

Chewelah School District #36 – *Where Dreams Begin*

Board of Director's Regular Work Session Meeting

March 3, 2022 at 6:30 PM

District Office 210 N Park and Virtually via Zoom

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approve student overnight travel request to FFA State Emerge Conference in Kennewick, WA, March 11-12, 2022
6. Approve resignation of Denise Smith as high school softball assistant coach
7. Approval to post for high school softball assistant coach
8. Approval to hire Denise Smith as high school softball head coach
9. Review district communication
 - WSSDA Board meeting guidance
 - 2021 survey results
 - Board 2021-22 goals
10. Superintendent Report
 - National Conference on Education
 - Strategic planning update and process
11. Adjourn

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/82044567512>.

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 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.

Chewelah Schools – *Where Dreams Begin*

Our Mission: Ensuring learning for all students

Student Travel Proposal

All information applicable to the trip, as outlined in Procedure 2320P, is to be attached to this cover page (e.g., purpose, itinerary, supervision, etc).

All overnight trips require approval of the Principal and/or Athletic Director, and the Board of Directors for overnight trip approval. Trip request must be complete and received by the District Office by the 2nd Wednesday of each month for Board Approval. The Board will approve the request on the 3rd Wednesday of the month.

School Jenkins Activity FFA State Emergence Conference
Person in Charge Mrs. Markel Submission Date 2/19/22
Purpose of Trip Student Leadership
Date(s) of Trip 3-11 to 3-12
Destination(s) Kennewick, WA
Number of Students 8
Chaperones 2
Total Cost Registration 50.00/student Housing included
Meals included Other Costs _____
Funding Source(s) Building Funds \$ _____ District Funds \$ _____ ASB \$ FFA 400.00
Fundraising \$ _____ Student/Parent \$ _____ Other \$ _____
Per Student Cost \$50.00
Approval signatures Principal _____ Athletic Director _____

Field Trip Proposal

Who: Chewelah FFA (approximately 8 students)

What: Overnight trip to Kennewick, for The Washington State FFA Emerge Leadership Conference

When: Friday March 11th (Non School Day/Snow MakeUp Day) and Saturday March 12th

Where: Kennewick, WA

How/Trans: 2 School Vans

Chaperones: Ag Teacher and One Parent Chaperone/School Employee (LeAnne Jones).

Agenda: TBA; we will leave school at 7:00am on Friday and return around 5pm PM on Saturday.

Housing: The students will be housed at a local hotel. 2 to a room, each student will have their own bed.

Cost: The festival entry fee of \$50.00 per person to be paid by the FFA budget. The students will pay approximately \$30 for Food and Snacks. Students had the opportunity to fundraise through the FFA Plant Sale. Food is covered by the conference.

Mission

Open to 7th thru 10th grade students, maximum of 70 students in this track.

The journey of leadership begins with self-discovery. Students at the Mission Conference explore what makes them unique and learn strategies to become a more confident and capable version of themselves. We explore values, strengths, decision-making skills and self-confidence. The Mission Conference culminates in students developing their personal mission statement.

Impact

Open to 11th and 12th grade students; maximum of 70 students in this track.

Leaders make an impact on their communities that lives on long after they leave. The Impact Conference empowers students to define what their impact will be. Students will explore challenges facing their communities and strategies they can deploy to help. In addition, students will explore their values, practice innovative thinking and determine how they can inspire others. The Impact Conference culminates in students developing an Impact Plan to create change in their local community.

Holding Board Meetings

August 26, 2021

Face Coverings Required

Currently, school boards opting to host in-person public meetings under the Open Public Meetings Act (OPMA) may do so without restriction on capacity and without physical distancing requirements. However, face coverings are required in any indoor space. Additionally, Proclamation [20-25.15](#) prohibits “any governmental, commercial, or nonprofit entity or private party from allowing any individual to enter or remain in any indoor space under their control unless the individual is in compliance with the secretary of health’s face covering order and any subsequent amendments.”

