

**Bend-La Pine Schools
Bend, OR 97701
February 10, 2015**

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

The Board of Directors of Bend-La Pine Schools will meet in an executive session under ORS 332.061(1) at 5:00p followed by a regular meeting on February 10, 2015 at 6:00p in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

6:00	Call to Order	Co-Chair Helt
6:01	Pledge of Allegiance	Andy High
6:02	Review of Agenda	Co-Chair Helt
6:05	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 at the time you address the Board.</i>	Co-Chair Helt
6:10	Superintendent's Report	Superintendent Wilkinson
6:15	National Board Certified Teacher Pinning Ceremony	Superintendent Wilkinson

Charter School Hearing

6:25	a. Introduction & Presentation for Bend International Charter School	Superintendent Wilkinson
6:45	b. Public Input	Co-Chair Helt
7:00	c. Board Questions	Co-Chair Helt

Reconvene Regular Meeting

Consent Agenda

7:10	a. Approval of Minutes – January 27, 2015 Reference: ORS 192.650 and ORS 332.057	Co-Chair Helt
	b. Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen

Reports

7:15	a. 2015-16 HDESD Local Service Plan Presentation	John Rexford
7:40	b. Boundary Update	Superintendent Wilkinson

Board Comments

Adjourn

**NOTICE OF PUBLIC HEARING
for**

BEND INTERNATIONAL CHARTER SCHOOL

Pursuant ORS 338.055 the Board of Directors for Bend-La Pine Schools will conduct a public hearing on the application for a public charter schools on Tuesday, February 9, 2015 at 6:25p in room 314 of the Education Center at 520 NW Wall Street, Bend, OR.

This is a public hearing when any resident may testify on the provisions of the proposal for Bend International Charter School.

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

The Board of Directors for Bend-La Pine Schools met in a regular meeting on January 27, 2015 in room 314 of the Education Center, at 520 NW Wall Street, Bend, OR 97701.

Board Members Present

Nori Juba
Cheri Helt
Peggy Kinkade
Stuart Young
Julie Craig
Ron Gallinat
Andy High *left at 7:17p*

Call to Order

The meeting was called to order at 6:18p by Co-Chair Helt. The Pledge of Allegiance followed.

Public Input

Linda Bradetich, OSEA President along with OSEA Executive Team members Mary Hofer, Debbie Christian, Brad Warkentin and Sarah Stearns, in honor of January being School Board appreciation month, thanked the Board for their work and commitment to the District.

The Board shared their thanks and Co-Chair Helt added how appreciative she is for the tremendous work Classified employees do day in and day out.

Superintendent's Report

Superintendent Wilkinson congratulated Summit High School student, Allie Bowlin, for being named as The Center Foundation's High Desert Hero for February. He noted her academic and athletic accomplishments along with work done in the community. Wilkinson said the Boundary Committee has been working hard and actively seeking public input on the new boundaries. A final recommendation will most likely come to Wilkinson in the next week. He noted the new elementary naming process is moving along and the online survey closes this Friday, to date, there have been nearly 300 suggestions. Wilkinson said five students will go on to be judged as national American Vision finalists. Wilkinson added that 71 students were named gold key winners, 85 silver key winners and 185 honorable mentions. The student artwork is currently on display at the Pickney Gallery at COCC. Wilkinson noted the updated artwork in the boardroom as part of school board appreciation month.

Consent Agenda

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

Discussion

Discussion with Local Legislators

Superintendent Wilkinson introduced House Representative Knute Buehler and Senator Tim Knopp and thanked them for their time tonight. Wilkinson shared he would like both of them to understand that the District is still not back to pre-recession levels and the Governor's proposed budget leaves the District short funded. The reality of the proposed budget is that it is at least a half billion dollars short of sustaining even the level of service that districts are able to offer this current school year, with the addition of all-day Kindergarten in fall of 2015. Wilkinson said opening two new schools is costly, and the Co-Chair's most recent budget reveals basically flat funding. He advocated for more funding and cautioned funding based on new initiatives.

