

Chewelah Schools – *Where Dreams Begin*

Our Mission: Ensuring learning for all students

CHEWELAH SCHOOL DISTRICT NO. 36 STEVENS COUNTY, WASHINGTON

NOTICE OF SPECIAL MEETING

NOTICE is hereby given that the Board of Directors of Chewelah School District No. 36, Stevens County, Washington will hold a Special Meeting/Work Session on October 7, 2021, at 5:30 PM at the District Office and virtually via Zoom. The meeting is called for the purpose of considering and acting upon the following agenda items:

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Risk management training with Clear Risk Solutions
6. Approve Chewelah Construction maintenance building roofing bid in the amount of \$28,836.80
7. Approval to hire Joshua Collier as bus mechanic
8. Approval to hire and replace staff who must be terminated due to not meeting COVID-19 vaccination requirements
9. First reading of Policy 1810 Annual Goals and Objectives
10. First reading of Policy 3241 Student Discipline
11. First reading of Policy 2000 Student Learning Goals
12. First reading of Policy 2004 Accountability Goals
13. Superintendent Report
14. Adjourn

CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON

/s/ Jason Perrins

Secretary to the Board of Directors

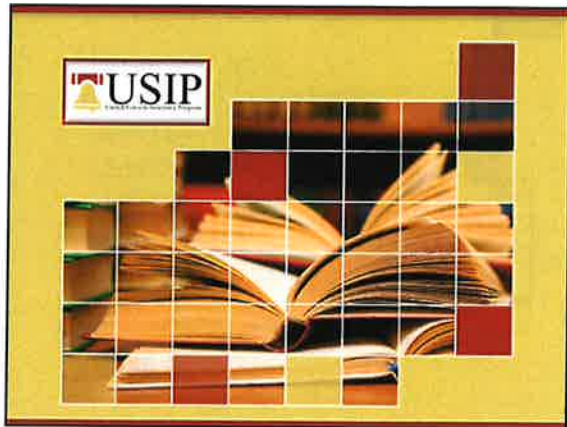
Face coverings required for all in-person attendees

In accordance with Governor's Proclamation 20.25.15, which prohibits the Board of Directors from allowing individuals without face coverings to enter or remain in any indoor space, all in-person attendees must wear a face covering at all times during the meeting. Individuals who choose not to comply with the requirement may access the meeting virtually via Zoom at <https://us02web.zoom.us/j/84645975681>

Persons with disabilities who would like to request assistance, services, or accommodations to attend school district functions are asked to call 685-6800, extension 1002.

Chewelah School District #36, North 210 Park Street, P.O. Box 47, Chewelah, Washington 99109, www.chewelah.k12.wa.us

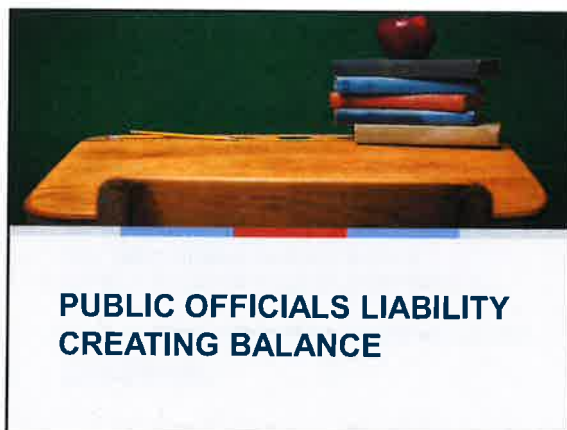
Telephone: (509) 685-6800 ext. 1001, FAX (509) 935-8605, E-mail: rlinehan@chewelah.k12.wa.us



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2



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Disclaimer

Please understand that the purpose of this presentation and handout is educational. Nothing in either should be construed as specific legal advice for a particular situation. Sound legal advice requires an understanding of all the facts of a particular situation, something that cannot occur in an educational presentation



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Disclaimer

Some of the material in this presentation may differ from your current policy or practice. There are often many ways to do things; however, if in doubt, check to be certain that current policies and practices are in compliance with the law.



