



Becoming a Board Member

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Are you considering running for school board?

Bend-La Pine Schools is governed by an elected board of seven members that help direct the superintendent. Board actions affect the families of hundreds of students and employees, now and for years to come. Your duty as a school board member will be representing all students, staff and members of the community as you work with other board members to craft policy.

School board authority rests with the board as a whole, not with individual board members. Board decisions are made by majority rule and, as one member of this ruling body, you will find yourself in the position of supporting some decisions that you voted against.

Board service often requires long unpaid hours working alone, on committees and with members of your community. You'll struggle sometimes to find solutions to complex problems – and still the solutions won't please everyone. However, you'll have the satisfaction of watching students develop a strong academic foundation; develop a passion, purpose, and plan for their future; and experience wellness, inclusion, and belonging in our schools.

What does a school board do?

When you're elected to serve on the board, your education has just begun. Board service is like inheriting the reins of a corporation without any training. The "learning curve" for education leaders is steep.

The board's major responsibility is setting policy. The Board, supporting the work of staff, the welfare of students and the interests of the community, holds itself accountable to the citizens of the district by ensuring that all action taken is consistent with law and the Board's policies. The Board's work is guided by the principles of Policy Governance as outlined by John Carver. Because they serve the community, board members must work with the public as they establish the mission and direction of education. It's up to the board to engage the community in public education.

Policy Governance

The policy governance model enables the board to govern the system rather than run it, to define and demand educational results rather than probe into processes, to redirect ritual actions to strategic leadership, to grant administrators great latitude within explicit boundaries, to be in charge of board agendas instead of dependent on staff, and to guarantee unbroken accountability from classroom to taxpayer. In a sense, the board gets out of the way of the superintendent doing their job and takes responsibility for their own job as a board.

The board hires a superintendent who in turn hires staff to put policies into practice. The superintendent is accountable to the board for managing the district according to board policies.

A board member must be a skilled decision-maker and team player, a public education advocate, a vital link between community and school, and a policy maker. As a public employer, the board establishes policies that govern the recruitment, employment, supervision, evaluation and dismissal of employees.

What makes a good board member?

Many of the qualities that make board members great are acquired over time, through training and experience, so don't discredit your potential worth as a board member, even though you may never have served in such a capacity. As you consider running for the school board, think about

whether these characteristics of effective board members describe you:

- You hold a conviction that public education is important.
- You are committed to public involvement.
- You have the ability to make decisions.
- You believe in the democratic process.
- You're willing to devote time and energy to your new position.
- You can accept the will of the majority.
- You have the courage to stand up for your convictions.
- You have respect for district employees.
- You communicate well with others.

These are some characteristics of ineffective board members:

- They become involved in school administration.
- They allow personal feelings toward others to affect their judgment.
- They allow personal interests to transcend the best interests of the district.
- They neglect board duties.
- They can't make decisions or take a stand.
- They represent special interests or a particular geographic area rather than the interests of the entire district.
- They adopt an arrogant or paternalistic attitude toward district employees or the public.

How much time does being a good board member require?

School board service involves a substantial time commitment – and remember, there's no salary. Before the monthly meetings, you'll need to study the materials provided (board packets) so you can make informed decisions. There are committee meetings, work sessions and appearances on behalf of the district. During collective bargaining with employee unions, you may find yourself immersed in a very time-consuming process.

How to become a candidate

Board members are elected to four-year terms. You must be a registered voter and you must have lived in the district for one year immediately preceding the election. School district employees elected to serve on their board must give up employment with the district to sit on the board.

Board members are elected by zones or as at-large representatives. Board members elected at large may live anywhere in the district. Board members elected by zone live in the zone and are elected by all district voters.

School board elections

Half of the board members in Oregon's schools are elected or re-elected in each odd-numbered year. Under Oregon law, school board elections are held the third Tuesday in May. The filing deadline for board positions is the 61st calendar day prior to the May election date. Candidates can file with the county clerk in one of two ways:

- Submit a petition containing the signatures of 25 registered voters or 10 percent of the registered voters in the district, whichever is less; *or*,
- Submit a declaration of candidacy with a \$10 filing fee

Your campaign

Board candidate campaigns range from simple to sophisticated, depending on the candidate and the community. One common element, however, is the state requirement for reporting campaign finances. State law limits the sources and amounts of contributions and the purposes for which those contributions may be spent. Contact the Secretary of State Elections Division or Deschutes County Elections Office for guidance before accepting any campaign contributions or making any campaign expenditures.

More Information

Oregon School Boards Association

- www.osba.org
 - Candidate information and school board roles and responsibilities
- Free Online Learning Course: New Board Member Orientation
 - www.osba.org/olc

Campaign regulations and finance reporting requirements: <http://oregonvotes.org/>

Elections Division Secretary of State's Office
255 Capitol St NE, Ste 501
Salem, OR 97310
(503) 986-1518

Bend-La Pine Schools (BLS) Board Basics

Board Meetings

Regular Board meetings are typically held on the second Tuesday of each month during which regular business is completed, actions are taken and public comment is received. Work Sessions are typically held on the fourth Tuesday of each month during which the Board engages in discussion on key Board work and initiatives. Meetings are held at 5:30 p.m. at the Education Center, unless otherwise noted. The Board Meeting Calendar is generally set in June of each year.

It is important for Board members to ask questions during a Board meeting. Participation and questions help elicit discussion, further the conversation, and encourage sound decision making by the Board. That said, Board members should use caution during public session to avoid asking questions that may personally embarrass someone. Those questions are better asked in an email to the Board Chair and the Superintendent prior to the meeting.

Meeting Agendas

Board Agendas, in accordance with GP-5, shall be developed by the Board Chair in coordination with the Vice Chair and Superintendent, and consistent with the interests of the Board. Any agenda item requested by at least four members of the Board will be placed on the agenda.

Board Appointed Committees

Committees formed by and reporting to the board have to follow all of the same public meetings law requirements that the board itself has to follow. A committee should have a clear charge and meeting discussion should stick to the committee topic. The function of special committees is deliberative and advisory fact-finding rather than legislative or administrative. Committees make recommendations directly to the board as a whole, and the board alone may take action.

Budget Committee

The role of the Budget Committee is primarily to provide a lay review of the proposed budget in the context of the Board of Directors' established goals and priorities.

The Budget Committee is charged with holding one or more meetings to:

- Receive the budget message and the budget document;
- Provide members of the public an opportunity to ask questions about and comment upon the budget document; and
- Approve the budget document as submitted by the budget officer or as revised and prepared by the budget committee.

Board Development and Training

In keeping with the need for continued Boardsmanship development, the Board encourages the participation of its members at appropriate Board conferences, workshops, conventions and District-sponsored in-service training sessions. Funds for participation at such meetings will be budgeted on an annual basis.

The Bend-La Pine Schools Board of Directors realizes that proper Board training is important. Decisions about school policy, personnel, finance, curriculum and communications can be overwhelming and may require training. Training Board members to be effective leaders and decision makers is an educational investment that benefits the entire community. The Board believes that with proper training, it can create a positive and productive atmosphere for decision-making. There needs to be strong leadership among Board members demonstrated by teamwork, effective communication, problem-solving skills and positive relationships between the Board and the Superintendent.

The Board places a high priority on the importance of a planned and continuing program of education for its members. The central purpose is to enhance the quality and effectiveness of public-school governance in our community. The Board shall plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Board Member Orientation

The Board Chair, Superintendent, and/or Board Clerk will provide, as soon as practicable, for the orientation of new members. The purpose of the orientation will be to help new members become acquainted with their duties and responsibilities as members of the Board. The orientation will provide a basic introduction to Board member roles and obligations and ways to communicate and handle problems.

All new Board members are required to complete a background check and to have a picture taken for District issued identification badges. Board members are required to check in at the front desk at all District facilities with their badge when attending as a Board member. If the badge is lost, the Board member must contact the Board Clerk as soon as possible to arrange for a replacement badge.

