

**MONITORING REPORT: Policy OE-9 (Learning Environment)**  
**\*Formerly OE-10**

**PHASE ONE: Interpretation and Monitoring Indicators**

**DATE: July 2018**

### **Policy**

**The Superintendent will establish and maintain a learning environment that is equitable, safe, respectful, and conducive to effective learning.**

### **Interpretation**

In general, we understand this policy expresses the Board's expectation that the Superintendent will set high standards for the organization related to providing a positive climate in which all students and staff feel welcome, cared for, and supported in doing their best work. Furthermore, the Superintendent will ensure such standards are met in a way that protects the rights of students and staff and addresses non-compliance by focusing on opportunities for learning and growth rather than just on consequences.

We understand the Board expects the learning environment throughout the School District will be:

- **Equitable**, which refers to a standard of fairness that provides each student what he/she needs to meet established targets rather than giving all students the same programs, resources, and support systems;
- **Safe**, which refers to the maintenance of conditions that promote inclusivity and prevent students or staff from experiencing physical, mental, or emotional harm;
- **Respectful**, which refers to the assurance that words and behaviors in all school facilities and at all school-sponsored activities honor the dignity and worth of each individual and group; and
- **Conducive to effective learning**, which refers to the creation of a feeling tone or atmosphere that encourages and supports listening, sharing, collaborative problem-solving, risk-taking, discovery, reflection, understanding, and growth.

### **Monitoring Indicator(s)**

Provided below for each component part of OE-10.

**The Superintendent will:**

- 1. Maintain a climate that is characterized by support and encouragement for high student achievement.**

### Interpretation

We understand this component requires us to create a culture across the district of positive expectations for all students and mutual accountability for their learning. At the school level, it means that we must provide students with a variety of options for making positive connections and more than one route for achieving desired outcomes. At the classroom level, it means that we must ensure systems, routines, and interactions promote inclusivity and equity and reflect a strong belief in the capacity of each student to learn.

### Monitoring Indicator(s)

We will know we are in compliance with this component when:

- A survey of students reveals a high level of satisfaction with the learning-focused encouragement and support they receive in our school system;
- Teacher evaluation scores related to Dimension 5 (Classroom Environment and Culture) in *The 5 Dimensions of Teaching and Learning Instructional Framework* show more than 80% of our teachers are “Proficient” or “Distinguished” in this particular dimension;
- A catalogue of the District’s learning options and supports indicates a strong commitment to ensuring each student’s success *whatever it takes*; and
- Various evidence demonstrates the continued growth of our *Graduate Ferndale* campaign, which promotes high school graduation as a systemwide – even a communitywide – concern.

- 2. Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.**

### Interpretation

We understand this component requires us to foster cooperation between home and school around shared values for positive student behavior; work with parents/guardians and other stakeholders to codify those values in written behavior expectations; calibrate understanding of and response to written behavior expectations among school personnel to ensure equitable implementation and application; inform and teach students and parents/guardians about the behavior expectations; and provide a process for resolving the concerns of those who believe they have not been accorded a fair interpretation and/or application of their rights and responsibilities related to this policy.

### Monitoring Indicator(s)

We will know we are in compliance with this component when we can show:

- Common written behavior expectations being implemented in a similar fashion across the district;
- Evidence of stakeholder participation in developing and/or reviewing such behavior expectations;

- Evidence that behavior expectations have been fully explained to students and shared in multiple ways with parents/guardians;
- Evidence showing race, ethnicity, gender, gender identification, and/or socio-economic status are not predictors of disciplinary action related to behavior expectations; and
- The existence of clear due process information and easily accessible procedures for appealing a District decision related to the enforcement of behavior expectations.

**3. Assure that all confidential student information is appropriately collected, used, and protected.**

**Interpretation**

We understand this component requires us to respect the privacy rights of students and parents/guardians to the greatest extent possible without compromising student and/or staff safety. That is, the Board expects us to strike a balance between, on the one hand, creating an ethos of trust in which students, parents/guardians, and staff can ask for help without fear of retaliation, discrimination, prejudicial treatment, or stigmatization; and, on the other hand, ensuring clear protocols are followed when situations are divulged that require personal information to be shared (such as those related to abuse, threats of harm to self or others, or criminal activity). In short, the District's attitude toward confidentiality should be open and easily understood, and everyone should be able to trust the boundaries of privacy operating across the system.

We understand **confidential student information** refers to a range of data about a student maintained in any recorded way. Examples include (a) date and place of birth; (b) citizenship status; (c) course schedules, grades, and test scores; (d) special education records; (e) disciplinary records; (f) medical and health records; (g) documentation of attendance; and (h) identification code and social security number. We also understand that some of the other data we keep about students, known as **directory information**, can be made public according to our District's administrative policy. This data includes the student's name and address and other information typically found in school yearbooks or athletic programs like pictures of participants in various extracurricular activities or recipients of awards and heights and weights of athletes. We understand each year we need to notify parents/guardians of the types of data we have designated as directory information and allow them to identify all or part of it they do not wish to be available to the public. (These guidelines are outlined in the Family Educational Rights and Privacy Act, also known as FERPA.)

We understand **appropriate collection** of student information requires us to ensure we are only gathering data for which we have express educational purposes, and we are doing so in a professional and sensitive manner. We further understand that we cannot violate the privacy rights of students and parents/guardians by asking about such personal topics as political affiliations, religious beliefs, citizenship status,

and/or family values – *even when we have a clear educational purpose* – without first requesting and receiving prior permission.

We understand **appropriate use** of student information requires us to ensure any data we gather about our students is shared only for specific and legally defined reasons; and information gathered for one purpose is not used for other purposes. We understand parents/guardians have a right to see any data we have collected about their children as defined in law, but not data related to other children. We understand sharing information between school staff members is an essential element in safeguarding our pupils' well-being and safety, but such sharing needs to be purposeful, professional, and thoughtful, devoid of assumptions that it is alright to discuss sensitive material widely even when it appears already to be well-known. We understand categorical data must be generated to support continual school improvement planning, but individual children should not be identified through this process.

We understand **appropriate protection** of student information requires us to hold such information in a safe and secure place that cannot be accessed by anyone other than school staff with a legitimate need to know. We understand confidentiality also refers to conversations, and all staff need to endeavor to protect privacy rights by considering how, why, and where their discussions about students take place.

### **Monitoring Indicator(s)**

We will know we are in compliance with this component when we can show:

- The existence of a Confidentiality Statement that outlines both the District's commitment to confidentiality and the limits to confidentiality that can be offered by individuals within the school community.
- Clear procedures for handling confidential information and evidence that staff have been trained in following these procedures.
- Evidence that all District parents/guardians have received an annual notice of their privacy rights under FERPA, including (1) the right to inspect and review records and, if they believe the records to be inaccurate, to seek to amend them; and (2) the right to consent to disclosures of personally identifiable information in District publications.
- No breaches in confidentiality practices as outlined in District policy and/or federal regulation.

**The Superintendent may not:**

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

### **Interpretation**

We understand this component requires us to prohibit conduct, deeds, words, methods, or manners by staff members, volunteers, or visitors in our schools that impede any student's ability to learn and grow or diminish any student's sense of

health and security. In other words, the Board expects every person who interacts with students in our organization to be held accountable for creating a welcoming, supportive, and harassment-free learning environment for all. To this end, the Board expects we will not tolerate communications or actions that are rude, belittling, uncaring, insensitive, volatile, hostile, aggressive, or suggestive of any manifestation of discrimination based on race, ethnicity, gender, gender identification, age, disability, sexual orientation, religious or political beliefs, status within or outside the School District, or any of the other differences among people that have been excuses for misunderstanding, dissension, and/or hatred.

### **Monitoring Indicator(s)**

We will know we are in compliance with this component when we can show:

- Evidence that District employees, volunteers, students, and parents/guardians have been informed of the content of this aspect of the Board's policy;
- Evidence that District staff have been trained to recognize and address behaviors, attitudes, or actions that constitute an infraction of this policy.
- Evidence that employees, students, and parents/guardians have been provided easily accessible means for reporting behaviors, attitudes, or actions that violate this policy without fear of repercussions.
- Evidence that all such reports of violations have been appropriately addressed by the District.

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

### **Interpretation**

We understand this component requires us to prohibit disorderly, discourteous, harmful, hazardous, or unlawful conduct that impedes teaching and learning or threatens health and safety. We further understand the Board expects us to enforce this standard for any person who is on a District campus or participating in a District-endorsed activity.

### **Monitoring Indicator(s)**

We will know we are in compliance with this component when we can show:

- Written safety plans, discipline codes, and/or social contracts that spell out the kinds of behaviors that are unacceptable on school property and at school-sponsored events along with consequences for violations.
- Evidence that students, staff, and parents/guardians have been informed of the District's behavior standards.
- Discipline data showing a downward trend in the number of incidents related to physical aggression and/or disrespect.