

**Bend-La Pine Schools
Bend, OR 97703
October 27, 2015**

Regular Meeting
6:00 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting at 6:00 p.m. on October 27, 2015 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

Call to Order	Chair Juba
Pledge of Allegiance	Ron Gallinat
Review of Agenda	Chair Juba
<i>Public Input</i> This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board.	Chair Juba
Superintendent's Report	Superintendent Mikalson

Consent Agenda

Approval of Minutes – October 13, 2015 <i>reference: ORS 192.650 and ORS 332.057</i>	Chair Juba
Approval of Personnel Recommendations <i>reference: ORS 332.505</i>	Jay Mathisen

Report

School Support and Design Process	Jay Mathisen
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Discussion

Community Engagement	Julie Craig
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Policy Governance

Executive Limitation 7 – Facilities	Vice Chair Kinkade
Executive Limitation 3 – Treatment of Students, Families & Community	Vice Chair Kinkade

Board Comments

Adjourn

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

The Board of Directors for Bend-La Pine Schools met in a regular session on October 13, 2015 in the library at La Pine High School, 51633 Coach Road, La Pine, OR.

Board Members Present

Nori Juba
Peggy Kinkade
Andy High
Ron Gallinat
Julie Craig
Cheri Helt

Board Members Absent

Stuart Young

Call to Order

The meeting was called to order at 6:04p by Chair Juba. The Pledge of Allegiance followed.

Review of Agenda

There were no changes to the agenda.

Public Input

There was no public input.

Superintendent's Report

Superintendent Mikalson expressed his sympathies for Umpqua Community College, the families and community impacted by the recent tragedy. He noted the seriousness of school safety and the proactive work being done and measures that are in place in Bend-La Pine Schools to create positive, safe environments for students and staff. Mikalson shared regular drills take place and are practiced in all schools, all schools have completed lock down drills since the beginning of the school year and will be taking part in the Great American Shake Out earthquake drill coming up. The district partners with the Safe Schools Alliance. He complimented Julianne Repman's leadership and appreciates her work on safety and maintaining positive relationships with our community partners.

Mikalson thanked Marilyn Burwell, a supporter of the restorative justice program, for the books she gave to board and staff members. He also extended an invitation to all to attend a screening of the film, Paper Tigers, at La Pine High School which highlights restorative justice work in Walla Walla, WA. Mikalson also shared the annual Distinguished Alumni Assembly at Bend Senior High will take place this Friday and invited all to attend and help honor Bend High graduates who are making an impact locally and globally.

Consent Agenda

Ron Gallinat moved to approve the Consent Agenda. Cheri Helt seconded the motion. Nori Juba abstained, as he was not in attendance at the last meeting. Five yay votes and one abstention. Motion carried.

Report

South County Schools Update

Jim Boen introduced Pam Beasley, Director of the Sunriver Music Festival. Boen shared Beasley is largely responsible for the five-year music and arts grant La Pine Middle School students are currently benefiting from. Beasley said the grant comes from the Oregon Community Foundation and is specifically in partnership with La Pine Middle School. It is a five-year grant, with the first three years being funded at \$70,000 each year, the last two years are funded at \$35,000 each year. Beasley shared a video

highlighting what students are participating in from drama to music at La Pine Middle School and explained their plans for the next three years. Beasley thanked community partner, Stephanie Bright, project leader, Gayle Vidal, La Pine Middle School Principal, Robi Phinney, La Pine Middle and High School music teacher, Michael Chavarin for their support and dedication.

Cheyenne Johnson, freshman at La Pine High School, performed an original piece on acoustic guitar and Phinney noted Johnson has been and continues to be heavily involved in music and writing music thanks in large part to opportunities the grant has funded. Phinney invited all to La Pine Middle School's Evening of the Arts on April 28, 2016 and noted this year they are adding a musical, drama and photography classes to the options available for students to participate in.

Mikalson thanked Beasley for her efforts and is excited about the partnership and opportunities students have available. Chair Juba thanked Beasley and Johnson for her performance.

Financial Update

Zhai Logan reviewed the financial summary in the board packet and noted there are no major changes with the exception of higher than projected enrollment which has led to hiring additional staff. The projected ending fund balance is \$7.6 million and the district continues to strategize and make efforts to push resources into the 2016-17 year to help offset the state funding formula and potential PERS increases.

Andy High asked about the anticipated PERS costs. Brad Henry said the budget committee set aside dollars for the PERS increase and will be working with a funding formula that is not typical. Vice Chair Kinkade asked about an increase to the administrative / supervisor line item. Logan explained Bend High added a half-time administrative position that was originally budgeted as a certified position, also grant dollars that funded 2.5 FTE of administrative positions ended and was back filled with general funds, an increase of four days the small elementary school principal work calendar and salary steps also caused for some increase.

Juba thanked Logan for the update.

Action Items

Charter Application for Desert Sky Montessori

Vice Chair Kinkade thanked those from Desert Sky Montessori for attending the meeting and asked Superintendent Mikalson to review his recommendation to the board. Mikalson noted his recommendation in the board packet was also given to Desert Sky Montessori last week in a meeting.

Mikalson reviewed the OAR criteria in which the evaluation team reviewed the application. He based his recommendation the team's feedback and at this time he is not recommending approval of the application as it is written. Pages 13 and 14 of the board packet describe each factor of evaluation in detail, however the biggest concerns for Mikalson included Desert Sky's ability to deliver a comprehensive program, their request for 400 students without a staggered enrollment approach, and the proposal being limited to first through eighth grades.

Kinkade clarified if the board chooses not to approve the application tonight, and accepts Mikalson's recommendation, Desert Sky Montessori does have an opportunity to resubmit their charter application. Mikalson noted the timeline and process for resubmission and board review.

Mikalson said his recommendation is based on the originally submitted application. He noted the time and efforts made by Bend-La Pine staff members in previous charter applications was extensive and his review and consideration of application materials will look different from previous charter application processes. Chair Juba asked who was part of the application review committee. Mikalson said Lora Nordquist, Dana Arntson, Jim Boen, Skip Offenhauser, Gary Timms, Sean Reinhart, Pam Palmer, Brad Henry and Zhai Logan each carefully reviewed the areas of the application specific to their expertise.

Kinkade asked for board member question or comments with each specific evaluation factor.

- a) Andy High asked how the review committee came to their decision as he felt local support was evident at the public hearing. Mikalson explained the OAR scoring guide and noted it is not entirely up to the public hearing. He was looking for market research, intent to enroll commitments, etc. to be more clearly documented.
- b) Ron Gallinat asked if the district will be providing a specific example of fiscal system the district is looking for. Mikalson said the district will provide specific feedback as best they can.
- c) High asked for clarification on why Mikalson would like kindergarten included in the school proposal. Mikalson explained he is supportive of options, however feels if kindergarten is not offered, it may limit those students interested in enrolling, especially those who are not able to afford a private Montessori kindergarten experience. For many families who start their children in their neighborhood school at kindergarten, they are less likely to move their student to a different school for first grade.
- d) No board questions or comments.
- e) Mikalson said he feels the application needs more specificity to align with current board policies around student discipline.
 - Kinkade asked if all schools and magnet programs are being held to the same standards as this application. Lora Nordquist answered yes and explained the application is not being held to a higher standard than what is currently being done in our schools. She added the charter application process is a tremendous amount of work.
 - Juba asked about highly qualified teachers. Dana Arntson explained the requirements for a charter school and that 100% of teachers have to be able to demonstrate subject area competency, which is what it means to be highly qualified. A charter school teacher has a different route to meeting highly qualified requirements, and seventh and eighth grade teachers are a little more complicated in meeting those requirements.
- f) High asked for clarification on the impact, if it was applicable for each charter or system wide. Mikalson explained the proposed 400 students in the application would account for about 2% of Bend-La Pine students. He noted Bend International School's approach to start small and scale up was an effort to help mitigate the initial pull of students from district schools.
- g) No board questions or comments.

Kinkade asked for any other board comments on the application or Mikalson's recommendation.

Ron Gallinat shared his appreciation to district staff for their work on evaluating the application, noting the time it takes to review. He also thanked Desert Sky for submitting an application, acknowledging the time it takes to put it together and work through the process.

Kinkade said the board is receptive and eager for options and she feels this is a good first draft, however, she can't approve something district staff feels is not quite ready. She would like to support a program with a high probability of success and is receptive to the application, but not ready to approve it as written. She encouraged Desert Sky Montessori to submit a second draft.

High said he has been struggling with the recommendation and noting the two charter applications being submitted close together and being handled differently by two different superintendents. He shared it doesn't feel fair to him, as Desert Sky was most likely following the path of Bend International School, where much district support was offered. High shared he has a child in a Montessori preschool and is struggling with the difference in the application process and hopes Desert Sky continues with their effort.

Julie Craig said she understands High's comments, but she appreciates this process more than the last charter application. She wants a charter application to come to the district and be top notch. She does not feel it is district staff's responsibility to hand hold, noting she appreciates it is an involved process for both

the applicant and the district. She is supportive of options and encouraged Desert Sky to submit another draft as she can not vote for the current proposal.

Cheri Helt thinks the state needs to figure out a better way for charters to apply. She shared with a tight budget, and limited administrative support it is too time consuming for staff to review and guide such applications along with their other responsibilities of serving our current students. She appreciates the effort and acknowledged that as a board, they are supportive of options for students. Helt added, 400 students equate to lost dollars and teachers, and with upcoming PERS changes and other fiscal demands losing 2% of district students will have a negative impact; a staggered enrollment would be her preference. Henry said 400 students being pulled out would roughly equate to 15-20 teachers. Helt said she can not support approval of the application and chooses to support the district's 17,000+ students and what is best for them.

Kinkade agreed with Helt and said she wants to feel sure about the financial side of the application and has seen other charters in the state struggle with finances shortly after opening, she does not want to put the district or Desert Sky in that position.

Ron Gallinat moved to support the recommendation of Superintendent Mikalson to not approve Desert Sky Montessori's Charter Application as written. Julie Craig seconded the motion. Unanimous approval. Kinkade thanked Desert Sky Montessori for their application and encouraged them to work on a second draft. She thanked district staff members who were part of the review committee. Mikalson said he appreciates the honest conversations and will continue to communicate with Desert Sky Montessori on their application. Nordquist added, this recommendation is in no way a question of the Montessori educational method, as it is well respected.

Architect Approval: 2016 Bond Projects

Brad Henry reviewed the recommendation included in the board packet for the summer 2016 bond projects at Juniper, La Pine Middle School, Amity Creek at Thompson, Pilot Butte Middle School and the Education Center. Henry reviewed the RFP process, noting two proposals were received and reviewed by the committee. The recommendation, in the board packet, is to split the projects into two packages. BBT Architects would be awarded the Amity Creek and Education Center projects. Steele Associates Architects, LLC would be awarded the Juniper Elementary, La Pine Middle School and Pilot Butte Middle School projects. Henry noted additional financial information at each board member's seat and offered to answer any questions.

Andy High declared a potential conflict of interest as both BBT Architects and Steele Associates Architects, LLC are members of COBA (High's place of employment) however he does not see any potential personal gain with this selection.

Ron Gallinat asked why the other firms who requested a bid did not ultimately submit a proposal. Mike Tiller was unsure.

Kinkade said many questions have been asked, and while she does not like the size of the fees, she feels her questions have been answered. She too would like to see a change in the state rules around architect selection. High agreed, noting the difficulty in selecting an architect without the ability to negotiate fees until after the selection has been made, a different process than what is used in the hard bid process. Chair Juba agreed, adding current laws make this process difficult for staff, however, there still needs to be care taken in the management of the process.

Gallinat thanked the construction committee for following up on questions and getting more information to board members. He appreciates district staff responsiveness and working to provide as much information as possible. High said he is excited to discuss Executive Limitation 7 – Facilities and work to clarify the process.

Peggy Kinkade moved to approve the 2016 Construction Projects design contracts with BBT Architects as the design firm for Thompson and the Education Center for a fee of \$582,980; and Steele Associates as the design firm for Juniper, La Pine Middle and Pilot Butte Middle for a fee of \$508,633. Ron Gallinat seconded the motion. Five yay votes and one no vote from Chair Juba. Motion carried.

Policy Governance

Executive Limitation 7 – Facilities

Chair Juba introduced Steve Lowder who will help the board work through the policy governance discussion. Vice Chair Kinkade reviewed the most recent draft of EL 7 in the board packet and explained where she had updated the language from the last version.

Juba thanked Kinkade for her work and taking board feedback into consideration in the most current draft. Lowder thanked the board and Kinkade for inviting him to help, noting the most effective policies are lean while at the same time express the voice of the board which helps guide the direction for district staff work, not a simple task. Lowder emphasized policies and procedures are really designed to help avoid problems and create a reasonable comfort level for both the board and staff members. It is important and complex work and, when done well, will help the district run more smoothly.

Kinkade noted Carver’s philosophy and the concept of policy governance is to not be overly prescriptive. The board discussed areas in EL 7 where they would like to be more specific and how board committees and district committees work together and when reports, updates, etc. would be made.

High suggested the board work through the current draft and discuss concerns specific to each section. Helt felt the policy was thorough and complimented Kinkade on her work. Lowder agreed, noting it is well written and very comprehensive. Mikalson agreed, adding numbers three and four are areas he would like more clarification from the board.

- 1) No comments.
- 2) High suggested adding efficiency and cost savings.
- 3) Discussion about the current Sites and Facilities Committee process ensued and clarification on what role the board plays in the committee, possibly writing a charge for the committee, and being involved or informed of the committees’ work was discussed. The board agreed they would write a charge for the Sites and Facilities Committee members and regular updates or reports to the board on committee work would be appropriate.
- 4) The board discussed how they would like to work through the approval process of new facilities. Discussion of programming, revising the RFP process and scoring guide used, change order process and after project evaluation ensued with several suggestions on ways to help improve the process for both the board and district staff.
- 5) No comments.
- 6) High suggested looking at programs housed in district schools and how the district maintains a fair and consistent practice with facility usage. He shared his concern with programs that are not district programs, but because they are housed at schools, look to be sponsored or endorsed by the district. Julie Craig agreed and High suggested some review process of programs with contracted partners who have first rights to district facilities. Brad Henry explained the current contract the district is in with Bend Parks and Recreation and will send the board a copy to review.
- 7) A suggestion was made to add wording about board approval for sponsorships.

Kinkade asked board members to send her any other comments. She will have a revised draft ready for the next board meeting, taking into consideration suggestions and discussions. The board decided to discuss Executive Limitation 3 – Treatment of Students, Parents/Guardians and The Public at the October 27 meeting.

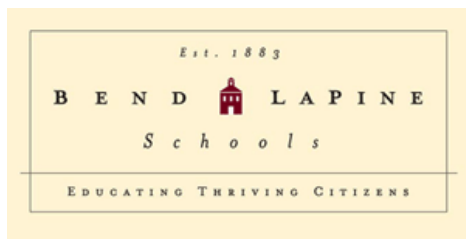
Superintendent Mlkalson thanked Kinkade for her work and Lowder for his help facilitating the discussion. Juba said he looks forward to seeing what district staff recommends for the RFP and scoring process.

Board Comments

Cheri Helt thanked Pam Beasley for her work with students and the student performance tonight. She also thanked Marilyn Burwell for the books.

Meeting adjourned at 10:08p.

Respectfully submitted,
Andrea Wilson
10.13.15



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 355-1100
Fax: (541) 355-1109*

October 23, 2015

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

FROM: Jay Mathisen, Deputy Superintendent
Jon Lindsay, Director of Human Resources - Certified

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on October 27, 2015. All hires are subject to successful drug testing and background check.

Certified Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Canfield, Stephanie	Speech Pathologist .10 FTE 105994	Special Programs	Part-time to Full-time Regular	10/27/2015
Myers, Tonya	Intermediate Teacher .40 FTE 105964	Silver Rail ES	Temporary	10/27/2015

Certified Resignations

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Elliott, Jennifer	Primary Teacher	Elk Meadow ES	08/31/15 - 10/31/2015

Certified Retirement

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Burton, Jr., John	Language Arts	High Desert MS	08/28/1995 - 11/30/2015

Certified Retiree/Rehire 2015/16 Only

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Burton, Jr., John	Language Arts	High Desert MS	12/01/2015 - 06/30/2016



HUMAN RESOURCES

Education Center

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October 22, 2015

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

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

RE: Classified Recommended Hires, Resignations and Retirements

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on October 27, 2015.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Abero, Shannon	105842 Nutrition Server I	High Desert	Reg 3.25 hrs / day	10/16/15
Berejkoff, Nicole	105842 Nutrition Server I	WE Miller	Reg 2 hrs / day	10/9/15
Donohue, Margaret	105958 Secretary II	Buckingham	Reg .50 hrs / day	10/15/15
Ferk, Michelle	105847 Custodial Crew I	Pacific Crest	Reg 8 hrs / day	10/14/15
Finney, Sarah	105879 Consulting Registered Nurse	Special Programs	Temp 4.5 hrs / day	9/30/15
Gunter, Jamie	105978 EA – Alternative Ed	La Pine High	Temp .18 hrs / day	10/16/15
Haldeman, Ruth	105879 Consulting Registered Nurse	Special Programs	Temp 4.5 hrs / day	10/2/15
James, Jill	105986 Secretary II	Three Rivers	Reg .50 Hrs / day	10/20/15
Martin, Whitney	105880 Consulting Registered Nurse	Special Programs	Reg 4.5 hrs / day	10/16/15
Oates, Mindy	105962 EA – Student Instruction	Ensworth	Temp 3.5 hrs / day	10/14/15
Roberts, Julie	105846 EA – Inclusion	WE Miller	Temp 6.5 hrs / day	10/5/15
Stone, Jennifer	105846 EA – Inclusion	Ponderosa	Temp 6.5 hrs / day	10/8/15
Woomer, Gaye	105980 EA – Student Instruction	Bear Creek	Temp 3.5 hrs / day	10/14/15



HUMAN RESOURCES

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Classified Resignations

Name	Position	Location	Resign Date
Echols, Charity	Nutrition Server I	Pine Ridge	8/6/15 – 10/24/15
Ellsworth, Libbey	EA – Inclusion	Special Programs	9/22/14 – 10/30/15
Emel-Nofziger, Tracey	Nutrition Server I	Bend High	9/25/14 – 10/9/15

Executive Summary

Jay Mathisen, Deputy Superintendent of School Support and Design

School Design – Redefining Leading and Success

Redefining Student Success: Broadening our definition of student success, moving from Student A to Student B (Student BLP), is a clear aim that has teachers and administrators excited. The department of school support and design is seeking to shift the role of the school principal from one of chief site compliance officer to one of design team leader.

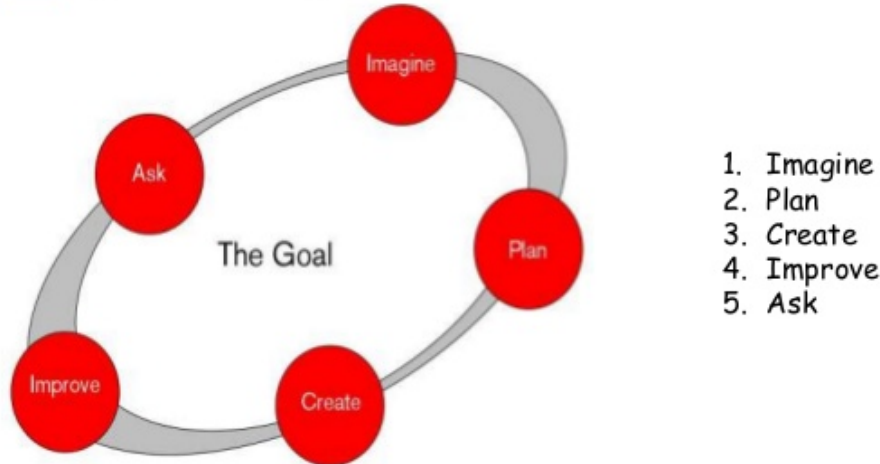
Incorporating thinking drawn from the Stanford d.school focused on the design process, and others, level leaders are beginning to shift the definition of the principal from Principal A to Principal BLP, and the definition of the teacher from Teacher A to Teacher BLP. This shift places a premium on leading and supporting teams of teachers and staff towards Student B, rather than driving initiatives from external sources.

This work is a shift aimed at ends adopted by the board of directors that seeks to align the pursuit of Student BLP with the roles of teachers and principals. We can change the roles of teachers and principals in our schools to promote cultures of innovation and design. Answers are not found in the next program or initiative. Programs only fit some, and are quickly outdated as the pace of change in schools hurdles forward. Rather, answers are found in schools that are defined by cultures of innovation and design.

This report is an update on early efforts and progress.

Notes on School Design

Engineering Cycle

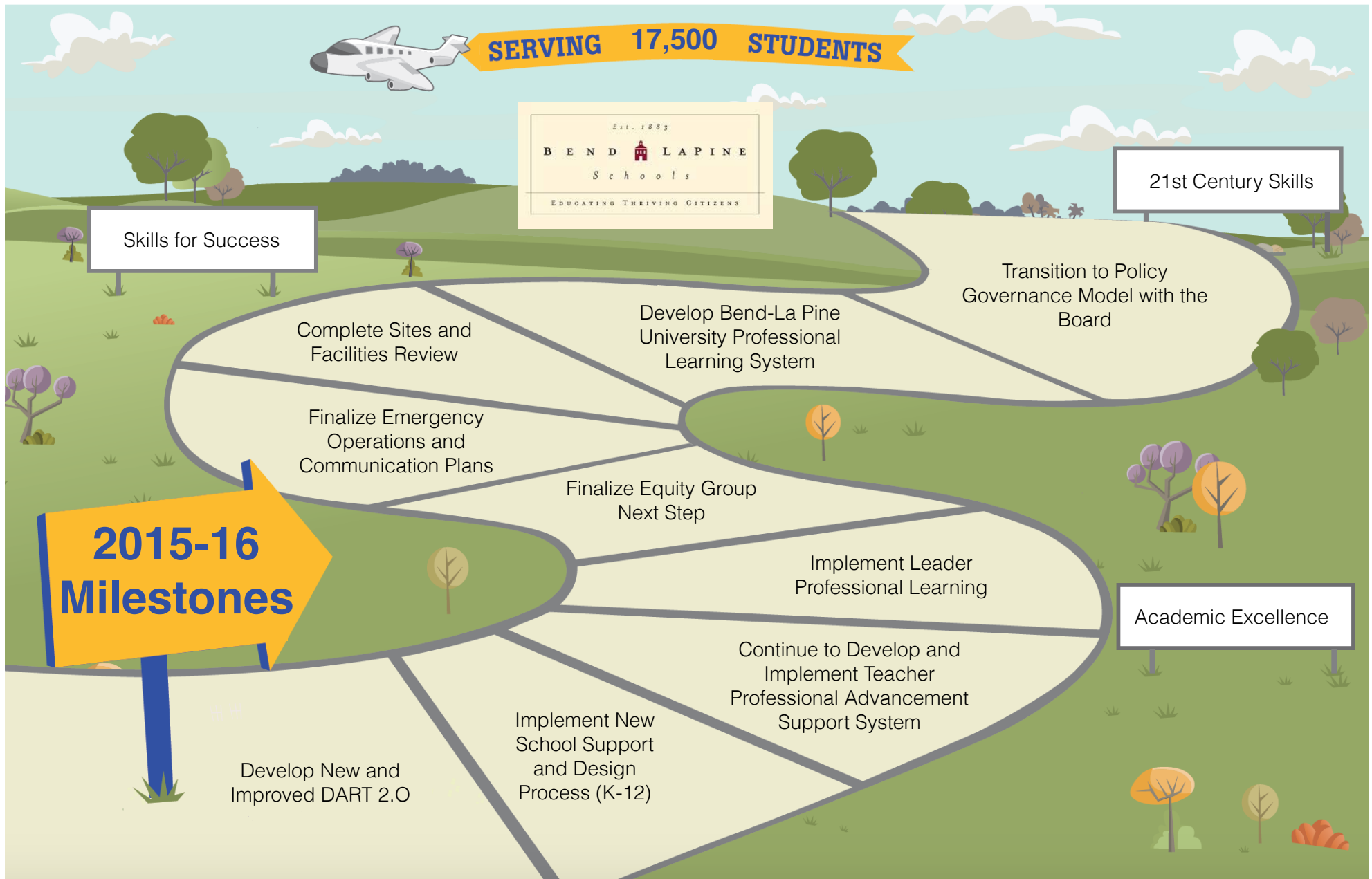


Story...Goals...Upstream Measures or Indicators...Action Steps

- **The roles of reflection and engineering change**

When NASA began planning a manned flight to the moon, their rocket scientists did a few calculations. They realized that incremental improvements in rocket design would not provide enough lift. Whereas the Jupiter series of rockets had a payload capacity of 11 kilograms, the new rockets would require a payload 10,000 times greater (to carry all the extra equipment manned flight would require). In the end, the Saturn V rocket was dramatically different from previous rocket designs—because it had to be. At 360 feet in height, it stood more than five times taller, five times wider and 100 times heavier than the Jupiter rockets that preceded it.

In education, we never bother to calculate the thrust needed to carry our schools to our stated targets. Too often, we draw up proposals which are directionally correct: better professional development for teachers, higher teacher salaries, incrementally smaller class sizes, better facilities, stronger broad-band connections for schools, etc. However, we do not pause long enough to consult the evidence on expected effect sizes and assemble a list of reforms that could plausibly succeed in achieving our ambitious goals. When we fail to right-size our reform efforts, we breed a sense of futility among teachers, parents and policymakers. We might as well be shooting bottle rockets at the moon. – Thomas Kane



FACILITIES
DRAFT NEW BLS POLICY
EXECUTIVE LIMITATION (EL #7)
replaces BDGOV A.6.1

Note: No other existing policies have been identified which relate to this new policy. Policy monitoring should include monthly reports from Sites & Facilities Committee (#3) and description of levels of access for users of school district facilities (#6)

Draft #4

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

Accordingly, the Superintendent shall not:

- 1) Fail to take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.
- 2) Fail to operate facilities efficiently to realize energy and cost savings.
- 3) Fail to ~~establish a~~ refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following:
 - a) Formation of a Sites & Facilities Committee to carry out the board-developed charge. This committee shall be that is well-rounded and diverse with broad representation from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee.
 - b) ~~Monthly reports of committee activities and progress to school board leadership. (move to monitoring)~~
 - c) ~~Establishment of new school construction budget estimates that are consistent with programming goals.~~
 - d) Compliance with state and federal requirements.
 - e) Consideration of optimal timing of proposed voter construction bond measures.
- 4) Build new facilities ~~(those paid for with voter approved bond funds)~~ without board approval. For new facilities programming, superintendent shall not fail to ensure the programming and construction team
 - a) ~~Includes~~ Invites board member representatives participation in the visioning process programming for any project which requires architectural services;
 - b) Frames its work using board and district goals;
 - c) Research and, ~~when practical,~~ visit (in person or virtually) facilities which utilize best practices and innovation in education facility design;
 - d) ~~Set budgets appropriate to programming goals;~~
 - e) Establish an architect and builder RFP process that is approved by the board which invites a broad pool of capable applicants;
 - f) Present pre-construction drawings and value engineering recommendations suggestions to the board for approval input;
 - g) Get board approval for change orders which alter the scope and purpose of the planned project (~~i.e. e.g.~~ add or subtract from planned square footage and/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;

- h) Regularly update the board on construction progress;
- i) Evaluate the quality, value and functionality of projects after completion.
- 5) Recommend (to the board for approval) land acquisition or sale of surplus real property without considering growth patterns, comparative costs, market timing, current budget demands, construction and transportation factors, and community impact.
- 6) Fail to develop a plan for public use of district buildings and grounds that includes
 - a) clear, consistent, and fair levels of access for potential users;
 - b) a fair and reasonable fee structure which at a minimum covers any costs of use (e.g. additional maintenance, custodial or repairs) incurred by the district;
 - c) clear user expectations;
 - d) consequences for public users who misuse or damage district facilities and property;
 - e) protection of student safety, student function and academic program needs.
- 7) Fail to develop a school naming process that requires final approval by the School Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility. The Superintendent shall not fail to:
 - a) Establish criteria for naming with the following specifications:
 - i) Names must reflect the values, vision and goals of the district;
 - ii) If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.
 - b) Include district staff and community members on an ad hoc naming committee;
 - c) Differentiate between the naming of facilities and sponsorships. Sponsorship is an agreement between the district and a sponsor, in return for financial consideration, to identify that sponsor with a facility for a negotiated period of time; sponsorships require board approval.
 - d) Invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.

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

DRAFT NEW BLS POLICY

EXECUTIVE LIMITATION (EL #3)

replaces BDGOV A.1, A.1.A, A.1.B and other policies as noted below

Draft #2

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

Accordingly, the Superintendent shall not:

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

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

- 1) Fail to develop a comprehensive school safety program and protocols.
- 2) Fail to invite student and parent/guardian evaluation (via survey) of their educational experience.
- 3) Fail to provide options to help meet student needs and learning styles, including alternative programs.
- 4) Fail to encourage parent/guardian involvement.
- 5) Allow fundraising that imposes undue burden on students and their families.
- 6) Fail to provide timely notice to parents/guardians and students about decisions that affect them, especially program changes and calendars.
- 7) Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.
- 8) Fail to protect students who have voiced grievances from retaliation within the school environment.
- 9) Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment. Policy shall not fail to include
 - a) A means of communicating discipline policy to all students annually;

- b) Prohibition of weapons, illegal drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events;
- c) Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.

Administrative Policies will be adopted to address all state and federal requirements contained in the following current board policies:

- *AC Non-Discrimination
- *CFA-IFCA Decision Making Framework/School Site Councils
- *EBB Integrated Pest Management
- *EE Student Transportation Services
- *EEACC Student Conduct on School Buses
- *EFA Local Wellness Program
- *EFAA District Nutrition and Food Service
- *GBEB/JHCC Communicable Diseases
- *GBK,JFCG.KGC Tobacco Free Environment
- *IGAEB Drug, Alcohol and Tobacco Prevention
- *IGAEC Steroids & Performance Enhancing Substances
- *IGAI Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
- *IGAJ Traffic Safety (Driver Education)
- *IGBA Students with Disabilities
- *IGBAB Records of Students with Disabilities
- *IGBAF, IGBAH, IGBAJ Special Education IEP, Eval. Procedures, Free Appropriate Public Ed.
- *IGBB, IGBBA, IGBBC, IGBBD, IGBBE TAG Program, Identification, Programs & Services, Parent Notification & Participation, Complaints Regarding
- *IGBC Title I – Parental Involvement
- *IGBI Bilingual Education
- *JB Equal Educational Opportunity
- *JBAA-BGNA Sexual Harassment
- *JEA Student Attendance
- *JEBA Entrance Requirements
- *JEC Admission of Students
- *JECB Admission of Non-Resident Students
- *JECBD Homeless Students
- *JFCG Tobacco Free Environment
- *JFCJ Weapons in Schools
- *JFCM Threats of Violence
- *JFE Pregnant and Parenting Students
- *JGAB Use of Restraint and Seclusion
- *JGDA-JGEA Discipline of Disabled Students
- *JGCD Administering Medicines to Students
- *JHFDA Suspension of Driving Privileges
- *JHFE Reporting of Suspected Child Abuse
- *JHFF Reporting Requirements Regarding Sexual Conduct with Students
- *JO Education Records
- *JOA Directory Information
- *JOB Personally Identifiable Information
- *KCA Volunteers in Schools
- *KI Public Solicitation in District Facilities
- *KK Visitors to District Facilities
- *KL Public Complaints
- *KLD Public Complaints about District Person

The following current board policies may be addressed generally or in part by the following new policy but may require further detail in Administrative Policy for clarity and to meet legal requirements:

EB Safety Program
IGBHA Alternative Educational Programs
JBA-GBN Harassment/Intimidation/Bullying/Cyberbullying
JG Student Conduct and Discipline
KAB Parental Rights (Survey of Students)

The following policies are not tied to state or federal legal requirements, but the board may choose to direct staff to adopt related Administrative Policies:

JFCA Student Code of Dress
KJA Materials Distribution

The following policy is believed to be obsolete as of the 2015-16 school year:

IGAL Kindergarten Tuition

draft #2