

Chewelah School District #36
We teach to ready our younger generations
Board of Director's Regular Work Session Meeting
June 2, 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. Consent agenda
 - A. Personnel
 1. Approval to hire Sarah Gregory as summer school special education teacher
 2. Approve resignation of Paige Campbell as junior high volleyball head coach, junior high girls basketball head coach, and high school girls basketball assistant coach.
 3. Approval to post for junior high volleyball head coach
 4. Approval to post for junior high girls basketball head coach
 5. Approval to post for high school girls basketball assistant coach
 6. Approve conditional certificate for Brittany Cooper, summer school teacher
 7. Approve resignation of Sophia Larson as an elementary teacher
 8. Approval to post for an elementary teacher
 9. Approval to hire Brett Turner as summer groundskeeper laborer
 10. Approve transfer of Brianne Chartrey from paraeducator to Gess library media assistant.
 11. Approval to post for a paraeducator
 - B. Agreements/Contracts
 1. Approve Solution Tree purchase agreement to provide professional development for a three-year total of \$146,608.00 (pink)
 2. Approve Curriculum Management Solutions, Inc. (CMSi) curriculum audit for \$30,600.00 (yellow)
 - C. Donation
 1. Approve donation of hand sanitizer valued at \$4,704.00 from Empire Managed Solutions (lavender)
6. Approve Resolution 2021/2022-05 Sale of Surplus Real Property (green)
7. Rebranding District Logo Discussion
8. Board Goals 2022-23
 - Board Self-Assessment 2022 (blue)
9. First reading Policy 6001 Domicile Policy for Administrators
10. Executive Session
 - Review the performance of a public employee in accordance with RCW 42.30.110(1)(g)
11. Adjourn

Access the meeting virtually via Zoom at <https://us02web.zoom.us/j/83691645714>.

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.

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

Telephone: (509) 685-6800 ext. 1001, FAX (509) 935-8605, E-mail: jperrins@chewelahk12.us



Solution Tree Purchase Agreement

Effective May 9, 2022, Solution Tree Inc. ("Solution Tree"), located at 555 N. Morton St., Bloomington, IN 47404, and Chewelah School District #36 ("Customer"), located at 210 N. Park Ave., Chewelah, WA, 99109, agree as follows:

- Summary:** Solution Tree, in collaboration with the Washington Association of School Administrators ("WASA"), will provide professional development services to cohorts of districts as part of a three-year PLC at Work® Project. Customer will join such a cohort and purchase the following Solution Tree products and services:

Year 1 (2022-2023) Products and Services	Total
Professional Development Services	\$45,705.00
Resources, including shipping and handling and sales tax	\$700.00
5 Event Registrations	\$3,750.00
Year 1 Total	\$50,155.00

Year 2 (2023-2024) Products and Services	Total
Professional Development Services	\$42,453.00
Resources, including shipping and handling and sales tax	\$700.00
5 Event Registrations	\$3,750.00
Year 2 Total	\$46,903.00

Year 3 (2024-2025) Products and Services	Total
Professional Development Services	\$45,100.00
Resources, including shipping and handling and sales tax	\$700.00
5 Event Registrations	\$3,750.00
Year 3 Total	\$49,550.00

- Payment Terms:** Customer will provide Solution Tree with a purchase order made out to Solution Tree, 555 N. Morton St., Bloomington, IN 47404, for the full amount due under this Agreement. A non-refundable 20% deposit will be invoiced upon execution of this Agreement. All payments are due net 30 days from the actual date of invoice. All past due invoices are subject to a monthly finance charge as allowed by law. Solution Tree will invoice Customer based on the following schedule:

Year 1: Description	Payment	Expected Invoice Date
20% Deposit (non-refundable)	\$10,031.00	Upon execution of Agreement
Resources	\$560.00	Upon execution of Agreement
Event Registrations	\$3,000.00	Upon execution of Agreement
Professional Development Services	\$36,564.00	Incrementally after each date



