

# Board Special Meeting



2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

Work Session: Budget; Work Session: Board 2015-16 Annual Self-Evaluation  
Tuesday, November 22, 2016, 4:30-7:00pm  
Auditorium, John Stanford Center

## Agenda

### Call to Order

4:30pm

### Work Session: Budget (Discussion and/or Action)

- Opening Thoughts
- Recommendations – Fund Balance and Indirect Policy
- Update on Projections
- Communication and Engagement Plan
- Next Steps

### Work Session: Board 2015-16 Annual Self-Evaluation

5:30pm\*

- Discussion and/or Action
  - Introduction
  - 2015-16 Timeline
  - Review of 2015-16 SMART Goals and Rankings
  - 2016-17 Timeline
  - Potential 2016-17 SMART Goals

### Adjourn

7:00pm\*

*\*Time given is estimated*



# Board Work Session Materials

November 22, 2016

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For questions and more information about this document, please contact the following:

School Board Office  
206-252-0040

The following pages are presentation materials reviewed at the November 22, 2016 Board work session.

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# Budget Process and Update

Board Work Session  
November 22, 2016

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# Agenda

- Opening Thoughts
- Recommendations – Fund Balance and Indirect Policy
- Update on Projections
- Timeline Update
- Communication and Engagement Plan
- Next Steps

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# Fund Balance/Economic Stabilization Fund Recommendation

# Economic Stabilization Reserve

| Percent      | Balance             | Available to Use    | Total Available     |
|--------------|---------------------|---------------------|---------------------|
| 3.25%        | \$23,300,000        | -                   | \$23,300,000        |
| 3.00%        | \$21,507,692        | \$1,792,308         | \$23,300,000        |
| 2.75%        | \$19,715,385        | \$3,584,615         | \$23,300,000        |
| 2.50%        | \$17,923,077        | \$5,376,923         | \$23,300,000        |
| 2.00%        | \$14,338,462        | \$8,961,538         | \$23,300,000        |
| <b>1.65%</b> | <b>\$11,800,000</b> | <b>\$11,500,000</b> | <b>\$23,300,000</b> |
| 1.50%        | \$10,753,846        | \$12,546,154        | \$23,300,000        |
| 1.00%        | \$7,169,231         | \$16,130,769        | \$23,300,000        |

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# Indirect Policy Recommendation

# Indirect Policy Recommendation Phased in, exclude PTSA

| RECOMMENDATION  | No indirects currently taken<br>(80% take up rate) |                     | Restricted rate currently<br>taken (80% take up rate) |                     | Total        |
|---|--|---------------------|---|---------------------|--------------|
|   | Percent  | Estimated<br>Amount | Percent   | Estimated<br>Amount |              |
| FY2017-18   | 3.99%*   | \$ 199,941          | 10.00%  | \$ 843,559          | \$ 1,043,501 |
| FY2018-19   | 8.00%  | \$ 400,885          | 15.29%*   | \$ 1,586,060        | \$ 1,986,945 |
| *To be adjusted to actual rates, as calculated for 2017-18. |  |                     |   |                     |              |



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# Update on Projections and Timeline

# Update on Projected Deficit

|  |                         | Nov 16         | Nov 22         | Change        | Reason  |
|--|-------------------------|----------------|----------------|---------------|---|
|  |                         |                |                |               | Updated Budget assumptions; Nov. 16 boundary change decisions and option school |
|  | Total projected deficit | (\$71,000,000) | (\$74,200,000) | (\$3,200,000) |   |

\*Updated from original posting

# Update on Projected Deficit cont.

|   |              |              |     |   |
|---|--------------|--------------|-----|---|
| Change board policy 6022 and use 50% of economic reserve fund | \$11,500,000 | \$11,500,000 | \$0 | Recommend lowering amount from 3.25% to 1.65% |
| Implement indirect policy on all grants and Capital           | \$1,000,000  | \$1,000,000  | \$0 | Recommend implementing policy                 |

