



## Study Session of the Board of Directors

via Zoom

Wednesday, January 13, 2021 06:00 PM

### **I. CALL TO ORDER** **(Action)**

- a. Pledge of Allegiance
- b. Roll Call
- c. Approval of Agenda

### **II. TOPIC FOR BOARD DISCUSSION**

#### **A. Review of Board Operating Protocol** **(Discussion)**

[Draft Board Operating Protocol.pdf \(p. 2\)](#)

#### **B. District 2020-21 Focus Areas Progress Report** **(Information)**

**Presenter:** Superintendent Weight

[District 2020-21 Focus Area Progress Report.pdf \(p. 6\)](#)

#### **C. Reopening Schools Update** **(Information)**

**Presenter:** Superintendent Weight

[Reopening Schools Update 01.13.2021.pdf \(p. 15\)](#)

#### **D. February 10, 2021 Study Session Agenda Items** **(Discussion)**

- 1. Board Self-Assessment Results
- 2. Other Topics

#### **E. Superintendent Updates**

### **III. ADJOURNMENT** **(Action)**

**Steilacoom Historical School District No. 1  
Board of Directors' Operating Protocol  
To be Adopted January 27, 2021**

The most effective way to operate and supervise a dynamic, growing school district is through close cooperation between the school board, the superintendent, and the administrative leadership team. Each group plays a different role, and each role is essential to the success of the entire system (staff and students). In order to allow each group to compliment and ensure the success of the others, there must be agreement on some philosophical ideas and practical ways of working together to achieve the common goal – quality education programs for each student. To achieve, within the legal and financial limits of the District, quality education programs for each student, the Board pledges to strive toward excellence in performance and expects the same from each individual who works in Steilacoom Historical School District.

Board directors and administrators have an obligation to provide educational leadership. The public expects the best in planning, decision-making, communication, and educational expertise. However, all decisions and policies of the Board-Administration Team must be gauged and tested against two fundamental beliefs: schools are for kids; and schools belong to the people.

For the purpose of enhancing teamwork among members of the Board and between the Board and the Administrative Team, we, the members of the Steilacoom School District Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

**PRINCIPLES FOR BOARD-ADMINISTRATION RELATIONS**

The following philosophical ideas, operating principles, and behaviors, when adhered to by all, will create an open, productive environment for a team approach to school leadership:

- 1. Positive Approach**  
Each member of the team is charged with the responsibility of working with the team to find the best way to meet the needs of the students and staff. An open, positive, and problem solving atmosphere toward designing, implementing, and assessing plans to achieve the goals of the organization is critical.
  
- 2. Judgment and Trust**  
To develop an effective team process, each group must support and cooperate with team members, collectively and individually.

### **3. Loyalty and Disagreement**

Cooperation, support, and loyalty do not mean there will be agreement on every issue. Dialogue, divergent thinking, and debate will encourage the best decisions. To clarify this principle, a few ground rules must be covered:

- Each team member has the responsibility for being loyal to the District, to each member of the team, and to the primary goal -- a quality education for every child.
- Board Directors should not be contacting employees of the District on operational issues. Questions about operations, direction, etc., should be directed to the Superintendent.
- Board Directors are encouraged to offer praise for employees, but criticism must be channeled through the Superintendent's office.
- Debate the issues, not one another. Avoid personal slurs and snide comments.
- Information about employees, negotiations, and other confidential areas discussed in executive session will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives must also remain confidential. Team members should state in advance whatever they consider to be confidential information.
- When Board Directors or the superintendent find themselves in disagreement with another team member, a one-to-one meeting with that person should be arranged to resolve the disagreement. Once resolved, the disagreement will remain a private matter.
- Discussion at meetings and debate over issues should be open and honest. Once a final team decision is reached, each member has the responsibility to support the decision.
- Agendas must be open and on the table for meaningful dialogue to occur. Information upon which decisions are to be made, with accompanying alternatives, will be given to the Board in a timely manner so that appropriate input and analysis can take place prior to the time of the decision. Surprises at meetings are counterproductive.

### **4. Accountability to Community**

The School Board, Superintendent, and administrative team are accountable to the public for the decisions made and for the quality of their work. Responsibility to the community is demonstrated by listening to them and by using effective systems of gathering information as assessment.

## 5. Communication

Effective interpersonal communication requires a healthy communication climate with high levels of trust and respect for individuals and for the mission of providing a quality education for all students. To achieve this, messages must be open, straightforward, and honest.

- The Superintendent and the Board will make deliberate attempts to share information and data with all team members. Team members shall utilize the chain of command as outlined by District policy/procedures.
- When an individual Board Director is contacted by a staff or community member, each member has agreed to the following procedures:
  - a. Hear out the individual's concern.
  - b. Ask if the issue has been discussed with the person immediately responsible.
  - c. Express concern about the issue and a desire to assist in resolution, while reinforcing the need to resolve the issue at the immediate local level. If unsuccessful, proceed to the next level(s) of responsibility.
- Only the Superintendent, his/her designee, or a Board-designated representative may contact the District's negotiator, should one be used, on current negotiations. If a Board Director feels a need to talk to District counsel or the negotiator, he or she is to contact the Superintendent who will arrange for all meetings. The Board president may contact the District's legal counsel in reference to the Superintendent's contract.
- It is important to keep the Superintendent and other Board members informed of unusual happenings as quickly as they occur.
- The Superintendent is responsible for communicating official district operational positions to the media. There will also be occasions when the Board president communicates the official District position. Board members may certainly state personal positions; as long as they make it known they are not speaking for the Board or the District.
- The Board will emphasize planning, policy making, and public relations rather than becoming involved in the daily operations of the schools.
- After reviewing the agenda, Board members agree to ask questions when clarification is needed so that the Board meetings can proceed smoothly and efficiently. Board members can also contact the Superintendent to discuss issues prior to the meetings. Members may also request addition of items to the agenda prior to its adoption.

- Each Board member will become conversant with matters on which the Board acts, reviewing all materials prior to meetings. They will attend essential Board training and inform themselves about important issues through individual readings.
- All personnel complaints and criticisms received by the Board or its individual members will be directed to the Superintendent.
- Members agree to operate as a team and employ appropriate group problem solving techniques. They agree to focus on issues rather than personalities, to propose viable alternatives to problems, to disagree constructively and communicate with each other in a respectful manner.

Signed this 27<sup>th</sup> day of January 2021;

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Jennifer McDonald, Board Chair

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Sam Scott, Board Vice Chair/  
Legislative Representative

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Kathi Weight, Superintendent

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Bob Forbes, Board Director

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Jason Pierce, Board Director

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Loujanna Rohrer, Board Director

# DISTRICT FOCUS AREAS 2020-2021

BOARD UPDATE – JANUARY 13, 2021

**MID-YEAR REVIEW**

## 2020-21 Focus Areas

### achieve

*Commit to providing an engaging educational experience where students achieve at high levels.*

Optimize the academic achievement of all students.

Identify opportunity gaps and target interventions to specific needs.

Evolve curriculum resources to prepare students for college, career and post-secondary success.

Provide relevant professional learning focused on data and student outcomes.

### plan

*Thoughtfully plan for operational success by addressing the short and long term needs of our school community.*

Provide safe and secure learning environments.

Ensure financial stability to maximize student learning opportunities and resources.

Manage all aspects of prioritized projects in line with long term facilities planning.

Facilitate responsive, effective and integrated operational systems to sustain district initiatives.

### support

*Support student well-being by implementing high quality social and emotional learning practices.*

Promote wellness, positive mental health and school connectedness.

Encourage resiliency and critical thinking with powerful opportunities for student engagement.

Respond to the multi-sensory learning needs of students.

### connect

*Connect and collaborate with internal and external stakeholders to maximize opportunities for learners.*

Strengthen effective community communication and outreach.

Provide collaboration time for alignment of instructional programs and transitions for students.

Access partnerships and resources to capitalize on educational opportunities for all district initiatives.

# FOCUS AREA I: OPPORTUNITY GAPS

## IDENTIFY OPPORTUNITY GAPS AND TARGET INTERVENTIONS TO SPECIFIC NEEDS

### **Inclusionary practices work in all schools**

- 50 educators make up the district's IP Community of Practice (COP), made up of teams from each building that include the principal, SPED staff, and content area teachers
- The consultation model is employed at all K-5 schools: staff teams meet weekly to address student challenges and offer multi-disciplinary, proactive solutions
- Total of inclusionary practices grant funds for this school year from OSPI, WASA, and AESD: \$94,790.00
- Teachers Development Group is providing professional learning to K-5 teachers to employ habits of mind which emphasize sense-making, inquiry, and collaboration improving student access to math curriculum; emphasis on the student as the center of learning
- Formal training will be provided in January specific to inclusionary practices data and closing gaps

# FOCUS AREA I: OPPORTUNITY GAPS

## IDENTIFY OPPORTUNITY GAPS AND TARGET INTERVENTIONS TO SPECIFIC NEEDS

### **STEM enrichment opportunities**

- Science kits for all 3rd grade students of Chloe Clark; Saltar's Point 50 students have kits; At Pioneer Middle School all students are engaged with a science-themed winter activity
- Lego Club developed this year and had 189 registered; an integration of our STEM and SEL grants

### **Diagnostic data to identify students in need of academic support**

- Panorama has been used to address social emotional learning impacts on academic achievement and engagement
- Teachers and support staff have used Panorama to monitor individual and large group learning trends

### **Targeted small group interventions started in November**

- Chloe Clark ~100 students weekly; Cherrydale ~ 60 students weekly; Saltar's Point ~100 students weekly; Pioneer ~ 45 students onsite daily; SHS ~35 students onsite daily
- Remote small group instruction for students who need additional academic or social emotional support

### **Equity teams in all schools**

- Examining building level practices and curriculum resources for students

# FOCUS AREA 2: SAFETY AND SECURITY

## PROVIDE SAFE AND SECURE LEARNING ENVIRONMENTS

### Personal Protective Equipment (PPE)

- Procured enough PPE to meet in-person instructional needs for the remainder of the school year. This includes six automatic touchless temperature scanners

### Ventilation and Cleaning Protocols

- Improved ventilation at each site by increasing the amount of outside air into each building and upgraded all HVAC filters system to the best available for each unit. Air turnover every 10 minutes per hour
- Additional staffing and cleaning equipment to meet highest recommended protocols (time and disinfection). This included the purchase of electrostatic sprayers (\$21,000) using CARES Act funds

### Screening and Safety Protocols

- Screening and safety protocols for our employees were successfully implemented, resulting in ZERO exposure incidents at any of our work sites

# FOCUS AREA 2: SAFETY AND SECURITY

## PROVIDE SAFE AND SECURE LEARNING ENVIRONMENTS

### **Implemented an Employee COVID Safety Committee**

- Certificated, classified and administrative staff from every school to discuss concerns regarding COVID safety processes and recommend improvements

### **Promise Program for students/families with COVID health concerns**

- 250 students enrolled in Promise Program during first semester, with 200 additional students signed up for second semester

### **Rebranding of district's focus on Safety**

- “Steilacoom CARES” (Communication, Awareness, Relationship, Engagement and Security) protocols

### **Updated SHSD suicide prevention plan**

- Additional social-emotional learning and communication / coordination with other agencies

# FOCUS AREA 3: SCHOOL CONNECTEDNESS

## PROMOTE WELLNESS, POSITIVE MENTAL HEALTH, AND SCHOOL CONNECTEDNESS

### **Social emotional universal screener (Panorama)**

- 627 3<sup>rd</sup> - 5<sup>th</sup> graders completed and 1,357 6<sup>th</sup> -12<sup>th</sup> graders completed

#### Key Findings:

- Favorable perception of School Engagement: 23% in grades 6-12 and 58% in grades 3-5
- Favorable responses in area of Belonging: 35% in grades 6-12 and 65% in grades 3-5
- Teachers are now analyzing data to help guide their practice to improve student well-being

### **Community focused SEL enrichment activities**

- Family Academy – eleven sessions incorporating social emotional learning and supporting families and students during remote learning.
- 385 participants since September in “live” sessions and approximately 150 views of Family Academy Content on YouTube

### **Dedicated staff for SEL**

- District staffing includes nine counselors, one social worker, one districtwide SEL specialist and numerous Paraeducators who support SEL activities. An additional two Military Family Life Counselors also work with military connected students and families.

# FOCUS AREA 3: SCHOOL CONNECTEDNESS

## PROMOTE WELLNESS, POSITIVE MENTAL HEALTH, AND SCHOOL CONNECTEDNESS

### **Team-based and cooperative approaches to learning during remote and hybrid learning models**

- Schools connecting with students in a variety of ways (example: Saltar's Point Otter Talks)
- SHS and PIO have ongoing clubs meeting virtually
- SHS is offering small group sports (PIO will start in January)

### **District and building administrators and counselors participated in Health Support Team training**

- Building community resilience during times of trauma

### **Collaboration with Pierce College to increase connections with Running Start students**

- Focus on Social Emotional connections and suicide prevention efforts

# FOCUS AREA 4: COMMUNITY RELATIONS

## STRENGTHEN EFFECTIVE COMMUNITY COMMUNICATIONS AND OUTREACH

### Improved Tool for Parent Communication – ParentSquare

- Communications on ParentSquare Since September: 5900 Posts, 112,800 direct messages, 62 smart alerts, 20 polls, 970 files shared, 718 photos/videos shared
- 2,300 parents have the application; 2,000 have opted into notifications; 500 receiving text messages
- 61% of parents have “interacted” via ParentSquare (963 comments, 1500 appreciations, 1850 forms completed, 185 polls completed)

### Two District ThoughtExchanges related to District Focus Areas

- September/October Exchange on Community Outreach – 301 Participants, 269 thoughts, 14,000 ratings
- December Exchange on Students Well-Being – 235 Participants, 226 Thoughts, 8,333 ratings

### Continued Focus on Using Social Media Tools at the District and School Level

- Weekly reminders to schools to update social media with updated information
- District Facebook Page: 1600 page Likes, Average 16 posts and 1000 engagements per week

### Significant work to redesign the district website (ensure ADA compliance)

- Much more user friendly – approximately 100,000 visits to SHSD page since 9/1.

# REOPENING SCHOOLS UPDATE

Steilacoom Historical School District

January 13, 2020



# UPDATE SINCE DECEMBER 9

## New DOH Guidance on School Reopening

- As expected, DOH did issue new guidance on reopening – encouraging school districts to reopen schools beginning with youngest learners
- When case rates exceed 350/100K/14 days - phase in-person learning with groups of 15 or less, prioritize PK-3. If schools can demonstrate limited transmission, add grades 4 and 5
- Secondary phase-in would begin after K-5 implemented and when cases rates are below 350 for middle school and about 200 for high school

# UPDATE SINCE DECEMBER 9

## New “Healthy Washington Roadmap” for Non-School Impacts

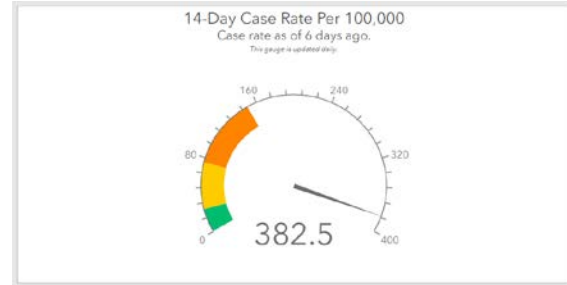
- Metrics now include two-week cases rate, hospital admission rate, ICU occupancy, test rates
  - All four must meet standard to move from Phase 1 to Phase 2
  - To remain in Phase 2, a majority of the metrics must meet the standards
  - Plan is based on regions – example: Pierce, King, and Snohomish must decrease their combined two week case rate by 10% to move into Phase 2
- These phases and metrics do not directly impact schools – and differences between regional movement and school district movement may cause confusion.
  - Snohomish and King Counties could see increasing cases forcing region to stay in Phase 1 – while Pierce County could be stable or decreasing

# TPCHD COVID-19 RATES UPDATE

As of 09-09-2020



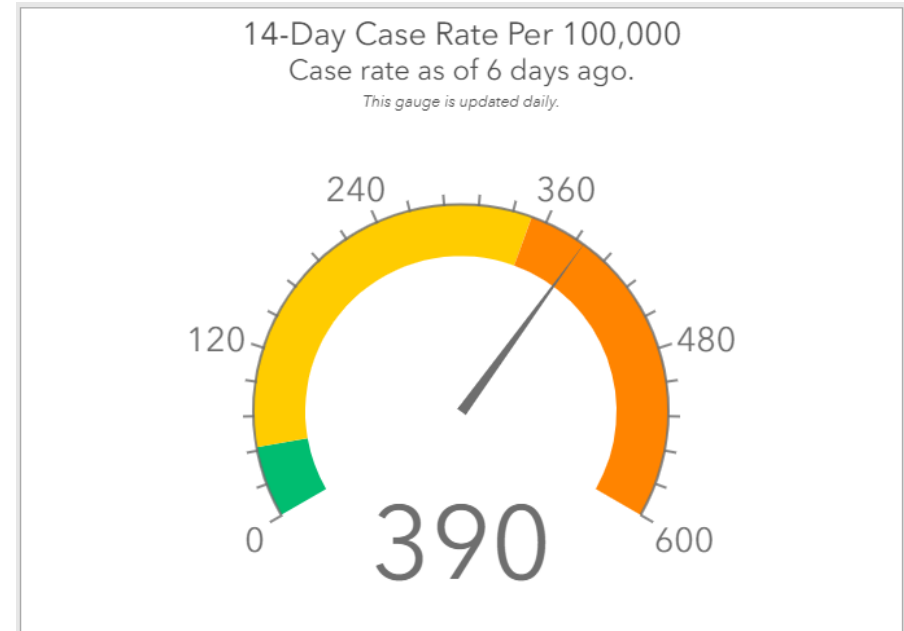
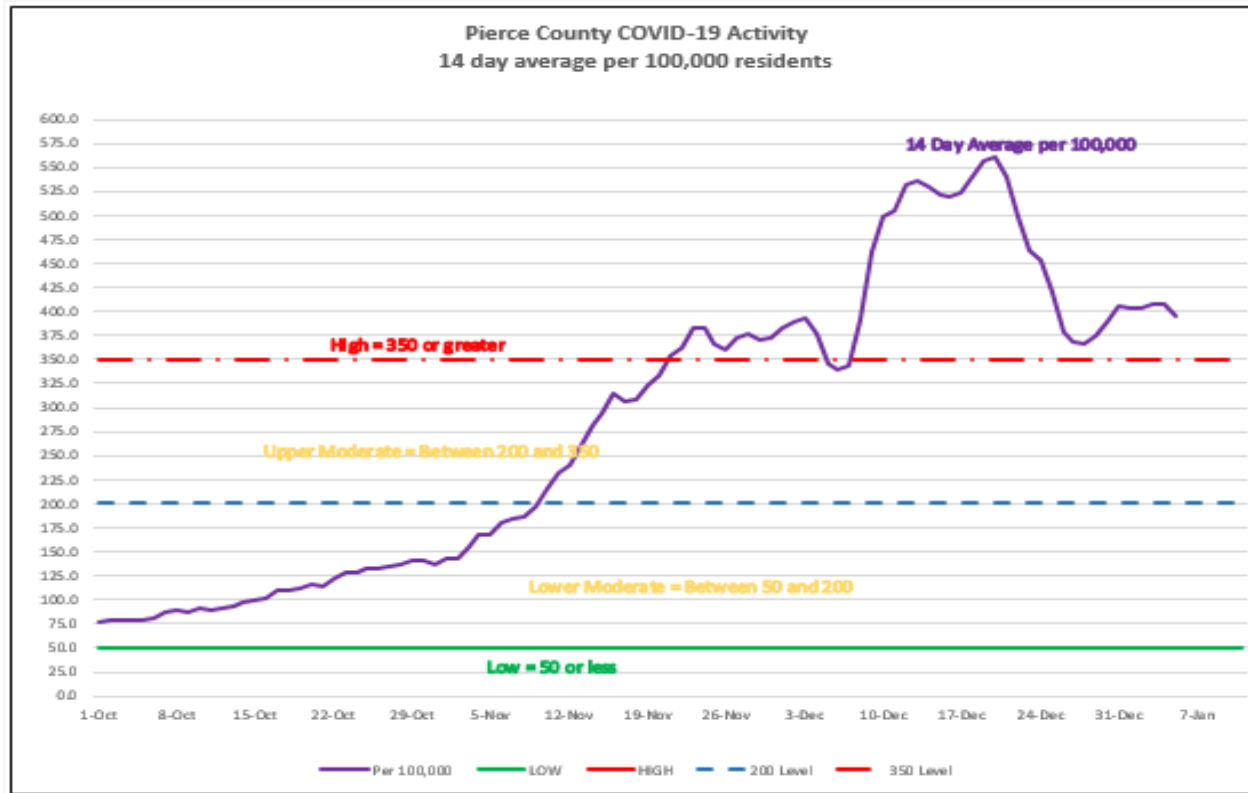
As of 12-09-2020



As of 01-07-2020

Rates are high but relatively stable except for a reporting spike in mid-December.

Two days of 700+ from backlogs impacted two weeks of data in December.



# TRANSITION TO HYBRID EFFORTS SINCE 12/9

## Primary focus:

### Achieve a High Quality Transition to In-Person for Kindergarten

- Communicating with families and staff
- Creating safety checklists
- Visiting Kindergarten hybrid programs
- Confirming staff understanding of safety protocols planned
- Coordinating between primary schools
- Addressing family requests to remain in remote learning
- Making staffing adjustments
- Providing teachers time to plan for the transition
- Confirming transportation plans
- Adding custodial staffing for additional cleaning protocols between cohorts

# BEYOND KINDERGARTEN

- Planning at every school for reopening, including creation of visuals for staff and students
- Confirming that safety, cleaning, and ventilation protocols are at or above requirements
- Working on staffing plans for all schools, including expansion of the Promise Program
- Creating direct links with public health to ensure immediate guidance is available on safety protocols
- Collaborating with other districts in the region
- Continuing to offer high quality remote learning

# TENTATIVE SHSD TIMELINE FOR DECISIONS

Kindergarten Starts In-Person Learning & Anderson Island Elementary (K-3) Starts In-Person Learning	January 19
Evaluate Kindergarten Safety Protocols and Practices	January 19 to January 29
Communicate Decision for Grades 1-3 (Provide 2 week notice to families, childcare, staff)	February 1 (or later if safety requires a delay)
Grades 1-3 Start In-Person Learning	February 16 (or two weeks after communication decision)
Communicate Decision for Grades 4-5 (Provide 2 week notice to families, childcare, staff)	March 1 (or two weeks after Grades 1-3 implementation)
Grades 4-5 Start In-Person Learning	March 15 (or two weeks after communication decision)
Communicate Decision for Grades 6-12	To Be Determined after K-5 implementation