

**Bend-La Pine Schools**  
**Bend, OR 97703**  
**August 6, 2019**

Regular Meeting & Board Retreat

The Board of Directors of Bend-La Pine Schools will meet in a board retreat workshop regular meeting on August 6, 2019 at 7:30 a.m. in room 314 at the Education Center, 520 NW Wall Street, Bend OR.

**Agenda**

|                      |                     |
|----------------------|---------------------|
| Call to Order        | Vice Chair Douglass |
| Pledge of Allegiance | Julie Craig         |
| Review of Agenda     | Vice Chair Douglass |

**Board Retreat Workshop**

|   |                                      |
|---|--------------------------------------|
| <b>Introduction</b><br>❖ Breakfast, Welcome & Introductions   | Vice Chair Douglass & Julie Craig    |
| <b>Bend-La Pine Schools Vision and Mission</b>  | Superintendent Mikalson              |
| <b>Overview of Policy Governance</b><br>❖ Policy Governance History & Activity<br>❖ Board Ends & Executive Limitations  | Superintendent Mikalson & Sandy Husk |
| <b>Break</b>  |                                      |
| <b>Board Ends</b>   | Superintendent Mikalson              |
| <b>Executive Limitations</b>  | Lora Nordquist                       |
| <b>New Board Member Oath of Office</b>  |                                      |
| <b>Discussion Items</b><br>2019-20 Board Leadership and Board Meeting Calendars   | Vice Chair Douglass                  |
| <b>Action Items</b><br>❖ Election of Board Officers<br>❖ Approval of Yearly Business & Board Operations for the 2019-20 School Year<br>Resolutions 1884 – 1889<br><br><b>Consent Agenda</b><br>❖ Approval of Minutes – June 25, 2019<br><i>Reference: ORS 192.650 and ORS 332.057</i><br>❖ Approval of Personnel Recommendations<br><i>Reference: ORS 332.505</i> | Vice Chair Douglass                  |

**Adjourn & Lunch**

Accessible Meeting / Alternate Format Notification

This meeting location is accessible. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least three days prior to the scheduled meeting date. Thank you.

# Remaking Governance



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

BY JOHN CARVER

**T**he 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,

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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.

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John Carver ([polgov@aol.com](mailto: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).

## **PURPOSE STATEMENT**

“Educating each student to be a thriving citizen”

## **MISSION STATEMENT**

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

## **CORE VALUES**

- **World Class:** Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.
- **Students First:** Decisions based on what is best for students.
- **Culture of Excellence:** A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.
- **Data Driven:** Decisions based on the best information and practices available.
- **Positive Relationships:** Interactions based on honesty, dignity, respect, and integrity.

## **BOARD GOALS**

**GOAL 1:** All students receive an excellent education and are prepared for their future.

**GOAL 2:** All students demonstrate personal integrity and responsible citizenship.

**GOAL 3:** All schools provide safe, nurturing environments conducive to learning.

**GOAL 4:** The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

## **WORLD CLASS OUTCOMES**

Consistent with the district Purpose, Mission, Values, and Goals all children of Bend-La Pine Schools will attain the highest level of academic achievement, develop the essential skills and attributes necessary for continued growth in learning, and graduate prepared to contribute as a thriving citizen in our ever-changing global society.

In that effort, the Bend-La Pine Schools accepts the responsibility, through the adoption of the following ends/results, to commit all resources to help give all students regardless of ethnicity, socio-economic status, English language proficiency or disabilities the knowledge, skills, and attributes necessary to succeed, grow, and ultimately graduate from Bend-La Pine Schools prepared to thrive in their future:

### ***Academic Excellence***

1. Bend-La Pine Schools students' academic achievement will show continuous improvement in English Language Arts (Reading & Writing), Mathematics and Science, as measured by the percent of 3<sup>rd</sup> - 8<sup>th</sup> and 12<sup>th</sup> graders annually meeting Oregon Assessment of Knowledge and Skills (OAKS) grade-level standards, or the percent of 3<sup>rd</sup> - 8<sup>th</sup> and 12<sup>th</sup> grade students annually meeting comparable standards on valid and reliable assessments, and the percent of 9<sup>th</sup> grade students on-track to graduate.

2. Bend-La Pine Schools annual progress in eliminating the achievement gap for all students will show continuous improvement in English Language Arts (Reading & Writing), Mathematics and Science, as measured by the percent of state or federally identified student populations in grades 3-8 and 12<sup>th</sup> graders annually meeting Oregon Assessment of Knowledge and Skills (OAKS) grade-level standards, or the percent of 3<sup>rd</sup> - 8<sup>th</sup> and 12<sup>th</sup> grade students annually meeting comparable standards on other valid and reliable assessments, and the percent of 9<sup>th</sup> grade students on-track to graduate.
3. Bend-La Pine Schools shall make continuous advancement toward on-time graduation, as measured by Bend-La Pine Schools' 4-year cohort graduation rate.

### ***Thriving Citizen***

4. Bend-La Pine Schools students' demonstration of the essential skills and attributes of hope and engagement, will show continuous improvement, as measured by the Gallup Student Poll of students in grades 5-12.
5. Bend-La Pine Schools students' participation in extra and co-curricular activities will increase annually, as measured by the percent of secondary students participating in school-based extra- or co-curricular activities that are recorded in the district's student information system.

### ***Future Ready***

6. Bend-La Pine Schools students' successful participation in advanced, career and technical, arts, world-language, and post-secondary courses shall increase annually, as measured by the average number of credits earned per secondary student, per year. This shall include high school credits in middle school, college credits in high school, technical and career ready coursework, Advanced Placement, International Baccalaureate, arts, world-language, and other advanced learning opportunities.
7. Bend-La Pine Schools students' use of the essential 21<sup>st</sup> Century skills of critical thinking, communication, creativity, and collaboration will show an increase, as measured by the BrightBytes Clarity Student Survey of students in grades 3-12.
8. Bend-La Pine Schools shall show continuous advancement in the number of students' entering post-secondary education, as measured by a variety of measures which may include the percent of graduates entering 2- or 4-year colleges within 16 months of graduation; college quarter credit hours earned; or Career Technical Education (CTE) completers.



**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-1

**GLOBAL EXECUTIVE RESTRAINT**

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The Superintendent shall not cause or allow any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, imprudent, or in violation of commonly accepted business and professional ethic and practices, collective bargaining agreements, and Board policy.

