



OE-2 Treatment of People

Policy Type: Operational Expectation

The Board values the engagement of its students and families and believes that students, parents and the general community should be treated with respect and courtesy whenever they are interacting with the District and its employees. Both students and parents should be kept informed of district policies that relate to their rights within the educational system.

The Superintendent shall maintain an organizational culture that treats parents, students and community members with respect, dignity and courtesy, and shall maintain a learning environment that is safe, respectful and conducive to effective learning.

The Superintendent will:

- 2.1 Assure a climate that is characterized by support and encouragement.
- 2.2 Provide an open and responsive environment that encourages parent involvement.
- 2.3 Maintain an organizational culture that is consistent with the following values:
 - a. respect for all opinions
 - b. reasonable inclusion of people in decisions that affect them
 - c. open and honest communication in all written and interpersonal interaction
 - d. focus on common achievement of the Board's **Results** policies.
- 2.4 Inform students and their parents or guardians of anticipated changes to the educational program that will significantly impact the educational pathways available to students.
- 2.5 Adequately monitor and control student access to and utilization of electronically distributed information.
- 2.6 Provide a process for the effective handling of complaints.
- 2.7 Inform students and parents of their appeal rights.
- 2.8 Protect students who have voiced grievances from retaliation within the school environment.

The Superintendent will not:

- 2.9 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.
- 2.10 Permit any form of illegal discrimination.
- 2.11 Use methods of managing information, including student information, that fail to protect confidentiality or protect against improper access.
- 2.12 Collect and store information for which there is no educational purpose.
- 2.13 Permit the administration of corporal punishment.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 – Revised
April 22, 2021 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-3 Personnel Administration

Policy Type: Operational Expectation

The Board believes that student success is dependent on highly qualified staff who are able to work in a collaborative manner towards achieving the Board's Ends for Students. Staff should receive relevant professional development and be appropriately compensated for their work.

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees necessary to enable the organization to achieve its **Results** policies.

The Superintendent will:

- 3.1 Make mandatory background inquiries and checks prior to hiring any paid personnel.
- 3.2 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.
- 3.3 Select the most highly qualified and best-suited candidates for all positions.
- 3.4 Administer clear personnel rules and procedures for employees, including rules protecting against wrongful conditions, such as nepotism and inequitably preferential treatment for personal reasons.
- 3.5 Effectively handle complaints and concerns.
- 3.6 Maintain adequate job descriptions for all positions.
- 3.7 Provide for appropriate due process.
- 3.8 Prepare staff to deal with emergency situations.
- 3.9 Protect confidential information.
- 3.10 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type and within available resources.

- 3.11 Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's **Results** policies and their compliance with the Board's **Operational Expectations** policies.
- 3.12 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them in pursuit of achieving the **Results**.
- 3.13 Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

The Superintendent will not:

- 3.14 Retaliate against any staff member for lawful, non-disruptive expression of dissent or for initiating a legitimate complaint.
- 3.15 Modify his or her own compensation or benefits.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 - Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal and Direct Inspection

Monitoring Frequency - Internal – Annually

Direct Inspection – October – (compensation and benefits, upon expiration of bargaining agreements)



OE-4 Financial Planning and Budgeting

Policy Type: Operational Expectation

The Board believes that the District's planning and budgeting should be comprehensive, transparent, and part of a long-term plan to achieve the Board's Results for Students. The District should be fiscally responsible and expenditures should be kept within projected revenues.

The Superintendent shall develop and present to the Board a multi-year financial plan that is related directly to the Board's **Results** priorities and **Operational Expectations** goals, and that avoids long-term fiscal jeopardy to the District.

The Superintendent will develop a budget that:

- 4.1 Includes credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
- 4.2 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for each category for the current fiscal year and the amount budgeted for the next fiscal year.
- 4.3 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 4.4 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the **Results** priorities for the year.
- 4.5 Ensures fiscal soundness in future years, including provisions for reasonable contingencies.
- 4.6 Provides necessary information to the Board on matters with significant budgetary impact, allowing the Board adequate time to consider the information presented.
- 4.7 Is based on reasonable consultation with appropriate constituent groups.

The Superintendent will not develop a budget that:

- 4.8 Risks incurring those situations or conditions described as unacceptable in the Board policy OE-5, Financial Administration.
- 4.9 Provides less for Board prerogatives during the year than is set forth in the Board developed budget for GC-9, Cost of Governance.

4.10 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

December 14, 2005 – Adoption of Policy Governance

December 12, 2019 – Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report

Monitoring Frequency - Annually



Coherent Governance Planning Calendar – GC-4E*
(July 1, 2024 – June 30, 2025)
Policy Type: Governance Culture

BOARD MTG DATE	EXECUTIVE LIMITATIONS	ENDS	GP, OGP, Other
July 11, 2024	None	None	
August 8, 2024	None	None	
August 22, 2024	OE-4 Financial Planning and Budgeting <i>(on consent)</i> OE-5 (Internal) Financial Administration <i>(on consent)</i> OE-6 Asset Protection <i>(on consent)</i>	None	
September 12, 2024	OE-3 Personnel Administration <i>(on consent)</i> OE-7 Emergency Superintendent Succession <i>(on consent)</i> OE-8 Communications and Support to the Board		
September 26, 2024	OE-10 Structure of Schools <i>(on consent)</i>	None	
October 10, 2024	OE-2 Treatment of People	None	
October 24, 2024	OE-13 Facilities OE-15 Technology	None	
November 14, 2024	EL-1 (Internal) Executive Constraint <i>(on consent)</i> OE-8 Emergency Contact Flow Chart – <i>(Internal document GC-5, no formal action)</i> OE-11 Discipline OE-14 Instructional Program	None	
December 12, 2024	OE-12 Learning Environment		
January 16, 2025	OE-9 Communicating with the Public (Communication) <i>(on consent)</i>	Results 2 Academics Work Study (1 of 2)	
January 30, 2025		Results 2 Academics Work Study (2 of 2)	<i>Budget development guidelines</i>
February 13, 2025		Results 2 Academics	<i>Budget development guidelines</i>
March 12, 2025 ***	OE-16 Equity	None	
March 27, 2024		Results 3 Civic Engagement - Final	

April 10, 2025	None	None	
May 8, 2025	OE-5 (External) Financial Administration <i>(on consent)</i> Superintendent's Evaluation Process Begins (BSR-5)	Results 4 Life Management and Personal Awareness - Final	
May 29, 2025	None	None	
June 12, 2025	OE-1 (External) Executive Constraint <i>(on consent)</i>	Results 1 Mission Statement	Finalize Monitoring Calendar for 2025-26
June 26, 2025	None		Finalize Supt's Evaluation & Contract

*Note: This may be subject to change through the agenda planning process and based on any adjustments to Board meeting dates throughout the year.

**Delayed monitoring due to completion of audit for year prior.

***The March 12, 2025 Board Meeting may change to March 13, 2024 depending on inclement weather and the need for a make-up snow day.

Board Approved: July 11, 2024



OE-5 Financial Administration

Policy Type: Operational Expectation

The Board believes in strong financial controls and in providing the community with an accurate, full and transparent accounting of how taxpayer dollars are spent in support of the Issaquah School District.

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the Board's **Results** priorities or meeting any **Operational Expectations** goals, or places the long-term financial health of the district in jeopardy.

The Superintendent will:

- 5.1 Settle payroll and legitimate debts in a timely manner.
- 5.2 Follow aggressive bidding procedures which maximize value to the District.
- 5.3 Aggressively pursue receivables after a reasonable grace period.
- 5.4 Maintain an unrestricted reserve fund within the range of **3-7%** of the general fund budget.
- 5.5 Coordinate and cooperate with the financial auditor for an annual audit of all district funds and accounts.
- 5.6 Maintain sufficient reserves for start-up operating costs associated with new schools.
- 5.7 Assure that any purchase is based upon prudent judgment and sound financial practice, including:
 - a. Precaution against conflict of interest
 - b. Comparative prices based on items of similar quality
 - c. Balance between long-term quality and cost.
- 5.8 Keep complete and accurate financial records by funds and accounts in accordance with generally accepted accounting principles.
- 5.9 Publish a financial condition statement annually.

The Superintendent will not:

- 5.10 Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.
- 5.11 Use the Board-designated \$1,000,000 emergency reserve fund for any purpose other than emergency capital equipment or facility repair/replacement needs, nor fail to maintain the fund at an adequate level.
- 5.12 Undertake capital building projects without assurance of available funding.
- 5.13 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances and the Board authorized transfer of funds from reserve funds.
- 5.14 Indebt the organization or create obligations over a longer term than revenues can be safely projected or fail to establish provisions for modifying obligations in the event of revenue loss.
- 5.15 Permanently transfer unencumbered monies from one fund to another.
- 5.16 Receive, process or disburse funds under controls that are insufficient under generally accepted accounting principles.

December 14, 2005 – Adoption of Policy Governance

August 31, 2011 – Monitored, revised

August 27, 2014 – Monitored, revised

December 12, 2019- Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal and External reports

Monitoring Frequency - Semi-annually

- Internal – Annually

- External – Annually in June (upon receipt of state audit report)



OE-6 Asset Protection

Policy Type: Operational Expectation

The Board believes that all district assets (buildings, equipment, information/records, and financial assets) should be adequately protected against damage, loss, liability and theft.

The Superintendent shall assure that all district assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Superintendent will:

- 6.1 Insure, to an adequate level, against theft and casualty losses and liability losses to Board members, staff and the organization itself. These protections shall be at least the average for comparable school districts.
- 6.2 Protect intellectual property, information, files and fixed assets from loss or significant damage.
- 6.3 Properly preserve and dispose of all records related to affairs or business of the district.

The Superintendent will not:

- 6.4 Allow unbonded personnel access to material amounts of funds.
- 6.5 Permit facilities and equipment to be subject to improper use or insufficient maintenance.
- 6.6 Unnecessarily expose the organization, its Board or staff to claims of liability.
- 6.7 Receive, process, or disburse funds under controls that are insufficient to meet the state auditor's standards.
- 6.8 Compromise the independence of the Board's audit or other external monitoring or advice. Except as authorized by the Board, the Superintendent will not engage parties already chosen by the Board as consultants or advisers.
- 6.9 Endanger the organization's public image or credibility.
- 6.10 Purchase, lease or sell real estate, including land and buildings.
- 6.11 Permit the disposal of any district property other than property deemed to be obsolete.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019- Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-7 Emergency Superintendent Succession

Policy Type: Operational Expectation

The Board believes that continuity of district leadership is vital to ongoing operations.

In order to protect the Board from the sudden loss of Superintendent services, the Superintendent shall have no fewer than two other executives sufficiently familiar with the Board's governance process and District/Superintendent issues and processes to enable either to assume Superintendent responsibilities on an emergency basis.

December 14, 2005 – Adoption of Policy Governance

December 12, 2019 - Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report

Monitoring Frequency - Annually



OE-8 Communication and Support to the Board

Policy Type: Operational Expectation

The Board believes that District Administration should be fully transparent with the School Board and keep the Board informed of all significant issues relating to the District. We value an open and effective relationship between the Superintendent and the Board as a whole.

The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concerns.

The Superintendent will:

- 8.1 Submit required monitoring data (BSR-5, Monitoring Superintendent Performance) in a timely, accurate, understandable, non-defensive and unbiased fashion, directly addressing provisions of Board policies being monitored and justifying his/her interpretation.
- 8.2 Report in a timely manner an actual or anticipated noncompliance with any policy of the Board.
- 8.3 Submit decision information required periodically by the Board and inform the Board of relevant trends.
- 8.4 Advise the Board of any incidental information it requires, including anticipated media coverage, threatened or pending claims or lawsuits and material internal changes.
- 8.5 Advise the Board if, in the Superintendent's opinion, the Board or any of its members are not in compliance with its own policies on **Governance Culture** or **Board Superintendent Relationship**, particularly in the case of Board or Board member behavior that is detrimental to the working relationship between the Board and the Superintendent.
- 8.6 Provide a workable mechanism for official Board, Board officer, or Board committee communications.
- 8.7 Deal with the Board as a whole, even when fulfilling individual requests for information.
- 8.8 Supply for the Board's consent agenda, along with applicable monitoring information, all decisions delegated to the Superintendent yet required by law, regulation, or contract to be Board-approved.

- 8.9 Advise the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.
- 8.10 Establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the Superintendent by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to or significant modifications to any instructional programs.
- 8.12 Inform the Board of any significant changes in District Regulations, either deletions, additions or amendments.
- 8.13 Provide support and/or information necessary for the Board to perform its advocacy and community engagement role.

The Superintendent will not:

- 8.14 Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and incidental.

December 14, 2005 – Adoption of Policy Governance
September 14, 2016 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-9 Communicating with the Public

Policy Type: Operational Expectation

The Board believes that the school district community should be well-informed of student performance and the financial condition of the district. Information should be communicated in a clear and easy-to-understand format.

The Superintendent shall ensure that the community is informed about the condition of the district and is engaged in defining and supporting its direction.

The Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input, and strategic two-way communication between the district and the community that builds understanding and support for district efforts.
- 9.2 Maintain family engagement that recognizes the needs of our diverse students and ensures active participation of students' families.
- 9.3 Develop connections and strategic partnerships throughout the larger community focused on understanding and contributing to district efforts to help all students achieve the Board's **Results** policies.
- 9.4 Ensure that district successes are shared within the local community and with other appropriate audiences.
- 9.5 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
 - a. Student performance data indicating student progress toward accomplishing the Board's **Results** policies
 - b. Information about school district strategies, programs and operations intended to accomplish the Board's **Results** policies
 - c. Information about the district's financial condition, including revenues, expenditures, and costs of major programs.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method – Internal Report

Monitoring Frequency - Annually



OE-10 Structure of Schools

Policy Type: Operational Expectation

The Board believes that all students should have the benefit of an effective and efficient learning environment that offers a balance between academic and co-curricular activities while safeguarding student health.

The Superintendent shall maintain a K-12 structure of schools that ensures an effective environment that supports challenging and relevant opportunities for all students to achieve at levels defined in the Board's **Results** policies.

The Superintendent will:

- 10.1 Adopt a district calendar for the school year that best serves the learning needs of students and achieves the Board's **Results** policies.
- 10.2 Select bell times that meet district and state requirements while considering students' instructional (academic) needs, co-curricular and extra-curricular activities, and health and well-being at a reasonable cost.

The Superintendent will not:

- 10.3 Allow instructional time for students to be interrupted by unnecessary intrusions, by unnecessary teacher time out of the classroom, or by activities that can be scheduled during other times.
- 10.4 Change the basic grade level configuration of schools (K-5 elementary schools, 6-8 middle schools, and 9-12 high schools) used in the district without Board approval.
- 10.5 Make significant changes to any secondary school building schedule configuration (e.g. block schedule, 6-period day, semester or trimester schedule) without Board approval.

December 14, 2005 – Adoption of Policy Governance
March 8, 2006 – Revised
June 25, 2008 – Revised
June 22, 2011 – Revised
November 28, 2012 – Revised

September 14, 2016 – Revised
March 8, 2017 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-11 Discipline

Policy Type: Operational Expectation

The Board believes in providing all students with a school environment that is safe and conducive to learning. District policies around student discipline should be clearly communicated to all students and equitably enforced.

The Superintendent shall establish and consistently enforce policies to maintain a learning environment that is safe, respectful, equitable, flexible and conducive to effective learning for all students.

The Superintendent will:

- 11.1 Ensure that all policies and procedures regarding discipline are restorative in nature, culturally responsive, collaboratively developed (including teachers, administrators, students and the community) when possible, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.
- 11.2 Address any behaviors that disrupt learning.
- 11.3 Identify and address inequities in discipline practices.
- 11.4 Ensure that all staff are trained annually on district policies and procedures related to student safety. Staff interactions with students must be professional, responsive, respectful, and trauma-informed.
- 11.5 Ensure the annual distribution to each student of a student handbook which outlines the student discipline policy.
- 11.6 Ensure that a copy of the student discipline policy, and any significant changes to it, are posted on the district website and available for inspection in each school building.

The Superintendent will not:

- 11.7 Permit student behaviors that disrupt learning or that are disrespectful or dangerous, either on school property or at school-sponsored events. Prohibited behaviors include:
 - a. The use of alcohol, tobacco products, or other illegal drugs
 - b. The presence of firearms or other dangerous weapons
 - c. Any form of violence.

December 14, 2005 – Adoption of Policy Governance
December 12, 2019 - Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-12 Learning Environment

Policy Type: Operational Expectation

The Board believes that every student should have access to all academic and social-emotional learning supports that are necessary for them to achieve their full potential. Grading practices should be equitable and homework should meaningfully contribute to overall student learning.

The Superintendent shall establish and maintain a learning environment that is characterized by support and encouragement for high student achievement.

The Superintendent will:

- 12.1 Ensure that grading practices are equitable and based on a comprehensive and objective review of best practices research.
 - a. Determination of student grades should be driven by demonstration of mastery.
 - b. Students should have multiple opportunities to demonstrate mastery.
 - c. Grading practices should be consistent across grades and secondary departments.
 - d. Departmental grading practices should be consistent across schools.
- 12.2 Ensure that homework practices are equitable and based on a comprehensive and objective review of best practices research.
 - a. Homework practices should be consistent across grades and secondary departments.
 - b. Homework practices should be consistent across schools, not necessarily including elementary special programs and accelerated offerings such as AP, IB, and high school courses at middle school.
- 12.3 Solicit regular feedback from stakeholders on grading and homework practices, with consideration for overall student workload.
- 12.4 Ensure access to student-driven opportunities to explore non-core options, especially in the areas of CTE, STEM and fine, visual and performing arts, providing career-connected learning.
- 12.5 Consider student opinion in academic remediation and acceleration opportunities.
- 12.6 Ensure that opportunities for social-emotional learning are embedded throughout the K-12 experience.
- 12.7 Provide adequate access to counseling and mental health supports.

12.8 Ensure that special education students have equitable opportunities and necessary supports to reach their full potential in an environment that is welcoming, safe, and as inclusive as possible.

December 14, 2005 – Adoption of Policy Governance

June 25, 2008 – Revised

December 12, 2019 – Revised

April 22, 2021 – Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report

Monitoring Frequency - Annually



OE-13 Facilities

Policy Type: Operational Expectation

The Board believes that student learning is enhanced when school facilities are safe, clean and properly maintained, and when there is adequate classroom space to provide learning opportunities for all students.

The Superintendent shall assure that physical facilities support the accomplishment of the Board's **Results** policies, and are safe and properly maintained.

The Superintendent will:

- 13.1 Develop a plan and establish priorities for construction, renovation and maintenance projects. In setting priorities, the Superintendent will:
 - a. Assign highest priority to the correction of unsafe conditions
 - b. Include maintenance costs as necessary to enable facilities to reach their intended life cycles
 - c. Plan for and schedule preventive maintenance
 - d. Plan for and schedule system replacement when new schools open, schools are renovated or systems replaced
 - e. Disclose assumptions on which the plan is based, including growth patterns and the financial and human capital impact individual projects will have on other parts of the organization.
- 13.2 Project life-cycle costs as capital decisions are made.
- 13.3 Develop and consistently administer facilities use guidelines delineating:
 - a. Permitted uses
 - b. The applicable fee structure
 - c. Clear user expectations, including behavior, cleanup, security, insurance and damage repair
 - d. Consequences and enforcement procedures for public users who fail to follow the established rules.

The Superintendent will not:

- 13.4 Build or renovate buildings without Board approval.
- 13.5 Name or rename schools or mascots.

- 13.6 Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors, and any extraordinary contingency costs due to potential natural and man-made risks.
- 13.7 Authorize construction schedules and change orders that significantly increase cost or reduce quality, without Board approval.
- 13.8 Allow facilities to be unclean, unsanitary, or unsafe.
- 13.9 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

December 14, 2005 – Adoption of Policy Governance

December 12, 2019 - Revised

July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report

Monitoring Frequency - Annually



OE-14 Instructional Program

Policy Type: Operational Expectation

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

The Superintendent shall maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board's **Results** policies.

The Superintendent will:

- 14.1 Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.
- 14.2 Align curriculum and the base instructional program with academic standards that meet or exceed state standards.
- 14.3 Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.
- 14.4 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.
- 14.5 Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.
- 14.6 Ensure that all instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure the continuing effectiveness.
- 14.7 Select textbooks and instructional materials that advance the achievement of the Board's **Results** policies and that achieve consistency and articulation of the curriculum by course and program.
- 14.8 Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.
- 14.9 Supply adequate core materials necessary for implementation of instructional program.

- 14.10 Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as textbooks are reviewed and selected.
- 14.11 Share with the Board, on an annual basis, data-driven plans for improvement at each school.
- 14.12 Integrate technology into content areas across all grade levels where appropriate.
- 14.13 Assure the implementation of the Transitional Bilingual Instruction Program.

November 10, 2010 – Addition to Policy Governance
November 18, 2015 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-15 Technology

Policy Type: Operational Expectation

The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.

The Superintendent will establish and maintain technology systems and applications consistent with the accomplishment of the Board's **Results** policies.

The Superintendent will:

- 15.1 Provide equitable access to technology throughout the district.
- 15.2 Provide and implement a comprehensive technology plan that directs the outcomes and priorities for the expenditure of technology resources.
- 15.3 Provide access to advanced, technologically rigorous courses for students.
- 15.4 Establish expectations for use of technology by staff and students.
- 15.5 Maintain a computing environment that is safe, secure and reliable for students and staff.
- 15.6 Prohibit the use of technology resources for commercial, political, illegal or indecent purposes or that disrupts the learning environment of students.

May 14, 2014 – Addition to Policy Governance
September 14, 2016 – Revised
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually



OE-16 Equity

Policy Type: Operational Expectation

The Board believes that each student has the potential to achieve, and it is our responsibility to provide all students with the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

The Superintendent shall ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

The Superintendent will:

- 16.1 Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:
- a. Recognize the existence of systemic and institutional inequities for students
 - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups
 - c. Provide equitable access and academic support throughout our educational system
 - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance
 - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students
 - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions
 - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.

- 16.2 Collect, disaggregate, analyze, and utilize data in order to:
 - a. Identify inequities
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities
 - c. Establish and sustain equity-based accountability systems across the district.
- 16.3 Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.
- 16.4 Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
- 16.5 Promote hiring practices to attract a highly-skilled and diverse workforce.
- 16.6 Promote a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.

June 27, 2018 – Addition to Policy Governance
December 12, 2019 – Revised
July 11, 2024 – Converted to Coherent Governance

Monitoring Method - Internal report
Monitoring Frequency - Annually