

# Basic Roles and Responsibilities

Kristen Miles, OSBA



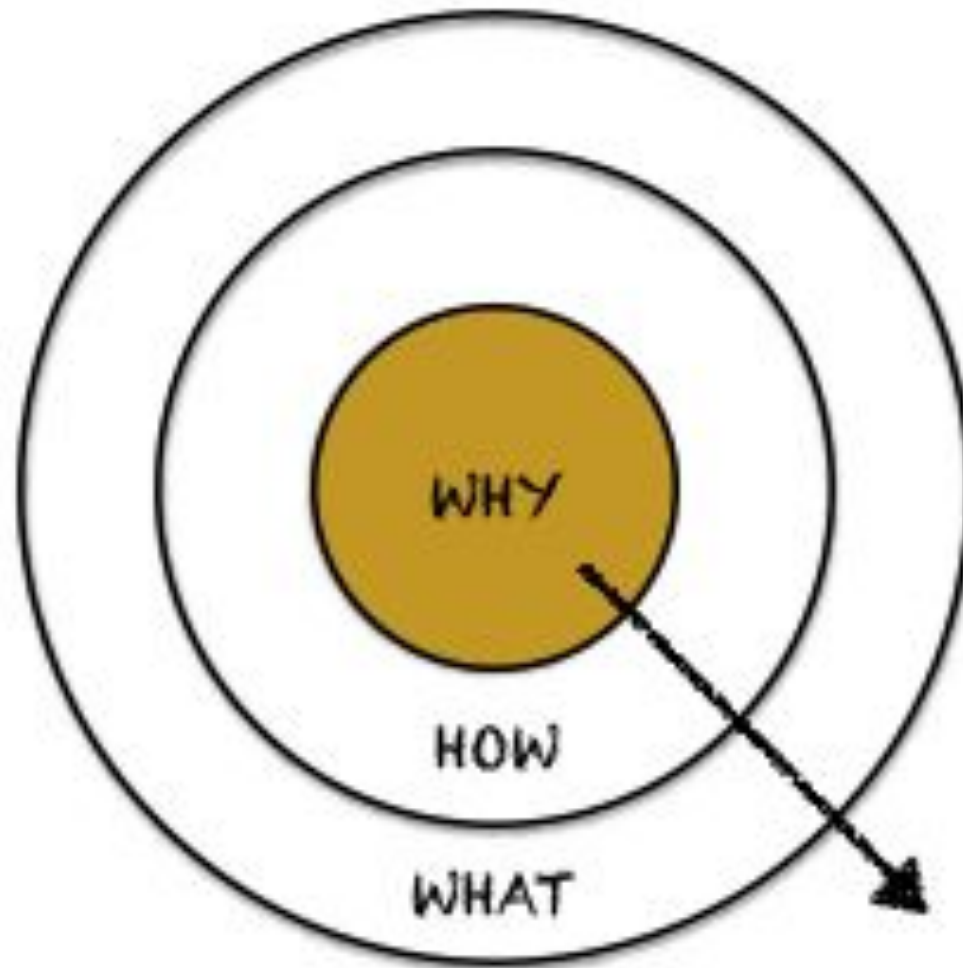
---

# Introductions

- Name
- Time on the board
- What you hope to get from this training



Why are  
you here?



Simon Sinek, *Start with Why*



# Share out:

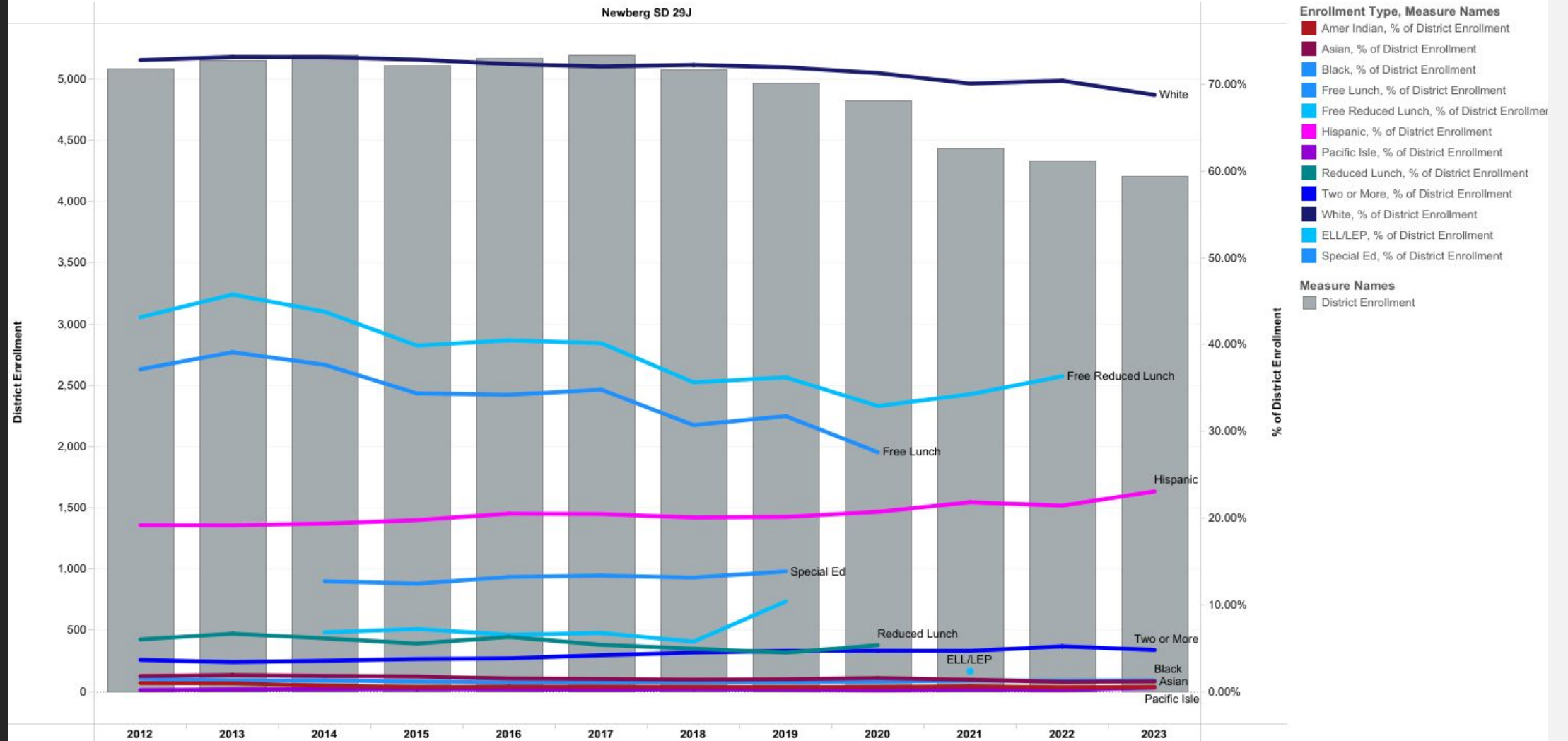
- Why does the board matter?
- Why does board culture matter?
- Why does your relationship with the superintendent matter?



## Enrollment Breakdown (District Level)

District(s): Newberg SD 29J

Note: Free Reduced Lunch values over 100% of enrollment are caused by some schools serving hot lunch to other nearby schools  
Source: Oregon Department of Education



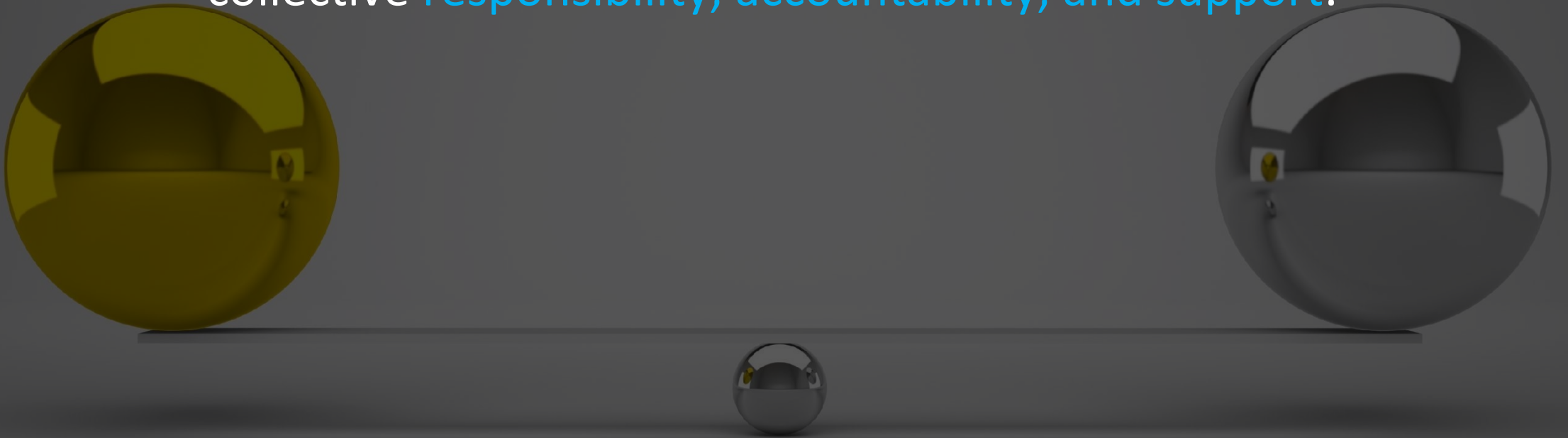
Who are your students?



# Current successes and challenges



Collaborative governance utilizes **effective partnerships** to learn and lead together in an environment of **trust and respect** with a shared focus on high expectations/outcomes for all students through collective **responsibility, accountability, and support**.




# 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

---



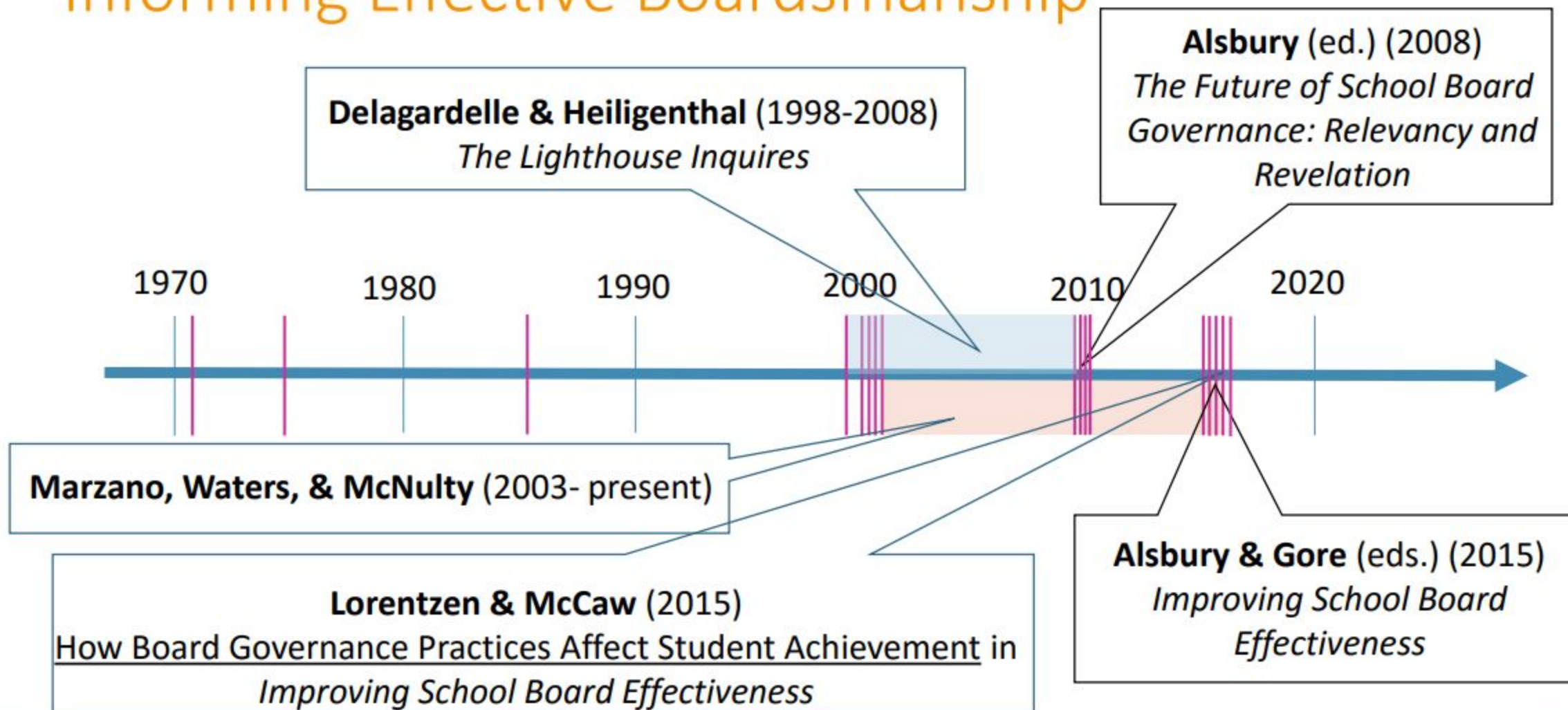
**Consider and  
share**

The board's  
top three  
strengths

The board's  
top three areas  
of growth



# 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 superintendent	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.



# 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 superintendent	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.

A decorative graphic on the left side of the slide, featuring a series of blue beads arranged in a grid pattern on a dark blue background. The beads are arranged in five rows and four columns, with a white curved line separating the graphic from the text area.

# Scenario:

---

A board member posts on Facebook asking for input on the high school 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:

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 is retaliation for 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:**

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 telephone calls from people in the community complaining because the superintendent has non-renewed a well-liked teacher. The board member is also 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 information relevant to the dismissal. The superintendent denies the request and the board member replies, “I will personally see that your upcoming performance review reflects your insubordination.”





# Scenario:

The board is having a heated debate/discussion at a board meeting. Board members are interrupting each other while speaking, accusing some board members that they are not “putting kids first”. Board members are being disrespectful to one another and attacking each other’s character. The chair uses the gavel to get attention and asks board members to be respectful.

- When a board meeting is being disrupted, is there a process to follow?
- How would you describe this situation? Is it ok for board members to disagree?
- What are some tools boards can adopt in situations like these?

# 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. The board was not notified of the decision, and individual board members are now receiving several 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 evaluation is due by March 15, 2024. The superintendent has not been involved in this discussion thus far.

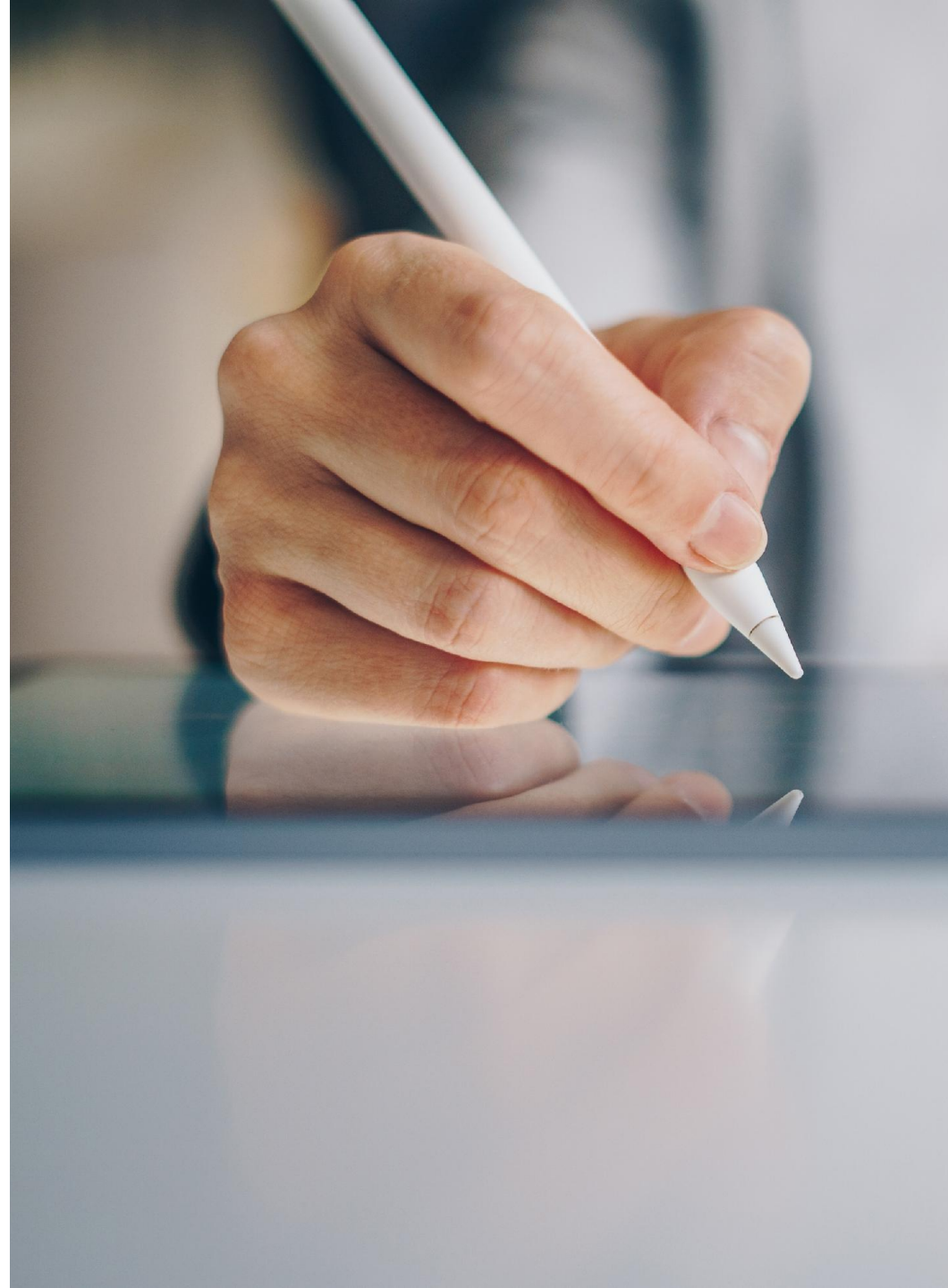
What should the board do in this situation? Should they continue their process and meet the deadline or table this for a different time?

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



# Is it board work?

- Visiting schools 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 the high school football coach
- Establishing the strategic priorities of the district

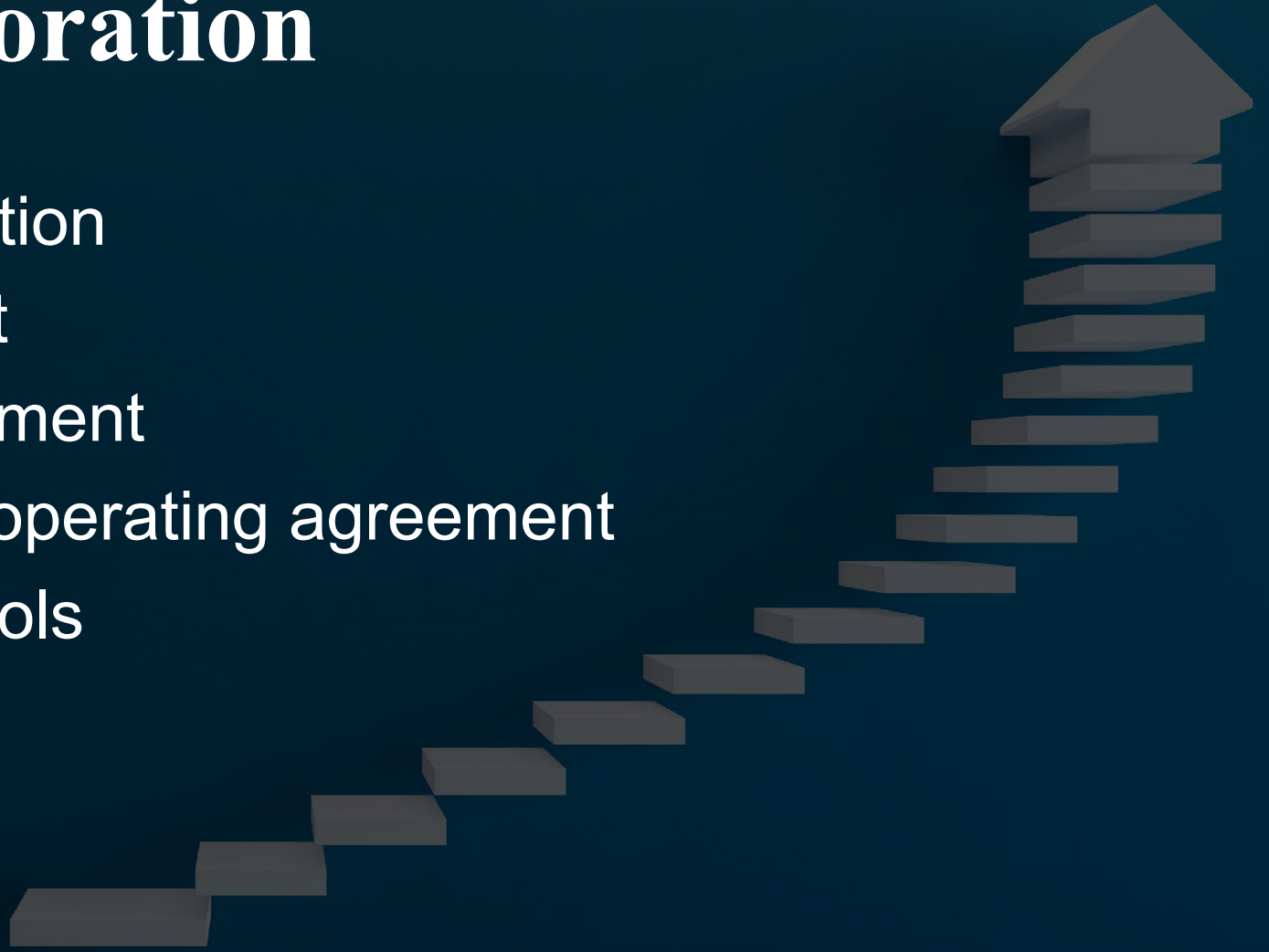




**Your scenarios?**

# Tools for collaboration

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







# Questions and discussion

---