Year 2: Description	Payment	Expected Invoice Date
20% Deposit (non-refundable)	\$9,380.60	One year after effective date
Resources	\$560.00	One year after effective date
Event Registrations	\$3,000.00	One year after effective date
Professional Development Services	\$33,962.40	Incrementally after each date

Year 3: Description	Payment	Expected Invoice Date
20% Deposit (non-refundable)	\$9,910.00	Two years after effective date
Resources	\$560.00	Two years after effective date
Event Registrations	\$3,000.00	Two years after effective date
Professional Development Services	\$36,080.00	Incrementally after each date

3. Professional Development Services

3.1. Description of Services: Solution Tree will provide speakers ("Associates") to perform the professional development services described in Exhibit A. Customer may request to add participants for \$2,000.00 per additional participant.

3.2. Digital Rights License Grant: If Solution Tree determines that a session needs to be recorded or pre-recorded to ensure availability, Solution Tree will record or pre-record the sessions (the "Recordings") and grant Customer a limited, nonexclusive, nontransferable license to access and view the Recordings via password-protected links for a period of time, after which Solution Tree will disable each link. Any such Recordings may be used only by Customer's educators and may not be duplicated or distributed.

3.3. Presentation Materials: Customer will reproduce any handouts and other print materials related to the services and will notify the Associate directly of any deadlines for reproduction.

3.4. Venue and Audio/Visual Equipment: Customer will provide a venue, audio/video equipment, and technical support as applicable for all sessions. If Customer's equipment fails during the services, Customer will still be liable for the full amount.

4. Resources: Each year of the PLC at Work Project, a portion of the fees will be allocated to the purchase of Solution Tree resources. Customer and Solution Tree will collaborate to select resources aligned with Customer's needs and progress in the PLC at Work Project. Solution Tree will ship resources after an invoice has been generated. Solution Tree will not ship any resources without a purchase order or full payment.

5. Event Registrations: Each year of the PLC at Work Project includes 5 registrations for a Solution Tree event. Customer may choose to attend in-person or virtually, if a virtual option is available. Solution Tree will process Event Registrations upon receipt of a purchase order or full payment. If Event Registrations become unavailable prior to Customer providing Solution Tree with a purchase order or full payment, then Solution Tree will have the right to terminate the provisions of this Agreement regarding Event Registrations. Any substitutions must be submitted in writing via email (Registration@SolutionTree.com) or fax (866.390.4161).

6. General Terms

- 6.1. Intellectual Property:** Customer acknowledges that all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement are pre-existing and that no materials will be developed specifically for Customer. All previously owned rights will be retained, and Customer may not reproduce any materials not designated reproducible without express written permission. All audio, video, and digital recording of the services by Customer is prohibited.
- 6.2. Force Majeure:** If an event beyond the parties' control makes performance impossible, illegal, or commercially impracticable (a "Force Majeure Event"), the parties will proceed as follows:
- If a Force Majeure Event prevents services from occurring onsite, the parties will arrange for the affected services to be delivered virtually on the scheduled dates.
 - If a Force Majeure Event prevents services from occurring as scheduled, the parties will use best efforts to reschedule or make substitutions for affected services or products.
 - If a Force Majeure Event prevents performance entirely, neither party will have any further liability to the other party for the prevented performance.
 - All obligations unaffected by a Force Majeure Event will remain in place.
- 6.3. Termination:** Solution Tree may terminate this Agreement if Customer does not provide a purchase order at least 30 days before the first scheduled date.
- Professional Development Services:** If Customer seeks to cancel any services within 90 days of the scheduled date for any reason but Force Majeure, Customer will reimburse Solution Tree for any reasonable business expenses incurred in anticipation of performance of this Agreement that exceed the amount of the deposit.
- 6.4. Contingency:** This Agreement is contingent upon the execution and validity of a similar Solution Tree Purchase Agreement between Solution Tree and at least 10 districts who will join the same cohort of the PLC at Work Project. If the cohort does not reach 10 districts, Solution Tree may terminate this Agreement.
- 6.5. Entire Agreement:** This Agreement, any purchase orders issued pursuant to this Agreement, any RFP in place between the parties, any other written agreement executed by the parties for the same services included in this Agreement, and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement will be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement will not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder will not constitute a waiver of any provision of this Agreement or of any subsequent default or breach of the same or a different kind.