What to Do if Persons Refuse to Wear a Face Covering

- The first response is a pleasant reminder that wearing a face covering is required.
- School districts must refuse admittance to *anyone* who refuses to wear a face covering. This refusal of admittance includes board directors, members of the executive team, and staff.
- Remind anyone who is resistant to wearing a face covering that virtual access to the meeting is available.
- If someone enters wearing a face covering, but then removes their face covering (other than for something such as taking a brief sip of water from a water bottle), remind them that they must wear a face covering or leave and that virtual access to the meeting is available.
- Anyone refusing to wear/continue to wear a face covering has disrupted the meeting and made it unfeasible. The board must do one of the following:
 - Remove anyone who refuses to wear a face covering, including board members
 - Clear the room entirely and readmit all individuals not responsible for the disruption. The board will admit/readmit any representatives of the news media, except those participating in a disturbance. RCW 42.30.050
 - Recess/adjourn the meeting to another place and/or time. Currently, all open public meetings can be held in an entirely virtual format.

Other Considerations for Board Meetings

- If offering an in-person component, consider whether it is possible for board members to greet attendees as they enter. This creates a more welcoming atmosphere and humanizes the board.
- Remember that offering an in-person component to a board meeting is optional, whereas offering a virtual component is required. Nothing prevents school boards from holding board meetings in an entirely virtual manner, which avoids disruption over face coverings.
- Review your board’s policy and procedure regarding meeting conduct, public attendance, and public comment. For many boards, the relevant policy/procedure is “1400/1400P – Meeting conduct, Order of Business and Quorum,” but your board’s policy may have a different number or title. Ensure that your board has adopted (and follows) provisions for conducting a civil, orderly meeting. Board members are discouraged from engaging in dialogue with the public

during public comment period. It is best just to listen. Remind your community that the board's silence during public comment period neither signifies disagreement or agreement and the board values hearing from the community.

- Consider whether your regular board meeting is the most conducive format for initial consideration of certain issues, particularly a controversial issue. Think about adding some informal educational sessions and listening sessions to offer more ways for community engagement. Although these meetings are less structured than a regular board meeting, they would still be subject to face covering requirements.
- Failing to enforce face covering requirements opens the school district to liability for the spread of any communicable disease. Possible lawsuits could allege board members were deliberately indifferent to following emergency proclamations and aligning with state health guidelines.
- Insurance coverage for communicable diseases is currently unavailable.
- School board members are individually named in lawsuits and their personal finances may be sought as a remedy.

How would you rate your sat you use to describe that system?	When you think of the future Chewelah School District and what you would LIKE to see, what two or three words would you use to describe that system?	When you imagine excellence in Chewelah Schools, what words or goals come to mind?	To achieve the excellence you hope to see, what should be the district's top three priorities for change or improvement be?	What is your affiliation with the Chewelah School District?
4 - Extremely Satisfied	Friendly - Safe - Caring	A Learning environment - collaborating -	our mission is to educate all students by providing a safe and productive learning environment where students are respected, empowered to take ownership of their learning, and acquire the skills to lead successful lives.	Chewelah School District staff member
4 - Extremely Satisfied	Chewelah has great staff, I would like to see the buildings collaborate more.	I see a model for kids showing them how to stay safe in a pandemic and a goal of teaching children to value education.	Health standards educating students social emotional health	Chewelah School District staff member
4 - Extremely Satisfied				Parent with student(s) enrolled in the district
4 - Extremely Satisfied	welfare and growth of the children, future-thinking, kid-friendly community	extracurricular activities: theatre program, money shouldn't stand in the way, brings pride to the community		Community member without students in the district
4 - Extremely Satisfied	Hiring a strong unified leader	Unified teachers and staff I strongly feel the division and I know others feel it also	Hiring a strong unified leader aka superintendent. Do some major team building And get rid of teachers who are their only for a paycheck	Parent with student(s) enrolled in the district
4 - Extremely Satisfied				Parent with student(s) enrolled in the district
4 - Extremely Satisfied	Open	Open	Open open open	Community member without students in the district
4 - Extremely Satisfied	Engaging, enthusiastic, thoughtful		Teach students critical thinking and logic. Prepare students for leadership.	Parent with student(s) enrolled in the district
4 - Extremely Satisfied	Build kids for the future-college or a trade,	Variety of opportunities, consistent respect for the students		Community member without students in the district
3 - Mostly Satisfied	teamwork, collaboration	individual growth, inclusion	trust and collaboration amongst all groups of people	Chewelah School District staff member
3 - Mostly Satisfied	Full time	higher education Face-to-Face learning 5 days a week	Employ the number of personnel needed. The district is over staffed with teacher aides.	Chewelah School District staff member
3 - Mostly Satisfied	Better communication - all involved getting the communication at the same time or from the same source. Creating a feeling of "we are all on the same team". Feeling valued no matter what your role.	Communication, positive atmosphere.	Strong, supportive, positive, communication from the leadership.	Chewelah School District staff member
3 - Mostly Satisfied	More variety of HS classes	More help for students who are struggling. More opportunities for those who excell.	Tutoring availability, opportunities for more variety of classes and ways to take them.	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Consistent, listening, fair	Giving every student the attention they deserve.	N/A	Parent with student(s) enrolled in the district