Board Member Zone Summary

- BLS Board Member Zone 1
 - Deschutes County Precincts: 3, 5, 7, 8, 27, 35, 47, 49
 - BLS Schools:
 - Elementary: Elk Meadow, Highland, High Lakes, Pine Ridge, Westside Village and W.E. Miller
 - Middle: Cascade and Pacific Crest
 - High: Summit
- BLS Board Member Zone 2
 - Deschutes County Precincts: 1, 11, 12, 13, 20, 26, 37, 41, 46
 - BLS Schools:
 - Elementary: Ensworth, Lava Ridge, North Star, and Ponderosa
 - Middle: Realms and Sky View
 - High: Mountain View and Realms
- BLS Board Member Zone 3
 - Deschutes County Precincts: 2, 4, 6, 9, 25, 32
 - BLS Schools:
 - Elementary: Amity Creek, Bear Creek, Juniper, R.E. Jewell, and Silver Rail
 - Middle: Pilot Butte
 - High: Bend and Bend Tech
- BLS Board Member Zone 4
 - Deschutes County Precincts: 16, 23, 24, 38, 39, 40, 50
 - BLS Schools:
 - Elementary: La Pine, Rosland, and Three Rivers
 - Middle: La Pine
 - High: La Pine
- BLS Board Member Zone 5
 - Deschutes County Precincts: 21, 33, 34, 42, 43, 44
 - BLS Schools:
 - Elementary: Buckingham
 - Middle: High Desert
 - High: Caldera
- BLS Board Member Zone 6
 - At-Large
- BLS Board Member Zone 7
 - At-Large

Public Meeting Law

Requirements of the law and best practices.

1. ORS 192.610-192.695
 - a. “A meeting is the convening of a governing body of a public body for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.”
 - b. Public attendance law, not a public participation law
 - c. Work of the Board must be done in public, not with the public
2. Basic requirements of the law
 - a. Open to public attendance

- b. Establishment of a quorum
- c. Conducted within the geographical boundaries of the governing body
 - i. Generally held at its administrative headquarters
- d. Accessibility for all
 - i. Requests for accommodations must be requested at least 48 hours prior to the meeting
- e. Reasonable notice must be provided
- 3. What is not considered a meeting?
 - a. Visiting schools, programs, building sites, etc.,
 - b. Attendance at national, regional, or state association meetings or conferences
 - c. Social gatherings in which no official business is discussed
- 4. Public Comment
 - a. Oregon Attorney General's Public Records and Public Meetings Manual:
 - i. "The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment."
 - b. Public comment is NOT
 - i. Required by law but is best practice
 - ii. An opportunity to file a complaint
 - 1. Complaints must be submitted in accordance with [KL-BP](#)
 - iii. Q & A session
 - iv. Forum for public debate

Tips for newly appointed board members

- Policies, policies and more policies.
 - Read and ask questions to make yourself with the Board Ends, Governance Processes, and Executive Limitations.
- Who said what and why?
 - Review the last six months of minutes and meeting videos to become familiar with processes and current issues.
- Where does all the money go?
 - Meet with Chief Financial Officer and Finance Director for a clear understanding of the district's budget.
- Who do I call for what?
 - Utilize the Board Clerk as your first stop.
- Have an open mind.
 - Abandon preconceived notions and hidden agendas, including opinions about staff.
- Be flexible and willing to compromise.
- Being the minority is ok, but graciously accept the majority decision.
 - Expect to be the minority voice on some board decisions, but always accept the majority decision graciously.
 - Opinions are voiced before a vote, not after a decision has been made.
- You won't always be popular.
 - Some Board decisions will be unpopular with your constituents or even the community as a whole.
- Doctrine of No Surprises.
 - Don't surprise the superintendent, administrators, or fellow board members at a public meeting with unexpected comments, requests, or obscure questions

- Ask Questions!
 - You don't and can't know everything, so capitalize on every opportunity to learn.

BLS Board Organization and Governance

End/Results (Goals)

PURPOSE

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Measures are defined to ensure that the best available evidence is used to report progress on these goals.

PROMISE

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

GOALS

Outcomes and Experiences

1. Students are engaged and develop a strong academic foundation as measured by the following, overall and for historically underserved subgroups:
 - a. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
 - b. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
 - c. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
 - d. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
 - e. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
 - f. Efficacy of academic programs, as measured by surveys and/or focus groups
2. Students have a passion, purpose, and plan for their future as measured by the following, overall and for historically underserved subgroups:
 - a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years
 - b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - i. Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
 - ii. Oregon State Seal of Biliteracy
 - iii. Two years of Junior ROTC
 - iv. CTE Concentrator (Two or more credits in a program)
 - v. Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - vi. Meets automatic admission requirements for all Oregon Public Universities
 - c. Students' preparedness for their future, as measured by surveys and/or focus groups

3. Students, families, and staff experience wellness, inclusion, and belonging in our schools as measured by the following, overall and for historically underserved subgroups:
 - a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
 - b. Bias incident data and trends
4. Operational systems align and support an academically effective and sustainable organization.

Governance Commitment and Style (GP-1)

Governance Commitment

The Board, supporting the work of staff, the welfare of students and the interests of the community, holds itself accountable to the citizens of the district by ensuring that all action taken is consistent with law and the Board's policies. The Board's work is guided by the principles of Policy Governance as outlined by John Carver ("Remaking Governance," American School Board Journal, March 2000, pp 26-30).

The Board's purpose is to assure that Bend-La Pine Schools achieves the results described in its Ends policies and operates within the parameters described in its Executive Limitations policies.

Governance Style

The Board will govern with emphasis on stated Ends policies, respect diversity in viewpoints, focus on strategic leadership rather than administrative detail, observe clear distinction between the Board and Superintendent roles, make collective rather than individual decisions, and govern proactively rather than reactively.

1. The Board will be responsible for excellence in governing. The Board will use the expertise of individual Board members to enhance the ability of the Board as a body, but will not substitute individual judgments for the Board's collective values. Accordingly, members will:
 - a. Respect decisions of the full board,
 - b. Exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other, and
 - c. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another.
2. The Board will exercise self-discipline as it applies to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.
3. The Board will lead and inspire the district through the careful establishment of policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Accordingly, members will not:
 - a. Assume responsibility for resolving operational problems or complaints, or
 - b. Give personal direction to any part of the operational organization.
4. Continuous Board development will include orientation of new members in the Board's governance process. All Board members shall participate in ongoing professional development.
5. The Board will monitor its process and performance on an annual basis.
6. The Board, by majority vote, may revise or amend its policies at any time.

Board Job Description (GP-2)

The job of the Board of Directors is to represent the citizens of Bend-La Pine Schools by providing visionary leadership through policy and practice that ensures the best possible education for students with respect to local, state, national and international standards of excellence.

The Board will operate within all legal requirements and is responsible for the hiring of the Superintendent, adoption of the annual budget, and ratification of collective bargaining agreements.

To distinguish the Board's work from that of the Superintendent and staff, the Board will concentrate its efforts on the following:

1. Advocating on behalf of the school district, students, and the constituency it serves.
2. Interacting with students, staff, parents, and citizens, both as individual members of the Board and as a whole Board, to gather feedback that may help guide decisions facing the Board.
3. Developing written governing policies that, at the broadest levels, address:
 - a. Ends: Organizational impacts, benefits, and results for specified recipients and their relative worth (what end result is desired for whom and at what cost);
 - b. Executive Limitations: Constraints on executive authority which establish the practical, ethical, and legal boundaries within which all staff actively and decision-making will take place and be monitored;
 - c. Governance Process: How the Board will conceive, carry out, and monitor its own work;
 - d. Board-Staff Linkages: How authority is delegated and its proper use monitored; the Superintendent's role, authority, and accountability.
4. Ensuring the Superintendent's performance through monitoring Ends and Executive Limitations policies.
5. Ensuring Board performance through monitoring Governance Process and Board-Staff Linkages policies.
6. Ensuring that the Ends are the focus of organizational performance.

Board Code of Conduct (GP-3)

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members.

1. Board Members shall demonstrate loyalty to the District's stakeholders. This commitment shall supersede loyalties to staff, other organizations, and personal interests.
2. Members shall act in a manner consistent with the conflict-of-interest provisions in board policy GP-4: Board Ethics and Conflicts of Interest, and Oregon law.
3. Members shall at all times endeavor to act as a part of the Board as a whole, and avoid circumstances or actions that may be interpreted as an exercise of individual authority.
4. An individual member's interactions with public, press, or other entities should accurately represent board positions or decisions. Individual opinions should be clearly stated as such. The board chair is authorized to speak for the board. As a courtesy, Board members will inform the Chair of interviews with the media.
5. If a Board member chooses to create social media account(s) associated with their role as a Board Member, they are responsible for maintaining such account(s) and following the suggested guidelines for use of social media below.
6. Members will not publicly express individual judgments of staff performance.

7. Formal evaluation of superintendent performance will be a process of the total board.
8. Board members will abide by appropriate Oregon public meetings law and will conduct the public's business in open meetings. Expected conduct includes the following:
 - a. Board Members will be properly prepared for Board Meetings and will discharge the duties of the office as prescribed by statute;
 - b. Members will contribute to thoughtful governance discussions and decisions by being well informed, open minded and deliberative;
 - c. Members will protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District;
 - d. Board discussions appropriately conducted in executive session under Oregon public meetings law shall be kept confidential by members outside of executive session;
 - e. Members should respect the decision of the final vote of the board. It is the responsibility of individual members to express their opinion, including any dissention, during discussion of a topic.
 - f. Board members may choose to publicly express dissenting opinions after a vote and following the conclusion of a board meeting, but should be respectful of the majority decision and the desire of the board to move on to other matters.
9. Board members are subject to the same criminal history background checks that are required of school volunteers, including the criminal history records check that will be conducted every two years. If a Board member fails to clear the background check, he/she will be required to comply with the provisions of Administrative Policy regarding Visitors to District Facilities when entering a school for any purpose.
10. Process for Addressing Board Member Violations. The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a member's violation of policy, the Board may seek remedy by the following process:
 - a. Conversation in a private setting between the offending member and the Board Chair or other individual member(s);
 - b. Removal of the offending member from a committee or other Board-designated responsibility, if appropriate;
 - c. Public censure of the offending member of the Board.

Suggested Guidelines for Use of Social Media by Board Members

It is recommended that Board members operate within appropriate guidelines when communicating district business through their Board associated social media account(s). The following are suggested guidelines for Board members when posting on their Board associated social media account(s):

- Members are encouraged to clarify that they are communicating as an individual member of the Board and that their statements reflect their own views and not necessarily the official position of the district or Board. Board members should only post on behalf of the district if they have been delegated to do so by the Board.
- Board members should keep in mind that they may be perceived by the public as official district spokespersons. As such, Board members are encouraged to avoid posting information that has not been verified or has not been made available to the public and should never post anonymously about district business.
- Board members should encourage that community input be provided through the appropriate channels. Individual Board member's social media sites should not be used to conduct discussion or decisions of Board business.

- Board members should avoid posting content that indicates they have already formed an opinion on matters pending before the Board.

When attempting to communicate about matters from a previous Board meeting, Board members should clarify that the posting is not an official record of the Board meeting and only share information from the open portions of the meeting.

Board members are encouraged to report communications that are harassing, discriminatory, bullying or defamatory to the Superintendent or designee if the communications involve district officials, staff, students or business.

- Board members are considered mandatory reporters and are required to abide by the same reporting responsibilities in a social media context.
- Board members are reminded that they are subject to the district's records retention requirements and must retain their own posts and the content posting to their social media sites when required to do so by the district's record retention policy.

Board Ethics and Conflicts of Interest (GP-4)

Board Members are expected to avoid conflicts of interest involving any matter pending before the Board and comply with Oregon Government Ethics Law in ORS Chapter 244, portions of which are cited and summarized below. (<http://www.oregonlaws.org/ors/chapter/244>)

A public official may not use or attempt to use official position or office to obtain financial gain or avoidance of financial detriment for the public official, a relative or member of the household of the public official, or any business with which the public official or a relative or member of the household of the public official is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the public official's holding of the official position or office. [See ORS 244.040 (1)]

General Definitions for Conflicts of Interest

"Actual conflict of interest" is defined in ORS 244.020(1) and 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 unless the pecuniary benefit or detriment arises out of a potential conflict of interest as described below.

"Potential conflict of interest" is defined in ORS 244.020(13) and means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private pecuniary benefit or detriment of the person or the person's relative, or a business with which the person or the person's relative is associated, unless the pecuniary benefit or detriment arises out of the following:

1. An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
2. Any action in the person's official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
3. Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

“Gift” is defined in ORS 244.020(7)(a) and 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:

1. Without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or candidates or relatives or members of the household of public officials or candidates on the same terms and conditions; or
2. For valuable consideration less than that required from others who are not public officials or candidates.

“Gift” does not include the items described in ORS 244.020(7)(b).

“Legislative or administrative interest” is defined in ORS 244.020(10) and means an economic interest, distinct from that of the general public, in any matter subject to the decision or vote of the board member acting in his or her official capacity.

“Relative” is defined in ORS 244.020(16) and means the spouse, parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of a board member or the board member’s spouse, or any individual for whom a board member has a legal support obligation or provides benefits.

Process for Conflicts of Interest

When a board member has a conflict of interest, he or she shall comply with the procedure set forth in ORS 244.120(2), summarized as follows:

1. The board member must publicly state whether he or she has a potential or an actual conflict of interest and describe 'the nature of the conflict' for the record.
2. If it is a potential conflict of interest he or she can discuss, debate, and vote after announcing the potential conflict.
3. If it is an actual conflict of interest, the board member must not discuss, debate, or vote on the issue except if the rare circumstance described below exists:

If all members of the governing body are present and the number of members who must refrain due to actual conflicts of interest make it impossible for the governing body to take official action, the public official with an actual conflict of interest may vote. The public official must still make the required announcement and refrain from any discussion. This provision does not apply in situations where there are insufficient votes because of a member’s absence when the governing body is convened.

Gift Limit

During a calendar year, a public official, a candidate or a relative or member of the household of the public official or candidate may not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have a legislative or administrative interest. [ORS 244.025 (1)].

Nepotism

A public official may not appoint, employ or promote a relative or member of the household to, or discharge, fire or demote a relative or member of the household from, a paid position with the public

body that the public official serves or over which the public official exercises jurisdiction or control, unless the public official complies with the conflict of interest requirements of this chapter.

A public official may not participate as a public official in any interview, discussion or debate regarding the appointment, employment or promotion of a relative or member of the household to, or the discharge, firing or demotion of a relative or member of the household from, a paid position with the public body that the public official serves or over which the public official exercises jurisdiction or control. As used in this paragraph, participate does not include serving as a reference, providing a recommendation or performing other ministerial acts that are part of the normal job functions of the public official. [ORS 244.177 (1)(a) and (b)].

Board Member Roles (GP-5)

In accordance with ORS 332.040, the Board shall annually elect a Chair and Vice Chair. No member shall serve as a chairperson for more than four years in succession. At the Board's discretion, one additional officer (e.g. Secretary, Treasurer) may also be elected to carry out specific duties.

The Board Chair has the following authority and duties any of which may be explicitly delegated to other members of the Board to capitalize on the interests and strengths of individual Board members:

1. Monitor Board behavior to ensure it is consistent with its own rules and policies and those legitimately imposed upon from outside the organization;
 - a. Conduct and monitor Board meeting deliberations to ensure only Board issues, as defined in Board policy, are discussed;
 - b. Ensure Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
 - c. Preside over Board meetings in accordance with the law and modified Robert's Rules of Order;
2. Make all interpretive decisions that fall within the topics covered by Board policies on Governance Process and Board/Superintendent Relationship, except where the Board specifically delegates such authority to others, using any reasonable interpretation of the provisions in those policies;
 - a. Refrain from making any interpretive decisions about policies created by the Board in the Ends and Executive Limitations policy areas;
 - b. Refrain from exercising any authority as an individual to supervise or direct the Superintendent.
3. Develop, in coordination with the Vice Chair and Superintendent, and consistent with the interests of the Board, agendas for Board meetings. Any agenda item requested by at least four members of the Board will be placed on the agenda.
4. Within the framework of policy governance, approach the Superintendent with concerns or requests that are supported by a majority of the Board.
5. With input from the Board, appoint committee members to standing and ad hoc committees and initiate ad hoc committees to accomplish specific tasks.
6. Participate in the orientation of new Board members.
7. Ensure that Executive Limitations policy monitoring results are documented in a timely way.
8. Coordinate the evaluation process for the Superintendent.
9. Lead the Board in an annual self-assessment.
10. Provide oversight of the Board's resources and budget.
11. In dealing with the media and the public in general, the chair or his/her designee will serve as the spokesperson of the Board.

12. The Chair will respond to public emails on behalf of the Board and will facilitate follow-up with those who provide public input at board meetings.
13. Attend events to strengthen the school board's relationship with community partners. The Chair may delegate this to any other willing member.

Vice Chair's Role

The Vice Chair shall preside at Board meetings in the absence of the Chair and shall perform all of the duties of the Chair in case of his/her absence or disability. In the absence of the Chair and the Vice Chair, the Board's most senior member present shall preside.

The Vice Chair shall carry out other duties as delegated by the Chair or by a vote of the Board.

Individual Board Member Roles

1. The authority of individual Board members is limited to participating in actions taken by the Board as a whole when legally in session.
2. Board or staff shall not be bound in any way by an action taken or statement made by any individual Board member except when such statement or action is pursuant to specific instructions and official action taken by the Board.
3. Each Board member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.
4. Each member is obligated to attend Board meetings regularly. Whenever possible, each director shall give advance notice to the Chair of his/her inability to attend a Board meeting.

Board Committees

1. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in policy in order not to conflict with authority delegated to the Superintendent.
2. Board committees shall be organized by agreement of the majority of the Board with members appointed by the Chair.

Governance Process (GP-6)

To accomplish its stated objectives, the Board will govern in a consistent and efficient manner. Accordingly, no later than the first meeting held after July 1 of each year the Board will:

1. Organize by electing officers in accordance with GP-5.
2. Establish an annual meeting schedule.
 - a. The schedule may be changed with proper notice.
 - b. Special meetings may be held at the request of the Chair, or by mutual consent of the members, or may be called by three members of the Board serving written 24-hour notice on the other members and the Superintendent. Special meetings must be scheduled at least 24-hours in advance to allow for notification to the public and media.
 - c. Emergency meetings may be held upon less than 24-hour notice as is appropriate to the circumstances. The minutes of such a meeting shall describe the justification for providing less than 24-hours notice to the public and the media.

Additionally, the Board shall:

1. Comply with Oregon Public Meetings Laws (ORS 192.610-192.990).
2. Allow for public attendance at regular and special meetings. The right of public attendance at a public meeting does not include the right to participate by public testimony or comment. The Board typically receives public comment at its regular meetings, but not at its work sessions. The following shall serve as guidelines when public are attending a meeting:
 - a. Individuals wishing to make public comment must sign up prior to the start of the meeting. Individuals will be asked to include full name, contact information and agenda item they are speaking to.
 - b. Individuals will be called upon to speak by the Chair and will be prioritized in the following order: Bend-La Pine Schools (BLS) students, BLS residents, and those that have not been heard from in the two previous business meetings.
 - c. The typical time per speaker will be a maximum of two (2) minutes until the time cap has been reached for that agenda item. The Board will typically allow up to ten (10) minutes for comments on the same agenda item and up to ten (10) minutes for comments on non-agendized items as a whole for a maximum of 45 minutes of public comment during a meeting. A group of visitors with a common purpose are encouraged to designate a spokesperson for the group. Remarks should be addressed to the Board as a body rather than directed to any particular member.
 - d. Speakers may offer feedback of district operations and programs, but the Board will not hear complaints concerning individual district staff or Board members. The Chair will direct the visitor to the appropriate means for filing a complaint.
 - e. Public comment is a time for members of the public to express their views; therefore, the Board will not engage in discussion or answer questions during public comment.
 - f. The Chair may interrupt and/or end public comment when time has been exceeded, complaints are made about an individual district staff or Board member, or when comments and/or behavior become inappropriate. Inappropriate behavior includes but is not limited to attempting to engage individual board members in conversation; insults, obscenities or profanity; discriminatory or racist comments; attacks against any person in their personal capacity; and/or physical violence or threat thereof. A Board member may also ask for a Point of Order to address such comments.
 - g. Any member of the audience who continues to disrupt a Board meeting after being asked to cease by the Chair may be excluded from the meeting (or muted in a virtual meeting) by the Chair if necessary to maintain order, conduct business efficiently, or allow others the ability to participate. The intent is that such disruption be addressed as efficiently and uniformly as possible.
3. Vote on motions using “yeas” or “nays” and record the result of the vote.
4. Adhere to a majority vote requirement, which requires affirmative votes by a majority of the membership of the Board (4 out of 7) to pass any motion before the Board.
5. Conduct a Board meeting only if a majority of the Board members are present.
6. Appoint and maintain a 7 member citizens’ Budget Committee as required by Oregon Revised Statue and utilize the majority vote requirement, which requires affirmative votes by a majority of the committee (8 out of 14) be required to pass any motion before the Budget Committee.

Supplemental Documents

Policy Governance: The Board's work is guided by the principles of Policy Governance as outlined by John Carver ("Remaking Governance," American School Board Journal, March 2000, pp 26-30).

Remaking Governance



The creator of 'Policy Governance' challenges school boards to change

BY JOHN CARVER

The familiar—even cherished—practices of school boards are strangling public education. Most of what school boards currently do is a travesty of their important role. Much of what is published for boards—including advice appearing regularly in these pages—reinforces errors of the past or, at best, teaches trustees how to do the wrong things better. In my opinion, school boards don't need improvement so much as total redesign. And they are not alone in this predicament, for governance is the least-developed function in all enterprises.

Preparing people for contributing, satisfying adulthood is

worth the most effective governance a board can achieve. If school boards must completely reinvent themselves to be worthy of their mission—as I'm convinced they must—then so be it. If that means much of current board training must be discarded—as I'm convinced it must—then let it be done. No role deserves transformation more than that of the nation's school boards.

A new governance model

For two decades I have studied and taught governance—the process by which a small group, usually on behalf of others, exercises authority over an organization. I have found that

although boards work hard to solve practical problems as they arise, the crucial missing element is credible theory. The Policy Governance model of board leadership that emerged from my work is arguably the only existing complete theory of governance, whether of businesses, nonprofits, cities, or schools. Its philosophical foundations lie in Jean-Jacques Rousseau's social contract, leadership philosopher Robert K. Greenleaf's servant-leadership, and modern management theory.

The model redesigns what it means to be a board, challenging other approaches as founded more on anecdotal wisdom than good theory. A tightly reasoned paradigm, the model must be used in total to achieve its promise of greater accountability. Partial implementation sacrifices the model's benefits, for it is a complete, logical system, not merely tips for improvement.

Using this new paradigm requires a school board to exercise uncharacteristic self-discipline, but it enables the board to govern the system, rather than run it; to define and demand educational results rather than poke and probe in educational and administrative processes; to redirect time from trivia and ritual actions to strategic leadership; to give a superintendent one boss rather than several; to grant administrators and educators great latitude within explicit boundaries; to be in charge of board agendas instead of dependent on staff; and to guarantee unbroken accountability from classroom to taxpayer.

Space here does not allow full explication of Policy Governance. I can, however, list seven characteristics that differentiate this model from governance as now widely practiced and taught.

1. Primacy of the owner-representative role. The board directly touches three elements of the "chain of command": the general public, the board itself, and the superintendent. Although the succession of authority within the system is best left to the superintendent, the board must maintain the integrity of the initial three elements. Let's consider the first link in that chain.

The board's primary relationship is with those to whom it is accountable—the general public, the "shareholders" of public education. The board is the public's purchasing agent for the educational product. The public-board relationship supersedes the board's relationship with everyone else.

The central task of a board is to assimilate the diverse values of those who own the system, to add any special knowledge (often obtained from experts, including staff), then to make decisions on behalf of the owners. The formal link from owners to trustees is the election process—a tight link with respect to a trustee holding office, but a very loose link with respect to knowing the public's mind. Typically, boards rely on open meetings, public hearings, and constituent phone calls for the bulk of public input. These methods not only fail to fulfill the board's obligation to connect with the owners, they are misleading in that the "public" is self-selected and typically expresses not its owner role, but its customer, vendor, or operator role. Boards rarely hear from a representative sampling of owners. Because the general public is so large, a continual sys-

tem of focus groups, surveys, and advisory mechanisms is required to achieve even a semblance of fulfilling the board's owner-representative role. The time is overdue for putting the public back into public education.

Cultivating a principal-agent relationship between the public and the board holds great promise for the position of education in society, but this relationship has been impaired by decades of conventional practice. For example, boards promote an inappropriate direct link from public to superintendent. This connection circumvents the board's role as sole owner-representative and lets the board off the hook for poor system performance. If the public can blame poor school performance on the superintendent, then the fact that it is the board that has let the public down might go unnoticed. Making the hiring of a superintendent into an affair of high-profile community involvement is part of this same aberration. Superintendents are instruments of the board, not of the public. The public's instrument is the board.

Another mistake is behaving as if parents are the system's owners and that the board is their representative. Boards historically have shortcut the owner-board-organization-customer circuit, partly because parents are the most vocal subgroup of owners, and partly because they are fewer and easier to identify than the true ownership. Consequently, both politics and logistics induce boards to act as if parents own the system. Parents might resist losing any part of this role, but public policy (and, in the long run, parents and students) will benefit by facing the fact that parents, *as parents*, do not own the public schools. Parents are owners by virtue of being part of the public, but they constitute only a percentage, not the whole. The same is true of teachers, administrators, and the media.

This is not to denigrate the importance of parents. Parents and their children are customers/consumers of the system and, as such, are no less important and no less to be courted and pleased than customers of any other enterprise. Nor does this formulation minimize the central role of parents in their children's education. In fact, failing to give parents an integral role in the educational process would be unconscionable.

2. One voice from plural trustees. Trustees have authority only as a full board—but few boards behave accordingly. Staff members take instructions from and answer to individual trustees and board committees. Individual trustees judge staff performance on criteria the board as a body has never stated. Superintendents seek to keep individual trustees happy quite apart from fulfilling board requirements. Trustees enjoy getting things "fixed" for constituents. There is often unspoken agreement that "you can meddle in your district if you'll let me meddle in mine." It is not enough to dismiss these phenomena as simply politics and personalities. Whether the board intends it or not, the realpolitik of school systems demonstrates regularly that staff members do, in fact, take direction from individual trustees.

If a board seriously intends to speak with only one voice, it must declare that the staff can safely ignore advice and instructions from individual trustees, that only the explicit instructions

of the board must be heeded. Excellence in governance will not occur until superintendents are certain that trustees *as a group* will protect them from trustees *as individuals*.

Commitment to the authoritative unity of the board in no way compromises board members' right to speak their minds. Vigorous disagreement among trustees does not damage governance, but allowing intraboard skirmishes to affect the staff is irresponsible. In short, trustees who disagree with the vote may continue to say so, but may not influence organizational direction. It is in boards' interest that superintendents treat a 5-4 vote as a 9-0 vote.

3. The superintendent as a real chief executive officer. Boards frequently give direction to subordinates of the superintendent, degrading the chief executive role and the board's own ability to hold the superintendent accountable. Only if the board expresses its aims for the system as a whole—rather than part by part—can the powerful utility of the chief executive role be harnessed, simultaneously simplifying accountability and saving board time.

In other words, the superintendent is the only person the board instructs and the only person the board evaluates. The superintendent should be authorized to use any reasonable interpretation of instructions the board gives. This requires the board to take full responsibility for its words and enables the superintendent to take the board at its word.

4. Authoritative prescription of "ends." The board's greatest and most difficult responsibility is to clarify and reclarify why the system exists. This requires the board to be both proactive and authoritative—to define expected results for students and to demand system performance. The public is buying specifiable results for specifiable groupings of students at specifiable costs or priorities.

Informed obsession with the system's "ends"—that is, results, recipients, and cost of results—should be the dominant work of the board. Involvement in curriculum, special reading initiatives, or testing programs will not suffice. To the contrary, holding a system accountable is impeded by board involvement in these and other internal processes. Instead of demanding ends performance, boards routinely fail to describe the ends and then intervene in what they've hired professionals to do. No amount of telling people how to run the system can substitute for simply demanding designated results and getting out of their way.

5. Bounded freedom for "means." Boards struggle with the dilemma of being accountable for others' work. Con-

trol is necessary, but so is empowerment. Authority not given away does little good, but too much given away constitutes rubber stamping or dereliction. How can the board have its arms around the system without its fingers in it?

If ends expectations are met (right results, right recipients, right costs or priorities), the "means"—that is, other decisions, such as methods, practices, and conduct—must have worked. So the board does not have to control means prescriptively. In fact, to tell staff how to accomplish ends impedes creativity and innovation. Why does the board need to control means at all? Because not all means are justified by the ends—some means would be unacceptable even if they work. The achievement of

ends demonstrates that means are effective, but it doesn't prove that means are acceptable.

To address the acceptability of means, the board need only define the boundaries of acceptability. The board limits the superintendent's latitude regarding certain situations, activities, or risk. In effect, the board does not tell the system how to operate, but how *not* to—an approach that is simpler and safer for the board and freeing for the staff. The message from board to superintendent, then, is, "Achieve these ends within these restrictions on means." This instruction

embraces the whole of board-staff delegation, which is to say, the superintendent's job description.

6. Board decisions crafted by descending size. There is no way the board can determine every result for every child and the cost appropriate for that result. Similarly, it is impossible to state every unacceptable action or situation. So what prevents the seemingly simple protocol of prescribing ends and proscribing means from deteriorating into maddening detail?

Boards must manage the sequence of different sizes of decisions. First, the board defines ends and unacceptable means in as broad a way as possible. For example, the broadest version of ends might be, "Students acquire skills and understandings for successful life at a tax rate comparable to that of similar districts." The broadest version of means limitation might be, "Don't allow anything imprudent or unethical." This is broad indeed—which is to say it is open to a wide range of interpretation. If the board were willing to allow the superintendent to use any reasonable interpretation of these words, the board could stop with these two short instructions.

But no board would allow that. Instead, the board must define a bit more, perhaps adding, "Don't allow assets to be unnecessarily risked or inadequately maintained," along with similarly narrowed prohibitions about personnel treatment,

In effect,
the board does not

tell the system

how to operate,

but how not to.

compensation systems, parental involvement, and so forth. As to ends, the board might augment its initial, broad statement with, "Students will be literate above age-level expectations." This is also too broad for most boards, so the next step is to define still further. The process continues step-by-step into more detail until the majority of trustees are willing to accept any reasonable interpretation of the words used to that point. At this level the board stops and superintendent authority begins.

7. System-focused superintendent evaluation. The only reason to have a chief executive officer is to ensure system performance. Consequently, board expectations of the system (ends and limits on means) are the *only* criteria on which a superintendent should be assessed. The board actually evaluates the entire system (not the superintendent personally) and "pins it" on the superintendent. Most discussions of superintendent evaluation—including articles in recent issues of *ASBJ*—miss the power of this simplicity, falling back on such nonperformance, personalized irrelevancies as "leads by example" and "proficient in educational thinking." It is archaic and spurious to evaluate a superintendent on anything other than whether the system produces and operates as it should. It is *system performance* for which the board is accountable to the public.

Annual board approval of the superintendent's objectives is another testimony to poor governance. If the superintendent accomplishes the board's expectations, it is immaterial whether he or she achieves his or her own as well. Typically, boards have not expressed system expectations sufficiently to enable recognition of success and failure on their own. In the Policy Governance model, ends to be achieved and means disallowed embrace all the board's expectations. Moreover, they are targeted at system accountability, unaffected by how a given superintendent retains or delegates the various elements of management.

Monitoring data are reviewed throughout the year, as frequently as the board chooses. Because these data directly address performance on ends and means limitations, they constitute a continual evaluation of the superintendent. Although there might also be a summative annual evaluation, the criterion-focused monitoring system is the most direct measure of superintendent performance—a seamless process through time rather than a sporadic event.

This comparison of reality to expectations must be fair as well as uncompromising. Trustees should not judge the superintendent's performance on criteria the board has never stated. Expectations not incorporated into the board's ends or means limitations cannot be admitted into evaluative monitoring. Further, "any reasonable interpretation" of the board's expectations must mean just that—not the interpretation of the most influential trustee or what the board had in mind but didn't say.

What it looks like

What does the public see the board doing differently under Policy Governance? The board gets out of the superintendent's job

and takes responsibility for its own job. Because agendas are no longer staff-driven, board meetings are the *board's* meetings—not the staff's meetings for the board. The steady stream of documents for approval disappears from the regular agenda due to more sophisticated delegation. (Criteria that would have led to disapprovals are known and monitored, so the "approval syndrome" becomes inconsistent with proper delegation. The consent agenda is reserved for decisions the board would delegate, but on which law requires board action.) Freed from endless crowding of its agenda by managerial material, the board does its own work instead of pretending that looking over the superintendent's shoulder is its work.

Board meetings are not characterized by shoot-from-the-hip instructions to the superintendent, much less to the staff. Board meetings are not to help manage the system, nor to go over operational details. The board no longer struggles through extensive reports unrelated to preestablished criteria. It has learned that what it previously thought was monitoring was merely wandering around in the presence of data.

Board meetings are not parent and vendor complaint meetings. Any system in which customer complaints must go to the board for resolution is poorly designed. (Envision having to take your cold hamburger to the fast food chain's board.) On the contrary, the board expects the superintendent to have parents taken care of as courteously and effectively as possible. If a parent problem gets to the board, it is considered symptomatic of a system flaw rather than an opportunity for trustee involvement. Parents get their say in the way the system affects their children, but not by supplanting the owners' meetings.

Most board committees disappear. If a board has committees, it does so only for help with *its* job—never to help, advise, or instruct staff, lest it destroy the clarity of delegation. The board does not believe that the kind of internal involvement described in an article about board committees in a recent issue of *ASBJ* is related to governing the system. For a board committee to focus on staff activities is probably the most intrusive of board practices and the most wasteful of staff and trustee time.

Liberated from hours of preoccupation with system operations, trustees have more time to meet with community groups, other public boards, and pertinent authorities. Raising its visibility as a governmental leader, the board demonstrates its focus on ends and its long-term perspective by the language it uses, questions it asks, and topics it schedules. Joint meetings with city councils, hospital boards, social service boards, and other organs of the public become commonplace.

Board meetings are spent learning diverse points of view on what is most important for schools to produce, differing projections of future needs of students, and any other wisdom that helps in making wise long-term decisions about ends. The public is integral to these meetings, but carefully organized so the board gets representative input.

Many board meetings are not meetings in the usual sense at all, but take place in community settings where certain segments of the public can be heard. Wherever the meeting, the atmosphere is tailored for listening and entering into dialogue.

Board meetings are places of thoughtful dialogue and debate rather than the trivia that commonly besets conventional agendas.

Through focus groups, the board assesses public values about priorities and costs of educational products. This is not a sporadic or single-purpose effort, but an unending process. These carefully planned interactions are not for public relations, but for the dual purpose of enhancing board understanding and reinforcing the public's sense of ownership of its schools. Trustees are perceived as the public's servant-leaders in the great challenge of preparing citizens for a democracy.

What schools are for

The critical role of education in a democracy demands exceptional governance integrity. Commitment and intelligence cannot overcome our institutionalized hodgepodge of traditional practices. Conscientious, detailed preoccupation with what schools *do* can never compensate for failing to define clearly what schools are *for*, then demanding system performance from a chief executive officer. Visionary leadership is not

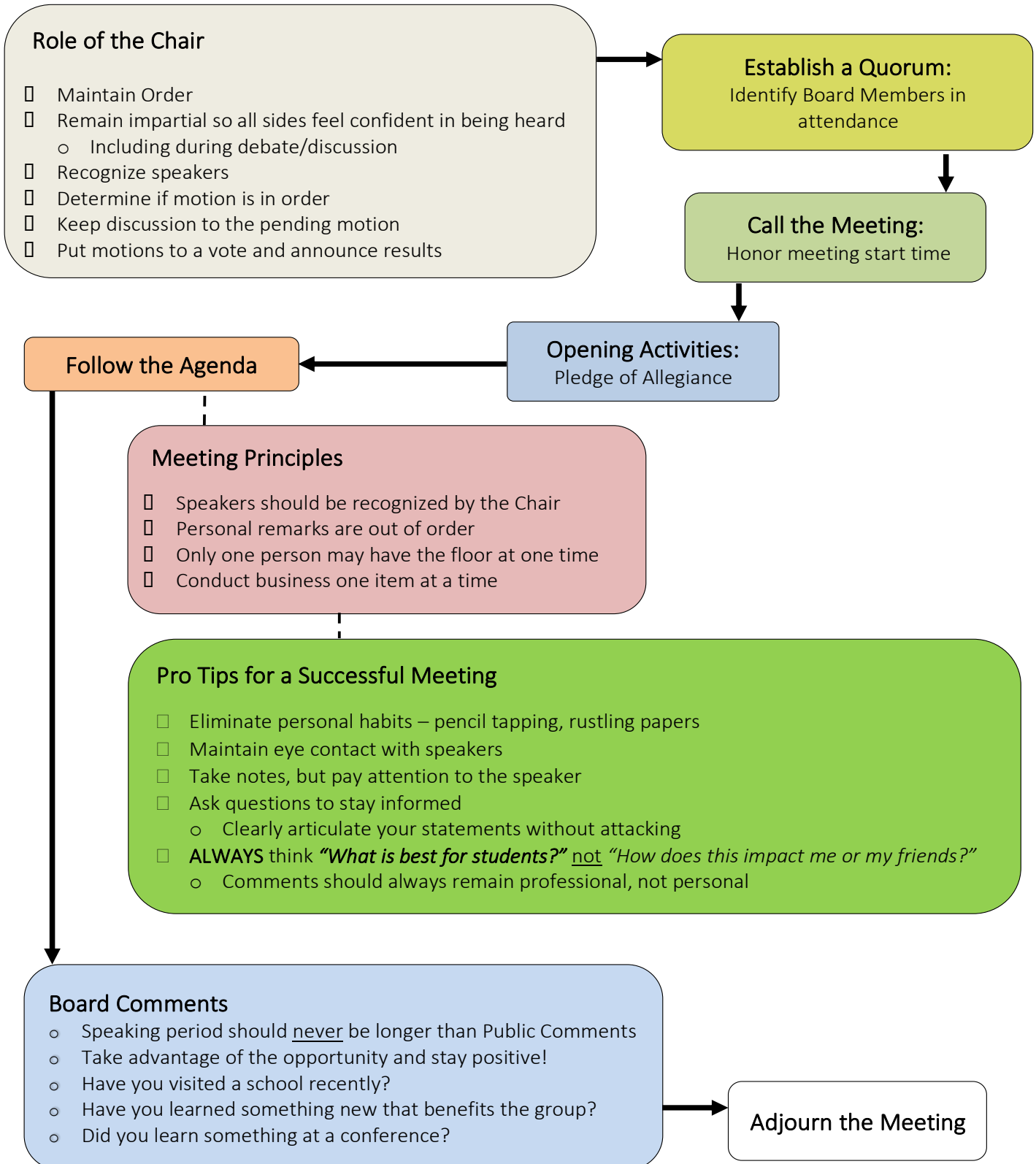
forged in a flurry of trivia, micromanagement, and administrative detail. If school boards are not the place for serious, perpetual community debate of how much this generation is willing to pay for which skills and understandings of the next generation, what other place does the public have?

Earlier, in illustrating flaws of conventional wisdom, I cited two articles from previous issues of *ASBJ*. I'll close by quoting a refreshing article ("Changing the Entitlement Culture," Paul McGowen and John Miller) in the August 1999 issue. "The challenge is for leaders to change the culture. ... It is time for public school leaders to seize the initiative." If there is to be a renaissance of public education, it will begin when boards discard the conceptually incoherent practices of today for a public leadership founded on sound governance theory.

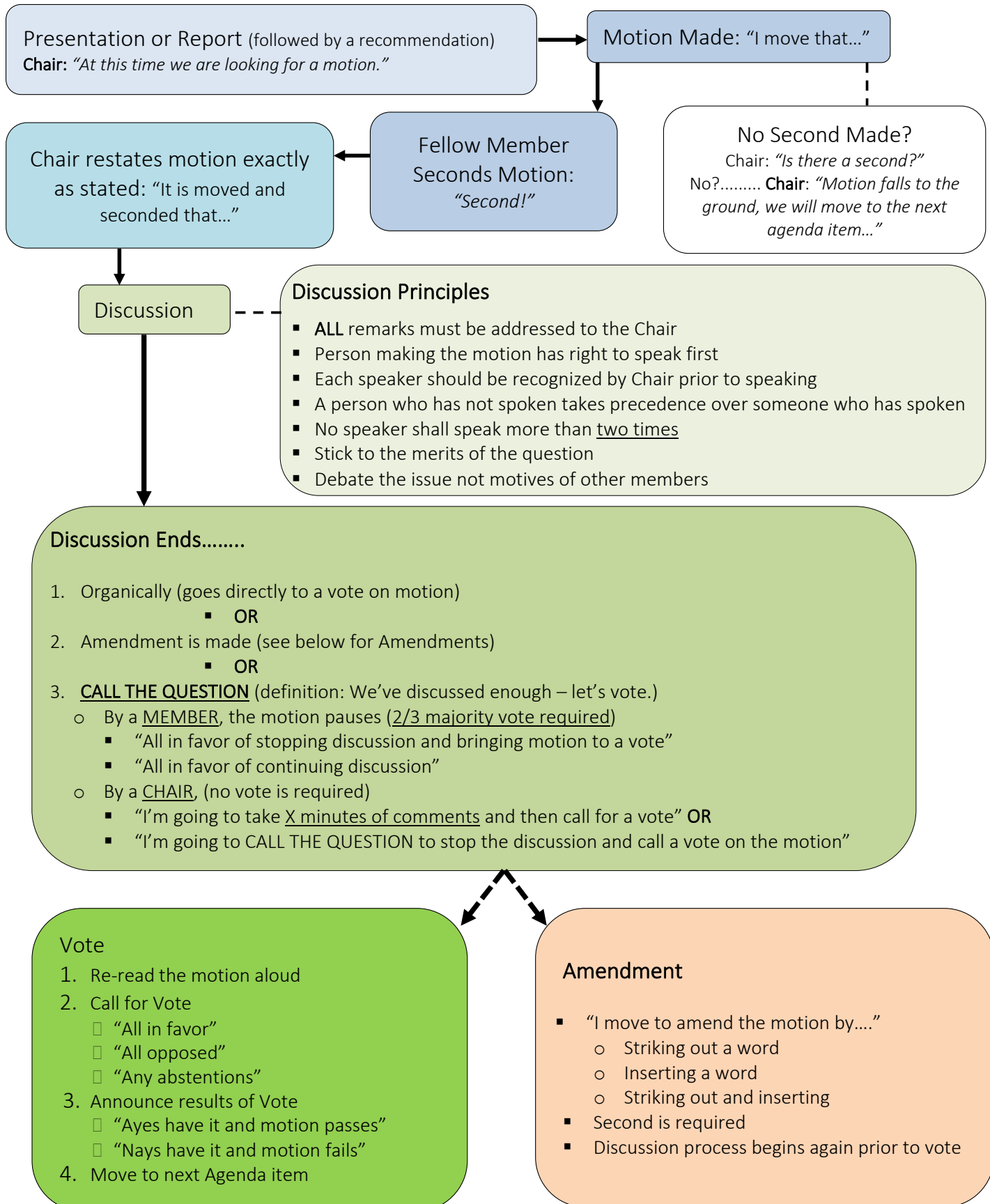
John Carver (polgov@aol.com; <http://www.carvergovernance.com>), a governance theorist and author of numerous books and articles on boards, is an Atlanta-based consultant. For a more complete description of Policy Governance, see *Boards that Make a Difference* (Jossey-Bass, 2nd ed., 1997).

Robert's Rules of Order: Board Meeting Basics

An orderly, well-run meeting is better for all attending.



Robert's Rules of Order: Making a Motion



Robert's Rules of Order: "Excuse me – I have something to say."

"Point of Order" – Enforce the Rules!

- Member does not need to be recognized
 - **Member:** "Point of Order" is called
- **Chair:** "Will the member please state the point of order."
- **Member:** "I make the Point of Order that....."
- **Chair** makes determination on point – no vote required
- Used when:
 - Incorrect Procedures or Process during the meeting
 - A Member is being Disruptive or Disrespectful

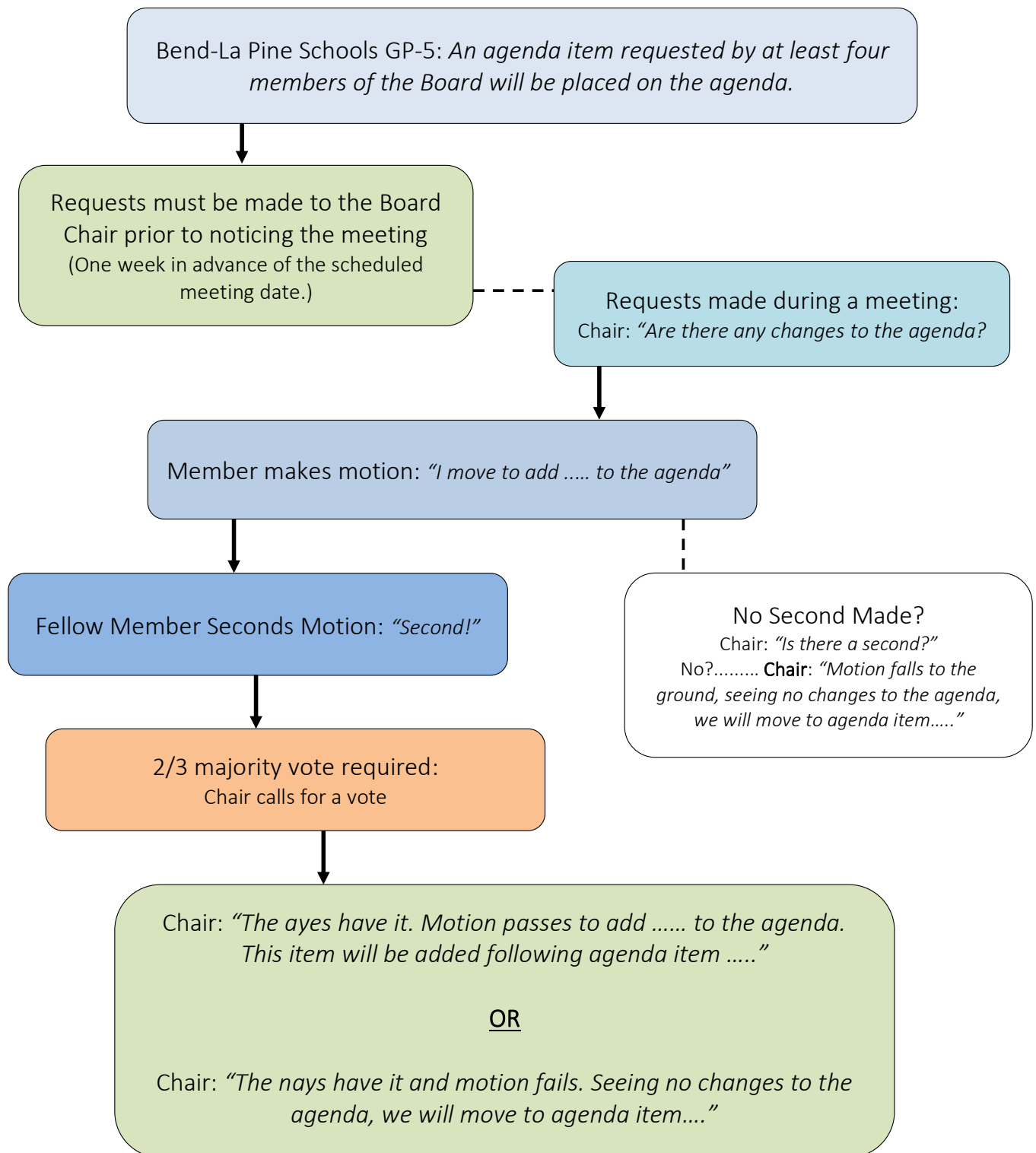
"Point of Information" – Have a question?

- Member does not need to be recognized
 - **Member:** "Point of Information" is called
- **Chair:** "Will the member please state the question or request for information."
- **Member:** "The motion calls for _____, can _____ please clarify that information."
- **Chair** recognizes individual that can provide that information to the Board – no vote required
- Used when:
 - Requesting additional information about the matter at hand
 - Questions should **always** be directed to the Chair

"Call the Question" – We've heard enough!

- Member does not need to be recognized
 - **Member:** "Call the Question" or "I move the previous question"
- Second is required
- **Chair:** "It is moved and seconded to call the previous question. Calling the question will cut off any further debate/discussion."
 - Vote is required with 2/3 majority
 - Call for vote
- **Chair** calls for vote, announces results of vote restating the full motion as passing or failing
- Used when:
 - Debate/Discussion has become redundant or circular in nature

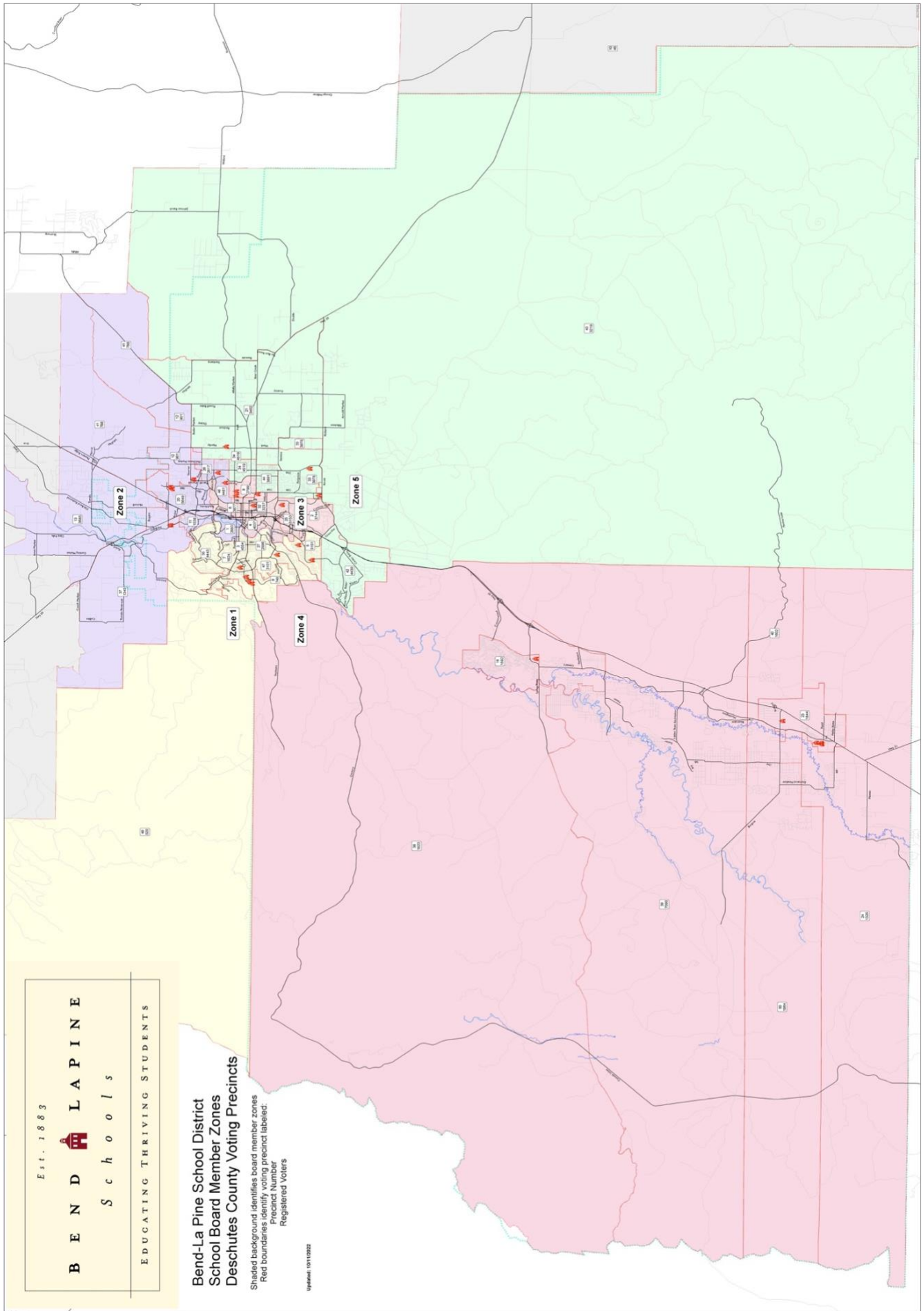
Robert's Rules of Order: Amending the Agenda



Robert's Rules of Order: Definitions of Common Terms

- ◆ Abstention
 - Voting is a board member's duty; however, they should abstain from a vote if they have an interest in the outcome, i.e., you work for the group that might be receiving a contract or funding
 - "I will abstain from the vote due to..."
- ◆ Amendment
 - Amending a motion made before vote is taken to strike out words, insert words, etc.,
- ◆ Consent Agenda
 - Noncontroversial items of business that can be adopted all at once
 - Meeting minutes, Human Resources reports
- ◆ Executive Session
 - Session during which only members and invitees are permitted to attend and in which all discussion is held in confidence by those in attendance
- ◆ Motion
 - Making a proposal for consideration and action. "I move that..."
- ◆ Recess
 - Short break in the proceedings
- ◆ Second
 - Statement made by a member who agrees with a motion made. "I second the motion."
- ◆ Table a Motion
 - Motions are tabled when it is clear a motion cannot or should not be voted on at the current time; saves times on circular debate when all facts aren't available.
- ◆ Question
 - The decision to be made; the motion on the table
- ◆ Quorum
 - Minimum number of members present to conduct (4 out of 7)

Board Member Zone Maps



**Bend-La Pine School District
School Board Member Zones
Deschutes County Voting Precincts**

Shaded background identifies board member zones
Red boundaries identify voting precinct labeled.
Precinct Number
Registered Voters

Updated: 10/11/2022

