



Bend-La Pine Schools School Board Work Session Meeting Agenda

August 22, 2023, 5:30 PM

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

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| 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> | | <u>2</u> |
| | Speaker(s): Chair Barnes Dholakia | | |
| | Attachments: | | |
| | 8.8.23 - Agenda - BORRADOR | | 2 |
| 4. | <u>Work Session</u> | | <u>3</u> |
| | Description: The Board will focus on key Board work and initiatives. | | |
| | Attachments: | | |
| | Pre-Read: Board Self-Assessment Standards | | 3 |
| | BLS Board-Superintendent Operating Agreement - DRAFT | | 7 |
| 5. | <u>Board Comments</u> | | |
| | Description: An opportunity for board members to provide comments or reflections. | | |
| 6. | <u>Adjourn</u> | | |
| | Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for September 12, 2023. | | |



Escuelas de Bend-La Pine

Agenda de la reunión de trabajo de la junta escolar - BORRADOR

22 de agosto del 2023, 5:30 PM

Ubicación:

Education Center, Board room #314
520 NW Wall Street
Bend, OR 97703

1. **Apertura de la reunión**
Ponente(s): Presidenta Barnes Dholakia
2. **Juramento a la bandera**
Ponente(s): Presidenta Barnes Dholakia
3. **Revisión de la agenda**
Ponente(s): Presidenta Barnes Dholakia
4. **Sesión de trabajo**
Descripción: La junta se enfocará en el trabajo y las iniciativas claves de la junta.
5. **Comentarios de la junta**
Descripción: Una oportunidad para que los miembros de la junta provean sus comentarios o reflexiones.
6. **Cierre de la reunión**
Descripción: La reunión se cerrará con la programación de la próxima reunión regular de la junta escolar para el 12 de septiembre del 2023.

Standard 1: Vision-Directed Planning

- The board collaborates with the community to articulate core values and beliefs for the district
- Board members can clearly articulate the vision and strategic goals of the district
- The board collaborates with the superintendent to develop long-range strategic goals for improving student learning
- The board regularly monitors the progress of strategic goals focused on improving student learning
- The board adopted a budget that aligned resources to the district vision and strategic goals
- The board establishes and models a culture of high expectations for all students
- The board promotes a vision and expectation for excellence beyond the present performance

Standard 2: Community Engagement

- The board promotes practices that solicit input and involvement from all segments of the community
- The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community
- The board recognizes and celebrates the contributions of school and community members to school improvement efforts
- The board is responsive and respectful to community inquiry and feedback
- The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators

Standard 3: Effective Leadership

- Board members are visible in the community
- Board members develop professional community relationships to improve student learning and opportunities for students
- Board activities, analysis, and decision-making are aligned to vision and strategic goals
- The board solicits input from multiple sources to assist in making informed decisions
- The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators
- Board members model an empowering leadership style
- The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district
- Board members promote change through dialogue and collaboration
- Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives

Standard 4: Accountability

- The board ensures funding to implement accountability measures
- The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation
- The board models a culture of high expectations throughout the district
- The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals
- The board ensures the budget aligns resources based on student learning priorities
- The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals
- Disaggregated student results and growth are measures against expectations set by district strategic goals
- The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals
- The board regularly establishes performance goals for itself
- The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system

Standard 5: Using Data for Continuous Improvement and Accountability

- The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making
- Programs approved by the board have effective data collection requirements and measurable results
- The board uses data to identify discrepancies between current and desired outcomes
- The identifies and addresses priority needs based on data analysis
- The board communicates to the public how policy decisions are linked to student learning data
- The board creates a culture that encourages the use of data to identify learning needs throughout the system
- The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals

Standard 6: Cultural Responsiveness

- Board outreach and community engagement activities accommodate cultural differences in values and communication
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups
- The board has a process to review policies for cultural responsiveness and bias

- Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard
- The board ensures district employees are representative of the values and culture of the community
- A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals
- The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student

Standard 7: Culture and Climate

- The board models relationships built on trust and respect
- The board takes time to reflect and improve internal and external relationships
- The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate
- The board creates a system in which high levels of student learning are expected.
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students
- The board models and holds the district responsible for improving a culture of service

Standard 8: Learning Organization

- Board policies nurture leadership capabilities across the organization
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners
- Board members promote positive change through dialogue and collaboration
- The board encourages professional development that increases learning and empowerment
- The board fosters an environment of mutual cooperation, emotional support, and personal growth throughout the organization

Standard 9: Systems Thinking

- The board works to avoid policy decisions that shift problems from one part of the system to another
- The board encourages an organizational structure that enables creative processes
- The board engages in process thinking, seeing beyond the immediate situation and easy solutions
- The board analyzes issues for their impact on other parts of the system
- The board team is solution-oriented
- The board works collaboratively with other agencies to encourage dialogue that fosters continual growth

Standard 10: Innovation and Creativity

- Board members create time and opportunities for their own creative thinking
- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues
- The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation

Standard 11: Board Member Conduct, Ethics, and Relationship with the Superintendent

- Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties
- The board and superintendent trust and respect one another
- Board members represent the interests of the entire district
- Board members preserve the confidentiality of items discussed in executive session
- Board members do not use their office for personal gain or advancement
- Board members do not attempt to individually speak on behalf of the entire board or commit the board
- Board members direct complaints and requests to the superintendent rather than attempting to solve them directly
- The board and superintendent agree on the information needed by the board, and when and how the board receives that information
- The board and superintendent participate in learning opportunities as a team
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items

Standard 12: Budgeting and Financial Accountability

- Board members are knowledgeable of the district budgeting process
- Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs
- Board members have a basic understanding of district revenues and expenses
- The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget

Bend-La Pine Schools

Board of Directors & Superintendent Operating Agreement

Adopted on: _____

Purpose of Agreement

The Board of Directors and Superintendent must function as a cohesive leadership team. To ensure unity in purpose and clarity in process; effective group agreements must be in place. The following are the group agreements and expectations for the Bend-La Pine Schools Board of Directors and Superintendent.

Collaborative Governance Agreements

1. Members of the Board and the Superintendent shall work together as a team, modeling lifelong learning and collaboration.
2. Board members shall place the district's mission, vision, and goals above personal interest.
3. Board members agree to follow Carver's Policy Governance model.
4. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
5. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the Board by individuals and district leadership.
6. The Board shall make decisions only at properly called meetings. Board members recognize that individual Board members have no authority to take individual action in policy or district and school administrative matters on behalf of the Board.
7. Board members shall maintain appropriate confidentiality with district information.
8. The Superintendent shall respect the Board's responsibility to establish policy and the Board shall respect the Superintendent's responsibility to manage the district.

Communication Agreements

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent/guardian, or community member.
2. Board members shall communicate directly with the Superintendent or Board Chair prior to meetings of the Board to address questions and/or concerns about agenda items; and when possible, communicate at least one business day prior to the meeting.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the Board / Superintendent team as appropriate.
4. The Superintendent will communicate directly with the Board in a regularly established scheduled communication process for information sharing.
5. The Superintendent will communicate with the Board in anticipation of an adverse event, adverse media coverage, and when a serious incident involving staff, students, parents/guardians or community members occurs.

Board Operation & Decision-Making Agreements

1. Strive to start and end meetings on time. When possible, set “actionable” items that require more deliberation earlier in the agenda before “information only” items.
2. Board members will avoid surprises to other Board member or the Superintendent by following established communication agreements and follow meeting agendas. For an item to be added to a meeting agenda, three or more members must make the request to the Board Chair.
3. Make decisions as a whole Board only at properly called meetings.
4. Support decisions of the majority. Once a decision is made, members will support the decision of the majority.

Board Expectations of the Superintendent

1. Work toward becoming a team with Board members.
2. Respect and acknowledge the Board’s role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the school district.
4. Prepare preliminary goals annually for the Board’s considerations.
5. Provide data to the Board so that data-driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the Board of critical information including relevant trends, anticipated adverse issues, or critical external or internal change.
8. Communicate with Board members promptly and effectively.
9. Conduct a self-assessment prior to the Board’s evaluation of the Superintendent’s job performance.
10. Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent.

Superintendent’s Expectation of the Board

1. Recognition of the Superintendent as the instructional leader of the school district, including, careful consideration of each recommendation made by the Superintendent.
2. Assistance in gaining acceptance and support in the community, by in part, sharing the successes and failures of the school system with the Superintendent.
3. Show district staff the respect and consideration due skilled, professional employees in public and at school board meetings.
4. To increase transparency and set the Board and Superintendent up for success, timely inform the Superintendent of all critical information and issues.
5. Willingness to abide by its own rules, policies, and code of ethical conduct, displaying integrity of the highest order.
6. Willingness to study and evaluate educational issues affecting the school district, and willingness to participate in professional development activities at the local, state, and national level.
7. Practice of avoiding surprise items at school board meetings.
8. Respect to confidentiality requirement of Board meeting executive sessions.

- 9. Clearly state goals of the Board – setting clear goals for the Board itself, the Superintendent and the district.
- 10. Student focused. The Board will represent the needs and interests of all students in the district.

| Bend-La Pine Schools | |
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| Board of Directors | Superintendent |
| <p><i>GOVERNS</i> Decides What Requests Information Considers Issues Creates, Reviews, and Adopts Policy Establishes Vision, Approves & Reviews Plans Monitors Progress Approves Personnel Contracts Reviews & Approves District Budget Represents Public Interest</p> | <p><i>LEADS</i> Decides How Seeks and Provides Information Provides Recommendations Recommends and Carries Out Policy Implements Vision and Plans Reports Progress Supervises Hiring Processes & Practices Formulates District Budget Acts in Public Interest</p> |

Bend-La Pine Schools’ Board of Directors Signatures of Agreement:

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Date: _____

Bend-La Pine Schools Superintendent Signature of Agreement:

Date: _____