



**Board of Directors' Work Session
September 7, 2023 at 6:30 PM
District Office, 210 N Park St.**

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approve overnight student travel request for volleyball teambuilding trip to Princess Pines 4-H Camp in Colville, WA on September 9-10, 2023
6. Review draft CMSi curriculum audit executive summary
7. View and discuss "A New Vision of Excellence in Assessment" video by Rick Stiggins
 - <https://www.youtube.com/watch?v=XHX2jnKNiyw>
8. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

FIELD TRIP REQUEST/PLANNING FORM

Jenkins Junior Senior High School

Coach/Teacher Melissa Church Class(es) Volleyball
Trip Destination Princess Pines 4H camp Date of trip Sept. 9, 10 2023
Number of students attending 40 Departure time 8:45 AM
Return time 10:00 AM
Educational purpose: Team bonding

Notification:

- Mr. Anderson**, principal, will need to approve/sign this form first.
- The secretary, **Cheryl Sawyer**, will enter trip on master calendar and check for conflicts.
- Email **Kassi Breiter**, school nurse, a list of students attending **10 days prior to field trip or trip may be denied!** She will notify you about students with health concerns, emergency care plans, and medications that students must have for field trip.
- Transportation Request completed and sent to **bus garage** at least **10 days prior to field trip** (yellow form).
- Email kitchen, **Pam Hergesheimer**, **10 days prior to field trip:** # students going; # of lunches needed. Kassi will crosscheck names with Pam for food allergies.
- Send Field Trip Permission slips home with students for **parent** signatures.
- Arrangements with another **teacher(s)** for students who do not return permission slips.
- List of students emailed to **staff** that would be impacted by student absences.
- Don't forget the first aid kit/backpack arranged with Renee or Kassi the day you leave.
- Attendance secretary, **Cheryl**, must have a roster of those attending before leaving.
- Enter your absence in **Red Rover** to secure a substitute.

Teacher Signature _____ Date _____

Principal Signature [Signature] Date 09/01/2023

*Know that buses must return for the afternoon bus runs. This may include refilling for gasoline, so plan to return to JSHS by 2:30 p.m.

TRANSPORTATION REQUEST

Chewelah School District #36

School: JSR/HS Vehicle Requested (Bus, Van, Car): Bus

Date of Request: 8/25/23 Person Requesting Trip: Melissa Church

Driver of school van(s): _____

Trip Information

Date of Trip: Sept 9th + 10th

Number of Students Attending: 40

Where To: Princess Pines 4th Camp

Departure Time: (School) 8:45 AM

Time of Arrival (What time do you need to be there?): 10 AM

Length of Stay: 1 night

Departure Time (Return): 10 AM

Estimated Time of Return: 11:30 AM

Educational Significance: Team Bonding

Special Considerations (two different stops, meals): _____

Requestor's Signature: Melissa Church

Principal's Signature: Tom Clark

Date: 09/01/2023

Comments: _____

Bus trips during the regular school day can usually be accommodated on the date requested. Teachers should be aware that the buses would be unable to depart earlier than 8:30 AM and must return prior to the evening bus run. To prepare for the evening bus run, the driver will need time to fuel up for his/her trip. This means that the departure time from Spokane would have to be 1:30 PM to afford the margin of safety for the return trip. If your location is other than Spokane, the departure time will have to be adjusted so the arrival time in the school district is 2:45 PM

Jenkins Jr/Sr High School

702 E. Lincoln Ave. – Chewelah, WA 99109



FIELD TRIP PERMISSION FORM

DATE OF TRIP:

DESTINATION:

PURPOSE OF TRIP:

TEACHER/ADVISOR:

TIME OF DEPARTURE: a.m. FROM: Jenkins Jr/Sr High School

TIME OF RETURN: p.m. TO: Jenkins Jr/Sr High School

Students must return the signed permission slip by _____ to attend the field trip.

.....
**PLEASE COMPLETE THE FOLLOWING INFORMATION
DETACH AND RETURN THIS PORTION TO THE COUNSELING OFFICE**

As a parent or legal guardian of (_____), I give my permission for my child to participate in the above field trip and authorize the principal, or his/her designee, into whose care the above student has been entrusted to consent to any X-ray, examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to above child upon the advice of any licensed physician and/or dentist. I understand this authorization is given in advance of any care being necessary. This authorization shall remain effective for the duration of above-described activity, and for the remainder of the school year, unless revoked in writing and delivered to the principal or his/her designee. I understand Chewelah School District #36; its employees and its Board assume no liability of any nature in relationship to the transportation or treatment of the said minor. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my responsibility. I understand **Chewelah School District #36 does not provide accident medical insurance for students for school related injuries** but does offer student accident insurance for voluntary purchase and that I have had the opportunity to purchase the insurance.

Parent/Guardian's Signature _____ Date _____

Parent/Guardian's Phone _____ Work Phone _____ Emergency Phone _____

Family Physician _____ Physician's Phone _____

I wish to inform the school staff of the following medical conditions: (Please note food, environmental, and medication allergies) _____

LUNCH ARRANGEMENTS: MY CHILD WILL WANT A LUNCH PROVIDED BY THE SCHOOL

MY CHILD WILL BRING A LUNCH FROM HOME. _____

Available ____ Not Available ____ MY CHILD WILL BRING MONEY TO PURCHASE A LUNCH. _____

Students who do not return their permission slips will not go on the field trip.

Executive Summary



A CMSi Curriculum Audit™ of the Chewelah School District

September 2023

Jason Perrins
Superintendent

Chewelah School District
PO Box 47
Chewelah, WA 99109



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This Audit Report is comprised of two sections:

The **Executive Summary** provides an overview of the audit findings and recommendations in a short, graphic format.

The **Expanded Report** gives a more complete discussion of audit methodology and discusses the findings and recommendations at length. The Expanded Report also presents the extensive data analyzed and an explanation of what those data demonstrated in the context of the audit.

Chewelah School District Curriculum Audit by the numbers

Site Visit Date:
May 8-10, 2023

51

interviews conducted with
staff, administrators, board
members, and parents



100+

documents
collected for review



35

classrooms observed



66

survey responses from parents



55

survey responses from
district personnel

Introduction: The CMSi Curriculum Audit



This document constitutes the Executive Summary of a Curriculum Audit of the Chewelah School District in Chewelah, Washington. A Curriculum Audit is designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum. Curriculum is defined as the set of learnings students are expected to master over the course of their years in the district. The system to manage this curriculum, when implemented effectively and in alignment with the district's vision for student engagement, will yield improved student learning and achievement over time if all its related processes and components are operating in coordination with one another. The effectiveness of curriculum management results as well in increased efficiency and assures district taxpayers that all fiscal support is optimized within the conditions under which the district functions.

District Background

Chewelah, WA is a small community in northeastern Washington that is just 70 miles from the Canadian border. The district has two

school campuses that serve just under 800 students and is a small-town community within minutes of the beautiful Colville National Forest. The district's enrollment declined during Covid but rebounded slightly in 2023 and is expected to continue to increase with the employment growth the community expects over the next few years.

Chewelah's students are a diverse group, and diversity is increasing. Just under two-thirds of Chewelah's students are considered low-income; this percentage has remained stable over the last 8 years. Just over 17% of the district's students have been identified as needing special education services and only a few students are identified as highly capable. The district is currently in a stable financial position with the ESSER funds received over the last several years and current leadership is focused on using the funding to improve the educational programming district-wide.