Co-Chair Helt thanked both Buehler and Knopp for their time and appreciates having these important conversations. Senator Knopp thanked the Board and noted his appreciation for their time and what they do for the District. Knopp feels optimistic about the legislative session and is pushing for funding at the \$8 billion mark, as he thinks this is an appropriate level for education funding. Knopp shared his strategy for gaining this proposed revenue increase. Knopp said he and Representative Buehler are committed to education and it is a high priority to each of them. He asked for any input and noted he has been visiting schools to try and understand better what he can do to help.

Ron Gallinat asked about the opt out proposal to standardized testing. Knopp reviewed the current controversy over testing and he would appreciate input from the District and Board as they work through the bills this Legislative session. Andy High asked how the PERS case, if it continues to go on, would affect the budget process. Knopp said the PERS issue is concerning and he had expected a decision by now. If the ruling is negative, it will cause huge budget problems going forward and could take dollars away from current education funding, which is very concerning. Knopp shared options that are left for current PERS members.

Representative Buehler thanked the Board for their time and noted he spent much time during his campaign learning about education, the District and schools specifically. He feels schools and education need to be the top priority in the state and is supportive of more funding. He noted his concerns about poverty, specifically students in poverty and how it affects their education.

Co-Chair Juba said the underlying problem is that Oregon is not a wealthy state and ranks very low according to Education Weekly. He noted the 44% free and reduced lunch rate here in Bend and feels jobs and an environment to provide and create economic wealth and revenue will ultimately provide the dollars needed for education. He said he has worked with the Governor on funding outcomes and encouraged Legislators to look at strategic investments and not just throw money into the same places. He said the Governor's idea to allocate money into places that improve student achievement is worth consideration, as it would benefit districts like Bend-La Pine. Buehler agreed and feels schools need to be funded in an intelligent way and measure true outcomes. He agreed too, that Oregon is a poor state and has a bad equation for producing revenue for schools.

Co-Chair Helt noted there are islands of excellence in the state and suggested the idea of successful districts mentoring other districts. Those mentoring could receive grant funding to do so. She shared this is something the District does internally with teachers, and have done a bit outside of the district and the huge benefit we have seen in learning from others and using the resources we have. Helt asked for Buehler and Knopp's thoughts about full-day Kindergarten funding. Knopp noted, while he can't tell the District what to do, he advised not funding full-day Kindergarten because it will take away from other initiatives, advising not to stretch the District too thin and really focusing on priorities.

Stuart Young thanked Buehler and Knopp for their time and wished them well in the upcoming session. He feels like the formulas being used are funding the past and not planning for the future. He would love to see new thinking in this session and would also appreciate updates as the session continues. Buehler noted state income is growing too slow to support the cost of public services and is providing a huge pitfall in moving forward. Knopp said there have been multiple work groups who have tried to explain and change the formula with not much success. He added the state has made poor policy decisions continue to hold us back.

Andy High shared his frustration with the Governor's 40-40-20 goal and spoke of the concept of grit that was a part of the board retreat in August. He asked for Legislators to push back at this goal a bit, advocating that trade schools are equally important as college. The plumbers, electricians, HVAC technicians are ageing out and there will soon be a huge shortage. Buehler agreed and shared his concern for the goal is that there have been no tactics suggested or 'road map' offered to help districts achieve

the 40-40-20 goal. Juba agreed, adding it is easier to find a good neurosurgeon in Bend than an electrician.

Peggy Kinkade asked about gain share and how we all share in tax abatements and the income tax revenue dollars go back to the County, but not to Districts and if there is any proposal to change this. Knopp answered there is discussion going on but in a much broader sense of general taxation. He added there are hundreds of bills proposing taxation changes. He feels the state needs to be careful about tax policy and said he will share this message and concern with appropriate committee members.

Helt asked about CTE funding in regards to grant applications. She said one of the major problems is the way applications are reviewed, noting a grant can only be awarded for something new. She feels there should be more thought given to sustainability of programs and keeping the good ones moving forward with continued funding. Knopp said he would look into the process.

Julie Craig commented on poverty levels and those who need support now. She does not want this part of our population to get lost in the visioning of how to help the future. She said their needs are current and we cannot forget about supporting this part of our population. Buehler agreed and said there should be an emphasis placed on getting and keeping children out of poverty.

Kinkade thanked Representative Buehler and Senator Knopp for investing their time in becoming educated about education and appreciates their work. Helt agreed and thanked them in advance for their work in increased funding.

Reports

Special Programs: Annual Restraint and Seclusion Data Review

Sean Reinhart reviewed the restraint and seclusion data summary in the board packet. Districts are required by law to report annually and the summary shows a three-year comparison. Reinhart explained the total number of restraints have decreased as well as the number of students restrained and secluded. Reinhart noted that neither restraint or seclusion are used as an intervention or discipline, they are only used when there is eminent danger to a student or staff member. It is a safety measure and not exclusive to students identified for special programs. Reinhart said he believes a key component of the decreasing numbers is staff education. He said Crisis Prevention Institute (CPI) trainings have increased awareness in staff and they have a better understanding of how to respond to safety issues.

Andy High asked why the minutes in restraint increased. Reinhart explained the intensity and acuteness of the students being restrained is increasing and it is taking longer to de-escalate. High asked for clarity of the age of students and incidents. Reinhart said a vast majority are elementary students, who are typically less able to communicate and regulate themselves and may have sensory needs and difficulties managing such issues.

Co-Chair Juba asked if data reflects predominately boys or girls. Reinhart said there were 39 male and 5 females represented in the data summary, in which these students often have multiple restraint and/or seclusions.

Co-Chair Helt asked about the fluctuation in numbers, and lack of a trend. Reinhart explained the first couple of years reflected in the summary, the District placed emphasis on educating staff about reporting, which, with more awareness, caused an increase in numbers. He feels last year was a very accurate reflection and noted the District has a much more systematic way of reporting. High asked if and how staff who do the restraints are supported. Reinhart explained the follow up after an incident and noted there are safe guards for employees and students all along the way.

Helt asked if there were students restrained more than five times. Reinhart answered yes. Juba noted it will be hard to establish a trend with a small, volatile population of students, but it is nice to see numbers

going down. Peggy Kinkade asked who receives CPI training and how are staff authorized to decide to seclude a student. Reinhart explained the District has to adopt a curriculum for crisis prevention, and Bend-La Pine has adopted CPI. Any staff working directly with potentially volatile students have CPI training are often times the one making the judgment call for restraint and seclusion. Reinhart noted seclusion is often a team decision with a continuum staff work through along the way to avoid seclusion. If the student is not able to deescalate through the CPI strategies then at that point seclusion would occur. Ron Gallinat asked about training and highly qualified teachers in these positions. Reinhart said the numbers are about the same since 2011 for both staff and volatile students and feels all of the District's special programs teachers are highly qualified now with much more training opportunities. Lora Nordquist noted there are mentors and coaches working throughout the District to help support and train staff members in how to deal with this population of students.

Helt thanked Reinhart and commented this is an important and difficult part of some jobs and appreciates how hard employees work with these students.

REALMS Update

Superintendent Wilkinson shared an exciting possibility with REALMS. REALMS has been a middle school charter option for Bend-La Pine students for the past 14 years. Wilkinson noted the close work that has happened over the years and the partnership that has developed between REALMS and the District, adding they have a well functioning school and a program with great identity. He is proud of the great work being done by Roger White and the staff at REALMS.

Wilkinson said REALMS is in the third year of their five-year charter contract and this summer Roger White approached District leadership about the possibility of changing their status with the District. A meeting with Mark Quinlan, REALMS Board President, followed and the conversation has continued since the start of the school year. REALMS submitted a proposal in December to join the District as a Magnet School and forego their charter status. Wilkinson said the District is looking into the details of the proposal and feel it is an appropriate time to speak publicly about the possibility. REALMS staff members and parents are aware of the proposal and Wilkinson feels optimistic an agreement will be reached.

Wilkinson noted Roger White could not be here but has shared the opportunity for REALMS to have a stronger operation structure, professional development opportunities and for White, as an administrator, to focus on instructional leadership would be valuable reasons to join the District as a magnet. Another positive includes being a part of the District's Sites and Facilities planning. Wilkinson shared if the proposal moves forward, the District would retain REALMS' current facility and lease and the commitment would be to maintain the focus on expeditionary learning as it has proven to be a successful and well run program. The District will continue to support the work of REALMS as well as working to meet the policies and focus of the District.

Mark Quinlan agreed and said the District leadership team has been great to work with and feels an agreement is close. He noted White has been very proactive in engaging the staff and families and listening to their thoughts and sharing conversations about how to look forward to this possible change.

Peggy Kinkade commented REALMS has proven to be a successful middle school alternative and is supportive of the program and any ways the District can help strengthen the program, she is supportive of. Juba asked if the REALMS program could grow. Quinlan answered yes, however, the current facility is their biggest barrier. Wilkinson reviewed enrollment history and shared there are two classes at each grade level with about 145 students enrolled. Capacity is 150. Helt feels this is an exciting option for kids and noted the District's graduation rate is one of the better in the state and she feels this is in part of the way we get all kids to be engaged. Options like REALMS help meet the needs of students and she is very supportive of strengthening their program.

Policy Monitoring

BD GOV A.6 – Asset Protection

Brad Henry noted the policy in the board packet and said there are no changes to the insurance coverage, nor to the way the District manages its assets. Ron Gallinat asked who does the quarterly inspections. Henry said there is a number of staff including the custodial supervisor, maintenance staff members and lead custodian at each site. All of these employees notify the District of conditions that should be considered and/or addressed. Henry said the District's insurer, PACE, also sends people to check out our facilities and teach us how to look for potential issues or safety hazards.

Peggy Kinkade questioned if the naming policy is too rigid or difficult and is curious to hear if the new school-naming committees struggled with this policy in their work. Kinkade would like to have feedback or suggestions to consider with the language in the policy. Superintendent Wilkinson agreed it would be good to look over the policy and suggested the new elementary school naming process finish up before soliciting feedback and making any policy changes. Co-Chair Helt agreed.

Board Comments

Julie Craig shared Heather Anderson, a National Board Certified Teacher at Juniper Elementary, invited her into her classroom and Craig noted the excellent job Anderson is doing and shared her appreciation for the tremendous commitment it takes to become Nationally Board Certified.

Co-Chair Juba shared an update on the Superintendent search process. He said 45 applications were submitted from all across the United States and a couple of international applicants. The next steps for the interview committee include developing interview questions for the finalists. Juba said the interview committee will meet in an executive session on February 16 to select their top candidates and first round interviews will be held February 21 and 23.

Juba commented on the boundary process, noting it is challenging work to balance numbers while holding the values of a diverse student population and the richness it brings to the educational experience in mind. He commented on the geography and socio-economic divisions in Bend and is adamantly against any form of forced attendance. He values, as does the Board, student choice and giving families the ability to find the right school for their student. Students need to find their niche and as a District, this is part of being world class. He encouraged District leadership to look for solutions and find ways to achieve a good mix of students in all schools. He noted there will always be certain constraints, transportation for example, but feels the District has created successful programs to serve a variety of students and needs to continue to build and support such programs and opportunities. He does not want the boundary process to handicap the achievement of District goals.

Co-Chair Helt thanked the members of the Superintendent Search and Boundary Committee, noting the extra hours they have spent working is appreciated. She appreciated the recognition and thanks as part of School Board Appreciation month and added this is work the board does because they are passionate about education and want to make a difference.

Adjourned. 7:38p

Respectfully submitted,

Andrea Wilson
1.27.2015



HUMAN RESOURCES

Education Center

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Bend, Oregon 97701-2699
(541) 355-1100
Fax: (541) 355-1109*

Educating Each Student to be a Thriving Citizen

February 5, 2015

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirees at the school board meeting on February 10, 2015. All hires are subject to successful drug testing.

Revised - Supervisor

Name	Position	Location	Status	Hire Date
<i>Condon, John T</i>	<i>Construction Manager – Part-time #105506 Supervisor not Certified</i>	<i>Facilities/Support Services</i>	<i>Temporary</i>	<i>01/27/2015</i>

Certified Hires

Name	Position	Location	Status	Hire Date End Date
Mahoney, John	Intermediate Teacher #105529	Ponderosa ES	Temporary	02/10/2015 06/30/2015
Groshong, MacKenzie	Activities Director/Leadership @ .50 FTE #105520	Bend Sr HS	Regular	02/10/2015
Traut, Andrew	PE – Athletic Training @ .167 FTE #105520	Bend Sr HS	Temporary	02/10/2015

Certified Resignation

Name	Position	Location	Hire Date End Date
Barile, Diana	Physical Education Teacher @ .90 FTE	Buckingham ES	04/01/2013 06/30/2015

Certified Retirements

Name	Position	Location	Hire Date End Date
Burton Jr., Ted J	Band Teacher	Mtn View HS	08/26/1992 06/30/2015
Deatherage, Susan	Primary Teacher	Lava Ridge ES	08/29/1994 06/30/2015



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

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February 4, 2015

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

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

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on February 10, 2015:

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bastian, Wendy	105343 Nutrition Server I	Sky View	Reg 3.25 hrs / day	1/26/15
Buxton, Marjorie	105394 EA – Student Supervision	High Lakes	Temp 1 hr / day	1/20/15
Ebner, Beverly	105343 Nutrition Server I	La Pine High	Reg 2 hrs / day	2/2/15
Falley, Joyce	105343 Nutrition Server I	Bend High	Reg 3 hrs / day	2/2/15
Lawson, Deborah	105343 Nutrition Server I	Mountain View	Reg 3 hrs / day	1/26/15
Foster, Elisha	105468 EA – Inclusion	WE Miller	Temp 6.5 Hrs / day	1/20/15
Pendergast, Tyler	105490 Digital Copier / Press Technician	Print Shop	Reg 8 hrs / day	1/29/15

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Graham, Katie	105508 HR Specialist II	Human Resources	Reg 8 hrs / day	2/13/15

Classified Resignations

Name	Position	Location	Resign Date
Anderson, Merwyn	Custodial Crew I	Summit	3/5/01 – 2/28/15
Leese, Michele	Registered Nurse	Special Programs	10/9/13 – 2/17/15
Runge, Paul	Bus Driver	La Pine Transportation	1/7/02 – 1/26/15
Valentine, Charmaine	Nutrition Server I	Rosland	12/11/13 – 2/6/15

High Desert Education Service District

2015-16 Local Service Plan

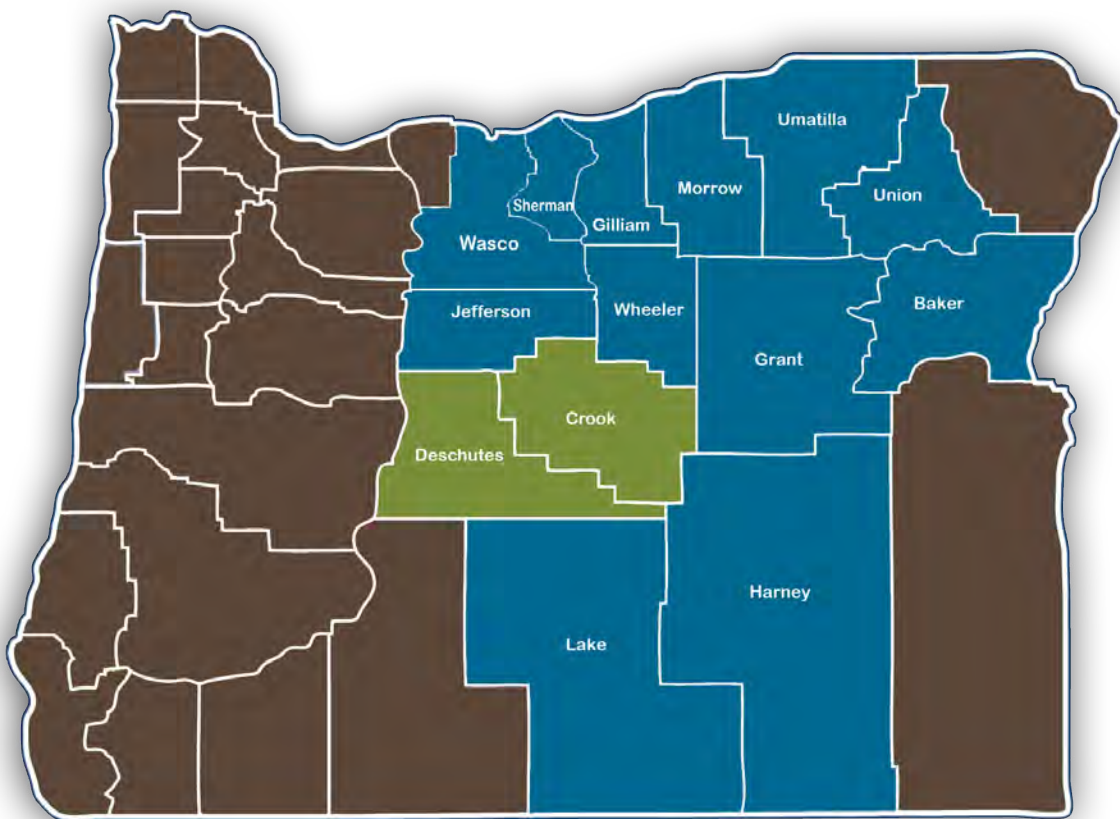


Elizabeth Gutierrez, TeachOregon intern assists with summer school program

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 District.

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



HDESD Vision Statement

Together, engaging students to succeed

HDESD 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

High Desert Education Service District (HDESD) component districts in Deschutes and Crook County include:

- Bend-La Pine School District
- Crook County School District
- Redmond School District
- Sisters School District

In collaboration with component school districts' advisory councils and superintendents, the HDESD has developed the 2015-16 Local Service Plan (LSP) pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

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

Technology Support for component school district technology plans including technology infrastructure services, data 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 2015-16 HDESD Local Service Plan includes services required by state and federal law and services contracted to component school districts, non-component 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.

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, 2015:** The 2015-16 Local Service Plan (including suggested new services) is reviewed by component district advisory councils, the HDESD Administrative Council and approved by the HDESD Board of Directors.
- **February, 2015:** Local Service Plan submitted to component school district Board of Directors for approval.
- **June, 2015:** 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 all State School Fund monies received by the HDESD are spent on services provided directly to component school districts pursuant to OARS 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 High Desert Board of Directors' Strategic Priorities.

Managers of all programs are expected to set goals, monitor their progress toward those goals, and report outcomes. Goals are due by the middle of 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 is one of three ESDs participating in the Pilot Governance Model designed by the legislature. Five board members were elected by our component districts (Bend-La Pine 2; Redmond 1; Sisters 1 and Crook County 1) and those five members then appointed 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.

Scott Reynolds, Board Chair	Elected by Bend-La Pine School District Board of Directors
Doug Nelson, Vice Chair	Elected by Bend-La Pine School District Board of Directors
John Lang	Elected by Crook County School District Board of Directors
Mike McGowan	Elected by Redmond School District Board of Directors
Bob Moore	Appointed Social Services Representative
Carol Moorehead	Elected by Sisters School District Board of Directors
Jennifer Newby	Appointed Higher Education Representative
Ron Radabaugh	Appointed At Large Representative
Terry Rahmsdorff	Appointed Business Representative

Administration:

John Rexford, Superintendent
Paul Andrews, Deputy Superintendent
Greg Munn, Director of Financial Services
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
Technology Support – Rachel Wente-Chaney
School Improvement Services – Paul Andrews
Administrative and Support Services – John Rexford

Respectfully Submitted,


John M. Rexford, Superintendent
High Desert Education Service District

Core Service Area:

Administrative and Support Services



HDES Legal Team, left to right: Lauren Lester, Greg Colvin, Meghan Gassner and Shawn Swisher

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.

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

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, Fee for Service Billing, MAC and Targeted Case Management: Provides a revenue source for eleven programs, school districts and Educational Service Districts through billing for Education Based Medical Services required on a child's Individualized Education Plan/Individualized Family Service Plan.

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.

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.

Core Service Area:

Children with Special Needs



Maya crosses the finish line

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 (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; these services may include youth deemed to be delinquent.

Deaf Resource Program: The Deaf Resource program serves only the Bend-La Pine School District. There is one elementary school resource room, one middle school resource room and one high school resource room.

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. These include students with autism, vision impairments, severe orthopedic impairments and hearing impairments.

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 Central Oregon with behavioral issues who require day treatment services because they are unable to function successfully in their neighborhood schools, but who do not require residential support.

Healthy Families of the High Desert: Healthy Families of the High Desert is Deschutes County's model of Oregon Healthy Start. It is a voluntary home visitation program for first birth families with newborns.

Traumatic Brain Injury (TBI): Provides coaches to work alongside districts, families and students to generate individual learning plans for students who have suffered brain injuries.

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 library sends out 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 done, the AT program purchases 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 to therapy provided directly to the children and students, OTs and PTs consult with parents and classroom teachers as well as work to provide appropriate 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



Positive Behavior Interventions & Supports (PBIS) Conference

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

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

Career and Technical Education: Consult with local school districts on School-To-Work initiatives; Carl Perkins initiatives and alliances; Career and Technical Education programs in high schools and our community college; and state mandated vocational education program evaluations.

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.

Foreign Language/Interpreting: HDESD provides foreign language interpreters and translators to school and district level staff upon request.

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.

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.

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.

Carl Perkins Grant: The Career and Technical Education (CTE) department coordinates regional grants and activities that support a variety of training and employment programs to K-12 school district staff, including Secondary and Post-Secondary CTE, School-To-Work (STW), 2+2/Tech Prep and Vocational Assessments.

Children's Forest of Central Oregon: In collaboration with the Deschutes National Forest and other regional partners, 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.

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

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

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.

Oregon Virtual School District (ORVSD): The ORVSD is a set of free resources for Oregon public school teachers that allow them to integrate a variety of online content and tools into their lessons.

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.

Regional PreK-3rd Initiative: Facilitates capacity building to assist districts and community agencies in developing integrated employment for students with intellectual disabilities (ages 16 to 21 years).

School Response Team: The team is made up of more than one hundred 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.

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

TeachOregon: TeachOregon provides a real opportunity to cultivate our own, diverse talent in Central Oregon and develop stronger more successful teachers. Funds will be used for a dual purpose; one, create a pipeline to a career in teaching from PK-12 to our higher education institutions; and two, strengthen the quality and support offered to pre- teachers and teachers in their first years of teaching experience.

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.

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.

Core Service Area: Technology Support



HDES Informational Technology program provides iPad training to Redmond School District teachers

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

Information Technology: Provides services and software that increase the interconnectivity of schools, including Internet access, email, web filtering and web hosting.

Instructional Technology: Provides services that support the use of technology in an instructional environment to help improve school achievement for students and staff.

Regional Data Center: Provides services that support 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): Provides management of a Voice over Internet Protocol communications network on a regional basis.

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

Oregon Virtual School District (ORVSD): The ORVSD is a set of free resources for Oregon public school teachers that allow them to integrate a variety of online content and tools into their lessons.

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.

Internet Connectivity: Provides connectivity to the Internet that is aggregated, filtered, spam and virus controlled to reduce overall regional costs.

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

Network Services: HDESD provides services to local schools for the purpose of applying technology to support student achievement and professional development.