

**Bend-La Pine Schools
Bend, OR 97701
April 14, 2015**

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

The Board of Directors of Bend-La Pine Schools will meet in an executive session at 5:00p under ORS 192.660(2)(e) in room 312 followed by a regular meeting on April 14, 2015 at 6:00p in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

6:00	Call to Order	Co-Chair Helt
6:01	Pledge of Allegiance	Nori Juba
6:02	Review of Agenda	Co-Chair Helt
6:05	Public Input <i>This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic at the time you address the Board.</i>	Co-Chair Helt
6:10	Superintendent's Report	Superintendent Wilkinson

Consent Agenda

6:15	a. Approval of Minutes – March 10 & 17, 2015 Reference: ORS 192.650 and ORS 332.057	Co-Chair Helt
	b. Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen

Action

6:20	a. Resolution 1814 - Teacher Appreciation Week May 4-8, 2015	Superintendent Wilkinson
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Reports

6:23	a. Elementary English Language Arts Adoption Update	Lora Nordquist
6:40	b. STRIVE Update	Sal Cassaro
6:55	c. Buckingham STEM Focus School Update	Sunshine Dandurand
7:05	d. Financial Report	Brad Henry Zhai Logan

Policy Monitoring

7:15	a. BD GOV A.1 – Treatment of Students and Families	Superintendent Wilkinson
7:20	b. BD GOV A.1.A – Treatment of Public	Superintendent Wilkinson
7:25	c. BD GOV A.2 – Treatment of Staff	Superintendent Wilkinson

**Board Comments
Adjourn**

Bend-La Pine Schools Bend, OR 97701

The Board of Directors for Bend-La Pine Schools met in a regular meeting on March 10, 2015 in room 314 of the Education Center, at 520 NW Wall Street, Bend, OR 97701.

Board Members Present

Nori Juba
Cheri Helt
Peggy Kinkade
Ron Gallinat
Stuart Young
Julie Craig
Andy High

Call to Order

The meeting was called to order at 6:03p by Co-Chair Helt. The Pledge of Allegiance followed.

Public Input

Julianne Repman, Communication Director for Bend-La Pine Schools, shared facts from 50 years ago and wished Co-Chair Juba a Happy 50th Birthday. Cupcakes were served and the group sang and wished Juba a happy birthday.

Superintendent's Report

Superintendent Wilkinson shared recent high school boys basketball standings noting Mt. View High had won and will play in the semi-finals and Summit High is playing at 8:00p tonight. Summit High boys and girls Nordic Teams both won their State Championships. Bend High School girls won the State Swimming Championship and Mt. View girls took third. Summit boys won the State Swimming Championship and Bend High boys took second. Wilkinson also highlighted Battle of the Books and shared 23 schools had teams participating this past weekend with teams from Ponderosa and Summit High finishing first and will going onto compete at the state level.

Public Hearing: New Elementary School Naming Process

Co-Chair Helt recessed the regular board meeting at 6:07p and called to order the Public Hearing for naming of the new elementary school. There was no public comment. Co-Chair Helt closed the hearing at 6:08p and reconvened the regular meeting.

Consent Agenda

Andy High moved to approve the Consent Agenda. Peggy Kinkade seconded the motion. High and Kinkade withdrew their motions so the board could take action on each individual item of the Consent Agenda, noting multiple personnel items listed.

- a. Probationary teacher and administrator renewal – *Ron Gallinat moved to approve and Andy High seconded the motion. Unanimous approval.*
- b. Contract teacher and administrator extensions – *Peggy Kinkade moved to approve and Andy High seconded the motion. Unanimous approval.*
- c. Non-renewal of temporary teachers – *moved by Peggy Kinkade to approve and seconded by Julie Craig. Unanimous approval.*

Discussion

Superintendent Wilkinson welcomed Budget Committee members in the audience and shared the history of state funding for education. He reviewed the focus of the 2014-15 school year budget was to create a sustainable model that would be less dependent on one-time revenue.

Wilkinson reviewed the major cost drivers for the 2015-16 school year:

- Sustaining the district's investments made in 2014-15
- Opening two new schools
- Implementation of universal full-day kindergarten
- Supporting Phase 3 of the Digital Conversion
- Sustaining best practices in place from the TIF Grant as grant funding ends this school year
- Support for instructional materials

Wilkinson shared cost considerations for 2015-16 and the dollars and details associated to each. He explained the costs of full-day kindergarten and the analysis done shows the shift to universal full-day kindergarten will actually generate more revenue because the district will receive full-day per diem for each student. Further discussion ensued about kindergarten and full-day options and funding.

Wilkinson next explained the states proposed K-12 funding, currently at \$7.235 billion. He said funding at this level would significantly reduce district-funding levels per student, an analysis that various statewide groups (COSA, OSBA, etc.) agree with. The state is no longer in a recession, yet schools continue to be underfunded and he shared a break down of per-student funding for 2014-15 vs. 2015-16, noting Bend-La Pine Schools will lose \$84 per ADMw in the proposed budget, about a \$1.7 million loss. For Portland Public Schools, they face a potential loss of \$124 per student, or \$7.1 million overall.

Wilkinson noted Senator Knopp is pushing for \$8 billion and it is a critical time in the legislature right now as hearings are being held this week on funding. He shared concern of the Co-Chairs' desire to move through the hearing process quickly in order to approve the current number. He believes the proposed funding level is inadequate and does not provide for the district to sustain current efforts into the next school year. Wilkinson is supportive of Knopp's bill, but would also be pleased with \$7.8 billion, as that figure would help sustain current initiatives. He said many advocacy groups are fighting for \$7.875, which would be great as it would allow the district to start working on strategic investments for the future. Wilkinson offered to answer any questions.

Andy High asked Henry about possible implications of the PERS decision and said he would like to see a budget scenario that prepares the district for some of those possible effects next year. Henry said he would follow up with more information on what it could potentially mean for the future. He noted any decision would impact the 2016-17 fiscal year. Gallinat asked if there was a timeline for the budget decision. Wilkinson answered it seems the Co-Chairs are looking to push it through quickly, which is concerning to him. He encouraged any other questions be sent to Henry.

Reports

2015-16 School Calendars & 2016-17 Major Dates Calendar

Superintendent Wilkinson noted the proposed 2015-16 school year calendars for Bend and South County schools along with the 2016-17 major dates calendar. He reviewed the changes made for the current school year and proposed changes for 2015-16, which impact elementary conference dates. A correction was noted to November 12, it should say no middle school; high school is in session that day. Also noted was a possible correction to the Bend and Summit High graduation dates on the draft.

South County elementary schools will follow the Bend calendar and La Pine Middle and High will continue to operate on a trimester schedule as presented in the South County calendar draft. Wilkinson suggested approval of the calendars if there were no further questions. Andy High commented about the two elementary early release days, with a noon dismissal time, noting he heard feedback about how difficult scheduling was for parents for these two dates in particular. Wilkinson explained those dates were an effort to meet teacher contract language and realign conferences at all levels. High understood but would like to hear more details before going forward. Nordquist shared this schedule was an actual gain of

instructional time, and understand his concerns, however, she did also receive unsolicited emails and feedback from teachers about how much they appreciated the time given to prepare for conferences.

Peggy Kinkade moved to approve the 2015-16 Bend and South County Calendars and the 2016-17 Major Dates Calendar. Stuart Young seconded the motion.

Co-Chair Helt advocated for a two-week spring break, noting she does so each year. She would like to see a better balance of time off in the fall and spring for families to spend time with their children. She said there are other districts that do this and she has heard good feedback. Wilkinson likes the one-week spring break schedule and wished the fall could reflect more time in classes like the spring. Kinkade suggested looking at an additional day off in May as an option in future years.

Unanimous approval.

Kindergarten Survey

Lora Nordquist shared an executive summary and full-day kindergarten survey results. Nordquist explained the survey came about from Kinkade's desire to understand better if families preferred full or half-day kindergarten for 2015-16. The data results show a strong interest with moving to universal full-day kindergarten across the district. Nordquist proposed an idea similar to Beaverton School District: moving to full-day kindergarten, with math and reading instruction happening in the morning of all kindergarten classes. Parents who are interested in half-day kindergarten could pick their child up after the morning and would not miss out on math or reading instruction. She noted it is not a perfect option, but wants the message to be clear the district is an advocate for full-day kindergarten and children staying the full school day.

Brad Henry explained the ADMw would be weighted for those students who only attended half-day. Kinkade asked what teachers think. Nordquist said most do already teach literacy and math in the mornings and feels the proposal would not be too restrictive. Kinkade said she likes the idea as long as it is not too disruptive for teachers, classrooms, planning, etc. Helt agreed it is a valid option and thanked Nordquist for her efforts to find options that will meet the needs of all students and families.

New Teacher Compensation System

Superintendent Wilkinson introduced the New Teacher Compensation System team, noting Dan Jones, as been the lead in this effort. Jones thanked all team members for their time and efforts and shared a summary packet with the board of the work to date. Michele Oakes and Carrie Turrell reviewed the early career educator levels and five-year advancement plan, noting the detailed information is in the packets. Turrell explained a third-year probationary teacher, like herself, would have the option of choosing to be a part of the new compensation system, she is excited about the work and opportunities ahead, and will choose to be a part of the new compensation system.

Mary Doyle spoke about the professional level educator, explaining the goal is not to create more work, but to encourage those in this category to be more effective in their career, noting the strands are aligned with National Board Certified Teacher strands: equity, curriculum, instruction and leadership. Heather Anderson and Cindy Perkins shared how master level teachers would support early level teachers, and noted the packet reviewed the five core propositions of NBCT standards.

Zhai Logan reviewed a cost analysis of the new compensation model, which shows to be cost neutral. It will continually be monitored and at this point it is difficult to show the return on investment, however she feels that will be best seen in staff retention and student achievement. Chris Kuka shared the next steps in defining of the program will involve writing; he considers the document to be a living document that is purposeful and attentive to needs as they evolve. He shared his excitement in the caliber of teachers he feels will be attracted to this compensation system. Jones shared the committee and BEA have worked together on this concept and the union is supportive of the efforts. It has been a collaborative effort he is proud to be a part of, adding they are currently in the midst of a five-year agreement (with four-years remaining). Oakes added the advancement system with the new compensation model does not require

teachers to become NBCT, but it does require them to continue professional development and demonstrate effective teaching practices along with becoming reflective professionals. Wilkinson reviewed the history and the efforts of starting the process and allowing for teachers to transition into the new system. He said the intent is not to force people, but to encourage professional development and allowing those who are current teachers to make the choice. Wilkinson thanked Jones and the entire committee for their excellent work.

Peggy Kinkade applauded the work of the committee and noted the importance of $\frac{3}{4}$ of the committee members being teachers, as she believes it gives their efforts much more relevance. She was impressed by the work, the presentation and is excited about the program they have developed. She added the program speaks to how valuable teachers are and the value of teachers developing their craft. Stuart Young said the work is stunning, especially on a very difficult matter. He has some more questions on keeping it cost neutral but otherwise feels it is fabulous. Co-Chair Helt applauded the work and how great it is for the teaching profession, adding the private sector will be amazed with the efforts, as it is quite revolutionary and a true effort to move students ahead and keep teachers current and professional. She enjoyed hearing about the committee's work and is very proud to be associated to the idea.

Lora Nordquist shared she too, is proud, and the focus on student learning and the reflective practitioner are exciting. Ron Gallinat thanked the committee noting the phenomenal progression from an idea to reality. Gallinat said this compensation idea started with Wilkinson about nine years ago and gave Wilkinson credit for continuing to push the vision; adding Wilkinson's passion and vision for the teaching profession are admirable. Co-Chair Juba agreed and wished it hadn't taken nine years, but is thankful for all the excellent work.

Co-Chair Helt called for a short break at 7:32p.
The meeting resumed at 7:42p.

Action Items

Bend International School Charter Application

Co-Chair Helt welcomed Meera Rupp via conference call to the meeting to discuss the Bend International School Charter Application. Superintendent Wilkinson noted the final review of the application showed the charter met all standards set by the district with a couple of standards being partially met: facility confirmation being the main one, which is subject to the charter application being approved by the district. Wilkinson said the highest priority of the district is to guarantee and assure there are outstanding, high quality neighborhood schools for all students to access. He noted the balance of choice and assuring quality can be met and recommended moving forward with the application.

Stuart Young shared his support for Bend International School and added, as a board, they have to be very careful as they consider future potential applications and he would like to take an in depth look at curriculum and instruction which seemed a bit thin, noting in the development stage that is typical. He would also like to review student achievement and what BIS students are accomplishing in comparison to other district schools. He is very supportive of BIS and offered to make a motion, when appropriate, to approve the application.

Ron Gallinat thanked district staff members who were a part of the application review for their time and thanked Rupp for her work and efforts put into the application. Peggy Kinkade is supportive of charter schools and also believes the district is healthy and effective. She added, a charter needs to serve a need the district cannot reach and while she believes the district is doing a good job, she agrees BIS brings a different dimension and option for students. Kinkade noted her appreciation of district staff that worked to ensure the application met all district criteria and also thanked BIS organizers for their work to comply and meet standards.

Andy High asked how long would it be before a lease is confirmed for BIS. Wilkinson noted Bruce Churchill was in attendance and asked him to answer. Churchill explained Ken Spencer is planning to purchase the

property and develop the structure and then lease it to BIS. The financial model contains lease payments and he anticipated the property contract to be secured in less than a month. Helt expressed concern about the pending facility. Wilkinson noted if the board approves the application tonight, the next step is to draft a charter contract agreement between the district and BIS and at the time the board signs the contract a facility should be secured. Churchill noted there is an alternate location identified and a contingency plan in place if the current proposed purchase does not work out.

Co-Chair Helt said she feels all the goals of BIS are great and aligns with her vision of education, but shared her concern of the BIS model not being a proven model. She takes her seat on the board very seriously and the best care for all Bend-La Pine students is imperative. She said it is important BIS work with the district to make sure this happens. Rupp said she has been and will continue to collaborate with district staff members to ensure their program (instruction, curriculum, etc.) is in line with the district. Helt noted collaboration is imperative to the success of BIS, especially when they plan to take on 134 students and if the board endorses the application, she is happy to hear BIS is working closely with the district.

Co-Chair Juba said he is in favor of bringing something forward the district is currently not offering and is also in line with his personal vision of what education should look like. There are not many options for middle school aged students and recognized Wilkinson's recommendation to approve BIS as a K-8 charter school allows for more options for those students the district may not be serving. Julie Craig agreed with other board members and said she supports options in the district and commends Rupp for hearing the concerns of the district and modifying the charter application in response to the concerns shared. Craig said she looks forward to students having another great option.

Stuart Young moved to approve Superintendent Wilkinson and the district's recommendation to establish Bend International School as a charter school. Ron Gallinat seconded the motion. Unanimous approval.

Rupp thanked the board and district and said she looks forward to the future.

New Elementary School Naming

Tammy Doty noted the presentation at the last board meeting included three proposed names: Homestead Elementary, Amelia Earhart Elementary and Silver Rail Elementary and a new name: Horse Ridge Elementary. Peggy Kinkade asked Doty if the naming committee were to choose, which names do they support. Doty said Homestead or Silver Rail would be most strongly supported by the naming committee.

Ron Gallinat liked Homestead Elementary and Julie Craig liked Silver Rail Elementary, as did Co-Chair Juba. Andy High, Co-Chair Helt and Stuart Young all liked Horse Ridge Elementary.

Julie Craig moved to name the new elementary school Silver Rail Elementary. Co-Chair Juba seconded the motion. 6 yay votes. 1 nay (Co-Chair Helt). Motion carried to name the new elementary Silver Rail Elementary.

Superintendent Search Update

Co-Chair Juba said one of the most important jobs a school board undertakes is that of hiring a superintendent. Superintendent Wilkinson started in his position seven years ago and has been able to build upon the sound leadership of previous Superintendent Doug Nelson, noting Bend-La Pine Schools has had success in student growth and achievement during one of the worst recessions in history. He shared when he started on the board years ago; he felt the district was not up to par. Now, people move to Bend because of the schools and credited Wilkinson's efforts around instruction and attention to human capital, adding any of the three current Assistant Superintendents here could successfully lead any district in Oregon. Juba said Wilkinson has made it difficult to find someone to fill his shoes, noting his leadership is outstanding.

Juba reviewed the timeline of the superintendent search, with an aggressive campaign that started in November 2014. There were 45 applicants and MacPherson & Jacobson, the search consulting firm,

presented the board and interview team: Brad Henry, Gary Timms, Katie Legace, Linda Bradetich & Bob Markland with their top 12 candidates. The team interviewed seven semi-finalists of which four were identified as finalists who then went through an intensive full day interview process. Those four finalists included: Shay Mikalson from Bend-La Pine Schools, Rob Hess from Lebanon School District, Yvonne Curtis from Forest Grove School District and Sloan Presidio from Fairfax County School District. Juba shared the candidate pool was deep and broad with local and international candidates; several were high caliber and extremely well qualified. The board spent many hours in deliberation on March 7th and are ready to vote on a top candidate.

Juba entertained a motion to name a top candidate noting the appointment will be subject to contract negotiations, a successful site visit and completion of a background check.

Andy High moved to name Shay Mikalson as the top candidate for Superintendent of Bend-La Pine Schools. Julie Craig seconded the motion. Juba asked board members to share any comments or statements prior to voting.

Peggy Kinkade shared the applicant pool was impressive, adding Mikalson could have been considered an 'underdog,' however, the board recognized Mikalson knows the strengths of the district and has been a key part of the great work Superintendent Wilkinson has done. She was impressed and feels Mikalson will push the district farther and faster than any other candidate. Mikalson challenged board members in his interview to up their game and she was impressed with his drive and vision and shared her excitement in working with Mikalson and his team. Kinkade also complimented Mikalson's character, ethics and vision.

Julie Craig felt like each time the board spoke with Mikalson she was blown away more than the time before. His vision is exciting, and a bit intimidating for a board member; however, she is very excited for the future and is proud to have such great talent to lead the district. She shared the selection process was huge and not taken lightly by any. Craig also thanked Juba and Kinkade for their work coordinating the search process.

Ron Gallinat took to this process with an open mind and said each of the finalists would have brought strengths to the district and had great qualities. He is excited and looking forward to the vision and the work ahead and thanked all board members and interview team members for their time.

Andy High congratulated Mikalson and thanked all the candidates for putting their names out there and being willing to go through such a tough process. He said the vision of his children going through our schools and continuing to draw more families here because of our quality schools weighed heavily in his decision-making. High said many feel like they are experts in education because they went through it themselves, but he noted, Mikalson is clearly the top expert. He thanked fellow board members and wished the best to Mikalson and his family and thanked him for being a part of this process.

Stuart Young congratulated Mikalson, adding he has an awesome, exciting and challenging future ahead of him, along with major responsibility which Young is confident he can manage. Young shared the board was looking for someone with integrity; he feels they have succeeded, adding Wilkinson has lived it and Mikalson has it. He is excited about the future and thanked Juba for understanding the process and leading a great search effort, adding he has been on both sides of the process and was so pleased with the collaboration and efforts to sort through the exceptional pool of applicants. Young feels Mikalson has overwhelming talent to take the district to the next level.

Co-Chair Helt shared she wanted to do a national search because she feels the district, staff and students deserve the very best superintendent. There were incredible candidates and it was a long process with each of the finalists having incredible strengths to offer. Mikalson's vision ultimately matched what the board was searching for and she feels he will be able to move the district faster than any other and appreciates his clear and articulate vision. She added, Mikalson has very qualified people to work with here in the district and she looks forward to the team he will develop. She complimented the staff and students

of the district and noted the very unique opportunity to continue the growth and visionary work of Wilkinson. She feels the board has made the right decision.

Co-Chair Juba noted his earlier comment about building human capital and it's a great responsibility of a leader, adding Wilkinson has recruited, nurtured and developed exceptional talent within the district. He shared his appreciation of Mikalson's clear vision and how the district can serve all children and liked the way Mikalson plans to execute his vision and build relationships to empower others to do great work. Mikalson clearly came out as the top candidate and Juba feels the journey ahead and continued efforts to move forward will be exciting for everyone in the district.

Unanimous approval of motion to name Shay Mikalson as the top candidate for new superintendent.

Mikalson shared his excitement and said he is humbled by the opportunity, adding it will be impossible to fill Wilkinson's shoes. He said Wilkinson leads with his heart, is a man of integrity and a great mentor. Mikalson is committed to lead and move the district to the next level, build upon the legacy and not change, but reimagine district priorities and increase the ability to meet the needs of all students. He is incredibly excited about the future to lead from his heart and work tirelessly so that all students are thriving toward their future.

Board Comments

Peggy Kinkade thanked Co-Chair Juba for taking the lead in the superintendent search process. She is impressed and thankful for the great foundation Superintendent Wilkinson has built. She also thanked the teacher compensation team members for their work and shared how proud she is to be a part of the district.

Stuart Young thanked Co-Chair Juba for his leadership in the search and complimented the great process.

Co-Chair Juba shared a story of the board taking a break during the day of final deliberations for the new superintendent to go watch Andy High's third grade son's basketball game. The opportunity to watch students made him appreciate the board needs to think about every student and gave great perspective to the importance of the process and selecting a superintendent that will have the most immediate, positive impact for students. Mikalson is that person. Juba reflected on Wilkinson's time as superintendent noting his keen interest in pushing the district from good to great and move toward world class schools, the idea of preparing students for their future, not the past. The approval of Bend International School is a good example that one size does not fit all and the district is committed to all students. Mikalson understands the importance of professional development and brings a clear vision of what has to be done and understands the needs of staff and students.

Juba added, it has been a great birthday for him: an alternative middle school option has been approved, a new compensation system has been presented and a new leader has been announced who he is confident will serve the district well. He said it has been a pleasure working with the board and Wilkinson and the past 10 years have been enjoyable and exciting.

Co-Chair Helt thanked the interview team and board for their time spent on the superintendent search and staying passionate and focused on finding the best. The dedication and the extra work will benefit staff and students. She thanked Juba for leading the search efforts and Wilkinson for the foundation he has laid. She also thanked Mikalson for his vision and desire to take the district to the next level. She noted she will be attending a meeting in Salem and plans to advocate for more funding.

Meeting adjourned at 8:39p

Respectfully submitted,
Andrea Wilson

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

The Board of Directors for Bend-La Pine Schools met in a regular meeting on March 17, 2015 in the Future Center at Bend Senior High School, 230 NE 6th Street, Bend, OR 97701.

Board Members Present

Nori Juba
Julie Craig
Peggy Kinkade
Andy High
Ron Gallinat
Absent:
Cheri Helt
Stuart Young

Call to Order

The meeting was called to order at 12:00p by Co-Chair Juba. The Pledge of Allegiance followed.

Review of Agenda

Co-Chair Juba noted the revised agenda.

Public Input

There was no public input.

Action Items

Approval of GMP Recommendation

Brad Henry noted the updated to the GMP wording and explained on November 18, 2014 the Board held a Public Hearing and approved the use of a CM/GC process for the 2015 summer projects at Bend Senior High, La Pine High, Jewell Elementary and Highland Elementary. Since that time in November, four proposals were received and a committee comprised of Mike Tiller, Angus Eastwood, Andy High and Peggy Kinkade chose to award P&C Construction the CM/GC contract.

Henry reviewed the recommended motion and Kinkade asked about the difference in numbers from the project budget vs. what is in the motion. Henry said Phase 1 work (approximately \$37,000) is included in the total as part of the motion. Kinkade commented the project has gone over budget because of the scope increase at Bend Senior High and the District is hopeful that the contingency figure, or part of it, listed will be refunded back to the District once the project is completed. Henry noted the actual construction bid could go down and the District has control over the contingency. Andy High explained to other board members that this meeting was called to get approval for the GMP so that the District could begin work and start ordering products that have a longer lead time during spring break.

Ron Gallinat moved to approve the CM/GC contract awarded to P&C Construction to include an increase in the Guaranteed Maximum Price of \$11,643,606 for the Phase 2 activities. Peggy Kinkade seconded the motion. Andy High declared a potential conflict of interest as PC&C Construction and a number of the sub-contractors they will use are COBA members (High's place of work), however, he does not see any potential personal gain with this approval. Unanimous approval.

Approval of Superintendent Contract

Co-Chair Juba shared a copy of the current draft of contract for Shay Mikalson as new superintendent. The compensation package reflects a salary that is competitive with other like size districts in the state and

also includes a performance-based component, which would allow for up to 10% of the base salary to be earned. Juba said the benefits package mirrors that of the BLAST group and a slight modification have been made to the termination clause, specifically to pay. Andy High asked when the contract would be effective. Juba answered July 1, 2015 and has a three-year duration.

Andy High moved to approve the Superintendent Contract as proposed with Shay Mikalson. Ron Gallinat seconded the motion. Unanimous approval.

Peggy Kinkade shared her thanks to Juba and Mikalson for working together to complete the contract.

Board Comments

There were no board comments.

Meeting adjourned at 12:09p.

Andrea Wilson
Confidential Superintendent & Board Assistant
3.17.2015



HUMAN RESOURCES

Education Center

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Educating Each Student to be a Thriving Citizen

April 9, 2015

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirees at the school board meeting on April 14, 2015. All hires are subject to successful drug testing.

Certified Hires

Name	Position	Location	Status	Hire Date
Brown, Lindsey A.	Elementary Teacher #105531	TBD - District Wide	Regular	04/14/2015
Camren, Kimberly	Elementary Teacher	Buckingham ES	Regular	04/14/2015
Collins, Kelly	School Psychologist @ .50 FTE #105548	Special Programs	Full-time Regular	04/14/2015
Daugherty, Whitney	Elementary Teacher #105531	TBD - District Wide	Regular	04/14/2015
Hester-Sherett, Jennifer	Intermediate DI Teacher #105516	Bear Creek ES	Regular	04/14/2015
Hymans, David	Band Teacher #105544	Mtn View HS	Regular	04/14/2015

Certified Resignations

Name	Position	Location	Hire Date End Date
Saliccioli, Azlan	K-8 Teacher	Westside Village ES	08/28/2012 06/30/2015
Schmitz, Julie	Family & Consumer Studies	Mtn View HS	10/31/2012 06/30/2015
Wirtz, Thomas	Industrial Arts	Mtn View HS	08/25/2014 06/30/2015

Certified Retirements

Name	Position	Location	Hire Date End Date
Delach, Donald	7/8 Science/Drama Teacher	Pilot Butte MS	08/26/1992 06/30/2015
Frede, Peggy	Music Teacher @ .80 FTE	Elk Meadow ES	08/25/2008 06/30/2015
Holiday, Mark B	7/8 Science Teacher	High Desert MS	08/31/1983 06/30/2015
Holm Bundy, Lynne	Educational Evaluator	Special Programs	08/30/1994 06/30/2015
Markland, Robert	BEA President		07/01/1991 06/30/2015



HUMAN RESOURCES

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Administrative Resignations

Name	Position	Location	Hire Date End Date
Camren, Kimberly	Principal	RE Jewell ES	07/01/2012 06/30/2015

Administrative Hires

Name	Position	Location	Status	Hire Date
Birk, Lisa E	Assistant Principal	Pacific Crest MS	Temp to Regular	04/14/2015
Burley, Linda	Assistant Principal	High Lakes ES	Temp to Regular	04/14/2015
Catterson, Brooke	Assistant Principal	Ponderosa ES	Temp to Regular	04/14/2015
Healy, Jennifer	Principal	Wm E Miller ES	Temp to Regular	04/14/2015
Marks, Joshua	Assistant Principal	RE Jewell ES	Temp to Regular	04/14/2015
McClain-Madden, Marie	Assistant Principal	Juniper ES	Temp to Regular	04/14/2015
Myers, Ned	Assistant Principal	Lava Ridge ES	Temp to Regular	04/14/2015
Wolford, Heather	Assistant Principal	Pine Ridge ES	Temp to Regular	04/14/2015



HUMAN RESOURCES

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April 9, 2015

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

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

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on April 14, 2015:

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bennett, Timothy	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	4/2/15
Bentley, Russell	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	4/2/15
Cady, Joshua	105468 EA – Inclusion	Pilot Butte	Temp 7 hrs / day	3/30/15
Collins, Richard	105556 Custodial Crew I	Bend High	Reg 8 hrs / day	3/9/15
Dowler, Stephen	105569 Bus Driver	La Pine Transportation	Reg 4.5 hrs / day	3/16/15
Evans, Carol	105585 Office Manager II	Bear Creek	Reg 8 hrs / day	4/1/15
Harvey, Melissa	105343 Nutrition Server I	Buckingham	Reg 2.5 hrs / day	4/6/15
Lopez, Steven	105576 Summer Mowing Crew	Maintenance	Temp 8 rs / day	4/2/15
McAuslan, Morgan	105556 Custodial Crew I	Summit	Reg 8 hrs / day	3/9/15
O'Campo, Susan	105568 Bus Driver	La Pine Transportation	Reg 4 hrs / day	3/16/15
Pardo, Katherine	105542 Office Manager II	Silver Rail	Reg 8 hrs / day	3/17/15
Schulze, Zachary	105564 Custodial Crew I	Sky View	Reg 8 hrs / day	3/9/15
Simpson, Robert	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	4/2/15
Skinner, Rodney	105556 Custodial Crew I	Mountain View	Reg 8 hrs / day	3/9/15
Smith, Joseph	105556 Custodial Crew I	Mountain View	Reg 8 hrs / day	3/9/15
Spetter, James	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	4/2/15
Stein, Rainie	105539 Office Manager II	La Pine Middle	Reg 8 hrs / day	3/19/15



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 383-6464
Fax: (541) 383-6117*

Szigeti, Lynn	105561 Nutrition Tech II	Bend High	Reg 3.25 hrs / day	3/17/15
Warkentin, Bill	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	4/6/15

Classified Resignations

Name	Position	Location	Resign Date
Brooks, Mary	Media Manager I / School Secretary II	Ensworth	10/2/03 – 6/15/15
McCullough, Tanner	EA – Student Instruction	Amity Creek	1/6/14 – 6/11/15
Northup, Debra	Nutrition Server I	Buckingham	8/25/14 – 4/17/15
Valdovinos, Blanca	Nutrition Server I	Buckingham	1/13/14 – 3/13/15
Vandehey, Karin	EA – Inclusion	Juniper	1/22/97 – 3/16/15

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

RESOLUTION NO. 1814

Teacher Appreciation Week

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Bend-La Pine Schools Board of Directors proclaims May 4-8, 2015, to be **TEACHER APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Bend-La Pine Schools Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this ____ day of _____, 2015.

Signed:

Chair

Attest:

Superintendent

Executive Summary

Lora Nordquist, Assistant Superintendent of Elementary Education

Elementary Reading Instructional Materials Adoption

During the 2013-14 school year, staff in Bend-La Pine Schools began the English language arts materials adoption process. To begin the work, the district team, with representation from all schools and departments, crafted a set of core beliefs based on current research and practice. The core beliefs are included with this summary.

The team decided to focus work on speaking, listening and writing during the 2013-14 school year, and then make reading materials recommendations during the 2014-15 school year. The timeline for the elementary team's work is also attached with the summary.

The elementary team (roster included) has spent several months reviewing best instructional practices, a variety of curricular materials, and information from district pilot sites.

The team is recommending the school board adopt McGraw-Hill's *Reading Wonders* as the district's elementary core reading program.

Bend-La Pine Schools

English Language Arts/Literacy Core Beliefs K-12 (2014)

Our district program, aligned with the Common Core State Standards and our commitment to ALL students' success as literate, thriving citizens, must include the following:

Curriculum and Instruction that...

- are articulated, guaranteed, and viable.
- include a balance of both fiction and nonfiction text with varying and appropriate levels of complexity *that are accessible to all students*.
- include a balance of narrative, informative, and opinion/argument writing with varying levels of task complexity.
- integrate language arts content and skills that develop reading, writing, speaking, listening, and language across content areas.
- support equitable learning opportunities for students by differentiating, within and beyond core instruction, according to students' learning needs.
- provide appropriate data driven interventions and enrichments for readers and writers.
- are innovative, while supported by current educational research.
- include purposeful, explicit instruction providing appropriate levels of challenge for all learners.
- allow students to demonstrate close analytical reading skills of complex text, through evidence-based writing and extended discussion.

Assessment systems that...

- include formative, interim and summative assessments.
- promote intentional use of formative assessment data by both teachers and students to inform instruction and to ensure commitment to success.
- include rigorous performances, requiring a repertoire of skills on the student's part.
- emphasize assessment feedback that provides specific guidance on students' next steps to improve, fosters greater student understanding, and helps students progress towards learning targets.
- promote self and peer reflection and goal setting.

Professional development that...

- is content- or instruction-focused, ongoing, experiential, collaborative, job-embedded and relevant to teacher and student needs.
- aligns to the instructional demands of the CCSS, emphasizing critical thinking, problem solving, and best instructional practices integrated across all content areas.
- provides focused time within the workday for effective implementation processes, including learning new skills, coaching, practice and reflection.
- is differentiated according to student, staff and school needs.
- includes all certified and classified staff responsible for implementation.
- is structured to provide both implementation support and accountability from colleagues.
- focuses on effective instruction for students with unique learning needs.

In order to close the achievement gap, we must...

- accept a unified responsibility to educate each student as a unique learner.
- *continually develop our culturally responsive practices*.
- engage in collaboration with district-wide vertical and horizontal planning teams to ensure a cohesive curriculum focused on best instructional practices.
- ensure a guaranteed and viable core curriculum for all students, with classroom-based differentiation and scaffolding, along with appropriate enrichment and intervention supports.
- ensure accessibility for ALL learners through equitable and efficient use of resources.
- routinely provide explicit and relevant vocabulary instruction across all content areas.
- emphasize foundational skills in reading, writing, listening and speaking.

2014-2015
Elementary English Language Arts Adoption Team

<u>Position</u>	<u>Name</u>	<u>School</u>
K	Heather Wiggins	High Lakes
1	Kelly Cloud Larissa Thompson	Jewell
2	Frans Alajoki Michelle Mooney Penny Watkins	Amity Miller Jewell
3	Michele Cross 2/3	Highland
4	Tracy Mauze Heather Anderson Dyan Sultzer	La Pine Juniper
5	Michelle Jeffcott Nick Smith	Ponderosa
Admin	Carol Hammett Wendy Winchel Paul Dean Linda Burley Kelle Hildebrandt Brooke Catterson	Amity Westside Highland High Lakes Elk Ponderosa
Title	Becky Hillman Debbi McMahon Jenn Montoya Heather Dunn Nichole Reiland Nicole Ricketts Nighean Madden Tara Wydra	Pine Ridge Elk Meadow Elk Meadow Rosland Buckingham Ponderosa Ensworth Three Rivers
ERC/Speech	Shannon Poe Holly Reynolds Colleen Funderberg	Speech ERC Miller TOSA
ELL	Melinda Brown Kinsey Martin	Elk Meadow Bear Creek

Other: Michele Oakes and Julie Walker

ENGLISH LANGUAGE ARTS MATERIALS ADOPTION PROCESS: K-5

January 2014-December 2014

- Drafting, editing, finalizing of core beliefs
- Writing curriculum review and adoption of materials for implementation, September 2014
- Implementing 4-day writing institutes in Summer 2014, One-day trainings for all K-5 classroom teachers
- Providing monthly school improvement Wednesdays dedicated to the implementation of best practices in writing instruction

January 2015-March 2015

- Drafting of best instructional practices in the teaching of reading
- Reviewing materials and publisher presentations
- Piloting of materials in four classrooms
- Researching other district using materials
- Receiving feedback from K-5 instructional staff
- Receiving feedback from community members

March 2015-August 2015

- Reaching consensus around materials options
- Drafting plan for professional learning
- Planning for summer professional learning
- Planning for on-going professional learning

*Every elementary school in Bend-La Pine Schools had a representative serving on this committee



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

April 6, 2015

To: Mr. Ron Wilkinson, Superintendent

From: Zhai Logan, Business Manager

RE: Financial update for school year 2014-15

Mr. Wilkinson,

Following you will find a financial update for the 2014-15 school year. This information includes actual data through March 31, 2015, with projections to the end of the year. The included adjustments have increased the projected ending fund balance to \$7.9 million. This is the amount that we will include in the proposed budget for 2015-16 as the beginning fund balance.

For revenue, we have received revised state school fund estimates for 2013-14 and 2014-15. While the 2013-14 estimate is about what we expected, the 2014-15 estimate included a bit more local revenues statewide. This additional local revenue, combined with more average daily membership for our district, translates to approximately \$400K more revenue. We will receive a final 2013-14 reconciliation and a new estimate for 2014-15 in May.

On the expenditure side, as we get more actual data for 2014-15, we are able to estimate expenditures closer and we are projecting our salaries and benefits to be approximately \$550k less than the prior financial projection.

As I stated above, we project that our fund balance at the end of 2014-15 will be approximately \$7.9 million. This is the amount we will use as the beginning fund balance for the 2015-16 budget process.

Please let me know if you have questions or comments.

Zhai

Bend-La Pine Schools
Statement of Revenues and Expenditures
Fiscal Year to Date as of March 31, 2015 with projections to end of year
General Fund - Operations Sub-fund

	FY 2014-15		
	Adopted Budget	Projection to Year End	Budget Variance
Resources:			
Beginning Fund Balance	6,950,000	7,083,768	133,768
<u>Revenue</u>			
Formula revenue:			
Tax Revenue	60,537,258	63,500,000	2,962,742
State School Fund	67,018,598	66,473,272	(545,326)
Federal Forest Fees	-	-	-
Common School Fund	1,435,683	1,530,000	94,317
County School Fund	175,000	175,000	-
Total formula revenue	129,166,539	131,678,272	2,511,733
Earnings on Investments	200,000	200,000	-
Local Sources - Other	1,842,500	1,812,500	(30,000)
Intermediate Sources	1,750,000	1,700,000	(50,000)
State non-formula resources	1,037,000	887,000	(150,000)
Federal non-formula resources	28,000	28,000	-
Total Revenues	134,024,039	136,305,772	2,281,733
Total Resources	140,974,039	143,389,540	2,415,501
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	45,741,417	46,029,825	(288,408)
Classified	17,783,450	17,798,263	(14,813)
Administrators and supervisors	5,969,490	6,168,624	(199,134)
All other salaries	1,761,662	1,991,662	(230,000)
Total Salaries	71,256,019	71,988,375	(732,356)
Payroll Costs & Benefits	39,018,573	39,095,237	(76,664)
Total salaries, payroll costs and benefits	110,274,592	111,083,612	(809,020)
Utilities & Purchased Svcs	13,822,694	14,222,694	(400,000)
Supplies, Texts, Tools	6,405,572	6,405,572	-
Equipment	31,480	31,480	-
Dues, Fees and Liability Insurance	760,448	760,448	-
Transfers	2,982,986	2,982,986	-
Total expenditures	134,277,772	135,486,792	(1,209,020)
Excess of Revenues over Expenditures	6,696,267	7,902,748	1,206,481
Operating Contingency	-	-	-
Unappropriated Ending Fund Balance	6,696,267	-	-
Fund Balance, Ending	-	7,902,748	1,206,481

Projected ending fund balance June 30, 2015

7,902,748

Fund Balance as a percent of revenues

4.75%

5.51%

**POLICY MONITORING
BD GOV A.1
TREATMENT OF STUDENTS AND FAMILIES**

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
BOARD GOVERNANCE POLICY

TITLE: Treatment of Students & Families
TYPE: EXECUTIVE LIMITATIONS
CODE: BD GOV A.1

With respect to interactions with students and families, the Superintendent shall not cause or allow conditions, procedures, decisions or activities to exist that are unsafe, disrespectful, undignified, unnecessarily intrusive, or that fail to provide appropriate confidentiality or privacy.

There exist within Bend-La Pine Schools a variety of required Board Policies and Administrative Regulations that address each of these items. For example, policies and procedures address emergency planning and procedures, safety programs, non- discrimination, harassment, equal educational opportunities, weapons, discipline, confidentiality, protection of student records, and more.

The Superintendent shall not:

1. Fail to make reasonable accommodations to communicate with students and families on a regular basis.

A wide variety of approaches are utilized to ensure that accommodations are made to communicate to students and families on a regular basis.

Our Communications Department provides content for school newsletters, partner agency publications, chamber publications, local economic development publications, and more. The department handles district level emergency information dissemination to parents, staff, students, families, and the community. Regular news releases and e-News Briefs are also issued through our Communications Department. Those releases are posted on our website, and are included in part in school newsletters when applicable, are posted on social media sites (including Facebook, Twitter and LinkedIn), and are re-disseminated via social media followers. Social media sites, our website homepage, and We're Hearing Many Things page, are also used to highlight our numerous student and staff achievements on a regular basis.

We have a close working relationship with members of the media, and work in partnership with staff to deliver hundreds of stories about district students, staff, and families showcased at each of our major media outlets annually.

A dedicated telephone line for emergency, weather delay, and closure information was introduced in 2009 by the Communication Department. Following the success of the English language line, a Spanish language emergency, weather delay, and closure information line was added in 2010. During inclement weather the lines received thousands of calls each day. The line allows families and students one more tool for receiving immediate communication about weather related events, closures, and emergency information.

For the past three years the Communications Department has provide instant text updates in emergency situations through BLConnect; a subscriber based emergency text message alert system. The system user numbers continue to grow and the tool has proved to be a valuable resource to parents, students and community members.

Synervoice auto-dialing and email distribution also prove to be valuable tools to deliver attendance and informational messages to parents.

Parent-teacher conferences dates are scheduled annually. Attendance at conferences is very high in the elementary grades, but tends to diminish for older students. Teachers are encouraged to meet with their students' parents at any time throughout the school year – not just at the scheduled conferences.

Each school has a regular newsletter ranging from weekly to monthly to quarterly. These are made available in both digital and paper versions.

2. Fail to establish and effectively utilize a collaborative and participatory process when making a significant decision which impacts students and families.

Whenever major decisions are to be made, we plan a process to involve key stakeholders and constituents in a collaborative and participatory manner.

Recent examples include:

-Hiring of administrative staff requires a high degree of involvement from parents and students, as well as staff. Each hiring committee is to include parents and students where appropriate. In all cases, students are involved in some manner. For example, each final candidate for a building administrative position is given a tour of the school by students who then provide feedback to the hiring committee. At the high school level, a separate student interview is usually incorporated as part of the hiring process. Experience indicates that the hiring committee values the students' thoughts and opinions. Parents, students, and community members are actively involved in the decision to hire new building administrators.

-Parents continue to be active members in Sites and Facilities and Budget Committees.

-Most schools have active parent components through either site councils and/or parent organizations such as PTA/PTO or booster clubs. In particular, site councils are involved in working on goal setting with the schools.

In instances where initial collaborative efforts appear insufficient efforts are immediately made to expand communications and the process for parent participation.

3. Elicit information for which there is no clear necessity.

Any survey from outside and/or inside groups, which request student or family participation, is scrutinized with this standard.

4. Fail to provide a fair, timely and uniform student discipline process.

Student disciplinary procedures are clearly defined in Required Policies and Administrative Regulations. These are included in each school's handbook in either their entirety or adapted by the principal for the school. Major district code and conduct requirements are distributed to each family annually through the district's "Handbook & Calendar". Annual training for administrative staff is conducted to ensure consistency.

5. Fail to provide a complaint process and timely response to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.

All schools have a procedure consistent with policy. Within our administrative organization, a central office administrator is assigned to supervise schools. This administrative organization enables a clear path for timely and effective responses to complaints. It also ensures that there is a closer working relationship between the district office and school principals.

6. Compel students to participate excessively in (nor feel undue pressure to participate in) fundraising activities, nor to participate in fundraising activities where they do not have a direct benefit.

In today's challenging economic times we are keeping an even closer eye on fundraising activities to ensure that they do not pose an undue burden on our community.

7. Ask families to pay excessively for necessary components of the students' education.

The Commercialism Committee reported that there is not an excessive amount of charges for necessary aspects of a students' education.

**POLICY MONITORING
BDGOVA.1.A
TREATMENT OF PUBLIC**

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

BOARD GOVERNANCE POLICY

TITLE: TREATMENT OF PUBLIC

TYPE: EXECUTIVE LIMITATIONS

CODE: BDGOV A.1.A

With respect to the interaction with the public at large or individual stakeholders, the Superintendent shall not allow conditions to exist that are disrespectful, unfair or neither demeaning, nor that excludes the public from participation in discussions leading to significant decisions.

Bend-La Pine Schools utilizes a variety of Required Board Policies and Administrative Regulations that are designed to ensure respectful interaction with the community.

The community is encouraged to be involved and heard during significant decision making processes. Stakeholder groups are identified to ensure that a wide representation of the community is included in discussions.

Each year the superintendent receives input, comments and concerns from hundreds of stakeholders via personal contact, email, school based meetings, community meetings, board meetings, and phone. These many individuals represent the many facets of our community from senior citizens, community professionals, business owners, parents, students, and staff members and more.

The Superintendent shall not:

1. Make significant decisions, which impact the school community without establishing and effectively utilizing a collaborative and participatory process.

Decisions that impact the school community are made using a collaborative and participatory stakeholder process that expands as the level of necessary participation or interest increases.

For example, during the recent superintendent hiring process, public input on desired qualities for the next superintendent was solicited through an online survey and a series of public input sessions. The finalist candidates participated in public forums as one step in their selection process with written feedback from the public participants in that process collected and considered.

In our interview process for selection of school principals, stakeholder groups are involved in many ways and on many levels. Student groups and school site councils are a key part of the interview process. The community is asked for comments after meeting candidates at forums, and staff and school board members are involved through group and/or one-on-one interviews with candidates.

The development of the recommendations for restructuring of school attendance boundaries to accommodate growth and opening of two new schools is another example of a process that includes input and feedback from a broad group of constituents in a collaborative manner. The Boundary Review committee held many work session meetings that were open to the public, and included three rounds of public forums at multiple sites at different stages of the work. The superintendent appointed the committee in a manner to include volunteer community members and selected staff members to consider many public interests and perspectives. The committee effectively utilized a collaborative and participatory process throughout its work.

2. Fail to assure that the district has effective, proactive and responsive information processes.

Thanks in part to the work of the Communications Department; the district has an effective, proactive, and responsive information process. District information is made available in multiple ways. Numerous, timely press releases are disseminated within the district to all school staff, key stakeholders, and to all news media on a regular basis. This information is also shared via social media sites. Key Communicators receive numerous pieces of information from press releases and e-news alerts to simple updates, and members are invited to school events.

Thanks to vigorous relationship building, the school district's web page link is showcased on many area business websites including the Bend Chamber of Commerce, media websites, realtor websites, and more. The Bend-La Pine Schools website continues to be one of the first places that visitors and residents turn to for information about schools – and the site 'visits' are on the rise.

Positive relations with local media are a priority. Bend-La Pine Schools stories are told time and time again in print and broadcast media. During the 2013-14 school year alone, hundreds of Bend-La Pine Schools stories ran in the daily newspaper, and hundreds more were broadcast on radio and television as well as appeared in online news bureaus.

The superintendent is a regular monthly guest on the radio show, *Our Town*, along with other staff members. The superintendent, staff, students and volunteers appear often on local broadcast news programs. These opportunities allow the community to call-in with questions and create one more layer of communication with the community as a whole.

The superintendent is a regular guest for local community groups to share the District story.

Of note, area businesses use information from our Communications Department and website when advertising for job vacancies. Thus, indicating that businesses value the strength of our schools in recruitment of employees.

Annually, and in partnership with the Education Foundation, the "Principal for a Day" program brings business leaders into the schools. In 2009 we added a Retired Educators Luncheon to keep communications open with this group of key supporters and communicators in our community. This has proved to be a very well attended event and great venue for open dialog about our successes and opportunities.

Our communication with the public is effective, proactive and responsive thanks to our many information dissemination processes.

3. Fail to provide reasonable mechanisms for dialog between stakeholders and the school district.

Public input is encouraged at each School Board meeting. Time is allowed for any patron to address the Board.

The superintendent's office number and e-mail address are made widely available and are common communication outlets for many patrons.

The superintendent receives and responds to numerous email, phone, and postal mail correspondence from patrons each week. Patrons often copy the superintendent on correspondence to school principals and staff as well.

School Board member and school/building contact information is also available on the district website.

The district has several electronic means for communication from parents to be collected, including messaging on social media pages and dedicated email addresses on the district website. (info@bend.k12.or.us)

4. Fail to provide appropriate confidentiality or privacy.

District policies and procedures address protecting confidentiality. Steps have been developed to ensure privacy standards are met with regard to directory information.

5. Fail to inform the public of this policy.

The school district's "Handbook & Calendar" includes the text of this policy as well as the text of the "Treatment of Students and Families" policy, and the text of the Administrative Regulation on the public complaint process. The school district calendar is disseminated to all families and is available to community members upon request.

**POLICY MONITORING
BDGOV A.2
TREATMENT OF STAFF**

**BEND-LA PINE SCHOOLS
BOARD GOVERNANCE POLICIES**
Administrative School District No. 1
Deschutes County, Oregon

TITLE: TREATMENT OF STAFF
TYPE: EXECUTIVE LIMITATIONS
Code: BDGOV A.2

With respect to the treatment of paid and volunteer staff, the Superintendent shall not cause or allow conditions, procedures, decisions or activities to exist that are unfair or demeaning, unsafe, disrespectful, undignified, unnecessarily intrusive, or that fail to provide appropriate confidentiality or privacy.

The Superintendent shall not:

1. Operate without written personnel procedures that clarify personnel rules for staff.
Our District has written procedures that identify rules and processes for a multitude of different personnel functions. Even then, situations may arise where the written procedures do not appear to cover the situation. In those cases administrative staff review the situation to determine whether a written procedure needs to be developed. District administrative staff works with legal counsel to review and update current written policies and rules, as well as design new procedures and rules when deemed necessary.
2. Fail to provide for effective handling and redress of grievances, and protect against wrongful conditions.
Both collective bargaining agreements have specific due process procedures for handling of grievances brought by employees. In addition, the District has an established complaint procedure. We work hard to follow those procedures and to resolve issues at the most informal level possible. District-level administrators work closely with principals and supervisors at each school and department to resolve issues. It is always the district's intent to provide multiple opportunities for informal problem solving prior to any issue rising to a formal grievance level.
3. Fail to provide an environment where staff feels safe in expressing concerns in a professional manner, nor where repercussions take place for such expressions.
The Education Center administrative staff works hard to create a positive environment for the entire District. Building and department administrators and supervisors are encouraged to support an environment conducive to sharing diverse opinions. An important emphasis is placed on dealing with concerns in a professional manner.

4. Prevent staff member (s) from grieving to the Board when:

a. Internal grievance procedures have been exhausted and;

b. The employee alleges that either

(1) Board policy has been violated to his or her detriment or;

(2) Board policy does not adequately protect his or her human rights.

Grievance procedures allow for appeal to the Board after other steps have been exhausted. Although we attempt to resolve issues earlier, occasionally a grievance needs to be brought to the Board level, following appropriate due process measures.

5. Operate without a collaborative and participative environment.

Specific steps are established with most major decision-making processes to promote collaboration and participation of staff in decision-making.

Administrators and supervisors are constantly encouraged and/or directed to involve others in developing solutions. The district continues to enhance current, and add additional, opportunities for staff to be involved in school and district level decision making and leadership. Examples of meaningful teacher leadership opportunities include collaborative design and refinement of evaluation systems, mentoring of new teachers, new teacher advancement and compensation system, CLASS Project Key Communicators in each school, and curriculum and instruction leadership positions in each of our schools. Some of those positions have been made available through TIF grant funding, which is running out at the end of this year. Our proposed budget for 2015-16 will include recommendations to continue portions of that work through the general fund.

6. Fail to acquaint staff with their rights under this policy.

Personnel procedures and employee rights are made available to all new employees to the district. The process has been simplified for employees by making policies and procedures available through an online system that can be accessed by any employee on any computer. In addition, buildings and sites are encouraged to list site-specific policies in their handbooks.

General Comment: The financial necessity of reduced staffing at all levels in recent years has increased workloads for all employees. Although gains have been made in restoring days and hours for employees, the strain of increased student achievement standards, our demands to excel and tighter work schedules continue to take its toll. Acknowledgment of the great work being performed throughout the district is important. Our staff continues to perform at a high level and their work is leading Bend-La Pine to significant levels of student success.