



Bend-La Pine Schools School Board Work Session Meeting Agenda

September 28, 2021, 5:30 PM

Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

1.	<u>Call to Order</u>	Speaker(s): Chair Barnes Dholakia	
2.	<u>Pledge of Allegiance</u>	Speaker(s): Chair Barnes Dholakia	
3.	<u>Review of Agenda</u>	Speaker(s): Chair Barnes Dholakia Description: Any changes to the Agenda after posting on September 24, 2021, are shown below.	
4.	<u>Work Session</u>	Speaker(s): Chair Barnes Dholakia Description: The Board will focus on key Board work and initiatives.	
	A. Policy Governance	Description: Understanding the Carver Model of Policy Governance. Attachments:	3
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	B. Governance Processes	Attachments:	8
	GP-1 Governance Commitment & Style - Updated 2.23.16		8
	GP-2 Board Job Description - Updated 2.23.16		9
	GP-3 Board Code of Conduct - Updated 4.12.16		10
	GP-4 Board Ethics & Conflicts of Interest - Updated 4.12.16		12
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	C. Board Ends/Results	Attachments:	20
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	D. Executive Limitations		21
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	EL-1 Global Executive Restraint - Updated 9.2020		21
	EL-2 Emergency Superintendent Succession - Updated 9.2020		22
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	EL-4 Treatment of Staff - Updated 11.10.2020		25
	EL-5 Staff Compensation & Development - Updated 11.10.2020		26
	EL-6 Staff Evaluation - Updated 11.10.2020		
	EL-7 Facilities - Updated 9.2020		

EL-7 Naming of Facilities Process - Updated 6.12.18	30
EL-8 Instructional Program - Updated 11.10.2020	33
EL-9 Technology - Updated 11.10.2020	35
EL-10 Financial Planning & Administration - Updated 11.10.2020	36
EL-11 Asset Protection - Updated 11.2020	38
EL-12 Legally Required Policies - Updated 9.2020	39
EL-13 Equity & Anti-Racism - Updated 8.6.20	40
E. Board Staff Linkage	42
Attachments:	
BSL-1 Board Staff Linkage - Monitoring Superintendent Performance - Updated 7.1.2019	42
5. <u>Board Comments</u>	
Description: Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.	
6. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for October 12, 2021.	

Remaking Governance



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

BY JOHN CARVER

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

Preparing people for contributing, satisfying adulthood is

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

A new governance model

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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.

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

GOVERNANCE COMMITMENT & STYLE

Governance Commitment

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

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

Governance Style

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

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

Replaces: BD GOV B.1

Originally Adopted: 2/23/2016

Monitoring Method:

Monitoring Frequency:

BOARD JOB DESCRIPTION

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

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

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

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

Replaces: BD GOV B.2

Originally Adopted: 2/23/2016

Monitoring Method:

Monitoring Frequency:

BOARD CODE OF CONDUCT

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

1. Board Members shall demonstrate loyalty to the District's stakeholders. This commitment shall supersede loyalties to staff, other organizations, and personal interests.
2. Members shall act in a manner consistent with the conflict of interest provisions in board policy GP-4 and Oregon law.
3. Members shall at all times endeavor to act as a part of the Board as a whole, and avoid circumstances or actions that may be interpreted as an exercise of individual authority.
4. An individual member's interactions with public, press, or other entities should accurately represent board positions or decisions. Individual opinions should be clearly stated as such. The board chair is authorized to speak for the board. As a courtesy, Board members will inform the Chair of interviews with the media.
5. Members will not publicly express individual judgments of staff performance.
6. Formal evaluation of superintendent performance will be a process of the total board.
7. Board members will abide by appropriate Oregon public meetings law and will conduct the public's business in open meetings. Expected conduct includes the following:
 - a. Board Members will be properly prepared for Board Meetings and will discharge the duties of the office as prescribed by statute;
 - b. Members will contribute to thoughtful governance discussions and decisions by being well informed, open minded and deliberative;
 - c. Members will protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District;
 - d. Board discussions appropriately conducted in executive session under Oregon public meetings law shall be kept confidential by members outside of executive session;
 - e. Members should respect the decision of the final vote of the board. It is the responsibility of individual members to express their opinion, including any dissent, during discussion of a topic.
 - f. Board members may choose to publicly express dissenting opinions after a vote and following the conclusion of a board meeting, but should be respectful of the majority decision and the desire of the board to move on to other matters.
8. Board members are subject to the same criminal history background checks that are required of school volunteers, including the criminal history records check that will be conducted every two years. If a Board member fails to clear the background check, he/she will be required to comply with the provisions of Administrative Policy regarding Visitors to District Facilities when entering a school for any purpose.
9. Process for Addressing Board Member Violations. The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a member's violation of policy, the Board may seek remedy by the following process:
 - a. Conversation in a private setting between the offending member and the Board Chair or other individual member(s);
 - b. Removal of the offending member from a committee or other Board-designated responsibility, if appropriate;
 - c. Public censure of the offending member of the Board.

Replaces: BD GOV B.5 & BA

Originally Adopted: 4/12/2016

Monitoring Method:

Monitoring Frequency:

BOARD ETHICS & CONFLICTS OF INTEREST

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

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

General Definitions for Conflicts of Interest

"Actual conflict of interest" is defined in ORS 244.020(1) and means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person's relative or any business with which the person or a relative of the person is associated unless the pecuniary benefit or detriment arises out of a potential conflict of interest as described below.

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

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

"Gift" is defined in ORS 244.020(7)(a) and means something of economic value given to a public official, a candidate or a relative or member of the household of the public official or candidate:

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

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

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

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

Process for Conflicts of Interest

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

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

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

Gift Limit

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

Nepotism

A public official may not appoint, employ or promote a relative or member of the household to, or discharge, fire or demote a relative or member of the household from, a paid position with the public body that the public official serves or over which the public official exercises jurisdiction or control, unless the public official complies with the conflict of interest requirements of this chapter.

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

Replaces: BBFA

Originally Adopted: 4/12/2016

Monitoring Method:

Monitoring Frequency:

BOARD MEMBER ROLES

The Board shall annually elect a Chair and Vice Chair. At the Board's discretion, one additional officer (e.g. Co-Chair, Secretary, Treasurer) may also be elected to carry out specific duties.

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

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

Vice Chair's Role

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

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

Individual Board Member Roles

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

Board Committees

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

Replaces: BD GOV B.4, B.6 and B.7

Originally Adopted: 4/12/2016

Updated: 11/14/2017

Monitoring Method:

Monitoring Frequency:

GOVERNANCE PROCESS

To accomplish its stated objectives, the Board will govern in a consistent and efficient manner. Accordingly at the first meeting held after July 1 of each year the Board will:

1. Organize by electing officers in accordance with GP-5. No member shall serve as Chair for more than two years in succession.
2. Establish an annual meeting schedule.
 - a. The schedule may be changed with proper notice.
 - b. Special meetings may be held at the request of the Chair, or by mutual consent of the members, or may be called by three members of the Board serving written 24-hour notice on the other members and the Superintendent. Special meetings must be scheduled at least 24-hours in advance to allow for notification to the public and media.
 - c. Emergency meetings may be held upon less than 24-hour notice as is appropriate to the circumstances. The minutes of such a meeting shall describe the justification for providing less than 24-hours notice to the public and the media.

Additionally, the Board shall:

1. Comply with Oregon Public Meetings Laws (ORS 192.610-192.990).
2. Allow for public attendance at regular and special meetings. The right of public attendance at a public meeting does not include the right to participate by public testimony or comment. The Board typically receives public comment at its regular meetings, but not at its work sessions. The following shall serve as guidelines when public comment is included on the meeting agenda:
 - a. Individuals wishing to make public comment must sign up prior to the start of the meeting. Individuals will be asked to include full name, contact information (i.e., email address) and subject matter commenting on (agenda item number or topic if not an agenda item)
 - b. Individuals will be called up to speak by the Chair in the order they signed up and will be afforded a maximum of two (2) minutes until the time cap has been reached for that agenda item. The Board will allow up to ten (10) minutes for comments on the same agenda item and up to ten (10) minutes for comments on non-agenda items as a whole. A group of visitors with a common purpose are encouraged to designate a spokesperson for the group. Generally, remarks should be addressed to the Board as a body rather than directed to any particular member.
 - c. Speakers may offer objective criticism of district operations and programs. The Board will not hear complaints concerning individual district staff or Board members. The Chair will direct the visitor to the appropriate means for filing a complaint.
 - d. Public comment is a time for members of the public to express their views; therefore, the Board will not engage in discussion or answer questions during public comment.
 - e. The Chair may interrupt and/or end public comment when time has been exceeded, complaints are made about an individual district staff or Board member, or when comments and/or behavior become inappropriate. Inappropriate behavior is defined as attempting to engage individual board members in conversation; insults, obscenities or profanity; discriminatory or racist comments; attacks against any person in their personal capacity; and/or physical violence or threat thereof. A Board member may also ask for a Point of Order to address such comments.

- f. Any member of the audience who continues to disrupt a Board meeting after being asked to cease by the Chair may be excluded from the meeting (or muted in a virtual meeting) by the Chair if necessary to maintain order, conduct business efficiently, or allow others the ability to participate. The intent is that such disruption be addressed as efficiently and uniformly as possible.
 3. Vote on motions using “yeas” or “nays” and record the result of the vote.
 4. Adhere to a majority vote requirement, which requires affirmative votes by a majority of the membership of the Board (4 out of 7) to pass any motion before the Board.
 5. Conduct a Board meeting only if a majority of the Board members are present.
 6. Appoint and maintain a 7 member citizens’ Budget Committee as required by Oregon Revised Statue and utilize the majority vote requirement, which requires affirmative votes by a majority of the committee (8 out of 14) be required to pass any motion before the Budget Committee.
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Replaces:

Originally Adopted: 4/12/2016

Revised: 7/13/2021

Monitoring Method:

Monitoring Frequency:

GOVERNANCE PROCESS

To accomplish its stated objectives, the Board will govern in a consistent and efficient manner. Accordingly at the first meeting held after July 1 of each year the Board will:

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 - a. Individuals wishing to make public comment must sign up prior to the start of the meeting. Individuals will be asked to include full name, contact information (~~i.e., email address~~) and agenda item they are speaking to. ~~subject matter commenting on (agenda item number or topic if not an agendized item)~~
 - b. Individuals will be called upon to speak by the Chair ~~in the order they signed up~~ and will be prioritized in the following order: Bend-La Pine Schools (BLS) students, BLS residents, and those that have not been heard from in the two previous business meetings.
 - c. ~~The typical time per speaker will be~~ afforded a maximum of two (2) minutes until the time cap has been reached for that agenda item. The Board will typically allow up to ten (10) minutes for comments on the same agenda item and up to ten (10) minutes for comments on non-agendized items as a whole ~~for a maximum of 45 minutes of public comment during a meeting~~. A group of visitors with a common purpose are encouraged to designate a spokesperson for the group. ~~Generally,~~ Remarks should be addressed to the Board as a body rather than directed to any particular member.
 - d. Speakers may offer objective criticism of district operations and programs. The Board will not hear complaints concerning individual district staff or Board members. The Chair will direct the visitor to the appropriate means for filing a complaint.
 - e. Public comment is a time for members of the public to express their views; therefore, the Board will not engage in discussion or answer questions during public comment.
 - f. The Chair may interrupt and/or end public comment when time has been exceeded, complaints are made about an individual district staff or Board member, or when comments and/or behavior become inappropriate. Inappropriate behavior is defined as attempting to engage individual board members in conversation; insults,

obscenities or profanity; discriminatory or racist comments; attacks against any person in their personal capacity; and/or physical violence or threat thereof. A Board member may also ask for a Point of Order to address such comments.

- g. Any member of the audience who continues to disrupt a Board meeting after being asked to cease by the Chair may be excluded from the meeting (or muted in a virtual meeting) by the Chair if necessary to maintain order, conduct business efficiently, or allow others the ability to participate. The intent is that such disruption be addressed as efficiently and uniformly as possible.
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Replaces:

Originally Adopted: 4/12/2016

Revised: 7/13/2021

Monitoring Method:

Monitoring Frequency:

PROMISE

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

GOALS

Outcomes

1. Students develop a **strong academic foundation** as measured by the following, overall and for each historically underserved subgroup:
 - a. ELA proficiency rates, as measured by the Smarter Balanced assessment (3rd-8th and 11th grade) and assessments selected/developed by the district for uniform implementation (K-12th)
 - b. Math proficiency rates, as measured by the Smarter Balanced assessment (3rd-8th and 11th grade) and assessments selected/developed by the district for uniform implementation (K-12th)
 - c. The percent of 9th graders on track for graduation
2. Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for each historically underserved subgroup:
 - a. The percent of students who earn three or more credits in CTE and/or AP/IB courses
 - b. Graduation rate
 - c. The percent of students who have a post-secondary plan, as measured by Future Center survey
 - d. The percent of students who enroll in a two- or four-year-college or university, as measured by National Student Clearinghouse data

Experiences

3. Students are **engaged** as measured by the following, overall and for each historically underserved subgroup:
 - a. Chronic absenteeism rate
 - b. Suspension rate
4. Students, families, and staff experience **inclusion and belonging**, as measured by the following, overall and for each historically underserved subgroup:
 - a. Student, family, and staff survey question(s) on belonging
 - b. Student, family, and staff survey question(s) on voice

Adult Actions

5. Staffing **reflects the diversity** of students and families, as measured by:
 - a. Annual audit of staffing across sectors by race/ethnicity
 - b. Annual audit of leadership positions by race/ethnicity and gender

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-1

GLOBAL EXECUTIVE RESTRAINT

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

Replaces: BD GOV A

Originally Adopted: 9/8/2015

Updated: 9/15/2020

Monitoring Method: report to the board

Monitoring Frequency: annually

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-2

EMERGENCY SUPERINTENDENT SUCCESSION

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.

Accordingly, 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.

Replaces: BD GOV A.5

Originally Adopted: 9/22/2015

Updated: 9/15/2020

Monitoring Method: report to the board

Monitoring Frequency: annually

TREATMENT OF STUDENTS, PARENTS/GUARDIANS & THE PUBLIC

With respect to treatment of 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, imprudent, discriminatory, or in violation of commonly accepted business and professional ethic and practices and Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Maintain an organizational culture that treats all stakeholders with respect, dignity, and civility that includes:
 - a. Open, honest, and effective communication in all written and interpersonal interaction, including through translation/interpretation into languages other than English as needed.
 - b. Respect for others and their opinions that models civil discourse.
 - c. Intentional elevation of historically and currently underrepresented voices.
 - d. A focus on common organizational goals as expressed in Board Ends and Policies.
2. 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 protect confidential information.
4. Provide and communicate a process for the timely handling of complaints.
5. Involve diverse stakeholders in an advisory capacity regarding district-level matters at the Board's direction, including at a minimum the Budget Committee, Sites and Facilities Committee, and Equity Coalition.
6. Interrupt any behaviors or actions that hinder the academic performance or the social-emotional and mental health of students and their well being.
7. Ensure the use of trauma-informed practices across organizational environments.

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

1. Develop a comprehensive school safety program and protocols, that includes secure campuses, threat assessment, emergency planning, and communication on safe storage practices of firearms.
2. Develop and implement a common plan and protocol to ensure the learning environment of students is not disrupted on school premises, regardless of immigration status.
3. Survey students and parents/guardians on at least an annual basis to assess their educational experience in alignment with Board Ends.
4. Provide options to help meet individual student needs and learning styles, including alternative programs.
5. Encourage parent/guardian involvement.
6. Require fundraising efforts no impose undue burden on students and their families.
7. Provide timely notice to parents/guardians and students about academic calendar changes.
8. Ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.
9. Protect students and parents/guardians who have voiced complaints from staff retaliation within the school environment.

10. Ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment. Policies and procedures shall not fail to include:
 - a. Practices that are restorative and hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.
 - b. A means of communicating discipline policy to all students annually.
 - c. Prohibition of illegal drugs (including marijuana), alcohol, tobacco, or vaping products by students and adults on school property and at school-sponsored events.
 - d. 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).
-

Replaces: BD GOV A.1
BD GOV A.1.A
BD GOV A.1.B

Originally Adopted: 11/10/2015
Reviewed / Amended: 12/10/2019, 11/10/2020
Monitoring Method: Report to the Board
Monitoring Frequency: Annually

TREATMENT OF STAFF

With respect to the treatment of staff, the Superintendent shall not cause or allow any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethic and practices, collective bargaining agreements, or Board policies.

