

**Bend-La Pine Schools  
Bend, OR 97703  
February 13, 2018**

Executive Session 5:00 p.m.  
Regular Meeting 5:30 p.m.  
Executive Session Immediately Following

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on February 13, 2018 at 5:00 p.m. in executive session under ORS 192.660(2)(a), (2)(f) and (2)(i). The Board will then meet in a regular session at 5:30 p.m., followed by an executive session under ORS 192.660(2)(f) and (2)(i). All meetings will take place at the Education Center, 520 NW Wall Street, Bend, OR 97703.

**Agenda**

Call to Order	Chair High
Pledge of Allegiance	Carrie Douglass
Review of Agenda	Chair High
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.</i>	Chair High
Superintendent's Spotlight : Environmental Center	Superintendent Mikalson

**Consent Agenda**

Approval of Minutes – January 9, 2018, January 23, 2018 & February 5, 2018 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jon Lindsay & Debbie Watkins

**Action Items**

Resolution 1863 : Not in Our Town Proclamation	Chair High
Appoint Budget Committee Member	Chair High
Declaration of Inter-District Openings for 2018-19 : HB 3681 Open Enrollment	Superintendent Mikalson

**Reports**

High Desert ESD Local Service Plan	Paul Andrews, HDESD Superintendent
Financial Report	Roy Burling
EL 10 – Financial Planning & Administration	Brad Henry & Roy Burling
K-12 Social Emotional Systems of Support Report	Sean Reinhart, Gary Timms, Jim Boen & Jay Mathisen

**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 joint meeting with Bend City Council on  
January 9, 2018 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

**Board Members Present**

Andy High  
Peggy Kinkade  
Cheri Helt  
Julie Craig  
Carrie Douglass

**Board Members Absent**

Ron Gallinat  
Stuart Young

**Call to Order & Pledge of Allegiance**

The meeting was called to order at 6:05 p.m. by Chair High. The Pledge of Allegiance followed. Chair High introduced himself, thanked Bend City Council members for joining and asked all attendees to introduce themselves.

**Welcoming Remarks and Review of Agenda**

Chair High reviewed the agenda and noted the update to the Board's business portion of the agenda, which now includes a Division 22 Assurances report. High introduced and thanked Terry Cashman and his team for the appetizers provided tonight.

**Community Partner Award**

Superintendent Mikalson presented the 2018 Community Partner Award to the Bend Police Department and Deschutes County Sheriff's Department. Clint Burleigh introduced Bend Police team members and Bill Bailey introduced Deschutes County Sheriff team members present. Mikalson thanked each department for their partnership, the service they provide the district and for their support, integrity, commitment to the community. Burleigh and Bailey each thanked the district and shared their appreciation for the partnership as well.

**Bend-La Pine Schools**

*2017 Bond Update*

Superintendent Mikalson introduced Brad Henry and Mike Tiller to review and share how the district works to manage growth, the planning work the district undergoes through the Sites & Facilities Process as well as an update on 2017 Bond projects. Henry walked through the Sites and Facilities process the district uses in developing the district's long-range plan. He reviewed growth figures and the factors used to develop the plan. Tiller reviewed the 2017 Bond projects currently underway: the multi-year interior renovation project at Pilot Butte Middle School, the new gymnasium and additional classrooms at Marshall High School, the secure entry redesign at multiple locations, the reconstruction of Kenwood Elementary School's gym, the construction of a new elementary and new high school, along with the multiple roofing projects taking place across the district.

*New High School Update Including Schematic Design*

Superintendent Mikalson introduced Renee Alexander and Mark Nordeen from BBT Architects whom are leading the design work for the new high school. Alexander reviewed the various phases and timelines they will use to develop the new high school: visioning and programing phase, schematic design phase, design development phase, construction documents, and then construction. Currently, the new high school is in the schematic design phase and the planning team are engaging with staff, student and community members in a variety of focus groups for input on design. The school is set to open in the 2021-22 school year. Nordeen reviewed a draft of the site concept and

configuration of the acreage for possible future development. He shared his excitement about the project and offered to answer any questions.

Council member Sally Russell asked about auditorium size. Nordeen said the plan is for a 600-seat performing arts center. Alexander noted it is both a cost and square footage factor and a 600-seat auditorium is similar to the other newer high schools in the community. Superintendent Mikalson noted Bend Senior High School has a larger auditorium and part of the 2017 Bond is to look at ways to redesign and configure the current campus which will most likely include a look at the current auditorium and ways to improve and possibly expand the facility.

Cheri Helt said being a part of the design team has been an incredible, challenging and fun experience as the team looks to plan a building that will last and serve the community for many, many years. She noted her excitement about the collaboration spaces that are part of the design and looks forward to seeing students and staff utilize the facility. Discussion ensued about school design and programming, access, and the district's desire to provide equal and equitable opportunities to meet students' needs. Roats asked about transportation management, noting the city is currently putting together a Transportation Design Committee. Mikalson said transportation impacts are a consideration in school planning and design, from entrances and exits to decisions about open and closed campuses and start and release times. The affluence of certain pockets of the community impacts bus ridership and taking that into consideration, the district has tried to be as proactive and plan best as possible with route schedules.

Carrie Douglass suggested a board or district staff member be part of the Transportation Design Committee. Discussion ensued on the zoning and planning for the new high school property and both city and district expressed their planning desires for that part of town. High thanked Henry and Tiller for their report and Mayor Roats expressed his support for the location of the new high school and accessibility considerations being made by the district.

## **City of Bend**

### *Urban Growth Boundary Expansion & Comprehensive Plan Overview and Next Steps*

City Manager, Eric King introduced Jon Skidmore, Assistant City Manager and Brian Rankin, Long-range Planning Manager to share about the city's current efforts and planning and emphasized the importance of both entities coordinating and planning together for Bend's future.

Skidmore reviewed the history of growth in Bend and the pressure it has put on infrastructure, schools, parks, etc. Rankin shared about the 2014-16 UGB Remand process which included 3 Technical Advisory Committees, UGB Steering Committee, three community meetings and outreach efforts through established groups and online surveys. He reviewed the UGB adoption package which includes specific areas, land use policies, implementation codes, mixed-use development and redevelopment areas. Rankin reviewed the UGB expansion areas and noted the timeline for the city's strategic plan, which includes future urban form along with sewer collection system expansion. Skidmore reviewed the projects and costs involved in the 2018-2022 Capital Improvement Program.

Chair High asked about the annexation policies and King said they are now complete and will be effective on February 2<sup>nd</sup>. Julie Craig asked about the City's plans for future planning efforts. Skidmore said he'd like to move forward with a more routine and continuous process and would rather work on incremental improvements than have a large number of projects and costs come at one time. High thanked Rankin and Skidmore for their presentation.

## **Closing Comments**

### *Future Partnership*

Mayor Roats thanked the Board and appreciated the opportunity to meet together. He is hopeful the relationship between the city and district will continue to be amicable as both entities are working to support the community as best possible while being fiscally responsible. He noted the core mission for each entity is equally as important and he would like to meet together more often and continue to find ways to work together specifically in the areas of growth and partnership opportunities in bonding and expansion projects.

Chair High thanked City Council members for meeting and asked how the School Board could help collaborate and partner on future endeavors. Roats said he would like to reduce the stigma of "it's the city" or "it's the district" and work together to reflect both group's priorities in future planning efforts. Cheri Helt appreciated the opportunity to meet together and continue to seek ways to maintain and grow the partnership by working together on shared goals.

Chair High adjourned the joint meeting and recessed business meeting at 8:26 p.m.

Chair High resumed the business meeting at 8:41 p.m.

### **Superintendent's Spotlight**

Superintendent Mikalson noted January is School Board Appreciation month and thanked the Board for their service and commitment to the district. He presented art work designed by a Mt. View High School student specifically in thanks to the Board.

### **Consent Agenda**

**Julie Craig moved to approve the Consent Agenda. Carrie Douglass seconded the motion. Unanimous approval.**

### **Action Items**

Chair High noted the 2018-19 Alternative Learning Option presentation made in December and the summary in the board packet. **Peggy Kinkade moved to approve the 2018-19 Alternative Learning Option contracts. Julie Craig seconded the motion. Unanimous approval.**

### **Report**

#### *2018 Division 22 Assurances*

Superintendent Mikalson reviewed the Division 22 report and explained that by February 1 of each year, district superintendents are required to report to their local school board the district's standings with respect to all Standards for Public Elementary and Secondary Schools as set forth in OAR 581-022-2305. Districts are also required to post the report to their websites by February 1, 2018 and must submit a completed report to ODE by February 15, 2018.

Mikalson followed up on the 2017 report, noting the district was not in compliance with Comprehensive Guidance and Counseling standards. Since that time, the district has been working to collaborate with all counselors at the middle and high school level with consultation from the American School Counselor Association to develop and implement a comprehensive guidance and counseling plan, which will be completed by the end of the 2017-18 school year. Because of this work, the district is in compliance with Comprehensive Guidance and Counseling standard for the 2018 report. Mikalson added, Jim Boen and a team of district counselors will present about the program and framework for counseling services in a future board meeting.

For 2018, the district is not in compliance in the area of Human Sexuality Education, commonly known as Erin's Law. For grades K through 12, Erin's Law requires: 1) student instruction at each grade level, 2) parent instruction, and 3) staff training. The district plans to be in compliance in this area in the months ahead as we complete work to align practices, implement curriculum and provide training opportunities. Mikalson noted the incredible training opportunities The Kids Center offers and is grateful for their partnership in helping the district meet these standards and educate the community.

Chair High recessed the business meeting at 8:52 p.m.

Chair High resumed and adjourned the business meeting at 9:23 p.m.

Respectfully submitted,  
Andrea Wilson

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

The Board of Directors for Bend-La Pine Schools met in a Community Linkage Meeting on January 23, 2018 at Pilot Butte Middle School, 1501 NE Neff Road, Bend, OR.

**Board Members Present**

Peggy Kinkade  
Cheri Helt  
Julie Craig  
Carrie Douglass  
Ron Gallinat  
Stuart Young

**Board Members Absent**

Andy High

**Call to Order**

The meeting was called to order at 5:30 p.m. by Vice Chair Craig. The Pledge of Allegiance followed.

**Welcoming Remarks & Review of Agenda**

Vice Chair Craig introduced herself and fellow Board members. She thanked community members for attending and noted this is the second community outreach effort of the year to discuss School Start Times. Craig introduced Deputy Superintendent Jay Mathisen to review the format for the evening and background information.

**Background Information on Findings from the School Start Times Committee**

Jay Mathisen shared about the work of the School Start Times Committee, which was comprised of district staff, business and community members, who spent time exploring current research, start time options, gathering perspectives, identifying benefits, challenges and options to create a recommendation for Superintendent Mikalson.

The committee landed on three models which are being presented tonight for thoughts and feedback through breakout sessions led by facilitators. Mathisen split community members into three large groups and explained the rotation and information each group would hear about each of the models. After all rotations have been completed, he invited all back together to hear closing comments from Superintendent Mikalson.

**Breakout Sessions**

Three models were identified from the Start Time Committee:

- Flip Model: flip elementary start times with middle and high school start times
- Slide Model: slide start times at all levels to a later time
- Current Model: maintain current school start times

Community members attended sessions for each model. Facilitators led community members through pros and cons of each model and community feedback was recorded for each session as groups moved throughout the evening.

**Closing Remarks & Next Steps**

Superintendent Mikalson thanked the community for coming out to learn and share valuable feedback that will be considered as he works toward determining next steps. Mikalson thanked the Start Time Committee for their time and efforts and appreciates that this is an important topic to many. He will share the district's next steps at the March 13, 2018 board meeting.

Meeting adjourned at 7:07 p.m.

Respectfully submitted,  
Andrea Wilson

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

The Board of Directors of Bend-La Pine Schools met in a special session on February 5, 2018 to interview candidates for the Bend-La Pine Schools Budget Committee position at the Education Center 520 NW Wall Street, Bend, OR.

**Board Members Present**

Ron Gallinat  
Carrie Douglass

**Call to Order & Review of Agenda**

The special meeting was called to order at 4:00 p.m.  
Board members present reviewed the draft interview questions and accepted them as presented.

**Interview Budget Committee Applicants**

At 4:15 p.m., candidate James Carner was introduced to the Board Members present and an informal interview ensued. The interview concluded at 4:26 p.m.

The meeting was recessed at 4:28 p.m. until the next interview.

At 4:50 p.m., candidate Kenneth Betschart was introduced to the Board Members present and an informal interview ensued. The interview concluded at 5:16 p.m.

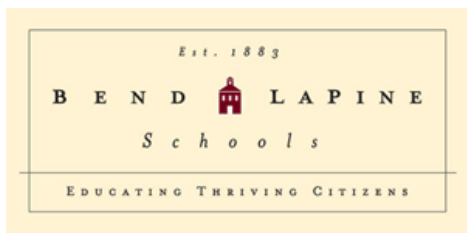
At 5:18 p.m., candidate Amy Tatom was introduced to the Board Members present and an informal interview ensued. The interview concluded at 5:35 p.m.

**Budget Committee Appointment Next Steps**

The Board members present deliberated and will make a recommendation for appointment to the full Board at the next regular School Board meeting.

The meeting was adjourned at 5:45 p.m.

The minutes were drafted by John Rexford, Chief of Staff.



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*(541) 355-1109 FAX*

DATE: February 8, 2018

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

FROM: Debbie Watkins, Director of Human Resources – Classified  
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 February 13, 2018. All Hires are subject to successful drug testing, background check, and Oregon licensure.

### CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Barany, Elizabeth	Primary Teacher PS107054TMP	Pine Ridge Elementary	Temporary Full Time	02/13/2018
Kelling, Ryan	Dean PS107063	Skyline HS	Regular Full Time	02/13/2018
Watts, Peter	Language Arts PS107050TMP	High Desert MS	Temporary Full Time	02/13/2018

### CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Cloud, Kelly	Title Reading Teacher	Silver Rail Elementary	08/28/2012 – 01/31/2018
Downs, Lauren	Primary Teacher	Pine Ridge Elementary	08/25/2014 – 02/09/2018
Foster, Elizabeth	Art Teacher .20 FTE	Tamarack	08/28/2017 – 01/26/2018

### CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

### ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Franklin, Michael	Principal PS107003	Skyline HS	Regular Full Time	02/13/2018
Legace, Kathryn	Executive Director of High Schools PS107043	Education Center	Regular Full Time	02/13/2018



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*(541) 355-1109 FAX*

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

**ADMINISTRATIVE RETIRE/REHIRE**

NAME	POSITION	LOCATION	STATUS	HIRE DATE





## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street  
Bend, Oregon 97703-2699  
(541) 355-1100  
Fax (541) 355-1109*

February 8, 2018

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: Confidential and Classified Recommended Hires, Retirements and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on February 13, 2018

### *Classified Hiring*

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Aune, Richelle	#106609 EA - Inclusion	Juniper	Temp 6.5 hrs / day	01/16/18
Bishop, Kathlene	#106823 Nutrition Server I	W.E. Miller	Reg 3.25 hrs / day	01/31/18
Brook, Melinda	#107052 Nutrition Server I	Bend High	Reg 3.0 hrs / day	02/02/18
Bryan, Shawna	#106823 Nutrition Server I	R.E. Jewell	Reg 1.8 hrs / day	02/02/18
Culbertson, Lauren	#107051 Nutrition Server I	Bend High	Reg 3.0 hrs / day	02/02/18
Dale, Marcus	#107035 Assistant Warehouse Manager	Distribution	Reg 8.0 hrs / day	01/09/18
Dennison, Rebecca	#106609 EA – Inclusion	Lava Ridge	Temp 6.5 hrs / day	01/29/18
Gibson, Emily	#106609 EA – Inclusion	Ponderosa	Temp 6.5 hrs / day	01/05/18
Grossman, Dixie	#106609 EA – Inclusion	Pilot Butte	Temp 7.0 hrs / day	01/30/18
Henshaw, GraceAnne	#107042 Attendance Secretary II	Bend High	Reg 8.0 hrs / day	01/09/18
Jameson, Julie	#106823 Nutrition Server I	W.E. Miller	Reg 3.25 hrs / day	01/11/18
Knopf, Ben	#106991 Campus Safety and Security Officer	Mountain View	Temp 3.0 hrs / day	01/29/18
Macedo, Cara	#106799 EA – Inclusion	Special Programs	Temp 3.0 hrs / day	01/29/18
McCann, Kristina	#106609 EA – Inclusion	Special Programs	Temp 7.0 hrs / day	01/24/18



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

Powell, Catherine	#106609 EA - Inclusion	Buckingham	Temp 6.5 hrs / day	12/21/17
Rolie, Terra	#107059 Regular Bus Driver	Transportation	Reg 4.75 hrs / day	01/31/18
Samp, Kate	#106609 EA – Inclusion	W.E. Miller	Temp 6.5 hrs / day	12/21/17
Walden-Mather, Jamie	#106609 EA – Inclusion	Special Programs	Temp 7.0 hrs / day	01/19/18
Wurth, Dyana	#106799 EA – Inclusion	W.E. Miller	Temp 3.75 hrs / day	01/22/18
Vaughn, Jane	#106823 Nutrition Server I	W.E. Miller	Reg 2.0 hrs / day	01/31/18
Zahniser, Jody	#106609 EA – Inclusion	RE Jewell	Temp 6.5 hrs / day	01/24/18
Zavala, Lesley	#107053 School Office Secretary I	Bend High	Temp 7.75 hrs / day	01/31/18

### Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bailey, Loren	#107046 Human Resources Specialist II	Human Resources	Reg 8.0 hrs / day	01/29/18

### Classified Resignations

Name	Position	Location	Resign Date
Barendse, Jordan	Print Shop Specialist – Graphic Designer	Print Shop	05/27/14 – 03/06/18
Blotter, Jacob	Relief Bus Driver	Bend Transportation	11/17/17 – 02/10/18
Castle, Sherry	Nutrition Server II	W.E. Miller	09/03/13 – 02/05/18
Charest, Dalton	EA – Inclusion	High Desert	10/20/17 – 02/02/18
Foster, Elizabeth	EA – Inclusion	Special Programs	01/12/16 – 01/27/18
Lyons, Jackie	Nutrition Server I	Cascade	12/01/16 – 12/23/17
Monaghan, Chawna	Nutrition Secretary II	Nutrition Services	12/18/17 – 02/01/18
Sauer, Lyssa	Nutrition Server I	Bend High	12/15/14 – 12/23/17
Thomas, Beverly	Nutrition Server I	Juniper	10/05/17 – 02/10/18

### Classified Retirements

Name	Position	Location	Resign Date
Pearson, Rita	EA- Inclusion	Bend High	08/25/08 – 06/14/18
Rogers, Frank	Outside Services Crew II	Maintenance	05/23/01 – 03/02/18

**Administrative School District No. 1  
Bend-La Pine Schools**

**Resolution No. 1863**

**Not in Our Town Proclamation**

WHEREAS, bullying, harassment and hate crimes have increased in towns and cities across America; and

WHEREAS, history has tragically taught us what happens when people stand silently by and allow acts of intolerance, hatred and violence occur; and

WHEREAS, people often feel isolated, without hope, and helpless to do anything individually to end hate violence; and

WHEREAS, people in communities across the nation have stood up and successfully opposed racist, anti-immigrant, and anti-Semitic bigotry and hate acts committed against their neighbors; now therefore;

NOW, THEREFORE, BE IT RESOLVED, that Bend-La Pine Schools stands up against bigotry and hate-based violence of all kinds and declares that no one shall be discriminated against because of race, faith, ethnicity, national origin, legal status, gender, age, disability, sexual orientation or any other real or perceived difference.

BE IT FURTHER RESOLVED, Bend-La Pine Schools supports the Not in Our Town, Not in Our Schools community workshop March 5 and March 6 at Central Oregon Community College and; that Bend-La Pine Schools will stand together with all people of good faith across the nation in an effort to push back the rising tide of bullying, harassment and hate crimes to proclaim 'Not in Our Town, Not in Our Schools.'

Adopted this 13<sup>th</sup> day of February, 2018.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

\_\_\_\_\_  
Board Secretary



# SEASON OF NONVIOLENCE <sup>10th Anniversary</sup>

The Season of Nonviolence honors the legacy of Dr. Martin Luther King, Jr., Mahatma Gandhi, Cesar Chavez and Wilma Mankiller and their nonviolent work to advocate for human rights.

For a full list of Season of Nonviolence events, visit [cocc.edu/mcc-events](http://cocc.edu/mcc-events)

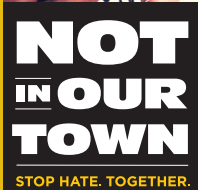
FILM, DISCUSSION AND WORKSHOP

## NOT IN OUR TOWN NOT IN OUR SCHOOLS

### FILM SCREENING AND DISCUSSION

**Monday, March 5**  
**6 to 8 p.m.**

The film, *Not In Our Town Northern California*, takes a look at five communities dealing with deadly hate violence over a five-year period. The stories reveal that whether the motivation is racism, antisemitism, or crimes motivated by gender or sexual orientation, hate is the same. Following the film, a student panel will share its stories and then Patrice O'Neill, founder and executive director of *Not In Our Town*, will lead a discussion on how to prevent and respond to incidents of bullying, hate and bigotry.



### COMMUNITY ORGANIZING WORKSHOP

**Tuesday, March 6**  
**9 a.m. to Noon**

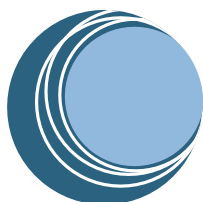
Patrice O'Neill, founder and executive director of *Not In Our Town*, will meet with local civic leaders, law enforcement personnel, city and school representatives, and other concerned citizens to discuss how to foster greater safety and inclusion in our community. This event will promote communication and collaboration in the community that ultimately results in creating a framework for preventing and responding to incidents of bullying and hate.

**Both events at**  
**Wille Hall / Coats Campus Center / COCC Bend Campus**

**FREE & OPEN to the public**

Collaborated by:  
COCC Multicultural Activities, Building Common Ground, Deschutes Cultural Coalition and other community organizations

Questions: [kroth1@cocc.edu](mailto:kroth1@cocc.edu) or 541.383.7412



**CENTRAL OREGON**  
community college

[cocc.edu](http://cocc.edu)

♿ In advance of College events, persons needing accommodation or transportation because of a physical or mobility disability, contact Joe Viola at 541.383.7775. For accommodation because of other disability such as hearing impairment, contact Disability Services at 541.383.7583.

**Executive Summary**  
**Shay Mikalson, Superintendent**

2018-19 Inter-District Transfer Openings Under HB 3681 – Open Enrollment

HB 3681 was enacted by the 2011 legislature and allows a student to attend school in a school district where the student does not have legal residence if the student receives written consent from the school district. Once approved as an inter-district transfer under HB 3681, a student does not need to reapply for annual approval of the inter-district transfer.

The bill did not remove Oregon's traditional methods of inter-district transfer or mutual district agreement. Local school districts have control over the decision of whether to accept students using any of the methods of inter-district transfer and length of time for the approved transfer as described in administrative policy [JECB-AP: Admission of Non-Resident Students.](#)

Prior to March 1, 2018, a district School Board must determine and announce the number of students they will accept via HB 3681 for the upcoming school year.

**Recommended motion: I move to approve the number of Open Enrollment openings as presented.**



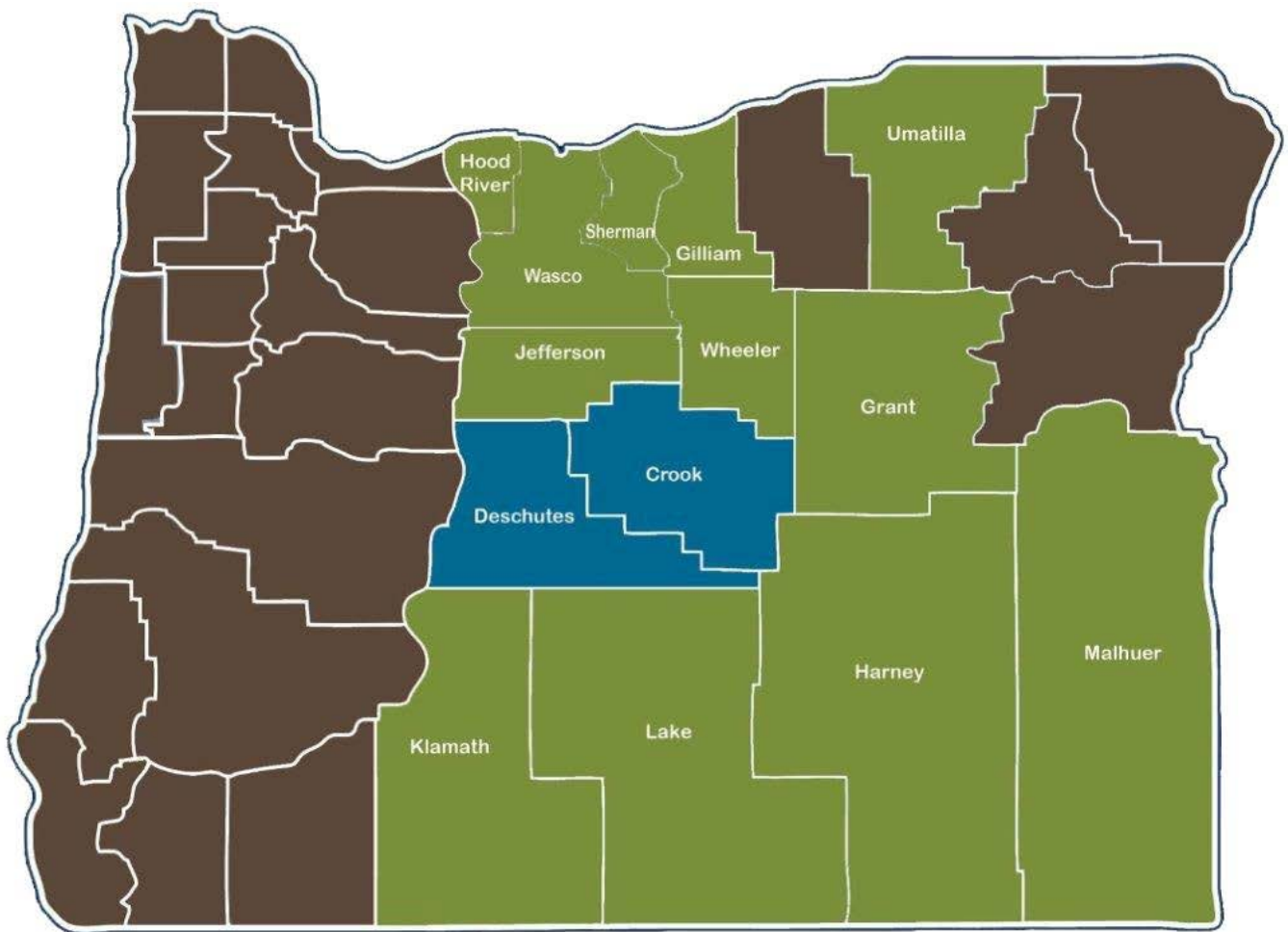
A photograph of a woman and three children in a stream. The woman, on the left, is wearing a blue shirt and dark pants, and is holding a long pole. She is looking down at the water. The three children are standing in the water, wearing black rubber boots. One child is wearing a pink shirt and pants, another is wearing a pink shirt and blue skirt, and the third is wearing a white shirt and blue skirt. They are all looking down at the water. The background shows a rocky stream bed with some greenery and a wooden structure in the distance.

# 2018-19 Local Service Plan



## High Desert Education Service District

High Desert Education Service District (HDESD) provides services to the four component districts in Crook and Deschutes County. HDESD also provides services in eleven additional counties through regional contracts.



# High Desert Education Service District

High Desert Education Service District (HDESD) provides services to the four component districts in Crook and Deschutes County: Bend-La Pine Schools, Crook County, Redmond and Sisters School Districts.

HDESD also provides services in eleven additional counties through regional contracts.

## Vision Statement

Together, engaging students to succeed

## Mission Statement

Improve student outcomes with Excellence, Equity and Efficiency

## Strategic Priorities

Implement best practices for educators gleaned from Investigation, Innovation and Incubation of ideas and efforts from the public and private sectors.

### **Foster education opportunities from birth to career**

Increase student access to education

Advocate regionally for birth to career education opportunities

Garner funds for programs and services

### **Provide value to our school districts, families and other customers**

Provide services on behalf of our school districts due to cost, politics or expertise

Listen to and meet the needs of our constituents

Employ individuals with experience and expertise

### **Bridge gaps and bring people together**

Build coalitions and partnerships

Look for and respond to unmet needs

Enhance state and regional presence - advocate and inform



# Introduction

In collaboration with component school districts' advisory councils and superintendents, the HDESD has developed the 2018-19 Local Service Plan pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

**Services for Children with Special Needs** include special education services, services for at-risk students and professional development for staff who provide these services.

**Technology Services** for component school district technology plans, including network services, information systems services, information security services, instructional technology services, distance learning and professional staff development.

**School Improvement Services** support component school districts in meeting the requirements of state and federal law; allow the HDESD to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; address school-wide behavior and climate issues; and provide professional staff educational opportunities.

**Administrative and Support Services** consolidate and improve component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

The 2018-19 HDESD Local Service Plan includes services required by state and federal law and services contracted to school districts, and other public and private entities.

An education service district may provide entrepreneurial services and facilities to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

In addition to continuing approved services from prior years, the 2018-19 Local Service Plan will introduce requested opportunities in the areas of Traumatic Brain Injury (TBI) concussion support, professional development for substitute teaching staff, expanded regional benefit support and equity-based organizational strategies.

The Local Service Plan is approved annually by HDESD Board of Directors and the component school districts' Board of Directors.

## Local Service Plan Approval Process

The Local Service Plan must be approved by the HDESD Board of Directors and affirmed by at least two thirds of the HDESD component school district's Board of Directors representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

- **January 2018:** The 2018-19 Local Service Plan (including suggested new services) reviewed by component district advisory councils, the HDESD Executive Council and approved by the HDESD Board of Directors.
- **February 2018:** Local Service Plan submitted to component school district Board of Directors for approval.
- **June 2018:** Local Service Plan services and budgets approved by HDESD Budget Committee and HDESD Board of Directors.

## Amendment Process

The HDESD Local Service Plan can be amended by two thirds vote of the HDESD component school district's Board of Directors, representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

## Revenues

State School Fund: 90% of State School Fund monies received by the HDESD are spent on services provided directly to component school districts pursuant to OAR 327.019(8).

Grants and Contracts: HDESD receives both state and federal grants and contracts to provide services to component and non-component districts.

Entrepreneurial Services: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

## Annual Performance Measures

Services provided by HDESD and outlined in the Local Service Plan are measured annually by the setting of goals and measurement of outcomes in relation to the HDESD Board of Directors' Strategic Priorities.

HDESD program managers set goals, monitor their progress toward those goals, and report outcomes. Goals are due in October, so they can analyze their progress mid-year. Several programs have been tracking their goals and outcomes long enough to provide the board and component districts with longitudinal data. These goals and outcomes are shared with component district's leadership and available on the HDESD website.

## Organization

### Board of Directors:

HDESD has a nine member board of directors. Five board members are elected by our component districts (Bend-La Pine 2; Redmond 1; Sisters 1 and Crook County 1) and those five members appoint four more board members each to represent one of the following constituencies within Deschutes and Crook Counties: Social Services, Higher Ed, Business and At Large.

Carol Moorehead, Board Chair	Elected by Sisters School District Board of Directors
Kathy Biles, Board Vice Chair	Appointed Higher Education Representative
Seana Barry	Appointed At Large Representative
Gwen Carr	Elected by Crook County School District Board of Directors
John Lang	Appointed Business Community Representative
Mike McGowan	Elected by Redmond School District Board of Directors
Bob Moore	Appointed Social Services Representative
Doug Nelson	Elected by Bend-La Pine School District Board of Directors
Scott Reynolds	Elected by Bend-La Pine School District Board of Directors

## Administration:

Paul Andrews, Superintendent  
Dave Burke, Assistant Superintendent  
Greg Munn, Business Services Director  
Jayel Hayden, Human Resource Director

In addition to the district office administrators, HDESD is organized into four departments aligned with the four core service areas outlined in the law. HDESD administrators have been assigned responsibility for each of the four departments:

**Children with Special Needs** – Sandy Bishop and Diane Tipton  
**Technology Services** – Rachel Wente-Chaney  
**School Improvement Services** – Dave Burke  
**Administrative and Support Services** – Paul Andrews

Respectfully Submitted,

**Paul Andrews**

Paul Andrews, Superintendent  
High Desert Education Service District

# Core Service Area

## Administrative and Support Services

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Administrative Services:** Provides services in the areas of human resources, financial management and administration may be provided based on the needs of individual districts.

**Grant Writing:** Assists component districts with grant applications or with required grant applications.

**HR Services:** Provide Human Resource services specific to the individual needs of a school district.

**Legal Services:** Provides legal services to component districts (Crook and Deschutes counties) in the areas of employment relations, general school law and special education.

**Procurement and Contracting:** Provides services in the acquisition, storage and distribution of materials and supplies.

**Resource Acquisition and Grant Administration:** Provides consultation and technical assistance for resource acquisition from public and/or private funding sources.

**Substitute Services:** Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes.

**GOVERNMENT GRANTS AND CONTRACTS:** Federal grants, state grants and contracts and contracts with component districts and agencies.

**Home School Registration:** All Home School families must register their child with HDESD annually.

**Medicaid Administrative Claiming:** Provides a revenue source for four school districts for FAN and Nursing Services.

**ENTREPRENEURIAL:** HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

**Financial Information Systems:** Provides required support and/or direct services to districts with the Visions Enterprise Financial Information System.

**Legal Services:** Provides legal services to district boards and administrators. In an increasingly complex legal environment this service is provided at a cost that is substantially lower than the going market rate and is of great benefit to districts.

**Substitute Services:** Provides an employee absence and substitute management system for licensed teachers and classroom educational assistants. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

**Regional Business Services:** Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

## Core Service Area

### Children with Special Needs

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Alternative, Summer & Extended School Year:** Provides direct and supervisory services for alternative schools, summer schools and/or extended school year programs.

**Applied Behavior Analysis:** The Applied Behavior Analysis (ABA) program works with students with severe autism or communication deficits who benefit from Applied Behavior Analysis.

**Behavior Intervention Center:** The Behavior Intervention Center (BIC) is a short-term placement (45-60 days) for children with behavioral/social concerns that require specialized intervention. The goal of the BIC program is to provide the behavioral and social interventions to allow children to successfully return to their resident schools. Most students attend the BIC program for half of their school day and the other half is spent at their neighborhood school.

**Behavior Programs:** Provides services to children with emotional and/or behavioral problems that adversely affect the child's education performance.

**Healthy Beginnings (Child Find):** In partnership with local educational, health care and social service organizations, Healthy Beginnings provides free comprehensive health and development screenings throughout Deschutes County.

**Special Education:** Provides ancillary special education services to children eligible under IDEA part B and C (children birth to 21).

**GOVERNMENT GRANTS AND CONTRACTS:** Federal grants, state grants and contracts and contracts with component districts and agencies.

**Central Oregon Regional Program:** Central Oregon Regional Program (CORP) is a state contracted program that provides special education services to students with low-incidence disabilities in 7 counties. These include students with autism, vision impairments, severe orthopedic impairments, hearing impairments, and traumatic brain injuries.

**Early Intervention/Early Childhood Special Education:** Early Intervention (EI) and Early Childhood Special Education (ECSE) are specialized services for children, birth to Kindergarten with special needs. These services are offered throughout Crook, Deschutes, Jefferson, Sherman, Gilliam, Wheeler, Harney counties and the Confederated Tribes of Warm Springs.

**High Desert Children's Program:** The High Desert Children's Program serves students in Deschutes County with behavior/emotional issues who require day treatment services. Students are placed in this program by an outside agency, with HDESD providing the educational services.

**Healthy Families of the High Desert:** Healthy Families of the High Desert is modeled after Oregon Healthy Start. It is a voluntary home visitation program for first birth families with newborns.

**Transition Network:** Facilitates capacity building to assist districts and community agencies in developing integrated employment for students with intellectual disabilities (ages 16 to 21 years).

**ENTREPRENEURIAL:** HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

**Assistive Technology/Augmentative Communication K-12:** Assistive Technology (AT) refers to any device or piece of equipment that helps a student with disabilities access his or her education. The AT program provides equipment, evaluation, professional development and technical assistance. The AT resource center provides equipment for short-term evaluation so that a student's team can determine what type of AT device would most appropriately meet the needs of that student. Once an evaluation is completed, the AT program provides the device for long-term loan by the student and his/her district.

**Occupational Therapy/Physical Therapy- K-12:** Children/students ranging in age from birth through 21 years of age with identified orthopedic impairments receive direct instruction and/or consultation services from licensed Occupational Therapists (OTs) and Physical Therapists (PTs). In addition, OTs and PTs consult with parents and district staff to provide any needed adaptive equipment.

**Sign Language Interpreters K-12:** The Sign Language Interpreter program serves Deaf and Hard of Hearing (DHH) students.

## Core Service Area

### School Improvement Services

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Alternative Learning Options:** Annual evaluation that is developed and presented to the resident school Board of Directors for approval of each alternative education program.

**Better Together:** Better Together is committed to improving student success by using the Collective Impact approach within the Cradle to Career framework. Incorporates the Regional Achievement Collaborative which aims to bring together institutions in a region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience.

**Career and Technical Education:** Consult with local school districts on School-To-Work initiatives; Career and Technical Education programs in high schools and our community college; and state mandated vocational education program evaluations. CTE also provides support to districts with funding from a Carl Perkins grant.

**Children's Forest of Central Oregon:** This program creates a network of outdoor places and programs dedicated to moving all children along a continuum of learning, exploration, and healthy living through engagement with nature. Outdoor School is a component of Children's Forest of Central Oregon.

**Curriculum Services:** This program brings together ideas, talent and resources across districts and partner organizations to help schools better prepare all students to reach high standards.

**First Step:** First Step is a positive reinforcement behavioral program serving Kindergarten and first grade students in Deschutes County.

**Foreign Language/Interpreting:** HDESD provides foreign language interpreters and translators to school and district level staff upon request and interpretation for non-special education purposes.

**Oregon Mexico Education Partnership (OMEP):** The Plaza Comunitaria is an educational resource for the Hispanic community sponsored through a unique partnership between the State of Oregon and the Mexican Government. Plazas offer Spanish literacy programs to Spanish-speaking adults and youth.

**Positive Behavior Interventions & Supports (PBIS):** Provides districts with necessary skills to develop, implement and sustain practices that create safe and effective learning environments for all students.

**Professional Development Coordination and Delivery:** HDESD convenes all of the Directors of Curriculum and Instruction to determine regional professional development needs and services. Based on feedback from the directors and other sources, PD opportunities are provided on all areas of school improvement, curriculum, standards and instruction.

**Regional School Safety/Safe School Alliance:** Links school districts with public agencies to discuss and enhance policies and procedures that promote and ensure safety for students, teachers and staff.

**School Response Team:** The School Response team is a cooperative, volunteer effort among participating districts. The team is made up of specially-trained teachers, counselors, educational assistants, administrators, human service agency staff and community members who are willing to aid schools agencies or communities in response to crisis such as the death of a student or staff person or some other traumatic incident.

**Service Integration:** Provides services that are integrated or linked with community services for the purpose of enhancing student academic success and supporting the healthy development of children. Services may include, but are not limited to, those provided through the Family Access Network, Safe Schools Alliance, Regional Safety Offices, School Resource Officers and Mental Health services.

**GOVERNMENT GRANTS AND CONTRACTS:** Federal grants, state grants and contracts and contracts with component districts and agencies.

**Cascades Commitment/Regional Promise Grant:** Intended for the development and/or expansion of consortia of educational service districts, school districts and post-secondary institutions building collaborative, innovative, and flexible ways to foster a college-going



culture across the region and to create additional opportunities for high school students to participate and earn credit in college-level courses.

**Family Access Network (FAN):** Through family advocates in public schools the Family Access Network improves lives by ensuring all children in Crook and Deschutes County have access to basic-need services.

**Innovation:** HDESD's innovation process, i4, works to increase the excellence, equity and efficiency of our services by generating, experimenting and testing innovative ideas using best practices from the entrepreneurial community.

**Regional PreK-3rd Initiative:** PreK-3rd connects, integrates, and aligns birth to 5 and K-12.

**Science Kits:** Provides opportunities for students to access hands-on equipment to reinforce science concepts.

**STEM Hub:** HDESD is the fiscal agent for the regional STEM hub grant. With the High Desert Museum and OSU-Cascades, HDESD provides direction, implementation support and all fiscal support to help create a hub for Science, Technology, Engineering and Math in our region.

**Title 1-C Migrant Education Program:** The Migrant Education Program identifies migrant families and helps migrant students with academic needs. All migrant students are eligible for free nutritional services through the schools and free 24-hour accident insurance. Region 11 serves the following school districts: Bend La Pine, Redmond, Sisters, Crook County, Jefferson County, 509J and Culver.

**ENTREPRENEURIAL:** HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

**Curriculum Services:** HDESD provides curriculum services to districts including staff development opportunities, curriculum development and regionalized resources to maximize efficiencies.

**Drivers Education:** Provides quality driver education and training that meets or exceeds the requirements set by the Oregon Department of Transportation.

## Core Service Area Technology Support

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Desktop Support:** Provides a range of desktop computer hardware and software support services.

**Information Technology:** HDESD provides services and software to local schools for the purpose of applying technology to support student achievement and professional development, including email, websites, web application support, and web hosting.



**Network Services:** Provides services and software that increase the interconnectivity of schools, including internet access, network security, wireless networks, and web filtering.

**Regional Data Center:** Provides services that support file storage; data storage; information access; information security; data visualization and analytics; student and financial information systems.

**Student Information and Data Services:** Provides required support and/or direct services to districts for student information systems and data reporting needs.

**Voice over Internet Protocol (VoIP) Services:** Provides deployment and ongoing management of a Voice over Internet Protocol communications network.

**ENTREPRENEURIAL:** HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

**Desktop Support:** Provides a range of desktop computer hardware and software support services.

**Information Technology:** HDESD provides services and software to local schools for the purpose of applying technology to support student achievement and professional development, including email, websites, web application support, and web hosting

**Network Services:** Provides services and software that increase the interconnectivity of schools, including internet access, network security, wireless networks, and web filtering.

**Regional Data Center:** Provides services that support file storage; data storage; information access; information security; data visualization and analytics; student and financial information systems.

**Student Information and Data Services:** Provides required support and/or direct services to districts for student information systems and data reporting needs.



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January 31, 2018

To: Mr. Shay Mikalson, Superintendent

From: Roy Burling, Business Manager

RE: Financial update for FY 2017-18

Mr. Mikalson,

This is the financial update for second quarter of FY 2017-18. This information includes actual data through December 31, 2017 along with projections to the end of the fiscal year.

The FY2016-17 Comprehensive Annual Financial Report and related audit reports were completed in December 2017. The CAFR was filed with the Department of Education, Oregon Secretary of State, Federal Audit Clearinghouse and the Electronic Municipal Market Access, a service of the Municipal Securities Rulemaking Board.

The beginning fund balance for FY2017-18 (ending for 2016-17) is \$7.88 million, \$373,000 more than the budgeted beginning fund balance. This is primarily the result of actual expenditures coming in slightly lower than projected expenditures.

The assumptions used to calculate the state school formula revenue are continuously monitored for changes and based on the most recent information the projected amount for FY2017-18 was adjusted downward. We will continue to monitor and adjust the formula revenue during the year.

A significant part of the state school formula revenue are local property taxes. In Oregon, property taxes provide three options for payment; Pay in full by November 15th and receive a 3 percent discount, pay 2/3 by November 15th and receive a 2 percent discount or pay in three installments with no discount. Based on those options, the majority of taxpayers take advantage of the 3 percent discount and pay in full by November 15. As a result about 90 percent of the total taxes are collected in November and based on the property tax turnovers received through December the projected FY2017-18 property taxes are forecasted to exceed budgeted amounts by \$3,000,000. The increase in property tax is offset by a reduction in the State School Fund and there is no net gain for the District.

With recent increases in interest rates the projected earnings on investments are expected to exceed budgeted amounts. Projected total resources for FY2017-18 are forecast to be \$365,000 more than budgeted based on a slightly higher beginning fund balance and earnings on investments.

Projected expenditures for salaries in the second quarter report is \$88.5 million, an increase of 0.4 percent compared with the October estimate. Projected expenditures for payroll costs and benefits \$46.7 million is about 2.3 percent less than the October estimate. Expenditures for utilities & purchased services are also projected to be less than the budgeted amount. Estimated FY2017-18 other operating costs are projected to be \$360,000 under the budgeted amount.

The FY2017-18 ending fund balance is projected to be \$8.96 million, about \$1.18 million more than the adopted budget. The \$8.2 billion statewide education budget was split 50/50 over the biennium, a change from the more tradition 49/51 split. The 50/50 split necessitates a financial strategy to push resources from FY2017-18 to FY2018-19 to cover anticipated increases in operating costs.

A summary of the investments of the 2017 Bond proceeds is included in this report. The bond proceeds are invested in US Treasury obligations, US Agency obligations, LGIP and fully collateralized bank accounts. All of the investments are rated AA+ by S&P indicating the obligor's capacity to meet its financial commitments on the obligation is very strong. One Federal Loan Discount note for \$1,840,000 settled in December and was deposited into the bank.

Update on the FEMA claims related to the winter storm event in 2017. Over the last 6 months we worked with FEMA representatives to prepare the claims for snow removal and permanent repairs at Jewell Elementary and the Kenwood Gym. John McCafferty, FEMA PA Crew Leader, shared that the Category B claim for snow removal costs is in the FEMA final review queue and could not say exactly when it will be approved and obligated. On January 8, 2017 the State Historic Preservation Office concurred FEMA's finding of no adverse effect for the proposed rebuild of the Kenwood Gym allowing that claim to go forward.

If you have any questions, need additional information or have comments please let me know.

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

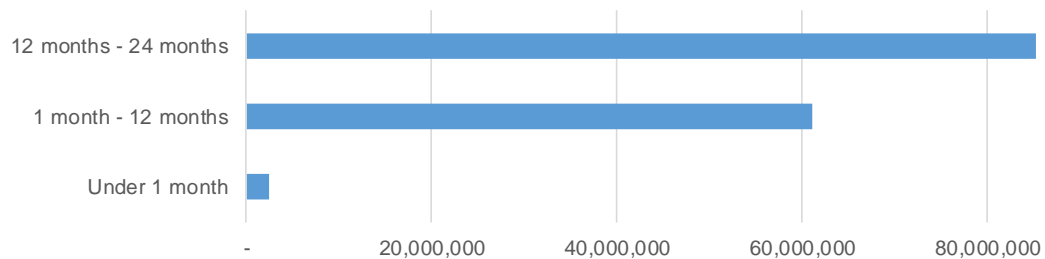
	FY 2017-18				
	Adopted Budget	2nd Quarter Projection to Year End	2nd Quarter Budget Variance	2nd Quarter Budget Variance %	October 2017 Projection to Year End
Resources:					
Beginning fund balance	7,508,463	7,881,792	373,329	105.0%	7,881,792
Revenue					
Formula revenue:					
Tax revenue	73,887,922	76,887,922	3,000,000	104.1%	73,888,900
State school fund	84,397,295	81,279,300	(3,117,995)	96.3%	84,397,295
Common school fund	2,251,462	2,251,197	(265)	100.0%	2,251,462
County school fund	175,000	175,000	-	100.0%	190,729
Total formula revenue	160,711,679	160,593,419	(118,260)	99.9%	160,728,386
Earnings on investments	260,000	433,900	173,900	166.9%	433,900
Local sources - other	1,607,500	1,606,960	(540)	100.0%	1,388,400
Intermediate sources	2,400,000	2,400,000	-	100.0%	2,400,000
State non-formula resources	470,000	470,000	-	100.0%	489,800
Federal non-formula resources	28,000	28,000	-	100.0%	29,000
Total revenues	165,477,179	165,532,279	55,100	100.0%	165,469,486
Total resources	172,985,642	173,414,071	428,429	100.2%	173,351,278
Expenditures:					
Salaries, payroll costs and benefits:					
Certified	56,605,504	57,405,300	(799,796)	101.4%	57,559,000
Classified	21,349,052	20,856,100	492,952	97.7%	20,932,200
Administrators and supervisors	7,434,555	7,389,400	45,155	99.4%	7,431,400
All other salaries	2,049,183	2,818,000	(768,817)	137.5%	2,213,391
Total salaries	87,438,294	88,468,800	(1,030,506)	101.2%	88,135,991
Payroll costs & benefits	48,193,987	46,766,800	1,427,187	97.0%	47,856,600
Total salaries, payroll costs and benefits	135,632,281	135,235,600	396,681	99.7%	135,992,591
Other operating costs					
Utilities & purchased services	17,952,982	17,613,270	339,712	98.1%	17,952,982
Supplies, texts, tools	6,445,194	6,422,200	22,994	99.6%	6,445,194
Equipment	78,580	78,580	-	100.0%	78,580
Dues, fees and liability insurance	896,835	902,200	(5,365)	100.6%	896,835
Transfers	4,195,416	4,195,416	-	100.0%	4,195,416
Total other operating costs	29,569,007	29,211,666	357,341	98.8%	29,569,007
Total expenditures	165,201,288	164,447,266	754,022	99.5%	165,561,598
Excess of revenues over expenditures	7,784,354	8,966,805	1,182,451	115.2%	7,789,679
Fund balance, ending	7,784,354	8,966,805	1,182,451		7,789,679
As budgeted					
Contingency	500,000				
Fund balance	7,284,354				
Fund balance, ending	7,784,354				
Fund Balance as a percent of revenues	4.5%	5.2%			4.5%

## 2017 Bond proceed Investments

### Distribution by Maturity

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	1	2,544,684.42	2%	1.1%
1 month - 12 months	11	61,100,905.23	41%	1.5%
12 months - 24 months	11	85,224,553.17	57%	1.9%
<b>Total</b>	<b>23</b>	<b>148,870,142.82</b>		

### Distribution by Maturity



S&P Rating	Number	Market Value	Average Yield to Maturity
AA+	23	148,870,142.82	1.7%

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

**Executive Limitation 10 - Financial Planning and Administration**  
**February 13, 2018**

**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**

**Financial Planning**

**Financial planning shall not deviate materially from the Board Ends Policies, risk fiscal jeopardy, or fail to be derived from long range planning that adequately considers compensation, programs and operational costs. Accordingly, the Superintendent shall not present the Board a recommended budget which:**

- 1. Is not consistent with the Board's established priorities as established in the Ends policies.**

Evidence of compliance:

The FY2017-18 Budget was developed consistent with the Board's policy and priorities in place at that time. The Board held a budget workshop on [March 14, 2017](#), inviting the budget committee members. At that meeting, the revenue and expenditure scenarios and budget assumptions were discussed.

The FY2018-19 budget will be developed in accordance with the Board's priorities. The budget will be developed in concert with administrative staff, the School Board, and consistent with the Comprehensive Plan. In March 2018, the Board will hold a budget workshop to learn about the major assumptions driving the budget development and discuss issues regarding the prioritization of budget requirements. The discussion will include work on the District's comprehensive plan and how that impacts the budget investment.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

At the Board Retreat in August 2017, the Board discussed the budget document moving from an accounting tool to more of a planning and visioning tool. The Board agreed to have John Rexford oversee a Budget Process Improvement Committee. This committee included Board members Andy High and Carrie Douglass; Budget Committee members Tasha McFarland, Rick Olegario and Tom Bahrman; District staff members Brad Henry, Roy Burling, John Rexford and Superintendent Mikalson. The Board charged the committee to draft and propose changes, if needed, to the annual budget process and applicable policies which emphasize the consistency of budgeting with Board priorities; highlight the consideration of input from the community through the Board and Budget Committee; and enhance fiscal transparency to the community.

The committee reaffirmed that a budget is a tool to implement the strategic plan. Two general areas of development were recommended:

- Suggestions for improvements to the conventional budget process (“Deconstructing the budget” and key messages for Budget members); and
- Development of “deep dives” to delve into the Academic Return on Investment (aROI) on selected programs and/or initiatives, as well as incorporating the concept of aROI into ongoing strategic decisions on resource allocation.

**2. Is not in a summary format that is understandable to the Board and the community.**

Evidence of compliance:

The FY2017-18 Budget document met the required format as prescribed in Oregon Local Budget Law. In addition, staff often includes additional information to enhance its readability and transparency. Other support information includes:

- Superintendent’s Budget Workshop and [Budget Message](#)
- Superintendent’s presentation on the [comprehensive plan](#)
- Q & A on Proposed Budget. This was made available via email and open for discussions during the budget committee meeting.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

In October 2017 the Budget Process Improvement Committee met to consider the annual budget process and applicable policies which emphasize the consistency of budgeting with Board priorities, highlight the consideration of input from the community through the Board and Budget Committee; and enhance fiscal transparency to the community. Potential process improvements may include a major assumptions section explaining staffing allocations, school discretionary allocations, major funding programs and/or costs of major programs. We will explore ways to incorporate charts and graphs to aid in communicating how the budget supports the implementation of the Board’s and Superintendent’s strategic priorities.

The committee also supported the incorporation of the concepts of Academic Return on Investment (aROI) in the district’s strategic decision-making. The committee recommended a “deep dive” be performed on one or two areas of interest each year incorporating the tenets of aROI.

**3. Does not contain the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.**

Evidence of compliance:

The FY2017-18 budget was developed in compliance with Board policies, Local Budget Law, and Oregon Department of Education guidelines. FY2017-18 is the first year of the Oregon’s 2017-19 biennial budget and as such we followed the funding discussions at the legislative level to develop financial projections. We also monitored contract negotiations with employee associations to budget for personnel costs.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement: none.*

*2018 Response:*

Planning assumptions and guidelines for development of the 2018-19 budget will ensure compliance with the policy language outlined above. We will continue to monitor activity in the legislature, regularly check in with sources and collaborate with other districts in the state to better understand financial issues and conditions that may impact the District.

**4. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year unless otherwise approved by the Board.**

Evidence of compliance:

The FY2017-18 budget was developed based on projected enrollment and the needs of those students. Enrollment is one of the primary drivers in the State School Fund Formula and estimated resources. Enrollment is also the primary driver for determining staffing needs. Budget requirements or appropriations are projected based on modeling results, historic trends, growth, new legal requirements and a reasonable buffer to absorb unplanned reductions in resources and increases in requirements. Actual revenues and expenditures are tracked against adopted budget and reported to the Board on a quarterly basis. We are also working to manage expenditures with the goal of pushing more resources into the second year of biennium in recognition of the 50/50 allocation.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement: none.*

*2018 Response:*

**5. Fails to propose a budget in accordance with State Budget Law.**

Evidence of compliance:

The FY 2017-18 budget process complied with the provisions of Oregon Local Budget Law. Local budget law is designed to establish standard procedures for preparing, presenting, and administering the budgets of Oregon's local governments. Steps in the development and final adoption of the annual budget included the preparation of a proposed budget, publishing a notice of budget committee meetings, providing public meetings for questions or comments, the budget committee's approval of the proposed budget, publishing a notice of the public hearing and summary of the approved budget, the board's public hearing on the approved budget, the adoption of the budget and enactment of resolutions and certifying the district's property taxes to the Deschutes County Assessor's Office.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement: none.*

*2018 Response:*

**6. Fails to disclose a variance from the targeted 5% ending fund balance.**

Evidence of compliance:

The FY2017-18 budget was proposed with a \$500,000 planned reserve/contingency and an unappropriated ending fund balance of \$7,883,926. Combined together the \$8,383,928 represents 5 percent of total resources of \$167,676,567.



Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

At the [February 16, 2017](#) board meeting, the Board took action and approved Resolution 1848 : Supplemental Budget to Increase Appropriations. Superintendent Mikalson made an emergency declaration due to the tremendous amounts of snow that fell in during December 2016 and January 2017. The 2016-17 adopted budget levels were insufficient to cover the additional cost of snow removal and the remaining costs of operation for the 2016-17 school year. The increase in support services appropriations came from the District's unappropriated ending fund balance. The budget appropriation increase amount equaled \$1,850,000.

At the [June 13, 2017](#) board meeting, the Board took action and approved Resolution 1852 : 2017-18 Budget Appropriations with a 4.5% ending fund balance. The intention is to restore the ending fund balance back to 5%, but spread over a few years so as not to negatively impact the 2017-18 budget.

**Financial Administration**

**With respect to the actual, ongoing condition of the District's financial health, the Superintendent shall not cause or allow:**

- **A material deviation from the annual budget or budget policy adopted by the Board;**
- **Any fiscal condition that is inconsistent with achieving the Board's Results, or**
- **Any fiscal condition that places the long term fiscal stability of the District at risk.**

**Accordingly, the Superintendent shall not:**

- 1. Expend more funds than have been budgeted in the fiscal year unless authorized by the Board.**

Evidence of compliance:

The FY2016-17 expenditures were within legal appropriation levels. The Business Office monitors actual revenues and expenditures against adopted budget. Financial reports are provided to the Board on a quarterly basis. FY2017-18 expenditures are projected to be within appropriated budgets at an aggregate level and the legal appropriation level.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

The Budget Process Improvement Committee supported the incorporation of the concepts of aROI in the District's strategic decision making. The hope would be to measure the effectiveness of discrete changes in practice and/or operation and analyze results to determine efficacy of those changes. The committee realizes there are multiple influences on student achievement that limit the ability to isolate the impact of single changes. The committee recommended a short list of questions to help apply an aROI model:

- With anything new or analyzed, why do we think it will work? Is it supported in literature and research?
- How will we measure success of the initiative? When will we expect those results?
- Are we committed to ending practices or initiatives if it does not work?

The committee also recommended routine presentations to the Board to reflect the analysis of the questions above, when practical. Also recommended was a “deep dive” of one or two areas of interest each year incorporating the tenets of aROI. Topics would be annually identified by the Superintendent, in consultation with Board Leadership. Examples include: Mathematics curriculum and methods (with a focus on sub-groups); current use of ACT as a measure of student success; current use of AVID; or the impact of Measure 98 investments.

**2. Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board.**

Evidence of compliance:

The FY2016-17 expenditures were within the legal appropriation amounts authorized by the Board. There are no anticipated changes to the FY2017-18 appropriations and the budget in alignment with the intent of the budget as adopted. Schools and departments monitor and evaluate expenditures on a regular basis.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

**3. Materially indebt the organization unless authorized by the Board.**

Evidence of compliance:

The District has four outstanding general obligation bond issues, four limited tax pension bonds, two notes payable and one full faith and credit bond all authorized by the Board. At July 1, 2017 the outstanding long term bonds and notes payable balance was \$246,469,964 with \$21,387,379 due within one year. Oregon statutes limit the amount of general obligation debt a school district may issue to 7.95 percent of its total real market valuation and the District is well within this limit. The District filed the Notice of Property Tax and Certification of Intent to Impose a Tax on Property for Education Districts including a levy for bonded indebtedness from bonds approved by voters of \$31,458,356. On August 31, 2017 the District issued \$175,000,000 of the \$268,300,000 approved by a majority of the District’s voters at the May 2017 election

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

**4. Fail to provide financial reports at least quarterly or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall not fail to include a recap of changes between the current and previous report.**

Evidence of compliance:

Three financial reports ([October 11, 2016](#), [January 12, 2017](#) and [June 13, 2017](#)) were submitted to the Board in FY of 2016-17. The first FY2017-18 financial reports was submitted in [November 2017](#) with a second financial report scheduled for February 2018. The financial reports include a narrative recapping changes between the current and previous report, projected ending fund balance and investments of 2017 bond proceeds.

Response & Continuing Areas for Improvement:  
*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

5. **Fail to keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.**

Evidence of compliance:

Management is responsible for the fair presentation of the financial statements including the design, implementation and maintenance of internal control systems. The Independent Auditor's Report from SGA stated they believed the audit evidence they obtained was sufficient and appropriate to provide a basis for their audit opinions. SGA opined that the District's financial statements "present fairly, in material respects", the respective position of the financial position of the District as of June 30, 2017. SGA issued a "clean" opinion on the FY2016-17 financial statements.

SGA performed certain tests of compliance with Oregon budget law and Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320. In connection with that testing, nothing came to SGA's attention that lead them to believe the District was not in substantial compliance.

Response & Continuing Areas for Improvement:  
*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

Areas of improvement in FY2018-19 include better documenting extra time charged to grants, raising staff awareness of the Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). The District will also endeavor to find a more effective way of planning for closing out the IDEA grant.

6. **Fail to arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.**

Evidence of compliance:

SGA Certified Public Accountants & Consultants completed the audit of the FY2016-17 financial statements and issued their audit report dated November 26, 2017. SGA completed the Minimum Standards for Audits of Municipal Corporations. In regards to their work on testing compliance the *Government Auditing Standards* issued by the Comptroller General of the United States, SGA noted their testing disclosed no instances of noncompliance or other matters required to be reported under *Government Auditing Standards*.

The [District's Comprehensive Annual Financial Reports](#) (CAFR) were published in a timely manner, distributed to the School Board, posted to the District's website. To comply with bond covenants the FY2016-17 CAFR was posted to the Electronic Municipal Market Access (EMMA)

and submitted to the Federal Audit Clearinghouse. The FY2016-17 CAFR was submitted to the Government Finance Officers Association of United States and Canada (GFOA) "Certificate of Achievement of Excellence in Financial Reporting" program and the Association of School Business Officials International (ASBO) "Certificate of Excellence in Financial Reporting" program. We believe the FY216-17 CAFR conforms to the requirements of both programs.

Response & Continuing Areas for Improvement:

*2017 Monitoring Report Areas for Improvement:*

*2018 Response:*

**Addendum:**

See linked documents above.