Implementing Policy Governance in
University Place School District, 2003-2004

Enclosed information provides background and examples from our experience while implementing a system of policy governance in University Place School District. While we made every effort to follow the model, and be true to our policies, we believe that there is much room for improvement…it is a work in progress.

This information is in six parts:

- Pages 1-8 contain background information on the policy governance model, and specific guidance for implementation.
- Pages 9-12 contain our policy GP-8-E (Annual Agenda) which provided the schedule for our first year of implementing the model, and an article on use of the meeting agenda under policy governance. Critical elements of the model which were scheduled throughout the first year in the annual agenda were 4 linkage meetings, whose purpose was seeking/obtaining community input regarding district Ends, and monitoring of policies, by which the board monitored the achievement of desired end results described in district Ends policies and the avoidance of unacceptable conditions described in Means policies.
- Pages 13-22 contain information related to the first of our linkage meetings, conducted on October 27, 2003. The focus of that linkage was policy E-2 – Academic Standards. Included are an article describing the meeting's purpose, briefing slides from the linkage meeting, feedback grouped by question, a summary of results of the meeting, and a press release describing its effects.
- Pages 23-34 contain information from the first of our monitoring reports for Ends and Means. Board response to the superintendent's Ends monitoring report summarizes that report, and is followed by the report itself. The monitoring report for policy E-2 requires a demonstration of evidence indicating whether the district has achieved Academic Standards as described in policy E-2. Board response to the superintendent's Executive Limitations monitoring report summarizes the report and is followed by the report itself. The monitoring report for policy EL-13 requires demonstration of evidence indicating whether the district has avoided conditions described in policy EL-13.
- Pages 35-48 contain information pertaining to our annual evaluation of the district (and superintendent) based on accumulated monitoring reports and board response to those reports throughout the year.
- Pages 49-51 contain references for further reading about the Policy Governance model.

University Place School District
Directors: Kent Keel, Mary Lu Dickinson, Bev Law, Paul Koppe, Rick Maloney
Superintendent: Patti Banks

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BACKGROUND INFORMATION ON POLICY GOVERNANCE

INTRODUCTION TO POLICY GOVERNANCE

Policy Governance®, authored by John Carver, PhD, applies a specific set of concepts and principles to the leadership role of boards and the board-management partnership.

Under this model a board of directors, acting for its constituents:
- Clarifies the Role of the Board…The purpose of the board of directors, acting as the district's primary link with its 'owners', is to set policy which ensures the district achieves desired results while avoiding unacceptable conditions.
- …and that of the Superintendent. The Superintendent's role under Policy Governance is to achieve desired ends as defined in policy, while avoiding means (also defined in policy) which the Board considers unacceptable.
- Follows a Disciplined Process and clarifies the Board/Executive Relationship. Policy Governance follows a set of principles* (written into policy) which ensure an effective balance between board and administrator authority.
- Defines Ends for the District. Under Policy Governance, desired results are written in policy as Ends to be achieved (accomplishing a good, for beneficiaries, at a measurable cost).
- Delegates Authority to the Superintendent. Unlike traditional forms of school district governance, the Policy Governance model delegates to the Superintendent all 'means' questions (how the district will get where it needs to go) which have not been limited by written policy.
- Exercises Self-Discipline. The board can change its policy at any time, as it has ultimate authority for the district, but it has an obligation to follow a disciplined process in carrying out that authority. Board members exercise no authority as individuals, and the board 'speaks' only via written policy, directing only the superintendent.

The ten principles of Policy Governance are:

1. The Board stands in for constituents, those who morally 'own' the district.	6. Ends policies are defined positively (telling the Superintendent what is to be achieved).
2. The Board speaks with one voice, or not at all.	7. Means are defined negatively (what means are unacceptable, and should therefore be avoided).
3. The Board directs the Superintendent via policy, expressing in writing the values of the community.	8. The Board sets expectations first in terms of broadly expressed values, then through progressively more detailed policies.
4. The Board instructs no staff except the Superintendent.	9. The Board may change the level of specificity in its policies at any time.
5. Policies are written for Ends (what is to be achieved) and Means (all other issues).	10. The Board evaluates the Superintendent only against criteria written in policy.

These ten principles describe a simple but elegant way to enable a board-superintendent team to avoid problems such as:
- Role confusion with the boundary between responsibilities of the board and the superintendent.
- Unclear expectations by the board toward its superintendent, and vice versa.
- Lack of clarity between functions of governance, management, and leadership.
- Board decision-making at the operational level rather than at the policy level.
- Overlap between policy (presumably the board's domain) and procedure (the superintendent's).
- Tension between board and superintendent over authority reserved by the board to itself and that which is delegated to the superintendent.
- Tension among board members springing from differing perceptions about the roles of boards, superintendents, and other staff members and the prioritized goals toward which the district applies its resources.
- Superintendent evaluation based on unknown criteria, or criteria unrelated to overall district success.

For more information on this model, see www.carvergovernance.com

3

BACKGROUND INFORMATION ON POLICY GOVERNANCE

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BACKGROUND INFORMATION ON POLICY GOVERNANCE

QUESTIONS ABOUT POLICY GOVERNANCE

1. Why would it be attractive to CEOs?
Policy governance does, indeed, strengthen the governing role, but it does not undercut legitimate CEO prerogatives. For most CEOs in public and nonprofit organizations, executive authority will be greater under Policy Governance than under traditional governance. To be more accurate, however, whether the CEO is more powerful or not is a function of how the board has been operating prior to Policy Governance. If the board has been rubber stamping everything the CEO wants done, then perhaps the CEO loses some power. If the board has been intruding into management, then the CEO gains some power. But Policy Governance is not about the board controlling more or less. It is about the board controlling the right things appropriately. What can be counted on under Policy Governance is that board and CEO prerogatives are far clearer and more rationally derived. Since the greatest source of stress for most CEOs is board behavior (as distinct from the straightforward pressure to perform), Poicy Governance offers a more sane, even if more demanding, work environment.

2. How do we run two concurrent governance systems?
We don't.

3. Where do we begin?
First, develop all policies restricting the Means choices of the CEO (Executive Limitations) and those describing its own means (Governance Process and Board-CEO Limkage) before proceeding to Ends policies.

4. Which means policies should be developed first?
Our choice.

5. Should we start from a blank sheet of paper?
Only for Ends policies. We can use templates for the Means policies, but the Ends should truly reflect our own mission situation.

6. Should we hire a consultant to help?
Arguments can be made in support of either using or not using such help. First, a consultant is not a help if he or she does not know the Policy Governance model thoroughly. Second, a trained consultant is going to add to the up-front cost of the change process. A board that can take itself quickly through policy development may not need additional help.

7. If we don't use a consultant, should the chair lead the process?
Anyone on the board who knows the model well can lead the process. Sometimes the chair is the person most familiar and comfortable with the model, but if this is not true for your board, don't use the chair as the leader of the process. It is useful to have a designated leader in the work of developing governing policies, but who that person is may not be important. Choose someone who knows the model well, who can help the board stay on track, and who can include everyone in value discussions. Then, having chosen your workshop leader, let that person lead.

8. Can the CEO be the leader?
The board should not give the CEO responsibility for any part of the board's governance. If you decide to use the CEO as your leader, arrive with her at an understanding that the role to be performed is one of facilitation only.

9. Should the CEO be present during the board's policy development work?
Yes. The CEO is a valuable resource. She should not be making, but simply informing, board decisions.

10. Should other staff be present during the board's policy development work?
Let the CEO decide. There will be a need for someone to take careful notes.

11. Shouldn't a staff member keep a record of the board's policy development?
The person who writes down the board's decisions can be anyone on the board or the CEO. If the board chooses the CEO, the CEO can bring in a staff member to carry out her responsibility.

12. What happens to our current distinction between policy and procedure?
You no longer need it. To drag these old distinctions over into your Policy Governance practice will reduce your effectiveness.

13. We already have a number of policies. Will that give us a head start?
No. Develop your new Policy Governance policies as if you have never had policies or made decisions at all. Only after you have completed your Policy Governance policy development should you refer to previous policies or decisions.

14. Should we do a little work at each board meeting, or should we hold a retreat?
Hold a retreat. Putting aside an hour from the regular agenda to work on a few policies at a time may work, but has a number of drawbacks. Its use means that implementing the Policy Governance model must take several months, during wich the board and the CEO must deal with the confusion of having two very different governance systems in their consciousness. Second, a traditional agenda that tends to focus on the emergent rather than the important can overwhelm a more conceptual approach, and it is not uncommon to find that the items put off until next time are the policy items.

15. How long should the retreat be?
Staff means – 3 days for board and staff means policy development. Without using a consultant, more than one retreat may be needed.

We ask boards to secure a prior agreement from nonattending members to accept the policies developed by those who attend (unless they have ethical reservations about them).

16. Wouldn't using one model alone be like putting all our eggs in one basket?
No. Consistently using one model is like having all the little wheels and other components in your wristwatch make sense as a total system.

17. We could save so much time by just borrowing a similar organization's policies!
You could save time just as you could save a trip to the doctor by borrowing a friend's diagnosis! However, if the other organization's policies are well constructed, you may be able to use them as samples. But to make this work, you have to go through all the steps of inquiry and soul searching that the other board went through. There is no free launch.

18. Policy governance relies a lot on the CEO or board chair making "reasonable interpretations." Isn't this a lax and perhaps even risky leap of faith?
Actually, boards have no choice but to allow their delegates to interpret their words. There are thousands of decisions going on in any organization daily, all of which trace their origin back to more global board decisions. A board must be careful about the words it uses, just as any craftsperson is careful with his/her tools. If the board accepts responsibility for its words, the board chair and CEO can move on as decision makers with confidence, knowing the board only expects reasonableness.

PRINCIPLES OF POLICY GOVERNANCE:

1. The board stands in for those who morally own the organization
2. The board speaks with one voice or not at all
3. The board directs the organization by addressing Ends and Executive Limitations policies to the CEOThe board instructs no staff but the CEO
5. Ends and means are distinguished from each other only according to whether an issue describes: What outcome? For whom? At what cost?
6. The board controls ends issues positively (thou shalt…)
7. The board controls staff means issues negatively (thou shalt not…)
8. The board defines issues from the most general level of specificity to a more detailed level which allows it to delegate any reasonable interpretation of its words
9. The board may change the level of its policy making at any time
10. The board monitors performance against its policy words

KEY ISSUES IN IMPLEMENTATION

1. **Partial or Total Implementation. If your board has decided to use Policy Governance, it should:**
    -   Learn the principles of the model and decide if they make sense.
    -   Decide whether or not to use them.
    -   Try and find any reason that could justify not using principles that make sense.
    -   Use the principles to design the board's job in a way that fits the organization, yet still maintains conceptual integrity.

2. **Policy Categories. If your board has decided to use Policy Governance, it should:**
    -   Use the policy categories of Policy Governance, not those of management.
    -   Be rigorous about determining the policy category in which an issue belongs.
    -   Determine whether an issue is an ends, staff means, or board means issue before attempting to deal with it.

3. **Not Everything is a Board Issue. If your board has decided to use Policy Governance, it should:**
    -   Recognize that not all issues are board issues.
    -   Be rigorous about determining the size of issue being considered for discussion.
    -   Decide if an issue belongs to the board before debating it.

4. **Negative Policies. If your board has decided to use Policy Governance, it should:**
    -   Understand that telling the CEO how to manage would be a never-ending process.
    -   Understand that if the board tells the CEO how to operate, it can no longer hold the CEO accountable for the results.
    -   Understand that constraining language allows greater empowerment.
    -   Get used to the awkwardness; it's worth it.

5. **Board Control and Accountability. If your board has decided to use Policy Governance, it should:**
    -   Realize that traditional governance provides the illusion that the board is in control.
    -   Understand that real control is its legal and moral obligation.
    -   Differentiate between the accountability for something happening and the job of doing it.
    -   Control the organization by broad, carefully categorized policies.

6. **The Issue of Trust. If your board has decided to use Policy Governance, it should:**
    -   Clearly state what its requirements of the CEO are.
    -   Be clear about what the CEO can expect from the board.
    -   Keep its word.

7. **The Board's Use of the CEO. If your board has decided to use Policy Governance, it should:**
    -   Instruct only the CEO.
    -   View all organizational performance as that of the CEO.
    -   View any organizational failure to comply with board policy as the failure of the CEO.
    -   Require that the CEO keep the organizational performance within policy criteria and restore it to this state should there be policy violations.
    -   Never, in its official capacity, help the CEO manage.

8. **Externally Required Approvals. If your board has decided to use Policy Governance, it should:**
    -   Expect greater accountability of itself than is possible by ritual approvals.
    -   Be explicit about the values it would have used in deciding approval or disapproval.
    -   Refuse to allow outside authorities to deter it from responsible governance.
    -   Comply with outside authorities, but by using meaningful methods.

KEY ISSUES IN IMPLEMENTATION

9. Board Meetings

Board meetings differ from what many of us are used to. The board's job precedes that of the CEO, since the board defines the CEO's accountabilities. The job outputs of a governing board are:

- Linkage with the owners,
- Written governing policies, and
- Assurance of CEO-organizational performance.

These products form the basis of the agenda.

10. Board Members. If your board has decided to use Policy Governance, it should:

- Remember that its job is not to help the staff.
- Protect its staff from board members who wish to manage the organization without having gone through the formality of being hired.
- Recruit people who are interested in the difficult task of Ends determination.
- Encourage the expression of dissent in board discussion.
- Deliberate with many voices but govern with one voice in instructing the CEO.
- Remember that the diversity of the organization's ownership is larger than can be represented directly by any board.
- Seek to link with the ownership in as inclusive a way as possible, regardless of whether there are constituency members on the board.

11. Board Discipline. If your board has decided to use Policy Governance, it should:

- Formally commit to observing the policies it has set for itself.
- Enforce the agreed-upon rules when they are violated by board members.
- Understand that being part of a disciplined board makes an individual's attempted exercise of governing power illegitimate.
- Support the chair when this officer undertakes to ensure group discipline.

12. Board Orientation. If your board has decided to use Policy Governance, it should:

- Ensure that new board members know the method of governance used by the board before they join the board if possible, but in any event, as soon as they join.
- Use the principles of the model so that it is obvious that problem solving within the model enables and forces clarity.
- Ensure that the policies are up-to-date, frequently reviewed, and immediately updated after any change.

13. Board Officers and Committees. If your board has decided to use Policy Governance, it should:

- Create no office or committee position for the purpose of helping, advising, instructing, or exercising responsibility for or authority over any aspect of organization that has been delegated to the CEO.
- Use committees, if it wishes, to help the board with parts of its job.
- Allow no committee to be a board-within-the-board.
- Create committees that last as long as the job the committee has to do, but not longer.
- Be clear about the product the board is requiring from the committee (for example, advice to the board or a set of options for board action).
- Be clear about the resources the committee is authorized to use (for example, money or staff time).
- Use the expertise of board members to inform but not substitute for board wisdom.
- Seek to link with the ownership in as inclusive a way as possible, regardless of whether there are constituency members on the board.

GP-8-E, Annual Board Agenda   **GP-8-E**

	GP/BSR	EL	ENDS	LINKAGE	OTHER
July 2003	GP-12 B/SR-1,2,3,4,5	EL-1,2,3,4,6			Bd Retreat Supt Contract
Aug. 2003		EL-7,8,9,10,17	E-1		
Sept. 2003					
Oct. 2003		EL-13,14	E-2	Academic Standards	
Nov. 2003				No Child Left Behind	WSSDA Conf
Dec. 2003		EL-11,12			New Board Member Tng
Jan. 2004	GP-1,2,3,4,12 B/SR-1,2,3,4,5	EL-1,3,4,17		Life-Long Learning/ World of Work	Mid-Yr Review
Feb. 2004					
March 2004	GP-5,6,7,8	EL-6,16		Contribution/ Service, and Citizenship	NSBA Conf
April 2004	GP-13		E-3		
May 2004	GP-9,10,11	EL-15	E-2,4,5,6		
June 2004	GP-1,2,3,4				Supt Eval

Adopted: **August 27, 2003**
Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually in March**

9

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The Board Agenda: A Means to Governance Reform

BY LINDA J. DAWSON AND RANDY QUINN

Linda Dawson	*Randy Quinn*

Superintendents are prone today to lament their school boards' tendency to micromanage. And while some board members might agree, many more argue they merely are doing their jobs to ensure smooth operations in the district. In truth, they are doing the work of the board as they have defined it.

So here's the challenge for both the chief executive and the board:

Simply redefine the role of the board.

Easily said, you say. But it is perhaps not quite so complex once we break down the task into component parts.

Virtually all will agree that the board acts as a body, not as individual members. Logically, then, the only time a board acts officially is when it convenes in a formal, legal meeting. Thus, clearly defining what the board does during meetings may be the key to significant governance reform.

Defining Board Work

If we accept that premise, then we must decide what goes on the board's agenda. That makes the agenda supremely important, since most boards will act upon virtually any matter the agenda asks them to address. To define board work and decide what kind of matters should be agenda items, let's pose some questions:

- *What is the board's job description?*

It should have one, just as the superintendent does, and it should be written as a board policy. Once a job description has been agreed to by the board, the agenda should track those tasks included in the description and should avoid matters not included in the description.

The latter point is key: Keep off the agenda any item unrelated to board work. Otherwise, the board is doing somebody else's work, usually the superintendent's.

- *What should be the board's work?*

Most board members will say they are frustrated that they spend too little time on issues directly related to kids. They have a point: Most agendas we have observed devote as little as 20 percent of time and attention to matters directly affecting student achievement.

Theoretically, every issue affects kids, but boards can and should have a higher level of contribution to make to the district than to spend a majority of their time discussing internal operations at the expense of valuable time that could be spent discussing student achievement expectations, performance and other matters directly related to the district's mission.

- *How important is it for boards to spend valuable meeting time listening to staff and routine reports?*

The information conveyed may be interesting, but is devoting sometimes a third of the meeting to reports the best way to spend board time? Is the board adding value or simply reacting, ratifying or appreciating? Could the same information be conveyed in other ways that allow the board to spend its time deliberating board issues?

- *Must the superintendent seek the board's approval for every important operational decision?*

Look back over the last several agendas and count the number of recommendations the board was asked to approve. Why? Most of them, we'll bet, were operational matters. That's the superintendent's work, not the board's. So why should the board be "blessing" the superintendent's executive decision making? In doing so, the board and the superintendent are sharing responsibility and accountability for operational decisions and, in the process, destroying any hope for role clarity and accountability.

A Reform Platform

In our work with school boards and superintendents nationwide, we are finding that those boards that are serious about better defining their jobs attack the challenge through the agenda. Many of our clients are Policy Governance boards, a governance model that requires careful development of a board job description. They cannot fail to recognize the obligation to relate that description to the agenda and ask for each item on the agenda: Is this the board's work?

Most have taken it to another level and have linked every agenda item to a board policy. If they cannot find a policy that fits the agenda item, there's a good chance that it isn't a legitimate board task.

As a means to assess the board's performance during meetings, including whether the agenda included legitimate board and policy issues, we recommend the board debrief after each meeting. That activity need not be done in executive session; the board may simply stay seated for another five minutes while it answers the following questions: what worked tonight; what didn't; what do we want to do about it? Everything else that is part of the district is being assessed so why not the board's own performance?

Can the board's work be redefined without a major overhaul of the agenda? We don't think so. The meeting is where work is performed, and the agenda defines what that work will be. We think that right after deciding in policy what the jobs of the board, superintendent and district should be, the agenda may be the next platform for meaningful governance reform.

Linda Dawson and Randy Quinn are founding partners of The Aspen Group International, a consulting firm specializing in leadership development, at P.O. Box 1777, Castle Rock, CO 80104. E-mail: aspen@aspengroup.org.

Community Linkage Meeting
Academic Standards (Policy E-2)
October 27, 2003

Our first linkage meeting under policy governance focused on Policy E-2, whose title is Competence Goal 1 – Academic Standards.

Essential questions asked at that meeting were:

- Given the state and federal requirements, what additions/deletions/modifications to our academic goals/standards would you as a citizen make?
- What are the strengths of our current academic programs to meet these standards?
- What are the gaps or improvements in our academic programs that need to be made for our students to meet these standards?
- What other ideas should we consider as we are working on these standards/goals?

We preceded the linkage meeting by advertising it in a press release and in district publications, as well as notices provided to parents.

Prior to the linkage meeting, the board held a short (20 minute) meeting to dispense with mandatory business items.

The setting was in a high school cafeteria, with heterogeneous groups of stakeholders sitting at round tables, and a facilitator to obtain responses from each table, reported out after discussion by a representative of each table group.

The board's role was to listen.

LINKAGE

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University Place board reaches out to public for help in setting standards

DEBBY ABE; The News Tribune
October 21, 2003

University Place School Board members say their students should be lifelong learners.

They should volunteer in the community, prepare themselves to be dependable, honest workers and exhibit integrity, a sense of humor, common sense and other characteristics of responsible citizenship.

They should, as a district, exceed Washington state test score averages.

But while that's what board members think, they want to hear their constituents' thoughts on the matter.

The board is inviting the public Wednesday to the first of several planned meetings to discuss goals and standards for the suburban district.

The push for public input is part of the board's new philosophy of conducting business called "policy governance."

The concept calls for the board to avoid micro-managing the daily affairs of the 5,000-student district.

Instead, the board will concentrate on developing and refining district goals, such as raising the high school graduation rate. It holds the superintendent accountable for implementing the board vision.

"Our goal is a system that empowers the board, as owner representatives, to govern while freeing the superintendent to manage the district for maximum student achievement," board President Rick Maloney said.

"If we find that we have left too much room for interpretation, we revise policy rather than second-guess the superintendent," he said.

After two years of study, training and preparation, the board officially embarked on its new way of doing business in late August by adopting rewritten policies that reflect the change.

A growing number of cities and other entities around the country use the method, Maloney said.

The board still holds two meetings a month, but dispenses with some of the routine business - such as approving new textbooks - more quickly by approving them in a block with other measures.

It plans to devote more of its meetings to hearing from the public on district policies.

For instance, the board is developing five new goals under the following themes: academic competence; lifelong learning; the world of work; contribution and service to family, community and society; and citizenship.

Those broad goals are broken down into standards or categories. The most detailed goal, academic competence, calls for:

- University Place students to meet or exceed high standards in reading, writing, communication, math and other academic subjects.
- Students to perform above the Washington state average on standardized tests and other data.
- Schools to make adequate yearly progress on tests and other measurements under the federal No Child Left Behind Act.
- Elimination of achievement gaps between groups of students.

LINKAGE

The academic competence goal lists the type of standardized tests, high school dropout rates and other ways to measure whether the district is meeting the goal.

The district already operated with the five goals in mind, but hadn't formally written them into policy, Superintendent Patti Banks said.

The first effort to collect public comment under policy governance takes place Wednesday, when the board will hear whether people think the academic competence standards are appropriate, too high or too low.

The new outreach effort should make it easier for people to make an impact on the district, Banks said.

"They've always had a voice, but the board now is much more aggressively seeking their input," she said.

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"Academic Standards" Linkage Meeting

University Place School District

1

Introduction

- What we're doing…and why
  - Board President
- Where we are (academic standards)
  - Superintendent
- How we proceed tonight
  - Facilitator

2

What We're Doing, and Why

- Policy Governance initiative
- Board meetings have changed
- Linkage Meetings
  - Specific type of board meeting
  - Schedule for the year
  - Tonight: Academic Standards

3

Policy Governance Initiative

- See handout:
  - Timeline in the development of Policy Governance at UPSD
  - Principles of Policy Governance

4

Board Meetings Have Changed

Traditional focus…
staff business:
- Receive staff reports
- Approve staff recommendations
- Agenda for each meeting prepared by Superintendent to deal with staff business

New focus…
board business:
- Link with 'owners'
- Set policy
- Monitor performance of district/Supt against criteria
- Agenda for the year prepared by board to deal with board business

5

Why Linkage Meetings?

- Board Dialogue with Public
  - The most frequent dialogue of boards should be with the public, not with staff
- Twin Pursuits: Linkage & Ends
  - Meetings should pursue with equal vigor the board's linkage with the community and further definition of Ends

6

Linkage Topics for '03-'04

- Oct 22, 2003:
  - Academic Standards (E-2)
- Nov 12, 2003:
  - No Child Left Behind (E-2)
- Jan 28, 2003:
  - Life-Long Learning (E-3) & The World of Work (E-4)
- Mar 24, 2003:
  - Contribution/Service (E-5) & Citizenship (E-6)

7

Guidelines for Linkage Meeting

1. Listen*
   - The board is here to listen to the community
2. Focus input on a topic of concern
   - Academic outcomes for our students

   *Board follow-up action expected
   - Further develop written policies dealing with academic outcomes

8

Ends

- The Effect We Have on our World
  - Not Programs, Curricula, or Services
  - Results – For Whom – At What Cost
- Never Finished Developing Ends Policy
  - Work from Broadest to More Defined
- Provide Sufficient Detail
  - To Accept Any Reasonable Interpretation

9

Where We Are

Superintendent

10

How We Proceed Tonight

Facilitator

11

Parameters

- Focus on students' interests/needs
- Respect wide range of ideas/opinions
- High standard of civil discourse
- "Future" vs "Past" orientation

12

Community Linkage Meeting
Responses by Question (dealing with ENDS)
October 27, 2003

Discussion questions:

1. Given the state and federal requirements, what additions/deletions/modifications to our academic goals/standards would you as a citizen make?
   - Do not aim for minimum standards; reach for higher
   - Emphasize math and science, writing
   - How about non-UW students?
   - Standard: Raise to 80% mastery of EALRS K-12 in Math, writing, reading, communication, science
   - Distribution of college placement, Jr. college vs. 4-year university
   - Interest in ACT as well as SAT
   - Would like to see increase in percentage taking SATs
   - For all nationally norm-referenced testing, that UPSD outperforms national average
   - Establish reading benchmarks for 1st and 2nd graders
   - -words per minute (timed reading)
   - All new students will achieve grade-level standards within 2 years
   - -X % improvement within Y years
   - Also need benchmarks for other subjects for 1st and 2nd grade;
     -also need regular assessment.
   - Set higher standards for math and reading K-12
   - Clarify comprehension component and reading standard at 3rd grade level
   - Data collection on college graduates.
   - Resources needed for students to improve reading performance beyond primary grades

   - Is the current testing schedule providing us with the information we need to improve performance?

-incongruencies? (e.g., ITBS/WASL)

-is it helpful to consider adding / analyzing district-created assessments?

♦ Math emphasis should be equal to reading emphasis in grades 1-3.
♦ More specific standards.
♦ More WASL-like tests at other grade levels.
♦ Higher standards / increased rigor
♦ Goal language too vague.
♦ Definition / clarification of criteria re: "all children will read by 3rd grade." (How measured, at what level?)
♦ Focus goals to improvement in SAT scores

3. **What are the gaps or improvements in our academic programs that need to be made for our students to meet these standards?**

♦ All kids reading by 2nd grade
♦ Do not reach for minimum standards of achievement; aim higher in all areas
♦ Math achievement at 10th grade and SAT
♦ UW GPA discrepancy with graduating scores. What are we going to do about it?
♦ Achievement gaps must be in the foremost thoughts of the Board and Admin. Team;
♦ Public speaking – need more instruction and practice.
♦ UW figures – GAP
-How are we evaluating reasons and strategies for closing the gap?
♦ Positive results with lower class size at primary – close gap at intermediates
♦ Analysis of data re: disparate groups of students

Community Linkage 10/27/03 Academic Standards

Input related to ENDS

Questions

- Given the state and federal requirements, what additions/deletions/modifications to our academic goals/standards would you as a citizen make?
- What are the gaps or improvements in our academic programs that need to be made for our students to meet these standards?

Additions/Deletions/Modifications

- Do not aim for minimum standards; reach for higher
- Emphasize math and science, writing
- How about non-UW students?
- Standard: Raise to 80% mastery of EALRS K-12 in Math, writing, reading, communication, science
- Distribution of college placement, Jr. college vs. 4-year university
- Interest in ACT as well as SAT

Additions/Deletions/Modifications

- Would like to see increase in percentage taking SATs
- For all nationally norm-referenced testing, that UPSD outperforms national average
- Establish reading benchmarks for 1st and 2nd graders
- -words per minute (timed reading)
- All new students will achieve grade-level standards within 2 years
- -X % improvement within Y years

Additions/Deletions/Modifications

- Also need benchmarks for other subjects for 1st and 2nd grade; also need regular assessment.
- Set higher standards for math and reading K-12
- Clarify comprehension component and reading standard at 3rd grade level
- Data collection on college graduates.
- Resources needed for students to improve reading performance beyond primary grades

Additions/Deletions/Modifications

- Is the current testing schedule providing us with the information we need to improve performance?
  -incongruencies? (e.g., ITBS/WASL)
  -is it helpful to consider adding / analyzing district-created assessments?
- Math emphasis should be equal to reading emphasis in grades 1-3.
- More specific standards.
- More WASL-like tests at other grade levels.
- Higher standards / increased rigor

LINKAGE

UPSD FOLLOWS UP ON LINKAGE MEETINGS UNDER ITS NEWLY ADOPTED POLICY GOVERNANCE® MODEL

At its January 14, 2004 board meeting, the University Place school board adopted changes to its Academic Standards policy (Policy E-2). "*These changes to policy are a direct result of community input received during a recent linkage meeting, and implement the board's intent when we adopted the policy governance model*," said Board President Kent Keel, adding "*We meant what we said about linking with the community, and empowering citizens through their board to govern the district.*"

On October 27, 2003, the district conducted the first of several planned **linkage meetings** under the Policy Governance model. In a linkage meeting the board connects with community members, solicits their advice on a given topic, listens, and records the community's expression of values and priorities relevant to that topic. The focus of the October linkage meeting was refining district academic standards as prescribed in Policy E-2. "*We received excellent input from our community; the Board's responsiveness in incorporating this input into policy demonstrates their commitment to developing a vision for student achievement that is shared by all stakeholders in UPSD*,"   said Superintendent Patti Banks.
"*These adopted changes show that the board listened to that input.*"

Among the changes adopted were the expectation that UP students outperform students not only in Washington but in the entire nation; requiring reading, writing, and math grade-level benchmarks; adding 1st and 2nd grade benchmarks to those for 3rd through 8th grade; requiring standards for 5th, 8th, and 10th grade science WASL results; setting standards for SAT and ACT in participation, average score, and improvement in average score; and percent of high school graduates attending 2-year or 4-year colleges.

The next linkage meeting for the district is scheduled for 7:00 pm, January 28, 2004 at the Curtis High School cafeteria. The purpose of this second linkage meeting will be developing policy for preparing students for **Life-Long Learning** and for the **World of Work**. A third linkage meeting, scheduled for the board's second meeting in March, will focus on **Contribution/Service** and **Citizenship**. Interested community members are encouraged to attend.

Monitoring in Policy Governance
First Monitoring Reports: October 2003

Monitoring under policy governance is scheduled by means of the annual agenda
(Policy GP-8-E)

Our first Ends monitoring report under policy governance focused on Policy E-2, whose title is
Competence Goal 1 – Academic Standards. See Enclosure 1, consisting of the superintendent's
monitoring report, and the board's response. The monitoring report addresses each of the criteria
explicitly defined in the Ends policy being monitored, and evidence that the superintendent
presents to demonstrate that the district has or has not complied with the policy.

Our first Means monitoring report under policy governance focused on Policy EL-13. See
Enclosure 2, consisting of the superintendent's monitoring report, and the board's response. The
board's response is shown first, followed by the monitoring report about which the board has
made a judgment. The monitoring report addresses each of the criteria explicitly defined in the
Means policy being monitored, and evidence that the superintendent presents to demonstrate that
the conditions to be avoided have in fact been avoided.

Enclosures:

1. Monitoring of Ends policy E-2 (Academic Standards)
   (what is to be achieved)
   a. Monitoring response document – The board's response to the superintendent's
      report
   b. The superintendent's report
2. Monitoring of Means policy EL-13 (Academic Standards and Practices)
   (what is to be avoided)
   a. Monitoring response document – The board's response to the superintendent's
      report
   b. The superintendent's report

MONITORING

Monitoring Response Document (Ends) B/SR 5-E-1

Policy Monitored: E-2 **Date Report Submitted: Oct 27, 2003**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-2 (Competence Goal 1 – Academic Standards) submitted by the Superintendent. Following its review of the report, the Board concludes:

_9/12_ ***Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas: The district has made commendable progress in most areas of Reading, Writing, and Math at the 4th and 7th grade levels, and in writing at the 10th grade level***

Additional Remarks:
Greater attention is needed in the following areas: E2.6c (SAT Scores), E2.6e (University of Washington GPA rating), and E2.6f (Community College remediation rating).

Further action required.

_____ ***Based upon the information provided, the Board finds that the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:***

_____
_____
_____

_3/12_ ***The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate:***
It is not clear what the district's progress is for Goal E2.3 (Communication), Goal E2.5 (Other Academic Areas) and Goal E2.6d (AP Participation). The board should consider whether to further refine Policy E-2 by describing targets for E2.3 and E2.5 in measurable terms, and the superintendent is requested to identify state/national participation rates for AP exams so that a comparison with district participation can be made.

Signed: _____, Chair Date: _____
Signed: _____, Superintendent Date: _____

POLICY OF THE UNIVERSITY PLACE SCHOOL BOARD

POLICY TYPE: ENDS

POLICY ENDS: 2

COMMENTS: Competence Goal 1 Academic Standards

STANDARDS: All students demonstrate academic achievement as evidenced by:
♦ **Exceeding Washington State performance (S1)**
♦ **Meeting the requirements of No Child Left Behind legislation (S2)**
♦ **Eliminating the achievement gap (S3)**
♦ **Showing continuous progress (S4)**

MONITORING REPORT

GOAL: E2.1 Reading All UPSD students read with comprehension as evidenced by:

Indicator	Target	Met	Not met	Comments
E-2.1 a	Learning to read by the end of 3rd grade			Assessments of 3rd graders in Fall 2003 indicates approximately 71% reading at or above grade level, with 29% below grade level.
E-2.1.b	1. ITBS grade 3	X (S1)	X (S4)	S4- Dropped 1%inle from 01-02
	2. WASL grade 4	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	3. ITBS grade 6	X (S1/S2/S4)		
	4. WASL grade 7	X (S1 /S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	5. ITED grade 9	X (S1)	X (S4)	S4 – Dropped 4% from 01-02
	6. WASL grade 10	X (S1 /S4)	X (S2)	S2 – Did not meet AYP in this area for special education.

GOAL: E2.2 Writing All UPSD students write with skill.

Indicator	Target	Met	Not met	Comments
E2.2a	1. WASL grade 4	X (S1)	X (S2/S4)	S2 – Did not meet AYP in this area for special education. S4 – Approx. 2.5% fewer students met standard in this area than in 01-02
	2. WASL grade 7	X (S1 /S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	3. WASL grade 10	X (S1 /S4)	X (S2)	S2 – Did not meet AYP in this area for special education.

Goal: E2.3 Communication All UPSD students communicate effectively and responsibly in a variety of ways and settings.

Indicator	Target	Met	Not met	Comments
E2.3a				Communication skills include Reading, Writing, and Listening, and are measured through the Washington State Assessment of Student Learning. In addition, there are communication skills specific to math. Formative and summative assessment plans beyond these measures are not currently in place.

Goal: E2.4 Mathematics All UPSD students compute, reason, and solve problems mathematically.

Indicator	Target	Met	Not met	Comments
E2.4a	1. ITBS grade 3	X (S1/S4)		S4- Scores for 02-03 were consistent with 01-02.
	2. WASL grade 4	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	3. ITBS grade 6	X (S1/S4)		
	4. WASL grade 7	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	5. ITED grade 9	X (S1/S4)		
	6. WASL grade 10	X (S1/S4)	X (S2/S3)	S2 – Did not meet AYP in this area for special education. S3 – Did not meet AYP for Black students.

Goal: E2.5 Other Academic Areas

Using any or all of the four standards that apply, all UPSD students will be able to demonstrate essential knowledge and skills in the following academic disciplines:

Science, Civics, History, Geography, Economics, Arts, Health and Fitness.

Indicator	Target	Met	Not met	Comments

Science
 	
Social Studies : Civics, History, Geography, Economics.
 	
Arts
 	
Health and Fitness
	Grade 5
	Grade 8
	Grade 10
				Science WASL testing was not required in 02-03. In UPSD, 5th, 8th and 10th graders participated in the voluntary pilot. Scores were reported out only for grades 8 and 10. They are as follows:
				  Grade 8 – 37.3% of students met standard
				  Grade 10 – 13.1% of students met standard.
				Science testing will be required at grades 8 and 10 in 2003-04. At grade 5, science testing remains voluntary for 2003-04 and will become mandatory in 2004-05
				
				Social studies 7-12 is in the process of restructuring course content due to the EALR assignment of specific learning. The formative and summative assessment plan is not in place at this time.
				
				The K-12 Arts curriculum is currently under review.
				
				The K-12 Health and Fitness curriculum was adopted in 6/03 and implementation is underway. A formative and summative assessment plan is not in place at this time.

Other Indicators:

Indicator	Target	Met	Not met	Comments
E2.6a	HS graduation	X (S1/S4)		Based on data from 2001-2002 UPSD graduation rate = 99.3% WA state graduation rate = 79%
E2.6b	HS Dropout rate	X (S1/S4)		Based on data from 2001-2002 UPSD drop-out rate = 3.2% WA state drop-out rate = 7.7%
E2.6c	SAT scores Verbal Math	X (S1/S4)	X (S1/S4)	Math S1 – CHS scores fell 23 points below the state average. S4 – CHS scores dropped 8 points from the previous year
E2.6d	AP Participation			185 AP Exams Taken 125 Students Participated in AP testing 15% scored 5, 23% scored 4, 29% scored 3, 23% scored 2, 11% scored 1.
E2.6e	U of W Freshman GPA rating		X (S1)	Based on 2000 data CHS students averaged a 0836 drop in GPA from high school to their first semester at UW (WA State 0.638 drop in GPA)
E2.6f	Community College remediation rating		X (S1)	Based on data from 2001-02 S1 – 51% of CHS students took remedial math courses. (44% WA state) 23% of CHS student took remedial writing courses. (17% WA state)

MONITORING

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MONITORING

Monitoring Response Document (Means)   B/SR 5-E-2

Policy Monitored: EL-13   **Date Report Submitted: <u>Oct 27, 2003</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-13 (Academic Standards and Practices) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-13 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

    __X__In compliance.

    ___In substantial compliance.

    ___Not in compliance.

Additional Remarks:
    <u>EL 13.3 – The district has been outstanding in providing parents and the community thorough reports on student progress, via comprehensive student progress reports aligned with EALR's, and school and district report cards in accord with state and federal requirements. EL-13.1 – "Plan to implement content standards" is not specifically addressed; rather, the status which is reported is that for "an expectation that curriculum and instruction be research and data based". The superintendent is requested to revise this monitoring document to address the district's plan to implement content standards.</u>

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

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Monitoring Document
EL-13: Academic Standards and Practices   10/22/03

With respect to the parameters outlined by the Board's policy EL-13, the Superintendent warrants that she is has acted **in compliance** with each of the specific limitations set forth, and further warrants that her actions meet the test of "reasonable interpretation."
The Superintendent may not:

1. Fail to develop a plan to implement rigorous academic content standards that reflect research-based "best practices."
In compliance. The Superintendent has consistently modeled and communicated an expectation that curriculum and instruction be research and data-based. Efforts to improve rigor and coherence of the adopted curriculum are on-going.

2. Fail to ensure that the district works with staff, parents, students, appropriate elements of the community, and others to review and revise content standards to ensure maximum and continuing effectiveness.
In compliance/in progress. A comprehensive curriculum development system is in place in the district, with opportunities for staff, parent/community involvement via the subject-area review committees, Curriculum Advisory Council (district level) and Learning Improvement Teams (school level). This process is currently under review to ensure broad appropriate representation of all stakeholders. There is not currently a formal structure to gather student input; this remains an area to consider.

3. Fail to ensure that parents and the community are kept informed of student progress toward achieving content standards and how progress is measured.
In compliance. Report card and student progress reporting systems are in place for all grade levels at all schools. In addition, the district publishes the results of its standardized test data annually in the Dialog, as well as by building in the annual school performance reports. Community members have expressed a strong interest in access to an on-line grade-check program, and this interest is currently under review.

4. Fail to revise curriculum and programs of instruction to align them with Federal, state, and the district's adopted content standards to provide students with the educational experiences needed to achieve the standards.

In compliance. A comprehensive curriculum review schedule exists; the schedule is a dynamic planning document, that is subject to changes in the district's budget or other intervening factors (e.g., revision in State learning goals or graduation requirements). Program revision is on-going.

5.   Fail to develop assessments that will adequately measure each student's progress toward achieving the content standards.

In compliance. While the district has had a significant focus on state-mandated standardized assessments, work remains to be done to identify key areas where additional district-wide grade-level or classroom-based assessments should be developed and implemented. Work has begun in this area, as evidenced by an all-day in-service (October 9) with optional follow-up sessions (October 10) on classroom-based assessments in the area of reading.

Respectfully submitted: **Patti Banks**

                            Patricia Anne Banks, Superintendent   10-22-03

Annual Evaluation Under Policy Governance
University Place School District, 2003-2004

Annual evaluation under policy governance is accomplished by means of the board's response to monitoring reports throughout the year.

In our first year of implementation, we scheduled monitoring in October, December, January, March, April, May and June. Our annual agenda projects monitoring during July and August, but we adopted our policies and initiated policy governance on August 27, 2003, so the first year was less than a full twelve month period.

Monitoring of the Ends and Executive Limitations reviewed the district's (hence the superintendent's) success in either achieving what it should achieve (in the case of monitoring Ends policies) or in avoiding what it should avoid (in the case of Executive Limitations policies). Merely receiving a superintendent's report on district progress is insufficient. The board is expected to respond to each monitoring report, soon after receiving the report, by comparing evidence of district progress against criteria written into policy, and making a judgment about how well those criteria have been met.

At the end of the year, rather than convening an evaluation discussion 'from scratch' or reviewing a checklist of desirable superintendent traits/qualities/behaviors, the board reviewed its already completed board monitoring response documents to provide a summative evaluation of those monitoring responses. District success is evaluated against policy criteria, throughout the year, and that evaluation (once complete) is given to the superintendent, whose accountability is tied (in policy) to district success.

Enclosure: Superintendent evaluation document, June 2004

ANNUAL EVALUATION

June 30, 2004

To: Superintendent Patti Banks

From: Board of Directors

This concludes our first (partial) year operating under a system of policy governance. Since August 27, 2003, when we adopted policy governance, you have submitted monitoring reports for Ends Policies E-2 thru E-6 and Executive Limitations Policies EL-1, EL-3 thru 6, and EL-11 thru 17.

Policies E-1, EL-2, EL-7, EL-8, EL-9, and EL-10 were not scheduled in our agenda for the period August 27, 2003 thru June 30, 2004, therefore they are not included in this year's evaluation but will be included in the evaluation for 2004-2005.

The Board's response to monitoring reports is shown below and (for some) in the attached monitoring response documents. In its responses the Board made the following judgments:

E-1: (Aug) n/a for 2003-2004.

E-2: (May, Oct) You have reasonably interpreted the provisions of Policy E-2, and the district is making reasonable progress toward achieving the desired results called for in E-2, with the following comments for the coming year:

- Policy E2.6d – Please obtain comparable data re: state/national participation rates for AP exams, so that we can compare district performance with state/national performance.

- As you have noted, greater district attention is needed at the secondary level for:
  - E2.6c – SAT Scores,
  - E2.6e – University of Washington GPA rating, and
  - E2.6f – Community College remediation rating. For board action – we intend to consider adjusting Policy E-2 by defining measurable targets for E2.3 (Communication) and E2.5 (Other Academic Areas).

E-3: (Apr) Not in compliance. We are aware this is a "work in progress."

- #1 Thinking Skills: Not addressed; not enough information to assess
- #2a Assess needs: Not addressed; not enough information to assess
- #2b Locate information: Not addressed; not enough information to assess
- #2c Set goals: Substantial Compliance
- #2d Achieve goals: Substantial Compliance
- #2e Education plan for HS: In Compliance (Pathways)
- #2f Post-graduation education plan: In Compliance (Pathways)

E-4: (May) In substantial compliance. Reasonable progress is being made on this policy.

- #1 Work ethic: Substantial Compliance
- #2 Project initiation, design and execution: Substantial Compliance

E-5: (May) Not in compliance. This policy is not in compliance mainly due to numerous changes by the board. The superintendent has reasonably interpreted the intent of this policy.

E-6: (May) Not in compliance. This policy is not in compliance mainly due to numerous changes by the board. The superintendent has reasonably interpreted the intent of this policy.

EL-1: (July, Jan) In compliance.

EL-2: (July) n/a for 2003-2004.

EL-3: (July, Jan) In compliance.

EL-4: (July, Jan) In compliance.

EL-5: (Mar) In compliance.

ANNUAL EVALUATION

EL-6: (July, Mar) In compliance, with the following comments:

- 1f Link teacher performance with multiple measures of student performance: The report did not address this item.
- 1g Assure that scheduled instructional time is used to students' maximum advantage: Progress is being made on this item.
- 3 - Annual report on the effectiveness of the evaluation system and its alignment with the Board's *Ends* policies: More explanation is needed.

EL-7: (Aug) n/a for 2003-2004.

EL-8: (Aug) n/a for 2003-2004.

EL-9: (Aug) n/a for 2003-2004.

EL-10: (Aug) n/a for 2003-2004.

EL-11: (Dec) In compliance.

EL-12: (Dec) In compliance.

EL-13: (Oct) In compliance, with the following comment: In your monitoring report for the coming year, please include a multi-year plan to implement content standards in the district.

EL-14: (Oct) In compliance. The district has done an exceptional job in several areas. In your monitoring report for the coming year:

- EL 14.6 – Please include a follow-up report on the recent evaluation of the secondary math program, and an in-process report on the evaluation of the secondary block schedule innovation, since considerable time has elapsed since its introduction.

EL-15: (May) In substantial compliance, with the following exceptions:

- #2 Substantial compliance.
- #4 Substantial compliance. Work has started and is due Aug 2004

EL-16: (Mar) (In compliance)

EL-17: (Aug, Jan) (In substantial compliance) with the following exception:

- EL 17.3 – The first of these reports (data from the beginning of the school year through first semester) was provided in February, with the second such report to be provided in July.

Conclusions: Based upon the Board's acceptance of these reports and the on-going monitoring of the organization's and the Superintendent's performance during the preceding year, the Board reaches the following conclusions relative to Superintendent performance:

- This has been an outstanding year for the district. You have interpreted our policy in a reasonable manner and have taken the initiative to accomplish desired ends within the constraints of our means policies. Results continue to improve at the primary and intermediate levels, and you are taking steps to improve our results at the secondary level.

Strengths and Weaknesses: Following is a summary of strengths and weaknesses relative to the Superintendent's operation within the boundaries established by the Executive Limitations policies and the Superintendent's progress toward achieving the Board's Ends policies:

- Strengths – Your execution of policy governance during the past year has been outstanding. In this, our first year of implementation, we observed few instances of variance from policy, and most of those are attributable to the fact that we have not yet refined our policy governance system. Our initial efforts at linkage with the community have established a positive atmosphere and are promising.

- Weaknesses – n/a

ANNUAL EVALUATION

Recommendations and Decisions: Based upon foregoing conclusions, the Board makes the following recommendations and decisions for the coming year:

- We recommend that you continue to exercise initiative in interpreting our written guidance, confident that we will support any reasonable interpretation of that policy. In cases where we wish to give more specific guidance, we will revise our policy in writing.

- In the event that our policy guidance as written does not have a practical meaning in guiding your actions, please identify such instances and recommend changes that will clarify policy.

- In preparing monitoring reports for policies, please include a statement of interpretation between the reiteration of policy and the report of compliance. For example, for EL-14.1:

> 1. Fail to ensure that all students are provided fair and equitable access to district programs and learning opportunities.
>
>   I interpret this policy to mean …(describe the practical meaning of the policy as it has guided your actions)
>
>   <u>In compliance.</u>   Recent additional efforts in this area include district-wide discussion and examination of practice in light of **A Framework for Understanding Poverty** by Ruby Payne.

Sincerely,

Kent Keel
Board President

ANNUAL EVALUATION

Monitoring Response Document (Ends)   B/SR 5-E-1

Policy Monitored: E-2   **Date Report Submitted: <u>Oct 27, 2003</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-2 (Competence Goal 1 – Academic Standards) submitted by the Superintendent. Following its review of the report, the Board concludes:

_**9/12**_   *Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:* <u>*The district has made commendable progress in most areas of Reading, Writing, and Math at the 4*th* and 7*th* grade levels, and in writing at the 10*th* grade level*</u>

     Additional Remarks:
     <u>*Greater attention is needed in the following areas: E2.6c (SAT Scores), E2.6e (University of Washington GPA rating), and E2.6f (Community College remediation rating).*</u>

Further action required.

_____   *Based upon the information provided, the Board finds that the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:*

     _____
     _____
     _____

_**3/12**_   *The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate:*
     <u>*It is not clear what the district's progress is for Goal E2.3 (Communication), Goal E2.5 (Other Academic Areas) and Goal E2.6d (AP Participation). The board should consider whether to further refine Policy E-2 by describing targets for E2.3 and E2.5 in measurable terms, and the superintendent is requested to identify state/national participation rates for AP exams so that a comparison with district participation can be made.*</u>

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   **B/SR 5-E-2**

Policy Monitored: EL-1   **Date Report Submitted: Jan 14, 2004**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-1 (Expectations of Superintendent) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-1 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

     X **In compliance.**

     In substantial compliance.

     Not in compliance.

Additional Remarks:
    n/a

Signed: _____ , Chair   Date: _____
Signed: _____ , Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   **B/SR 5-E-2**

Policy Monitored: EL-3   **Date Report Submitted: <u>Jan 14, 2004</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-3 (Treatment of Parents, Students, and the Public) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-3 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

    X   In compliance.

    In substantial compliance.

    Not in compliance.

Additional Remarks:
    <u>n/a</u>

Signed: _____ , Chair   Date: _____
Signed: _____ , Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   B/SR 5-E-2

Policy Monitored: EL-4   **Date Report Submitted: <u>Jan 14, 2004</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-4 (Staff Treatment) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-4 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

        In compliance.

    X   **In substantial compliance.**

    Not in compliance.

Additional Remarks:
    <u>Staff have not been fully informed of the provisions of this policy. Request that the Superintendent report to the Board when this has been completed.</u>

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   B/SR 5-E-2

Policy Monitored: EL-11   **Date Report Submitted: Dec 5, 2003**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-11 (Communication and Counsel to the Board) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-11 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

    X   In compliance.

    In substantial compliance.

    Not in compliance.

Additional Remarks:
    EL-11.2 – This list (reports required by state and federal agencies, with an executive summary of each) will be provided no later than March 1, 2004.

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   B/SR 5-E-2

Policy Monitored: EL-12   **Date Report Submitted: Dec 5, 2003**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-12 (Communication and Counsel to the Board) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-11 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

    X **In compliance.**

    In substantial compliance.

    Not in compliance.

Additional Remarks:
    The board should consider whether to further refine Policy EL-12 by describing in more detail the elements of a report to the public that are desired to meet the purposes of this policy.

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   B/SR 5-E-2

Policy Monitored: EL-13   **Date Report Submitted: <u>Oct 27, 2003</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-13 (Academic Standards and Practices) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-13 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

    X   **In compliance.**

       In substantial compliance.

       Not in compliance.

Additional Remarks:
> *<u>EL 13.3 – The district has been outstanding in providing parents and the community thorough reports on student progress, via comprehensive student progress reports aligned with EALR's, and school and district report cards in accord with state and federal requirements. EL-13.1 – "Plan to implement content standards" is not specifically addressed; rather, the status which is reported is that for "an expectation that curriculum and instruction be research and data based". The superintendent is requested to revise this monitoring document to address the district's plan to implement content standards.</u>*

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   **B/SR 5-E-2**

Policy Monitored: EL-14   **Date Report Submitted: <u>Oct 27, 2003</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-14 (Academic Program) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-14 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

    X   **In compliance.**

       In substantial compliance.

       Not in compliance.

Additional Remarks:
    <u>EL-14.11 – The district has achieved and maintained reduced class sizes, particularly in the primary grades, in spite of budget cuts.</u>
    <u>EL-14.4 – The district has done an exceptional job, especially during times of cut-backs, of providing balanced course offerings that allow students to choose pathways for their further education and careers.</u>
    <u>EL-14.6 – The district needs to evaluate the effectiveness of the secondary integrated math program and the secondary block schedule innovations.</u>
    <u>EL-14.7 – The district needs to clarify the relationship between CAC/LIT teams and the function of "evaluation of the academic program."</u>

Signed: _____ , Chair   Date: _____
Signed: _____ , Superintendent   Date: _____

ANNUAL EVALUATION

Monitoring Response Document (Means)   B/SR 5-E-2

Policy Monitored: EL-17   **Date Report Submitted: <u>Jan 14, 2004</u>**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-17 (Student Conduct and Discipline) submitted by the Superintendent. Following its review of the report, the Board concludes:

With respect to the provisions of its policy EL-17 the University Place Board of Directors concludes that the Superintendent's performance during the previous year has been

        In compliance.

   X   **In substantial compliance.**

   Not in compliance.

Additional Remarks:
> *EL 17.3 – The Superintendent has not reported summary data regarding student suspensions and expulsions, listing infractions and consequences, and disaggregating the data demographically. The first such report is planned for February (as of the end of the first semester) and the second in July.*

Signed: _____, Chair   Date: _____
Signed: _____, Superintendent   Date: _____

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REFERENCES

Understanding Policy Governance

School Board Leadership 2000: The Things Staff Didn't Tell You At Orientation. Gene Royer (1996).

- Gene Royer, graduate of the Policy Governance Academy, melds his knowledge of Policy Governance with his own fertile sense of humor into an entertaining and model-consistent treatise on school governance. Foreword by John Carver.
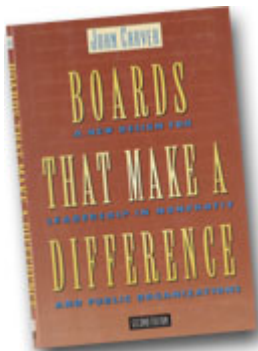
Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations (Jossey-Bass, 1990; 2nd edition, 1997)

- This book is the "flagship" explanation of the Policy Governance model as it relates to nonprofit and governmental boards. It is the single most inclusive text on the model.

CarverGuides (Jossey-Bass, 1996 - 1997); some booklets in the series are co-authored with Miriam Mayhew Carver

These booklets deal with one governance topic at a time. But unlike all other such "tips" booklets on the market, these are consistent with the Policy Governance model.
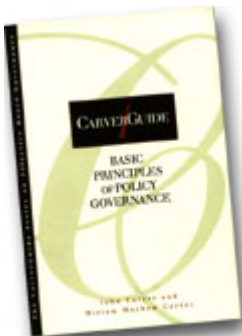
CarverGuide titles:
- CG1, Basic Principles of Policy Governance
- CG2, Your Roles and Responsibilities as a Board Member
- CG3, Three Steps to Fiduciary Responsibility
- CG4, The Chairperson's Role as Servant-Leader to the Board
- CG5, Planning Better Board Meetings
- CG6, Creating a Mission That Makes a Difference!
- CG7, Board Assessment of the CEO
- CG8, Board Self-Assessment
- CG9, Making Diversity Meaningful in the Boardroom
- CG10, Strategies for Board Leadership
- CG11, Board Members as Fundraisers, Advisors, and Lobbyists
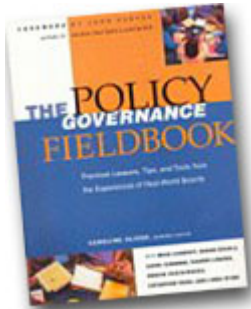- CG12, The CEO Role Under Policy Governance.

REFERENCES

Implementing Policy Governance
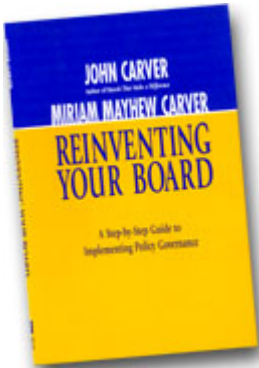
Reinventing Your Board: A Step-By-Step Guide to Implementing Policy Governance. Co-authored with Miriam Mayhew Carver. (Jossey-Bass, 1997)

- This hands-on guide is a "how to do it" text meant to help boards or their consultants with the practical issues of implementation.

The Policy Governance Fieldbook: Practical Lessons, Tips, and Tools from the Experience of Real-World Boards Caroline Oliver (ed.), Mike Conduff, Susan Edsall, Carol Gabanna, Randee Loucks, Denise Paszkiewicz, Catherine Raso, and Linda Stier. (Jossey-Bass, 1999).

- This book details the experience of eleven diverse organizations in the U.S. and Canada in implementing the Policy Governance model. The authors (all Policy Governance Academy graduates) apply their proficiency in theory and application to make this a skillful collection of case studies. Foreword by John Carver.
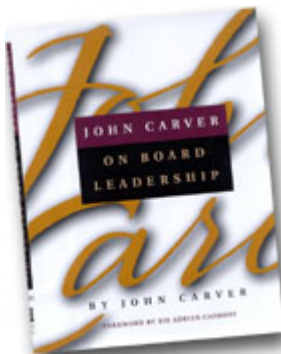
John Carver on Board Leadership: Selected Writings From the Creator of the World's Most Provocative and Systematic Governance Model (Jossey-Bass, 2001). You are encouraged to order directly from Barnes & Noble or from Amazon.

- This anthology brings together over 100 articles authored by John Carver in many journals in several countries. It is a library of Carver thought on various issues of governance theory across a range of applications. Foreword by Sir Adrian Cadbury.

Jossey-Bass Publications can be reached at http://www.josseybass.com, or by phoning 415-433-1740 or 800-956-7739.

School Board Leadership 2000: The Things Staff Didn't Tell You At Orientation by Gene Royer may be purchased directly at the author's website: www.royergovernance.com.

REFERENCES

<u>Additional Resources</u>

Board Leadership: A Bimonthly Workshop with John Carver (<u>Jossey-Bass</u>, 1992 - present)

- This bimonthly is an 8 page (occasional special issues are 12 pages) collection intended to keep a board continually focused on governance issues. It is an important ongoing support for boards trying to maintain their Policy Governance investment.
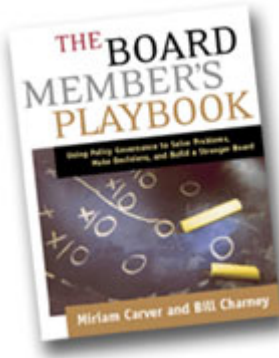
The Board Member's Playbook: Using Policy Governance to Solve Problems, Make Decisions, and Build a Stronger Board.. Miriam Carver and Bill Charney. (Jossey-Bass, January 2004) Order from <u>Jossey-Bass</u> or from online booksellers.

- This book enables boards to build and maintain governance skills with carefully crafted exercises (rehearsals), using a simple question and answer sequence. The workbook includes worksheets and an accompanying CD-ROM. Foreword by John Carver.

Empowering Boards for Leadership (<u>Jossey-Bass</u>, 1992)

- In two audio tapes, John Carver addresses crucial board practices, commenting on typical board room scenarios presented by actors.