System Purpose for Conducting the Audit

The Chewelah School District Superintendent and Board of Education requested an audit to provide needed insights into the strengths and weaknesses of the system. The Superintendent

is in his third year and has been focused on beginning curriculum work and on improving planning and policy district-wide. The strategic planning initiative that district leaders engaged in was beneficial in bringing together stakeholders across the system and in improving dialogue among school personnel and community members. With the new strategic plan in place, district leaders requested auditors to give them additional feedback in how to best achieve the goal and priorities outlined in that plan.

CMSi Audit History

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. Over the last 40 years, it has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit represents a “systems” approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. Auditors closely examine and evaluate the interrelationships of system departments, levels, and related processes to determine their impact on the overall quality of the organization in accomplishing its primary purpose of improving student learning.

The audit process was first developed by Dr. Fenwick W. English and implemented in 1979 in the Columbus Public School District in Columbus, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the “effective schools research.” An audit is an independent examination of four data sources: documents, interviews, online surveys, and site visits. These are gathered and triangulated to reveal the extent to which a school district is meeting its goals and objectives related to improving student learning and achievement. The process culminates in a comprehensive written report

to district leaders that summarizes district strengths, audit findings, and the auditors’ recommended actions for improvement.

Curriculum Audits have been performed in hundreds of school systems in more than 46 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. Details about the methodology employed in the audit process and biographical information about the audit team are covered in the Appendices.

Audit Scope of Work

The audit’s scope is centered on curriculum and instruction, as well as any aspect of operations within a school system that enhances or hinders curriculum design and/or delivery. The audit is an Intensive and focused “snapshot” evaluation of how well a school system such as Chewelah School District has been able to set valid directions for pupil accomplishment and well-being; concentrate its resources to accomplish those directions; and improve its performance, however contextually defined or measured, over time.



The Curriculum Audit does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and were, therefore, unable to learn. In some cases, ancillary findings from a Curriculum Audit are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces that, if not addressed, will severely compromise the ability of the school system to successfully meet student needs.

The Curriculum Audit centers its focus on the main business of schools: teaching, curriculum, and learning. Auditors use five focus areas against which to compare, verify, and comment upon a district's existing curricular management practices. The focus areas reflect a management system that is ideal, but not unattainable. They describe working characteristics that any complex work organization should possess in achieving stated organizational goals while being responsive to the unique needs of its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they develop against established objectives, and adjust its efforts so that it achieves its objectives.

The five focus areas employed in the CMSi Curriculum Audit™ are:

- 1 District Vision and Accountability:** The school district has a clear vision and demonstrates its control of resources, programs, and personnel.
- 2 Curriculum:** The school district has established clear and valid objectives for students and clientele.
- 3 Consistency and Equity:** The school district demonstrates internal consistency and rational equity in its program development and implementation.
- 4 Feedback:** The school district uses the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.
- 5 Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The auditors report where and how district practices, policies, and processes have met or not met the criteria and expectations related to each focus area and what specific action steps are recommended for revising areas needing improvement. These findings and their corresponding recommendations are presented in detail in the expanded report.



Chewelah School District Strengths

The Chewelah School District is a small, tight-knit community in northwestern Washington state that serves 792 students in grades K-12. The district has leaders who seek to improve student learning and most importantly, the district's performance against its peers across the state. With the strengths listed below, Chewelah School District is not only in a strong position to increase student achievement, but also to unite the community as a source of support and inspiration for what their children can accomplish.

1 Supportive Community

4 Unified Leadership

2 Caring Professionals

5 Vibrant Location

3 Stable Financial Position

"I believe...if we work together as a team to develop, maintain, adjust, and hold people accountable for systems that are lacking, then we would be able to fix any issues we have as a building or as a district. That begins when teachers are not afraid and feel valued." (Teacher)

1 Supportive Community

The community of Chewelah is like a village, small, tight-knit, and supportive of one another. In small communities, students are known and don't fall through the cracks; the potential for high achievement is greater in small, supportive communities than in large districts and schools.

2 Caring Professionals

All professionals in the Chewelah School District prioritize students and their learning. On the online survey, parents reported the care and dedication that teachers have toward their students and the strong commitment to student success.

