

**SEASIDE SCHOOL DISTRICT 10**  
**Special Meeting/Work Session of the Board of Directors - Minutes**  
Tuesday, January 16, 2024, 6:00 pm  
*Virtual via ZOOM*

**PRESENT:**

**Board Members:** Brian Taylor, Chris Corder, Brian Owen, Michelle Hawken, Shannon Swedenborg, Kevin LaCoste, and Sondra Gomez.

**Administration:** Superintendent Susan Penrod.

**Staff:** Technology Support Specialist Kyle Duffy, Executive Assistant Leslie Garvin.

**Others:** Karolina Gage

1. **CALL TO ORDER** – 6:31 pm

Chair Brian Taylor called the Special Meeting/Work Session of the Board to order, and welcomed Kristen Miles from Oregon School Board Association (OSBA). A quorum of the Board was present.

2. **WORK SESSION**

A. OSBA/Board Roles and Responsibilities Training w/ Kristen Miles.

Kirsten introduced herself and let the Board know this is a conversational presentation and members should interrupt/interject. She began her presentation (attached).

Board members introduced themselves.

Discussion about why boards matter, why board culture matters, and why the board relationship with the Superintendent matters.

Discussion of positives and challenges. Positives included new committee structure, wellness program. Challenges included multiple disruptions over a few years (move, Covid, etc) and bringing everyone together on one campus, a new superintendent coming in during all of the changes, softball project/OCR complaint, increased complaints.

Various scenarios were reviewed and discussed. Professional standards were reviewed and discussed. Tools for superintendent evaluation, board self-assessment, operating agreement, and communication protocols were discussed.

Questions/Good of the Order:

Chris Corder asked about board socializing/bonding without breaking public meeting law? Kirsten – you can certainly socialize, as long as you don't talk about board business.

Members spoke about their appreciation for staff and each other, as well as for Kirsten and this kind of professional development.

3. **ADJOURN WORK SESSION** – 9:00 pm

Leslie Garvin  
Executive Assistant

# Basic Roles and Responsibilities

Kristen Miles, OSBA

## Introductions

- Name
- Time on the board
- Why are you on the board?



## Share out:

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



## Current successes and challenges

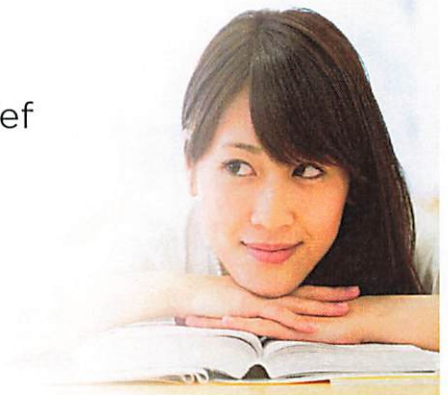


## Scenario:

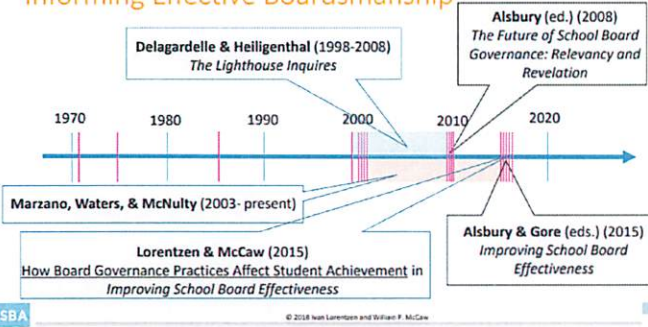
During a recent board meeting a board member rejected the proposed vision statement because it included the phrase "all means all". They indicated that it was impossible for each student to achieve at a high level. "Many students do not have the support at home necessary for them to be successful," said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

(*V. 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 school 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.

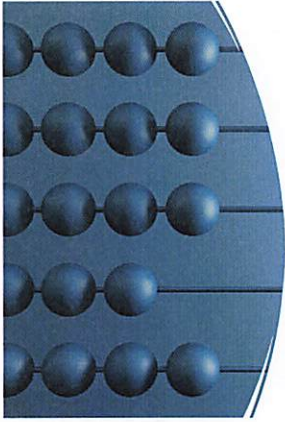
## Practice through scenarios

### 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 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.

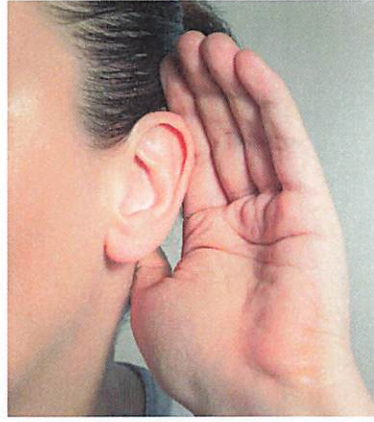
- What do you as a board member do in this situation?





## Scenario:

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.

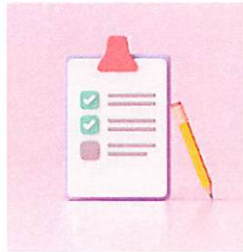


## Scenario:

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 regularly going over the three-minute allotted time and identifying people by name.

- When a board meeting is being disrupted, is there a process to follow?
- What are some tools/processes boards can adopt in situations like these?

## Scenario

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



### Seaside School District 10

Code: KSA 3A  
Revised/Amended: 4/9/22, 2/1/22

#### Public Records Request

To implement and enforce the following guidelines apply to the dissemination, inspection and reproduction of the public records of the district:

1. A public records request shall be submitted in writing through the district office at 2001 1/2th Street, Seaside, OR 97138. Requests should be for requests for written, printed, electronic and digital information of records requested.
2. Upon receipt of a written request, the district will respond within five business days<sup>1</sup> unless a longer amount of time is necessary. The district's response to the request, if any, shall be provided as a written response of the request, if any:
  - a. Confirm that the district is the custodian of the requested record;
  - b. Refuse to disclose that the district is not the custodian of the requested record; or
  - c. Notify the requester that the district is not aware whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request in accordance with this section, the district shall:
  - a. Complete its response to the public records request in accordance with KRS 142.030(2); if the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the district's determination to state law;
  - b. Provide a written statement that the district is not providing the requested records and a reasonable estimated date by which the district expects to complete its response based on the information currently available;
4. The time periods established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impractical due to:
  - a. The need to conduct an extensive search to complete the request to the public records request or

- b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
  - c. Of the volume of the public records request being simultaneously processed by the district. In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.
5. The district may request additional information or clarification from the requester for the purpose of responding to the district's response to the request as provided by law. If the district requires additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days of a good faith request from the district for information or clarification, the district shall close the request.
  6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the user is accustomed to.
  7. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, interpreters or braille materials or other equally effective accommodations.
  8. Where the labor effort exceeds 30 minutes, labor material and out of pocket charges will be reimbursed to the district. Labor will be calculated at the district rate of the employee affected. Materials and out of pocket charges will be reimbursed at district cost. Copies will be charged at a rate of \$0.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at an additional charge.

<sup>1</sup> Oregon law requires a response to a public records request within five business days unless a longer amount of time is necessary. The district's response to the request, if any, shall be provided as a written response of the request, if any.

If the district has informed the requester of a potential fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date the fee was notified of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the district of the fee waiver, the district shall close the request.

The district reserves the right to restrict the inspection of some public records to the district's facilities.

## 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 in each school 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 school 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?

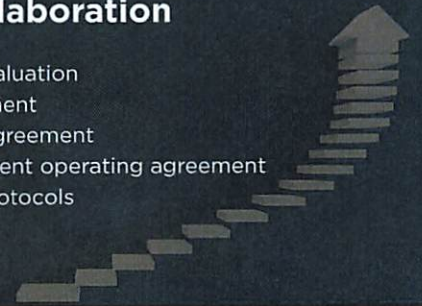
- Visiting school to observe student learning in classrooms and check on overall student and staff morale
- Reviewing applications, interviewing selected candidates, and making recommendations for the hiring of a coach
- Establishing the strategic priorities of the district



## Your scenarios?

## Tools for collaboration

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





**Questions and  
discussion**

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