

Board Spring Retreat
Saturday, April 24, 2021 9:00 AM

Virtual

Agenda

1. 9:00 am - Leadership Election Process
2. 9:30 pm - Communications Protocols
3. 10:00 am - Ethics Statement
4. 11:00 am - Break
5. 11:30 am - Guardrails
6. 1:00 pm - Adjourn

Proposals for changing the board leadership election process

1. In order to be considered for a leadership position, board members (and members elect) must notify the current Board chair in writing by June 1st (for the July election) or December 1st (for the January election).
2. At the first board meeting in June/December, the board chair will publicly confirm board members who are interested in serving in leadership.
3. A board member not interested in serving will be appointed by the board to serve as communications facilitator. Their role will be to ensure that all board members have had the opportunity to have a discussion with each candidate, and a discussion with non-candidate board members about the candidates.
4. The board vice-chair will be limited to a six-month term, in order to give more board members an opportunity to get exposure to a leadership position.
5. Co-chairs and co-vice chairs will be allowed.
6. Board leadership elections will continue to take place at the first board meetings in July and January
7. The transition to a new board chair will happen after the board meeting when elections take place is adjourned--there will be no mid-meeting passing of the gavel.

IV. Communication

*A. Board members are encouraged or
Board members will agree*

to communicate directly with the Superintendent and/or members of the Superintendent's Leadership Team when Board members have a substantive question, or when a significant concern about PPS operations is voiced by a staff member, student, parent, or other community member. Board members should use their best professional judgment on who to include when communicating with the Superintendent or the Superintendent's Leadership Team. For emails or other written communications involving substantive issues, copying the Senior Board Manager optimizes communications, and Board members are encouraged to do so.

For administrative, or scheduling issues, it is acceptable to email without copying other parties. Board members will not direct staff work and board members should share if an information request is time sensitive, especially if it relates to an action item on a board meeting agenda, an executive session, or a public meeting in which the board is participating.

Board members need adequate time to review materials before a board meeting, work session, or executive session and materials should not arrive or be changed late in the process.

In the case of a Superintendent transition board members may communicate with the new Superintendent ahead of their official start date.

B. When receiving communications from Board members, the Superintendent and staff will confirm receipt of the communication and indicate how and when a response will be made.

C. Board members will apply the racial equity lens tool to communications with constituents. Board members often field complaints or concerns from individuals and will actively listen and empathize with constituents. Board members may hear more from communities and individuals who already have a lot of social capital in our system. Board members should proactively engage with historically underrepresented communities/constituents to broaden their understanding of the entire system.

D. The Board and staff should operate on a "no surprises" basis. A high level of communication between board members and senior staff is appropriate, desired, and beneficial.

E. Board members are requested to communicate directly with the Board Chair or Board Vice Chair(s) when concerns arise about other Board members. If there are concerns about District staff, board members should address that with the Superintendent and Board leadership. When disagreeing with other Board members, Board members and staff should maintain a respectful dialogue in their communications. Board members retain the right to express individual opinions in a variety of settings, and when doing so, will clearly state that the opinion is his/hers and not that of the Board unless they are speaking of action that the Board has already taken

F. Specific personnel complaints submitted to the Board or individual Board members should be referred to the Superintendent or designee.

G. From time to time, the Board may be required to make findings of fact that can be appealed to another government agency (i.e., personnel matters or charter school application hearings). In these situations, no Board member will discuss the substance of the matter with any

person(s) directly involved in the issue, other than PPS staff, outside the formal hearing and deliberation process.

V. Requests for Information or Decision making

A. Information Requests of Staff

1. When a Board member has an information request of staff (but does not require any particular decision to be made), the Board member should feel free to communicate their request to any member of the Superintendent's Leadership team and the Board Office Manager and use their best professional judgement on who else to copy on communications. If the information request is unrelated to a future Board action or decision, the timing of the fulfillment is at the discretion of the Superintendent and should not interfere with other staff work. Staff will respond to Board members requests and provide options for information fulfillment if the request is time consuming

B. Providing Documents to Board for Review in Advance of Meetings. The Board Chair and Vice-Chair(s) in consultation with the Superintendent will establish the agenda and major business agenda items for full Board meetings approximately 10 days prior to the Board meeting.

C. Notes from agenda setting meetings are sent out to the entire Board by the Board office. Board agendas are made up of action and discussion items, with reports from the Student Representative and Superintendent.

D. The majority of items that require Board action are first reviewed in a Board Committee meeting, an executive session, or a Board meeting.

E. Staff and the Superintendent will have the Board book, and any supporting documentation, available at least four days prior to the Board meeting except under extenuating circumstances.

F. In order for Board members to be adequately prepared for staff presentations and to take action on an agenda item, the Board office will provide meeting materials to all Board members on the Thursday prior to a Board meeting.

G. If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation and any changes will be noted for the Board. Copies of final materials and presentations will be posted as part of the meeting materials.

H. For contracts listed in the Business Consent Agenda, staff will provide memos for each and the actual contract will be available electronically. These will be posted as part of the meeting materials four days in advance of the meeting.

I. If staff is unable to answer a question that comes up during Board discussion, the Board office will note the question and provide follow up to the Board.

Ethics and Conflicts of Interest Training and Compliance

1. Members of the Board of Education are public officials under ORS 244.020(15) and, as such, are required to disclose actual and potential conflicts of interest. Under Oregon Revised Statute 244.020(3), a board member has an actual or potential conflict of interest when participating in an official action which would or could, respectively, result in a financial benefit or avoidance of detriment to the public official, a relative of the public official, or a business with which either is associated.
2. Public officials, including school board members and PPS employees need to follow the Oregon Ethics law, ORS 244, and observe the Oregon Government Ethics Commission's "Oregon Government Ethics Law - A Guide for Public Officials."
[<https://www.oregon.gov/ogec/Pages/Guide-for-Public-Officials.aspx>]
3. Prior to voting or taking action on an issue before the Board of Education, Board members must disclose any actual or potential conflicts of interest.
4. Board members will annually engage in training related to Oregon Government Ethics, Public Meetings laws, and Public Records laws.
5. Annually Board members will sign an ethics and conflict statement attesting to participating in annual District-provided training relating to ORS chapter 244 and pledging to adhere to the Oregon statutory requirements and District policy on these topics.

Board of Education Goals & Guardrails

Our Vision

All children are capable of reaching their fullest potential, and they deserve a safe and nurturing school community where they are valued, respected and encouraged.

Our vision is to ensure that all students are given an education that allows them to thrive, succeed and lead in a global society.

We are committed to making the changes needed to provide our students, educators and leaders with the tools to make this vision real.

GOALS

Reading Goal: Every student reads on or above grade level.

- Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.
 - Leading Indicator 1.1: The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
 - Leading Indicator 1.2: Closing the Gap - The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
- Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.
 - Leading Indicator 2.1: The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
 - Leading Indicator 2.2: Closing the Gap - The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Math Goal: Every student performs on or above grade level in math.

- Goal 3: The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.
 - Leading Indicator 3.1: The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
 - Leading Indicator 3.2: Closing the Gap - The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

College & Career Goal: Every student graduates ready for college and careers.

- Goal 4: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.
 - Leading Indicator 4.1: The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.
 - Leading Indicator 4.2: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
 - Leading Indicator 4.3: Closing the Gap - The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
- Goal 5: The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.9% in August 2019 to 80.0% in August 2026.
 - Leading Indicator 5.1: The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).
 - Leading Indicator 5.2: The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

GUARDRAILS

Welcoming & Supportive Schools

- Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.
 - Indicator 1.1: The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.
 - Indicator 1.2: The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. *(Data Availability TBD)*
 - Indicator 1.3: The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.

Enriching & Well-Rounded School Experiences

- Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.
 - Indicator 2.1: The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.
 - Indicator 2.2: The percentage of high school students participating in co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026. *(Data Availability TBD)*

Partnering with Parents/Family Members

- Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.
 - Indicator 3.1: The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.
 - Indicator 3.2: The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.

Addressing Racist Practices

- Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.
 - Indicator 4.1: Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.
 - Indicator 4.2: The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.