

# Goals For Today

1. Introductions (20 min)
2. The Power of the Board / Superintendent Team (10 min)
3. Roles and Responsibilities Review (20 min)
4. Working Commitments Review (30 min)
5. Board Goals Discussion (40 min)

# Introductions

1. Your Name
2. Why did you choose board / district work?
3. What's a popular trend or slang word from your school days that you participated in?
4. What is one talent or fun fact about you that would surprise the board?

# The Power of this Team

# The Board / Superintendent Team

When a high functioning board / superintendent team is in place, real change can happen - students thrive, the community has confidence in the district, and lasting results can be achieved.

# Benefits of a Strong Board / Superintendent Team

- Leadership models collaboration with staff
- Difficult decisions are navigated in a collaborative manner
- Public trust and confidence increases
- Open, honest, and respectful communication occurs
- Morale increases
- Improve student outcomes

**A high functioning  
board / superintendent  
team takes ongoing  
and deliberate effort.**

# 01

## FORMING

The team is new. People are polite, getting to know each other, and unsure of roles. They look to the leader for direction.

# 02

## STORMING

Differences emerge. There may be conflict, power struggles, or frustration as people push boundaries and test ideas.

# 03

## NORMING

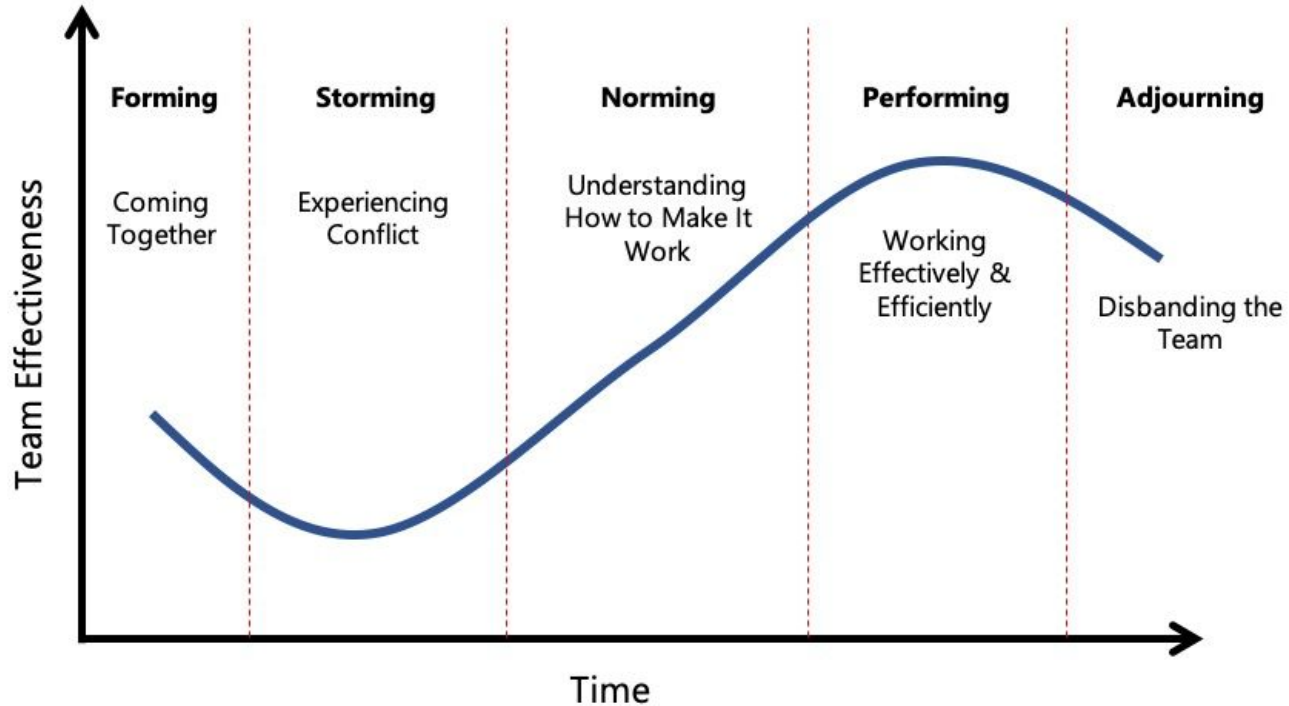
The team starts finding its rhythm. Roles are clearer, trust builds, and collaboration improves

# 04

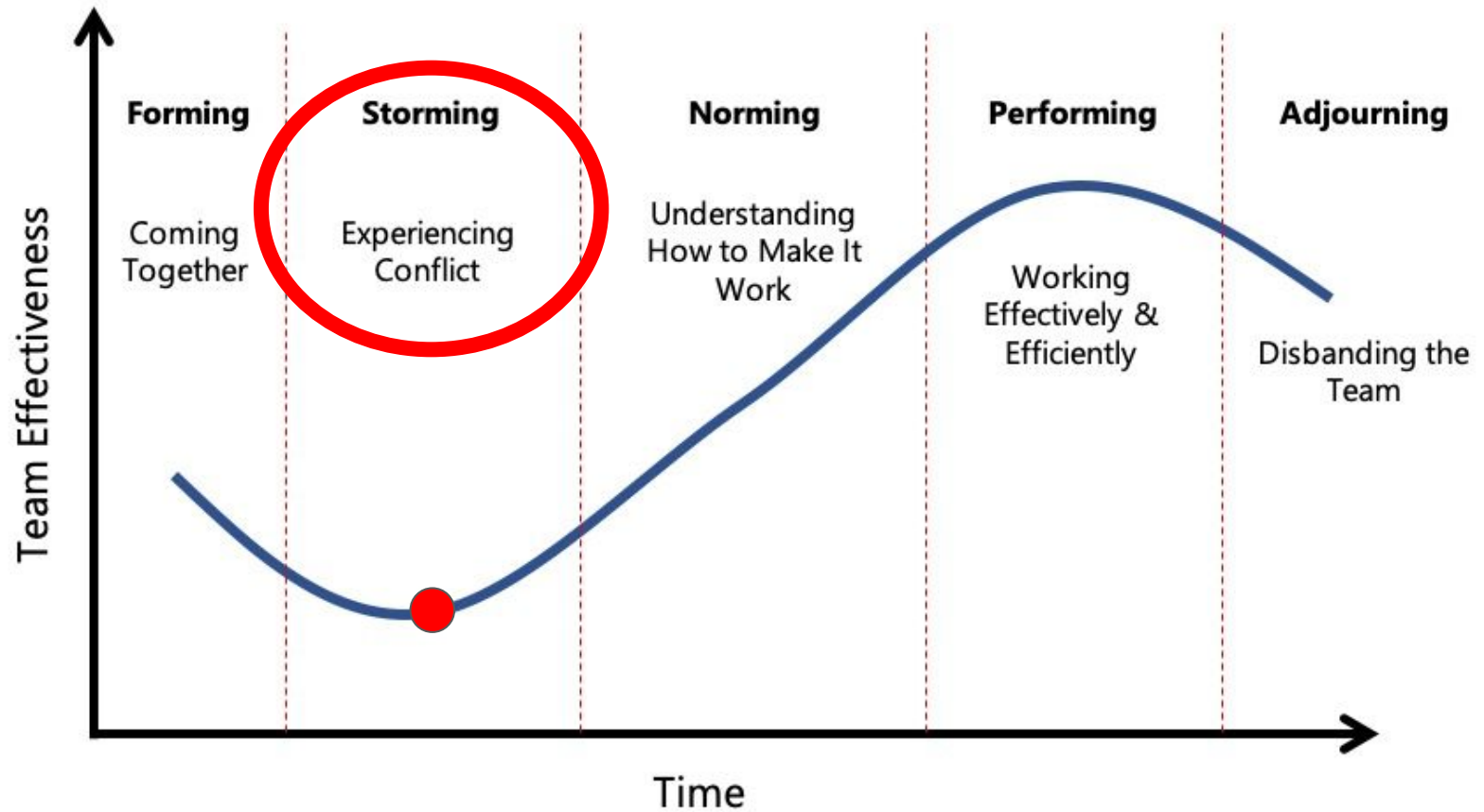
## PERFORMING

The team works smoothly toward goals with high trust, open communication, and strong results.

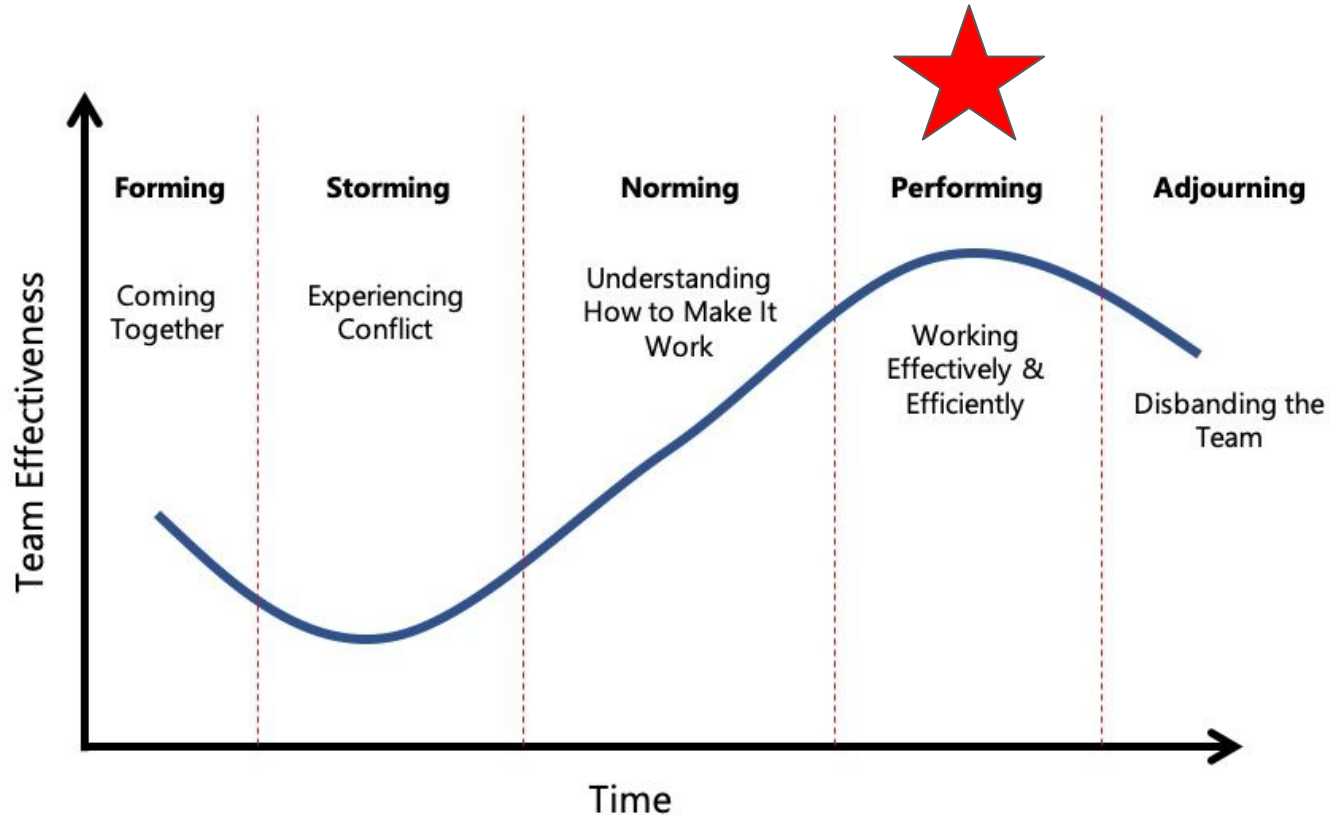
# Team Development







# Understanding roles and responsibilities will help the team to the performing stage more quickly



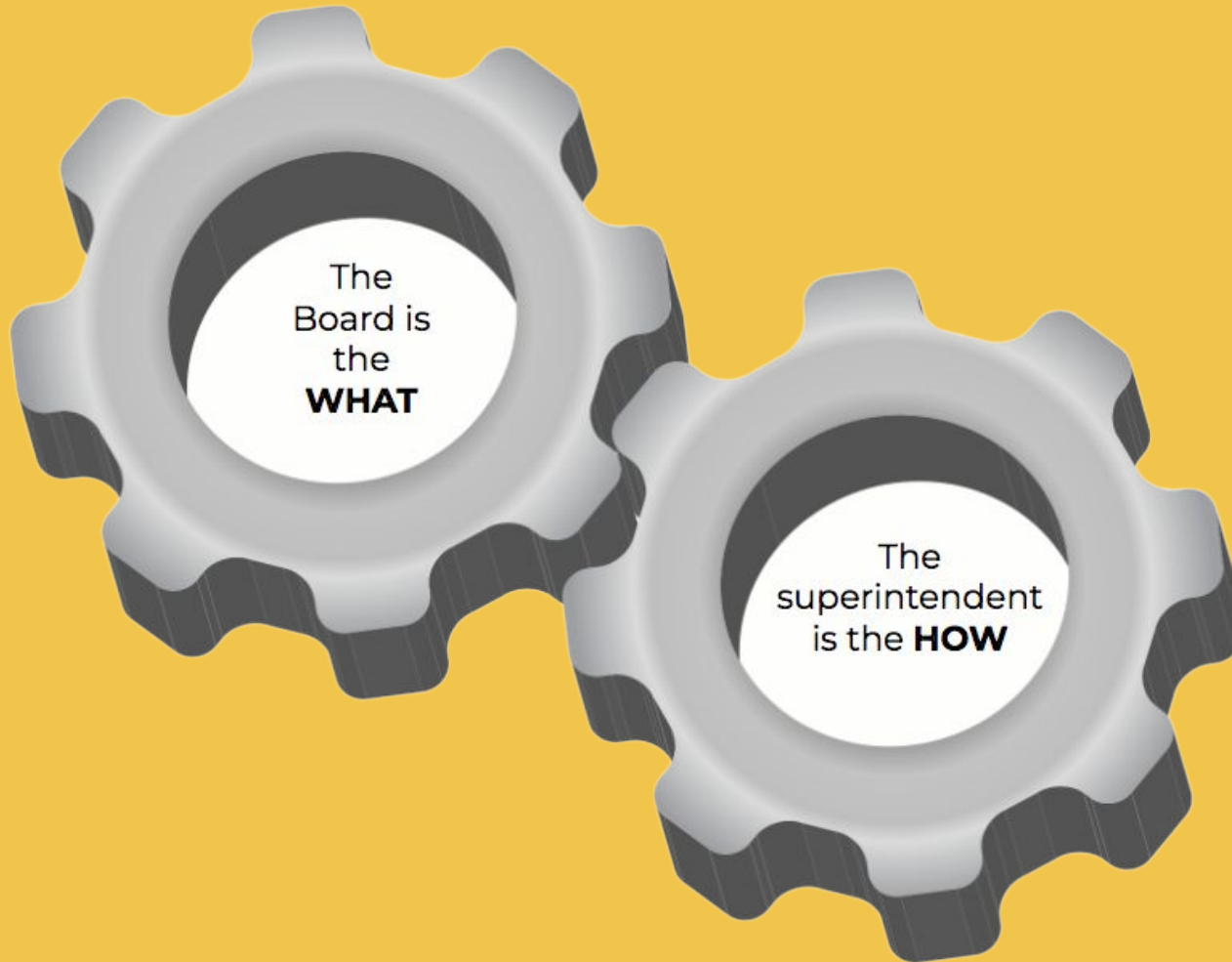
# Roles and Responsibilities

# Boardwork typically falls within 4 areas.

1. Policy
2. Vision and goals
3. Hiring and overseeing the superintendent
4. Approving the annual budget

# Vision And Goals

Board members are elected to provide direction and vision through goals (not to manage the district).



**EXPECTATION**

These expectations become more difficult because the community also has expectations (that may or may not be aligned with your actual roles and responsibilities).

**REALITY**

A good way to check your  
thinking...

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



# **Roles and Responsibilities Scenario Practice**

# Roles and Responsibilities Scenarios

- A. Divide into three groups
- B. Discuss the scenarios that have been assigned to you
- C. Be prepared to share out what your course of action would be

# Scenario Groups

Group A	Group B	Group C
Sunita	Justice	Karen
Melissa	Vân	Syed
	Tammy	

# Group 1 Scenarios

- A. A community member shares with you that their child is being bullied at recess and the principal is not doing anything about it. You know this principal well, what do you do?
- B. One of your board members starts a group text because their child indicated that there was a threat at their school. The board member is asking for more information about the situation. What is the appropriate course of action?
- C. You are at your local farmers market and a district employee stops you to proceed to tell you how unhappy they are with their new assignment this year, how do you respond?

# Group 2 Scenarios

- A. You receive multiple complaints from parents about a program that is being eliminated. This is a program that you hold near and dear. How do you respond?
- B. You receive the following email:  
*"I represent TechEd Northwest Solutions, a leader in interactive classroom technology. We'd love to demonstrate our latest smart boards for your district. We are confident this could improve engagement and achievement. Could we set up a time to meet with you directly to discuss pricing and features?"*
- C. You and all your board members receive a letter from a local attorney in your community alleging that your board's action in a previous vote is not reflective of your community's values and could potentially have legal repercussions. How do you respond?

# Group 3 Scenarios

- A. You and one other board member receive an email invitation from neighboring district board members to meet and talk about the growth of your districts and what plans you have to expand against each other's border. How do you respond?
- B. A high school student emails all board members, saying they were denied permission to start a new after-school club. They ask the board to approve it because "the principal is being unfair."
- C. Students plan a peaceful protest about climate change during school hours. A board member learns about it and considers attending in solidarity.

# Operating Agreements Review

# **Operating Agreements**

## **Annual Review**

- 1. Keeps the agreement relevant and allows for an appropriate evolution to take place.**
- 2. Reinforce roles and responsibilities.**
- 3. Address changes in leadership or context.**
- 4. Strengthen trust and collaboration.**



# Examples of topics often found in Operating Agreements include:

1. Meeting conduct and decorum
2. Communication protocols
3. Media responses
4. Individual member authority
5. Conflict resolution procedures
6. Responding to emails
7. No surprises
8. Professional development process for board members
9. Response to working commitment issue
10. Roles and responsibilities
11. Meeting preparation expectations
12. How to place items on the board agenda
13. Etc.

# Operating Agreements Review - Partner Activity

Review the Board Operating Agreements that are currently in place for the Board / Superintendent Team.

1. Are there additions that should be made that would help the Board/Superintendent Team function more effectively?
2. What should be included / edited that would add more clarity?

Record your suggestions on chart paper

At the end of 15 minutes, be prepared to share your recommendations with the rest of the team. Share concepts, not specific wording.



# During share out, we will...

1. Identify patterns to determine sections / topics to include in the Board / Superintendent Team Working Agreements
2. Gain clarity on the concept / values to include (not the specific words).

# Next Steps

Based on the patterns that have been identified and the discussion that has occurred, board leadership and the cabinet leadership will do the following (if necessary):

1. Construct a revised draft of the working agreements
2. Bring draft to the September work session for discussion and approval.

# Board Goals Discussion

1. Review 2024-25 goals
2. Discuss criteria for 2025-26 goals
3. Brainstorm goals
4. Prioritizing activity
5. Next steps

# Review 2024-25 Goals

- a. Student representative program
- b. Board self evaluation decision
- c. Legislative outreach

# Discuss Criteria for Goal Setting

## **Potential questions to consider when setting criteria:**

- a. Is it within the role of the board to address this goal?
- b. Is the goal connected to our strategic plan?
- c. Does this goal empower and enfranchise marginalized communities?
- d. Can it be written as a smart goal?
- e. Will the goal receive support from a majority of the board?

# Make sure that they are SMART Goals

- a. Specific: What exactly do you want to achieve?**
- b. Measurable: How will you know you've succeeded?**
- c. Achievable: Is your goal realistic given your resources?**
- d. Relevant: Why is this goal important?**
- e. Time-bound: By when will you accomplish the goal?**

## **Legislative Advocacy Example:**

By March 31, our school board will collectively meet with at least three local state legislators to advocate for increased school funding, documenting meeting dates and discussions, and will provide a summary report at our April board meeting.



# Activity - Brainstorming 2025-26 Goals

In small groups, brainstorm goals that meet the criteria that was discussed. Include in your brainstorming 3 action steps that can be taken by the board to meet the goal. Be prepared to share out after 15 minutes.

Examples may include:

- a. Hire superintendent (priority)
- b. Budget planning - sustainable budget (priority)
- c. Establish new Board members
- d. Continued legislative advocacy
- e. Board self evaluation plan

# Brainstorming 2025-26 Goals - Dyads and Triads

Group A	Group B	Group C
Sunita	Justice	Karen
Syed	Melissa	Vân
	Tammy	

# Prioritize Goals

1. Goal concepts on chart paper
2. Each board member receives a different color marker
3. Each member will get 3 votes (stars) to indicate their top priorities.
4. Votes can be distributed as:
  - a. Three marks on one goal
  - b. Two marks on one goal, one mark on another
  - c. One mark on each of three different goals.
5. Board members will mark their choices on the chart paper.
6. After voting, marks will be tallied and next steps determined.

# Next Steps

Based on the brainstorming and prioritization that has occurred, board leadership will do the following:

1. Construct a draft of 2025-26 goals in the SMART format for the board to consider.
2. Bring draft to the September board meeting for discussion and approval.