



**Board of Directors' Work Session
May 4, 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. Board self-evaluation process
 - Community survey questions draft (goldenrod)
6. Review superintendent evaluation criteria (pink)
7. First reading Policy 4411/4310 Relations with the Law Enforcement, Child Protective Agencies, and the County Health Department/District Relationships with Law Enforcement and other Government Agencies (gray)
8. First reading new Policy 3226 Interviews and Interrogations of Students on School Premises (tan)
9. First reading new Policy 2107 Comprehensive Early Literacy Plan (blue)
10. First reading new Policy 5515 Workforce Secondary Traumatic Stress (yellow)
11. First reading Policy 3123 Withdrawal Prior to Graduation (green)
12. First reading Policy 6110 Superintendent-Board Relations (cherry)
13. Future meetings
 - May 8 or 9, CMSi curriculum audit interviews with individual board members
 - May 9, Special Meeting, PLC leadership board training, 4:00 PM
14. 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.

**BOARD OF DIRECTORS
COMMUNITY SURVEY QUESTIONS
SPRING 2023**

DRAFT

1. I am aware Chewelah School District Board of Directors has set goals for student achievement as a priority.
☐ YES ☐ Somewhat aware ☐ Not at all aware

2. I am aware Chewelah School District Board of Directors has recently adopted policies in the following areas and I understand how those policies impact students. Please check those that apply:

<input type="checkbox"/> Professional Learning for staff	<input type="checkbox"/> Long-Range Facility Planning
<input type="checkbox"/> Student Assessment	<input type="checkbox"/> Student Safety
<input type="checkbox"/> High School Graduation Requirements	<input type="checkbox"/> District Strategic Planning

3. The Board has set goals of improved two-way communications. Please check the areas in which you receive information from the District.

<input type="checkbox"/> My child/youth	<input type="checkbox"/> School newsletter	<input type="checkbox"/> Facebook
<input type="checkbox"/> Website	<input type="checkbox"/> District newsletter	<input type="checkbox"/> The Independent
<input type="checkbox"/> KCWH Radio	<input type="checkbox"/> Word of mouth/other parents	
<input type="checkbox"/> Classroom newsletter/teacher		
<input type="checkbox"/> Other (please explain) _____		

Comments regarding communications: _____

SURVEY

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?

What is your affiliation with the Chewelah School District?

**SUPERINTENDENT PERFORMANCE EVALUATION
2022-2023 SCHOOL YEAR**

Superintendent: Jason Perrins

Director: Board

Date: June, 2023

Standard 1 – Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1 – Advancing a district-wide shared vision for learning. The Superintendent...

Themes	Performance Rating
A. Builds commitment to the vision and mission.	
B. Develops strategies to implement the vision.	
C. Holds board and staff mutually accountable for striving toward the vision.	
D. Aligns district procedures and practices with the vision.	
E. Uses the vision as an indicator of progress.	

Comments:

The District is at the beginning of the visioning process (implementation).

Standard 2 – Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 1 – Putting student learning at the center. The Superintendent...

Themes	Performance Rating
A. Advocates for student learning as the district's highest priority.	
B. Promotes the systematic improvement of curriculum, instruction, and assessment.	
C. Assures that district policies, practices, and resources support student learning.	
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	
E. Gives a high priority to reducing achievement gaps.	

Comments:

This is Superintendent Perrin's highest priority.	
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Standard 2 – Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 2 – Evaluation and professional development. The Superintendent...

Themes	Performance Rating
A. Focuses evaluation and professional development on the improvement of student learning.	
B. Implements effective procedures for staff evaluation.	
C. Develops systematic strategies for using professional development to improve student learning.	
D. Personally models effective professional development.	
E. Builds leadership capacity to improve student learning.	

Comments:

Item B. Not certain how process has been implemented at this time.

Standard 3 – Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Strand 1 – Effectively and efficiently manages district operations. The Superintendent...

Themes	Performance Rating
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.	
C. Strategically manages human resources to support instructional improvement and other district goals.	
D. Effectively manages key elements of district operations.	
E. Develops system for assuring that employee performance meets district expectations.	

Comments:

Standard 3 – Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Strand 2 – Creates a safe and humane organizational environment. The Superintendent...

Themes	Performance Rating
A. Develops and implements procedures and practices that ensure the safety and well-being of students.	
B. Develops and implements procedures and practices that ensure the safety and well-being of employees.	
C. Develops and implements procedures and practices that ensure an orderly learning environment.	
D. Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.	

Comments:

Jason is seeking administrator feedback re: what is bring one in practice. An anonymous survey will be administered to administrators.