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Overview

- Determining Liability
- Board Liability
- The Role of the Board
- OPMA--Emails
- Board Procedures
- Establishing and Maintaining the Leadership Team



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Determining Liability

- Duty of Ordinary Care
- Breach of that Duty
- Damages or Injuries Occurred
- Proximate Cause



CLEAR

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1. Duty of ordinary care

- Foreseeable
- "Knew or should have known"



CLEAR

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2. Breach of that duty

- Doing something you shouldn't have
- Not doing something you should have
- Deliberate Indifference



CLEAR

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3. Damages or injuries occurred

- To the individual
- To property



CLEAR

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4. Proximate cause

- Natural and continuous sequence of events **with**
- no casual element interrupting sequence **and**
- nothing outside the chain of events impacting cause and effect



CLEAR

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Organization Liability (Current Issues)

- Sexual Harassment/ Misconduct
- Negligent Hiring and/or Retention
- Hostile Work Environment
- Wrongful Termination
- Discrimination
- Confidentiality
- Internet and other * electronic misuse
- Violation of OPMA*

CLEAR

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Board Liability

- Other than general liability; covers allegations of civil rights violation, employment issues, discrimination, etc.
- Covers errors and omissions (mistakes on decisions).
- Wrongful acts (breach of duty of care).
- Boards' decision making and policy-setting capacity is exposed to liability.



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Minimizing Risk

- Have well written policies and procedures and follow them.
- Seek legal counsel advice.
- Never make a decision knowing it is wrong.
- Always act within the scope of your duties as a board member.



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Leadership Team Roles

Board

- GOVERNS (Guides, directs)
- Decides WHAT
- Requests Information
- Considers Issues
- Creates, reviews, adopts policy
- Approves & reviews plans
- Monitors progress
- Approves and reviews budget
- Represents district's interest

Superintendent

- MANAGES (Administers, operates)
- Decides HOW
- Seeks and provides information
- Provides recommendations
- Recommends and carries out policy
- Implements plans
- Reports progress
- Formulates budget
- Acts in district's interest



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Remember...

- A board member has no power or authority except that which results from participation in decisions and actions of the board in an official meeting.



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Remember...

Actions, promises, mandates or commitments by an individual board member are without legal basis and create no commitment upon the district. In doing so, you are acting outside of your role and risking district and individual liability.



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EXPECTATIONS OF THE BOARD

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Expectations of the Board

- ✓ Know your job
- ✓ Come prepared for meetings
- ✓ Keep your mind open to change
- ✓ Communicate disagreements in private
- ✓ Admit what you don't know
- ✓ Share the credit



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Expectations of the Board

- ✓ Follow Robert's Rules of Order
- ✓ Maintain and model respectful behavior during meetings
- ✓ Follow protocol and chain of command
- ✓ Discuss employee issues privately with the superintendent or in executive session.



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BOARD DOS AND DON'TS

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Do:

- Communicate concerns about the district to the Superintendent.
- Communicate praise as well as blame to the Superintendent.
- Avoid bringing surprises up at board meetings.
- Be prepared for board meetings by reading all materials sent out in advance.
- Listen to administration and constituents



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Don't:

- Embarrass your superintendent
- Take it personally when the majority of the board votes against your desire.
- Communicate disagreements in public.
- Expect the superintendent to act precisely as you want and expect.
- Talk disparaging about a fellow board member.



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Most Difficult Things to Learn

- Know your role.
- There's always more to learn.
- Individual power doesn't exist.
- Setting policy vs. administering the district.
- Accept and support board decisions even when contrary to your own preferences.



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Most Difficult Things to Learn

- Represent **all** of the constituents.
- Respond appropriately to complaints and concerns.
- Realize that change comes slowly.
- You can't solve everyone's problems.
- Understand how your district is funded.



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District Funding

- Basic Education
- Transportation
- ASB
- Categorical
- Capital



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Board Procedures

- Open Public Meeting Law
- Executive session
- Confidentiality
- Public involvement at a meeting
- Media
- Board meeting disturbances



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Open Public Meeting Act RCW 42.30

This act prevents the board from gathering in a majority and transacting or discussing or considering any official business or making any commitment to make a decision or conduct any business without having given notice of that meeting to the general public.



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Open Public Meeting Act RCW 42.30

Almost all board meetings fall under the Open Public Meeting Act with few exceptions:

- Quasi judicial proceedings.
- Social gatherings.
- Certain proceedings: licensing, disciplinary action, or formulating collective bargaining strategies.



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What Are the Actual Statutory Provisions that Prohibit "Meetings" Via Email?

- ✓ **42.30.030:** "All meetings of the governing body of a public agency shall be open and public and all persons shall be permitted to attend any meeting of the governing body of a public agency, except as otherwise provided in this chapter."
- ✓ **RCW 42.30.020(4):** "Meeting: means meetings at which action is taken."
- ✓ **RCW 42.30.020(3):** "Action" means the transaction of the official business of a public agency by a governing body including but not limited to receipt of public testimony, deliberations, discussions, considerations, reviews, evaluations, and final actions. (Emphasis added.)



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Email Exchanges As "Public Meetings"?

- According to Wood v. Battle Ground School Dist., 107 Wn. App. 550, 564, 27 P 3d 1208 (2001): "[T]he exchange of emails can constitute a 'meeting.'"
- The Attorney General's Office states that: "An email exchange among members of a governing body in which an 'action' takes place can be a 'meeting' under the OPMA [Open Public Meeting Act]. . . . Since an email exchange in which an 'action' took place would violate the OPMA."
- Board Members appear to commonly engage in email exchanges amongst themselves in which "action" took place regarding official business of the District. As such, these emails have violated the OPMA.
- Violation of the law in this area can lead to years of litigation, fines, attorney fee awards, lost credibility, recall petitions, embarrassment, etc.



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Applying the Rules to Email Meetings

- Outside of a properly called meeting, emails, among the majority, that constitute the "transaction" of School District "business" by the Board will be deemed illegal meetings.
- The transaction of School District business includes "deliberations" and "discussions."
- The transaction of School District business in Washington State is thus not limited to "final action;" it also includes "considerations, reviews, [and] evaluations."
- Bottom line: transaction of School District business by the Board via emails is a meeting.
- Because a regular or special meeting notice is not being provided to the public for "email meetings" and because the public is not allowed to participate in an email string, email meetings should not occur.



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Email-Fax-Phone

- Transaction of school district business includes deliberations, discussions, reviews, etc.
- This is not limited to transactions that result in a final decision.
- Bottom line: transaction of school business by email is a meeting.



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Scenario

I won't be at the meeting. Please consider my position to RIF only 25 certs. instead of 30. Bear in mind that we shouldn't RIF anymore than necessary. (Do not reply)



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Legal Provisions

- The following statutory provisions apply to email:
- RCW42.30.030 Open Meetings
- RCW42.30.020 (4) Defines "meeting"
- RCW42.30.020 (3) Defines "action"



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Consequences for Violation

- RCW 42.30.120
 - \$100 fine (personal liability) per offense
 - Prevailing party awarded all costs including attorney fees.
 - Sending/receiving illegal email-\$100 per offense



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What Can You Do?

- Send an email to the Supt. not copied to nor part of a series of emails to other Board members.
- Supt. can send an email to a Board member that is not for business purposes nor part of a series.
- Send emails about matters that do not involve public business.
- Send an email to the Board president to put an item on the agenda.
- Send an email "passively received" but not "considered." (Wood vs Battleground SD)



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What Are the Consequences For Violating the Law?

- RCS 42.30.120 Violations – Personal Liability – Penalty – Attorney fees and costs.
 - (1) Each member of the governing body who attends a meeting of such governing body where action is taken in violation of any provision of this chapter applicable to him, with knowledge of the fact that the meeting is in violation thereof, shall be subject to personal liability in the form of a civil penalty in the amount of one hundred dollar...
 - (2) Any person who prevails against a public agency in any action in the course for a violation of this chapter shall be awarded all costs, including reasonable attorney fees, incurred in connection with such legal action.
- Each receipt/creation of an email by each Board member who knowingly violates the law would result in a \$100 penalty levied against the Board member
- Violations of this law result in an award of attorney's fees against the School District – even if the violations are not "knowing". The Center for Justice has stated that their attorney fees in the Arlington case are in the six-figures.



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Emails As Public Records

- "Public record" includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics.
- "Writing" means handwriting, typewriting, printing, photostating, photographing, and every other means of recording any form of communication or representation...
- An email that you send to another Board member or to your Superintendent from your home or business computer containing information relating to the conduct or performance of the School District is a public record.
- Public records are, of course, subject to disclosure unless a specific exemption applies; exemptions are very narrowly construed.
- Public records are also subject to retention by the District according to the State Archivist's retention guidelines.



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What Emails Must You Retain?

- Retention of emails depends on the content of the email.
- The Secretary of State Archivist has a set of elaborate guidelines that define how long various types of records must be retained.
- Some emails must be retained for 7 years.
- Board emails that are public records must not be deleted unless deletion is according to the Archivist's retention guidelines.



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Deleting emails

- Board emails that are public records must not be deleted except in accordance with the Archivist's retention guidelines.



