



Beaverton School Board Retreat

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, August 4, 2026 12:30 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

- A. Call to Order
- B. Attendance

II. BOARD DEVELOPMENT

- A. Board Self-Evaluation
- B. Board Goals
- C. Governance Role & Leadership Team Development
- D. Board Operating Agreements
- E. Board/Superintendent Agreements
- F. Superintendent Goals Discussion
- G. Board Planning

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III. CLOSE MEETING

- A. Adjourn

Beaverton School District Board Self- evaluation

AUGUST 2026

KRISTEN MILES, ED.D.

OSBA

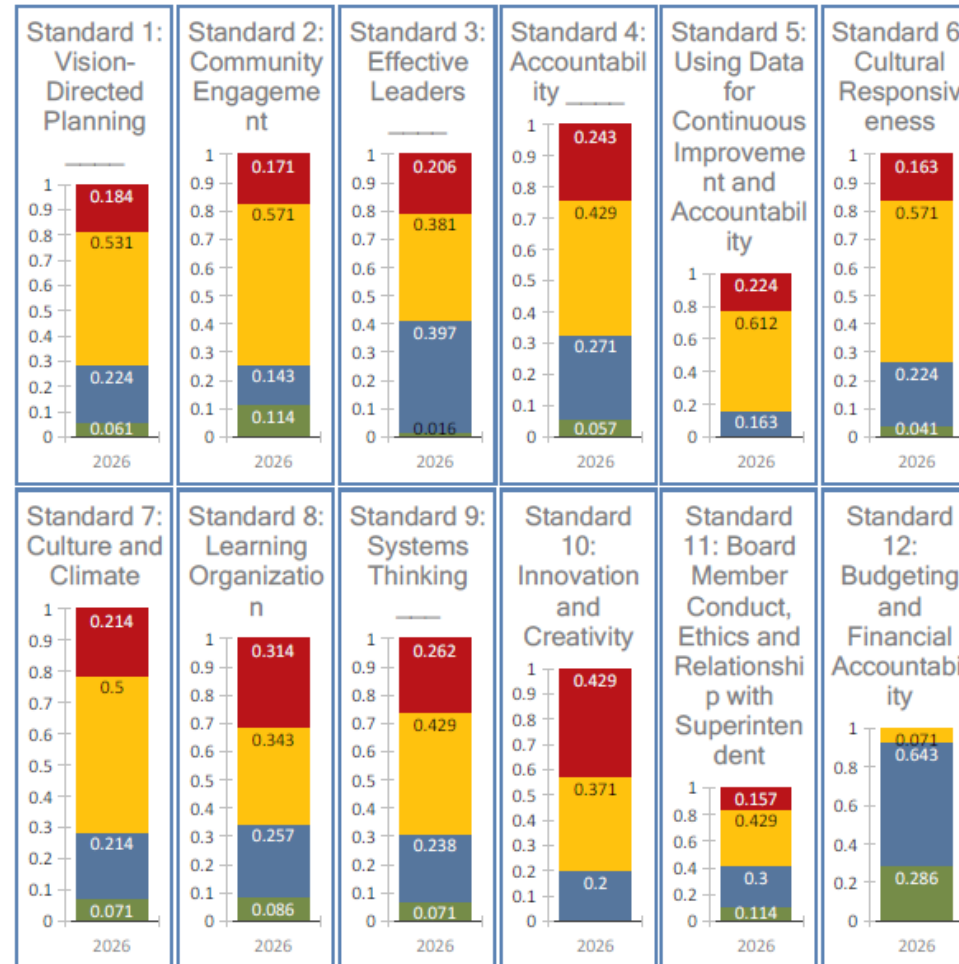
Questions for the group

- What do you observe about the data?
(Just observations, not interpretations for this question)
- What meaning do you make of the data?
- What questions do you have after looking at the data?
- What do you want to do with this information?



Balanced Governance: Standards Overview

Completed Effective Developing In Progress



Overall themes: Strengths

- Standard 12: Budgeting and financial accountability
- Standard 11: Board member conduct, ethics, and relationship with the superintendent
- Standard 3: Effective leadership

What do these mean?

Budgeting and financial accountability

- The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

Board member conduct, ethics, and relationship with the superintendent

- The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

Effective leadership

- The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the Board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

Specific strengths:

- The board adopts a budget that aligns resources to the district's strategic goals and student needs (Q8, Q82)
- Board members have a basic understanding of revenues and expenses, their role in financial oversight, and the board reviews monthly financial statements (Q83, 84)
- The board advocates for education with local and statewide policy makers (Q15)
- Board members come prepared to meetings, ready to engage (Q80)

Overall
themes:
Areas of
improvement

- Standard 10: Innovation and creativity
- Standard 5: Using data for continuous improvement and accountability
- Standard 8: Learning organization

What do these mean?

Innovation and creativity

- The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Using data

- The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

Learning organization

- The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

Specific areas of improvement

- The board makes change and sets goals based on self-reflection of its performance, models relationships build on trust and respect, and fosters an environment of mutual cooperation and support (Q26, Q33, Q49, Q59)
- The board monitors progress of strategic goals, creates agendas around strategic issues, and pivots in response to unexpected events(Q7, Q68, Q69)
- Board outreach and activities recognize cultural differences in values and communication (Q42)
- The board promotes employee innovation, creativity, and experimentation, works collaboratively with other agencies and organizations, and communicates to the public how decisions are based on data (Q70, Q39, Q65)

Congruence

- Area of highest congruence:
Standard 12: Budgeting and financial accountability
- Area of highest incongruence:
Standard 9: Systems thinking

Specific areas of incongruence

- The board has relationships with policy makers and promotes dialogue and change through collaboration and creativity (Q20, Q57, Q61)
- The board ensures the budget aligns with resources based on student learning priorities, analyzes the impact of issues on other parts of the system, and avoids decisions that shift problems from one part of the system to another (Q29, Q60, Q63)
- The board encourages the superintendent to engage with culturally diverse partners and fosters a climate of care, inclusion, and respect for all students (Q43, Q47, 53)
- The board knows its role relative to the superintendent, fosters a respectful relationship with the superintendent, represents the needs of the entire district, preserves the confidentiality of executive session, and directs complaints through the appropriate channels (Q71, Q72, Q73, Q74, Q77 – all from Standard 11)



What do you
want to do with
this information?

Strategic Plan – Goals for Student Success

SAFE AND THRIVING

- Student safety and well-being

FOUNDATIONS OF SUCCESS

- Strong start in early learning

PROGRESS ON STANDARDS

- Achievement for all

COLLEGE AND CAREER READY

- Supports for post-high school success

Strategic Plan – Foundational Building Blocks

Engaging and effective teaching and learning systems

Authentic engagement with students, families, and community

Facilities and programs for world-class learning

Effective systems and structures for student success

Equity, engagement and excellence

Which set of pillars do
you monitor and how?

What is the overall story?

The board appears strong at the structural side of governance — financial stewardship, role clarity, leadership, preparation — but has an opportunity to become more intentional about the adaptive side of governance: learning, monitoring, reflection, innovation, and responding to changing information.

Possible goal areas

- **Goal 1: Strengthen Strategic Oversight Through Data**
 - **The Goal:** By XX date, the board will establish a consistent strategic plan monitoring cycle that enables the board to assess progress toward strategic goals, identify emerging trends, and determine when adjustments to strategy or resource allocation are warranted.
 - **Measurable Action:** For each strategic priority, the board will identify a small set of indicators and establish a regular monitoring schedule. Board discussions will consistently move beyond “*What is the data?*” to “*What is the data telling us, what are we learning, and what —if anything—should we do differently?*”
- **Goal 2: Become a More Intentional Learning Board**
 - **The Goal:** By XX date, the board will establish regular opportunities to reflect on its own governance practices, identify what it is learning, and make intentional adjustments to improve its effectiveness.
 - **Measurable Action:** The board will incorporate a brief governance reflection into each board retreat and/or quarterly board cycle, asking: **What are we learning about our governance? What are we doing well? Where are we getting in our own way? What will we do differently?** The board will identify and revisit 1–2 specific governance improvements each year.

Possible goal areas

- **Goal 3: Create Conditions for Innovation and Adaptive Governance**
 - **The Goal:** By XX date, the board will develop a shared approach for supporting innovation, experimentation, and creative problem-solving while maintaining appropriate governance oversight and accountability.
 - **Measurable Action:** The board will identify at least one opportunity each year to consider an innovative or experimental approach to a strategic challenge, using a consistent set of questions: **What problem are we trying to solve? What are we learning? What are we willing to try? What risks are we willing to accept? How will we know whether it worked?**
- **Goal 4: Strengthen the Board's Practice of Challenging Its Own Thinking**
 - **The Goal:** By XX date, the board will develop practices that intentionally surface perspectives, assumptions, and information that may challenge the board's initial understanding of complex issues.
 - **Measurable Action:** For major strategic and policy decisions, the board will incorporate at least one structured opportunity to ask: **What perspective are we missing? What assumptions are we making? What evidence might challenge our current thinking?** The board will periodically evaluate whether its engagement and discussion practices are getting the range of perspectives needed.

Reflection and questions

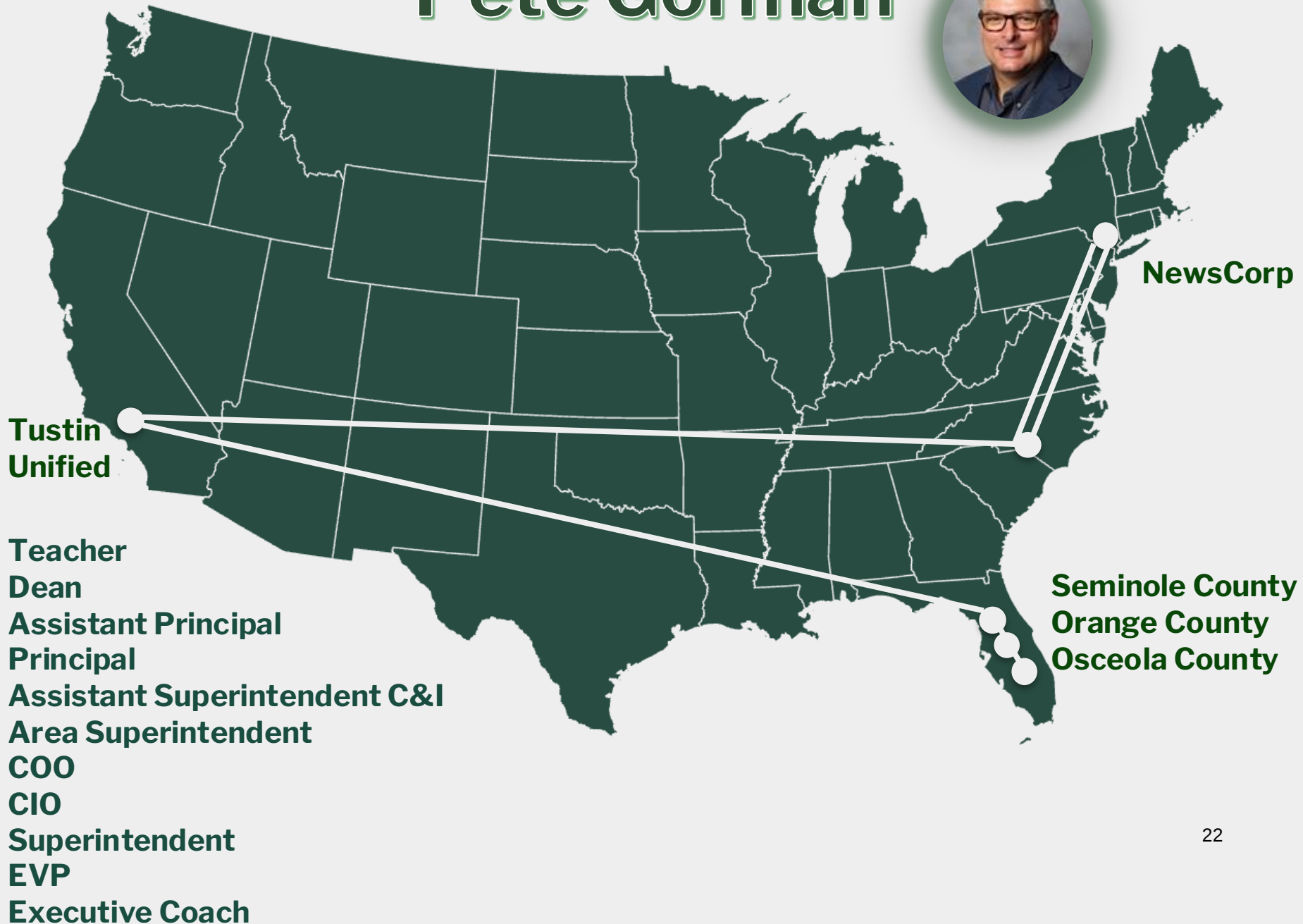


Governance Team Retreat



BEAVERTON
SCHOOL DISTRICT

Pete Gorman

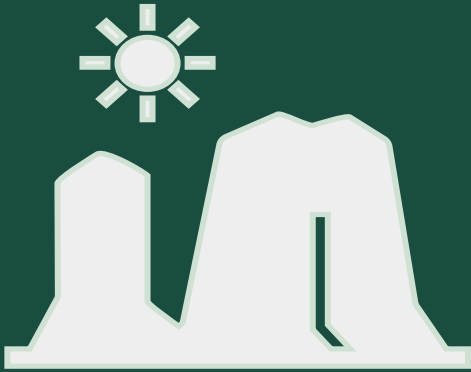


Introductions

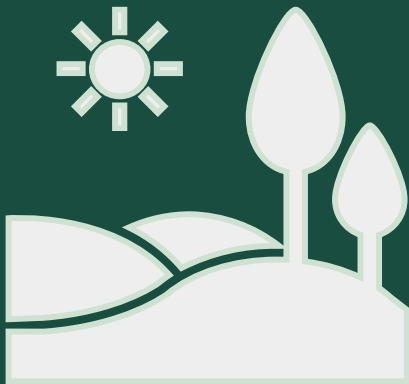


- Name?
- Length of time on the Board?
- Why did you choose to be a Board Member?

Success



This retreat will be
successful for our
team if....



This retreat will be
successful for me if....



What do you need to know to have a great Governance Team relationship?



3 Things You Need to Know:



**1. The rules
of the game**



2. The score



**3. How much
time is on
the clock**

3 Things You Need to Know:



- ❖ **Rules of the Game:** Policy and Board Operating Agreements
- ❖ **Time on the Clock:** Strategic Plan and Board and/or District Goals Progress Monitoring?
- ❖ **Score:** Superintendent Evaluation Based on Strategic Plan and Board and/or District Goals Results?



