

**Bend-La Pine Schools  
Bend, OR 97703  
July 30, 2018**

**Regular Meeting & Board Retreat**

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on July 30, 2018 at 9:00 a.m. followed by a retreat workshop at The Bridges Clubhouse: 20832 SE Sotra Loop, Bend, OR 97702.

**Regular Meeting Agenda**

Call to Order	Chair High
Pledge of Allegiance	Cheri Helt
Review of Agenda	Chair High

**Consent Agenda**

Approval of Minutes – June 12, 2018 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

**Action Items**

Election of Board Officers	Chair High
Approval of Yearly Business & Board Operations for the 2018-19 School Year Resolutions 1869 - 1874	Chair

**Board Retreat Workshop Agenda**

Board Work Plan: Reflect & Refresh	Chair
Lunch Break	
Board Process & Structure	Chair

**Board Comments**

**Adjourn**

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.

**Bend-La Pine Schools  
Bend, OR 97703**

The Board of Directors for Bend-La Pine Schools met in a regular session on June 12, 2018 in room 314 of the Education Center. 520 NW Wall Street, Bend, OR.

**Board Members Present**

Andy High  
Julie Craig  
Peggy Kinkade  
Cheri Helt  
Ron Gallinat  
Carrie Douglass  
Stuart Young

**Call to Order**

The meeting was called to order at 5:18 p.m. by Chair High. The Pledge of Allegiance and review of agenda followed.

**Public Input**

None.

**Public Hearing**

❖ **2018-19 Budget**

Chair High recessed the regular meeting at 5:19 p.m. and called the 2018-19 Budget Hearing to order. There was no public testimony. High closed the hearing at 5:20 p.m. and resumed the regular meeting.

**Consent Agenda**

Chair High noted the updated personnel report.

**Peggy Kinkade moved to approve the Consent Agenda. Ron Gallinat seconded the motion. Unanimous approval.** Cheri Helt asked about the turnover in critical position and if the district is tracking reasons employees resign. Jay Mathisen said the Human Resources Department is working on implementing systems to track that kind of data.

**Action Items**

❖ **Bend International School Charter Contract Renewal**

Superintendent Mikalson noted the Bend International School Charter Contract is part of the board packet and highlighted the updates and changes made, and added the BIS Board of Directors agrees with the terms of the contract.

Carrie Douglass reiterated the importance of charter school performance being as good, if not better than district schools, and would like to see more consistent and comparable measures. Lora Nordquist said that BIS has a high opt out rate, but they do use MAPS as an alternative testing measure and there are no concerns to date based on the review of BIS MAPS data. She added the district's DIBLES testing will now test at BIS which will help to provide comparable measures.

**Ron Gallinat moved to approve the Bend International School Charter Contract as presented. Stuart Young seconded the motion. Unanimous approval.**

#### ❖ **Secondary Health Instructional Materials Adoption**

Lora Nordquist reviewed the timeline and process used by the Health Adoption Selection Committee to make their curriculum recommendations as presented in the board packet and offered to answer any questions.

Peggy Kinkade asked what the expectation is of teachers to communicate with parents / guardians prior to complex or sensitive topics being taught. Skip Offenhauser said that is an area he and committee members are continuing to work on as it is an area that could be improved upon. Carrie Douglass asked how the district communicates with high school parents. Offenhauser said most often it is done via email, or as their preference indicates in Synergy.

Ron Gallinat asked about the preapproval process of materials. Offenhauser explained the Health Advisory Committee, composed of staff and health professionals, will help with the review and approval of resources. Once vetted through the Health Advisory Committee, those supplemental curricula will come to the board for approval.

Cheri Helt commented on the importance of teachers working and communicating with parents during the sensitive and difficult topics and sees this as an opportunity to further build the parent / school partnership. She asked how the district plans to gain consistency across schools and grade levels in how social emotional health is addressed and supported. Offenhauser agreed this is an area to improve on and is a topic the Health Advisory Committee plans to focus on. Stuart Young suggested a board workshop to learn more about social emotional education at some point next year. Chair High thanked Offenhauser and his team for their work and thorough information presented.

**Ron Gallinat moved to adopt the secondary health curriculum materials from Good-Heart Wilcox, as recommended by the selection committee members. Carrie Douglass seconded the motion. Unanimous approval.**

#### ❖ **Facility Naming Process**

Superintendent Mikalson noted the board informally approved a Naming of Facilities Process in August 2017. The process is included in the board packet with a few suggested changes for the board to consider. This process will be used to name the new elementary and high school under construction.

