

RESOLUTION No. 6298

Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols

RESOLUTION

The Board of Directors of Portland Public Schools approves and adopts the *Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols* as attached in Exhibit "A".

Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols

I. Roles and Responsibilities

As elected members of the Board of Education for Portland Public Schools, our roles and responsibilities are outlined in Board policy and statute; these expectations and protocols do not replace or override Board policies, District administrative directives, or any applicable law.

Highlights of board responsibilities include:

- A. Establishing an overarching educational vision for the district and setting actionable district goals and priorities to equitably provide the highest quality educational experience for each PPS student;
- B. Providing financial oversight and direction for the District, including reviewing and adopting a student-focused annual budget, establishing general financial goals, authorizing bonds, and exercising taxing authority;
- C. Hiring, setting goals for, and evaluating the Superintendent annually, and maintaining a mutually supportive relationship with the Superintendent in pursuit of established district goals;
- D. Focusing on policy making, goal setting, monitoring, and evaluation to further the goals and priorities of the District,
- E. Acting as an ambassador to the community, both sharing District information with the public, including working to make students and the community aware of the goals and priorities, and communicating public thought to the District.

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

- A. Utilizing 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.
- B. Respecting the role of the Superintendent as the chief executive officer of the District, which includes sole authority over directing employees with the exception of the 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 voice; centering and prioritizing the voices and experiences of our students of color.

Practices of the Board of Education:

II. Priority Setting and Board and Superintendent Evaluation

A. Student Outcomes Focused Priority Setting

1. The Board will align its work with the District vision, theory of action, strategic plan, goals, and adopted budget.

2. 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.
3. Board Leadership will meet regularly with the Superintendent and key staff to evaluate past Board meetings and determine the agenda for upcoming Board meetings. The Board Leadership will solicit input from Board members.
4. Board leadership will regularly check in with the full Board regarding the Board meeting structure, progress on Board goals, and addressing Board member priorities.

B. 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 leadership to improve the Board's performance. The Board leadership will annually set expectations and priorities for Board professional development. Board leadership will annually review the Board Office budget to ensure there are sufficient funds to support the Board's professional development.

C. 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.

III. Meetings

- A. Board members will be prepared for each meeting by reviewing materials in advance and agree to attend regularly scheduled Board meetings. Board members and board office staff will collaborate on scheduling special meetings and/or work sessions.
- B. The times allotted at board meetings for each agenda item are estimates and are to be used as a guideline by the Chair in managing the meeting; however, there are not specific end times.
- C. Board members agree to strive to start and end meetings on time.
- D. Board members agree to uphold the legal requirement for confidentiality on all matters arising from Board executive sessions and any other confidential communications or information.
- E. 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.
- F. Board members are expected to cast a vote or abstain on all matters except when a conflict of interest arises and an abstention is dictated by the ethics policy .
- G. If they miss a meeting, Board members and Leadership Team staff agree to review the video of that meeting to remain current on the Board and district's work.

IV. Communication

- A. Board members agree to communicate directly with the Superintendent and/or members of the Superintendent's Leadership Team when Board members have a substantive question, or when a significant concern about PPS operations is voiced by a staff member, student, parent, or other community member. Board members should use their best professional judgment on who to

include when communicating with the Superintendent or the Superintendent's Leadership Team. For emails or other written communications involving substantive issues, copying the Senior Board Manager optimizes communications, and Board members are encouraged to do so.

For administrative, or scheduling issues, it is acceptable to email staff without copying other parties. Board members will not direct staff work and board members should share if an information request is time sensitive, especially if it relates to an action item on a board meeting agenda, an executive session, or a public meeting in which the board is participating.

Board members need adequate time to review materials before , meetings of the board and materials should not arrive or be changed late in the process.

- B. When receiving questions from Board members, the Superintendent and staff will confirm receipt of the communication in a timely way and indicate how and when a response will be made.
- C. Board members will apply the racial equity lens tool to communications with constituents. Board members often field complaints or concerns from individuals and will actively listen and empathize with constituents. Board members may hear more from communities and individuals who already have a lot of social capital in our system. Board members should proactively engage with historically underrepresented communities/constituents to broaden their understanding of the entire system.
- D. The Board and staff should operate on a "no surprises" basis. A high level of communication between board members and senior staff is appropriate, desired, and beneficial.
- E. Board members are requested to communicate directly with the Board Chair(s) or Board Vice Chair(s) when concerns arise about other Board members. If there are concerns about District staff, board members should address that with the Superintendent and Board leadership. When disagreeing with other Board members, Board members and staff should maintain a respectful dialogue in their communications. Board members retain the right to express individual opinions in a variety of settings, and when doing so, will clearly state that the opinion is theirs and not that of the Board unless they are speaking of action that the Board has already taken.
- F. Specific personnel complaints submitted to the Board or individual Board members shall be referred to the Superintendent or designee.
- G. From time to time, the Board may be required to make findings of fact that can be appealed to another government agency (e.g., personnel matters or charter school application hearings). In these situations, no Board member will discuss the substance of the matter with any person(s) directly involved in the issue, other than PPS staff, outside the formal hearing and deliberation process.

V. Requests for Information or Decision making

A. Information Requests of Staff

1. When a Board member has an information request of staff (but does not require any particular decision to be made), the Board member should feel free to communicate their request to any member of the Superintendent's Leadership team and the Senior Board Manager and use their best professional judgment on who else to copy on communications, respecting the administrative chain of command. If the information request is unrelated to a future Board action or decision, the timing of the fulfillment is at the discretion of the Superintendent and should not interfere with other staff work. The Superintendent may discuss time consuming requests with the requesting board member to understand the request and then discuss with the board chair to determine if the request, given the resulting resource expenditure, will assist the decision-making of the majority of the board.
2. Board members will share information they receive with other board members. Staff are encouraged to include the entire board when replying to board questions or requests for substantive information.

3. If staff is unable to answer a question that comes up during Board discussion, the Board office will note the question and provide follow up to the Board.

B. Providing Documents to Board for Review in Advance of Meetings.

1. The Board Chair and Vice-Chair(s) in consultation with the Superintendent will establish the agenda and major business agenda items for full Board meetings approximately 10 days prior to the Board meeting.
2. Notes from agenda setting meetings will be sent out to the entire Board by the Board office. Board agendas are made up of action and discussion items, with reports from the Student Representative and Superintendent.
3. The majority of items that require Board action will be first reviewed in a Board Committee meeting, an executive session, or a Board meeting.
4. Staff and the Superintendent will have the Board Book, and any supporting documentation, available at least four days prior to Board meetings except under extenuating circumstances.
5. If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation and any changes will be noted for the Board. Copies of final materials and presentations will be posted as part of the meeting materials.
6. For contracts listed in the Business Consent Agenda, staff will provide memos for each Personal Services Contract and the actual contract will be available electronically to Board Members as requested. Memos and contracts will be posted as part of the meeting materials.

VI. Committee Protocols

- A. At the beginning of each academic year, the full Board determines the committee structure. Board leadership appoints Board members to create the membership and leadership of each committee. Committees represent the full Board and are intended to provide a mechanism for deeper monitoring and analysis of complicated issues. Committees are expected to keep the full Board apprised of important issues under their purview and produce recommendations for action to be considered for adoption.
- B. The annual agenda and meeting agendas for Committee and Task Force meetings are co-developed by the Committee Chair and staff lead[s]. Committee meeting materials will be provided at least 48 hours in advance of the meeting. Absent extenuating circumstances, committee meetings will be publicly noticed 48 hours ahead of time and agendas will be posted prior to the meeting.
- C. Recommendations coming from a Committee should be referenced in staff or committee chair reports for discussion items and resolutions for action items before the full Board.
- D. The Committee Chair will review all minutes before they are sent to the rest of the Committee and posted on the Committee web page.
- E. All Committee meetings will be audio recorded for record keeping purposes and are available upon request, excluding executive sessions.