

Bend-La Pine Schools
Bend, OR 97703
June 13, 2017

Regular Meeting 5:15 p.m.
Executive Session Immediately Following

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on June 13, 2017 at 5:15 p.m., followed by an executive session under ORS 192.660(2)(d) and (2)(e) in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

Call to Order	Chair Kinkade
Pledge of Allegiance	Julie Craig
Review of Agenda	Chair Kinkade
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 Kinkade
Policy Monitoring – Executive Limitation 8 : Academic Programs	Jay Mathisen & Lora Nordquist

Public Hearing

2017-18 Budget	Chair Kinkade
----------------	---------------

Consent Agenda

Approval of Minutes – May 9, 2017 (Budget Committee & Regular Session) Reference: ORS 192.650 and ORS 332.057	Chair Kinkade
Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen
Approval of ALO Contracts	Chair Kinkade

Action Items

Science Instructional Materials Adoption	Lora Nordquist
Resolution 1852: 2017-18 Budget Appropriations	Brad Henry
Resolution 1853: 2017-18 Impose Tax	Brad Henry
Resolution 1854: Sell Bonds	Brad Henry

Report

Financial Report	Brad Henry & Roy Burling
Policy Monitoring – Executive Limitation 7 : Facilities	Brad Henry & Mike Tiller

Discussion

Summer Board Meeting	Chair Kinkade
Evaluation	Chair Kinkade

Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

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

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

Executive Limitation 8: Academic Programs
June 13th, 2017

Background/Discussion

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

Monitoring Report

The Superintendent shall not fail to ensure that the district implements a program of instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and use of assessment to determine student progress toward achieving or exceeding standards and Board Ends policies.

Accordingly, the Superintendent shall not fail to:

- 1. Anchor the instructional program in best practices of high-performing schools, districts and educational systems;**

Evidence of Compliance:

A major focus of School Design work during the 2016-17 school year was to partner administrators with small teams over the course of the year. These teams visited one another's schools, shared problems of practice related to school design, and discussed strategies to address these issues. This practice is reflective of high-performing systems, both nationally and internationally.

As the district has worked to improve instruction for our linguistically diverse students, we have sent teams to visit schools in Hillsboro, Beaverton, Salem, and Portland. One outcome of this work is that beginning in the fall of 2017, English language development instruction throughout Bear Creek Elementary School will be delivered by classroom teachers, rather than in pullout programs. ELL teachers at the school will primarily serve as resource teachers, supporting classroom teachers in their planning and serving as case managers for ELL students.

The district has continued its development of a more equitable system with a district Colloquium for Equity, attended by teams from two high schools, two middle schools and four elementary schools.

Areas of Improvement:

For the 2017-18 school year, school administrators will continue to work with partner schools to support school design work. In addition, the district is working to identify "model schools/teams/teachers" in a variety of areas so that they can serve as resources and observation sites.

With a continuing focus on equity, the district seeks ways to improve the success of students from underserved populations. A team of five district leaders will attend Coaching for Educational Equity, a five-day training, in late June. In August, approximately 50 administrators and teacher leaders will attend a two-day "Taking It Up" training, with an emphasis on bias, racism and other systemic barriers to the success of all students. These trainings will be followed by the establishment of a district leadership cadre to focus on necessary professional learning, policy work, family engagement and instructional strategies.

2. **Promote school and classroom practices that comprehensively prepare students for success, including the following:**
 - a. **rigorous academic content;**
 - b. **learning activities emphasizing creativity, collaboration, critical thinking and communication;**
 - c. **attention to social-emotional learning.**

Evidence of Compliance:

A priority over the last several years has been the implementation of AVID programs and schoolwide strategies. This evidence-informed program focuses on preparing students for success in post-secondary education. Currently, La Pine Middle School, La Pine High School, Marshall High School and STRIVE are in the implementation process. Bend Senior High School staff will participate in AVID training beginning in the summer of 2017, with the goal of starting the program in the fall of 2018.

The district successfully expanded the dual immersion program into High Desert Middle School this year, with the broad support of HDMS school leaders, staff and parents. In the fall of 2017, the district will begin the process of the location of the high school program.

Schools across the district have continued to emphasize Project-Based Learning or similar models in order to integrate curricula, promote skills for life-long learning, and cognitively engage students. Some of the teams leading this work in the district include REALMS, Pacific Crest Middle School, Buckingham Elementary, Silver Rail Elementary, Elk Meadow Elementary, Westside Village Magnet and Highland Magnet.

Another priority in the 2016-17 school year has been a district focus on Social and Emotional Learning. A team of teacher leaders and administrators has developed district core beliefs for SEL, identified promising practices and instructional materials, and planned professional learning for the upcoming year, including a Summer Summit in August. Using HDESD resources, the district has expanded its behavior coaching support from 2.0 certified FTE to 2.4. The additional staff will focus on schoolwide and classroom Tier I and II support, while the full time coaches will focus on Tier II and Tier III support K-12.

Finally, in the 2016-17 school year, all Bend-area high schools adopted a new schedule to lengthen class periods, allowing for more time for exploratory, deeper learning activities in classes and for teachers to work more effectively with all students. At multiple points during this school year, high school principals provided feedback to Jay Mathisen, Deputy Superintendent, regarding the first year of implementation of the new high school schedule. Principals reported that students, staff and parents provided almost exclusively positive feedback throughout the year. As expected, challenges around the question "What day is today?" were largely mitigated

by a collection of communication efforts ranging from an ipad feature, school calendars on websites, teacher communication, and student communication. Students and staff almost unanimously prefer the new schedule to the standard traditional 7-period day schedule. Key benefits are largely connected to longer class periods and fewer class periods in a single day.

Areas of Improvement:

While many schools have focused on Project Based Learning, there is a district need for continuing professional learning and support. The district has partnered with the Buck Institute to provide training in the summer of 2017, and school teams have filled the training to capacity, with a waiting list.

Although there is widespread interest in SEL throughout the district, schools and staffs have wide disparities in their understanding of best practices and knowledge about best "next steps" at their sites. Again, professional learning and support through construction and implementation of school design plans will be critical in the years ahead.

3. Maintain cohesive, aligned curriculum across all grade levels K-12;

Evidence of Compliance:

The district's efforts on curriculum alignment during the 2017-18 school year focused on two areas: science and early learning. The district created a science team with representatives from every school to explore the Next Generation Science Standards (NGSS), create a core beliefs document, examine instructional materials, and prepare a recommendation about materials adoption for the June 2017 school board meeting.

Oregon's Early Learning Standards have expanded to kindergarten. The standards encompass the CCSS in literacy and mathematics, as well as SEL standards. The district assembled a "think tank" of teacher leaders, district staff and a regional consultant in SEL to create core beliefs for kindergarten instruction, construct a pilot program for the 2017-18 school year, and design professional learning for all kindergarten teachers.

Areas of Improvement:

The district will need to continue its focus on professional learning related to the NGSS at all levels. In addition, elementary teachers in the district are suffering from "adoption fatigue," so attention to staged implementation and teacher supports will be critical in the science adoption process at that level.

4. Understand post-secondary education requirements, training and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future;

Evidence of Compliance:

The district continues to develop more Career and Technical Education (CTE) options, as well as to deepen and strengthen existing options. Additional computer coding classes have been added at Mountain View and Summit high schools. Bend High School continues to expand and strengthen their engineering options for students. La Pine High continues to engage students successfully in their forestry program, hospitality CTE program and has enhanced their robotics program through their NJROTC teams. These provide classroom instruction, real world hands-on learning experiences, connections to jobs and statewide skills competitions. Other successful CTE programs at various high schools include auto mechanics, business, culinary, manufacturing and numbers of others.

High schools' School-to-Career Coordinators collaborate to track data, note partnership information, and share best practices. In the 2016-17 school year, communities in our district supported the authentic learning of our high school students with well over 100 different partners providing student experiences such as internships, paid jobs for credits, and job shadows. A dozen new community partners came on board in this school year alone. More than 200 students participated in STC opportunities this year, where they had the opportunity to earn credits towards their diploma in real-world application contexts. Of special note is the launch and growth of STC options for students at Marshall High and plans for growing those options at our STRIVE program.

Students from all five district high schools now are selecting from a wide range of college-level courses in programs such as AP, IB and dual credit College Now. This spring, students from Mountain View are considering being a part of the new AAOT (2-year degree) and OTM (1-year transfer certificate) programs that allow them to remain as students at a high school while completing college programming. Marshall High is finishing its first dual credit courses with more than ten students this year enrolled in college level math courses taught at Marshall's campus. IB student enrollment numbers continue to be strong, while student interest is pointing to significant potential growth in those numbers. Summit continues to be a state and national leader in designing hybrid learning contexts for students to personalize their learning in ways that prepare many for job and education opportunities that are technology based. Summit is also continuing to see upward trends in student enrollment and exam successes in AP coursework. La Pine High continues to provide multiple AP and dual credit opportunities in areas such as CTE, social studies, English, and mathematics.

During the 2016 monitoring report, school board members asked about opportunities for student engagement at La Pine High School, in particular. Currently DART data indicates that 54+% of La Pine High students are engaged in at least one co-curricular or extra-curricular activity. That is the second highest percentage of involvement of our five high schools currently recorded, just slightly lower than Summit High (55+%). Some areas of recent growth or enhancement of engagement activities are listed below. From a total student population of approximately 400 students, the listed programs and related statistics are not comprehensive, but indicate recent growth and areas of significant positive trending:

- Robotics class with 15 students enrolled;
- Robust growth and excitement in a drama program that included 35 students in a spring musical;
- 13 female students with IEP's or 504 plans enrolled in a grant-funded class called Paths to the Future that seeks to build confidence, skills and engagement opportunities for young women who otherwise may not have this support in planning for their futures;
- 52 students enrolled in an NJROTC program that continues to thrive and serve as a model program for a school of such size. The number of students enrolled represents recent growth and is significantly higher than the Navy expectation for such programs;
- 31 students are members of the National Honor Society;
- 45 students enrolled in band represents continued growth and a thriving program; and
- 55 students enrolled in choir represents continued growth and thriving program.

Areas of Improvement:

The district is eager to partner with the Bend Chamber of Commerce as they have recently launched an effort to coordinate mentorship and internship opportunities in regional high schools. STC Coordinators look forward to building this partnership in a way that will enhance options for high school students.

5. Address individual learning styles and diverse student needs and interests;

Evidence of Compliance:

In the 2016-17 school year, the district decided to begin development of two new small high school options in order to more effectively address diverse student needs and interests. Alice DeWittie and Roger White are selecting teacher leader teams during late spring of 2017. These teams will work over the summer and throughout the 2017-18 school year to develop their programs and enroll the first groups of students to begin in the programs beginning in September, 2018.

As addressed earlier in this monitoring report, the district will begin the process of developing a high school Spanish language immersion program in the fall of 2017. Students will begin in this program beginning in the fall of 2019.

The district is expanding two programs in the summer of 2017 to help address diverse student needs. The first is "Brain Camp," offered at Elk Meadow Elementary to linguistically diverse students. This program focuses on growth mindset, family engagement, collaboration and literacy skills. It also provides numerous district teachers opportunities to improve their skills in supporting linguistically diverse students. The second is the expansion of Bend La Pine Online beyond credit recovery to the opportunity for students to pursue original credit in courses. While there is a cost associated with the courses, this is waived for students who qualify for free- and reduced-price lunch.

Areas of Improvement:

Supporting all students' needs is a destination at which the district will never arrive. However, one step taken in the 2016-17 school year may help the district continue to identify students' interests/needs. As part of the focus groups discussing high school configuration, Assistant Superintendent Lora Nordquist is asking students, parents and staff about ideas for additional small high school programs of interest. The district may begin plans to launch more programs in the next year or two.

6. Encourage and support viable innovative practices and programs;

Evidence of Compliance:

It is the district's belief that the purpose of innovative practices and programs is to address students learning needs and interests, so that each student can be successful. Thus, the evidence of compliance for #6 is addressed in #5.

Areas of Improvement:

See #5 "Areas of Improvement."

7. **Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated and modified as necessary to assure their continuing effectiveness.**

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress. Throughout the 2016-17 school year, district staff have continued to refine DART, the district's systems analysis data tool. One important feature new this year is "9th grade on track to graduate" data. This allows teams to get information about struggling students in order to implement interventions and options.

After nine years of developing and refining Effective Behavior and Instruction Support Systems (EBISS), the district will begin using this as our method for identifying elementary students who qualify for special education services for learning disabilities in reading. This move will help us systemize supports as well as improve our identification process.

