

Rainier School District 13

Code: BBF

Adopted:

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Board Member Standards of Conduct

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I.A Board Member Should:

I.

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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. Board members agree to listen carefully and with courtesy when other people are speaking during Board meetings. Discussions between Board members will serve as a model for acceptable public dialogue. Members will seek to clarify issues by soliciting each other's points of view;
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 and to the district complaint process;
8. Recognize the Board must comply with 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. Understand that Board members will receive information that is confidential and cannot be shared;
11. Recognize the superintendent is the Board's only employee and designated as the chief executive officer of the district;
12. Take action only after hearing the superintendent's recommendations;
13. Refuse to bring personal or family problems into Board considerations;
14. Give district staff the respect and consideration due to skilled, professional employees;
15. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
16. Respect the right of the public to attend and observe Board meetings;
17. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
18. Remember the content discussed in executive session is confidential;
19. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;

Commented [SH1]: Explain please or correct me if I am miss informed; does this means that the Board Members expect every board member to support an agenda item even though they have strong convictions that that something needs to be changed?
Notes per CH

Commented [SH2]: 14. Give district staff the respect and consideration due to skilled, professional employees; Need additional clarification please. I feel that all District Staff regardless of their Education should be given the same respected as even though they may not be considered a "skilled, professional employee". OR am I misunderstanding the whole meaning of this rule?
Notes per CH

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20. 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;
21. 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;
22. Respect board chair role and their ~~speaking role to speak to speak on behalf of~~ the board;
23. Support orientation of new members

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II. As Board members do this work responsibly, we commit to:

A. ~~Utilize the Racial Equity Lens tool in decision-making with the goal of closing the achievement and opportunity gap for Black, Native American and Students of Color.~~

A. _____

B. Respect and Support the role of the Superintendent as the chief executive officer of the District, ~~which includes sole authority over directing employees with the exception of employees in the Office of the Independent Performance Auditor whose work is directed by the Board of Education.~~

C. Making decisions as a whole Board only at public meetings. Individual members have no authority to take stand-alone action in policy or in district and school administrative matters or to speak on behalf of the Board without express delegation of authority.

D. Complying with Board policies, understanding our fiduciary responsibilities, and being aware that our actions at all times reflect on the integrity, reputation, and functioning of the District.

E. Encouraging and modeling constructive public discourse in Board decision making.

F. Honoring student voices; centering and prioritizing the voices and experiences of all students.

G. Abstain from surprises presented during board ~~meetings~~.

Commented [SH3]: Please refer to OSBA 2020 Oregon Equity Report. "In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each child and learner to guarantee student success; and that the success of every child learner in Oregon is directly tied to the prosperity of Oregonians". moving to 2nd paragraph.

"Oregon faces many growing opportunities and systemic gaps and threatens our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessment and daily attendance for our growing populations of community of color, immigrants, migrants and rural students navigating poverty"

I am uncomfortable using **Black, Native American and Students of Color**. I would like to see the board consider using the language that is in the OSBA 2020 Oregon Equity Report.

Utilizing the Racial Equity Lens tool in decision-making with the goal of closing the achievement and opportunity gap for our growing populations of community of color, immigrants, migrants, students who have disability and rural students navigating poverty.

Notes: per CH

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Commented [SH4]: Need clarification as to what constitutes as a surprise for board meetings.
Notes: per CH

III. Priority Setting and Board and Superintendent Evaluation

Student Outcomes Focused Priority Setting

1. The board will establish, at a public meeting, goals in alignment with the District's vision and will regularly monitor the District's progress in meeting these goals

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2. Board chair leadership will meet regularly with the Superintendent and key staff to evaluate past Board meetings and determine the Agenda for the upcoming Board meetings. The Board chair leadership will solicit input from Board members.
3. The Board chair leadership will regularly check in with the full Board regarding the Board meeting structure, progress on Board goals, and addressing Board member priorities.
4. Agree to review and receive reports about student success and academic achievement at every board meeting.
5. Lead the strategic planning, policy, resource allocation and community outreach

Commented [SH5]: Can we clarify who or what is Board Leadership. I am assuming "Board Leadership" is referring to the Board Chair or Vice Chair. It's could be confusing to a new board member.
Notes per CH

Board Professional Development and Evaluation

1. The Board will self-assess its performance at least annually. Board leadership will regularly evaluate Board meetings and work sessions. All Board members are encouraged to provide feedback to the Board chair to improve the Board's performance. The Board leadership will annually set expectations and priorities for Board professional development. The Board leadership will annually review the Board Office budget to ensure there are sufficient funds to support the Board's professional development.

Superintendent's Evaluation

1. The Board will establish annual goals and metrics for the Superintendent's performance and engage in a process that provides for thoughtful and deliberative assessment of the Superintendent's work based on those goals at least annually.
2. The Board will check-in with the Superintendent quarterly to collaboratively assess progress toward achieving district goals, identify any barriers to success, and make course corrections as necessary.

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END OF POLICY 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)

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Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest

GBI - Gifts and Solicitations

JHFE-AR - Reporting of Suspected Abuse of a Child

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