

BOARD OF DIRECTORS
Satya Chandragiri, Chairperson • Danielle Bethell, Vice Chairperson
Sheronne Blasi • Kathy Goss • Marty Heyen
Paul Kylo • Jesse Lippold
PO Box 12024, Salem, Oregon 97309-0024
503-399-3001

Christy Perry, Superintendent

AGENDA

BOARD MEETING (WORK SESSION)

October 27, 2020

5 p.m.

Electronic, Live-stream

The board meeting will be held electronically due to social distancing guidelines in accordance with the governor's executive orders and COVID-19.

Below are links to view the meeting, and the meeting will also be broadcast on CC:Media, channel 21.

English: <https://www.youtube.com/watch?v=CjaAgT0g2So>

Spanish: <https://www.youtube.com/watch?v=znqcBshXJ2U>

1. **CALL TO ORDER** Chairperson
 - a. Board Attendance
 - b. Introduction of OSBA Facilitators
 - c. Pledge of Allegiance

2. **ALL STUDENTS BELONG** Superintendent
 - a. *Report on *All Students Belong*

3. **BOARD SELF-ASSESSMENT** Chairperson and OSBA
 - a. *Review of Board Self-Assessment Survey Report

4. **EXECUTIVE SESSION** Chairperson

The Board will meet in executive session under the following Oregon Revised Statutes:

 - a. ORS 192.660(2)(d) to conduct deliberations with persons designated to carry on labor negotiations.

Representatives of the news media are allowed to attend executive sessions, except for those sessions held in regard to expulsions. All other audience members are excluded from executive sessions are asked to leave the room and/or exit the virtual meeting. Representatives of the news media are specifically directed not to report on any of the deliberations during executive sessions, except to state the general subject of the session as listed on the agenda. No recording of executive sessions is allowed without express permission from the board.

5. **ADJOURNMENT** Chairperson

*Support Material Included

ALL STUDENTS BELONG**Background/Discussion**

This past July, an Oregon high school student sent a letter to Governor Kate Brown asking for help. In the letter, the student stressed the importance of banning the confederate flag in Oregon public schools. In the student's words,

Banning the Confederate flag is far more than just an act to please some people. It shows students and educators that the State of Oregon sees them in their struggles to be considered equal and aiding in the fight against racism...Right now is a great time for Oregon to be a leader for its own citizens and throughout the United States and install this overdue policy. (Unnamed Student)

This student's experience is not alone. In the last few years, ODE has received complaints or been made aware of multiple incidents involving hate symbols such as swastikas, confederate flags, and nooses. These incidents have disrupted education for students across Oregon, and they have disrupted education for students in SKPS.

At the instruction of Governor Brown, the Oregon Board of Education has enacted the *All Students Belong* temporary rule (OAR 581-022-2312), which prohibits hate symbols, including three of the most recognizable symbols of hate—the swastika, the confederate flag, and the noose. The temporary OAR took effect on September 18, 2020. In addition to immediately banning the noose, swastika, and confederate flag, the rule requires districts to adopt and implement policies and procedures by January 1, 2021, that prohibit the use or display of hate symbols, including but not limited to the hate symbols identified by rule in any program or school-sponsored activity except where used in teaching curriculum that is aligned with the Oregon State Standards. This applies to both in-person and distance learning environments. Districts will adopt policies and procedures for addressing incidents where these symbols are present, following guidance from the Oregon Department of Education and its partners. Staff members and administrators will do their best to respond to incidents by creating opportunities for education and conversation, and not respond to incidents using disciplinary strategies like suspensions, expulsions, or similar punitive measures unless essential to protect health and safety. (*ODE All Students Belong Initial Guidance*)

Recommendation/Board Action

This report is presented for information only.

BOARD SELF-ASSESSMENT

Background/Discussion

One of the board's 13 governing policies, BG-7: Governing Style, addresses board self-assessment, stating "The board will monitor its processes and performance on an annual basis." As the board has not conducted a self-evaluation in recent years, the board recently participated in a board self-assessment survey, facilitated by the Oregon School Boards Association (OSBA), as a step toward monitoring board progress and determining next steps in becoming a high-functioning board. This survey followed a recent four-hour board work session/training, also facilitated by OSBA, around board norms, role of the board, and the board-superintendent relationship.

The attached report is a compilation of individual board member survey results in five main areas: conduct and ethics, vision, structure, accountability, and advocacy and communications. The board will consider the following questions when studying the report:

- What do board members see?
- What are the themes in the results?
 - Where are the strengths of the board?
 - Where are the opportunities for growth?
- What do these themes mean?
- What will the board do?

The board will use these lines of inquiry to explore the highest priority areas of the report and will further reference the report in its ongoing development work.

Recommendation/Board Action

This report is presented for information and use by the board.



School Board Self-Evaluation

School District and Evaluation Year

Salem-Keizer 24J

2020

Prepared by:

*Your OSBA Board Development Team
Oregon School Boards Association
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Salem, OR 97301
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School Board Self-Evaluation Framework for Governance

Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in horizontal bar charts color coded to show the percentage of time your board is engaged in each of the areas questioned and includes how many individuals responded in each time choice.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the benchmarks for the five best-practice board roles/standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following areas:

1) What do you see?

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

2) What does the data suggest?

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

3) Identify growth area(s) from the observations and interpretations.

Identify growth area(s) from the observations and interpretations. The board will discuss which standard(s) to focus on for improvement and any benchmarks in particular that the board wishes to see increased.

- Standard 1 Conduct and Ethics
- Standard 2 Vision
- Standard 3 Structure
- Standard 4 Accountability
- Standard 5 Advocacy and Communication

4) Build a professional development plan for the board.

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

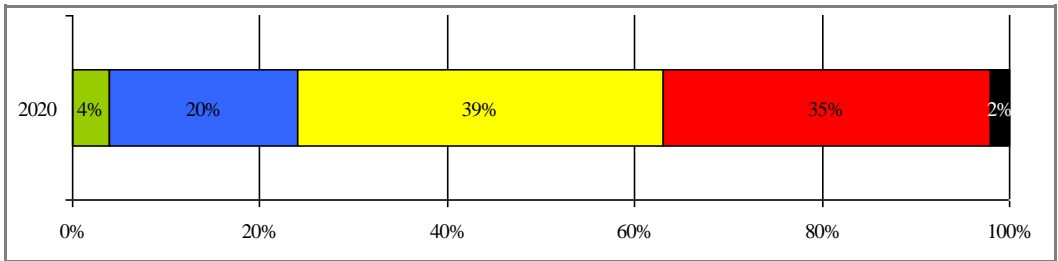
OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.



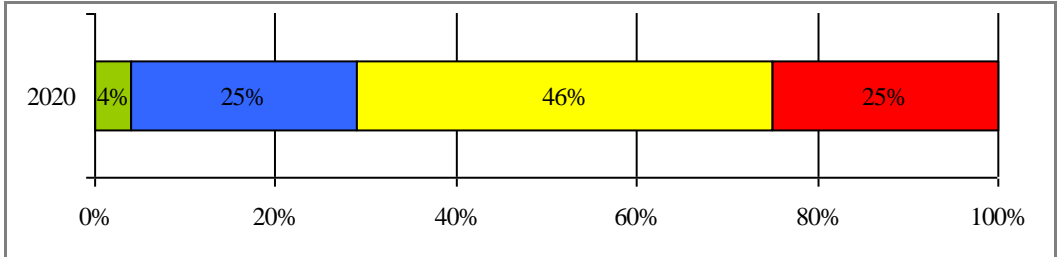
Framework for Governance: Aggregate Data

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

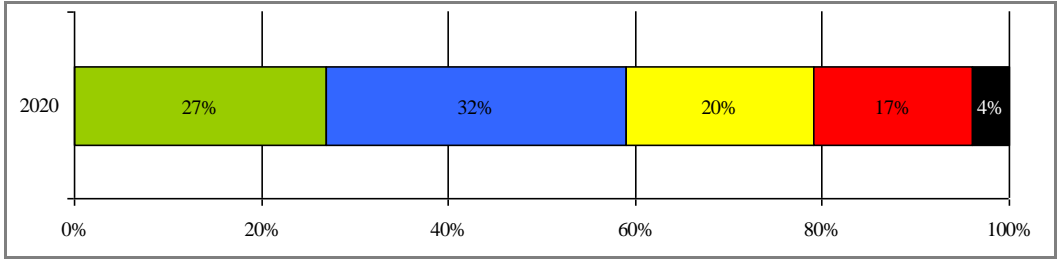
Standard 1
Conduct and Ethics:
 Provide responsible school district governance



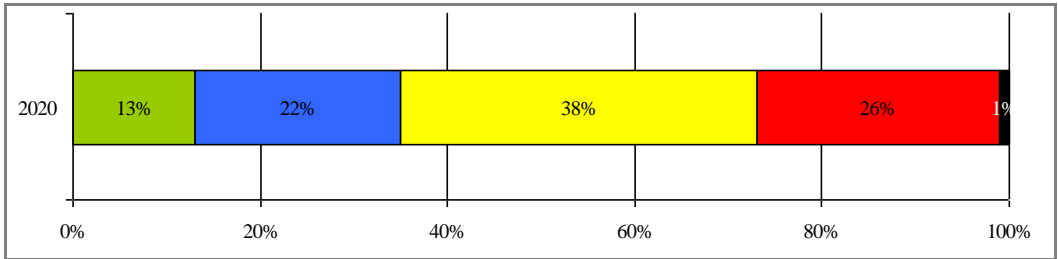
Standard 2
Vision:
 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



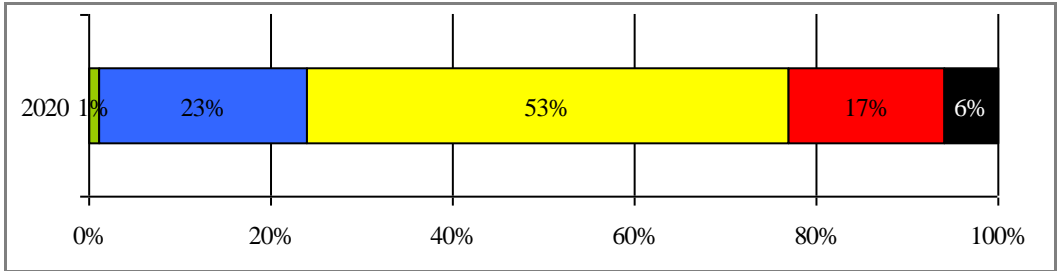
Standard 3
Structure:
 Create conditions district-wide for student and staff success



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



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





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

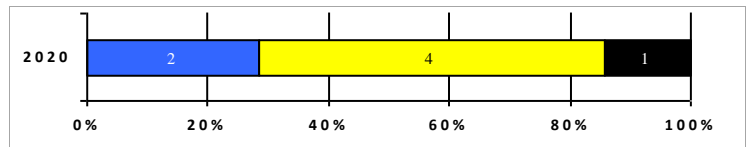
Benchmark of Success A

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

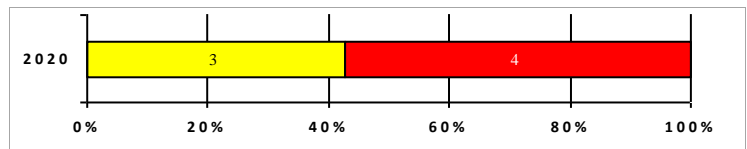


To what extent does our board:

Q 3 Base its decisions on what is best for students' success?



Q 4 Commit to a clear and shared purpose?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

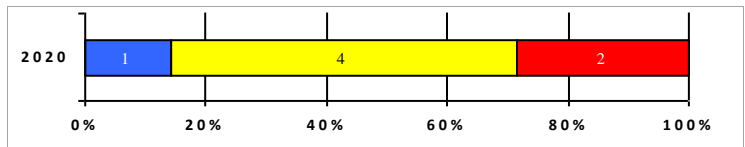
Benchmark of Success B

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

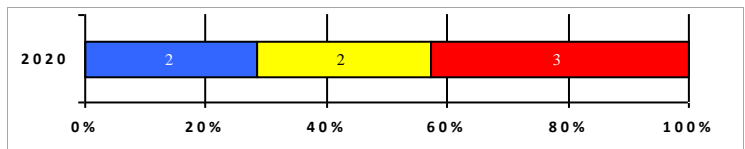


To what extent does our board:

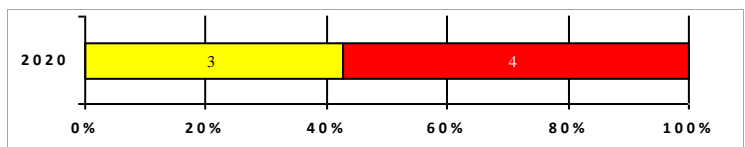
Q 5 Provide information to the public that supports board discussions and decisions?



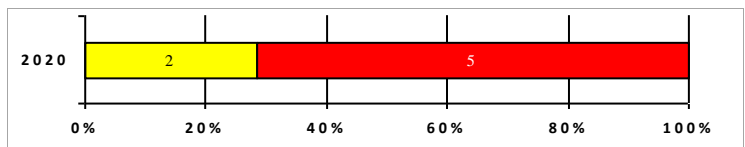
Q 6 Follow a defined process for gathering input prior to making critical decisions?



Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

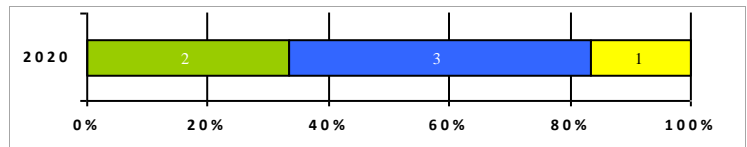
Benchmark of Success C

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

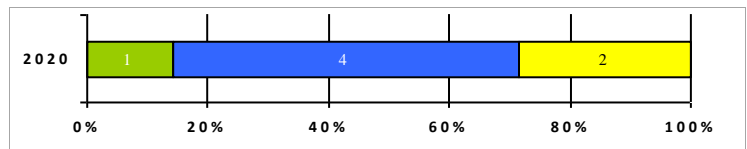


To what extent does our board:

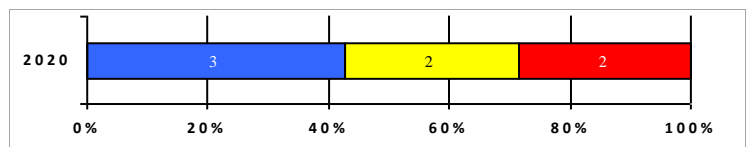
Q 9 Delegate authority to the superintendent to manage district operations and implement policy?



Q 10 Honor the roles and responsibilities of the superintendent?



Q 11 Use written protocols for its interactions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

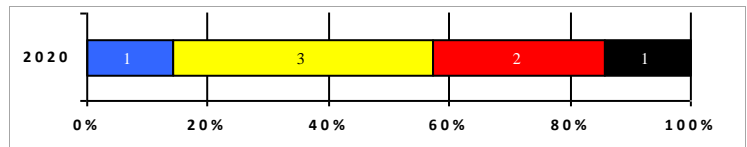
Benchmark of Success D

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.

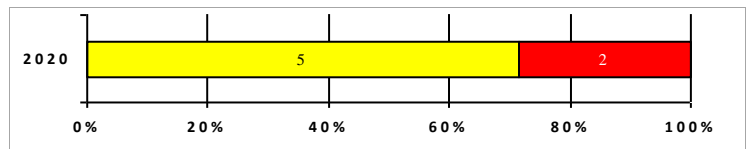


To what extent does our board:

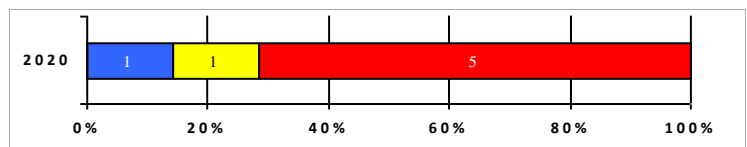
Q12 Govern using policies that align with research-based best practices?



Q13 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q14 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

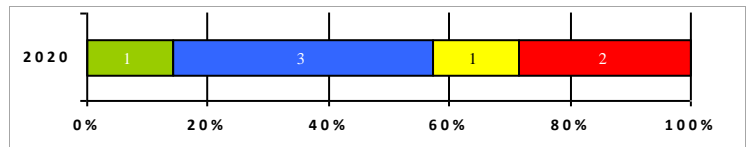
Benchmark of Success E

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

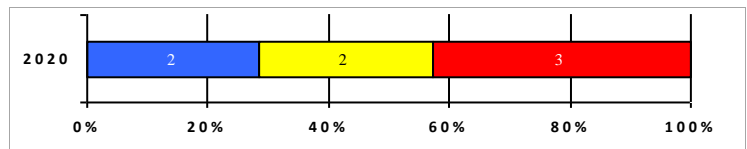


To what extent does our board:

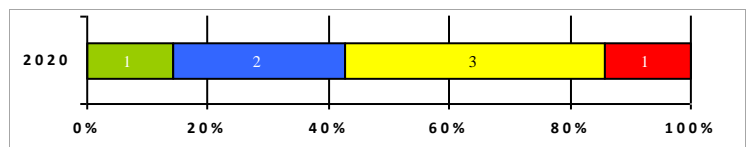
Q15 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q16 Promote continuous improvement throughout the organization?



Q17 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:



Standard 1 Conduct and Ethics

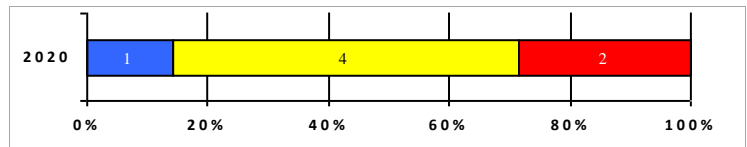
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

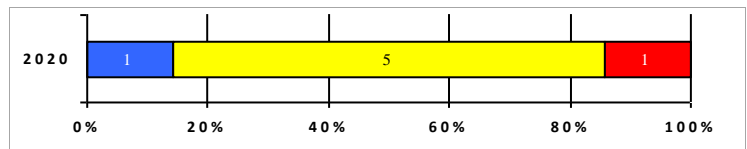


To what extent does our board:

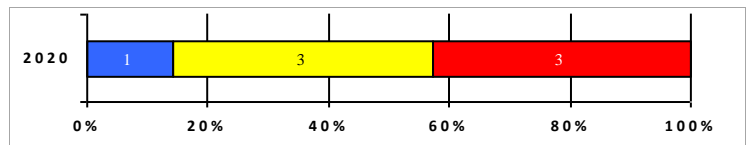
Q18 Work with the superintendent to achieve mutual trust and commitment?



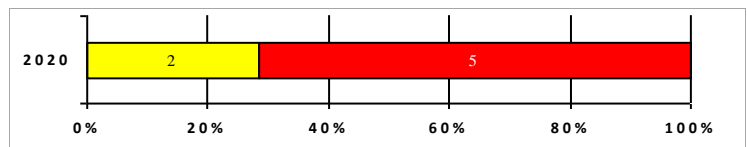
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Notes:

Standard 2 Vision

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

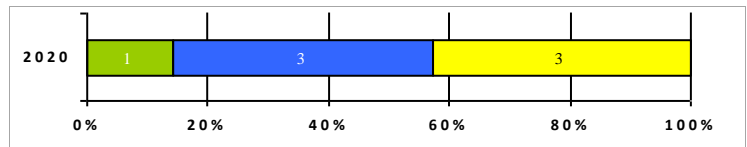
Benchmark of Success A

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

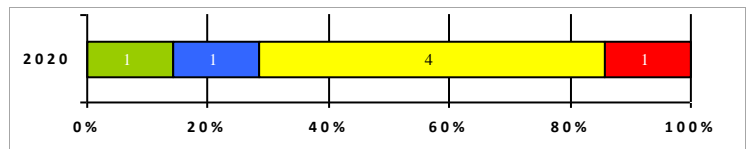


To what extent does our board:

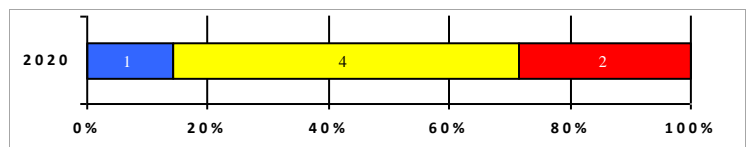
Q22 Through policies and actions, express our belief that all students can learn?



Q23 Through policies and actions, communicate high expectations for all students?



Q24 Foster a culture of collaboration around the shared purpose of improving student achievement?



Notes:



Standard 2 Vision

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

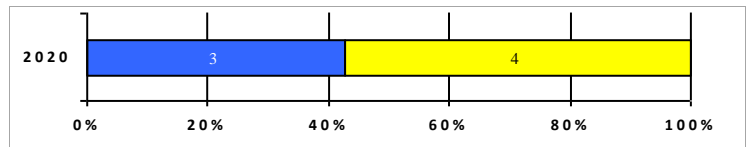
Benchmark of Success B

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

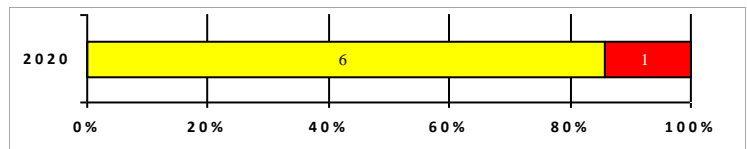


To what extent does our board:

Q25 Include stakeholders when developing and revising the district's vision?



Q26 Communicate its rationale for decisions to the community?



Notes:

Standard 2 Vision

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

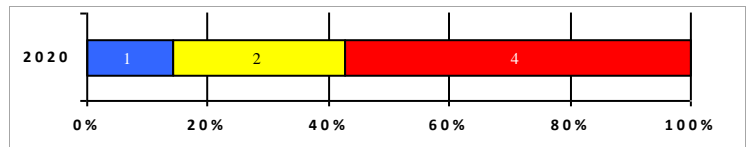
Benchmark of Success C

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

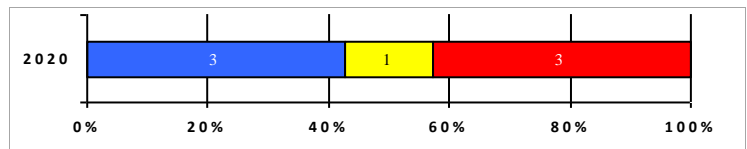


To what extent does our board:

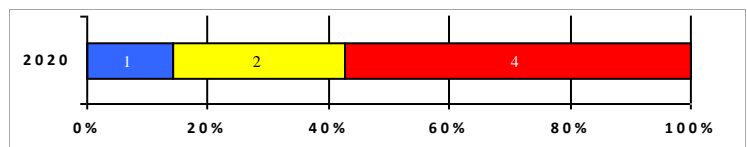
Q27 In collaboration with staff and the community, formulate and maintain a strategic plan with goals and outcomes?



Q28 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q29 Continually monitor progress toward the goals and outcomes of the strategic plan?



Notes:



Standard 2 Vision

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

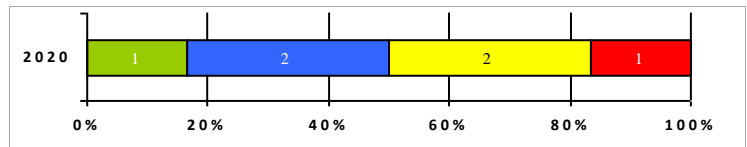
Benchmark of Success D

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

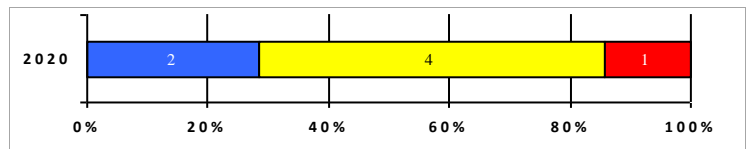


To what extent does our board:

Q30 Together with the superintendent agree that high expectations for all students is the highest priority?



Q31 Together with the superintendent review student achievement regularly?



Notes:



Standard 3 Structure

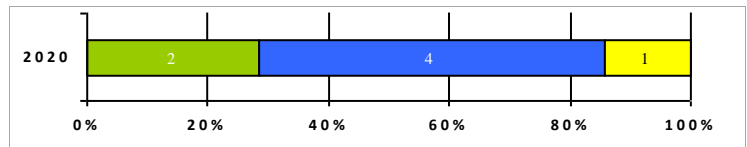
Create conditions district-wide for student and staff success by:

Benchmark of Success A Providing for the safety and security of all students and staff.

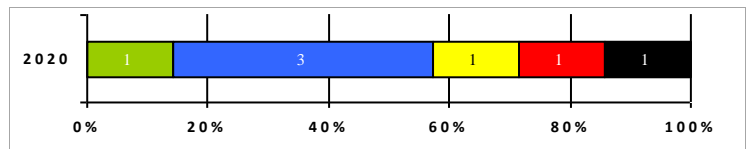


To what extent does our board:

Q32 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q33 Have policies that require regular evaluation and management of safety and security risks?



Notes:

Standard 3 Structure

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

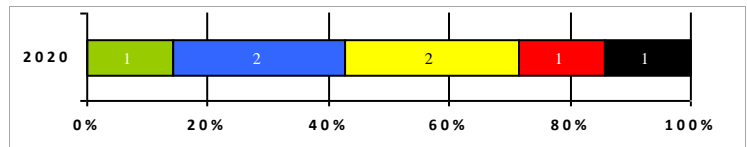
Benchmark of Success B

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

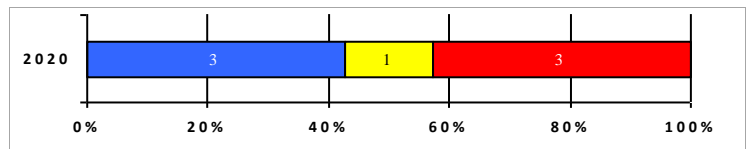


To what extent does our board:

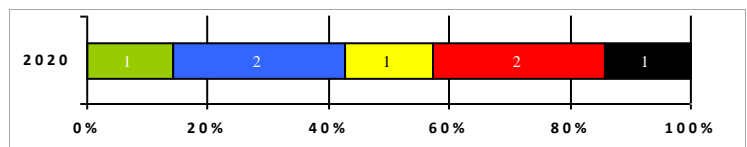
Q34 Have policies that ensure hiring and retention of highly qualified staff?



Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Notes:



Standard 3 Structure

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

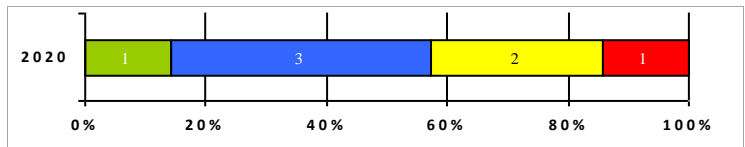
Benchmark of Success C

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

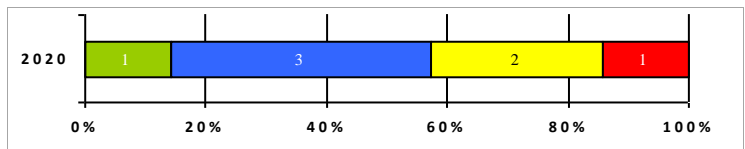


To what extent does our board:

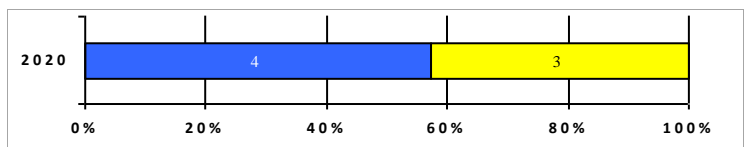
Q37 Have policies that ensure an established course of study for students and graduation requirements that align with high expectations for student achievement?



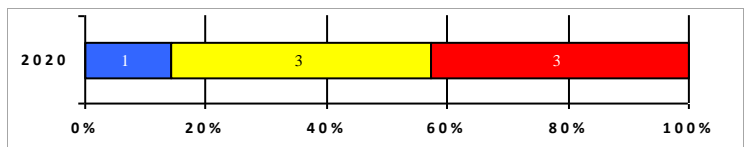
Q38 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



Q39 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q40 Have a process that includes community and parent involvement in selecting curriculum?

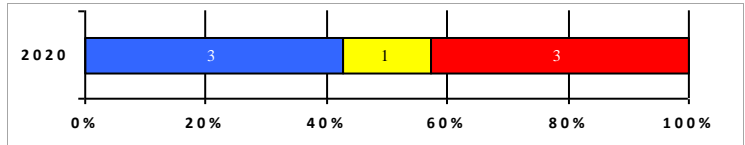


Notes:

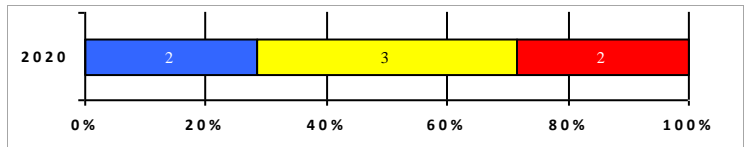
Standard 3 Structure

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

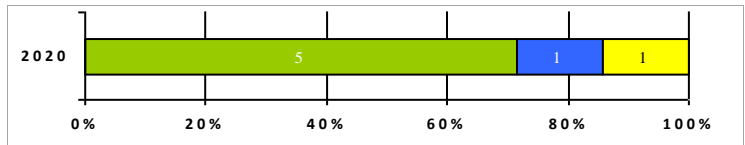
Q41 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



Q42 Have a process in place to support evaluation and updating of technology?



Q43 Have a long-term facilities plan in place for construction and maintenance?



Notes:



Standard 3 Structure

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

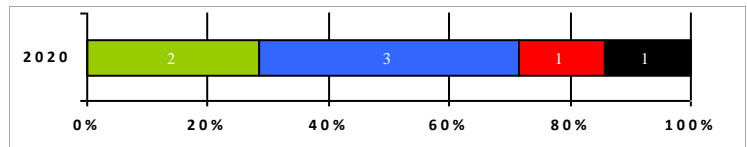
Benchmark of Success D

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

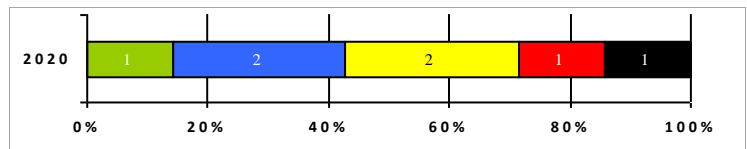


To what extent does our board:

Q44 Communicate an expectation that all classrooms will implement effective instructional practices?



Q45 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



Notes:



Standard 3 Structure

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

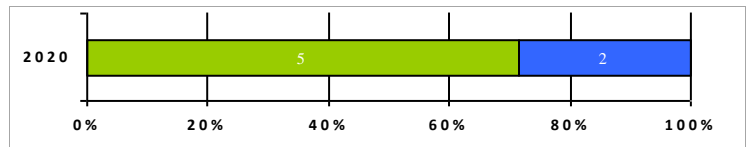
Benchmark of Success E

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

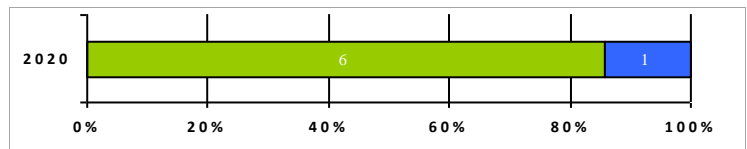


To what extent does our board:

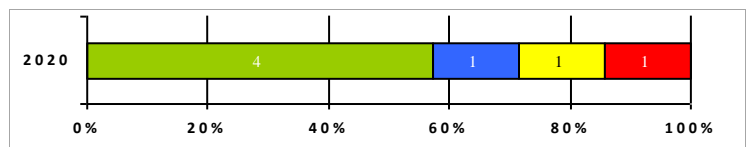
Q46 Keep the community informed about the district's financial status?



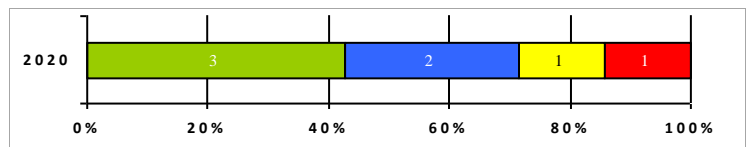
Q47 Seek public input during the budget process?



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?



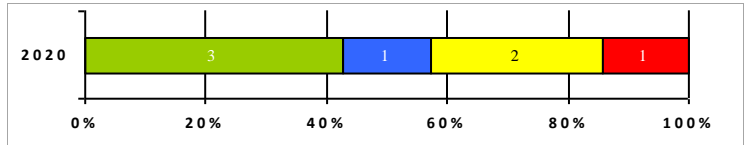
Notes:



Standard 3 Structure

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

Q50 Frequently monitor the budget and fiscal status of the district?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

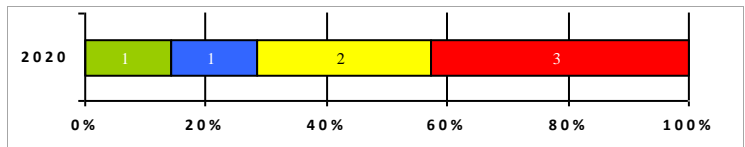
Benchmark of Success A

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

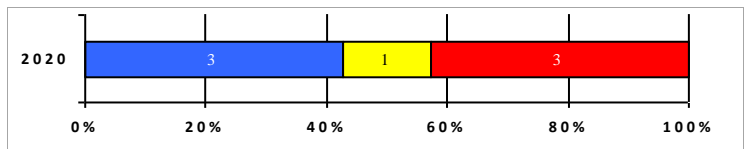


To what extent does our board:

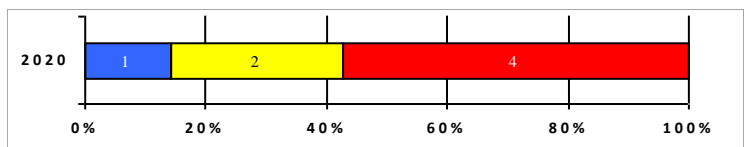
Q51 Follow a schedule for the timely review of the strategic plan?



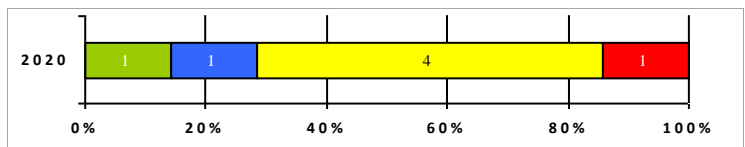
Q52 Ensure a high degree of coherence between the strategic plan and school improvement plans?



Q53 Annually review and make recommendations to the strategic plan and school improvement plans?



Q54 Publicly recognize the efforts of schools in improving student learning?



Notes:



Standard 4 Accountability

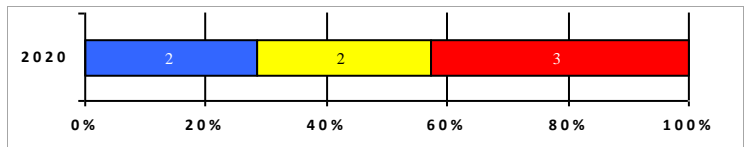
Hold school district accountable for meeting student learning expectations by:

Benchmark of Success B Evaluating the superintendent on clear and focused expectations.

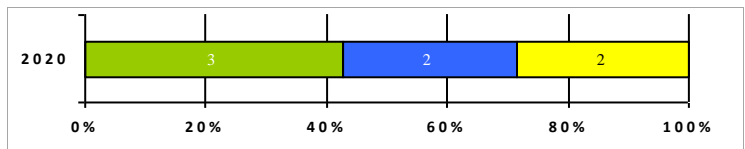


To what extent does our board:

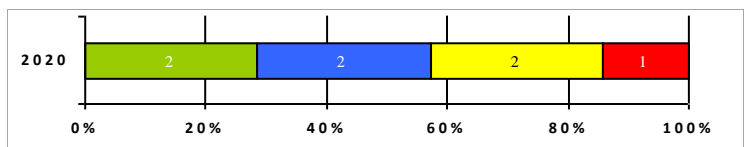
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:

Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

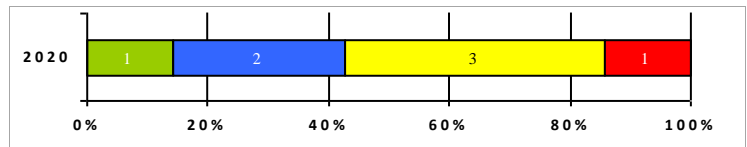
Benchmark of Success C

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

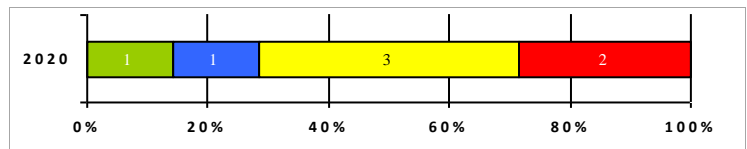


To what extent does our board:

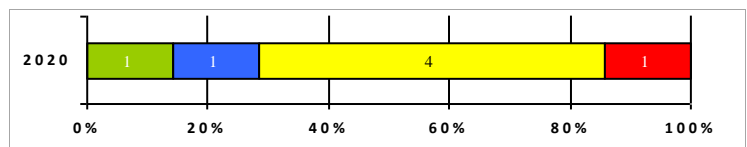
Q58 Require the effective use of data throughout the system to monitor student achievement and district performance?



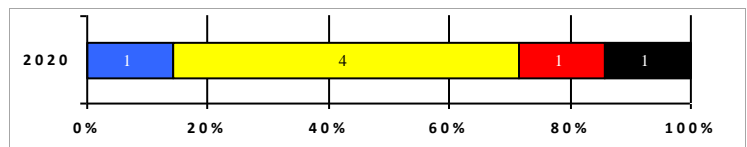
Q59 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



Q60 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q61 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:



Standard 5 Advocacy and Communication

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

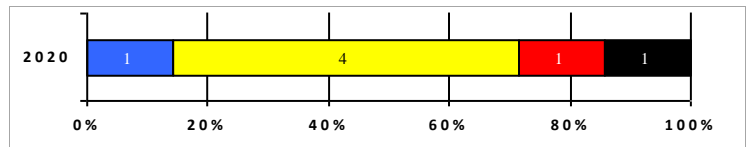
Benchmark of Success A

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

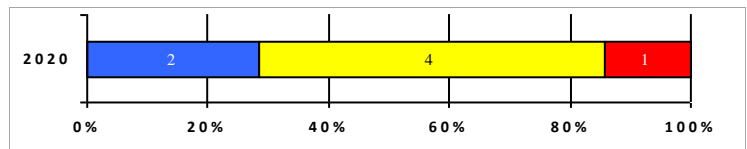


To what extent does our board:

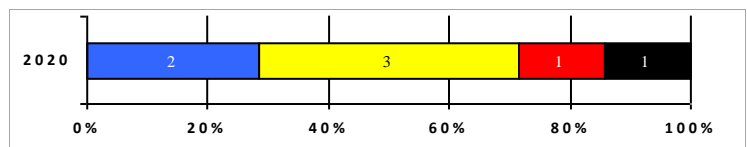
Q62 Advocate at the local, state and federal levels on behalf of students and the district?



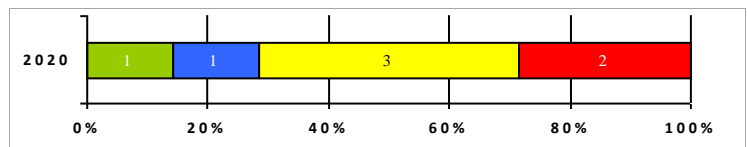
Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Q64 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:



Standard 5 Advocacy and Communication

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

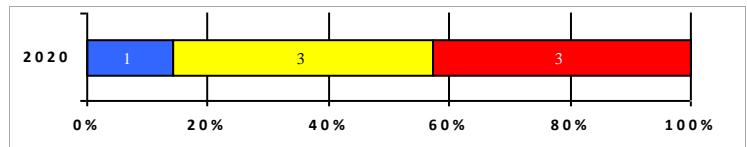
Benchmark of Success B

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

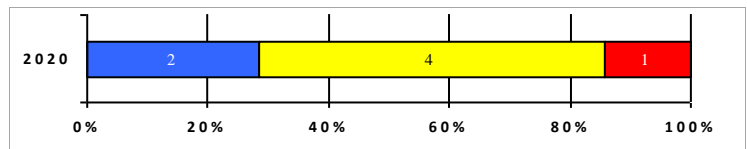


To what extent does our board:

Q66 Ensure the public is well informed of the board's roles and responsibilities?



Q67 Conduct its business in a transparent and accountable manner?



Notes:



Standard 5 Advocacy and Communication

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

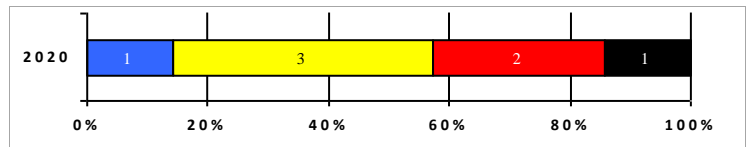
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

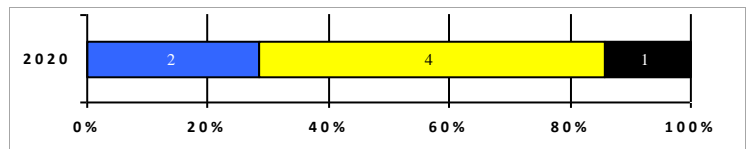


To what extent does our board:

Q68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q69 Communicate district performance to the public in clear and understandable ways?



Notes:



Standard 5 Advocacy and Communication

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

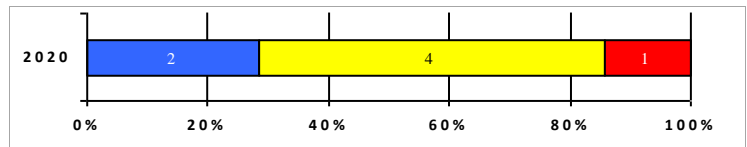
Benchmark of Success D

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

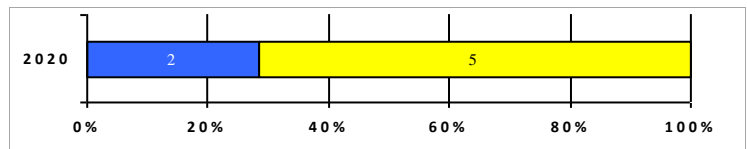


To what extent does our board:

Q70 Seek community and staff input in its decision-making to gain community and staff support?



Q71 Carefully consider community and staff input in its decision making?



Notes: