Curriculum & Instruction Policy Committee/  
Curriculum & Instruction Policy Committee of the Whole  
Monday, March 14, 2016, 4:30 – 7:30 pm  
Auditorium, John Stanford Center

Curriculum & Instruction Policy Committee  4:30pm

Call to Order
1. Board members present
2. Staff present
3. Approval of agenda
4. Approval of February 8, 2016 meeting minutes

Items Requiring Board Action on March 16, 2016 and/or April 6, 2016 or Informational Board Action Reports
1. BAR for Collections for New Libraries (Caldwell)  10 mins

Standing Agenda Items
1. SMART Goals #2, MTSS-B (Ruiz/Sander)  5 mins
2. Special Education Update (Jessee)  10 mins

Board Policies and Procedures
1. Policy 2090, Program Evaluation & Assessment (Heath/Anderson/Cook)  15 mins

Special Attention Items
1. K-5 ELA Adoption (Vasquez)  10 mins
2. Committee Work Plan and Goals (Burke)  10 mins

BREAK  5:45-6:00pm

Curriculum & Instruction Policy Committee of the Whole  6:00pm

Call to Order
1. Board members present
2. Staff present

Items Requiring Board Action on March 16, 2016 and/or April 6, 2016
1. Policy A01.00, Instructional Philosophy (Heath)

Adjourn  7:30pm

Upcoming Meetings
- March 16, 2016 – Regular School Board Meeting
March 30, 2016 – Work Sessions: Superintendent SMART Goal #5: Bell Times/Budget
April 6, 2016 – Regular School Board Meeting
April 7, 2016 – Executive Committee Meeting

(Please note that this is a working committee. Documents may change before the meeting and/or prior to introduction before the Board. The Board Office maintains the archive for documents that were presented at the meeting. Due to the June 2015 change to the district website, documents for this meeting are provided on the pages below.)
MINUTES

1. Call to Order: Director Rick Burke called the meeting to order at 4:30 p.m.

   a. Directors Burke, Geary, Pinkham and Harris were present. Director Geary arrived to the meeting at 4:35 p.m. Associate Superintendent for Teaching and Learning Michael Tolley staffed the meeting.

   b. Approval of Agenda:
      Director Pinkham called for a motion to approve the agenda and Director Burke seconded. The agenda was approved unanimously.

   c. Approval of Minutes:
      Director Pinkham called for a motion to approve the minutes and Director Burke seconded. The minutes were approved unanimously.

2. Agenda Items:

   a. BAR for Resolution 2015/16-12 Parent/Teacher Waiver:
      1. Ronald Boy, Assistant General Counsel, explained that the BAR is for a resolution that needs to be approved by the School Board in order to request a waiver for parent/teacher conferences. The waiver will go to the State Board of Education for review and approval. SPS has requested a waiver for the past 6 years for elementary and K-8 schools to conduct a full-day of parent/guardian/teacher conferences (3 days). There are a few middle schools and high schools that have utilized the waiver to hold a full-day of conferences (1 day). This allows for meaningful time with parents/guardians and teachers. Principals/staff find it less disruptive to the school day. The information provided in the Board Action Report (BAR)/Resolution was incorporated from the Washington State Board of Education policy.

      Director Geary provided suggested edits to the BAR.

      2. DECISION of the Committee:
         i. The Committee moved this item forward for consideration with recommended edits to the full School Board.

   b. BAR for Policy 3246/Superintendent Procedures 3246SP, Restraint, Isolation and Other Physical Intervention/Repealing Policy 3247:
      1. Erinn Bennett, Director of Policy, Board Relations & Special Projects, provided the recent history of revising Policy 3246. The proposed revised policy was introduced to the full School Board in November 2015 and was removed from the School Board meeting agenda in December 2015 upon a Director’s request. Since then, staff has come to the Curriculum and Instruction Policy Committee each month to provide an
The BAR is amending Policy 3246 and repealing Policy 3247. Staff is requesting approval from the committee to move this item forward to the School Board meeting on March 2nd for Introduction. If additional feedback is received, there could be additional edits between now and March 2nd.

Wyeth Jessee, Executive Director of Special Education spoke about community engagement. The policy was discussed during the Special Education Parent Teacher Student Association (PTSA) meeting on October 20th. The information was sent through the list serve on January 26th to parents/guardians for their participation. There was a meeting on January 6th. Changes were made as a result of the feedback received from the community.

Pegi McEvoy, Assistant Superintendent of Operations, contacted the Seattle Council of the Parent Teacher and Student Association (SCPTSA) in November 2015. Pegi followed up with the President of the SCPTSA this morning. There continues to be little input on this topic from the general membership. Wyeth and Pegi met with Principals’ Association of Seattle Schools (PASS) on November 6th. Erinn resent the document to PASS with edits/feedback so they can review the most recent version of the policy.

Pat Sander, Executive Director of Coordinated School Health, sent the policy to the Seattle Education Association (SEA). They are in the process of reviewing the policy and will get back to her.

Director Geary provided input/feedback and would like to be included in the conversation before the policy moves forward to the full School Board.

2. **DECISION of the Committee:**
   i. The Committee moved this item forward for consideration pending further community input and possible amendments to the full School Board.

**c. BAR or Kids in the Middle Grant:**

1. Michael Stone, Director Grants, Fiscal Compliance & Strategic Partnerships, provided background on the grant. The grant was part of the Alliance for Education Memorandum of Understanding (MOU). The Nesholm Family Foundation’s Kids in the Middle Grant use to be embedded in the MOU with the Alliance for Education. The relationship with the Alliance for Education changed and now the grant will need to be brought forward to the School Board for approval. The funding is used to fund an assistant principal at Asa Mercer Middle School, Aki Kurose Middle School and Denny International School with a focus on Literacy. The three middle schools are allocated funds each year to increase Reading and Writing achievement.

Kathleen Vasquez, Program Manager of Literacy & Social Studies, attends the Nesholm Family Foundation’s monthly meetings. The Nesholm Family Foundation contracts with the Teachers College Reading and Writing Project Network to provide professional development and instructional coaching for the three middle schools (Asa Mercer Middle School, Aki Kurose Middle School and Denny International School). The schools do not change per year; however, they do plan to open it up to other schools. The PowerPoint presentations from the schools provide a summary of student achievement gains made over 5 years. This is from the end of year presentation to the Nesholm Family Foundation Board regarding achievement and growth in Reading and Writing. The principals from the schools each put together the presentation for their school. The Nesholm Family Foundation Board is interested in literacy and social-emotional teaching and learning.
Directors Burke and Geary mentioned the need to identify a consistent matrix. Directors Pinkham and Geary provided feedback.

2. **DECISION of the Committee:**
   
i. The Committee moved this item forward with a recommendation for approval by the full School Board.

**d. SMART Goals #1, MTSS-A, 2, MTSS-B and 3, Special Education Updates:**

1. **SMART Goal #1: MTSS-A** - Shauna Heath, Executive Director of Curriculum, Assessment and Instruction, provided information/clarity in the February 4th School Board Friday Memo as a result of the questions and feedback she received from the School Board Directors during the Work Session on the Superintendent SMART Goal #1: MTSS-A on January 27th.

   Michael Tolley explained that we need to look at MTSS as a framework instead of a process. The core instruction is tier 1 to meet student needs. The process model will be a different structure. The information presented during the January 27th Work Session was responding to one of the components to the Superintendent SMART Goals. The work of MTSS has been built for a number of years.

   Director Burke would like more specificity/guiding principles – How do we define the framework, etc. There is a lack of clear understanding of how to visualize it and if it is providing that benefit.

   Wyeth Jessee recommended the School Board Director do a walk-through of the schools to visually experience MTSS. Wyeth, Pat and Shauna are willing to initiate the walk-through at the schools.

   **SMART Goal #2: MTSS-B** –
   Pat Sander, Executive Director of Coordinated School Health, introduced David Lewis, Program Manager for Behavioral Health Services, who was part of the first Nesholm Family Foundation grant.

   Pat has identified schools to begin the work with the Positive Behavior Intervention Support (PBIS) framework. The city is partnering with SPS. There are contracts to go into over 15 schools. The opening conversation will identify the principal’s problem of practice, theory of action and cycle of inquiry to provide an initial context for the PBIS work. A PBIS assessment will occur at each site and a plan created for training/coaching.

   The Paper Tigers screening took place at Garfield High School on Saturday, January 30th. Pat’s team will follow up with professional development on February 20th and March 19th on how to interface with the MTSS system. There will be a Work Session on the Superintendent SMART Goal #2: MTSS-B on February 17th which will be led by Pat and Bernardo Ruiz, Director of School & Family Partnership/Equity & Race Relations.

   Director Burke mentioned the conversation he had with Michael Tolley to alternate the MTSS-A and MTSS-B presentations each month.

**e. Special Education Update:**

1. Wyeth Jessee received information back from the Office of Superintendent of Public Instruction (OSPI). The Special Education Department was off 1 percent for having met the verification under a particular area – Individualized Education Plan (IEP’s), re-evaluation and annual IEP’s. Have to reach 90 percent – Currently at 89 percent. The
department met 4 out of 6 verification standards. The department will go through another round of sampling and verification process for IEP’s, etc. This will be the perfect opportunity to identify gaps in the process. The Special Education Department is moving to rectify the problems/gaps. The northeast region is the next region for the OSPI site visit and verification process.

The 5th Annual Educator Career Fair recruitment event on Saturday, January 30th was successful. Teacher candidates were interviewed for the hard to fill positions. The Human Resources Department offered 35 contingency contracts. There will be another recruitment event for those who could not attend the last session.

f. Policy A01.00, Instructional Philosophy:
1. Shauna Heath requested guidance from the committee directors on the type of community engagement they would prefer to have around Policy A01.00. Shauna requested feedback by February 19th. This will allow her time to modify/adjust and incorporate feedback. Shauna will bring the policy back to the Curriculum & Instruction Committee and School Board meetings for Introduction and Action.

Erinn Bennett provided feedback on community input and timelines.

Shauna suggested moving the policy to later in the year (April) to allow for community input. The directors discussed. Shauna also suggested putting the request for feedback in the Principal Communicator asking principals to review and seek feedback from their community. Casey Henry, Communications Specialist, suggested providing the information in School Beat and the SPS website. Shauna will bring the feedback to the March 14th Curriculum & Instruction Committee meeting.

g. Academic Inventory:
1. Sherri Kokx, Manager of School Operations, explained that the documents she provided on program offerings by school are working drafts. A one pager was requested by Director Burke to show the schools/programs that is offered at SPS. There is not a process in place where schools are required to send this information to the district office or provide it each year. The information provided was reported by the building principals. The documents are tools to help provide clarity. Director Geary provided suggested edits.

h. 2016-17 School Improvement Plan Improvements:
1. Michael Stone, Director of Grants, Fiscal Compliance & Strategic Partnerships, explained that we are heading towards improvements for the Continuous School Improvement Plans (C-SIP’s). Michael provided an update in the School Board Friday Memo. The links on the SPS website has been fixed. Schools were asked to review the information with their Building Leadership Team (BLT) that was provided on the website. Michael is working on discussing and pulling stakeholders together to have a discussion around perception of the tool/plan and moving forward with next school year – Where should this go and how to expand it.

Michael Tolley spoke about the conversation that will take place on Wednesday, February 10th with Director Burke and others to get a since of desired improvements in the process. The meeting with Director Blanford took place today (Monday, February 8th).

Guillermo Echeverria, Director of Continuous Improvement, is starting a project to gather feedback from principals, central office, etc. on tools, the process and training.
Michael Tolley explained this is a cultural shift from a compliance document to holding schools accountable for getting the work done.

i. K-5 ELA Adoption:
   1. Kathleen Vasquez, Literacy & Social Studies Program Manager, spoke about the upcoming English Language Arts (ELA) K-5 Adoption. The last Reading Adoption took place in 2002. Two Basal Readers text were selected. Three years later, the district adopted a Balanced Literacy Framework in 2005. To support the implementation of the Balanced Literacy Framework, the district purchased classroom libraries for several elementary schools (2005 – 2007). From 2009 – 2013, The Alliance for Education supported the Readers Writers Workshop through the Columbia Teacher’s College. Many teachers believed the district adopted the Readers Writers Workshop, but it is used as supplemental curriculum information. Then the common core standards came about. The district had to think about the instructional shifts – Balancing informational and literary texts, close Reading, and integrating Reading, Writing, etc. There has not been a common instructional material for K-5 since 2002. This makes it difficult for central office to provide support because there was no commonality. This has been an on-going challenge. The last 6-8 Reading Adoption took place in 1998.

   The estimated cost for K-8 adoption is between $6 - $8 million. The estimated cost for a K-5 adoption is $5 million. Michael Tolley explained it comes down to the School Board making choices. If $8 million is spent on K-8 adoption then the dollars will need to come from someone else. The School Board will need to give some direction.

   The ELA Adoption timeline provided by Kathleen gives a rough outline on what will happen during Round 1, Round 2, Field Test, School Board Introduction/Action and materials implementation.

   Shauna Heath explained that the Instructional Materials Committee (IMC) makes the recommendation from the Adoption Committee, and forwards the information to the School Board. Eric Caldwell, Library & Instructional/Technology Services Manager, facilitates this committee.

   Michael Tolley explained that the timeline was brought to this committee to approve moving forward with the ELA Adoption process. In consideration of the process/timeframe, we need to initiate this. The committee directors discussed having a K-8 adoption rather than a K-5 adoption. Michael will have a conversation with Dr. Larry Nyland to discuss the possibility and to get his feedback/recommendation.

j. Civics for All Update:
   1. Kathleen Vasquez provided a copy of Civics for All Four Year Implementation Plan (2016 – 2020). Michael Tolley asked Kathleen to review the plan and provide input/recommendations.

   Kathleen reviewed the Social Studies standards. Civics is one of the components. The last K-5 Social Studies Adoption was in 1998. Kathleen did an audit to look at the standards against the civics plan – How does it align. Kathleen passed out a document that provided information on what is aligned as well as the estimated costs. She supports developing the plan with the support of hiring another person to help with the work.
Director Geary suggested surveying the schools to see if there is any interest for the mock elections. Shauna Heath mentioned that her department can do a quick survey to see if schools are interested in mock elections. She is concerned about funding – It does not exist.

Michael Tolley explained it comes down to choices and where we want to invest dollars. We need to decide what is it that we are going to do. There needs to be prioritization process. The next step is the survey. Michael will talk to Dr. Larry Nyland about this in terms of the budget.

1. Committee Work Plan and Goals:
   1. Director Rick Burke spoke about the committee work plan draft with recommended changes. Director Burke requested feedback from the committee directors. Director Geary requested additional time to review the document.

   Michael Tolley will meet with Dr. Larry Nyland to have a conversation around a Work Session on Assessment.

3. Adjourn: The meeting adjourned at 7:02 p.m.

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<td>3. <strong>Decision:</strong> BAR for Kids in the Middle Grant – The Committee moved this item forward with a recommendation for approval by the full School Board.</td>
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I. **TITLE**

Contract for New or Amended Library Collections at Arbor Heights Elementary, Genesee Hill Elementary, Thornton Creek Elementary, Hazel Wolf K-8 and Seattle World School

**For Introduction:** April 6, 2016  
**For Action:** April 20, 2016

II. **WHY BOARD ACTION IS NECESSARY**

The Contract for all five collections together exceeds $250,000 and therefore requires Board approval, under Policy No. 6220, Procurement.

III. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will not exceed $400,000.

The revenue source for this motion is BEX IV / CEP (Seattle World School).

Expenditure:  ☒ One-time  ☐ Annual  ☐ Other Source

IV. **POLICY IMPLICATION**

Board Policy No. 6220, Procurement, states: “All contracts for more than $250,000 initial value, excluding sales tax and contingencies, and changes or amendments of more than $250,000, excluding sales tax and contingencies, must be approved by the School Board.”

Board Policy No. 2021, Library Media Centers, states: “It is the policy of the Seattle School Board to establish and maintain a Library Media Center in each school, appropriate to the age groups served by that school.”

Superintendent Procedure No. 2021SP, Library Media Centers outlines: This Superintendent Procedure guides how library collections are developed.
V. **RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute a contract with ______________ in the amount not to exceed $400,000 for new or amended library collections for Arbor Heights Elementary, Genesee Hill Elementary, Thornton Creek Elementary, Hazel Wolf K-8 and Seattle World School in the form of the draft Agreement dated ___________ and presented to the School Board, with any minor additions, deletions and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

VI. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the March meeting of the Curriculum, Assessment and Instruction Policy Committee. On March 14, 2016, the Committee reviewed the motion and ________________________.

VII. **BACKGROUND INFORMATION**

In the Fall of 2016 SPS will be opening new or renovated school buildings at Arbor Heights Elementary, Genesee Hill Elementary, Thornton Creek Elementary, Hazel Wolf K-8 and Seattle World School. Each of these sites will also have new or significantly renovated libraries that will serve student populations much larger than their original libraries were designed to accommodate. Some key points:

- SPS is not required to put library collections out to bid, but in order to get best value the district will use the request for quote process. This is consistent with the district’s previous practice when opening new or significantly renovated buildings with library programs.

- Where independent school library collections already exist the district is leveraging those collections by transferring the most current and relevant books to the new or renovated sites and funding additional books to bring the collections up-to-date and maintain a student-to-book ratio consistent with national averages and physical capacity of the new libraries.

- The contract provides for the diverse collection of approximately 11,500 volumes at our elementary schools and 9,000 volumes at Seattle World School. Our elementary schools range from 8,500 – 12,000 volumes.

- Collection purchase includes help in developing the collections, processing of all the books to a shelf-ready state (bar-coded and labeled), installation of the books and removal of all packing materials.

- The collections and additions will be developed by SPS Library Services, the librarians at the impacted schools and the chosen vendor who will provide professional collection development services. Collection development will follow Superintendent Procedure 2021SP, Library Media Centers.
VIII. STATEMENT OF ISSUE
Contracts exceeding $250,000 require Board approval. This contract will exceed that amount.

IX. ALTERNATIVES
1. If contract is not approved, we do not purchase collections for new libraries. This is not recommended because libraries are the heart of our schools and are an essential element that parents look for when assessing a new school. Library Media Centers are also required by Board Policy No. 2021. If the contract to purchase new collections is not approved we will have invested in a library and staffed a librarian but the library will lack an adequate collection to make it functional.

X. RESEARCH AND DATA SOURCES / BENCHMARKS
Elementary library collections in Seattle Public Schools range from 8,000 – 12,000 volumes. These contracts are based on the average price of an elementary collection of 11,500 volumes (through either a complete or amended purchase) which is appropriate for their larger student populations and increased library capacity.

The National Center for Education Statistics lists the average number of books per student in public schools at 2,015 per 100. Depending on the number of books retained from the previous school site, this contract will allow for approximately 1,800 – 2,000 per 100 students. (https://nces.ed.gov/fastfacts/display.asp?id=42)

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT
Upon approval of this action, the contract for purchase of the new library collections will go forward. The collections will be installed and ready for students by the first day of school Fall 2016.

XII. ATTACHMENTS

• Contract
The Board requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall provide:

A. A clear statement of expectations for the district's instructional programs,
B. Staff, resources and support to achieve the stated expectations; and
C. A plan for evaluating instructional programs and services to determine how well expectations are being met.

The district will utilize a variety of assessment processes to:

A. Determine the effectiveness of the instructional programs,
B. Assess the progress of individual students in attaining student learning goals or standards,
C. Identify the needs of individual students who are not progressing at their expected rates, and
D. Identify students who are in need of specialized programs.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent or his or her designee. Parents will be notified of their child's performance on any test or assessment conducted under the Washington State Assessment Program.

The Superintendent shall prepare an annual report which reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district shall adjust its instructional program if student performance under the Washington State Assessment Program indicates the district's students need assistance in identified areas.

Adopted: December 2011
Revised: July 2013
Cross Reference:
Related Superintendent Procedure: 2090SP
Previous Policies: C40.00; C42.00; C42.01; C45.00
Legal References: Chapter RCW 28A.230 Compulsory Coursework and Activities; WAC 392-500-020 Pupil tests and records — Tests — School district policy in writing; WAC 392-500-030 Pupil tests and records — Certain tests, questionnaires, etc. — Limitations; WAC 392-500-035 Pupil tests and records — Diagnostic personality tests—Parental permission required
# Seattle Public Schools
## Curriculum and Instruction Committee
### 2016 Committee Work Plan

Charter guided by Policy 1240, **Committees & Policy 1010, Board Oversight of Management**:  
- Develop, review and recommend academic policies  
- Review status, consistency, and availability of curriculum and assessments  
- Ensure leveraged use of Policy 0030, **Ensuring Educational and Racial Equity**  
- Review academic program performance  
- Review processes and status for training all certificated staff in curriculum, standards and the district’s Theory of Action  
- Oversee the instructional materials adoption process  
- Develop an annual committee work plan

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**Parking Lot:**

(NEW) Policy 2196 - Academic Acceleration  
Policy 2255 – Alternative Learning Experience Schools or Programs  
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Policy 0030 – Ensuring Educational and Racial Equity  
Policy 2024 Online Learning  
Policy 2161 (See C62.00 and C69.00) – Special Education  
Policy 3130 – Student Assignment

Updated (RickB): 3/11/2016
School Board Adopted Policy

The Board of Directors of Seattle Public Schools believes that every student can and must learn at grade level and beyond, and that all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. We recognize that in today’s global economy, college ready and career ready standards are the same and are appropriate for all students. It is the responsibility of the School Board and the Superintendent to ensure that all students receive an education that meets these goals.

Achievement of this goal will be reached through the following:

- Maintenance of high academic standards for all students, and high expectations by all staff;
- A rigorous curriculum aligned to college and career readiness standards at all schools and in all programs;
- Effective teaching, measurable outcomes, ongoing assessment, professional development and continuous improvement at the student, school, and district levels;
- Programs designed to promote the full development of each student’s capabilities, including social/emotional capabilities, to ensure that all students can meet or exceed college ready standards in addition to state and district performance standards, regardless of the student’s skills upon entering school;
- Programs designed to provide a broad based education in areas not measured by standardized tests, such as music and visual and performing arts;
- An expectation that all students will demonstrate critical thinking skills, will communicate effectively with words, numbers, visuals, sounds and symbols, will use technology effectively, and will achieve at levels that meet or exceed college readiness and state performance standards, thus eliminating any achievement gap.

Student success will come through a concerted effort towards these goals by district professionals, school board members, students, families, community partners, and elected leadership.

In addition to community collaboration and family commitment, quality leadership, effective academic support structures, and efficient operations are key enablers of student success.
School Board Adopted Policy

The Board of Directors of Seattle Public Schools believes that every student is capable of and must learn at grade level and beyond, and is committed to ensuring that all students will be afforded the opportunity to reach-fulfill their potential and graduate from high school ready for college, career, and life. We recognize that in today’s global economy, college ready and career ready expectations, goals and standards are the same and are appropriate for all students. It is the responsibility of the School Board and the Superintendent to ensure that all students receive an education that meets these goals.

Achievement of this goal will be reached through the following:

- Maintenance of high academic expectations and standards for all students, and high expectations by all staff;
- An engaging, rewarding and rigorous challenging curriculum aligned to that will prepare all students for college and career readiness standards at all schools and in all programs;
- Effective, inspired and culturally responsive teaching, measurable outcomes, ongoing meaningful, formative and non-excessive assessment, professional development and continuous improvement progress at the individual student, school, and district levels;
- A meaningful variety of programs and support services designed to promote the full development of each student’s capabilities, including social/emotional capabilities, to ensure that all students can meet or exceed college ready standards in addition to state and district performance standards, regardless of the student’s skills upon entering school;
- Programs designed to provide a broad based education in areas not measured by state or federally mandated standardized tests, such as music, visual and performing arts, physical education and social emotional learning.
- Processes to identify struggling students, diagnose the barriers they face and instruction designed to accelerate their learning;
- A goal that all students will develop and demonstrate creative and critical thinking skills, will communicate effectively verbally and in writing, with words, numbers, visuals, sounds and symbols, will use technology effectively and responsibly, and will achieve at levels that meet or exceed college readiness and state performance standards, with the ultimate goal of eliminating any achievement opportunity gaps.
Student success will come be accomplished through a concerted effort towards these goals by district professionals, school Board members, students, families, community partners, and elected leadership.

In addition to community collaboration and family commitment, high quality and visionary leadership, effective academic support structures, and efficient operations are key enablers of student success.
EDUCATIONAL ACCOUNTABILITY AND SCHOOL IMPROVEMENT

The Cherokee County Board of Education herein establishes an educational accountability and school improvement system based upon the performance of its students and staff and the impact of its educational programs. The accountability system recognizes: the Georgia State Board of Education’s Long-Term Strategic Plan; and is based upon the Mission Beliefs and Major System Priorities of the Cherokee County Board of Education.

In order to address the challenges and fully implement the vision articulated in the School Board’s Mission and Beliefs, there must be accountability at all levels of the organization to improve student achievement and school effectiveness. Accordingly, this policy describes a comprehensive accountability system for the Cherokee County Public School District.

Rules:

1. School Board’s Mission Statement

We, the School Board of Cherokee County, Georgia, commit ourselves to a philosophy of respect and high expectations for all students, parents, teachers and other staff. Our mission is to enable all students to become contributing citizens who can communicate effectively, gather and use information, make responsible decisions, utilize technology effectively and adapt to the challenges of the future. This mission will be accomplished by providing a variety of learning opportunities and experiences for students, both in school and in the community.

2. School Board’s Belief Statements

a. All students deserve the opportunity to learn, achieve success and become productive citizens.

b. Education/learning is a shared responsibility and should take place in the home, at school and in the community.

c. All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.

d. Learning is achieved through the use of a variety of effective teaching techniques.

e. A safe and secure environment is essential for teaching and learning.

f. All students should be taught by teachers and parents how to learn and how to become lifelong learners.

g. All students deserve equal access to a quality education.
h. Quality education requires quality staff, programs, facilities, equipment and technology.

i. Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.

j. Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.

k. All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.

l. Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.

m. All schools should be accountable for improving student achievement.

n. All schools should reflect school-based, participatory management.

o. All students must be prepared to function effectively in a knowledge-based, technologically rich and culturally diverse 21st century.

p. All staff should have access to results-driven professional development and training which is aligned with the School Board’s Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

3. **School Board’s Major System Priorities**

a. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.

b. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that career, technical and agricultural education programs prepare students for a diverse and technologically rich society.

c. Insuring that all students and staff have a safe and secure environment for teaching and learning.

d. Attracting, retaining and training the best teachers, principals and support staff.
e. Utilizing technology both to improve student achievement and to increase the school district’s productivity and efficiency as a major business enterprise.

f. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.

g. Addressing exploding student population growth, recognizing that there is a large gap between the school district’s facilities and technology needs and available capital outlay revenue.

h. Reviewing the potential for utilizing the school district’s existing public education facilities to establish self-supporting community school evening/week-end education programs for interested Cherokee County adults.

4. Accountability System Purpose, Goal and Objectives

a. The general purpose of the Accountability System is to assess the success of the school system by measuring the individual progress of every school in achieving a broad range of student performance indicators and of the district in providing services and resources to schools in an effective and efficient manner.

b. The overall goal of the Accountability System is to promote schools’ progress in achieving their educational mission as it relates to the School Board’s Major System Priorities. The objectives of the Accountability System are to: (1) monitor schools’ progress by measuring a standardized set of school performance indicators; (2) determine which schools are meeting the district’s objectives and can serve as models for other schools; and (3) determine which schools are failing to meet the district’s objectives and require additional technical assistance, support and/or intervention.

5. Accountability System Assumptions

The following assumptions undergird the Accountability System:

a. School performance is a product of the combined efforts of the School Board and its governance policies, the administration, principals, teachers, support staff, students, parents, businesses and the community.

b. Performance is measured against the same high academic standards for all students. All schools are expected to perform at a level that reflects high expectations for students and staff. However, issues beyond the control of schools (e.g., extraordinary mobility; critical overcrowding; increasing number enrollment of students living at or below the poverty level; increasing enrollment of non-English speaking students, some of whom have little or no experience in
a formal education setting) should be taken into account in determining school progress.

c. School progress is evaluated based on a combination of performance indicators including student achievement, attendance, dropout rates, and additional alternative assessment indicators (e.g., portfolios of student work, post graduation success, enrollment in and passing of advanced placement classes, proactive approach to safety and discipline, etc.). To help achieve school progress, all classroom teachers, other permanent instructional personnel and school-based administrators shall have a portion of their job evaluation based on ongoing documentation of student achievement gains through norm-referenced and criterion-referenced standardized test results, where available, and at least one of the other following assessment strategies selected by the teacher/school-based administrator: student performance demonstrations, teacher observations and/or portfolios of student work. Where the above-referenced standardized student tests are not available, the principal will also select one of the other assessment strategies listed above. It is recognized that standardized test scores can be influenced by a number of factors outside the school setting such as student mobility rates, the number of special needs students, parental support, etc.

d. Every school is expected to identify and implement a research-based process for whole school reform/restructuring to achieve improved student performance (e.g., Coalition of Essential Schools, Modern Red Schoolhouse, Learning Focused Schools, Co-Nect, Paideia, Roots and Wings, Atlas Communities, High Schools that Work or an eclectic approach combining some of these or other research-based models).

e. Schools are evaluated on current year performance, as well as two-three year trends.

f. Schools with a history of poor performance are expected to make greater progress in improving student achievement, attendance and dropout rates than schools with higher performance on these measures. It may require unequal resources to meet unequal needs of students/schools.

g. There are clear incentives and consequences for:

- schools which demonstrate high levels of performance and/or high levels of progress.

- schools which demonstrate low levels of performance and/or low levels of progress.

h. A school determined by the Superintendent of Schools to demonstrate low levels of performance and/or low levels of progress is required to develop and implement a written corrective action or restructuring plan, depending on the
length of time the school has not met expectations or the severity of a decline in student achievement in any particular area. This corrective action/restructuring plan will become a part of the School Improvement Plan (SIP).

i. A school which continues to perform below expected levels of student academic achievement may receive technical assistance from an ad hoc committee of school-based and District personnel appointed by the Superintendent of Schools to:

1. Analyze school data and assist the school principal and staff with identification of problems in instruction and/or implementation of school reform strategies;
2. Assist the school principal and staff in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically-based research and that are proven effective in addressing specific issues related to low student academic achievement levels;
3. Assist the school principal and staff in analyzing and revising the school’s budget to ensure that all fiscal and personnel resources are effectively allocated to strategies and activities most likely to increase student academic achievement; and,
4. Seek appropriate technical assistance for the principal and staff from community-based entities external to the School District [such as the Georgia Department of Education, Regional Educational Service Agency (RESA), local institutions of higher learning, other public and/or private organizations with the desire and proven ability to assist schools in increasing student academic achievement].

6. Accountability System Guidelines

As the Accountability System is further developed, additional specific initiatives and guidelines will be formulated to:

a. Promote excellence and equity in student performance, as measured by a comprehensive set of valid assessments.

b. Provide accurate and timely information about student performance at the school and district levels for full public disclosure.

c. Use a clearly defined set of analyses, including research on effective schools, to evaluate the efficiency and effectiveness of schools’ progress.

d. Establish incentives for rewarding schools for innovation and significant improvement in student performance outcomes.
e. Establish an effective set of consequences focused on continuous improvement in student performance outcomes.

f. Establish and implement a Curriculum Development and Instructional Management (CDIM) System, including an Electronic Planning Tool for use by classroom teachers that links critical content (what students need to know) with essential knowledge (what teachers need to know).

g. Establish a Data Warehouse which enables teachers and principals to access data that enables them to focus and report on students’ individual needs and competencies in a timely manner.

h. Create a Clearinghouse (virtual) Information Center for use by classroom teachers, principals and other appropriate staff which includes a continuously updated database of available trainers, staff development resource materials, training facilities and research on effective teaching and learning practices.

7. **District Strategic Plan**

On or before March 15 of each year, in order to ensure that all components of the organization are directly focused on the School Board’s Mission, Beliefs and Major System Priorities, the Superintendent of Schools shall develop for the Board’s review and approval a proposed District Strategic Plan with short and long-term goals for the school system.

8. **School Improvement Plans**

Each school principal will be responsible for planning, developing and implementing a comprehensive School Improvement Plan (SIP), which includes such specific components as baseline data, educational goals and objectives of the school, indicators of school and student progress, and strategies and evaluation procedures to measure adequate progress for each goal. SIPS will consist of one, two and/or three year objectives with action steps updated annually. Each SIP will be based on the Research-Based Characteristics of Effective Schools delineated herein, a comprehensive disaggregation of assessment results, results of the State of Georgia’s annual Standards Assessment Inventory and SACS CASI indicators. Each SIP will include:

a. School Mission, Goals and Objectives.

b. Necessary baseline data to identify needs.

c. Expected student learning outcomes.

d. Strategies and timeframes for improvement.

e. Participatory management model.
f. Issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation (including waivers needed in existing local, state, and/or federal rules, regulations and policies).

g. Necessary training, technical assistance and support to plan, develop and implement school improvement strategies.

h. Applications for local, state and federal grants must be tied to SIP objectives or the SIP must be amended after receipt of grant funding. The SIP must show how grant funds will enhance school improvement initiatives either by increasing their scope or shortening the time to meet the objective(s).

i. A comprehensive School Safety/Security Plan, including: daily operating procedures (e.g., school opening and closing, staff responsibilities, bus procedures, incidents and reporting procedures); supervision plans (e.g., hallways, lunchroom, restrooms, bus loading/unloading, playgrounds, athletic events, etc.); emergency plans (e.g., trespassers, physical restraint, evacuation procedures, break-ins, fire drills, student pick-up procedures, etc.); safety/security of students, staff and facilities and property/inventory.

j. A comprehensive School Technology Plan reflecting school-wide utilization and integration of appropriate technology into the curriculum as well as infusion of technology into school administration and management.

k. Cherokee County Board of Education (CCBOE) policy JBD, Attendance, establishes system-wide rules relating to student attendance. In accordance with this policy, each school shall develop an Attendance and Truancy Prevention Plan that focuses on research-based strategies to reduce absences and tardies among all students.

l. Cherokee County Schools have developed a four phase Values and Character Education Implementation Plan. To insure system-level consistency, a Cherokee County Values and Character Education Implementation Guide, based upon the State Department of Education’s Guidelines have been developed. A district-wide Calendar (Word of the Week) has been implemented. Each school has developed an individual school plan.
9. Research-Based Characteristics of Effective Schools

a. Clear Mission and Goals/Capable Leadership/Focus on Teaching and Learning
   
   • Clear and explicit school mission and instructional goals widely understood and shared by teachers, students, administrators and parents/community.
   
   • Strong administrative and instructional leadership of principal, assistant principal(s) and teachers – teaching, coaching, consulting, inspiring.
   
   • Collaborative, collegial instructional planning.
   
   • School-wide focus on mastery of basic skills (including computer literacy) and proficiency in higher-order/critical thinking skills.

b. High Expectations for Student Achievement
   
   • Expectations that all children can and will learn at significantly higher levels.
   
   • High expectations for student learning outcomes reflected in curriculum content, scope and sequence.
   
   • Maximized academic learning time.
   
   • Effective and varied strategies to encourage school completion and to avoid retention.

c. Participatory Management and Leadership
   
   • Comprehensive School Improvement Plans (SIP’s) and strategies based on school’s identified needs, research and potential for successful implementation.
   
   • Collaborative decision-making by school-based staff evident-with important budgetary, personnel and curriculum decisions based on school’s mission/goals and what’s best for students.
d. Parental/Community Involvement with, Support of and Satisfaction with Educational Program

- Meaningful role of parents/community in contributing to students’ learning success.

- Parental/community participation in school planning including determination of school mission/goals and development of comprehensive School Improvement Plan (SIP).

- Parental/community involvement in decision-making.

- Parental/community involvement in preparing children and families for student success in schools.

e. Continuous Assessment of Students, Staff and Program to Evaluate Effects of Instruction

- Authentic assessment of students’ knowledge and educational work products.

- Student achievement data frequently monitored and used both for providing feedback and for evaluating program success.

- Teacher and administrator responsibility and accountability for student performance, instructional management and classroom management.

- School wide recognition of academic success.

f. Staff Effectiveness

- Effective administrative, instructional and non-instructional practices.

- Use of a variety of teaching methods – with emphasis on active participation of students and attention to students’ individual learning styles.

- Staff stability and continuity.

- High staff morale and sense of community in school.

- Low staff absenteeism and turnover.

- Staff empathy, rapport and interaction with students.

- Sensitivity to individual differences and multi-ethnic cultural diversity.
g. Safe, Orderly and Disciplined School Climate
   - Clear and explicit principles and guidelines for student behavior –
     developed by school staff and widely understood by teachers, students,
     administrators and parents/community.
   - Firm, fair and consistent enforcement of discipline.
   - School wide focus on positive reinforcement of good behavior.
   - Low student absenteeism and suspension and expulsion rates.

h. Facilities and Technology
   - Clean, safe and attractive facilities and grounds.
   - Effective utilization of facilities and technology for increasing student
     and staff productivity.
   - Effective utilization of facilities and technology to enhance and expand
     access to learning (students) and professional/staff development (staff).
   - School wide focus on development of computer literacy for students and
     staff.

10. Waiver Requests

The School Board will annually consider requests submitted by principals, through the
Superintendent of Schools, for waivers of School Board policy and may recommend to
the State Superintendent of Education the waiver of State Board of Education rules or
Georgia Statutes required to implement school and/or district-wide improvements.

a. A principal wishing to waive a School Board Policy, State Board Rule, designated
   Georgia Statute, or provision(s) in federal law must submit a written request to the
   Superintendent of Schools for review.

b. Principal waiver requests must be directly related to the School Improvement Plan
   (SIP). They must clearly address laws/policies that create barriers to successful
   implementation of the SIP’s objectives. The request must include: (a) citation of
   the specific Board policy, rule and/or statute; (b) how the statutory purpose/intent
   will be met; (c) how granting the waiver will assist the school in improving specific
   student performance outcomes; and (d) how progress in improving student
   achievement will be evaluated.

c. To be recommended by the Superintendent of Schools to the School Board, each
   waiver request must be (a) approved by a vote of at least two-thirds of all faculty
members; (b) reviewed and endorsed by the community at an advertised open meeting; and (c) budget neutral (i.e., able to be funded through normal school budgeting and expenditures).

d. Only designated statutes authorized by the Georgia Assembly may be waived. A list of these statutes shall be provided to each school.

e. Waivers will be approved for a one-year period, but may reflect a multiyear project.

f. A request for continuation of a previously-approved waiver must include an evaluation (including relevant data), which substantiates that the waiver is resulting in improvement of the projected student performance outcomes.

g. A Waiver Assistance Panel (comprised of central office and other appropriate staff) will review each waiver request. Recommendations from the panel will be forwarded to the Superintendent of Schools.

h. The Superintendent of Schools shall review each waiver request and submit it with a recommendation to the School Board. The Superintendent will not support waivers which do not reflect approval of two-thirds of all faculty members and endorsement by the community at an advertised open meeting and/or those which are not budget neutral.

i. The School Board will consider all waiver requests submitted by the Superintendent. The Superintendent may recommend that the School Board request a State waiver if it is required to implement school and/or district-wide improvements.

11. Annual Reports of School and District Progress and Customer Surveys

a. Each school year, an individual Annual Report of School Progress will be distributed to the parents of all pupils in the district and to other interested community members. A core part of each report will consist of key local, state and national benchmarks/data elements and a report on the status of School Improvement Plan (SIP) objectives.

b. Each school year, an aggregation of all schools’ results and progress will be published in an Annual Report of District Progress. The Annual Report of District Progress will highlight student achievement gains and increased school, department and school system effectiveness, as well as district-wide progress on the School Board’s Major System Priorities.

c. Customer Surveys will be conducted periodically to provide feedback to schools, the Superintendent of Schools and the School Board on the perception of students, parents and members of the community regarding school and school district effectiveness.
12. **School Councils**

The role of the school council is to bring communities and schools closer together in a spirit of cooperation, to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-based decision-making process. The school council will advise and assist the principal in facilitating the development and monitoring of the progress of the School Improvement Plan. School councils will operate under established administrative guidelines, as determined by the A+ Education Reform Act of 2000, O.C.G.A. 20-2-85, 86. (Amended 5/4/2004).

The structure, membership, and responsibilities of the school council shall be determined in the Cherokee County School District Handbook for School Councils; Bylaws and Guidelines (Effective: May 16, 2004).

a. **School Council Membership:** Any member may withdraw from the school council by delivering to the school council a written resignation and submitting a copy to the secretary of the school council or school principal. Should school council members determine that a member of the school council is no longer active in the school council, as defined by the bylaws of the school council, the school council may, by a majority vote of the school council, withdraw such person's membership status, effective as of a date determined by the school council.

Members of the school council shall serve for a term of two years. The terms of the council members shall be staggered. Upon the expiration of the terms of the two businessperson councilmembers in office on July 1, 2007, these member positions shall be subsequently filled by parent councilmembers; provided, however, that additional businesspersons may serve on the council if provided for in the council’s bylaws. Council members may serve more than one term.

Officers of the school council shall be a chairperson, vice chairperson, and secretary. Officers of the council shall be elected by the council at the first meeting of the council following the election of the school councilmembers; provided, however, that the chairperson shall be a parent member.

A minimum of seven school council members, of whom a majority shall constitute a quorum, shall manage the property and business of the school council. Members of the school council shall include:

1. A number of parents or guardians of students enrolled in the school, excluding employees who are parents or guardians of such students, so that such parents and guardians make up a majority of the council and at least two of whom shall be businesspersons. Parent school council members shall be elected by, and from among the group they represent. Parents or guardians of any grade-level child enrolled in the school are eligible to vote and hold office, regardless of whether or not their child may graduate from the school in one year or less. A parent of a
child assigned to the ACE Academy does qualify for election as a parent in the home school where their child would attend.

(2) At least two certificated teachers, excluding any personnel employed in administrative positions, who are employed at least four of the six school segments at the school. Teachers who have resigned but are currently employed are not eligible to vote or be elected as a teacher representative.

(3) The school principal.

(4) Other members as specified in the council’s bylaws, such as, but not limited to, students, staff, and representatives of school related organizations. Other businesspersons from the local business community may serve on the council and shall be selected by the other members of the school council.

b. **Accountability**: The members of the school council are accountable to the constituents they serve and shall:

   (1) Maintain a school-wide perspective on issues; and,
   (2) Regularly participate in council meetings; and,
   (3) Participate in information and training programs; and,
   (4) Act as a link between the school council and the community; and,
   (5) Encourage the participation of parents and others within the school community; and,
   (6) Work to improve student achievement and performance.

c. **Scope of Council Responsibilities:**

A. School councils are advisory bodies.

B. School Councils shall provide advice and recommendations to the school principal and, where appropriate, to the Superintendent and School Board on any matter, including but not limited to, the following:

1. School Board policies;
2. School improvement plans;
3. Curriculum and assessment;
4. Report cards issued or audits of the school as conducted by the State of Georgia Office of Education Accountability;
5. Development of a school profile which shall contain data as identified by the council to describe the academic performance, academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate;
6. School budget priorities, including school capital improvement plans;
7. School-community communication strategies;
8. Methods of involving parents and the community;
9. Extracurricular activities in the school;
10. School-based and community services;
11. Community use of school facilities;
12. Student discipline and attendance;
13. Reports from the school principal regarding progress toward the school’s student achievement goals, including progress within specific grade levels and subject areas and by school personnel; and,
14. The method and specifications for the delivery of early intervention services or other appropriate services for underachieving students.
15. In filling a school principal vacancy, the school council is to annually submit to the Superintendent a list of preferred personal qualities, professional abilities, and leadership style that appropriate candidates should possess if a principal vacancy occurs at the school.

The Superintendent of Schools will meet periodically with all designated school council members to discuss school and district-wide issues.

13. School Board Responsibilities

   a. Review/approve the District Strategic Plan, all School Improvement Plans and all Waiver Requests annually.

   b. Monitor schools’ progress in addressing the School Board’s Major System Priorities and School Improvement Plan (SIP) objectives.

   c. Authorize and facilitate school and district partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities to improve student achievement and increase school effectiveness.

   d. Pursuant to the School Board’s adoption of the Georgia School Board Association (GSBA) Standards for Local Boards of Education, members of the Cherokee County Board of Education recognize the following standards:

I. Vision/Philosophy/Goals

   A. The board of education adopts, focuses and reviews the district’s vision for students.

   B. The board of education adopts, reviews and revises its mission statement that defines its work and is parallel to the district’s mission statement.

   C. The board of education, with Superintendent’s input, annually adopts board and district goals.
D. The board of education, upon recommendation of the superintendent, adopts policies and implementation plans to facilitate the accomplishment of stated goals.

II. Systematic Improvement

A. The board of education participates in annual training and professional development that meets or exceeds the requirements of Georgia law.
B. The board and superintendent participate in a team-building activity focused on assessment of previously adopted goals.
C. The board of education and the superintendent use a retreat environment and process to: *
   1. Assess progress made to update and revise action plans to accomplish district’s vision/philosophy/goals (see I. of Standards).
   2. Assess the strengths and improvements needed in the school district.
   3. Consider any compelling problem(s) or emerging issue(s).
   4. Study and explore trends, opportunities and anticipated challenges.
   5. Reflect on the leadership team’s educational and leadership philosophy and performance.

* The board and superintendent function as a team to accomplish items one through six.

III. Organizational Structure

A. The board establishes and, along with the superintendent, follows local policies, procedures and ethical standards governing the conduct of the board and superintendent.
B. The officers of the board of education are elected using the procedures defined in state law and board policy and carry out their duties that are clearly delineated in law or policy.
C. The board uses the superintendent as its chief executive officer with full authority to administer district affairs.
D. The board, organizes and distinguishes its role as a policy-making body from the roles/responsibilities authorized to the superintendent for the administration of the district.
E. The board of education and superintendent function as a leadership team, while maintaining careful recognition of appropriate roles and responsibilities.

IV. Board Operations: Policy Development

A. The board of education adopts and revises its written policies so that they are clear, up-to-date, and in compliance with the state constitution and state and federal laws.
B. The board of education follows policies and procedures for:
1. Policy adoption
2. Emergency adoption of policy
3. Policy dissemination
4. Policy repeal

C. The board of education considers the following when it adopts policies:
   1. The recommendation, usually in writing, from the Superintendent
   2. An opportunity for public review
   3. The policy will be reviewed periodically

V. Board Operations: Board Meetings

A. The board of education develops meeting agendas, posts agendas for public review and conducts its meetings in accordance with the Open Meetings Law (50-14-1).

B. Board procedures provide an opportunity, prior to board meetings, for members of the board of education to:
   1. Suggest items to be removed from or placed on the agenda and/or
   2. Request additional information on an agenda item.

C. The agenda provides a sound order of business, including an opportunity to make adjustments to the agenda, which facilitates productive meetings.

D. The board of education uses a "consent agenda" procedure when appropriate.

E. The agenda is followed, once approved, and the board departs from it only under special circumstances and with concurrence of a majority of its members present.

F. The board of education has procedures in place to facilitate public input.

G. Board minutes properly record actions of the board.

VI. Board Operations: Personnel

A. The board of education oversees the management of the district by employing a superintendent and evaluating his/her performance in providing educational leadership, managing daily operations and performing all duties assigned by law.

B. The board of education authorizes the employment, assignment and dismissal of personnel only on the recommendation of the superintendent.

C. The superintendent is accountable to the board of education in developing and conducting a fair and equitable evaluation of all personnel in the district.

D. The board of education refrains from applying pressure on the superintendent to employ persons on the basis of any criteria other than professional and/or occupational qualifications as defined in currently approved job descriptions.

E. The board of education has been trained in the superintendent evaluation process and follows that process for evaluation.

F. Periodically, but at least once in any 12-month period, the board of education, using an approved instrument and process agreed upon by the board of
education and the superintendent, evaluates the professional performance of the superintendent.

VII. Board Operations: Financial Management

A. The board of education provides guidance to the superintendent in developing the budget and:
   1. Conducts pre-budgeting discussions with the superintendent.
   2. May establish specific budget parameters where deemed necessary or appropriate.
   3. Examines allocations as they relate to the board and district goals annually adopted.

B. The board of education receives the draft budget from the superintendent and after careful study gives tentative budget approval.

C. The board of education publishes the budget and provides opportunity for public review and reaction.

D. Once a budget that incorporates sound business and fiscal practices is approved, the superintendent implements and administers the budget.

E. The board of education, by policy, establishes the level of spending beyond the budget for which the superintendent must seek board approval.

F. The board of education receives monthly financial reports on the status of the budget.

G. The board of education's financial records are audited annually.

VIII. Board/Staff/Community Relations

A. The board of education and individual board members maintain an appropriate and professional relationship with the superintendent, staff and community.

B. The board of education recognizes and protects the concept of chain of command.

C. The board of education works with the superintendent to provide and follow a process, when it is appropriate, that encourages and seeks the input of staff at all levels of decision-making on significant issues.

D. The board of education periodically receives input from citizens on matters relating to the school district.

E. The board of education working with the superintendent seeks advice and communicates with the community through:
   1. Providing leadership, policies and training to school councils.
   2. Collaboration agreements with local and state agencies.
   3. Community groups, community forums and media.

ADOPTED: August 2, 2001
REVISED: July 23, 2014

Cherokee County Board of Education
ORGANIZATION, PHILOSOPHY AND GOALS

School District Philosophy

The Marionville R-9 School District's educational philosophy is based on the belief that each student is a unique individual and that the school exists for the benefit of the child. The educational program should give the student as many options as possible, across the whole spectrum, taking into account the needs of each student. The program offered by the Marionville School District is based on what we know about the nature of learning and development of students, and instruction is designed to respond to the learning styles, interests and abilities of each student.

As the educational program focuses on principles of child development; educators, parents, and community members also need to be aware of the transitional needs of students. When students shift from one level to another, be it home to school, primary to elementary, elementary to junior high, junior high to high school or high school to adult life, we need to assure that those passages, or transitions, happen smoothly.

We believe that school, community, parents, and the individual student should be involved in each student's total instructional program. Educators from various disciplines, paraprofessionals, volunteers, teachers, non-certified staff, and administrators will participate in the school program maintaining open communication and supportive behaviors. Parents will be involved from the beginning stages as their child's first teacher. These groups will work together as a cooperative team and their involvement will be encouraged throughout the student's entire educational program.

Marionville students need to achieve the highest level of performance possible in all academic subjects. They need to be effective communicators and utilize all areas of communication—reading, writing, speaking and listening. In addition to achieving in traditional subjects, our students also need to possess other important skills including work related skills and critical thinking skills, as well as the skills and abilities that will make them life-long learners.

Reorganizing that the use of technology has dramatically changed the nature of our world and that the impact of this technological shift has become an economic reality, it is important that Marionville students exit school possessing the skills and knowledge that will allow them to adapt to and to take advantage of emerging technological advances.

Equally important are problem solving skills which should be central to schooling. When individuals possess problem solving skills, they can explore, create and accommodate to changed, conditions; and actively create new knowledge over the course of their lives.
In order to function and interact successfully in society, the students should recognize the importance of self-discipline, accept responsibility for their own behavior, develop a positive self-concept, and respect the worth, dignity and feelings of others. Each student should develop a set of positive aesthetic, moral ethical, emotional, physical and social values. These values and qualities should cause Marionville students to be responsible citizens who understand respect the cultural differences and political perspectives of others. They should participate responsibly in society at all levels—local, national and international. The Marionville educational program should instill in students a sense of being an environmentalist to ensure that our world will be taken care of for the present and future generations. In order to put the above philosophy into action, the Marionville School District subscribes to and supports the following goals:

District Goals

1. To provide training and support so that each parent will be a child’s first teacher.
2. To increase the high school graduation rate.
3. To provide adequate local financial support for the district.
4. To provide an appropriate learning environment (class size, student safety, professional development, etc.)
5. To meet transitional goals at each level.
6. To emphasize that faculty and staff members should be child advocates.
7. To foster interaction between the school, parents and community.

Student Goals/Outcomes

1. Students will demonstrate knowledge, skills and attitudes in artistic creation and interpretations.
2. Students will demonstrate knowledge, skills and attitudes in reading, listening, oral and written communication.
3. Students will demonstrate knowledge, skills and attitudes in wellness including physical, emotional and social well-being.
4. Students will demonstrate knowledge, skills and attitudes useful in the work area including effective life skills, employment competencies and goal setting.

5. Students will demonstrate knowledge, skills and attitudes in science and technology.

6. Students will demonstrate knowledge, skills and attitudes including competencies in history, geography, government, democratic ideals and economics.

7. Students will demonstrate knowledge, skills and attitudes in mathematics.

8. Students will respect the worth, dignity and feelings of themselves and others.

9. Students will explore, discover and develop special talents, interests and capabilities.

10. Students will accept their responsibility to environment on all levels.

11. Students will demonstrate knowledge, skills and attitudes that show they possess critical thinking, problem solving, and inquiry strategies that will enhance learning throughout life.

Amended: April 9, 1996

Refs: Missouri School Boards Association Policy-File AD
      Aurora R-VIII School District Policy Manual
AD: Educational Philosophy

Classification:
Section A: Foundations and Basic Commitments
Code:
AD

MISSION STATEMENT

Our Mission

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, co-operation, and social responsibility.

Our Beliefs

We value childhood as a unique and special time.

We believe in being strong advocates for the rights of children.

We believe that children should be empowered to recognize and exercise their rights.

We believe learning is enhanced by learner involvement and commitment.

We value the active participation of parents in the education of their children.

We value the role of the teacher as central in the provision of the learning program.

We believe that schools should provide a safe, secure, and hunger-free environment.

We believe that school buildings should be safe, attractive, comfortable, and of enduring quality.

We believe in co-operation, respect for others, and development of social responsibility.

We value the diverse and evolving multicultural nature of Vancouver.

We believe that education has an important role to play in the preservation, protection, and enhancement of the environment.

We believe in providing opportunities for students to acquire the skills, knowledge, and attitudes necessary to participate in the social, cultural, political, and economic systems of a free and democratic society.
We believe in the provision of a wide range of programs, services, and resources to meet the needs, interests, and abilities of all learners.

We believe in fair and equitable distribution of resources.

We believe that educational environments must be flexible and responsive to change.

We value the strong commitment of staff and believe in their participation in all facets of the school system.

We believe in supporting the health and well-being of staff.

We believe in the dignity of the individual and the development of self-esteem.

We value the contribution of each individual.

We believe in educating the whole person.

We believe in equitable treatment for all individuals regardless of race, culture, gender, religion, socio-economic status, sexual orientation, or physical or mental ability.

We believe in equal opportunity and equal access to the best possible education in a supportive, positive, and challenging environment.

We believe in lifelong learning.

We believe in managing change through planning and leadership.

We believe in fostering a sense of community.

We believe that a school should be able to receive all the neighborhood children who choose to attend.

We believe in a consultation process that involves parents, students, staff, and the wider community.

We believe in utilizing community resources and we value a strong association with business, labour, and community agencies.

We believe in being accountable to the community, and we value and promote open communications.

We believe in a commitment to excellence.

Childhood includes all years a student is normally in school. Parenthood refers to the adults assuming custodial care of the child. Equitable refers to fair and just action for the purpose of creating equality of outcome or opportunity.

Educational Goals

Educational Goals are listed in three categories relating to the student’s needs for skills development, self-development, and social development.
Skills Development

Our schools should seek to create an environment in which students will be encouraged to:

- demonstrate the ability to comprehend and to communicate effectively for social, scholastic, business, professional, and vocational purposes;
- develop the basic skills of communication: listening and speaking, reading and writing;
- develop the basic skills of computation;
- develop skills to perceive sensitively, examine critically, think logically, and respond effectively to information from various sources;
- develop an understanding of economic matters as they apply to daily life;
- develop abilities to communicate in more than one language;
- understand the influence of science, technology, and art in daily living.

Self-Development

Our schools should seek to create an environment in which students will be encouraged to:

- demonstrate the ability to communicate ideas and personal feelings;
- develop a positive self-concept;
- develop pride in accomplishment;
- develop personal goals;
- develop the ability to work on their own;
- develop a lasting desire for learning;
- learn self-expression through forms such as art, music, writing, dance, and film;
- appreciate various forms of culture and beauty;
- develop special abilities and interests;
- nurture physical development, fitness, and well-being, and apply principles of health and safety in daily living;
- develop skills for participation in life-time sports and other recreational activities;
- develop and appreciate body awareness, co-ordinated movement, and motor skills.

Social Development

Our schools should seek to create an environment in which students will be encouraged to:

- work co-operatively with other individuals and groups;
- make socially responsible decisions;
- develop the potential for positive contributions to society;
- adjust to the changing demands of society;
- understand and appreciate the Canadian heritage;
- understand and respect other cultures and the interdependence of people;
- respect the environment and use natural resources responsibly.

A Desirable Framework for Achieving these Goals

A desirable framework or organization for achieving these goals.

- Matching the right students with the right teachers in flexible groupings.
• Developing a curriculum that is closely related to real life experience and that allows for the continuous ungraded development of each student. This requires providing learning options, including learning in locations outside the school building.

• Identifying, as early as possible, students who need special assistance and providing it, as far as possible, through the learning assistance centre in the school.

• Bringing together, in a co-operative way, those who have a responsibility for the learning experiences of students with those resource persons who can contribute to these experiences.

• Encouraging teachers to use professional freedom as set out in Board policy.

• Providing supportive services, consultative assistance, and staff development programs that will help in the achievement of the goals.

• Evaluating on a continuous basis what is being done in the schools in terms of these goals, considering both the cognitive and affective development of the students.

• Providing for community involvement in schools through the association of teachers, principals, and students with parents and other interested citizens.

DMT Responsibility: SUPT.

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