Carrie Douglass clarified if the same provisions apply in naming part of a school campus as in a new facility. Mikalson said yes, and noted there is an exception process explained in the document. Peggy Kinkade said the Ashton Eaton track at Mt. View High School is a recent exception the board made and she appreciates having a little wiggle room for such circumstances. Helt agreed and added the exception should be used sparingly. Mikalson noted there is a current request to name the Mt. View High School Auditorium after a former staff member. He recommended the board review the request in August and use this process.

**Ron Gallinat moved to approve the Naming of Facilities Process as presented. Peggy Kinkade seconded the motion. Unanimous approval.**

#### ❖ **2018-19 Budget Appropriations**

Chair High reviewed the 2018-19 budget presented in the board packet, noting the 5% ending fund balance. Brad Henry noted Resolution 1867 reflects exactly what the Budget Committee approved in May.

Peggy Kinkade shared reasons why she supports taking a stair-step approach and using the FEMA reimbursement dollars to bring the ending fund balance back to 5%. She advocated for a 4.75% ending fund balance with the 2018-19 budget and a 5% ending fund balance with the 2019-20 budget, noting this

approach would allow approximately \$400,000 to be invested for the 2018-19 school year. Chair High supported Kinkade's proposal.

Carrie Douglass expressed her concerns with potential upcoming costs. Cheri Helt noted her concerns about PERS and supported the 5% ending fund balance for the 2018-19 budget. Julie Craig also supported the 5% ending fund balance, noting the looming PERS issues and possible recession in the near future being her top concerns. She agreed with Kinkade in principle, and said she could only support the 4.75% if she was certain the dollars would be used for a one-time investment. Ron Gallinat said he appreciates both sides and is leaning toward supporting the budget as presented. Stuart Young agreed with both Kinkade and Helt and said he wants to be strategic in spending and saving and doing what is best with the resources provided. Board discussion ensued on ending fund balance percentage.

**Cheri Helt moved to approve Resolution 1867: 2018-19 Budget Appropriations as presented. Julie Craig seconded the motion. Motion carried, 5-2. Chair High and Peggy Kinkade voted no.**

**Ron Gallinat moved to approve Resolution 1868: 2018-19 Impose Tax as presented. Peggy Kinkade seconded the motion. Unanimous approval.**

#### ❖ **Purchase of Land for Right of Way**

Mike Tiller reviewed the executive summaries in the board packet explaining the two land acquisitions necessary for the infrastructure and construction of the new high school in South East Bend.

Project 1 includes the purchase of a home located at 60860 Brosterhous Road for the price of \$309,900. This purchase is needed for a portion of a collector road from 15<sup>th</sup> Street to Brosterhous Road as required by the City of Bend.

**Peggy Kinkade moved to approve the purchase of the home and .67 acres located at 60860 Brosterhous Road for the amount of \$309,900, plus the cost of any closing fees, to be used in the construction of a public road adjacent to our new high school. Ron Gallinat seconded the motion. Unanimous approval.**

Project 2 includes the purchase of land located at 60789 Tekampe Road for the price of \$16,255. This purchase is needed for the new right of way for a roundabout at Knott Road and 15<sup>th</sup> Street as required by the City of Bend. Tiller clarified the property will be dedicated to the City of Bend.

**Carrie Douglass moved to approve the payment of \$16,255, plus closing costs, for the dedication of 4,100 square feet of property located at 60789 Tekampe Road for right of way needed in the construction of a new roundabout. Ron Gallinat seconded the motion. Unanimous approval.**

#### **Reports**

##### ❖ **PlanB Quarterly Report**

Chair High introduced Ian Burns and Euan Pollock from PlanB Consultancy. Burns shared that PlanB has been providing the district with an evaluation of two projects funded through the 2017 Bond: Pilot Butte Middle School remodel and construction of the new high school. He reviewed the elements of each project and shared recommendations and strategies suggested as the evaluation process took place. A full summary report is provided in the board packet.

Chair High asked Burns to expand on the recommendation of investing in contractors early on. Burns explained that small things like longer RFP deadlines, communicating with contractors about upcoming projects and schedules ahead of time, etc. are ways to increase communication and share information that is laid out in the bond management plan.

Board discussion ensued on the next project(s) they would like PlanB to evaluate, including a possible look at asset management. High thanked Burns and Pollock for the report and noted the value of an outside organization evaluating district practices helps provide more transparency to the community. He also thanked the Facilities Department for their cooperation and excellent work as evidenced by the report.