Bend-La Pine Schools district staff continue to use statewide summative assessment and ACT to monitor, evaluate and modify programs. However, a continuing challenge is the high number of students who opt out of the Smarter Balanced Assessment (SBA), particularly at the high school level. Recently announced changes to the high school test, possibly allowing for ACT or SAT to substitute for SBA, have likely contributed to the high opt out. Currently elementary opt out rates are trending upward, as well.

Areas of Improvement:

With high levels of opt out of SBA continuing, the district must consider other tools to assess system effectiveness. In addition, the district lacks ways to monitor individual student growth well, with the exception of students' reading skills at the elementary level using DIBELS. District staff is discussing options and tools that will help in this process.

8. **Inform the Board about significant modifications to the instructional program.**

Evidence of Compliance:

The school board and district leadership have established an annual review process of Executive Limitation #8 to ensure that the board remains informed about the district's instructional program, including any significant modifications.

Areas of Improvement:

None.

9. **Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board for approval.**

Evidence of Compliance:

Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations. Teachers from every school in the district, as well as administrators, special programs staff and English language development teachers, participate in an intense process that includes research into best practices, examination of district data, the establishment of core beliefs, and pilot teaching, as well as thorough review of

materials. During the 2016-17 school year, the members of the science curriculum review team spent over 50 hours on this process before coming to consensus about materials and professional learning recommendations.

Areas of Improvement:

None.

Addendum:

[Instructional Materials Adoption](#)

10. Offer a variety of diplomas as identified by the State Board of Education; in addition, Bend-La Pine Schools shall offer the following:

- a. an Academic Diploma which requires 26 units of credit;
- b. an Honors Diploma with requirements specified in IKF-AR.

Evidence of Compliance:

These diploma requirements are established in policy and the diplomas are awarded annually.

Areas of Improvement:

None.

Addendum:

[IKF-AP](#)

11. Provide a formal annual evaluation of all district-sponsored Alternative Education Programs.

Evidence of Compliance:

Contracted administrator Cathy McCollum, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting. This report was delivered at the May, 2017 school board meeting.

Areas of Improvement:

In the 2017-18 school year, this annual report will be moved to the winter so that student assessment results can be included with the report and the timeline for renewal/denial can be extended.

12. With regard to highly-qualified Public Charter School applications, the superintendent shall not fail to:

- a. Adopt clear and consistent administrative policies to evaluate applications;
- b. Keep the board informed of an application's progress and invite the board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal;
- c. Make a recommendation to the board regarding final approval, renewal or termination of a Public Charter School.

Evidence of Compliance:

During the 2016-17 school year, the district changed its policies and practices regarding charter school applications. These changes provide sufficient time and focus for district staff to evaluate charter applications and to support successful charter applicants as they launch their programs. In addition, the district adopted a new application process, based on the state's model

application and customized by Lora Nordquist, Assistant Superintendent, and Lauren Lester, Attorney, High Desert ESD.

With the support of the district, Desert Sky Montessori successfully applied to be a district charter school and will open to the public in the fall of 2017.

Areas of Improvement:

None.

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

The Board of Directors for Bend-La Pine Schools met in a Budget Committee Meeting on May 9, 2017 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Peggy Kinkade
Andy High
Cheri Helt
Carrie Douglass
Ron Gallinat
Julie Craig

Board Members Absent

Stuart Young

Budget Committee

Tasha McFarland
Ron Smith
Heidi Slaybaugh
Rick Olegario
Tom Bahrman
Bruce Reynolds
Matt Hillman

Call to Order

The meeting was called to order at 5:17 p.m. by Chair Kinkade. The Pledge of Allegiance followed.

Review of Agenda

Chair Kinkade reviewed the agenda. There were no changes. Chair Kinkade turned the meeting over to Chair McFarland to lead. McFarland entertained a motion to approve the April 25, 2017 Budget Committee Meeting minutes. **Ron Gallinat moved to approve the April 25, 2017 Budget Committee Meeting minutes. Ron Smith seconded the motion. Unanimous approval.**

Public Input

There was no public input.

Budget Update

Chair McFarland invited Superintendent Mikalson to summarize information presented at the last committee meeting and to review the Question & Answer document prepared by Zhai Logan. Mikalson emphasized the Board Ends and Comprehensive Plan are what drive the budget process. The proposed budget has been developed to support safety, options, world class education and system performance. He reviewed the numbers and assumptions the budget has been built upon, which includes the passage of the bond measure in the upcoming election. This is a budget that allows the district to maintain, but not invest in any new priorities.

Mikalson noted several discussions are still taking place at the legislative level around budgets. Should additional dollars become available, the budget document outlines the following investment priorities:

- Hiring more teachers and staff / increasing interventions at secondary level / reducing high school class size / increasing teacher coaching and mentors
- Increase physical and mental health support to students
- Increase of instructional time through days and summer programs
- Provide more offerings to engage students in the community
- Update CTE technology and offerings

Question & Answer

Brad Henry noted at each board and committee member's seat a question and answer document. There were 14 questions received after the last budget committee meeting, all of which are answered in the document. Henry offered to answer any other questions.

Peggy Kinkade commented on the ending fund balance and would like to discuss the idea of repaying the ending fund balance back, for the dollars used to pay for the winter storm costs, over the next two or three years. Kinkade is an advocate for a strong, robust ending fund balance, but feels that the burden to repay the fund to a full 5% could be spread out so as not to become a burden in the upcoming budget year. A change to the ending fund balance percentage as it is rebuilt could allow for some dollars to be invested in the priorities identified by Superintendent Mikalson. There also may be FEMA dollars coming to the district which she would advocate be deposited directly into the ending fund balance. Kinkade asked fellow board members to consider her idea and noted although it would be a decision of the board, she wanted all budget committee members to be aware of her thinking. Board members agreed they would like to see a budget prepared with a staggered repayment option to the ending fund balance. Henry will prepare varying scenarios for the board to consider at their next meeting.

Carrie Douglass felt that Kinkade's proposal was reasonable and asked how long it would take to build the ending fund balance back if the district used the same percentage from prior years. Brad Henry said about two years and shared estimated dollar amounts that would become available should the board decided to use an alternate percentage. Ron Gallinat and Cheri Helt would like to include the impact this could have on bond and interest rates. Andy High likes Kinkade's idea and is supportive of putting dollars toward priorities. Tom Bahram asked about the sustainability of these possible invested dollars. Mikalson said he feels confident in the defined investments having impact. Helt feels the board should hold tight to the vision they have established and invest in those priorities. She would like to see more dollars put toward mental and emotional health, which is an identified priority. She asked for clarity of how dollars, if they become available, will be invested. Mikalson said the dollars will go where most impact can be made; some investments may be tangible while others may be an investment in time and training for staff.

Douglass shared a document with questions she thought would be helpful to consider in future budget planning. She is hopeful these types of questions could help the district identify if dollars are lining up with priorities and suggested analysis of how dollars are being used to meet district goals. Heidi Slaybaugh agreed an analysis of management and investments would be helpful in future budget processes.

Andy High asked what options were available in approving a budget before the legislature finishes their work. Henry said the district has to adopt a budget by June 30, however, the district does have the option to approve a supplemental budget at a later time.

Kinkade said she was intrigued by the questions Douglass shared and that some answers are within the prepared question and answer document. Mikalson added these are great ongoing questions for the board to continue to discuss. Douglass would like to continue the conversations and noted if additional dollars do become available, it would be nice to have some of these questions answered with more clarity. Kinkade

commented that the budget message this year is one of the most detailed and most closely tied to priorities messages she has seen. She thinks the district is moving in the right direction and would continue to advocate in making the budget document more accessible and understandable. Helt agreed and suggested showing some per dollar specifics and Slaybaugh added this would help with check and balances to ensure investments are beneficial.

Superintendent Mikalson noted the earlier request of Rick Olegario for the district to be able to show a more specific return on investment which would tie in nicely with the suggested easy-to-read budget document. Discussion ensued on the benefits of per student return information and possible ways the district could summarize such information. Matt Hillman cautioned spending too much overhead on trying to break down return on investment statistics. He would suggest these types of questions Douglass presented to be part of ongoing board discussions through the year.

Ron Smith complimented the budget presented and feels it is as good as he could have hoped for considering all of the unknowns. Helt agreed, and asked for clarification on the \$500,000 contingency fund. Henry explained that dollar amount could be used for anything during the year with an approved resolution by the board. Mikalson added, as part of the lessons learned through this past winter, it made sense to be proactive and set aside a dollar amount and to have available if needed. Helt asked when an ending fund balance can be accessed. Henry said by law, it is extremely restrictive. Helt appreciated the clarification and Slaybaugh felt the contingency was a good addition to the budget.

Rick Olegario asked what were the deciding factors for a 5% ending fund balance. Henry explained it was a decision made by the board from looking into what other like sized districts had set up. Bahram expressed his support of the 5% ending fund balance and encouraged the board to keep that amount. Slaybaugh shared her support of the gradual build up for the ending fund balance as suggested by Kinkade.

Helt asked if housing permits, etc. were considered in the growth calculations. Henry said yes, it was part of the sites and facilities process and the district also continues to use the projections from Portland State to help create enrollment assumptions. Discussion ensued around enrollment history and growth. McFarland and Olegario suggested adding the question and answer document to the meeting minutes and Mikalson agreed it would be good information to have readily accessible.

Chair McFarland entertained a motion to approve the proposed 2017-18 budget document. **Ron Smith moved to approve the 2017-18 budget document as presented. Tom Bahrman seconded the motion. Unanimous approval.**

Chari McFarland thanked all budget committee members for their time. Brad Henry also thanked budget committee members and shared that Zhai Logan will be retiring. He thanked Logan for her work and said she will be missed.

Budget committee meeting adjourned by Chair McFarland at 6:34 p.m.
Chair Kinkade recessed the regular board meeting at 6:34 p.m., for a 10-minute break.

Respectfully submitted,

Andrea Wilson
5.9.2017

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

The Board of Directors for Bend-La Pine Schools met in a regular session on May 9, 2017 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Peggy Kinkade
Andy High
Julie Craig
Ron Gallinat
Cheri Helt

Board Members Absent

Stuart Young
Carrie Douglass

Call to Order

The meeting was called to order at 6:46 p.m.

Review of the Agenda

Chair Kinakde reviewed the agenda. There were no changes.

Public Input

Marilyn Burwell, with the Restorative Justice group shared articles on equity and chronic absenteeism along with a packet of information about Oregon's statewide absentee plan which she believes is a great way to implement equity in schools. She would like the district to create an equity policy and suggested the board review chronic absenteeism rates at each school within the district and make a plan of action to connect with those students and parents. Chair Kinkade thanked Burwell for the information and her advocacy.

Superintendent Spotlight of Success

Better Together

Superintendent Mikalson introduced Katie Condit with Better Together. Mikalson is on the Better Together board and shared his appreciation for her leadership and the work being done in the region.

Condit thanked the board for their time and shared that Better Together now has over 200 stakeholders in the region. Better Together started four years ago with the notion of communities partnering with schools to align their efforts around nine identified outcomes from kindergarten readiness to post-secondary schooling or career options. Better Together looks at ways to close gaps, align businesses and non-profits with schools. Better Together is now a 501c3 non-profit with all six regional superintendents on the board along with Becky Johnson from OSU Cascades, Shirley Metcalf from COCC and Roger Lee with EdCo.

Condit shared about initiatives and examples of work:

- Latino Success Initiative – the Junots program supports Latino community members and students. All six school districts in Central Oregon now offer the Juntos program and on May 24th, Governor Brown will visit the Bend Senior High Juntos program, which has about 50 participants.
- Youth Career Connect Initiative – is designed to connect students to meaningful work opportunities after graduation. Efforts include streamlining the connection between businesses and educators. In June the Bend Chamber plans to bring on a liaison to strengthen the education and industry connections across Central Oregon.

- Building Resilience in Community Initiative –is designed to focus on how healthcare and community organizations can align better. United Way is leading the work and will officially launch the program on May 23.

Chair Kinkade thanked Condit for her leadership and bringing all the various members of work groups together to serve diverse populations in the community. Cheri Helt added her appreciation for the partnership efforts being made to help students.

Consent Agenda

Chair Kinkade noted the updated personnel report at board member seats and that some long-time staff members are retiring. **Ron Gallinat moved to approve the Consent Agenda. Julie Craig seconded the motion. Unanimous approval.**

Action Item

Resolution 1851 : Teacher Appreciation Week, May 8-12, 2017

Chair Kinkade read aloud Resolution 1851 and noted there were a couple of weeks designated as teacher appreciation week this year, and the board is recognizing the dates that align with the Oregon School Board Association. She added that today is National Teacher Appreciation Day. **Andy High moved to approve Resolution 1851 : Teacher Appreciation Week, May 8-12, 2017. Cheri Helt seconded the motion. Unanimous approval.** Superintendent Mikalson added his thanks and appreciation for teachers. People are the most important investment a district can make and our teachers do incredible work.

