

Salem-Keizer School Board
Support Services Center – Room 2
2575 Commercial Street SE
Salem, Oregon 97302



AGENDA

May 30, 2017

Note: Signup sheets are available prior to the meeting if you wish to speak; please keep comments to three minutes. This meeting may be taped and televised by the media. If you have questions regarding the agenda, please contact Executive Administration at 503-399-3001.

6:00 PM - SPECIAL MEETING

CALL TO ORDER Pledge of Allegiance, Roll Call, Agenda Modifications

Chairperson

1. **AUDIENCE COMMUNICATIONS**

Patrons

a. Audience (testimony related to agenda items only).

2. **ACTION**

Superintendent Perry

a. None.

3. **ADOPTION OF CONSENT CALENDAR**

Chairperson

(All items adopted by a single motion unless pulled for consideration)

a. *None.

4. **READINGS**

Chairperson

a. *Potential Bond – Staff Recommendation.
(boardplate and backup will be walked in)

b. *Revisions to Board Policy.

ADJOURNMENT

REVISIONS TO BOARD POLICIES

Background/Discussion:

On March 21, 2017, the School Board adopted an Equity Lens. In subsequent work sessions, the board reviewed multiple policies with the equity lens. These suggested revisions are a result of that work.

The use of the word citizen or citizens has been identified as a word that needs changed throughout all board policies. The following policies reflect this change or minor edits:

BSL-1 Global Governance – Management Connection.

BG-2 Board Job Description.

R-1 Governing Statement.

BG-10 Board Operations and BG – 11 Budget Committee Job Description:

For these two specific policies, the suggested word change for the word citizen is to elector as defined by ORS 247.002. Budget law defines budget committee members as electors who are appointed by the School Board. An elector is a US citizen who is qualified to vote.

BG-1 Governance Commitment:

Language added to further reflect the commitment to all students.

EL-3 Relationships with Students, Parents, and Community:

Stronger language is needed to be sure our processes are barrier free and respectful of all groups within our community.

Preface to the board policies:

The superintendent is recommending a preface to the board policies to provide the public a brief overview of policy governance and to state the board's commitment to equity.

Results Policies:

Change R-2 to be the equity lens. This puts the equity lens clearly in the board policies.
Change current R-2 Academic Achievement to R-3.

R-3 Academic Achievement:

The board held a work session on October 11, 2016 to discuss the results policy. As a part of this discussion, the board recognized the need to monitor more than academic achievement and wanted to begin to look at things that engaged students and the impact on things such as music, CTE and extracurricular activities. This proposed change in R-3 Academic Achievement would be the first step in meeting this objective of the board. This step should be monitored by the board throughout the year and be part of the superintendent's evaluation.

Board Action:

No action is required at this time. These revisions are presented as a first reading for information and discussion. The Board is scheduled to take action on these revisions at the June 13, 2017 Board Meeting.

Global Governance – Management Connection (New Language is underlined and deleted language is ~~struck-through~~)

The Board’s connection to the operational organization of the school district is the Superintendent.

The Superintendent is the Board’s only link to the operational achievement and conduct of the school district. All authority and accountability of staff, as far as the Board is concerned, is considered to be the authority and accountability of the Superintendent.

Accordingly:

1. The Board will never give instructions or exert undue influence on persons who report directly or indirectly to the Superintendent and the board will refrain from evaluating any staff other than the Superintendent.
2. The Board will view successful Superintendent performance as identical to organizational performance so that organizational accomplishments of the Board’s Results polices and compliance with the Board’s Executive Limitations policies will be viewed as successful Superintendent performance.
3. Requests that are not related to Board member responsibilities; requests that would divert the work of district staff; or requests that have questionable value will be referred to Board Leadership for consideration. All answered requests will be shared with the entire School Board.
4. In the absence of the Superintendent, Board members will connect through the ~~Chief of Staff~~ Assistant Superintendent or other individuals identified by the Superintendent.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Board Job Description

(New Language is underlined and deleted language is ~~struck-through~~)

The job of the Board is to represent the ~~citizens~~ community and to lead the organization by determining and demanding appropriate and excellent organizational performance.

Each School Board member shall reside in the zone from which he or she is elected, but shall be elected at large. The School Board shall adjust the boundaries of the zones, as necessary; to apportion population so that the zones are as nearly equal in population as is feasible according to the latest federal census data.

The Board will operate within all legal requirements and is responsible for the hiring of the Superintendent, the adoption of the annual budget, and ratification of collective bargaining agreements.

To distinguish the Board's own unique job from the jobs of the Superintendent and staff, the Board will concentrate its efforts on the following:

1. Advocating on behalf of the School District, students, and the constituency it serves.
2. Interacting with students, staff, parents, and ~~citizens~~ community members, both as individual members of the Board and as a whole Board, to gather feedback that may help guide decisions facing the Board.
3. Providing regular opportunities for public input around the Board's policies.
4. Developing written governing policies that, at the broadest levels, address:
 - a. **Results:** Organizational impacts, benefits, and end results for specified recipients and their relative worth (what end result is desired for whom and at what cost);
 - b. **Executive Limitations:** Constraints on executive authority which establish the practical, ethical, and legal boundaries within which all staff activity and decision-making will take place and be monitored;
 - c. **Governance Process:** How the Board will conceive, carry out, and monitor its own work;
 - d. **Board – Staff Linkages:** How authority is delegated and its proper use monitored; the Superintendent's role, authority, and accountability.
5. Ensuring the Superintendent's performance through monitoring Results and Executive Limitations policies.
6. Ensuring Board performance through monitoring Governance Process and Board-Staff Linkages policies.
7. Ensuring that the Results are the focus of organizational performance.

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Governing Statement

(New Language is underlined and deleted language is ~~struck-through~~)

The district results policy is not intended to encompass all of the expectations the School Board has for the district. Rather, it is a set of objective, measurable standards that are used to evaluate the superintendent's performance. The ultimate goal of the School Board is that individual students will make at least one year of academic progress every year. Additionally, other indicators of success are important for students and the community, although some of them may be more subjective and difficult to measure.

The following vision, mission and goals more fully illustrate the values of the community and the School Board.

Vision:

All students graduate and are prepared for a successful life.

Mission:

In partnership with the community, we ensure that each student will have the essential knowledge, skills, and attitudes to be a lifelong learner, a contributing ~~citizen~~ **community member** and a productive worker in a changing and increasingly diverse world.

Student Goals:

The successful high school graduate will have the knowledge and skills to:

- Communicate effectively both orally and in writing.
- Think critically, identify, and solve problems using multiple strategies;
- Access and analyze information;
- Develop a positive self-concept, respect for others and healthy behavior patterns;
- Work effectively with others and lead by influence;
- Adapt to change;
- Demonstrate initiative, creativity, and appreciation for the arts;
- Demonstrate civic, global and environmental responsibility; and
- Recognize and value diversity among people.

On an annual basis, the School Board will confirm these student goals as the attributes necessary for students to be successful in an ever-changing world. This will include a conversation with the Superintendent regarding the feasibility of measuring student progress in attainment of the identified goals.

Monitoring Method: **Internal Report**
Monitoring Frequency: **Annually**

Board Operations

(New Language is underlined and deleted language is ~~struck through~~)

To accomplish its stated objectives, the Board will govern in a consistent and efficient manner. Accordingly at the first meeting held after July 1 of each year the Board shall:

1. Organize by electing a Chairperson and Vice-Chairperson.
 - a. No member shall serve as Chairperson for more than two years in succession.
2. Name an attorney for the School District whose primary function will be to provide direct, professional legal counsel and advice to the Superintendent, staff and the School Board on School District matters.
3. Establish an annual meeting schedule.
 - a. The schedule may be changed with proper notice.
 - b. Special meetings may be held on the request of the Chairperson, or by mutual consent of the members, or may be called by three members of the Board serving written 24 hour notice on the other members, and the Superintendent. Special meetings must be scheduled at least 24 hours in advance to allow for notification to the public and media.
 - c. Emergency meetings may be held upon less than 24 hour notice as is appropriate to the circumstances. The minutes of such a meeting shall describe the justification for providing less than 24 notice to the public and the media.

Additionally, the Board shall:

4. Hold all Board meetings within the geographic boundaries of the District.
5. Open all Board meetings to the public and act on District business in an open meeting except as provided in Oregon Revised Statutes.
6. Allow for public testimony at business and special meetings. The Chairperson may set a time limit on the length individual testimony as well as the amount of time set aside for public testimony.
7. Vote on motions using “yeas” or “nays” and record the result of the vote.
8. Adhere to a majority vote requirement, which requires affirmative votes by a majority of the membership of the Board (4 out of 7) be required to pass any motion before the Board.
9. Allow for one presentation prior to voting on action items except for emergency or routine items. This requirement may be waived at the discretion of Board Leadership.
10. Conduct a Board meeting only if a majority of the School Board members are present.
11. Appoint and maintain a 7 member ~~citizens’~~ electors’ budget committee as required by Oregon Revised Statute and utilize the majority vote requirement, which requires affirmative votes by a majority of the committee (8 out of 14) be required to pass any motion before the Budget Committee.
12. Designate the superintendent as the District School Clerk.

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually

Salem-Keizer School District

Revised: September 9, 2014
Proposed Revision: May 30, 2017

Budget Committee Job Description

(New Language is underlined and deleted language is ~~struck-through~~)

The Budget Committee is a 14-member advisory group established by Oregon statute (ORS 294), which consists of the members of the School Board and seven ~~citizen~~ eligible volunteer electors, as defined by ORS 247.002, appointed by the School Board.

The Budget Committee's role is to receive the proposed budget from the superintendent; provide the public with an opportunity to comment on the budget; and determine the reasonableness of the proposed budget in meeting the priorities and goals of the district as set by the School Board.

Upon completion of the review and deliberations, the Budget Committee will approve the budget either as proposed or revised and formally set the tax rate. The budget then moves forward to the School Board who makes the final decision resulting in adoption.

1. To accomplish its stated objectives, the Budget Committee will govern in a consistent and efficient manner and accordingly:
 - a. Organize by electing a Chairperson and Vice-Chairperson. No member shall serve as Chairperson for more than two years in succession.
 - b. Open all Budget Committee meetings to the public and hold all meetings within the geographic boundaries of the District.
 - c. Conduct a Budget Committee meeting only if a majority of the members are present.
 - d. Designate time for public testimony. The Chairperson may set a time limit on the length individual testimony as well as the amount of time set aside for public testimony.
 - e. Vote on motions using "yeas" or "nays" and record the result of the vote.
 - f. Utilize the majority vote requirement, which requires affirmative votes by a majority of the committee (8 out of 14) be required to pass any motion before the committee.
2. Adhere to local budget law waiting until the Superintendent's budget message and the proposed budget is presented in a public meeting before discussing issues such as:
 - a. Specific estimates of revenue;
 - b. Expenditures or appropriation amounts associated with any fund, object classification, program, line item, resource or requirement; or
 - c. Whether to impose any specific tax levy, or the amount of any levy.
3. The Budget Committee will ensure that meetings are conducted with maximum effectiveness and efficiency. Accordingly, members will:
 - a. attend and be prepared for meetings
 - b. support the chair's efforts to facilitate an orderly meeting;
 - c. focus on issues rather than personalities;
 - d. speak only when recognized during meetings;
 - e. not interrupt each other during meetings;
 - f. not engage in side conversations during meetings;
 - g. ask questions for clarification;

- h. listen for content and understanding;
- i. not repeat what has already been said during meetings;
- j. communicate in a timely manner to avoid surprises;
- k. ensure that all members' voices are heard.
- l. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other;
- m. make every reasonable effort to protect the integrity and promote the positive image of the district and one another; and
- n. respect decisions of the full committee.

Monitoring Method: School Board self-assessment
Monitoring Frequency: Annually

Governance Commitment

(New Language is underlined and deleted language is ~~struck through~~)

The Board is committed to the success of all students and student success will not be predicated nor predetermined by characteristics such as, but not limited to, race, national origin, religion, disability, geographic location, economic circumstances, mobility, native language, sexual orientation, gender identity, or level of proficiency upon entering our schools.

The Board, supporting the work of staff, the welfare of students and the interests of the community, holds itself accountable to the ~~citizens of the district~~ **community** by ensuring that all action taken is consistent with law and the Board's policies.

In the fulfillment of the charge, the Board is committed to rigorous, continual improvement of its capacity to govern effectively through policy by defining its concerns in terms of values and its vision in terms of expectations.

The board is committed to adopting and applying an equity lens to all decisions of the board.

Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually**

EL – Executive Limitations

(New Language is underlined and deleted language is ~~struck through~~)

- EL – 1 Global Executive Constraint
- EL – 2 Emergency Superintendent Succession
- EL – 3 Relationships with Students, Parents, and ~~citizens~~ Community
- EL – 4 Relationships with Staff and Volunteers
- EL – 5 Staff Compensation and Professional Development
- EL – 6 Staff Evaluation
- EL – 7 Budgeting/Financial Planning
- EL – 8 Financial Administration
- EL – 9 Asset Protection
- EL – 10 Facilities
- EL – 11 Academic Program
- EL – 12 Legally Required Policies

Relationships with Students, Parents, and Citizens Community
(New Language is underlined and deleted language is ~~struck through~~)

With respect to relationships with parents, students and citizens, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent shall not:

1. Fail to set expectations around accepted business and professional ethics.
2. Fail to establish and maintain policies and procedures to ensure organizational compliance with applicable federal and state laws.
3. Fail to implement a reasonable process to address employee actions that do not meet expectations, or adhere to legal requirements or District policies or procedures.
4. Use methods of managing information that fail to protect confidential information.
5. ~~Fail to provide and communication a process for the effective handling of complaints.~~ **Fail to provide an opportunity or process for complaints that is free of barriers and accessible to all.**
6. Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with ethnic, gender, disability, religious and age discrimination.
7. Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:
 - a. Open, honest, **accessible**, and effective communication in all written and interpersonal interaction.
 - b. Respect for others and their opinions, **including those from non-dominant cultural communities.**
 - c. Focus on common organizational goals as expressed in Board Results policies.
8. Fail to appropriately involve stakeholders in an advisory capacity in important issues, which impact them directly.
9. Fail to provide timely notice to parents and students about decisions that affect them, especially program changes, school assignments and calendars.
10. Fail to take reasonable steps to inform stakeholders of these policies that affect them.
11. **Fail to involve stakeholders when key policies are developed.**

Monitoring Method: Internal Report Monitoring Frequency: Annually

Board Policies – Preface

(New Language is underlined and deleted language is ~~struck through~~)

The Salem-Keizer School District's Board of Directors govern using a policy governance model. This model allows the board to collectively determine and then focus on the results and overarching vision of the district. The Board has shifted from a hands-on, day-to-day management approach and focuses instead on articulating vision, comprehensive policy-making, and oversight.

Through the governance model, the Board establishes the boundaries (executive limitations) within which they delegate authority to Superintendent to determine how the results are achieved and for the day-to-day operations of the district.

The Board is committed to creating an educational system where all students are successful, and to that end, have adopted an equity lens, which will be used to evaluate their decisions and policies. The Board recognizes that equity is both a process and an outcome, which demands relentless attention and commitment to make changes to the systems to facilitate student success and to achieve the district's vision of all students graduate and are prepared for a successful life.

R – Results

(New Language is underlined and deleted language is ~~struck-through~~)

- R – 1 Governing Statement
- R – 2 Equity Lens
- R – ~~2~~3 Academic Achievement

Equity Lens

(New Language is underlined and deleted language is ~~struck through~~)

The Salem-Keizer Public School Board of Directors is committed to the vision: ALL students graduate and are prepared for a successful life. This requires that the School Board attend to the effects of resource allocation, program development, and support systems on ALL students. This equity lens is designed to assure that decisions are made which provide for EACH student's needs so that the district's vision can be realized.

Our Collective Commitments:

- Equity in the Salem Keizer School District will not be confused with equality where all students are treated the same. Equity will be attained when the achievements of our historically underserved students match the outcomes of students in the dominant culture; when underserved groups increase in capacity and power; and when barriers to student success have been mitigated or eliminated;
- This commitment means that student success will not be predicted nor predetermined by characteristics such as, but not limited to, race, national origin, religion, disability, geographic location, economic circumstance, mobility, native language, sexual orientation, gender identity, or level of proficiency upon entering our schools;
- The Board will consider the impact of proposed changes on underserved, diverse and marginalized individuals and groups. Changes in resource allocation, design and implementation of policies and programs will be considered in light of equitable outcomes;
- Regular data collection and analysis will reveal the effect of resource allocation, policies and programs on equitable outcomes.
The Board will
 - adopt an equity lens to guide decisions that come before the board
 - annually review the policies of the board, specifically the executive limitations and results policies, to ensure the work of the Board is focused on equitable outcomes.
 - Assure that the communities of our students who are not achieving equitable outcomes are included in deliberations as decisions are being considered.

Equity Lens Questions:

The Board of Directors will consider the following questions as part of planning and decision-making for new proposals and/or initiatives:

- Does the initiative align with the District mission/vision?
- What data has been used to inform the initiative and what does the data tell us about our subgroups?
- What subgroups does the decision or initiative affect both positively and negatively?
- How have members of the community been intentionally involved in the decision making process? What do those people tell us about the proposal that has resulted?

- What are the barriers to more equitable outcomes? (e.g. mandates, politics, finances, community expectations, etc.) How will the barriers that cannot be eliminated be mitigated?
- How does this decision build capacity and power in underserved groups?
- What would it take from the Board for this initiative to be both sustainable and scalable?
- What data would we like collected to inform reflection on the effects of this decision?

The Board of Directors will interact with the following questions as part of implementation reports and initiative monitoring:

- Have there been unintended consequences affecting equity because of this decision and how have those unintended consequences been mitigated?
- What does the data tell us about the success of our subgroups due to this decision?

Academic Achievement

~~(New Language is underlined and deleted language is struck through)~~

The annual goals listed below are the criteria set by the School Board as the measurable objectives to be used for the Superintendent's annual evaluation as set out in Board Policy BSL-3: Monitoring Superintendent performance.

The board recognizes the importance of a comprehensive education as reflected in the Salem-Keizer Public Schools diploma requirements. Students earning a diploma have demonstrated satisfactory completion of required credits across a comprehensive curricula as well as demonstrated proficiency in the Essential Skills of reading, writing, and math.

Annual Goals:

1. As a result of the District's efforts, there will be an increase in the percentage of students in the following subgroups who meet or exceed the State benchmarks in Reading, Writing, Science, Mathematics, and English Language attainment:
 - the major racial/ethnic groups in the District,
 - students with disabilities,
 - English Language Learner students,
 - economically disadvantaged students, and
 - students designated by the District as Talented and Gifted.

The District will use the Smarter Balance Assessment Consortium and the English Language Proficiency Assessment data to determine results. The content standards can be viewed on the District's website.

~~Note: The State of Oregon will move from OAKS to SBAC during the 2014-15 school year and meaningful baseline data will not be established until 2015-16. Therefore, growth based on historic measurable data points will not be evident until 2016-17.~~

~~With that in mind, for the 2014-15 and 2015-16 school years, Board Leadership shall have the discretion to determine what data sets will be used for the Superintendent's annual evaluation as it relates to academic achievement.~~

2. The percentage of students completing high school through their participation in any District sanctioned program will increase each year.
3. The District's dropout rate, as defined by the Oregon Department of Education, will be below or at the State average.
4. For the 2017-18 school year, the superintendent will develop a data system that will allow the board to monitor the District's progress towards increasing the graduation rates and lowering the dropout rate. This data system will include key data points such as 3rd grade reading, chronic absenteeism, student engagement in programs which boost the graduation rate, and an early warning system for students with the potential to drop out.

5. A system of annual reports will be developed to include metrics on drop-out prevention to include, but not limited to, attendance, middle group grades, 9th grade course completion, and participation in at least one extracurricular activity.

3.6. The superintendent will establish systems and routines to demonstrate regular monitoring of individual school performance and to ensure an appropriate response.

Monitoring Method: Internal Report
Monitoring Frequency: Annually

Salem-Keizer School District

Revision Approved: May 12, 2015
Proposed Revision: May 26, 2017