This Agreement is acknowledged and accepted by Customer and Solution Tree:

DocuSigned by:
By: Jason S. Perrins 5/9/2022
F7C268BB769D445...
Jason S. Perrins
Superintendent
Cheweloh School District #36
Date

DocuSigned by:
By: Shannon Ritz 5/11/2022
AC5A6CA77B4C485...
Shannon Ritz
Vice President of Professional Development
Date

Exhibit A Description of Professional Development Services

SERVICE 1: District Leadership Workshops (9 days, virtual)

Dates and Associates:

Boardroom to Classroom & Data Portrait	August 9-10, 2022	Janel Keating
Boardroom to Classroom & Data Portrait	August 10, 2022	Meagan Rhoades
The Work of the Collaborative Team	September 22, 2022	Janel Keating
Question #1 Essential Standards	October 4, 2022	Paula Maeker
Question #2 Assessment	January 10, 2023	Kim Bailey
Question #3 RTI/MTSS	February 15, 2023	Mike Mattos
Intro to Unit Planning	March 3, 2023	Maria Nielsen
Intro to Reporting and Grading	April 3, 2023	Tim Brown
Building an Inclusive and Healthy Culture	May 23, 2023	Anthony Muhammad

Number of Participants: up to 12

Participants: Guiding Coalition (superintendent, board member, association leader, district office staff/cabinet members, principal representation from all levels, technology leader)

Start Time: 8:30am

End Time: 3:00pm

Workshop Location: virtual

Description of Service: The sessions will focus on deepening participants' understanding of the PLC at Work process, addressing critical next steps to further implementation. Each day will build on previous trainings and strategies provided.

SERVICE 2: Implementation Strategy Workshops (3 days, virtual)

Dates and Associates:

Essential Standards for Mathematics	TBD	TBD & Mona Toncheff
Essential Standards for ELA	October 28, 2022	Mark Onuscheck & Jeanne Spiller
Unwrapping Standards	December 7-8, 2021	Paula Maeker

Number of Participants: up to 12

Participant Demographics: district and school staff who will lead the process across the district

Start Time: 8:30am

End Time: 3:00pm



Workshop Location: virtual

Description of Service: The sessions will focus on formulating a plan for district leaders to assist school sites with determining essential standards in ELA and mathematics and unwrapping those standards to develop learning targets. Each day will build on previous trainings and strategies provided.

2022-2023 Fall at 100 District Ambassador Coaching (2 days onsite, 3 virtual sessions)

Target Date(s): August 2022 – May 2023

Proposed Associate(s): TBD

Location: TBD (district office)

Estimated Number of Participants: up to 12

Participant Demographics:
District Guiding Coalition

Proposed Start Time: TBD

Proposed End Time: TBD

Description of Service: These coaching sessions are designed to develop the internal capacity for implementing and sustaining a PLC at Work®, as well as begin a focus on best practices in assessment and instruction. The coaching days may include sessions with district staff, principals, or school teams on areas for growth. These sessions will be customized to support the identified challenge areas within the district and further develop strengths.

Topics may include, but are not limited to:

- PLC at Work®
- Creating a Collaborative Culture
- SMART goals
- Creating Essential Learning Targets
- Common Formative Assessments
- Data Analysis
- Pyramid of Interventions/Response to Intervention
- School Culture

Days may be delivered virtually if necessary. Virtual days are up to 6 hours of support.