3 - Mostly Satisfied	Transparent, Supportive Administrators, Student-Centered, Community Involvement	Happily engaged and motivated students, creative classrooms, less "teaching to the test"	Lessen the load so teachers are able to spend time engaging students in their learning and their community. Learning should be fun. Teachers in this district are overloaded. They don't need more training, they need more time and support.	Chewelah School District staff member
3 - Mostly Satisfied	Better communication, more support for educators, School is a happy place	happy students, happy teachers, growth, relationships	Better leadership, building improvements (if education is important, our school buildings should reflect that), adequately staffed	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Excellent Communication Responsive to community's needs Efficient workers	Excellence in Chewelah Schools would include efficient staff who communicate well with other staff and community members. The staff would work to provide the best learning opportunities for the students of Chewelah, by helping to narrow the teachers' jobs so they can focus on teaching.	1. Communicate better. I recommend always communicate in three ways, three times. Post it, e-mail it, Put it in writing in staff mailboxes. Send out the messages well in advance to allow for planning around schedules. 2. Help the various parts of the district feel like a team, never adversarial, US vs. THEM. 3. Streamline: Do less, better. Don't add to loads unnecessarily (For example, why are we doing so many hours of "Safe Schools" trainings? Is that mandated somewhere that we need to do that many hours?)	Chewelah School District staff member
3 - Mostly Satisfied	effective leadership from administration	effective leadership from administration	improved communication from administration effective and consistent discipline procedures and consequences serious consideration of employee's ideas on improvement, procedures, scope and sequence	Chewelah School District staff member
3 - Mostly Satisfied	Engaging, educating and inclusive	Calm, focused, clean, positive, welcoming in each building; safe	Improving staff morale Increasing enrollment Positive in approach to discipline	Chewelah School District staff member
3 - Mostly Satisfied	?	Technology social skills kindness building	technology hiring more paras and teachers	Student enrolled in the district
3 - Mostly Satisfied	Higher student achievement Caring, committed, high student achievement standards	high achievement, high engagement, strong leadership	achievement of 21st Century global learning standards accomplished through leadership, excellent teaching & learning (supported by high quality materials and technology), and programs of intervention that truly close learning gaps.	Community member without students in the district
3 - Mostly Satisfied	Integrity, relationship, ethical	Student teacher relationships	Stronger leadership, and discipline	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Broken	Walking in a school thats cussing and dress is held to a higher standard at all levels!!!	Teachers that coach should be held accountable to teaching and not passing the buck.	Community member without students in the district
3 - Mostly Satisfied	I would like to see a better community outreach.	I would like to see future leaders be made.	Better leadership Better communication	Parent with student(s) enrolled in the district

3 - Mostly Satisfied	Proactive Innovative cutting edge	Music drama extracurricular activities	Fulltime in person school Teacher training education Support music program	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	I would like to see buildings and programs who work together to educate each child. I would like to see every staff member take ownership of that child, not just for one subject or one year.	Students feel valued, seen, and challenged.	1. Administration with vision who work toward a long-term goal. 2. Staff who put students and their needs first. 3. Students who feel involved in their education, not like learning is something that happens to them.	Chewelah School District staff member
3 - Mostly Satisfied			Eliminate double standards	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Return to basics	Teach students to be lifelong learners	Reading comprehension Mathematical understanding High work ethic	Community member without students in the district
3 - Mostly Satisfied	Better communication	Communication	Communication	Chewelah School District staff member
3 - Mostly Satisfied	Improved academic achievement Reduced staffing (too many teachers for enrollment numbers) Improvements to and maintenance of facilities	Improved academic achievement Safe and well maintained facilities Professional quality staff	Continuous Professional Development of teachers and FOLLOW THRU that they are doing it, to improve academic achievement; A plan to get rid of the old middle school/Safety improvements made to current facilities and regular maintenance of the same; A balanced budget with a reserve balance as we've had in the past/Reduction in staff as needed to concur with our enrollment numbers (we currently have too many staff for our enrollment numbers) Board members that have the DISTRICT'S best interest in mind without a personal agenda, and not just the teacher's best interest.	Community member without students in the district
3 - Mostly Satisfied	Kids always come first.	With few exceptions, outstanding teachers who love kids!	1. Restore good relationship between teachers and district office. 2. Improve heating systems. 3. Bring back the drama program. 4.	Community member without students in the district

3 - Mostly Satisfied	Fully in-person learning (4 days/week). 6-8 grades in a middle school. or .5 social studies teacher in the junior high. In 2021/22 school year we will be short an endorsed social studies teacher to create a full schedule to teacher our students. If we do not figure this out we will have to shift an ELA teacher to history and lose our CiHS English offerings.	seniors. Career focused students with authentic High School and Beyond Plans Strong sense of belonging for students and staff Trust between all stakeholders Strong social and emotional support for students and staff Empowered district leaders in all job classifications Engaging courses of study Continued support for CiHS	High quality superintendent whom the board trusts. High quality Communication with Community stakeholders High quality professional development in identified areas of need	Chewelah School District staff member
3 - Mostly Satisfied				Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Vo tect, college in classroom	Parents want to feel good about their kids education. People will move to Chewelah if there's an excellent school. Which means pasting levies easier and boosting local economy.	Bring vo tect in , college in classroom, work ethic	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Life skills, academic skills, trade skills	Education returns as the cornerstone of success	Communication skills, liberal arts, extracurricular activities	Community member without students in the district
3 - Mostly Satisfied	Expansion of programs at quartzite learning. Inclusive Equity	Goals based on equity and inclusion for all students, especially and including your LGBTQIA+ students and your students of color.	Inclusion and representation activities and curriculum.	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Throughout my elementary years growing up I was taught to reach out to a school counselor or trusted adult if I felt that I was depressed or thought of ending my life. At a point in my life while I was attending the highschool I tried to reach out to a school counselor. Unfortunately the only counselor we have at the highschool is an academic counselor. She does a fantastic job and does a lot of work. However, I think the students would benefit from having a really good mental health counselor as well.	Encourage school spirit.		Student enrolled in the district
3 - Mostly Satisfied	Better Funded, Engaged with Community	Addressing/Gathering Funding for Consistent Supports/Programs for Challenged Students. Providing Arts (including Visual & Dance) Education K-12.	Improved Facilities. Acquiring additional Funding/Grants. Prioritizing Communication and Supports for Staff; more regard and responses for Certified and Classified Staff. (i'm adding an Affiliation Category to the 4 options below: Grandparent of students in the district).	Community member without students in the district

3 - Mostly Satisfied	I would want it to be a better and safe place to be	None	I wouldn't know	Chewelah School District staff member
3 - Mostly Satisfied			Getting kids back to school full time. My IEP students are not getting the help they need.	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Communication, communication, communication!	Communication	Communication communication communication	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Unity. Kindness.	Discipline and accountability	Very good & open communication with staff students and parents. Try to get rid of double standards.	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Unity, communication, discipline	More community/school involvement	I don't think that every form of involvement/ cougar participation/ spirit-pride should be on social platforms. This creates challenges for students who want to participate in activities and competition, contests who may or may not have access to certain social media and or	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Innovative, expanding basic curriculum	high expectations, extended academics, preparation for blue collar positions (welding, plumbing, etc.) as well as college preparation	Hands on learning (industrial arts: woodworking, electronics, mechanical, technology, STEM) "I do and I understand."	Community member without students in the district
3 - Mostly Satisfied	Progressive, positive, fun	Opportunities! All kinds of education to stimulate the education system- thinking outside the proverbial box	1. hire and retain teachers that can maintain their passion for teaching and aren't just placeholders 2. Not being afraid to look to the future and not	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Supportive and Flexible	Creating personal paths to ensure the success of each student.	Working with each student personally to find out what they need, customizing education to meet the needs of each individual in the district, and supporting the students in their learning	Student enrolled in the district
3 - Mostly Satisfied	rigorous inclusive supportive	Engaging and supporting all students Preparing students for success after public school, whatever their preferred path Students exceed state standards	Improved support for college prep and technical training Restoring and adding non-sports extracurricular activities Improved community outreach and connections	Parent with student(s) enrolled in the district
3 - Mostly Satisfied	Our kids return to school full time	Our kids social activities and sports return with tons of support.	Return to school full time, start up extra curricular activities and sports, continue the excellent communication with parents.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	nurturing, dynamic, supportive to the community	Leaders that communicate and support staff to create a safe and stable learning environment for students. The arts (music, choir, band, art) are also essential in creating a sense of belonging in students, as well as a positive outreach to the community. The arts give a sense of excellence to all involved.	Work to support students emotionally as well as academically with focus on ACE's and the arts to help them feel safe and valued at Chewelah schools. A facility plan that either uses or removes the old middle school and gets rid of the "portables" at Jenkins. Leadership that collaborates with staff to improve morale in the buildings and classrooms.	Chewelah School District staff member

			1. Academics from teachers to the student to content delivered. Having a rigorous curriculum does not solve this issue, you need teachers who can actually teach the content. 2. Communication that is transparent, consistent, thorough, and reliable. Regular communication from the teachers to parents. Heck, I would be happy with a monthly email, just sharing about their class. But even beyond that, I would love an actual phone call from a teacher about my child, and preferably a positive call before a concerned call was made. I feel like I have a good relationship with my student's teachers but I feel honestly that is because I have initiated that relationship for 90% of his teachers. Along the communication lines, a website that is updated consistently has for example school board minutes available to read through if I were unable to make a meeting. 3. Work to mend the relationship between the teachers, the admin, the board, and the union. Kids can feel the tension and it needs to be	
2 - Somewhat Dissatisfied	Rigorous academics, teacher engagement, and stellar communication	Highly involved teachers, dedicated to student learning, transparency, and thoughtful consistent communication. A program any parent would highly recommend.		Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Accountability	Leadership	Find quality leadership.	Chewelah School District staff member
2 - Somewhat Dissatisfied	More enrollment Better teachers Smarter school board that doesn't pander	Quality teachers Strong athletics and arts Preparing kids for future careers	1. Attracting and retaining the best quality teachers 2. Ensuring the district's financial health and solvency 3. Quality education programs that prepare students for post-high school life. This includes preparing students for four-year colleges as well as trade schools, the military, two-year colleges, etc.	Community member without students in the district
2 - Somewhat Dissatisfied	Welcoming, Student Centered, Inspiring	Students empowered to be lifelong learners and supported in choosing their life path to college and/or career.	middle school separate from high school renovate high school improve college preparation for students	Community member without students in the district
2 - Somewhat Dissatisfied				Chewelah School District staff member
2 - Somewhat Dissatisfied	Kids in class 5 days a week!	Collage in the classroom and vo-tec	Forward-thinking and something for all of our kids not just kids going to college	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Accountable. Accommodating. Flexible	Making a flexible curriculum to adapt to students living in rural America	Various methods for instruction, student learning. Not just zoom	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	open the schools	open the schools	open. the. schools.	Parent with student(s) enrolled in the district

			Recruit and hire a Superintendent who is highly qualified, is an excellent leader, possesses people skills, has a high degree of social awareness, is an effective communicator, And is comfortable interacting in the community.	
			Investing in the schools the community gave you, hiring leadership with a backbone to enforce written rules and disallow bullshit of an my sort, Budgeting more money to maintain your infrastructure, hiring a Superintendent who can pass a levy, hiringthe most qualified coaches and pay them and stop handing these jobs to teachers for extra pay.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Hopeful, praying, doubtful	Leadership, standards, highly qualified		
		We value diversity, empathy, and perseverance. We honor the entire learning process from mistakes to academic mastery. We teach our students to advocate for themselves and others. We nurture kindness, creativity, and wonder.	Anti bias training for all teachers, admin and staff. Creation of a paid, senior equity, diversity and inclusion position. Update school mission and values to reflect equity diversity and inclusion values.	Community member without students in the district
2 - Somewhat Dissatisfied	Equity, Diversity and Inclusion			
	I would like to see the District working together. I feel like a see a real disconnect with teachers and their administration. And I see a real disconnect with the school district and the community.	Everyone working together to make the district great as a whole. To see teachers respect the administration and the administration to lead their teachers and co workers.	I would like to see real leaders in the administration at the buildings not just principals, I would like to see more teachers that care about helping (and actually teaching) kids in the JR/Sr high school not just passing them and of course I would like to see the kids all back at school full time	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied				
		Diverse experience, expanding worldview, basic skills for success.	Emphasis on student involvement, incorporating tools for teachers to better use the most contemporary science on education, better support for teachers in light of the extreme changes within our education system due to COVID.	Community member without students in the district
2 - Somewhat Dissatisfied	Progressing. United. Inclusive.			
		Successful learners	Sell buildings not in use Pass new school bond Improve communication	Community member without students in the district
2 - Somewhat Dissatisfied	Unified, innovative			
			Actual one on one and/or verbal communication with parents and kids by teachers. Not this text and email crap that is generic and goes to everyone.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	cohesive better communication	bring kids together		
		Improve overall environment and experience.	More qualified staff, more class options, and better budgeting.	Student enrolled in the district
2 - Somewhat Dissatisfied	Well managed and respected			

2 - Somewhat Dissatisfied	Superb Proactive	Involved Invested Interactive	Teaching student key organization skills that will make them successful with their studies starting in 5th grade. Hold the students to deadlines and their responsibilities. Teach all students, not just the self learners. Removal of stagnant teachers - you know who they are. Everyone does.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Updated facilities	New superintendent Commitment to improving facilities	Improved health - A PE class and teacher that actually makes the kids exercise and a lunch menu that is lower in sodium and sugar. Coaching - huge problem that good coaches don't stay. There's a reason for that - parents are unreasonable and kids don't get punished for disrespecting adults. No coach is gonna stay in a toxic environment for long.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Striving for excellence, not mediocrity.	Better science teachers/program.	1 Teach the kids that they can achieve anything they can believe. Just because you are from Stevens county doesn't mean you can't be anything you want to be. 2 Show kids that the administration cares enough to put their needs first.- not having an AD tell her students to work on their own during class because she "is doing her more important job" not ignoring a coaching opening during a school board meeting when sports are finally ready to open 3 Be willing to fight for the students. Be willing to think outside the box. like doing Calculus and pre-calc finals in the parking lot last spring instead of looking for all the reasons why we can't help the students because some distant bureaucrat is trying to exercise power.	Parent with student(s) enrolled in the district

2 - Somewhat Dissatisfied	Engaged with and committed to students; both in academics and extra-curricular activities. Providing a solid foundation for successful futures. Better safety features at the schools (especially JSHS).	1) Academic excellence; 2) Educator participation beyond the classroom (attending awards assemblies, occasionally attending sporting events, etc.); 3) Respectful and proud students and staff; 4) Providing students with memorable experiences (Homecoming celebrations, school assemblies, pep rallies, dances, etc.); 5) Caring, but not a lax environment; 6) Elective classes taught by knowledgeable educators (woodshop, metals, art, etc.); 6) Encouragement in programs such as Running Start (not excluding those students who are participating from continuing to be treated as JSHS students); 7) Listening to advice given from those selected to participate on hiring committees when new staff are being interviewed; 8) Engaging with the community for school functions, such as homecoming and sporting events; 9) Coaching staff that supports athletes and strive to be the best in the league and beyond (also assisting those that wish to pursue sports in their secondary education); 10) Getting back to full-time in-person learning; 11) Ban cell phones in the classroom unless they are required to	1) Get students back to full-time in-person learning; 2) Higher expectation of staff to want to be the best they can be so our students can be the best they can be in every aspect of school (possibly implement some type of incentive program - for both staff and students); 3) Engage with the students, both in and out of the classroom, but make sure rules and respect apply.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Transparency, clear communication for all in the district.	Critical thinking and trades being brought back to the school.	Administration through the district. Communication, and input from all involved before decisions rendered that have large impacts as a whole to the community.	Parent with student(s) enrolled in the district

2 - Somewhat Dissatisfied	Transparent communication, wide collaboration, continuous learning throughout	Academically challenged students, variety of academic options for students, involved and invested teachers, leading administration, proud to recommend, adequate and beyond prep for post secondary, seamless communication and collaboration across the board from custodial, to support, to teachers, to administration, and finally but most important students and parents.	Implement plan for improvement for teachers not meeting expectations and follow through, whether it is supporting their need for improvement or do not renew contracts, followed by rigorous search for highly effective teachers. Establish importance for transparent communication again from the lower level of staff all the way to the top and making sure to include the students/parents and the community at large. Create positive atmosphere for learning and growing. Create environment where the students want to come to school, want to learn and come home raving about their wonderful day! Example: My son just shared yesterday, "I love the way my teacher teaches how to solve word problems, she makes it so easy to understand, I am feeling really good with my math right now!" We need more	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Communication- Connection- Transparency In other words, I feel you are lacking in all these areas, and I'd like to see it be part of your mission statement with a buy in by ALL parties.	Elementary, I have stated this before and I'll say it again. Drive by the elementary and notice the cars in the parking lot. Teachers stay, they work hard, they care, they communicate. That has not been the case since my kids left and entered the next phase of their educational journey. You have a handful of wonderful people at your middle/high school. They care they go out of their way to help. They are the reasons my daughter is still enrolled. Look for ways to increase education, stop listening to the crazy sport parents it hasn't worked and it never will. Educating kids should be your top priority. Just look at how many kids leave to running start. Those are your great kids who have support at home and you do nothing to support, involve or keep them in your brick and mortar.	The 3 words mentioned above. As well as what I feel is of importance. Teach the kids where they are, when they fail, you fail. Go back to why you all are there. Shouldn't it be to help kids grow, be successful, feel safe, and be willing to take a chance. I have a daughter who I don't worry about, but I do worry about those you fail to reach. Those who need your guidance more than I think you know. Be the reason a kid wants to go to school, then you'll see everything else flourish.	Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Organized, prepared to help students that are falling behind, better communication, prepared for increased mental health issues that we are seeing with shutdowns.	Need way more help for kids who struggle and fall behind	Programs for extra help, increased mental health training, do not prolong distance learning a day longer than necessary. Many other districts in our health system are doing in-person successfully. Top goal needs to be doing that in our district ASAP!	Parent with student(s) enrolled in the district

			1) Hire more staff to keep buildings and grounds in better shape.	
			2) Re-evaluate courses within the school.	
			3) Establish and outside overview committee to deal with public emergencies. Other then the board.	Community member without students in the district
2 - Somewhat Dissatisfied	Broken, understaffed.	Academics, scholarships, vision.		Parent with student(s) enrolled in the district
2 - Somewhat Dissatisfied	Open back up	Full time	Give teachers what they need. Kids come first	
			Hire the best personnel	
			Emphasize strong curriculum	
2 - Somewhat Dissatisfied	Less sports emphasis	Stronger academic and CTE emphasis	Implement intrinsic/extrinsic recognition for academic/career accomplishments	Community member without students in the district
			Top good leadership	
			Get students back in school!	
			TRUE Teacher collaboration - willingness to make changes	
1 - Extremely Dissatisfied	equity for all staff	Near perfect attendance, NEED extra curricular activities, staff willing to contact parents to assist. Admin willing to drive to absent students' homes and make connections.		Chewelah School District staff member
			New, up to date, books, learning tools, etc.	
			Better teachers. More after-school activities that are for the mind, not the body (debate teams, Chess club, Essay contests, etc.).	Community member without students in the district
1 - Extremely Dissatisfied	Higher education	Raising the education standards for each grade.		
1 - Extremely Dissatisfied	In school education	STEM opportunities, sports, rigor	Abandon distance learning, embrace STEM, increase social activities and sports	Parent with student(s) enrolled in the district
			Focus on college-level classes.	
1 - Extremely Dissatisfied	Focus on basics	Graduates who academically excel.	Defund classes like drama and spend the money on more shop-like classes.	Community member without students in the district
1 - Extremely Dissatisfied	A new Super.	A New Super.	A new superintendent. A new transportation director. and a better budget plan.	Parent with student(s) enrolled in the district
1 - Extremely Dissatisfied	Open and safe	Open	Safety	Parent with student(s) enrolled in the district
			Care about all kids	
1 - Extremely Dissatisfied	Equality, Love, Community	Work with families, respect families, care about ALL kids, don't turn a blind eye, accountability	Partner with families	Parent with student(s) enrolled in the district
			Reach out to the community	
1 - Extremely Dissatisfied	Competency and leadership	Inconceivable	Force retirement	Parent with student(s) enrolled in the district
			1. Long time teachers retiring, bringing in new and younger qualified teachers	
			2. Accountability and reviews for current staff, not done by in-district admins	
			3. More staff in the counseling department of the high school	
1 - Extremely Dissatisfied	Competent instructional staff	Students who are driven and want to be at school, because it is interesting and fun When students struggle, they aren't transferred out to the alternative school so quickly *Current enrollment at the alternative school says a lot about the high school		Parent with student(s) enrolled in the district

			Hands on learning High test scores More assistance in classes	
1 - Extremely Dissatisfied	More hands on learning	Better test scores		Student enrolled in the district
1 - Extremely Dissatisfied	Crap horrible failure are three words that come to mind what I want to see is successful helpful caring.	New graduation requirements.	Not to set your kids up for failure.	Parent with student(s) enrolled in the district
1 - Extremely Dissatisfied	The schools back open full time and sports back. Children first!	Kids excited to go! And passing their classes!	Open school back up to least 4 days a week.	Parent with student(s) enrolled in the district
1 - Extremely Dissatisfied	Sports and in person learning	Getting rid of teachers that are just there for a pay check and not there for the student. Kids know who these teachers are!	Students. Sports	Student enrolled in the district
1 - Extremely Dissatisfied	Teacher, student interaction	My imagined district would be committed to student learning. As opposed to students teaching themselves, currently.	Improve online interaction with students. Provide verbal instructions. Provide scheduled one on one time weekly with home room teacher.	Parent with student(s) enrolled in the district

Chewelah Board of Directors

2021-22 Goals

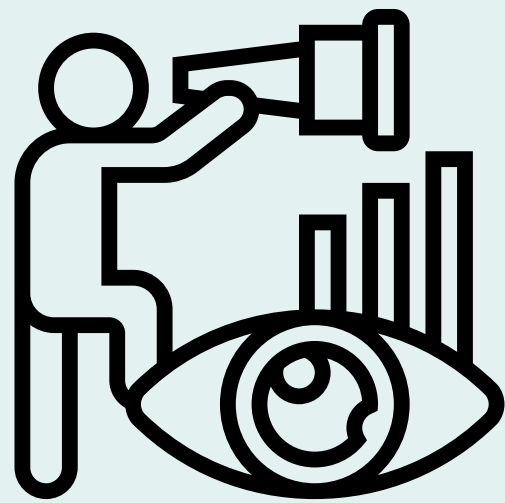


CHEWELAH
SCHOOL DISTRICT 36

"Each of the key areas represent a skill school boards must possess to be a highly functioning board and school system." -nsba

VISION

The Board of Directors will make decisions from a District wide vision statement created by the Chewelah Community



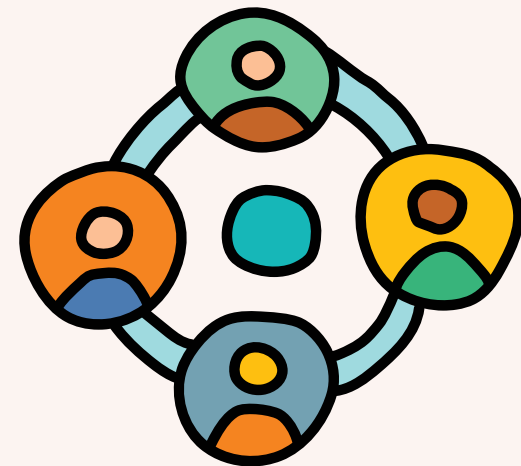
ACCOUNTABILITY

Frequently communicate with parents & Chewelah community regarding initiatives to improve student academic performance. Produce and publish annual reports on student success.



COMMUNITY LEADERSHIP

Board of Directors will engage in two-way communication with the Chewelah community



GOVERNANCE & TEAM LEADERSHIP

Board members will participate in 4-5 professional development opportunities in 2021-22 year. The Board will evaluate Superintendent three times during the 2021-22 year



POLICY

Continually and consistently review board policies and follow protocols that ensure board policies are systematically reviewed to ensure quality implementation



CHEWELAH SCHOOL DISTRICT VISION

"The Chewelah School District envisions our youth elevating the lives and institutions in their communities for the sustainable growth and prosperity of their families and future generations."



VISION STATEMENT DRAFT ADOPTED SEPTEMBER 2021