

BOARD OF EDUCATION
August 5, 2026
Hamlin Middle School, Media Room
326 Centennial Blvd., Springfield, OR 97477

Retreat Agenda – Run of Show

Time	Activity	Facilitator
8:30–8:50	Welcome/Get to Know you Activity	Interim Superintendent Stover/Brian Megert
8:50–9:00	Review of Agenda/Purpose	Interim Superintendent Stover/Board Member
9:00–10:30	Building our Foundation • Establish Common Ground • Acknowledge the Moment and Commit to moving Forward • Clarify Governance Roles • How we Will Work Today	Tenneal Wetherell
10:30–10:45	Break	
10:45–12:15	Establish Board Superintendent Operating Agreements	Tenneal Wetherell
12:15–1:00	Lunch (Activity from Ken Kohl)	
1:00–2:30	Putting Agreements Into Practice	Tenneal Wetherell
2:30–2:45	Break and Quick Activity	Interim Superintendent Stover
2:45–4:00	Establish Accountability and Follow Through	Tenneal Wetherell
4:00–4:30	Individual Commitments	Interim Superintendent Stover/Board Members

Acknowledge the Moment

Partner Group	Question: What might they be experiencing as a result of the past few years?	Question: What might they need from us moving forward?
Students		
School Staff		
District Leaders		
Families		
Community		
Board		

Board Governance Framework

Board Governs	Superintendent Leads
● Establishes vision, goals and priorities ● Adopts policy ● Approves the budget and allocates resources ● Hires, supports and evaluates the superintendent ● Monitors district performance ● Represents the interests of the community ● Holds the superintendent accountable for results	● Implements the board's vision and priorities ● Develops administrative procedures ● Manages district operations and resources ● Hires, supervises and evaluates district staff ● Leads continuous improvement ● Provides professional recommendations and expertise ● Holds the organization accountable for implementation
Shared Responsibilities	
● Student success ● Building trust ● Strategic planning ● Community engagement ● Effective communication ● Organizational culture ● Continuous improvement	

Who's Work Is It?

Examples	Board	Shared	Superintendent	Why
Adopt District Policy				
Hire Principal				
Respond to A Parent Complaint				
Approve the District Budget				
Select Curriculum				
Superintendent Evaluation				
Negotiate Contracts				
Student discipline Appeal				
Strategic Plan				
School Calendar				
Facilities Maintenance				
Public Communication During A Crisis				
Legislative Advocacy				
Community Engagement				
Hiring Superintendent				
Board Agenda Development				

What Should You Do?

Scenario's	Questions	Action Question
A parent stops you at the grocery store and says, "I am worried about my child's educational progress and I don't agree with the curriculum that is being utilized, it isn't meeting her needs."	☐ Is this primarily Board work? ☐ Shared? ☐ Superintendent?	What Should the Board Member Do?
A principal invites Board members to visit the school. Later calls and says "We're dealing with a significant student issue today. Could you come another day?"	☐ Should the Board member insist on visiting? ☐ Reschedule? ☐ Call the superintendent?	What operating agreements apply?
A teacher emails one Board member saying "With a complaint about their leadership, or their working conditions."	☐ Is this primarily Board work? ☐ Shared? ☐ Superintendent?	What Should the Board Member Do?
The state announces new immigration guidance.	Who owns ● Monitoring? ● Administrative response? ● Policy implications? ● Community communication?	Why?
A board member repeatedly hears concerns about principal turnover or declining enrollment.	☐ Is this primarily Board work? ☐ Shared? ☐ Superintendent?	How would our operating agreements guide us in this scenario?

Proposed Operating Norms

Be Present

Give your full attention to the discussion and stay engaged in the work.

Listen to Understand

Seek first to understand another perspective before responding or advocating for your own.

Speak Candidly and Respectfully

Share your perspective honestly while maintaining respect for others, even when you disagree.

Assume Positive Intent

Approach the conversation with curiosity and assume others are working toward the same goal, even when viewpoints differ.

Focus on the Future

Acknowledge the past where necessary, but spend our energy building the future we want to create together.

Share the Air

Everyone has valuable perspectives. Be mindful of balancing speaking and listening.

Stay at the Governance Level

Keep discussions focused on governance, leadership and the board-superintendent partnership rather than individual operational decisions.

Honor the Work We Do Together

Support the agreements we establish today and commit to carrying them into our work beyond this retreat.

Page 1: What the Board Needs

To Govern Effectively, the Board Needs...

- **Agreement Approach:**
 - Not narrative entirely
 - Not exhaustive (e.g., not including every routine item)

Page 2: Overlapping Responsibilities Model (Framework)

- **Governance:** What outcomes are we trying to achieve?
- **Management:** How will we accomplish those outcomes?
- **Leadership:** How do we accomplish those outcomes together?

Page 3: Key Roles & Domains

1. Governance

- What outcomes are we trying to achieve?

2. Management

- How will we accomplish those outcomes?

3. Leadership

- How do we accomplish those outcomes together?

Page 4: Board & Superintendent Dynamics

When the Board is Operating at Its Best, What Does It Do That Helps You?

- Focus on governance
- Listen with open minds
- Positive communications / Support of the work efforts — Word choice matters
- Acknowledge and celebrate progress
- Focus on classified employees (recognition, celebration)
- Treat Dr. [Leadership] & expert partners as partners, while decision-makers listen to the quietest voices

What Behaviors Build Trust?

- Setting clear priorities; measures of success
- Communicates early; proactive problem-solving
- Common issue + what you'd like to see
- Getting input, curiosity before judgment
- Credit public, concern private
- Focus on students and schools
- Avoid personal agendas

- Apply policy evenly & unconditionally

What Helps You Focus on Students and Schools?

- Efficiency of system and focus
- Listen with genuine interest
- Goals specific, stable, focused on student needs
- Helpful, clear strategic vision
- Clear roles, superintendent / Board / Superintendent-Board leadership
- Upward advocacy – legislative plan
- Celebrate progress
- Continuous improvement / path forward

Page 5: Student-Centered & Continuous Improvement

Student Centered

- **Access to Schools, Teachers, Info:**
 - Frequency, impact, to ops
- **Setting Goals / Expectations to Improve Student Learning:**
 - w/ measurable benchmark
 - Links between budget + outcome

Continuous Improvement

- **Board, Supt. Engagement:**
 - Procedures written + reviewed
 - Practices

Utilizing Strategic Plan to Guide...

- **Focused Goals... / Benchmarks:**
 - Strategy to execution to plan...

Page 6: Governance Themes & Accountability

Trust / Respect / Relationship

- Culture of accountability
- Stay in relationship with each other
- *Ensure people are heard + seen...*

Governance Roles

- Complaint process...

Meeting Conduct / Post-Exp.

- **Return culture aspects, including:**
 - Making it OK to ask questions, delay

- Have info that is needed...
- Calendarizing draft agenda $\rightarrow$ Standardized tools

Accountability

- **Co-ownership of agreements, actions, findings:**
 - Including responsibility w/ student progress

Page 7: Communication & Policy Themes

Communication

- Clear is kind... explicit in need
- Supt. looped in, staff may cont. engagement concept

Effectively Use Policy

- Applies to all, utilized
- Honored by all...
- Do people know the procedures?

Info Agreements

- Board follows standard system
- Generally 5 days through Supt.
- Avoid forced points...
- No surprises
- Access to info w/ enough time to ask questions, contemplate, & review

Page 8: Governance is Working Well

- **Board Meeting venue to be transparent about what is happening**
- **Time to focus on Student / System / Strategy**
- **Systems are put in place to ensure goals / access to info**
- **Staff / Board relationship to co-create + lead... "clear the air"**
- **Have info to do the work well**
- **Partnership:**
 - Partnership we do together
 - Trust, but not rubber stamp
- **Constructive & collective oversight & transparent working**

Page 9: Norms & Working Principles

- **Be Present**
- **Listen to Understand**
- **Speak Candidly, Respectfully:**
 - Hard on issues, soft on people...
- **Assume Positive Intent**

- **Focus on Future:**
 - Action-focused... learning from past
- **Share the Air**
- **Stay at Governance Level**
- **Honor the Work We Do Together**
- **Expect Non-Closure**

Page 10: Priorities & Action Plan

Priority Category	Action Items / Focus Areas
Short Term	1. Board Calendar 2. Timely Follow-up 3. School Visits 4. Supt. Eval / Search <i>(on the calendar)</i> 5. Rest of Items <i>(Fleshing out, not "Exclusion Procedure")</i>

Long Term	6. Finance... (<i>Sustainability</i>) * Levy * Board Onboarding * School Closure 7. Engagement / Satisfaction Survey * Exit survey / eval * Staff * Community
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	8. Student Experience/Learning * Behavior / Special Ed / Needs * Programs / Understanding what to use * Inclusion process 9. Legislative Plan 10. Everything else on the list
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