



SCHOOL BOARD ACTION REPORT

DATE: February 13, 2020
FROM: Director Hampson, Director DeWolf

For Introduction: February 26, 2020
For Action: March 11, 2020

1. TITLE

Adoption of 2020 Board Goals and Objectives

2. PURPOSE

This Board Action Report adopts Board goals and objectives for self-development in 2020, per Board Policy No. 1810, Annual Goals and Objectives.

3. RECOMMENDED MOTION

I move that the School Board adopt the 2020 Board goals and objectives, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background** Board Policy No. 1810, Annual Goals & Objectives, directs that each year the Board will formulate goals and objectives. In 2018, the Board waived Policy No. 1810, citing the Board's workload and other pressing priorities. In 2019, the Board adopted three goals focused on Board Racial Equity Training, Board Collaboration and Governance, and Board Community Engagement and evaluated itself in November 2019. Board Policy 1820 states that the Board's self-evaluation shall address performance in the key functions of school Board's - vision, structure, accountability and advocacy.

The Executive Committee began development of Board goals for 2020 at the December 2020 Board Retreat due to the November 2019 School Board elections. At the Retreat, the Board had a very high-level discussion about the purpose and process for adopting Board goals. Those goals were then gathered and further developed by Directors Hampson and DeWolf, who brought them to the Executive Committee for further review during its January 2020 meeting. The draft goals were discussed again at the February 2020 Executive Committee meeting. Directors were given the opportunity to provide individual feedback to staff prior to the February Executive Committee meeting.

- b. **Alternatives** As an alternative to adopting the attached 2020 Board goals and objectives, the Board could modify or continue deliberating on these goals and objectives. This is not recommended because the timely adoption will allow for the Board to begin the planning and implementation work on its adopted goals. As a second alternative, the Board could waive Board Policy No. 1810 for the year. This is not recommended as it models poor accountability practice. Additionally, as noted below, it is considered a best practice for

boards to set annual goals and conduct annual evaluations.

- c. **Research** The Washington State School Directors Association (WSSDA) has established Washington School Board Standards that are intended to provide school boards and individual directors with a common framework for school board governance based on best practices and good governance. These WSSDA standards serve as the basis for WSSDA’s Boards of Distinction Program, which recognizes school boards annually. While the Seattle School Board has not been an active participant in the Boards of Distinction Program recently, Directors may find the WSSDA standards instructive as they consider Board goals for 2020.

Consistent with Board Policy No. 1810, Annual Goals & Objectives, as well as Board Policy 1820, Evaluation of the Board, the WSSDA standards speak to boards conducting annual evaluations of their performance and setting goals for improvement.

5. FISCAL IMPACT/REVENUE SOURCE

Implementation of the attached Board Goals is anticipated to have a fiscal impact. Projected total costs over two partial fiscal years is anticipated to be \$50,000.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

These Board goals are a tool for the Board’s self-development and demonstration of accountability. Deepening the Board’s community engagement is, however, a primary objective for these Board goals. As such, we are informing key stakeholder groups of the proposed Board Goals via email.

7. EQUITY ANALYSIS

The Executive Committee analyzed this motion using the Racial Equity Analysis Tool during its meeting on Feb. 12. The completed tool is attached to the Board Action Report. As noted in the Board Goals, the Board will engage in additional racial equity learning opportunities in 2020.

8. STUDENT BENEFIT

As detailed by the Washington State School Directors Association publication, “The Role of School Boards in Improving Student Achievement, Guiding Principles from WSSDA,” research has found a positive correlation between district leadership—including that at Board level—and student achievement.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 1810, Annual Goals and Objectives, provides the Board shall approve this item
- Other:

10. POLICY IMPLICATION

Board Policy No. 1810, Annual Goals and Objectives, is implicated as described above. Policy No. 1820, Evaluation of the Board, describes how the Board will evaluate itself at the end of the goal cycle.

11. BOARD COMMITTEE RECOMMENDATION

In addition to goal conversations at the December Board Retreat, this motion was also discussed at the Executive Committee meetings on Jan. 30, 2020 and Feb. 12, 2020. On Feb. 12, the Executive Committee moved this item forward to the full Board with a recommendation of approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the 2020 Board Goals will be established, and the Board will start to implement the goals. The Executive Committee will monitor progress the Board’s progress on the goals until the Board’s annual evaluation in November 2020.

13. ATTACHMENTS

- 2020 Board Goals (for approval)
- Racial Equity Analysis Tool (for reference)

DRAFT Board Goals 2020

Goal	Metric
<p>Alignment with Strategic Plan:</p> <ul style="list-style-type: none"> -Pro-Black Agenda. Assertively engage in pro-Black relationship building, dialogue and normalization of the centering of Black voices in Seattle Public Schools (communities) -Model anti-racism via policy and decolonization of our leadership practice. -Participate in training pertaining to: Ethnic Studies pedagogy, Since Time Immemorial, and Anti-Racism in Policy Making 	<ul style="list-style-type: none"> • Collective Goals: <ul style="list-style-type: none"> ○ By Nov. 2020, Directors will have <u>attempted to attend a the COSEBOC April 2020 conference or training focused on equity and education</u> ○ By Nov. 2020, Directors will have finished reading “We Dare Say Love” and “You Failed Us: Students of Color Talk Seattle Schools,” and will share their reflections and learnings at the June and September Board retreats, as well as the Nov. 2020 annual evaluation discussion ○ By Nov. 2020, an Anti-Racism policy which charges the Superintendent to develop an accompanying procedure will be brought before the Board for a vote • Individual Director Goals: By June 2020, Directors shall develop individual qualitative and quantitative goals. Report out of progress on goals to occur at Sept. 2020 Board Retreat and Nov. 2020 Board annual evaluation. • By Nov. 2020, the Executive Committee will have developed a proposed plan for modeling anti-racism via policy of leadership practice. • Directors will engage in trainings at the March, June, and September 2020 Board Retreats: <ul style="list-style-type: none"> ○ March: Since Time Immemorial ○ June: Ethnic Studies ○ Sept: Anti-Racism in Policy Making
<p>Community Engagement:</p> <ul style="list-style-type: none"> -Create a system/practice to collect and analyze incoming community communications with the Board, tracking unique interactions, relationships and alignment w/Strategic Plan -Directors will hold/attend one meeting to engage with dual and multilingual families. 	<ul style="list-style-type: none"> • By Nov. 2020, the Board will research and identify a system/tool that will allow the Board to aggregate and summarize the topics and demographics of those who are communicating with the Board to provide a data baseline to inform future conversations • By Nov. 2020, the Executive Committee will identify, and the Board will hold the meeting
<p>Continuous Improvement (Operational):</p> <ul style="list-style-type: none"> -Executive Committee review of all committee work plans to ensure alignment with strategic plan and calendaring -Each Committee Chair, in collaboration with their Board Directors on committee and appropriate staff, will participate in one Racial Equity analysis toolkit completion for a BAR -Board will review and revise BAR, meeting, retreat, work sessions, committee and other process function reviews to ensure maximum alignment to strategic plan and use racial equity analysis tool -Board will develop criteria for work sessions. 	<ul style="list-style-type: none"> • By May 2020, the Executive Committee will have reviewed the committee work plans • At June 2020 Board Retreat, Directors and staff will participate in one Racial Equity analysis toolkit completion for a BAR • In March 2020, the Executive Committee will develop criteria for when work sessions are scheduled. • By April 2020, the Executive Committee will review the BAR template and the purpose of retreats • In May 2020, the Executive Committee will review Policy No. 1240, Committees, as well as the format of work sessions. If needed, suggested policy edits will be brought before the Board for a vote by Aug. 2020. Any changes to be implemented starting Sept. 2020.

Board-Staff Relations:

-The Board will initiate a Board/SPS staff social event (sports, talent show, etc.)

-Review, revise, clarify, develop where necessary, Board-Superintendent/Board-Staff Communications Policy, Procedure and Protocol (1620, 1620BP)

- Exec Comm will designate a Director to be the lead in developing and proposing options to Supt by April 2020. Event to be held in June 2020.
- By Aug. 2020, the Executive Committee will review, and if needed, bring revisions before the Board for a vote, Policy No. 1620 and Board Procedure 1620BP
 - Exec. Committee to designate a lead by April 2020



Racial Equity Analysis Tool

Rev. 4/7/19

Seattle Public Schools Strategic Plan

Theory of Action: When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

By:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

Then we will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education.

In Seattle Public Schools We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we are all at different places as individuals, programs, departments and school communities. We are committed to move forward with a focus that is intentional and strategic within our organization. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool and take a learner stance. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc.) prevent us from interrupting patterns of racial inequity within our schools, our departments and programs.



Racial Equity Analysis Tool

Rev. 4/7/19

Ensuring Educational and Racial Equity School Board Policy #0030

Racial Equity Analysis: The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

1. What does your department/division/school define as racially equitable outcomes related to this issue?
 - a. Furthering the goals of the 2019-2024 Strategic Plan
2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?
 - a. The Board will communicate to each other, SPS leadership, and key stakeholders at retreats, community meetings, and in the Friday Memo
3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?
 - a. We will share in language at our external dual/multi-lingual families meeting
 - b. Board will communicate with NAACP-YC, SESEC, CISC, SMNO, and more racial/ethnic stakeholders groups
 - c. Board will share with SCPTSA and Sped-SCPTSA groups and inquire about others to share with

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?
 - a. We will use information from our tool (outlined in Goal 2: Community Engagement) to identify gaps and opportunities for future use to tailor to families furthest from educational justice.
2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?
 - a. None identified

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden

Stakeholders (SPS staff and community members) collaborate to analyze how this policy/decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
 - a. Potential Benefits: Board Directors will have better Racial Equity analysis, BOD will identify new ways to add and operationalize Racial Equity analysis, increasing positive interactions, improving trust; Potential Consequences: backlash toward Racial Equity work, lack of understanding, we may not get this work right



Racial Equity Analysis Tool

Rev. 4/7/19

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?
 - a. Lessons learned have to be a part of the work, develop trust – increase trust from positive interactions, and staff feels supported

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
 - a. March, June, and September Board retreats used as check-ins
 - b. Friday memo – instituting its use from Board perspective
 - c. November 2020 evaluation conversation
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?
 - a. Share out at executive committee, share out with labor partners, and ask stakeholders how they perceive progress

After conducting the analysis, reflect and discuss:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?