

**STATE OF HAWAII
BOARD OF EDUCATION**

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HONOLULU, HAWAII 96804

September 5, 2019

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Board Action on designation of Board members to an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) concerning Board and standing committee strategic priorities for the 2020-2021 school year

I. EXECUTIVE SUMMARY

- The Board of Education ("Board") adopted a formal process to set the Board's annual strategic priorities and committee strategic priorities, at the Board's July 18, 2019 general business meeting.
- The Board's strategic priority setting process includes collection and analysis of relevant strategic plan-related data, feedback from stakeholders, input from the Governor and Legislature as the Board's co-policymakers for public education, and a self-evaluation component for the Board to assess its success in addressing its strategic priorities.
- The strategic priority setting process requires the Board to establish an investigative committee to gather and analyze the information necessary to develop and propose Board strategic priorities and committee strategic priorities for the next school year.
- The strategic priority setting process timeline starts in September 2019 with the establishment of the investigative committee and ends in June 2020 with the adoption of strategic priorities for the next school year.

II. BACKGROUND

At its October 17, 2017 general business meeting, the Board adopted a new superintendent evaluation system¹ that it subsequently revised at its June 7, 2018 general business meeting.²

One of the key components of the superintendent evaluation process are Superintendent Priorities, which are the Superintendent's annual goals that support the Board's annual strategic priorities. For the past two school years, the Board has adopted some form of strategic priorities, although the process for determining the priorities has not been consistent.

Another one of the key components of the superintendent evaluation process has been stakeholder feedback, which the Board and Superintendent have used primarily for setting the next school year's priorities. The revised superintendent evaluation process, based on feedback from Board members and Superintendent Christina Kishimoto, extracts the stakeholder feedback component and instead makes it part of a more robust strategic priority setting process that is separate from the superintendent evaluation process.

The Board considered both the proposed superintendent evaluation process revisions and proposed strategic priority setting process at its June 20, 2019 special meeting. The Board deferred action on both for consideration and incorporation of the Board's discussions.

At its July 18, 2019 general business meeting, the Board adopted a revised Superintendent evaluation system process³ and a more robust, formal process for the Board's annual strategic priority setting.⁴ A formal process communicates to stakeholders and the public the Board's intent to advance public education systematically through annual priority and goal setting and the inputs the Board uses to determine those priorities and goals. The process also ensures that the Board has the information and relationships to set its strategic priorities thoughtfully. Attached as **Exhibit A** is the process that the Board adopted.

¹ The memorandum regarding the adoption of the initial Superintendent evaluation process is available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20171017_Board%20Action%20on%20Superintendent%20evaluation%20recommendations.pdf.

² The memorandum describing the revisions the Board made to the Superintendent evaluation process in 2018 is available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20180607_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf.

³ The memorandum describing the revisions the Board made to the Superintendent evaluation process in 2019 is available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20190718_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf

⁴ The memorandum regarding the Board's strategic priority setting process is available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20190718_Action%20on%20strategic%20priority%20setting%20process.pdf

The process includes a stakeholder feedback component to inform the Board of the community's perceptions of the public education system's successes and areas in need of improvement, and provide insight into the priorities of the community to inform goal setting for the next school year. The process also includes policymaker input to encourage the Board, Governor, and Legislature to collaborate and advance public education together cohesively.

At its July 18, 2019 general business meeting, the Board also adopted Committee Strategic Priorities for the 2019-2020 school year to guide the work of its standing committees, including the Human Resources Committee, the Finance and Infrastructure Committee, and the Student Achievement Committee. Committee strategic priorities are based on and align with the Board's strategic priorities. Committee strategic priorities are more specific and set goals to accomplish during the school year in order to make progress toward the Board's strategic priorities. Attached as **Exhibit B** are the 2019-2020 Committee Strategic Priorities.

Each committee adopted two committee strategic priorities for a total of six. In addition to strategic priorities, the Board also specified high-interest topics that each respective committee is interested in examining during the 2019-2020 school year. High-interest topics could lead to future Committee Strategic Priorities depending on the Board's findings during the information gathering stage.

The Board's strategic priority setting process requires the Board to establish an investigative committee⁵ (a permitted interaction group under Sunshine Law)⁶ to develop annual strategic priorities. The investigative committee will collect and analyze relevant strategic plan-related data, seek input from the Governor and Legislature, as co-policymakers for public education; collect feedback from internal and external stakeholders; and obtain information through self-reflection and self-evaluation. The timeline starts in September 2019 with the establishment of the investigative committee and ends in June 2020 with the adoption of strategic priorities for the 2020-2021 school year.

⁵ Section 5.6 of the Board's By-Laws provides, in pertinent part, as follows:

"The Board, as provided by law, may designate two or more Board members, but less than the number of members that would constitute a quorum of the Board, to investigate matters concerning Board business. The Board members designated by the Board are required to report their resulting findings and recommendations to the entire Board at a properly noticed meeting."

⁶ HRS §92-2.5(b)(1) provides, in pertinent part, as follows:

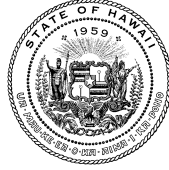
"Two or more members of a board, but less than the number of members which would constitute a quorum for the board, may be assigned to [i]investigate a matter relating to the official business of their board; provided that: (A) The scope of the investigation and the scope of each member's authority are defined at a meeting of the board; (B) All resulting findings and recommendations are presented to the board at a meeting of the board; and (C) Deliberation and decisionmaking on the matter investigated, if any, occurs only at a duly noticed meeting of the board held subsequent to the meeting at which the findings and recommendations of the investigation were presented to the board[.]"

III. RECOMMENDATION

I recommend that the Board establish an investigative committee with two to four Board members tasked with gathering and analyzing the information necessary to develop annual strategic priorities and develop proposed Board and Committee Strategic Priorities for the Board's consideration. The Board should also designate a chairperson of the investigative committee that will be responsible for coordinating and leading the committee's work.

Exhibit A

Strategic Priority Setting Process



**STATE OF HAWAII
BOARD OF EDUCATION**

STRATEGIC PRIORITY SETTING PROCESS

INTRODUCTION

This document describes the process the Board of Education (“Board”) uses annually to set its priorities for the next school year. The Board sets annual priorities to support and prioritize the goals and objectives of its long-term strategic plan(s), focus its work, and provide guidance and direction to the Department of Education (“Department”), the Hawaii State Public Library System (“Libraries”), and any other agencies over which the Board has direct authority on a year-to-year basis. To inform its priority setting, the Board considers:

- Data related to the goals and objectives of the long-term strategic plan(s) of the Board, Department, Libraries, and/or other agencies over which the Board has direct authority;
- Formally solicited feedback from internal and external stakeholders;
- Input from the Governor and Legislature;
- Annual self-evaluations of how well the Board and its standing committees met their most recent set of priorities; and
- Any other information relevant to determining annual priorities.

LEVELS OF STRATEGIC PRIORITIES

Board Strategic Priorities. The Board Strategic Priorities are the annual goals or objectives that the Board focuses on in any given year in order of importance. The Board adopts at least two, but no more than five, Board Strategic Priorities each year. The Board Strategic Priorities support the long-term goals and objectives of Board-approved strategic plans from the Department, the Libraries, or any other agencies over which the Board has direct authority.

Committee Strategic Priorities. The Committee Strategic Priorities are the annual goals, objectives, and targets that the Board tasks each of its standing committees to focus on in any given year. The Board adopts at least two, but no more than five, Committee Strategic Priorities each year. The Committee Strategic Priorities support the Board Strategic Priorities, as each Committee Strategic Priority connects to at least one Board Strategic Priority. The Committee Strategic Priorities are not implementation, as that is not the appropriate role of the Board. Instead, Committee Strategic Priorities seek to provide direction to the implementation efforts to further the Board’s long-term goals and objectives. Implementation is the responsibility of the agencies under the Board’s direct authority. The Board uses other mechanisms to evaluate the implementation of its priorities, such as the Superintendent Priorities, as described below.

Superintendent Priorities. The Board oversees the Department (through the Superintendent), Libraries (through the State Librarian), and other administratively attached agencies (through varying governing structures). The Board typically executes its oversight through agency or executive performance evaluations, such as the Superintendent Evaluation Process. Pursuant to the Superintendent Evaluation Process, the Superintendent Priorities are the annual goals, objectives, and targets that the Superintendent focuses on in any given year. The Superintendent Priorities should support the Board Strategic Priorities at the implementation and programmatic level. The Superintendent Priorities are an example of a mechanism the Board can use to evaluate the implementation of its priorities and the strategic plan(s), and the Board may establish similar or unique mechanisms for the evaluation of the implementation work accomplished by its other agencies, such as the Libraries. The Board establishes these mechanisms as separate processes from this process, as this process simply sets the hierarchical goal-setting structure to which the mechanisms would connect.

The graphic below illustrates the different levels of goal setting.



The table below illustrates the differences between the Board Strategic Priorities, Committee Strategic Priorities, and Superintendent Priorities.

Strategic Plan(s)	Board Strategic Priorities	Committee Strategic Priorities	Superintendent Priorities
Sets the long-term goals and objectives of the agency	Provide an annual focus on particular strategic plan goals, objectives, or areas	Seek to further the goals and objectives of the strategic plan(s) based on the Board Strategic Priorities	Seek to support the progress and achievement of the Board and Committee Strategic Priorities
Requires statewide effort and coordination with other organizations	Require system-wide effort and are not under the control of any individual	Require action from the standing committee with proper jurisdiction and authority	Can reasonably be considered under the control of the Superintendent
Provides insight to the long-term performance of the agency	Provide insight to the annual performance of the Board and its agencies	Provide insight to the annual performance of the standing committees and Board	Provide insight to the annual performance of the individual
Affects vision and direction	Affect prioritization of long-term goals and objectives	Affect policymaking of the Board	Affect implementation

Unlike Board Strategic Priorities, the Committee Strategic Priorities set specific goals to accomplish during the year. The Committee Strategic Priorities focus on goals that make the Board's values and purpose of the priorities explicit rather than focusing on measurement, although each Committee Strategic Priority has measurable indicators. Each Committee Strategic Priority begins with a goal statement followed by indicators that use SMART criteria:

- **Specific:** Committee Strategic Priorities are concise, clearly defined expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** Committee Strategic Priorities are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** Committee Strategic Priorities are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** Committee Strategic Priorities link to a higher-level Board Strategic Priority and measure outcomes, not activities.
- **Time-based:** Committee Strategic Priorities have a specific timeframe.

PROCESS

To set the Board Strategic Priorities and Committee Strategic Priorities, the Board needs, at a minimum:

1. Data and analysis related to strategic plan indicators and targets (such as student achievement data);
2. Feedback from internal stakeholders (such as teachers, principals, and education agency leaders) and external stakeholders (such as students, parents, business leaders, advocacy groups, and other community and nonprofit organizations) on the education community's top priorities;
3. Input from the Governor and Legislature, as co-policymakers for public education, on the public education topics and issues most important to them to address; and
4. Information, obtained through self-reflection and self-evaluation, about how well the Board and its standing committees met their most recent set of priorities.

Each of these components are learning opportunities for the Board that not only inform priority setting but also allow the Board to engage in continuous improvement. While the Board designates members to an investigative committee to carry out much of the work necessary for the priority setting process, the process still involves all Board members and requires the Board as a whole to decide on desired results for the year. This document intentionally avoids being too prescriptive to provide the Board with flexibility in determining the details of the process and they type of information it needs each year.

Strategic plan-related data analysis. The intent of the data analysis component is to inform the Board of the progress in meeting strategic plan goals and objectives based on the stated indicators.

Understanding and sharing the data will lead to more informed and productive engagement between the Board, stakeholders, and policymakers.

Stakeholder feedback. The intent of the stakeholder feedback component is to ask internal and external stakeholders for input that will:

- Inform the Board of the community's perceptions of the public education system's successes and areas in need of improvement; and
- Provide valuable insight into the priorities of the community to inform goal setting for the next school year.

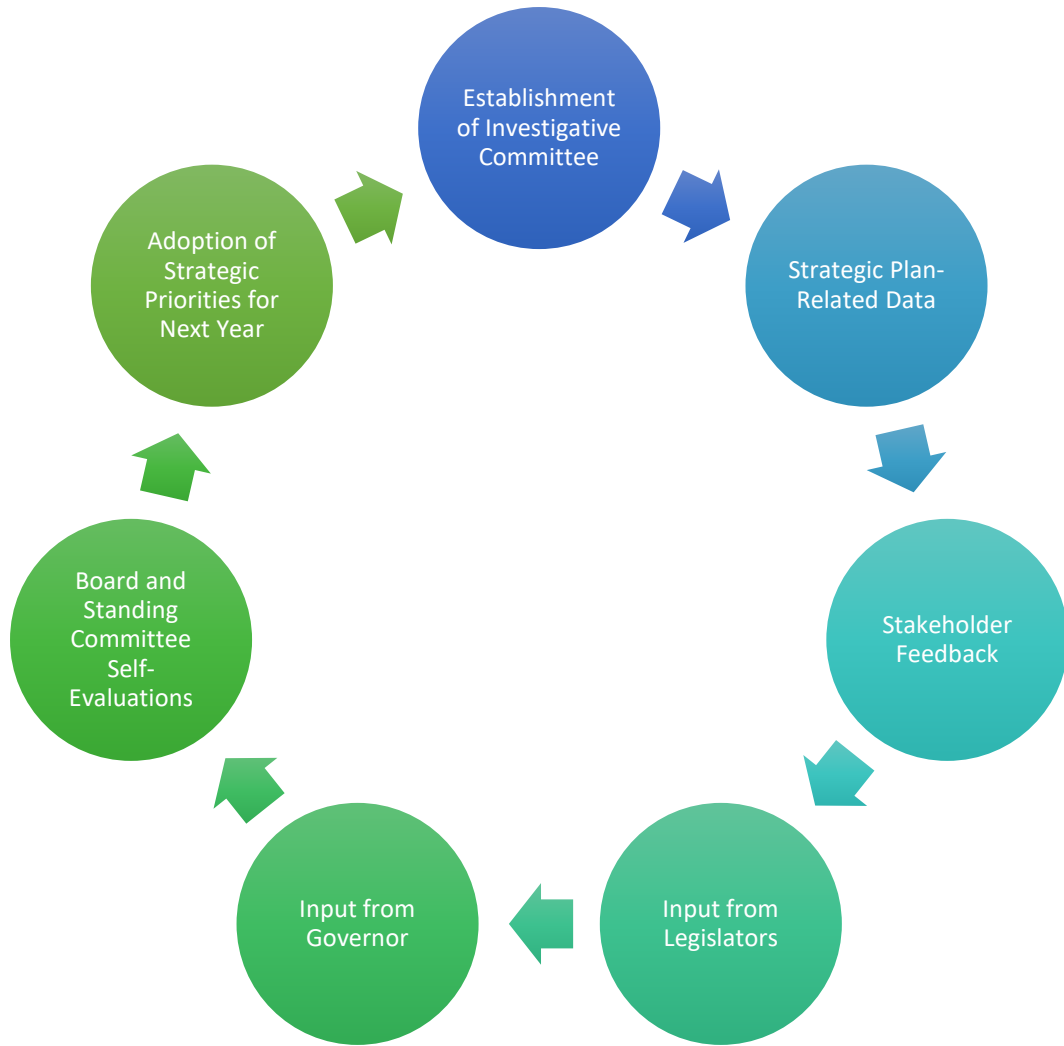
Policy maker input. The intent of the policymaker input component is to ensure the Board works closely with the Governor and Legislature. As the Board's co-policymakers in public education, it is important for the Board to coordinate and collaborate with the Governor and Legislature to advance public education together in a cohesive way.

Self-evaluation. The intent of the self-evaluation component is to assess the success of the Board and its standing committees in accomplishing the current year's strategic priorities and determine challenges, opportunities, and next steps related to those priorities that can inform the next year's priorities.

Process steps. The Board designates members to an investigative committee tasked with gathering and considering the necessary information, as contemplated by this process, and developing and recommending Board and Committee Strategic Priorities for Board consideration and adoption.

The graphic below illustrates the general cyclical priority setting process, and a more detailed process is included in the general timeline on the pages that follow. The seven main steps of the process are:

1. The Board establishes an investigative committee tasked with a) gathering and analyzing the information necessary to develop strategic priorities and b) developing proposed Board and Committee Strategic Priorities for Board consideration;
2. The investigative committee determines the strategic plan-related data needed and the form and means in which the Board should receive the data, such as, for example, a data retreat on relevant strategic plan indicators;
3. The investigative committee identifies stakeholders and obtains feedback through means determined by the investigative committee, such as, for example, a summative report on schools' academic and financial plans, a survey of all stakeholders, and meetings with key stakeholders;
4. The investigative committee ascertains legislator priorities through means determined by the investigative committee, such as, for example, a survey of all state legislators and meetings with key state legislators;
5. The Board meets with the Governor, shares legislator priorities, and obtains input and strategic guidance from the Governor;
6. The Board and standing committees engage in self-reflection and conduct self-evaluations of progress and achievement of the current year's strategic priorities; and
7. The investigative committee considers all relevant information and Board discussions, and it develops and recommends Board and Committee Strategic Priorities for the next school year for Board review and adoption.



GENERAL TIMELINE

STEP	TIMELINE	ACTION
<p>Step 1 Establishment of Investigative Committee</p>	<p>First September Board Meeting</p>	<p>1. The Board designates Board members to an investigative committee, in accordance with the Board’s By-Laws and applicable law, tasked with a) gathering and analyzing the information necessary to develop strategic priorities and b) developing proposed Board and Committee Strategic Priorities for Board consideration.</p>
<p>Step 2 Strategic Plan-Related Data</p>	<p>October</p>	<p>2. The investigative committee identifies the data points it needs to determine progress on the strategic plan goals and objectives. The investigative committee can solicit help with data collection and analysis from the Department or other agencies. The investigative committee can request presentations or reports from the Department or other agencies to the committee or the full Board through various means, such as a data retreat.</p>
<p>Step 3 Stakeholder Feedback (example)¹</p>	<p>Early November</p>	<p>3. <i>The investigative committee develops and approves a list of questions and identifies internal and external respondents for the stakeholder feedback component. The questions should seek feedback that will inform the Board of the community’s perceptions as to successes and challenges of Hawaii’s public education system and build an understanding of the educational priorities of stakeholders. The identified respondents should represent a broad spectrum of stakeholder groups that can provide meaningful and constructive feedback.</i></p> <p>4. <i>The Board Office sends the investigative committee-approved survey questions to all identified respondents.</i></p>

¹ The timeline for obtaining feedback from stakeholders is an example of the steps the investigative committee could take if it determined that a summative report on schools’ academic and financial plans, a survey of all stakeholders, and meetings with key stakeholders are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
Stakeholder Feedback (continued)	Late November	5. <i>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the stakeholder survey. The Board Office provides the investigative committee with the data summary and analysis.</i>
	Early February	6. <i>To better understand schools’ priorities, the investigative committee receives a summative report from the Superintendent on school academic and financial plans for the upcoming school year. The investigative committee can opt to have the Superintendent present the report to the full Board instead.</i>
Step 4 Input from Legislators (example) ²	Early December	7. <i>The investigative committee develops and approves a list of questions for the survey to all legislators for the policymaker input component. The questions should seek input that will inform the Board of the Legislature’s perceptions as to successes and challenges of Hawaii’s public education system and build an understanding of the education policy priorities of legislators.</i>
	December	8. <i>The Board Office sends the investigative committee-approved survey questions to all state legislators.</i>
	January	9. <i>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the legislator survey. The Board Office provides the investigative committee with the data summary and analysis.</i>

² The timeline for obtaining input from legislators is an example of the steps the investigative committee could take if it determined that a survey of all legislators and meetings with key legislators are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
Input from Legislators (continued)	February	<p>10. <i>The investigative committee identifies key legislators who are instrumental to policymaking and resource allocation affecting public education.</i></p> <p>11. <i>Investigative committee members meet with the identified key legislators to share the legislator survey data and findings and obtain additional input on their priorities related to public education. If the investigative committee members are unable to meet with any key legislators, the investigative committee will endeavor to consider those legislators’ past known positions on public education matters in place of specified input.</i></p>
Step 5 Input from Governor	Early/Mid-March	<p>12. The Board meets with the Governor. The investigative committee shares with the Governor the public education priorities from stakeholders and legislators. The Board and investigative committee obtain input from the Governor on his or her priorities related to public education and get strategic guidance as to the role public education plays in the Governor’s vision for the State. If the Board and investigative committee are unable to meet with the Governor, the Board and investigative committee will endeavor to consider the Governor’s past known positions on public education matters in place of specified input and guidance.</p>
Step 6 Board and Standing Committee Self-Evaluations	First and Second April Board Meetings	<p>13. Each standing committee self-evaluates how well it achieved its respective Committee Strategic Priorities for the current year using the associated indicators. Based on the self-evaluation, standing committees reflect on challenges, opportunities, and next steps related to their respective Committee Strategic Priorities and report their findings and self-evaluation results to the Board.</p> <p>14. The Board considers the standing committees’ findings and results, self-evaluates its progress on achieving the Board Strategic Priorities for the current year, and reflects on challenges, opportunities, and next steps related to the Board Strategic Priorities.</p>

STEP	TIMELINE	ACTION
<p>Step 7 Adoption of Strategic Priorities for Next Year</p>	<p>Late April through Mid-May</p>	<p>15. The investigative committee considers the data, information, and input it collected in Step 2 through Step 5, the standing committee and Board self-evaluation findings and results, related Board discussions, and any other relevant information.</p> <p>16. The investigative committee develops a report on all the information and data considered and proposed Board Strategic Priorities and Committee Strategic Priorities for next school year.</p> <p>17. The investigative committee publishes its report with the publishing of the agenda for the Board’s second May general business meeting.</p>
	<p>Second May Board Meeting</p>	<p>18. The investigative committee reports its findings and recommended Board Strategic Priorities and Committee Strategic Priorities for next school year to the Board. In accordance with law, the Board cannot deliberate or take action on the investigative committee’s findings and recommendations at this meeting.</p>
	<p>First June Board Meeting</p>	<p>19. The Board considers the investigative committee’s findings and recommendations and adopts Board Strategic Priorities and Committee Strategic Priorities for the next school year. While not part of or required by this process, the Board may consider the adoption of Superintendent Priorities at the same meeting to help ensure alignment.</p>
<p>Go back to Step 1 and repeat the process</p>		

Exhibit B

2019-2020 Committee Strategic Priorities

2019-2020 COMMITTEE STRATEGIC PRIORITIES

Student Achievement Committee (“SAC”) Strategic Priorities and High-Interest Topics

SAC Strategic Priority 1: Ensure Board policies under SAC’s jurisdiction support the recommendations provided in the Special Education Task Force’s 2018 summative report¹ and the English Learners Task Force’s 2018 summative report.²

Related Board Strategic Priority: Equity and Access

Indicators:

- By March 5, 2020, SAC will thoroughly review Board Policies 105-12, 105-13, 105-14, 900-5, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in SAC’s report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by SAC.

SAC Strategic Priority 2: Ensure Board policies under SAC’s jurisdiction support student mental and emotional wellbeing, particularly to prevent youth suicide as Act __ (SB383) intends and recent data from the Youth Risk Behavior Survey illustrates as an issue.

Related Board Strategic Priorities: Equity and Access; Safe Learning Environments that Support Students’ Wellbeing; Student-centered School Design

Indicators:

- By August 1, 2019, SAC will sufficiently identify and select individuals from the Board, Department, Department of Health, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies E-103 and 103-1 through 103-8 and 2) generating a comprehensive report that adequately describes any policy changes necessary to support student mental and emotional wellbeing, particularly to prevent youth suicide.
- By November 7, 2019, SAC will approve all (100%) draft policy changes from the working group’s comprehensive report for public comment.
- By December 5, 2019, SAC will recommend effective policy changes that sufficiently considered public comments for Board approval.

SAC High-Interest Topics: Adult education, alternative learning centers, early learning, innovative assessments pilot, special education, English learners, Stetson

¹ Available at:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_05172018_Presentation%20on%20Findings%20of%20Superintendent%27s%20Sped%20Task%20Force%20and%20Recommendations.pdf

² Available at:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_Agenda%20V_05172018_Presentation%20on%20findings%20of%20Superintendent's%20English%20learner%20task%20force.pdf

Human Resources Committee (“HR”) Strategic Priorities and High-Interest Topics

HR Strategic Priority 1: Ensure Board policies under HR’s jurisdiction support the recommendations provided in the Special Education Task Force’s 2018 summative report and the English Learners Task Force’s 2018 summative report.

Related Board Strategic Priorities: Equity and Access; Staff Professional Development, Recruitment, and Retention

Indicators:

- By February 20, 2020, HR will thoroughly review Board Policies 204-1, 204-3, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in HR’s report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by HR.

HR Strategic Priority 2: Ensure policies and structures are in place to enable the Board and Department to a) collect and analyze robust data necessary to identify, prioritize, and address significant issues related to teacher retention and b) implement bold teacher recruitment and retention strategies to address teacher salary and certification issues.

Related Board Strategic Priority: Staff Professional Development, Recruitment, and Retention

Indicators:

- By August 15, 2019, HR will sufficiently identify and select individuals from the Board, Department, HSTA, and any other relevant stakeholders to a working group tasked with:
 1. Thoroughly reviewing Board Policies E-204, 204-1, 204-4, 204-5, any other relevant Board policies, the Department’s teacher salary study, and any existing structures related to the collection and analysis of teacher retention data, teacher salaries, and teacher certification; and
 2. Generating a comprehensive report that adequately describes any policy and structural changes necessary to enable the Board and Department to a) collect and analyze robust data necessary to effectively identify, prioritize, and address significant issues related to teacher retention and b) implement bold teacher recruitment and retention strategies to address teacher salary and certification issues.
- By April 16, 2020, HR will approve all (100%) draft changes from the working group’s comprehensive report for public comment.
- By May 21, 2020, HR will recommend effective changes that sufficiently considered public comments for Board approval.

HR High-Interest Topics: Examination of teacher salary schedules

Finance and Infrastructure Committee (“FIC”) Strategic Priorities and High-Interest Topics

FIC Strategic Priority 1: Ensure policies and structures establish a budgeting and financial reporting process that results in a transparent, accessible, and credible Department budget and financial reporting that the public can easily consume and is useful for policymakers.

Related Board Strategic Priority: Communication and Engagement

Indicators:

- By August 15, 2019, FIC will sufficiently identify and select individuals from the Board, Department, Legislature, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies 303-1, 303-2, 303-3, any other relevant Board policies, and any existing structures related to the budgeting and financial reporting process and 2) generating a comprehensive report that adequately describes any policy and structural changes necessary to establish an effective budgeting and financial reporting process that results in transparent, accessible, and credible Department budgets and financial reports.
- By April 16, 2020, FIC will approve all (100%) draft changes from the working group’s comprehensive report for public comment.
- By May 21, 2020, FIC will recommend effective changes that sufficiently considered public comments for Board approval.

FIC Strategic Priority 2: Establish the policies and structures necessary to direct and enable the Department to complete all facilities projects at its schools with the greatest socioeconomic and academic needs as determined by a priority order intended to advance equity.

Related Board Strategic Priorities: Equity and Access; Safe Learning Environments that Support Students’ Wellbeing

Indicators:

- By September 19, 2019, FIC will recommend for Board approval a policy related to equitable school facilities that would, at a minimum, sufficiently direct the Department to complete repair and maintenance (“R&M”) and capital improvement program (“CIP”) projects at its schools by order of greatest socioeconomic and academic needs.
- By November 21, 2019, FIC will consider, and recommend for Board approval, a comprehensive, cohesive, and effective R&M priority list that is sufficiently based on equity.
- By November 21, 2019, FIC will consider, and recommend for Board approval, effective criteria sufficiently based on equity for the Department to use to appropriately determine the priority order in which it executes CIP projects.
- By February 20, 2020, FIC will consider, and recommend for Board approval, a comprehensive and cohesive plan with specified outcomes and milestones for effectively reducing the R&M backlog.

FIC High-Interest Topics: Act 155, facilities master plan guide, Weighted Student Formula