2022-2023 Fall at 100 District Ambassador Coaching (2 days onsite, 3 virtual sessions)

Dates and Associates:

School Board Session Part 1
School Board Session Part 2

October 11, 2022
January 11, 2023

Janel Keating
Janel Keating

Estimated Number of Participants: up to 25

Participant Demographics:
District Guiding Coalition & School Board Members

Proposed Start Time: 5:00pm

Proposed End Time: 6:15pm

Workshop Location: virtual

Description of Service: These virtual sessions will explore the important role school board members play, and how the district team can partner with the school board to support the PLC at Work process. Shared knowledge of the PLC at Work process will be built along with specific examples of actions school boards can take to ensure success for students.

3417-003: Working with School Boards is Superintendent Workshop (1, 3-hour virtual session)

Dates and Associates:

Working with School Boards

March 9, 2023

Janel Keating

Participant: Superintendent and Board

Location: virtual

Proposed Start Time: 4:00pm

Proposed End Time: 7:00pm

Description of Service: This session will focus on the important role the school board plays in the PLC at Work process and defining the specifics of the boards' work. Topics to be explored include

- ensuring shared knowledge is built
- engaging in loose-tight leadership
- setting goals and expectations
- formulating a written plan

3417-003: Working with School Boards is Superintendent Workshop (1, 3-hour virtual session)

Dates: February 28 – March 2, 2023 (live site)

Number of Participants: 5

Workshop Location: Phoenix, AZ

Description of Service:

Participants may choose to attend a Solution Tree event. The plan includes 5 registrations per district. These events provide teams with time to focus on the work outside of their daily routine in a motivational and high energy environment.

Agenda and speakers are subject to change.



SERVICE 1: District Leadership Workshops (3 days, virtual)

Description of Service: The sessions will focus on deepening participants' understanding of the PLC at Work process, addressing critical next steps to further implementation. Each day will build on previous trainings and strategies provided.

SERVICE 2: Implementation Workshops (3 days, virtual)

Description of Service: The sessions will focus on formulating a plan for district leaders to assist school sites with determining essential standards in ELA and mathematics and unwrapping those standards to develop learning targets. Each day will build on previous trainings and strategies provided.

SERVICE 3: PLC at Work Coaching (ongoing) (1 day, virtual) and PLC at Work Assistants

Target Date(s): August 2023 - May 2024

Proposed Associate(s): TBD

Location: district office

Estimated Number of Participants: up to 12

Participant Demographics:
District Guiding Coalition

Proposed Start Time: TBD

Proposed End Time: TBD

Description of Service: These coaching sessions are designed to develop the internal capacity for implementing and sustaining a PLC at Work, as well as begin a focus on best practices in assessment and instruction. The coaching days may include sessions with district staff, principals, or school teams on areas for growth. These sessions will be customized to support the identified challenge areas within the district and further develop strengths.

Topics may include, but are not limited to:

- PLC at Work
- Creating a Collaborative Culture
- SMART goals
- Creating Essential Learning Targets
- Common Formative Assessments
- Data Analysis
- Pyramid of Interventions/Response to Intervention
- School Culture

Days may be delivered virtually if necessary. Virtual days are up to 6 hours of support.



SERVICE 4: School Board Sessions (2, 70-minute virtual sessions)

Description of Service: These virtual sessions will explore the important role school board members play, and how the district team can partner with the school board to support the PLC at Work process. Shared knowledge of the PLC at Work process will be built along with specific examples of actions school boards can take to ensure success for students.

SERVICE 5: Working With School Boards - Superintendent Workshop (1, 60-min virtual session)

Description of Service: This session will focus on the important role the school board plays in the PLC at Work process and defining the specifics of the boards' work. Topics to be explored include

- ensuring shared knowledge is built
- engaging in loose-tight leadership
- setting goals and expectations
- formulating a written plan

SERVICE 6: PLC at Work Events Registrations

Dates: TBD

Number of Participants: 5

Event Location: TBD

Description of Service:

Participants may choose to attend a PLC at Work event. The plan includes 5 registrations per district. These events provide teams with time to focus on the work outside of their daily routine in a motivational and high energy environment.

Agenda and speakers are subject to change.



SERVICE 1: District Leadership Workshops (5 days, virtual)

Description of Service: The sessions will focus on deepening participants' understanding of the PLC at Work process, addressing critical next steps to further implementation. Each day will build on previous trainings and strategies provided.

SERVICE 2: Implementation Plan Workshops (7 days, virtual)

Description of Service: The sessions will focus on formulating a plan for district leaders to assist school sites with determining essential standards in ELA and mathematics and unwrapping those standards to develop learning targets. Each day will build on previous trainings and strategies provided.

SERVICE 3: PLC at Work Training (Determining Learning Targets) (4 days, virtual)

Target Date(s): August 2024 - May 2025

Proposed Associate(s): TBD

Location: district office

Estimated Number of Participants: up to 12

Participant Demographics:
District Guiding Coalition

Proposed Start Time: TBD

Proposed End Time: TBD

Description of Service: These coaching sessions are designed to develop the internal capacity for implementing and sustaining a PLC at Work, as well as begin a focus on best practices in assessment and instruction. The coaching days may include sessions with district staff, principals, or school teams on areas for growth. These sessions will be customized to support the identified challenge areas within the district and further develop strengths.

Topics may include, but are not limited to:

- PLC at Work
- Creating a Collaborative Culture
- SMART goals
- Creating Essential Learning Targets
- Common Formative Assessments
- Data Analysis
- Pyramid of Interventions/Response to Intervention
- School Culture

Days may be delivered virtually if necessary. Virtual days are up to 6 hours of support.



SERVICE 4: School Board Sessions (2, 75-minute virtual sessions)

Description of Service: These virtual sessions will explore the important role school board members play, and how the district team can partner with the school board to support the PLC at Work process. Shared knowledge of the PLC at Work process will be built along with specific examples of actions school boards can take to ensure success for students.

SERVICE 5: Working with School Boards - Superintendent Workshop (1, 2-hour virtual session)

Description of Service: This session will focus on the important role the school board plays in the PLC at Work process and defining the specifics of the boards' work. Topics to be explored include

- ensuring shared knowledge is built
- engaging in loose-tight leadership
- setting goals and expectations
- formulating a written plan

SERVICE 6: RTI at Work 1/2nd (5 Registrations)

Dates: TBD

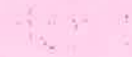
Number of Participants: 5

Event Location: TBD

Description of Service:

Participants may choose to attend a Solution Tree event. The plan includes 5 registrations per district. These events provide teams with time to focus on the work outside of their daily routine in a motivational and high energy environment.

Agenda and speakers are subject to change.



CONTACT INFORMATION

Please provide the following information.

Who will be the contact person for the work?

Contact: _____
Title: _____
Phone: _____
Email: _____
Cell #: _____
Fax: _____

Who will receive and pay the invoices?

Contact: _____
Title: _____
Phone: _____
Email: _____
Fax: _____

Shipping Information (required for resource delivery)

Shipping Contact: _____
Shipping Address: _____
City, State, Zip: _____
Phone: _____
Delivery Date: _____
Delivery Times: _____

Choose one: Do you have a Delivery Dock?
Do you have double doors (for pallet)?
Do you require inside delivery?

Curriculum Audit Proposal Summary

Proposing Organization	Curriculum Management Solutions, Inc. (CMSI) Holly Kaptain, Executive Director (515) 276-8911 (515) 490-8862
Educational Organization	Chewelah School District Mr. Jason Perrins, Superintendent P.O. Box 47 Chewelah, WA 27516 (509) 685-6800
Proposed Cost	\$25,100.00 for audit with site visit plus expenses. Expenses are not expected to exceed \$4,500.00 and are billed only as incurred with receipts.
Project Information	Proposal Date: May 3, 2022 Project Start Date: to be determined. Site visit not to occur before March 2023. Project Duration: Not to exceed 4 months from commencement of site visit, with draft version of report to district within 11 weeks from commencement of site visit.

PROPOSAL ACCEPTANCE

ACCEPTED:

ACCEPTED



May 3, 2022

Holly Kaptain
Executive Director

Date



Chewelah School District
Superintendent

Date

5-9-22

Total Budget for Selected Items

Total Cost, Selected Items: \$26,100.00 for audit with site visit

Expenses: Estimated at \$4,500.00, billed as incurred, with receipts.

TOTAL BUDGET: \$30,600.00

Payment Schedule

Upon signed approval and authorization of the work 1/2 of the total project amount

Upon completion of the site visit (where applicable) or
upon delivery of the draft audit report for offsite audits 1/2 of the total project amount

Reimbursement for out of pocket
expenses (travel, lodging, printing, etc.)

Upon delivery of the draft audit report, prior to
delivery of final audit report

All invoiced costs must be paid
before delivery of final audit report.



Empire Managed Solutions
Tax ID: 83-3425266
Tel: (904) 343.5750
Products@empiremanagementsolutions.com
http://empireppe.com

Invoicing Address:

Chewelah School District, Jason Tapia
West 106 Lincoln St.
Chewelah WA 99109
United States

Shipping Address:

Chewelah School District, Attn. Jason Tapia Chewelah
School District Maintenance & Facilities Dept.
West 106 Lincoln St.
Chewelah WA 99109
United States

Chewelah School District
West 106 Lincoln St.
Chewelah WA 99109
United States

Quotation # S02993

Quotation Date:
04/28/2022

Payment Terms: Salesperson:
Due Upon Delivery Sarah Jimenez

ITEM	SIZE	QUANTITY	UNIT PRICE	DISC.%	TAXES	AMOUNT
Empire Spray Sanitizer (64oz) -Case		96.0 Case of 6	49.20	100.00		\$ 0.00
Subtotal						\$ 0.00
Total						\$ 0.00

Payment terms: Due Upon Delivery

CHEWELAH SCHOOL DISTRICT NO. 36
210 N PARK ST
CHEWELAH, WA 99109

RESOLUTION 2021/2022-05
Sale of Surplus Real Property

WHEREAS, Chewelah School District No. 36, Stevens County, Washington ("District"), is a public school district duly organized and existing under and by virtue of the Constitution and laws of the State of Washington; and

WHEREAS, the Board of Directors of the District has declared that the following described real property, situated in the County of Stevens, State of Washington, is no longer required for school purposes and is surplus to the foreseeable needs of the District:

Parcel Number: 8977516

Beginning at the Southeast corner of Block Five (5) of Jenkins Addition to the town of Chewelah, according to Plat thereof recorded in Book B of Plats, page 4, in Stevens County, Washington; thence running from said Southeast corner in a straight line West to the Southwest corner of Lot Ten (10) in Block Six (6) of said Jenkins Addition; thence North in a straight line to the North line of said Block Six (6); thence due East to the East line of said Block Five (5); thence South on the East line of said Block Five (5) to the Southeast corner of said Block Five (5) to the place of beginning.

Together with that part of vacated FIRST STREET lying between Blocks Five (5) and Six (6) and that part of the vacated alley in between Lots One (1) and Twelve (12) in Block Six (6) vacated by Ordinance No. 29 recorded under Auditor's File No. 205084 in Volume 113, page 256 of Deeds.

EXCEPT that part of said Block Five (5) deeded to the State of Washington by the Consolidated School District No. 36 on October 23, 1943 and recorded in Volume 113, page 463 of Deeds.

Lots 4, 5, 6, 7, 8 and 9, Block 6 of Jenkins Addition to the town of Chewelah, according to Plat thereof recorded in Book B of Plats, page 4, in Stevens County, Washington.