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Replaces: BD GOV A

Originally Adopted: 9/8/2015

Monitoring Method:

Monitoring Frequency:

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-2

**EMERGENCY SUPERINTENDENT SUCCESSION**

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In order to protect the Board from sudden loss of Superintendent services, the Superintendent shall not allow a situation where at least one other administrator is not familiar with Board and Superintendent issues and processes.

The Superintendent shall not fail to:

1. Appoint a successor in the advent the Superintendent is not capable of carrying out duties on a short term basis due to an emergency;
  2. Inform the Board and/or Board Chair of any planned absence from the district; and
  3. Be available by electronic telecommunication whenever absent from the district or appoint an acting successor.
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Replaces: BD GOV A.5

Originally Adopted: 9/22/2015

Monitoring Method:

Monitoring Frequency:



## **TREATMENT OF STUDENTS, PARENTS/GUARDIANS & THE PUBLIC**

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With respect to interactions with all stakeholders (students, parents/guardians, and the public), the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent shall not:

1. Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:
  - a. Open, honest and effective communication in all written and interpersonal interaction. This includes providing communication in other languages as needed.
  - b. Respect for others and their opinions.
  - c. Focus on common organizational goals as expressed in Board policies.
2. Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with any form of illegal discrimination.
3. Use methods of managing information that fail to protect confidential information.
4. Fail to provide and communicate a process for the timely handling of complaints.
5. Fail to involve stakeholders in an advisory capacity regarding district-level matters at the board's direction.
6. Tolerate any behaviors or actions that hinder the academic performance or the well being of students.

In addition to the above, with respect to interactions specifically with students and/or their families, the Superintendent shall not:

1. Fail to develop a comprehensive school safety program and protocols.
2. Fail to invite student and parent/guardian evaluation (via survey) of their educational experience.
3. Fail to provide options to help meet individual student needs and learning styles, including alternative programs.
4. Fail to encourage parent/guardian involvement.
5. Allow fundraising that imposes undue burden on students and their families.
6. Fail to provide timely notice to parents/guardians and students about academic calendar changes.
7. Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.
8. Fail to protect students and parents/guardians who have voiced complaints from staff retaliation within the school environment.
9. Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment. Policy shall not fail to include:
  - a. A means of communicating discipline policy to all students annually;
  - b. Prohibition of illegal drugs (including marijuana), alcohol or tobacco products by students and adults on school property and at school-sponsored events;
  - c. Prohibition of weapons by students and adults on school property and at school-sponsored events in accordance with GBJ-AR (with exceptions pursuant to state law).

- d. Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.
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Replaces: BD GOV A.1

BD GOV A.1.A

BD GOV A.1.B

Originally Adopted: 11/10/2015

Monitoring Method:

Monitoring Frequency:



**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-4

**TREATMENT OF STAFF**

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With respect to the treatment of staff, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, or in violation of Board policy.

Accordingly, the Superintendent shall not:

1. Fail to make reasonable background inquiries or checks prior to hiring any paid personnel or utilizing school volunteers.
  2. Fail to use a well-defined system to recruit and select the most highly qualified and best-suited candidates for employment.
  3. Operate without written personnel policies which:
    - a. Provide for effective handling of complaints.
    - b. Protect against sexual harassment, retaliation, and a hostile environment.
    - c. Protect against illegal discrimination.
  4. Fail to prepare staff to deal with emergency situations.
  5. Fail to protect confidential information as required by law.
  6. Fail to establish policies and procedures to assure an organizational culture that aligns with the following values:
    - a. Open, honest and effective communication in all written and interpersonal interactions.
    - b. Focus on common organizational goals as expressed in Ends Policies established by the Board.
    - c. Commitment to the integrity and the positive image of the district, its leaders and staff.
    - d. Recognition of outstanding work.
  7. Fail to honor the terms of negotiated agreements with staff.
  8. Fail to invite board member participation in contract negotiations with all employee groups.
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Replaces: BD GOV A.2

Originally Adopted: 12/8/2015

Monitoring Method:

Monitoring Frequency:

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-5

**STAFF COMPENSATION & DEVELOPMENT**

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With respect to employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district.

Accordingly, the Superintendent shall not:

1. Change his or her own compensation or benefits.
  2. Promise or imply employment, to any person, in a manner that is outside of the District's established process, bargaining agreements, or statutory requirements.
  3. Create obligations over a longer term than revenues can reasonably be projected.
  4. Independently negotiate contractual agreements with employees or fail to develop and implement salary schedules and pay plans for employees.
  5. Fail to develop and implement compensation and professional development plans to attract and retain highly qualified staff.
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Replaces: BD GOV A.7

Originally Adopted: 9/8/2015

Monitoring Method:

Monitoring Frequency:



**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-6

**STAFF EVALUATION**

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With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system, which is in compliance with Oregon laws, and measures employee performance in terms of achieving the Board's Results policies and

Accordingly, the Superintendent shall not:

1. Fail to develop and administer an evaluation system for all employees that links performance with continued employment.
  2. Fail to develop and administer an evaluation system for licensed personnel that is designed to:
    - a. Improve instruction.
    - b. Measure professional improvement, development and performance.
    - c. Document unsatisfactory performance.
    - d. Link teacher performance with multiple measures.
    - e. Assure that instructional time is used to maximize student learning.
    - f. Encourage the use of student surveys.
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Replaces: GCN / GDN

Originally Adopted: 9/8/2015

Monitoring Method:

Monitoring Frequency:

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-7

**FACILITIES**

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The superintendent shall not fail to assure that physical facilities support the accomplishment of Board policies.

