

Bend-La Pine Schools
Bend, OR 97703
March 10, 2020

Regular Meeting at 5:30 p.m.
Executive Session, immediately following

The Board of Directors for Bend-La Pine Schools will meet in a regular meeting at 5:30 p.m. on March 10, 2020 in room 314 at the Education Center, 520 NW Wall Street, Bend OR.
An executive session, under ORS 192.660(2)(a) & (2)(f) will immediately follow the regular meeting.

Agenda

Call to Order	Co-Chair Craig
Pledge of Allegiance	Stuart Young
Review of Agenda	Co-Chair Craig
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. Visitors are asked to state their name and topic and have a maximum of three minutes to address the Board.</i>	Co-Chair Craig

Consent Agenda

Approval of Minutes – February 11, 2020 & February 25, 2020 <i>Reference: ORS 192.650 and ORS 332.057</i>	Co-Chair Craig
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen
Approval of Recommendations for Renewal or Non-Renewal <ul style="list-style-type: none">• Renewal of all listed 1st and 2nd year probationary teachers and administrators• Renewal and granting contract status to all listed 3rd year probationary teachers and administrators• Contract extension for all contract teachers listed• Contract extension for all 2nd year contract administrators listed• Non-renewal of all temporary teachers, including rehired employees who have retired with PERS• Contract extensions for Assistant Superintendent and Chief Operations & Fiscal Officer	Co-Chair Craig

Reports

Education Foundation	Superintendent Mikalson
Desert Sky Montessori Charter Renewal	Lora Nordquist
Secondary Attendance Area Announcement	Superintendent Mikalson
Financial Update 3 of 4	Brad Henry

Public Hearing

Desert Sky Montessori Charter Contract Renewal	Superintendent Mikalson
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Action Items

Approval of Desert Sky Montessori Contract Renewal	Co-Chair Craig
Approval of Strategic Investment Account Plan	Co-Chair Craig
New High School Name	Co-Chair Craig

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 Board of Directors Meeting Minutes

Meeting Date: February 11, 2020

Meeting Location:

Bend-La Pine Schools Education Center
520 NW Wall Street, Bend, OR 97703

Board Members Present

Julie Craig
Carrie Douglass
Shimiko Montgomery
Caroline Skidmore
Melissa Barnes Dholakia
Amy Tatom
Stuart Young

Call to Order

The meeting was called to order at 5:32 p.m. by Co-Chair Craig. The Pledge of Allegiance and review of the agenda followed.

Public Input

Co-Chair Craig reviewed the process for public comment.

Judy Fuentes, art teacher at Pine Ridge Elementary, shared a handout with the Board and spoke about the importance of art education at the elementary level. She encouraged the district to consider using School Investment Account funds to support art teachers and programs at the elementary level.

Sharon Bellusci, community member, read a statement from the district website about reading. She shared her disappointment in the 3rd grade reading scores. She noted there is no mention of improving of reading outcomes in the district's Strategic Investment Plan and she urged the district to invest funds to ensure that staff are trained in strategies for teaching effective literacy.

Kayla Lind-Krumvieda and Avery Gerber, teachers, asked if a date had been scheduled for South County staff input on Student Investment Plan. Co-Chair Craig said the Board is coordinating schedules and will communicate once a date is determined.

Jamie Bowman, parent, spoke about the Black Lives Matter curriculum and the importance of having it in schools. She is hopeful that hiring a diverse workforce will be a priority with School Investment Account funds. She shared that she read the School Investment Plan and saw no mention of helping LGBTQ students and her desire that the district put more focus on intersectional identity, not just race, or trauma, so that all students are supported.

Jen Jennings, parent, shared a handout with the Board, and spoke on the importance of the Black Lives Matter curriculum and urged the district to continue to include this curriculum, or similar, in a consistent format across all schools. She thanked the district for seeing the importance in hiring a diverse staff as noted in the School Investment Plan.

Consent Agenda

Stuart Young moved to approve the Consent Agenda. Co-Chair Douglass seconded the motion. Unanimous approval.

Action Items

❖ Resolution 1893 – Classified Employee Appreciation Week

Amy Tatom read Resolution 1893 aloud.

Amy Tatom moved to approve Resolution 1893 – Classified Employee Appreciation Week. Stuart Young seconded the motion. Unanimous approval

❖ Appointment of Budget Committee Members

Amy Tatom noted the two vacancies on the Budget Committee and reviewed the process she and Caroline Skidmore led to interview candidates. Skidmore noted that all of the applicants were impressive and shared her thanks for their desire to be engaged with the district. She encouraged those who are not selected to be on the Budget Committee to continue to find ways to serve and volunteer in the district.

Co-Chair Craig noted there would be three separate action items as Matt Hilman would like to be reappointed, one vacancy is to complete the remainder of Tatom's term and the other vacancy is a three-year term.

- **Amy Tatom moved to reappoint Matt Hillman to a three-year term on the Bend-La Pine Schools' Budget Committee. Stuart Young seconded the motion. Unanimous approval.**
- **Amy Tatom moved to appoint Marcus LeGrand to a three-year term. Melissa Barnes Dholakia seconded the motion. Unanimous approval.**
- **Amy Tatom moved to appoint Sharon Bellusci to complete the remainder of Tatom's term, which is one-year, on the Bend-La Pine Schools' Budget Committee. Co-Chair Douglass seconded the motion. Unanimous approval.**

❖ High Desert Education Services District Local Service Plan

Superintendent Mikalson introduced Paul Andrews, HDESD Superintendent, to share about the 2020-2021 Local Service Plan. Andrews introduced HDESD board members and staff and reviewed the process and timelines for approval. He noted the services provided are in a menu-style format that each district negotiates with the HDESD. Mikalson noted the Board is being asked to approve the plan tonight, from there the district will enter negotiations on services and contract details.

Co-Chair Craig shared her appreciation for the partnership between the district and the HDESD. She thanked Andrews for his leadership and the support the HDESD provides to districts across Central Oregon. Amy Tatom noted her appreciation for the support the HDESD provides to pre-school aged children so that they are coming to school more prepared to learn.

Stuart Young moved to approve the 2020-2021 High Desert Education Service District Local Service Plan as presented. Amy Tatom seconded the motion. Unanimous approval.

Reports

❖ New High School Naming Committee Recommendation

Superintendent Mikalson introduced Chris Boyd, principal of the new high school, to share about the process he led for naming the new high school. Mikalson noted the executive summary in the Board packet which includes the district's naming process. Tonight, the Board will hear the naming committee's recommendations and will take action on a name in a future board meeting.

Boyd introduced members of the naming committee and thanked them for their time and thoughtful participation. Committee members shared about the survey process, research and how they prioritized and vetted suggested names. The committee's decision-making framework included a name that would: transcend cultures, be unique to south / southeast Bend, convey pride for the area, and evoke emotion.

The three names recommended by the naming committee, in rank order:

1. Caldera High School
2. Woodlands High School
3. Vista High School

Amy Tatom asked, of the students the committee worked with, what was their favorite. Boyd shared that Caldera High School was the student's top choice. He noted once students understood what a caldera was and what it represented; they were very much in favor of the name.

Superintendent Mikalson thanked Boyd and the naming committee for the recommendations. He complimented Boyd on the thorough process and thoughtful recommendations brought forward. He noted the names and a summary of the rationale for each at each Board member's seat.

❖ **Secondary Attendance Area Committee Recommendation**

Superintendent Mikalson noted the executive summary in the Board packet which summarizes the work and final recommendation for secondary attendance area boundaries by the Attendance Area Committee. He thanked committee members for their time and efforts over the past couple of years, working to review and reestablish both elementary and secondary attendance areas. Mikalson said he will review community feedback on the final attendance area recommendation and will announce his decision in early March. He encouraged parents, students, staff, and community members to review the map and share feedback via the online survey which closes on February 19.

❖ **Strategic Investment Account Plan Update**

Superintendent Mikalson noted the Strategic Investment Plan (SIP) at each Board member's seat, which is also posted on the district's website. He shared about the work the district has done, starting with the Excellence & Equity Review and how the district has taken what was learned through that process to establish investment priorities for the Student Investment Account (SIA) funds and ultimately formulate the Strategic Investment Plan. He reviewed the parameters, set by the state, for how SIA funds are to be invested: reducing class size, addressing students' health and safety needs, increasing instructional time, and expanding students' access to well-rounded learning experiences.

Mikalson noted that funding dollars provided to the district will change, as the initial amount is based on the current school year's demographic and enrollment data. Mikalson reviewed the ways in which the district plans to invest new funds. He added, that while the investment dollars are exciting and historic, public education in Oregon is still significantly underfunded.

Mikalson encouraged all to dig into the investment plan as well as the other resources provided to help understand the district's investment strategies. He reviewed the timeline and next steps in the process, which includes Board approval of the SIP, submission of the SIA application to the state, a grant agreement process with ODE, a public review and Board approval of the grant agreement, and finalization of the grant agreement with the state.

Co-Chair Craig asked when more detailed information for new positions will be available. Mikalson said the district intends to provide staffing plans to schools by March 13 which will have specific details about FTE being

added to each school / department. Melissa Barnes Dholakia shared her appreciation for the process the district has used through the Excellence & Equity Review and the alignment of the investments to needs identified in the review process. She encouraged staff and community members to dig into the reports on the district website. Barnes Dholakia added, that she is thrilled the district will be hiring a person to support, lead and train staff members in diversity, equity and inclusion which will ultimately support all students. Young agreed with Barnes Dholakia and noted this truly is a wonderful opportunity.

Discussion Item

❖ Superintendent Vacancy Next Steps

Co-Chair Craig introduced Dr. David Cash, with Hazard, Young, Attea and Associates (HYA), to share an update on the superintendent search process. Cash noted the work done to date, including several listening sessions which provided opportunities for HYA to hear from community, staff, parents and students. He shared a handout with Board members, highlighting strengths and challenges heard from constituents about the district.

Cash reviewed identified and desired character traits for the next superintendent and said HYA intends to meet the challenge of finding a candidate that will uniquely fill the role of the superintendent. He will be attending the AASA Conference in San Diego in the next days to help in the recruitment process. Co-Chair Douglass commented that she would like HYA to prioritize and condense this information before including it in the job description. Stuart Young added he would like to see visionary as a desired quality.

Board Comments

Amy Tatom thanked all who were still in attendance and appreciates the vested interest from community and staff members.

Co-Craig reflected on the incoming freshman orientation she attended at Bend Senior High recently. She appreciated the enthusiasm and excitement staff generated for incoming students. She also thanked members of the Attendance Area Review Committee for their time and thoughtful approach to the recommendation provided to Superintendent Mikalson. Craig also complimented the Excellence & Equity Review process and is grateful for the valuable information it provided to the district and how it has helped guide investments.

Caroline Skidmore commented on the Latino Family Night recently held at Mt. View High School. She thought the event was excellent and was excited to see so many families and students engaged. She noted efforts being made at various schools in the district in honor of Black History Month as well as ongoing climate action work taking place in schools.

Meeting adjourned at 7:08 p.m.

Recorded by: Andrea Wilson

**Bend-La Pine Schools
Board of Directors Special Meeting Minutes**

Meeting Date: February 25, 2020

Meeting Location:

La Pine High School Library
51633 Coach Road, La Pine, OR

Board Members Present

Carrie Douglass
Melissa Barnes Dholakia
Amy Tatom
Caroline Skidmore

Board Members Absent

Julie Craig
Shimiko Montgomery
Stuart Young

Call to Order

The meeting was called to order at 4:03 p.m. by Co-Chair Douglass. The Pledge of Allegiance and review of the agenda followed.

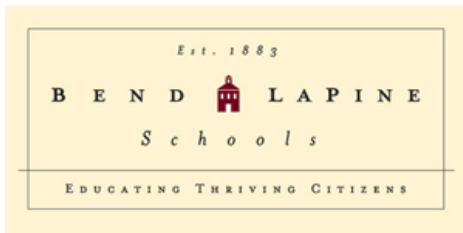
Co-Chair Douglass introduced Superintendent Mikalson and asked him to share the most recent information about the district's Strategic Investment Plan. Mikalson thanked those in attendance and shared about the work the district has done, starting with the Excellence & Equity Review and how the district has taken what was learned through that process to establish investment priorities for the Student Investment Account (SIA) funds and ultimately formulate the Strategic Investment Plan. He reviewed the parameters, set by the state, for how SIA funds are to be invested: reducing class size, addressing students' health and safety needs, increasing instructional time, and expanding students' access to well-rounded learning experiences.

Mikalson noted that funding dollars provided to the district will change, as the initial amount is based on the current school year's demographic and enrollment data. Mikalson reviewed the ways in which the district plans to invest new funds and noted specific investment strategies for the schools in South County. He noted recruitment plans, job posting timelines and efforts underway for staffing plans which should be released by March 13.

Mikalson and Board members took time to answer questions from attendees on investment strategies, class size, how dollars can be spent by law.

Meeting adjourned at 4:54 p.m.

Recorded by: Andrea Wilson



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: March 5, 2020

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on March 10, 2020. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Everett, Stephanie	School Psychologist PS108177 for 20/21	Special Programs	Regular Full Time	03/10/2020
Hayes, Luree	School Psychologist PS108177 for 20/21	Special Programs	Regular Full Time	03/10/2020
Nissen, Kristin	School Psychologist PS108177 for 20/21	Special Programs	Regular Full Time	03/10/2020
Stenzel, Kendra	Spanish Teacher PS108192	La Pine HS	Part time to Full time	03/10/2020

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Brown, Diane	French Teacher .333 of 1.0	Bend Senior HS	08/26/1997 – 06/30/2020
Faulkner, Nancy	Speech Therapist	Special Programs	10/19/1982 – 06/30/2020
Ness, Michele	School Psychologist	Special Programs	08/29/2011 – 06/30/2020
South, Shelly	Social Studies Teacher	Sky View MS	09/12/2005 – 06/30/2020
Stout, Patricia	Speech Therapist	Special Programs	02/13/2007 – 06/30/2020
Williams, Clarence “Roger”	Intermediate Teacher	Pilot Butte MS	09/14/1990 – 02/29/2020

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES
Williams, Clarence “Roger”	Intermediate Teacher	Pilot Butte MS	03/01/2020 – 06/30/2020



HUMAN RESOURCES

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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Montgomery, Mathew	Principal PS108189	La Pine MS	Regular Full Time	03/10/2020

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



HUMAN RESOURCES

Education Center

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March 5, 2020

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

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

RE: Confidential Recommended Hires, Classified Recommended Hires, and Resignations.

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on March 10, 2020.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Brunner, Brett	#107771 EA – Student Inclusion	Pilot Butte	Temp 7.0 hrs / day	02/18/20
Diehl, April	#108195 EA – Student Instruction	Elk Meadow	Temp 3.0 hrs / day	02/21/20
Elliott, Patrick	#108186 IT Architect	Technology	Reg 8.0 hrs / day	02/18/20
Keudell, Edd	#108129 Bus Driver	Transportation	Reg 4.0 hrs / day	02/20/20
Lindstrom, Brittney	#107771 EA – Student Inclusion	Ponderosa	Temp 6.5 hrs / day	02/19/20
Miller, Tracy	#108206 Bus Driver	Transportation	Reg 4.75 hrs / day	02/19/20
Moussa, Alma	#108197 EA – Student Instruction	Pacific Crest	Temp 3.5 hrs / day	02/21/20
Paris, Meryll	#108126 Office Secretary I	Silver Rail	Temp 1.75 hrs / day	02/05/20
Payfer-Locking, Melissa	#107900 Nutrition Server I	North Star	Reg 3.5 hrs / day	02/10/20
Prehoda, James	#108207 Bus Driver	Transportation	Reg 5.0 hrs / day	02/19/20
Williams, Megan	#108196 EA – Student Instruction	Buckingham	Reg 3.5 hrs / day	02/20/20

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Burnett, Ashlee	#108170 HR Specialist II	Human Resources	Reg 8.0 hrs / day	02/18/20
Burton, Christina	#108162 Payroll Specialist	Business Office	Reg 8.0 hrs / day	02/24/20



HUMAN RESOURCES

Education Center

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Bend, Oregon 97703-2699
(541) 355-1100
Fax (541) 355-1109*

Classified Resignations

Name	Position	Location	Resign Date
Hirko, Martha	Office Manager	Transportation	10/14/13 – 02/28/20
Huff, Katie	IT Operations Manager	Technology	08/28/06 – 03/11/20
Jones, Karen	Nutrition Server I – Resigned regular position and moving to Nutrition Substitute	Bend High	02/22/17 – 05/01/20
Keeler, Martin	Custodial Crew I	Summit	08/26/19 – 03/13/20
Kimball, Jamie	Nutrition Server I	High Desert	12/10/19 – 03/06/20
Linder, Kirk	Bus Driver	Transportation	09/11/17 – 02/20/20
Richardson, Haley	Nutrition Server I	High Desert	03/01/17 – 03/06/20
Salmon, James	Custodial Crew I	Three Rivers	07/03/18 – 02/28/20
Stafford, Rebecca	Nutrition Technician II – Resigned regular position and moving to Nutrition Substitute	Elk Meadow	10/30/14 – 03/03/20

Attendance Area Review Committee
Report on Recommendation for Middle and High School Attendance Area Changes
January 31st, 2020

Executive Summary

In fall, 2019, the Attendance Area Review Committee (AARC), a group Superintendent Shay Mikalson charged with recommending new elementary attendance areas for fall, 2019, began the second phase of their work. This task was to recommend new middle and high school attendance areas in anticipation of the 2021 opening of a new 1500-student high school in southeast Bend. During the process, the committee reviewed existing attendance areas and proposed adjustments in order to both populate the new school and balance enrollment across all middle and high schools in Bend and surrounding areas.

The committee, composed of 15 community members and 11 school/departments staff members, convened for the first time in early October and met regularly throughout the fall and early winter. To allow for broad committee participation, the group subdivided into three teams, with each team responsible for creating new middle and high school attendance areas. By late fall, teams shared their maps with the entire AARC and received committee members' feedback. In January, the AARC spent two meetings processing public feedback and shaping the attendance area changes that are the subject of this report.

Public input was critical to the AARC's process. The committee hosted public feedback sessions at all Bend-area middle schools and Three Rivers K-8 in early December. These meetings had a combined attendance of approximately 100. Additionally, 280 individuals responded to an online survey open at the same time. AARC members reviewed summary data and findings, as well as the individual comments of all respondents.

The proposed middle and high school attendance area changes, included in Appendix A of this report, were adopted with broad consensus by the AARC: not a single member opposed the recommended maps.

Introduction

In May, 2017, voters in Bend-La Pine Schools once again demonstrated their support of our growing school district by passing a bond that included construction of both a new elementary school and a new high school to meet both current and anticipated future overcrowding caused by decades of continued enrollment growth.

In the fall of 2019, two years before the opening of the new high school in southeast Bend, all three large neighborhood high schools were above or near capacity. In addition, two middle schools were at or near capacity, so there was a need to better balance enrollment across the middle schools, as well.

Each time a new school opens, student attendance areas are reviewed and redrawn. And as the district experiences growth, the district also reviews attendance areas to help keep school sizes balanced. This has happened often in Bend-La Pine Schools over the last two decades.

After the passage of the 2017 construction bond, in order to populate the new schools and to balance enrollment across the district, the superintendent charged district staff to create a broad-based attendance area review committee. This group would be responsible for proposing new elementary attendance areas by January, 2019, to go into effect in Fall, 2019; and new middle and high school attendance areas by spring, 2020, to go into effect in fall, 2021.

Process Overview

District leaders began the process by establishing the Attendance Area Review Committee (AARC). In addition to a press release from the district, schools distributed information in newsletters and other communication. 29 staff and 54 community members applied. Ultimately, the team selected 15 community members, representing 10 different elementary school areas; and 11 staff, representing 9 different schools/departments.

Working with the school board's guidance and gathering public input in the fall of 2018, the AARC established five priorities to guide decision making. The first and most important was to balance enrollment across all neighborhood schools. The other four were as follows:

- Safe biking and walking routes to schools;
- Natural, geographic, physical, and traffic considerations related to car and bus travel;
- Socio-economic balance and demographic equity, including race; and
- Family connections to neighborhood schools.

Middle and High School Process: 2019-20

In order to maximize involvement of all committee members, the AARC divided into three workgroups. Each workgroup studied common data that included enrollment projections,

building capacity needs, target enrollment, traffic patterns, student walking zones, socio-economic and race/ethnicity data, and historical attendance area lines. The groups were then charged with independently creating their own maps of new attendance areas.

At the start and/or end of meetings, the group came together to ask questions or to share data. Of particular interest were insights gained from other attendance area change processes. Current committee members who had served on previous teams shared insights and helped the committee find data that had been useful in the past.

Workgroups met multiple times throughout October and November, then shared their maps with the entire AARC for feedback and questions. In December, committee members shared the draft maps in public meetings held at every Bend-area middle school and Three Rivers K-8. The public was also invited to provide feedback on the maps in an online survey. After these public meetings, both a small representative subcommittee and the entire AARC met in January to review all the feedback and to further revise the preferred draft map.

On Tuesday, January 21st, 2020 the committee reached consensus on a final recommendation, with no committee member expressing an objection to the proposed map.

Communication and Public Participation

Among the core values of Bend-La Pine Schools are operating with transparency and including staff, students, families, and the community at large in decision-making processes. The current attendance area review process has been no exception.

The first step of the district's communication outreach was the solicitation for applicants to the AARC. As noted earlier in this report, the district received a large number of applications from both community members (54) and staff (29). Committee facilitators chose participants from a wide variety of attendance areas, with a wealth of both professional skills and personal interests in the process.

The AARC hosted forums during the first week of December at all Bend-area middle schools and Three Rivers K-8. At these forums, team members provided information about their proposed maps, answered questions, and solicited community feedback. Approximately 100 individuals attended the forums, and 280 individuals completed the second online survey. Both a summary of the overall results and a spreadsheet with all comments from participants were shared with the AARC in December, prior to their early January meeting.

In summary, including both online and live feedback, the AARC had the opportunity to receive information from between 100-380 individuals (the range is large because the district did not track whether individuals provided feedback more than once).

Attendance Area Recommendation

The AARC's recommended attendance areas for middle and high schools, beginning in fall, 2021, are included in Appendix A to this report. The recommended changes alter boundaries for 203 middle school students and 741 high school students. (Note: While more than 741 incoming high school students live in impacted neighborhoods, the new high school will open with only grades 9 and 10. So students currently in grades 9 and 10 will NOT be affected by the changes.)

The committee recognizes these changes may present challenges to students, families, and staffs. However, the recommendation allows the district to balance enrollment across middle and high schools, forestalling the need for construction of additional schools for as long as possible and providing opportunities for more equitable programming across our schools.

Continuing Challenges

Perhaps the largest challenge the AARC faced reflects the district's outstanding schools: with 280 online surveys completed, most families expressed interest in staying at their current schools. While respondents welcomed an additional high school to address overcrowding, they were happy with the schools their students currently attend.

The committee faced other challenges, as well. While the AARC worked diligently to create a map that reflects its priorities, the committee also acknowledges that not every individual's goals for the process were achieved. In summarizing the results of the December online survey, we identified several themes:

- **Minimize disruptions:** Responders wanted the committee to select the option that creates disruption for the fewest families. This was mentioned across the board.
- **Focus on commuting safety/efficiency, especially concerning major roadways:** Some specific areas of concern were traffic on Brookswood and Reed Market, potentially long commutes to Bend High and/or Summit, crossing Hwy 20 in NE Bend to go to Mountain View, and crossing 3rd Street to get to Bend High or Pilot Butte.
- **Don't ask families who recently switched boundaries to switch again.**
- **Keep neighborhoods together.**

In order to address concerns about minimizing disruptions, the AARC struggled to also meet the goal of avoiding changing boundaries for those who have switched schools in the past. This was particularly true for some families in the Brookswood area.

Transitions

Because balancing enrollment across schools, particularly across high schools, is such a high priority for the district, district leaders made decisions in advance of committee work

about Area Change Requests (ACRs) for students impacted by attendance area changes. These are included in the Frequently Asked Questions, linked below:

[Secondary boundary changes-FAQ's](#)

Conclusion

In closing, AARC facilitators once again thank the 26 committee members for their active and thoughtful participation in the process and present this recommendation to the superintendent for his consideration. He is encouraged to contact any committee member for additional information or clarification.

Community Members

Tom Bahrman, High Lakes Elementary School/Summit High School
Adam Bowles, W. E. Miller Elementary School/Summit High School
Clint Burleigh, Bear Creek Elementary School/Bend Senior High School
Julie Flannery, Silver Rail Elementary School/Bend Senior High School
Shannon Hinderberger, Elk Meadow Elementary School/Summit High School
Jeanette King, R. E. Jewell Elementary School/Bend Senior High School
Mike Larraneta, Buckingham Elementary School/Mountain View High School
Tasha McFarland, Lava Ridge Elementary School/Mountain View High School
Ryan McHugh, Lava Ridge Elementary School/Mountain View High School
Christy McLeod, Silver Rail Elementary School/Bend Senior High School
Mel Oberst, Pine Ridge Elementary School/Summit High School
Andrea Shockey, Lava Ridge Elementary School/Mountain View High School
Mel Soares, Pine Ridge Elementary School/Summit High School
Jen Souza, High Lakes Elementary School/Summit High School
Bev Timm, Ponderosa Elementary School/Mountain View High School
The schools listed for each community member reflect both the elementary and high school attendance areas where they now reside.

District Staff

Joshua Boehme, Sky View Middle School staff/Bend Senior High School
Morgan Davis, Bend Senior High School staff
Jay Etnier, Summit High School staff
Frank Hanson, Elk Meadow Elementary School staff/Summit High School
Susie Heydon, Mountain View High School staff
Kristin Killoran, Cascade Middle School/Mountain View High School
Kinsey Martin, Education Center staff/Bend Senior High School
Dana Pedersen, Ensworth Elementary School staff/Mountain View High School
Megan Silvey, La Pine Elementary School staff/Bend Senior High School
Steven Wetherald, Bend Senior High School staff
For staff who do not work at a high school, the high schools indicated after the slash are the high school attendance areas where they now reside.



Business Office
520 NW Wall Street
Bend, OR 97701

March 5, 2020

To: Mr. Shay Mikalson, Superintendent
From: Roy Burling, Business Manager
RE: Q3 Financial update for FY2019-20

Mr. Mikalson,

This is the third quarter financial report on General Fund Operations FY2019-20. The financial information is based on actual data through February 29, 2020 and projections to the end of the fiscal year. For the 3rd quarter there is 8 months of actual transactions to establish baselines for projections to June 30, 2020.

The beginning fund balance of \$11,483,966 about \$303,000 more than the adopted budget amount of \$11,180,906.

The FY2018-19 Comprehensive Annual Financial Report (CAFR) was finished in December and SGA's audit reports are dated December 8, 2019. The CAFR was submitted timely to the Secretary of State and ODE. Lindsay Malinowski, ODE - School Finance, noted the FY2018-99 Audit Review for the Bend-La Pine School District has been completed and no further action is needed.

For 2019-20, the projected total formula revenue of \$177.5 million represents an increase of about \$1.88 million from the 2nd¹ quarter report. The projected total formula revenue reflects an increase in enrollment compared with projections. The Federal non-formula resources include \$182,000 of Medicaid service revenues. We are patiently waiting for an update to the FY2019-20 State School Fund estimate from ODE. We will continue to monitor and adjust the total formula revenue along with other revenues as required during FY2019-20.

The projected expenditures in the 3rd quarter financial report are projected to be about \$1.5 million over budget. The largest increase is in the "All other salaries" is being driven by substitute and temporary staff as the district continues to face challenges filling permanent positions.

The FY2019-20 ending fund balance is projected to be \$10.9 million, about \$1.4 million more than the adopted budget due in the most part to the increase in the State School fund.

The 2017 & 2019 Bonds – Investment of Proceeds report for January 2020 is included. The District had over \$150 million invested in United States Treasuries. The decreasing yield reflects the recent movements by the Federal Reserve Board to lower interest rates.

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

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended February 29, 2020 with Year-End Projections
General Fund - Operations Sub-fund
FY 2019-20

	Adopted Budget	March 2020	Budget Variance
Resources:			
Beginning fund balance	11,180,906	11,483,966	303,060
Revenue			
Formula revenue:			
Tax revenue	82,610,000	85,703,600	3,093,600
State school fund	90,423,584	89,639,675	(783,909)
Common school fund	1,752,206	1,752,527	321
County school fund	400,000	390,000	(10,000)
Total formula revenue	175,185,790	177,485,802	2,300,012
Earnings on investments	525,000	573,000	48,000
Local sources - other	1,622,500	1,546,000	(76,500)
Intermediate sources	2,400,000	2,400,000	-
State non-formula resources	500,000	650,000	150,000
Federal non-formula resources	28,000	210,000	182,000
Total revenues	180,261,290	182,864,802	2,603,512
Total resources	191,442,196	194,348,768	2,906,572
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	61,373,278	61,554,300	(181,022)
Classified	23,186,883	22,982,100	204,783
Administrators and supervisors	8,107,611	8,271,000	(163,389)
All other salaries	2,218,777	3,170,080	(951,303)
Total salaries	94,886,549	95,977,480	(1,090,931)
Payroll costs & benefits	54,324,459	54,103,000	221,459
Total salaries, payroll costs and benefits	149,211,008	150,080,480	(869,472)
Other operating costs			
Utilities & purchased services	18,731,830	18,710,143	21,687
Supplies, texts, tools	6,745,286	6,934,566	(189,280)
Equipment	1,579,440	1,998,000	(418,560)
Dues, fees and liability insurance	1,008,690	1,056,018	(47,328)
Transfers	4,593,832	4,593,832	-
Total other operating costs	32,659,078	33,292,559	(633,481)
Total expenditures	181,870,086	183,373,039	(1,502,953)
Excess of revenues over expenditures	9,572,110	10,975,729	1,403,619
Fund balance, ending	9,572,110	10,975,729	1,403,619
As budgeted			
Contingency	500,000	500,000	
Fund balance	9,072,110	10,475,729	
Fund balance, ending	9,572,110	10,975,729	
Fund Balance as a percent of resources			
Contingency	0.3%	0.3%	
Fund Balance	4.7%	5.4%	
Total reserve	5.0%	5.7%	

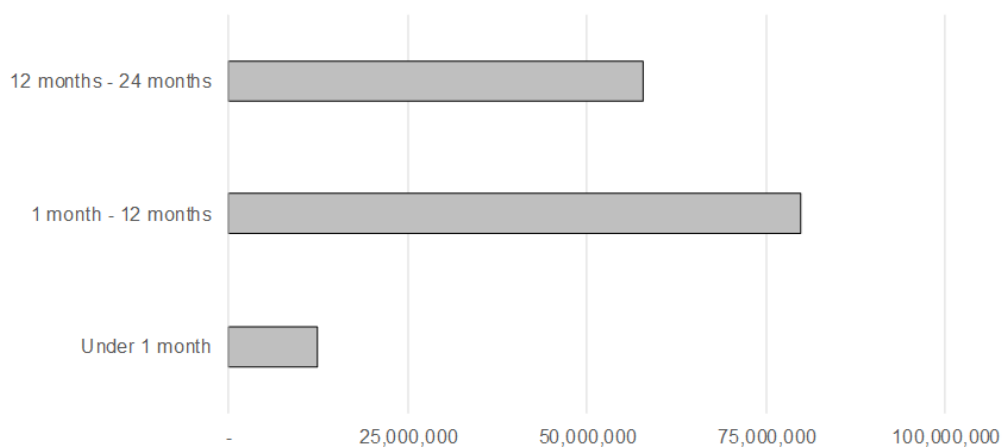
2017 & 2019 Bonds - Investment of Proceeds

January 31, 2020

Distribution by Maturity

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	1	12,487,750	8%	1.3%
1 month - 12 months	9	79,864,626	53%	1.5%
12 months - 24 months	7	57,779,119	38%	1.5%
Total	17	150,131,495		

Distribution by Maturity



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+	17	150,131,495	1.5%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	17	150,131,495	1.5%

Issuer	Market Value	% Assets	Yield
United States Treasuries Notes	92,812,794	61.8%	1.6%
United States Treasuries	57,318,700	38.2%	1.6%
Total	150,131,494		



ACTION ITEM: Desert Sky Montessori School – Charter Contract Renewal Process

PRESENTED BY: Superintendent Mikalson

EXECUTIVE SUMMARY:

Desert Sky Montessori's charter request was approved by the Board in September of 2016 and in the 2017-18 school year, Desert Sky Montessori opened its doors.

Desert Sky Montessori's initial charter contract with the district will expire on June 30, 2020.

Oregon law has set the following timelines for the charter renewal process:

- A charter school must submit a written renewal request to the district at least 180 days prior to the extension of the charter.
- Within 45 days after receiving a renewal request, the district must hold a public hearing regarding the request for renewal.
- Within 30 days after the public hearing, the district must either approve the renewal or state in writing the reasons for denying the renewal.
- Should the district choose to renew the charter, the charter school and district must negotiate a new charter contract within 90 days after the date on which the district approved the renewal, unless both parties agree to an extension of time.

Desert Sky Montessori has submitted their written request to renew their charter and tonight is the public hearing portion of the renewal process. Should the Board choose to renew Desert Sky Montessori's charter request, negotiations will begin and a final contract will be presented to the Board for final approval within the designated timelines above.

RECOMMENDED MOTION:

I move to approve to approve Desert Sky Montessori's Charter Contract Renewal request, and that the district begin contract negotiations with Desert Sky Montessori.



January 14th, 2020

To the Bend La Pine School Board
Att: Shay Mikalson

Desert Sky Montessori School's charter agreement will expire on 6/30/2020 and I would officially like to request that it be renewed. I look forward to working with the Bend La Pine School board on our second charter agreement.

Yours sincerely,
Jodie Borgia
Head of School
Desert Sky Montessori.
Jodie.borgia@dsmontessori.org

Bend River Center
150 NE Bend River Mall Dr., #260
Bend, OR 97703
541-350-2090

www.dsmontessori.org
info@dsmontessori.org

One World Center
63645 Scenic Dr., #2
Bend, OR 97703
541-323-8833



THIS WAY FORWARD >

BEND-LAPINE SCHOOLS
STRATEGIC INVESTMENT PLAN
2020-2021



OUR PROMISE



At Bend-La Pine Schools, we fundamentally believe it is not what we do, it is why we do it that unites us in our work and ultimately matters most for our students' success. Our more than 2,000 employees are driven by an unrelenting passion for education and a commitment to provide our more than 18,500 students the learning environment they deserve.

It is our collective belief that we must renew the promise of public education, pushing back against a narrow, "test-driven" definition of success for our students.

We care deeply about academic excellence, but we care just as much about our students' character; their preparedness for the next steps in their lives; and their abilities to think critically, work creatively, communicate, and collaborate.

Our aim is to open minds and develop future-ready students: the next generation of thinkers, doers, leaders, and neighbors. Delivering an exceptional public education is a promise, one we work hard to keep for our students every day.

"We need to help our children as much as possible. Keep them safe, teach them with love and patience. They will be the ones to care for us and this world very soon. We owe them more and we need to put them first."

— Bend-La Pine Schools parent/guardian



CELEBRATING OUR SUCCESSSES

Bend-La Pine Schools' students and staff have enjoyed much success during the district's more than 135-year history, and our community has much to celebrate.

Our students outperform state and national averages on the ACT and SAT exams and our graduation rates are continuing to climb – up nearly 13% in the last eight years alone; the number of our third-graders who are proficient readers outpaces the state average by almost 20 percentage points; more freshmen are on-track for graduation; our students spend more time giving back to the community than ever before; families are more engaged with our schools; and we are able to recruit and keep highly effective teachers, staff, and leaders.

Advanced Placement, International Baccalaureate, and College Now dual-credit classes abound in our high schools, with students earning thousands of college credits each year. Our high schools and middle schools offer a rich array of elective courses in the arts, languages, and Career and Technical Education areas of study; in addition, they host numerous activities, clubs, and athletic options.

Our district is home to exceptional staff members including Oregon's Teacher of the Year; Oregon's Art Teacher of the Year; Oregon's School Nurse of the Year; Oregon's Journalism Teacher of the Year; Oregon's Culinary Teacher of the Year; Oregon's Athletic Director of the Year; Presidential Award Winners for Excellence in Math and Science Teaching and many other state and national award winners.

While we celebrate successes of many, we look forward to celebrating successes for all. We have an unwavering focus to ensure every student has the tools and resources they need to be successful, in ways both measurable and beyond measure. Using the resources available to us, Bend-La Pine Schools' Strategic Investment Plan demonstrates a renewed commitment to each student and pledge to do more to ensure an equitable chance at success in the classroom and beyond for our students who have been historically underserved, including students experiencing poverty, students with disabilities, students of color, and linguistically diverse students.





THIS WAY FORWARD >

LISTENING TO STUDENTS, STAFF, AND OUR COMMUNITY

The investment priorities put forth within this plan come not just from best practices and staff expertise, but also from months of broad community conversations that included voices from students, families, and community members.

Bend-La Pine Schools held a number of wide-ranging engagement activities in the fall of 2019 to gather feedback about how our schools could better meet the needs of students and families, and how they felt we could best prioritize new funding in ways that align with our goals.

One effort, the Excellence & Equity Review, included 36 listening sessions with families and students, with particular outreach to historically underserved groups. Families and students shared experiences about connection, engagement, communication, barriers, and needs in order to thrive in our schools. We also hosted staff listening sessions at 33 schools. These extensive listening sessions, along with staff comments, data, and survey results, helped define themes and areas of need as we created our strategic investment plan.

Thanks to the findings from these engagement activities, as well as the Student Success Act investment priorities shared by our **students, staff and families**, we now have a deeper understanding of the strengths and challenges as perceived by our school community.

STUDENT PRIORITIES

More than 2,000 middle and high school students took part in our funding priorities survey. Through the survey, we heard from students that they care about having a supportive school environment: socially, mentally, and academically. Many students would like to see smaller class sizes so they can better connect with teachers and would like more supports in place for mental health and counseling. Overwhelmingly, students voiced support for additional elective class offerings.

In all, more than 4,500 of these surveys were completed; student voices accounted for nearly half of these responses.



"To me, education is extremely important and I love being challenged." - student

FAMILY PRIORITIES

Many families surveyed support smaller class sizes, the addition of counselors and staff to support students' social, emotional and mental health, and staff trainings that expand knowledge and intervention skills to promote inclusiveness and positive school climate. Families said connections with staff, being thought of as the expert on their students' needs, and feeling welcomed by all staff at schools and events were key to their continued engagement in their children's education.



STAFF PRIORITIES

Overall, staff who participated in the survey want to see smaller class sizes and more staff to support students with social and emotional challenges. Many staff would also like to see more counselors and mental health professionals at all levels. Additional educational assistants and more support staff in general were also high priorities.

We are grateful for the thousands of staff members, families, students, and community members who lend their voices to our work each and every day. Thank you for helping our district to identify critical strengths and areas for growth, as well as weighing in on what you believe to be the most important new investments for your district.





OREGON'S HISTORIC INVESTMENT IN EDUCATION

In May 2019, Oregon passed the historic Student Success Act (SSA). SSA provides public school districts with an opportunity to invest more fully in an education system that helps to ensure every student realizes their dreams for the future. When completely implemented, this new statewide investment will bring Oregon closer to the Quality Education Model funding that our students and staff deserve and make Oregon's education system more competitive nationwide.

The Student Success Act's general resources are separated into three investment accounts: Early Learning Account, Student Investment Account, and Statewide Initiatives Account; and calls for the state to fully fund Measure 98's High School Success Fund for the first time since it was passed by voters in 2016. This new investment from the Student Investment Account (SIA) and High School Success (HSS) fund is expected to increase Bend-La Pine Schools operating budget by approximately 9%, to \$208 million, for the 2020-21 school year.

***"This is a historic opportunity
to ensure equitable learning outcomes
for students in Oregon."***

- Colt Gill, Oregon Superintendent of Schools





OUR PLAN FOR STRATEGIC

INVESTMENTS

The Student Success Act provides Bend-La Pine Schools with a historic opportunity. After years of disinvestment by the state in K-12 education, Oregon will finally infuse much needed resources into our classrooms in ways that will make measurable, positive impacts. These new investments, which align with our Comprehensive Plan, will better provide our students and staff with the teaching and learning conditions they deserve.

This \$18 million annual investment from the new SIA and fully funded HSS funds will make dramatic improvements to our schools – helping to ensure every student is known by name, strengths, and needs, and graduates ready for college, career, and citizenship.

While the following pages describe the details of our funding plan, at the heart of our plan is an investment in our people. High-quality teachers, staff, and leaders are the foundation to our success.

Bend-La Pine Schools, through the Strategic Investment Plan, will hire more than 125 additional staff members focused on three strategic priorities:

- **supporting students' health and safety,**
- **reducing class size,**
- **and increasing access to a well-rounded education.**

We know every staff member in our schools plays a critical role in the educational experiences of our students. As we invest in additional staffing, we will also continue to build upon and grow professional learning opportunities. We know that when we increase the knowledge and skills of the adults working in our schools and across our system, we foster deeper relationships between students and staff, increase students' sense of belonging, and improve cultural awareness and sensitivity in our schools.

BELONGING

MATTERS

SUPPORTING STUDENTS' HEALTH AND SAFETY

At Bend-La Pine Schools, supporting health and safety goes beyond the brick and mortar – here, safety is hallways free of bullying, nurses to support physical health, classrooms free of behavioral outbursts, partnerships with experts that aid in prevention of high-risk behaviors, and social and emotional resources for all.

Our students, staff, and families recognize a growing need for additional staff and programming to promote and support the social, emotional, behavioral, mental, and physical health of every student.

Because our district values the success of each student, Bend-La Pine Schools will commit more than \$6.5 million SIA funds to support students' health and safety, as well as more than \$1.5 million of HSS funds, making this the district's largest new investment next year.

- **More than 25 certified positions to support students' social, emotional, and mental health at elementary, middle, and high school levels - including elementary counselors at our schools with the highest needs;**
- **More than 15 educational assistants to support students' social, emotional, and mental health at the elementary and middle school levels;**
- **Expanded partnerships with the City of Bend, Deschutes County, the Child Center, and others to provide critical prevention, intervention, and response supports to all students.**

"Kids should feel like they have access to means for their problems and mental wellness, and a safe environment (where) they feel they can get help." - student

RELATIONSHIPS

MATTER

REDUCING CLASS SIZE

Bend-La Pine Schools' students, families, and staff believe overwhelmingly that we have exceptional schools with strong cultures steeped in meaningful relationships. The district's goal is for every student to be known by name, strengths, and needs. Strategically identified class size reductions cultivate strong connections between staff, students, and families, which helps us accomplish our goal to connect deeply with every student.

Smaller class sizes and strong instructional practices help our teachers and classroom staff foster relationships and promote deeper learning, which is why focused class size reduction is a high priority for these new investments. Bend-La Pine Schools will commit almost \$6 million of SIA funding to provide additional teachers at our schools, especially those with the highest numbers of students in poverty, students with disabilities, students of color, and linguistically diverse students. More than 50 new certified positions, spread across elementary, middle, and high schools will be added.

- **More than 20 new positions at the elementary school level;**
- **More than 10 new positions at the middle school level;**
- **More than 20 new positions at the high school level.**

These certified positions will be distributed using a weighted formula based on individual schools' number of historically underserved students.



"I would like school a lot more and I would learn better if the class sizes weren't so big." - student

CULTURAL AWARENESS AND SENSITIVITY

MATTERS

INCREASING ACCESS FOR ALL STUDENTS TO A WELL-ROUNDED EDUCATION

Bend-La Pine Schools has a long history of successful implementation of options at the elementary and middle school levels that provide a rich array of programming for students.

We believe that strong, culturally responsive curriculum and instructional practices will allow more students to access and find success with these opportunities.

In all, Bend-La Pine Schools will commit approximately \$1.8 million of SIA funds and \$2.5 million of HSS funds to provide the space and personnel to expand Career and Technical Education programs, as well as expand advanced coursework and electives; in addition these funds will support the professional learning of certified and classified staff so that they can help ensure each student learns at high levels.

- **5 certified positions to support linguistically diverse students;**
- **12 certified Special Education positions;**
- **3 classified Latino Family Liaison positions;**
- **3 Special Education classified positions;**
- **New Equity Coordinator to facilitate:**
 - **Coaching in cultural responsive instruction**
 - **Training in the selection and implementation of culturally relevant curriculum**
 - **Required equity training for all district staff on School Improvement Wednesdays**
 - **Expansion of Taking IT UP and Coaching for Education Equity**
 - **Focused recruitment and retention of diverse staff.**

These new funds will allow the district to now deliver expanded options at the high school level – from electives to Career Technical Education (CTE) programs.

- **Staffing and materials for CTE classes;**
- **Classroom support for small choice high schools, including Skyline and Realms high schools.**



DIG DEEPER INTO OUR

RESOURCES

Strategic Investment Plan

<https://www.bend.k12.or.us/SIP>

Excellence and Equity Report

<http://bit.ly/BLSSIP1>

SSA Funding Priorities Survey Results

<http://bit.ly/BLSSIP2>

Oregon's Quality Education Model

<http://bit.ly/BLSSIP3>

Bend-La Pine Schools Comprehensive Plan

<http://bit.ly/BLSSIP4>





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S c h o o l s

EDUCATING THRIVING CITIZENS

520 NW Wall Street, Bend, OR
www.bend.k12.or.us



ACTION ITEM: New High School Name

PRESENTED BY: Co-Chair Craig

EXECUTIVE SUMMARY:

At the February 11, 2020 school board meeting, the new high school naming committee presented their process and three names for consideration for the new high school to the Board: Caldera High School, Woodlands High School and Vista High School.

As the Naming of Facilities Process describes; the final list of names shall be presented to the Board in a public meeting. The list of names presented will include names, rationale and a summary of the naming committee's process, discussion and research. Discussion of the recommended names shall take place in a public meeting at least one Board meeting prior to the Board voting on the name. The final decision of a facility name rests with the Board.

The New High School Naming Committee Recommendation and Naming of Facilities Process follow this executive summary.

RECOMMENDED MOTION:

I move to approve the new high school school be named _____

New HS Naming Process & Summary

February 2020

OUR PROCESS

The process of naming our new high school originated through the creation of a team of community members and parents as well as Bend-La Pine School staff. The committee included:

- Kolina Watt-Garcia (Teacher @ BSH)
- Susie Heydon (Asst. Principal @ MVHS)
- Katy Carrillo (Teacher @ Bear Creek ES and Parent of HDMS & SHS Students)
- Liz Vargas (Community Liaison & Parent of Bear Creek & HDMS Students)
- Katie Legace (Exec. Director of High Schools)
- Zak Boone (Chief Advancement Officer at COCC and Parent of HDMS Student)
- Kyle Frick (Mid Oregon Credit Union & member of the first class at MVHS)
- Maria Waters (Parent @ HDMS)
- Kellie Havlin (Parent @ 3Rivers)
- Ana Aguirre (Parent @ HDMS & BSH)

The naming committee then surveyed the community through an online survey and received over 800 submissions, which included duplicate entries. The community survey followed the criteria outlined in the Bend-La Pine Schools Facility Naming Policy. Further, we highlighted that the purpose of this survey was to gather community input but results from the survey would not be used as a consensus gathering tool.

At our first naming committee meeting, the team identified specific decision-making standards for vetting any suggested names whether these names were submitted through the survey, through email, or submitted in person.

The committee identified the following four criteria:

- Unique to South/Southeast Bend
- Transcend Cultures
- Convey pride for the region
- Evokes emotion

For each of the proposed names that were considered, we vetted the names to see if they matched with at least one or more of the four criteria listed. Our goal was to bring names forward that matched all four.

PROPOSED NAMES

Woodlands High School - Unique to South/Southeast Bend & Pride in the Area

Committee members convey a strong interest in names that connect to the location of our new school. We explored a variety of different names, and landed on Woodlands High School.

While the word “woodland” can be used synonymously with forest, the word “woodlands” describes an area of transition between ecosystems such as grasslands, forest, or desert.

Our new high school is located on this transition between forest lands and the high desert. Many of the respondents on the online survey included various names of flora from the Southeast part of town. Thus, the committee felt that a name that represents this unique biome was important.

Vista High School - Transcend Cultures

The naming committee is also interested in bringing forward a name that is inclusive and inviting for all the families we will serve. Each day, the Bend community becomes more and more diverse, and we believe that this diversity is one of the most important assets of our growing community. Thus, we explored both English and Spanish names, including the name “Vista”, which is used in both languages to signify a distant and magnificent view.

Given the geographic elevations of the area as well as the diversity of our environment and our community, the committee brings forward Vista High School.

Caldera High School - Unique to Southeast Bend, Transcend Cultures, Convey Pride for the Area & Evokes Emotion

In the end, the committee worked to find a name that met all the conditions outlined in our decision-making criteria as well as district policy.

In addition, our timeline for naming the new high school followed a similar timeline for another committee that is tasked in the creation of new middle and high school attendance boundaries. During this process, our committee learned that the area attendance for the new high school will include the Three Rivers choice attendance area. Thus, identifying a name that connects the communities of southeast Bend and the Three Rivers areas became an additional criteria in our search.

Included in the community survey were various references to the Newberry National Volcanic Monument, Paulina Lake & East Lake, and Caldera. The Newberry National Volcanic Monument connects our future attendance area, joining the communities we serve and serving as a focal point for our search for a new high School name.

In the naming survey, a community member included the following:

“When we look at regional and geographic monuments we pull out names like Newberry (a name from an early naturalist on expedition) or Paulina (an anglicized version of another name belonging to a Northern Paiute leader). Names like these make a statement about who is remembered and why; Europeans are known for “naming and claiming” or rather re-

naming places...A name that is geographic and neutral may speak to more people. In this case "Caldera" has Latin and Spanish origins and may speak more broadly..."

The New High School Naming Committee shares the belief of this community member. The name Caldera connects with a broad audience and thus transcends cultures, it is unique to Southeast Bend and the region uniting the larger attendance area we will serve, it conveys pride in our volcanic and human histories, and it evokes emotion as we prepare to welcome students and families into our new school community.

Our final recommendation is Caldera High School.

Order of suggestions from the committee:

1. Caldera High School
2. Woodlands High School
3. Vista High School



Bend-La Pine Schools

Naming of Facilities Process

Board Approved: June 12, 2018

Executive Limitation 7 – Facilities states:

The Superintendent shall not fail to develop a formal naming process which includes bringing all name recommendations to the school board for final approval. This includes naming of new schools or support 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.

Final decision of a facility name rests with the Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (i.e., library, athletic field, gymnasium or auditorium), or for changing the name of an existing facility.

To meet the requirements of EL 7; Bend-La Pine Schools will use the following processes:

New Schools and Support Services Facilities

1. Naming Committee

The Superintendent or designee will establish a naming committee. The naming committee shall be comprised of a broad representation of stakeholders of the school or site. Suggested committee members include the following representation: student(s), current principal(s), current certified and classified staff members, parent(s) and maintenance/facilities staff member(s). The naming committee will set a timeline for choosing a name in a timely fashion, consistent with the scheduled opening of the new school or facility.

2. Solicitation for Names & Naming Criteria

The naming committee will solicit name suggestions through a public process from community members, staff and students. Names for a new school or facility may be derived from the following:

- People: names of distinguished individuals who have made outstanding contributions to the community and education, who have demonstrated leadership in fields of education, arts and sciences, or public service, or who reflect the history and character of the community. Names to be considered are of persons or group of persons who have been deceased at least five years.
- Places: names of recognized historical and geological landmarks or areas, geographic points of interest, or reflect national, state or local history.
- Themes: thematic names which reflect the cultural and historical character of the community, or names which reference the indigenous and characteristic flora and fauna.

The Board recognizes that unusual circumstances might arise where a name from outside the above categories or an exception to specific criteria could be considered. The Board shall publicly state the intent to consider an exception and provide an opportunity for a public

hearing on the proposal at a regular board meeting prior to voting on any exception to these guidelines.

3. Selection of Name Recommendations

The naming committee, whenever possible, shall follow naming guidelines which include:

- The name will reflect the values, vision and goals of the district.
- The name will be known to, and significant to, the community and people of the district.
- The name will not conflict with other schools in the district or surrounding districts.
- The use of names of living persons will be avoided unless circumstances warrant an exception.
- 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.

The naming committee shall consider all submitted names and narrow the names to a list of no more than three to present to the Superintendent or designee. The naming committee shall prepare a written recommendation for the Superintendent or designee that includes suggested names, a rationale for each name, and a summary of the naming committee's process, discussion and research.

4. Name Recommendation

The final list of name recommendations shall be presented by the Superintendent to the Board in a public meeting. The list of names presented will include names, rationale and a summary of the naming committee's process, discussion and research. Discussion of the names shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Part of a School Campus

(e.g., a library, athletic field, gymnasium, or auditorium)

The name of part of a school or campus shall be based upon the same criteria as a new school or facility name.

Whenever the opportunity to name a portion of a building is presented, the Superintendent or designee will request that the current principal meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed name or recommend potential names. The principal shall prepare a written recommendation for the proposed new name or names to be considered for the Superintendent. The Superintendent shall present the proposed name or name(s) to the Board.

Discussion of the suggested name(s) shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Changing the Name of an Existing School or Facility

Existing facilities shall retain their name, regardless of the name of schools or programs within the facility.

Should a proposal to change a school or facility name be made, the proposal shall be presented to the Superintendent or designee. The proposal should include specific reasons why the request is being made and a suggested alternative name that meets criteria outlined above. If the Superintendent or designee

decides changing the school name should be considered he or she will request that the current principal to meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed change. The principal shall prepare a written summary of the support and / or opposition to the proposed change for the Superintendent.

If the Superintendent agrees with the rationale and there is sufficient support provided from the principal's summary, he or she will submit the proposed name change to the Board.

Discussion of the suggested name change shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Sponsorship

When individuals, corporations or other entities make significant contributions financially, in time and/or money toward a particular facility project, the District shall find appropriate means to recognize the contributions. Recognition may be in the form of signage, public honoring, displays, or other means deemed appropriate by the Superintendent or designee. The Board may consider the naming of a facility or portion of a facility after an individual, corporation or other entity that has made a significant financial contribution to a major project. For consideration, the financial contribution should equal at least 51% of the cost of the project. The Board shall also consider evidence of community support, characteristics of the donor, type of facility, duration of the naming, and conditions that might result in revocation of the name prior to taking action.

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, plaques installed on new construction projects will provide at least the following information:

1. Name of the school or building;
2. Opening date;
3. Names of the Board members on the Board at the time action on the construction contract occurred*;
4. Name of Superintendent**;
5. Name of architect;
6. Name of contractor;

At the Superintendent's discretion, names of other individuals whose contributions and efforts made the new facility possible may also be included.

**Names of former and current Board members will be included on the plaque should there be a change in members after action on the construction contract occurred.*

*** Names of former and current Superintendents will be included on the plaque should there be a change in Superintendent's after development has started.*