NOW, THEREFORE, be it resolved by the Board of Directors of Chewelah School District No. 36 as follows:

That the administration is directed to publish a notice in a newspaper of general circulation in the District of the Board's desire and proposal to sell the above described real property in accordance with RCW 28A.335.120.

RESOLUTION adopted this 2nd day of June, 2022.

BOARD OF DIRECTORS:

Judith Bean, Board Chair

Theolene Bakken, Board Vice-Chair

Dan Krouse, Board Member

Steve Phillips, Board Member

C. Bryan Tidwell, Board Member

ATTEST:

Jason Perrins, Secretary



Secondary logo



Color Palette

Bright



Earth





Secondary logo

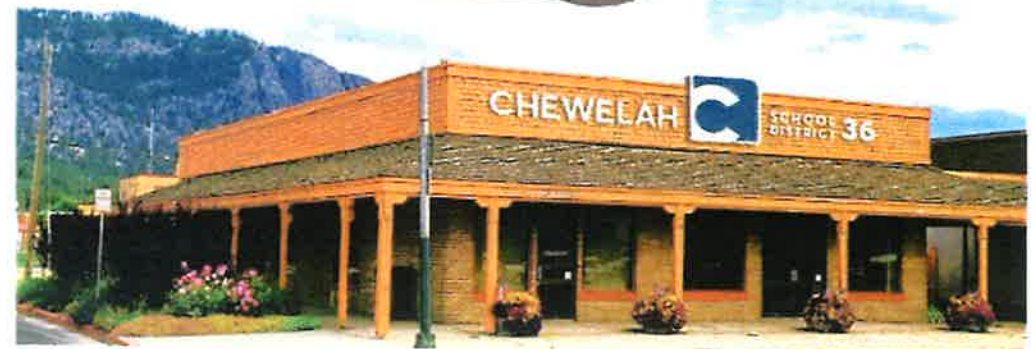


Color Palettes

Bright



Earth





CHEWELAH

ACADEMICS



CHEWELAH

SPORTS



CHEWELAH

SCHOOLS

ADMINISTRATION**Domicile Policy for Administrators**

The superintendent, full-time principals, vice-principals, and athletic director shall live within the tax boundaries of the Chewelah School District within one year of signing a contract for administrative employment.

Administrators living outside of the district boundaries at the time of this policy adoption shall be exempt from this requirement.

Vision Self-Assessment

Use this tool to assess your initial understanding of vision and to get a sense of where you are as a board on this essential work. Indicate the degree to which your local board/district/staff has achieved the following elements toward establishing a vision to improve student achievement.

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't Know/Unsure
Stakeholder representatives (school board, senior leadership, district staff, school staff, employee organizations, parents, community advocates, business leaders, and students) helped to create the vision.					
As a board, we have discussed the core values of our school district, and these values are reflected in our vision.					
Our board has established a written vision that commits to student achievement as the top priority of the school board, staff, and community.					
Our vision, mission, core values, and strategic plan are clearly articulated and known to all community members who have a vested interest.					
We revisit, reaffirm, or revise our vision to ensure our constancy of purpose.					
Our vision is the guiding force that sets the framework for how we operate as a district.					
Our vision is the foundation for all long-range strategic planning and policy decisions.					
We base our resource and budget decisions on our vision.					
Everything we do as a board (decision-making, policy adoption, etc.) aligns to achieve our vision.					

NO ANSWER

Accountability Self-Assessment

Use this tool to assess your initial understanding of accountability and to get a sense of where you are as a board on this essential work of accountability to improve student learning. Indicate the degree to which your board/district/staff has achieved the following elements toward establishing measures of accountability to improve student achievement.

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't Know/Unsure
Our district publishes an annual report of progress.		1	1	11	1
Our annual report is easy to understand and includes data on student achievement and district performance related to district goals, standards, growth, and improvement.	1			1 NE	1
The format of our report is consistent from year to year and includes data from prior years.	1		1		1
We compare our data with data from other districts that are similar to ours.		1	1	1	
We examine our data by gender, race, and socioeconomic status to measure the success of all students.		1	1		1
We use our student achievement data to make decisions and establish district priorities.	1		11		
We communicate to the public how our decisions are linked to student achievement data.		1	1	1	
Principals and teachers use student achievement data to make decisions and set instructional priorities.		1	11		1
We use our student achievement data to plan staff development and to recognize and reward teacher performance.		1		1	11
We tie evaluations of staff and ourselves as board members to student achievement results.		1		11	1
Our district has established student performance standards that clearly define what students are supposed to know and be able to do at each grade level.	1	1		11	
We have local standards beyond the state standards to reflect our community expectations for student achievement and learning.	1				111

NO BAS

NO BAS

NO BAS

NO BAS

NO BAS

NO BAS
for all

NE = NO EVIDENCE

Policy Self-Assessment

Use this tool to assess your initial understanding of policy and to get a sense of where you are as a board on this essential work. Indicate the degree to which your local board/district/staff has achieved the following elements toward establishing a policy process to support its vision to improve student achievement.

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't Know/Unsure
Stakeholder representatives (school board, senior leadership, district staff, school staff, employee organizations, parents, community advocates, and students) were appropriately involved with the policy development process.					
As a board, we have discussed how our role as policymakers is to ensure alignment of the school district's action with the board's vision.					
The superintendent has developed administrative procedures/regulations that are aligned with appropriate board policies.					
Our policies are comprehensive, practical, consistent, and based on current law and community needs and expectations.					
Our policies identify measurable outcomes or objectives where appropriate.					
Our policies provide a framework for appraising district educational services.					
Our policies allow for fair, reasonable, consistent, and objective treatment of issues.					
We are continually and systematically monitoring our policies to ensure we are getting the intended results.					
We have a policy review protocol that ensures that our entire policy manual is systematically reviewed to ensure it is up-to-date and relevant.					
We have a policy delineating our policy development process.					

Community Leadership Self-Assessment

Use this tool to assess your initial understanding of community leadership and to get a sense of where you are as a board on this essential work. Indicate the degree to which your local board/district/staff has achieved the following elements toward establishing a comprehensive community engagement program to improve student achievement.

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't Know/Unsure
We understand that collaboration begins with us.					
We understand our role as community leaders and advocates for children.					
We have policies and practices in place to encourage parents to be active partners in their children's education.				  	
We work collaboratively with the superintendent in communicating with our various stakeholders.			  		
We are involved at the state level advocating for our students.				 	 
We use various ways to communicate as part of our communications plan (advisory committees, etc.).				 	
We model the kind of collaboration we expect to see in others.		 		 	
We focus on issues that unite rather than divide us.		  			
Our policies reflect our community engagement goals and practices (social media, parent participation, etc.).			 		
We strategically use social media to inform and hear from members of our community.				  	
We take time to reflect on and improve our own internal and external relationships.				  	

Governance Team Relationships Self-Assessment

Use this tool to assess your initial understanding of governance team relationships and to get a sense of where you are as a board on this essential work. Indicate the degree to which your local board/district/staff has achieved the following elements toward establishing a comprehensive community engagement program to improve student achievement.

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't Know/Unsure
We have discussed and understand our complementary roles as board members and superintendent.					
We have a clear communication process with the superintendent and with one another.					
We have established and adhere to our board operating norms/code of conduct.					
Members come to meetings prepared to discuss and add value to the decision-making process.					
We annually evaluate the superintendent.					
We discuss issues from a variety of points of view and, when a decision is made, we support it fully.					
We participate in board retreats to build relationships and learn together as allowed by our state's open meetings/sunshine laws.					
We participate in professional development by attending meetings, workshops, and conferences.					
We advocate for positions without being argumentative.					
We maintain confidentiality.					
We respect colleagues, staff, community, and students by listening to all points of view and communicating openly and honestly.					
We make decisions that reflect the goals and priorities of the school system and support them fully.					