

Knappa School District No. 4 • Knappa, Oregon 97103  
Board of Directors' Regular Meeting and Work Session.  
August 2, 2021  
5:30 p.m.

**Meeting will be held at HLE in M3**  
<https://meet.google.com/emd-cvuc-vty>

1. **Call to Order** –Chair Johnson
  - 1.1 Flag Salute
2. **Consent Agenda- (Motion for approval needed)**
  - 2.1 Personnel Update
  - 2.2 Superintendent Fritz outside work approval
  - 2.3 Disclosure of Potential Conflict of Interest and Board Disposition
3. **Old Business**
  - 3.1 Updated 2021 Bond Resolution- (motion for approval needed)
4. **Work Session Discussion**
  - 4.1 Opening Activity- Hopes & Fears- (Superintendent Fritz)
  - 4.2 Superintendent/Board Training w/ OSBA- (Kristen Miles-Virtual)
    - Board Member Standards of Conduct-Policy BBF
    - Board/Superintendent Operating Agreement-Policy BCD
    - Conflict of Interest (More than just financial)??
    - Processing Community Comments (Are Groups Different? How should board members handle it when somebody “bends their ear?” -- Policy BDDH / Policy BBAA / Policy KL
    - Robert’s Rules Training
    - Article Review -- Institute for Local Government. (2003). Everyday ethics for local officials: Making politically unpopular decisions.  
[https://www.cailg.org/sites/main/files/fileattachments/resources\\_Everyday\\_Ethics\\_Dec03\\_0.pdf](https://www.cailg.org/sites/main/files/fileattachments/resources_Everyday_Ethics_Dec03_0.pdf)
  - 4.3 20-21 Board Self Evaluation- (discussion only)
  - 4.4 21/22 Board Goals- (discussion only)
  - 4.5 Reopening Plan Updates- (information only)

**Next Meeting •**

Wednesday, August 18, 2021 School Board Meeting 6:30 p.m., Wednesday, September 22, 2021  
Regular School Board Meeting 6:30 p.m. Knappa High School Library

**Knappa School District #4**  
**Board Meeting Background Information**

<input type="checkbox"/> Policy	<input type="checkbox"/> Vision & Goals
<input type="checkbox"/> Financial	<input type="checkbox"/> Information
<input type="checkbox"/> Discussion	<input type="checkbox"/> Resolution
<input checked="" type="checkbox"/> Other	

**Item Title: Approval of Outside Work for Superintendent**

**Background Information Related to this Issue:**

The employment contract between the School Board and the Superintendent requires School Board permission for the Superintendent to engage in outside work. The superintendent has been invited to teach a single online class at Bushnell University this fall and an additional online class in the spring. The classes are small, class sessions will occur in the evening, and the courses will not interfere with work time in the Knappa School District.

**Operational Impact:** No direct operational impact. The superintendent will be teaching online, and will better understand the challenges and rewards associated with online teaching. Additionally, the coursework relates to educational research, so the superintendent will continue to be immersed in current educational research as a result of this experience.

**Financial Impact:** None

**Recommended Action:** The superintendent respectfully requests that the Board authorize up to three credits per term of outside work at Bushnell University.

**Knappa School District #4**  
**Board Meeting Background Information**

☐ Policy  
☐ Financial  
☐ Discussion

☐ Vision & Goals  
☐ Information  
☐ Resolution

☒ Other

**Item Title:** Disclosure of Potential Conflict of Interest and Board Disposition

**Background Information Related to this Issue:**

In accordance with Policy GBC and ORS Chapter 244, the Superintendent is disclosing a potential conflict of interest. His son is making application to serve as a summer PA with the Knappa School District for the music camp in August.

Board Policy indicates that the employee (in this case, the Superintendent) is to disclose this and allow the supervisor (in this case, the Board) to "dispose" of the issue properly. The Superintendent's recommendation is that he play no part in the selection process for this position, but that it be delegated to Principal Smalley to conduct the applicant screening process with no input from the superintendent in cooperation with the business manager, Diane Barendse. Additionally, the superintendent will not supervise or evaluate his son (if selected) and will exert no influence on this process with Ms. Smalley.

If selected, the superintendent will not render an employment recommendation to the Board regarding this position.

**Recommended Action:**

Recognizing the Board's authority in this matter, it is the request of the Superintendent that the matter be disposed of as described above.

EXHIBIT A

NOTICE OF MEASURE ELECTION

KNAPPA SCHOOL DISTRICT NO. 4  
CLATSOP COUNTY, OREGON

Notice

<b>Date of Notice</b> _____	<b>Name of District</b> Knappa School District No. 4	<b>Name of County or Counties</b> Clatsop	<b>Date of Election</b> November 2, 2021
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Ballot Title

**Caption** (10 words which reasonably identifies the subject of the measure)

Bonds to Increase Safety, Security; Construct Updated Classrooms; Repair Facilities.

**Question** (20 words which plainly phrases the chief purpose of the measure; second sentence is not included in word count)

Shall District issue \$14,000,000 general obligation bonds to make safety and security improvements, repair schools, construct facilities, receive \$4,000,000 grant?

If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

**Summary** (175 words which concisely and impartially summarizes the measure and its major effect)

Knappa School District No. 4 has been awarded a \$4,000,000 State grant which will be available only if the bonds are approved.

If approved, this measure would finance capital costs within the District including:

- Replace existing middle school portables
- Middle school science center to replace existing portable science center
- Middle school “learning hub” containing library resources, technology, and group learning spaces specifically for middle schoolers
- Improved access to mental health
- Construct gym at Hilda Lahti School
- Improved safety and security
- Address critical repairs and maintenance, including roofs, HVAC systems, electrical systems, plumbing, and weather sealing of buildings

Citizen committee will review expenditures.

Bonds would mature in 25 years or less from the date of issuance and may be issued in one or more series. If approved, the average bond tax rate is estimated to be \$2.20 per \$1,000 of assessed value which is less than the average bond tax rate for the bonds paid off in June 2021 of \$2.23. Actual rates may vary based upon interest rates incurred and changes in assessed value

**AMENDED AND RESTATED RESOLUTION NO. \_\_\_\_\_**

**AMENDED AND RESTATED RESOLUTION OF KNAPPA SCHOOL DISTRICT NO. 4, CLATSOP COUNTY, OREGON CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF CONTRACTING A GENERAL OBLIGATION BONDED INDEBTEDNESS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$14,000,000 TO FINANCE CAPITAL COSTS; DECLARING INTENT TO REIMBURSE EXPENDITURES; AND RELATED MATTERS.**

**WHEREAS**, the Board of Directors (the “District School Board”) of Knappa School District No. 4, Clatsop County, Oregon, a school district organized under Oregon Revised Statutes (“ORS”) Chapter 332 (the “District”), has determined that a need exists for the District to finance capital costs, as more fully described in the Notice of Measure Election attached hereto as Exhibit A and to pay bond issuance costs (collectively, the “Project”); and

**WHEREAS**, in connection with the Project, the District has evaluated the need for safety improvements, the joint funding of safety improvements with other public and private entities and the funding of safety improvements in accordance with ORS 332.176; and

**WHEREAS**, the cost of the Project is estimated to be not less than \$14,000,000; and

**WHEREAS**, ORS 328.205, as amended (the “Act”), authorizes the District, subject to voter approval, to contract bonded indebtedness to provide funds to finance the costs of the Project and to pay bond issuance costs; and

**WHEREAS**, on May 17, 2021 the District School Board adopted Resolution No. 2021-1 authorizing the issuance of general obligation bonds in an amount not to exceed \$14,000,000; and

**WHEREAS**, Oregon Laws 2015, Chapter 783 (Senate Bill 447) established an Oregon School Capital Improvement Matching Program (the “OSCIM Program”) which provides matching fund grants to school districts for capital costs of school districts; and

**WHEREAS**, the OSCIM Program requires matching funds in an amount equal to or exceeding the amount of the grant and such matching funds must be from general obligation bonds approved by the voters of the District; and

**WHEREAS**, the District has received a pre-election commitment for the November 2021 election of a \$4,000,000 grant from the OSCIM Program; and

**WHEREAS**, the District School Board wishes to make amendments to Resolution No. 2021-1 as originally adopted and restate Resolution No. 2021-01; and

**WHEREAS**, the District anticipates incurring expenditures (the “Expenditures”) to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from its general funds on the Project from the proceeds of voter-approved general obligation bonds (the “Bonds”), the interest on which is expected to be excluded from gross income under Section 103 of the Internal Revenue Code of 1986, as amended (the “Code”); and

**WHEREAS**, the District School Board has determined that it is in the best interest of the District to place the question of issuing the general obligation bonds on the ballot at the November 2, 2021 election.

**NOW, THEREFORE, THE DISTRICT SCHOOL BOARD OF KNAPPA SCHOOL DISTRICT NO. 4, CLATSOP COUNTY, OREGON RESOLVES AS FOLLOWS:**

1. A measure election is hereby called for the purpose of submitting to the electors of the District the question of contracting a general obligation bonded indebtedness in the name of the District in an amount not to exceed \$14,000,000. Bond proceeds will be used to finance the costs of the Project and pay all bond issuance costs. The Bonds shall mature over a period of not more than twenty-five (25) years from the date of issue and may be issued in one or more series.

2. The measure election hereby called shall be held in the District on November 2, 2021. As authorized by the County Clerk of Clatsop County, Oregon and the Oregon Secretary of State, the election shall be conducted by mail pursuant to ORS 254.465 and 254.470.

3. The District authorizes the Board Chair or the Superintendent, or their designee, as the authorized representative (the "Authorized Representative") to act on behalf of the District, to submit the final ballot title and explanatory statement, if any, and to take such further action as is necessary or desirable to carry out the intent and purposes herein in compliance with the applicable provisions of law.

4. The Authorized Representative shall cause to be delivered to the Elections Official of Clatsop County, Oregon, the Notice of Measure Election (the "Notice") in substantially the form attached hereto as Exhibit A, with such changes as are approved and filed by the Authorized Representative as follows:

- a. Not later than August 13, 2021 (at least 80 days prior to the election date) for publication of notice by Clatsop County on Form SEL 805; and
- b. Not sooner than after completion of the ballot title challenge process provided in the Secretary of State's Referral Manual and not later than September 2, 2021 (61 days prior to the election date) on Form SEL 803.

5. If Clatsop County prepares a voters' pamphlet for the November 2, 2021 election, the Authorized Representative shall cause to be delivered to the Elections Official of Clatsop County, Oregon, an Explanatory Statement which shall be approved and filed by the Authorized Representative at the time of filing Form SEL 803 pursuant to paragraph 4.b. above.

6. The District hereby declares its official intent to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

7. The law firm of Mersereau Shannon LLP is hereby appointed to serve as bond counsel and Piper Sandler & Co. has been engaged to serve as underwriter or placement agent with respect to the Bonds.



**ADOPTED** by the District School Board of Knappa School District No. 4, Clatsop County, Oregon, this 2<sup>nd</sup> day of August 2021.

**KNAPPA SCHOOL DISTRICT NO. 4  
CLATSOP COUNTY, OREGON**

By: \_\_\_\_\_  
Chair

ATTEST:

By: \_\_\_\_\_  
Superintendent





# BASIC

ROLES AND RESPONSIBILITIES  
— WORKSHOP —



OREGON SCHOOL BOARDS ASSOCIATION





**Oregon School Boards Association**

1201 Court St NE, Ste 400 | Salem, OR 97301  
503-588-2800 or 800-578-6722 | Fax: 503-588-2813

**[www.osba.org](http://www.osba.org)** | [info@osba.org](mailto:info@osba.org)

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# SCHOOL BOARD BEST PRACTICES

## ROLES

1. Set clear expectations
  2. Learn as a board team
  3. Support and accountability
  4. Create the public will to succeed
- 
1. Modeling the behavior leaders expect of others and creating a culture of the board regularly learning together have been identified as contributing to increased student achievement.
  2. Setting clear expectations provides for improved communication and allows the board to share its priorities, and allows others to meet the board's expectations.
  3. Providing resources (i.e., finances, policies, curriculum, calendaring) to meet expectations falls completely under the board's responsibility. These are tasks that only the school board can do. Coupled with that support is the board's need to monitor progress toward the expectations and to hold the system accountable to meet expectations.
  4. Creating the will to succeed results when the board uses its advocacy role to bring others into the student achievement improvement effort (i.e., district employees, people within the community).

# ROLE OF THE BOARD

## THE FOCUS FRAMEWORK

### A Discussion Tool for Establishing Board Direction in Key Areas

Area being discussed: \_\_\_\_\_

<b>SET CLEAR EXPECTATIONS</b> What are our greatest hopes for the district in this area?	<b>LEARN TOGETHER AS A BOARD TEAM</b> What information does the board need to ensure the right decisions are made?	<b>CREATE CONDITIONS FOR SUCCESS</b> What are we willing to support to ensure the expectations can be met?	<b>HOLD THE SYSTEM ACCOUNTABLE</b> What will we accept as evidence of progress toward expected outcomes?	<b>BUILD PUBLIC WILL</b> What will we need to do to gain community support for this work?

# SCHOOL BOARD ACTIVITY CALENDAR

SCHOOL YEAR

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
LEARN AS A TEAM	OSBA Summer Board Conference				OSBA Annual Convention	
VISION & GOALS (expectations)						
MONITORING PROGRESS (reciprocity)						
POLICY (reciprocity)			OSBA Policy Update			OSBA Policy Update
BUDGET (reciprocity)						
PUBLIC WILL TO SUCCEED						
SUPT. EVAL.						
OTHER						



# SCHOOL BOARD ACTIVITY CALENDAR

SCHOOL YEAR

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
LEARN AS A TEAM		Board retreat/ self-evaluation				
VISION & GOALS (expectations)		Set/review (modify, if needed) goals for next year (prior to budget cycle)				
MONITORING PROGRESS (reciprocity)						
POLICY (reciprocity)	OSBA Policy Update			OSBA Policy Update		OSBA Policy Update
BUDGET (reciprocity)	Advertise for budget committee members, if needed	Approve new budget committee members, if needed	Budget committee convenes	Budget committee convenes	Budget committee convenes	Conduct budget hearing and adopt budget for next year
PUBLIC WILL TO SUCCEED						
SUPT. EVAL.			March 15 deadline to notify superintendent of extension/ non-extension			
OTHER	Board Recognition Month		Classified Employee Appreciation Week		Teacher Appreciation Week	Graduation

# DIVISION OF DUTIES

## BOARD WORK

## SUPERINTENDENT/ ADMINISTRATIVE WORK

### GOVERN

Hire superintendent

Set goals & vision (*with help*)

Adopt policy

Set budget

Approve contracts

Monitor progress

WHAT NEEDS DONE

THE ENDS

### MANAGE

Hire staff

Turn goals & vision into action

Develop administrative regulations

Plan expenditures

Employee relations

Report progress

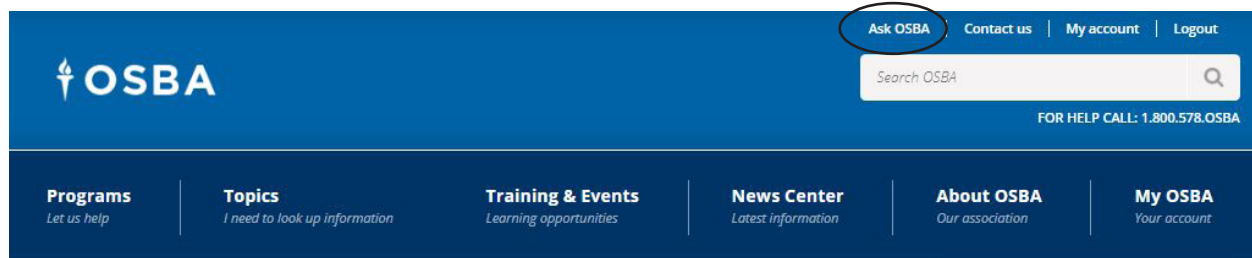
HOW TO DO IT

THE MEANS



# ASK OSBA

When you have questions and want an answer quickly, visit [osba.org](https://osba.org) and search through the “Ask OSBA” section.



Home > Topics > Ask OSBA

## Ask OSBA

OSBA staff answers some common (and not so common) questions about board governance, board members' roles and responsibilities, good practices, running board meetings and board conflict. Don't see the answer to your question? [Ask OSBA!](#)

### Dear members:

Your OSBA Team is dedicated to assisting you by responding to all of your questions. Additionally, we are committed to providing you with the best possible information, tools, and practices in a timely manner. There are times when we must research, or consult with other OSBA staff members to provide an answer to your questions. In these circumstances, we ask for your patience as the normal response time could potentially be delayed. Please expect an initial response, by phone or email, within 24-48 hours of submitting your question, and be aware that additional follow-up could take more time. If your question is time sensitive, please be sure to specify your deadlines in your initial request.

Thank you, we look forward to hearing from you!

**Legal Disclaimer:** The information contained on this site should not be construed as legal advice. If you need legal advice regarding your particular situation, please seek the advice of OSBA's [litigation services](#) or independent counsel.

☒ Search Ask OSBA ☐ Search OSBA site

## Most Recent Questions

### Related content

- > Is it legal for the superintendent to talk with a board member in closed-door sessions? The board member discusses the issue with all of the other members before the meeting.
- > How should the board enter into, and come out of executive session during a meeting, and how should the minutes record this action?
- > Sometimes during a meeting our board talks on and on without anyone making a motion. Is it appropriate for the chair to ask the board if there is a motion?
- > July meeting agenda checklist
- > Welcome the public to your school board meeting

### Popular Content

# BOARD MEETINGS

The Oregon form of government requires an informed public aware of the deliberations and decisions of governing bodies and the information upon which such decisions were made. It is the intent of ORS 192.610 to 192.690 that decisions of governing bodies be arrived at openly.

1. Convening of the board to make a decision or to deliberate
2. Acting only when there's a quorum of the board

## REGULARLY SCHEDULED MEETINGS

The notice for a regular meeting must be *reasonably calculated* to give actual notice of the time and place for the meeting "to interested persons including news media which have requested notice." ORS 192.640(1).

## SPECIAL MEETINGS

Special meetings require at least 24 hours' notice. ORS 192.640(3). In addition, subject to a rule of reasonableness, governing bodies should notify interested persons either by mail, facsimile or telephone. News media requesting notice must be notified.

## EMERGENCY MEETINGS

An "emergency meeting" is a special meeting called on less than 24 hours' notice. The governing body must be able to point to some reason why the meeting could not be delayed allowing at least 24 hours' notice. An "actual emergency" must exist, and the minutes of the meeting must describe the emergency justifying less than 24 hours' notice. ORS 192.640(3). The law requires that "such notice as is appropriate to the circumstances" be given for emergency meetings. The governing body must attempt to contact the media and other interested persons to inform them of the meeting. Generally, such contacts would be by telephone or facsimile.

The Oregon Court of Appeals has indicated that it will scrutinize closely any claim of an "actual emergency." Any claimed "actual emergency" must relate to the matter to be discussed at the emergency meeting. An actual emergency on one matter does not "justify a public body's emergency treatment of all business coming before it at approximately the same time." Nor do the work schedules of board members provide justification for an emergency meeting. The court noted:

An actual emergency, within the contemplation of the statute, must be dictated by events and cannot be predicated solely on the convenience or inconvenience of members of the governing body.

### **Q. What about social gatherings that board members may attend?**

Purely social gatherings of the members of a governing body are not covered by the law. The Court of Appeals held that social gatherings of a school board, at which members sometimes discussed "what's going on at the schools," did not violate the Public Meetings Law. The *purpose* of the meeting triggers the requirements of the law. However, a purpose to deliberate on any matter of official policy or administration may arise *during* a social gathering and lead to a violation. Members constituting a quorum must avoid any discussions of official business during such a gathering. And, they should be aware that some citizens may perceive social gatherings as merely a subterfuge for avoiding the Public Meetings Law.

# EXECUTIVE SESSION

ORS 192.660—Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

ORS 332.061—Hearing to expel minor students or to examine confidential medical records; exceptions to public meetings law.

## WHEN EXECUTIVE SESSION IS ALLOWED:

1. To consider the employment of a public officer, employee, staff member or individual agent 192.660(2)(a)
  2. To consider employee discipline or dismissal unless an open hearing has been requested (b)
  3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations (d)
  4. To conduct deliberations with persons designated to negotiate real estate transactions (e)
  5. To consider information on records that are exempt by law from public inspection (f)
  6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed (h)
  7. To evaluate the superintendent or top executive (i)
  8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school (k)
  9. To consider student expulsions 332.061
  10. To review student medical and educational program records 332.061
- Boards cannot call executive session for general personnel discussions.

Minutes—the same level as regular meeting minutes.

## MEDIA—ALLOWED UNLESS:

1. Labor negotiations strategy is being discussed
2. Student medical or educational records are being discussed
3. Student is being expelled
4. Reporter or the reporter's employer is involved in litigation against the district over the subject matter

## **Q. If during an executive session, the members of the governing body discuss matters outside its proper scope, what is the proper role of media representatives present? May they begin taking notes?**

The Public Meetings Law does not prohibit media representatives from taking notes of executive sessions they attend, whether or not the discussion includes matters outside the lawful scope of the executive session. The law merely permits the governing body to require that specified information discussed during executive session not be disclosed. If the discussion exceeds the lawful scope of the executive session, media representatives freely may disclose matters outside the session's proper scope. Nonetheless, it always is proper for those representatives politely to call the governing body's attention to the fact that it has strayed from the specified subject or subjects to be discussed in executive session.



# TYPICAL DUTIES OF THE BOARD CHAIRMAN

- Presiding at all meetings of the board and performing all duties imposed by policy BCB, ORS 255.335 and 332.040-057, as well as duties proscribed by board policies, rules and regulations
- Assisting the superintendent in planning the board's agendas
- Representing the district and the board at official functions, except when this responsibility is delegated to others
- Being responsible for the orderly conduct of all board meetings
- Calling special meetings when required
- Appointing all committees and serving as an ex-officio member of those committees, unless otherwise ordered by the board
- Keeping the vice-chairman informed on all pertinent matters in case the chairman is absent
- Acting as a resource to the superintendent on decisions that may require further information between board meetings
- Signing the minutes and other official documents that require the signature of the chairman
- Assuming other duties authorized by the board

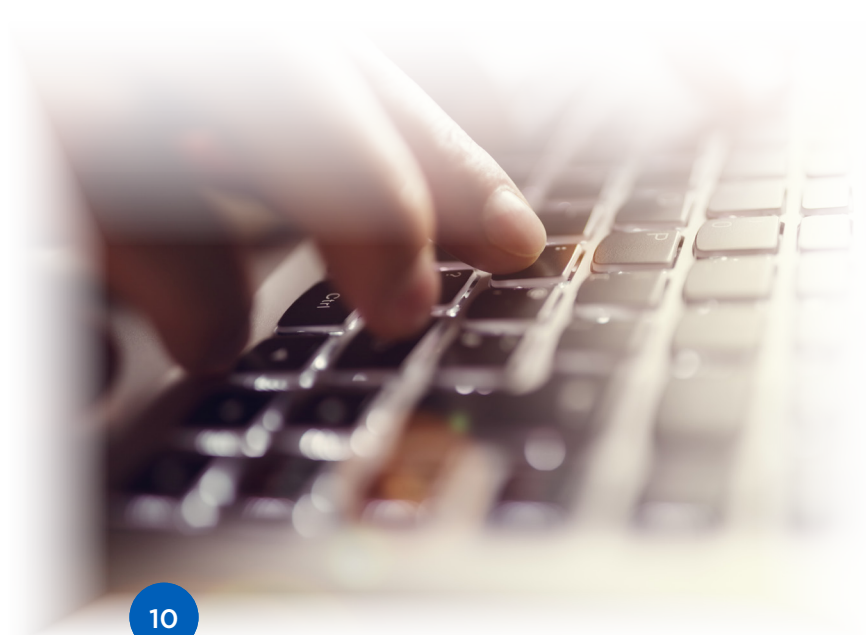


# EMAIL

Email has the potential to lead to improper (illegal) meetings under Oregon's Public Meetings Laws. All emails are also subject to Oregon's Public Records Laws. It's necessary to ensure email is used properly to take care of necessary business and avoid its use when it could lead to a violation of Public Meetings Law.

## APPROPRIATE USES FOR EMAIL BY BOARD MEMBERS:

- Dissemination of information by a board member to other board members with NO discussion. One-way — no reply! (However, if the board ever discusses this topic at a board meeting, the material should later be included in that meeting's packet.)
- Dissemination of information where the reply is not a matter over which the board has supervision, control, jurisdiction or advisory power, i.e., availability for a meeting.
- Polling of board members by a member of the administration, press or public. The results of the polling of the members is not shared with the other members.
- Avoid using email in these instances:
  - Discussions between more than two board members on a matter over which the board has authority even though the number of school board members involved does not constitute a quorum.
  - Forwarding of a school board member's comments to another board member on a matter over which the board has authority.
  - Polling the board members by a board member.
- Play it safe and don't ever hit "reply" or "reply all" unless it is an email of the type in the 2nd bullet above.
- Keep in mind that whatever is put in an email can end up on the front page of the newspaper.



# ETHICS

ORS 244.010(1) — The Legislative Assembly declares that service as a public official is a public trust and that, as one safeguard for that trust, the people require all public officials to comply with the applicable provisions of this chapter.

## 3 Intents:

1. Not designed to prevent “conflicts of interest” but to instead require disclosure of conflicts for the benefit of members of the public body and the public.
2. Prohibits gifts and financial gain except in limited circumstances.
3. Applies to a very narrow set of activities dealing exclusively with financial disclosure, use of office for personal gain, conflicts of interest and other areas that might financially affect public official in public role.

244.020(1) — “Actual conflict of interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person’s relative or any business with which the person or a relative of the person is associated...”

244.020(6)(a) — “Gift” means something of economic value given to a public official, a candidate or a relative or member of the household of the public official or candidate...”

244.020(15) — “Relative” means:

- (a) The spouse, parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of the public official or candidate;
- (b) The parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of the spouse of the public official or candidate;
- (c) Any individual for whom the public official or candidate has a legal support obligation;
- (d) Any individual for whom the public official provides benefits arising from the public official’s public employment or from whom the public official receives benefits arising from that individual’s employment; or
- (e) Any individual from whom the candidate receives benefits arising from that individual’s employment.

**KNOW YOUR POLICY:** Policy BBF—Board Member Ethics, Policy BBFA—Board Member Ethics and Conflicts of Interest, Policy BBFB—Board Member Ethics and Nepotism



# COMMON ISSUES BOARDS FACE

## **Complaints:**

- Policy KL, KL-AR
- Be familiar with the policy; direct others to it. Stick to it.
- Let the superintendent know so there are no surprises.

## **Board – staff communications:**

- Policy BG
- Board to staff goes through the superintendent
- Staff to board goes through the superintendent
- Visits to schools arranged through the superintendent with full board knowledge

## **Board's role in hiring:**

- Policy CCC
- The superintendent directs this process and may delegate as needed.
- The superintendent names committee members.  
*(if a committee is used)*
- The superintendent sends recommendation of appointment (*hiring*) to the board for approval.

## **Individual board members requesting information:**

- Policy BBAA
- Request directly to the superintendent
- If additional expense is involved, the request for information must go before the entire board.

## **No surprises:**

- Board-Superintendent Agreements or Board Protocols
- Call the superintendent before the meeting with questions.
- Ask your questions again in public.

### **Superintendent evaluation:**

- Plan in advance and determine the timing and criteria for the evaluation (*district goals, AASA Superintendent Standards, job description, other?*).
- Determine where to gather information and how to receive it (*superintendent self-evaluation, board member ratings, targeted feedback surveys*).
- Schedule a meeting for the board and superintendent to discuss and clarify the results of the evaluation documents.
- Come to a conclusion of the board's evaluation and create a written document to place in the superintendent's personnel folder.
- Share with the community the results of the evaluation and progress toward the district goals.

### **Disagree then commit, also known as "speak with one voice":**

- Board Protocols
- Disagree in discussion, then commit to the decision—"disagree then commit."
- Individual board members have a right to free expression, just make sure the listeners know that the individual is speaking for him/herself, not on behalf of the board.
- The board is a single entity, therefore it can only have one voice.
- Be united, not uniform.

### **Public participation at board meetings:**

- Policy BDDH
- It is the board's meeting being held in public, not the public's meeting.
- Stick to your policy.
- Sample form next page.



## Example of a form the Board may use for persons wishing to address the Board:

### Welcome!

### Public Comment

The \_\_\_\_\_ School Board invites and encourages citizen attendance and involvement. Thank you for coming!

All Board of Education monthly business meetings (with the exception of executive sessions) are open to the public and are conducted in public — but are not necessarily meetings for public participation.

*Note: Tonight's business meeting is designed to keep presentations and deliberations efficient and effective. The Board will not comment but listen only. The Board may choose to call your name for public testimony at the end of the meeting if your topic is a non-agenda item.*

*The Board may choose not to address your request if your topic is outside the scope of the Board's governance. We ask that you remember that Oregon law prohibits us from discussing specific employees or their job performance.*

The Board encourages citizens to share their ideas, opinions, raise questions, concerns or compliments. If you wish to speak, please put your name and information on the Public to be Heard - Sign-In Log and complete this form. Please submit form to the Board Secretary prior to the start of the meeting. Requests to speak are not accepted after the meeting starts but you may use this form to provide written testimony instead.

- ✓ The Board Chair will call your name when it is your turn to speak as defined by the explanation you provide of your topic when that specific agenda item is addressed.
- ✓ You will address the Board with your public testimony **limited to 3 minutes** for each individual. Due to time constraints, the maximum amount of public testimony is 7 individuals.
- ✓ Please complete the form fully with adequate detail so you will be able to speak. Forms not completed fully may result in the inability of the Board to call you for public to be heard.
- ✓ When called, please state your name, relationship to district, place of residence and the subject which you will address.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Relationship with District: ☐ Citizen/Community Member ☐ Employee ☐ Parent ☐ Student

**Agenda Item/Topic:** \_\_\_\_\_

**Group Spokesperson?** \_\_\_\_\_

**NOTES:** \_\_\_\_\_

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# BOARD-SUPERINTENDENT WORKING AGREEMENT

## BOARD'S EXPECTATIONS OF THE SUPERINTENDENT

1. Work toward becoming a team with board members.
2. Respect and acknowledge the board's role in setting policy and overseeing the performance of the superintendent.
3. Work with the board to establish a clear vision for the school district.
4. Prepare preliminary goals annually for the board's considerations.
5. Provide data to the board members so that data-driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change.
8. Distribute appropriate information to all board members.
9. Communicate with board members promptly and effectively.
10. Distribute the board agenda by \_\_\_\_\_ (time, day) prior to the regularly scheduled board meetings on \_\_\_\_\_ (day) of the following week, except when major holidays fall on Friday.
11. Respect the confidentiality requirement of board meeting executive sessions.
12. Treat all board members professionally.
13. Communicate to individual board members if a problem or issue is observed developing with an individual board member.
14. Conduct a self-assessment prior to the board's evaluation of the superintendent's job performance.
15. Represent the school district by being visible in the community.
16. Provide follow-up information to board members on concerns and issues they have referred to the superintendent—close the communication loop.

## **SUPERINTENDENT'S EXPECTATIONS OF THE BOARD**

1. Recognition of the superintendent as the educational leader of the school district.
2. Willingness to share the success and failures of the school system with the superintendent.
3. Assistance in gaining acceptance and support in the community.
4. Willingness to abide by its own rules, policies and code of ethical conduct.
5. Willingness, within budget constraints, to provide the superintendent with adequate staff and clerical assistance.
6. Willingness to acknowledge and follow the chain of command of the school district.
7. Respect for the confidentiality requirement of board meeting executive sessions.
8. Avoidance of seeking personal privilege.
9. Willingness to participate in professional development activities at the local, state and national level.
10. Effort to foster unity, harmony and open communications within the board.
11. Understanding of the relative or complementary role of the superintendent and board in policy making.
12. Careful consideration of each recommendation made by the superintendent.
13. Insistence on all available facts and data before making a decision.
14. Willingness to study and evaluate educational issues affecting the school district.
15. Practice of avoiding surprise items at board meetings.
16. Integrity of the highest order.



# A MATTER OF PERSPECTIVE

## THE BEST BOARDS RESPECT THE LINE BETWEEN GOVERNING AND MANAGING

March 1, 2014 | Karma H. Bass and Terri W. Cammarano

The chief executive of the hospital was frustrated. Despite working diligently with the chairman on board meeting agendas, developing relevant materials and getting board packets out in advance, she continued to be surprised by questions during the meetings: “What are you going to do about the cost overrun on the new parking lot construction?” “When do you anticipate having the new employee benefit plan in place?” “Why aren’t patient rooms available sooner for admissions from the emergency room?” The CEO was beginning to dread these meetings.

Board members, meanwhile, were confused and concerned. They read the board packets in advance and showed up for meetings feeling prepared. During meetings, they listened to the presentations and tried to help formulate solutions to the problems identified. But the CEO and her executive team did not always welcome the assistance; in fact, they sometimes seemed to resent it. So why, the board members wondered, were issues being brought to the attention of the board if management did not want their feedback?

The retired lawyer on the board noticed that the CEO sometimes got defensive when trustees asked questions, which made him wonder if she had something to hide. When he mentioned this to the retired banker on the board, the banker agreed and noted that the hospital’s recent financial performance did not seem to be meeting expectations but the CEO kept assuring them that it was just a timing issue. Board members wanted more information and the CEO didn’t seem prepared to provide it at the meetings; instead, she wanted to take their questions offline or get back to them at the next meeting.

The chairman felt stuck. He provided feedback on meeting agendas the CEO sent him each month. He attempted to answer members’ questions when they called him to express concern. But his information about what was happening at the hospital was limited, too. He met with the CEO once or twice each month between board meetings, and he had been on the board long enough to understand how complex these issues could be. But he wasn’t close enough to the hospital’s operations to answer all the questions his fellow board members were asking. He was pretty sure they had a good CEO who was performing well, but he was beginning to feel like a referee. The CEO and the board members all wanted what was best for the hospital and had agreed on the organization’s strategic goals. So, why did it seem as though board meetings regularly devolved into a back-and-forth exchange that left everyone unsatisfied?

## ANOTHER KIND OF LEADERSHIP

This scenario plays out far too often in boardrooms across the country. Well-meaning, skilled trustees want to make a difference and find their efforts misconstrued as micromanaging. Hardworking CEOs feel that the board won’t let them run the hospital as they were hired to do. It’s been said that all conflict arises from violated expectations. When the board and the executive team are not clear about the scope of their respective governance and management roles, someone is bound to be disappointed.

It’s easy to see how there could be confusion: governance and management have much in common. Both require leadership, vision and an ability to analyze information for the purpose of

making decisions. Both require an understanding of process and a focus on accomplishing goals using available resources. The confusion between governance and management is exacerbated by the fact that many board members have expertise in management and don't realize they need to deploy different skills to be effective on the board.

## **WHAT IS GOOD GOVERNANCE?**

The practice of effective governance is not intuitive and requires an oversight perspective: eyes on, hands off (or, in the words of a Pennsylvania hospital board chairman, "Our board follows the N-I-F-O rule: nose in, fingers out.").

Good governance requires letting management run the show. Most directors are familiar with the basic board member fiduciary duties of care, loyalty and obedience. The duty of care means asking questions and requiring the level of information that a reasonable person might require before making major decisions. The duty of obedience requires attentiveness to the organization's mission when setting organizational goals and strategies. The duty of loyalty requires fidelity in the decision-making process; that is, looking out for the best interests of the organization and its charitable mission. All three duties require transparency, such as full disclosure of conflicts of interest. They do not require a knowledge of everything that transpires at the organization.

As a practical matter, the board's legally mandated fiduciary duties are carried out through oversight: policy formulation, decision-making based on policy, holding management accountable for following policy and producing intended results. This means the board is responsible for high-level policy and decision-making, rather than hands-on supervision. To act effectively, directors must be able to generally trust that management is appropriately implementing directives and avoid managing how they are executed.

Highly effective trustees often have a well-honed, almost instinctual sense of where to focus, how to approach issues and when to push management for better results. They act as a foil to management: holding up the mirror and letting management know when organizational efforts are diverging from the agreed-upon path and desired results. The board's role is to help bring out the best in an organization's leadership by challenging, supporting and requiring clarity.

## **STAYING AT 30,000 FEET**

Effective board members must maintain a dogged focus on the long-term ability of the organization to further its mission. In the same way that one's eyes cannot simultaneously focus on near and far fields of vision, the board that focuses on the day-to-day details of an organization fails in its primary purpose. When the board strays into the details of implementation and operation, the organization is potentially exposed. It's as if the captain of the ship has left the helm to help the crew stoke the boilers.

Additionally, management suffers when the board fails to govern. Effective CEOs rely on board meetings to refocus leadership's attention on the big picture and they encourage trustees to validate — or disprove — that the organization is heading in the right direction. According to one CEO, "The board meeting is the place I go each month to think about long-term implications and big-picture issues. Having a group of people who are absolutely committed to the organization's success but not invested in any one piece of the day-to-day operations is tremendously helpful to me, personally and professionally."



The board's job, at its core, is not to do things, but to require that activities advancing the organization's goals get done. This is harder than it seems. Board members have a strong sense of wanting to serve and, to most, this means doing things. Many are highly accomplished managers of their own businesses and they are eager to deploy those skills on behalf of the hospital or system. Yet, to be effective as a board, trustees must show restraint. The best board members rely on management to do what is necessary and appropriate to further the organization's goals.

## TRUST BUT VERIFY

Boards hold management accountable for implementing strategy and matching the organization's resources to its mission. This doesn't mean they act as backseat drivers or police. From a legal perspective, trustees are entitled to rely on management as experts and on the CEO as the key executive holding other managers accountable. It is not a breach of fiduciary duties to trust what the CEO says when there is no indication that it is not true.

Oversight requires observation over time and asking thoughtful questions along the way. The goal is to hold management accountable for achieving the organization's mission, but give management the opportunity to figure out the best way to do so. Rather than questioning each decision or action, effective boards watch for patterns and adherence to policies and organizational principles. This may feel a bit like reading the tea leaves, but it frees up the board to stay focused on the big picture and long-term objectives. Along the way, the board can and should ask for reports and data to verify that goals are being achieved.

Boards often struggle with being asked to make decisions in the face of incomplete information. A board's fiduciary duty of care requires that the board ask questions and be thoughtful before making significant decisions about the organization and its resources. But the questions should focus on why, and for what purpose. Boards let management own the issue of how. They then require that management report back on the end result.

## CLARIFYING ROLES

So, how should the board and CEO described at the beginning of this article work through feeling stymied? The first step is acknowledging the issue. Taking time to discuss roles and expectations can provide the clarity for each side to understand how their actions are contributing to the misunderstandings. A board retreat with agenda time focused on this can assist in this process. Open dialogue helps CEOs to appreciate the sense of responsibility trustees feel to the community for ensuring that resources are being appropriately deployed. It also can help board members to understand why questioning senior leaders about the details of operations is a distraction and undermines their effectiveness.

The best boards are explicit in their understanding of where the line between governance and management lies. They are not afraid to call the question and discuss with each other what governance and management are. As one seasoned board chair explains, "We regularly stop and ask ourselves, 'Are we pursuing this line of questioning because it's a critical strategic issue or are we just curious about something going on at the hospital?'" Idle curiosity does not have a place in the boardroom. Good inquiries seek clarification or meaningful information in the context of governance. Requests for information can be phrased to keep the discussion focused; for example, "I'm asking this because when we met last month, management described how recruiting new ob-gyns is essential to meeting our community's long-term needs." Such a statement will remind executives that the board is asking in light of the big picture and not micromanaging. This can prevent board meetings from feeling like "us vs. them."



Effective governance is a journey. The line between governance and management can be fluid over time, adjusting to the circumstances of the organization, the skills and experience of the management team, the attributes and experience of the board, and the level of confidence that the board has in its CEO. Periodically talking about the role of the board with management is an effective way to create the kind of transparency that builds trust. The board and the CEO may not always agree on where governance stops and management begins, but candid conversations about their respective views will foster respect and the opportunity to continue the journey as partners, rather than adversaries.

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## GOVERNING OR MANAGING?

Boards are responsible for ensuring that an organization has established overarching objectives, goals and a mission, vision or purpose. Governance is the practice of setting policies, making decisions and ensuring that effective oversight is in place. In other words, if the issue is big, if the question is about the future or if the concern is core to the organization's mission, then you are in the realm of governance. Questions such as these are board-level questions:

- What is our philosophy of employee compensation and incentives?
- What health care resources will our community need in the next five to 10 years?
- What qualities do we value in business partners?
- Will acquiring the physician-owned ambulatory surgery center across the street further our strategic goal of physician alignment?

Management is responsible for proposing the organization's objectives and goals and providing the plans to accomplish them. Once they are approved, management implements the plans and reports progress to the board. Management is responsible for making decisions and deploying organizational resources within the parameters and policies established by the board. These questions can be asked and answered by management:

- How will we improve our clinical quality and patient satisfaction?
- What are the organization's proper staffing levels?
- What is the best marketing strategy to accomplish the organization's strategic objectives?
- How will we ensure financial stability?

— **K.H.B. and T.W.C.**

Retrieved on July 31, 2017 from the American Hospital Association Trustee Magazine website at: <http://www.trusteemag.com/articles/29-a-matter-of-perspective>

# OSBA POLICY SERVICES

## GOOD POLICY IS ESSENTIAL TO GOOD MANAGEMENT

### SERVICES

#### Policy Rewrite

Are your policies out of date? Our rewrite service will take you from review to completion of a final manual. Along the way we will provide training and in-person consultation and preparation of recommended changes to current policies.

#### Policy Desk Rewrite

We'll provide you the same great service as a rewrite but without the training and in-person meetings.

#### Small District Desk Rewrite

If you are from a small district (fewer than 500 students), consider a desk rewrite tailored for you. We'll help you through the process with phone consultations.

#### Charter School Policy Service

Charter schools are unique and so are their policy manuals. Let us help you prepare policies with onsite training, meetings and document preparation. Our process will leave you with a complete policy manual that complies with state and federal laws.

### SUBSCRIPTION

#### Policy Plus

Our signature service takes the guesswork out of maintaining policy manuals. As laws change we will update your policies for board approval. Then you choose between the standard manual maintenance or online policy service and we'll take care of the rest. You'll still get Policy Update to stay informed—we just do the work for you.

#### Manual Maintenance

Do you like getting Policy Update (included with this package) but want help maintaining policies, too? We can help! After adoption, send us the changes. We will review for compliance, make the changes and send you the final version for your policy manual.

#### Online Policy Manual

If you want staff and community to have online access to your policies, consider letting us host your manual. We'll keep you informed with Policy Update, review changes you make for compliance and maintain your entire policy manual online.

#### BoardBook™

Switching to paperless board meetings saves hours every month for the administrative professional—and everyone else involved in preparing for the board meeting—and it saves the district money. It's also easy to use, good for the environment and proven.

## **PUBLICATIONS**

### **Policy Update**

A quarterly newsletter with information and updates to keep you on top of changing federal and state laws. We include the changes you'll want to make to your policies and administrative regulations so you can keep your manual in tip-top shape.

### **Handbooks**

Why reinvent the wheel if you don't have to? We've done the legwork and created staff and student handbook templates you can personalize. Whether you are a charter school or K-12 district, we have a handbook tailored to your specific needs. Handbooks are complete with information about how to use them, what is required by law and sample language.

### **Key Dates & Activities Calendar**

We've done the research and compiled requirements, deadlines and important dates along with suggested actions and activities into one calendar. That makes it easier than ever to stay on top of all those moving pieces. The calendar includes annotations to help you along the way.



# Crisis Response

A Legal, Media and Social Media Approach

HALEY PERCELL, ALEX PULASKI and RACHEL BAKER

## LEGAL TIPS

- Use media proactively and regularly to communicate about all the amazing things that are happening in your school—before there is a crisis.
- If the crisis involves a potential criminal matter, make sure you have permission from the police before you make a statement—interfering with a police investigation is a crime and can lead to personal liability.
- Only report on facts you are personally aware of, i.e. first-hand knowledge and not hearsay from other people or speculation.
- Do not offer personal opinions about the facts.
- Do not release any FERPA-related information about students—make sure to review your directory information policy.
- Do not release confidential employee information.
- Discuss your policies and commitment to those policies.
- Discuss school safety plans as appropriate.
- Discuss your student code of conduct in a general manner, as appropriate.
- Discuss your employee handbook provisions in a general manner, as appropriate.
- Contact your legal counsel for review—your regular general counsel, or PACE legal services at [pacelegal@osba.org](mailto:pacelegal@osba.org).

## MEDIA TIPS

- **PEOPLE NEED SOLACE:** You can, and should, provide them reassurance in troubling times. Failing to do so can lead to rumors taking over.
- **BE GENUINE:** It's OK to let your feelings show. Doing so creates empathy.
- **IT'S ALL ABOUT STUDENTS:** Virtually all your messaging should tie in with students. They are why you do what you do.

## SOCIAL MEDIA TIPS

- **RESPOND QUICKLY:** Using social media allows for a rapid response to the broadest possible audience.
- **MONITOR BUZZ:** Pay attention to the conversation(s) going on about the crisis, and help direct them.
- **ENGAGE:** Aim for dialogue. This can be achieved by posing a message, listening to the response, and replying appropriately. Ask community members to help multiply your reach by sharing the news with their friends and groups.

## CONTACT

**OREGON SCHOOL BOARDS ASSOCIATION**

1201 Court Street NE, Suite 400 | Salem, OR 97301

**503-588-2800 | 1-800-578-OSBA**

FAX 503-588-2813

**OSBA.ORG**



## MOTIONS CHARTS

	Rank	Second?	Debatable?	Amendable?	Vote?
<b>PRIVILEGED MOTIONS</b>					
Fix time to which to adjourn	13	Yes	No	Yes	Majority
Adjourn	12	Yes	No	No	Majority
Recess	11	Yes	No	Yes	Majority
Raise a question of privilege	10	No	No	No	Chair decides
Call for orders of the day	9	No	No	No	At request of one member
<b>SUBSIDIARY MOTIONS</b>					
Table	8	Yes	No	No	Majority
Previous question or call the question*	7	Yes	No	No	Two-thirds
Limit or extend limits of debate	6	Yes	No	Yes	Two-thirds
Postpone to a certain time	5	Yes	Yes	Yes	Majority
Refer to committee	4	Yes	Yes	Yes	Majority
Secondary amendment		Yes	Yes	No	Majority
Primary amendment		Yes	Yes	Yes	Majority
Amendment*	3	Yes	Yes	Yes	Majority
Postpone indefinitely	2	Yes	Yes	No	Majority
<b>MAIN MOTION</b>					
Main motion	1	Yes	Yes	Yes	Majority

\* Amendment and previous question may be applied to motions higher than themselves.

<b>INCIDENTAL MOTIONS</b>				
	Second?	Debatable?	Amendable?	Vote?
Request for information	No	No	No	Chair responds
Point of order	No	No	No	Chair rules
Appeal	Yes	It depends	No	Negative

<b>BRING-BACK MOTIONS</b>				
	Second?	Debatable?	Amendable?	Vote?
Reconsider	Yes	It depends	No	Majority
Rescind	Yes	Yes	Yes	§
Amend something previously adopted	Yes	Yes	Yes	§
Take from table	Yes	No	No	Majority

§ Majority with previous notice, two-thirds without notice, or majority of entire membership

## SAMPLE DISCUSSION GUIDELINES FOR LOCAL GOVERNMENTS

*Permission is granted to modify these guidelines as your organization prefers. Note that these guidelines refer to discussion within the body, not to comment by the public.*

1.	The chair of the meeting runs the meeting in the service of the body. The chair serves as the facilitator for the meeting and has the primary responsibility for maintaining order. The chair may take part in discussion, but may not answer each individual speaker back, nor lecture or criticize the members. When discussing substantive questions, the chair will usually speak and vote, if entitled to do so, after others have spoken.
2.	Members will give their full attention to their colleagues and will put away their cell phones, unless in an emergency situation.
3.	All members have equal rights, privileges and obligations. To ensure this, no one may speak a second time until everyone who wishes to do so has spoken once.
4.	Members will seek recognition from the chair before speaking. In general, interrupting is not allowed. If necessary to enforce a guideline, the chair may interrupt a member. A member may interrupt a speaker in order to make a Point of Order, which should be done infrequently.
5.	During business meetings all remarks must be addressed to the chair, and members may not speak directly to each other.
6.	During work study sessions or committee meetings, members may speak in conversational mode, in which members speak without recognition and to each other. The chair will ensure that everyone has an equal chance to speak and that no one person dominates the discussion.
7.	Members may address presenters directly once recognized by the chair. Questions for presenters or staff may not become lengthy exchanges.
8.	Discussion should be focused on the issues at hand and remarks must be relevant. Members may not paraphrase other members. The body is the final authority as to whether remarks are permissible.

9.	Remarks must be courteous and respectful. Personal remarks about other members are not allowed, except for conflict of interest issues. Insults, personal attacks, vulgarity or obscenity, or inflammatory language are not allowed. Members may not criticize the body.
10.	Remarks criticizing past actions of the body are not allowed, unless the body as a whole is discussing the topic, or the member is about to introduce a motion to amend or rescind the action at the end of their speech.
11.	A member may not speak against their own motion. If discussion has changed a member's mind, the member may ask permission to withdraw the motion.
12.	If a guideline is broken or a question arises as to whether a remark is allowed under the guidelines, a member may make a Point of Order. The chair rules, subject to Appeal. The chair may also turn to the body immediately to decide the matter. A Point of Order must be made at the time of the offense.
13.	Individual speeches are limited to a maximum of 5 minutes. The body may adopt a shorter limit, or an overall time limit for a given topic, by a two-thirds vote without debate. If a speaker runs over the limit, the chair will interrupt and request that they conclude their remarks.
14.	The motion "Previous Question" or "Call the Question" requires a second and a two-thirds vote, without debate, in order to cut off discussion and vote immediately on the pending motion. Members may not call out "Question!" but must be recognized in order to make this motion.
15.	These guidelines are in effect unless superseded by law, regulation, or adopted policy. <i>Robert's Rules of Order Newly Revised, 11<sup>th</sup> edition</i> is the parliamentary authority.



# Knappa School District 4

Code: BBF  
Adopted: 9/17/07  
Revised/Readopted: 8/20/12; 1/27/20  
Orig. Code: BBF

## Board Member Standards of Conduct

A Board member should:

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions by a quorum vote of the Board. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions made by a quorum vote are the final decisions of the Board. Such decisions should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at properly noticed Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's employee and designated as the chief executive officer of the district;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give district staff the respect and consideration due to skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;

17. Respect the right of the public to attend and observe Board meetings;
18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;
21. When posting online or to social media Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

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**Legal Reference(s):**

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)  
[ORS 244.040](#)

[ORS Chapter 244](#)  
[ORS 332.055](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)

[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)

**Cross Reference(s):**

BBFA - Board Member Ethics and Conflicts of Interest  
GBI - Gifts and Solicitations

# Knappa School District 4

Code: **BCD**  
Adopted: 3/18/03  
Readopted: 8/20/12  
Orig. Code(s): BCD

## **Board's and Superintendent's Operating Agreement**

### **Purpose**

The Board is the educational policy-making body for the district. To effectively meet the district's challenges, the Board and superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and superintendent.

### **The Board Job Description**

1. Members of the Board and the superintendent shall work together as a team;
2. Focus on policy making, planning and evaluation, rather than day-to-day operations;
3. Make decisions as a whole Board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters;
4. Support and accept as a final determination, decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions;
5. Recognize and respect the superintendent's responsibility to manage the school district and to direct employees in district and school matters;
6. Give careful consideration to all issues brought to you by individuals and special interests. Actively solicit input and listen to all perspectives. We will operate as representatives and make decisions in the best interest of the whole district;
7. Value the role we play in the community and represent the district, when possible, by attending school and community functions;
8. Be an advocate for public education in the district, region and state level by speaking up for, and on behalf of, public education.

### **Meeting Operation Agreements**

1. Acknowledge that two Board members must agree before an item is placed on a meeting agenda; *(careful about a potential serial meeting)*
2. Uphold the legal requirement for confidentiality on all matters arising from the Board meeting in executive session;
3. Start and end meetings on time (as noted in Board policy);

4. Attend regularly scheduled Board meetings and work sessions unless a situation occurs that makes attendance impossible;
5. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes;
6. Cast a vote on all matters except when a conflict of interest arises.

### **Communication Agreements**

1. Communicate directly with the superintendent when a question arises, or a concern is voiced by a staff member, student, parent or community member;
2. Communicate directly with the superintendent or Board chair prior to meetings of the Board to address questions and/or concerns about agenda items; (*careful about a serial meeting with board chair*)
3. Communicate one-on-one, when an individual concern arises, with the superintendent or other Board members as appropriate;
4. Give the superintendent a courtesy call or email before visiting a school;
5. No individual Board member, regardless of his or her position, has the authority to speak for the Board;

Board Policy KBCA - News Releases: When individual Board members receive requests from press media representatives for information about Board meetings or actions, members will refer these representatives to the Board chair, who is the spokesperson for the Board. The chair may designate others to speak on behalf of the Board at his/her discretion.

Press conferences will be authorized by the Board chair.

Nothing in this policy is intended to limit the rights of individual Board members to speak their personal opinion;

6. From time-to-time, the Board may be required to make findings of fact that are appealable to another agency. In these situations, no Board member will have personal contact with parties who have a personal interest in the findings and in the Board's decision prior to the time the decision is made.

The purpose of this agreement is to help ensure that no Board member will receive any information regarding a pending matter that is not available to all Board members prior to the time the decision is made. Examples of such decisions include personnel matters, official land use decisions and charter school applications.

### **Annual Planning and Evaluation**

1. Set priorities as a Board for Board professional development annually;
2. Participate in annual self-assessment of the Board's performance;

3. Participate in establishing annual expectations and goals for the superintendent;
4. Objectively evaluate the superintendent's performance and provide appropriate feedback.

### **Orientation of New Board Members**

1. Assure timely orientation of new Board members.

### **Role of the Chair**

1. Recognize the role of the chair to speak for, and about the Board and to describe the Board's process and positions. Recognize the role of the chair to convene meetings, develop the agenda with the superintendent and execute documents as appropriate.

### **Board's Expectations of the Superintendent**

1. Work toward becoming a team with Board members;
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the superintendent;
3. Work with the Board to establish a clear vision for the district;
4. Prepare preliminary goals annually for the Board's considerations;
5. Provide data to the Board members so that data driven decisions can be made;
6. Possess a working knowledge of all legal and local policies;
7. Inform the Board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change;
8. Distribute appropriate information to all Board members;
9. Communicate with Board members promptly and effectively;
10. Distribute the Board agenda by (if the agenda is set on a Monday, mail agenda items by Wednesday; if the agenda is set on a Tuesday, mail agenda items by Thursday) prior to the regularly scheduled Board meetings on Monday of the following week;
11. Respect the confidentiality requirement of Board meeting executive sessions;
12. Treat all Board members professionally;
13. Communicate to individual Board members if a problem or issue is observed developing with an individual Board member;
14. Conduct a self-assessment prior to the Board's evaluation of the superintendent's job performance;

15. Represent the district by being visible in the community;
16. Provide follow-up information to Board members on concerns and issues they have referred to the superintendent - close the communication loop.

### **Superintendent's Expectations of the Board**

1. Recognition of the superintendent as the educational leader of the district;
2. Willingness to share the successes and failures of the school system with the superintendent;
3. Assistance in gaining acceptance and support in the community;
4. Willingness to abide by its own rules, policies and code of ethical conduct;
5. Willingness, within budget constraints, to provide the superintendent with adequate staff and clerical assistance;
6. Willingness to acknowledge and follow the chain of command of the district;
7. Respect the confidentiality requirement of Board meeting executive sessions;
8. Avoidance of seeking personal privilege;
9. A willingness to participate in professional development activities at the local, state and national level;
10. An effort to foster unity, harmony and open communications within the Board;
11. An understanding of the relative or complimentary role of the superintendent and Board in policy making;
12. Careful consideration of each recommendation made by the superintendent;
13. Insistence on all available facts and data before making a decision;
14. Willingness to study and evaluate educational issues affecting the district;
15. Practice of avoiding surprise items at Board meetings;
16. Integrity of the highest order.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 332.505](#)

[ORS 332.515](#)

# Knappa School District 4

Code: **BDDH**  
Adopted: 8/18/03  
Readopted: 8/20/12  
Orig. Code(s): BDDH

## Public Participation in Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district citizens to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids<sup>1</sup> and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.

### Audience

During an open session of a Board meeting, members of the public are specifically invited to present concerns during the designated portion of the agenda. At the discretion of the chair, further public participation may be allowed.

### Request for an Item on the Agenda

A member of the public may request the superintendent/Board chair place an item of concern on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least five working days prior to the scheduled meeting.

### Procedures for Public Participation in Meetings

The Board will establish procedures for public participation in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

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<sup>1</sup>Auxiliary aids include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Brailled materials and large print.

Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the chair.

A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.

Any person who is invited by the chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.

Statements by members of the public should be brief and concise. The chair may use discretion to establish a time limit on discussion or oral presentation by visitors.

Questions asked by the public, when possible, may be answered immediately by the chair or referred to staff members for reply. Questions requiring investigation may, at the discretion of the chair, be referred to the superintendent for response at a later time.

At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and especially for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

### **Petitions**

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

### **Criticism of Staff Members**

Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

END OF POLICY

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**Legal Reference(s):**

[ORS 165](#).535

[ORS 165](#).540

[ORS 192](#).610 - 192.690

[ORS 332](#).057

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

**Cross Reference(s):**

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

# Knappa School District 4

Code: **BBAA**  
Adopted: 8/18/03  
Revised/Readopted: 8/20/12; 4/15/19  
Orig. Code: BBAA

## **Individual Board Member's Authority and Responsibilities**

An individual Board member exercises the authority and responsibility of his/her position when the Board is in legal session only.

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.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, 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 require additional expense to the district, must be submitted to the Board for consideration.

### **2. Requests for Legal Opinions**

Requests for legal opinions by a Board member must be approved by a majority vote of the Board. 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, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

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. 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.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

**Cross Reference(s):**

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events

# Knappa School District 4

Code: KL  
Adopted: 8/18/03  
Revised/Readopted: 8/19/13; 9/16/19; 6/21/21

## Public Complaints\*\*

The district will develop and implement effective means of resolving complaints voiced by employees, students, parents of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.

The Board advises that the process for resolving a complaint as follows:

1. Teacher/Employee;
2. Principal/Supervisor;
3. Superintendent/Designee;
4. Board.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

If a complaint addresses one or more of the issues identified below, a complainant should use the complaint process available in any of the following policies and administrative regulations (AR):

1. Discrimination or harassment on a basis protected by law: Board policy AC, AC-AR;
2. Bias incidents or display of symbols of hate: Board policy ACB, ACB-AR;
3. Sexual harassment (staff): Board policy GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2);
4. Sexual harassment (student): Board policy JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2);
5. Workplace harassment: GBEA, GBEA-AR;
6. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;
7. Hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence (student): Board policy JFCF, JFCF-AR;
8. Sexual conduct with a student (staff): Board policy GBNA/JHFF, GBNA/JHFF-AR;
9. Sexual conduct with a student (student): Board policy JHFF/GBNA, JHFF/GBNA-AR;
10. Instructional resources or instructional materials: Board policy IIA, IIA-AR;

11. Complaints regarding the Talented and Gifted Program (TAG): Board policy IGBBC, IGBBC-AR.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be reported to the superintendent.

Complaints against the principal should be filed with the superintendent. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

The superintendent will administer the complaint process, as appropriate, established by administrative regulation KL-AR(1) – Public Complaint Procedure.

If a complainant, who is a parent or guardian of a student who attends school in the district, a student, or a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal<sup>1</sup> the district's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

END OF POLICY

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<sup>1</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.107](#)

[ORS 659.852](#)  
[OAR 581-002-0001 - 002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).  
Connick v. Myers, 461 U.S. 138 (1983).

**Cross Reference(s):**

AC - Nondiscrimination  
ACB - All Students Belong  
IIA - Instructional Resources/Instructional Materials

## Board Evaluation Table 2020-21

PERFORMANCE STANDARDS	Leadership -- Standard 1	Standard 2 -- Policy & Govern	Standard 3 -- Community Relations	Standard 4 -- Cultural Responsiveness	Standard 5 -- Accountability	Standard 6 -- Board Meetings	Standard 7 -- Board Member Communications	Standard 8 -- Board Staff Relations	Standard 9 -- Board/Superintendent Relations	Standard 10 -- Values, Ethics and Responsibility	Standard 11 -- Board Systemic Improvement
Board Member #1	2	3	2	2	1	3	3	4	3	2	2
Board Member #2		2	2	1		2	3	4	4	3	2
Board Member #3	2	2	2	2	2	1	1	3	3	2	2
Board Member #4	4	1	1	3	3	2	4	3	4	3	2
	2.67	2.00	1.75	2.00	2.00	2.00	2.75	3.50	3.50	2.50	2.00

GOALS	Goal Statement #1	Goal Statement #2	Goal Statement #3	Goal Statement #4	Goal Statement #5	Goal Statement #6
Board Member #1						
Board Member #2						
Board Member #3						
Board Member #4						
Board Member #5						
	###	###	###	###	###	###

**BOARD SELF EVALUATION**  
**2020-21**  
**PART 1 – PERFORMANCE STANDARDS**

**Standard 1: Leadership, Mission, Vision and Goals**

Comments:

- Have district goals but no board goals. The superintendent reports on progress periodically on district goals but the board needs to spend a work session (September) and develop goals specifically for us.
- I don't feel like I have enough time on the to answer this fully. I don't know the goals of our district nor the last two bullet points.

**Standard 2: Policy and Governance**

Comments:

- Not sure how actively we solicit public or staff review of proposed policies or policy updates. We set goals each year but they really aren't board goals, goals to expand our operations with time lines and measures.
- I will rate this as good again, I don't feel that I have enough time on the board to give an accurate assessment.
- I believe the board on several occasions has ignored policy/procedure in order to achieve desired outcome.

**Standard 3: Community Relations**

Comments:

- Need to discuss "an agreed upon process" we held a public forum about how to use the SSI, grants, SBHC committee, surveyed the community. Generally, though communication with the public happens at ball games, coffee shop & the occasional phone call.
- I do feel for the most part there is respect and I fell that communication is good, however there is room for improvement in this area.
- I do not think the board does a good job with communication and receiving input from the community. The board needs to be more proactive in reaching out to parents to avoid misinformation and frustration. This is especially important with an upcoming bond measure and the recent movement within our district by a political advocacy group that, through social media, has direct access to parents without the same accountability standards and public process mechanisms as elected school board members.



#### **Standard 4: Cultural Responsiveness and Educational Equity**

##### **Comments:**

- Granted with a year of COVID, there were not opportunities to visit other schools with diverse populations or to bring in speakers. Do we do what we can to reach out to Latinx parents, encourage them to come to board meetings to hear their concerns, hopes and dreams for their children.
- . I'm not sure what "district staff is representative of the community" means

#### **Standard 5: Accountability and Performance Monitoring**

##### **Comments:**

- Admin has high expectations, some parents have high expectations, as a board, I think we need to express ours in a goal.
- N/A I don't feel I have enough experience yet on the board to answer this.
- Several examples of areas for improvement. Not intended to point at particular board members or particular examples. Items to think about heading into next year.
  - Follow agenda development procedures to not surprise other board members.
  - Ensure that meetings are conducted in an orderly fashion and make sure that board action for order at a meeting is clearly articulated to board and public.
  - Be sure we are speaking loudly enough so that everyone can hear discussion.
  - Ensure that clear decisions are made in meetings.
  - Make sure that we are respecting confidentiality when required.

#### **Standard 6: Board Operations – Meetings**

##### **Comments:**

- We don't do a lot of discussion, as an example, with the student based health center, there was no attempt at give & take to see if we could come up with a plan.
- Several examples of areas for improvement. Not intended to point at particular board members or particular examples. Items to think about heading into next year.
  - Follow agenda development procedures to not surprise other board members.
  - Ensure that meetings are conducted in an orderly fashion and make sure that board action for order at a meeting is clearly articulated to board and public.

- Be sure we are speaking loudly enough so that everyone can hear discussion.
- Ensure that clear decisions are made in meetings.  
Make sure that we are respecting confidentiality when required
- Recently I do not believe board discussions have been effective and result in clear decisions. Board members have voted against administrative/committee decisions with little or no explanation. Additionally, some board votes have been at odds with comments they have made during discussion.

### **Standard 7: Board Operations – Board Member Communications**

#### Comments:

- Feel we are all fully informed & communicate in a lawful manner. However, I feel we need to work on how we communicate when an issue is controversial & try to come to a consensus keeping always as an objective what's good for students.
- Board members need to share information between themselves in a proper manner, this includes email. Information should be shared through the board chair.
- Regardless of potential disagreement on an item, board members need to treat each other in a respectful manner.

### **Standard 8: Board Operations – Board/Staff Relations**

#### Comments:

- Board/staff relations could be improved. Some of this responsibility falls on administration, as they are the link between staff and the board.

### **Standard 9 – Board Operations – Board/Superintendent Relations**

#### Comments:

- I did not support overriding the superintendent and committee recommendation about the health curriculum. The superintendent had stated a more in depth evaluation of the curriculum would occur in the fall & be complete before teaching occurred in the spring.
- This question is hard to answer for “the board” as I may not be aware of the interactions between other board members and the superintendent or board members and the community.

### **Standard 10 – Values, Ethics, and Responsibility for Self**

#### Comments:

- Board needs clear goals. The vote to overturn the committee & superintendent recommendation about the health curriculum was staff work not board work.
- Training may be needed to have a clearer understanding of board work vs staff work. I personally have been guilty of crossing this line, but try to separate my role as a board member and as a parent.
- Only being on the board a short time, I am rating a 3 only because I don't fully know if we follow the first two bullets. I am guessing yes, but I don't feel I can rate accurately because I have been on the board such a short time.
- There should be clarity on what is a conflict of interest, how to state it, and when a board member can abstain from a vote.

### **Standard 11 – Board Systematic Improvement**

Comments:

- Plan to meet in a retreat environment for the first time this year.
- The board will be having a retreat this year.