Accordingly, the Superintendent shall not:

1. Fail to take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.
2. Fail to operate facilities efficiently to realize energy and cost savings.
3. Fail to refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following:
  - a. Formation of a Sites & Facilities Committee to carry out the board-developed charge. This committee shall be well-rounded and diverse with representation from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee.
  - b. Compliance with local, state and federal requirements.
  - c. Consideration of optimal timing of proposed voter construction bond measures.
4. Build new facilities without board approval. For new facilities programming, the superintendent shall not fail to ensure the programming and construction team:
  - a. Invites board member participation for any project which requires architectural services;
  - b. Frames its work using board and district goals;
  - c. Research and visit (in person or virtually) facilities which utilize best practices and innovation in education facility design;
  - d. Establish an architect and builder RFP process that is approved by the board;
  - e. Notify the board when pre-construction drawings and value engineering recommendations are available, and provide a reasonable timeline for board members to review;
  - f. Get board approval for change orders which alter the scope and purpose of the planned project (e.g. add or subtract from planned square footage or are in excess of \$300,000). Superintendent shall inform board leadership of any change orders which exceed \$100,000 but are less than \$300,000);
  - g. Regularly update the board on construction progress;
  - h. Evaluate the quality, value and functionality of projects after completion.
5. Recommend (to the board for approval) land acquisition or sale of surplus real property without considering growth patterns, comparative costs, market timing, current budget demands, construction and transportation factors, and community impact.
6. Fail to develop a plan for public use of district buildings and grounds that includes:
  - a. Clear, consistent, and fair levels of access for potential users;
  - b. A fair and reasonable fee structure which at a minimum covers any costs of use (e.g. additional maintenance, custodial or repairs) incurred by the district;
  - c. Clear user expectations;
  - d. Consequences for public users who misuse or damage district facilities and property;
  - e. Protection of student safety, student function and academic program needs.

7. Fail to develop a formal school naming process which includes bringing all name recommendations to the school board for final approval. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility. The Superintendent shall not fail to:
    - a. Establish criteria for naming with the following specifications:
      - i. Names must reflect the values, vision and goals of the district;
      - ii. If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.
    - b. Include district staff and community members on an ad hoc naming committee;
    - c. Differentiate between the naming of facilities and naming sponsorships. In such cases, the district and a sponsor may enter into an agreement to identify the sponsor with the name of a facility (e.g. "ABC Company Stadium") in return for financial consideration and for a negotiated period of time; naming sponsorships require board approval;
    - d. Invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.
- 

Replaces: BD GOV A.6.1

Originally Adopted: 11/10/2015

Updated: 6/13/2017

Monitoring Method: report to the board

Monitoring Frequency: annually



## **ACADEMIC PROGRAM**

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The Superintendent shall not fail to ensure that the district implements a program of instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and use of assessment to determine student progress toward achieving or exceeding standards and Board Ends policies.

Accordingly, the Superintendent shall not fail to:

1. Anchor the instructional program in best practices of high-performing schools, districts and educational systems;
  2. Promote school and classroom practices that comprehensively prepare students for success, including the following:
    - a. rigorous academic content;
    - b. learning activities emphasizing creativity, collaboration, critical thinking and communication;
    - c. attention to social-emotional learning.
  3. Maintain cohesive, aligned curriculum across all grade levels K-12;
  4. Understand post-secondary education requirements, training and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future;
  5. Address individual learning styles and diverse student needs and interests;
  6. Encourage and support viable innovative practices and programs;
  7. Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated and modified as necessary to assure their continuing effectiveness.
  8. Inform the Board about significant modifications to the instructional program.
  9. Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board for approval.
  10. Offer a variety of diplomas as identified by the State Board of Education; in addition, Bend-La Pine Schools shall offer the following:
    - a. an Academic Diploma which requires 26 units of credit;
    - b. an Honors Diploma with requirements specified in IKF-AR.
  11. Provide a formal annual evaluation of all district-sponsored Alternative Education Programs.
  12. With regard to highly-qualified Public Charter School applications, the superintendent shall not fail to:
    - a. Adopt clear and consistent administrative policies to evaluate applications;
    - b. Keep the board informed of an application's progress and invite the board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal;
    - c. Make a recommendation to the Board regarding final approval, renewal or termination of a Public Charter School.
-

Replaces:

Originally Adopted: 12/8/2015

Monitoring Method:

Monitoring Frequency:

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-9

**TECHNOLOGY**

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The Superintendent shall not fail to establish and maintain a visionary technology environment that promotes the best teaching and learning for our students consistent with the Board Ends policies.

Accordingly, the Superintendent shall not fail to:

1. Provide equitable access to technology throughout the district.
  2. Establish expectations for use of technology by staff and students.
  3. Ensure that technology is used in a safe, positive and responsible manner.
  4. Ensure that the technology resources of the district are coordinated and managed for long-term sustainability.
  5. Ensure that all student data and information is protected.
  6. Protect the digital and information assets of the district, including intellectual property.
- 

Replaces: EHA-AP

Originally Adopted: 1/26/2016

Monitoring Method:

Monitoring Frequency:



## **FINANCIAL PLANNING & ADMINISTRATION**

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### **Financial Planning**

Financial planning shall not deviate materially from the Board Ends Policies, risk fiscal jeopardy, or fail to be derived from long range planning that adequately considers compensation, programs and operational costs.

Accordingly, the Superintendent shall not present to the Board a recommended budget which:

1. Is not consistent with the Board's priorities as established in the Ends policies.
2. Is completed without input from the budget committee.
3. Is not in a summary format that is understandable to the Board and the community.
4. Does not contain the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.
5. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year unless otherwise approved by the Board.
6. Fails to propose a budget in accordance with State Budget Law.
7. Fails to disclose a variance from the targeted 5% ending fund balance.

### **Financial Administration**

With respect to the actual, ongoing condition of the District's financial health, the Superintendent shall not cause or allow:

- A material deviation from the annual budget or budget policy adopted by the Board;
- Any fiscal condition that is inconsistent with achieving the Board's Ends, or
- Any fiscal condition that places the long-term fiscal stability of the District at risk.

Accordingly, the Superintendent shall not:

1. Expend more funds than have been budgeted in the fiscal year unless authorized by the Board.
  2. Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board.
  3. Materially indebt the organization unless authorized by the Board.
  4. Fail to provide financial reports at least quarterly or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall not fail to include a recap of changes between the current and previous report.
  5. Fail to keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.
  6. Fail to arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.
-

Replaces: BDGOV A.3 & BDGOV A.4

Originally Adopted: 1/26/2016

Monitoring Method:

Monitoring Frequency:

## **ASSET PROTECTION**

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The Superintendent shall not allow assets to be unprotected, inadequately maintained, inappropriately used, or placed unnecessarily at risk.

