



Cle Elum-Roslyn School District

August 10th 2026 Work Session

Date and Time

Monday August 10, 2026 at 6:00 PM PDT

Location

District Central Office
4244 Bullfrog Road
Cle Elum, WA 98922

Agenda

I. Opening Items

A. Call the Meeting to Order

Pledge of Allegiance

B. Open Meeting

- Excuse Board Member Absence:
- Addition or Deletion to Agenda:
- Adopt Agenda

II. SUPERINTENDENT & WARRIOR COUNCIL REPORT

A. District Office Commitment

B. New Teacher Orientation Summary

C. SmartTag Transition

D. Summer Project Updates

III. WORK STUDY

A. Board Standards Self Reflection

B. Board Calendar Planning

[Link to Board Calendar](#)

IV. BOARD COMMENTS

V. Closing Items

A. Adjourn Meeting

Next Meeting: Business - August 24th at 6:00pm in the District Central Office

Coversheet

District Office Commitment

Section:	II. SUPERINTENDENT & WARRIOR COUNCIL REPORT
Item:	A. District Office Commitment
Purpose:	
Submitted by:	
Related Material:	Central office roadmap .png



Cle Elum-Roslyn
SCHOOL DISTRICT

2026-2027 Central Office Leadership Roadmap

Building the Future ★ Serving the Present



Mission Statement: Ensure every student achieves academic excellence, thrives socially and emotionally, and is prepared for a successful future.

1

LOOKING AHEAD: BUILDING TOMORROW TODAY

"The Future Starts Now"



This isn't simply about building a new school. It's about creating opportunities our students have never had before.

- Why the bond matters
- A secondary campus built for future learning
- Career pathways that prepare students for life after graduation
- Efficient use of resources
- Expansion of CTE
- Apprenticeships and internships
- State-of-the-art classrooms
- 16 new secondary courses launching this year

2

DESIGNING THE STUDENT EXPERIENCE

One System. One Vision.

How are we intentionally redesigning secondary programming?



Middle and high school working as one secondary system



Shared leadership



Division of responsibilities



Aligning:

- Staff meetings
- PLCs
- MTSS
- Professional learning



Reducing duplication



Increasing coherence

3

THE THROUGH LINE

From Central Office to Classroom



CENTRAL OFFICE



BUILDING LEADERSHIP



TEACHERS



CLASSROOMS



STUDENTS

QUESTIONS

- Does every initiative connect to improved outcomes?
- Are we inspecting implementation?
- How do we know our work is making a difference?

4

STRONG TIER I CHANGES EVERYTHING

Strong systems lead to improved outcomes for all.

OUR COMMITMENT



Positive Classroom Climate & Relationships
Every student feels safe, known, and ready to learn.



Teacher Clarity
Students know what they are learning, why it matters, and how success is measured.



Differentiated Instruction
Instruction is responsive to every student's appropriately challenged and supported.



Effective Questioning & Discussion
Students think deeply, collaborate, explain their thinking, and own their learning.



Formative Assessment Practices
Teachers continuously use evidence of learning to adjust instruction and provide timely feedback.



PLCs & MTSS
Teams respond to student learning through collaborative planning and timely intervention.

5

BUILDING COMMUNITY BEYOND OUR SCHOOLS

Creating opportunities through community partnerships.



Shared community vision



Expanded after-school programming



Community partnerships



Supporting families beyond the school day

6

STEWARDSHIP

Doing More With What We Have



- Strategic use of resources
- Efficient use of staffing
- Building long-term financial stability
- Growing fund balance responsibly



7

WE EXIST TO SERVE SERVICE BEFORE SELF

What does exceptional central office service look like?



- ✓ Remove barriers
- ✓ Be responsive
- ✓ Make schools' work easier
- ✓ Listen before solving
- ✓ Assume positive intent
- ✓ Be present
- ✓ Build efficient systems
- ✓ Support schools

8

PRESENCE MATTERS

Be Visible. Be Helpful. Be Known.



Walking schools



Celebrating staff



Knowing students



Supporting principals



Being approachable



Attending school events

9

TRUST IS BUILT IN SMALL MOMENTS

Culture Is Created Daily



- ♥ Positive intent
- 🗣️ Consistency
- 👁️ Transparency

10

IMPROVED OUTCOMES FOR ALL STUDENTS

Every decision begins and ends with students.



Academic growth



Belonging and well-being



Future readiness



Shared responsibility

Success for every student

One year from today...

What do we hope building staff would say about our central office team?

Coversheet

Board Standards Self Reflection

Section:	III. WORK STUDY
Item:	A. Board Standards Self Reflection
Purpose:	
Submitted by:	
Related Material:	2026 August BSAS Cle Elum Roslyn.pdf



Online Board Self-Assessment Survey

<i>School District and Survey Year</i>	
Cle Elum-Roslyn	2026
Cle Elum-Roslyn	2025
Cle Elum-Roslyn	2024
Cle Elum-Roslyn	2022



Framework for Governance

Since 2011, school boards across our state have participated in the WSSDA Board Self-Assessment, which is based on the five Washington School Board Standards. The report generated by the survey questions is thorough and thought-provoking. Participating boards report that analyzing this data as a team leads to rich and productive discussions.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. Subsequent pages show the data from each question, with the page header showing the standard and benchmark the question relates to.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use.

Step 1: What do you see?

- ▷ Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- ▷ List the descriptions on chart paper.

Step 2: What does the data suggest?

- ▷ Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- ▷ List responses on the chart paper.

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the SMART goal framework.

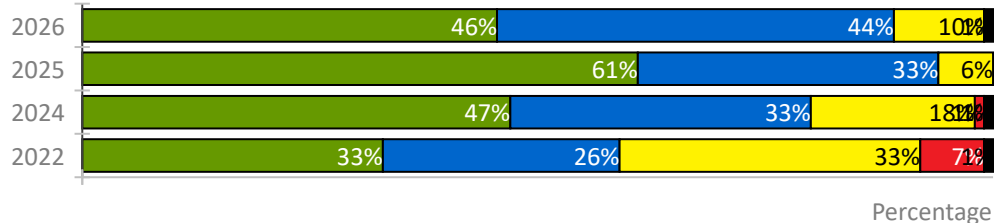
- ▷ Specific, Measurable, Achievable, Relevant and Time bound



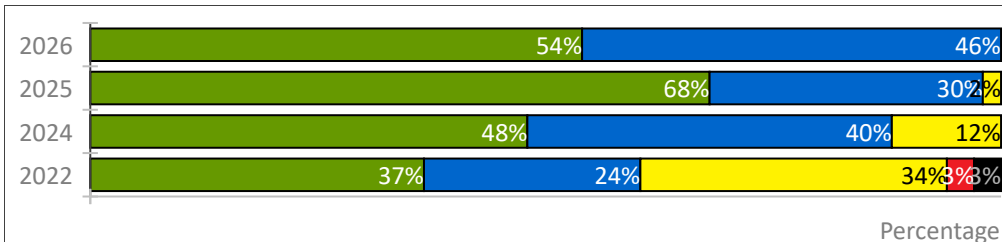
Framework for Governance: Aggregate Data

■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

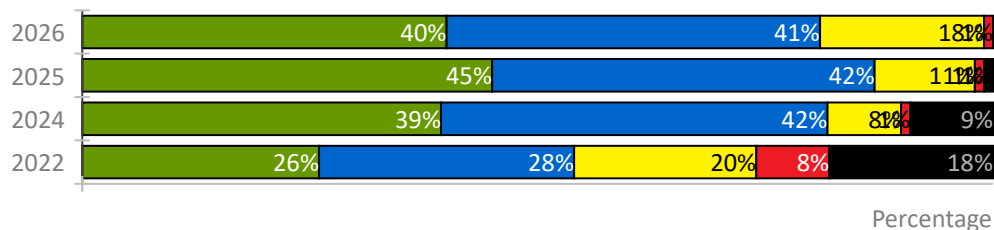
Standard 1: Provide responsible school district governance



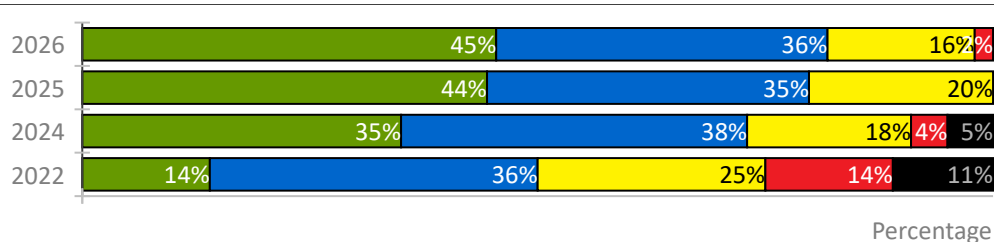
Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



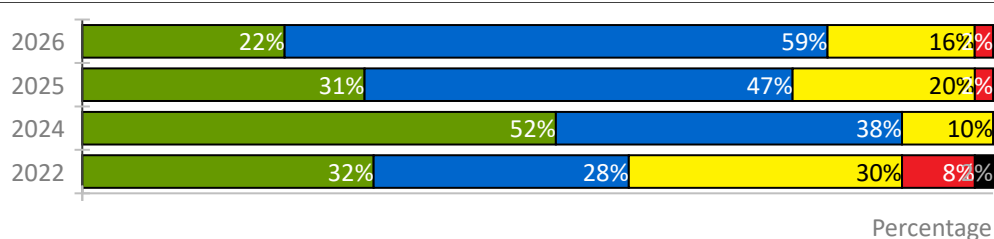
Standard 3: Create conditions district-wide for student and staff success



Standard 4: Hold school district accountable for meeting student learning expectations



Standard 5: Engage local community and represent the values and expectations they hold for their schools



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WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

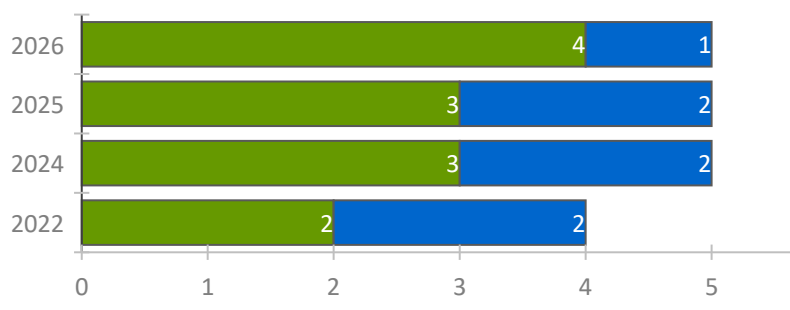
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

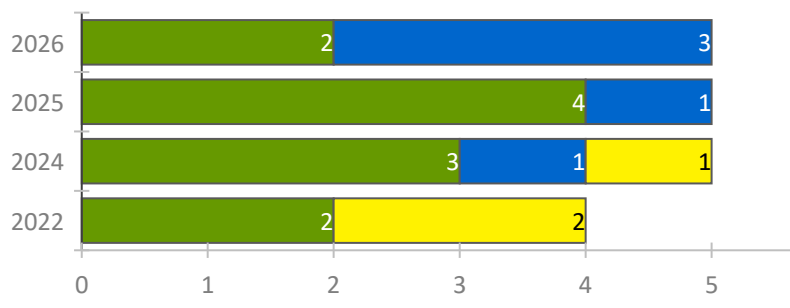
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 4 Base its decisions on what is best for students' success?



Q 5 Commit to a clear and shared purpose?





WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

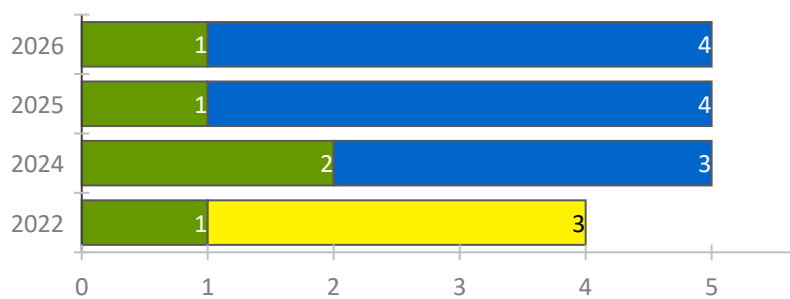
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

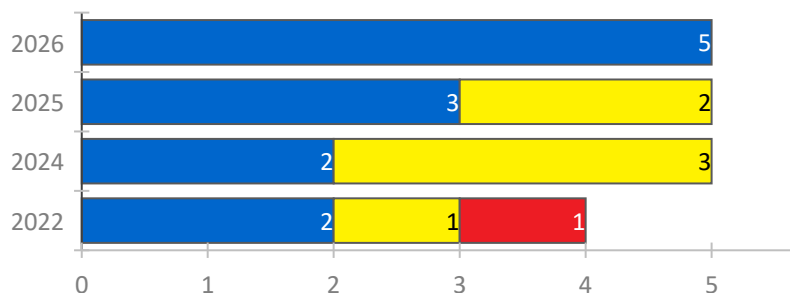
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

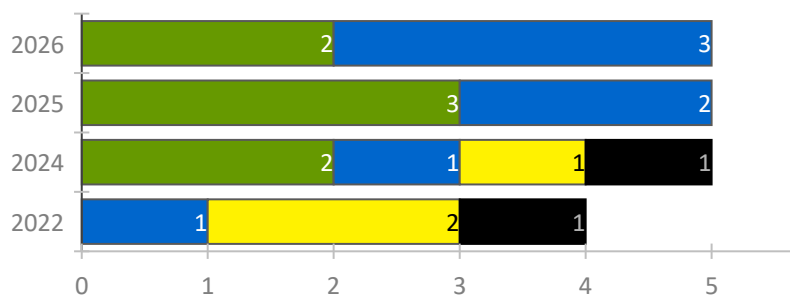
Q 6 Provide information to the public that supports board discussions and decisions?



Q 7 Follow a defined process for gathering input prior to making critical decisions?



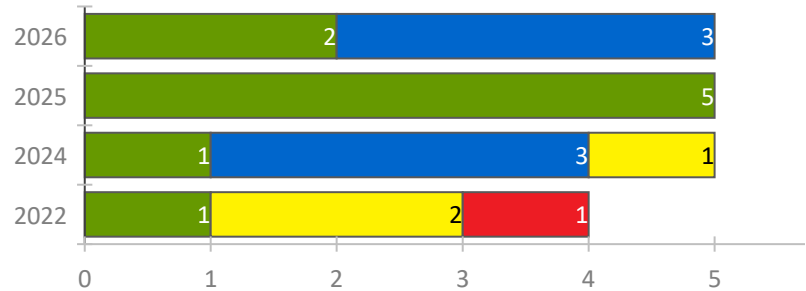
Q 8 Carry out annual assessments of its performance?





Standard 1 Provide responsible school district governance by:

Q 9 Set goals for its improvement?





WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

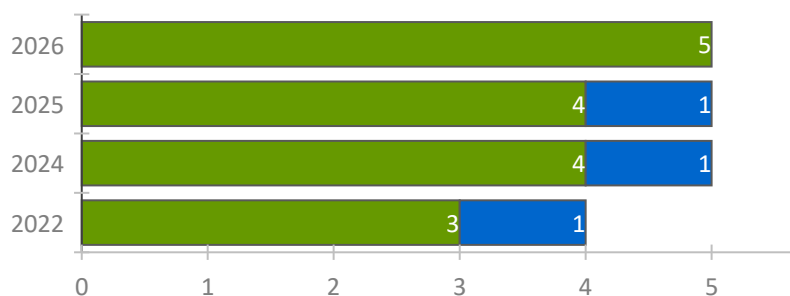
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

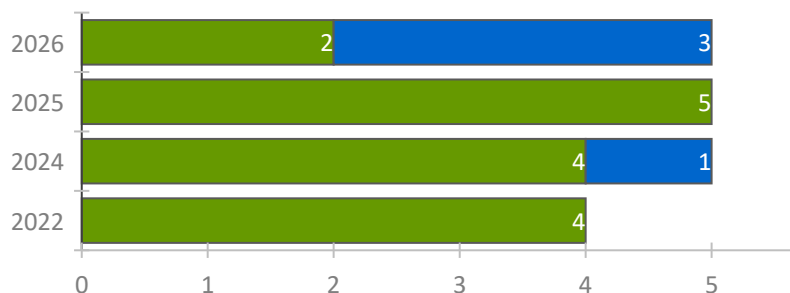
■ Always
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To what extent does our board:

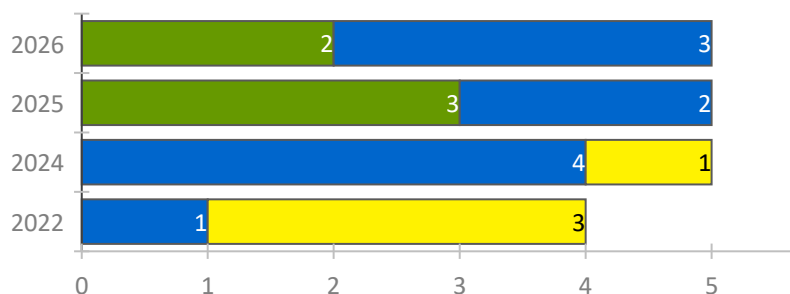
Q 10 Delegate authority to the superintendent to manage district operations and implement policy?



Q 11 Honor the roles and responsibilities of the superintendent?



Q 12 Use written protocols for its interactions?





WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

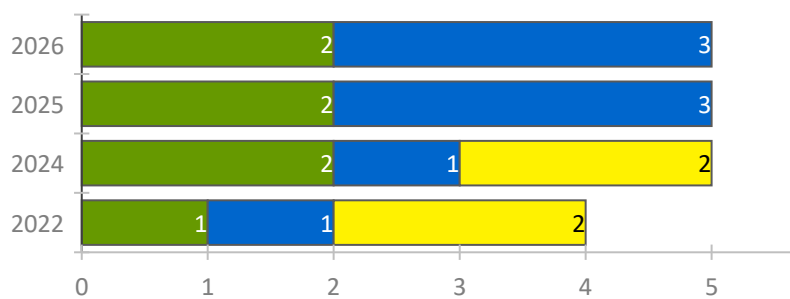
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

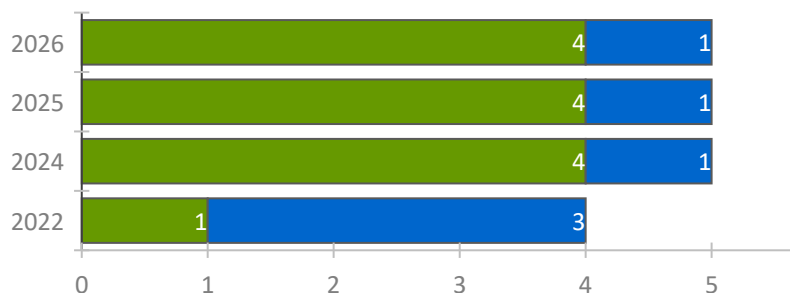
■ Always
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To what extent does our board:

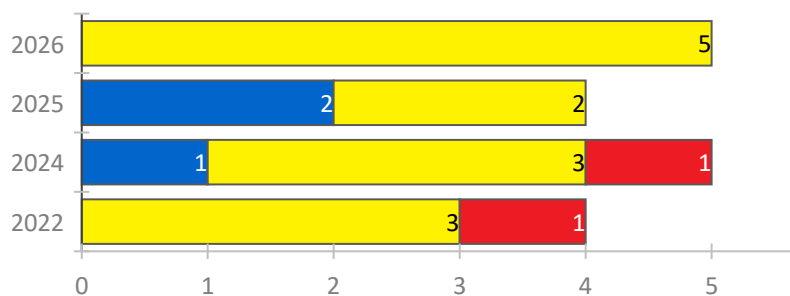
Q 13 Govern using policies that align with research-based best practices?



Q 14 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q 15 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?





WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

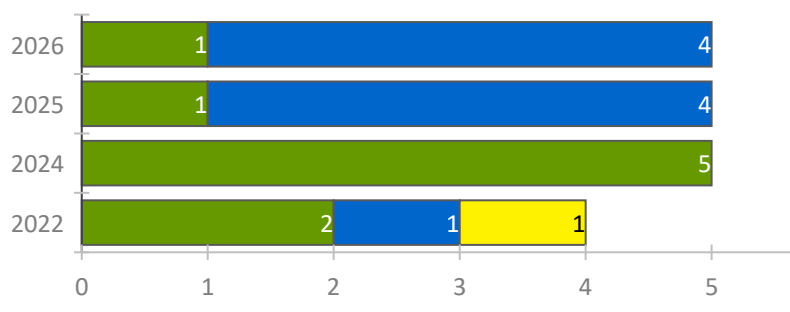
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

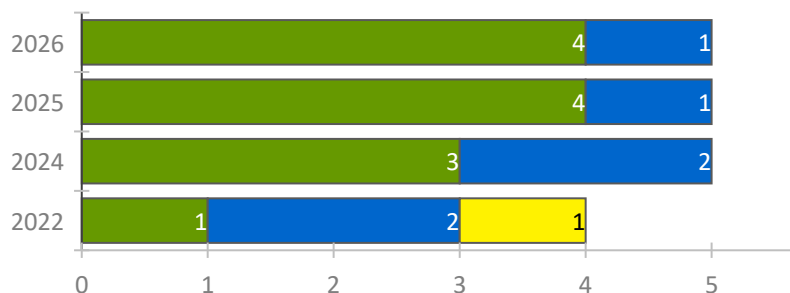
Always Most of the time Some of the time Never Don't know

To what extent does our board:

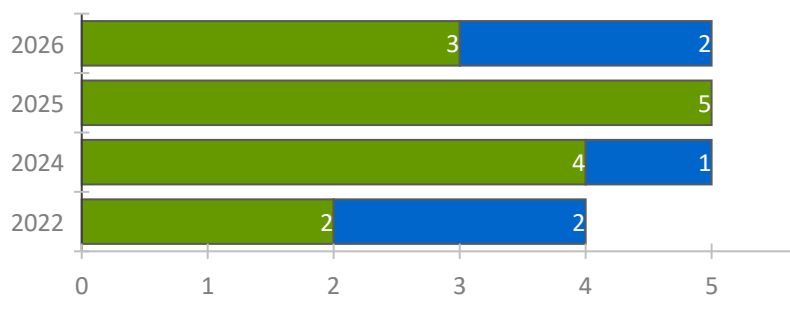
- Q 16 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



- Q 17 Promote continuous improvement throughout the organization?



- Q 18 Treat all individuals, including fellow board members, staff, students, and community members, with respect?





WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

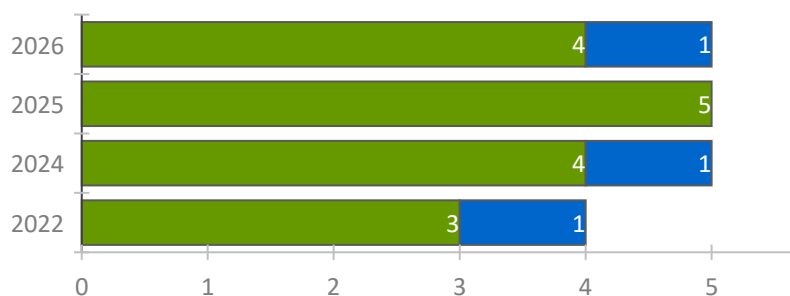
Benchmark of Success F

Working as an effective and collaborative team.

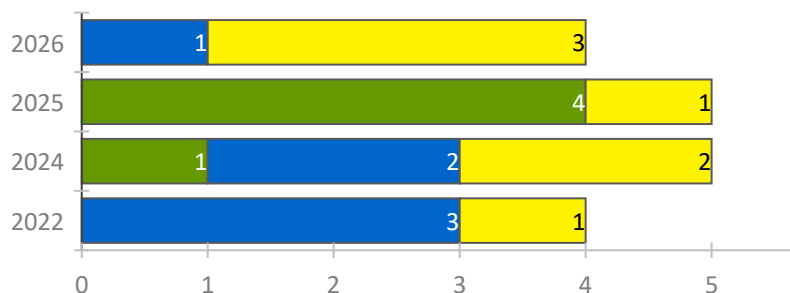
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To what extent does our board:

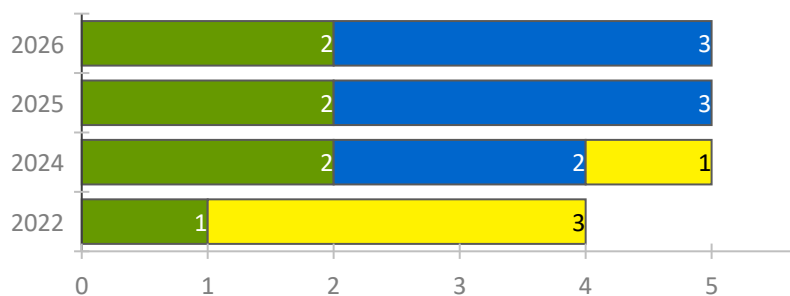
Q 19 Work with the superintendent to achieve mutual trust and commitment?



Q 20 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q 21 Use collaborative processes that result in well-informed problem-solving and decision-making?

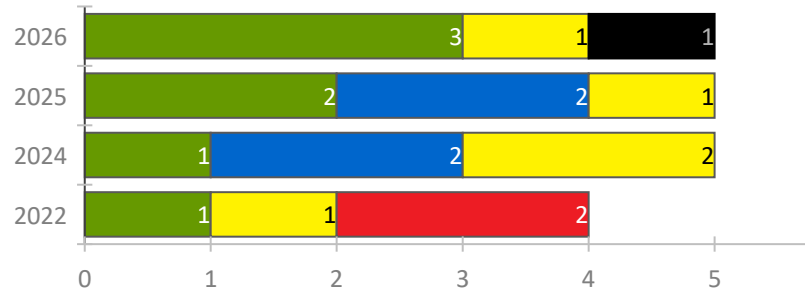




WSSDA Self-Assessment Report

Standard 1 Provide responsible school district governance by:

Q 22 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?





Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those

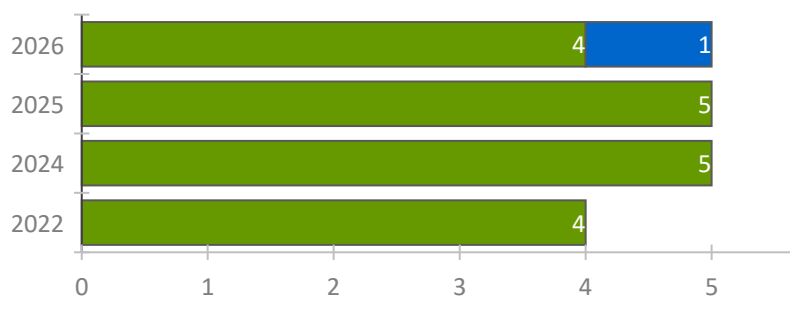
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources

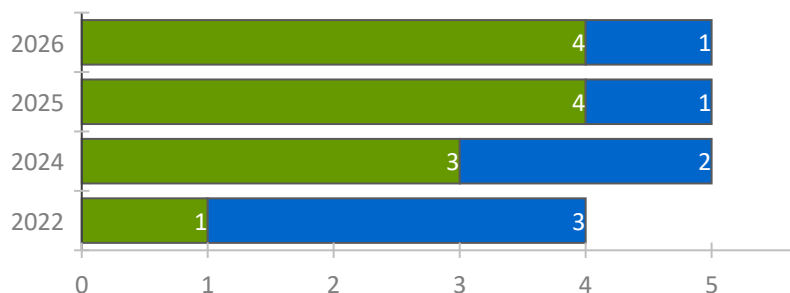
Always Most of the time Some of the time Never Don't know

To what extent does our board:

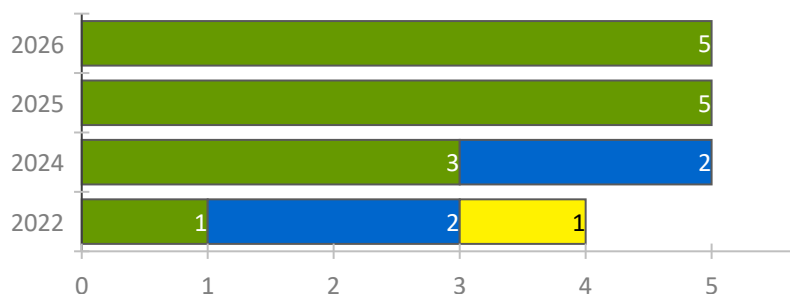
Q 23 Through policies and actions, express our belief that all students can learn?



Q 24 Through policies and actions, communicate high expectations for all students?



Q 25 Foster a culture of collaboration around the shared purpose of improving student achievement?





WSSDA Self-Assessment Report

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those

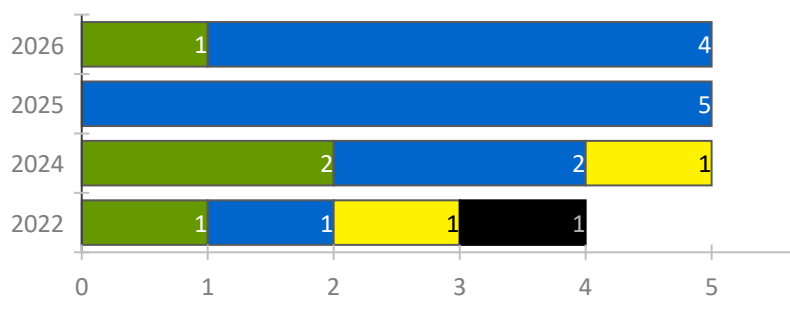
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

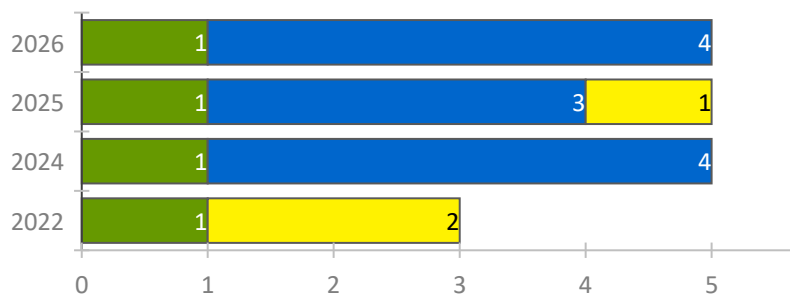
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 26 Include stakeholders when developing and revising the district's vision?



Q 27 Communicate its rationale for decisions to the community?





WSSDA Self-Assessment Report

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those

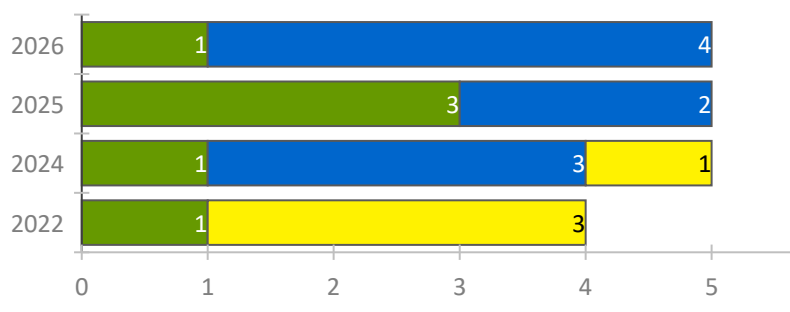
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

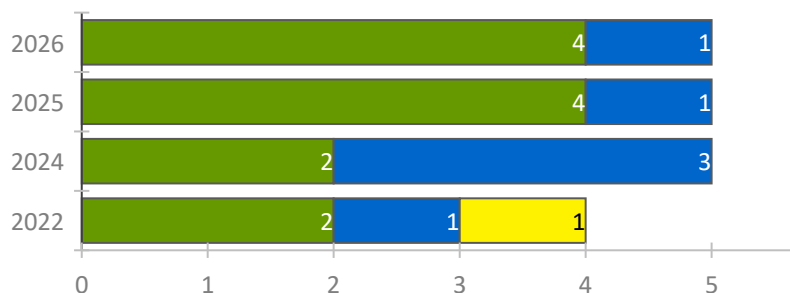
Always Most of the time Some of the time Never Don't know

To what extent does our board:

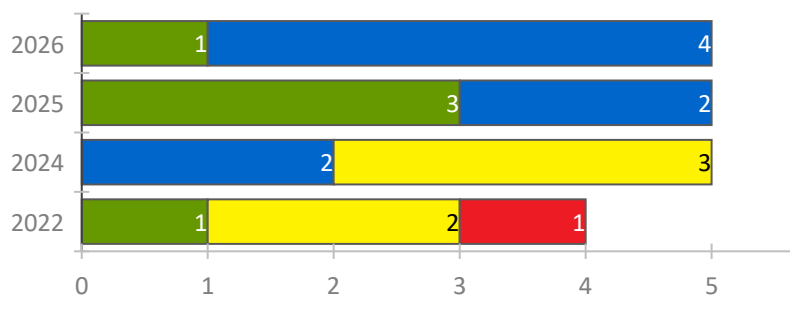
Q 28 In collaboration with staff and the community, formulate and maintain a district plan with goals and outcomes?



Q 29 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q 30 Continually monitor progress toward the goals and outcomes of the district plan?





WSSDA Self-Assessment Report

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those

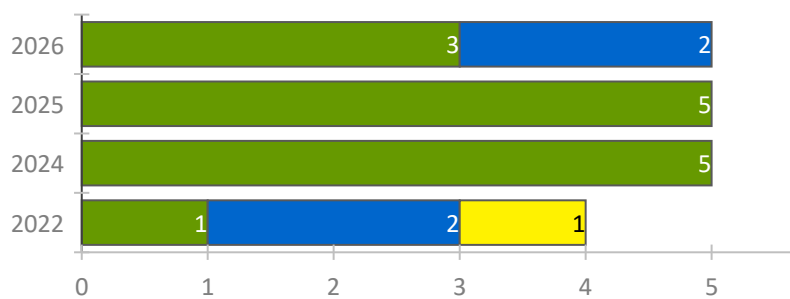
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

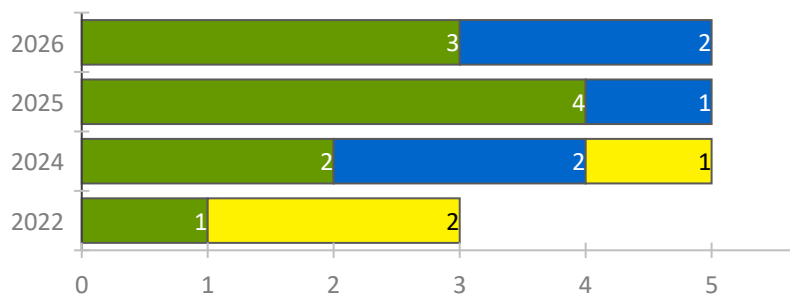
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 31 Together with the superintendent agree that high expectations for all students is the highest priority?



Q 32 Together with the superintendent review student achievement regularly?





WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

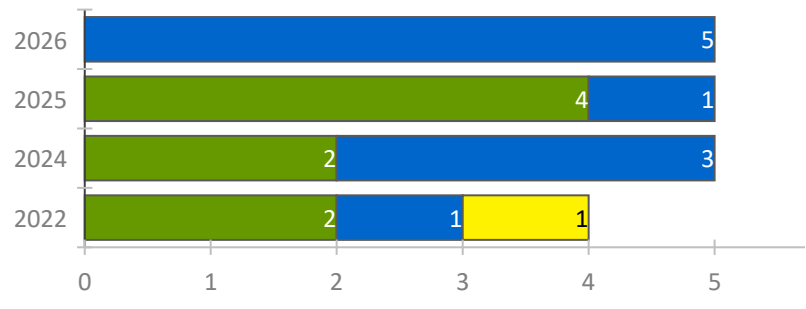
Benchmark of Success A

Providing for the safety and security of all students and staff.

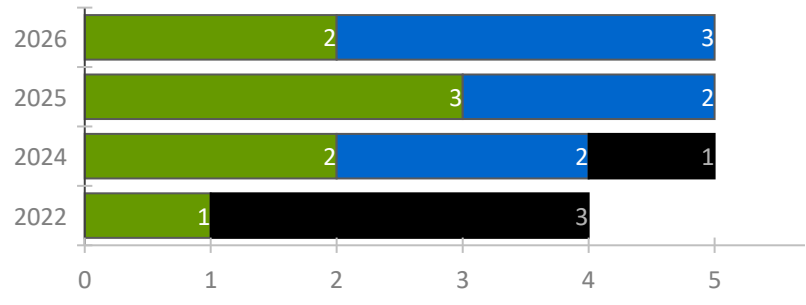
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 33 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q 34 Have policies that require regular evaluation and management of safety and security risks?





WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

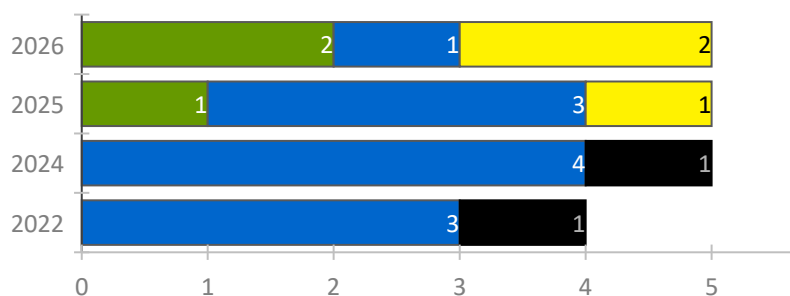
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

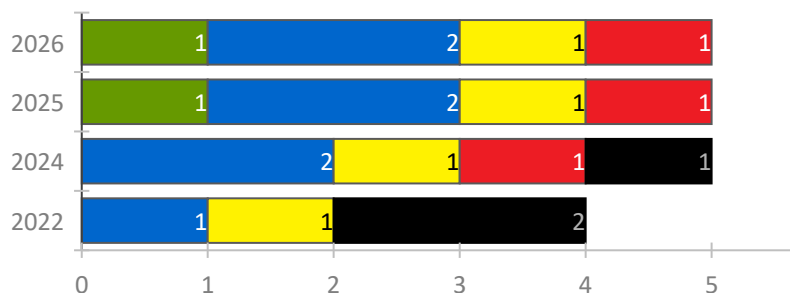
■ Always
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To what extent does our board:

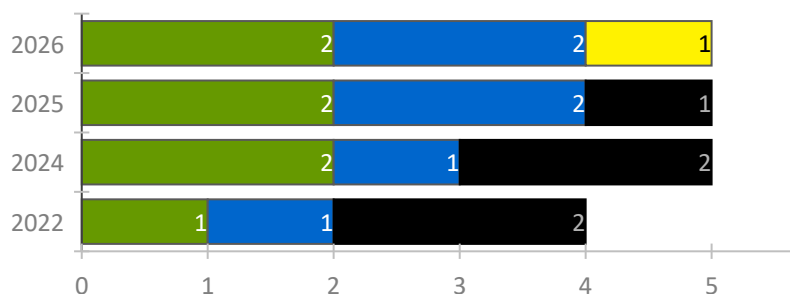
Q 35 Have policies that ensure hiring and retention of highly qualified staff?



Q 36 Have policies for evaluating staff based on student success?



Q 37 Have policies that support research-based, best practices for staff development?





WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

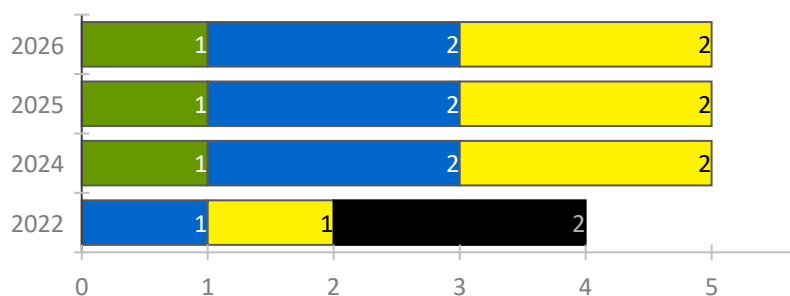
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

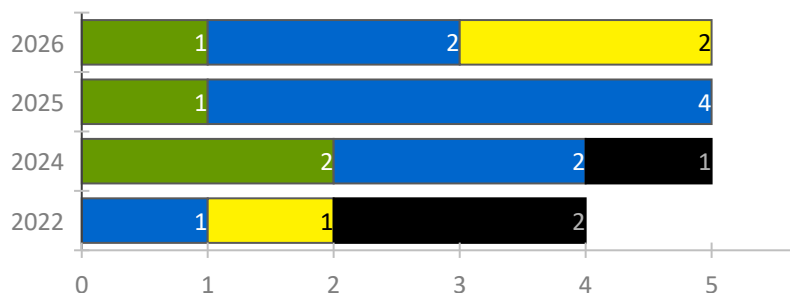
■ Always
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To what extent does our board:

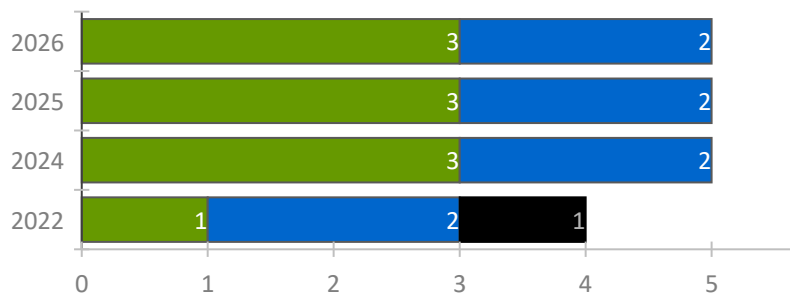
- Q 38 Have an established course of study for students and graduation requirements that align with high expectations for student achievement?



- Q 39 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



- Q 40 Adopt a budget that supports quality staff development and resources for curriculum implementation?

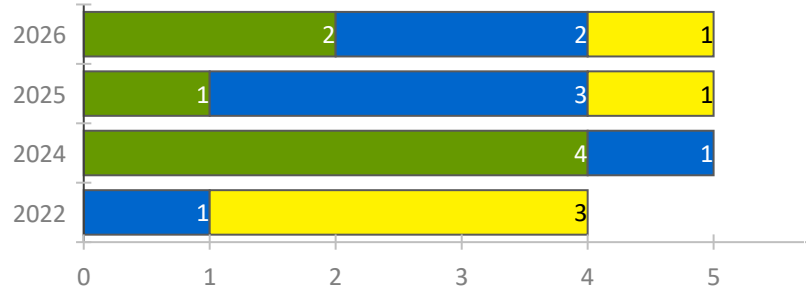




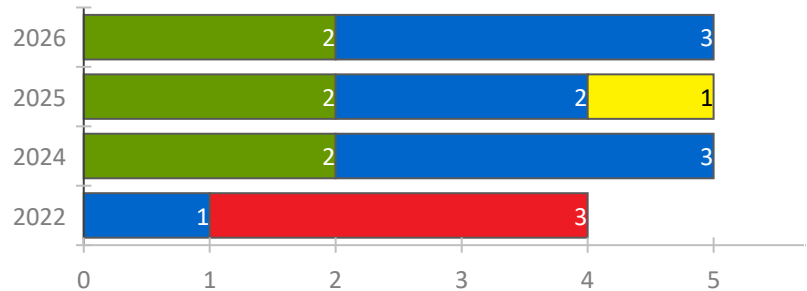
WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

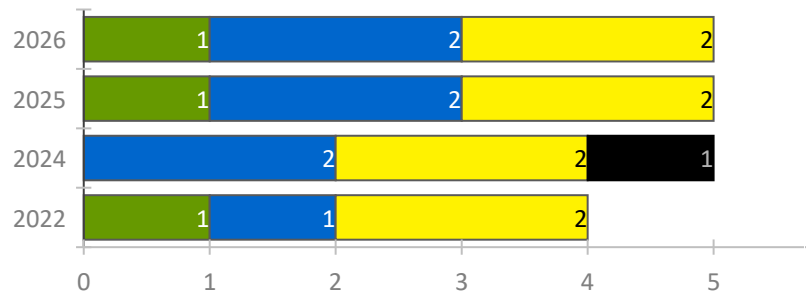
Q 41 Have a process that includes community and parent involvement in selecting curriculum?



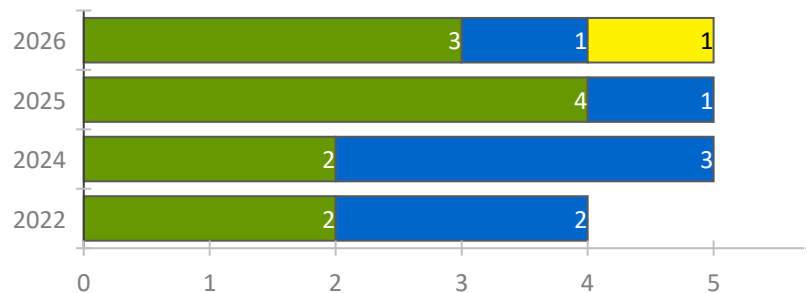
Q 42 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



Q 43 Have a process in place to support evaluation and updating of technology?



Q 44 Have a long-term facilities plan in place for construction and maintenance?





WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

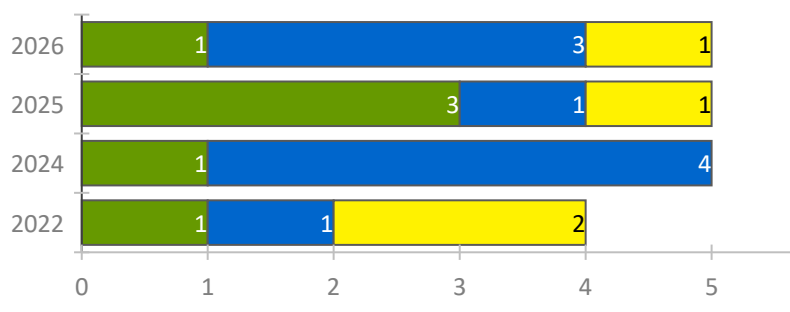
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

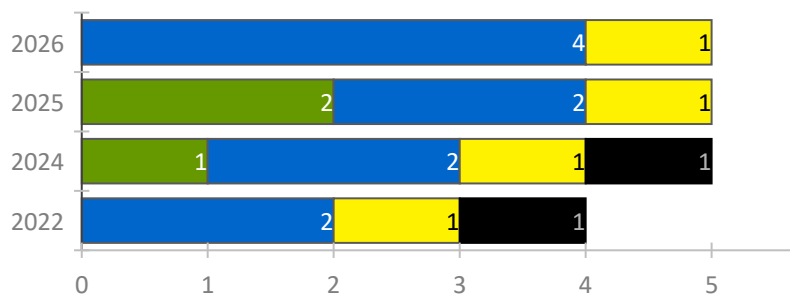
■ Always
 ■ Most of the time
 ■ Some of the time
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 ■ Don't know

To what extent does our board:

Q 45 Communicate an expectation that all classrooms will implement effective instructional practices?



Q 46 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?





WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

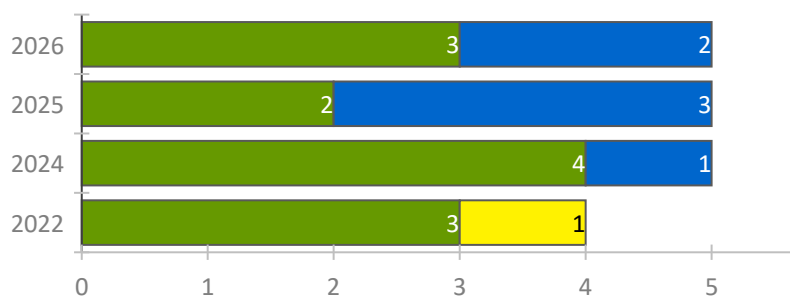
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

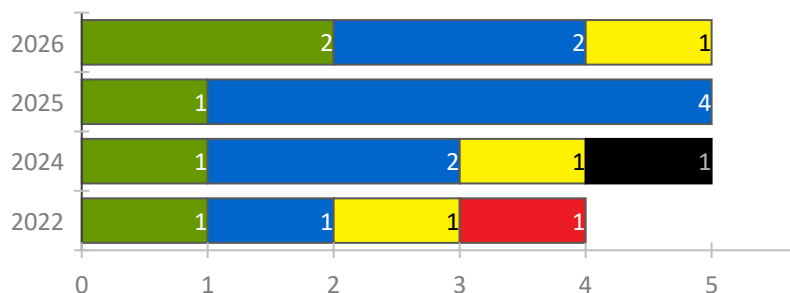
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

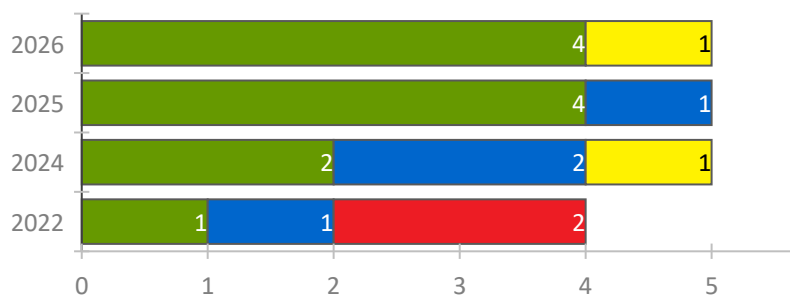
Q 47 Keep the community informed about the district's financial status?



Q 48 Seek public input during the budget process?



Q 49 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?

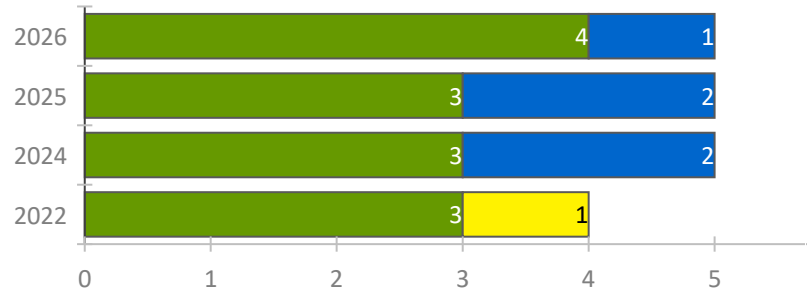




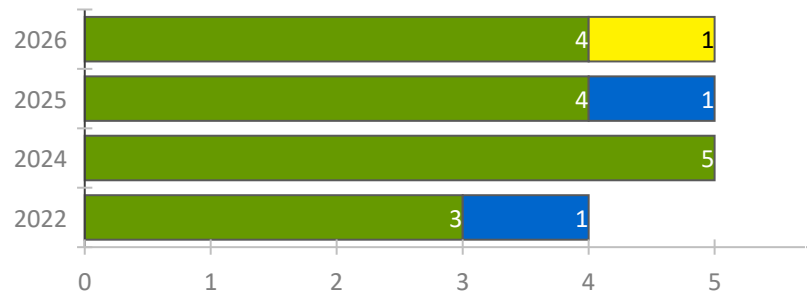
WSSDA Self-Assessment Report

Standard 3 Create conditions district-wide for student and staff success by:

Q 50 Adopt a fiscally responsible annual budget that is aligned with the district's vision and plan?



Q 51 Regularly monitor the budget and fiscal status of the district?





WSSDA Self-Assessment Report

Standard 4 Hold school district accountable for meeting student learning expectations by:

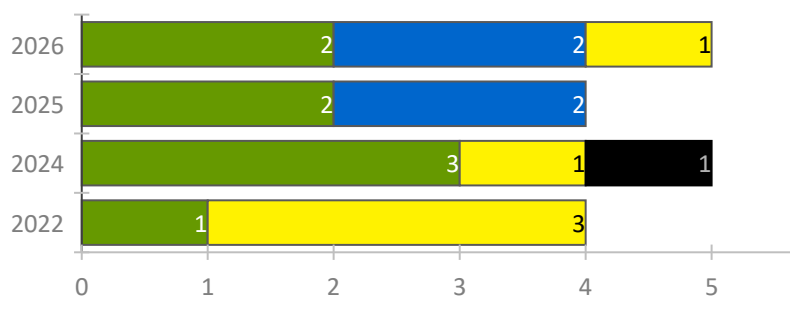
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

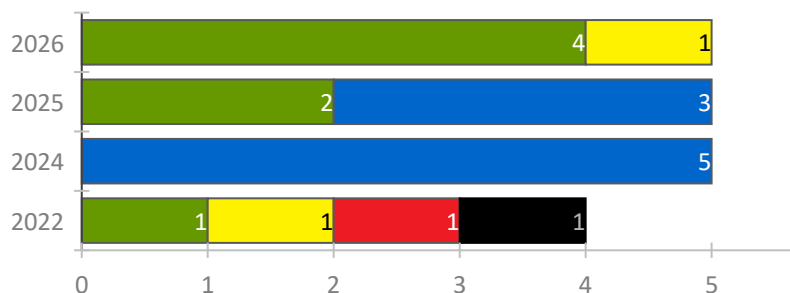
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To what extent does our board:

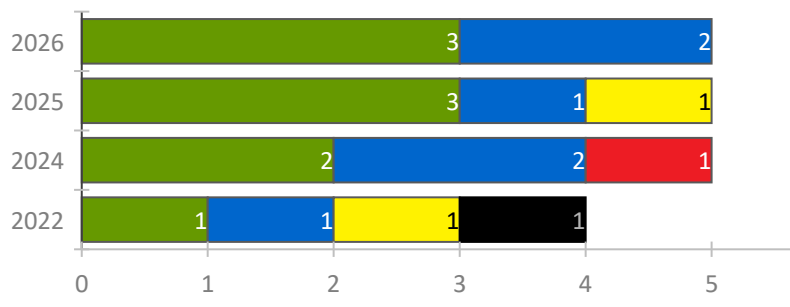
Q 52 Follow a schedule for the timely review of the district plan?



Q 53 Ensure a high degree of coherence between the district plan and school improvement plans?



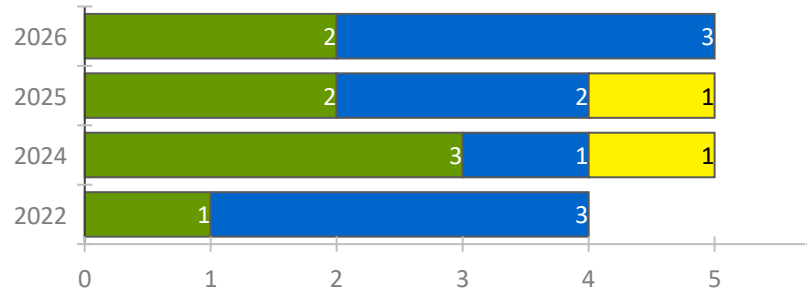
Q 54 Annually review and make recommendations to the district plan and school improvement plans?





Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 55 Publicly recognize the efforts of schools in improving student learning?





WSSDA Self-Assessment Report

Standard 4 Hold school district accountable for meeting student learning expectations by:

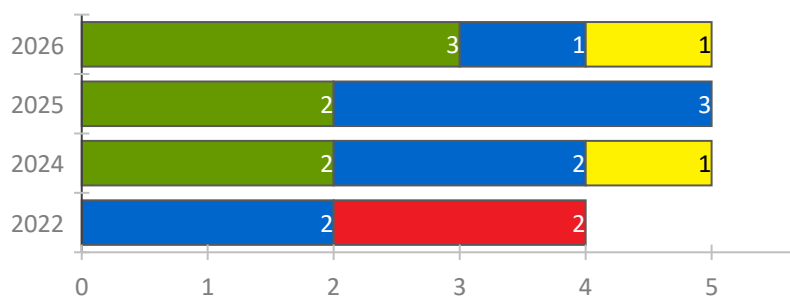
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

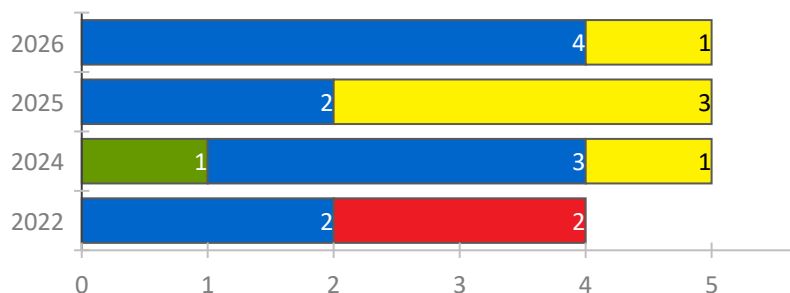
■ Always
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To what extent does our board:

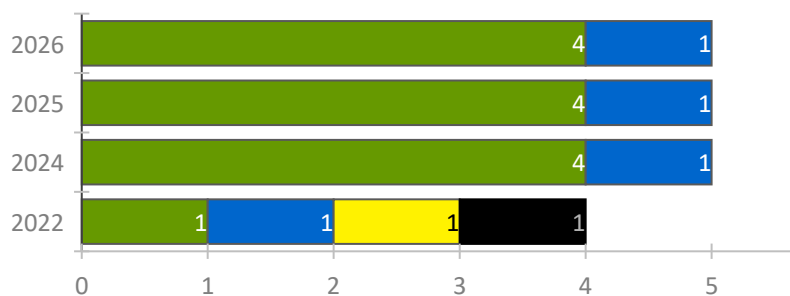
Q 56 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q 57 Communicate performance expectations for the superintendent to our community?



Q 58 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?





WSSDA Self-Assessment Report

Standard 4 Hold school district accountable for meeting student learning expectations by:

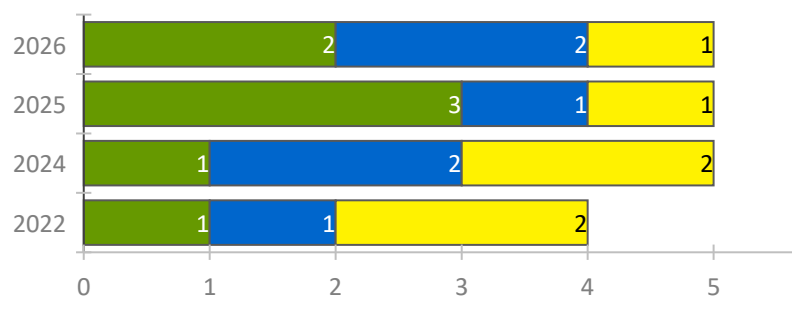
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

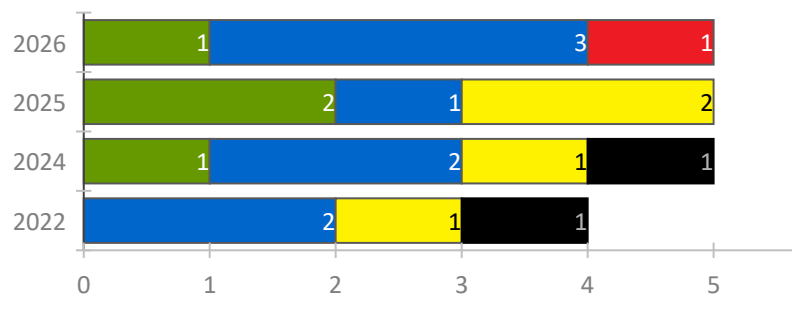
Always Most of the time Some of the time Never Don't know

To what extent does our board:

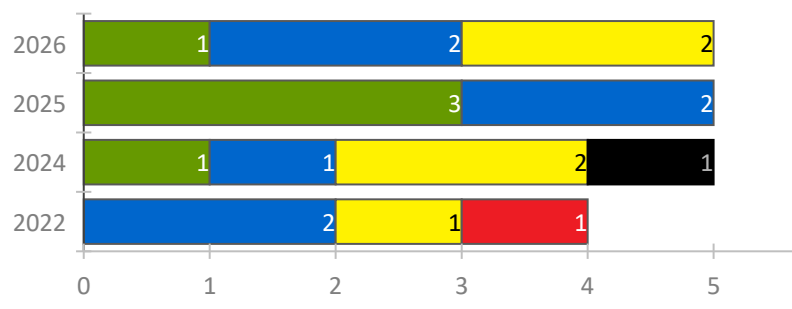
- Q 59 Require the effective use of data throughout the system to monitor student achievement and district performance?



- Q 60 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



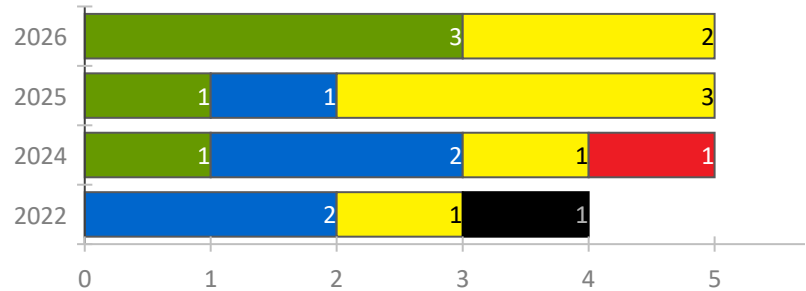
- Q 61 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?





Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 62 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?





WSSDA Self-Assessment Report

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

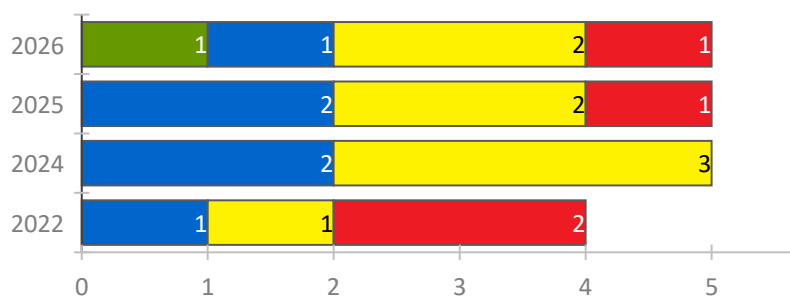
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

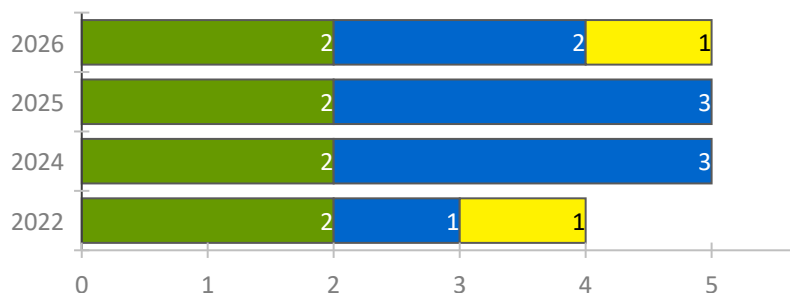
Always Most of the time Some of the time Never Don't know

To what extent does our board:

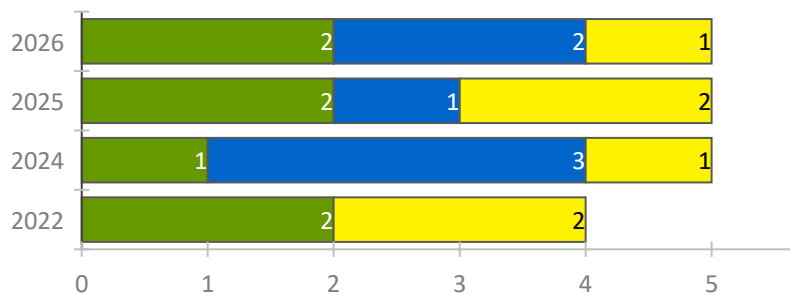
Q 63 Advocate at the local, state and federal levels on behalf of students and the district?



Q 64 Model cultural, racial, and ethnic understanding and sensitivity?



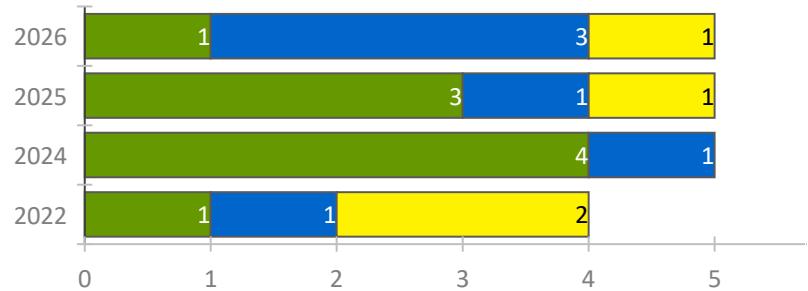
Q 65 Establish policies and partnerships that promote and expand educational opportunities for all students?





Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

Q 66 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?





WSSDA Self-Assessment Report

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

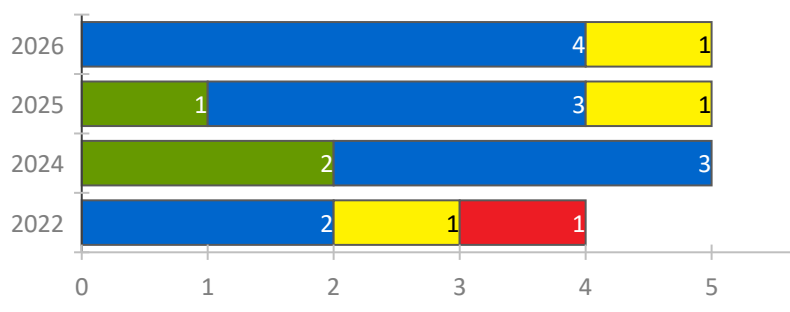
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

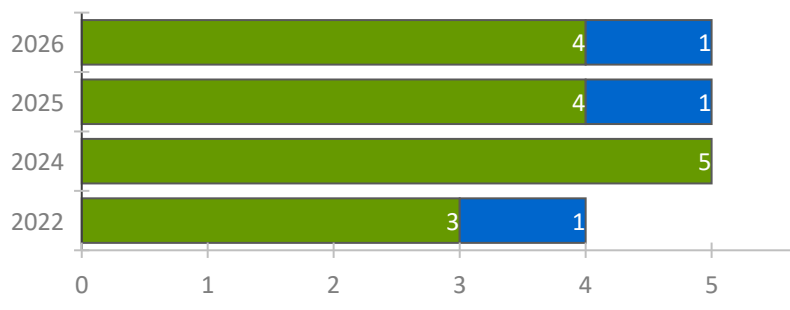
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 67 Ensure the public is well informed of the board's roles and responsibilities?



Q 68 Conduct its business in a transparent and accountable manner?





WSSDA Self-Assessment Report

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

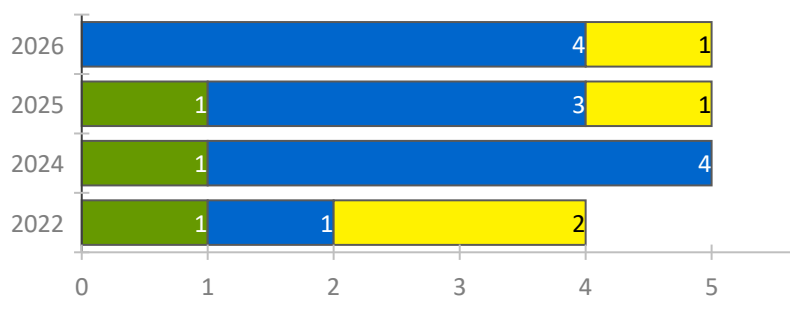
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

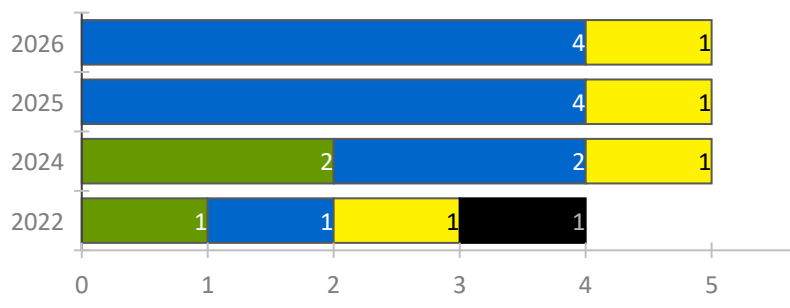
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

Q 69 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 70 Communicate district performance to the public in clear and understandable ways?





WSSDA Self-Assessment Report

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

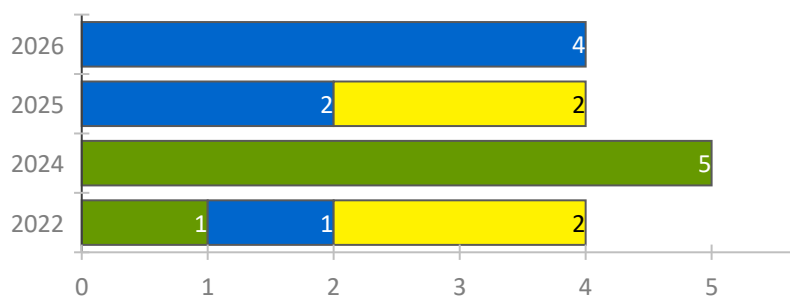
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

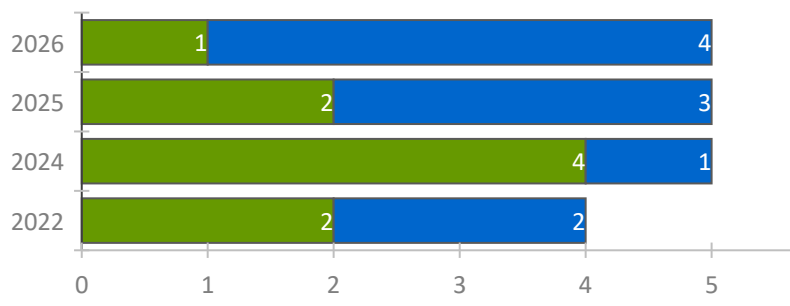
■ Always
 ■ Most of the time
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 ■ Don't know

To what extent does our board:

Q 71 Seek community and staff input in its decision-making to gain community and staff support?



Q 72 Carefully consider community and staff input in its decision-making?





WSSDA Self-Assessment Report

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