Accordingly, the Superintendent shall not fail to:

1. Make reasonable background inquiries or checks prior to hiring any paid personnel or utilizing school volunteers, while mitigating barriers to access due to immigration status.
 2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Board Ends, with the goal of diversity in staff demographics that reflects the local student population as well as the nation and world.
 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. Prepare staff to deal with emergency situations.
 5. Protect confidential information as required by law.
 6. 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. Respect for others and their opinions that models civil discourse.
 - c. Intentional elevation of historically and currently underrepresented voices.
 - d. A focus on common organizational goals as expressed in Board Ends and Policies.
 - e. Commitment to the integrity and positive image of the district, its leaders, and staff.
 - f. Recognition of innovative and outstanding work.
 7. Honor the terms of negotiated agreements with staff.
 8. Invite Board member participation in contract negotiations with all employee groups.
-

Replaces: BD GOV A.2

Originally Adopted: 12/8/2015

Updated: 11/10/2020

Monitoring Method: report to the board

Monitoring Frequency: annually

STAFF COMPENSATION & DEVELOPMENT

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 internally develop, externally recruit, and then retain highly qualified staff in alignment with Board Ends, with the goal of diversity in staff demographics that reflects the local student population as well as the nation and world.
-

Replaces: BD GOV A.7

Originally Adopted: 9/8/2015

Updated: 11/10/2020

Monitoring Method: report to the board

Monitoring Frequency: annually

STAFF EVALUATION

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.

Accordingly, the Superintendent shall not fail to:

1. Develop and administer an evaluation system for all employees that links performance with continued employment.
 2. Develop and administer an evaluation system for licensed personnel that is designed to:
 - a. Improve academic, social, and emotional instruction, to promote the high quality learning and student experiences.
 - 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 common district-wide survey instruments to inform professional goal-setting and growth.
-

Replaces: GCN / GDN

Originally Adopted: 9/8/2015

Updated: 11/10/2020

Monitoring Method: report to the board

Monitoring Frequency: annually

FACILITIES

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

Accordingly, the Superintendent shall not fail to:

1. Take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.
2. Ensure a Sustainability Plan is developed, reviewed, and revised every 5 years or more. This sustainability plan shall not fail to:
 - a. Address facility development, improvement, operation, and maintenance
 - b. Identify objective short- and long-term measures for measuring efficacy and achievement of sustainability goals
 - c. Ensure data-collection to enable annual reporting on progress toward goals
3. Refresh the 20-year long-range Facilities Plan every 5 years to address student capacity, site-specific instructional needs, operational and maintenance needs, changing technology, and the Sustainability Plan. 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 reflective of the diversity of the student body and from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee. 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.
 - d. Expertise on green building and capital funding and projects.
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 and green building;
 - 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 that includes consideration of growth patterns, comparative costs, market timing, current budget

demands, construction and transportation factors, and community impact.

6. Develop a plan for public use of district buildings and grounds that includes:
 - a. Clear, consistent, and equitable levels of access for potential users;
 - b. An equitable 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. Develop and adhere to a formal Naming of School Facilities 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. It also includes naming sponsorships, which require board approval.

Replaces: BD GOV A.6.1

Originally Adopted: 11/10/2015

Updated: 6/13/2017, 9/15/2020

Monitoring Method: report to the board

Monitoring Frequency: annually



Bend-La Pine Schools

Naming of Facilities Process

Board Approved: June 12, 2018

Executive Limitation 7 – Facilities states:

The Superintendent shall not fail to develop a formal naming process which includes bringing all name recommendations to the school board for final approval. This includes naming of new schools or support 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.

Final decision of a facility name rests with the Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (i.e., library, athletic field, gymnasium or auditorium), or for changing the name of an existing facility.

To meet the requirements of EL 7; Bend-La Pine Schools will use the following processes:

New Schools and Support Services Facilities

1. Naming Committee

The Superintendent or designee will establish a naming committee. The naming committee shall be comprised of a broad representation of stakeholders of the school or site. Suggested committee members include the following representation: student(s), current principal(s), current certified and classified staff members, parent(s) and maintenance/facilities staff member(s). The naming committee will set a timeline for choosing a name in a timely fashion, consistent with the scheduled opening of the new school or facility.

2. Solicitation for Names & Naming Criteria

The naming committee will solicit name suggestions through a public process from community members, staff and students. Names for a new school or facility may be derived from the following:

- People: names of distinguished individuals who have made outstanding contributions to the community and education, who have demonstrated leadership in fields of education, arts and sciences, or public service, or who reflect the history and character of the community. Names to be considered are of persons or group of persons who have been deceased at least five years.
- Places: names of recognized historical and geological landmarks or areas, geographic points of interest, or reflect national, state or local history.
- Themes: thematic names which reflect the cultural and historical character of the community, or names which reference the indigenous and characteristic flora and fauna.

The Board recognizes that unusual circumstances might arise where a name from outside the above categories or an exception to specific criteria could be considered. The Board shall publicly state the intent to consider an exception and provide an opportunity for a public

hearing on the proposal at a regular board meeting prior to voting on any exception to these guidelines.

3. Selection of Name Recommendations

The naming committee, whenever possible, shall follow naming guidelines which include:

- The name will reflect the values, vision and goals of the district.
- The name will be known to, and significant to, the community and people of the district.
- The name will not conflict with other schools in the district or surrounding districts.
- The use of names of living persons will be avoided unless circumstances warrant an exception.
- 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.

The naming committee shall consider all submitted names and narrow the names to a list of no more than three to present to the Superintendent or designee. The naming committee shall prepare a written recommendation for the Superintendent or designee that includes suggested names, a rationale for each name, and a summary of the naming committee's process, discussion and research.

4. Name Recommendation

The final list of name recommendations shall be presented by the Superintendent to the Board in a public meeting. The list of names presented will include names, rationale and a summary of the naming committee's process, discussion and research. Discussion of the names shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Part of a School Campus

(e.g., a library, athletic field, gymnasium, or auditorium)

The name of part of a school or campus shall be based upon the same criteria as a new school or facility name.

Whenever the opportunity to name a portion of a building is presented, the Superintendent or designee will request that the current principal meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed name or recommend potential names. The principal shall prepare a written recommendation for the proposed new name or names to be considered for the Superintendent. The Superintendent shall present the proposed name or name(s) to the Board.

Discussion of the suggested name(s) shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Changing the Name of an Existing School or Facility

Existing facilities shall retain their name, regardless of the name of schools or programs within the facility.

Should a proposal to change a school or facility name be made, the proposal shall be presented to the Superintendent or designee. The proposal should include specific reasons why the request is being made and a suggested alternative name that meets criteria outlined above. If the Superintendent or designee

decides changing the school name should be considered he or she will request that the current principal to meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed change. The principal shall prepare a written summary of the support and / or opposition to the proposed change for the Superintendent.

If the Superintendent agrees with the rationale and there is sufficient support provided from the principal's summary, he or she will submit the proposed name change to the Board.

Discussion of the suggested name change shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Sponsorship

When individuals, corporations or other entities make significant contributions financially, in time and/or money toward a particular facility project, the District shall find appropriate means to recognize the contributions. Recognition may be in the form of signage, public honoring, displays, or other means deemed appropriate by the Superintendent or designee. The Board may consider the naming of a facility or portion of a facility after an individual, corporation or other entity that has made a significant financial contribution to a major project. For consideration, the financial contribution should equal at least 51% of the cost of the project. The Board shall also consider evidence of community support, characteristics of the donor, type of facility, duration of the naming, and conditions that might result in revocation of the name prior to taking action.

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, plaques installed on new construction projects will provide at least the following information:

1. Name of the school or building;
2. Opening date;
3. Names of the Board members on the Board at the time action on the construction contract occurred*;
4. Name of Superintendent**;
5. Name of architect;
6. Name of contractor;

At the Superintendent's discretion, names of other individuals whose contributions and efforts made the new facility possible may also be included.

**Names of former and current Board members will be included on the plaque should there be a change in members after action on the construction contract occurred.*

*** Names of former and current Superintendents will be included on the plaque should there be a change in Superintendent's after development has started.*

INSTRUCTIONAL PROGRAM

The Superintendent shall not fail to ensure that the district implements a program of academic, social, and emotional 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 that develops ownership of learning and student agency.
 - c. Purposeful attention to and development of social and emotional learning.
 - d. Cultural and global relevancy.
3. Maintain cohesive, aligned, research-based curriculum across all grade levels K-12 that builds vertically from K-12 and is consistent, horizontally, across each grade level.
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. Promotes belonging and a safe learning environment at schools and within programs across the district.
6. Address individual learning styles and diverse student needs and interests. 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:
 - a. Implement LBE-AP and LBE-AR to ensure 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

Updated: 11/10/2020

Monitoring Method: report to the board

Monitoring Frequency: annually

TECHNOLOGY

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

Accordingly, the Superintendent shall not fail to:

1. Provide equitable access to hardware and software technology, as well as connectivity to the greatest degree possible, throughout the district.
 2. Establish and support adherence to common expectations for use of technology by staff and students, which promote responsibility and a safe and positive learning environment.
 3. Establish and support the implementation of standards of practice for instructional technology for staff.
 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.
 7. Ensure a Digital Review Process is conducted every five years, to ensure technology implementation and practices reflect the innovation in a rapidly evolving sector and research-based and developmentally appropriate best practices in K-12 education.
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Replaces: EHA-AP

Originally Adopted: 1/26/2016

Updated: 11/10/2020

Monitoring Method: report to the Board

Monitoring Frequency: annually

FINANCIAL PLANNING & ADMINISTRATION

Financial Planning

Financial planning shall not deviate materially from the Board Ends and 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 present to the Board a recommended budget which:

1. Is consistent with the Board's priorities as established in the Ends policies.
2. Is completed without input from the budget committee.
3. Is in a summary format that is understandable to the Board and the community.
4. Contains 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. Proposes a budget in accordance with State Budget Law.
7. Discloses any 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.

Additionally, the Superintendent shall:

4. 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 include a recap of changes between the current and previous report.
5. 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. 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

Updated: 11/10/2020

Monitoring Method: report to the Board

Monitoring Frequency: annually

ASSET PROTECTION

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, 11/10/2020

Monitoring Method: report to the Board

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

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

Accordingly, the Superintendent shall not fail to:

1. Amend administrative policies to comply with local, state and federal law.
2. Provide the School Board with information regarding any substantive changes made to the administrative policies listed above.
3. Create administrative policies consistent with new laws.
4. Inform the School Board when the law necessitates the adoption of new administrative policies required of school boards.

Replaces:

Originally Adopted: 1/26/2016

Updated: 9/15/2020

Monitoring Method: report to the board

Monitoring Frequency: quarterly

EQUITY & ANTI-RACISM

The Bend-La Pine School District values each and every student, family, and staff member and is committed to creating an equitable and anti-racist system that honors and elevates all. This requires specific actions to promote equitable opportunities, access, experiences, and outcomes in our district for historically underserved and marginalized groups, including but not limited to Black Indigenous Latinx People Of Color (BILPOC); those experiencing poverty, homelessness, or foster/kinship care; those who are LGBTQ+; those experiencing disability; and those who are linguistically diverse.

Accordingly, the Superintendent shall not fail, within each of the following areas, to:

1. **Vision**
 - a. Hold an unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being
 - b. Actively articulate the systemic and institutional inequities that undermine historically underserved and marginalized students in achieving this vision
 - c. Adopt and uphold an equity lens in decision-making
2. **Curriculum & Instruction** - Adopt and support consistent implementation across classrooms, schools, and the district of:
 - a. Curriculum that prioritizes diverse viewpoints and cultural relevance
 - b. Anti-racist and culturally-responsive practices that put the assets of students and families at the core of instructional practices
3. **School Culture** - Adopt and support consistent implementation across classrooms, schools, and the district of proactive and positive practices that:
 - a. Nurture healthy relationships and create just and equitable learning environments
 - b. Are actively anti-racist
 - c. Employ restorative justice to repair harm and transform conflict
4. **Staffing** - Promote a highly-skilled, culturally-responsive, and diverse workforce through:
 - a. Recruitment and hiring practices that prioritize reaching workplace diversity reflective of our students and families, at a minimum, and aspirationally of our nation
 - b. Pipeline programs across sectors focused on representation by gender and race/ethnicity
 - c. A culture, along with systems and structures, designed to recruit, hire, and retain a diverse workforce
5. **Professional Development** - Provide integrated professional development and ongoing coaching across sectors - leading, teaching, counseling, advising, coaching, and service provision - that:
 - a. Develop and deepen awareness of personal and systemic bias and racism

- b. Inform, develop, and promote cultural competence
 - c. Empower staff with the tools to interrupt systemic and historical patterns of oppression
6. **Co and Extra-curricular Activities** - Ensure school activities, clubs, and athletics provide:
- a. Equitable access, regardless of economic means
 - b. An inclusive, welcoming, and safe environment that supports dignity for all
7. **Voice** - Promote a school and district culture that will:
- a. Recognize and value the diverse knowledge and experiences students and families bring to each classroom, school, and our system as a whole.
 - b. Seek out and center student and family voice on an annual basis to inform, develop, and maintain a safe and inclusive environment for each and every student and family - and with a focus on our historically marginalized and underserved.
 - c. Develop and implements strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
8. **Data** - Collect, disaggregate, analyze, and utilize data on both outcomes and experiences in order to:
- a. Identify inequities in terms of access, experience, and outcomes
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities and achievement gaps
 - c. Establish and sustain equity-based accountability systems across the district.
9. **Budget** - Ensure that the annual budget specifically includes expenditures to support this work
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Originally Adopted: 8/4/2020

Monitoring Method:

Monitoring Frequency:

MONITORING SUPERINTENDENT PERFORMANCE

The Board will view superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against superintendent job expectations which are defined as:

- reasonable progress toward organizational accomplishment of the Board's Ends policies, and
- organizational operation within the boundaries established in the Board's Executive Limitations policies.

Accordingly, monitoring determines the degree to which board policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.

The Board will acquire monitoring data on Ends and Executive Limitations policies by one of three methods:

1. By internal report, in which the superintendent discloses information and demonstrates compliance to the board;
2. By external report, in which an external, disinterested third party selected by the board assesses compliance with board policies;
3. By direct board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.

The consistent standard for compliance for Executive Limitations policies shall be whether the superintendent has reasonably interpreted and acted within the scope of the board policy being monitored. For Ends policies, the standard shall be whether the superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the board's described Ends. The board will make the final determination as to whether superintendent interpretation is reasonable, whether the superintendent is in compliance, and whether reasonable progress is being made.

Executive Limitations Policies will be monitored annually through a report presented by the superintendent at a school board meeting. While some policy language specifies interim updates (e.g. quarterly financial reports), the schedule for complete and formal EL monitoring appears below. Modifications to this schedule are subject to agreement between the superintendent and board leadership.

EL 1: Global Executive Restraint	August
EL 2: Emergency Superintendent Succession	August
EL 3: Treatment of Students, Parents / Guardians and the Public	September
EL 4: Treatment of Staff	September
EL 5: Staff Compensation and Benefits	October
EL 6: Staff Evaluation	October
EL 7: Facilities	June

EL 8: Academic Programs	November, March & May
EL 9: Technology	April
EL 10: Financial Planning and Administration	January
EL 11: Asset Protection	April
EL 12: Legally Required Policies	December

The school board may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the schedule. The superintendent will notify the school board of any material change to an Executive Limitation report that occurred after the report was submitted to the board.

Evaluation of the Superintendent

The board will conduct a formal summative evaluation of the superintendent according to the timeline, process and scoring specifications outlined in the superintendent's contract. Board leadership and the superintendent shall also meet in November and May of each year to ensure that roles and responsibilities are being properly met by each party.

The summative evaluation will be based upon data collected during the year from the monitoring of Ends and Executive Limitations policies.

As the summative evaluation process described above is based on the prior year's evidence and actions, an incoming superintendent would not have impacted those results, therefore, board leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming superintendent.

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or board policy. All employment decisions related to the superintendent remain the sole discretion of the board.

Replaces:

Originally Adopted: 9/27/2016

Monitoring Method:

Monitoring Frequency: