



## Beaverton School Board Retreat

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, August 15, 2023 10:00 AM

Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)

Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

## AGENDA

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### I. 10:00a.m.-5:00 p.m. Board Retreat

#### A. Board Retreat Agenda:

- Team Development
- Board Roles & Responsibilities
- Board Working Agreements
- Professional Development Focus Aligned to Strategic Plan

### II. Adjourn

2

# 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)

# 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<sup>5</sup>, 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

# 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

# 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**

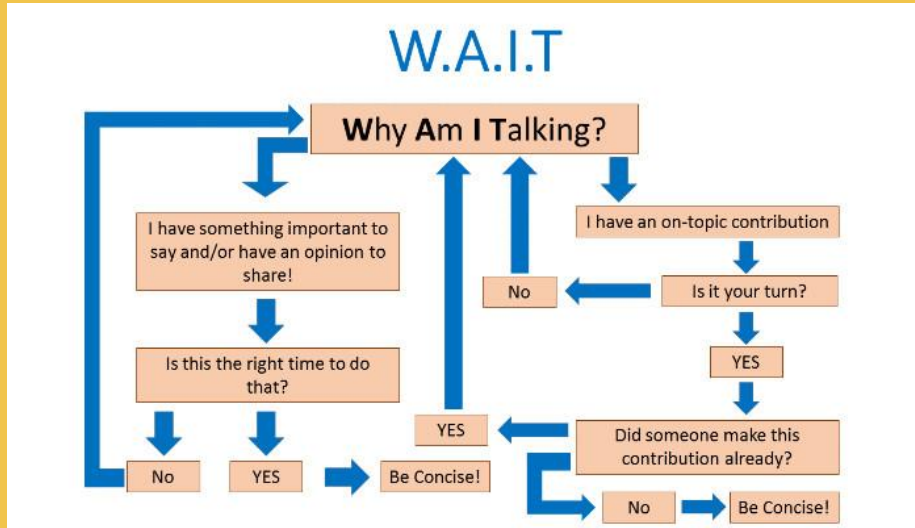
Respectful, predictable, inclusive, comfortable

## **Student Success:**

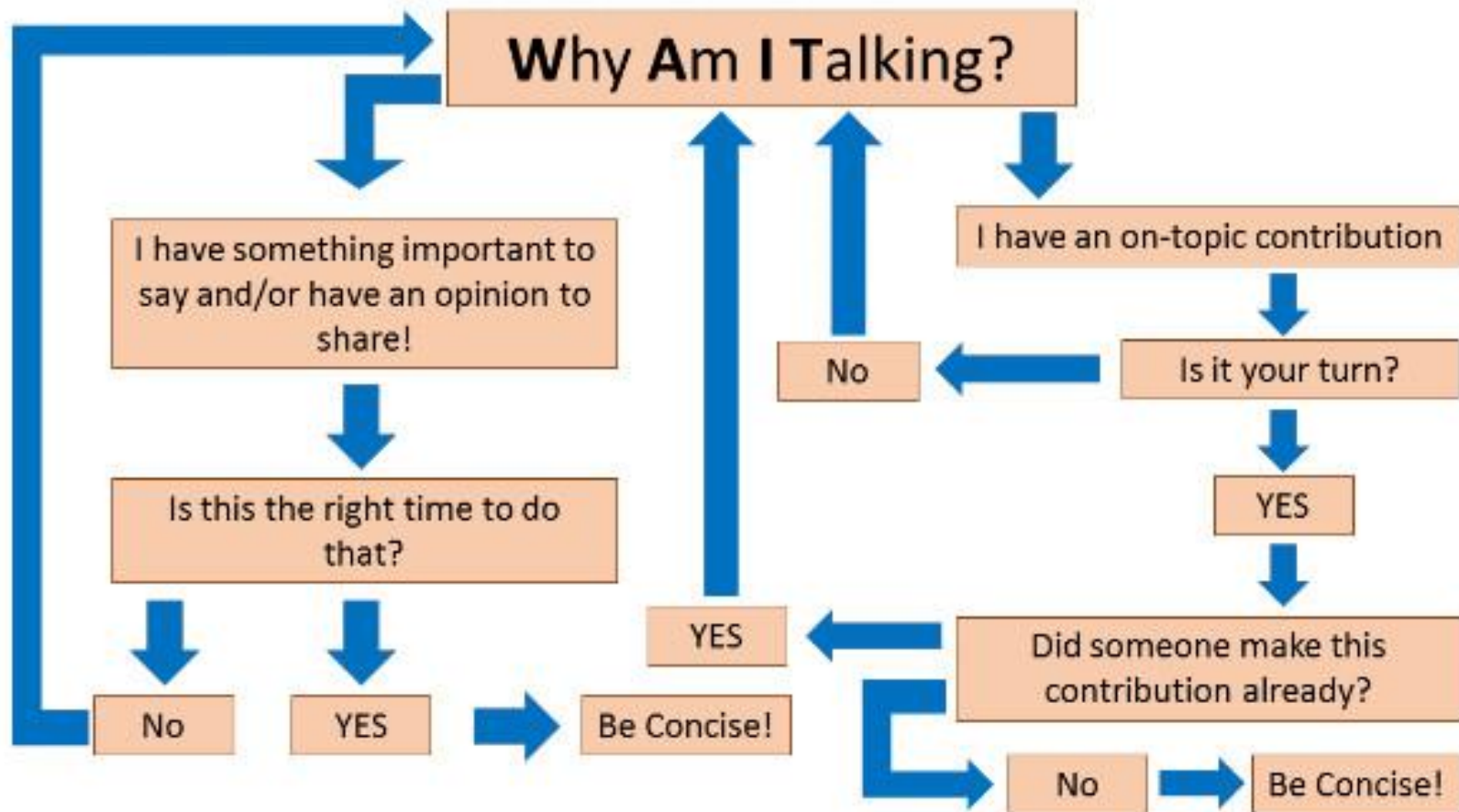
Growth, differentiated pathways

# Proposed Meeting Norms

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



# W.A.I.T



# Getting to Know You



# Governance

# Governance

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

Merriam Webster

**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.**

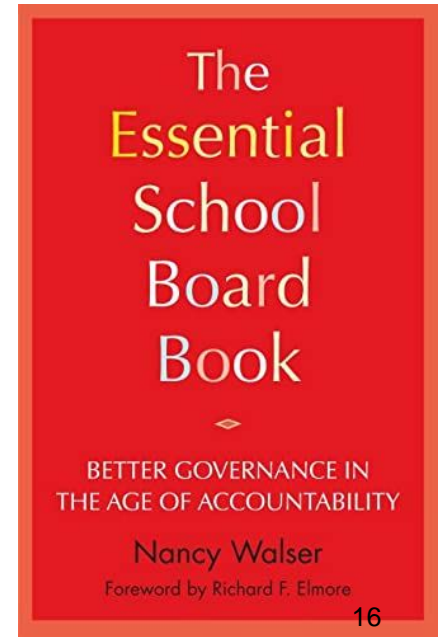
**To do this effectively, there must be a clear understanding of the role that you play within the governance model.**

# 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.



# Three Studies

Governance practices of effective boards.

<b>Lighthouse Study</b>	<b>New England School Development Council</b>	<b>Panasonic Study</b>
<p>Strong belief that all students are capable</p> <p>Understood their role and could connect their goals to classroom efforts</p>	<p>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</p>	<p>Work together to establish vision and values</p> <p>Creating conditions through policy, resources, community engagement, collaborative relationships with the superintendent and union negotiations</p>

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



# 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.

# Characteristics of Effective School Boards

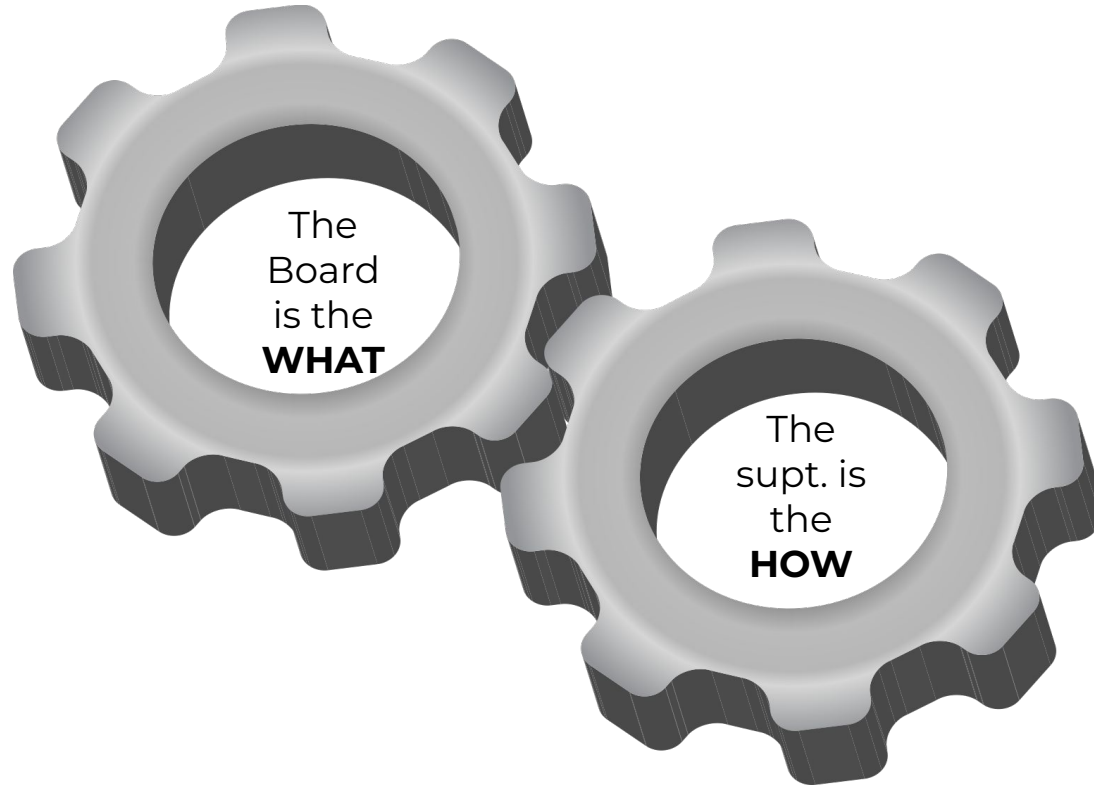
5. Are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement
6. Align and sustain resources, such as professional development, to meet district goals. According to researchers LaRocque and Coleman, effective boards saw a responsibility 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.

**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



# Roles & Responsibilities

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

# Roles & Responsibilities

**EXPECTATION**

**REALITY**

**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

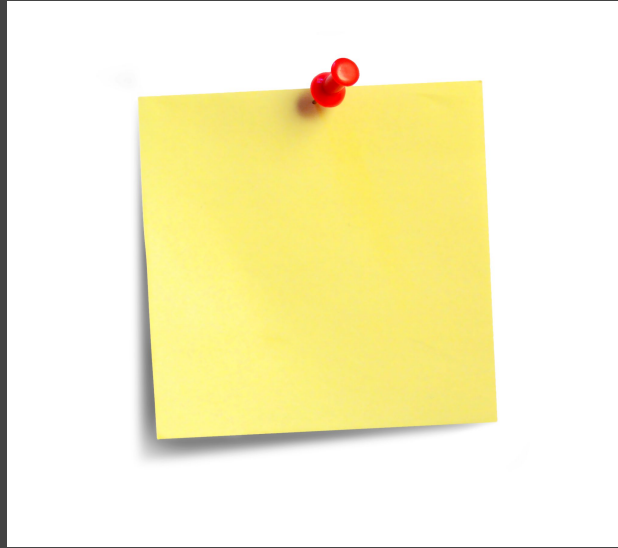
Resources to help explain Oregon’s [public records and meetings law](#) including running effective meetings.

# Roles & Responsibilities

## Scenarios



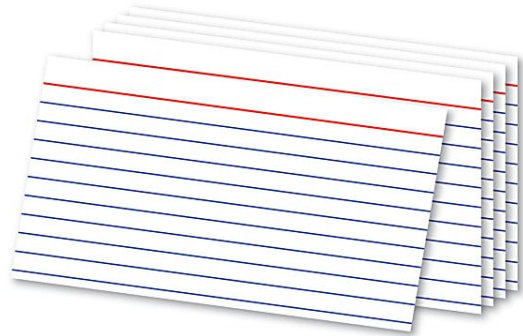
# What's on your mind?



# Lunch

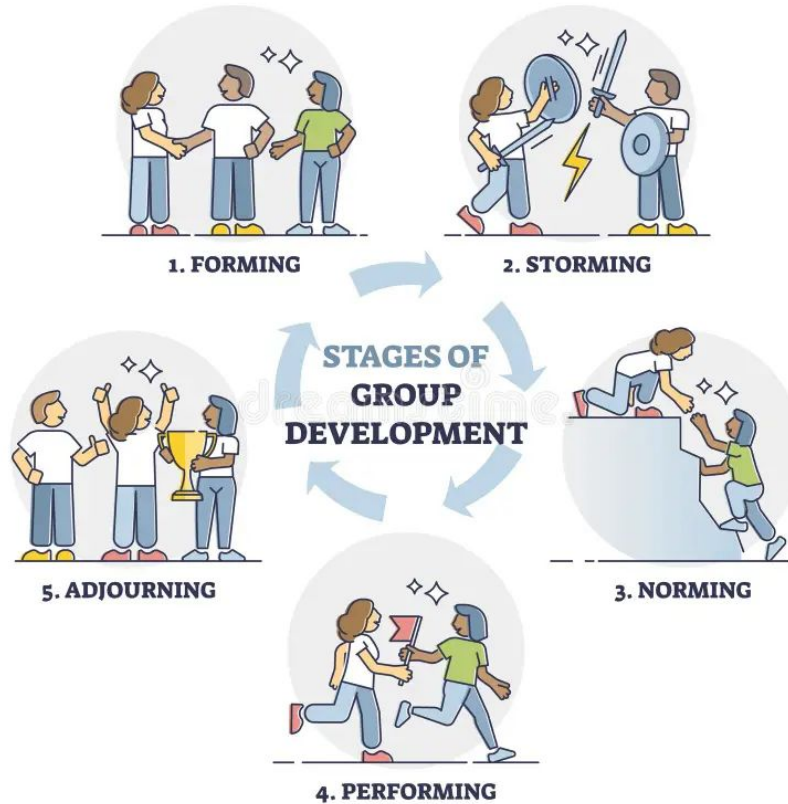
During your lunch break, please write the following on a notecard:

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



**Please don't share your answers with anybody else**

# Team Development



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!



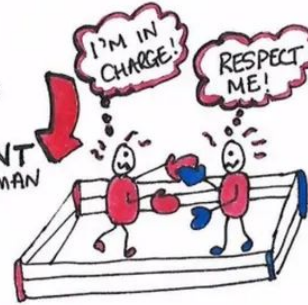
# FORMING

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



## STAGES OF TEAM DEVELOPMENT

BRUCE TUCKMAN (1965)



# STORMING

- Bids for power and control emerge
- Intense need to organize 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



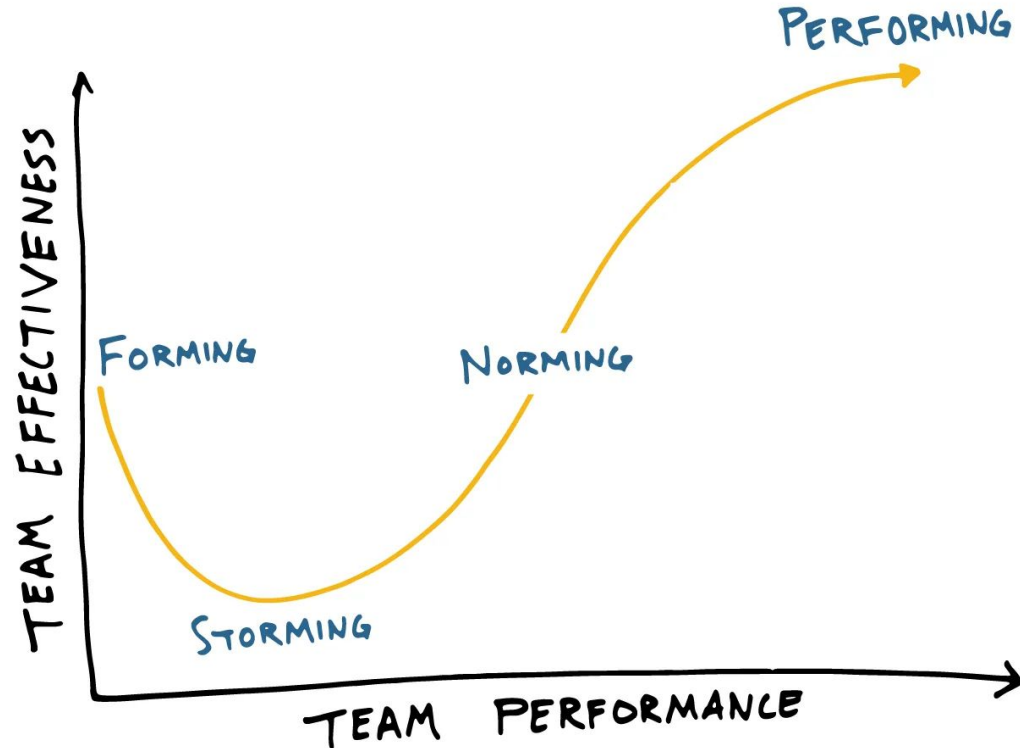
# NORMING

- 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

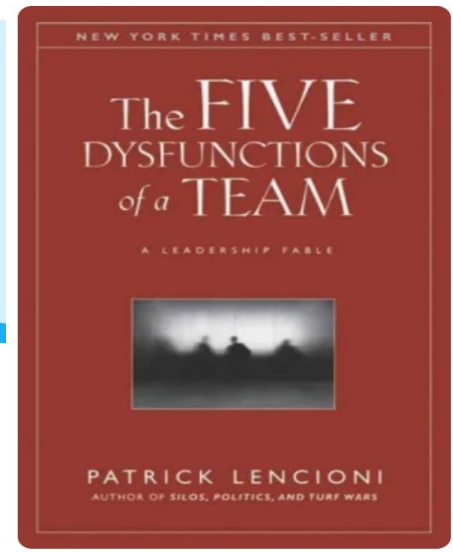


Sketchnote by Hayley Lewis  
@haypsych Nov 2016  
www.halopsychology.com

# Team Development



# FIVE DYSFUNCTIONS OF A TEAM





**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

**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?

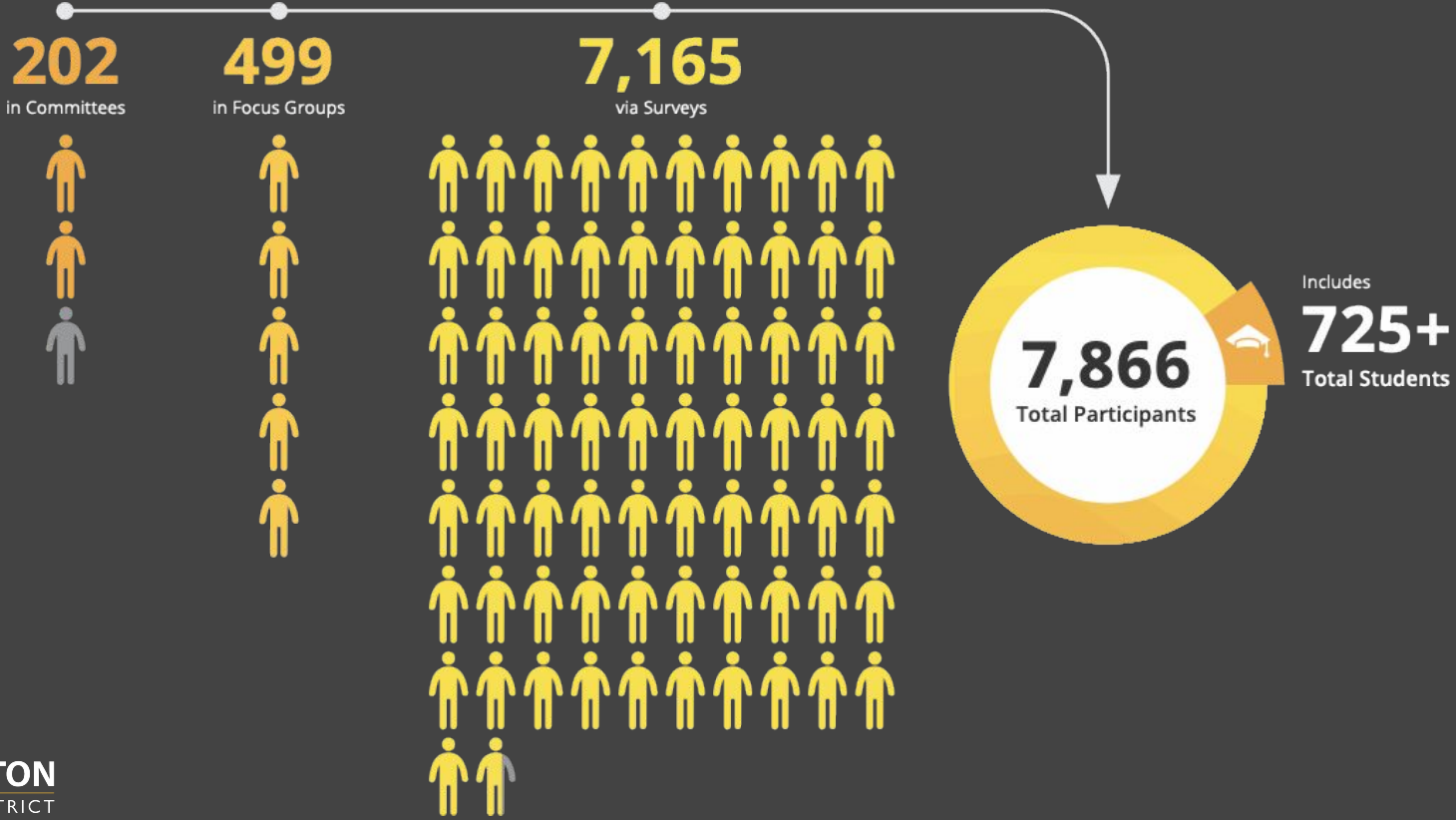
# Snack Break

# Strategic Plan

# 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.

# How many people participated in the strategic planning process?



# 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.

# 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.





# 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.

# 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.



# Foundations

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

Equity, Engagement & Excellence

# 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.

# 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

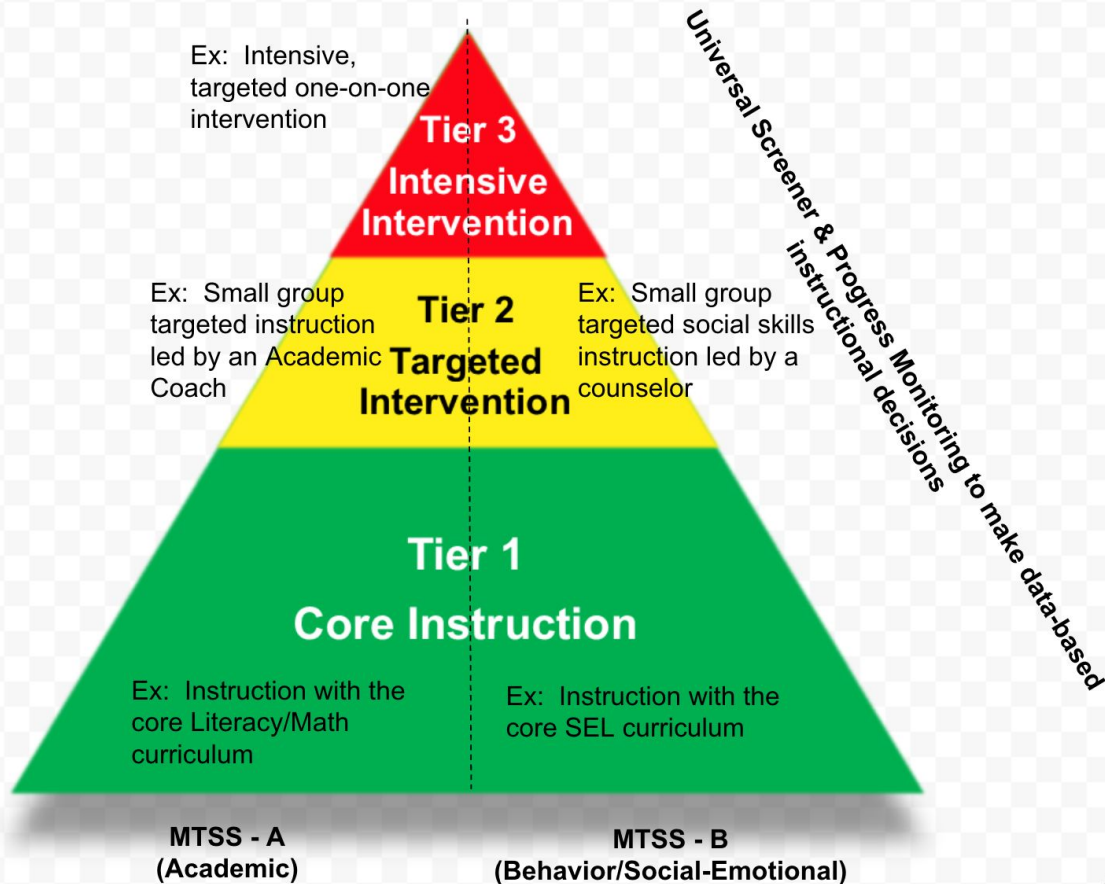
# Key Areas of Focus

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

# 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



# 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)

# Future Work:

- **Alignment**
- **Accountability**

- 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.**





**BEAVERTON**

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SCHOOL DISTRICT