Accordingly, the Superintendent shall not fail to:

1. Establish and maintain policies and procedures to ensure reasonable protection of the District's assets.
  2. Reasonably and adequately insure against property and casualty losses, and against liability losses to Board members, staff and the organization.
  3. Allow unbonded personnel access to material amounts of funds.
  4. Maintain a maintenance plan for equipment and facilities.
  5. Knowingly or recklessly expose the District, its Board or staff to legal liability.
  6. Receive, process, or disburse funds under controls which are insufficient.
  7. Provide the Board with any reports or audits related to financial conditions or risks and recommendations to address deficiencies.
  8. Preserve and/or dispose of all records related to affairs or business of the District in accordance with state and federal law.
  9. Maintain a list of all District-owned real property.
- 

Replaces: BDGOV A.4

Originally Adopted: 1/26/2016

Amended: 3/14/2017

Monitoring Method:

Monitoring Frequency: annually



**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-12

**LEGALLY REQUIRED POLICIES**

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The Superintendent shall not fail to take all necessary steps to assure that all previously approved Board policies, which are legally required, and are addressed by Administrative Policies.

Accordingly, the Superintendent shall not:

1. Fail to amend administrative policies to comply with local, state and federal law.
  2. Fail to provide the School Board with information regarding any substantive changes made to the administrative policies listed above.
  3. Fail to create administrative policies consistent with new laws.
  4. Fail to inform the School Board when the law necessitates the adoption of new administrative policies required of school boards.
- 

Replaces:

Originally Adopted: 1/26/2016

Monitoring Method:

Monitoring Frequency:

**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1884**

**Board Meeting Schedule**

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, shall conduct its Regular Board meetings on the second Tuesday of each month, with exceptions, as presented in the attached Board meeting calendar for 2019-2020.

BE IT RESOLVED that Regular Board meetings shall be held at 5:30 p.m. unless otherwise specified.

BE IT RESOLVED that this Board may change meeting dates, time, and locations by majority vote of this body, and subject to proper notice, pursuant to ORS 192.640.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 6<sup>th</sup> day of August 2019.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

\_\_\_\_\_  
Board Secretary

## Board Meeting Calendar 2019-2020

**The Board of Directors for Bend-La Pine Schools will meet on the second Tuesday of each month at 5:30 p.m. in room 314 of the Education Center, 520 NW Wall Street, Bend.  
(unless otherwise noted)**

| <b>Date</b>        | <b>Meeting Type</b>                | <b>Time</b> | <b>Location</b>            |
|--------------------|------------------------------------|-------------|----------------------------|
| August 6, 2019     | Board Retreat & Regular Meeting    | 7:30 a.m.   | Education Center, room 314 |
| September 10, 2019 | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| October 8, 2019    | Regular Meeting                    | 5:30 p.m.   | South County, Location TBD |
| November 12, 2019  | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| December 10, 2019  | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| January 8, 2020    | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| February 11, 2020  | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| March 10, 2020     | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| April 14, 2020     | Budget Committee & Regular Meeting | 5:00 p.m.   | Education Center, room 314 |
| May 12, 2019       | Budget Committee & Regular Meeting | 5:00 p.m.   | Education Center, room 314 |
| June 9, 2020       | Regular Meeting                    | 5:30 p.m.   | Education Center, room 314 |
| July 28, 2020      | Board Retreat & Regular Meeting    | TBD         | TBD                        |

**DRAFT: 7/30/2019**



**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1885**

**Parliamentary Procedure**

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, adopts Robert's Rules of Order, current edition, as the parliamentary law governing the procedure of this Board in the conduct of its meetings.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 6<sup>th</sup> day of August 2019.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

\_\_\_\_\_  
Board Secretary

**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1886**

**Designation of Authority**

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby designates the Superintendent, Shay Mikalson, as the Chief Administrative Officer, District Clerk and Budget Officer of the school district and hereby ratifies the adoption of all legally required policies.

BE IT FURTHER RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby designates the Chief Operations and Financial Officer, Bradley J. Henry as Deputy Clerk and Chief Financial Officer.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 6<sup>th</sup> day of August 2019.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

\_\_\_\_\_  
Board Secretary

**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1887**

**Depositories and Authorized Signatures**

BE IT RESOLVED that deposit accounts up to deposit insurance limits may be held at any insured financial institution with a head office or branch in Oregon.

BE IT FURTHER RESOLVED that deposit accounts in excess of deposit insurance limits may only be maintained at financial institutions designated as “qualified depositories for public funds” by the Oregon State Treasurer’s Office.

BE IT FURTHER RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that all District accounts with depositories shall have four authorized signors.

BE IT FURTHER RESOLVED that the following persons are designated as Custodian of Funds and authorized to execute financial instruments: Superintendent, Deputy Superintendent, Assistant Superintendent, Chief Operations and Financial Officer, and Business Manager.

BE IT FURTHER RESOLVED that the persons designated as Custodian of Funds will be bonded in the amount of at least \$100,000. This is in compliance with ORS 332.525.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 6<sup>th</sup> day of August 2019.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

\_\_\_\_\_  
Board Secretary

**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1888**

**Salary and Insurance Payments**

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby authorizes the District Clerk and / or designees to make salary payments, as well as workers' compensation, health, liability, and other insurance payments according to the provisions of the District Budget, Board Executive Limitations and State Law.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 6<sup>th</sup> day of August 2019.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

\_\_\_\_\_  
Board Secretary

**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1889**

**Public Contracting Rules and Procedures Including Class Special Procurements and Exemptions**

WHEREAS, Bend-La Pine School District No. 1 ("District") is an Oregon school district which is subject to Oregon's public contracting laws; and

WHEREAS, the District's Board of Directors (the "Board"), serves as the District's Local Contract Review Board ("LCRB"); and

WHEREAS, ORS 279A.065(5) provides that a local contracting agency may adopt its own rules of procedure for public contracting that:

- (A) Specifically state that the model rules adopted by the Attorney General do not apply to the contracting agency; and
- (B) Prescribe the rules of procedure that the contracting agency will use for public contracts, which may include portions of the model rules adopted by the Attorney General; and

WHEREAS, the Board, with required notice, did on July 9, 2013 adopt with Resolution No. 1784 public contracting rules and procurement guidelines including certain exemptions and class special procurements described in administrative regulation DJ-AR; now therefore

BE IT HEREBY RESOLVED, that the Board of Directors appoints the Superintendent, Chief Operations and Financial Officer, Business Manager, or Procurement and Contract Manager to determine whether or not a particular contract or purchase is exempt by virtue of meeting criteria in the adopted public contracting rules and procurement guidelines.

BE IT FURTHER RESOLVED, that the Board of Directors appoints the Superintendent or Superintendent's designee to approve contracts and purchases on behalf of the District unless otherwise restricted by law or in the Board's Executive Limitations.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

YES votes \_\_\_\_\_

NO votes \_\_\_\_\_

Dated this 6<sup>th</sup> day of August 2019.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Vice Chair



## **Bend-La Pine Schools Board of Directors Meeting Minutes**

**Meeting Date:** June 25, 2019

### **Meeting Location**

Bend-La Pine Schools Education Center  
520 NW Wall Street, Bend, OR 97703

### **Board Members Present**

Andy High  
Peggy Kinkade  
Ron Gallinat  
Stuart Young  
Carrie Douglass  
Julie Craig *left meeting at 6:00 p.m.*

### **Call to Order**

The meeting was called to order at 5:36 p.m. by Chair High. The Pledge of Allegiance followed.

### **Review of Agenda**

Chair High noted Julie Craig's need to leave early and that the board would consider the employment contracts and the new high school construction contract action items and then follow the agenda as outlined.

### **Action Items**

#### **❖ Approval of Contracts: BEA, OSEA, Confidential, Administrator & Supervisor**

Superintendent Mikalson summarized the tentative agreements made during recent negotiations and noted the OSEA membership will vote and ratify their terms later this summer. The OSEA leadership and bargaining team are aware that the board is considering contracts this evening. Mikalson thanked all who were involved for their cooperation and leadership to help reach the following terms:

#### **Bend Education Association (BEA)**

- Year 1 (2019-20): 3% COLA deferred to December 2019 and a \$45 increase on the Insurance CAP
- Year 2 (2020-21): 3% COLA and a \$50 increase on the Insurance CAP
- Article 15, Section C: will be replaced with language that clarifies one School Improvement Wednesday (SIW) per month will be teacher directed and the remaining SIW's will be directed by the school and/or district

#### **Oregon School Employee Association (OSEA)**

- Year 1 (2019-20): 3.1% COLA deferred to December 2019 and a \$45 increase on the Insurance CAP
- Year 2 (2020-21): 3% COLA and a \$50 increase on the Insurance CAP

#### **Confidential, Administrator & Supervisor**

- Year 1 (2019-20): 2% COLA and a \$45 increase on the Insurance CAP
- Year 2 (2020-21): 3% COLA and a \$50 increase on the Insurance CAP
- Addition of a longevity step on salary schedules

**Ron Gallinat moved to approve the tentative agreements with BEA, Confidential, Administrator and Supervisor employees as presented and the OSEA agreement contingent upon ratification. Julie Craig seconded the motion.** Chair High thanked board members who participated in negotiations. Carrie Douglass said that while these are good agreements, the state needs to come through with more funding for education and if the state cannot do so, then it may be time to ask our local community to help. Chair High called for a vote. **Motion carried with unanimous approval.**

❖ **Approval of Construction Contract for the New High School**

Angus Eastwood reviewed the executive summary in the board packet for the new high school building package. He explained the bid solicitation process the district used and that ultimately one bid was received and it is the recommendation of the district that the construction contract be awarded to Kirby Nagelhout Construction Company. Eastwood noted the bid did come in below the district's current cost estimate.

Peggy Kinkade asked for clarification of the base bid and two alternates. Superintendent Miklason explained that Alternate #1 included the addition of a turf field and Alternate #2 was to reduce the number of tennis courts, from eight to four. The contract recommendation presented includes approval of Alternate #1 to build the turf field and rejects Alternate #2. Kinkade shared her thoughts about turf and her history as a board member dealing with decisions around turf. She clarified that by her voting in favor of the contract as presented, she does not support turf becoming the new standard for the district and urged board members to thoughtfully consider turf, and the pros and cons of it in future decision making processes. Kinkade noted the addition of a turf field at the new high school will not only benefit the school, but the community.

Carrie Douglass commented on equity and Kinkade agreed that is an area she focused on in her consideration of making a decision about the contract. She noted schools across the district have different facilities and is not sure that all schools need identical facilities, however, all schools do need to offer access to their facilities. Miklason commented on the design process and noted that the new high school provides the community with a state of the art learning environment and a turf field is just one aspect of how amazing the new high school will be. The Sites and Facilities process will begin in the Fall of 2020 and turf will be something the committee will consider in their evaluation of facility needs across the district.

Stuart Young appreciated Kinkade's thoughts and said he is thrilled with how the numbers came in and is excited to see the project move forward.

**Julie Craig moved to approve a contract for the construction of the new high school building package with Kirby Nagelhout Construction Company in the amount of \$113,573,771. Ron Gallinat seconded the motion. Unanimous approval.**

**Public Input**

Brady Fuller, Bend Parks and Recreation Board Chair, shared an update on a variety of partnership efforts between the districts including the field development near Pacific Crest Middle School and expansion of the KidsInc program to help support school time changes next year. He thanked the district for the use of Marshall High School as BPRD works to expand and rebuild the Bend Senior Center and Larkspur facility this summer. Fuller thanked Kinkade, High and Gallinat for their service and shared he will be leaving the BPRD board as well. He noted the value of parks and school board members staying connected with one another. Chair High thanked Fuller for his service and leadership while on the BPRD board.

Realms High students Maya and Scout, thanked board members for considering the Climate Change resolution that is on the agenda. They urged board members to consider supporting the resolution and shared an article they authored which was recently published in The Source. Roger White, Realms High School principal, added

that Maya and Scout's work is an excellent example of the actionable work students are capable of doing. He said they would be excellent resources for district leaders to partner with to help translate the resolution into actionable steps.

Jennifer Genty, introduced herself and shared that she is currently working toward her Special Education teaching credential.

### **Public Hearing**

Chair High recessed the regular board meeting and called the 2019-20 Budget Hearing to order at 6:13 p.m. There was no public testimony. Chair High closed the hearing and called the regular meeting back to order at 6:14 p.m.

### **Consent Agenda**

**Ron Gallinat moved to approve the Consent Agenda. Peggy Kinkade seconded the motion. Unanimous approval.**

### **Action Items**

#### **❖ Resolution 1882 : 2019-20 Budget Appropriations**

#### **❖ Resolution 1883 : 2019-20 Impose Tax**

Brad Henry noted the summaries for both resolutions in the board packet and clarified that the Student Success Fund Act dollars will be available in the 2020-21 school year which has been updated in the proposed budget document. Chair High said he supports the budget but noted his disappointment with PERS at the legislative level and the overall lack of funding for education from the state.

**Peggy Kinkade moved to approve Resolution 1882 and 1883: the assessment of the permanent tax rate of \$4.7641 per \$1,000 of assessed value in support of the general fund, to approve a tax of \$35,181,299 in the Debt Service Fund for the purpose of the payment of bonded debt owed by the school district, and to approve the budget in the aggregate amount of \$519,834,398. Ron Gallinat seconded the motion. Unanimous approval.**

#### **❖ Resolution 1884 : Call to Climate Action**

Chair High thanked Peggy Kinkade, Jackie Wilson and the students involved in the resolution writing for their work to align the resolution with the goals set in the district's Sustainability Plan. Kinkade acknowledged the work of the district, noting there are many things in place to help with being more energy efficient and climate conscious. She feels this resolution is applicable to the district and its continued efforts. Carrie Douglass shared her support of the resolution and suggested the board and district review any Executive Limitations to ensure they are aligned with the goals set forth. Stuart Young and Ron Gallinat also shared their support of the resolution and complimented the work of students, their teachers and Wilson for this important and meaningful work. Chair High agreed and appreciates the resolution being kept separate from current legislative issues. **Ron Gallinat moved to approve Resolution 1884 : Call to Climate Action. Carrie Douglass seconded the motion. Unanimous approval.**

#### **❖ 2019 Middle School Social Studies Curriculum Adoption**

Jay Mathisen reviewed the executive summary and process used by the Social Studies Adoption Team and offered to answer any questions about the recommended materials.

**Ron Gallinat moved to approve the *Alive!* series materials from publisher TCI as the district-adopted middle school social studies program, starting in 2019.**

#### **❖ 2019 Supplemental Health Curriculum Adoption**

Jay Mathisen reviewed the executive summary and process used by the Health Advisory Committee and offered to answer any questions about the recommended supplemental materials. Peggy Kinkade shared her appreciation for the thoughtful process that is now in place and being used to consider and vet supplemental curriculums.

**Peggy Kinkade moved to approve PEACE, NAMI, CLEAR Alliance and RESPONSE curriculums to be added to the district's supplementary curriculum list, starting 2019. Ron Gallinat seconded the motion. Unanimous approval.**

## **Reports**

### **❖ 4<sup>th</sup> Quarter Financial Report**

Roy Burling reviewed the 4<sup>th</sup> Quarter Financial Report in the board packet and offered to answer any questions. Chair High asked the status of school bus purchases. Burling said 10 buses have been purchased this year, expenses are noted in a separate sub-fund for transportation.

Peggy Kinkade asked about the PERS matching fund from the state. Brad Henry said, at this time, not much more information is available and there is current legislation to help clarify rules, etc. He will continue to keep board members updated.

### **❖ 3<sup>rd</sup> & 4<sup>th</sup> Quarter Policy Update**

Andrea Wilson reviewed the 3<sup>rd</sup> & 4<sup>th</sup> Quarter Policy Update in the board packet and offered to answer any questions.

### **❖ EL 7 – Facilities Policy Monitoring Report**

Mike Tiller reviewed the executive summary in the board packet and noted the construction of North Star Elementary continues to go well and run at, or ahead of schedule. Chair High asked about the status of secure vestibule construction projects. Tiller reviewed the summer project schedule, adding that secure vestibules across the district should be completed in early 2020.

Carrie Douglass asked about the Sites and Facilities process and when the next round of review work will begin. Tiller shared the timeline and noted he is currently working to review and update the approach of the Sites and Facilities Committee to make it a more inclusive process. High shared his disappointment that only one bid was received for the construction of the new high school and asked that the district and/or Sites and Facilities Committee consider two ideas: building a multi-sport complex that all schools can share and host events at, and to consider using Troy Field as a location to build teacher housing subsidized by the district to help recruit and retain teachers. High also thanked Tiller and his team for the exceptional work they do and appreciates the summer months are some of the busiest.

## **Discussion**

### **❖ Summer Board Meeting**

Carrie Douglass shared the board retreat will be held on August 6 and offered to be the point of contact for board work until a new chair is elected.

## **Comments**

Stuart Young thanked Superintendent Mikalson and his team for another successful school year, noting it has been a good year and the district and board have worked through a variety of topics and made significant progress in a variety of areas and that should be celebrated.

Carrie Douglass agreed with Young and is hopeful that Mikalson and his team take time to refresh and reflect this summer as they prepare for next school year. She thanked fellow board members for their work and effort over the year and encouraged all to remember to continue to think and dream big.

Chair High said he had a great time at the graduations he was able to attend and wished everyone his best.

Peggy Kinkade shared memories from her years as a board member. She thanked fellow board members and district staff and wished new board members her best.

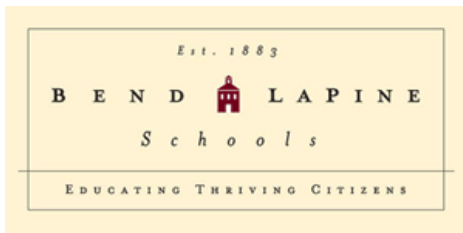
Ron Gallinat shared memories from his years as a board member and also thanked staff and fellow board members for their roles in helping educate students.

Meeting adjourned at 7:05 p.m.

Recorded by: Andrea Wilson

draft : pending board approval





## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*(541) 355-1109 FAX*

DATE: August 1, 2019

TO: Shay Mikalson, Superintendent  
Board of Directors for Bend-La Pine Schools

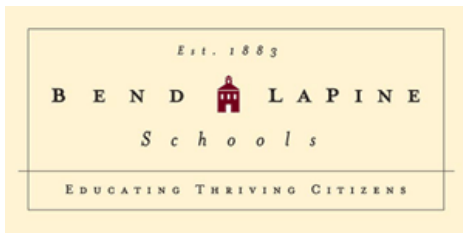
FROM: Debbie Watkins, Director of Human Resources – Classified  
Jon Lindsay, Director of Human Resources – Certified

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on August 6, 2019. All Hires are subject to successful drug testing, background check, and Oregon licensure.

### CERTIFIED HIRES

| NAME                 | POSITION   | LOCATION                        | STATUS  | HIRE DATE  |
|----------------------|--|---------------------------------|---|------------|
| Agocs, Karen         | Art Teacher<br>PS107907  | REALMS HS                       | Regular Part Time to<br>Regular Full Time                             | 08/26/2019 |
| Contreras, Elizabeth | ELL Teacher<br>PS107886  | ELL Department                  | Regular Part Time to<br>Regular Full Time                             | 08/26/2019 |
| Crites, Brian        | Intermediate Teacher<br>PS107671                                 | Silver Rail<br>Elementary       | Regular Full Time   | 08/26/2019 |
| Dierdorff, Tiggy     | CTE Construction<br>Teacher PS107843                             | Marshall HS                     | Regular Part Time<br>.92 FTE  | 08/26/2019 |
| Econopouly, Jennifer | School Psychologist<br>PS107721TMP                               | Special Programs                | Temporary Part Time<br>.70 FTE  | 08/26/2019 |
| Estenson, Libbey     | Spanish Teacher<br>PS107879TMP<br>Spanish Teacher<br>PS107892TMP | Bend Senior HS and<br>Summit HS | Temporary Part Time<br>.50 FTE and<br>Temporary Part Time<br>.333 FTE | 08/26/2019 |
| Friesen, Daniel      | Biology Teacher<br>PS107878TMP                                   | Bend Senior HS                  | Temporary Part Time<br>.833 FTE                                       | 08/26/2019 |
| Himes, Jacquelyn     | Kindergarten Teacher<br>PS107855TMP                              | Silver Rail<br>Elementary       | Temporary Part Time<br>.50 FTE  | 08/26/2019 |
| Howe, Carol          | School Psychologist<br>PS107721TMP                               | Special Programs                | Temporary Part Time<br>.50 FTE  | 08/26/2019 |
| Janin, Stefanie      | Band Teacher<br>PS107845TMP                                      | Pilot Butte MS                  | Temporary Part Time<br>.67 FTE  | 08/26/2019 |
| Johnson, Heather     | CTE Health<br>Coordinator<br>PS107857                            | Marshall HS                     | Regular Part Time<br>.66 FTE  | 08/26/2019 |
| Johnson, Ryan        | Grad Coach<br>PS107880TMP  | Mountain View HS                | Temporary Full Time   | 08/26/2019 |



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|                           |   |                             |  |            |
|---------------------------|---|-----------------------------|--|------------|
| Jones, Suzanne            | Science Teacher<br>PS107794                           | La Pine HS                  | Regular Full Time                              | 08/26/2019 |
| Kajikawa, Michelle        | Music Teacher<br>PS107808TMP                          | North Star<br>Elementary    | Temporary Part Time<br>.40 FTE                 | 08/26/2019 |
| Koike, Emiko              | Social Studies<br>PS107885TMP                         | Sky View MS                 | Temporary Full Time                            | 08/26/2019 |
| Kraybill, Carey           | Science Teacher<br>PS107858TMP                        | Pacific Crest MS            | Temporary Part Time<br>.167 FTE                | 08/26/2019 |
| Kuehl, Crista             | SPED ERC Teacher<br>PS107653                          | Special Programs/La<br>Pine | Regular Full Time                              | 08/26/2019 |
| Kurian, Elena             | Spanish Teacher<br>PS107876                           | Bend Senior HS              | Temporary Part<br>Time to Regular Full<br>Time | 08/26/2019 |
| Lacks, Lori               | SPED ERC Teacher<br>PS107654                          | Special Programs            | Regular Part Time                              | 08/26/2019 |
| McGowan, Sara             | Primary Teacher<br>PS107869TMP                        | Amity Creek<br>Elementary   | Temporary Full Time                            | 08/26/2019 |
| Nyman, Garrett            | Therapeutic Health<br>Service Coordinator<br>PS107824 | Summit HS                   | Regular Full Time                              | 08/29/2019 |
| Padilla, Joseph           | Math Teacher<br>PS107832TMP                           | La Pine HS                  | Temporary Full Time                            | 08/26/2019 |
| Pearson, Wendy            | Intermediate Teacher<br>PS107671                      | RE Jewell<br>Elementary     | Regular Full Time                              | 08/26/2019 |
| Seed, Stephanie           | Orchestra Teacher<br>PS107865TMP                      | Summit HS                   | Temporary Part Time<br>.33 FTE                 | 08/26/2019 |
| Seelig, Aaron             | Math/Science<br>Teacher PS107844                      | Realms HS                   | Regular Full Time                              | 08/26/2019 |
| Sinner, Katie             | Primary Teacher<br>PS107670                           | Ensworth Elementary         | Regular Full Time                              | 08/26/2019 |
| Smith-Blockley,<br>Stuart | PE Teacher<br>PS107786TMP                             | Amity Creek<br>Elementary   | Temporary Part Time<br>.20 FTE                 | 08/26/2019 |
| Velikonja, Brady          | Lang Arts/Social<br>Studies Teacher<br>PS107866TMP    | Skyline HS                  | Temporary Full Time                            | 08/26/2019 |
| Williams, Danielle        | Math Teacher<br>PS107882TMP                           | Mountain View HS            | Regular Full Time                              | 08/26/2019 |
| Williams, Karen           | Art Teacher<br>PS107829TMP                            | Elk Meadow<br>Elementary    | Temporary Part Time<br>.10 FTE                 | 08/26/2019 |
| Woodford, Kathy           | Music Teacher<br>PS107776                             | Elk Meadow<br>Elementary    | Regular Part Time to<br>Regular Full Time      | 08/26/2019 |
| Zywicke, Jacob            | Math Teacher<br>PS107906                              | REALMS MS                   | Regular Full Time                              | 08/26/2019 |



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**CERTIFIED RESIGNATIONS**

| NAME                   | POSITION        | LOCATION               | HIRE/RESIGNED DATES     |
|------------------------|-----------------|------------------------|-------------------------|
| Hausler, Heidi         | Primary Teacher | Amity Creek Elementary | 08/28/2017 – 06/30/2019 |
| Hoffstetter, Connie    | Consulting RN   | Special Programs       | 08/28/2000 – 06/30/2019 |
| Johnson-Hyde, Cristina | Behavior Coach  | Special Programs       | 08/27/2018 – 07/31/2019 |
| Kennedy, Evelyn        | Reading Teacher | La Pine Elementary     | 08/29/1989 – 06/30/2019 |

**ADMINISTRATIVE HIRES**

| NAME | POSITION | LOCATION | STATUS | HIRE DATE |
|------|----------|----------|--------|-----------|
|      |          |          |        |           |
|      |          |          |        |           |

**ADMINISTRATIVE RESIGNATIONS**

| NAME | POSITION | LOCATION | HIRE/RESIGNED DATES |
|------|----------|----------|---------------------|
|      |          |          |                     |
|      |          |          |                     |



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August 1, 2019

TO: Shay Mikalson, Superintendent  
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Director of Human Resources – Licensed Staff  
Debbie Watkins, Director of Human Resources – Classified Staff

RE: Classified and Confidential Recommended Hires, Resignations and Confidential Retire and Rehire.

The Human Resources Department recommends approval of the following Hires, Resignations, and Retire and Rehire at the School Board meeting on August 6, 2019.

### **Classified Hiring**

| <b>Name</b>        | <b>Position/Posting No.</b>  | <b>Location</b>    | <b>Temp/Regular Position</b> | <b>Hire Date</b> |
|--------------------|--|--------------------|------------------------------|------------------|
| Akin, Shodie       | #107772<br>EA – Inclusion  | La Pine Elementary | Reg<br>6.5 hrs / day         | 06/18/19         |
| Borja, Xavier      | #107836<br>EA – Alternative Education  | Summit             | Reg<br>7.0 hrs / day         | 06/21/19         |
| Cook, Tanner       | #107881<br>Campus Safety and Security Monitor  | Mountain View      | Temp<br>7.75 hrs / day       | 07/24/19         |
| Estenson, Libbey   | #107778<br>Secretary II / Receptionist - amendment from June 25, 2019 report – resigned<br>Classified position and was hired as Certified. | Bend High          | Reg<br>8.0 hrs / day         | 05/24/19         |
| Eisler, Nicole     | #107873<br>EA – Instruction / School Office Secretary I  | W.E. Miller        | Temp<br>3.75 hrs / day       | 06/26/19         |
| Eriksen, Mackenzie | #107770<br>EA – Inclusion  | Lava Ridge         | Reg<br>6.5 hrs / day         | 06/19/19         |
| Foster, Elizabeth  | #107770<br>EA – Inclusion  | W E Miller         | Reg<br>6.5 hrs / day         | 06/14/19         |
| Gustafson, Lorri   | #107838<br>Campus Safety and Security Monitor  | Marshall           | Reg<br>5.0 hrs / day         | 06/26/19         |
| Hallman, Celeste   | #107851<br>EA – Child Development / Teen Parent Program  | Bend High          | Reg<br>2.414 hrs / day       | 06/20/19         |
| Jensen, Angela     | #107770<br>EA – Inclusion  | Special Programs   | Reg<br>7.0 hrs / day         | 06/26/19         |
| Johnson, Elizabeth | #107863<br>EA – Student Instruction  | Elk Meadow         | Reg<br>5.0 hrs / day         | 06/25/19         |
| Kittrell, Juli     | #107825<br>EA – Behavior Support - amendment from June 25,   | Bear Creek         | Reg<br>6.5 hrs / day         | 06/17/19         |



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|                       |   |                    |                       |          |
|-----------------------|---|--------------------|-----------------------|----------|
|                       | 2019 report. Resigned position to take different Classified position. |                    |                       |          |
| Kittrell, Juli        | #107854<br>School to Career Program Manager                           | Marshall           | Temp<br>8.0 hrs / day | 07/09/19 |
| LaFrance, Julie       | #107772<br>EA – Inclusion   | Rosland            | Reg<br>6.5 hrs / day  | 06/18/19 |
| McCohan, Jennifer     | #107863<br>EA – Student Instruction                                   | Elk Meadow         | Reg<br>5.0 hrs / day  | 06/25/19 |
| McCoy, Renee          | #107840<br>Counseling Office Secretary II                             | Marshall           | Reg<br>8.0 hrs / day  | 06/26/19 |
| Mees, Rebecca         | #107771<br>EA – Inclusion   | Pine Ridge         | Temp<br>6.5 hrs / day | 06/19/19 |
| Michaud, Darci        | #107837<br>Campus Safety and Security Monitor                         | Summit             | Reg<br>8.0 hrs / day  | 06/25/19 |
| Newton, Bandie        | #107772<br>EA – Inclusion   | La Pine Elementary | Reg<br>6.5 hrs / day  | 06/18/19 |
| Pearson, Lindsay      | #107872<br>EA – Student Instruction                                   | W.E. Miller        | Reg<br>3.75 hrs / day | 06/26/19 |
| Smith, Elizabeth      | #107813<br>School Office Secretary II                                 | North Star         | Reg<br>4.8 hrs / day  | 06/18/19 |
| Swain, Katherine      | #107772<br>EA – Inclusion   | Rosland            | Reg<br>6.5 hrs / day  | 06/18/19 |
| Tomsic, Katherine     | #107770<br>EA – Inclusion   | Realms High        | Reg<br>6.5 hrs / day  | 06/25/19 |
| Weisgerber, Jessica   | #107834<br>Media Manager  | R E Jewell         | Reg<br>7.0 hrs / day  | 06/26/19 |
| Wilson, Cindi         | #107847<br>EA – Behavior Support                                      | Buckingham         | Temp<br>6.0 hrs / day | 06/20/19 |
| Wray, Tanya           | #107863<br>EA – Student Instruction                                   | Elk Meadow         | Reg<br>5.0 hrs / day  | 06/25/19 |
| Zachariasen, Courtney | #107770<br>EA – Inclusion   | Mountain View      | 7.0 hrs / day         | 06/17/19 |

### Classified Resignations

| Name             | Position   | Location       | Resign Date         |
|------------------|--|----------------|---------------------|
| Carlson, Holli   | EA – Inclusion   | High Desert    | 08/28/18 – 06/14/19 |
| Dooley, Brandi   | Attendance Secretary II  | Bend High      | 08/17/17 – 06/20/19 |
| Hill, Wayne      | Custodial Crew I   | Mountain View  | 10/13/08 – 06/28/19 |
| Kestek, Amy      | EA – Inclusion<br>Resigned Classified position to take Certified position. | Realms High    | 08/28/18 – 06/14/19 |
| Larsen, Carrie   | Attendance Secretary II  | Pacific Crest  | 12/11/17 – 06/20/19 |
| Middleton, Laura | EA – Inclusion   | Pilot Butte    | 08/28/18 – 06/14/19 |
| Snavelly, James  | Bus Driver   | Transportation | 11/29/17 – 06/14/19 |



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### ***Confidential Early Retirement – Rehire for the 2019-20 School Year***

| <b>Name</b>     | <b>Position</b>    | <b>Reason</b>             | <b>Rehire Date</b> |
|-----------------|--------------------|---------------------------|--------------------|
| Morrison, Linda | Payroll Specialist | Rehire through<br>6/30/20 | 8/01/19            |