

Marysville School District

Engage. Inspire. Prepare.



Dear Applicant,

Thank you for your interest in serving on the Board of Directors for Marysville Schools. Enclosed with the application form, the following materials are included in this packet for your information:

- Legal Description for Director Area 5
- Detail Map of Areas for District (showing geographical area)
- OSPI Washington State Summary – Marysville School District
- Marysville School District Demographics
- School Board Selection Criteria
- Policy and Procedure 0210; Educational Equity
- Marysville School District Strategic Plan
- Policy and Procedure 1620; The Board / Superintendent Relationship

As a reminder, interested parties must reside in the Director District Area 5. To confirm your address within an area, contact the Snohomish County Elections Office at 425-388-3444. The deadline to submit your application is Friday, December 9, 2022, by 4:30 pm. Completed applications may be delivered to the district office to the attention of Ms. Jane Gibson: 4220 80th Street NE, Marysville, email: jane_gibson@msd25.org. Please feel free to call the Superintendent's Office if you have any questions about the application process: (360) 965-0001.



**Marysville School District
Board of Directors
Application for Board Seat
Deadline: December 9, 2022 4:30 pm**

Name _____ Date _____

Address _____ City _____ Zip _____

Home Phone (____) _____ Cell Phone (____) _____

Email Address _____

Have you confirmed that you reside in District Director Area 5? YES _____ *NO _____

*You must reside in the designated area to apply for this open seat.

Are you a registered voter in the State of Washington? YES _____ *NO _____

*You must be registered to vote to be eligible.

Are you a legal resident of the State of Washington and a US Citizen?

*You must be a legal resident of the State and a US Citizen to be eligible.

YES _____ *NO _____

Current or Previous experience as a parent / guardian of a student in the Marysville School District?

YES _____ NO _____

Why do you want to become a board member in the Marysville School District? _____

What do you consider to be the role of a school board member and the school board as a whole? _____

What interest and abilities do you possess which would contribute to successful service as a school board member? _____

Describe school and/or community activities in which you have been involved.

What related leadership experience do you possess?

Share your related training / educational background.

Explain your experience around policy work related to boards.

Give an example of your use of communication / problem-solving skills that has helped to bring about a decision made for the greater good.

Why do you think it's important to address equity issues in this position and what are some ways you might do that?

How has your background and experience prepared you to be effective in an environment that values diversity?

_____/_____
Signature Date

Marysville School District
Legal Director District's Boundary Description
November 2022 following 10-Year Census

Director District 5

Starting at the intersection of southern school district boundary and I-5. North on I-5 to State Hwy 529.
Northerly on State Hwy 529 to State Ave.
North on State Ave to 2nd St.
East on 2nd St to Quinn Ave.
North on Quinn Ave to 3rd St. East on 3rd St to Union Ave.
North on Union Ave to 4th St.
East on 4th St to 47th Ave NE.
North on 47th Ave NE to Armar Rd.
Northeast on Armar Rd to 51st Ave NE.
North on 51st Ave NE to Grove St.
East on Grove St to Munson Crk.
South by southeasterly through Munson Crk to the school district boundary.
Clockwise on the school district boundary to the point of the beginning.

To view all District Director area maps go to <https://www.msd25.org/page/serving-on-the-school-board>

Marysville School District -
Proposed Board Districts
as Approximated Using
Census 2020 Geography

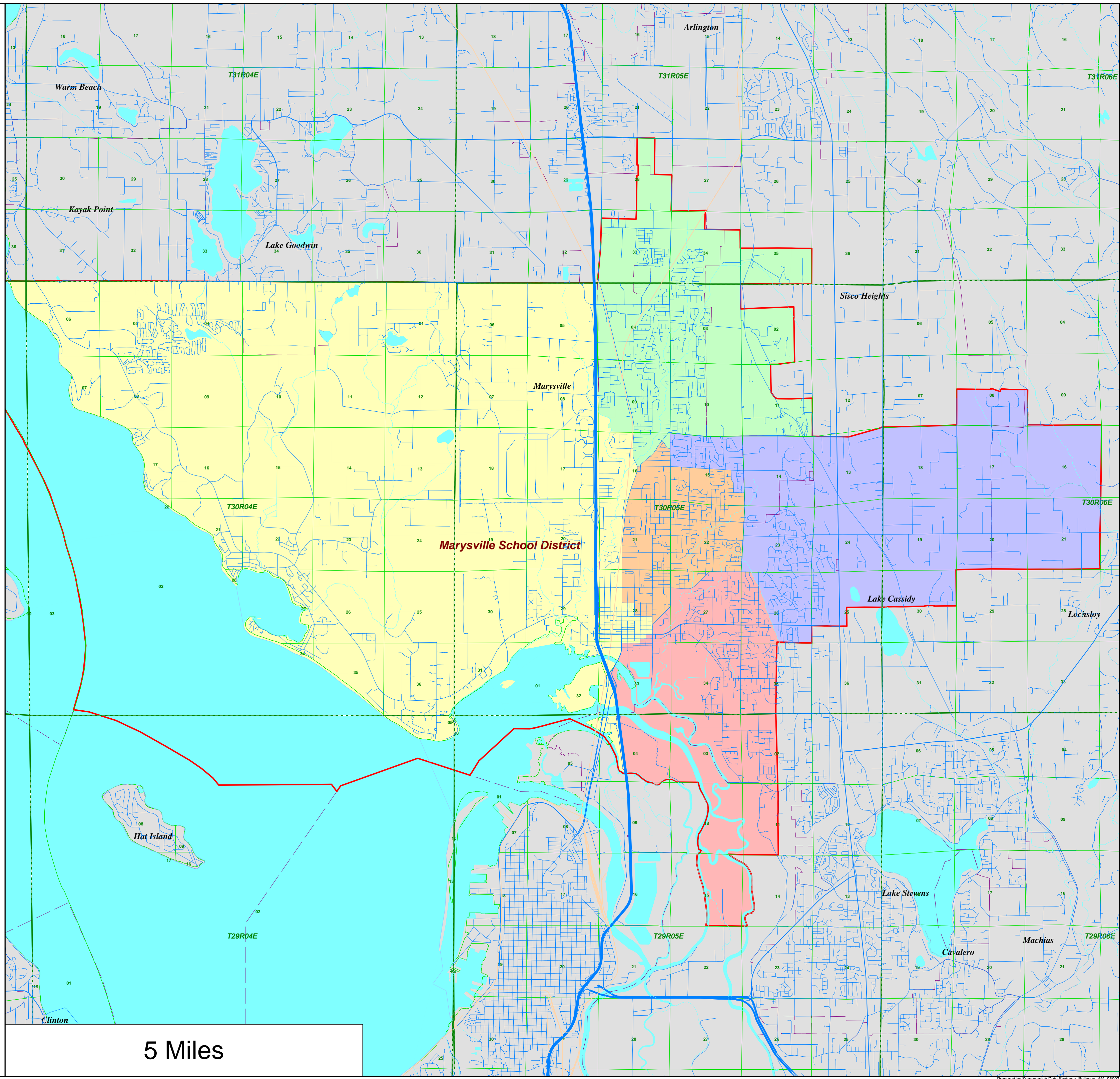
- 1st District
- 2nd District
- 3rd District
- 4th District
- 5th District

City Limits

District Outline

Sectional
Centers

Townships



Marysville School District - Proposed Board Districts as Approximated Using Census 2020 Geography

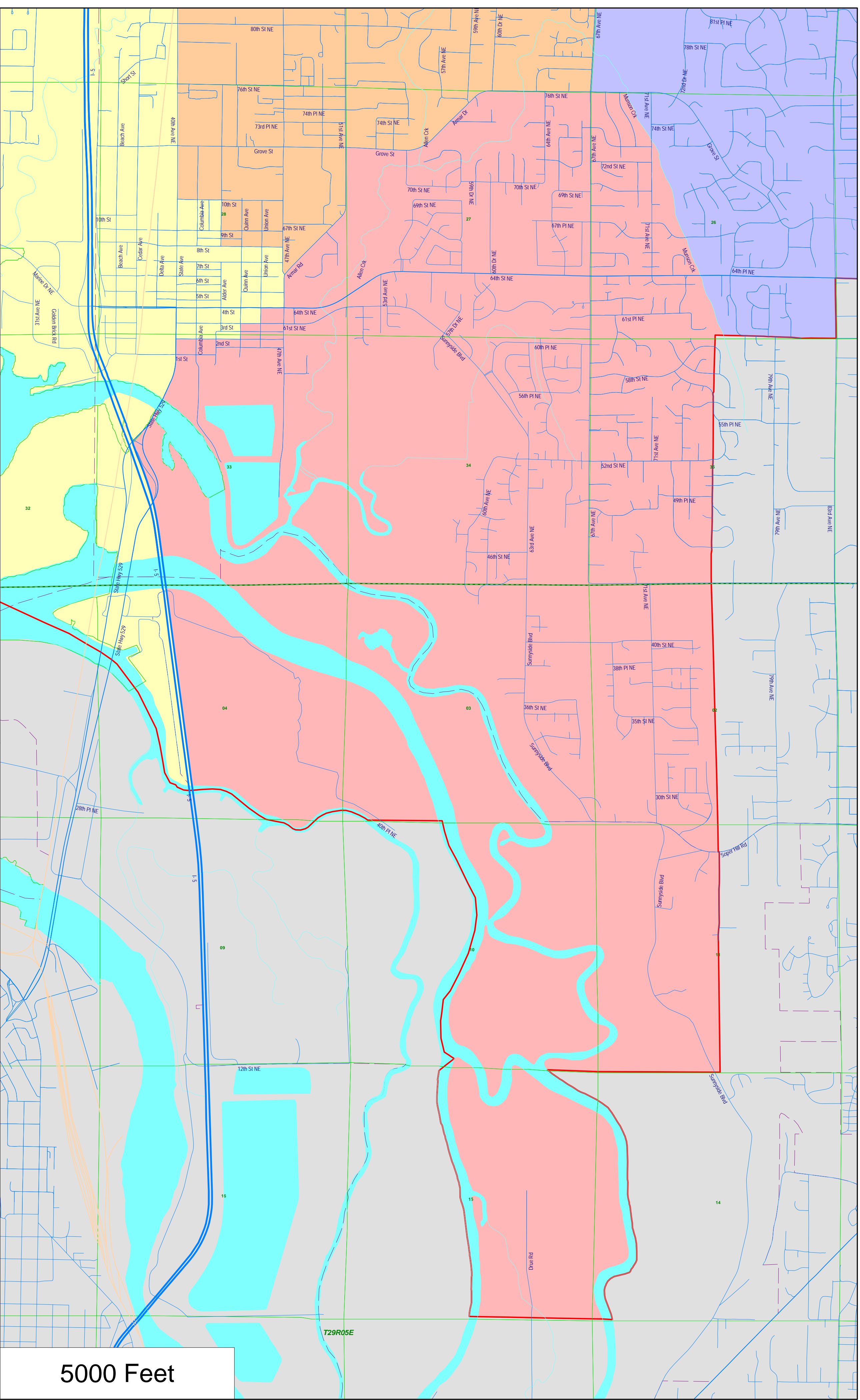
- 1st
- 3rd
- 4th
- 5th

City Limits

District Outline

Section Centers

Township





Washington State Summary

Marysville School District



4220 80TH ST NE
MARYSVILLE, WA 98270-3498



3609650000

Enrollment

2020-21 school year

10,327



13%

English
Learners

50%

Low
Income

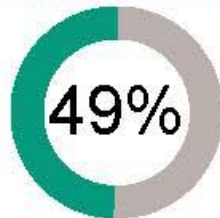
Student Performance

How are we doing getting students to their learning goals?

