

Bend-La Pine Schools
Bend, OR 97703
April 11, 2017

Regular Meeting 5:15 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on April 11, 2017 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

Call to Order	Chair Kinkade
Pledge of Allegiance	Carrie Douglass
Review of Agenda	Chair Kinkade
<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 Kinkade
Superintendent's Spotlight of Success : FAN - Family Access Network	Superintendent Mikalson

Consent Agenda

Approval of Minutes – March 14, 2017 Reference: ORS 192.650 and ORS 332.057	Chair Kinkade
Approval of Personnel Recommendations Reference: ORS 332.505	Deputy Superintendent Jay Mathisen

Report

Financial Report	Zhai Logan
Policy Monitoring - Executive Limitation 9 : Technology	Ben Hansen & Skip Offenhauser

Discussion

Social-Emotional learning Report / Discussion	Lora Nordquist, Sean Reinhart & Jim Boen
Board Self-Evaluation	Chair Kinkade
Evaluation Scoring	Chair Kinkade

Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

This meeting location is accessible. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least three days prior to the scheduled meeting date. Thank you.

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

The Board of Directors for Bend-La Pine Schools met in a regular session on March 14, 2017 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Cheri Helt
Ron Gallinat
Peggy Kinkade
Carrie Douglass
Andy High

Board Members Absent

Stuart Young
Julie Craig

Call to Order

The meeting was called to order at 5:15 p.m. by Chari Kinkade. The Pledge of Allegiance followed and Kinkade welcomed Carrie Douglass to her first board meeting.

Review of Agenda

Chair Kinkade reviewed the agenda. There were no changes.

Public Input

There was no public input.

Superintendent Spotlight of Success

Dual Immersion Program

Superintendent Mikalson introduced Kinsey Martin, Dual Immersion Coordinator for the district. Martin introduced students, staff and administrators from the Dual Immersion Program and gave an over view of what a two-way program model looks like and how the program is set up at Bear Creek Elementary and High Desert Middle School. The mission of the DI Program includes bilingualism, biliteracy and intercultural competence. Martin shared data on how Bend-La Pine students are performing in the DI Program compared to those who are not. Cheri Helt asked Martin what her thoughts were for the staggering difference in test scores amongst students. Martin shared that what the district is seeing is consistent with what national studies are showing. Native Spanish speakers come in with their language being seen as an asset rather than a barrier. She added, family engagement has been very successful and parent involvement has been a key factor to classroom success. Bilingual teachers are extremely passionate and there is great energy in the classroom and students are excited, which leads to great results.

Sixth grade Dual Immersion students, Ivy and Liam, who have been in the DI Program since kindergarten, spoke about their experience, what they enjoy and why they are in the DI Program.

Martin explained how the K-5 DI Program strands are set up at Bear Creek. In kindergarten, 80% of instruction is delivered in Spanish, by the fifth grade, instruction is a 50/50 split between Spanish and English. At High Desert Middle School, DI students receive Language Arts and Social Studies instruction in Spanish, which meets the DI standards, that at least half of the core content areas need to be delivered in Spanish. Currently there are 420 students taking part in the Dual Immersion Program in grades K-6, of those students, 45% are ELL students. DI Program staff, including teachers and educational assistants, represent seven different Spanish speaking countries and half of those employees are native Spanish speakers.

Ron Gallinat asked about the demand of the DI Program. Martin said the demand has grown and is large. There continues to be ongoing education for native speakers about the way their students will learn English and noted access and transportation are some barriers family face and prevent them from participating.

Mikalson thanked Martin and others from the DI Program for their passion, he is impressed and proud of the program and how it has been able to expand into middle school.

Board Workshop

Budget Workshop

Superintendent Mikalson introduced budget committee members; Matt Hillman, Heidi Slaybaugh, Ron Smith and Bruce Reynolds in attendance. Mikalson said his goal is to share an overview and find out what the board and budget committee needs as the budget process continues this spring.

Mikalson shared a presentation and highlighted following areas:

1. Progress to date: Mikalson shared data and measurements for the Board's Ends
2. The district's Strategic Plan and Priorities: Mikalson shared the plan and priorities defined by cabinet: Safety, Options, World Class Education and System Performance
3. The budget picture moving forward: Mikalson shared a preview for the 2017-19 K-12 budget and an overview of where funding was from 2015 to what is projected for the next biennium.

Andy High asked what the likelihood is that we will know what state funding will be before we vote and pass our district budget; Mikalson said very unlikely. High noted his disagreement with the process of establishing the district budget when the district does not yet know the actual funds from the state. Mikalson explained the budget committee process ahead will include a range of multiple scenarios for the budget committee and board to work through and make the most well informed decision. He noted that employee groups are also negotiating contracts this spring, which is an additional unknown to factor. Mikalson said he is confident with Brad Henry and his team as they work on projections. Henry explained how the process works and the numbers considered in developing each of the scenarios. Mikalson added that the district is facing and looking at potential cuts, which is difficult and frustrating to understand when the economy seems to be improving.

Ron Gallinat asked about the current budget and if there would be any new dollars to invest. Henry explained any new dollars would go to cover the costs of PERS and toward maintaining the current service level. Gallinat asked how the expenses of snow removal could impact the budget process. Henry said the district has applied and is waiting to hear if we will receive any dollars from FEMA to cover costs. Expenses not covered by FEMA will be paid from the reserve fund. Henry added, the district is working hard to cover any and all costs to avoid using reserve funds.

Cheri Helt expressed her concerns around class size and encouraged Mikalson to keep that as a focus and priority during this process. Andy High asked what the "wish" level of funding would include to help provide some clarity on why an increase still does not cover the current service level. Mikalson explained those "wishes" will be defined more specifically during the budget committee meetings and related to the scenario of a possible bond measure and clarifying how those dollars do and do not impact one another.

Consent Agenda

Andy High moved to approve the Consent Agenda. Ron Gallinat seconded the motion.

Cheri Helt asked for clarification on the 4-hour education assistant hired at High Desert Middle School. Brian Crook said this person is currently teaching 4-hours per day and these hours are simply extending that employee's work day. **Unanimous approval.**

Action Items

Resolution 1850 : 2017 Bond Measure Election & Ballot Title

Chair Kinkade noted the resolution in the board packet and Brad Henry explained one of the steps in the process to place the bond measure on the May ballot is for the board to formally approve a resolution "calling for measure"

and approving the ballot title. Approval of the resolution will approve the ballot title. Andy High asked about additional funds from Senate Bill 447. Henry said if the district qualifies, the board could issue less bonds. The district did apply and did not qualify, however are on a waiting list.

Andy High moved to approve Resolution 1850. Cheri Helt seconded the motion. Unanimous approval.

Transportation Facility : 2017 Renovations Contractor Recommendation

Mike Tiller said this was a hard-bid process. Of the eight qualified general contractors who attended the mandatory pre-bid conference, the district received two bids. Cheri Helt questioned why only two bids came in and asked Tiller to research further with the other contractors who chose not to bid their reasoning.

Ron Gallinat moved to approve the 2017 Transportation Facility Renovations Contractor Recommendation. Andy High seconded the motion. Unanimous approval.

Elk Meadow Elementary : 2017 Field Reconstruction Contractor Recommendation

Mike Tiller said this was a hard-bid process. Of the six qualified general contractors who attended the mandatory pre-bid conference, the district received two bids. Helt asked if the sod or seed will be used for the field. Tiller said sod as it will allow for immediate use. High asked about timing and if field users (i.e., Little League) have been notified. Tiller said he has been in contact with Little League, and they are supportive of the work. The reconstruction should be complete by the start of the 2017-18 school year.

Andy High moved to approve the 2017 Elk Meadow Elementary Field Reconstruction Contractor Recommendation. Ron Gallinat seconded the motion. Unanimous approval.

Pilot Butte Middle School : 2017 Restroom Renovations Contractor Recommendation

Mike Tiller said this was also a hard-bid process. Of the six qualified general contractors who attended the mandatory pre-bid conference, the district received two bids. He added, a decision has been made to refurbish the existing tile instead of replace it due to cost.

Cheri Helt moved to approve the 2017 Pilot Butte Middle School Restroom Renovations Contractor Recommendation. Ron Gallinat seconded the motion. Unanimous approval.

Report

Policy Monitoring – Executive Limitation 11 : Asset Protection

Chair Kinkade reviewed EL 11 and noted updates that were requested from the board as a result of the 2016 monitoring process, including a list of real-estate the district owns. High noted the district gets requests from various outside groups to use and access our 174 vacant acres. In May, the board is scheduled to discuss how they would like Superintendent Mikalson to handle such requests and asked board members to send him their thoughts or ideas in preparation for May.

Helt asked for more specifics around the district's bus fleet; i.e., cycle of purchasing, what the districts owns and maintains, fleet inventory, age, propane vs. gas, how many buses are deployed to for elementary, middle and high school routes daily, etc. High would also like an inventory of maintenance equipment. Helt suggested in #1, to remove "fail to" as it is a double negative, based upon the previous sentence. Chair Kinkade asked for a motion, because a modification to an executive limitation requires board action.

Cheri Helt moved to amend Executive Limitation 11, number 1, and remove the words "fail not." Ron Gallinat seconded the motion. Unanimous approval.

Discussion

ELL Transformation District

Skip Offenhauser introduced his work to help lead the ELL Department in the district. He said that in fall 2016 the district was identified as a Transformation District by the state, which means, Bend-La Pine is one of the 25-lowest performing districts in the state in terms of outcomes for linguistically diverse students, among districts with a significant population of students identified as English Language Learners (ELL's). With the goal of addressing the performance, academic growth, and graduation rates of the district's linguistically diverse students the district has chosen three focus areas at the 12 highest needs schools: educator effectiveness, systems to support students and

family engagement. The state has awarded the district \$180,000, annually, for the next four years and these dollars will be used to support the focus areas identified.

Superintendent Mikalson shared a Latino Night was recently held at Pilot Butte Middle School in an effort to engage, listen and answer questions from our Spanish speaking families. He said the event was eye-opening and some stories shared were heartbreaking. He will debrief with district staff who attended the event to summarize and brainstorm on how to try and address the concerns and ways to break down some of the barriers our Spanish speaking families are dealing with.

Chair Kinkade asked what plans are for the schools who are not part of the 12, and what will be done to help those students. Lora Nordquist said the professional development that will be offered will be available to all district teachers. State dollars also allow the district to pilot innovative ideas that if successful, could be extended to all schools. High asked how we plan to support other languages. Offenhauser said Vietnamese is the second most spoken language for ELL students and Cate Hill expanded on ways the district serves families who speak unique languages through Transact who provides translation services across Oregon.

Helt appreciates the flexibility of the state funding so districts can use it in ways that will be most beneficial. She asked if there is a mentor program for ELL teachers, similar to the program established for new teachers. Nordquist said Kinsey Martin provides support to ELL teachers and also works closely with OSU Cascades and their teacher program coordinators to seek out the best up and coming teachers. Ron Gallinat asked if the district is collaborating with neighboring districts. Nordquist said the ELL Directors in Central Oregon do meet monthly, as do ELL Coordinators, including HDESD staff members, and there are great ongoing regional conversations about ELL successful strategies.

Carrie Douglass would like to know more about strategies that will be used for family engagement and would like to see it be more of a school-wide engagement model than person by person. Nordquist agreed, school-wide is the focus the district will plan to move forward with. Douglass also asked about digital resources and encouraged the district consider a supplemental strategy to help with communication

Jay Mathisen shared graduation information around the Hispanic/Latino, and economically disadvantaged students in the district. He will follow up with more specific numbers to board members. Kinkade thanked all for the presentation and efforts being made to better serve ELL students.

Board comments

Andy High commented on contractor recommendations, noting there may be a capacity issue impacting the region and thus causing fewer bids to come in. He asked if Helt could provide polling data from OSBA's recent survey. High also shared that he, Peggy Kinkade and Scott Ramsey participated in the Education Foundation's Trivia Bee. Their team faired extremely well as they took on a two-time jeopardy champion. High also submitted a petition for the record from a fifth-grade class at Pine Ridge Elementary to keep chocolate milk in schools.

Cheri Helt shared that OSBA to continue to lobby for funding and reform and recently polled citizens around the state to rank funding priorities in education, PERS reform, revenue reform She is happy to report that funding for education ended up being one of the highest priorities and she will send the full data report to board members.

Chair Kinkade said Summit High School's Mr. Thunder pageant is coming up soon, and her son Scott is one of the 2017 Thunder participants. She is proud of how hard these students work to raise money for Summit High's sparrow, and other high schools have similar events and appreciates the support they provide to the community.

Meeting adjourned at 7:56 p.m.

Respectfully submitted,
Andrea Wilson
3.14.2017



HUMAN RESOURCES
Education Center
 520 N.W. Wall Street
 Bend, Oregon 97703-2699
 (541) 355-1100
 Fax: (541) 355-1109

DATE: April 7, 2017

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 April 11, 2017. All hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES 2017/18

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Shelton, Peter	Intermediate Tchr 106565	Bear Creek ES	Regular	04/11/2017

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Burks, Amy	Primary Teacher	Lava Ridge ES	09/25/2007 – 06/30/2017
Henry, Lori	STRIVE Teacher @ .50 FTE	STRIVE	08/28/2006 – 06/30/2017
Knowles, Carol	FACS Teacher @ .50 FTE	Cascade MS	08/28/1995 – 06/30/2017
Moon, Jennifer D	Science Teacher	High Desert MS	08/30/1994 – 06/30/2017
Newcomb, Teri	Primary Teacher	Rosland ES	09/10/2007 – 06/30/2017
Wiggins, Ryan	Primary Teacher	Juniper ES	08/29/2011 – 06/30/2017
Young, Kimberly	Primary Teacher	Ponderosa ES	08/30/1999 – 06/30/2017

ADMINISTRATIVE HIRES 2017/18

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Hicks, Michael	Assist Principal	Bend Sr HS	Regular	04/11/2017



HUMAN RESOURCES

Education Center

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April 7, 2017

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

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

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on April 11, 2017

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bedell, Samuel - Correction <i>(Listed on previous report for 4 hours a day)</i>	#106523 EA – Inclusion	High Desert	Temp 3.75 hrs / day	3/6/17
Blaney, Benjamin	#106522 EA – Inclusion	Mountain View	Temp 7 hrs / day	3/20/17
Eastman, Della	#106561 Bus Driver	Transportation	Reg 5.0 hrs / day	3/17/17
Gybels, Cassandra	#106276 Nutrition Server I	Pilot Butte	Reg 3.0 hrs / day	3/20/17
Holst, Andrew	#106553 IT Engineer	Information Technology	Reg 8 hrs / day	3/27/17
Hulbert, John	#106588 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	3/30/17
Lekan, Heidi	#106551 Attendance Secretary II	Summit	Temp 6 hrs / day	3/7/17
Murphy, Katie	#106588 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	3/30/17
Peterson, Belen	#106558 Curriculum Secretary II	Pilot Butte	Reg 8 hrs / day	3/17/17
Rivera, Melissa	#106555 Records Clerk	Special Programs	Reg 8 hrs / day	3/20/17
Simpson, Robert	#106588 Summer Mowing Crew	Maintenance	Reg 8 hrs / day	3/30/17
Stefano, Nicole	#106560 EA – Student Instruction	Lava Ridge	Temp 3.75 hrs / day	3/13/17
Sullivan, Melissa	#106562 Bus Driver	Transportation	Reg 4.5 hrs / day	3/15/17
Sutton, Preston	#106588 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	3/23/17
Warkentin, Bill	#106588 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	3/30/17
Wilson, Killian	#106588 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	3/23/17



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
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Classified Resignations

Name	Position	Location	Resign Date
Hanks, Teresa	Attendance Secretary II	Bend High	8/21/06 – 4/7/17
Head, Fabianne	Nutrition Server I	Bear Creek	11/12/13 – 3/13/17
Head, Robert	Bus Driver	Transportation	3/19/14 – 3/24/17
Kennedy, Cheryl	EA – Student Instruction	Pine Ridge	5/14/97 – 6/22/17
Kessler, Jamie (Correction)	Nutrition Server I	Pilot Butte	8/8/14 – 3/8/17 (Last day changed to 3/8/17)
Levine, Sandy	Nutrition Server I	Westside Village	2/1/16 – 3/23/17
Masters, Tina	Nutrition Server I	Pilot Butte	1/23/15 – 3/16/17
Tsourmas, Jacy	Nutrition Technician 2	Mountain View	1/28/11 – 3/31/17

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Threet, Karen	#10654 Classified Specialist II	Human Resources	Reg 8 hrs / day	3/10/17

Classified Early Retirement – Rehire for the 2016-17 School Year

Name	Position	Reason	Rehire Date
Moen, Patricia	Accounts Payable Technician	Rehire through 6/30/17	5/1/17



Business Office
520 NW Wall Street
Bend, OR 97701
Phone: (541) 355-1000
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March 31, 2017

To: Mr. Shay Mikalson, Superintendent
From: Zhai Logan, Business Manager
RE: Financial update for school year 2016-17

Mr. Mikalson,

Following you will find a financial update for the 2016-17 school year. This information includes actual data through March 31, 2017, with projections to the end of the school year.

On the revenue side, we project a \$200K increase from our last report. This increase is mainly due to the revised estimate of state school fund formula revenue. The State has increased their projection of local revenues state wide and have decreased their projection of average daily membership state wide, both of which increase the per student allocation. This translates into more revenue for us.

On the expenditure side, as we get more actual data for 2016-17, we are able to better estimate expenditures. We are projecting \$1.6M more in expenditures than the prior financial update, mainly due to costs related to recent winter storms.

We project that our fund balance at the end of 2016-17 will be \$7.5 million or 4.64%. As always, we will continue to work hard throughout this year to push resources into the future to help offset the higher costs of PERS rate increase in 2017-19.

Please let me know if you have questions or comments.

Zhai

Bend-La Pine Schools
Statement of Revenues and Expenditures
Fiscal Year to Date as of March 31, 2017 with projections to end of year
General Fund - Operations Sub-fund

	FY 2016-17		
	Adopted Budget	Projection to Year End	Budget Variance
Resources:			
Beginning Fund Balance	8,113,526	8,905,434	791,908
<u>Revenue</u>			
Formula revenue:			
Tax Revenue	70,835,158	70,482,732	(352,426)
State School Fund	74,054,059	75,449,797	1,395,738
Federal Forest Fees	144,250	-	(144,250)
Common School Fund	2,000,000	2,198,268	198,268
County School Fund	175,000	175,000	-
Total formula revenue	147,208,467	148,305,797	1,097,330
Earnings on Investments	150,000	250,000	100,000
Local Sources - Other	1,837,500	1,687,500	(150,000)
Intermediate Sources	2,300,000	2,300,000	-
State non-formula resources	460,000	460,000	-
Federal non-formula resources	28,000	28,000	-
Total Revenues	151,983,967	153,031,297	1,047,330
Total Resources	160,097,493	161,936,731	1,839,238
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	53,755,339	54,708,476	(953,137)
Classified	20,376,921	20,102,707	274,214
Administrators and supervisors	7,159,366	7,181,642	(22,276)
All other salaries	1,978,682	2,418,682	(440,000)
Total Salaries	83,270,308	84,411,507	(1,141,199)
Payroll Costs & Benefits	41,925,581	41,450,384	475,197
Total salaries, payroll costs and benefits	125,195,889	125,861,890	(666,001)
Utilities & Purchased Svcs	16,043,448	17,873,448	(1,830,000)
Supplies, Texts, Tools	5,626,081	5,726,081	(100,000)
Equipment	74,480	74,480	-
Dues, Fees and Liability Insurance	806,698	806,698	-
Transfers	4,085,671	4,085,671	-
Total expenditures	151,832,267	154,428,268	(2,596,001)
Excess of Revenues over Expenditures	8,265,226	7,508,463	(756,763)
Fund Balance, Ending	8,265,226	7,508,463	(756,763)
Projected ending fund balance June 30, 2017		7,508,463	
Fund Balance as a percent of revenues	5.16%	4.64%	

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 9 – Technology

April 11, 2017

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

Monitoring Report

Technology

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

1. Provide equitable access to technology throughout the district.

Evidence of Compliance:

It is a priority in Bend-La Pine Schools that staff and students are provided equitable access to technology and equitable online access. According to Clarity, the producers of our BrightBytes survey, teachers who have difficulty getting access to high quality computers for students when needed are much less likely to plan and implement classroom activities that include digital communication, digital collaboration, digital creativity, and critical thinking. As we have expanded our digital conversion initiative, the district has seen steady growth in our digital access and environment as measured by the BrightBytes survey. According to the survey, access for both teachers and students continues to be high. Specifically, 91% of k-12 teachers reported they can get devices for their students when needed. To ensure a high level of access, each school has an identified Tier 1 support person and Site Techs are evenly distributed throughout the district. This ensures tech support to teachers and students can be provided in a timely manner.

This past year access to online options increased with the placement of an online Bend-La Pine Online mentor at each high school. The number of high school students actively enrolled in an online class has seen a significant increase. More students than ever are taking advantage of online class offerings for original and credit recovery classes. Access to assistive technology has increased in the last year too. Through our partnership with the High Desert ESD we have been able to provide improved assistive technology options for students requiring such accommodations.

Areas for Improvement:

We are currently exploring the possibility of expanding our summer online offerings to include original credit classes. In the past the only summer classes available to students were credit recovery classes at the high school level.

2. Establish expectations for use of technology by staff and students.

Evidence of Compliance:

According to research done by Clarity, schools that support 21st Century Learning have leaders who regularly engage teachers in observations, class visits, and discussions about best practices for teaching with technology. Our BrightBytes survey results show that technology use for teaching and learning continues to be very strong and continues to be a topic at department and grade-level meetings. Below are some of the activities that take place during the year to help support administrators, teachers and schools:

- Beginning teachers involved in the PASS project participate in Integrated Tech classes that help build their future ready skills and understanding.
- Exclusive technology and future ready training for administrators. This training has allowed administrators to hone their understanding of future ready skills and what they can do to lead the change at their schools.
- Each week, after school Tech Tuesday sessions are offered by instructional technology coaches.
- Coffee with a Coach sessions before school
- Coach in residence sessions in which a coach spends time at exclusively at one building over an extended period of days.
- Integrated training sessions with math, literacy, and ELL coaches. Coaches from the different disciplines are coming together to support teachers and teaching teams.
- Robust summer training offerings that meet the needs of the beginner to the advanced user.

Areas for Improvement:

We are always seeking ways to improve our professional development offerings and approaches. For next year, we are exploring a system that would allow teachers to self-select classes that meet their technology needs and skill level. In this new system, teachers would earn badges after completing a class on a specific topic. The class would be a blend of online learning and practical application of a new skill or technique. We believe this system will better personalize our professional development and allow teachers a higher degree of flexibility and choice.

3. Ensure that technology is used in a safe, positive and responsible manner.

Evidence of Compliance:

Bend-La Pine Schools strives to provide our students with the skills they will need to excel in the 21st Century workplace. Engaging students in 21st Century learning requires educating them on responsible behavior when using technology - proper care of their device, legal use of content, establishment of an online presence, online safety, and cyberbullying prevention. To address the responsibility, Bend-La Pine Schools has created the following practices and resources:

- Apps requested by teachers are reviewed thoroughly via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- A robust mobile device management system (MDM) is utilized that allows for the standard setup and configuration of iPads.
- Access to the App store is managed via the MDM. All students download approved Apps via Self Serve. No students are allowed to download apps directly from the App Store.
- Expanded digital citizenship lessons for each grade level that utilize Common Sense Media material.

- Posters are displayed throughout all schools communicating proper device usage and troubleshooting tips for students.
- On a yearly basis students and parents are required to read and sign the Bend-La Pine School's [Acceptable use Policy \(AUP\)](#). Doing so addresses the requirements of the Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- Home access to the internet occurs via a VPN connection to insure student internet usage is always filtered.
- A parent support blog was created.
- Parent information sessions continued to be offered.

Areas for Improvement:

The number of digital citizenship lessons available to teachers was expanded significantly this year. However, our goal is to create enough lessons at each grade level so that one lesson could be taught per month. This would allow teachers to consistently teach digital citizenship topics throughout the year rather than teaching lessons during a digital citizenship week as has been done in the past.

4. Ensure that the technology resources of the district are coordinated and managed for long-term sustainability.

Evidence of Compliance:

Bend-La Pine Schools owns and makes use of substantial technology resources. Examples include:

Hardware

- Servers
- Storage
- Client Computers
- Mobile Devices
- Networking Gear
- Wireless

Services

- Data Lines (Leased fiber optics)
- Telecommunications (Phone services)
- Internet Connections
- Other Services (Email, etc.)

Software

- Operating Systems
- Office Suites
- Database Software
- Networking Services

Bend-La Pine IT utilizes various processes and purchasing vehicles to ensure that the most appropriate technical resources are scoped and defined, and that most favorable pricing is obtained. Care is also given to adhere to purchasing guidelines and regulations.

During the evaluation and negotiation phases, useful life of technical resources is established. As part of the purchase, BLS often negotiates long-term maintenance upfront, ensuring the best possible price for

hardware and software maintenance. BLS often pre-purchases maintenance and support for the life of the asset if possible. This allows us to clearly define the “sunset” date of the technology resources, plan for future replacement or retirement and avoid unknown fees or repairs. It also limits recurring fees for support that can complicate budgets and hamper planning and resourcing for future needs.

All IT services undergo regular rigorous review, to ensure that performance agreements are met and that the service is adequate and appropriate. If needed, contracts are set up or terminated based on need and changing market conditions.

Much of the purchases of services, and some hardware, must meet federal guidelines for the eRate program. BLS IT works closely with identified eRate experts to maximize value in this program and follow the complex processes and required submissions of documentation, etc.

By focusing on current and future needs, and dovetailing with a technology lifecycle model, Bend-La Pine can ensure that all technology resources, assets and IP are managed and protected long-term, that assets are appropriately scoped and obtained, that staff and student needs are met, that a firm foundation exists for future needs and that district financial resources used to purchase technology resources are optimized.

Areas for Improvement:

None

5. Ensure that all student data and information is protected.

Evidence of Compliance:

Bend-La Pine student data and information is considered confidential, and is treated as such. Access to systems containing student data is given out on a needs basis. The largest, and most used, system is the Synergy Student Information System. Other minor systems (Google, etc.) contain some student information as well.

Explicit actions have been taken to protect student information within Bend-La Pine Schools. Such as:

- Communicating that student information shall not be transmitted via insecure systems (email, etc.)
- The implementation of a 12-character password for all Bend-La Pine staff, that must be changed (system enforced) at least every 12 months.
- The creation and promotion of a secure sending platform to transmit student information, so email can be avoided.
- The integration of most systems into the district’s Active Directory platform, allowing for the management of user identities in one place, automatic access termination across systems, etc.
- Adherence to [JOA-AP: Directory Information](#), which defines student record request limitations.
- The hardening of IT systems that contain student information, to the degree possible.
- Apps requested by teachers are reviewed via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- Ongoing investigation of a password change and aging policy for Bend-La Pine students.
- Upcoming review of the default student password scheme, and options for required change on first use.

The above, coupled with communication of best practice, diligence and awareness helps to keep BLS student data and information safe.

Areas for Improvement:

None

6. Protect the digital and information assets of the district, including intellectual property.

Evidence of Compliance:

Bend-La Pine Schools employs physical and non-physical means to ensure that information assets are protected. Much of this revolves around following best practice and industry guidelines for preparedness, disaster recovery and business continuity. Some of the specific methods or tools include:

- Employing a best-in-class data backup system, used to back up critical data.
- Installing, configuring and maintaining an industry leading firewall, intrusion detection and intrusion prevention system.
- Utilizing an effective spam/virus filter.
- Performing monthly PCI compliance scans on customer facing financial systems.
- Installing appropriate and cost-effective redundancy.
- Maintaining an off-site backup and recovery location (disaster recovery site).
- Enforcing district-wide password policies.
- Heavily leveraging virtualization, to limit reliance on individual physical servers and limit downtime when servers or drives fail.
- 100% utilization of “dark fiber”, which is much more secure and controllable, and provides some limited ring topologies.
- Continuing the roll out of card lock access and cameras in data closets at all sites.
- Completion of the new district server location, providing increased security and reliability, generator back-up, fire suppression, etc.
- Partnering with HR and Business Office to evaluate and develop proactive education for staff related to good digital security practice.
- Possible inclusion of IT safety Safeschools training for staff.
- Inclusion of IT practice and process in the district comprehensive financial audit.

Intellectual property is protected by ensuring that clear ownership exists for Bend-La Pine developed solutions, systems and software, and that lines between personal and Bend-La Pine work exist. All developed solutions are shared internally, providing visibility, and code is stored appropriately. IT will continue to review the feasibility of employee agreements as necessary.

Bend-La Pine continuously monitors and evaluates IT security threats and our preparedness. Our ongoing activities in this domain are dynamic and increasing, with ongoing planning and resources allocated to information asset protection.

Areas for Improvement:

None

Social-Emotional Learning Report/Discussion
Executive Summary
Lora Nordquist, Assistant Superintendent

Sean Reinhart, Executive Director of Special Programs, and Jim Boen, Executive Director of South County and Middle Schools, will present an overview of social-emotional learning (SEL), highlighting some of the recent work of school and district staff in this area. Included with this summary is a draft version of district core beliefs for SEL, a document created by a team of teachers, administrators, school psychologists, and coaches.

This presentation is intended to include a discussion, so board members may want to think about the following:

- What questions do you have about SEL?
- Where have you observed/heard about promising practices-within Bend-La Pine Schools and elsewhere?
- What are your concerns?
- What would you see as priorities in our continuing efforts in SEL?

Bend-La Pine Schools

Core Beliefs for Social and Emotional Learning (adopted 2017)

Our goal: to support students and staff in acquiring and effectively applying the knowledge, skills, and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (from CASEL)

Culture/Environment

- Schools are part of a larger community: we engage with each other to foster students' success.
- Adults' mindsets are the most important factor in shaping students' attitudes, beliefs and actions.
- Adults' actions and interactions both shape and reflect the culture of the school community: we model the attitudes and behaviors we hope to see in our students.
- Strong structures and systems support relationships, promote safety, and create a calm and welcoming environment.
- Adults need to care for themselves in order to effectively care for children.
- Schools' policies and practices reflect the understanding that students do well if they can.

Teaching and Learning

- Social-Emotional Learning (SEL) encompasses knowledge and skills related to self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- SEL is most effective when it is integrated throughout students' learning environments, both within and beyond the classroom.
- Within the PBIS framework, students' SEL knowledge and skills are developed through explicit core instruction and in tiered interventions.

Curriculum/Relevant Tools

- Adults in schools need to continue developing their understanding of mindset development, trauma-informed practices, responsive instruction, differentiation, and wellness strategies.
- SEL is best supported by evidence-informed tools, strategies and materials.
- Assessments of students' growth in SEL competencies can encompass both quantitative and qualitative measures, including locally-developed assessments.

Bend-La Pine School Board

Annual Self-Evaluation 2016-17 Draft Outline

Proposal: Each board member will score each item (25 in this draft) for him/herself AND for the board as a whole (2 unique scores for each item). We could use a 5-point scale (same that we use for Shay) where 0=does not meet; 1=meets minimally; 2=somewhat meets; 3=meets; 4=exceeds.

GP-1: Governance Commitment & Style

1. Respect for decisions of the full board.
2. Exercise honesty in all written and interpersonal interaction.
3. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another.
4. Focus on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. (Does not assume responsibility for resolving operational problems or complaints or give personal direction to any part of the operational organization.)
5. Participate in ongoing professional development.

GP-2: Board Job Description

6. Advocate on behalf of the School District, students, and our constituency.
7. Interact with students, staff, parents, and citizens to gather feedback that may help guide decisions facing the board.
8. Ensure the Superintendent's performance through monitoring Ends and Executive Limitations policies.
9. Ensure that the Ends are the focus of organizational performance.

GP-3: Board Code of Conduct

10. Demonstrate loyalty to stakeholders over staff, other organizations, and personal interests.
11. In interactions with public, press, or other entities, accurately represent board positions or decisions. Individual opinions should be clearly stated as such.
12. Members will not publicly express individual judgments of staff performance.
13. Formal evaluation of superintendent performance is a process of the total board.

14. Conduct the public's business in open meetings.
15. Contribute to thoughtful discussions and decisions by being well informed, open minded and deliberative.
16. Protect the confidentiality appropriate to matters that may compromise the integrity or legal standing of the board and district.
17. Board discussions appropriately conducted in executive session are kept confidential.
18. Respect the decision of the final vote of the board. Individual members express their opinions, including any dissention, during discussion of a topic.
19. Expression dissenting opinions after a vote should be done with respect for the majority decision and the desire of the board to move on to other matters.
20. Current on criminal history background checks.

GP 4: Board Ethics & Conflicts of Interest

21. Publicly state any potential or an actual conflicts of interest and describe 'the nature of the conflict' for the record. (If it is a potential conflict of interest he or she can discuss, debate, and vote after announcing the potential conflict. If it is an actual conflict of interest, the board member must not discuss, debate, or vote on the issue except if the rare circumstance described in GP 4.)
22. During each calendar year, board members or members of their household did not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have a legislative or administrative interest.
23. Refrain from appointing, employing or promoting a relative or member of the household to a paid position with the school district (except in compliance with conflict of interest policies).

2016-17 Board Work Plan

24. Outreach and relationship building: Completion or progress on commitment to connect with administrators or public agencies as designated in the work plan.
25. Participation in education advocacy (Oregon legislature)

 Items below are for reference and not suggested for the full board evaluation.

GP 5: Board Member Roles

Primarily applicable to Chair. Suggestion: Chair solicits input from each board member relative to his/her duties as outlined in GP 5.

GP 6: Governance Process

Compliance with general rules of governance process, e.g. meeting calendar, how we vote, election of officers, budget committee.