3 Stable Financial Position

The district has carefully managed its financial resources and is in a strong, stable financial position. The superintendent is prioritizing professional development and student learning and resources have been allocated accordingly. ESSER funds and the district's financial management have enabled leaders to bring in training for teachers as well as send teachers to conferences out of state, something that has not happened for many years.

4 Unified Leadership

The School Board is comprised of natives and long-time residents who love the community and its future generations. They are supportive of the superintendent and embrace the need to focus on curriculum and building a strong, collaborative and supportive culture within the system. All leaders share a desire to serve Chewelah students with the most effective, engaging, and authentic learning experience any student could ask for.

5 Vibrant Location

Nestled at the entryway into the Colville National Forest but only 45 minutes from Spokane, Chewelah city leaders are tapping into the potential to draw both commuters as well as tourists to their lovely town. City leaders are working to attract both employers as well as tourists and to grow the opportunities for Chewelah residents.



Key Focus Areas

1

District Vision and Accountability: Vision is foundational for establishing a framework for all decision making throughout the district and for ensuring that those decisions move the district in a single direction toward its established mission and goals. These goals and expectations must be clearly defined in policy to establish the parameters within which decisions are made across the various levels, departments, and campuses/schools. A functional organizational structure is also needed to assure that all personnel have defined responsibilities that do not overlap and to assure accountability at all levels. Accountability is essential in coordinating efforts and supporting efficacy across the system.

2

Curriculum: Written curriculum, as the most critical tool to support high quality teaching and learning, not only defines high levels of student learning, but also supports teachers with suggestions on how to deliver differentiated, student-centered instruction that is responsive to students' needs, backgrounds, and perspectives. A strong curriculum assists teachers in meeting the needs of their students more effectively by prioritizing and defining essential learning targets in measurable terms and providing the formative assessment tools needed to diagnose and monitor student learning. Strong written curriculum also promotes equity by clarifying for teachers what on-level learning looks like.

3

Consistency and Equity: All students in the system should have equal access to programs and services. No student should be excluded from the regular classroom environment at rates that are not commensurate with their peers. Equity refers to students being treated in accordance with their need, rather than being treated the same as everyone else. Allocating resources and supports equitably is necessary if all students are to be equally successful academically. Under Consistency and Equity, auditors also examine the degree to which the educational program and its supporting programs, such as ELL, Special Education, or Gifted, are defined and implemented consistently across the system.

4

Feedback: Within the context of student learning expectations and a clear vision for how students should be engaged and demonstrate their learning in the classroom, having aligned assessments that measure progress and provide feedback on the strengths and weaknesses of the system is of prime importance. The audit expects school systems to have common, aligned formative assessment tools that provide teachers and building leaders with clear and specific feedback regarding student progress and learning needs. A coordinated system must be in place for data to be collected, interpreted, and accessed by teachers so that they have valid information for planning instruction.

5

Productivity: When all aspects of system operations are functional and effective, productivity should be evident within existing financial constraints. Over time, as the system improves, and each department and school builds stronger components that work in coordination, leaders are able to allocate resources more effectively and adjust programming so that ineffective initiatives are terminated or modified in response to data. Support systems necessary for effective operations are clearly tied to district goals and vision, and district facilities are likewise supportive of the educational program.

What We Found

The following section presents a summary of the six key areas where there is the greatest need for improvement and growth in the Chewelah School District. These findings represent the five focus areas applied to the district for the Curriculum Audit™. The six findings are summarized here.

Finding 1: Chewelah School District has clear goals for system improvement and has engaged in collaborative planning. The auditors found that planning has resulted in defined priorities and goals that are central to district plans and initiatives, but visioning needs to be strengthened in policy and in the strategic plan to provide greater clarity and unity in its implementation. District leaders need to continue efforts to improve communication across the district and prioritize building a climate of trust and mutual respect among all stakeholders, but especially between district personnel and students' families.

*[Weaknesses in the district?]
“Taking people serious, not ignoring their concerns, [and] communication.” (Parent)*

Finding 2: Chewelah School District does not have a written plan that communicates expectations for the design, development, delivery, monitoring, evaluation, and revision of curriculum. Policy and plans include almost no reference to curriculum or any documents that serve as an instructional guide for teachers.

“Communication at CSD has increased immensely and is appreciated.” (Parent)

Despite the lack of written expectations, district leaders have begun work on prioritizing the content standards to create scope and sequence documents for every grade level and course.

However, the current scope of the written curriculum is not adequate to provide direction or promote internal consistency, and there is no consistent definition of curriculum in Chewelah. Most consider adopted, commercially produced resources to be curriculum, while others see it as something the district should create and provide that gives direction on how to use adopted resources effectively. Teachers are relying on their own resources to plan instruction.

“It would be beneficial for all students if the staff was able to collaborate across grade levels and buildings (campuses).” (Teacher)

Finding 3: Expectations for instructional delivery in Chewelah School District is not based on an instructional model driven by a central vision for student learning. The auditors did not see high student engagement, rigor, or differentiation in lessons in the context of a student-centered environment. Expectations for monitoring and supporting the delivery of curriculum are not clearly defined and instructional support is not sufficient to improve student learning. Administrators do not have adequate observation data to determine teachers' professional development needs. A comprehensive professional development plan does not yet exist in Chewelah, but is slated for summer 2023.

“Not every student learns the same so there has to be a way to have class be more engaging and get kids excited about learning.” (Parent)

Finding 4: Not all students have equal access to programs and services in the Chewelah School District, and coordination and articulation are not supported with a clearly defined curriculum.

The climate related to safety and discipline needs improvement. Parents reported inadequate safety precautions at the schools and noted they have had mixed experiences with leaders at the schools, particularly when sharing concerns. Discipline was noted by both parents and teachers as an area needing improvement and greater consistency. Expectations for special education services and the RtI model need to be clearly defined and monitored with greater fidelity across all classrooms.

“We need to create an environment that creates good citizens.” (Teacher)

Finding 5: Assessment has strong direction in policy and procedure, although implementation of these documents is not consistent. The district has reorganized to improve coordination of assessment in the district and is committing to increasing the use of assessment to inform teaching and learning in the classroom. Currently, use of data to inform teaching and learning is inconsistent. Teachers have no

curriculum or suggested resources to support them in scaffolding or differentiating instruction, and there was little differentiation observed in classrooms. Student achievement trends show little improvement over time for cohorts, and math performance lags consistently behind language arts. Student performance is typically below state averages.

Finding 6: The district is in a good financial position, but facilities need attention and budget decisions are not consistently tied to district priorities. Program-driven budgeting is needed to ensure maintaining a focus on goals when extra monies are not available.

“It would be nice to see more pride taken when it comes to the school building, some of the dilapidated signage, the parking lot and the unorganized/dated website.” (Parent)





[The strategic plan] was the best thing that could have happened in the district—that would unify everyone. That was a step in the right direction, towards unifying K-12. I think it’s huge. (District Personnel)

This school district has a very tight knit community, making the students with special needs more welcome than at a bigger school and not set apart. (District Personnel)

This district has some of the most welcoming and kind teachers. There is a willingness to try new ideas and develop new systems. (District Personnel)

More communication with the school would be amazing. Better conflict resolution with other students [would] be so great for the kids. Parents want to be involved, let us know how we can be. (Parent)

The teachers care about my children and want to help them succeed. (Parent)

We know that we are not holding each other accountable if we aren’t talking about kids. (District Personnel)

We talk about rigor, too—we just have some . . . teachers that really struggle. (District Personnel)



Key Recommendations

The Chewelah School District is a system committed to what's best for students. Leaders have a strong desire to make the district one of the best in the state and they appreciate the work that is needed to make that happen. Their priorities are set forth in the new Strategic Plan and student learning is at the forefront. The auditors have developed the following recommendations for actions that address the weaknesses or gaps identified in the findings. These four recommendations are presented here.

1. Revise the strategic plan to incorporate a vision for high level student learning, and define how that learning should be supported across all programs and services. Include in all definitions expectations for special programs and district culture and climate.
2. Develop a written plan that directs curriculum design, development, delivery, monitoring, and evaluation. Develop high quality curriculum that defines, paces, and prioritizes student learning and provides teachers with suggestions for how to teach it.
3. Establish an administrative structure focused on instructional leadership and curriculum delivery and finalize a plan for professional development that will support teachers in delivering curriculum with strategies and approaches that are congruent with the district's vision for student learning.
4. Continue with plans for policy development and revision and facilities improvements, and adopt performance-based budgeting to ensure there are adequate funds in the future to support the district goals and priorities.

Recommendations

The following are the summations of recommended actions to address the areas needing improvement in the findings section.

Chewelah School District Leaders have identified their top priorities within the Strategic Plan and the District Improvement Plan. District leaders commit to student learning, exceptional professionals, safe environments, dynamic programs, and program-designed facilities. All of these priorities represent a significant benefit to students, and all require substantial commitment. The auditors have identified in the findings those areas most needing improvement if learning is to increase, and a critical need to define a robust definition of what high level student learning looks like.

Recommendation 1 advocates revising the strategic plan and board policy to include this vision and the philosophical underpinnings that serve as its foundation as well as beliefs regarding effective learning environments, supported by research. Supporting instruction so that it more closely aligns with this vision will improve student learning and engagement and will also increase teacher effectiveness. This vision should be inclusive of all students and address managing behaviors and learning needs, so discipline and safety issues are simultaneously minimized and a safe environment is attained. The visioning should also address culture and climate throughout the system, including how families of students and the students themselves should experience Chewelah School District.

Recommendation 2 directs leaders to develop a plan and related policy and procedures for designing, developing, delivering, monitoring, and evaluating curriculum, and then continuing with the work already begun to develop a robust, student-centered curriculum that can support teachers in their instructional planning and delivery. The need for a strong curriculum is great; teachers have inadequate support and resources for planning instruction and are forced to rely on outside sources that may not align sufficiently with content standards or the district

vision and philosophy. This curriculum should be complete with aligned formative assessments that provide adequate feedback on student learning and give teachers clarity on what skills and concepts need further support.

Recommendation 3 proposes supporting instruction and the delivery of curriculum with monitoring, coaching, and professional development. The most effective professional development is embedded in the work teachers do every day, which is delivering instruction. Coaching and monitoring are a part of supporting instruction and also serve to provide embedded professional development, since the most learning occurs when teachers apply strategies and approaches they have been trained in. The auditors recommend using the PLC process to reflect on the results observed from applying these learnings during the delivery of curriculum, and give teachers an opportunity to discuss strengths and weaknesses in their instruction and formulate plans for improvement. This will both rejuvenate the educational program as well as develop exceptional professionals.

With the above actions in place related to recommendations 1-3, the auditors recommend careful management of resources to ensure that funds are not allocated for programs that are not effective. **Recommendation 4** lays out steps in using program-driven budgeting, a transparent and collaborative budget process that engages district stakeholders in using data to determine program allocations and to connect financial decision making to district priorities. Communicate the facility needs to the community and improve transparency in financial allocations to Chewelah stakeholders know exactly how and where levy funds will be used.

With dedication and the desire to make an impact in students' lives, the auditors are confident that implementing the action steps outlined in these recommendations will build an effective, student-centered, and sustainable system. Such a system will foster a collaborative, cohesive culture and serve to energize both students and staff, and make teaching and learning both authentic and engaging.



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