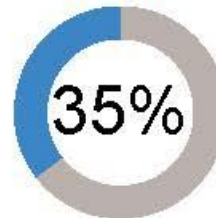
2018-19 school year



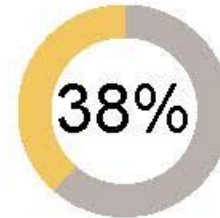
English
Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



84%

Have Regular
Attendance

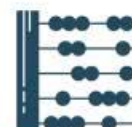
2019-20 school year



29%

Have High English
Language Arts Growth

2018-19 school year



23%

Have High Math
Growth

2018-19 school year

About Our Teachers and Classrooms

2019-20 school year



662

Number of
Teachers

59.1%

Have Master's
Degree or Higher

13.5

Average Years
Experience



18.0

Average Class Size

Finances

2018-19 school year

How much money do we
spend on each student?

\$13,122

Staff Salary &
Benefits



\$2,146

Non-Personnel Costs

Some data is suppressed to protect student privacy and will be represented by N<10, blank fields indicate no data was submitted to OSPI for this district or school. To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>. If you have questions or comments, contact ReportCardRedesign@k12.wa.us



Marysville School District

2021-22

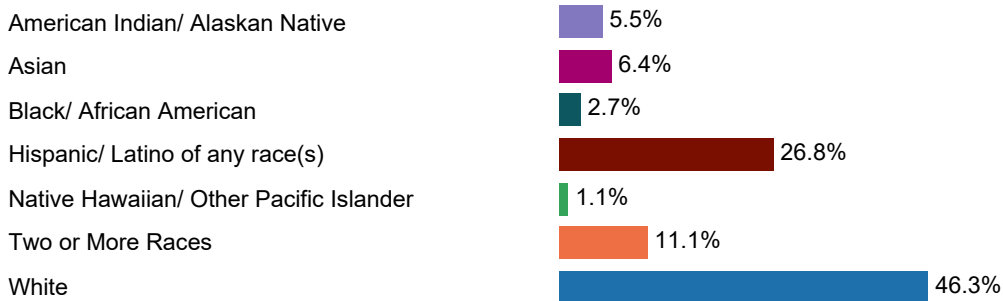
Total Student Enrollment

10,233

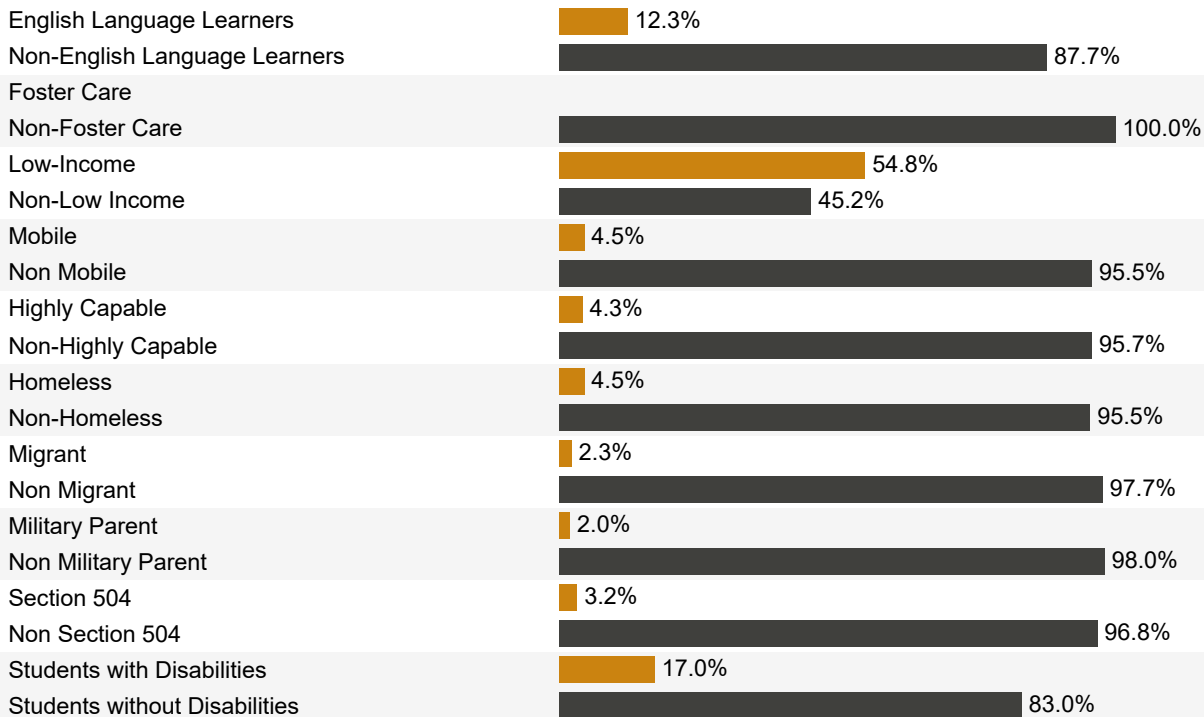
Gender



Race/Ethnicity



Program and Characteristic



School Board Selection Criteria

The Board of Directors will use the following criteria for the selection of the replacement board member based on the Washington School Board Standards:

- Values and Ethical Behavior – Maintains a belief that all students can learn at high levels and places students' needs first. Models high ethical standards. Commits to treating each individual with dignity and respect.
- Leadership – Contributes to thoughtful governance discussions and decisions by being well-informed, open-minded, and deliberative. A collaborative team member who understands that the authority rests with the Board as a whole and not with an individual director. Works in collaboration to develop and support the district's Strategic Plan. Follows through on commitments – with passion, in word and action, for all students.
- Professional Development – Willing to commit the time and energy necessary to be informed and competent. Desire to stay abreast of current issues, research, applicable laws, regulations, and policies that affect public education. Supports professional development, individually and with the board/superintendent team.
- Equity Focused – Commitment to closing the opportunity and achievement gaps of our students through the development of policies that eliminate systematic disparities and barriers to an inclusive environment.
- Excellent Communication – Respectful two-way communicator, including skills in active listening, speaking in public, and dialoguing – while maintaining an open mind.
- Accountability - Contributions to school, community, and youth-focused activities; one who consistently operates with integrity and is accountable to the community.

Educational Equity

The Marysville School District is committed to working collaboratively with Marysville communities and The Tulalip Tribes to provide equitable opportunities for students and staff to learn and work in an environment that is safe and supportive for all regardless of race*, ethnicity*, language, immigration* and socioeconomic status*, gender, health and mental health status, range of abilities*, age, sexual orientation, gender expression or gender identity, transgender status, spiritual and religious status, and additional group-based identities. These categorizations continue to be the most persistent predictors of students' educational performance. This is in direct conflict with the undeniable truth that every student and staff member has limitless potential.

We hold ourselves accountable for disrupting and eliminating predictable patterns of inequity* found in group-based disparities* and barriers*. We will ensure educational equity* by supporting each student's individual needs in an inclusive* environment. We value and honor the cultural diversity* of every student, our families, staff, and community members in helping each student achieve their personal, academic and educational goals. As part of our commitment, students will be known by name, strength, and need. We will create conditions for them to succeed and graduate prepared for the next steps in their education, career, and life.

To eliminate systematic disparities, ensure systemic equity, and implement and monitor this plan, we are committed to directly naming and confronting the ways inequities currently operate. By allocating and reallocating resources* and providing access to address barriers, we can center the needs of the students furthest away from educational equity* and develop an equity* lens across all parts of our system. Our focus is on addressing injustice as opposed to "fixing" kids. These commitments inform the following five priorities of the Marysville School District equity plan.

Human Resources

In order to achieve educational equity, the Marysville School District is committed to the following:

- Recruit, employ, support, and retain a workforce that includes but is not limited to racial, gender, range of ability*, and linguistic diversity as well as culturally responsive* administrative, instructional, and support personnel.
- Ensuring that recruiting, screening, and interview teams are trained to seek out diverse perspectives, experiences, and backgrounds that enrich the makeup of our staff and provide students with inspiring role models.
- Adopt guidelines on how staff should address racial and other discriminatory actions* that arise in classrooms, hallways, playgrounds, buses, and any other school environments.
- Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.
- Provide opportunities for staff to safely and openly provide feedback on the work environment and surface concerns.
- Identify what our expected behaviors are, and identify those that are unacceptable.
- Replace inequitable practices with ones that support the implementation of this policy.

Teaching and Learning

Systemic inequities* in teaching and learning exist in instructional practices, curriculum, educational materials, data use practices, and limited pathways for student success. Marysville School District is committed to creating a culture within Teaching and Learning that reflects and affirms the unique identities of our students and staff, including but not limited to culture, nationality, ethnicity, race, gender, range of ability, religion, spirituality, education, sexual orientation, age, language, immigration and socioeconomic status. We will achieve this by:

- Creating the conditions for a shared vision for adult and student learning that is asset-based.
- Providing staff with professional development and resources to achieve high quality teaching and learning, specifically, how to utilize evidence-based, culturally responsive* instructional practices, educational materials, resources, and technology for 21st century global learning.
- Having a willingness to engage with students, families and community to personalize learning where students see themselves reflected in the curriculum.
- Eliminating the over- or under-representation of any particular student group in intervention, enrichment, and advanced course offerings.
- Developing and implementing a system-wide equity plan with clear accountability and metrics, which will result in measurable improvements in academics, social-emotional health, safety, and belonging for students and staff.
- Bi-annual reporting of progress on the plan and outcomes.

We believe these practices will nurture a joy for learning for both students and staff, and create a willingness to undertake the work required to change systems.

Leadership and Partnership

The Marysville School District will promote shared leadership and transparency through equitable collaboration and power sharing with staff, students, families, and community members directly impacted by the decisions being made. To do this we will:

- Create partnerships that improve learning environments and outcomes require collaborating with students, families, and communities.
- Build relationships with families and community to support improved communication and dialogue by partnering with individuals, groups, and organizations who:
 - Reflect the cultural diversity of our students and community,
 - Successfully engage, and center the voices, perspectives, and knowledge of historically marginalized* groups in ways that expand opportunities and reduce disparities.
 - Partner with families through listening and regular communication in a way that empowers them to be valued.
 - Examine and eliminate policies and practices that contribute to disproportionate outcomes* in discipline, academics, attendance, post-secondary opportunities, and life.
 - Share power in decision-making across multiple voices – educator, family, community, and students, with particular attention to those voices that have been historically left out.
- Engage students as partners in their own education and in the work of school and district improvement by:
 - Routinely accessing the insight and perspective of diverse student voices
 - Promoting student initiatives and involvement.
 - Providing social-emotional and enrichment opportunities that strengthen relationships between students and foster a sense of community.
- Prioritize partnerships with the Governments of The Tulalip Tribes, Snohomish County and City of Marysville and other organizations, families, staff, community, and students who share our vision of this work by:
 - Partnering to improve learning environments and outcomes require collaborating with students, families, and communities.
 - Sharing power in decision-making across multiple voices – educator, family, community, and students, with particular attention to those voices that have been historically left out.

Climate and Culture

The Marysville School District commits to honoring the diverse cultures represented in our communities – past, present, and future – that inhabit this land. In order to provide a safe, equitable, accessible, and inclusive environment for students, families, and staff, we will:

- Allocate and reallocate resources to nurture, celebrate, and support the cultures and identities of our students, staff, families, and community.
- Model a welcoming culture and environment in every school and classroom across the district.
- Infuse respect for world cultures into all aspects of district programming.
- Connect students to social emotional and extra-curricular learning opportunities that strengthen peer to peer and student to staff relationships.
- Foster positive relationships and connections between students, staff, and families to define, build, and sustain a strong sense of belonging within each school.
- Ensure that language access is not a barrier for students and families.
- Conduct climate surveys twice a year with students, families and staff to measure our progress on creating a welcoming and inclusive environment.

Responsibility/Accountability

Potentially unequal learning needs among students require equitable, not equal, distribution of resources. The responsibility for student success is broadly shared by district staff, administrators, instructors, communities and families. To ensure that we are truly serving each and every student, especially those who have been intentionally overlooked and those who experience any barriers, not limited to race, gender identity*, gender expression*, sexual orientation*, religious beliefs, immigration and socioeconomic status, the Board of Directors will hold the Superintendent, and central and school leadership staff, accountable for making measurable progress in meeting the goals. We provide resources for students to be prepared for college, vocational, career opportunities, and life skills. We will monitor our effectiveness, report, analyze, and adjust our related practices.

- The Board of Directors will use the goals stated in this policy as a lens when conducting its business and in exercising its responsibilities within the Marysville School District.
- The Board of Directors and Superintendent will establish specific goals to implement this policy.
- The Board of Directors will annually participate in culturally responsive professional development to deepen their understanding of diversity and develop a lens to hold the district accountable for educational equity and inclusion work.
- The Board of Directors commit to review this policy on an annual basis.
- The Superintendent will establish, for the beginning of the 2022-2023 school year, in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established will include clear accountability for actions and oversight, and will include metrics for evaluation. Beginning in the 2022-2023 and every school year thereafter, the Superintendent will report progress on the plan and outcomes bi-annually to the Board of Directors.
- Beginning with the school year 2022-2023 and every school year thereafter, the Superintendent will report annually on the progress of the plan and outcomes to the general public utilizing the District Annual Report.
- The Executive Director of Equity and Family Engagement will report bi-annually to the Board of Directors and the Equity Advisory Teams, regarding district performance goals on academic achievement and The Equity Action Plan. Collaborative work across departments and teams on a bi-annual public report shall include progress toward meeting these goals and closing the achievement* and opportunity gaps*. The report will also highlight how programs or services are being implemented to ensure specific groups of students are not being left behind. All

relevant research, and data-supported measures (qualitative or quantitative) that may be closer to classroom teaching and learning, and should include those as they are identified, such as:

- Graduation rates
- Discipline referrals
- Referrals for special education services
- Student sense of belonging
- College entrance exam [e.g., ACT/SAT] performance
- State test passing rate
- D and F rates in secondary core content areas
- Post-secondary plans
- Social and Emotional support

Any recommended adjustments the District will make, to programs, initiatives, and resources implemented to remove related barriers, provide needed supports, and increase access and opportunities for students will be communicated. Updated measures of success for the commitments and initiatives related to this policy and a timeline for any follow-up actions and modifications will be given in the report.

- All District staff will, within the parameters of their various duties and responsibilities, comply with and execute the Equity Action Plan as they are designed to address the values and directions included in this policy. All District staff are further responsible to make such suggestions to the appropriate authority to improve the ability of the district to reduce the achievement and opportunity gaps that exist. All staff members are charged with recognizing and speaking out when we are not meeting our vision of being an educational equity-focused district. Response to allegations of inequities may involve an assessment of district policies, programs, and strategies. Staff will create conditions for student choice and voice in their academic achievement, post-secondary options, extracurricular activities, and social emotional development.
- Families and the community will be considered partners with the District in its effort to address achievement and opportunity gaps. The Board and District/Building Leadership will be intentional about prioritizing outreach to our community in meaningful ways.
- Students will be considered partners with their teachers and school leaders in their academic achievement.
- Board of Directors, Superintendent and all district staff will work with students and families to identify and address any barriers to academic achievement, access, and opportunities.

Glossary

Equity Policy Terms & Phrases Defined

Achievement Gap - The observable, measured difference in performance on educational measures (i.e., standardized test scores, grade point averages, dropout rates, college attainment) by groups of students (i.e., students of a certain race/ethnicity, gender, or socioeconomic status). Specifically, the achievement gap addresses a concern for underperformance on select educational measures.

Barrier - Obstacles that can cause hindrance or stop progress completely.

Culturally Responsive - The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It is an active, developmental, ongoing process and is aspirational rather than achieved. The development of cultural responsiveness includes:

1. Becoming aware of one's assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth.
2. Attempting to understand the worldview of culturally diverse populations.
3. Developing and practicing appropriate, relevant, and sensitive strategies and skills in working with culturally diverse students, families, communities and colleagues.
4. Advocating on behalf of the needs of students, families, community and colleagues. Taking action in the workplace, community and society to create a culture of respect and equity.

Discrimination - The practice of unfairly treating a person or group of people differently from other people or groups of people.

Discriminatory Action - An action that constitutes discrimination on the basis of gender, race, color, national origin, religion, age, veteran status, sexual orientation or qualified handicapped status or any other discrimination prohibited by state or federal law.

Disparities - A noticeable and usually significant difference.

Disproportionate Outcome - When one specific group of students attains an outcome at a rate that is substantially lower than the benchmark (standard) rate.

Diversity - Describes the qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to race, ethnicity, socioeconomic status, gender, mental health status, disability, age, sexual orientation, religious status, and/or gender expression.

Educational Equity - Every student has access to the resources and educational support they *need* at the right moment in their education, regardless of race, gender, ethnicity, language, ability, family background, or family income.

Equity - Each person receives what they need in the way of resources, attention and support.

Ethnicity - Social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, ancestral geographical base and other cultural similarities.

Gender Expression - The ways in which a person expresses their gender. Behavior, emotions, mannerisms, dress, grooming habits, interests, and activities are some of the ways people express gender.

Gender Identity - Gender Identity refers to a deeply felt internal sense of being female, or male, or both, or neither—regardless of their gender assigned at birth.

Identity - The identification with, or sense of belonging to, a particular group based on various categories, including but not limited to nationality, ethnicity, race, gender, range of ability, religion, education, sexual orientation, age, language, and socioeconomic status.

Immigration Status - Immigration status refers to the way in which a person is present in the United States.

Inclusion - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

Inequity - Lack of fairness, justice or intention in policies, practices and outcomes that have a negative impact on opportunities and access for an individual or group.

Marginalized - Treated as insignificant or peripheral. Being denied involvement in mainstream economic, political, cultural and social activities due to their living conditions, lifestyles or exclusion.

Opportunity Gap – An Opportunity Gap is created when institutionalized structures, systems and practices result in barriers to educational access, success and limitations in outcomes for traditionally underrepresented and/or underperforming groups of students. These disparities are often perpetuated by factors related to race, ethnicity, socioeconomic status, gender, mental health status, disability, age, sexual orientation, religious status, and/or gender expression.

Race - A socially constructed categorization distinguishing people based on physical characteristics (e.g., skin color, body shape/size, facial features, hair texture). People of one race can vary in terms of ethnicity and culture. Race is a socio political construct, one that is created and reinforced by social and institutional norms and practices, as well as individual attitudes and behaviors. Race becomes institutionalized in a way that has profound social consequences on the members of different groups. Race is socially imposed and hierarchical. (adapted from Reading for Diversity & Social Justice 2nd Edition.)

Range of Ability - Referring to individuals with varying physical, or cognitive abilities, and diagnoses.

Resources - The allocation of people, spaces, time, and money to create experiences that enable students to reach equitable outcomes.

Socioeconomic status - The position or standing of a person or group in a society as determined by a combination of social and economic factors that affect access to education and other resources crucial to an individual's upward mobility.

Systemic Inequity – Systemic Inequity is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.

Sexual Orientation – Sexual Orientation is an inherent or immutable enduring emotional, romantic attraction to other people.

**When a written procedure is developed, the superintendent will submit it to the board as an information item. Such procedures need not be approved by the board, though the board may request a revision when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; however, on controversial topics, the superintendent may request prior board consultation.*

Cross Reference:

- 2019 - Curriculum review and development
- 2133 - Diversity and Multicultural Education
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of students with disabilities
- 2340 - Religion and Religion Related Activities
- 3207 - Prohibition of Harassment Intimidation and Bullying
- 3210 - Nondiscrimination
- 3211 - Gender inclusive
- 3241 - Student discipline
- 4129 - Family and community involvement
- 4218 - Language Access
- 5000 - Recruitment and Selection of staff
- 5010 - Non-discrimination

5015 - HIB 5015
5252 - Staff Participation in Political Activities
5409 - Unpaid Holidays for Reason of Faith or Conscience
6000 - Funding 6000

Legal References:

RCW 28A.400-310 Law against discrimination applicable to districts' employment practices
RCW 28A.640 Sexual Equality
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
RCW 28A.642 Discrimination Prohibition
RCW 46.60 Law Against Discrimination
RCW 49.60 Discrimination – Human Rights Commission
RCW 49.60.030 Freedom from discrimination — Declaration of civil rights
WAC 192-190 Equal Educational Opportunity
WAC 392-400-215 Student Rights 42 U.S.C. 200d et seq. Civil Rights Act of 1964

Marysville School District No. 25

Adopted Date: 11/03/2021
Classification: Essential
Responsible Department: Equity and Family Engagement
Revised Dates:

Marysville School District



STRATEGIC PLAN

2022 - 2025



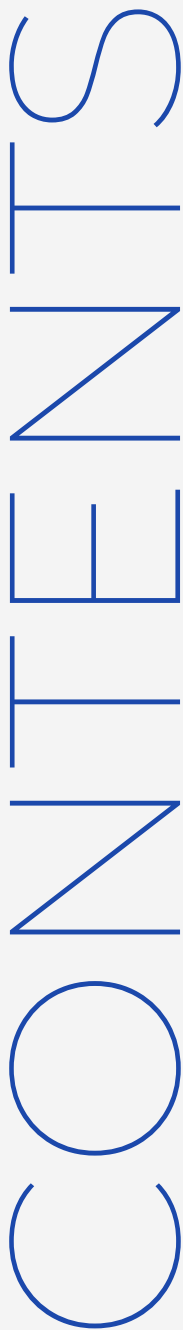


“

Education is the most
powerful weapon
which you can use to
change the world.

NELSON MANDELA

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OVERVIEW

The Strategic Plan is centered around foundational elements to include our Values, Promise, Commitment, Strategic Priorities, and Strategic Goals coupled with key performance outcomes for the goals.



BACKGROUND

The plan is a result of our belief that each Marysville and Tulalip student can achieve their full potential in an educational experience that is relevant, challenging, and individualized, which shares such common values as equity, cultural understanding, accountability, and leadership. It is designed based on the overarching values of Communication, Accountability, Resilience, Equity, and Student-centered for each student in all schools.



Dear Marysville School District Community,

The Marysville School District is proud to present the 2020-2025 Strategic Plan for the Marysville School District. We thank Dr. Zachary Robbins and his staff for their efforts to engage our community and update the district's current strategic plan. This new strategic plan serves as a road map to accelerate the district's efforts to offer excellent, equitable, high-quality education for every student in every neighborhood in the Marysville and Tulalip communities. The Superintendent said it best when he stated, "we are all - every one of us - united in our love for them, bound by our shared expectations that every child deserves an excellent, high-quality education that prepares them for success in school and life." Building upon this inspirational message and the goals set forth provides us with a fresh perspective and a new sense of urgency.

The five strategic priorities outlined in the plan include (1) Relationships, (2) Structures and Systems, (3) Teaching and Learning, (4) Communication, and (5) Resource Management.

Each priority is tied to a set of strategic goals and key performance outcomes, and progress will be measured by clear and measurable goals.

The strength of the Strategic Plan lies in its development, informed by the Superintendent's Entry Plan and school, district, and community engagement.

The Superintendent has visited our schools and met with students, parents, educators, partners, and residents to listen and learn about the strengths and challenges facing the Marysville School District. The Strategic Plan lifts up these voices in harmony as a call to action. Just as authentic input from our community was critical to the plan's development, our collective support and continuous feedback will also be critical to the plan's successful implementation.

With the collective support of the school leaders, teachers, staff, community partners, students, and others who shaped this plan, the Marysville School District is well-positioned to realize our shared goals of increasing rigor for all and expanding equity to close opportunity and achievement gaps.

Let's keep working together to provide all students with the support they need to reach to reach their full potential.

Sincerely,

Paul Galovin
School Board President

Dear Marysville School District Community,

It is an honor to serve as the Superintendent of the Marysville School District.

Since coming to Marysville last summer, I've been inspired by the deep commitment to our children that runs throughout every corner of our city and the greater Marysville and Tulalip communities. The staff's dedication and belief in our students and their potential is second to none, and a constant source of inspiration and strength every day. Throughout late Summer and this Fall, I began to roll out my Plan of Entry which includes community and staff conversations aimed at shaping our shared vision about the future of Marysville's public schools. That period of community engagement has included visits to all schools, hearing from and taking input from community members, staff, students, and leaders. I also met and heard from school leaders and school-based staff, and spent a good amount of time absorbing information from District Office staff, learning about our district's strengths, opportunities and challenges. This work will continue throughout the year as I further implement the Plan of Entry.

From the many hours of dialogue and conversation, and from my own observations and assessment of our district, emerged a consensus around the urgent need to address long-standing, systemic barriers and inequities that prevent too many of our students from reaching their full potential. The pursuit of educational equity recognizes these persistent conditions, and this strategic plan is our commitment to taking action to advance our shared goals and break through the barriers that have held us back for too long. That urgency, coupled with what we know works best to help children and youth achieve, forms the foundation of this strategic plan. It is rooted in our shared hopes and dreams for our children. It provides a road map to fundamentally transform the way we support our students, create high expectations for excellent and equitable outcomes, build trusting relationships with our families and partners, and allocate resources to achieve our goals for every student. As you review the plan, you will see five strategic priorities, each tied to measurable goals. This Strategic Plan is a living document that will grow and change as we move our district forward by lifting up and supporting all schools, starting with those that are most in need. You will also see plans to increase rigor across all grade levels, create a coherent and consistent framework of shared curricular expectations, and monitor our progress toward our goals.

The strategic plan is the product of long days of hard work and deep collaboration. I cannot thank our MSD team enough for their amazing work and support and for providing their institutional knowledge and community connections that allowed us to forge ahead with this project. I am also grateful to President Paul Galovin and the Marysville School District board members for their commitment to the district and their continued partnership in this critical work. I am thankful to our community partners, Mayor Jon Nehring and Chairwoman Teri Gobin, for their steady leadership and unwavering commitment to the children and families of the City of Marysville and The Tulalip Tribes.

Our Marysville and Tulalip communities are full of talented young people brimming with potential. We are all - every one of us - united in our love for them, bound by our shared expectations that every child deserves an excellent, high-quality education that prepares them for success in school and life. This plan aims to deconstruct persistent cultural and structural inequities to ensure every child has an equal opportunity to succeed. Our goals in this plan are clear: an entire district of schools that are the anchors of our communities, places where our students can dream big dreams, where our families feel welcomed and respected, and where every MSD staff member holds the same dedication to our students highest potential that they hold for themselves. This vision is the bright future ahead for MSD. I look forward to working with all of you to make the goals in this plan a reality for our community.

Sincerely,

Dr. Zachary Robbins
Superintendent



OUR VALUES

C

Communication

We build relationships by listening with respect and communicating clearly.

A

Accountability

We are accountable for each student's success.

R

Resilience

We relentlessly pursue each student's success.

E

Equity

We will end inequitable practices by removing barriers to an inclusive environment.

S

Student-centered

Each and every student is our highest priority.

MARYSVILLE SCHOOL DISTRICT CARES...

*...that our students are **prepared** for a rapidly changing world.*

*...that each student is **engaged** with teachers, staff, families, and the community for their success.*

*...that each student is **inspired** each day to passionately pursue their education.*

*...that each student is **prepared** for continuous learning and civic responsibility.*



”

All of us play a vital role in creating unparalleled learning experiences for our students, and in ensuring they have access to the resources and support to be successful.

Dr. Zachary Robbins
Superintendent

BRIGHT SPOTS



Elementary Math

Student proficiency in elementary math K-5 increased an average of 35% from Fall of 2021 to Spring 2022 as reported in the iReady Assessment Tool.



Graduation Rate

On-time graduation rates increased from 76.9% to 84.2% between 2016-2017 to 2020-2021 school years.



Career and Technical Education

Students who participate in two or more CTE-related courses experience less absenteeism and an increased graduation rate of at least 95%.



Communication

Increased engagement with families and community members on MSD Facebook by over 3,200 followers since 2018.



Equity

The development of an equity statement, policy, and 3-year equity plan with a focus on creating a sense of belonging for students and families.



Technology

1:1 devices for each student in grades K - 12. Professional development, equipment, and teaching tools for classroom teachers and staff.



Social-Emotional

Access to mental health counselors, a comprehensive school counselor plan, and social-emotional support staff in schools to serve students.



Athletics

High school students have access to a wide variety of athletic JV and Varsity programs throughout the school year.

CHALLENGES

Significant Achievement Gaps Exist

Gaps exist between Marysville School District and Washington State overall in English Language Arts, Math, and Science as measured on the state assessment. Additionally, gaps exist for Black, Latinx, Multilingual Learners, economically disadvantaged students, and students with special learning needs.

2/3 of MSD Schools Were Constructed in the 1950s - 1960s

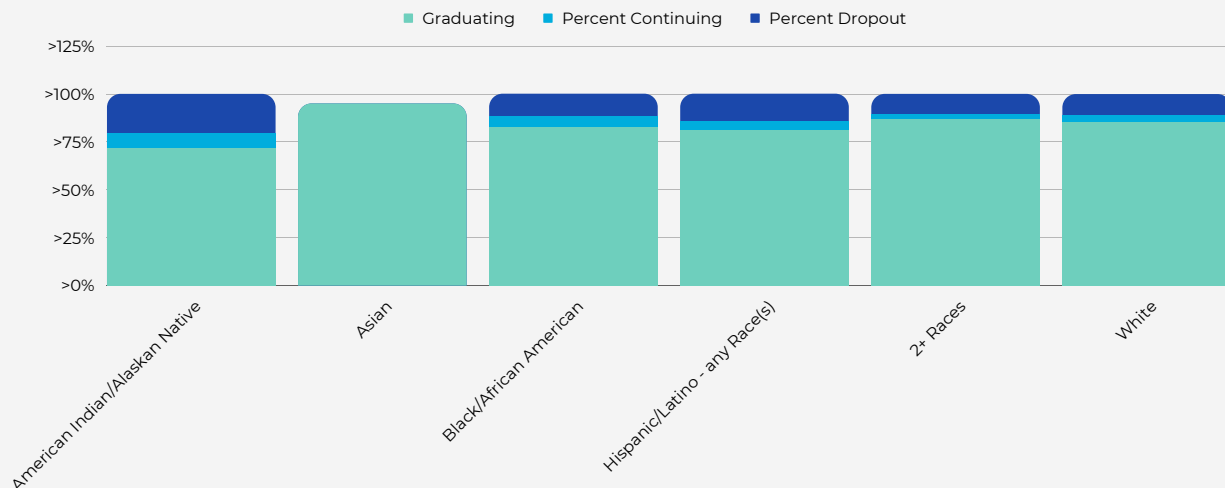
Many of the schools in the District were built in the 1950s and '60s. These aging facilities are difficult to maintain in order to meet the instructional, physical, health, and safety needs of our students and staff.

MSD Has Lost Students to Surrounding Districts With Newer Facilities

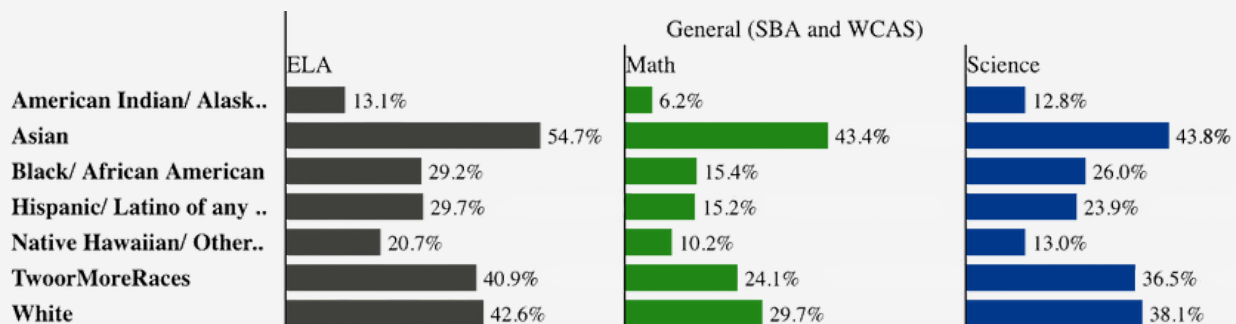
Due to the age and condition of many of the District's schools, we are seeing a trend of movement to schools outside of the district with newer state of the art facilities.

PERFORMANCE LEVELS 2021-2022*

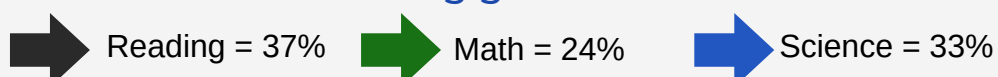
What percent of students graduated in four years?



What percent of students met grade-level standards?



Total percent of students meeting grade-level standards:



STRATEGIC PRIORITIES

01

Relationships

Develop intentional partnerships and relationships to support student learning.

02

Structure + Systems

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

03

Teaching + Learning

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

04

Communication

Students and families from all backgrounds access and share relevant information to ensure student success.

05

Resource Management

Generate, align, and coordinate all available resources to reflect our core values.





01 RELATIONSHIPS

Develop intentional partnerships and relationships to support student learning.

STRATEGIC GOALS



1.1

Our relationships with one another contribute directly to the achievement of district priorities and goals and the improvement of student learning.



1.2

The quality of our relationships improves the lives of our diverse communities, including but not limited to Tulalip Tribes, the City of Marysville, family, business, and community partnerships.



1.3

Our relationships contribute resources that help grow and promote healthy working relationships with students, staff and community.

KEY PERFORMANCE OUTCOMES (KPO'S)

1.1a: Our relationships reflect our values, promise, and commitment.

1.1b: We treat all people with dignity and respect, and deliver exceptional service.

1.2a: All students are ready for their preferred future.

1.2b: Community partnerships are engaged to promote the health, well-being, and learning of all students.

1.2c: Partnerships (family, business, community) strengthen college and career readiness.

1.3a: A higher degree of collaboration and communication between the district and its partners is achieved.

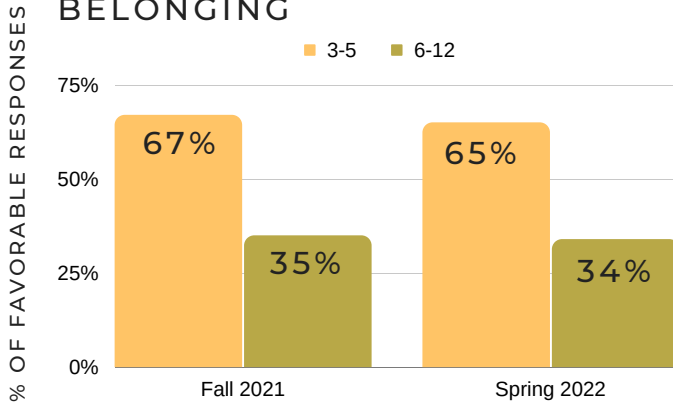
1.3b: Family and community members engage with students and staff district-wide, in the development and implementation of culturally appropriate and effective partnerships.

MEASURING SUCCESS

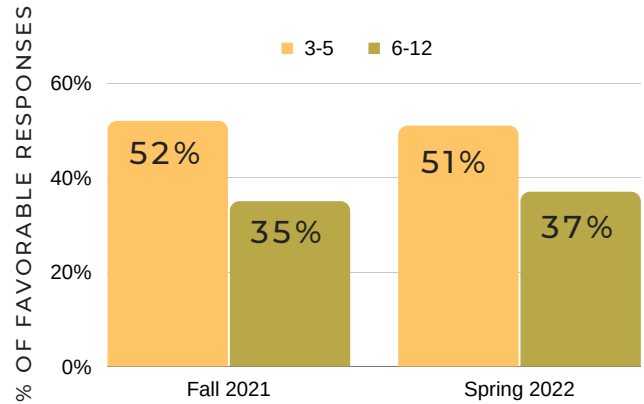
PROGRESS GOAL

Increase in the percentage of favorable responses by students and staff on district surveys.

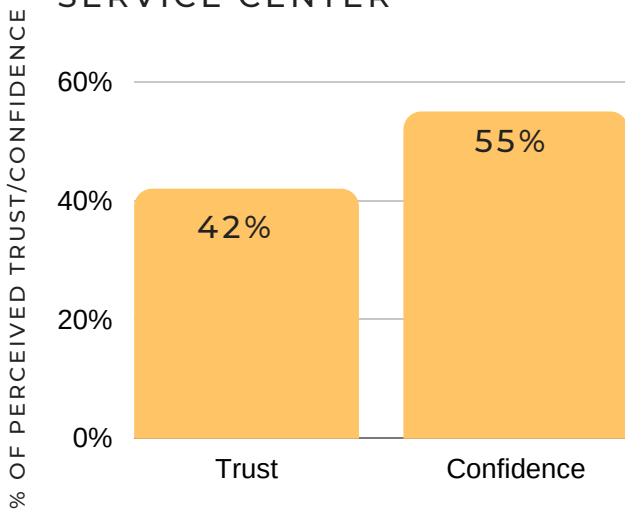
STUDENT SENSE OF BELONGING



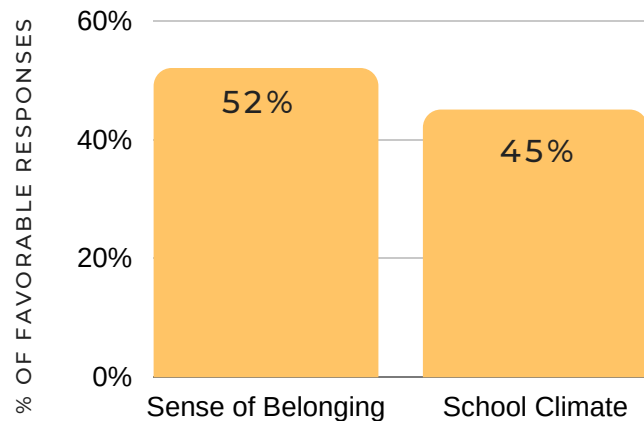
STUDENT SELF-EFFICACY



TRUST + CONFIDENCE IN SERVICE CENTER



STAFF SENSE OF BELONGING + SCHOOL CLIMATE





02 STRUCTURE + SYSTEMS

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

STRATEGIC GOALS

- 2.1  Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflect racial equity, diversity, and future needs.
- 2.2  Systems supporting professional performance and growth are established and used to support continuous improvement.
- 2.3  Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.
- 2.4  Our organization structure, including roles, reporting relationships, decision-making processes, and other organizational design elements, deliver meaningful and effective results to students and other constituents.
- 2.5  Development and implementation of structures and systems for the collection, organization and analysis of data.

KEY PERFORMANCE OUTCOMES (KPO'S)

2.1a: Our workforce is diverse and reflective of our student population.

2.1b: Staff is highly skilled and effective.

2.2a: Staff collaborates and engages in continuous improvement processes.

2.3a: Our students and staff learn and work in a physically, socially, emotionally, and intellectually safe and secure environment.

2.3b: Our facilities are intentionally managed to support safety and security for students and staff.

2.3c: A comprehensive approach to emergency preparedness exists across the district.

2.4a: Systems and structures are aligned.

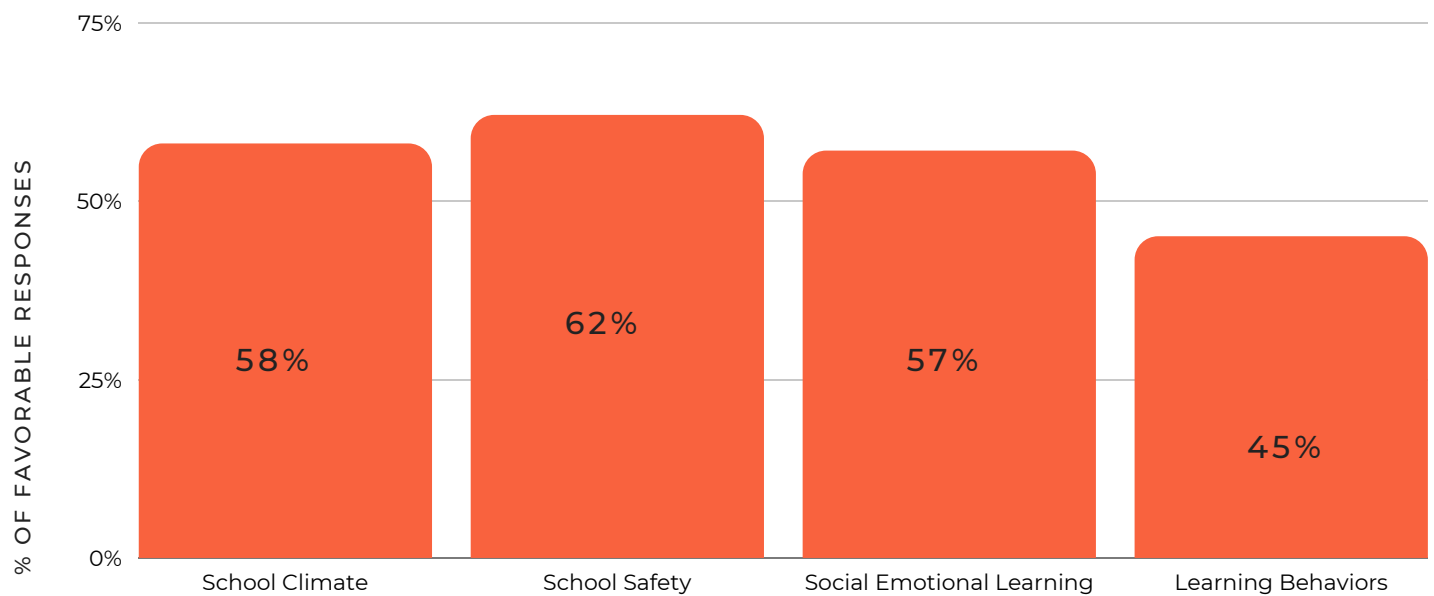
2.4b: Accountability systems and metrics focused on equitable results.

MEASURING SUCCESS

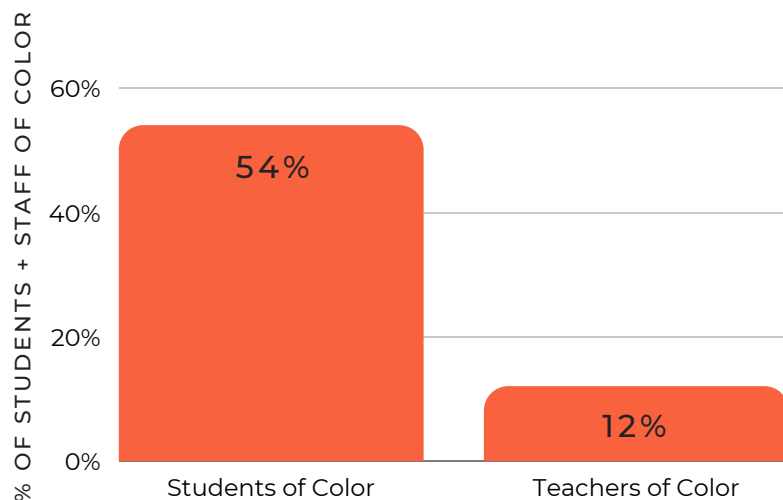
PROGRESS GOAL

Increase percentage of favorable responses from families on district surveys.

FAMILY SURVEY RESULTS



DIVERSITY



PROGRESS GOAL

Increase the percentage of staff to mirror the diversity of our students.








03

TEACHING + LEARNING

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

STRATEGIC GOALS

- 3.1  Each student graduates from high school ready for their preferred future.
- 3.2  Each student has equitable access to rigorous curriculum content with common learning outcomes, assessments and learning resources.
- 3.3  Each student receives relevant, rigorous, personalized, and engaging standards-based instruction.
- 3.4  Our district builds multi-tiered systems of support that meet students' health and well-being needs.
- 3.5  Each school and the district meet or exceed federal and state performance requirements.

KEY PERFORMANCE OUTCOMES (KPO'S)

3.1a: 100% of students graduate.

3.1b: All graduated exit with a post-secondary transition plan for their preferred future.

3.2a: Each student has equitable access to rigorous course offerings.

3.2b: Common content and outcomes are provided across all courses and grade levels.

3.2c: Each student experiences a diverse, inclusive culture where all people are valued. Adults work to meet student's individual needs and remove institutional and social barriers to their personal success.

3.2d: Students and staff create and implement culturally responsive instructional practices and curriculum.

3.3a: Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.

3.3b: Students are empowered by and engaged in their learning.

3.3c: District systems and staff identify and end inequitable practices that interfere with academic achievement for any racial, ethnic, and/or diverse students.

3.3d: We educate our students for the world they will live in, staying up to date with developments in global realities, workforce expectations, and appropriate technologies.

3.4a: Curriculum is coordinated and aligned to meet all student's social and emotional needs.

3.4b: Each school has a clearly articulated multi-tiered system of support plan that is implemented, communicated, and regularly evaluated.

3.5a: State and federal achievement targets are met or exceeded.

MEASURING SUCCESS

84%



graduated in 4 years

PROGRESS GOAL: GRADUATION RATE

Increase the on-time graduation rate.

60.2%



regularly attend

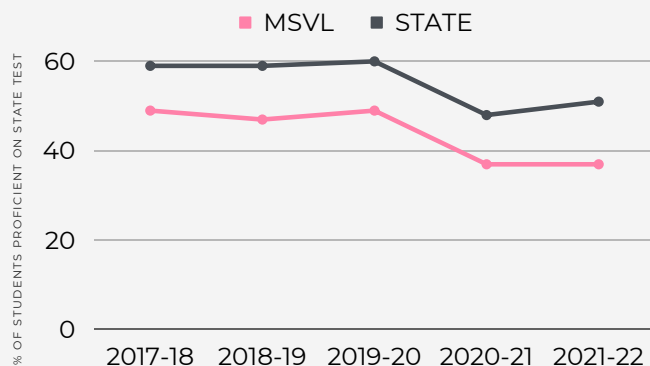
PROGRESS GOAL: ATTENDANCE

Increase the percentage of students who attend school regularly.

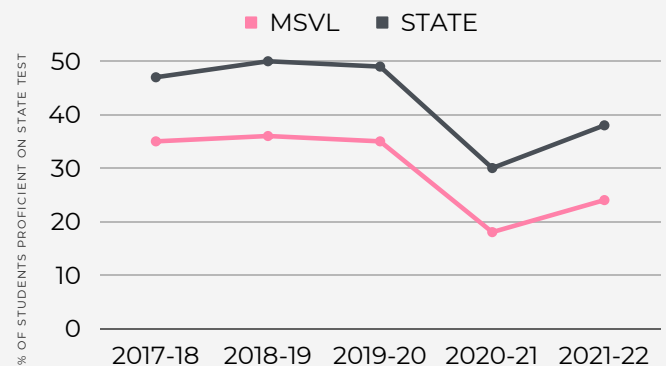
PROGRESS GOAL: READING & MATH

Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in ELA & Math and percentage of Marysville students, overall, meeting standard on this assessment.

DISTRICT VS. STATE:
5-YR COMPARISON - READING



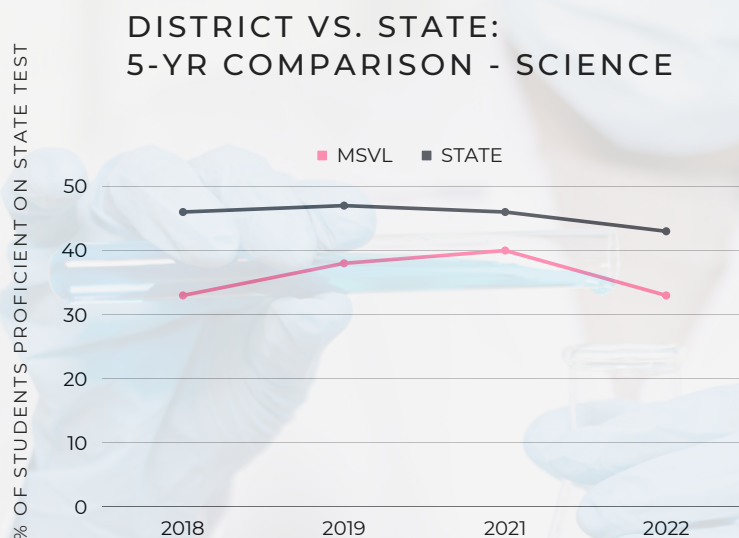
DISTRICT VS. STATE:
5-YR COMPARISON - MATH



MEASURING SUCCESS (CONTINUED)

PROGRESS GOAL: SCIENCE

Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in Science and percentage of Marysville students, overall, meeting standard on this assessment.



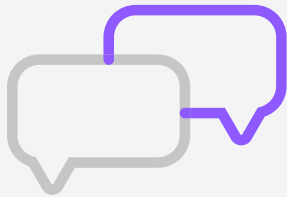




04 COMMUNICATION

Students and families from all backgrounds access and share relevant information to ensure student success.

STRATEGIC GOAL



4.1

District systems for managing and communicating information are coordinated, linked, aligned, and responsive to users.

KEY PERFORMANCE OUTCOMES (KPO'S)

4.1a: Tools for collaboration, communication, and creativity are available, accessible, and widely used.

4.1b: Access to culturally responsive systems, information and resources are easy and seamless for all users.

4.1c: Communication and engagement with families, staff, and community strengthen understanding of, and support for, district strategic priorities.

4.1d: Clear and effective communication is established to engage internal and external stakeholders.



MEASURING SUCCESS

PROGRESS GOAL

Increase student, family, staff, and community engagement through the use of various communication platforms.



8,131 followers

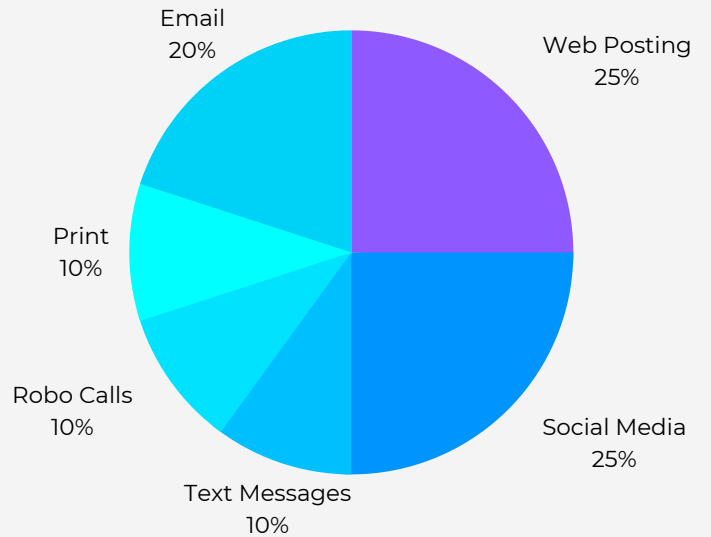


1,674 followers



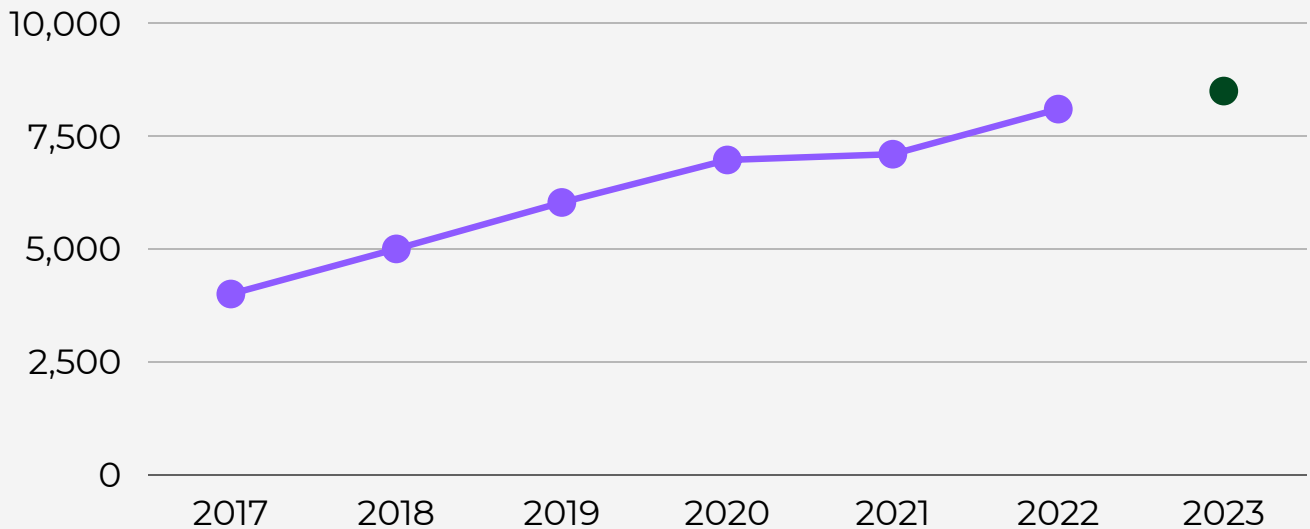
2,089 followers

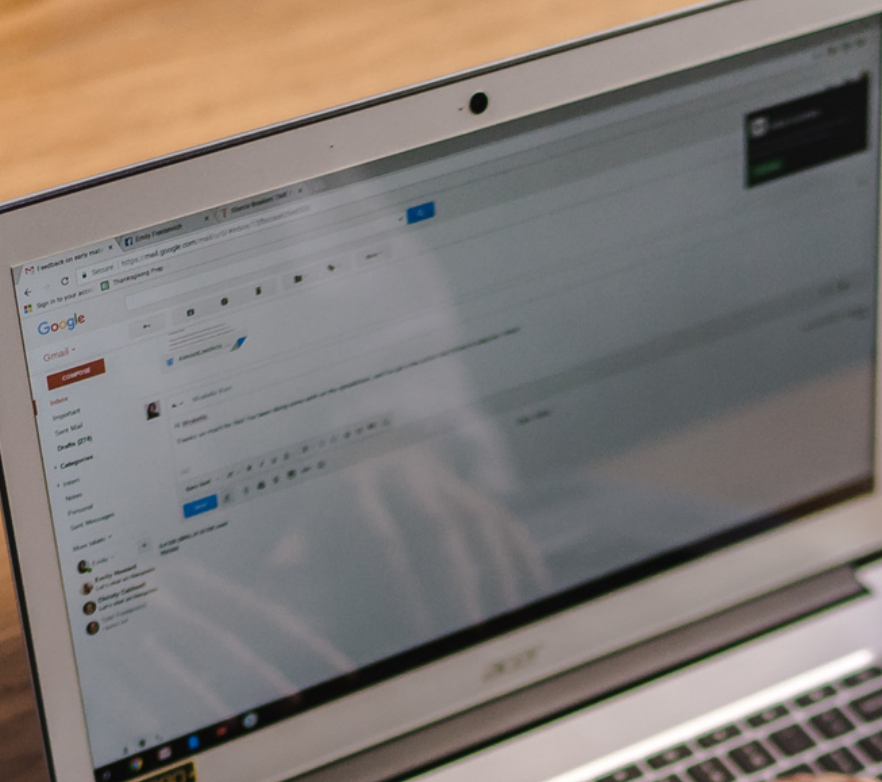
COMMUNICATION PLATFORMS-% USED



ALL PLATFORMS ARE TRANSLATABLE

FACEBOOK FOLLOWERS





including agreements
for video + photos
+ billing for Underground
+ check in w/ Cam
+ review Home Grown feedback
+ check in w/ Cam
+ update 2 (next week)
+ confirm OK, Mike Wood
+ 1913 copy
+ the illustration
+ confirmed OK, Mike Wood

05 RESOURCE MANAGEMENT

Generate, align, and coordinate all available resources to reflect our core values.

STRATEGIC GOAL

5.1



District resources are aligned to student learning and strategic priorities.

KEY PERFORMANCE OUTCOMES (KPO'S)

5.1a: Long-term planning for operational finances are intentionally and systematically driven by student enrollment and strategic priorities.

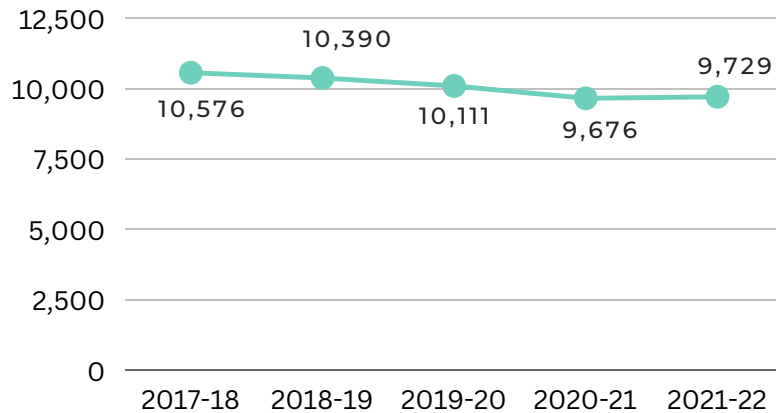
5.1b: Equitable distribution of resources in the annual budget reflects the priorities outlined in the strategic plan.

5.1c: We recruit and value quality people who care deeply about students and learning and mirror the diversity of our students, families, and community.



MEASURING SUCCESS

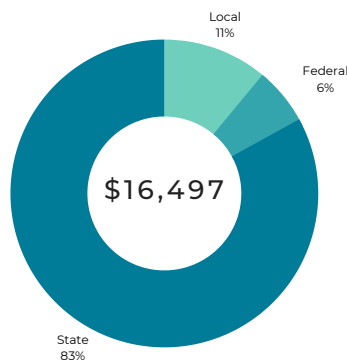
ENROLLMENT



PROGRESS GOAL: ENROLLMENT

Increase student enrollment by creating an environment where students want to attend school and families move to Marysville because of our schools.

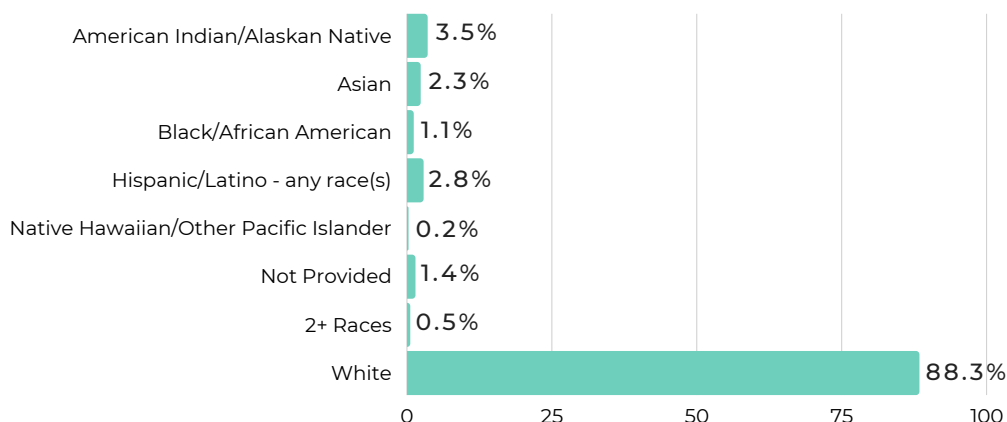
PER-PUPIL EXPENDITURE FUND SOURCE DISTRIBUTION



PROGRESS GOAL: PER-PUPIL

Align district resources equitably and with fidelity to meet the needs of each student.

CLASSROOM TEACHERS BY DEMOGRAPHIC



PROGRESS GOAL: STAFFING

Increase the percentage of staff to mirror the diversity of our students.

Summary of PRIORITIES + GOALS

01 RELATIONSHIPS

Develop intentional partnerships and relationships to support student learning.

PROGRESS GOAL

Increase in the percentage of favorable responses by students and staff on district surveys.

GOAL 1.1

Our relationships with one another contribute directly to the achievement of district priorities and goals and the improvement of student learning.

GOAL 1.2

The quality of our relationships improves the lives of our diverse communities, including but not limited to Tulalip Tribes, the City of Marysville, family, business, and community partnerships.

GOAL 1.3

Our relationships contribute resources that help grow and promote healthy working relationships with students, staff and community.

02 STRUCTURE + SYSTEMS

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

PROGRESS GOALS

- Increase percentage of favorable responses from families on district surveys
- Increase the percentage of staff to mirror the diversity of our students.

GOAL 2.1

Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflect racial equity, diversity, and future needs.

GOAL 2.2

Systems supporting professional performance and growth are established and used to support continuous improvement.

GOAL 2.4

Our organization structure, including roles, reporting relationships, decision making processes, and other organization design elements, deliver meaningful and effective results to students and other constituents.

GOAL 2.3

Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.

GOAL 2.5

Development and implementation of structures and systems for the collection, organization and analysis of data

03 TEACHING + LEARNING

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

PROGRESS GOALS

- Increase the on-time graduation rate.
- Increase the percentage of students who attend school regularly.

GOAL 3.1

Each student graduates from high school ready for their preferred future.

GOAL 3.2

Each student has equitable access to rigorous curriculum content with common learning outcomes, assessments and learning resources.

GOAL 3.3

Each student receives relevant, rigorous, personalized, and engaging standards based instruction.

GOAL 3.4

Our district builds multi-tiered systems of support that meet students' health and well-being needs.

GOAL 3.5

- Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in ELA & Math and the percentage of Marysville students, overall, meeting the standard on this assessment.
- *Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in Science and the percentage of Marysville students, overall, meeting the standard on this assessment.*

Each school and the district meet or exceed federal and state performance requirements.

04 COMMUNICATION

Students and families from all backgrounds access and share relevant information to ensure student success.

GOAL 4.1

District systems for managing and communicating information are coordinated, linked, aligned, and responsive to users.

PROGRESS GOAL

Increase student, family, staff, and community engagement through the use of various communication platforms.

05 RESOURCE MANAGEMENT

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

GOAL 5.1

Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflect racial equity, diversity, and future needs.

PROGRESS GOALS

- Increase student enrollment by creating an environment where students want to attend school and families move to Marysville because of our schools.
- Align district resources equitably and with fidelity to meet the needs of each student.
- Increase the percentage of staff to mirror the diversity of our students.

Marysville School District No. 25 At-a-Glance

CORE VALUES

Communication - We build relationships by listening with respect and communicating clearly.

Accountability - We are accountable for each student's success.

Resiliency - We relentlessly pursue each student's success.

Equity - We will end inequitable practices by removing barriers to an inclusive environment.

Student-centered - Each and every student is our highest priority.

SUPERINTENDENT

Dr. Zachary Robbins was hired to serve as Superintendent of the Marysville School District in June 2022.

SCHOOL BOARD

Marysville School District is governed by a 5-member Board of Directors elected by district director area constituents.

- **Connor Krebbs**, District Director 1, Legislative Representative
- **Paul Galovin**, District Director 2, President
- **Keira Atchley**, District Director 3
- **Wade Rinehardt**, District Director 4, Vice President
- **Katie Jackson**, District Director 5, WIAA Representative

OUR PROMISE

Marysville School District CARES that our students are prepared for a rapidly changing world.

SCHOOLS & PROGRAMS

There are 18 schools in MSD:

- 4 high schools
- 3 middle schools
- 10 elementary schools
- 1 early learning center

And the following programs:

- Marysville Cooperative Education Program
- School to Home Partnership
- Marysville Online
- Alternative Learning Experiences
- Big Picture High School
- Highly Capable Program

TEACHING STAFF

58.4% have a master's degree or higher

6% have National Board Certification

14 years of experience, on average

12% are teachers of color

SPECIAL EDUCATION

17.41% of students receive special education services

1,688 students have an Individual Education Plan (IEP)

332 students have a 504 plan

OUR COMMITMENT

The District CARES that each student is

- Engaged with teachers, staff, families, and the community for their success
- Inspired each day to passionately pursue their education
- Prepared for continuous learning and civic responsibility

MULTILINGUAL LEARNERS

The Department of Multiple Language Learners (MLL) supports more than **900** multilingual students and families in our district who speak more than **36** languages.

MLL services are provided to these students through a push in or pull out model. Students receive a continuum of support. Services range from daily instruction delivered through content by an educator certified in English as a Second Language to small group instruction outside of the regular classroom.

This is a supplemental instructional service to their education and levels of service are determined on the individual needs of students.

AVERAGE CLASS SIZE

2021 - 2022 School Year:
K - 3rd: 15 students
4th - 6th: 27.5 students
7th - 8th: 24 students
9th - 12th: 22.5 students

STUDENT ACHIEVEMENTS & OUTCOMES

60.2% Regularly Attend School
84% Graduated in 4 Years
64.2% Completed A Dual Credit Course

37.4% Met ELA Standards
24.1% Met Math Standards
32.5% Met Science Standards

AGE OF SCHOOLS

SCHOOL	YEAR BUILT
Totem Middle	1950
Liberty Elementary	1951
Shoultes Elementary	1954
Cascade Elementary	1955
Marysville Middle	1960
Sunnyside Elementary	1964
Pinewood Elementary	1965
Marysville-Pilchuck High	1970
Marshall Elementary	1981
Kellogg Marsh Elementary	1989
Cedarcrest Middle	1991
Allen Creek Elementary	1993
Early Learning Center	1993
Quil Ceda Tulalip Elementary	1997
Grove Elementary	2008
10th Street Middle	2008
Heritage High	2008
Legacy High	2008
Marysville-Getchell High	2010

Last School Bond Passed = 2006

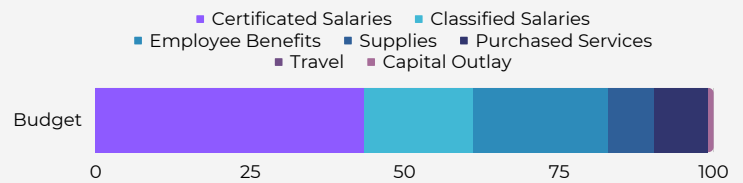
Bonds are for building schools and require a 60% majority vote to pass. The 2006 bond paid for the construction of Grove Elementary and MGHS.

BUDGET & PER-PUPIL EXPENDITURE

Total 2021-2022 Budget: \$188,117,687

Budget Breakdown:

Certificated Salaries.....\$81,673,390.00.....43.4%
Classified Salaries.....\$33,018,728.00.....17.6%
Employee Benefits.....\$41,089,935.00.....21.8%
Supplies.....\$13,938,364.00.....7.4%
Purchased Services.....\$16,606,020.00.....8.8%
Travel.....\$174,877.00.....<0.1%
Capital Outlay.....\$1,616,373.00.....0.9%



Per-pupil Expenditure: \$16,497

State Funded.....83%
Locally Funded.....11%
Federally Funded.....6%

CONTACT MSD

Marysville School District

4220 80th Street NE
Marysville, WA 98270
www.msd25.org
msd@msd25.org

Main Telephone Number.....(360) 965-0000
Communications.....(360) 965-0005
• communications@msd25.org
Transportation.....(360) 965-0305
Family Engagement.....(360) 965-0018
Special Education.....(360) 965-0174
Connection.....(360) 965-0049
Child Nutrition.....(360) 965-0116
Finance.....(360) 965-0095



STRATEGIC PLAN 2022-2025

CONTACT US



*We thank you for your continued support
of our students, schools, and the District.*

The Marysville School District complies with all federal and Washington State rules and regulations and will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, national origin, age, honorably discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

**MARYSVILLE SCHOOL
DISTRICT NO. 25**

4220 80TH STREET NE
MARYSVILLE, WA 98270

(369) 965-0000

www.msd25.org

THE BOARD / SUPERINTENDENT RELATIONSHIP

The successful operation of schools requires a close, effective working relationship between the board and the superintendent. The relationship must be one of trust, good will and candor. As the legally designated governing body, the board retains final authority within the district. The board exercises those powers that are expressly required by law and those implied by law. The superintendent is the board's professional advisor to whom the board delegates executive responsibility, and such powers as may be required to manage the district in a manner consistent with board policy and state and federal law.

The superintendent, as executive officer of the board, shall be responsible for the administration of the schools under applicable laws and policies of the district. The board shall delineate the duties of the superintendent and shall use them as the basis for evaluating the superintendent's performance. Unless specifically limited, the superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed by district policy or a vote of the board. The delegation of power or duty shall not relieve the superintendent of responsibility for the actions taken under such a delegation.

In order to perform their responsibilities, board members must be familiar with the operations within the schools. The superintendent shall establish communication procedures which can enhance the board member's understanding of student programs and school operations.

Legal References:	RCW 28A.320.010	Corporate powers
	RCW 28A.330.100	Additional powers of the board (First Class Districts Only)
	RCW 28A.400.010	Employment of superintendent — Superintendent's qualifications, general powers, term, contract renewal
	RCW 28A.400.030	Superintendent's duties

Adoption Date: 6/21/99

Reaffirmed: 12/16/02

BOARD/STAFF COMMUNICATIONS

The following communications procedures are established:

Staff Communications to the Board All communications or reports to the board or individual board members from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. This shall not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent shall have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances.

Board Communications to Staff All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent or designee. The superintendent will employ all such media as are appropriate to keep staff fully informed of the board's priorities, concerns and actions.

Visits to Schools Individual board members interested in visiting schools or classrooms will make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by board members will be carried on only under board authorization and with the full knowledge of staff, including the superintendent, principals and other supervisors.

Social Interaction Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations and general district problems can be anticipated. Discussions of personalities or staff grievances is not appropriate.

Superintendent-Board Relations

The board shall:

Select the superintendent and delegate him/her all necessary administrative powers.

Adopt policies for the operation of the school system and review administrative procedures.

Provide direction for the educational program.

The superintendent shall:

Serve as chief executive officer of the district.

Recommend policies or policy changes to the board and develop procedures which implement board policy.

Provide leadership in the development, operation, supervision and evaluation of the educational program.

The Board shall:

Review courses of study.

Review textbooks and materials.

Review annual descriptive guide of district.

Review annual report on district programs.

Approve annual budget.

Employ certificated and classified staff upon recommendation of the superintendent.

Authorize the allocation of certificated and classified staff time.

Approve contracts for construction.

Approve payment of vouchers and payroll.

Review monthly fiscal reports.

Approve proposed changes of school plant and facilities.

Approve collective bargaining agreements.

Establish criteria and processes for evaluating staff.

Appoint citizens and staff to serve on special committees.

Serve as final arbitrator for staff, citizens and students.

The Superintendent shall:

Approve courses of study.

Recommend textbooks and materials.

Develop annual descriptive guide of district.

Prepare and submit the annual budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment.

Recommend contracts for major construction.

Recommend payment of vouchers and payroll.

Prepare monthly fiscal reports.

Prepare reports regarding school plant and facilities needs.

Negotiate collective bargaining agreements.

Recommend criteria for evaluating staff.

Recommend formation of ad hoc citizen's committees.

Inform board of appeals and implement any such forthcoming board decisions.

Marysville School District No. 25

Revised: 12/16/2002