# Update on Projected Deficit cont.

|   |              |             |               |  |
|---|--------------|-------------|---------------|--|
| Utilize all unrestricted fund balance amounts | \$10,000,000 | \$5,000,000 | (\$5,000,000) | Year End amounts less than anticipated |
| 2015-16 Year End savings                      | \$4,000,000  | \$3,365,634 | (\$634,366)   | Year End savings less than anticipated |
| Potential 2016-17 salary savings              | \$7,000,000  | \$7,000,000 | \$0           |  |
| Shift bond interest back to Capital           | \$900,000    | \$1,801,375 | \$901,375     | Move both 2016-17 and 2017-18 interest |

# Summary of Update on Projected Deficit

|   |  | Nov 16         | Nov 22         | Change             | Reason  |
|---|--|----------------|----------------|--------------------|---|
|   | Total projected deficit  | (\$71,000,000) | (\$74,200,000) | (\$3,200,000)      | Updated Budget assumptions; Nov. 16 boundary change decisions and option school |
| 1 | Levy amount is not reduced (levy cliff goes away, levy authority stays at current level) | \$0            | \$0            | \$0                |   |
| 2 | Utilize all unrestricted fund balance amounts  | \$10,000,000   | \$5,000,000    | (\$5,000,000)      | Year End amounts less than anticipated  |
| 3 | Change board policy 6022 and use 50% of economic reserve fund                            | \$11,500,000   | \$11,500,000   | \$0                | Recommend lowering amount from 3.25% to 1.65%                                   |
| 4 | 2015-16 Year End savings   | \$4,000,000    | \$3,365,634    | (\$634,366)        | Year End savings less than anticipated  |
| 5 | Potential 2016-17 salary savings   | \$7,000,000    | \$7,000,000    | \$0                |   |
| 6 | Shift bond interest back to Capital  | \$900,000      | \$1,801,375    | \$901,375          | Move both 2016-17 and 2017-18 interest  |
| 7 | Implement indirect policy on all grants and Capital                                      | \$1,000,000    | \$1,000,000    | \$0                | Recommend implementing policy   |
|   |  | \$34,400,000   | \$29,667,009   | Total              |   |
|   |  | (\$36,600,000) | (\$44,532,991) | Remainder to solve |   |



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# Update on Timeline

- Propose moving final worst case scenario decisions to January 11<sup>th</sup>.
- Start of School timeline WILL be impacted (see attached Start of School chart for the timeline before implementing the proposed delay).

# Budget Development Calendar

## Original vs. Proposed

### FY 2017-18 Budget Development Calendar



### Proposed FY 2017-18 Budget Development Calendar



# Proposed FY 2017-18 Budget Development Calendar

- **January 11, 2017**– Central Office and School Funding Model Recommendations Finalized
  - Determine WSS Changes
  - Determine Overall Central Office budget targets
- **January 9 to April 24 to ???** - State Legislative Session
- **February 28, 2017** - Budget Allocations to Schools
- **April 15, 2017** – Reduction in Force (if needed) work begins
- **July 13, 2017** - Board Action Report and Budget Resolution
- **July 19, 2017** - Introduce Budget to Board
- **July 26, 2017** – Required Public Hearing
- **August 2017** - Final General Fund Balancing, Budget Book development
- **August 2, 2017** - Board Action to adopt school year 2017-18 budget





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# Communication and Engagement Plan

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# Communication and Engagement Plan

- Review of draft Communication Plan (see attached)
  
- Review of outreach today

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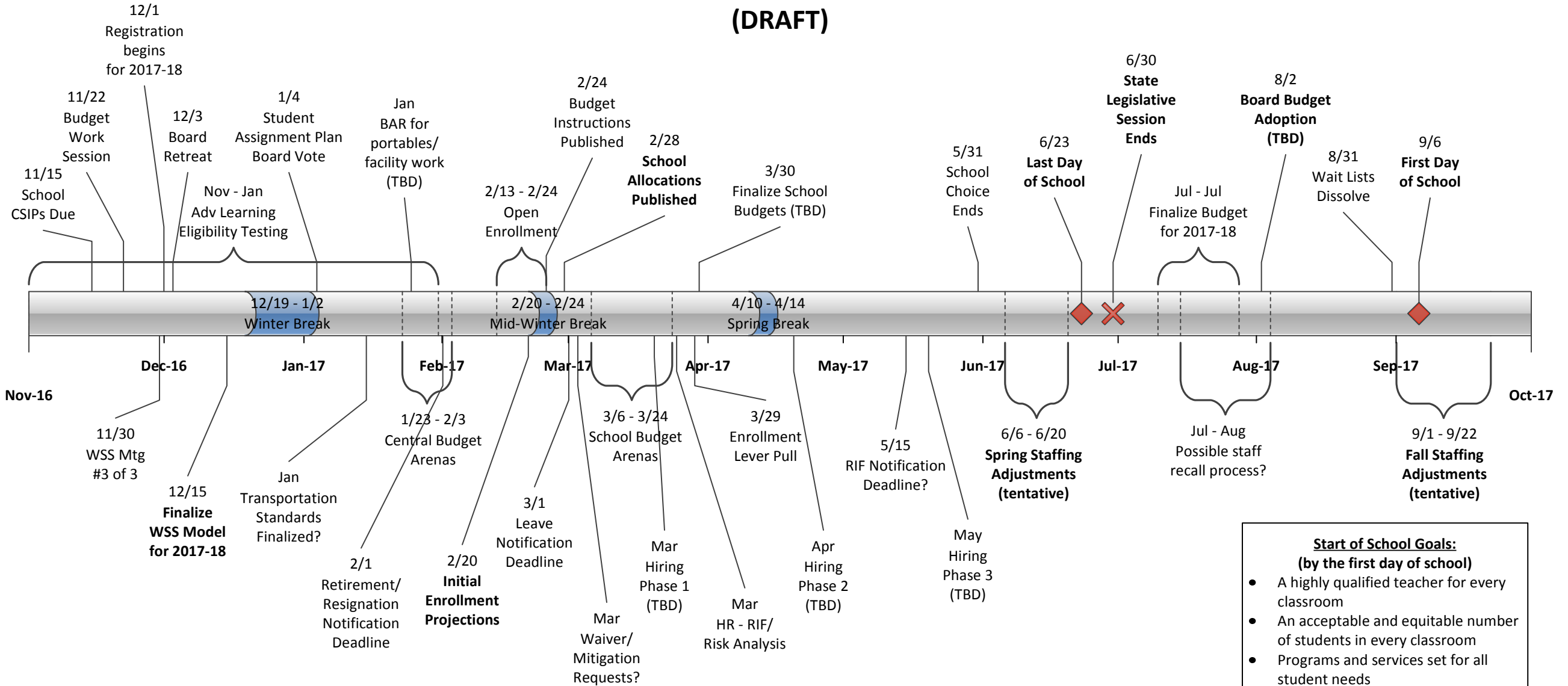
# Next Steps

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# Next Steps

- December 3 – Board Retreat
  - Recommendation from Executive Leadership on target for Central Administration reductions
  - Recommendations from Executive Leadership on non-WSS remaining areas/amounts
  - WSS Committee update

# Start of School Timeline 2017-2018 (DRAFT)



- Start of School Goals:  
(by the first day of school)**
- A highly qualified teacher for every classroom
  - An acceptable and equitable number of students in every classroom
  - Programs and services set for all student needs
  - Appropriate budget to meet the needs of students
  - A stable master schedule of courses to be offered
  - Physical space ready for every classroom
  - Materials, technology and furniture ready for every classroom

## 2017-18 Budget Development Communication Plan

**Goal** Increase awareness about how state legislature budget timeline necessitates a projected 2017-18 budget that assumes budget deficit and how to get more info.

**Strategies** Target communications for families, partners, media, government contacts, public, school board, district leadership, school leaders and staff about projected budget deficit and potential reductions, process timeline and resources.

### Key messages

- The district has a projected budget deficit of over \$70 million for 2017-18 school year.
- The state has been underfunding compensation for school district staff for 30 years and has not acted during the last 5 years to adequately address this underfunding.-
- The state funding gap is the reason for the shortfall.
- The legislature's paramount duty in the state Constitution is to fully fund public education.
- The Levy Cliff will take effect unless the legislature acts.
- The district must plan for worst case scenario budget in order to perform essential school and department planning for the 2017-18 school year.
- Waiting until June for the legislature to make budget decisions will be severely disruptive.
  - School budget allocations are scheduled to go out at the end of February.
  - Staffing commitments are due by May 15.
  - RIFs may necessary due to budget shortfall
- The district hopes to mitigate impacts on classrooms to the greatest extent possible.
- Closing the opportunity gaps is the lens through which decisions should be evaluated.
- The district is committed to educational excellence for every student.
- The district values our staff; SPS is a great place to work.

### Key budget facts

- The 2016-17 operating budget is \$789.7 million
  - Teaching, teaching support and school leaders account for 77.9% (approx. \$615 million)
  - Student support activities account for 16.1% (approx. \$127 million)
  - Central administration accounted for 5.9% (approx. \$46 million)

### Communication Strategies and Tactics

#### **Strategy: Distribute direct communications district leadership and school leaders**

##### Tactics:

- Provide timeline and suggested talking points by November 28.
- Resurface these communications prior to projected budget presented at December 3 board retreat and when school budget allocations presented in March.

#### **Strategy: district leadership and school leaders (cont)**

- Channels to reach district leadership
  - Briefing paper

- Regular email updates to staff
  - Face-to-face meetings
  - MySPS webpage/district public webpage
- Channels to reach principals:
    - School Leader Communicator
    - Leadership Learning Day
    - MySPS webpage/district public webpage
    - Regular email updates to school leaders

**Strategy: Distribute direct communications to families**

Tactics:

- Provide timeline and resources including district point of contact (TBD) or way to provide input. Broad communication scheduled for November 29. Meeting with PTSA to work on strategy, November 28.
- Resurface communications before board makes final decision on areas to eliminate/reduce.
  - Channels to reach families:
    - Partners – see below
    - Community events
    - School Beat
    - Partner with community groups to co-host events and joint messaging
    - Periodic emails from district from superintendent (e.g. blog posts)
    - Request principals to share with families in their school communications
    - **Public district website with dedicated, easy to find landing page – will launch week of November 28 – notice through SchoolMessenger**
    - Social media

**Strategy: Distribute direct communications to staff**

Tactics:

- Provide timeline and resources week of November 28. Increase awareness of rationale, history and timeline of budget development.
- Resurface communications prior to board making final decision on areas to eliminate/reduce.
  - Channels to reach staff:
    - SEA
    - Regular email updates to staff
    - Department meeting and/or listening campaign with senior staff
    - MySPS webpage/district public webpage
    - Newsbrief

**Strategy: Activate community partners to reach families and public**

Tactics:

- Work closely with PTSA to co-host event/communications. Meeting with Eden Mack on November 28 to finalize strategies.

- Working with additional partners such as SESEC, SEA, Soup for Teachers, provide awareness of potential budget allocation timeline in late November.
- Provide timeline and resources including information and district point of contact before board makes final decision.
  - Channels for partners to reach their audiences
    - Co-host community events and create joint messaging
    - Email and social media

**Strategy: Media outreach**

Tactics:

- Share district’s efforts to inform and support students and families through challenging time between district and legislative budget processes.
- Increase awareness of district’s commitment to EOG work.
  - Media pitch: mainstream, neighborhood blogs and cultural/ethnic outlets
    - Media kit, press release
    - Ready spokesperson
    - Op-ed by superintendent

**Strategy: Provide resource to public**

Tactics:

- Share district’s efforts to inform and support students and families
- Increase awareness of district’s commitment to student achievement and EOG work.
  - Channels to reach public
    - Webpage
    - Social media
    - Media sources

**TIMELINE**

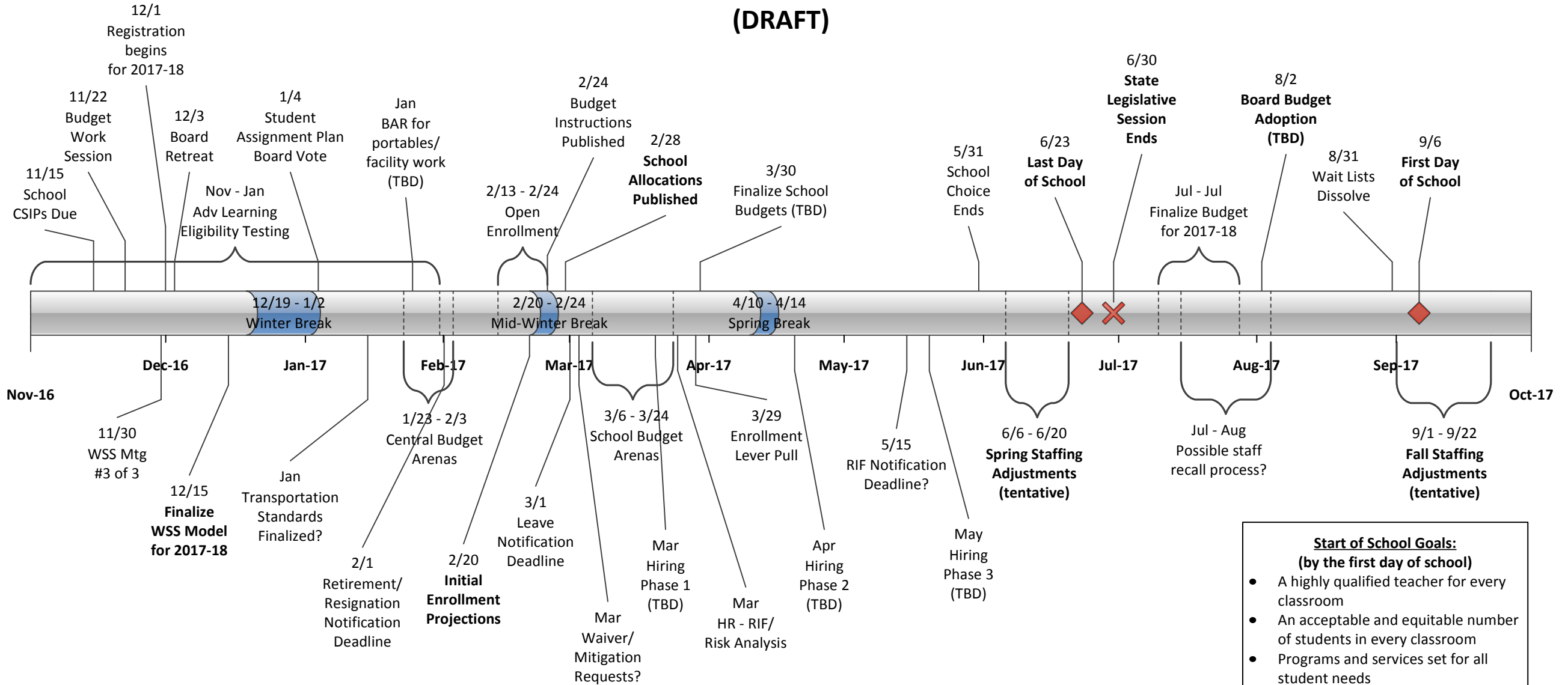
| DATE                        | ACTION  | LEAD                         |
|-----------------------------|---|------------------------------|
| Nov. 22                     | 6 – 7 points from budget on timeline and resources  | JoLynn                       |
| Nov. 22                     | Narrative letter – used to populate various communications                                      | Carri                        |
| Nov. 28                     | Webpage launch<br>Email to staff and board from superintendent                                  | Carri / Pauline              |
| <a href="#">Nov. 28</a>     | <a href="#">Meeting with PTSA to develop partnership strategies and refine family messaging</a> | <a href="#">JoLynn/Carri</a> |
| Nov. 29                     | Email to families from superintendent<br>Social media   | Carri / Pauline / Luke       |
| <a href="#">Nov. 30 TBD</a> | Media pitch   | Luke                         |



|                    |   |                          |
|--------------------|---|--------------------------|
| Dec. 3             | Board retreat budget <del>worse case scenario</del>   | JoLynn                   |
| <u>December</u>    | <u>Continue outreach to schools and families. Information on how to request engagement will go out in 20 min/late arrival/early release communication (this week) and budget communication next week.</u> | <u>Budget staff</u>      |
| Dec. – Feb.        | Leg. and budget regular email updates to staff from Nielsen   | Stephen / Carri / JoLynn |
| <u>Jan. 11</u>     | <u>Worst case scenario budget is finalized</u>  | <u>JoLynn</u>            |
| <u>Jan – April</u> | <u>Provide in person information to schools and families about the budget</u>   | <u>Budget staff</u>      |
| Feb.               | Leg. and budget updates email to families   | Carri                    |
| TBD                | Press release school budget allocation<br>Email to families from superintendent   | Carri / Luke / Pauline   |
|                    |   |                          |

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| TBD     | Media pitch  | Luke                   |
| Dec. 3  | Board retreat on budget  | JoLynn                 |
| Jan. 11 | Board work session - all worst-case scenario decisions made    | JoLynn                 |

|             |   |                          |
|-------------|---|--------------------------|
| Dec. – Feb. | Leg. and budget regular email updates to staff from Nielsen                     | Stephen / Carri / JoLynn |
| Feb.        | Leg. and budget updates email to families                                       | Carri                    |
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|             |   |                          |

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|   |                                    |   |
|---|------------------------------------|---|
|  <p>SEATTLE<br/>PUBLIC<br/>SCHOOLS</p> | <p>EVALUATION OF THE<br/>BOARD</p> | <p>Policy No. 1820<br/><br/>June 1, 2011<br/><br/>Page 1 of 1</p> |
|---|------------------------------------|---|

At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Adopted: June 2011

Revised:

Cross Reference: Policy Nos. 1005; 1810; 1822

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

## 2015-16 Seattle Public Schools Board Self-Evaluation SMART Goals & Rubrics

|  |   |
|--|---|
| <b>SMART Goal #1</b>   | <p>By November 2016, the Board will implement an annual budget monitoring system by:</p> <ol style="list-style-type: none"> <li>1) Adopting a budget that is aligned to the district’s strategic plan and contains all major milestones in the budgeting process that is available to the public via our website.</li> <li>2) Meeting all annual commitments to Puget Sound Educational Service District (PSESD) and the Office of the Superintendent for Public Instruction (OSPI) regarding budget development and adoption standards.</li> <li>3) Having all Board members review and understand the monthly and annual district financial statements.</li> <li>4) Establishing whole Board general fund and capital fund review meetings (3 times per year).</li> <li>5) Holding reviews on a quarterly basis that demonstrate evidence that the district has incorporated internal and external audit corrective action plans.</li> <li>6) Ensuring management is responding to findings from the District Internal Auditor and State Auditor’s Office (SAO) as well as establishing a proactive system to prevent future findings.</li> </ol> |
| <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Assess the current level of Board understanding of the budget development process.</li> <li>2. Identify any professional development or training needed (e.g., 2x2s), to include a review of the PSESD and OSPI annual commitments.</li> <li>3. Implement professional development or training.</li> </ol> |   |
| <b>Area of Focus on Instrument &amp; Rubric</b>  | <p><b>Indicator II-A-2.</b> To what extent does the Board adopt and monitor fiscally responsible annual General Fund, Capital, and Debt Service budgets that are aligned with the district’s vision and strategic plan?</p> <p>2. Budget Monitoring</p>   |
| <b>Ranking</b>   | November 2015: Proficient   |



| Elements                         | Unsatisfactory   | Basic   | Proficient   | Distinguished  |
|----------------------------------|--|---|--|--|
| II-A-2.<br><br>Budget Monitoring | Fails to fulfill the responsibilities identified as Basic. | <p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Reviews monthly financial statements provided, and plans for adjustments accordingly.</p> <p>Reviews semi-annual capital programs reports and plans for adjustments accordingly.</p> <p>Reviews budgetary components of other annual program oversight &amp; performance reports and plans for adjustments accordingly.</p> <p>Ensures Superintendent is holding district staff accountable for providing robust analysis to the Board that explains the variances between the actual and budgeted revenues and expenditures.</p> | <p>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</p> <p>Ensures Superintendent is holding district staff accountable to have and follow internal financial performance accountability procedures.</p> <p>Ensures Superintendent is holding department heads accountable to be knowledgeable of their department's financial performance, and to be taking mitigating actions when appropriate.</p> <p>Ensures Superintendent is holding department heads accountable to integrate results of internal and external audits into their future performance.</p> | <p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Ensures Superintendent is holding district staff accountable to demonstrate the link between the ongoing budget performance and the desired results of the strategic plan, while maintaining a sustainable support infrastructure of the essential educational, operational, and financial functions of the school district.</p> |

|  |  |
|--|--|
| <b>SMART Goal #2</b>   | <p>By November 2016, the Board will increase its engagement with underrepresented groups and community members, including families with language and other communication barriers, by:</p> <ol style="list-style-type: none"> <li>1. Gathering their input to inform district policy and decisions</li> <li>2. Sharing pertinent information with families in a timely manner (as needed)</li> <li>3. Creating venues for constructive dialogue regarding student/parent/family interests and concerns.</li> </ol> |
| <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Identify the list of CBOs (community based organizations) and other community groups working with schools within each Director’s district (e.g., El Centro de la Raza &amp; Seattle Housing Authority).</li> <li>2. Develop and implement strategies to message out the opportunity to engage with Directors at their community meetings.</li> <li>3. Develop and implement strategies to engage with stakeholders to encourage them to attend Directors’ community meetings.</li> <li>4. Develop and implement strategies to ensure community meetings are as accessible as possible.</li> <li>5. At the September Board retreat, Directors will share strategies and lessons learned with each other.</li> </ol> |  |
| <b>Area of Focus on Instrument &amp; Rubric</b>  | <p><b>Indicator IV-A-2. To what extent does the Board communicate effectively and respectfully with all individuals, including fellow directors, the Superintendent, other district staff members, students, and community members?</b></p> <p><b>2. Public Engagement</b></p>   |
| <b>Ranking</b>   | November 2015: Basic+ (all of Basic elements and less than a majority of Proficient elements)  |

| Elements                                | Unsatisfactory  | Basic  | Proficient  | Distinguished  |
|---|---|--|---|--|
| <p>IV-A-2.</p> <p>Public Engagement</p> | <p>Fails to fulfill the responsibilities identified as Basic.</p> | <p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Complies with Policy No. 1400 regarding public notice of Regular and Special Board meetings.</p> <p>Fulfills all legal obligations to ensure public input as outlined in RCW (e.g. public hearings on annual budget, etc.)</p> <p>Works to increase public awareness and positive perception of the district</p> <p>Makes use of media outlets, formal and informal gatherings, district website, and public meetings to share Board announcements.</p> <p>Ensures regular two-way communication and responsiveness between Board and community. Offers means and opportunities for community members and groups to communicate with the Board.</p> <p>Offers opportunities for non-English speaking community members and groups to communicate with the Board on high interest and impactful issues.</p> | <p>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</p> <p>Reliably and routinely gathers input from a representative cross-section of stakeholders, communicates thoughtfully, clearly, and efficiently as needed.</p> <p>Leverages use of talking points provided by staff in responding to members of the public.</p> <p>Understands the difference between individual directors sharing their thoughts prior to decision-making versus supporting a decision that represents the majority position of the Board after a vote has been taken.</p> <p>Disseminates accurate information that is easily accessible, deepening and extending public understanding of the district and its mission.</p> <p>Strategically and reliably modifies use of media outlets and other communication venues to suit the purpose of the message.</p> <p>Ensures the district employs consistent, reliable, and multiple means of communication and notification with community members, including non-English speakers.</p> | <p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Continuously improves its effectiveness in educating the community about the district's successes, challenges, contextual issues, and plan for change.</p> <p>Models the engaging and constructive use of a variety of media outlets, formal and informal gatherings, district website, and public meetings to share Board announcements.</p> <p>Collaborates with the Superintendent and staff to develop and implement a powerful strategy to build civic capacity (community support for the board and district's mission, vision, core beliefs, theory of action, commitments, and policies).</p> <p>Establishes a standard practice to seek public input in a manner that is statistically valid from a demographic that is representative of the demographics of Seattle Public Schools.</p> |

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| <b>SMART Goal #3</b>  | By November 2016, increase School Board members’ cultural responsiveness in their role of guiding the school district and their understanding of how to best employ the Race and Equity tool (Policy No. 0030). |
| <p>Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Arrange for training in the area of cultural responsiveness, taking into account the data and analysis provided by the district’s Research &amp; Evaluation department, including the dimensions of the district’s academic achievement/opportunity gaps, disaggregated student achievement data, as well as discipline, special programs (i.e. SpEd, Advanced Learning, etc.), enrollment, instructional staff demographics and other factors that influence student outcomes. <ol style="list-style-type: none"> <li>a. Review the district–level initiatives designated as gap-closing to discuss efficacy.</li> </ol> </li> <li>2. Determine the appropriate approach to ensure the use of the district’s Race and Equity Tool (per Policy No. 0030) in critical Board decision-making processes, recognizing that the tool is a continually improving resource.</li> <li>3. Discuss the overlap between the Board and Superintendent SMART goals and how they can be mutually supportive.</li> </ol> |   |
| <b>Area of Focus on Instrument &amp; Rubric</b>   | <b>Indicator IV-C-1. To what extent does the Board model cultural, racial, and ethnic understanding and responsiveness?</b><br><b>1. Continuous Improvement</b>   |
| <b>Ranking</b>  | November 2015: Proficient- (majority of Proficient elements)  |

| IV-C. Elements                    | Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|-----------------------------------|--|--|---|---|
| IV-C-1.<br>Continuous Improvement | Fails to fulfill the responsibilities identified as Basic. | <p>Fulfills its responsibilities to the minimum degree required by law or policy, including:</p> <p>Pursues development of understanding of district's cultural, racial, and ethnic diversity.</p> <p>Operates from an understanding that the district has a diverse set of needs, skills, perspectives, and opportunities that can contribute in important ways to district goal setting, policymaking, and implementation.</p> <p>Pursues development of understanding of those diverse needs and offerings.</p> <p>Communications and policies reflect the work of addressing the diversity of needs and contributions to best support the district's strategic plan.</p> | <p>Conscientiously and reliably fulfills its responsibilities required by law or policy, including all components of Basic, and in addition:</p> <p>The Board consistently demonstrates respect for the range of cultural identities in the district, and makes an ongoing effort to extend its relationships with all stakeholders, particularly with groups which previously have been minimally engaged.</p> <p>Ensure voices are sought out and weighed equitably in spite of power relationships by actively pursuing a growing consciousness of ability-based, gender-based, race/ethnicity-based, class-based, and other power relationships.</p> <p>Plans and implements ongoing professional development on cultural responsiveness.</p> <p>Establishes and implements processes and/or protocols to consider issues of cultural responsiveness in policy design, implementation, and feedback loops.</p> <p>Establishes climate and policies that support and reflect a commitment to and cultivation of cultural responsiveness at the district and school levels.</p> | <p>Models exemplary and innovative performance of its responsibilities required by law or policy, including all components of Proficient, and in addition:</p> <p>Models successful and innovative strategies for developing broad and deep shared understanding, meeting the needs of a diverse district, and employing the range of diverse contributions available to the district.</p> <p>Consistently models the development of new or refined policies addressing the diverse needs, and incorporating the diverse contributions, that best support the district's strategic plan.</p> <p>Fosters widespread community trust in the district's efforts and achievements in cultural responsiveness.</p> |

### **Ranking Definitions:**

- **Basic, Proficient or Distinguished:** Meets all of any lesser category elements and all of the elements in the current category, without addressing the elements in the next higher category.
- **Minus (-):** Meets ALL of any lesser category elements and the majority of those in the category.
  - For example, to be “Proficient-,” the Board would need to meet ALL Basic and the MAJORITY of items in Proficient.
- **Plus (+):** Meets ALL of any lesser category elements and ALL of the elements in the current category PLUS less than the majority of elements in the next higher category.
  - For example, to be “Basic+” the Board would need to meet all of the elements in Basic and less than the majority of elements in Proficient. To be “Proficient+,” the Board would need to meet all of the elements in Basic and Proficient and less than the majority of elements in Distinguished.