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Executive Session

- Review Negotiations
- Discuss Real Estate
- Discuss Personnel Matters
 - Receive and evaluate complaints brought against employee
 - Evaluate qualifications of an applicant for employment or elective office
 - Review performance of a public employee
- Discuss Legal Counsel
 - Discuss litigation issues with attorney



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Question:

- Can you call an executive session whenever you are having a discussion with your attorney?



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Confidentiality

- All information discussed in executive session
- Many other situations other than executive session
- Confidentiality defines professionalism (use "need to know" as a guide)



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Public Participation

- Have a sign-in sheet
- Ground rules
 - Personnel issues are not discussed in public meetings.
 - Written and oral comments will be accepted by the Board.
 - The Board president will recognize each speaker.



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Ground Rules Cont'd

- Boisterous, defamatory, personally directed comments or disruptive conduct will not be permitted.
- The president may interrupt or terminate a statement, if necessary.
- The Board does not take action nor interact with the speaker but will listen and respond to questions/requests within a few days.
- Time limit—5 min./individual 10 min./group



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Media

- Do you have a policy?
- Have media release procedures in place for organization (spokesperson).
- Communicate procedures to Superintendent/administrators.



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Question:

- Can the Board prohibit video or sound recording of a public board meeting?



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Top Ten Ways to Get Sued

1. Acting outside of scope of position.
2. Violate open meetings act.
3. Disclosing confidences from executive session.
4. Presuming a communication is NOT a public record.
5. Confusing other roles with board role.



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Top Ten Ways to Get Sued

6. Failing to follow advice of counsel.
7. Accessing student or employee records.
8. Voting to take action for illegal reasons.
9. Unwillingness to mediate board conflicts.
10. Not addressing current issues.



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Scenarios

A board member comes to a meeting and says that he has spoken to the H.S. basketball coach who has agreed to resign.

You (and some constituents) are unhappy with the cleanliness and appearance of the high school parking lot. What should you do?



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What would you do?

- A board member is in a 4-1 minority on an issue that she strongly opposes. A newspaper reporter sees her after the meeting and asks her current feelings about the decision.



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What would you do?

- A friend of a board member asks him to "do what he can" to get her an interview for a paraprofessional position.
- The spouse of a board member teaches in the district and doesn't like her principal. She asks her husband to do something about it.





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ESTABLISH AND MAINTAIN A LEADERSHIP TEAM




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“A Superintendent and a board
can’t sing two different tunes
and then expect the public
to hum along.”

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Board  Superintendent

A board and Superintendent that are prepared, work together as an effective team and exhibit a good working knowledge of their roles is more likely to make effective decisions for the constituents in their district.



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SERVING ALL YOUR ROOFING NEEDS



935-8956

Frank Newell

PO Box 322

Chewelah, WA 99109

#CC CHEWECL868QC

CHEWELAH CONSTRUCTION, LLC

PROPOSAL

PROPOSAL #2116

SHEET NO. 1

DATE: 09/15/2021

PROPOSAL SUBMITTED TO:

Name: Chewelah School District

Street

City: Chewelah State WA Zip 99141

Phone

WORK TO BE PERFORMED AT:

Street Same

City State Zip

Contact

We hereby propose to furnish the materials and perform the labor necessary for the completion of:

Chewelah Construction to remove existing roofing of building, clean up all mess and dispose of all material. Supply and install 7/16 OSB roof sheathing to approx. 780 sq. feet of roof deck. Supply and install Titanium synthetic vapor barrier to the roof deck. Roof with snap lock metal roofing in color chosen by customer, includes drip edge metal, pipe flashings and ridge cap. Building permit included.

\$26,800.00 Plus Sales Tax

All material is guaranteed to be as specified, and the above work is to be performed in accordance only with the specifications included in this proposal and completed in a workmanlike manner for the sum of:

With payments to be made as follows: 1/2 Down, Balance Due upon Completion

Dollars: \$28,836.80 Including Sales Tax

Any alteration or deviation from above specifications involving extra costs will be executed only upon written order, and will become an extra charge over and above the proposal. Agreement contingent upon accidents, weather or delays beyond our control.

Respectfully Submitted Frank Newell

Note- This proposal may be withdrawn by us if not accepted within 30 days.

Note: STRUCTURAL ROT is a separate cost to the customer. Chimney flue, mortar flashing and antenna are not the responsibility of Chewelah Construction. Promise to Pay: Owner promises bill to be paid in full at the time of completion. A LATE CHARGE of 1% per month (12% annum) will be charged to owner on account not paid in full. Should the account be referred to an attorney for collection, the owner shall pay attorney fees and collection expenses.

ACCEPTANCE OF PROPOSAL

The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date

Signature

Signature

ANNUAL GOVERNANCE GOALS AND OBJECTIVES

Each year the ~~b~~Board will formulate goals and objectives to guide effective board governance. The goals and objectives may include but are not limited to the ~~b~~Board functions of: vision, structure, accountability and advocacy.

- A. Responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

At the conclusion of the year the ~~b~~Board ~~shall~~ will reflect on the degree to which the goals and objectives have been accomplished by conducting a board self-evaluation and engaging in board development activities where needed.

Remainder of Policy is District Specific Focus Goals for 2004-05

District Motto: ~~"Where Dreams Begin"~~

Vision: ~~The Chewelah School District, in partnership with parents and the community, strives to provide a safe environment where all students learn and practice the knowledge, skills, and behaviors needed to be responsible citizens, productive members of society, and successful lifelong learners.~~

District Mission: ~~Provide academic success for students through quality teaching, curriculum resources, and extra-curricular academic and athletic experiences.~~

PLAN FOR IMPROVEMENT

- ~~1. Clear and Shared Vision and Process – Everybody knows where they are going and why. That vision is shared – everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.~~
- ~~2. High Standards and Expectations – Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.~~

~~The Board recognizes that standards and expectations are only as meaningful as the people responsible to implement the adopted guidelines. Therefore, the Board supports the selection and retention of employees with a history of setting and achieving high standards for themselves, and those they serve.~~

~~Goal 1—Hire employees with a personal and professional history of high achievement.~~

~~Objectives~~

- ~~a. Include expectation for individuals with high expectations and standards in all employee advertisements.~~
- ~~b. Recognized expectations and standards in the employee evaluation process.~~

~~Data Indicator~~

- ~~a. Satisfaction ratings as indicated by annual parent survey with questions on teacher expectations and standards. This survey would be conducted every fall at each school during parent teacher conference or back to school nights.~~

3. ~~Effective School Leadership—Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Goal 1—All students will exhibit citizenship, work habits and behavior expectations appropriate to the social setting.~~

~~Objective 1—Citizenship~~

- ~~a. Have safe schools where all individuals are treated with dignity and respect.~~
- ~~b. Reduce drug and alcohol use at school.~~
- ~~c. Provide a variety of extra-curricular activities in grades 7-12 based on student interest.~~
- ~~d. Maintain current behavior expectations for all students K-12 and discipline consistently for student violation of established expectations.~~
- ~~e. Reduce out-of-school suspensions and expulsions on the basis that it is the desire of our Board and community for students to be at school and not out of school during the school year.~~

~~Objective 2—Work Habit~~

- ~~a. Students will be on time.~~
- ~~b. Students will be regular in attendance.~~
- ~~c. Students will bring necessary materials.~~
- ~~d. Students will complete assigned tasks in an acceptable form.~~
- ~~e. Students will turn in work on or prior to the date the work is due.~~

~~Data Indicators~~

- ~~a. Drug use measured by annual student survey conducted every spring with students in grades 6-12 who participate in required state testing.~~
- ~~b. Measured by long-term drug and alcohol discipline and arrest records.~~
- ~~c. Measured by annual out-of-school suspension and expulsion reports for each school.~~
- ~~d. Measured by annual extra-curricular participation at each grade level.~~

4. — ~~High Levels of Collaboration and Communication—There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.~~

~~Goal—District high school dropout rate will be the same, or lower than the state average as defined and measured by the Office of State Superintendent of Public Instruction (OSPI).~~

~~Objectives~~

- ~~————— a. Track student's progress beginning in grade 9 to ensure graduation requirements are communicated and understood by each student and their parent.~~
- ~~————— b. Provide supplemental and alternative program options for students not finding success in the traditional instructional setting.~~

~~Data Indicator~~

- ~~————— a. Measured by annual dropout rate as measured by OSPI.~~

5. — ~~Curriculum, Instruction and Assessment Aligned with the Standards—Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.~~

~~Goal 1—Instruction in required curriculum areas will be guided by current K-12 curriculum documents aligned with Washington State Standards.~~

~~Goal 2—Instructional resources for required areas will be selected from the Washington State resource list for research-based instructional programs.~~

~~Goal 3—All instructional staff will be provided annual training on using assessment results to improve student learning~~

~~Goal 4—Budget 1% of total expenditures for K-12 curriculum review, development, and resources.~~

6. — ~~Frequent Monitoring of Teaching and Learning—Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.~~

~~Goal 1—Meet or Exceed 2005 Washington Assessment of Student Learning (WASL) improvement goals in the areas of reading and math, and students will meet or exceed the state average on other required tests and be above the national average on optional tests, or a particular cohort of students will demonstrate a minimum of one year's average academic growth for each year of attendance at school as measured by required tests.~~

~~Objective~~

- ~~————— a. Students will achieve the results on the 2005 WASL Reading and Math Goals (Appendix A)~~
7. — ~~Focused Professional Development—Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.~~

~~Goal 1—Establish and support a District professional development committee with K-12 teacher representation. This group will focus training based on student learning data.~~

~~Goal 2—Professional Growth~~

~~Objective~~

- ~~a. Employees will participate annually in professional growth focused on assisting them in meeting their school improvement goals.~~

~~Data Indicator:~~

- ~~a. Measured by employee attendance at relevant professional workshops, conferences, and courses.~~
- ~~b. Budget .05% of total expenditures for K-12 professional development.~~

8. ~~Supportive Learning Environment—The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.~~

~~Goal 1—Provide Functional and Safe Facilities for All Students~~

~~Objectives~~

- ~~a. Provide free of trash, regularly cleaned, regularly maintained, quickly repaired, and functional instructional spaces for students and staff.~~
- ~~b. Complete 5-year specific and 10-year general facility plan by Fall 2004. Prepare bond, or capital levy proposal to fund needed improvements to be voted on winter or spring of 2005.~~
- ~~c. Fund facility improvements using combination of local, state, and federal funds keeping costs to local taxpayers at a minimum.~~

~~Data Indicators~~

- ~~a. Number of principal approved maintenance requests completed per year.~~
- ~~b. Ratings as indicated by annual parent survey with questions on facilities to be conducted every fall during parent-teacher conference or back-to-school nights.~~
- ~~c. Election results from winter or spring capital levy or bond.~~

~~Goal 2—Operate the District in a fiscally responsible manner maintaining an end-of-fiscal year cash reserve of no less than 7.75% of the total District budget.~~

~~Objectives~~

- ~~a. Maintain certificated staffing costs between 79-81% of the total District Budget.~~
- ~~b. When possible, make all purchases factoring long-term costs and benefits rather than short-term.~~

~~Goal 3—Provide current instructional technology.~~

~~Objectives~~

- _____ a. Provide high school students with hardware and software currently used in the work force and colleges and universities.
- _____ b. Provide staff with the technology tools to deliver and analyze instructional and operational information.

_____ Data Indicator

- _____ a. Student to technology ratio
- _____ b. Instructional staff to technology ratio
- _____ c. Number of technology systems meeting current K-20 standards
- _____ d. Percentage of budget spent on certificated staffing

_____ Budget

- _____ 1% for technology support staff and equipment
- _____ 2% for maintenance staff and materials
- _____ 80% for certificated staff
- _____ 7% for cash reserve
- _____ .75% for district reserve at superintendent discretion

9. _____ High Level of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Goal 1—Maintain and encourage open communication that supports both informative, and constructive input from students, parents, and community citizens.

Objective:

- _____ a. Publish District newsletter every four months.
- _____ b. Expect employees to respond in a manner that communicates all school related problems are owned by the District until they are solved, or delivered to the agency responsible for resolution.

Data Indicator

- _____ a. Number of District newsletters published each year.
- _____ b. Number of complaints about employee responses when confronted about a problem.

4 th Grade	2001	2002	2003	2004	7 th Grade	2001	2002	2003	2004	10 th Grade	2001	2002	2003	2004
Math					Math					Math				
Gess	34.4	47.2		50.8	JMS	34.5	15.9		50.8	JHS	44.1	60		58.1
HomeLink	20.0	0		40.0	HomeLink	0.0	0		25.0	HomeLink	40.0	14.3		55.0
										Alternative	9.1	6.7		31.8
Distriet	33.7	44.2		50.3	Distriet	31.6	15.1		48.7	Distriet	41.0	50		55.8
State	43.4	51.8			State	27.4	30.4			State	38.9	37.3		
Reading					Reading					Reading				
Gess	56.4	61.1		67.3	JMS	50.6	38.8		63.0	JHS	62.7	70.3		72.0
HomeLink	60.0	61.0		70.0	HomeLink	12.5	50		34.4	HomeLink	40.0	57.1		55.0
										Alternative	27.3	20		45.5
Distriet	56.6	64		67.5	Distriet	47.4	39.3		60.6	Distriet	59.0	62.8		69.3
State	66.1	65.6			State	39.8	44.5			State	62.4	59.2		

4 th Grade	2001	2002	2003	2004	7 th Grade	2001	2002	2003	2004	10 th Grade	2001	2002	2003	2004
Writing					Writing					Writing				
Gess	29.0	45.8		46.8	JMS	41.4	30		56.1	JHS	49.6	69.2		62.2
HomeLink	29.0	0		46.8	HomeLink	12.5	25		34.4	HomeLink	40.0	28.6		55.0
										Alternative	0.0	20		25.0
District	27.6	44.2		45.7	District	38.9	29.8		54.2	District	45.1	60.2		58.8
State	43.3	49.5			State	48.5	53			State	46.9	54.3		
Listening					Listening					Listening				
Gess	72.3	63.9		79.2	JMS	85.1	85.5		88.8	JHS	79.7	87.1		84.8
HomeLink	80.0	60		85.0	HomeLink	62.5	75		71.9	HomeLink	80.0	71.4		85.0
										Alternative	36.4	73.3		52.3
District	72.7	63.6		79.5	District	83.2	85.1		87.4	District	76.1	84.3		82.1
State	72.4	66.6			State	82.5	83.6			State	84.0	81.8		

Cross References: Board Policy 1005
Board Policy 1820
Board Policy 1822

Key Functions of the Board
~~Evaluation of the Board~~ Board Self-Assessment
Training and Development for Board Members

Adoption Date: 01.16.02
Chewelah School District #36
Revised: 07.16.04
Classification: ~~Priority~~ Encouraged

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

The Board of the Chewelah School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the School District in response to behavioral violations, including exclusionary as well as: Discipline is not necessarily punitive but can take positive and supportive forms of discipline. The Board intends. Data show that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, supportive response to behavioral violation is more effective and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related and striving to the development and implementation of discipline policies and procedures; understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption; during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and families to support thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides Providing every student with the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact make available rules of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of

- religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
 4. Unlawfully interfere in a student's pursuit of an education while in the custody of the School District; or
 5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure isonduet, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedurthe district's rules of student conduct, including behavioral expectationsbehavior standards that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112.

Minimizing exclusion, engaging with families, and supporting students

Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to

return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the District considered or attempted that led to them, is essential for effective review of this policy; therefore, the District will ensure such reporting.

The District will periodically collect and review data on disciplinary actions administered taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school principals confer with certificated building employees at least annually to develop and short-term suspensions, and/or review building discipline standards long-term suspensions and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will

develop written school procedures for administering discipline at their school with the participation of otherexpulsions. The district will invite school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differencespartieipate in perceptionthe data review. The purpose of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidentsdata review is to clarifydetermine if disproportionality exists; if disproportionality is found, the types of behaviorsdistrict will take action to ensure that may or mayit is not the result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the District Director of Student Services.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further developof discrimination and may update this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of studentregarding discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an action plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

~~The school-District will make the current version of this policyits discipline policies and procedureprocedures available to families and the community. The District will annually provide this policyits discipline polieies and procedureprocedures to all district personnel, students, and parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The-school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.~~

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121 - Substance Abuse Program
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
~~3200 — Rights and Responsibilities~~
3210 - Nondiscrimination
3244 - Prohibition of Corporal Punishment
3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access Plan

Legal References:

RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW Compulsory school attendance and admission
Chapter 28A.320, RCW Provisions applicable to all districts
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
Chapter 28A.600 RCW, Students
WAC 392-190-048 Access to course offerings — Student discipline
Chapter 392-400 WAC, Student Discipline
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

2021 — February Issue
2019 — April April Policy Alert
2018 - August Issue
2016 - July2010 — June Issue

~~2014 - August Issue~~

2014 - December Issue

~~2014 - August 2016 - July Policy~~ Issue

~~2010 - June 2018 - August 2018 - August Policy~~ Issue

Adoption Date: 06.19.19

Chewelah School District #36

Classification: Essential

Revised Dates:

STUDENT LEARNING GOALS

~~A basic education is an evolving program~~The goal of instruction that is intended~~the school district shall be~~ to provide ~~opportunities for all students~~ with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With the involvement of parent and community members, the~~Additionally, a~~ goal of the district is to provide opportunities for ~~every~~~~each~~ student to develop the specific academic and technical skills and knowledge and skills essential to:
~~meeting four student learning goals:~~

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals ~~will~~shall be adopted by the district, as required ~~by the state law~~board of education implements these assessments.

Legal References: RCW 28A.150.210
RCW 28A.655.010

Basic Education Act — Goal
Washington commission on Student Learning — Definitions

Management Resources: *Policy News*, October 2007

Basic Education Act Revisions

Adoption Date: 01.16.08

Chewelah School District #36

Revised: 05.20.09

Classification: ~~Priority~~Encouraged

ACCOUNTABILITY GOALS

~~A. High School Graduation Rate Goals~~

~~The board shall annually adopt district-wide graduation goals and direct each high school to annually establish goals, subject to board approval, to increase the percentage of on-time graduates receiving a high school diploma beginning with the class of 2004.~~

~~The minimum graduation rate goals through 2013 shall be as defined in WAC 180-105-060. Graduation rate goals in 2014 and each year thereafter for each group of students, identified in Federal requirements, shall not be less than 85 percent.~~

~~B. District and School Reading and Mathematics Improvement Goals~~

~~The board shall adopt district-wide performance improvement goals for reading and mathematics in grades four, seven, and ten; and direct each school in the district that administers the Washington Assessment of Student Learning to adopt performance improvement goals to increase the percentage of students meeting the standard in fourth, seventh and tenth grade reading and mathematics.~~

~~The following goals and calculation methodologies shall be established to measure and improve student achievement in reading and mathematics in fourth, seventh and tenth grades as measured by the Washington Assessment of Student Learning administered in the spring of 2003 through and including the spring of 2013.~~

- ~~1. The baseline of achievement for the district and schools on the fourth, seventh, and tenth grade reading and mathematics assessments are the starting points established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan.~~
- ~~2. The goal for the district and for each school is to increase the percentage of students in the following categories in meeting or exceeding the reading and mathematics improvement goals on the state uniform bar as established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan:~~
 - ~~a. All students;~~
 - ~~b. Students of each major racial and ethnic group;~~
 - ~~c. Economically disadvantaged students;~~
 - ~~d. Students with disabilities; and~~
 - ~~e. Students with limited English proficiency.~~
- ~~3. The district and all schools shall demonstrate satisfactory progress toward the performance improvement goals by meeting the federal requirements or by showing improvements using the alternative "Safe Harbor" calculation.~~

~~Once a year the board shall issue a report to parents and present it in a public meeting. The report shall include the following:~~

- ~~A. The district's and buildings' improvement goals.~~
- ~~B. Student performance relative to the goals.~~

- ~~C. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.~~

Adopting Performance Improvement Goals

Annually, the will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.
2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The District and each school in the District will establish English language arts and mathematics improvement goals using the requirements of the Elementary and Secondary Education Act (the "ESEA") to determine the increase in requirements described above for all students and for each of the groups required by the ESEA.

The District and each school will establish annual performance improvement goals in accordance with the following:

1. As a starting point for determining annual performance improvement goals, the District and each school will use the most recently available results of the school improvement framework.
2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the District and each school must adopt the following goals:
 - a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.
 - b. The graduation rate for all students and each of the groups required by the ESEA will not be less than ninety percent.
 - c. Performance improvement goals using the requirements of the ESEA to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework. [The language in 2.c. is only necessary if the District administers the English language proficiency assessment described in the Washington accountability plan approved by the U.S. Department of Education.]
3. The District and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups required by the ESEA.

Reporting Progress

Annually, the Board will report the following information at a public meeting and in writing:

1. The District's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually the District will report ~~in a news release~~ the District's progress toward meeting the District and building goals in a news release to local media.

~~The report shall also be included in each school's annual school report.~~ In each school's annual performance report, the District will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Cross References

Policy 4000

Public Information Program

Legal References:

RCW 28A.655.100

Performance goals – Reporting

requirements

WAC 180-105-020

Reading and Mathematics Goals

WAC 180-105-060

High School Graduation Goals

RCW 28A.655.110

Annual school performance report –

Model report form

WAC 180-105-040

Definitions

Management Resources:

2020 – May Issue

2010 – June Issue

Policy News, December 2005

Policy News, October 2003

Policy News, June 1999

Policy News, June 1998

Policy News, August 1998

Requirements Revised

A+ Commission's Revised Performance
Improvement Goals

Accountability Bill Includes Policy
Implications

Boards must set reading goals

CORRECTION: Reading goals policy

Adoption Date: 12.17.03

Chewelah School District #36

Revised: 12.03; 04.19.06, 05.20.09

Classification: Required-Essential