thought and observation with beauty as expressed through the arts. Science and art must share their reflected lessons.

4. To teach lessons that will be taken into the student's life outside of the school. As much as possible, school experience must be practical experience.

5. To actively involve parents and community in the development and execution of the educational program.

6. To keep the previously stated goals alive as practiced realities within my own life experiences.

The success with which these goals are met will depend upon day to day development of lessons.

For the student to maintain a sense of creativity and curiosity, the teacher must embody these same traits. For this reason, the value of a lesson will be dependent upon the curiosity the teacher shows towards research and creativity the teacher displays in preparing the lesson. Each prepared lesson should include concentrated thinking combined with physical and artistic activity. Children will quickly tire and become dull if these elements are out of balance. Combining the characteristics of thinking, physical activity and artistic practice into one lesson allows for depth of focus and therefore naturally encourages student enthusiasm and interest.

Both students and teachers will use text books as tools in the educational process. They will be used for their resource value and their academic exercise. Whenever possible, textbooks will not be used as the primary method of teaching a lesson.

Relationship must continually be built between all various academic disciplines. Each discipline is nothing other than separate fruit of the same tree. Separating academic disciplines leads to mental isolation in a 21st century educational and work environment that requires integration of thought. History, science, mathematics, music, social studies and English — all subjects should blend together connecting their distinctive characteristics into a unified whole.

Artistic processes must find themselves an integral part of every lesson. When pedagogically applied, experiences with color and form synchronize with individual personality to enhance a student's relationship with a particular area of study, the depth of student learning is increased. The use of the arts in education will not be chaotic, but rather controlled with an optimum value being placed on accuracy, detail and proper attentiveness to the final success of the product. Practicality within the classroom is essential to the success of achieving the aforementioned goals of education. The classroom cannot be separated from the surrounding world. If we write in the classroom, this work will become a part of our newspaper. If we paint nature studies, these pieces will become a part of our school display. When we do math problems, student learning will be improved when the problems bear a direct relationship upon our daily lives or lessons being studied. We should combine writing and art work and create books of students' own making. If we write a letter, it should be written and sent with a purpose. We must use and reuse the products of our association with this classroom. All in all, the more students

see the outcome of their labor used as practical products both within and without the classroom, the more they will aspire to produce quality work.

BRAIN RESEARCH

Stehekin School students and the Head Teacher produced a program entitled, “Building Better Minds Through Dendistry”. This program is available at the school and describes the educational curriculum and the tools used in school. Parents and community members are welcome to come in and view these programs or pick up a CD to view at home.



*Simon Courtney's
Blue Heron*

SCHOOL CALENDAR

September

3 School Starts

7 Labor Day

November

11 Veterans' Day

26-27 Thanksgiving

December

23 Christmas Break Begins

January

1 Christmas Break Ends

18 Martin Luther King Day

February

15 Presidents' Day

March

28 Spring Break Begins

April

8 Spring Break Ends

May

30 Memorial Day

June

11 Graduation Ceremony

15 Last Day of School