#### ❖ **Financial Update**

Roy Burling reviewed the financial update for the 4<sup>th</sup> quarter from the board packet. He noted the \$1.1 million FEMA reimbursement was received in May and is included in the line item report. Peggy Kinkade asked about the expenditures for modular classrooms. Brad Henry said the district is not planning to purchase any new modulares. High asked about the higher than anticipated ending fund balance and Burling explained those dollars are being invested into next year's budget.

#### ❖ **Executive Limitation 8 – Academic Programs Monitoring Report**

Jay Mathisen introduced EL 8 – Academic Programs and shared that he and Lora Nordquist worked together to produce the monitoring report included in the packet. He noted that it is impossible to cover, comprehensively, every element of EL 8, so the report is designed to highlight changes and enhanced efforts that have been made over the past year. Nordquist introduced district coaches: Scott McDonald, Dean Richards, Julie Walker and Cate Hill and explained that they, along with other coaches in the district, are using high leverage strategies to support and train teachers.

Scott McDonald, Instructional Technology Coach, shared about his work and examples of how the district has built a pathway for computer science, developed curriculum and are now seeing tremendous student interest in the classes offered, despite no dedicated state funding or required curriculum.

Dean Richards, Graduation Coach, shared how graduation coaches within the schools have improved the stability of students during their freshman year. Graduation coaches are using a multi-tiered system of support and are seeing positive return on their work for students both academically and socially. Kelsey Jaeckel, Graduation Coach at La Pine High School, shared excitement about her work with freshman and use of data and tracking that show positive movement. The work she is doing with freshman is transferable to all grade levels and has led to a school-wide conversation at LPHS.

Julie Walker, Literacy Coach, shared about the Instructional Coaching program and the goals of the literacy coaching team. Walker reviewed training and supports offered to teachers and shared about the residency program implemented this school year. Future vision includes lab classrooms and a leadership collaborative program with a cohort of teachers. She said student growth data is just coming in for the school year and is looking promising, which aligns with the positive feedback they received from teachers.

Cate Hill, SIOP Implementation Coach, explained her work is around sheltered instruction and teaching English language learners in a manner that shelters them from the English language demands. The district chose SIOP in 2005 to meet the state requirements and have a model of instruction for ELL students. Hill shared SIOP trainings have been refreshed to include coaches, lesson planning, work samples, and training follow up.

Superintendent Mikalson shared how the role of coaches has grown over the past years and the tremendous value seen from the coaching team. There are coaches who specialize in literacy, math, SIOP, instructional technology, behavior, special education and graduation.

Stuart Young said he would like to continue to hear about coaching work over the next year and suggested a conversation about ways to expand pockets of excellence around the district.

Cheri Helt thanked Scott McDonald for his work to grow and expand the computer science classes and programs offered across the district. She expressed her appreciation for the passion all of the coaches bring to their work. Carrie Douglass agreed, and appreciates how much coaches are doing and what they are accomplishing with little resources. She thanked coaches for their thoughtful reflection and new approaches they take each year to improve.

Julie Craig asked about plans to grow the computer science options and McDonald shared about the work taking place currently and that growing at the high school level is a challenge the district faces.

Chair High thanked Hill for her honesty and reflection on what wasn't working and sharing ways she has shifted strategies to make coaching more meaningful. Board discussion ensued on questions to ask of all monitoring reports throughout the year and ways to hear more about academic programs rather than just during EL 8.

### **Board Retreat Planning Discussion**

Chair High shared a draft of the board retreat agenda. Discussion ensued on specific topics for the retreat and possible modifications to the agenda presented. Douglass suggested the board use a facilitator to help guide the retreat and extend the length of the retreat. High said he will continue to refine the agenda and format of the retreat.

### **Board Comments**

Julie Craig enjoyed the last community linkage event and appreciated how many community members participated, the discussions that took place, and learning opportunity it provided.

Stuart Young thanked John Rexford for his mentoring efforts this year.

Ron Gallinat also thanked Rexford and appreciated the expertise and guidance he provided over the year. He attended three graduation ceremonies and a few end of year celebrations at schools and said they were all great events to wrap up the school year.

Cheri Helt shared a letter to the State School Board about testing and asked board members to share their thoughts or support with her by tomorrow and she will send the letter. She also attended three graduations, including her son's, all were wonderful events.

Carrie Douglass thanked Rexford for helping move board work forward this year, she appreciated his experience and wisdom as they worked together.

Chair High commented on accomplishments made this past year: successful community linkage meetings, no snow days, a restructured budget, construction of a new high school and new elementary school began, the approval of Superintendent Mikalson's contract, and making it through all of the Executive Limitation reports. He expressed his appreciation and thanked board members and the district for all the hard work.

Meeting adjourned at 8:14 p.m.

Recorded by: Andrea Wilson

DATE: July 24, 2018

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 July 30, 2018. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Adrien, Connie	Study Skills PS107154	Bend Senior HS	Temporary Part Time .167 FTE	07/30/2018
Boyd, Gabrielle	PE/Heath Teacher PS107332	La Pine MS	Temporary Full Time	07/30/2018
Brown, Judson	Math Teacher PS107270	Three Rivers Elementary	Temporary Full Time	07/30/2018
Bryns, Katy	Language Arts PS107226TMP	High Desert MS	Temporary Full Time	07/30/2018
Burden, Lindsay	Lang Arts / Drama Teacher PS107185	Mountain View HS	Regular Part Time .50 FTE	07/30/2018
Chapin, Jeri	Primary Teacher PS107117	Pine Ridge Elementary	Temporary to Regular Full Time	07/30/2018
Child, Alexandra	6 <sup>th</sup> Grade Math Teacher PS107233	Sky View MS	Temporary Part Time .333	07/30/2018
Childs, Regine	CTE Coordinator PS107267	Bend Senior HS	Temporary Part Time .833 FTE	07/30/2018
Denning, Jessica	ELL Teacher PS107371	Bend Senior HS	Temporary Full Time	07/30/2018
Dierdorff, Tiggy	Construction CTE Teacher PS107381	Marshall HS	Temporary Part Time .50 FTE	07/30/2018
Edmunds, Bradley	Spanish Teacher PS107376	Bend Senior HS	Regular Full Time	07/30/2018
Elliott, Sara	Kindergarten Teacher PS107268	Highland Elementary	Temporary Full Time	07/30/2018
Evan, Heidi	Reading Intervention PS107275	Highland Elementary	Regular Part Time .60 FTE	07/30/2018
Gautschi, Amy	Primary Teacher PS107118TMP	Buckingham Elementary	Temporary Full Time	07/30/2018

Gerber, Avery	Primary Teacher PS107193	La Pine Elementary	Regular Full Time	07/30/2018
Gonzales, Jacob	Math Teacher PS107306	Mountain View HS	Temporary Part Time .50 FTE	07/30/2018
Gutierrez, Haley	Primary Teacher PS107117	Buckingham Elementary	Regular Full Time	07/30/2018
Gunter, Jamie	Counselor PS107323	STRIVE	Regular Part Time .50 FTE	07/30/2018
Hausler, Heidi	Primary Teacher PS107273	Amity Creek Elementary	Temporary Full Time	07/30/2018
Hemstead, Stephanie	Art Teacher PS107296	Ensworth Elementary	Temporary Part Time .375 FTE	07/30/2018
Hilliard, Bethany	Resource Teacher PS107107	Special Programs	Regular Full Time	07/30/2018
Ibbs, Mari	Lang Arts/Social Studies PS107272	Bend Senior HS	Temporary Part Time .50 FTE	07/30/2018
Iverson, Marissa	Intermediate Teacher PS107116	Buckingham Elementary	Temporary Full Time	07/30/2018
Jones, Sadie	Primary Teacher PS107118	Buckingham Elementary	Temporary Full Time	07/30/2018
Kincaid, Meghan	Primary Teacher PS107118	WE Miller Elementary	Temporary Full Time	07/30/2018
Keesling, Karen	Child Development Teacher PS107155/Study Skills PS107154	Bend Senior High	Temporary Part Time .50 FTE	07/30/2018
Koike, Emiko	Social Studies Teacher PS107364	Pilot Butte MS	Temporary Full Time	07/30/2018
Korstad, Lindsay	Counselor PS107259	RE Jewell Elementary	Regular Part Time to Full Time	07/30/2018
Kurian, Elena	Health Teacher PS107374	Bend Senior HS	Temporary Part Time .50 FTE	07/30/2018
Lopez, Alyssa	Counselor PS107254	Summit HS	Regular Part Time to Full Time	07/30/2018
Macomber, David	Language Arts Teacher PS107188	Pilot Butte MS	Regular Full Time	07/30/2018
Macomber, Kenan	Primary Teacher PS107118	WE Miller Elementary	Temporary Full Time	07/30/2018
Maloy, Jylan	Spanish Teacher PS107276	Summit HS	Regular Part Time	07/30/2018
Mitchell, Karen	ERC Teacher PS107313	Special Programs	Temporary Part Time .50 FTE	07/30/2018
Mithoff, Gail	Primary Teacher PS107320	Bear Creek Elementary	Temporary Part Time .50 FTE	07/30/2018
Niebergall, Thomas	PE Teacher PS107302	Three Rivers Elementary	Regular Full Time	07/30/2018



Nyman, Garrett	Therapeutic Health Services Coordinator PS107396	Summit HS/High Lakes Elementary	Temporary Part Time .95 FTE	07/30/2018
Pustis, Jaime	Science Teacher PS107178	Pacific Crest MS	Regular Full Time	07/30/2018
O'Sullivan, Megan	SRC Teacher PS107110	Special Programs	Temporary Full Time to Regular Full Time	07/30/2018
Ottum, Cooper	Band Director PS107128	Summit HS	Regular Full Time	07/30/2018
Ramirez, Kellie	Secondary Resource Teacher PS107110	Special Programs	Regular Full Time	07/30/2018
Reid, Marnie	Advanced Math Teacher PS107172	Summit HS	Temporary Full Time	07/30/2018
Salvitelli, Cameron	Manufacturing/Construct CTE Teacher PS107140	La Pine HS	Regular Full Time	07/30/2018
Schultze, Hollie	Counselor PS107307	Bend Senior HS	Temporary Full Time	07/30/2018
Seed, Stephanie	Orchestra Teacher PS107195	Summit HS	Temporary Part Time .333 FTE	07/30/2018
Segesta, Mark	Math Teacher PS107261	Pacific Crest MS	Regular Part Time .50 FTE	07/30/2018
South, Mark	Spanish Teacher PS107294	REALMS HS	Regular Part Time .50 FTE	07/30/2018
Spreitzer, Jean	Speech/Lang Therapist PS107158	Special Programs	Regular Full Time	07/30/2018
Stafford, Kady	Counselor PS107206/PS107265	Cascade MS	Regular Full Time	07/30/2018
Thomas, Jack	PE Teacher PS107368	La Pine Elementary	Regular Full Time	07/30/2018
Tucker, Rebekah	CTE Teacher PS107382	Marshall HS	Temporary Part Time .50 FTE	07/30/2018
Wieber, Heather	ELL Teacher PS107324/PS107325	TLC	Regular Part Time .50 FTE / Temporary Part Time .20 FTE	07/30/2018
Wenndorf, Jeanette	Math Teacher PS107280	Sky View MS	Regular Full Time	07/30/2018
Williams, Karen	Primary Teacher PS107303	Elk Meadow Elementary	Temporary Part Time .10 FTE	07/30/2018
Woelke, Cassandra	Language Arts PS107252	Summit HS	Regular Part Time .50 FTE	07/30/2018
Vidas, Maria	DI Language Arts PS107227	High Desert MS	Regular Full Time 1.0 FTE	07/30/2018

**CERTIFIED RESIGNATIONS/RETIREMENTS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Brown, Laura	Consulting Nurse	Special Programs	02/01/1995 – 06/30/2018
Choate, Ryan	Art Teacher	Marshall HS	08/30/2015 – 06/30/2018
Crabtree, Deidre	PE/Health Teacher	Bend Senior HS	09/08/2017 – 06/30/2018
Gaviglio, Jeanette	PE Teacher	Three Rivers Elementary	08/30/1994 – 06/30/2018
Herr, Amanda	Vocal Music Teacher	High Desert MS	08/25/2014 – 06/30/2018
Mattox, Grant	PE Teacher	Elk Meadow Elementary	08/28/1990 – 06/30/2018
Padilla, Joseph	Science Teacher	Summit HS	08/30/2004 – 06/30/2018
Parks, Eric	SED Teacher	Special Programs	08/29/2016 – 06/30/2018

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Stroinski, Julie	Assistant Principal PS107298	Bear Creek Elementary	Regular Full Time	07/30/2018

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street  
Bend, Oregon 97703-2699  
(541) 355-1100  
Fax (541) 355-1109*

July 25, 2018

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 Recommended Hires, and Resignations.

The Human Resources Department recommends approval of the following hires, and resignations at the School Board meeting on July 30, 2018.

### ***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Adrien, Connie	#107342 EA – Online Student Success Monitor	Teaching and Learning	Reg 6.0 hrs / day	07/19/18
Angle Jr, Walter	#107287 Custodial Assistant II	Pacific Crest	Reg 8.0 hrs / day	06/04/18
Bachtel, Debra	#107279 Technology Technician	Technology	Reg 8.0 hrs / day	06/22/18
Ballantine, Tara	#107342 EA – Online Student Success Monitor	Teaching and Learning	Temp 6.0 hrs / day	07/19/18
Blaney, Benjamin	#107341 Custodial Crew I	High Lakes	Reg 8.0 hrs / day	07/13/18
Brees, Rose Ireene	#106823 Nutrition Server I	High Lakes	Reg 3.0 hrs / day	06/06/18
Baxter, Victoria	#107338 Media Tech Assistant/Media Manager	La Pine Middle / La Pine High	Temp 8.0 hrs / day	06/19/18
Bontrager, Calah	#107283 Office Manager I	Ensworth	Reg 8.0 hrs / day	06/11/18
Butterfield, Leslie	#107113 EA – Inclusion	Marshall	Reg 7.0 hrs / day	05/24/18
Carter, Nicholas	#107286 Custodial Crew I	Bear Creek	Reg 8.0 hrs / day	06/04/18
Coronado, Efraim	#107113 EA – Inclusion	Mountain View	Reg 7.0 hrs / day	05/29/18
Delbianco, Kayla	#107281 EA – Alternative Education	Bend High	Temp 5.0 hrs / day	06/14/18
Gustafson, Lorri	#107389 Safety and Security Officer	Marshall	Temp 4.8 hrs/ day	07/02/18
Hardy, Charity	#107113 EA – Inclusion	Mountain View	Reg 7.0 hrs / day	06/13/18



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Harpole, Barbara	#107205 EA – ELL	Bend High	Temp 5.0 hrs / day	06/14/18
Hernandez, Ana	#107286 Custodial Crew I	Summit	Reg 8.0 hrs / day	06/04/18
Irzyk, Natalie	#107260 Counseling Secretary II	Mountain View	Reg 8.0 hrs / day	06/01/18
Jarrett, Cindy	#107322 School to Career Program Manager	Marshall	Reg 8.0 hrs / day	06/12/18
Jura, Michael	#107130 Custodial Foreman III	Lava Ridge	Reg 8.0 hrs / day	05/18/18
Kelley, Shelly	#107312 EA – Student Instruction	Juniper	Reg 6.5 hrs / day	06/14/18
Kennedy, Tammy	#107359 Attendance Secretary/Secretary I	La Pine High	Reg 8.0 hrs / day	06/26/18
Kittrell, Juli	#107340 EA – Behavior Support	Bear Creek	Temp 6.5 hrs / day	06/22/18
Landis, Lynnette	#107257 EA - Safety and Security Officer	Summit	Reg 7.75 hrs / day	06/06/18
Layton, Jade	#107287 Custodial Assistant II	Sky View	Reg 8.0 hrs / day	06/04/18
Layton, Jon	#107146 Building Services Plumbing/HVAC Foreman	Maintenance	Reg 8.0 hrs / day	06/14/18
Low-Johnson, Sondee	#107256 School to Career Program Manager	Summit	Reg 8.0 hrs / day	06/01/18
McCann, Kristina	#107113 EA – Inclusion	Pilot Butte	Reg 6.5 hrs / day	05/30/18
McClean, William	#107288 Custodial Foreman III	Mountain View	Reg 8.0 hrs / day	06/04/18
McCutcheon, Krystal	#107113 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	06/15/18
McGuire, Jason	#107285 Custodial Assistant II	Mountain View	Reg 8.0 hrs / day	06/04/18
Meier, Darci	#107300 EA – Student Instruction	Ponderosa	Reg 3.95 hrs / day	06/18/18
Montgomery, Bridgit	#107391 School to Career	La Pine High	Reg 7.0 hrs / day	07/09/18
Pearson, Lindsay	#107299 EA – Student Instruction	WE Miller	Temp 3.25 hrs / day	06/11/18
Perry, Tennille	#107262 Consulting Registered Nurse	Special Programs	Reg 6.0 hrs / day	06/18/18
Petford, Cody	#107088 Summer Mow Crew	Maintenance	Temp 8.0 hrs / day	06/21/18
Porter, Amy	#107310 Media Manager I	High Lakes	Reg 7.0 hrs / day	06/13/18
Powers, Angie	#107366 Office Secretary I	Silver Rail	Reg .75 hrs / day	06/27/18



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Renfro, Leon	#107341 Custodial Crew I	Maintenance	Reg 8.0 hrs / day	07/09/18
Roepke, David	#107286 Custodial Crew I	Pacific Crest	Reg 8.0 hrs / day	06/05/18
Russell, Katharine	#107239 Office Manager II	La Pine High	Reg 8.0 hrs / day	06/05/18
Salmon, James	#107286 Custodial Crew I	Buckingham	Reg 8.0 hrs / day	06/05/18
Samual, Gina	#107319 Attendance Office Secretary II	High Desert	Reg 8.0 hrs / day	06/12/18
Schreiber, Tiffany	#107080 EA – Behavior	Special Programs	Reg 7.0 hrs / day	06/15/18
Scrocca, Mary	#107300 EA – Student Instruction	Ponderosa	Reg 3.95 hrs / day	06/18/18
Serra, Cynthia	#107262 Consulting Registered Nurse	Special Programs	Reg 4.0 hrs / day	06/18/18
Smith, Teresa	#107285 Custodial Assistant II	Bend High	Reg 8.0 hrs / day	06/04/18
Speddon, David	#107286 Custodial Crew I	Mountain View	Reg 8.0 hrs / day	06/04/18
Stoefen, Lori	#107080 EA – Behavior	Realms	Reg 4.0 hrs / day	06/12/18
Tatum, Kimberly	#107113 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	06/19/18
Their, Christopher	#107301 EA – Student Instruction	High Lakes	Temp 3.0 hrs / day	06/12/18
Tian, Lina	#106823 Nutrition Server I	Pilot Butte	Reg 3.0 hrs / day	06/08/18
Unze, Mark	#107278 Welder/Machinist	Maintenance	Reg 8.0 hrs / day	06/15/18
Walden-Mather, Jamie	#107281 EA – Alternative Education	Bend High	Temp 5.0 hrs / day	06/18/18
Williams, Jennifer	#107113 EA – Inclusion	Pilot Butte	Reg 7.0 hrs / day	06/14/18
Williamson, Megan	#107300 EA – Student Instruction	Ponderosa	Reg 3.95 hrs / day	06/18/18

### *Classified Resignations*

Name	Position	Location	Resign Date
Amberg, Catherine	EA – Inclusion	Lava Ridge	09/28/05 – 07/18/18
Bryan, Shawna	Nutrition Server I	R. E. Jewell	11/14/16 – 06/14/18
Bures, Karen	EA – Inclusion	Cascade Middle	08/26/14 – 06/14/18
Crawford, Lori	EA – Student Instruction	Lava Ridge	09/05/06 – 06/14/18
Crowell, Bill	Custodial Crew I	Mountain View	02/21/18 – 05/30/18
Driscoll, Kathleen	Nutrition Server I	La – Pine Elementary	05/06/15 – 06/14/18
Giordano, Janet	Bus Driver	Transportation	07/31/07 – 06/29/18



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

Gregg, Mary	School Secretary II	Pilot Butte	08/24/17 – 06/22/18
Hamilton, Jeffrey	Custodial Crew I – both locations	Amity Creek / Support Services	09/25/17 – 06/07/18 09/25/17 – 06/07/18
Lumley, Hanalei	Speech Language Pathology Assistant – both locations	High Desert / Silver Rail	02/23/17 – 06/14/18 02/23/17 – 06/14/18
Kelly, Sean	Repair Technician	Transportation	08/01/18 – 06/03/18
Kosct, Faith	Nutrition Server I	La – Pine Middle	09/05/17 – 06/14/18
O'Campo, Susan	Bus Driver	La – Pine Transportation	02/04/13 – 06/12/18
Stone, Jennifer	EA – Inclusion	Ponderosa	11/02/15 – 06/14/18
Yankus, Maria	EA – Inclusion	Juniper	09/08/09 – 06/13/18

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

**Resolution No. 1869**

**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 and fourth Tuesday of each month, with exceptions, as presented in the attached Board meeting calendar for 2018-19.

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 30<sup>th</sup> day of July 2018.

\_\_\_\_\_  
Chair

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

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

## Board Meeting Calendar 2018-19

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

Date	Meeting Type	Time	Location
July 30, 2018	Board Retreat & Regular Meeting	9:00 a.m.	The Bridges Clubhouse 20832 SE Sotara Loop / Bend, OR
August 14, 2018	Regular Meeting	5:30 p.m.	Education Center room 314
September 11, 2018	Regular Meeting	5:30 p.m.	Education Center room 314
September 25, 2018	Regular Meeting	5:30 p.m.	Education Center room 314
October 9, 2018	Regular Meeting	5:30 p.m.	South County location TBD
October 23, 2019	Community Linkage		Location TBD
November 13, 2018	Regular Meeting	5:30 p.m.	Education Center room 314
December 11, 2018	Regular Meeting	5:30 p.m.	Education Center room 314
January 8, 2019	Regular Meeting	5:30 p.m.	Education Center room 314
January 22, 2019	Community Linkage		Location TBD
February 12, 2019	Regular Meeting	5:30 p.m.	Education Center room 314
February 26, 2019	Regular Meeting	5:30 p.m.	Education Center room 314
March 12, 2019	Community Linkage		Location TBD
April 19, 2019	Budget Committee Meeting & Regular Meeting	5:30 p.m.	Education Center room 314
April 23, 2019	Community Linkage		Location TBD
May 14, 2019	Budget Committee Meeting & Regular Meeting	5:30 p.m.	Education Center room 314
May 28, 2019	Regular Meeting	5:30 p.m.	Education Center room 314
June 11, 2019	Regular Meeting	5:30 p.m.	Education Center room 314