Standard 4 – Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand 1 – Collaborating with families and community members. The Superintendent...

Themes	Performance Rating
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	
B. Develops strategies to involve families and community members in the educational process.	
C. Develops strategies for constructive resolution of conflicts with families and community members.	
D. Mobilizes community resources to support district goals.	
E. Assists board in planning, conducting, and building support for levy and bond campaigns.	

Comments:

Standard 4 – Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand 2 – Collaborating with and responding to diverse communities. The Superintendent...

Themes	Performance Rating
A. Recognizes and responds to the diversity within the district.	
B. Capitalizes on the diversity of students and community to improve learning.	
C. Increases district capacity to positively address cultural tensions or conflicts.	
D. Works to reduce achievement gaps.	
E. Identifies and eliminates district policies and practices that have discriminatory effects.	

Comments:

Standard 5 – Ethical Leadership: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

Strand 1 – Acting with integrity, fairness, and courage in upholding high ethical standards. The Superintendent...

Themes	Meets Standard	Below Standard
A. Models high standards of professional and ethical behavior as set out in the Washington Administrative Code, AASA Code of Ethics, and board policy on ethics.		
B. Interacts respectfully with others.		
C. Articulates high expectations for ethical and professional behavior of district employees.		
D. Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.		

Comments:

Standard 6 – Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 1 – Understanding and influencing the district’s environment. The Superintendent...

Themes	Performance Rating
A. Gains understanding of the community by interacting with local community members and engaging in community activities.	
B. Engages with local, state and federal officials in order to protect and promote the interests of children in the district.	
C. Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.	

Comments:

School Resource Officer is an example of community collaboration.

Standard 6 – Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 2 – Works effectively with the school district’s Board of Directors. The Superintendent...

Themes	Performance Rating
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.	
B. Honors board policy.	
C. Provides the board with timely information.	
D. Treats all board members fairly, respectfully, and responsibly.	
E. Provides necessary support for effective board decision-making.	

Comments:

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Signatures:

Board Chair

Date

Superintendent

DISTRICT RELATIONSHIPS WITH THE LAW ENFORCEMENT, CHILD PROTECTIVE AGENCIES AND THE COUNTY HEALTH DEPARTMENT AND OTHER GOVERNMENT AGENCIES

The primary responsibility for maintaining proper order and conduct in the schools ~~is that of~~ resides with district staff. Staff ~~shall~~ will be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.

However, there are times when district staff will call upon law enforcement, child protective agencies, and the county health department. ~~Where~~ When there is substantial threat to the health and safety of students or others such as in the case of bomb threats, mass demonstrations with threats of violence, individual ~~or~~ threats of substantial bodily harm, trafficking in prohibited drugs or the scheduling of events where large crowds may be difficult to handle, the law enforcement agency ~~shall~~ will be called upon for assistance. Information regarding major violations of the law ~~shall~~ will be communicated to the appropriate law enforcement agency.

The district ~~shall~~ will strive to develop and maintain cooperative working relationships with ~~the~~ law enforcement agencies, child protective authorities, and health department officials. The superintendent ~~shall~~ will meet confer with law enforcement, child protective authorities and health department officials representatives of these agencies to establish agreed upon procedures for cooperation between law enforcement, child protective, health and school authorities. Such procedures should address the handling/reporting of child abuse and neglect allegations/investigations; communicable disease allegations/investigations; criminal allegations/investigations, including the handling of bomb threats/other threat assessment, and arrests by law enforcement officers on school premises; the availability of law enforcement personnel for crowd control purposes; the shared responsibility for investigating possible criminal activity by students in and around schools, reporting of communicable disease cases and investigations, and other matters that affect school and law enforcement cooperation and other matters where the work and duties of the district overlap with these agencies. Such procedures include 3432P Emergencies and 3226P Interviews and Interrogations of Students on School Premises. The district ~~shall~~ will revise the procedures as necessary and make them ~~be made~~ available to affected staff members and periodically revised.

If the district engages with a school resource officer (SRO), the district will clarify its relationship with the SRO, including the SRO's purpose, role, supervisory structure, and limitations on access to student information in a written memorandum of understanding (MOU).

In contrast to the working relationships noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its borders is not diminished by the children or parents' immigration status. Further, the district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools.

Therefore, staff shall not grant information or access to immigration agents unless/until the district Superintendent and/or General Counsel determine the request complies with *Plyler v. Doe* and other applicable laws according to the criteria in 3226P Interviews and Interrogations of Students on School Premises.

Child Protective Services or agencies and law enforcement are defined as stated in RCW 26.44.020. County health department means a local entity defined in RCW 70.05.010. "Immigration agent" shall mean an agent of U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors.

<u>Cross References:</u>	<u>Policy 3432</u>	<u>Emergencies</u>
	<u>Policy 3414</u>	<u>Infectious Diseases</u>
	<u>Policy 3231</u>	<u>Student Records</u>
	<u>Policy 3226</u>	<u>Interviews and Interrogations of Students on School Premises</u>

<u>Legal References:</u>	<u>RCW 28A.635.020</u>	<u>Willfully disobeying school administrative personnel or refusing to leave public property, violations, when--Penalty</u>
	<u>RCW 26.44.050</u>	<u>Abuse or neglect of child – Duty of law enforcement agency or department of social and health services - Taking child into custody without court order, when</u>
	<u>RCW 26.44.110</u>	<u>Information about rights – Custody without court order - Written statement required – Contents</u>
	<u>RCW 26.44.115</u>	<u>Child taken into custody under court order – Information to parents Notice required</u>
	<u>RCW 26.44.030</u>	<u>Interviews of children</u>
	<u>20 U.S.C. § 1232g</u>	<u>Family Education Rights and Privacy Act</u>

Management

<u>Resources:</u>	<u>2018 – December Policy Issue</u>
	<u>2013 – July Issue</u>
	<u>2013 – April Issue</u>
	<u>Policy News, April 2001, Compliance Office Provides FERPA Update</u>
	<u>Policy News, February 1998, FERPA limits student records access</u>

Adoption Date: 09.16.98
Chewelah School District #36

Revised Date:

Classification: Priority Encouraged

INTERVIEWS AND INTERROGATIONS OF STUDENTS ON SCHOOL PREMISES

Although the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF,) and the county health department, to minimize interruption of the instructional program, the district discourages interviews and interrogations of students on school premises. As a general rule, interviews and interrogations by any agency, including law enforcement, DSHS, and the county health department(s) should take place at the agency or the student's home, rather than school premises.

However, there are limited circumstances when an interview of students at school is warranted, for example school-initiated investigations, child abuse investigations, and /or serious crime investigations. When an onsite interview or interrogation is warranted by the circumstances, the district will utilize the procedures and protocols associated with this policy, which were developed in cooperation with these agencies and ensure that students and parent(s)/guardian(s) are afforded all rights under law. The interviews of students as witnesses, victims, and suspects are treated differently.

In contrast to the limited circumstances noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its borders is not diminished by the children or parents' immigration status. The district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district Superintendent and/or General Counsel determine the request complies with *Plyler v. Doe* and other applicable laws according to the criteria in the associated procedure.

Cross References:	Policy 4310	District Relationships with Law Enforcement and other Government Agencies
	Policy 3414	Infectious Diseases
	Policy 3231	Student Records
	Policy 3432	Emergencies
	Policy 3124	Removal – Release of Student During School Hours

Legal References:	RCW 28A.635.020	Willfully disobeying school administrative personnel or refusing to leave public property
	RCW 26.44.115	Child taken into custody under court order – Information to parents
	RCW 26.44.110	Information about rights – Custody without court order – Written statement required – Contents

RCW 26.44.050

Abuse or neglect of child – Duty of law enforcement agency or department of social and health services – Taking child into custody without court order, when.

RCW 26.44.030

Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interviews of children – Records – Risk assessment process.

Management

Resources:

2018 – December 2018 Policy Issue

2013 – July Issue

Policy News, April 2001, Compliance Office Provides FERPA Update

Policy News, February 1998, FERPA limits student records access

Adoption Date:

Chewelah School District #36

Revised:

Classification: Encouraged

COMPREHENSIVE EARLY LITERACY PLAN

The District recognizes that early literacy is fundamental to students' development of listening, speaking, reading, writing and critical thinking skills. The District will develop and implement reading and early literacy services to kindergarten through fourth grade students based on student need for additional support so that every student has the opportunity to build a strong foundation for academic success.

General requirements

The plan will include:

1. Use of annual screening assessments and other tools (e.g., Washington kindergarten inventory of developing skills, Washington state early learning and development guidelines for birth through third grade, the second-grade reading assessment under RCW 28A.300.310, local assessments) to identify at-risk readers; and
2. Research-based family involvement and engagement strategies, including those that help families and guardians learn to assist student reading and early literacy skills at home.

In order to keep parents informed and engaged in their student's reading progress, the District will require that report cards for students in kindergarten through fourth grade report the student's progress toward reading skill acquisition and whether the student is reading at grade level.

If the student is not reading at grade level, the teacher and other appropriate school personnel will: 1) Advise the parent or guardian as to which interventions and/or strategies the District will use to help improve the student's reading skills; and 2) Provide strategies for parents or guardians to use at home to assist their student in improving their reading skills.

Requirement specific to third grade students

Prior to the return of the results of the statewide student assessment in English language arts, teachers and parents of students in third grade who are reading below grade-level or who, based on formative or diagnostic assessment and other indicators are likely to score in the below basic level (level one in a four-level scoring system on the statewide student assessment) on the third-grade statewide student assessment in English language arts will meet to discuss the student's progress. Teachers may use a regularly scheduled parent-teacher conference to satisfy this meeting requirement.

At the meeting, the teacher will inform the parents/guardians of:

- The requirements of this policy;
- The intensive reading improvement strategies that will be available to their student before fourth grade; and
- The school district's grade placement policy for the following year.

If a third-grade student scores below grade level on the third-grade statewide student assessment in English language arts and no meeting took place prior to the return of the results as indicated above, the principal or designee will notify the student's parents/guardians of:

- The fact that their student scored below basic;
- The requirements of this policy with regard to such a score;
- The intensive improvement strategy options available;
- The school district's grade placement policy;
- Contact information for a school district employee who can respond to questions and provide additional information; and
- A reasonable deadline for obtaining the parent's consent regarding the student's improvement strategies that will be implemented and the student's grade placement.

The District must obtain parent/guardian consent regarding appropriate grade placement and the intensive improvement strategy to be implemented. For students to be placed in fourth grade, the strategies discussed must include one provided, supported or contracted by the school district that includes a summer program or other options developed to meet the needs of students to prepare for fourth grade. The strategy must be implemented in consultation with the parents/guardians.

If the District does not receive a response from a parent/guardian by the deadline or within a reasonable time thereafter, the principal or designee will make a decision on the student's grade placement for the following year and the intensive improvement strategies that will be implemented during the following school year. If the principal and parent cannot agree on the appropriate grade placement and improvement strategies from the list of available options, the District will honor the parent's request.

If a student does not have a score in English language arts on the third-grade statewide assessment but the District determines or is able to anticipate (using district or classroom-based formative or diagnostic assessments or another standardized assessment), that that student is below basic, the District will follow the same process for third grade students listed in this policy.

Students in the transitional bilingual instruction program are exempt from this process, unless the student has participated in the program for three school years and receives a score of below basic on the third grade statewide student assessment in English language arts. Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts are exempt from this process.

Intensive reading and literacy improvement strategies

The District will choose and implement intensive reading and literacy improvement strategies from a state menu of best practices established by the Office of the Superintendent of Public Instruction (OSPI).

The District may use a practice or strategy not present on the state menu of best practices for two years initially. If the District is able to demonstrate that it has achieved improved outcomes for

students over the previous two school years at a level commensurate with best practices on the state menu, OSPI must approve use of the strategy for one additional school year. Subsequent approval is dependent on continuing improvement.

Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts will be provided reading and literacy improvement strategies as provided in the IEP.

In any school where more than forty percent of tested students received a score of basic (level two on a four-level scoring system) or below basic on the third-grade statewide student assessment in English language arts in the previous school year, the school district will implement an intensive reading and literacy improvement strategy from the state menu or an alternative strategy as referenced above for all students in grades kindergarten through four at the school.

Reporting requirement

The District will require each school to report the number of students in kindergarten through fourth grade who are reading below grade level and the interventions being provided to those students to improve their reading. The information will be disaggregated by subgroups of students. The District will aggregate the information and provide reports to the office of the superintendent of public instruction for delivery to the education committees of the legislature and the educational opportunity gap oversight and accountability committee.

<u>Cross References:</u>	<u>Policy 2421</u>	<u>Promotion - Retention</u>
<u>Legal References:</u>	<u>RCW 28A.320.202</u>	<u>Comprehensive system of instruction and services in reading and early literacy</u>
	<u>RCW 28A.320.203</u>	<u>Reading skills – report cards</u>
	<u>RCW 28A.655.230</u>	<u>Reading skills – Meeting for grade placement and strategies for student improvement – Exemptions.</u>
	<u>RCW 28A.655.235</u>	<u>Reading skills – Intensive reading and literacy improvement strategy – Calculation of tested students at or below basic on third grade student assessment – State menu of best practices.</u>
<u>Management Resources:</u>	<u>2015 – October Policy Issue</u>	
	<u>OSPI’s Comprehensive Literacy Plan</u>	

Adoption Date:
Chewelah School District #36

Revised:

Classification: Encouraged

WORKFORCE SECONDARY TRAUMATIC STRESS

Purpose

The Chewelah School District School Board is committed to preventing and addressing secondary traumatic stress for District personnel by supporting mental health in the workplace. Everyday school staff work with students experiencing trauma and loss. As a result, teachers, school counselors, administrators, and other school staff many experience secondary traumatic stress. When secondary traumatic stress is left unaddressed, it may lead to staff turnover, burnout, adult chronic absenteeism, and health issues that negatively impact everyone in the school community.