Daniel Patrick Moynihan



U.S. Senator, member of the National Commission on Social Security Reform

- In 1983, wrote an op-ed piece in the *Washington Post*
- There is a center in American politics. It can govern. The commission is just an example of what can be done. First, get your facts straight. **Everyone is entitled to his own opinion, but not his own facts.** Second, decide to live with the facts. Third, resolve to surmount them. Because, fourth, what is at stake is our capacity to govern.

BBA - Board Powers and Duties

Code: BBA

Adopted: 9/08/07

Readopted: 4/24/17

Orig. Code(s): BBA

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of schools in the district. The general powers granted to the Board are:

1. **Legislative or Rule-Making Authority**

In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish rules for governing schools and students in the district consistent with State Board of Education rules and with local, state and federal laws.

The Board is responsible for providing adequate and direct means for keeping themselves informed about the needs and wishes of the public and for keeping local citizens informed about the schools.

2. **Judicial Authority**

As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties or obligations of those parties who address the Board.

3. Executive/Administrative Authority

The Board will appoint a superintendent and delegate to the superintendent to establish administrative regulations to implement the Board's policies and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the district's financial affairs by authorizing, appropriating and adopting a district budget and by proposing tax levy or bond elections, when appropriate and as allowed by law. The district budget will provide for program operation and maintenance or acquisition of district property, as necessary.

The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The Board, through the superintendent, will employ the staff necessary to carry out the educational program. The superintendent or designee will conduct regular evaluations of staff.

The Board will direct the collective bargaining process to establish labor contracts with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment and personnel policies for districtwide application.

BBAA - Individual Board Member's Authority and Responsibility

Code: BBAA

Readopted: 5/28/24

Adopted: 3/09/09

Orig. Code(s): BBAA

An individual Board member exercises the authority and responsibility of their position when the Board is in a legally called session.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as their own. This does not preclude a board member from endorsing a candidate or measure in their capacity as an individual board member. They may not make endorsements on behalf of the board unless authorized to do so.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent and gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information which requires additional expense to the district must be submitted to the Board for consideration.

2. Requests for Legal Opinions

A request for a legal opinion by a Board member, must be approved by a majority vote of the Board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the Board chair. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, such information is to be conveyed to the superintendent for action.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.



Goals for Student Success

Safe & Thriving

Student Safety & Well-being

To achieve these **outcomes**



- Every student feels **safe**.
- Every student thrives **socially and emotionally**.
- All identities are **valued**, and every student is **included**.

We will perform these **actions**



- Create school and district systems, structures and practices that build **safe and inclusive learning environments**.
- Implement strong **multi-tiered systems of support** for students' social-emotional, behavioral and academic needs.
- Provide robust, relevant, meaningful and differentiated **professional development** for all staff.

Foundations of Success

Strong Start in Early Learning

To achieve these **outcomes**



- Every student demonstrates consistent **habits of mind**.
- Every student demonstrates proficiency in **literacy and language targets** by the end of third grade.
- Every student demonstrates proficiency in **math numeracy learning targets** by the end of third grade.

We will perform these **actions**



- Teach and nurture **habits of mind** — cognitive and behavioral skills for learning and life.
- Apply evidence-based strategies to **strengthen core instruction**, including research-based systematic literacy instruction with phonics and phonemic awareness.
- Implement **evidence-based interventions** for literacy and math.
- Ensure **rich learning environments** with diverse and inclusive classroom materials and activities.

Progress on Standards

Achievement for All

To achieve these **outcomes**



- Every student demonstrates **progress** toward and **achievement** of the standards.
- Every student demonstrates **agency** in their learning.
- Opportunity and outcome **gaps are reduced or eliminated**.

We will perform these **actions**



- Equitably implement **high-quality, culturally relevant curriculum** that directs all instruction.
- Consistently use **high-leverage teaching strategies** in all content and courses across all grade levels.
- Provide consistent, systematic **teacher collaboration time** to assess student data and improve practice.
- Differentiate instruction with **core academic intervention and extension** for students identified through assessment data.

College & Career Ready

Supports for Post-High School Success

To achieve these **outcomes**



- All students are **passing** language arts and math classes in sixth grade.
- Every ninth grader is **on track** for graduation.
- All students leave each level with a **plan and a purpose**.
- All students **graduate** and successfully complete dual language, dual credit, Advanced Placement, International Baccalaureate and/or Career Technical Education courses.

We will perform these **actions**



- Provide students with a **supported transition and strong start** to each school level.
- Engage students at all school levels to develop and implement **personalized learning plans**.
- **Expand program options and provide multiple pathways** to engage and prepare all students for post-graduate success.
- Increase access and support success in **post-secondary preparation courses** including dual language, dual credit, Advanced Placement, International Baccalaureate and Career Technical Education.



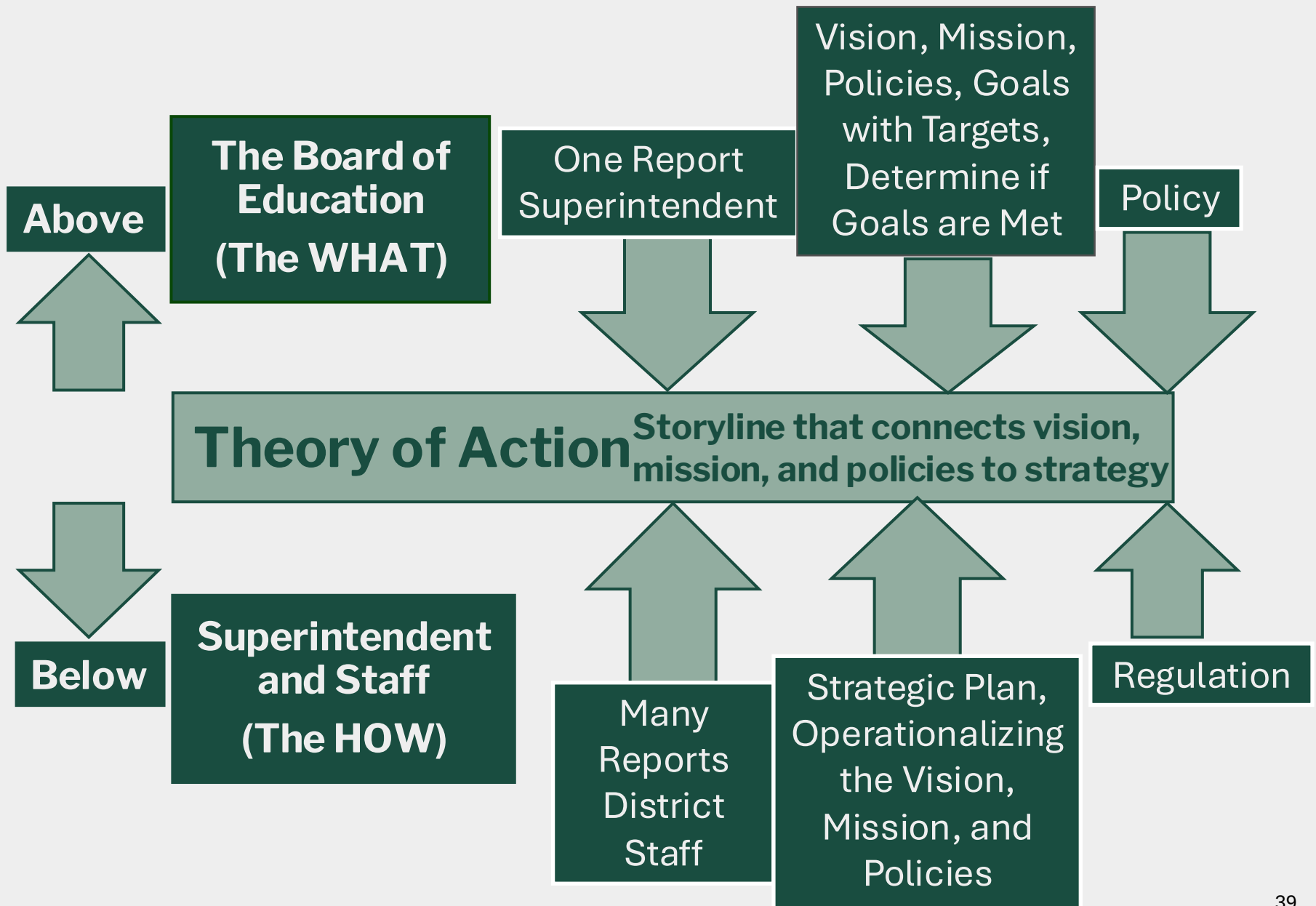
3 Things You Need to Know:

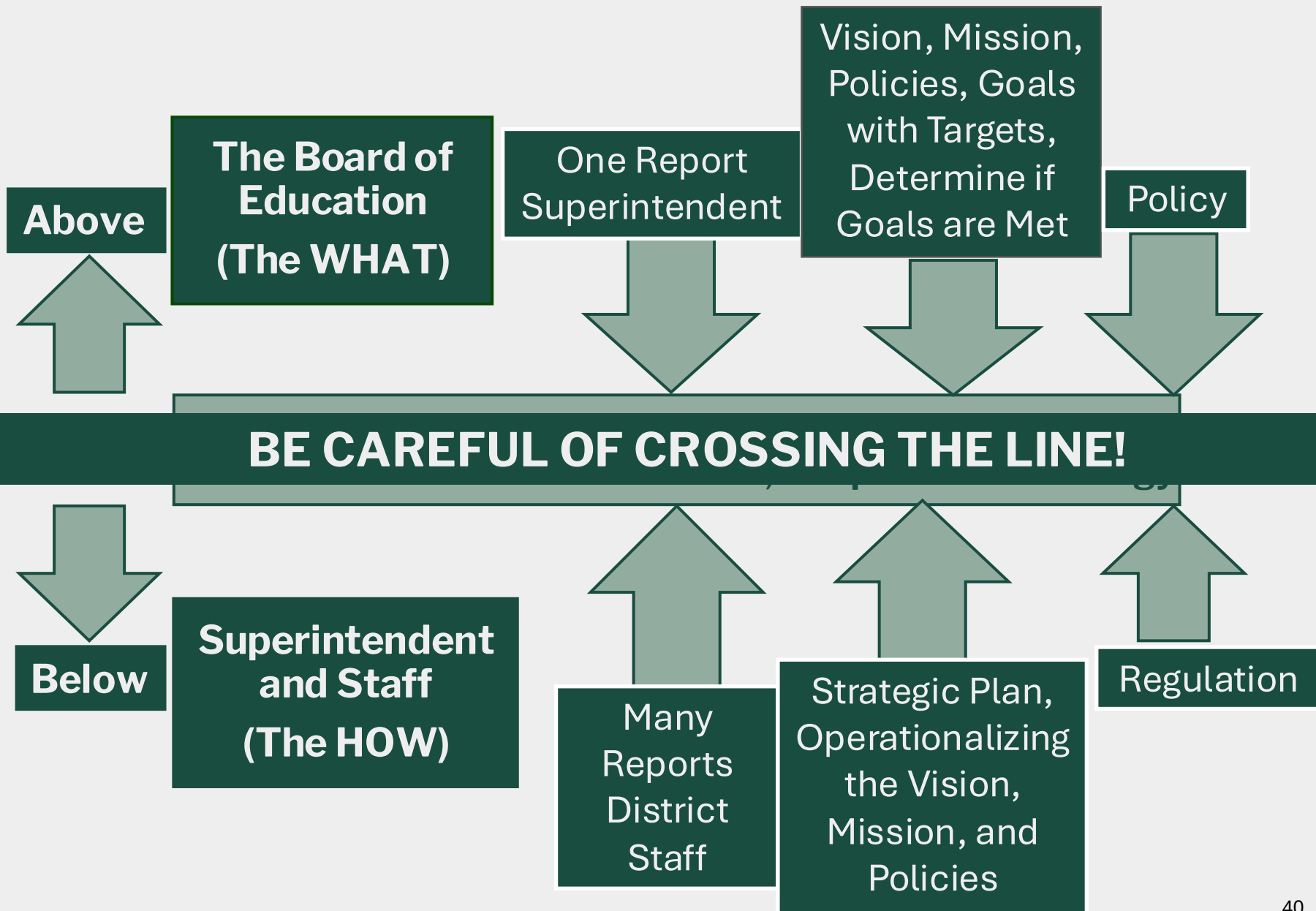


- ❖ **Rules of the Game:** Policy and Board Operating Agreements
- ❖ **Time on the Clock:** Strategic Plan and Board and/or District Goals Progress Monitoring?
- ❖ **Score:** Superintendent Evaluation Based on Strategic Plan and Board and/or District Goals Results?

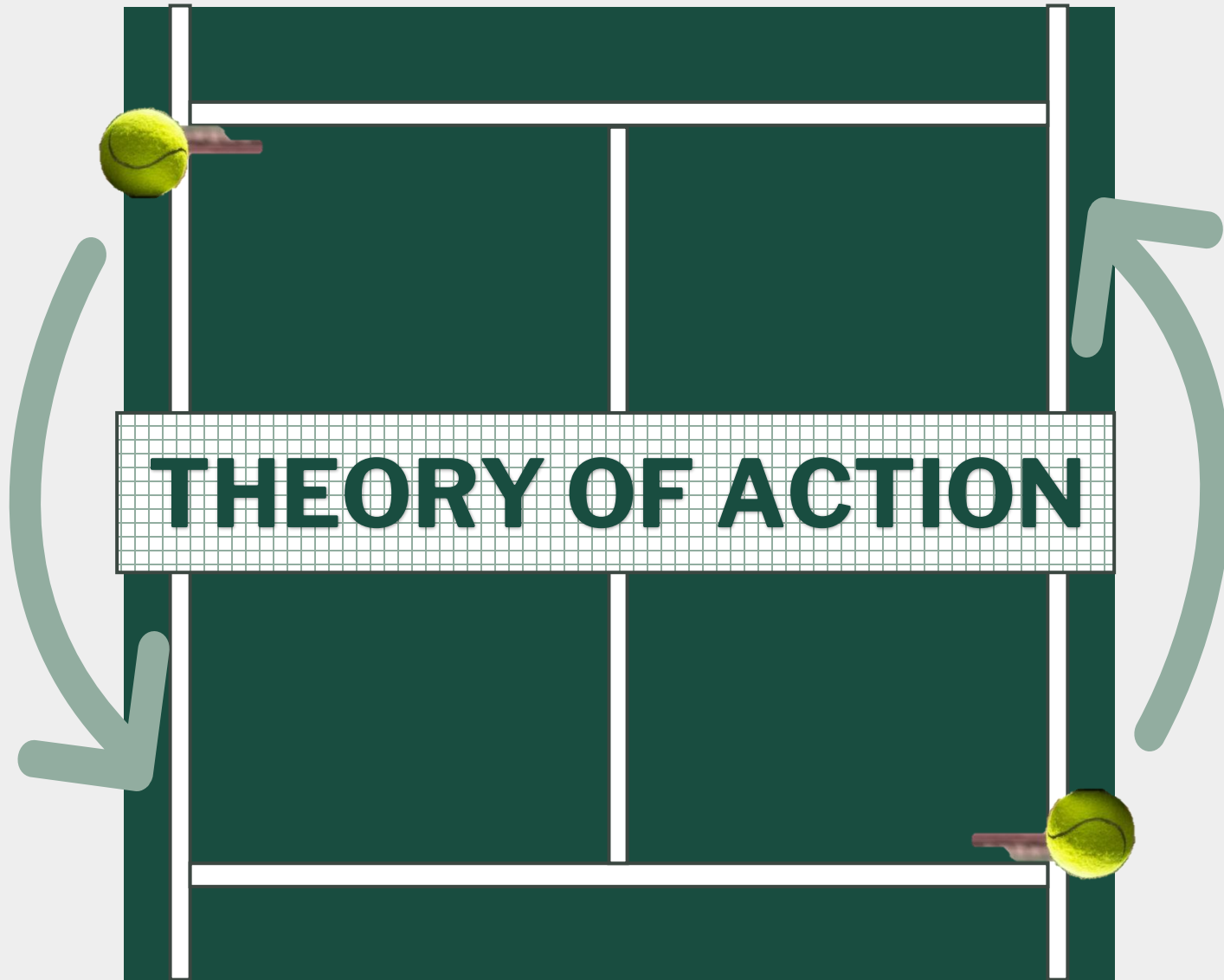
Peak Performing Governance Teams







BOARD (the what)



STAFF (the how)

Board Operational Guidance

Policy that Guides Performance for the Superintendent, the Board, and the Board Members



A Framework for Effective School Governance

*How boards can
provide clear
direction while
avoiding
micromanagement*

Rick Maloney⁴²,
April 28, 2025



The Steering Wheel Metaphor

The Board: Decides where the car should be going (sets direction)

The Superintendent: Does the actual steering (implements direction)

The Problem: The Superintendent cannot effectively steer with too many hands on the wheel





Threading the Needle

Staying Between:
Micromanager ← and → Rubberstamp

Micromanager ✗

- Too much control inhibits effective operations

Effective Governance ✓

- Clear expectations, appropriate oversight

Rubberstamp ✗

- No meaningful oversight or guidance



Threading the Needle

Staying Between:
Micromanager ← and → Rubberstamp

How to Thread the Needle:

- Develop carefully crafted guidance policies
- Consider the Superintendent's recommendations on policy proposals
- Understand practical impact before implementing policies
- Stay within self-defined governance boundaries

Key Principle: Guide at a distance while allowing those “on the scene where the action occurs” to make operational decisions



Research-Based Foundation

Growing Body of Research

A significant and growing body of research shows the **harm to student learning** that can result from:

- Mismanagement of board governance processes
- Inability of the board to respond to dysfunctional behaviors



Research-Based Foundation

Research Findings:

- **Direct Link:** Governance and boardsmanship characteristics are linked to student outcomes
- **Measurable Impact:** Effects reflected in measurable student test scores
- **Positive Behaviors:** Research identifies board behaviors that should be encouraged
- **Negative Behaviors:** Research identifies behaviors that should be avoided

Bottom Line:

Board behavior directly impacts student achievement – both positively and negatively

Welcome to Reality



Four Realities



You become a board member as an individual but serve as a member of a team.



You do not have the authority as an individual to fix the problems you believe need to be fixed.



The success of a board member is inextricably tied to the success of the superintendent.



The success of the superintendent is inextricably tied to the success of the board.

Is this how governance plays out in the Beaverton School District? Why or why not?





Two Instruments, Two Jobs

Two different instruments doing two different jobs.



OSBA Balanced Governance Standards

Research based effectiveness standards, 12 in all.

The board self-assesses and sets PD goals.

Shows who rated at what levels and where to improve.



Board Operating Agreements

A locally adopted behavioral covenant.

Commitments about conduct, roles, and communication.

Output is adherence. Did we do it or not.

Performance and Promises



Performance

The OSBA results tell us whether we are effective.

Are we effective?



Promises

The operating agreements tell us whether we are acting as we agreed.

Are we acting as agreed?

One asks how well the board is performing. The other asks whether we are keeping our promises to each other.

Board Operating Agreements Self Assessment



BOARD OPERATING AGREEMENTS REVISED NOVEMBER 2025

The Beaverton School Board is the policy-making body for the district, responsible for determining policies and establishing the long-range direction and vision of the district as detailed in its strategic plan. The superintendent is its chief executive officer and educational leader, responsible for administering the operations of the district, interpreting and implementing board policies, and executing the district's strategic plan and goals. To meet the needs of all students, the board and the superintendent must work together in a positive and transparent manner as a high-functioning leadership team. Toward that end, these board operating agreements serve to clarify the roles and responsibilities of the board and distinguish them from the roles and responsibilities of the superintendent, as they collaborate with dignity and respect to support the success of all students and staff in the district.

1. GOVERNANCE PRINCIPLES: The board will...

- A. Work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
- B. Focus on the responsibilities of policy-making, planning and evaluation of the superintendent, and fiscal oversight, rather than day-to-day operations.
- C. Solicit input, listen to all perspectives and give careful consideration to all issues before the board.
- D. Do its work as a body and in public, making decisions only as a whole board at properly convened meetings.
- E. Support decisions of the majority after honoring the right of individual directors to express opposing viewpoints and vote their convictions.

2. BOARD OPERATING AGREEMENTS: Board members will...

- A. Make decisions in the best interest of students and the district as a whole.
- B. Assume positive intent while actively working to maintain trust.
- C. Commit to attending all meetings of the board, and notify board leadership and the superintendent with as much advance notice as possible if travel, illness or another unavoidable circumstance prevents attendance or requires virtual attendance.
- D. Review information before meetings and come prepared to participate fully in discussions.
- E. Maintain decorum and be respectful of other board members, staff and the public. Share discussion time, listen respectfully to all perspectives, and refrain from sidebar conversations.
- F. Use Robert's Rules of Order as the board's parliamentary procedure. Robert's Rules are used as a tool and a guide, not a weapon, to facilitate clear and well-organized meetings. Each board member may speak up to two times in discussion of each topic; discussion may be extended at the discretion of the board chair or by agreement of a majority of the board.
- G. Cast a vote on all matters; abstentions should be rare and generally limited to when a conflict is identified.
- H. Maintain confidentiality of information, including all information and materials discussed in executive session.
- I. No surprises: Utilize the board Q&A system and/or communicate directly with the superintendent and board chair regarding questions and concerns about agenda items (including intent to pull an item from the consent agenda), board processes, or other issues, in advance of raising them in a meeting.
- J. Communicate questions and concerns about district operations to the superintendent, about board processes to the superintendent and board chair, and about other board members to the board chair.
- K. Abide by Oregon public meetings laws, and refrain from discussing any board matter outside of public meetings with a majority of the board participating, whether verbally or in writing, simultaneously or serially.

3. BOARD LEADERSHIP: The board chair will...

- A. Work with the superintendent to develop efficient and effective agendas for board meetings.
- B. Facilitate meetings in a focused and timely manner, starting meetings on time and ending on time to the extent possible.



Living Our Board Operating Agreements

Beaverton School District Governance Team Retreat
A traffic light self-assessment

THE ACTIVITY

How We Will Work

01

Code Alone

Each of us codes every agreement privately. No discussion, no signaling.

02

See the Picture

We post the counts and look at where we agree and where we split.

03

Work It and Commit

We work the two lines that cost us most, then commit with names and dates.

Silence first, then data, then the conversation.

THE CODES

How We Code Each Line

G

GREEN

We live this consistently. No change needed.

Y

YELLOW

We honor it on good days and drift on hard ones.

R

RED

Not working. This is costing us something. Needs attention.

Code what is true today, not what we intend.

Living Our Board Operating Agreements

Beaverton School District Governance Team Retreat | Traffic Light Self-Assessment

Every line below is the agreement as the board adopted it on November 4, 2025. Nothing has been reworded.
One question: are we doing this?

Code alone from what you have seen. There are no wrong codes. Where we disagree is the most useful data in the room.

G GREEN

We live this consistently. No change needed.

Y YELLOW

We honor it on good days and drift on hard ones.

R RED

Not working. This is costing us something. Needs attention.

Part One: code. Part Two: look at the picture together. Part Three: commit.

PART ONE: Code Every Line

Mark one box per line. Code what is true, not what is intended.

1. GOVERNANCE PRINCIPLES

The board will...		G	Y	R
A	Work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.			
B	Focus on the responsibilities of policy-making, planning and evaluation of the superintendent, and fiscal oversight, rather than day-to-day operations.			
C	Solicit input, listen to all perspectives and give careful consideration to all issues before the board.			
D	Do its work as a body and in public, making decisions only as a whole board at properly convened meetings.			
E	Support decisions of the majority after honoring the right of individual directors to express opposing viewpoints and vote their convictions.			

2. BOARD OPERATING AGREEMENTS

Board members will...		G	Y	R
A	Make decisions in the best interest of students and the district as a whole.			

PART ONE

Code Every Line



Your Words

Every line is the agreement as adopted on November 4. Nothing reworded.



What You Have Seen

Code the real meetings, not what you intend.



No Wrong Codes

Do not code what you think the group will code. A lone red matters.



Four Sections

Code all 4 Sections line by line.

Fifteen minutes. Work alone, no talking, no comparing.

PART TWO

One Protocol, Every Time



What Is Happening

Describe the pattern without blame. What would a camera have recorded?



Why It Matters

Name the impact on our relationships, on staff, and on the public.



What We Need Instead

Name the behavior we want in its place, specific enough to notice.



Who Does What

The board's part, the chair's part, and the superintendent's part.

Behavior, not people. One issue at a time.

PART THREE

What We Commit To

01

What Changes

What we do differently starting at the next board meeting, in plain behavior.

02

How We Know

The visible signal that tells us in 90 days whether it took hold.

03

Who Owns It

One person carries the reminder. One date on the calendar to review it.

Three commitments at most, each with a name on it.

**The agreements are not
the work. Living them is.**

One Question for the Team

Which OSBA standards would require us to add something to these agreements, and which are already covered and simply not being lived?



Not yet covered

The standard asks for something our agreements do not speak to. The fix is new language.



Covered but not lived

The agreement already says it and we are not doing it. The fix is behavior, not wording.



Board/Superintendent communication plan

BOARD/SUPERINTENDENT COMMUNICATION PLAN

The Superintendent will send a **Board Update** to all Board members each Friday.

The Superintendent will initiate individual contact with all Board members on a regular basis. However, Board members are encouraged to call the Superintendent whenever there is a concern or an idea that they would like to discuss.

Board members should feel free to call staff members any time to ask clarifying questions. It is agreed that when Board members have conversations with staff, the staff members will share this information with the Superintendent. This is particularly important during the first few years of a Superintendent's tenure, so that the Superintendent has the broadest possible picture of Board interests and concerns and the functioning of the district.

If one Board member requests significant data or reports, the Superintendent will review the request to determine the amount of work needed to complete the request. If the request is completed, staff will forward the information to all Board members.

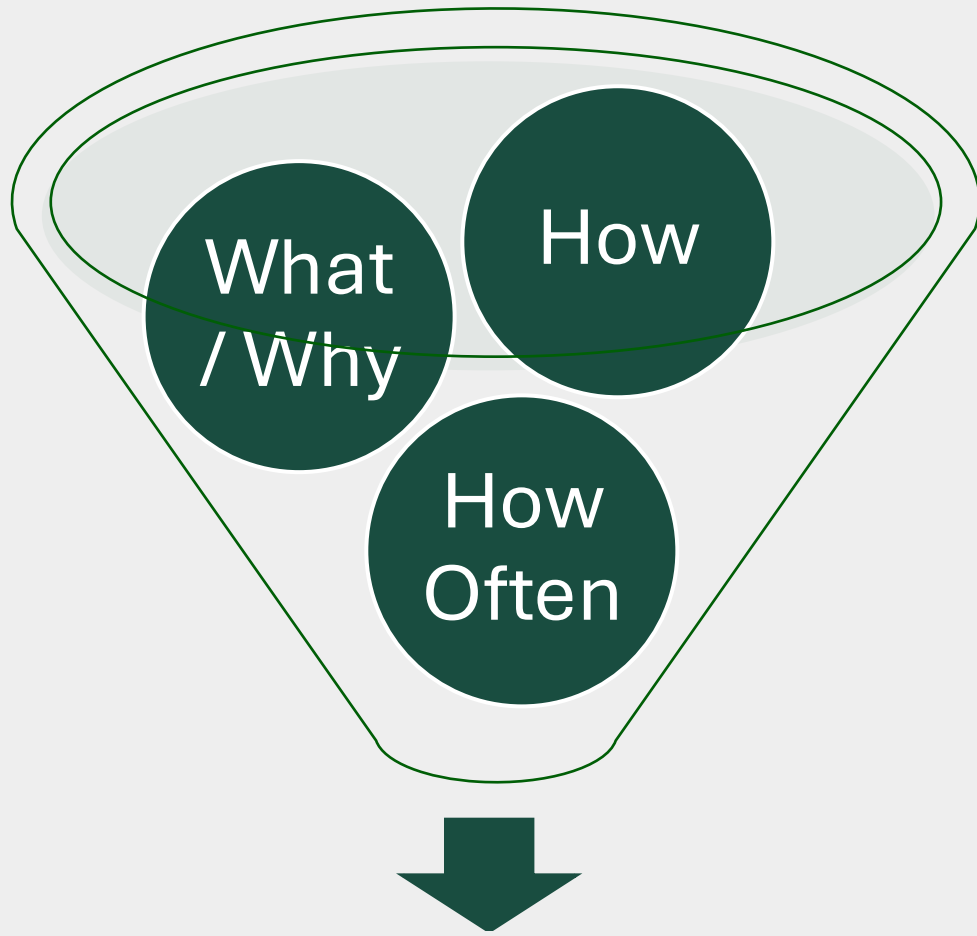
The Superintendent will attempt to notify all Board members of any emergency or potentially newsworthy event as soon as possible via email, fax and/or phone.

Board Meetings

- The complete Board packet, including backup materials and copies of presentations to be made, will be delivered to each Board member on the Wednesday before the Board meeting.
- After the packet has been delivered, but before the Board meeting, the Superintendent will hold a series of meetings for up to four Board members, to clarify recommendations and answer any questions.
- Board members agree to ask questions at these meetings so that the Board meeting time can be used for Board discussion, deliberation and decision making, without surprises.
- The Board will hold a management oversight work session quarterly. The Superintendent and Board will identify work session topics and schedule these topics at least one quarter in advance. |
- Questions or concerns raised by citizens at Board meetings will be reviewed by staff and may be addressed by staff and reported to the Board in a Friday **Board Update**.

Constituent Services

- Recognizing that the Board of Education has an obligation to be accessible to the public and assist citizens with questions, suggestions, or complaints, Board members must provide service to constituents but in so doing will not involve themselves in administrative matters or management. Well-defined protocols and standards have been created to facilitate responses by the Superintendent's designee (Board Services Manager) within a 72-hour timeframe. An information management system has been designed for storing, tracking, categorizing, and analyzing requests.



Board and Superintendent
Communication
Agreements

In developing a governance team communication agreement, you need to agree on what/why, how, and how often you will communicate.

What / Whys - Purposes

Inform
board
members
of what is
happening
in advance



Stimulate
discussion
on ideas
you or they
are
interested
in or
considering



Get
feedback
on
happenings
or ideas

How to Communicate

Depends on the *issue, timing, desired outcome, etc.*



How often to communicate



- ❑ Weekly contact is needed at a minimum



- ❑ Regular/consistent communication and when emergencies happen: over-communicate



Around the clock service?



Board & Staff Communication Practices/Rules



Should board members
contact staff?

Should staff contact board
members?

Staff 60-minute rule

Concerns or Issues

1. 1 on 1 discussion
2. Include the board chair
3. Include the entire board

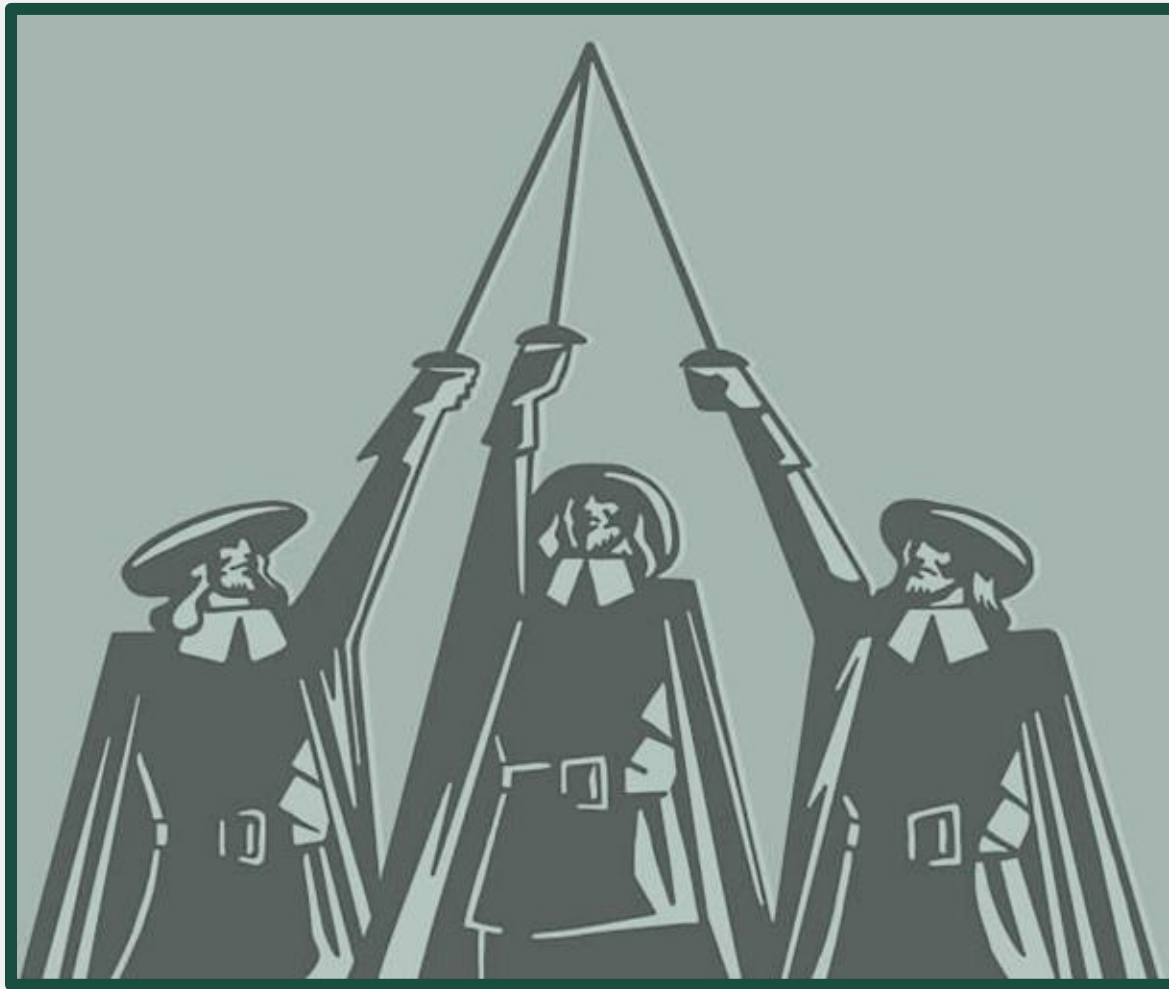
Requests For Information 15 Minute Rule?



How information requests from the board will be handled?

Requests for significant data or reports made to the superintendent will be reviewed to determine the amount of work needed

If too time-consuming, ask at a board meeting if the board as a body wants staff to complete



All for one, and one for all!
The Three Musketeers

Communications Protocols

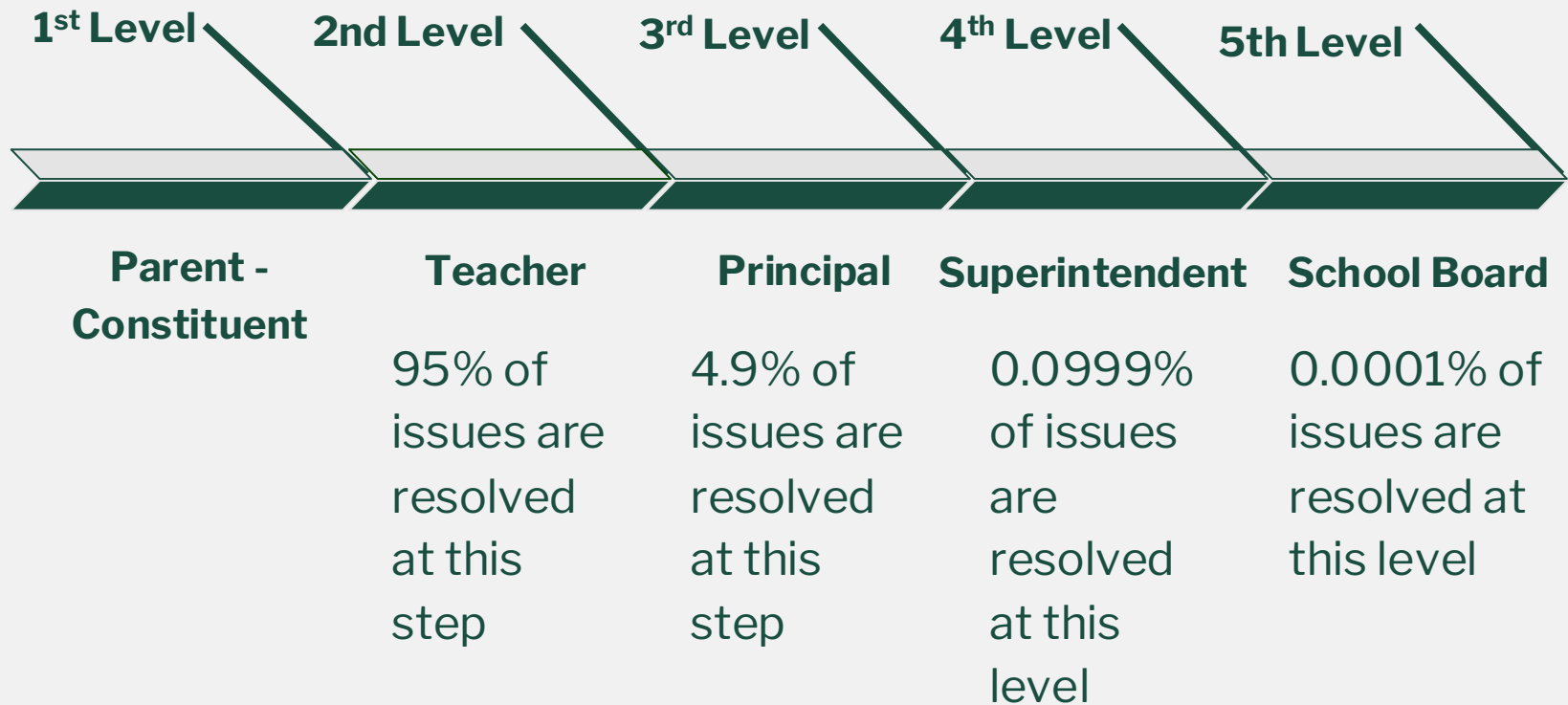
The complete Board packet, including backup materials and copies of presentations to be made, will be published on Thursday the week before the Tuesday Board meeting.

After the packet has been shared, but before the Board meeting, the Superintendent will be available for Board members, to clarify recommendations and answer any questions.

Board members agree to ask questions ahead of time so that the Board meeting time can be used for Board discussion, deliberation and decision making, without surprises.

Questions or concerns raised by community members at Board meetings may be addressed by staff and reported to the Board in a weekly Board Report.

Parent/Constituent Concerns



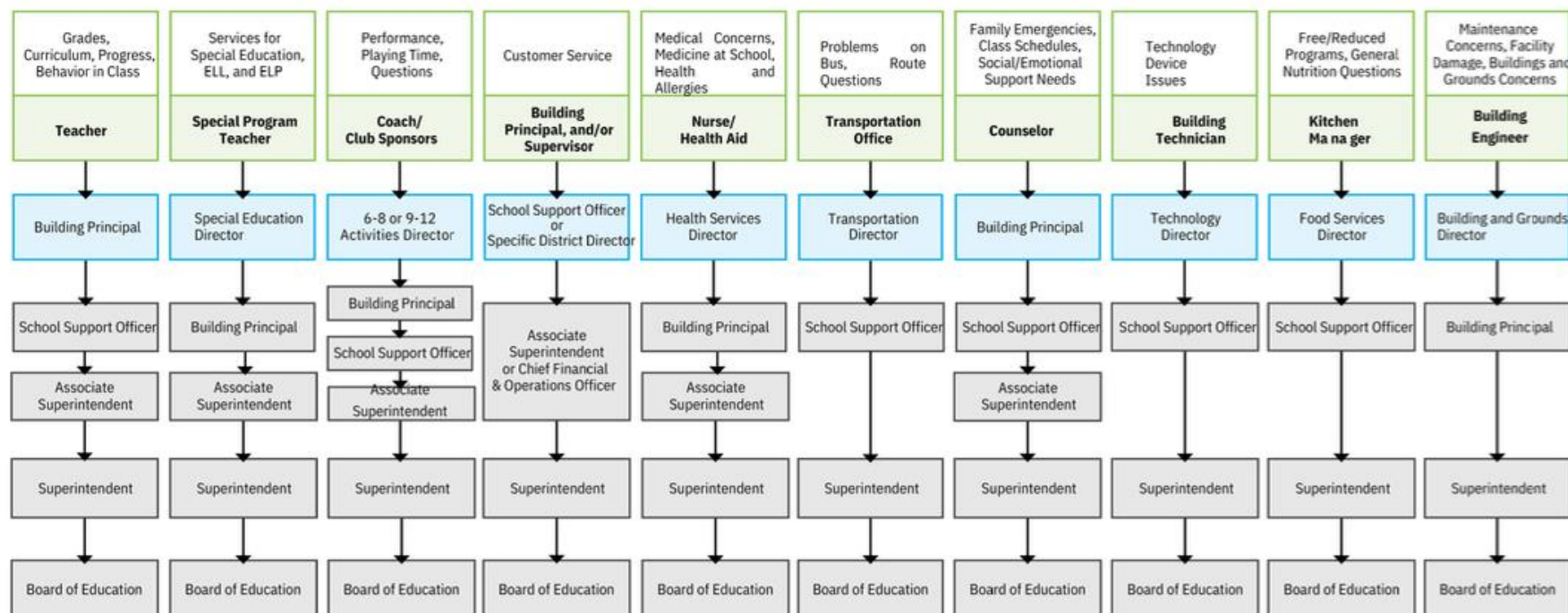
CLEAR CREEK AMANA COMMUNITY SCHOOL DISTRICT

Communication Guide for Addressing Questions and Concerns

The Clear Creek Amana Community School District recognizes that situations may arise where parents and community members have questions or concerns that need to be addressed. We strongly believe that all concerns are best dealt with using open communication and should be discussed by first talking with your child. This guide outlines the chain of communication for addressing concerns in the most efficient and effective manner.

*Green indicates the recommended starting point. Blue indicates supervisor.

If, after speaking with the involved staff member, and the issue has not been resolved, the individual may bring the concern to their immediate supervisor. The chart below will help determine who should be contacted next when and if further discussion is warranted. It should be noted if the concern involves the ethical behavior of a staff member or an individual's safety is compromised, the concern can be initially directed to the employee's immediate supervisor.



*Report bullying at this [LINK](#)

*Report immediate safety concerns to building principal.



Governance Team Priorities



Brainstorm any high priorities or concerns of the governance team.

Help the governance team know where the “hot buttons” are, rather than create a laundry list of “to-dos”.

Time For Discussion About Governance Team Priorities





Time For Discussion



Closing Activity

Please share!



AHAs: Something you learned during today's session



AFFIRMATIONS: Something you heard that affirmed actions you have taken or work you are doing

THANK YOU!