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

**Resolution No. 1870**

**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 30<sup>th</sup> day of July 2018.

\_\_\_\_\_  
Chair

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

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

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

**Resolution No. 1871**

**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 30<sup>th</sup> day of July 2018.

\_\_\_\_\_  
Chair

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

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

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

**Resolution No. 1872**

**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 30<sup>th</sup> day of July 2018.

\_\_\_\_\_  
Chair

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

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

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

**Resolution No. 1873**

**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 30<sup>th</sup> day of July 2018.

\_\_\_\_\_  
Chair

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

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

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

**Resolution No. 1874**

**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 30<sup>th</sup> day of July 2018.

\_\_\_\_\_  
Chair

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

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

**2016-2017 BLS BOARD WORK PLAN**  
**approved at 12/13/2016 meeting as an 18-month plan**

1. Governance
  - a. Re-affirm Carver's Principles of Policy Governance (retreat)
  - b. Complete Board-Staff Linkages policies (by end of October)
  - c. Monitor and refine Executive Limitations
2. Board Professionalism
  - a. Complete self-evaluation by monitoring Governance Process policies
  - b. Invite staff feedback on board performance
  - c. Participate in professional development opportunities (including OSBA, NSBA and other opportunities)
3. Outreach and Relationship Building
  - a. New, or admin in new roles; connect at least twice this year:
    - i. Andy Slavin @ Amity Creek (JC)
    - ii. Steve Stancliff @ PBMS (JC)
    - iii. Kim Crabtree @ Transportation (SY)
    - iv. Linda Burley @ High Lakes (NJ)
    - v. Jesse Rasmussen (VP) @ Jewell (RG)
    - vi. Lybe Crumpton (VP) @ Lava Ridge (SY)
    - vii. Tom Lence (VP) @ High Lakes (NJ)
    - viii. Joan Warburg (VP) @ Bear Creek (RG)
    - ix. Colleen Funderburg @ Special Programs (CH)
    - x. Josh Marks @ Special Programs (CH)
  - b. Public Agency Outreach (PK and AH will organize and invite other board member participation):
    - i. Parks & Recreation
    - ii. Higher Ed (OSU Cascades and COCC)
    - iii. Deschutes County
    - iv. La Pine Chamber & Sunriver Rotary
    - v. City of Bend & La Pine
    - vi. Board involvement on potential bond campaign committee
  - c. Strengthen relationship with
    - i. Looking Forward
    - ii. Education Foundation
  - d. Engage parents: Outreach effort this year focused on helping parents with homework support for their students. Julianne will help with outreach tools (social media, etc.) and messaging.
4. Education Advocacy
  - a. Engage with 2017 legislature
    - i. Face to face meetings with local legislatures
    - ii. Participate and meet with members of legislative education committees

- iii. Participate with OSBA Revenue Reform Committee (Cheri)
- b. Specific targets:
  - i. Revenue reform
  - ii. PERS reform
  - iii. High school assessment alternatives (ACT)
  - iv. PE requirements (broaden the definition of “PE time”)
  - v. School board member personal liability protection
- 5. Leverage District Resources
  - a. Consider options for vacant, district-owned land (Andy will work with board members to put together guiding principles and a perspective of what the board would like. Shay will then work with staff on possible processes to bring back to the board for a full discussion)
  - b. Create Charter School position paper to clarify the board’s expectations
- 6. Leverage Board Resources
  - a. Board meetings focused on priority issues
  - b. Prioritize board time
  - c. Create structured, clear, effective committee assignments

Board goals:

1. All students receive an excellent education and are prepared for their future.
2. All students demonstrate personal integrity and responsible citizenship.
3. All schools provide safe, nurturing environments conducive to learning.
4. The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet board goals.

## **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.

# 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,

---

*In effect,*  
  
*the board does not*  
  
*tell the system*  
  
*how to operate,*  
  
*but how not to.*

---



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

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

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

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

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

### What it looks like

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

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

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

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

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

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

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

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



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

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

### **What schools are for**

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

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

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

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**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:

## **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.
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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.
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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.
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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.
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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.
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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.
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Replaces:

Originally Adopted: 1/26/2016

Monitoring Method:

Monitoring Frequency: