

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 3
- Detail Map of Areas for District (showing geographical area)
- OSPI Washington State Summary – Marysville School District
- Marysville School District Demographics
- School Board Selection Criteria
- 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 3. 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, January 7, 2022, by 4:30 pm.

Completed applications may be delivered to the district office to the attention of Toni Bartley: 4220 80th Street NE, Marysville, email: toni_bartley@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 Position
Deadline: January 7th, 4:30 pm**

Name _____ Date _____

Address _____ City _____ Zip _____

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

Email Address _____

Have you confirmed that you reside in District Director Area 3? 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
January 2012 following 10-Year Census

Director District 3

Starting at the intersection of 101st PL NE and 51st Ave NE West
on 101st PL NE to Shoultes Rd
Southwest on Shoultes Rd to 100th St NE
West on 100th St NE to State Ave
South on State Ave to 10th St
East on 10th St to Columbia Ave
South on Columbia Ave to 9th St
East on 9th St to 47th Ave NE
South on 47th Ave NE to 4th St
East on 4th St to 64th St
East on 64th St to Allen Crk
Meandering northeast on Allen Crk to 55th Ave NE
North on 55th Ave NE to Grove
East on Grove to 67th Ave NE
North on 67th Ave NE to 95th St NE
West on 95th St NE to 64th Dr NE
North on 64th Dr NE to 98th Pl NE
West on 98th PL NE to 62nd Dr NE
South on 62nd Dr NE to 96th St NE
West on 96th St NE to 59th Dr NE
North on 59th Dr NE to 100 St NE
West on 100th ST NE to 51st Ave NE
North on 51st Ave NE to point of the beginning

Director District 1

Starting at the intersection of I-5 and 88th St NE
East on 88th Ste NE to State Ave
South on State Ave to 10th St
East on 10th St to Columbia Ave
South on Columbia Ave to 9th St
East on 9th St to 47th Ave NE
South on 47th Ave NE to 4th St
West on 4th St to Union ave
South on Union Ave to 2nd St
West on 2nd St to Columbia Ave
South on Columbia Ave to 1st St
West on 1st St to State Hwy 529

Southerly on State Hwy 529 to I-5
Southerly on I-5 to the School district boundary
Clock-wise on the school district boundary to the northern crossing of I-5
South on I-5 to the point of the beginning

Director District 2

Starting at the intersection of 108th St NE and 51st Ave NE
South on 51st Ave NE to 101st PL NE
West on 101st NE to Shoultes Rd
Southwest on Shoultes RD to 100th St NE
West on 100th St NE to State Ave
South on State Ave to 88th St NE
West on 88th St NE to I-5
North on I-5 to the school district boundary
Clockwise on the school district boundary to the eastern crossing of 108th St NE
West on 108th St NE to the point of the beginning

Director District 4

Starting at the intersection of 55th Ave NE and Grove
West on Grove to 67th Ave NE
North on 67th Ave NE to 95th St NE
West on 95th St NE to 64th Dr NE
North on 64th Dr NE to 98th Pl NE
West on 98th PL NE to 62nd Dr NE
South on 62nd Dr NE to 96th St NE
West on 96th St NE to 59th Dr NE
North on 59th Dr NE to 100 St NE
West on 100th St NE to 51st Ave NE
North on 51st Ave NE to 108th ST NE
East on 108th St NE to the school district boundary
Clockwise on the school district boundary to Munson Crk
Northwest on Munson Creek to the point of the beginning

Director District 5

Starting at the intersection of I-5 and State Hwy 529
Northerly on State Hwy 529 to 1st St
East on 1st St to Columbia Ave
North on Columbia Ave to 2nd St
East on 2nd St to Union Ave
North on Union Ave to 4th St
East on 4th St to 64th St NE

East on 64th St NE to Allen Crk

Meandering northeast on Allen Crk to 55th Ave NE

North on 55th Ave NE to Grove

Grove to Munson Crk

Southeasterly on Munson Crk to the school district boundary

Clockwise on the school district boundary to the southern crossing of I-5

North on I-5 to the point of the beginning.

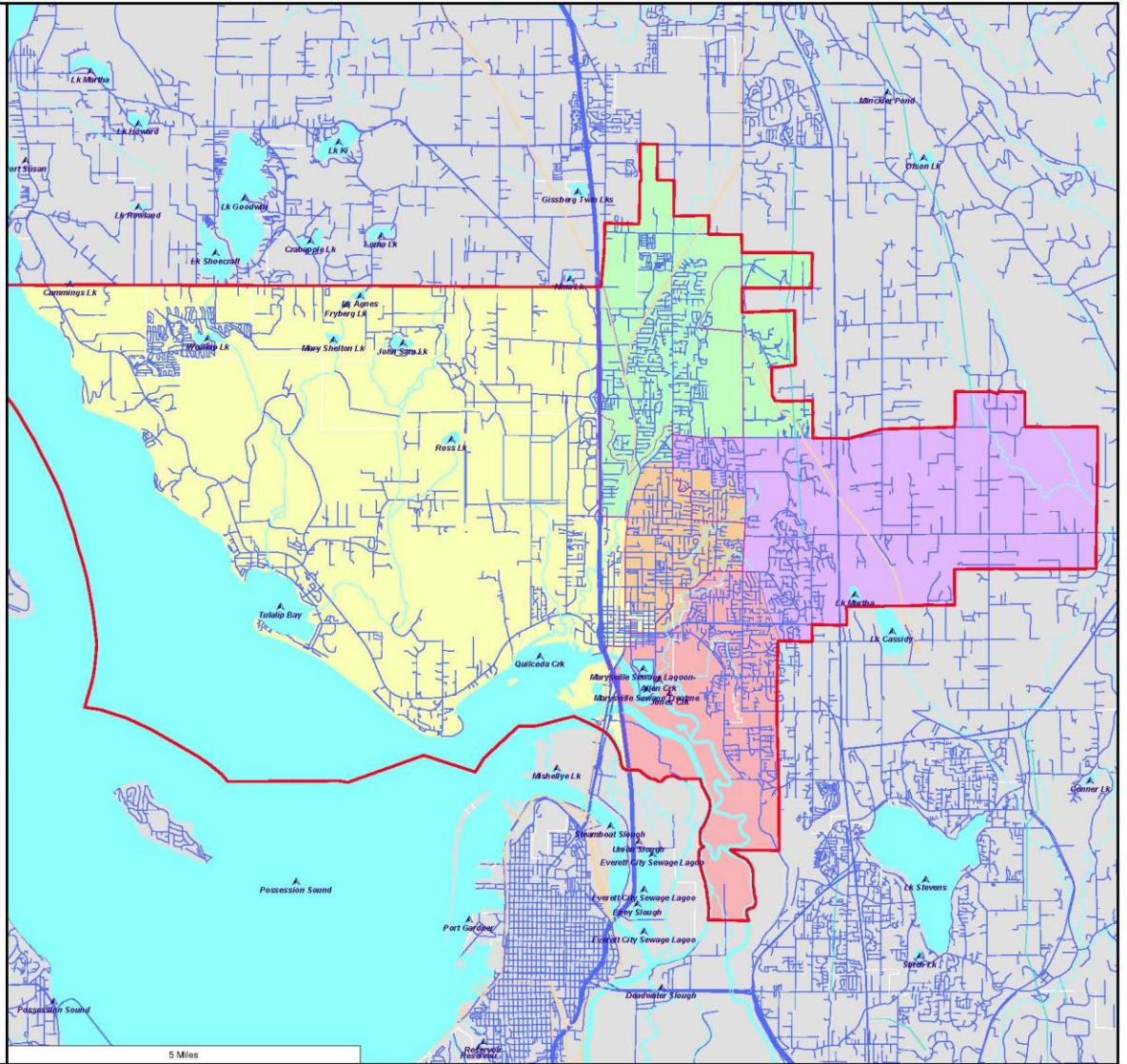
Marysville School District -
Proposed Board Districts as
Approximated Using Census 2010
Geography

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

District Outline

Water Areas

▲ Name



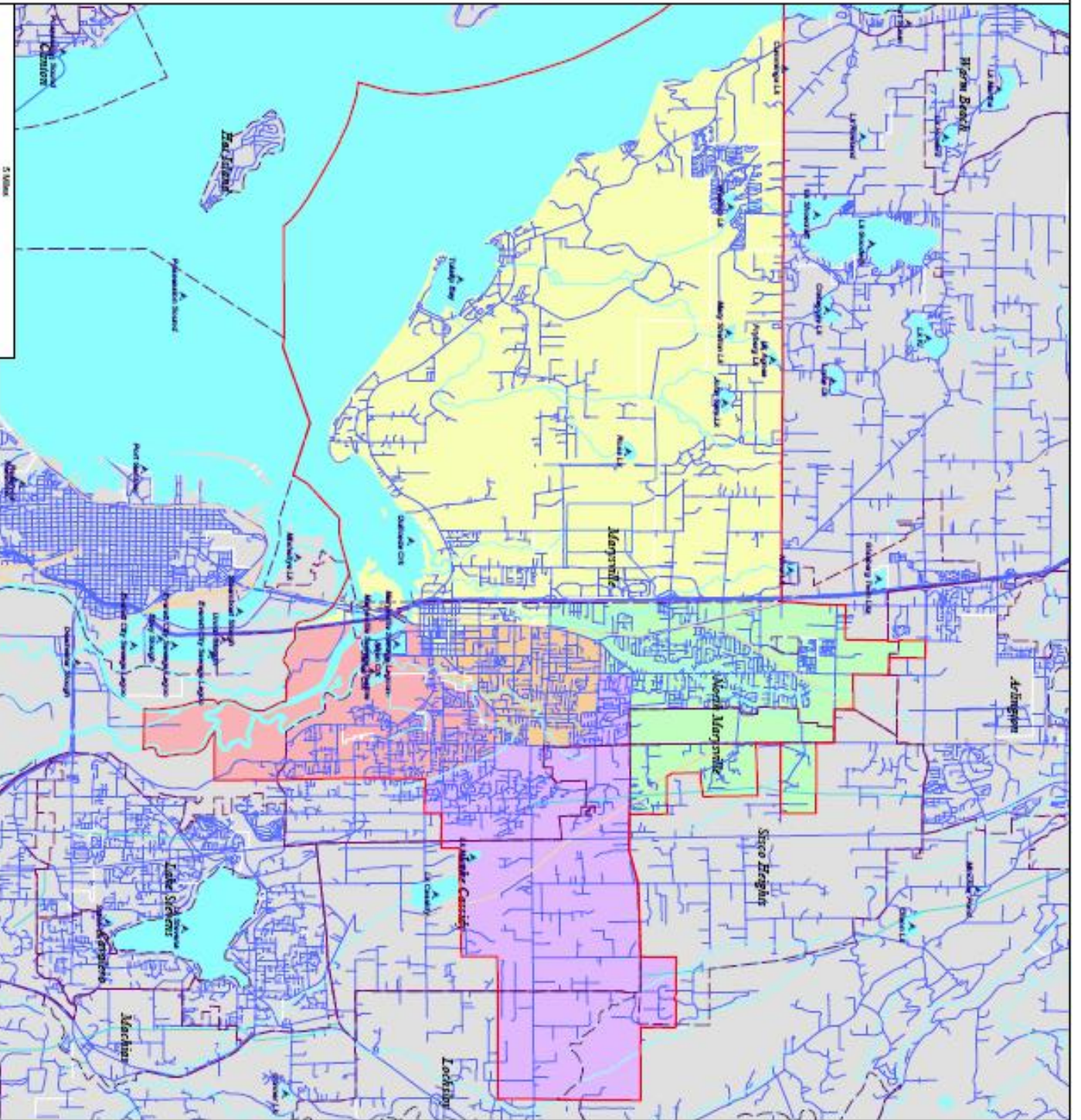
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City Limits

County District

State District

A. 1000



Marysville School District - Proposed Board Districts as Approximated Using Census 2010 Geography

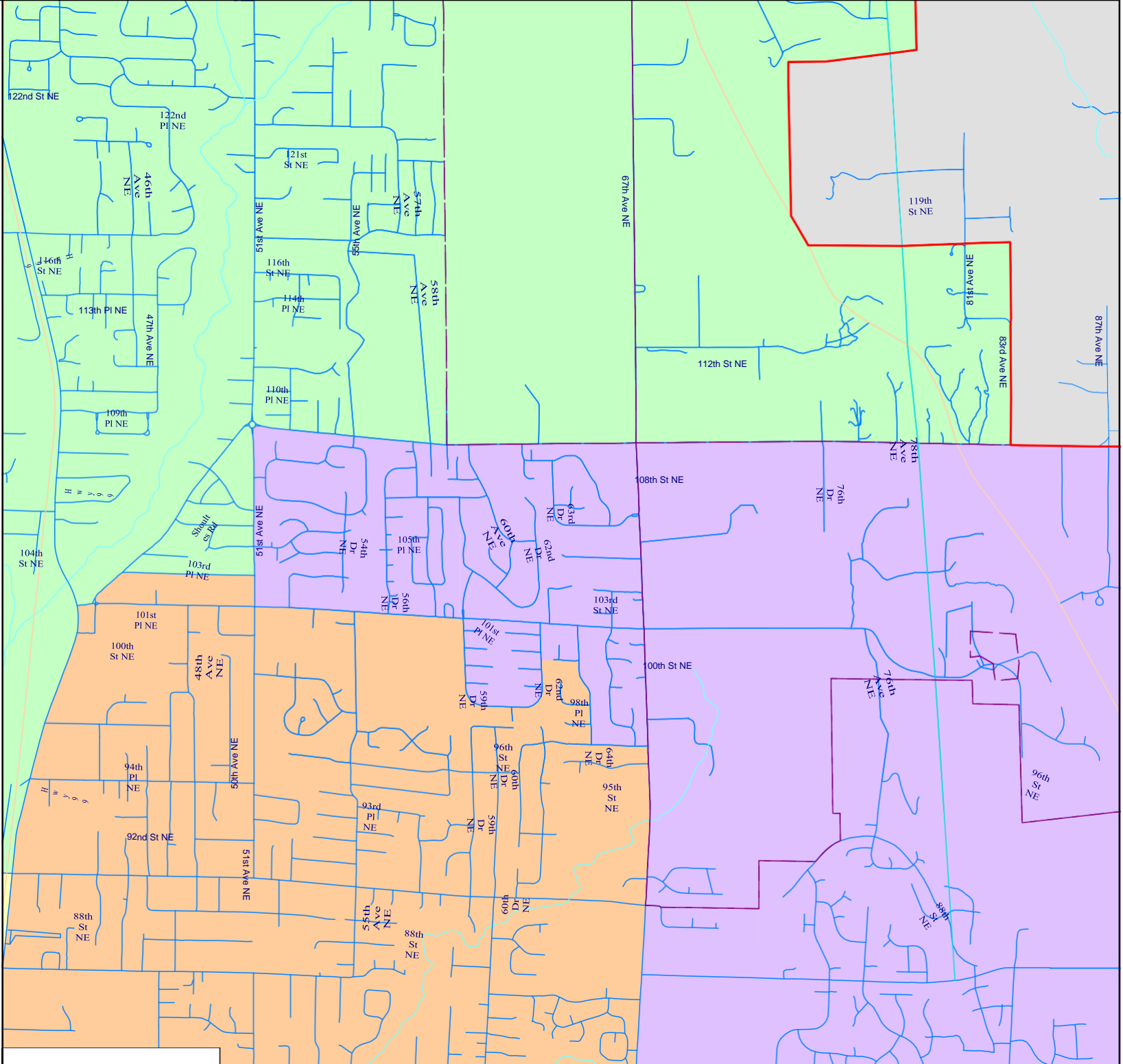
- 1st District
- 2nd District
- 3rd District
- 4th District

City Limits

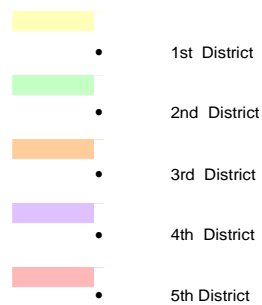
District Outline

Water Areas

Name



Marysville School District -
Proposed Board Districts as
Approximated Using Census 2010
Geography

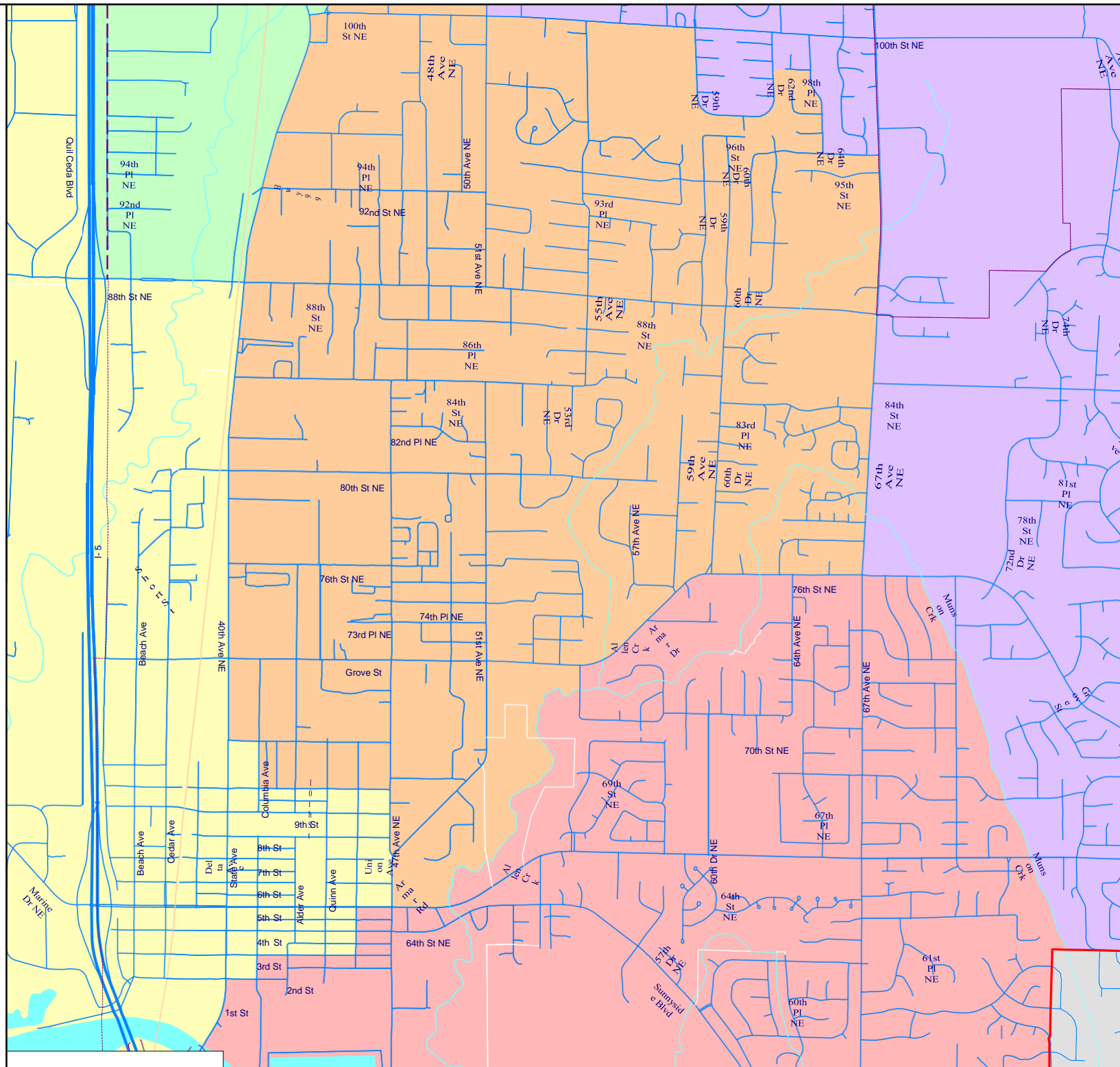


City Limits

District Outline

Water Areas

Name





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

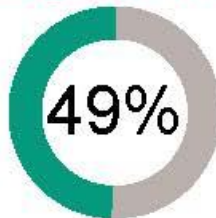
Student Performance

How are we doing getting students to their learning goals?

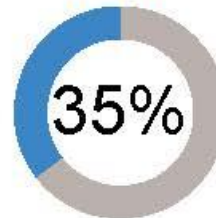
2018-19 school year



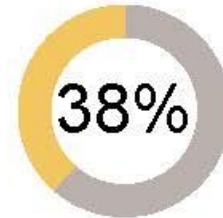
English
Language Arts



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



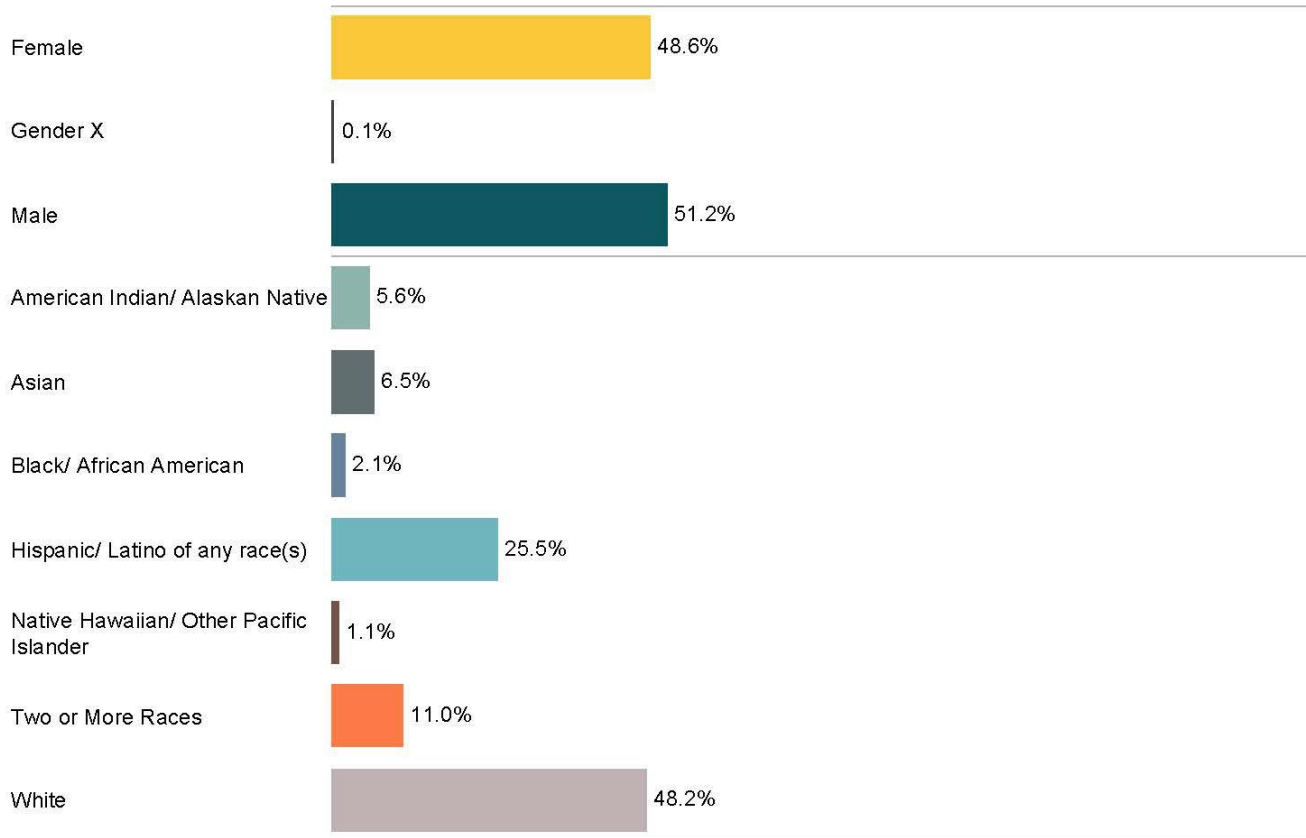
\$2,146

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 2020-21



Marysville School District
School Board Director Selection Criteria
March 3, 2020

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 and, 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.



MARYSVILLE SCHOOL DISTRICT **STRATEGIC PLAN**



OUR
VALUES



OUR
PROMISE



OUR
COMMITMENT



OUR
PRIORITIES

BACKGROUND



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.

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 school.

OUR VALUES: Our core values drive our actions and behaviors

COMMUNICATION

We build relationships by listening with respect and communicating clearly



LEARN MORE ABOUT OUR QSS AT [MSD25.ORG](https://msd25.org)

ACCOUNTABILITY

We are accountable for each student's success



LEARN MORE ABOUT OUR STRATEGY AT [MSD25.ORG](https://msd25.org)

RESILIENCE

We relentlessly pursue each student's success



LEARN MORE ABOUT AMITTAI IKE-STRONG AT: <https://www.facebook.com/watch/?v=2138878369738061>

EQUITY

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



WATCH THE VIDEO AT: <https://vimeo.com/429428090>

STUDENT-CENTERED

Each and every student is our highest priority



WATCH THE VIDEO AT: <https://vimeo.com/367367729>

OUR PROMISE

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

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



STRATEGIC PRIORITIES

PRIORITY 1: RELATIONSHIPS

Develop intentional partnerships and relationships to support student learning.



LEARN MORE ABOUT OUR QUALITY SERVICE STANDARDS (QSS) ON OUR WEBSITE



STRATEGIC GOALS

1.1: Our relationships with one another contribute directly to the achievement of district priorities, goals and 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 OF STRATEGIC GOALS (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.

PRIORITY 2: STRUCTURE AND 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 reflects 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 organizational structure, including roles, reporting relationships, decision-making processes, and other organizational design elements, deliver meaningful and effective results to students and other constituents.

KEY PERFORMANCE OUTCOMES OF STRATEGIC GOALS (KPO'S)

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

2.1b: Staff are high skilled and effective.

2.2a: Staff collaborate and engage 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.

PRIORITY 3: TEACHING AND LEARNING

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



WATCH THE VIDEO AT: [HTTPS://BIT.LY/39OFWPH](https://bit.ly/39OFWPH)



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 OF STRATEGIC GOALS (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 like courses and grade levels.

3.2c: Each student experiences a diverse, inclusive culture where all people are valued. Adults work to meet students' 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.

PRIORITY 4: COMMUNICATION

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



STRATEGIC GOALS

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

KEY PERFORMANCE OUTCOMES OF STRATEGIC GOALS (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 is easy and seamless for all users.

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

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

PRIORITY 5: RESOURCE MANAGEMENT

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



STRATEGIC GOALS

5.1 District resources are aligned to student learning and strategic priorities.

KEY PERFORMANCE OUTCOMES OF STRATEGIC GOALS (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.



WE  OUR SCHOOLS



MSD25.org



MarysvilleSD



@MSD25



@MSVLS25



@MarysvilleSD



LET'S TALK

4220 80TH STREET | MARYSVILLE, WA | 98270 | 306-965-0000



MSD CARES STRATEGIC PLAN

BACKGROUND

The strategic 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 for each student in all school.

OUR CORE VALUES

Our core values drive our actions and behaviors.

- **Communication**
- **Accountability**
- **Resilience**
- **Equity**
- **Student-Centered**

OUR PROMISE

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

OUR COMMITMENT

The Marysville School 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

KEY PRIORITIES



Relationships

Develop intentional partnerships and relationships to support student learning.



Structures & Systems

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



Teaching & Learning

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



Communication

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



Resource Management

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

STRATEGIC GOALS

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

1.2: The quality of our relationships improves the lives of our diverse communities including, but not limited to The 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.

2.1: Our long range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflects 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 organizational structure, including roles, reporting relationships, decision-making processes, and other organizational design elements, deliver meaningful and effective results to students and other constituents.

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.

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

5.1: District resources are aligned to student learning and strategic priorities.



4220 80TH STREET NE | MARYSVILLE, WA | 98270 | 306-965-0000

Click [HERE](http://www.msd25.org/StrategicPlan) to access the full version of the Strategic Plan or go to www.msd25.org/StrategicPlan.

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