Board Retreat

August 15, 2023

Activity Instructions

Select an appropriate picture from your phone that represents who you are and what is important to you. During introductions, you will share why it is important to you and what it says about you.

Text picture to **(503) 928-2551**

Facilitators

36 Yrs in Education
Executive Coach
14 yrs as Superintendent
5 yrs as HR Asst Superintendent
13 yrs Principal / Asst Principal

15 yrs in Public Service
6 years as HSD Board member
(2 years as Chair)
4 yrs on Oregon School Board
Association Board (1 yr as
vice-President)

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Retreat Goals

1. Team members gain a deeper understanding of one another in relation to board services.

2. Team members gain a deeper shared understanding of governance and their individual and collective roles within it.
   a. Team members gain a deeper understanding of best practices utilized by highly effective school boards
   b. Team members review and discuss the characteristics of high performing teams

3. Team members will discuss adopted policy and work towards a conceptual agreement on supplemental working agreements that describe communication, interactions, and engagements amongst board members, the superintendent, and the executive team.

Outcomes for Today

1. Participants will gain a deeper understanding of each others values, motivations, and interests.

2. Team members review and discuss the characteristics of high performing teams

3. Team members gain a deeper understanding of best practices utilized by highly effective school boards

4. Board members and the superintendent team will have a greater understanding of their roles and responsibilities.

5. Participants will come to conceptual agreement on board / superintendent team working agreements

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Agenda Review

1. Welcome
2. Review Work Session Goals
3. Review Outcomes
4. Facilitator Introduction
5. **Agenda Review**
6. Review patterns / themes from pre-session phone calls
7. Meeting Norms
8. Introductions / Getting to Know You
9. Governance
10. Roles and responsibilities
11. "What's on your mind" Reflection activity
12. Lunch Break
13. Team Development/Dysfunction
14. Working agreements
15. Ice cream Break/Index cards
16. 16Personalities Personality Identifier
17. Strategic Plan
18. Next steps
19. Closing

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Pre-session phone call patterns

Hopes/Priorities
Unite as a board
Align with superintendent and district

Transition Concerns
Training and clarity on roles and responsibilities

Board Roles
Share perspective
Be accountable to community
Budget
Superintendent evaluation
Policy work

Retreat purpose:
Understand roles and responsibilities, meeting rules, and how to work together

Future agenda items:
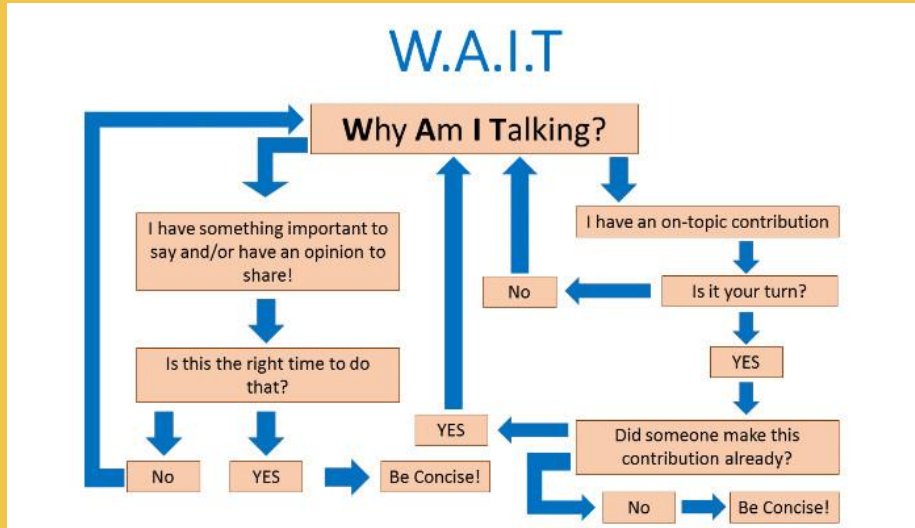Budget, student discipline data, curricular decisions

Successful Communication
Respectful, predictable, inclusive, comfortable
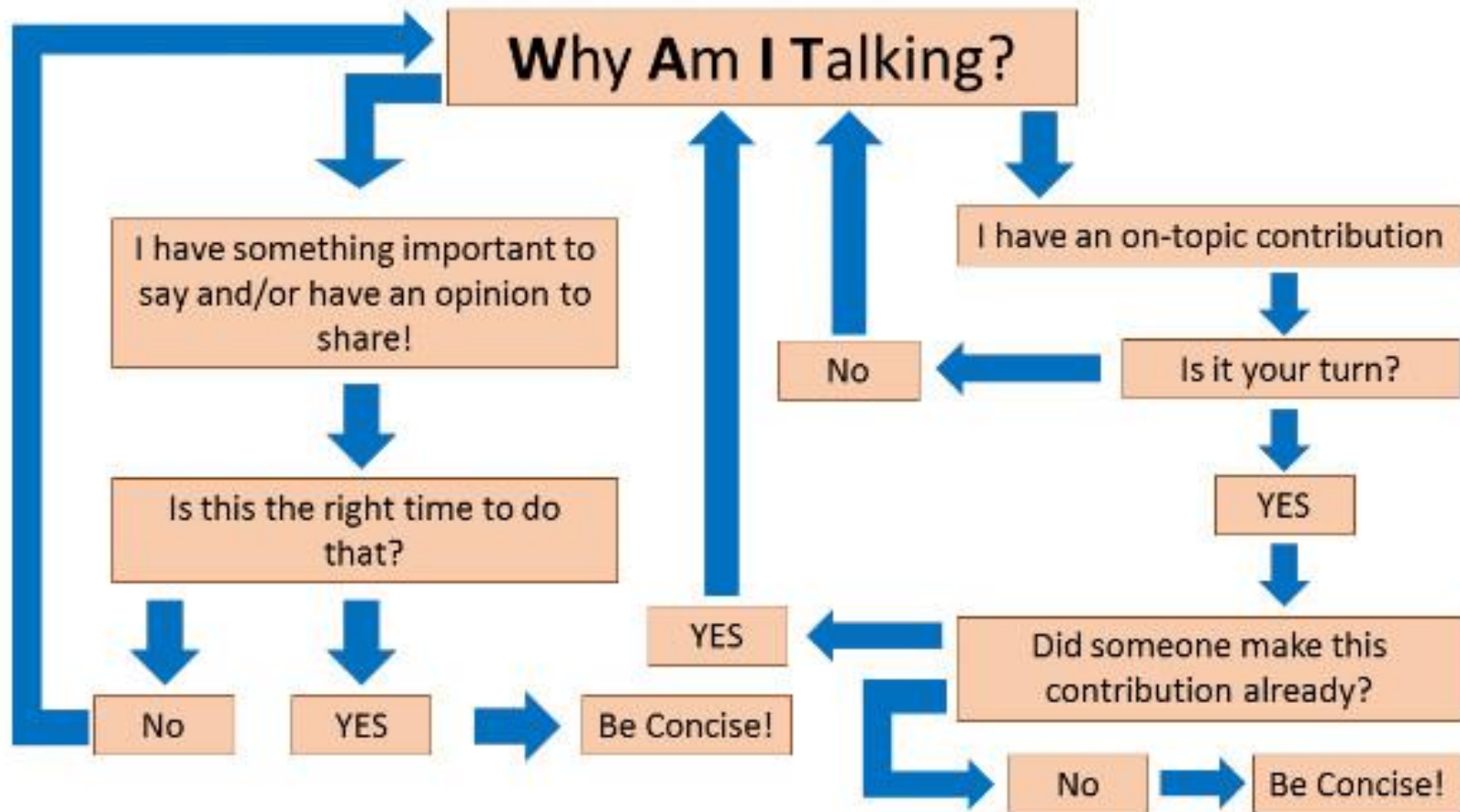
Student Success:
Growth, differentiated pathways

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Proposed Meeting Norms

W.A.I.T

Why Am I Talking?

I have something important to say and/or have an opinion to share! → Is this the right time to do that? → No / YES → Be Concise!

I have an on-topic contribution → Is it your turn? → No / YES → Did someone make this contribution already? → YES / No → Be Concise!

1. Balance your participation between speaking and listening

2. Speak your truth

3. Ask questions for clarification to avoid making assumptions.

4. Don't interrupt and be respectful of other people's opinions

5. Stay curious - suspend your certainty

6. Expect and accept non closure on some items

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W.A.I.T

Why Am I Talking?

I have something important to say and/or have an opinion to share!

Is this the right time to do that?

No

YES

Be Concise!

I have an on-topic contribution

Is it your turn?

No

YES

Did someone make this contribution already?

YES

No

Be Concise!

Getting to Know You

Governance

Governance

The act or process of overseeing the control and direction of something

Merriam Webster

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For school boards, this means that their governance role is to "establish the vision and goals for the public schools in their district, and set standards for the performance of schools and superintendents."

National School Boards Association

Board members are elected to represent the community for which they serve...their values, their vision and their hopes and dreams for their schools.

To do this effectively, there must be a clear understanding of the role that you play within the governance model.

Research supporting the impact of strong governance

The Essential School Board Book — Better Governance in the Age of Accountability by Nancy Walser (2009).

This book highlights practices used by boards and cites three studies that were conducted regarding board effectiveness.

Recommended by the National School Boards Association for improving student achievement through good governance.

The
Essential
School
Board
Book

BETTER GOVERNANCE IN
THE AGE OF ACCOUNTABILITY

Nancy Walser
Foreword by Richard F. Elmore

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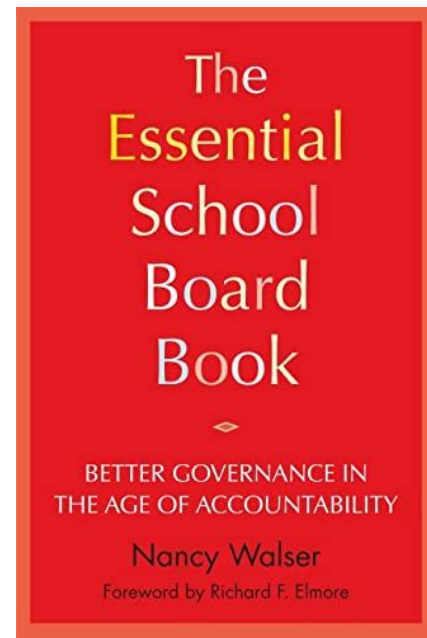
Three Studies
Governance practices of effective boards.

Lighthouse Study	New England School Development Council	Panasonic Study
Strong belief that all students are capable Understood their role and could connect their goals to classroom efforts	Stable board, short regular meetings, regular goal setting, referring complaints to admin, lack of subcommittees, discussing problems with the superintendent, a communicative board chair, focus on student achievement, ability to work collaboratively	Work together to establish vision and values Creating conditions through policy, resources, community engagement, collaborative relationships with the superintendent and union negotiations

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The boards that are the best at governing, share 8 characteristics.

National **School Boards** Association

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Characteristics of Effective School Boards

1. Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Have shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

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# Characteristics of Effective School Boards

5. Are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement
6. Align and sustain resources, such as professional development, to meet district goals. According to researchers LaRocque and Coleman, effective boards saw a responsibility to maintain high standards even in the midst of budget challenges.
7. Lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

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With your group, put the characteristic in your own words and brainstorm examples of how the board can demonstrate this characteristic.

Roles and Responsibilities

Board members are not elected to manage the organization, but rather to provide direction through vision and goals.

Roles & Responsibilities

The Board is the **WHAT**

The supt. is the **HOW**
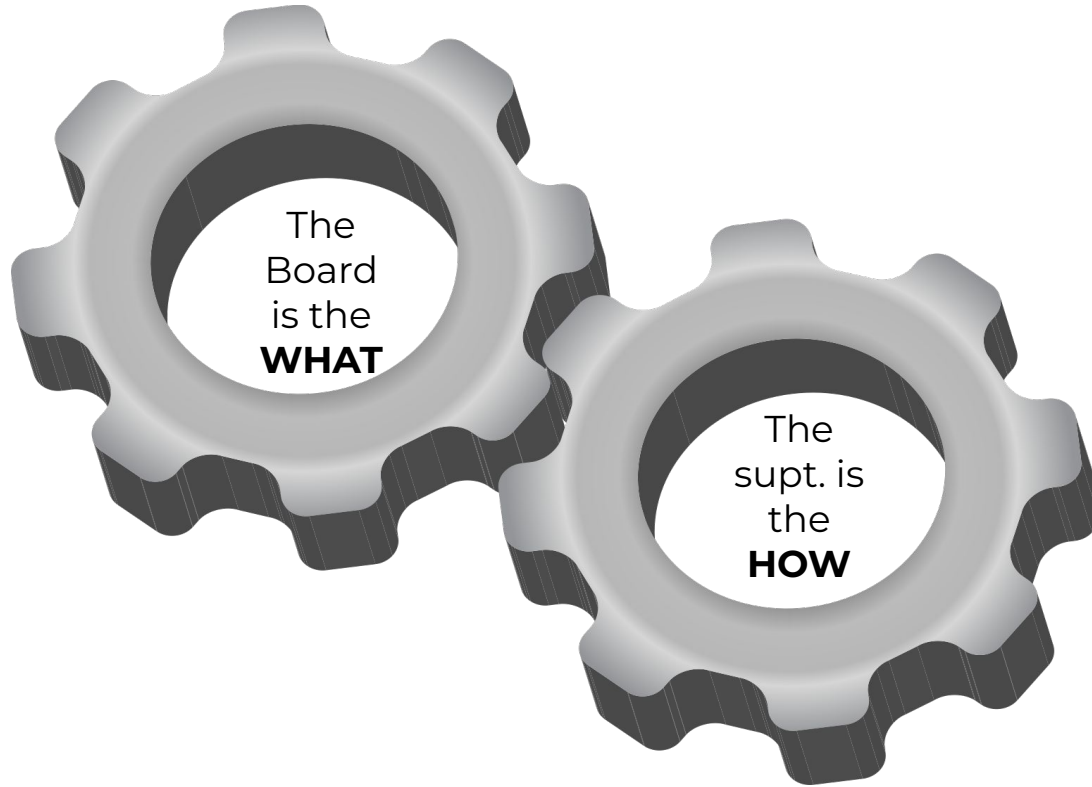
Roles & Responsibilities

Board	Superintendent/ District Staff
Governance	Management
Core values and beliefs	Objectives
Mission, vision, and goals	Action plans
Policies	Procedures
Action: Vote	Action: Recommend and Implement

Roles & Responsibilities

A good rule of thumb...

If there is somebody in the district hired to do it, then it is not my job.

"Relationships move at the speed of trust, but social change moves at the speed of relationships."

Jennifer Bailey

Code of Conduct

OSBA Code of Conduct

Public Meetings

A **board meeting occurs when a quorum is present to gather information or decide or deliberate on any public matter**. The law specifies the following:

- All meetings of public governing bodies shall be conducted in public unless specifically exempted.
- **No quorum of a governing body may meet in private to decide, deliberate on, or gather information on which to deliberate, toward a decision** on any matters except those exempted by law. (Board Policy BD/BDA)

A "quorum" means one of the following (depending on the number of board members on the board):

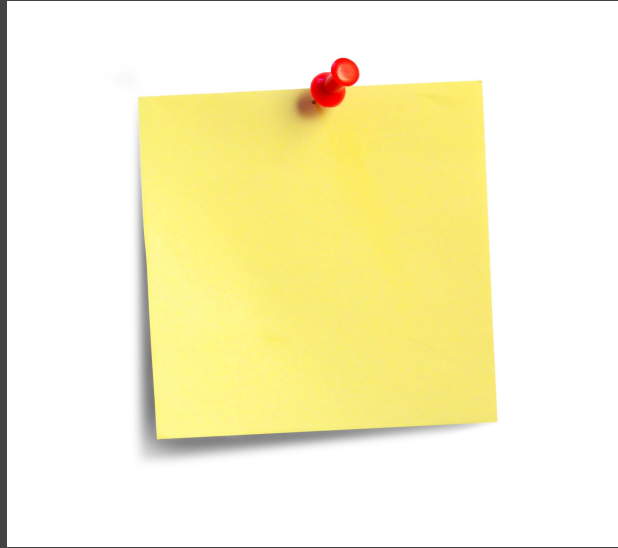- Four members of a seven-member board

Resources to help explain Oregon's [public records and meetings law](#) including running effective meetings.

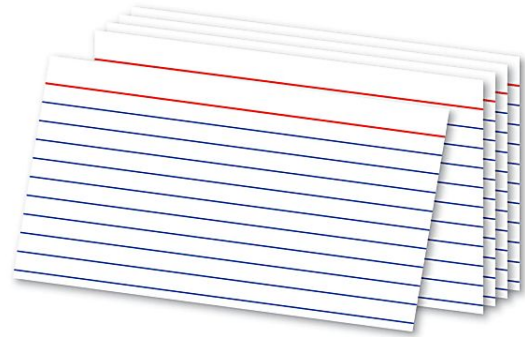# Roles & Responsibilities
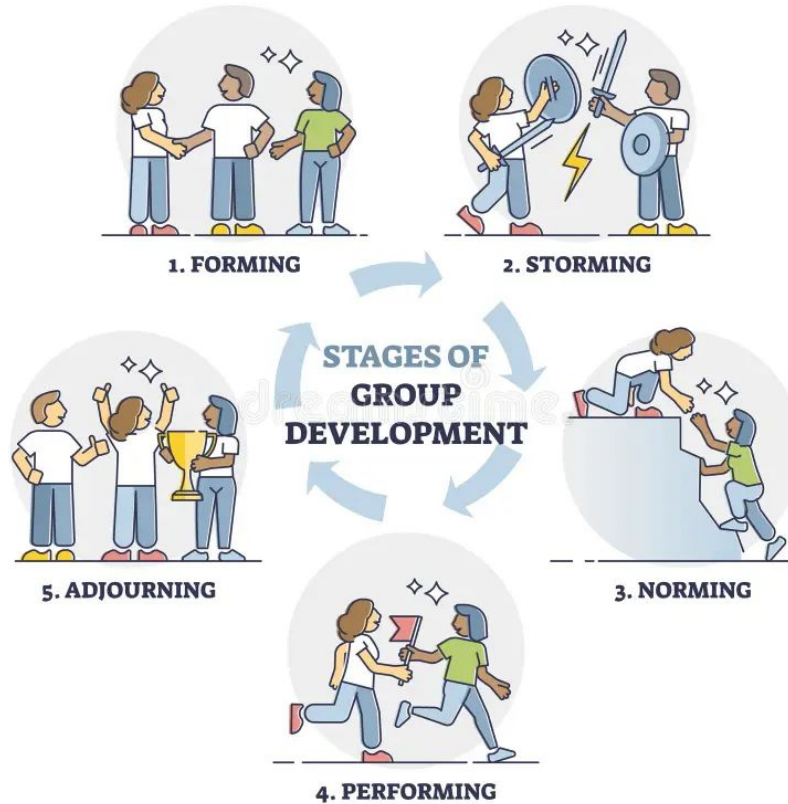
Scenarios

What's on your mind?

Lunch

During your lunch break, please write the following on a notecard:

- Your Name
- First (or worst) job
- Biggest pet peeve
- Bucket List Item

Please don't share your answers with anybody else

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Team Development

Phases of Team Development (Tuckman's model)

Added in 1977

ADJOURNING
- The process of 'unforming' the team
- Letting go of the old structure and ways of doing things
- Really important to acknowledge end so people can mentally move on
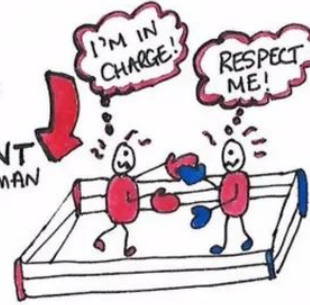- An often under-estimated stage!

THE TEAM

SO LONG!

FORMING
- Surface level of politeness
- Small talk
- Limited personal disclosure
- Focus on generalities

Will I be accepted?

Sketchnote by Hayley Lewis
@ haypsych Nov 2016
www.halopsychology.com

STAGES OF TEAM DEVELOPMENT
BRUCE TUCKMAN (1965)
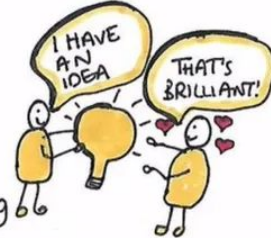
I'M IN CHARGE!

RESPECT ME!

STORMING
- Bids for power and control emerge
- Intense need to organise can lead to in-groups & out-groups
- Competition high
- Personal agendas emerge

PERFORMING
- Team members are highly enthusiastic
- Lots of praise and constructive criticism
- People are straight talking, doing this in a respectful way
- Lots of fun and use of humour

HOW CAN WE DO EVEN BETTER?

NORMING
- A co-operative spirit evident
- Individuals focus on helping the group, rather than furthering own agenda
- More self-disclosure
- More recognition of others' ideas
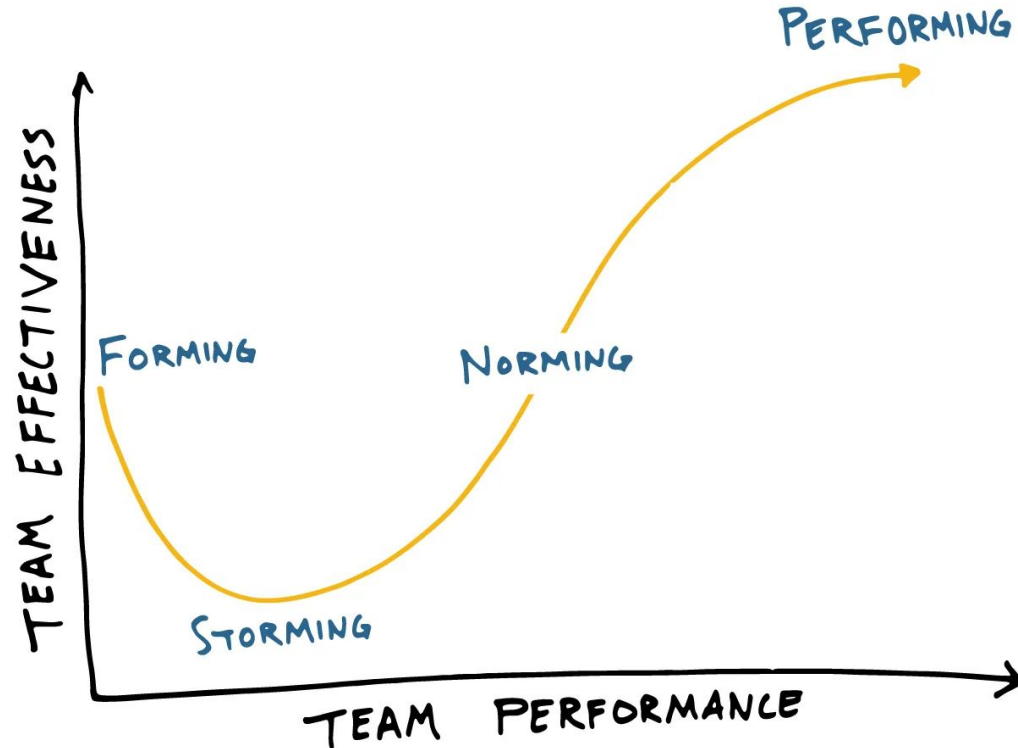- Clear commitment to the emerging leadership

I HAVE AN IDEA

THAT'S BRILLIANT!

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Team Development

Sofia and Daniel

The stakes are high for board/ superintendent teams.

1. Confidence in the organization
2. Attainment of goals
   a. Bonds, local options
   b. Businesses
3. Positive impact on student achievement
4. Impact on staff morale
5. Superintendent longevity

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Building a high functioning team takes intentional action.

Understanding and discussing the manner in which team members will work together is a key activity.

Working Agreements

Policy / Working Agreements Review:

Individually review the policy / working agreements packet

With a partner, determine the following:
   a. What is missing (Examples: expectations for respectful interactions among board members, parameters for board members visiting schools? What needs additional clarity?
   b. Is there unnecessary redundancy
   c. Is there a need for an executive summary of the working agreements that speak to the most common issues?

Strategic Plan

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Characteristics of effective school boards focused specifically on student achievement.

1. Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Have shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

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How many people participated in the strategic planning process?

202 in Committees

499 in Focus Groups

7,165 via Surveys

7,866 Total Participants

Includes **725+** Total Students

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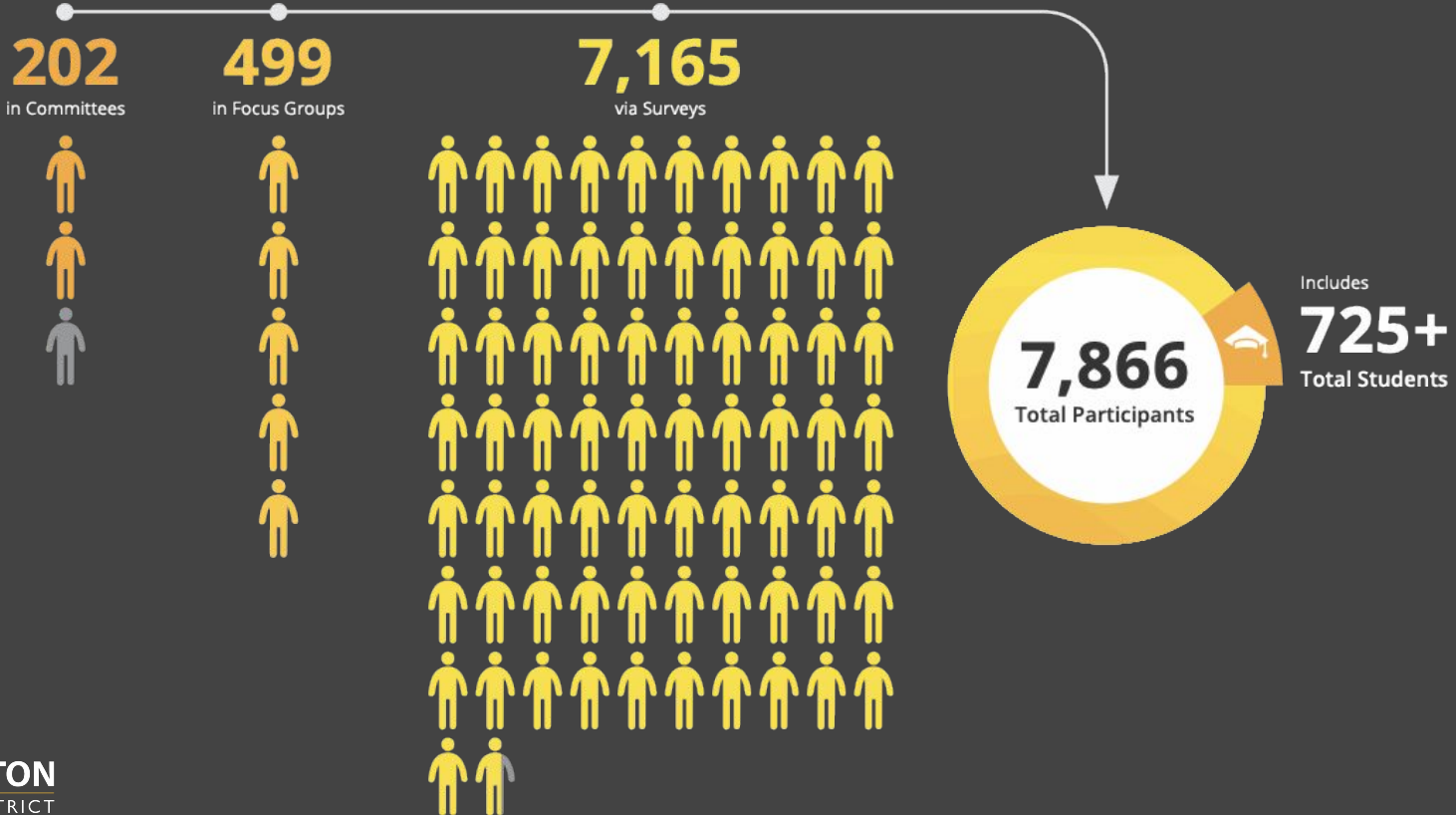
Our Promise

Belong. Believe. Achieve.

We aim to create an environment in which our students feel a deep sense of belonging to their school communities — where they are accepted, supported and encouraged to be their authentic selves.

We believe in our students' capacity to learn, grow and thrive, and we want our students to believe in themselves and their limitless potential.

We hold our students to high academic standards and provide them with the support to achieve their own personal goals — now and in the future.

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Our Vision

In Beaverton School District, we envision every student saying:

- I belong, and I matter.

- I believe in myself, and my community believes in me.

- I am an informed and engaged member of my community.

- I am challenged, supported and successful in my learning.

- I feel connected to my learning, to my peers and to the adults in my school.

- I see a future I want, and I know how to achieve it.

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Our Mission

Beaverton School District promotes a deep sense of belonging while supporting, challenging and inspiring all students to explore their passions, achieve their goals and graduate ready to thrive in their learning and life after high school.

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Our Values

Academic Excellence

We challenge each student with rigorous, relevant and standards-based learning experiences. We provide quality feedback to each student that cultivates critical thinking, curiosity, engagement and growth. Together, we help students envision and prepare for their future success.

Belonging and Dignity

We center equity in our relationships, actions, systems and outcomes. We honor the dignity and voices of our students, families, staff and community members. Individual identities are visible, valued, nurtured and celebrated.

Community Connections

We build on the experiences and strengths of our students, families, staff and community members to connect with our local and global communities. We show care for and commitment to our community through gratitude and service.

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Foundations

Engaging & Effective Teaching & Learning Systems	Authentic Engagement with Students, Families & Community	Facilities & Programs for World-Class Learning	Effective Systems & Structures for Student Success
Establish balanced system of **formative, interim and summative assessments** aligned to standards at all school levels.	Provide timely, accessible and clear **communication** throughout the district.	Optimize **program offerings and school facilities**, considering community voice.	Attract, support and retain a **high-quality and diverse workforce**.
Implement comprehensive **intervention system** for academic, behavioral and social-emotional learning needs.	Expand authentic, two-way **engagement and targeted outreach** to all groups.	Modernize classrooms to ensure an **equal technology experience** for students and staff.	Optimize **school schedules and systems** to support student success.
Ensure **high-quality curriculum** aligned to state standards.	Engage and partner with **families and community groups** to support student learning and well-being.	Target completion of **bond construction projects** on time and on budget.	Implement **efficient and effective systems** to streamline and support district operations.
Expand offerings and equitable access to **dual language, Career Technical Education and pre-K programs**.	Establish actively engaged **student advisory teams** in secondary schools and district.	Prioritize **environmentally responsible materials and practices**.	Identify and **eliminate systemic barriers to equitable access and outcomes**.
Utilize data to inform and support **equitable opportunities, access and inclusion** for our diverse student body.			

Equity, Engagement & Excellence

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Initial Priority Strategies and Outcomes

- **Safe & Thriving - Student Safety & Well-being**
  - Each student feels safe (Community Building, Restorative Practices)
  - Each student thrives socially and emotionally (Behavior, Social-Emotional and Health Supports)
  - All identities are valued, and all students are included (Equity, Inclusion, Student Voice)

- **Foundations of Success - Strong Start in Early Learning**
  - Each student demonstrates proficiency….
  - …in literacy and language targets by the end of 3rd grade.
  - …in math numeracy learning targets by the end of 3rd grade.
  - …in habits of mind.

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Initial Priority Strategies and Outcomes

- Progress on Standards - Achievement for All
  - All students demonstrate progress toward, and achievement of, the standards.
  - All students will demonstrate agency of their learning.

- College & Career Ready - Supports for Post-High School Success
  - All students passing Language Arts and math classes in 6th grade
  - Every 9th grader on track for graduation
  - All students leave each level with a plan and purpose
  - All students graduate and successfully complete dual credit, IB, AP, CTE and/or dual language courses
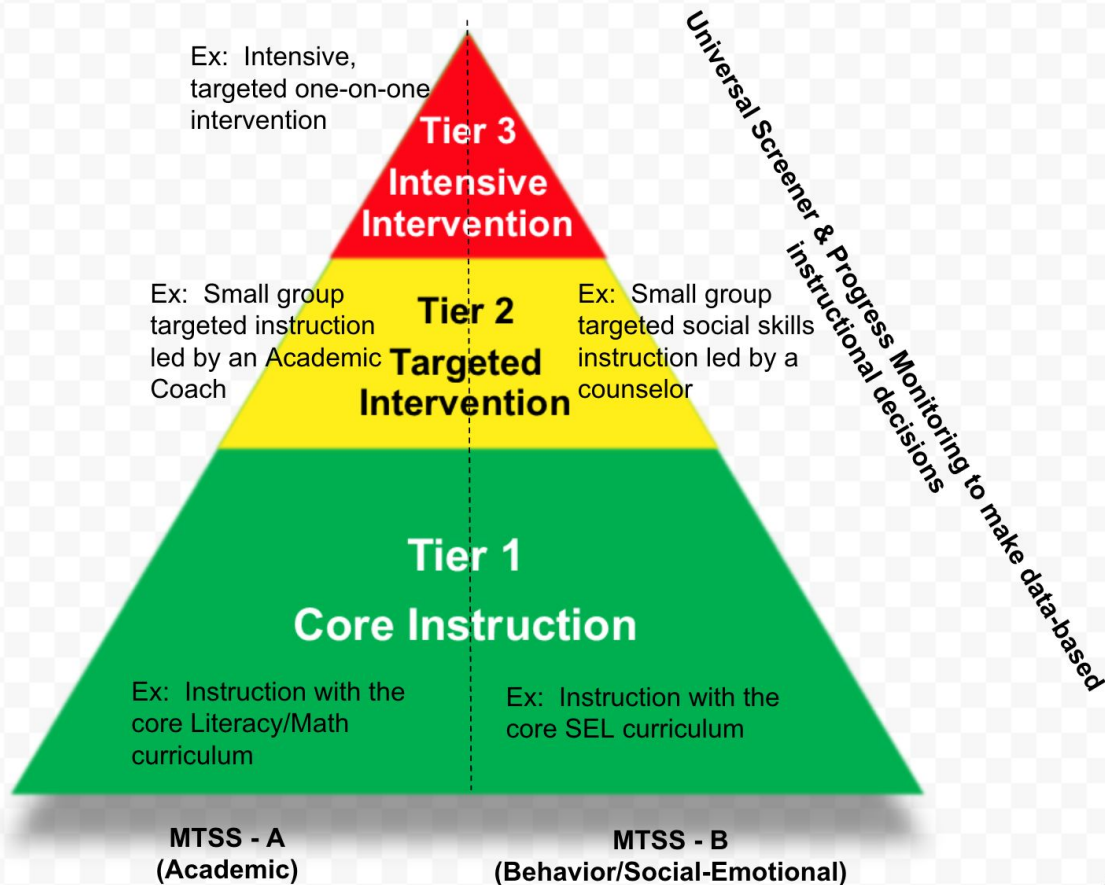
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Key Areas of Focus

- Multi-Tiered System of Supports (MTSS)
- Assessment & Intervention Framework
- Equity Modules
- Career Technical Education (CTE) Expansion & Reimagining
- Dual Language Expansion
- Pre-K Expansion

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Multi-Tiered System of Support (MTSS)

A prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, and district level.

Multi-Tiered System of Support (MTSS) Model

Ex: Intensive, targeted one-on-one intervention

Tier 3
Intensive
Intervention

Ex: Small group targeted instruction led by an Academic Coach

Ex: Small group targeted social skills instruction led by a counselor

Tier 2
Targeted
Intervention

Tier 1
Core Instruction

Ex: Instruction with the core Literacy/Math curriculum

Ex: Instruction with the core SEL curriculum

Universal Screener & Progress Monitoring to make data-based instructional decisions

MTSS - A
(Academic)

MTSS - B
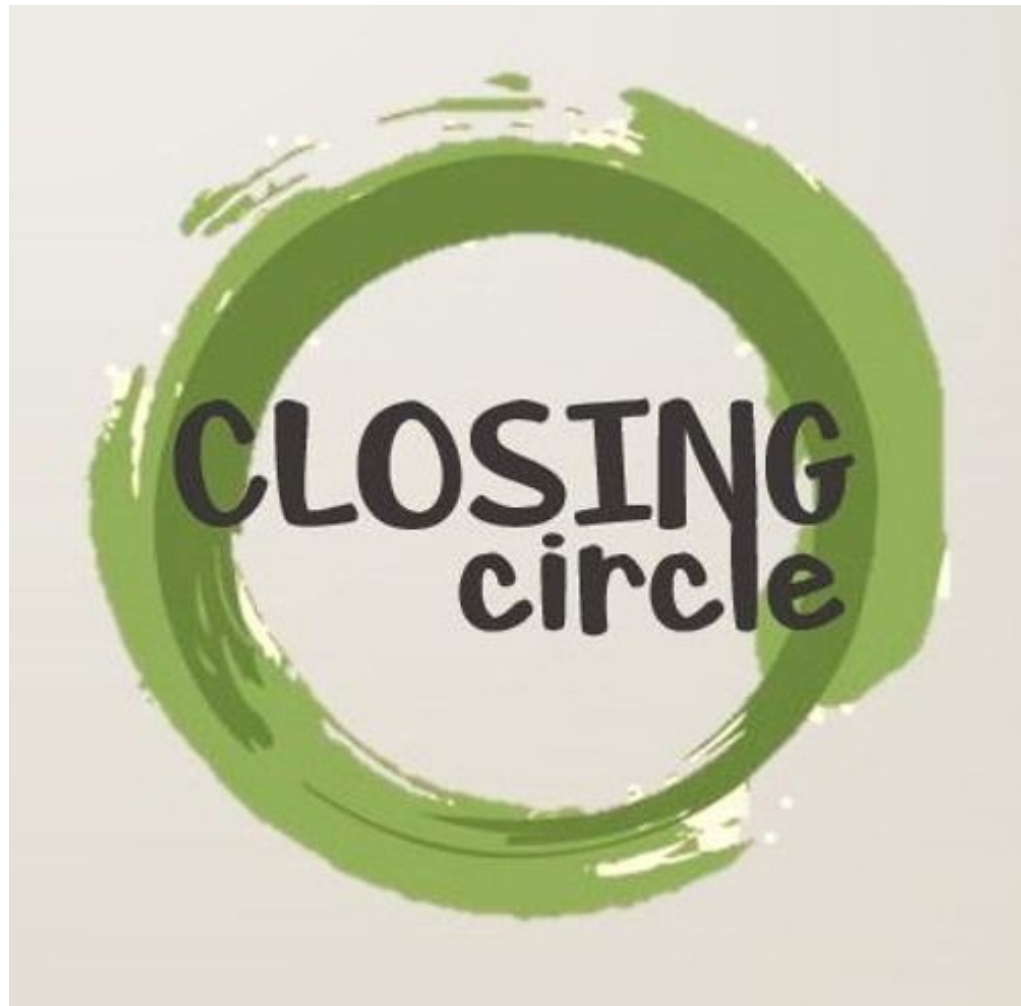**(Behavior/Social-Emotional)**

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Activity

- Board members partner with a BSD staff member to generate a list of professional development topics that are necessary for you to fully understand the elements of the strategic plan. (10 minutes)

- Share out (Mike to record on chart paper)
  .

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Future Work:

- Alignment

- Accountability

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a. Complete feedback sheet.

b. In 2 sentences, share a take away or insight from today.

c. Write one word that describes how you are feeling about your work for the coming year.

CLOSING circle