Secondary Traumatic Stress

The Board acknowledges that secondary traumatic stress, also called compassion fatigue, is a natural but disruptive set of symptoms that may result when one person learns firsthand of the traumatic experiences of another. Symptoms of secondary traumatic stress may include feelings of isolation, anxiety, dissociation, physical ailments, and sleep disturbances. In addition, those affected by secondary traumatic stress may experience: Changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence.

Policy Statement

The District will promote a positive workplace climate that includes a focus on diversity and inclusion.

The Board hereby establishes a district-wide workforce mental health committee with the following functions:

- Share secondary traumatic stress, stress management, and other mental health resources and supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
- Share links to a secondary traumatic stress self-assessment tool and any associated resources;
- Report to the Board at least once per year with a summary of committee activities.

The District will regularly assess district-level and school building-level implementation of this policy and procedure. The assessment will include input from the District's workforce. The District will provide appropriate resources and training to schools and staff for continuous improvement.

Cross References: Policy 3112 Social Emotional Climate

Legal References:	RCW 28A.400.009	Secondary traumatic stress – Policy and procedure
	RCW 28A.300	

RCW 28A.400

Adoption Date:
Chewelah School District #36
Revised Date:
Classification: Essential

WITHDRAWAL PRIOR TO GRADUATION

Students age 16 or older identified by themselves or staff as potential dropouts ~~shall~~ will become a focus of attention in the following manner:

- A. Each student and his/her counselor ~~shall~~ will meet for the purpose of discussing the reason for desiring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.
- B. The counselor and the student's teachers ~~shall~~ will meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.
- C. The student, parent or guardian, counselor, and principal ~~shall~~ will review all pertinent information and the options that are available to the student and his/her parents or guardians with parent or guardian, counselor, and principal.

Reasonable efforts ~~shall~~ will be made to persuade the student to remain in school and complete requirements for a diploma. If unsuccessful ~~at that~~, staff ~~shall~~ will attempt to find placement in an appropriate alternative educational setting. Failing that, the principal ~~shall~~ will determine if there is sufficient ground to excuse the student from continued compulsory attendance. If there is, the principal ~~shall~~ will recommend to the superintendent that the student be excused from further school attendance.

No student under the age of 18 will be permitted to withdraw unless he or she is lawfully and regularly employed and either a parent or guardian agrees that the student should not be required to attend school, or the student has been emancipated in accordance with Chapter 13.64 RCW. No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

The ~~board directs the superintendent to submit~~ will provide an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

Cross References: Board Policy 2090
Board Policy 2108

Board Policy 2121
Board Policy 2140

~~Board Policy 3121~~
Board Policy 2163

Program Evaluation

~~Remediation Program~~ Learning Assistance Program

Substance Abuse Program

Guidance and Counseling no current
CSD Policy, WSSDA encouraged

~~Compulsory Attendance~~

Response to Intervention

Legal References: RCW 28A.225.010

Attendance mandatory — Age —
Persons having custody shall cause
child to attend public school —
~~When excused~~ Exceptions

| RCW-28A.225.020

School's duties upon juvenile's child's
failure to attend school

Adoption Date: 05.20.09
Chewelah School District #36

Revised:

| **Classification: PriorityEncouraged**

ADMINISTRATION

Superintendent-Board Relations

The board shall exercise those powers that are expressly required by law, those implied by law and those essential to the purposes and goals of the district. To this end, the board shall delegate to the superintendent such powers as may be required to manage the district in a manner consistent with board policy and state and federal law.

The superintendent shall supervise all phases of district operations. The superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed upon the superintendent by this authority or by vote of the board. The delegation of power or duty shall not relieve the superintendent of responsibility for the action taken under such delegation.

Legal References:	RCW 28A.320.010	Corporate powers
	28A.400.010	Employment of superintendent-- Superintendent's qualifications, general powers, term, contract renewal
	28A.400.030	Superintendent's duties
	28A.330.100	Additional powers of board