

Basic Roles and Responsibilities

Kristen Miles, OSBA

Introductions

- Name
- Time on the board
- Why are you on the board?
- What do you want to learn?



Share out:

- Why does the board matter?
- Why does board culture matter?
- Why does your relationship with your superintendent matter?



Current successes and challenges



Scenario:

During a recent board meeting a board member rejected the proposed vision statement because it included the phrase “all means all”. They indicated that it was impossible for each student to achieve at a high level. “Many students do not have the support at home necessary for them to be successful,” said the board member. “It is an impossible goal and should not be approved by the board.”

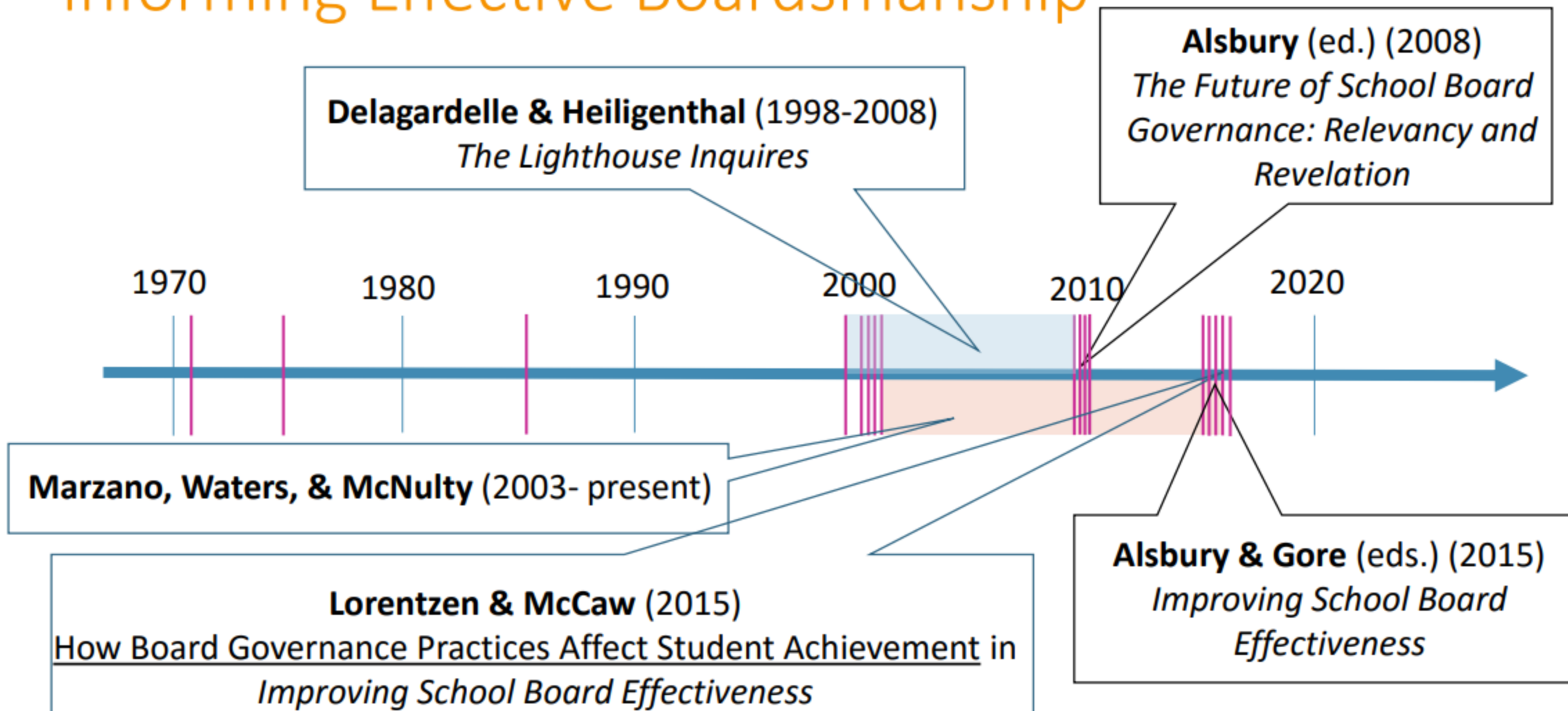


—

The single belief
that ALL
students can
and will learn



Chronology of Applicable Research Informing Effective Boardsmanship



Evidence- based standards of performance

*(T. Alsbury, Balanced
Governance School Board Self-
Assessment)*

Standard	Description
Vision-directed planning	Engage staff and community in development of a shared vision focused on student learning
Community engagement	Recognize that all members of the community are stakeholders. Support collaborative partnerships.
Effective leadership	Establish focus, direction, and expectations that foster student learning. Align authority and responsibility so decisions can be made at the most local level.
Accountability	High expectations for the learning of every student and holds the district accountable for reaching those results. Policy and resources align with the strategic vision and goals.

Evidence- based standards of performance

Standard	Description
Using data for continuous improvement	Use meaningful, quality data from multiple sources to set priorities and monitor improvement and progress.
Cultural responsiveness	Recognize cultural diversity in many facets: race, gender, geographic, sexual orientation, gender identification, socioeconomic, students with special needs. Reduce and eliminate barriers to access for all students. Apply diverse perspectives to policy and program approvals.
Culture and climate	Create a climate of expectations that all students can learn. Support policies and procedures that foster a positive and safe learning environment. Model professional and respectful relationships.
Learning organization	Ensure the district functions as a self-renewing professional community that supports reflection, discovery, improvement, and success at all levels. Encourage professional development and nurture leadership capabilities across the organization.

Evidence- based standards of performance

Standard	Description
Systems thinking	Practice an integrated view of education within and across systems and levels. Seek out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student experience.
Innovation and creativity	Encourage innovation and creativity as assets to development of positive change leading to new types of thinking.
Board member conduct, ethics, and relationship with the director	Have a clear, mutual understanding of the respective roles and responsibilities of the board and superintendent.
Budgeting and financial accountability	Align the strategic goals of the district to budget priorities and ensure the district is fiscally sound. Allocate resources based on student needs, district policy, and strategic initiatives and priorities.

Share out

The board's
top three
strengths

The board's
top three areas
of growth

The image features a teal background with a subtle pattern of light-colored circles. In the foreground, there is a single, neatly folded white paper airplane. Behind it, several crumpled white paper balls are scattered across the surface, representing a progression from a finished product to discarded attempts. The text "Practice through scenarios" is overlaid in the center in a white, sans-serif font.

Practice through scenarios

Scenario:

An upset staff member (who is also a parent) approaches you at the grocery store and asks if you can please help them with a complaint about their child's teacher. Their student's teacher has been assessing/grading them punitively and the staff member believes it in response to a tough parent-teacher conference from earlier in the year. They mention they have tried connecting with the teacher and have been unsuccessful, and now they fear retaliation in their own job.

- What do you as a board member do in this situation?



Scenario:

A board member posts a question on Facebook asking for input on the math teacher's behavior. She states that her daughter is upset because of the way the teacher runs her classroom and wants to know if others are having the same concerns. She makes herself available for questions by text, email, and social media. She goes to the superintendent and shows them the concerns, wanting something to change immediately. She also emails other board members for their input. She tells the superintendent that if they do not deal with it, she will bring it up at the next board meeting.



Scenario:

The Board held an executive session last week dealing with a student. This week at the post office a community member approached you and asked you a specific question about something that was discussed in the executive session.

What do you do?

Scenario:

A board member receives several phone calls from people in the community complaining because the superintendent has non-renewed a well-liked teacher. The board member is familiar with this teacher and believes they have done a good job. The board member indicates to community members that they will personally investigate the situation. While discussing the issue with the superintendent the board member requests to see all the data relevant to the dismissal. The superintendent denies the request and the board member states that they have a right to this information.



Scenario:

The board is having a discussion at a board meeting. Community members are interrupting the board, accusing some board members that they are not “putting kids first” with their decision. During public comment, people are asking questions and wanting responses in real time.

- When a board meeting is being disrupted, is there a process to follow?
- How can the board make the community feel heard without engaging in dialogue at a board meeting?

Scenario

A board member is approached by a community member after a board meeting. The community member asks to see the superintendent's contract.



Scenario:

During a recent presentation by the superintendent, a board member questioned the lack of detail in the disaggregated student results for each district goal. While the data provides a good global view of student success in the district, the board member wanted to see the data broken down by individual classrooms at the district so they can judge individual teacher effectiveness.

Is this board work?

The Board is discussing the upcoming budget process at a work session. A board member brings up that there is no mention of overall district goals or the strategic plan in the process.

Is this board work?

Scenario:

The superintendent has closed school due to inclement weather. Parents and staff are frustrated and disagree that school should be closed and that a delay would have sufficed, and individual board members are now receiving emails and calls from parents and staff asking for a response and reasons why there is a school closure.

What is the role of the board?





Scenario:

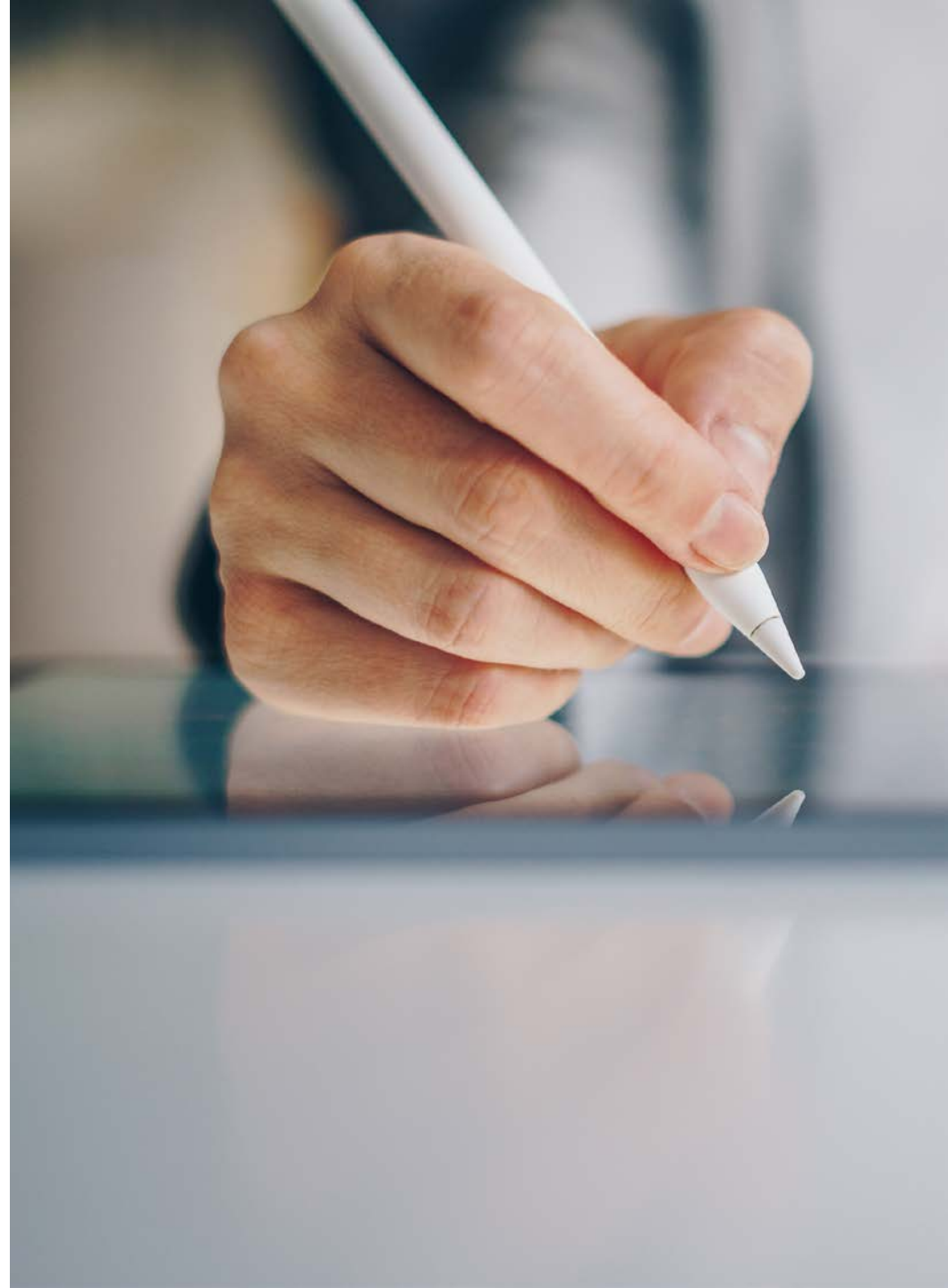
It is February and the board is discussing the superintendent evaluation process. In the past the board's process has been very informal with no adopted procedure. One board member would like staff to be surveyed. Another suggests the current informal process works and is fair. Another board member suggests contacting OSBA for guidance. The superintendent's evaluation is due by March 15, 2024. The superintendent has not been involved in this discussion thus far.

What should the board do in this situation? Should they continue their process and meet the deadline or table this for a different time?

Does the board need to follow a certain procedure for director evaluation?

Is it board work?

- Visiting school to observe student learning in classrooms and check on overall student and staff morale
- Reviewing applications, interviewing selected candidates, and making recommendations for the hiring of a teacher
- Establishing the strategic priorities of the district



A glowing lightbulb hangs from a cord against a dark background. The lightbulb is illuminated from within, casting a warm, yellow glow. The background is filled with many other lightbulbs, all of which are unlit and appear as soft, out-of-focus shapes. The text "Your scenarios?" is overlaid on the image in a white, sans-serif font.

Your scenarios?

Any new insights?

- Why does the board matter?
- Why does board culture matter?
- Why does your relationship with your superintendent matter?



Tools for collaboration

- Superintendent evaluation
- Board self-assessment
- Board operating agreement
- Board/superintendent operating agreement
- Communication protocols





Questions and discussion

