

**OPERATIONAL EXPECTATIONS (OE) POLICY**

**OE-10 Learning Environment/Treatment of Students**

<input checked="" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	_____	Date
<input type="checkbox"/> Monitoring Report	_____	Date for Remonitoring

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, OE-10, Learning Environment/Treatment of Students, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

- Has reasonably interpreted the Board's values
- Is Compliant
- Is Compliant with the exceptions noted
- Is Non-Compliant

Executive Summary:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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**BOARD ACTION:**

With respect to Operational Expectations Policy, OE-10, Learning Environment/Treatment of Students, the Board finds that the organization is:

- Has reasonably interpreted the Board's values
- Has failed to reasonably interpret the Board's values
- Is Compliant
- Is Compliant, with the exception of specific policy sub-parts
- Is Non-Compliant

Commendations/Direction:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

**OE-10: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS**

**The Superintendent shall establish and maintain a learning environment that is safe, respectful, free from unnecessary disruption and conducive to effective learning.**

**The Superintendent will:**

**Superintendent Interpretation:**

I interpret this to mean that the District’s role is to develop and maintain schools that keep students safe and secure from physical and emotional danger or harm. Further, I interpret this to mean that our campuses will be places of mutual respect, where adults and students in our school system have a strong sense of belonging and regard for each other with consideration and appreciation.

I interpret “safe” to be physically, emotionally, socially, and academically secure.

I interpret “respectful” to mean a place where students, staff, and visitors feel valued and treated with kindness.

Finally, I interpret “environment...conducive to effective learning” to mean that schools will establish and maintain conditions that support students in learning the habits, skills and knowledge necessary to become lifelong learners ready for college, careers, and the global workplace.

**10.1 Maintain a collaborative school culture that ensures high expectations and success for all children in all classrooms through equitable and aligned systems and supports.**

**Superintendent Interpretation:**

I interpret this to mean that high level of pro-active strategies and supports for students are implemented within the learning environment to promote learning and increase academic success.

I interpret “collaborative school culture” to mean the organizational attitudes and behaviors that result in a positive learning environment that fosters academic success for all students.

I interpret “high expectations” to mean that conditions are in place with the instructional practices and mindsets that allow every student to be engaged in their learning and achieving at their fullest capacity.

I interpret “equitable and aligned systems and supports” to mean the resources, systems, strategies, and interventions that are available and activated for all schools and for all students with the intent of keeping students on track to graduate.

**Indicators of Compliance:**

- Building School Improvement Plans (SIP) are developed collaboratively and include goals and strategies that are aligned with the district Strategic Plan and district-wide initiatives.
- Schools have developed and implemented expected teaming structures to support effective instruction and district-wide initiatives. (PLCs, RtI, PBIS, etc.)

**Evidence of Compliance:**

In Compliance	Not In Compliance
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**Board Findings:**

In Compliance	Not In Compliance
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**10.2 Ensure an inclusive, equitable, welcoming and safe school environment.**

**Superintendent Interpretation:**

I interpret this to mean that every student and adult is part of a school that values them as a unique person and provides a strong sense of connection and belonging.

I interpret “inclusive” to mean that all students can access the curriculum, activities, and opportunities that support student learning and a sense of belonging.

I interpret “equitable” to mean that all students have opportunities to explore a range of interests and activities without barriers.

I interpret “welcoming and safe” to mean schools are a place where students feel physically, emotionally, socially, and academically secure with a strong sense of belonging.

**Indicators of Compliance:**

- Panorama survey data indicates that \_\_\_\_\_ believe their school is a place that reflects an inclusive, equitable, welcoming, and safe environment. (data points to be established)
- Healthy Youth Survey data indicates that \_\_\_\_\_ believe their school is a place that reflects an inclusive, equitable, welcoming, and safe environment. (data points to be established)
- The District has adopted specific policies proscribing behaviors which promote inclusive, equitable, welcoming and safe environments as well as specific policies prohibiting behaviors that inhibit this type of environment.

**Evidence of Compliance:**

In Compliance	Not In Compliance
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**Board Findings:**

In Compliance	Not In Compliance
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**10.3 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.**

**Superintendent Interpretation:**

I interpret this to mean that the school district assures that the practices and strategies outlined in the Code of Conduct and Handbook are followed with the same principles and with appropriate judgment for each student discipline case by all staff.

I interpret “discipline” to mean infractions that occur within the School District’s purview and responsibility for supervision.

I interpret “collaboratively developed” to mean that there are opportunities for feedback when appropriate to modify established guidance for the codes of conduct.

I interpret “appropriately communicated” to mean that information is communicated in a variety of formats through district communication tools, including handbooks, web sites, and school/district events.

I interpret “enforced” to mean monitored and acted upon based on the guidelines in the student handbook

I interpret “consistently” to mean that all staff follow established guidelines in alignment with district policy and applicable state and federal laws.

I interpret “reasonable judgment” to mean that all staff who address behavior infractions use the established Code of Conduct and district policies with consistency and in alignment with applicable state and federal laws.

**Indicators of Compliance:**

- The school district and schools receive input from stakeholders regarding annual updates to discipline guidelines.

<ul style="list-style-type: none"> <li>– Student discipline is applied consistently across the district as evidenced by low variability with respect to duration or form of exclusionary discipline relative to a specific disciplinary code.</li> <li>– Student expectations are available in multiple formats and multiple languages.</li> </ul>	In Compliance	Not In Compliance
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**10.4 Appropriately collect, use, and protect confidential student information.**

**Superintendent Interpretation:**

I interpret this to mean that the school district will follow applicable state and federal laws regarding the appropriate handling of student information and will apply reasonable safeguards to ensure the integrity and privacy of student information.

I interpret that “confidential student information” to mean cumulative records, Special Education records and data that is in the student information system. Further, I interpret this provision to mean that only relevant and needed records are collected and that access to data is limited to staff with passwords or keys. Also, I interpret this to mean that the transmittal of this data through email, text messages, mail and phone conversation and storage of records (in locked areas or on password protected computers) shall be protected against access by:

- Adult volunteers
- The general public
- Student assistants in offices and classrooms
- Staff with no clear professional interest in a student matter of record

**Indicators of Compliance:**

- The absence of audit findings with respect to the collection or use of student information.
- The presence of policies governing the collection and use of student information in alignment with applicable state and federal laws.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**10.5 Assure that no volunteer has unsupervised contact with students without first clearing reasonable background inquiries and checks.**

**Superintendent Interpretation:**

I interpret “reasonable background inquiries and checks” to mean those checks available to school districts within the State of Washington that would be likely to identify if an individual has been convicted of a felony or is registered as a sex offender and would therefore be disqualified from volunteering.

**Indicators of Compliance:**

- The district has clearly definable processes for onboarding procedures and the verification of volunteers.
- The district has evidence in the form of reports for the number of volunteers that have applied, submitted background checks, and were rejected by virtue of indicators from a background check.

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

**The Superintendent may not:**

**10.6 Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.**

**Superintendent Interpretation:**

I interpret this to mean that the Superintendent upholds expectations for how adults interact with students in the school environment, ensuring that all adults have the common goal of being supportive and acting with the students' best interest in mind.

I interpret "tolerate" to mean the acceptance or condoning of actions.

I interpret "adults who have contact with students" to be all employees including volunteers. This includes administrators, teachers, substitute teachers, classified employees, volunteers and community members.

I interpret "hinder the academic performance or the well-being" to mean any actions that communicate disrespectful or non-supportive behavior, or failure to demonstrate regard for the reasonable needs and viewpoints of students.

**Indicator of Compliance:**

- The district has specific policies outlining expectations for adult behaviors with respect to student welfare.
- The district provides appropriate notice of policies and expectations to staff, volunteers and other adults who have contact with students.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance

**10.7 Permit unruly behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.**

**Superintendent Interpretation:**

I interpret this to mean that the Superintendent shall reasonably prevent, discourage or ban any incident that negatively impacts student learning.

As defined in district and board policy in alignment with state and federal laws, any illegal activity shall be banned.

I interpret "unruly" to mean behavior that disrupts or has a negative or unsafe impact on the learning environment or any school activity.

I interpret "disrespectful or dangerous" to mean those things that are specifically prohibited or forbidden on school grounds and during any school-sponsored activity as indicated in school, district, and state level established codes of conduct, and in alignment with all applicable state and federal laws.

**Indicator of Compliance:**

- The district has specific policies prohibiting behaviors by adults and students.
- The district provides notice to students and community regarding prohibition of such behavior.

**Evidence of Compliance:**

In Compliance

Not In Compliance

**Board Findings:**

In Compliance

Not In Compliance