

Bend-La Pine Schools
Bend, OR 97701
May 26, 2015

Executive Session 5:30p
Regular Meeting 6:00p

The Board of Directors of Bend-La Pine Schools will meet in an executive session under ORS 192.660(2)(e) at 5:30p followed by a regular meeting on May 26, 2015 at 6:00p in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

6:00	Call to Order	Co-Chair Helt
6:01	Pledge of Allegiance	Andy High
6:02	Public Hearing: 2015-16 Budget	Co-Chair Helt
6:07	Review of Agenda	Co-Chair Helt
6:10	Public Input 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 at the time you address the Board.	Co-Chair Helt
6:15	Superintendent's Report	Superintendent Wilkinson

Consent Agenda

6:20	a. Approval of Minutes – May 12, 2015 Reference: ORS 192.650 and ORS 332.057	Co-Chair Helt
	b. Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen

Reports

6:25	a. Pre K-3 Education	Dana Arntson Kendra Coates
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Action

6:45	a. 2015-16 Board Elections	Co-Chair Helt
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Discussion

6:50	a. Comprehensive Plan	Co-Chair Helt
	b. Board Governance & Transition • BD GOV B.1 – Governing Style	Co-Chair Juba
	c. Summer Meeting Schedule: June & July 2015	Co-Chair Juba

Board Comments
Adjourn

**Bend-La Pine Schools
520 NW Wall Street
Bend, Oregon 97701**

**Budget Meeting Minutes
May 12, 2015**

The Budget Committee of Administrative School District No. 1 met on Tuesday, May 12, 2015, preceding the regular school board meeting. The meeting was held in the Library at Three Rivers School, 58900 Enterprise Drive, Sunriver, Oregon.

Budget Committee members present

Cheri Helt
Ron Gallinat
Peggy Kinkade
Mike Jensen
Julie Craig
Ron Smith
Thomas Bahrman
Natasha McFarland
Heidi Slaybaugh
Trent Gardner
Brady Fuller

Absent

Nori Juba
Knute Buehler

Call to Order

Chair Helt called the meeting to order at 5:04. The Pledge of Allegiance led by Peggy Kinkaid followed.

Budget Chair Ron Smith welcomed the budget committee and opened the meeting, he requested public input.

Public Input

No public input.

Approval of Meeting Minutes from 4/28/15

Chair Smith made the motion to approve the Budget Committee minutes from 4/28/15. Ron Gallinat seconded the motion. Unanimous approval.

Legislative Update

Superintendent Ron Wilkinson noted there are more legislative sessions, with an Economic Forecast on Thursday, May 14th, 2015. He noted that the latest PERS new was unsettling. Employer rates effective from July 1, 2015, through June 30, 2017, were already adopted by the PERS Board in fall 2014, which is what we used for our 2015-16 budget. Actual employer rates effective July 1, 2017, through June 30, 2019, will be adopted in fall 2016 based on the 12/31/2015 valuation; those rates will be affected not only by the Court's decision, but also any changes to the actuarial methods and assumptions adopted in summer 2015 and, most importantly, investment returns for the remainder of calendar year 2015. He is still hopeful that K-12 will receive additional funding (40% of the additional revenue compared to last forecast) per funding bill. Superintendent Wilkinson noted that PERS funding will negatively impact our future funding level and with the anticipation of the revenue forecast there are many unforeseen variables to the final budget amount. Superintended Wilkinson shared that there are many initiatives and possible carve outs that will impact our funding level.

Cheri Helt asked what the current earning for PERS was, Tom Bahrman mentioned that there is currently a deficit. Chair Smith invited the committee to review and discuss the *Questions and Answers* that were sent out to the committee earlier today. Brad Henry shared that these were cumulative questions from the committee with corresponding answers.

Brad Henry shared that the first two items listed are key and solely based on funding levels. He stated that PERS does have an impact on the budget and both items can be wrapped together as a discussion topic or proceed with the first items. Chair Smith opened the floor to additional questions.

Natasha McFarland asked about the current Headstart Program at Summit High School, Brad Henry mentioned that Neighborhood Impact funds this program. She asked about the proposed pre-school program and how that would be implemented. Lora Nordquist noted that it would be housed at Bear Creek, funded from the Title 1 Fund, staffed by our teachers. The program would be provided to targeted students showing academic need through assessments and parent surveys. Lora Nordquist noted that there has been a decrease of Title Funds in the amount of 13% year over year. Andy High asked what might happen if funding goes away, Lora Nordquist mentioned that existing staff would be reassigned.

Andy High asked about page four and the Head Nurse position, Lora Nordquist mentioned that half of this position is supervisory and the other half is spent actually providing nursing services at school sites.

Ron Wilkinson was asked what happens if funding levels are less than an approved budget, he stated that we can only spend what we are funded at.

Balancing the budget to the first piece the budget was built on the assumption and combination of additional forecast revenue and federal forest fees, which are numbers that we still await. The revenue forecast is due Thursday with other figures forthcoming.

It was noted that if the board were to approve the funding as proposed and the revenue actually came in lower, the following areas have been earmarked for adjustments to cover the difference. The local service plan from the High Desert Education District provides services that are menu driven which could be modified. The proposed cost of living might be adjusted but this is a sensitive area due to current bargaining. A slight increase in class size for K-3, 23,23,25 respectively might also generate some savings in personnel costs. These suggestions are all subject to approval prior to being implemented.

Current Board policy requests an increase of the ending fund balance. Ron Wilkinson suggested exploring the idea of not increasing the ending fund balance to 5% but holding it at 4.75%. Utilizing the difference for a "contingency" fund that might be utilized in the future to stabilize PERS costs.

Ron Gallinat asked what a discretionary fund is comprised of and what the impact a decrease in these funds would have. Ron Wilkinson noted that each school site is allotted these funds to utilize as they need at their site, a decrease would just be less for each site.

Chair Smith asked the committee if they had any additional questions. Cheri Smith asked what the acronym ELA Adoption was, Lora Nordquist shared that it is English Language Arts Adoption both the paper and electronic versions.

Natasha McFarland mentioned that she would like to see a priority listing of items, with the lesser priorities identified for backing out of the budget if necessary.

The ending of the Teacher Incentive Fund-TIF Grant was discussed. Lora Nordquist noted that this has allowed implementation of effective teacher support and the outcomes have been very positive from all. The Cabinet believes this has had a positive impact and should be continued. The teacher leadership program has built up stronger staff; approximately 80% of new hires have been internal due to increased education of current staff.

Ron Wilkinson noted that staffing increases have been increased to keep up with new schools. He also feels that the 1/2 time dean at Bend Senior High has been critical for this growing school. He also noted that Marshall would need to increase staffing to help meet enrollment requirements.

Chair Smith thanked Brad Henry and Zhai Logan for their preparation of the questions and answers as well as the budget document.

Brady Fuller asked about the utilization of the remaining bond funds, Brad Henry mentioned that there is a plan on our website that lays out all of the remaining scheduled projects and programming for the future.

Tom Bahrman noted that he might be comfortable moving either direction on acceptance of the budget. He noted that in the bigger picture he is concerned about the current legislative session and the K-12 funding, as well the PERS decision. He feels that fixes cannot completely bridge the funding gap and looking forward about three years he sees further funding deficits. He feels better leaning to a more conservative approach as well as supporting a contingency fund to buffer PERS variables.

Andy High is in agreement with this, he is also concerned about TIF continuation, also does not like the idea of class size increases. He noted that ongoing TIF support costs approximately \$300,000, which equals approximately 4.5 teaching positions.

Trent Gardner mentioned that he has heard positive notes about the TIF programs. Lora Nordquist noted that this is the first full year and she has had nothing but positive feedback from staff and principals.

Tom Bahrman noted that Nori Juba has strong feelings on class size he feels that it would be an appropriate Board conversation regarding allocation of dollars.

Cheri Helt mentioned that she is very concerned about PERS in the future, very frightened about figures and projections. She noted positive results from teacher mentor programs and wants to support teachers in the best possible way. She feels that class size is important but most studies state that class sizes do not matter as much as good teachers for student success.

Julie Craig agrees with Cheri, this is probably not the end of our tough budget times and would like to plan accordingly.

Ron Gallinat noted that our current TOSA's (Teachers on Special Assignment) usually work with 15 to 16 teachers. He noted that Adam Carter works with about 18 teachers; this might be a great visitation opportunity for the Board.

Ron Wilkinson asked for the committees thoughts of the option of approving the budget at the 7.255B level followed up with a prioritized list of add backs.

Dr. Stuart Young asked about upcoming figures and when we might get the next magic update, he requested a timeline of future figures, he is not comfortable prioritizing many things until more stable figures are available.

Ron Wilkinson stated that even with the upcoming May revenue forecast, it will take a couple of days to clarify the impact on K-12 funding. Also the figures for the Federal Forest Funding have not been determined yet.

Tom Bahrman noted that there would be more detail in a couple of days but no definitive figures until later. He is comfortable adopting a 7.255B budget and proposes that the direction of add backs be a separate board decision. He requested that the those add backs be shared with the Budget Committee at a later date. It was also suggested that the additional set aside for PERS/contingency fund also be separate motions.

Chair Smith asked if it was the committee's general consensus to move on the 7.255B budget or extend this conversation until the next meeting. The question would be if there was enough additional financial information in the near future to be informative towards a budget.

Tom Bahrman moves to approve at 7.255B and proceeded with the motion; I move to approve the assessment of the permanent tax rate of \$4.7641 per \$1,000 of assessed value in support of the general fund, to approve a tax of \$20,842,440 in the Debt Service Fund for the purpose of the payment of bonded debt owed by the school district, and to approve the budget in the aggregate amount of \$259,735,202, which reflects District recommended reductions from the Proposed Budget level.

Ron Smith requested a second motion, Ron Gallinat seconded. Natasha McFarland and Andy High opposed, motion carried

Natasha McFarland would like to have the over and above 4.75% ending fund balance be earmarked as a contingency fund.

It was noted this would be an advisory motion to the board. Brady Fuller supports both recommendations

Tom Bahrman recommended to the board that any additional dollars above the 4.75% be directed to a PERS Reserve Fund. Trent Gardner seconded the recommendation.

Ron Smith thanked the committee on all the various assumptions and budget analysis. Brad Henry thanked Cindy Walkskog for all of her hard work and analysis on the budget; she received a round of applause.

Ron Smith adjourned the meeting at 6:02

Respectfully Submitted,

Marsha Baro
Recording Secretary

**Bend-La Pine Schools
Bend, OR 97701**

The Board of Directors for Bend-La Pine Schools met in a regular meeting on May 12, 2015 in the library at Three Rivers School, 56900 Enterprise Drive, Sunriver, OR 97707.

Board Members Present

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

Board Members Absent

Nori Juba

Call to Order

The meeting was called to order at 6:12p by Co-Chair Helt.

Review of Agenda

Superintendent Wilkinson noted the updated agenda.

Public Input

No public input.

Tim Broadbent, principal at Three Rivers, thanked Board members for meeting at Three Rivers and introduced Trinity Bartel, 8th grade and Allie Harrison, 5th grade, both students at Three Rivers who were part of the recent musical production, Annie. Bartel played Agatha Hannigan and Harrison played the role of Annie, each sang a song from the musical. Tina Placecki, whom coordinated the musical production, shared the impact of the arts on children and importance of arts are in the schools. Co-Chair Helt thanked Bartel and Harrison for the amazing performance and Placecki for her work behind the scenes.

Superintendent's Report

Superintendent Wilkinson thanked Bartel and Harrison for sharing their talents and Placecki for her hard work. He noted Max Farrens is one of 27 students from Oregon who earned a National Merit Scholarship. Elk Meadow recently received the 2015 Oregon School Wellness Award for their programs promoting physical activity and nutrition, one of just three schools in the state to earn the honor. Several Summit High students earned recognition at the recent OSAA State Solo Music Competition. Wilkinson congratulated Debbie Christian, Bend Senior High's bookkeeper, who was chosen as the 2015 OSEA Employee of the year from more than 35,000 members across the state. Wilkinson reminded all of the Mt. View High School Ashton Eaton Track dedication happening tomorrow, adding Eaton will be there to say a few words and run the first, ceremonial lap around the track with some elementary and middle school students. He encouraged all to attend.

Consent Agenda

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

Reports

South County Update

La Pine High School FBLA

AnneMarie Lessard, Assistant Principal at La Pine High School, introduced FBLA students Gage Yeager, Sydney Bright and Chris Swayze who shared an update on the recent state competition and results that led to Bright and Swayze to earn trips to the National Competition in Chicago this summer. Yeager noted Lindsey Christian, their new advisor is also a Language Arts teacher at La Pine High, and she has done a great job taking over from Steve Parnell. Board members wished Bright and Swayze good luck at the National Competition.

AVID

Jim Boen, Principal at La Pine Middle School and South County Director, shared an update on the AVID work at La Pine Middle. This is the first year an AVID elective class has been offered for 7th grade and next year it will be expanded to 8th grade and to La Pine High. Boen said students in AVID are learning organizational and study skills, have tutorial sessions with high school students, have been on college visits to COCC and OSU and had several guest speakers come to their class to share about their educational and career journey. Students in the AVID elective class are selected through a point system and often times are considered 'middle performers' and their parents often times are not college educated.

Co-Chair Helt asked about the success of students in the AVID class. Boen said overall students are doing well, but being in their first year with the program provides little data to reflect upon. They will continue to monitor student progress. Boen added improved student attendance and building a sense of community has been two of the biggest benefits of AVID this year.

Superintendent Wilkinson noted Nori Juba was recently appointed to the Board of Directors for AVID and is at his first board meeting tonight. Shay Mikalson thanked Boen for his leadership and feels the work La Pine Middle School has done will pay off hugely for the students involved.

Restorative Justice

AnneMarie Lessard introduced Daren VomSteeg, teacher at La Pine High, who has been instrumental in restorative justice work at the school. VomSteeg shared a power presentation explained the work around student focus, behavior, attendance and engagement they have been doing. Much research has been studied around 'toxic stress' and developing a scoring method, ACE, to gauge student risk. VomSteeg shared the approach La Pine High has taken with a Focus Room this year for students as an alternate means to discipline. Students can self select or teachers can send them to the Focus Room and it is there, with a teacher, the student has an opportunity to recompose themselves, identify the trigger(s) and create a plan to return to their classroom. He noted most students are able to return to their classroom within the same period.

Lessard explained students are still being held accountable for their actions, and this is an effort to keep students in school and get them back to their classroom, even using peers in some circumstances to help hold students accountable. Peer circles are selected by teachers and administrators and range in age and grade levels. The Focus Room is designed to teach and model conflict resolution and develop problem-solving skills. The number of out of school suspensions has drastically decreased because of the new efforts.

Co-Chair Helt asked about tracking and what kind of students are using the focus room and the relationship to attendance, IEP's, etc. VomSteeg shared there's not a specific trend that he could think of however; La Pine High is keeping track of those students who self-select, those who are asked to leave class, etc. Lessard noted hurdles with the program include money, people, time and schedules. The perception that this is a 'soft' way of discipline is something they have worked hard to overcome and the benefits of this approach and the Focus Room, especially, are becoming more and more understood.

Co-Chair Helt thanked Lessard and VomSteeg for sharing and providing students options.

Secondary English Language Arts Adoption Update

Jana Clemons noted the executive summary in the board packet and reviewed the work done to date by the Secondary English Language Arts Adoption Team. Clemons said the teachers and administrators who have been a part of the team have focused their time on effective teaching strategies and ways to produce effective teachers. The right materials are important, but the professional learning for educators ensures the delivery and practice. She reviewed the timeline of adoption teamwork and shared about pilot projects and professional development done thus far.

Clemons explained the recommendation, seen in the board packet for middle and high school levels. The professional development plans and instructional materials were reviewed and Clemons offered to answer any questions.

Peggy Kinkade asked where writing curriculum fits into the high school level. Clemons said Lucy Calkins only goes through grade 8 and the recommended Inquiry by Design and Study Sync have writing instructional practices built in which cover standards very well. She explained the overlap between the two programs with reading and writing, listening, speaking and language.

Andy High asked what the timeline is and if a motion needs to be made for approval. Mikalson explained the ask of the Board is to take action on Lucy Calkins for grades 6-8. The committee will focus work on support and instructional shifts and other aspects of professional development, which does not need board action. Helt shared her thanks to Clemons and the adoption team for their work and efforts to support students and teachers and she wishes there were more dollars the district could devote to this work. Clemons said the work of the team has been exceptional and with the shifting targets of funding, it has forced them to look at things creatively, which has resulted in very meaningful work.

Peggy Kinkade moved to approve Lucy Calkins *Units of Study in Argument, Information, and Narrative Writing* (Heinemann) for middle school writing instruction. Stuart Young seconded the motion. Unanimous approval.

Silver Rail Elementary Update

Tammy Doty shared the work done to date for Silver Rail Elementary, highlighting staffing, tours, and building design. She noted Silver Rail has been approved by ODE as a school wide Title 1 school, which is rare. She is very familiar with the requirements and shared how her work at La Pine Elementary will directly correlate the Silver Rail's Title status.

Andy High asked about teacher feedback on the building. Doty said the overwhelming comment is that teachers are excited the cafeteria is no longer in the gym. She said the classrooms feel larger and many were excited about the technology updates and multiple ways they could configure their classrooms. The Media Center is beautiful as is the community areas. Doty shared the finishes, furniture and color choices all help with making the school feel inviting and welcoming. She is excited for school next year.

Co-Chair Helt thanked Doty for all her work this year at La Pine Elementary while planning for Silver Rail.

Pacific Crest Middle School Update

Chris Boyd shared the work done to date for Pacific Crest Middle School, highlighting building design, technology features and shared a handout which is the 'blue print' his team has been using to make decisions as they move forward. "Design Your Future" continues to be their theme and vision statement: Where identity and relationships are foundational to learning and living in a caring community. He said each one of those words was intentionally chosen to emphasize creating an environment where students can persevere and are engaged.

Boyd shared there are 588 students currently enrolled/pointed to Pacific Crest, with the largest class being sixth grade. The daily schedule will be made up of five periods vs. the traditional seven. This decision increases instructional time and allows for greater intentionality in the periods taught. The first period of the day will be time shared between science and humanities teachers and the longer period of time will help build and sustain relationships, allow time for community engagement and create a team/community identity. Boyd shared about technology and foreign language courses that will be offered as well.

Incoming sixth graders will be visiting the school on May 21. Students, staff members, architects and parents will be a part of the visit and August 1 is the goal for temporary occupancy. Stuart Young said the work done is terrific and the concepts of student engagement are so important and can be difficult when dealing with variables like schedules. Superintendent Wilkinson added, the opportunity to open a new middle school doesn't come along often and this is an exciting time to collaborate and create a vision for middle schools across the district. He said Boyd has done a great job in the process, design and framework.

Marijuana Dispensary Locations

Co-Chair Helt shared a draft letter with board members she wrote, for City Councilors. She asked board members to review and share any input or ideas they would like to include. Andy High asked where the letter would be sent. Helt said to the City of Bend, because La Pine has already adopted regulations similar to what is included in the letter.

Julie Craig suggested Helt send the letter to planning directors at the city along with council members. High suggested adding the request of adopting this requests as an emergency clause, so it is effective the next day and avoiding any sort of time gap.

Superintendent Wilkinson suggested the board take action on the letter.

Andy High moved to approve a letter asking City Council to adopt rules pertaining to the recreational and medical marijuana dispensaries. Julie Craig seconded the motion. Unanimous approval.

Helt asked that all board members sign the final draft of the letter once it is complete.

Board Comments

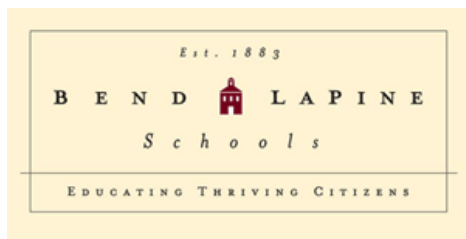
Andy High encouraged all to vote by Tuesday, May 19th, ballots are due by 8:00p.

Co-Chair Helt thanked the student performers, noting they were incredible. She appreciated hearing the vision around Restorative Justice and the updates for both Silver Rail Elementary and Pacific Crest Middle School.

Meeting adjourned at 8:22p.

Respectfully submitted,

Andrea Wilson



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

May 22, 2015

TO: Ron Wilkinson, Superintendent
 Board of Directors for Bend – La Pine Schools

FROM: Jay Mathisen, Asst Superintendent – Human Resources & Strategic Planning

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 May 26, 2015. All hires are subject to successful drug testing and background check.

Certified Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bures, Robert	Behavior Teacher PS105686	Special Programs	Full-time Temp to Full-time Regular	05/26/2015
Chambers, Deanna	Primary Teacher .50 PS105592	Highland ES	Part-time to Full-time Regular	05/26/2015
DeGarmo, Devon	Primary Teacher PS105592	Three Rivers ES	Regular	05/26/2015
Ebner, Kristina	Elementary Teacher PS105659	La Pine ES	Part-time to Full-time Regular	05/26/2015
Harrison, Hillary	Behavior Therapist PS105687	Special Programs	Part-time Classified to Full-time Regular Certified	05/26/2015
Johns, Leslie	Elementary Teacher PS105659	La Pine ES	Temporary to Regular	05/26/2015
Lucachick, Stephanie	School Psychologist PS105548	Special Programs	Regular	05/26/2015
Luff-Lopez, Karla	Resource Teacher PS105678 .5 PS105679 .5	Marshall HS	Regular	05/26/2015
Pfeifer, Ellen	Language Arts PS105624	Mtn View HS	Part-time to Full-time Regular	05/26/2015
Renner, Elizabeth	Music Teacher .50 PS105589	Highland ES	Temporary Part-time to Regular Part-time	5/26/2015
Richards, Jennifer	Elementary Teacher PS105659	La Pine ES	Regular	05/26/2015
Swan, Kristy	Language Arts .50 PS105674	Marshall HS	Temporary to Regular	05/26/2015
Taylor, Kurtis	PE/Health Teacher .50 PS105672	Marshall HS	Part-time to Full-time Regular	05/26/2015
Trakselis, Sara	Science Teacher 1.0 PS105666	Pacific Crest MS	Regular	05/26/2015

VanGeem, Lorna	Life Skills Teacher PS105597	Lava Ridge/SpEd	Regular	05/26/2015
Vega, Allison	Librarian PS105590	Mtn View HS	Regular	05/26/2015
Woodford, Kathlen	Music Teacher .80 PS105697	Elk Meadow ES	Regular	05/26/2015
Zepeda (Lewis), Shalea	School Psychologist 1.0 PS105548	Special Programs	Regular	05/26/2015
Zia, Kathryn	K-2 Teacher 1.0 PS105593TMP	La Pine ES	Temporary	05/26/2015

Certified Resignations

NAME	POSITION	LOCATION	HIRE DATE END DATE
White, Jennifer	Elementary Teacher .50 of 1.0 FTE	Wm E Miller ES	08/25/2008 06/30/2015

Administrative Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
None at this time				



HUMAN RESOURCES

Education Center

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May 21, 2015

TO: Ron Wilkinson, Superintendent
Bend-La Pine School Board of Directors

FROM: Jay Mathisen, Assistant Superintendent of Human Resources & Strategic Planning

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on May 26, 2015.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bryson, Deborah	105667 Media Tech Assistant	Summit	Reg 8 hrs / day	5/20/15
Harwood, Jeffrey	105669 Delivery Driver	Warehouse	Reg 3.5 hrs / day	5/14/15
Humphrey, Jeanie	105343 Nutrition Server I	Bend High	Reg 3 hrs / day	5/11/15
Pike, Zachary	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	4/23/15
Redelings, Stephanie	105705 Media Manager	Silver Rail	Reg 7 hrs / day	5/20/15

Classified Resignations

Name	Position	Location	Resign Date
Carpenter, Patricia	Nutrition Server I	High Desert	12/6/13 – 6/11/15
Davidson, J. Michael	Bus Driver	Transportation	5/31/12 – 6/11/15
Harrison, Hillary	EA – Inclusion	Special Programs	8/28/12 – 6/11/15
Jackson, Angela	Nutrition Server I	Pilot Butte	8/26/09 – 6/11/15
Kiger, Renee	EA – Inclusion	Elk Meadow	1/3/12 – 6/11/15
Lauderback, Daniel	Bus Driver	Transportation	5/23/95 – 5/29/15
Wilson, Heidi	EA – Inclusion	Pilot Butte	8/27/13 – 6/11/15

Executive Summary

PreK-3rd Education

Presented by Dana Arntson, Director of Elementary Programs
Kendra Coates, Regional PreK-3rd Coordinator, HDESD
May 26, 2015

Over the past few years a group of district leaders, administrators, teachers, and early learning stakeholders have been engaged in work to connect, integrate, and align birth to five-year-old programs and experiences with the K-12 system via a PreK-3rd strategy.

The purpose of a PreK-3rd strategy is to create a seamless continuum of high-quality educational services across the birth to third grade continuum so we can accomplish the following:

- improve child outcomes,
- focus on development, learning, and growth, and
- prevent and close the access, opportunity, and achievement gaps.

Over the 2014-15 school year, Bend-La Pine Schools has participated in a Regional PreK-3rd initiative funded by the Oregon Department of Education's Kindergarten Partnership and Innovation fund. The Regional PreK-3rd Initiative has four goals:

- build a growth mindset early learning (PreK-3rd) culture;
- implement a PreK-3rd strategy with three focal points: teacher effectiveness, family engagement, and community & pathways;
- create learning experiences that develop the "whole child" (WSCC); and
- increase school readiness across the PreK-3rd continuum.

At this board meeting leaders from the regional and district PreK-3rd work will share national, state, and local contexts for this work.



PreK-3rd Resources

These key materials aim to inform policymakers, educators, researchers, and others about PreK-3rd issues. For more information, visit our Resource Library web page (<http://www.fcd-us.org/resources/>) which houses all documents relating to FCD's PreK-3rd program.

This document provides direct links to the materials by accessing the FCD web site at: [http://www.fcd-us.org/sites/default/files/PreK-3rd Resources.pdf](http://www.fcd-us.org/sites/default/files/PreK-3rd%20Resources.pdf). Please return to the web site for updates.

The Case for PreK-3rd

- Geoff Marietta & Sky Marietta (2013). [PreK-3rd's Lasting Architecture: Successfully Serving Linguistically and Culturally Diverse Students in Union City, New Jersey](#)
- Ruby Takanishi (2010). [PreK-Third Grade: A Paradigm Shift. Children of 2020: Creating a Better Tomorrow](#)
- New School Foundation & Foundation for Child Development (2010). [PreKindergarten - 3rd Grade: A New Beginning for American Education](#) (Eight-minute video)
- Rima Shore (2009). [The Case for Investing in PreK-3rd Education: Challenging Myths about School Reform](#)
- Foundation for Child Development (2008). [America's Vanishing Potential: The Case for PreK-3rd Education](#)

Financing PreK-3rd

- Rima Shore (2009). [PreK-3rd: What is the Price Tag?](#)
- Lawrence O. Picus, Allan Odden & Michael Goetz (2009). [An Evidence-Based Approach to Estimating the National and State Costs of PreK-3rd](#)

Implementing PreK-3rd

- Nonie K. Lesaux (2013). [PreK-3rd: Getting Literacy Instruction Right](#)
- Paul Nyhan (2011). [The Power of PreK-3rd: How a Small Foundation Helped Push Washington State to the Forefront of the PreK-3rd Movement](#)
- Urban Education Institute/University of Chicago (2011). [Getting on Track Early for School Success: The STEP Assessment System to Support Effective Instruction \(PreK-3rd\)](#)
- The NAESP Foundation Task Force On Early Learning (2011) [Building and Supporting an Aligned System: A Vision for Transforming Education Across the Pre-K-Grade Three Years](#)
- Geoff Marietta (2010). [Lessons for PreK-3rd from Montgomery County Public Schools](#)
- Kristie Kauerz (2010). [PreK-3rd: Putting Full-Day Kindergarten in the Middle](#)
- Linda Sullivan-Dudzic, Donna K. Gears, & Kelli Leavell (2010). [Making a Difference: 10 Essential Steps to Building a PreK-3 System](#)

Leadership by Educators

- Sara Mead (2011). [PreK-3rd: Principals as Crucial Instructional Leaders](#)
- Geoff Marietta (2010). [PreK-3rd: How Superintendents Lead Change](#)
- National Association of Elementary School Principals (NAESP) (2006). [Principals Lead the Way for PK-3: Early Investment, Strong Alignment, Better Results](#)

Teacher Preparation/Professional Development

- New America Foundation (2011). [Watching Teachers Work: Using Observation Tools to Promote Effective Teaching in the Early Years and Early Grades](#)
- Advocates for Children of New Jersey (2011). [Building Early Learning Leaders: New Jersey's PreK-3rd Leadership Training](#)
- Rima Shore (2010). [PreK-3rd: Teacher Quality Matters](#)
- New America Foundation (2011). [Getting in Sync: Revamping the Preparation of Teachers in PreK, Kindergarten and the Early Grades](#)

Educating Dual Language Learners (DLLs)

- Linda M. Espinosa (2013). [PreK-3rd: Challenging Common Myths About Dual Language Learners. An Update to the Seminal 2008 Report](#)
- Geoff Marietta & Sky Marietta (2013). [The Promise of PreK-3rd: Promoting Academic Excellence for Dual Language Learners in Red Bank Public Schools](#)
- Maggie Severns (2012). [Starting Early with English Language Learners. First Lessons from Illinois](#)
- Geoff Marietta & Elisha Brookover (2011). [Effectively Educating PreK-3rd English Language Learners \(ELLs\) in Montgomery County Public Schools](#)
- Dale Russakoff (2011). [PreK-3rd: Raising the Educational Performance of English Language Learners \(ELLs\)](#)
- The National Task Force on Early Childhood Education for Hispanics (2007). [Para Nuestros Ninos: Expanding and Improving Early Education for Hispanics](#)

Federal Policy

- New America Foundation (ongoing). [The Early Ed Watch Blog](#)
- New America Foundation (2007). [Ten New Ideas for Early Education in the NCLB Reauthorization](#)

State Policy

- Donald J. Hernandez (2012). [PreK-3rd: Next Steps for State Longitudinal Data Systems](#)
- Superintendent of Public Instruction (2010). [Starting Strong in Washington State: Early Learning Lessons and Success Stories](#)
- Sara Mead (2009). [Education Reform Starts Early: Lessons from New Jersey's PreK-3rd Reform](#)
- Linda Jacobsen (2009). [On the Cusp in California: How PreK-3rd Strategies Could Improve Education in the Golden State](#)
- National Association of State Boards of Education (NASBE) (2008). [Promoting a Pre-K to Three Vision for Early Learning](#)
- Advocates for Children of New Jersey (ACNJ). For a complete listing of state policy briefs [visit our website](#)

School District Policy

- Advocates for Children of New Jersey (ACNJ). [Early Learning Instructional Leaders and Strong PreK-3rd Student Assessment Systems: The New Jersey Story](#)
- Advocates for Children of New Jersey (ACNJ). For a complete listing of school district policy briefs [visit our website](#)

Research Basis for PreK-3rd

- Arthur Reynolds (2011). [Latest findings from Chicago Longitudinal Study](#), *Science Magazine*
- Ruby Takanishi & Kimber Bogard (2007). [Effective Educational Programs for Young Children: What We Need to Know](#), *Child Development Perspectives*
- [ICPSR PreK-3rd Data Resource Center](#)

Assessment and Evaluation

- Kristie Kauerz & Julia Coffman (2013). [Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches](#)
- New America Foundation (2013). [An Ocean of Unknowns: Risks and Opportunities in Using Student Achievement Data to Evaluate PreK-3rd Grade Teachers](#)



Comprehensive Plan for World Class Schools

2013-2018

Approved: 10.22.2013

PURPOSE

“Educating each student to be a thriving citizen”

MISSION

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

CORE VALUES

World Class: Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.

Students First: Decisions based on what is best for students.

Culture of Excellence: A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.

Data Driven: Decisions based on the best information and practices available.

Positive Relationships: Interactions based on honesty, dignity, respect, and integrity.

BOARD GOALS

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

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

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

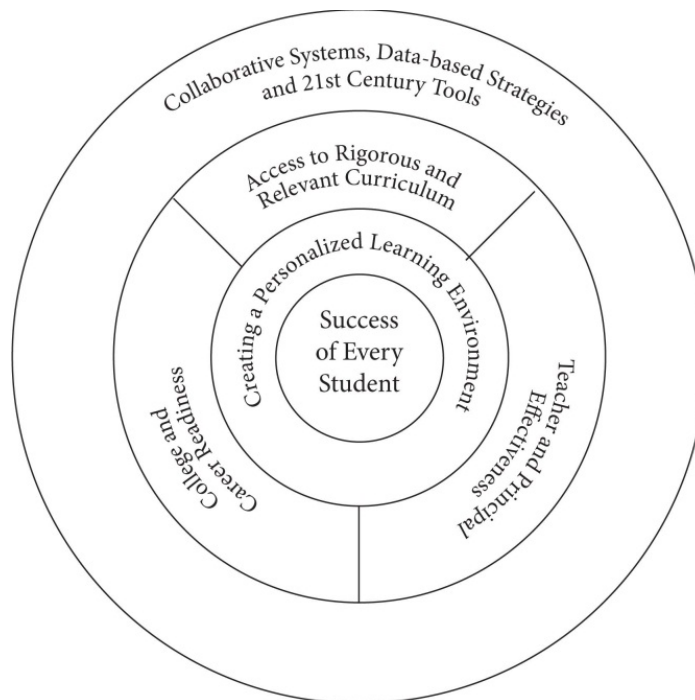
GOAL 4: The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

WORLD CLASS OUTCOME TARGETS

1. One hundred percent of schools rated either “4” or “5” on the Oregon Report Card, with at least twenty percent rated “5” (top 10% of schools in Oregon).
2. Ninety percent of students meeting or exceeding state benchmark assessment standards as measured by the state assessment system.
3. Eighty percent of seniors meeting the sub-test college readiness benchmarks as measured by the ACT and sixty percent of seniors meeting all four benchmarks.
4. Ninety percent of Bend-La Pine Schools’ students having pursued post-secondary education or training within two years of graduation with a persistence rate between year one and two of over ninety percent.
5. At least ten percent of graduates admitted to a highly selective college or university or qualified for admission as defined by ACT (a score of 29 or higher).
6. Over ninety percent of district parents and community members indicate district success in accomplishing our mission to prepare students to be thriving citizens as measured on biennial community survey.
7. Increasing annual state, national, or international recognition of students, staff, programs and/or schools.

AN INTEGRATED SYSTEM OF SUPPORT

We believe the success of every student depends upon creation of a personalized learning environment for each student and a thoughtful integrated system of support.



K-12 COLLEGE & CAREER READINESS MILESTONES

We believe that all students' progress toward rigorous college and career readiness standards should be monitored from the time they enter school until they graduate. The following milestones have been selected as key performance targets for tracking student progress toward challenging goals. We would predict that these milestones would change over time as targets are achieved.

	Elementary School						Middle School			High School			
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA		Fluent Reader Spring ORF		Exceed OAKS READ	Meet OAKS WRITE		Exceed OAKS READ	Meet OAKS WRITE	Meet EXPLORE CRB* READ	Enrolled in Grade level standard course or above in English Language Arts, Alg. & Science	Meet PLAN READ CRB	Meet ACT READ CRB* and OAKS WRITE	
Math		easy CBM TBD		Exceed OAKS MATH		Complete 6 th Grade Math			Meet EXPLORE CRB* MATH, Complete Algebra		Meet PLAN MATH CRB	Meet ACT MATH CRB*	
Other							Develop 6 Yr. Plan toward Post-Secondary Goals					Enrollment in AP / IB Coursework	

*College Readiness Benchmark

DISTRICT KEY PERFORMANCE INDICATORS (KPI'S) AND ACHIEVEMENT COMPACT MEASURES

College and Career Ready: Are students completing high school ready for college or career?

- 4-year Cohort Graduation Rate
- 5-Year Completion Rate
- Percent of Seniors achieving ACT College Readiness benchmark for Reading
- Percent of Graduates Earning 9+ College Credits
- Percent of Graduates Enrolling in Post-Secondary
- Persistence Rate of Graduates from Freshman to Sophomore year of College

Progression of Readiness: Are students making sufficient progress toward college and career readiness?

- 3rd Grade Reading Proficiency
- 5th Grade Math Proficiency
- 7th Grade Writing Proficiency (Not currently assessed in Oregon)
- 8th Grade Math Proficiency
- 9th Grade Credits Earned
- 6th Grade Attendance – Percent not chronically absent
- 9th Grade Attendance – Percent not chronically absent

Equity: Are students succeeding across all buildings and populations?

- Disaggregated data and goals for each disadvantaged student group
- Number of Priority and Focus Schools

Other Local Priorities: What other measures that Bend-La Pine Schools has chosen to track as indicators that students are on track towards college and career ready?

- Percent of high school students participating in activities, athletics, and community service

BEND-LA PINE SCHOOLS - STRATEGIC INVESTMENTS

Resources are committed strategically in order to increase success for every student:

Early and ongoing literacy: The keys to future success in school and life are strong foundational and application skills in reading and writing. Correlation is extremely high between students' reaching benchmark levels in reading in the early grades and their odds of achieving middle and high school benchmarks. This investment supports smaller student-to-teacher ratios in primary grades and a coordinated system of effective core instruction, interventions, and support for all students.

Mathematical practices: Students' skills in core mathematical practices, such as conceptual understanding, problem solving, procedural fluency and reasoning, are the second tier of success for our students. With increasing focus in Oregon and across the nation on better preparation of students for careers in science, technology, engineering, and mathematics, the importance of providing our students with a strong foundation in mathematical practices is paramount. This investment supports quality training of staff and high-level instruction for our students.

Success of English Language Learners (ELL's): The sub-group with which we have struggled the most to achieve consistently improving results is our ELL population. This investment focuses attention on finding and implementing the most effective strategies to gain sustainable achievement gains for all ELL's.

Integrated digital learning: To expand horizons and to prepare our students for a world increasingly dependent on digital information, the Bend-La Pine Schools have focused on the daily use of technology as a tool and vehicle for equipping students for their futures. This investment focuses on assuring access, teaching appropriate usage, and treating technology as a means, not an end, in teaching our students.

Comprehensive, relevant, and rigorous curriculum: Critical to preparing our students for college and careers after graduation is engaging them in relevant and rigorous curricula in our schools. This investment is designed to systematically evaluate and provide appropriate expanded offerings in career and technical education and in advanced programs like AP and IB for our students.

Access to student activities and athletics: Few factors have a tighter correlation to future success than participation in activities, athletics, and service opportunities while students are in school. Bend-La Pine Schools is committed to maintaining comprehensive co-curricular offerings and providing an array of activities and athletics, along with strategies to maximize student engagement in what is offered.

Educator effectiveness: Research on effective schools and student achievement has found that a highly effective teacher in every classroom is the single most important

strategy for success. Bend-La Pine is committed to investing in selecting, mentoring, then providing ongoing professional development to assure educator effectiveness.

STRATEGIC ACTION PLANS FOR 2013-14

(Action plans are updated annually)

Early and ongoing literacy

- Class size reduction in grades K, 1, and 2
- Focused Professional Learning Community (PLC) work at each site
- Selection of EBISS coordinator to oversee continued development in effective systems, instruction and interventions – including identification for special education services where appropriate
- Development of supplemental reading and writing activities, including common performance assessments, to help students meet CCSS

Mathematical practices

- Studio work, including leadership coaching, resident teacher coaching and lesson study, involving teachers from eight elementary schools, all middle schools and all high schools
- Alignment of core high school math curricula (algebra 1 and 2; geometry) with CCSS, including training for staff at all schools
- Development of elementary Bridges assessments to align with CCSS
- Best practices courses for K-12 staff; Number sense courses for K-5 staff
- Math coaching provided in Title I “Focus” schools (La Pine Elem and Rosland)

Success of English Language Learners (ELL’s)

- Sheltered instruction training and coaching, including lesson study, for K-12 staff
- Expansion of dual immersion program to grade 3 at Bear Creek, study of feasibility for future expansion, planning for K-12 articulation
- Analysis of OAKS results for first group of dual immersion students taking third grade tests compared to others
- Collaborative supervision and evaluation of ELL teachers, including leadership coaching of building principals by ELL Director
- Grade-level/content-area PLC’s, along with ELL teachers, planning collaboratively for effective interventions for ELL’s
- ELL teachers organized into a district-level PLC, with monthly activities and ongoing coaching
- Visitation to other districts with promising practices in instruction of ELL’s
- Tracking of student success for ELL’s exited from the program

Integrated digital learning

- Pilot project involving six elementary schools and two high schools in digital learning through 1:1 iPad distribution and digital curricular content in grades 3-12
- Staff added to instructional technology team to support pilot project and digital learning activities throughout district

- Leadership and teacher training in the effective integration of digital tools into classroom instruction
- Continued expansion of Bend-La Pine Online offerings and support to students

Comprehensive, relevant, and rigorous curricular offerings

- Trainings for middle school science staff in the new curricular materials
- Curriculum review and adoption process in English language arts, with focus on CCSS and possible digital curricula
- Expansion of dual credit options, including Associate Arts Oregon Transfer (AAOT) degree with COCC at Mountain View High School
- Partnering with other central Oregon educators in formulating the Cascade Commitment for K-12/college course opportunities for students
- Expansion of dual credit options through articulated college Career and Technical Education (CTE) coursework, including:
 - Certified Nursing Assistant 1 (CNA 1) @ MVHS
 - Hospitality, Tourism, and Recreation @ LPHS
 - Engineering the Future of Power and Energy @ BSHS (CTE revitalization grant)
 - Planning for Engineering Robotics @ MVHS
 - Planning for Engineering, Media, and Graphic Design @ SHS
 - Planning for Project Lead the Way: Gateway to Technology at middle schools (CTE revitalization grant)

Access to student activities and athletics

- Development of tools within new student information system to track students' participation
- Expansion of club/intramural programs at middle school level
- Development of budgeting processes to provide scheduled replacement of materials and equipment for co-curricular programs

Educator effectiveness

- Initial development of the use of multiple measures of student growth in educators' goal setting processes
- Development of an administrative coaching cohort
- Continued professional learning for ICCL teams to help lead the work of school improvement at the site level
- Expansion of the teacher mentor program, including induction course
- Collaborative regional work through TeachOregon grant to improve teacher preparation in the region

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

BOARD GOVERNANCE POLICY

Name: Governing Style

Section: Governance Process

Code: BDGOV B.1

The Board will govern with an emphasis on (1) outward vision rather than internal preoccupation; (2) encouragement of diversity in viewpoints; (3) strategic leadership as opposed to administrative detail; (4) clear distinction of Board and Superintendent roles; (5) collective rather than individual directions; (6) future rather than past or present situation; and (7) being pro active rather than reactive.

More specifically, the Board will:

1. Cultivate a sense of group responsibility

- a. The Board will be responsible for excellence in governing.
- b. The Board will both initiate policy, and respond to proposals from staff and other stakeholders.
- c. The Board will use the expertise of individual members to enhance the ability of the Board as a body.

2. Lead, direct and inspire the organization through the careful establishment of broad written policies reflecting the Board's, and thus the community's, values and perspectives.

3. Focus major policies on the intended long-term outcomes, not on the administrative or programmatic means of attaining those outcomes.

4. Exercise self-discipline as needed to govern with excellence. That self-discipline will apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuity of governance capability. The Board will allow no officer, individual or committee of the Board to hinder or be an excuse for not fulfilling its commitments.

5. Keep adequately informed about relevant global and local educational and other issues, actively gathering information to fulfill this role through attendance at district activities and through professional Board activities.

6. Be responsible for Board performance at each meeting, with assistance from the board chair.

7. Monitor and regularly discuss the Board's own process and performance.

- a. Monitoring will include at least an annual self-assessment of Board activity and discipline to its Governance Process and Board-staff relationship policies.
- b. Continual redevelopment will include orientation of new members concerning the Board's adopted governance process and periodic Board discussion of process improvement.

ADOPTED: 9/23/02

AMENDED/REVIEWED: 08/19/2000; 8/15/2001,
9/11/02, 2/24/09

Board Meeting Calendar 2014-15

The Board of Directors for Bend-La Pine Schools will meet on the second and fourth Tuesday of each month at 6:00 p.m. in room 314 of the Education Center, 520 NW Wall Street, Bend. (unless otherwise noted)

July 8, 2014	12:00 noon	Room 314
August 19, 2014	TBD	TBD
Board Retreat & Regular Meeting		
September 9, 2014	6:00 pm	Room 314
September 23, 2014	6:00 pm	Room 314
October 14, 2014	6:00 pm	La Pine High School
October 28, 2014	6:00 pm	Room 314
November 18, 2014	6:00 pm	Room 314
December 9, 2014	6:00 pm	Room 314
January 13, 2015	6:00 pm	Room 314
January 27, 2015	6:00 pm	Room 314
February 10, 2015	6:00 pm	Room 314
February 23, 2015	5:00 pm	Room 230
February 24, 2015	6:00 pm	Room 314
March 10, 2015	6:00 pm	Room 314
March 31, 2015	6:00 pm	Room 314
April 14, 2015	6:00 pm	Room 314
April 28, 2015	6:00 pm	Room 314
May 12, 2015	6:00 pm	Three Rivers School
May 26, 2015	6:00 pm	Room 314
June 9, 2015	6:00 pm	Room 314
June 23, 2015	6:00 pm	Room 314

* REVISED 2.23.2015 *