Appointment of High Desert ESD Board Member

Chair Kinkade said Scott Reynolds is currently serving as the Bend-La Pine Schools representative on the High Desert ESD Board of Directors. He is the only applicant for the position which would begin July 1, 2017. **Julie Craig moved to nominate Scott Reynolds for High Desert ESD Board of Directors position to represent Bend-La Pine Schools. Ron Gallinat seconded the motion. Unanimous approval.**

Report

Alternative Learning Options Evaluation Report

Superintendent Mikalson introduced Kathy McCollum who is a new member of the HDSED team and doing the evaluation work for the district's Alternative Learning Options (ALO). McCollum introduced herself and shared about her work history in education. She also introduced the following:

- Kevin Bradley, John Buchar and Josh Lagallo from Central Oregon Intergovernmental Council
- Rick Buening and Pam Rice from J Bar J and Academy at Sisters
- Dan Raidbaugh from Oregon Youth Challenge Program
- Meera Rupp and Danny Davis from Bend International School

McCollum explained the evaluation process and said that all of the district's ALO programs are in compliance and met the requirements of IGBHAA-AR: Evaluation of Alternative Learning Options. Mikalson asked about the blanks squares in the matrix on pages 11 and 12 and McCollum explained those are just areas that do not apply to the particular ALO. She pointed out the Oregon State Assessment calendars are currently out of sync with the report date. Results are available in September and for the 2017-18 school year, the ALO report will be given in late fall to help align evaluations and provide a mid-year look. If there are concerns, there will be time to plan and address issues. McCollum said she was impressed with each of the ALO programs and that they serve diverse needs in the community.

Andy High asked COIC if there were more specifics on the goals they have for the future. Buchar said pages 30 and 32 show data and have goals noted. High asked about the lottery process at BIS. Rupp said they just completed their first lottery with other magnet schools in the district. A weighted lottery may be done in future years.

Mikalson shared his appreciation for all programs and while their work is not always easy, he knows it makes a significant difference in the lives of students who attend. Cheri Helt thanked all ALO programs for the options they provide students. The work they do changes lives and trajectory for students who are struggling. She asked about the new GED test and how students are doing with the increased rigor. Buchard said COIC approaches the GED with each student differently. Some need to develop a sense of self-confidence before they can be successful with the test, and sometimes that is the most difficult part of their work. He said overall, students are rising to the occasion and having success. Helt asked Rupp how their year went, what were some successes and challenges they faced. Rupp said this second year was much easier and feels the program, staff, curriculum, students, and the overall flow was great. She noted there is still much work to do as they continue to grow, however, the work is exciting and staff are eager and engaged. She invited all to their end of year Mercado and said their sister school from Guadalajara will be visiting.

Chair Kinkade thanked McCollum and all ALO program representatives for their valuable work.

Policy Monitoring – Executive Limitation 12 : Legally Required Policies

Superintendent Mikalson reviewed the monitoring report in the board packet and work that has been done over the past year. He added policy work is ongoing and since this time last year over 120 policies and regulations have been reviewed by Cabinet team members for alignment with district practices and state law. Cheri Helt thanked Kinkade for her leadership in transitioning the district to a policy governance model and thanked the Cabinet team for their work this past year.

Discussion

Board Self-Evaluation

Chair Kinkade noted the draft evaluation materials in the board packet, with updates to reflect conversation at the last board meeting. She asked for any comments or recommendations on the draft and said she would like to take the results of the self-evaluation to the board retreat to discuss what next steps are from the data.

Andy High said he likes the draft and feels it is a good place to start and will allow for reflection of board members as an individual and a whole, and ultimately could lead to some great group discussion. Cheri Helt agreed and felt the board should give it a try and see how it goes. She would like to see something about creating a vision more specifically called out in the survey. Kinkade suggested an anonymous online survey for board members to complete.

Julie Craig liked Kinkade's proposal and said she would like to identify a small amount of people for helping assess the board on their work as part of the evaluation process. Mikalson suggested the board complete their self-evaluation first and then he would help with recommendations of who might be good to help assess board work.

Board Comments

Andy High thanked Jay Mathisen for his help with a field trip bus issue for a Pine Ridge kindergarten trip. Because of Mathisen's help, more parents were able to attend field day with their students. Things like this make a big difference for students and families and he appreciates the responsiveness.

Meeting adjourned at 7:56 p.m.

Respectfully submitted,
Andrea Wilson
5.23.2017

June 8, 2017

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

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

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on June 13, 2017

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Barber, Michael	#106605 Bus Driver	Transportation	Reg 4.5 hrs / day	5/10/17
Boyce, Mayra	#106276 Nutrition Server I	Buckingham	Reg 3.25 hrs / day	5/15/17
Briscoe, Dennis	#106569 Custodial Crew I	Mountain View	Reg 8 hrs / day	5/8/17
Cartmill, Kasey	#106712 Media Manager / EA-Student Instruction	Pilot Butte	Reg 4.75 hrs / day	6/6/17
Case, Melissa	#106609 EA - Inclusion	Special Programs	Temp 7 hrs / day	5/26/17
Chance, Laura	#106609 EA- Inclusion	Special Programs	Temp 7 hrs / day	5/26/17
Cheney, Noah	#106588 Summer Mow Crew	Maintenance	Temp 8 hrs / day	4/20/17
Codding, Anne	#106609 EA - Inclusion	Cascade	Temp 6.5 hrs / day	5/26/17
Daubenschmidt Bixler, Kelsie	#106276 Nutrition Server I	Mountain View	Reg 3 hrs / day	5/15/17
Davis, Michael	#106592 Campus Monitor	Bend High	Reg 7.75 hrs / day	5/25/17
Ditri, Brenda	#106522 EA – Inclusion	Buckingham	Temp 6.5 hrs / day	5/9/17
Drury, Rebecca	#106617 EA- Inclusion	Silver Rail	Reg 7 hrs / day	5/25/17
Evermore, Robert	#106605 Bus Driver	Transportation	Reg 4.5 hrs / day	5/8/17
Everist, Brittany	#106589 Athletics/Activities Sec II	Mountain View	Reg 8 hrs / day	5/5/17
Hackett, Michael	#106621 Bus Driver	Transportation	Reg 4.25 hrs / day	5/8/17
Hartsock, Robert	#106584 IT Technician	Information Technology	Reg 8 hrs / day	5/2/17

Hedrick, Julie	#106609 EA - Inclusion	Elk Meadow	Temp 6.5 hrs / day	5/24/17
Hicks, Teresa	#106687 Media Manager II	Cascade	Reg 6 hrs / day	6/6/17
Howk, Tracy	#106694 Media Manager I	Juniper	Reg 7 hrs / day	5/30/17
Jones, Courtney	#106617 EA – Inclusion	Special Programs	Reg 7 hrs / day	6/1/17
Kerrick, Shona	#106617 EA – Inclusion	RE Jewell	Reg 6.5 hrs / day	5/30/17
Klass, Barton	#106622 Bus Driver	Transportation	Reg 4.75 hrs / day	5/8/17
Lofton, Tera	#106609 EA - Inclusion	Special Programs	Temp 6.5 hrs / day	5/26/17
Maniscalco, Lindy	#106609 EA - Inclusion	Special Programs	Temp 6.5 hrs / day	6/1/17
Micheletti, Amy	#106693 Counseling Secretary II	Summit	Reg 8 hrs / day	6/2/17
Mohorcich, Laura	#106609 EA – Inclusion	Cascade	Temp 6.5 hrs / day	5/26/17
Murphy, Mariah	#106588 Summer Mow Crew	Maintenance	Temp 8 hrs / day	5/25/17
Nelson, Bobbi	#106609 EA- Inclusion	Ponderosa	Temp 6.5 hrs / day	5/26/17
Oram, Alina	#106604 Kitchen Manager I	Mountain View	Reg 8 hrs / day	5/10/17
Pearson, Wendy	#106609 EA – Inclusion	Pacific Crest	Temp 7 hrs / day	6/1/17
Peery, Allison	#106617 EA - Inclusion	Mountain View	Reg 7 hrs / day	5/24/17
Perras, Jenette	#106728 Nutrition Technician II	Bear Creek Bend High	Reg 7.75 hrs / day	6/5/17
Presley, Brian	#106588 Summer Mow Crew	Maintenance	Temp 8 hrs / day	5/17/17
Schadwald, Krystal	#106609 EA - Inclusion	Buckingham	Temp 6.5 hrs / day	5/24/17
Schmidt, Kris	#106609 EA – Inclusion	Special Programs	Temp 7 hrs / day	6/1/17
Schneider, Rachel	#106617 EA - Inclusion	Special Programs	Reg 7 hrs / day	5/25/17
Sherfield, Stephanie	#106588 Summer Mow Crew	Maintenance	Temp 8 hrs / day	4/25/17
Sherrell, Rachel	#106648 Attendance Office Secretary II	Bend High	Reg 3 hrs / day	6/6/17
Spreier, Brenda	#106640 School Secretary II	Cascade	Reg 8 hrs / day	6/6/17
Stoefen, Lori	#106609 EA – Inclusion	Realms	Temp 4.08 hrs / day	5/24/17
Stone, Jennifer	#106617 EA – Inclusion	Ponderosa	Reg 6.5 hrs / day	5/26/17

Taylor, Kimberly	#106276 Nutrition Server I	Bend High	Reg 3 hrs / day	6/1/17
Tiller, Samuel	#106588 Summer Mow Crew	Maintenance	Temp 8 hrs / day	5/11/17
Towne, Sara	#106609 EA - Inclusion	Lava Ridge	Temp 6.5 hrs / day	5/24/17
Veek, Joshua	#106631 Repair Technician	Transportation	Temp 8 hrs / day	5/23/17
Wadsworth, Amber	#106679 School Secretary II	Lava Ridge	Reg 8 hrs / day	5/26/17
White, Lindsay	#106617 EA – Inclusion	Summit	Reg 7 hrs / day	5/24/17
Wilde, Christopher	#106617 EA – Inclusion	Special Programs	Reg 7 hrs / day	5/26/17

Classified Resignations

Name	Position	Location	Resign Date
Cooper, Melissa	School Secretary II	La Pine Elementary	8/24/91 – 6/22/17
Cottrell, Kara	Nutrition Server I	La Pine Middle	8/18/16 – 6/6/17
Craig, Hannah	EA – Inclusion	Special Programs	11/9/15 – 5/26/17
Darmon, Drew	EA – Inclusion	Summit	8/30/16 – 6/16/17
Flynn, Kelly	Youth Transition Specialist II	Special Programs	7/1/15 – 6/26/17
Lightcap, Kelly	Curriculum Secretary II	Bend High	8/20/12 – 5/31/17
Midden, Allison	EA - Inclusion	RE Jewell	9/8/16 – 6/22/17
Stefanek, Marcia	Nutrition Server I	Rosland	9/24/14 – 6/22/17
Weber, Theresa	Nutrition Server I	Bend High	10/29/14 – 6/14/17
Wilkinson, Elizabeth	Youth Transition Specialist II	Special Programs	7/1/15 – 6/26/17
William, Pamela	Nutrition Server I	WE Miller	9/7/16 – 6/22/17

Classified Retirements

Name	Position	Location	Termination Date
Cashman, Barbara	EA – Student Instruction	Buckingham	8/25/2003 – 6/22/17
Martinez, Eliseo	Bus Driver	Transportation	8/17/09 – 6/22/17
Gudgel, Maja	EA - Inclusion	Special Programs	9/23/98 – 6/22/17
Hedlund, LaLoni	Kitchen Manager I	La Pine Middle	10/9/96 – 6/22/17
Swanson, Linda	EA – Inclusion	La Pine High	9/13/00 – 6/22/17

Classified Terminations

Name	Position	Location	Termination Date
Sutton, Melva	School Secretary II	Sky View	8/15/16 – 5/17/17

DATE: June 9, 2017

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on June 13, 2017. All hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Borowski, Peter	Math Teacher PS106616	Summit HS	Temporary	06/13/2017
Ewing, Christine	Counselor PS106602	Bend HS	Temporary to Full Time Regular	06/13/2017
Faurot, Matthew	Family & Cons Stds .833 FTE PS106618	Cascade MS	Regular	06/13/2017
Fisher, Staci	Counselor PS106602	Bend HS	Regular	06/13/2017
Friesen, Heidi	Chemistry Teacher PS106600	Bend HS	Regular	06/13/2017
Gylling, Matthew	Math Teacher .833 FTE PS106612	Mt View HS	Temporary	06/13/2017
Johnson, Aaron	Advanced Math PS106599	Bend HS	Regular	06/13/2017
Korstad, Lindsay	Counselor @ .50 FTE PS106629	Marshall HS	Regular	06/13/2017
Krauthoefer, Andrew	Counselor PS106635	Pacific Crest MS	Temporary to Regular	06/13/2017
Lopez, Alyssa	Counselor .50 FTE PS106656	Summit HS	Regular	06/13/2017
Shelton, Peter	Intermediate Teacher PS106565	Bear Creek ES	Regular	06/13/2017
Summers, Stanley "Bryan"	Music/Orchestra Teacher PS106634 .667 PS106611 .333	Pacific Crest MS Cascade MS	Temporary to Full Time Regular	06/13/2017
Taylor, Deborah	Counselor PS106710	Sky View MS	Temporary	06/13/2017
White, Jennifer Marine	Advanced Math .167 FTE PS106658	Summit HS	Temporary to Full Time Regular	06/13/2017

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bowerman, Megan	Language Arts .50 FTE of 1.0 FTE	Bend HS	09/24/2010 06/30/2017
Buck, Linda	Language Arts /Social Studies /Gen Instruction	La Pine MS	08/29/2016 06/30/2017
Edmunds, Bradley	Spanish Teacher/Study Skills	Bend HS	08/26/2013 06/30/2017
Kulinsky, Kira	Primary Teacher	High Lakes ES	01/09/2017 05/10/2017
Meservy, Jay	STRIVE Alt Ed Teacher	STRIVE Program	08/29/2016 06/30/2017
Ragnarsson, Kristin	Speech Therapist .40 of 1.0 FTE	Special Programs	08/29/2016 06/30/2017
Sparks, Brenda	SED/La Pine ES	Special Programs	08/26/2013 06/30/2017
Strauser, Erika	Science Teacher .333 of 1.0 FTE	Summit HS	08/26/2013 06/30/2017

2016-17 Science Adoption

Bend – La Pine Schools

Selection Committee Members

Elementary School

- Amity Creek – Dave Dallas
- Bear Creek – Kinsey Martin
- Buckingham – Josh Hayden*
- Elk Meadow – Suzanne Lange
- Ensworth – Debbie Garrett
- High Lakes – Heather Faast
- Highland – Misha Therrian
- Juniper – Heather Randolph
- La Pine – Nicole Scott
- Lava Ridge – Kirstin Winslow
- Pine Ridge – Becky Crawford
- Ponderosa – Meg Knight
- R.E. Jewell – Anna Schmitt
- Rosland – Matt Haney
- Silver Rail – Bobbi McLaughlin
- Three Rivers – Kacie Pitner
- Westside Village – Lisa Peterson
- W. E. Miller – Mara Richardson*

High School

- Bend Senior High – Paul Hutter* and Ron Crawford
- La Pine – Fred Kent
- Marshall – Katie Lyons
- Mountain View – Andy Young and Gillian Stark
- Summit – Doug Elliot* and Matt Killoran

Middle School

- Cascade – Melody Craig*
- High Desert – Stephanie Morrison*
- La Pine – Stacy Welsh
- Pacific Crest – Sara Trakselis
- Pilot Butte – Colleen Behrens
- REALMS – Quinn Daily
- Skyview – Dave Smith and Jen Hancock
- Three Rivers – Mark Alvarado
- Westside Village – Greg Bueker

Admin/ELD/SPED

- Elementary Admin – Sunshine Dandurand
- Middle School Admin – Robi Phinney*
- High School Admin – Jay Etnier
- ELD – Cate Denson-Hill Special Programs – Ryan Kelling

** Denotes Strategic Team Member*

Timeline

The review process spanned several months. Before considering or looking at any instructional materials, the committee took time to be trained on Next Gen Science Standards (NGSS) and to establish our core beliefs in science instruction. Below is the timeline of the meetings and trainings.

- 2015-16 - Curriculum developers sent in programs to ODE for scoring and review
- 2016 - ODE examined and either passed or failed these programs
- December – BLP science review team met to better understand NGSS and create core beliefs
- January – BLP strategic team met to examine curricula passed by ODE and additional suggested curricula that wasn't examined.
- January - Strategic Team compared these curricula against our core beliefs and eliminated any that didn't align
- February/March – Entire Curriculum Review Team met
 - Heard from remaining developers
 - Scored each curriculum on rubric
 - Eliminated any that poorly aligned with Core Beliefs
- March/April
 - Elementary – Piloted 2 curriculum
 - Middle – Piloted 2 curriculum
 - High – Examined 2 curriculum
- Public Curriculum Viewing (Board Room)
- April/May– Review Teams met to further examine and reach consensus
- 2017-18 Focused Science PD around NGSS and adoption materials

Core Beliefs

Bend La Pine Schools Science Core Beliefs are aligned and support the Next Gen Science Standards and address the following areas:

- Effective Teaching and Learning
- Access and Equity
- Integrated Assessment Systems
- High Quality Curriculum
- Relevant Tools and Technology
- Professional Development

Effective Teaching and Learning...

An excellent science program centers on engaging all students in science and engineering practices to know, use, and interpret scientific explanations of the natural world and of engineering and technology solutions in the designed world. Furthermore, the classroom culture is one in which generating and evaluating scientific evidence, explanations, reasoning, representation, modeling, and argumentation provide opportunities for new learning by all students.

We commit to...

Teach science through three-dimensional learning that meets the Next Generation Science Standards, and stimulates higher-level thinking;

Dedicate and integrate a consistent amount of time for science instruction across all sites, by horizontal level;

- Understand core science ideas develop over time and can occur in many different ways;
- Engage students in ways of thinking and ways of working consistent with scientists' and engineers' practices and discourse;
- Enhance student understanding by posing purposeful questions that facilitate meaningful discourse and then utilizing evidence of student thinking;
- Develop and foster a love of science by connecting science to student's own interests and experiences.

Access and Equity...

All students in All schools should be provided with equitable opportunities to learn science and engage in science and engineering practices—with access to quality space, equipment, and teachers to support and motivate that learning and engagement, and with adequate time spent on science.

We commit to...

- Accept a shared responsibility for educating each student as a unique learner, differentiating instruction so that all students can participate in rigorous activities and promoting the beliefs that success, learning and intelligence are dynamic, depending on opportunity, experience, effort and a growth mindset;
- Foster communities of learners, understanding and leveraging students' cultures, circumstances and languages to support and enhance learning in science;
- Science as core instruction that all students have access to;
- Differentiate instruction and provide open ended problems that provide multiple entry points and extensions;
- Communicate with parents and students about curriculum, support, and resources;
- Recognize that all children bring basic reasoning skills, personal knowledge of the natural world and curiosity that can be built upon to develop understanding of scientific concepts.

Integrated Assessments Systems...

An excellent science program ensures that assessment plays an integral part in instruction. High-quality assessment systems include a variety of strategies and data sources and generate useful information regarding student growth and/or proficiency in important scientific content and practices, instructional decisions and program improvement needs.

We commit to...

- Provide balance between science and engineering practices, crosscutting concepts and disciplinary core ideas;
- Provide teachers with useful formative information to guide instruction and monitor students' learning;
- Give students and parents meaningful information on students' progress in meeting standards;
- Offer varying formats to accommodate different strategies and multiple entry points;
- Promote the use of Next Generation Science Standards based common assessments and rubrics that meet the needs of individual sites, teachers, classes and students;
- Provide common rubrics for curriculum-based measures used in report card scoring.

High-Quality Curriculum...

An excellent science program develops connections among the real world and areas of scientific study. It aligns with standards and allows for science and engineering practices, crosscutting concepts, and disciplinary core ideas to be woven together seamlessly into instruction.

We commit to...

- Provide materials that are accessible for teachers at all levels and includes technological components;
- Promote long-term retention of concepts and processes through multiple experiences across science disciplines;

- Use Next Generation Science Standards curricula that spirals vertically K-12;
- Utilize district-adopted and supplemental materials to create phenomena-based units as a foundation for standards-driven core instruction. Relevant Tools and Technology...
An excellent science program integrates the use of scientific tools and technology as essential resources to help students learn and make sense of the scientific world and communicate their scientific thinking. We commit to...
- Assist students in visualizing, evaluating, understanding and communicating scientific concepts;
- Enhance instruction and promote scientific teaching practices;
- Promote students' scientific inquiry, critical thinking, engineering skills, reasoning, and sense-making;
- Promote the investigation of rigorous scientific concepts in efficient and effective ways through tools and technology as an enhancement of instruction, rather than a replacement for it;
- Ensure that all students and families without digital access at home have full access to learning tools.

Professional development...

In an excellent science program, educators hold themselves accountable for the success of every student and support and encourage their colleagues to do the same. In addition, educators work toward personal and collective professional growth in effective teaching and learning of science.

We commit to...

Continuous development of content knowledge and best instructional practices;

- Promote communication, collaboration, and accountability within and across sites, as well as across grade levels;
- Teacher training that reflects current standards and research-based practices;
- Recognize that expertise in content and pedagogy is a career-long process, supported by ongoing professional inquiry;
- Collaborate both within and among sites, vertically and horizontally K-12;
- Provide sufficient time for purposeful planning, collaboration and reflection;
- Make classroom practices transparent (including visits to colleague's classrooms) in order to promote effective teaching and learning;
- Provide ongoing professional learning for implementation of instructional materials, with effective teaching practices aligned to our core beliefs, content and practice standards, and tools and technology.

Curriculum Recommendations

Elementary – Amplify

Overview of the material:

- Lessons that address 100 percent of the NGSS as well as a significant portion of the CCSS for both ELA and math.
- Digital simulations that allow students to visualize scientific phenomena like never before.
- Kits and manipulatives that emphasize the importance of hands-on science in the 21st-century classroom.
- Age-appropriate student books that expose students to science in the real world.
- Formative assessments that empower teachers with actionable data and insight into each student's progress.
- Embedded supports that equip teachers with strategies to adapt lessons to fit their needs.

Even though Elementary chose to select Amplify as their curriculum the committee listened to the feedback from teachers and recommended that the purchase and implementation of Amplify materials be delayed by a year. The elementary teachers have engaged in three curriculum adoptions in the past three years and facing a fourth year of adopting a new curriculum seemed a bit daunting. Additionally, the committee believed that more training was needed during the school year around Next Gen Science Standards as well as integration strategies for science instruction. This summer the Bend Science Station will be offering two NGSS training opportunities which elementary teachers may participate in as a day 189 option. There will also be k-2 and 3-5 NGSS trainings scheduled into SIW trainings. To address integration strategies a committee will be formed to explore this topic.

Middle – STEMscopes

Overview of the material:

STEMscopes Oregon places problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments at your fingertips—now it is finally possible to help students understand the 2014 Oregon Science Standards (NGSS) as they were designed.

Middle level teachers chose STEMscopes as their curriculum and will proceed with a full purchase and implementation during the 2017-18 school year. Arrangements are being made to provide access to materials prior to the end of the school year. This will allow teachers the opportunity to become acquainted with the program and compile any questions they have

prior to their formal training. On September 1st, ALL middle level science teachers will participate in an all-day STEMscopes training that will also introduce teachers to NGSS. Additionally, all middle level science teachers will participate in an NGSS training at the Bend Science Station at the end of September. This will be a district-funded, full release day. Finally, during the school year 4 district SIW dates will be reserved for science teachers to come together to collaborate across buildings.

The middle level strategic team also created a science curriculum map for 6th – 8th grades (see attached). This is a recommended map. The goal of creating it was to ensure earth, life and physical science is looked at every single year. There is no recommended order within each year. It is also essential to note Science and Engineering Practices (SEPs) and Cross-Cutting Concepts (CCCs) are taught within all units, not in isolation. More discussion on this map will occur during professional development and SIW times.

High School– Discovery Education TechBook

Overview of the material:

This digital textbook is a standards-aligned, one-stop shop, providing the perfect mixture of resources that teachers need to bring science to life. From STEM project starters, interactive tools, and hands-on labs, to model lessons and real-time student data, Science Techbook transforms classrooms into rich ecosystems that open students' minds and inspire them to learn.

Even though the High School teachers chose Discovery TechBook, it was recommended that a full purchase and implementation not occur next year. The recommendation to not move forward with a full purchase and implementation was for two reasons. First, the curriculum choices for high school were limited and second, the overall feeling was that high school teachers needed more training on NGSS before fully purchasing a curriculum. Instead, during the 2017-18 school year, several teachers at each high school will pilot these instructional materials. On September 1st, ALL high school level science teachers will participate in a NGSS training day led by the Bend Science Station. Afterwards, David Bermudez of the Science Station will work with the science teachers at each school to design a plan of action to continue NGSS training opportunities at each site. Those piloting discovery TechBook will provide feedback on the material after the first semester and a decision will be made as to move forward with a full purchase or to review other options.

Executive Summary

2017-18 Budget Resolutions

Prepared by: Roy Burling

On June 1, 2017 the Oregon Legislature's Joint Ways and Means Education Subcommittee passed SB 5517 – State School Fund (SSF) with a funding level of \$8.2 billion. This represents a statewide increase to of \$400 million to the \$7.8 billion State School Fund that the FY2018 proposed budget was based on. Recall that, in the Proposed Budget, we moved expenditures into a special revenue fund to match the expected revenue from measure 98 at the time. With this new information and funding level at 8.2 for the State School Fund, we have moved most of those expenditures back to the General Fund. SB 5517 does not address Measure 98 and subcommittee members stated that Measure 98 will be funded separately from the State School Fund. At this point, how much funding is planned for Measure 98 is not clear.

Statute allows the Board to increase appropriations approved by the Budget Committee by up to 10% per fund without republishing the budget and holding a hearing. The increase included in the appropriations resolution is well below this threshold.

There is no change to the tax we are imposing for debt service from the amount approved by the Budget Committee.

We recommend approval of resolutions 1852 and 1853.

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION MAKING APPROPRIATIONS
RESOLUTION NO. 1852**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby adopts the 2017-18 budget in the amount of \$334,456,973.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2017 the amounts shown below are hereby appropriated for the purposes indicated within the funds listed:

GENERAL FUND		
1000	Instruction	\$104,740,619
2000	Support Services	65,182,312
3000	Enterprise and Community Services	336,439
5100	Debt Service	704,206
6000	Contingencies	500,000
	Total General Fund Appropriation	<u>\$171,463,576</u>
7000	Unappropriated Ending Fund Balance	9,133,282
	Total General Operating and Sub-General Funds	<u><u>\$180,596,858</u></u>
SPECIAL REVENUE FUND		
1000	Instruction	\$16,143,000
2000	Support Services	5,493,000
3000	Enterprise and Community Services	9,890,000
5200	Transfer of Funds	500,000
	Total Special Revenue Appropriation	<u>\$32,026,000</u>
7000	Unappropriated Ending Fund Balance	2,950,000
	Total Special Revenue Funds	<u><u>\$34,976,000</u></u>
LONG TERM DEBT SERVICE FUND		
2000	Support Services	\$3,000
5100	Debt Service	37,998,115
	Total Long Term Debt Service Appropriation	<u>\$38,001,115</u>
7000	Unappropriated Ending Fund Balance	618,000
	Total Long Term Debt Service Funds	<u><u>\$38,619,115</u></u>
CAPITAL PROJECTS FUND		
4000	Facilities Acquisition and Construction	<u>\$40,180,000</u>
	Total Capital Projects Appropriation	<u>\$40,180,000</u>
7000	Unappropriated Ending Fund Balance	40,000,000
	Total Capital Projects Funds	<u><u>\$80,180,000</u></u>
TRUST FUND		
3000	Enterprise and Community Services	<u>\$20,000</u>
	Total Trust Appropriation	<u>\$20,000</u>
7000	Unappropriated Ending Fund Balance	65,000
	Total Trust Funds	<u><u>\$85,000</u></u>

Unappropriated Ending Fund Balances are not appropriated.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 13th day of June, 2017

Board Secretary

Chair

Director

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION TO IMPOSE TAX
RESOLUTION NO. 1853**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby imposes the taxes provided for in the adopted budget at the rate of \$4.7641 per \$1,000 of assessed value for operations and in the amount of \$31,458,756 for bonds; and that these taxes are hereby imposed and categorized for tax year 2017-18 upon the assessed value of all taxable property within the district.

	Education	Excluded from Limitation
General Fund	\$4.7641/\$1,000	
Debt Service Fund		\$31,458,756

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 13th day of June, 2017

ATTEST:

Chair

Board Secretary

Director

RESOLUTION NO. 1854

A RESOLUTION OF ADMINISTRATIVE SCHOOL DISTRICT NO. 1 (BEND-LA PINE SCHOOLS), DESCHUTES COUNTY, OREGON AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION BONDS; DESIGNATING AN AUTHORIZED REPRESENTATIVE; DELEGATING THE NEGOTIATION AND APPROVAL OF FINANCIAL DOCUMENTS AND RELATED MATTERS.

THE BOARD OF DIRECTORS OF ADMINISTRATIVE SCHOOL DISTRICT NO. 1 (BEND-LA PINE SCHOOLS), DESCHUTES COUNTY, OREGON HEREBY RESOLVES:

SECTION 1. FINDINGS

The Board of Directors (the “Board”) of the Administrative School District No. 1 (Bend-La Pine Schools), Deschutes County, Oregon a common school district of the State of Oregon (the “District”) finds:

- a. The District is authorized pursuant to the Oregon Constitution and Oregon Revised Statutes Chapters 287A and 328 to issue general obligation bonds to finance capital costs; and
- b. On March 14, 2017, the District adopted a resolution authorizing submission to the voters of the District at a measure election on May 16, 2017, the question of contracting a general obligation bonded indebtedness in an amount not to exceed \$268,329,000 to finance capital costs as set forth in the notice of bond election and pay bond issuance costs; and
- c. The election was duly and legally held on May 16, 2017 and the elections officer of the county in which the District office is located certified that the issuance of the general obligation bonds was approved by a majority of the qualified voters of the District voting at the election; and
- d. The District adopts this resolution to provide the terms under which the general obligation bonds will be sold and issued.

SECTION 2. BONDS AUTHORIZED

The District hereby authorizes the issuance of the general obligation bonds in an aggregate principal amount not to exceed \$268,329,000 (the “Bonds”), issued in one or more initial series, to finance the projects set forth in the ballot title for the Bonds.

The Bonds shall mature over a period not exceeding twenty-five (25) years from their date of issue. The remaining terms of the Bonds shall be established as provided in Section 10 hereof.

SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Chief Operations and Financial Officer (each an “Authorized Representative”) or a designee of an Authorized Representative to act on behalf of the District as specified in Section 10 hereof.

SECTION 4. SECURITY

The Bonds are general obligations of the District. The full faith and credit of the District are pledged to the successive owners of each of the Bonds for the punctual payment of such obligations, when due. The District covenants with the Bondowners to levy annually a direct ad valorem tax upon all of the taxable property within the District in an amount without limitation as to rate or amount, and outside of the limitations of Sections 11 and 11b, Article XI of the Oregon Constitution, after taking into consideration discounts taken and delinquencies that may occur in the payment of such taxes and any other funds available, to pay interest accruing and the principal maturing on the Bonds promptly when and as they become due.

SECTION 5. FORM OF BONDS

The Bonds shall be issued in substantially the form as approved by the Authorized Representative. The Bonds may be printed or typewritten, and may be issued as one or more temporary Bonds which shall be exchangeable for definitive Bonds when definitive Bonds are available.

SECTION 6. EXECUTION OF BONDS

The Bonds shall be executed on behalf of the District with the manual or facsimile signature of an Authorized Representative of the District.

SECTION 7. REDEMPTION

The Bonds may be subject to optional redemption or mandatory redemption prior to maturity as determined under Section 10 hereof.

SECTION 8. TAX-EXEMPT STATUS

If any portion of the Bonds are issued as Tax-Exempt Bonds, the District covenants to use the portion of those proceeds of the Bonds, and the facilities financed with the Bonds, and to otherwise comply with the provisions of the Internal Revenue Code of 1986, as amended (the "Code"), so that interest paid on the Bonds will not be includable in gross income of the Bondowners for federal income tax purposes. The District specifically covenants:

- a. to comply with the "arbitrage" provisions of Section 148 of the Code, and to pay any rebates to the United States on the gross proceeds of the Bonds; and
- b. to operate the facilities financed with the proceeds of the Bonds so that the Bonds are not "private activity bonds" under Section 141 of the Code; and
- c. comply with all reporting requirements.

The Authorized Representative may enter into covenants on behalf of the District to protect the tax-exempt status of the Bonds.

SECTION 9. DESIGNATION AS A "QUALIFIED TAX-EXEMPT OBLIGATION"

The Authorized Representative, upon the advice of Bond Counsel, may designate any series of the Bonds as a "qualified tax-exempt obligation" pursuant to Section 265(b)(3)(B) of the Code.

SECTION 10. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE BONDS

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this resolution, are hereby affirmed and authorized), to:

- a. establish the principal and interest payment dates, principal amounts, interest rates, denominations, redemption provisions and all other terms for the Bonds be issued;
- b. select underwriters and proceed with a publicly offered negotiated or competitive sale of the Bonds;
- c. negotiate the terms of and execute a bond purchase agreement with the underwriters and appoint a municipal advisor, if necessary;
- d. enter into covenants regarding the use of the proceeds of the Bonds and the projects financed with the proceeds of the Bonds;
- e. appoint a registrar and paying agent for the Bonds, if necessary;
- f. take such actions as are necessary to qualify the Bonds for the book-entry only system of The Depository Trust Company if required;
- g. approve of and authorize the distribution of the preliminary and final official statements for the Bonds, if required;
- h. obtain one or more ratings on the Bonds if determined by the Authorized Representative to be in the best interest of the District, and expend Bond proceeds to pay the costs of obtaining such rating;
- i. apply to participate in the Oregon State Guaranty Program, if available and deemed appropriate, execute any documents in connection with such program and expend Bond proceeds to pay any guaranty premium;
- j. apply, if available and deemed appropriate, and expend Bond proceeds to pay any insurance premium;
- k. approve, execute and deliver a Continuing Disclosure Certificate pursuant to SEC Rule 15c2-12, as amended (17 CFR Part 240, § 240.15c2-12), if required;
- l. approve, execute and deliver the Bond closing documents and certificates;
- m. make any clarifying changes or additional covenants not inconsistent with this Resolution; and
- n. execute and deliver a certificate specifying the action taken by the Authorized Representative pursuant to this Section 10 and any other certificates, documents or agreements that the Authorized Representative determines are desirable to issue, sell and deliver the Bonds in accordance with this Resolution.

SECTION 11. DEFAULT AND REMEDIES.

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Bonds:

- a. Failure by the District to pay Bond principal, interest or premium when due (whether at maturity, or upon redemption after a Bond has been properly called for redemption);
- b. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,
- c. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Bonds or in aid of the exercise of any power granted in this Resolution or in the Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Bonds by the Resolution or the Bonds or by law. However, the Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

SECTION 12. DEFEASANCE

The District may defease the Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Bonds until their maturity date or any earlier redemption date. Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

SECTION 13. ESTABLISHMENT OF FUNDS AND ACCOUNTS

The following funds and accounts shall be created into which the proceeds of the Bonds shall be deposited, which funds and accounts shall be continually maintained, except as otherwise provided, so long as the Bonds remain unpaid.

a. Debt Service Account. The District shall maintain the debt service account in the District's debt service fund for the payment of principal, premium, if any, and interest on the Bonds as they become due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Bonds shall be deposited to the debt service account.

b. Project Fund. The District shall maintain the project fund for the purpose of accounting for and paying all costs of the projects and the costs related to the preparation, authorization, issuance, and sale of the Bonds. Any interest earnings on moneys invested from the project fund shall be retained in the project fund. The District's share of any liquidated damages or other moneys paid by defaulting contractors or their sureties will be deposited into the project fund to assure the completion of the projects.

Upon completion of the projects and upon payment in full of all costs related thereto, any balance remaining in the project fund shall be deposited to the Debt Service Account for payment of debt service.

SECTION 14. PROFESSIONALS

The District hereby affirms Hawkins Delafield & Wood LLP as Bond Counsel for the issuance of the Bonds.

SECTION 15. APPROVAL OF POST ISSUANCE COMPLIANCE PROCEDURES

The Board hereby approves the post issuance compliance procedures in substantially the form attached hereto as Exhibit A with such modifications as deemed desirable by the Authorized Representative to assist in the compliance with federal tax and securities law.

SECTION 16. RESOLUTION TO CONSTITUTE CONTRACT

In consideration of the purchase and acceptance of any or all of the Bonds by those who shall own the Bonds from time to time (the "Owners"), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Bonds, including without limitation the District's covenants and pledges contained in Section 4 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

ADOPTED by the Board of Directors of the Administrative School District No. 1 (Bend-La Pine Schools), Deschutes County, Oregon this 13th day of June, 2017.

**ADMINISTRATIVE SCHOOL DISTRICT NO. 1
(BEND-LA PINE SCHOOLS)
DESCHUTES COUNTY, OREGON**

By: _____
Chair

ATTEST:

By: _____
Superintendent/District Clerk

EXHIBIT A

ADMINISTRATIVE SCHOOL DISTRICT NO. 1 (BEND-LA PINE SCHOOLS)

TAX-EXEMPT BOND POST-ISSUANCE COMPLIANCE PROCEDURES (adopted 06/13/17)

PURPOSE.

The purpose of this Policy is to ensure that the Administrative School District No. 1 (Bend-La Pine Schools) (the “Issuer”) complies with applicable requirements of federal tax and securities laws that apply to any tax-exempt obligations or other debt issued by the Issuer. This Policy is designed to set forth compliance procedures so that the Issuer utilizes the proceeds of all issues of bonds, certificates of participation, bond anticipation notes, bank loans, and tax and revenue anticipation notes (collectively referred to as “Bonds”) in accordance with applicable federal tax and securities law requirements with respect to outstanding Bonds.

The procedures described in II and III describe the federal tax laws and only apply to Bonds to the extent that they are issued as federally tax-exempt obligations. Such procedures do not apply to Bonds issued as federally taxable obligations. To comply with applicable federal tax requirements, the Issuer must confirm that the requirements are met at the time each Bond issue is issued and throughout the term of the Bonds (until maturity or redemption). Generally, compliance should include retention of records relating to the expenditure of the proceeds of each Bond issue, the investment of the proceeds of each Bond issue, and any allocations made with respect to the use of the proceeds of each Bond issue, sufficient to establish compliance with applicable federal tax requirements, including records related to periods before the Bonds are issued (*e.g.*, in the case of reimbursement of prior expenditures) until six (6) years after the final maturity or redemption date of any issue of Bonds.

The procedures described in IV describe the federal securities laws and only apply to Bonds to the extent that there is a disclosure document prepared in connection with a public offering or private placement of the Bonds. For example, they do not currently apply to bank loans or other debt for which an official statement or other disclosure document is not prepared. To comply with applicable federal securities requirements, the Issuer must comply with the anti-fraud rules at the time of issuance and must maintain continuous compliance with its continuing disclosure obligations until the final maturity or redemption of the applicable issue or Bonds.

II.

FEDERAL TAX PROCEDURES.

A. Responsible Official. The Superintendent of the Issuer will identify the officer or other employee(s) of the Issuer (the “Bond Compliance Officer”) who will be responsible for each of the procedures listed below, notify the current holder of that office of the responsibilities, and provide that person a copy of these procedures. Upon employee transitions, the Superintendent of the Issuer will advise any newly-designated Bond Compliance Officer of his/her responsibilities under these procedures and will ensure the Bond Compliance Officer understands the importance of these procedures. If employee positions are restructured or eliminated, the Superintendent of the Issuer will reassign responsibilities as necessary.

B. Issuance of Bonds.

Bond Counsel. The Issuer will retain a nationally-recognized bond counsel law firm (“Bond Counsel”) to assist the Issuer in issuing Bonds. In connection with any tax-exempt Bond issue, Bond Counsel will deliver a legal opinion which will be based in part on covenants and representations set forth in the Issuer’s Tax Certificate (or other closing documents containing the tax representation) (the “Tax Certificate”) and other certificates relating to the Bonds, including covenants and representations concerning compliance with post-issuance federal tax law requirements that must be satisfied to preserve the tax-exempt status of tax-exempt Bonds. As described more fully below, the Issuer will also consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of each Bond issue to ensure that applicable post-issuance requirements in fact are met, so that tax-exempt status of interest will be maintained for federal income tax purposes so long as any Bonds remain outstanding.

The Bond Compliance Officer and/or other designated Issuer personnel will consult with Bond Counsel and other legal counsel and advisors, as needed, throughout the Bond issuance process to identify requirements and to establish procedures necessary or appropriate so that tax-exempt status of interest will be maintained. Those requirements and procedures shall be documented in a Tax Certificate and other certificates and/or other documents finalized at or before issuance of the Bonds. If there is no document in the transcript titled “Tax Certificate,” the Bond Compliance Officer and/or other designated Issuer personnel will consult with Bond Counsel prior to the closing of the financing to understand which document(s) in the transcript contain the tax representations and covenants. The requirements and procedures in the Tax Certificate shall include future compliance with applicable arbitrage rebate requirements and all other applicable post-issuance requirements of federal tax law throughout (and in some cases beyond) the term of the Bonds.

Documentation of Tax Requirements. The federal tax requirements relating to each Bond issue will be set forth in the Tax Certificate executed in connection with the Bond issue, which will be included in the closing transcript. The certifications, representations, expectations, covenants and factual statements in the Tax Certificate relate primarily to the restriction on use of the Bond-financed facilities by persons or entities other than the Issuer, changes in use of assets financed or refinanced with Bond proceeds, restrictions applicable to the investment of Bond proceeds and other moneys relating to the Bonds, arbitrage rebate requirements, and economic life of the Bond-financed assets.

Information Reporting. The Bond Compliance Officer and/or other designated Issuer personnel will assure filing of information returns on IRS Form 8038-G no later than the 15th day of the second calendar month in the calendar quarter following the calendar quarter in which an issue of Bonds is issued. The Issuer will confirm that the IRS Form 8038-G is accurate and is filed in a timely manner with respect to all Bond issues, including any required schedules and attachments. The IRS Form 8038-G filed with the IRS, together with an acknowledgement copy (if available) or IRS Notice CP152, will be included as part of the closing transcript for each Bond issue, or kept in the records related to the appropriate issue of Bonds.

C. Application of Bond Proceeds.

Use of Bond Proceeds. The Bond Compliance Officer and/or other designated Issuer personnel shall:

- * monitor the use of Bond proceeds and the use of the Bond-financed assets (e.g., facilities, furnishings or equipment) throughout the term of the Bonds (and in some cases beyond the term of the Bonds) to ensure compliance with covenants and restrictions set forth in the applicable Tax Certificate;
- * maintain records identifying the assets or portion of assets that were financed or refinanced with proceeds of each issue of Bonds;
- * consult with Bond Counsel and other legal counsel as needed in the review of any contracts or arrangements involving use of Bond-financed facilities to ensure compliance with all covenants and restrictions set forth in the applicable Tax Certificate;
- * maintain records for any contracts or arrangements involving the use of Bond-financed facilities as might be necessary or appropriate to document compliance with all covenants and restrictions set forth in the applicable Tax Certificate; and

* communicate as necessary and appropriate with personnel responsible for the Bond-financed assets to identify and discuss any existing or planned use of the Bond-financed assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the applicable Tax Certificate.

Timely Expenditure of Bond Proceeds. At the time of issuance of any Bonds issued to fund original expenditures, the Issuer must reasonably expect to spend at least 85% of all proceeds expected to be used to finance such expenditures (which proceeds would exclude proceeds in a reasonably required reserve fund) within three (3) years after issuance of such Bonds.¹ In addition, for such Bonds, the Issuer must have incurred or expect to incur within six months after issuance original expenditures of not less than 5% of such amount of proceeds, and must expect to complete the Bond-financed project (the “Project”) and allocate Bond proceeds to costs with due diligence.² Satisfaction of these requirements allows Project-related Bond proceeds to be invested at an unrestricted yield for three (3) years.³ Bonds issued to refinance outstanding obligations are subject to separate expenditure requirements, which shall be outlined in the Tax Certificate relating to such Bonds. The Issuer’s finance staff will monitor the appropriate capital project accounts (and, to the extent applicable, working capital expenditures and/or refunding escrow accounts) and ensure that Bond proceeds are spent within the applicable time period(s) required under federal tax law.

Capital Expenditures. In general, proceeds (including earnings on original sale proceeds) of Bonds issued to fund original expenditures, other than proceeds deposited in a reasonably required reserve fund or used to pay costs of issuance, should be spent on capital expenditures.⁴ For this purpose, capital expenditures generally mean costs to acquire, construct, or improve property (land, buildings and equipment), or to adapt the property to a new or different use. The property financed or refinanced must have a useful life longer than one (1) year. Capital Expenditures include design and planning costs related to the Project, and include architectural, engineering, surveying, soil testing, environmental, and other similar costs incurred in the process of acquiring, constructing, improving or adapting the property. Capital Expenditures do not include operating expenses of the Project or incidental or routine repair or

¹ In the case of short-term working capital financings (*e.g.*, TRANs), the Issuer’s actual maximum cumulative cash flow deficit as of the close of the six-month period commencing on the issue date must be at least equal to 100% of the issue price of the notes (under the six-month rebate exception, excluding the reasonable working capital reserve) or 90% of the issue price of the notes (under the statutory safe harbor exception) in order for the notes to be exempt from the rebate requirements.

² These requirements do not apply to short-term working capital financings (*e.g.*, TRANs).

³ Proceeds of working capital financings (*e.g.*, TRANs) may be invested at an unrestricted yield for thirteen (13) months.

⁴ Proceeds of working capital financings (*e.g.*, TRANs) need not be spent for capital expenditures.

maintenance of the Project, even if the repair or maintenance will have a useful life longer than one (1) year.

D. Use of Bond-Financed Assets.

Ownership and Use of Project. For the life of a Bond issue, the Project must be owned and operated by the Issuer (or another state or local governmental entity). At all times while the Bond issue is outstanding, no more than 10% (or \$15,000,000, if less) of the Bond proceeds or the Project may used, directly or indirectly, in a trade or business carried on by a person other than a state or local governmental unit (“Private Use”).⁵ In addition, not more than 5% (or \$5 million, if less) of the proceeds of any Bond issue may be used, directly or indirectly, to make a loan to any person other than governmental persons. Generally, Private Use consists of any contract or other arrangement, including leases, management contracts, operating agreements, guarantee contracts, take or pay contracts, output contracts or research contracts, which provides for use by a person who is not a state or local government on a basis different than the general public. The Project may be used by any person or entity, including any person or entity carrying on any trade or business, if such use constitutes “General Public Use”. General Public Use is any arrangement providing for use that is available to the general public at either no charge or on the basis of rates that are generally applicable and uniformly applied.

Management or Operating Agreements. Any management, operating or service contracts whereby a non-exempt entity is using assets financed or refinanced with Bond proceeds (such as bookstore, cafeteria or dining facility, externally-managed parking facilities, gift shops, etc.) must relate to portions of the Project that fit within the allowable private use limitations or the contracts must meet the IRS safe harbor for management contracts. Any replacements of or changes to such contracts relating to Bond-financed assets or facilities, or leases of such assets or facilities, should be reviewed by Bond Counsel. The Bond Compliance Officer shall contact Bond Counsel if there may be a lease, sale, disposition or other change in use of assets financed or refinanced with Bond proceeds.

Useful Life Limitation. The weighted average maturity of the Bond issue cannot exceed 120% of the weighted average economic life of the Bond-financed assets. In other words, the weighted average economic life of the Project must be at least 80% of the weighted average maturity of the Bond issue. Additional state law limitations may apply as well.

⁵ This 10% limitation is limited to 5% in cases in which the Private Use is either unrelated or disproportionate to the governmental use of the financed facility.

E. Investment Restrictions; Arbitrage Yield Calculations; Rebate.

Investment Restrictions. Investment restrictions relating to Bond proceeds and other moneys relating to the Bonds are set forth in the Tax Certificate. The Issuer's finance staff will monitor the investment of Bond proceeds to ensure compliance with applicable yield restriction rules.

Use and Control of Bond Proceeds. Unexpended Bond proceeds (including reserves) may be held directly by the Issuer or by the trustee for the Bond issue under an indenture or trust agreement. The investment of Bond proceeds shall be managed by the Issuer. The Issuer shall maintain appropriate records regarding investments and transactions involving Bond proceeds. The trustee, if appropriate, shall provide regular statements to the Issuer regarding investments and transactions involving Bond proceeds.

Arbitrage Yield Calculations. Investment earnings on Bond proceeds should be tracked and monitored to comply with applicable yield restrictions and/or rebate requirements. Any funds of the Issuer set aside or otherwise pledged or earmarked to pay debt service on Bonds should be analyzed to assure compliance with the tax law rules on arbitrage, invested sinking funds, and pledged funds (including gifts or donations linked or earmarked to the Bond-financed assets).

Rebate. The Issuer is responsible for calculating (or causing the calculation of) rebate liability for each Bond issue, and for making any required rebate payments. Unless Bond Counsel has advised the Issuer that the Bonds are exempt from the rebate requirements described in this section, the Issuer will retain an arbitrage rebate consultant to perform rebate calculations that may be required to be made from time to time with respect to any Bond issue. The Issuer is responsible for providing the arbitrage rebate consultant with requested documents and information on a prompt basis, reviewing applicable rebate reports and other calculations and generally interacting with the arbitrage rebate consultant to ensure the timely preparation of rebate reports and payment of any rebate.

The reports and calculations provided by the arbitrage rebate consultant are intended to assure compliance with rebate requirements, which require the Issuer to make rebate payments, if any, no later than the fifth (5th) anniversary date and each fifth (5th) anniversary date thereafter through the final maturity or redemption date of a Bond issue. A final rebate payment must be made within sixty (60) days of the final maturity or redemption date of a Bond issue.

The Issuer will confer and consult with the arbitrage rebate consultant to determine whether any rebate spending exceptions may be met. Rebate spending exceptions are available for periods of 6

months, 18 months and 2 years. The Issuer will review the Tax Certificate and/or consult with the arbitrage rebate consultant or Bond Counsel for more details regarding the rebate spending exceptions.

In the case of short-term working capital financings, such as tax and revenue anticipation notes, if there is concern as to whether or not the Issuer has met its requisite maximum cumulative cash flow deficit with respect to its short-term working capital notes, the services of a rebate analyst should be engaged to determine whether either the six-month spending exception or the statutory safe harbor exception to the rebate rules is met (in which case no rebate would be owed) or whether the proceeds of the notes are subject, in whole or in part, to rebate.

Copies of all arbitrage rebate reports, related return filings with the IRS (*i.e.*, IRS Form 8038-T), copies of cancelled checks with respect to any rebate payments, and information statements must be retained as described below. The responsible official of the Issuer described in Subsection A of this Part II will follow the procedures set forth in the Tax Certificate entered into with respect to any Bond issue that relate to compliance with the rebate requirements.

F. Record Retention.

Allocation of Bond Proceeds to Expenditures. The Issuer shall allocate Bond proceeds to expenditures for assets, and shall trace and keep track of the use of Bond proceeds and property financed or refinanced therewith.

Record Keeping Requirements. Copies of all relevant documents and records sufficient to support an assertion that the tax requirements relating to a Bond issue have been satisfied will be maintained by the Issuer for the term of a Bond issue (including refunding Bonds, if any) plus six (6) years, including the following documents and records:

- Bond closing transcripts;
- Copies of records of investments, investment agreements, credit enhancement transactions, financial derivatives (*e.g.*, an interest rate swap), arbitrage reports and underlying documents, including trustee statements;
- Copies of material documents relating to capital expenditures financed or refinanced by Bond proceeds, including (without limitation) purchase orders, invoices, trustee requisitions and payment records, as well as documents relating to costs reimbursed with

Bond proceeds and records identifying the assets or portion of assets that are financed or refinanced with Bond proceeds;

- All contracts and arrangements involving private use, or changes in use, of the Bond-financed property;
- All reports and documents relating to the allocation of Bond proceeds and private use of Bond-financed property; and
- Itemization of property financed with Bond proceeds, including placed in service dates.
- In the case of short-term working capital financings, such as tax and revenue anticipation notes, information regarding the Issuer's revenue, expenditures and available balances sufficient to support the Issuer's maximum cumulative cash flow deficit.

III.

POST-ISSUANCE COMPLIANCE.

A. In General. The Issuer will conduct periodic reviews of compliance with these procedures to determine whether any violations have occurred so that such violations can be remedied through the "remedial action" regulations (Treas. Reg. Section 1.141-12) or the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance). If any changes or modifications to the terms or provisions of a Bond issue are contemplated, the Issuer will consult Bond Counsel. The Issuer recognizes and acknowledges that such modifications could result in a "reissuance" of the Bonds for federal tax purposes (*i.e.*, a deemed refunding) and thereby jeopardize the tax-exempt status of the Bonds after the modifications.

The Bond Compliance Officer and/or other designated Issuer personnel will consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of each issue of the Bonds to ensure that all applicable post-issuance requirements in fact are met, so that interest on the Bonds will be excluded from gross income for federal income tax purposes so long as any Bonds remain outstanding. This will include, without limitation, consultation in connection with future contracts with respect to the use of Bond-financed assets and future contracts with respect to the use of output or throughput of Bond-financed assets.

Whenever necessary or appropriate, the Issuer will engage an expert advisor as arbitrage rebate consultant to assist in the calculation of arbitrage rebate payable in respect of the investment of Bond proceeds.

B. Monitoring Private or Other Use of Financed Assets. The Issuer will maintain records identifying the assets or portion of assets that are financed or refinanced with proceeds of a Bond issue, including the uses and the users thereof (including terms of use and type of use). Such records may be kept in any combination of paper or electronic form. In the event the use of Bond proceeds or the assets financed or refinanced with Bond proceeds is different from the covenants, representations or factual statements in the Tax Certificate, the Issuer will promptly contact and consult with Bond Counsel to ensure that there is no adverse effect on the tax-exempt status of the Bond issue and, where appropriate, will remedy any violations through the “remedial action” regulations (Treas. Reg. Section 1.141-12), the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance), or as otherwise prescribed by Bond Counsel.

C. Ongoing Training. Training shall be made available to the Bond Compliance Officer to support the Bond Compliance Officer’s understanding of the tax requirements applicable to the Bonds. Such training may include, but would not be limited to, attending training sessions at local conferences such as OGFOA, OASBO, and/or SDAO, participation in IRS teleconferences, reading technical guidance materials provided by educational organizations, the IRS, and/or Bond Counsel, and discussing questions and issues with the Issuer’s Bond Counsel and/or arbitrage rebate consultant.

D. Annual Checklist of Tax-Exempt Bond Compliance Checklist. The Bond Compliance Officer will complete the attached “Annual Tax-Exempt Bond Compliance Checklist” with respect to all outstanding Bonds on or before December 1 of each annual period. The Bond Compliance Officer will retain a copy of each completed and signed checklist in a file that is retained in accordance with the document retention requirements described in Section II.F., above.

IV.

FEDERAL SECURITIES LAW PROCEDURES.

A. Anti-Fraud Provisions.

Pursuant to the antifraud provisions of the Securities Act of 1933 and the Securities and Exchange Act of 1934, and accompanying regulations, applicable to securities such as the Bonds, if publicly offered, any material provided by the Issuer in connection with the offer or sale of the Bonds may not contain any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made, in light of the circumstances under which they were made, not misleading. This material may be in the form of an offering circular or offering memorandum for a private placement and, although it is unclear whether such rules apply to these materials, the Bond Compliance Officer

should review them with the same standard in mind. For a publicly offered transaction, the disclosure document may be a preliminary official statement or a final official statement and any materials provided to the rating agencies or credit enhancement provider. Such material may also include information provided to a bank or institutional investor about the Issuer or the Bonds in connection with a bank loan or private placement. The antifraud provisions also apply to continuing disclosure discussed below. The Bond Compliance Officer will actively participate in the Bond issuance process to ensure that all information regarding the Issuer described in the official statement or other materials prepared in connection with the initial sale of publicly offered Bonds or bank placements do not contain any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made, in light of the circumstances under which they were made, not misleading.

B. Continuing Disclosure.

In connection with an offering of the Bonds, the Issuer will execute a Continuing Disclosure Agreement, Continuing Disclosure Undertaking, Continuing Disclosure Certificate or such similarly titled document (herein referred to as the "Continuing Disclosure Agreement"). Pursuant to the Continuing Disclosure Agreement, the Issuer may be obligated to provide annual financial disclosure to the secondary market through the Municipal Rulemaking Securities Board's Electronic Municipal Market Access ("EMMA") system, as well as notices of certain material events listed in the Continuing Disclosure Agreement. In order to maintain compliance with the Issuer's obligations in the Continuing Disclosure Agreement, the Bond Compliance Officer will, if and as required by such Continuing Disclosure Agreement:

- Assist in the preparation or review of annual reports ("Annual Reports") in the form required by the related Continuing Disclosure Agreements.
- Maintain a calendar, with appropriate reminder notifications, listing the filing due dates relating to dissemination of Annual Reports, which annual due date is generally expressed as a date within a certain number of days following the end of the Issuer's fiscal year (the "Annual Report Due Date"), as provided in the related Continuing Disclosure Agreement.
- Ensure timely dissemination of the Annual Report by the Annual Report Due Date, in the format and manner provided in the related Continuing Disclosure Agreements, which may include transmitting such filing to the Municipal Securities Rulemaking Board

("MSRB") through the Electronic Municipal Market Access ("EMMA") System at www.emma.msrb.org in the format prescribed by the MSRB.

- Monitor the occurrence of any "Material Event" (as defined in the Continuing Disclosure Agreement) and timely file notice of the occurrence of any such Material Event in the manner provided under the Continuing Disclosure Agreement. To be timely filed, such notice must be transmitted within 10 days (or such other time period as set forth in the Continuing Disclosure Agreement) of the occurrence of such Material Event.
- Ensure timely dissemination of notice of any failure to perform under a Continuing Disclosure Agreement, if and as required by the Continuing Disclosure Agreement.
- Respond to requests, or ensure that the Issuer contact responds to requests, for information under SEC Rule 15c2-12, as provided in the Continuing Disclosure Agreement.
- Monitor the performance of any dissemination agent(s) engaged by the Issuer to assist in the performance of any obligation under the Continuing Disclosure Agreement.

Form of Annual Tax-Exempt Bond Compliance Checklist

(to be completed by the “Bond Compliance Officer” as described in the Tax-Exempt Bond Post-Issuance Compliance Policy)

Date Completed: _____

	Yes	No
Has there been a sale of all or any portion of a facility financed with tax-exempt bonds (a “Project”)?		
Has there been a lease of all or any portion of a Project to any party other than a state or local government?		
Has the Issuer entered into a new, or amended an already existing, management or service contract related to a Project?		
Has the Issuer entered into a naming rights agreement relating to all or any portion of a Project?		
Has the Issuer entered into any other arrangement with an entity, other than a state or local government, that provided legal rights to that entity with respect to a Project?		
Will there be a rebate/yield restriction arbitrage computation date during the upcoming annual period?		
Is the Issuer out of compliance with the record retention requirements as described in Section IV of the Tax-Exempt Bond Compliance Procedures?		
Has the Issuer failed to make any required filings with EMMA as required by their Continuing Disclosure Agreements?		

If an answer to any question above is “Yes”, or the answer is unclear, the Bond Compliance Officer shall consult with the Issuer’s bond counsel to determine (i) if the event could adversely impact the tax-exemption of the Issuer’s outstanding tax-exempt bonds and/or (ii) whether any action needs to be taken during the upcoming annual period to ensure compliance with the tax-exempt bond or securities law restrictions.

The undersigned is the “Bond Compliance Officer” as described in the Tax-Exempt Bond Compliance Procedures and has completed the above checklist to the best of the knowledge of the undersigned.

Signature of _____ - Bond Compliance Officer
(print name)



Business Office
520 NW Wall Street
Bend, OR 97701
Phone: (541) 355-1000
Fax: (541) 355-1129

May 31, 2017

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

Mr. Mikalson,

This is the last financial update for the 2016-17 school year before closing the books and preparing the annual financial statements. This update includes actual data through May 31, 2017, with projections to the end of the school year.

The revenue projection shows a slight increase of about \$85,505 compared with the March projection. This increase is combination of small adjustments to the state school fund formula revenue and local revenue sources.

On the expenditure side, as we move closer to the close of the fiscal year and more information is available on actual expenditures we are able to better estimate expenditures. Projected expenditures also show a slight increase of \$80,255 compared with the March 2017 update. The projected expenditures include about \$1.6M of costs related to winter storms.

The 2016-17 ending fund balance is projected to be approximately \$7.5 million or 4.64 percent of General Fund Operations Sub-fund resources. Compared with the March 2017 update the projected ending fund balance increased by \$5,250.

If you have any questions or would like additional information please let me know.

General Fund - Operations Sub-fund

	FY 2016-17			Change from March report
	Adopted Budget	Projection to Year End	Budget Variance	
Resources:				
Beginning Fund Balance	8,113,526	8,905,434	791,908	
Revenue				
Formula revenue:				
Tax Revenue	70,835,158	71,070,900	235,742	588,168
State School Fund	74,054,059	74,951,069	897,010	(498,728)
Federal Forest Fees	144,250	-	(144,250)	-
Common School Fund	2,000,000	2,076,263	76,263	(122,005)
County School Fund	175,000	265,779	90,779	90,779
Total formula revenue	147,208,467	148,364,011	1,155,544	58,214
Earnings on Investments	150,000	273,250	123,250	23,250
Local Sources - Other	1,837,500	1,628,958	(208,542)	(58,542)
Intermediate Sources	2,300,000	2,300,000	-	-
State non-formula resources	460,000	489,648	29,648	29,648
Federal non-formula resources	28,000	60,935	32,935	32,935
Total Revenues	151,983,967	153,116,802	1,132,835	85,505
Total Resources	160,097,493	162,022,236	1,924,743	85,505
Expenditures:				
Salaries, payroll costs and benefits:				
Certified	53,755,339	54,823,287	(1,067,948)	114,811
Classified	20,376,921	19,960,797	416,124	(141,910)
Administrators and supervisors	7,159,366	7,140,592	18,774	(41,050)
All other salaries	1,978,682	2,714,776	(736,094)	296,094
Total Salaries	83,270,308	84,639,452	(1,369,144)	227,945
Payroll Costs & Benefits	41,925,581	41,228,995	696,586	(221,389)
Total salaries, payroll costs and benefits	125,195,889	125,868,447	(672,558)	6,556
Utilities & Purchased Svcs	16,043,448	17,859,250	(1,815,802)	(14,198)
Supplies, Texts, Tools	5,626,081	5,734,667	(108,586)	8,586
Equipment	74,480	79,096	(4,616)	4,616
Dues, Fees and Liability Insurance	806,698	881,393	(74,695)	74,695
Transfers	4,085,671	4,085,671	-	-
Total expenditures	151,832,267	154,508,524	(2,676,257)	80,255
Excess of Revenues over Expenditures	8,265,226	7,513,712	(751,514)	5,250
Fund Balance, Ending	8,265,226	7,513,712	(751,514)	5,250
Projected ending fund balance June 30, 2017		7,513,712		
Fund Balance as a percent of revenues		4.64%		

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

Executive Limitation 7 - Facilities

June 13, 2017

Background/Discussion:

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

Monitoring Report

Facilities

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

Accordingly, the Superintendent shall not:

- 1. Fail to take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.**

Evidence of Compliance:

Each school has custodial staff to ensure safe and clean buildings and each month the building engineer conducts a safety check. An online system allows custodial and office staff to submit work orders to maintenance so building needs can be addressed. Maintenance staff identify and correct building and grounds needs as well as equipment and system upgrades. Since July 1st 2016 maintenance staff have completed 4,342 work orders. The District's Safety Officer assesses our schools through site visits, inquiry and communication with staff. As appropriate, maintenance and safety needs are completed throughout the school year using operating funds. Work on safety issues throughout the District has included installing security kiosks, fixing handrails and ramps, painting crosswalks and curbs, adding outside lighting to our automated building system, installing security fencing at Sky View and fencing and sidewalk retro fitting to allow for safer parent drop off/pick up at Buckingham.

Upgrading outdated Custodial equipment has been an on-going process. New technology for scrubbers, buffers, burnishers and surface prep machines has allowed our custodians to clean sites more efficiently and with less chemicals. Team cleaning was implemented in three areas of the District which has helped in keeping schools clean when there is a shortage of staffing. Five sites are using the Orbio ionized water cleaning system (Walt's Magic Water). This system cleans and disinfects without using chemicals.

Areas of Improvement:

See [Lessons Learned, Summary](#) from the past winter storms.

2. Fail to operate facilities efficiently to realize energy and cost savings.

Evidence of compliance:

We work closely with The Environmental Center to create “green teams” in our schools and to look for ways that our District can operate in a more sustainable manner. For example, as part of the Bend Energy Challenge, our sustainability coordinator recruited many of our schools into a competition to reduce electricity usage over a two year period. The District is also working with the Energy Trust of Oregon on the Strategic Energy Management program which helps schools find ways of being more efficient with energy use.

In addition, we use the funds from the SB1149 program to fund efficiency projects approved by Oregon Department of Energy. SB1149 projects that are scheduled for the Summer of 2017, include complete exterior LED upgrades at Summit HS, Cascade MS, High Lakes, Lava Ridge and Elk Meadow.

Other energy saving projects have included installation of 10 bottle fillers with eight more scheduled for Summer 2017, adding lighting occupancy sensors in restrooms at Summit HS as well as isolated lighting controls in the commons, retrofitting fixtures at several location in Mt. View HS, replacing outdated and inefficient hot water heaters throughout the District and an upgrade to the exterior lighting system at Cascade MS to a scheduled system.

Areas of Improvement:

None

3. Fail to refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following:

- a. **Formation of a Sites & Facilities Committee to carry out the board-developed charge. This committee shall be well-rounded and diverse with representation from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee.**
- b. **Compliance with local, state and federal requirements.**
- c. **Consideration of optimal timing of proposed voter construction bond measures.**

Evidence of compliance

In October, 2015, the District organized the Sites and Facilities Committee. The Committee was made up of 21 members, 13 from the community and 8 Bend-La Pine staff members. Mike Tiller, Angus Eastwood and Brad Henry facilitated the discussions. Phase I was the initial Sites and Facilities report. This was completed and given to the Board in June 2016. Phase II was a [final report](#) which was completed in October 2016. From this work, District recommended that the Board place a bond levy on the May, 2017 ballot. On January 12, 2017 the Board took action to place the levy on the ballot. On May 16, 2017 the ballot measure passed with almost 60% of voters casting a yes vote.

Areas of Improvement:

Based on feedback received, we will work to communicate to our staff the opportunity to participate on the committee and/or provide feedback in the process.

- 4. Build new facilities without board approval. For new facilities programming, superintendent shall not fail to ensure the programming and construction team**
- a. Invites board member participation for any project which requires architectural services;**
 - b. Frames its work using board and district goals;**
 - c. Research and visit (in person or virtually) facilities which utilize best practices and innovation in education facility design;**
 - d. Establish an architect and builder RFP process that is approved by the board;**
 - e. Present pre-construction drawings and value engineering recommendations to the board for approval;**
 - f. Get board approval for change orders which alter the scope and purpose of the planned project (e.g. add or subtract from planned square footage or are in excess of \$300,000). Superintendent shall inform board leadership of any change orders which exceed \$100,000 but are less than \$300,000);**
 - g. Regularly update the board on construction progress;**
 - h. Evaluate the quality, value and functionality of projects after completion.**

Evidence of Compliance:

Projects that began the summer of 2016, include the following additions: Thompson Kitchen addition and the Education Center Data Center. Board members were invited to participate in programming and approved the construction costs. These projects followed the newly approved RFP process for architectural and contractor selection. There were no change orders that exceeded \$100,000 and the Board was regularly updated on construction progress. Final payment on the Data Center has not been issued as it has not reached final completion. Once that has been reached then a Lessons Learned Analysis will take place.

Projects that have been approved and are slated for completion Fall 2017:

- Amity Creek: fire sprinklers in the modular
- Bear Creek: siding
- Elk Meadow: north play field and asphalt
- High Lakes: playground
- Kenwood: new gym (ongoing)
- RE Jewell: roof
- Cascade: main gym bleachers and soffit
- High Desert: asphalt and new track
- Sky View: gym window replacement and new track
- Pilot Butte: seismic retrofit and bathroom remodel
- Marshall: asphalt
- Transportation: new building is under way

These projects followed the newly approved RFP process for architectural and contractor selection.

Areas of Improvement:

None

5. Recommend (to the board for approval) land acquisition or sale of surplus real property without considering growth patterns, comparative costs, market timing, current budget demands, construction and transportation factors, and community impact.

Evidence of Compliance:

Fratzke and Associates was hired in 2014 to evaluate all district land holdings and provide market information for each property. We continue to look for available land that would be a good fit for an elementary school as well as any potential sites that may be a better fit for a high school. No land deals have been finalized as of yet.

Areas of Improvement:

None

6. Fail to develop a plan for public use of district buildings and grounds that includes

- a. clear, consistent, and fair levels of access for potential users;**
- b. a fair and reasonable fee structure which at a minimum covers any costs of use (e.g. additional maintenance, custodial or repairs) incurred by the district;**
- c. clear user expectations**
- d. consequences for public users who misuse or damage district facilities and property;**
- e. protection of student safety, student function and academic program needs.**

Evidence of Compliance:

We have a long history of thousands of hours of community use of our facilities and since July 1, 2016, there has been approximately 43,500 hours of facility use. This includes indoor and outdoor use. Even though we build the facilities to meet the educational needs of our students and staff, we welcome community usage of many of our facilities when they are not in use during the instructional day. [KGA-AR](#) is the district administrative regulation covering our facility use program which was updated in 2017. The largest single user of our facilities is Bend Metro Park and Recreation District (BPRD), with whom we have an intergovernmental agreement defining this usage and responsibilities. BPRD use District buildings and fields year round providing their programs to our families. Over the last year, members of our Board and members of BPRD Board have met to better understand the relationship between the two entities. We are working on a one-year agreement through the 2017-18 year to give us time to better define our relationship and responsibilities based on these discussions. We also have a long standing relationship with Bend Little League (BLL), who use the majority of our fields in the spring. BLL uses their own resources to maintain the fields during the season. BLL serves approximately 1,300 youths in the community each year. These two groups serve a large portion of our students and, as a result, are provided scheduling priority. Every effort is made to accommodate a wide variety of user groups with the limited facilities available. The District uses a 4 tier fee schedule which covers all costs of community usage. We require each user to have proof of liability insurance and sign a user agreement to ensure our expectations are met. The agreement describes the consequences of misuse or damage to district property due to their usage. The Director of Athletics and Events is currently engaged in reviewing best practices of other districts as well as consulting with counsel in regards to Sports, Clubs and Activities Classification. Any changes that come from this review will likely be implemented fall, 2018.

Areas of Improvement:

None

7. Fail to develop a school naming process that requires final approval by the School Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility. The Superintendent shall not fail to:
- a. Establish criteria for naming with the following specifications:
 - i. Names must reflect the values, vision and goals of the district;
 - ii. If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.
 - b. Include district staff and community members on an ad hoc naming committee;
 - c. Differentiate between the naming of facilities and naming sponsorships. In such cases, the district and a sponsor may enter into an agreement to identify the sponsor with the name of a facility (e.g. "ABC Company Stadium") in return for financial consideration and for a negotiated period of time; naming sponsorships require board approval.
 - d. Invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.

Areas of Improvement:

Staff are currently working on an administrative policy for naming to specifically address the items in this EL. We will have a policy in place well before the naming of the next new schools.

Suggested edits are noted and will be part of discussion at the June 13 board meeting.

Edits are from discussions during the 2016 EL 7 report to the board.

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

Policy Type: Executive Limitation

Code: EL-7

FACILITIES

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

Accordingly, the Superintendent shall not:

1. Fail to take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.
2. Fail to operate facilities efficiently to realize energy and cost savings.
3. Fail to refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following:
 - a. Formation of a Sites & Facilities Committee to carry out the board-developed charge. This committee shall be well-rounded and diverse with representation from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee.
 - b. Compliance with local, state and federal requirements.
 - c. Consideration of optimal timing of proposed voter construction bond measures.
4. Build new facilities without board approval. For new facilities programming, the superintendent shall not fail to ensure the programming and construction team:
 - a. Invites board member participation for any project which requires architectural services;
 - b. Frames its work using board and district goals;
 - c. Research and visit (in person or virtually) facilities which utilize best practices and innovation in education facility design;
 - d. Establish an architect and builder RFP process that is approved by the board;
 - e. Notify the board when pre-construction drawings and value engineering recommendations are available, and provide a reasonable timeline for board members to review;
 - f. Get board approval for change orders which alter the scope and purpose of the planned project (e.g. add or subtract from planned square footage or are in excess of \$300,000). Superintendent shall inform board leadership of any change orders which exceed \$100,000 but are less than \$300,000);
 - g. Regularly update the board on construction progress;
 - h. Evaluate the quality, value and functionality of projects after completion.
5. Recommend (to the board for approval) land acquisition or sale of surplus real property without considering growth patterns, comparative costs, market timing, current budget demands, construction and transportation factors, and community impact.
6. Fail to develop a plan for public use of district buildings and grounds that includes:
 - a. Clear, consistent, and fair levels of access for potential users;
 - b. A fair and reasonable fee structure which at a minimum covers any costs of use (e.g. additional maintenance, custodial or repairs) incurred by the district;
 - c. Clear user expectations;

Deleted: Present pre-construction drawings and value engineering recommendations to the board for approval

- d. Consequences for public users who misuse or damage district facilities and property;
- e. Protection of student safety, student function and academic program needs.

7. Fail to develop a formal school naming process which includes bringing all name recommendations to the school board for final approval. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility. The Superintendent shall not fail to:
- a. Establish criteria for naming with the following specifications:
 - i. Names must reflect the values, vision and goals of the district;
 - ii. If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.
 - b. Include district staff and community members on an ad hoc naming committee;
 - c. Differentiate between the naming of facilities and naming sponsorships. In such cases, the district and a sponsor may enter into an agreement to identify the sponsor with the name of a facility (e.g. "ABC Company Stadium") in return for financial consideration and for a negotiated period of time; naming sponsorships require board approval;
 - d. Invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.

Deleted: that requires final approval by the School Board

Replaces: BD GOV A.6.1

Originally Adopted: 11/10/2015

Reviewed: 6/13/2017

Monitoring Method: annually

Monitoring Frequency: