

**Bend-La Pine Schools
Bend, OR 97703
October 13, 2015**

Regular Meeting
6:00 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting at 6:00 p.m. on October 13, 2015 in Library at La Pine High School, 51633 Coach Road, La Pine, OR.

Agenda

Call to Order	Chair Juba
Pledge of Allegiance	Vice Chair Kinkade
Review of Agenda	Chair Juba
<i>Public Input</i> This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board.	Chair Juba
Superintendent's Report	Superintendent Mikalson

Consent Agenda

Approval of Minutes – September 22, 2015 <i>reference: ORS 192.650 and ORS 332.057</i>	Chair Juba
Approval of Personnel Recommendations <i>reference: ORS 332.505</i>	Jay Mathisen

Report

South County Schools Update	Jim Boen
Financial Update	Zhai Logan

Action Items

Charter Application for Desert Sky Montessori	Chair Juba
Architect Approval: 2016 Bond Projects	Brad Henry

Policy Governance

Executive Limitation 7 – Facilities	Vice Chair Kinkade
Executive Limitation 3 – Treatment of Students, Families & Community	Vice Chair Kinkade

Board Comments

Adjourn

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

The Board of Directors for Bend-La Pine Schools met in a regular session on September 22, 2015 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Peggy Kinkade
Andy High
Ron Gallinat
Julie Craig
Cheri Helt

Board Members Absent

Nori Juba
Stuart Young

Call to Order

The meeting was called to order at 6:01p by Vice Chair Kinkade. The Pledge of Allegiance followed.

Review of Agenda

Vice Chair Kinkade noted the updated agenda.

Public Input

John Laherty, Pacific Crest Middle School parent, shared his concerns for the lack of safe school / pedestrian crossings on Mt. Washington Drive. He noted how dangerous the walking commute is for students to school and urged board members to help encourage the City to put these crossings at the top of their list. He also shared that three weeks into school, his daughter still does not have a math teacher and is concerned for she and her classmates and would like to have this resolved as quickly as possible. He thanked board members for their time and Kinkade thanked Laherty for sharing his concerns.

Superintendent's Report

Superintendent Mikalson shared his thanks for all the efforts in making the start of school a great success. He noted Bill Ruitter, a Ponderosa Elementary volunteer, was recently honored by the Governor for his service and thanked Ruitter for the numerous hours he gives to students in the district. Pilot Butte Middle School will be hosting 27 students and chaperones from Toyota City, Japan. The delegation visits annually and will be touring Bend with a stop at the Education Center. Mikalson shared his appreciation for the work of Skip Offenhauser, Amy Tarnow and their entire team who helped deploy over 15,000 iPads.

Mikalson also thanked Brad Henry and Jay Mathisen for their work leading the Boundary Committee last spring. Because of their work, school numbers are well balanced, noting the enrollment report at each board members seat. Henry reviewed the report and enrollment across all schools and levels. As of today, there are 355 more students enrolled than October 1, 2014. Henry said the Sites and Facilities process will begin soon and he is working to form the committee. Henry shared the results of the environmental study from Troy Field came back clean for phase one and phase two, which is great news as the district continues to move forward on the removal of the public facilities designation request. The application to remove the designation will be submitted to the City of Bend by the end of the month.

Cheri Helt asked how many teaching positions remain unfilled. Mathisen said there are a few open positions but are in the process of interviewing and finalizing hiring. He said the math position at Pacific Crest will be, has not already been, offered to a great candidate.

Charter School Hearing

Vice Chair Kinkade recessed the regular board meeting at 6:17p and called to order the Public Hearing for Desert Sky Montessori School. The hearing was called to order pursuant ORS 338.055, to review the

application for public charter presented by Desert Sky Montessori School. Kinkade reviewed the process for the hearing and explained after the hearing, Superintendent Mikalson will draft a recommendation to the board, who will then have 30 days from tonight to make their decision.

Shelly Phillips, with Desert Sky Montessori, thanked the board for their time and shared her excitement along with a presentation that highlighted Montessori school program qualities, their plan for opening a school, hiring staff and the training and efforts they would use to ensure high quality instruction. She explained where they project most of their student population to come from: home school, private schools, or students who would transfer into the district, all helping to reduce the negative impacts on Bend-La Pine Schools. Phillips shared they have 690 intent to enroll forms to date and have strong interest in the community. Phillips introduced Aaron Kitchell, treasurer, to speak about their budget.

Kitchell reviewed the budget plan and shared additional budget information. Kitchell noted the partnership with Axiom who has been a huge support in this process. Kinkade thanked Phillips and Kitchell for the presentation and information and began the public comment portion of the hearing.

Mary McClure-Ahlman shared she has a kindergarten student at Westside Village Magnet School, prior to entering kindergarten, her student attended Montessori school. She values the Montessori model, has seen how children flourish, would like to see the opportunity extended in Central Oregon, and shared how it would have been beneficial for her when she was a young student in school.

Rose Archer said she represents hundreds of parents who are currently enrolled in Montessori preschools and who are passionate about the Montessori method of teaching, even at the cost of tuition. She shared the success her son has had being a part of the Montessori environment and would love to have him be able to continue his education through the charter school program.

Meredith Tufts, a Montessori preschool teacher and regional liaison for the Oregon Montessori Association, spoke to the values of Montessori education and how positive it is for both students and the community. She is excited for families to possibly have another option and for the potential it brings to each student to learn in an environment where they are most successful.

Kristin LiaBraaten, parent of a six and nine-year-old at Bear Creek, is thankful for the schools and teachers in Bend-La Pine. She shared her children loved the Montessori school they attended and thrived with confidence and she is hopeful that students will have this as an opportunity for their education.

Marilyn Shattuck, was a special education teacher and administrator at a Montessori school in Illinois and recently retired and moved to Bend. She shared how Montessori education can help children with special needs and wishes every child had the opportunity to experience Montessori education.

Brooklyn, a seven-year-old student, submitted a written statement as to why she loves Montessori school.

Vice Chair Kinkade thanked all for their time and advocacy for Desert Sky Montessori and took an audience poll on who was in attendance and: 1) interested in Montessori school, 2) currently have students enrolled in Bend-La Pine Schools, 3) currently have students in a homeschool program, 4) how many live outside Bend-La Pine Schools' attendance areas, 5) currently have students enrolled in a Montessori school, and 6) currently have students enrolled in a private school. Kinkade then opened up to board members for questions about the application.

Ron Gallinat asked about the age range proposed for classrooms. Phillips answered grades 1-3, 4-6, and 7-8 would be grouped together, noting students spend three years with the same teacher and older students in the classroom serve as mentors to the youngsters in the Montessori model. Gallinat asked about staffing plans. Phillips explained there is a lead teacher and an assistant in each classroom.

Gallinat asked about possible locations for the school. Phillips shared some leasing and buying options they have researched but would ultimately depend on how many seats they are awarded by the district. Cheri Helt asked about what part of town they are looking at. Phillips said NE Bend would be there preference to

help accommodate students who would be attending from out of district. Julie Craig asked about facility preference. Phillips shared they would prefer to build a school; Axiom would help them with the build but requires a minimum of 300 students to do so.

Cheri Helt asked for clarification about their partnership with Axiom. Phillips explained Axiom is a development company with a specific mission to help build Montessori Schools. Axiom is supportive of Desert Sky and would be a partner in facility development during the first years.

Vice Chair Kinkade asked why the application does not include kindergarten. Phillips explained there are several thriving programs currently in Central Oregon and they do not want to compete with them, but would look into a partnership for the pre-k and kindergarten. Eventually they would like to implement and expand to have a kindergarten program.

Andy High asked for clarification in the additional budget information, specifically how they plan to have a reserve fund established after three years. Kitchell reviewed the plan and explained how Axiom would help establish the reserve fund. High asked about substitute teacher time and the hours and wages. Kitchell said substitutes are budgeted at 6 hours per day and paid at minimum wage with a projected annual percentage increase in their budget projections.

Craig asked about their application in Redmond School District and their plans for timing. Phillips shared they are hoping to open a school as soon as possible, be it in Bend or Redmond, and their ultimate goal is to have a school in each district as they have the numbers to support two schools. Helt asked if Desert Sky was approved in Bend, would they continue to pursue their Redmond application. Phillips said yes, noting they would ultimately like to have a 400 student school in Bend and a 300 student school in Redmond.

Kinkade thanked Phillips and everyone in support of Desert Sky Montessori for attending the meeting tonight. The presentation, public input and information shared would be considered as part of their application. The board will review Superintendent Mikalson's recommendation at the October 13 board meeting, discuss and vote on the application. Helt closed the hearing and recessed the regular board meeting at 7:10p. The regular meeting reconvened at 7:14p.

Consent Agenda

The board reviewed the Consent Agenda.

Julie Craig moved to approve the Consent Agenda. Ron Gallinat seconded the motion. Unanimous approval.

Action Items

Resolution 1829: OSBA Legislative Policy Committee Nomination

Vice Chair Kinkade noted the board packet and the updated Resolution. Doug Nelson was recently appointed as the President Elect for OSBA, which opens up the Region 3 Board Member seat. Kinkade asked for nominations to fill the Region 3 Board Member position. **Ron Gallinat nominated Cheri Helt. Julie Craig seconded the nomination. Unanimous approval.**

Executive Limitation 2 – Emergency Superintendent Succession

Kinkade reviewed Executive Limitation 2 in the board packet noting no changes had been made from the last meeting. It has been vetted through district attorneys with no recommended changes. **Andy High moved to approve Executive Limitation 2 – Emergency Superintendent Succession. Ron Gallinat seconded the motion. Unanimous approval.**

OSEA Contract Ratification

Kinkade clarified the board would be taking action, pending OSEA member ratification which is anticipated to happen on September 29, 2015. Mathisen shared his appreciation for the leadership of the OSEA group, especially Linda and Bob Bradetich and Sarah Stearns and is thankful for the agreement they worked together on with the district. A summary of the contract agreements was provided to each board member. **Ron Gallinat moved to approve the OSEA contract, pending membership ratification. Andy High seconded the motion. Unanimous approval.**

Policy Monitoring

Ends / Results: Academic Excellence 1 & 2 : Purpose, Mission & Goals

Superintendent Mikalson reviewed the information included in the board packet and explained how it relates to the Ends / Outcomes Policy the board agreed on at their retreat earlier in the year.

Mikalson shared district ACT and SBAC results compared to Oregon and to a few other states and highlighted the success of middle school students in our district. He noted high school results were not quite as high as other like sized districts. The board asked questions about results and historical trends of results when tests and cut scores have changed and when we might begin to see a trend with SBAC results. Mikalson explained, historically, there has been a drop in scores with each change of tests or cut scores and complimented district staff for continuing to rise to the challenge of increased standards. He said we now need to really look at how we are evaluating student and focus on the Student B aspects because students are now being asked to explain their results more than ever before.

High asked how we will measure or create a trend when parents now have the choice to opt out. Mikalson said it's a challenge, but ultimately the district holds the responsibility to help our students achieve and he likes that the board chose to combine measures in looking at student achievement as it's a more balanced approach. More data will become available in October and will be included with student report cards and he will continue to update as more information becomes available.

Mikalson noted the executive summary in the board packet that summarized Academic Excellence #1 and #2 results as part of his first update in monitoring this policy. He shared the opt out option will most likely increase and will cause us to really take a look at our student population. The opt out is the same for SBAC as ACT and he is hopeful, at some point, parents would eventually opt into these types of assessments because they see and understand the value. Kinkade asked what the district's strategy is in looking at the correlation of ACT to SBAC results and sharing that information. Mikalson said Dave VanLoo is currently working with Beaverton, who has similar results and data to Bend-La Pine, and are working to set a meeting with ODE to show the correlation and discuss better options for standardized testing. He noted his support of the SBAC test specifically for the challenge and rigor of what it is asking students to do, but feels the time commitment and length of the test to be most concerning. Mikalson will expand more on the measures of #2 at the October 27 board meeting and be able to talk about specific results at school levels, etc. as he will have more thorough data from the state.

Discussion

Community Engagement

Julie Craig shared that she, Julianne Repman, and Superintendent Mikalson have met and tonight would like to hear what board member goals are in terms of communication and what they would like to achieve in their outreach efforts. She noted the importance of Student B messaging and shared a list of speaking engagements Mikalson will be a part of throughout the year and is hopeful board members could participate with him.

Kinkade said she would like to connect with the community and hear what their concerns are and at the same time be able to share the board vision and goals. She noted the importance of board members being out in the community, engaging themselves at various places with a variety of audiences.

Andy High shared a recent visioning retreat he was part of with EdCo and the opportunity he had to talk about Student B. He said the business community understands and wants Student B type of graduates. Craig added that she and High are going to meet with Eric King to discuss ways board members can engage with City Council members to share and understand each others vision and goals.

Mikalson appreciates the conversations and efforts to clarify work and define board goals on communication. He encouraged board members to consider how they will use community feedback and what would a response look like. Craig said they are working on developing a consistent message and talking points for board members and she will continue her work with Repman in creating a plan of action.

Kinkade shared her thanks and feels great progress is being made. She asked that board members be made aware of any dates Mikalson is scheduled to speak to community groups.

Cheri Helt suggested the messaging developed be short and to the point. She added that if she is elected to the OSBA Region 3 position, she will make outreach a focus of hers from the state level. She feels we need to push OSBA to expand their communications regarding financing and how community members and business can help partner and support education.

High and Craig will continue to work as the committee chairs for Community Engagement and will bring back a recommendation to the board for approval. Craig asked board members to contact her with any other venues, goals, or ideas they think of.

Board Comments

Ron Gallinat attended four open houses and feels the year is off to a great start.

Cheri Helt commented about SBAC test scores and it is clear that the Student B focus is important even in standardized testing scenarios. She applauded the efforts of staff as we move toward Student B and digging in to understand how to maximize student potential. Helt believes the 3 R's are just as important as the 4 C's and reiterated they are not separate of one another and students need all of these skills to be successful today. She is excited to see pockets of excellence in the district expand. Helt thanked parents and staff for working through the kinks of boundary and bus route changes to start the school year off.

Andy High visited Sky View Middle School today and was excited to see students able to navigate through less crowded halls and is appreciative of the balanced enrollment we are seeing.

Peggy Kinkade said she is enjoying the #superintendentshay postings on social media and seeing all the places he is visiting across the district to learn what employees are doing. She commented on the recent Bulletin editorial on naming facilities after people and appreciated the notion of honoring and celebrating those who have positively impacted education. She is intrigued by the idea and would like to explore that option. Kinkade added she is excited to visit more schools and complimented all for a great start to the school year.

Meeting adjourned at 8:09p.

Respectfully submitted,
Andrea Wilson
9.22.15



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 355-1100
Fax: (541) 355-1109*

October 8, 2015

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

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

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

The Human Resource Department recommends approval of the following revisions, hires, resignations and retirees at the school board meeting on October 13, 2015. All hires are subject to successful drug testing and background check.

Certified Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
<i>Arsenault, Trevor</i>	<i>Primary Teacher 105885</i>	<i>Rosland ES</i>	<i>*Revised: Temporary</i>	<i>09/08/2015 10/13/2015</i>
Duettra, Amity	Intermediate Teacher .50 105960	Wm E Miller	Temporary	10/13/2015
Herr, Amanda	Vocal Music @ .109 105982	High Desert MS	Temporary Part-time to Full-time	10/13/2015
Mason, Debbi	Math Teacher .667 105952	Pacific Crest MS	Temporary	10/13/2015
Neemann, Lynn	PE/Health Teacher .333 105954	Pacific Crest MS	Regular Part-time to Full-time	10/13/2015
Shaw, Robert	Meteorology Teacher .167 105894	Bend Sr HS	Temporary	10/13/2015
<i>Silberfein, Marla</i>	<i>Primary Teacher 105594</i>	<i>Juniper ES</i>	<i>*Revised: Regular</i>	<i>06/09/2015 10/13/2015</i>

Certified Resignations

NAME	POSITION	LOCATION	STATUS	HIRE/RESIGN DATES
Clark, Stephanie	Primary Teacher	Ponderosa ES	LOA /Resigned	07/01/2006 10/13/2015
Johnson, Shannon	K-8 Teacher	Westside Village ES	Resigned .50 of 1.0 FTE	08/29/2011 10/13/2015

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Certified Retirements

NAME	POSITION	LOCATION	HIRE/RESIGN DATES
Boyd, Robert	Social Studies Teacher	High Desert Middle School	08/30/1978 12/31/2015
Cole, Mary	Special Education Evaluator	Special Programs	08/28/1995 10/31/2015
McLain, Janet	Primary Teacher	Three Rivers School	08/30/1999 11/30/2015

Certified Retiree/Rehire 2015/16 only

NAME	POSITION	LOCATION	STATUS	REHIRE/END DATE
Boyd, Robert	Social Studies Teacher	High Desert MS	Temporary	01/01/2016 06/30/2016
Cole, Mary	Special Education Evaluator	Special Programs	Temporary	11/01/2015 06/30/2016
McLain, Janet	Primary Teacher	Three Rivers School	Temporary	12/01/2015 06/30/2016

Administrative Retirements

NAME	POSITION	LOCATION	HIRE/RESIGN DATES
Blake, Denice	Director of Transportation	Transportation Department	09/17/1991 09/30/2015

Administrative Retiree/Rehire 2015/16 only

NAME	POSITION	LOCATION	STATUS	REHIRE/END DATE
Blake, Denice	Director of Transportation	Transportation Department	Temporary	10/01/2015 06/30/2016



HUMAN RESOURCES

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October 7, 2015

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

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

RE: Classified Recommended Hires, Resignations and Retirements

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on October 13, 2015.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Anderson, Ann Marie	105961 Media Manager / EA – Student Instruction	Silver Rail	Temp 7 hrs / day	9/25/15
Chambers, Kandis	105842 Nutrition Server I	Bear Creek	Reg 3.25 hrs / day	9/25/15
Cheek, Nora	105881 EA – Inclusion	Ponderosa	Reg 6.5 hrs / day	10/5/15
Crakes, Kristen	105980 EA – Student Instruction	Bear Creek	Temp 2 hrs / day	10/1/15
Echols, Charity	105842 Nutrition Server I	Pine Ridge	Reg 3 hrs / day	9/23/15
Evans, Melinda	105887 EA – Pre-K Student Instruction	Bear Creek	Temp 3.75 hrs	9/23/15
Fredrickson, Susan	105842 Nutrition Server I	Mountain View	Reg 3 hrs / day	9/25/15
Gourley, Sarah	EA – Pre-K Student Instruction	Bear Creek	Temp 3.75 hrs / day	9/23/15
Greene, Stephanie	EA – Student Instruction	Buckingham	Temp 3.75 hrs / day	9/24/15
Gregory, Kellie	Secretary II	RE Jewell	Reg 8 hrs / day	9/25/15
Guevara, Rachel	105842 Nutrition Server I	RE Jewell	Reg 3 hrs / day	9/23/15
Hedrick, Shaunti	105881 EA – Inclusion	WE Miller	Temp 6.5 hrs / day	9/5/15
Hobbs, Jeannie	105842 Nutrition Server I	Cascade	Reg 2 hrs / day	10/5/15
Jackson, Lisa	105842 Nutrition Server I	High Desert	Reg 3 hrs / day	9/25/15
McClellan, Paula	105842 Nutrition Server I	High Desert	Reg 3 hrs / day	9/25/15



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Mitchell, Michelle	Nutrition Server I	Pilot Butte	Reg 3 hrs / day	9/25/15
Moffenbeier, Cathi	105965 EA – Student Instruction	Pine Ridge	Temp 3.75 hrs / day	9/28/15
Niles, Melanie	105842 Nutrition Server I	La Pine High	Reg 3.25 hrs / day	9/25/15
Oxford, Megan	105842 Nutrition Server I	Pacific Crest	Reg 3 hrs / day	10/5/15
Samples, Shelly	105842 Nutrition Server I	Mountain View	Reg 3 hrs / day	9/25/15
Spreier, Brenda	105957 Secretary II	Pacific Crest	Reg 6 hrs / day	9/30/15
Stephenson, Michelle	105842 Nutrition Server I	Bend High	Reg 3 hrs / day	9/29/15
Weber, Teresa	105842 Nutrition Server I	Bend High	Reg 3 hrs / day	10/5/15

Classified Resignations

Name	Position	Location	Resign Date
Duarte, Wendy	EA – Student Instruction	Bear Creek	9/1/15 – 10/2/15
Evans Kimbrough, Dorothy	Nutrition Server I	Bend High	1/9/14 – 8/31/15 (HR notified on 9/25/15)
Raduechel, Mareike	EA – Inclusion	Ponderosa	9/1/15 – 9/30/15
Wallskog, Kenneth	Summer Mowing Crew	Maintenance	8/24/15 – 9/21/15
Wilson, Killian	Summer Mowing Crew	Maintenance	5/27/15 – 9/28/15

Classified Early Retirement – Rehire for the 2015-16 School Year

Name	Position	Reason	Rehire Date
Sechrist, Maurice	Mechanic Foreman	Rehire through 6/30/16	10/1/15



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

October 8, 2015

To: Mr. Shay Mikalson, Superintendent
From: Zhai Logan, Business Manager
RE: Financial update for school year 2015-16

Mr. Mikalson,

Following you will find the initial financial statement for the 2015-16 school year. This information includes actual data through September 30, 2015, with projections to the end of the year. As you are aware, one of the resources available for 2015-16 is the ending fund balance from 2014-15. The 2014-15 financial information is unaudited at this time as the final fieldwork will be complete next week. Our Comprehensive Annual Financial Report will be complete in December. We do not anticipate significant changes to the 2014-15 information.

We estimate our ending fund balance for 2014-15 (beginning for 2015-16) to be approximately \$7.825 million, which is \$75K less than our budgeted amount of \$7.9 million. We estimate State School Fund Total Formula Revenues to be \$100K more due to increase of Federal Forest Fees and Common School Fund. Our total resources for 2015-16 are essentially unchanged.

Our total expenditures are projected to be close to the budgeted amount. We have hired additional staff due to the higher than projected enrollment and enrollment changes by location. Lower projected costs in benefits help us offset the additional salary costs.

For 2015-16, we are funded at 49.2/50.8 split instead of a traditional 49/51 split. We believe it is prudent to structure our expenditures at 49/51 split. This would essentially move resources collected in 2015-16 into 2016-17.

We project that our fund balance at the end of 2015-16 will be \$7.6 million, of this we believe \$570K is attributable to the 49.2/50.8 split as described above. As always, we will continue to work hard throughout this year to push resources into the future to help offset the anticipated higher costs of PERS rate increase in 2017-19.

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 September 30, 2015 with projections to end of year
General Fund - Operations Sub-fund

	FY 2015-16		
	Adopted Budget	Projection to Year End	Budget Variance
Resources:			
Beginning Fund Balance	7,900,000	7,825,000	(75,000)
<u>Revenue</u>			
Formula revenue:			
Tax Revenue	65,160,661	65,160,661	-
State School Fund	73,185,782	72,680,395	(505,387)
Federal Forest Fees	-	151,844	151,844
Common School Fund	1,598,057	2,051,600	453,543
County School Fund	175,000	175,000	-
Total formula revenue	140,119,500	140,219,500	100,000
Earnings on Investments	150,000	150,000	-
Local Sources - Other	1,812,500	1,812,500	-
Intermediate Sources	2,170,000	2,170,000	-
State non-formula resources	1,150,000	1,150,000	-
Federal non-formula resources	28,000	28,000	-
Total Revenues	145,430,000	145,530,000	100,000
Total Resources	153,330,000	153,355,000	25,000
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	51,077,388	51,511,307	(433,919)
Classified	19,572,406	19,617,413	(45,007)
Administrators and supervisors	6,734,773	6,878,230	(143,457)
All other salaries	1,905,997	1,905,997	-
Total Salaries	79,290,564	79,912,948	(622,384)
Payroll Costs & Benefits	40,966,446	40,007,196	959,250
Total salaries, payroll costs and benefits	120,257,010	119,920,143	336,867
Utilities & Purchased Svcs	15,384,677	15,384,677	-
Supplies, Texts, Tools	6,141,292	6,141,292	-
Equipment	80,980	80,980	-
Dues, Fees and Liability Insurance	822,373	822,373	-
Transfers	3,360,493	3,360,493	-
Total expenditures	146,046,825	145,709,958	336,867
Excess of Revenues over Expenditures	7,283,175	7,645,042	361,867
Fund Balance, Ending	7,283,175	7,645,042	361,867
Projected ending fund balance June 30, 2016		7,645,042	
Fund Balance as a percent of revenues	4.75%	4.99%	

Executive Summary

Superintendent Shay Mikalson

Desert Sky Montessori Charter School Application Recommendation

Desert Sky Montessori's Charter School Application review process included a comprehensive review of the application by a committee of Bend-La Pine School department leaders, with each one reviewing the sections of the application most closely aligned to the work they oversee in the district. Also considered was testimony provided at the public hearing held on September 22, 2015.

As per, ORS 338.055(2), upon receipt of a proposal submitted under ORS 338.045, the school district board shall determine whether the proposal is complete. A proposal is complete if it addresses, at least minimally, each of the elements defined in ORS 338.055(2), as seen below.

At this time, my recommendation is that the Board of Directors not approve Desert Sky Montessori's Charter Application, as I find the application to be incomplete or inadequate based on review of the elements defined below. Please see following pages for detailed summary.

Evaluation Criteria ORS 338.055(2)

- (a)** *The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held under subsection (1) of this section.*
 - Does not meet
- (b)** *The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system that is in place at the time school begins operating and that meets the requirements of ORS 338.095(1).*
 - Does not meet
- (c)** *The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal.*
 - Does not meet
- (d)** *The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving.*
 - Does not meet
- (e)** *The extent to which the proposal addresses the information required in ORS 338.045.*
 - Does not meet
- (f)** *Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of the students residing in the school district in which the public charter school will be located.*
 - Does not meet
- (g)** *Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165.*
 - Does not meet

Memorandum

TO: Board of Directors, Bend-La Pine Schools
From: Shay Mikalson, Superintendent
Date: September 28th, 2015
Re: Report on the application for Desert Sky Montessori School

At my request, a review committee was formed to evaluate the application for charter school sponsorship presented for Desert Sky Montessori School. In addition to the committee's review of submitted materials, we consulted with attorneys from the High Desert ESD, who also reviewed the materials. This memo constitutes the final report and recommendation of that committee.

Pursuant to ORS 338.055, the district board must evaluate a charter application in good faith using the criteria outlined below. Under each criterion is the committee's finding regarding the charter school's application. Some concerns expressed in this report could fit under several evaluation criteria but are addressed only once for the sake of brevity.

For the reasons set forth below, the committee recommends the Board of Directors NOT approve the sponsorship of Desert Sky Montessori School.

- a) The demonstrated, sustainable support for the public charter school by teachers, parents, students, and other community members, including comments received at the public hearing;**

The application describes outreach efforts but includes no information demonstrating support from teachers, parents, students and other community members. At the public hearing held on September 22nd, approximately 30 parents and community members attended. Five individuals spoke, each expressing support for the school. In addition, presenters from the school stated they had collected 690 "intent to enroll" forms; but this information was not included in the application.

While the application lists its founders as "local" community members and parents, the same application has been submitted to a neighboring district. The committee had no information regarding the resident district(s) of the founders. At the September 22nd hearing, when asked by a show of hands, eight of the attendees identified themselves as living out of the district.

- b) The demonstrated financial stability of the public charter school, including the demonstrated ability of the school to have a sound financial management system in place at the time the school begins operating;**

The proposed budget does not demonstrate an accurate projection of revenues and expenditures based on prevailing costs and other factors that contribute to solvency. For example, the proposal appears to contain a number of unclear budget assumptions, including that the school will receive more per student in formula funding than would be available and a large "local sources" revenue that is unexplained. The projected expenses related to personnel are also low based on prevailing costs for salaries, benefits and substitute usage, and the facility expenses are inconsistent with the cost of schools recently constructed in the region. It is also unclear what the school has budgeted for a number of expenses, including liability and property insurance, custodial services, utilities, telecommunications, student information systems, and financial management software and related expenses.

It is unclear if the financial management system conforms to the requirements of ORS 338.095(1), which requires compatibility with the budget and accounting system of the District and compliance with the uniform budget and accounting system adopted by rule of the State Board of Education under ORS 327.511.

When our Chief Operations Officer and Business Manager met with Desert Sky applicants, they recommended the inclusion of a control document in the overall financial system. It appears under review that in many parts of the document, the applicants simply copied those of Bend-La Pine Schools, including the District's policies and administrative regulations.

Generally, the application lacks any description of financial *systems*.

c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal;

The application is for a school configuration of Grades 1-8. According to the application, this configuration is to "more closely mirror the model of existing schools" in the District. In fact, the District has no schools with this configuration. Beginning with the 2015-16 school year, all elementary schools in the District include universal all-day kindergarten programs. The failure to provide kindergarten programs presents a barrier to low-income families.

The application includes an extensive document showing the link between activities and CCSS. However, we could find no evidence of learning progressions and/or scope and sequence of instruction. No information was provided regarding the curricular materials associated with the standards for each grade level. While the school configuration is 1-8, we found little to

no information on curriculum and alignment to standards for grades 6, 7 and 8. The application includes lists of materials and resources but does not identify either primary or supplemental materials the school actually intends to use.

The application's description of student assessment does not explain how students' progress towards CCSS and state standards will be measured or how this information will be shared with families.

The application lacks specific information regarding processes for TAG screening, identification and provision of services. It simply states that the school will follow state law and district policies.

The application follows the same formula regarding the provision of services to students who are English language learners. It states that the school will meet legal requirements and will implement policies. It describes classroom strategies that may support students' language development; however, there is no description of English language development curriculum or materials, nor does it address applicable teacher training. In terms of staffing, the application includes a proposal that the District provide specialized ELL services, which is not our practice.

d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving;

First, the application states that the Montessori curriculum "allows for individualized instruction tailored to the individual student's learning needs," implying that with this method, there will be minimal needs for interventions. While it also states that a consultant will be hired to design research-based interventions (giving peer tutoring or one-to-one teacher support as examples), there is no plan or program included in the application.

The application references Response to Intervention (RtI) as its "model" for supporting students who are academically low achieving. RtI is a system that relies on screening, planning and implementing interventions using evidence-based strategies and materials, and monitoring student progress. The application includes no information about these processes.

e) The extent to which the proposal addresses the information required in ORS 338.045;

(2) (o) Many concerns are addressed elsewhere in this memorandum; however, the committee noted other issues. One is with discipline policies

and procedures. The application contains minimal information regarding student discipline, failing to include a comprehensive approach to student discipline that will minimally protect students' due process rights, including policies and procedures addressing discipline of students on IEP's. The application also states that a parent-student handbook would be available 60 days *after* school begins. The application does not include references to any specific programs or curricula related to student behavior or citizenship.

(2) (x) The application does not include a detailed description of *how* both program review and fiscal audit will be accomplished, including process, timeline for the process, description of what will be considered in the review of the educational program, and plan for how results will be incorporated into school improvement planning.

(2) (q) The proposal includes limited information on a plan for Highly Qualified employees. There is no evidence of policy, ESEA requirements, roles and responsibilities for each staff members; and there is only limited description of professional development plans for staff.

Under ORS 338.045 (3) (a), the board of directors of a school district may include requirements for additional information in a charter application, as documented in board policy or administrative regulations. In addition to concerns expressed elsewhere in the memorandum, the committee has included a concern under the following subsection of our board policy:

(27) (a) (19) While the application describes ways in which the school will involve families, including meetings, it does not describe content of the meetings. Strategies for involving working parents are not included.

f) Whether the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located;

There are several important examples of adverse impact on the District should the Desert Sky charter application be approved. The first is enrollment. The application's budget for FY 2016-17 assumes enrollment of over 400 students. The loss of this many students in a single year, approximately 2% of our total enrollment, would have a large fiscal impact on the District. In addition, depending on the location of Desert Sky, one or two elementary schools and one middle school could lose large numbers of students, affecting programming at those sites. While the applicants stated in the public hearing that most students at Desert Sky will not come from Bend-La Pine Schools' enrollment, we have no way of knowing whether that will be true. For example, the charter school that was most recently added to our District believed that many of their students would be home school students

or would come from private schools. As it turned out, 100 of their approximately 132 students in the 2015-16 school year were from our schools.

A second example of adverse impact is in the anticipated composition of the student body at Desert Sky. While the application assumes a diverse student population, several factors make this unlikely. First, the school will have limited transportation, so many families who cannot transport their children to and from school will be unable to enroll their students. Second, Desert Sky proposes a Montessori program beginning with first grade, not kindergarten, as do other District schools. Many parents familiar with the Montessori approach will have children who have experienced Montessori kindergarten and/or pre-school programs. These private programs in Bend have tuition costs ranging from \$4000-\$10,000, making them out of reach for most low-income families.

Finally, in the 2015-16 school year, the District has opened a new middle school and a new elementary school, helped a former charter middle school transition to a District magnet school, and supported a new K-8 charter school. Each of these places demands on District resources. We believe our primary responsibility is to commit resources to ensure the success of these new programs before expanding our outreach to additional programs.

g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165.

The committee has multiple concerns about the application's descriptions of special education and related services. First, the application appears to present contradictory information: (27) (b) (7) The application first states that the school will contract with the High Desert ESD to provide special education services, then states on the next page that these will be provided by the school.

(19) The application states that its policies and procedures are "based on the state model" and that staff will "adhere to the adopted policies and procedures." This is vague. The application also states that the school will accept *all* students with disabilities, but we are unsure whether this includes students in life skills programs or medically fragile students. Programming and staffing for students with high needs are not described.

(27) (b) (1) Here, the application describes modifying IEP goals and objectives to meet the school's curriculum, "with parent consent." This process should be completed only by the IEP *team*.

(27) (b) (3) This section requires specific information about specially designed instruction (SDI). The application contains no description of SDI, methodologies, or curriculum.

(27) (b) (6) This section addresses compliance with Section 504 accessibility requirements and nondiscrimination requirements. The application describes convening a “special education team” to evaluate a student’s need for 504 services. The team convened should not be a “special education team.”

In summary, the committee found Desert Sky Montessori School’s application lacking in specificity in many different areas. Based on what we reviewed, we are concerned about the school’s readiness to guarantee a safe, legal and sound educational experience for all students. In addition, we believe the District will experience significant negative impacts if this school is approved. ***Therefore, I recommend that the Board of Directors of Bend-La Pine Schools not approve sponsorship of Desert Sky Montessori School.***

ARCHITECT RECOMMENDATION

October 13, 2015

PROJECT: 2016 Construction Projects (Juniper, La Pine Middle, Thompson, Pilot Butte & Education Center)

SOLICITATION PROCESS: Request for Proposals

On July 1 & 3, 2015, a Request for Proposals for design services was published in the Daily Journal of Commerce and the District website.

Eight Architectural firms requested a complete RFP package and on July 28, 2015, two proposals were received. The proposals were distributed to the review committee for evaluation. After evaluating the proposals, the review team recommends contracting with both architects for design services by dividing the 2016 Construction Projects into two, namely Thompson Elementary and Education Center for BBT, and Juniper, La Pine Middle, and Pilot Butte for Steele Associates.

RECOMMENDATION:

It is recommended that the District enter into a contract with BBT Architects for the fee of \$582,980; and Steele Associate for the fee of \$508,633.

Submitted by: Facilities Development Supervisor
 Angus Eastwood
 9/18/15

Recommended motion:

I move to approve the 2016 Construction Projects design contracts with BBT Architects as the design firm for Thompson and Education Center for a fee of \$582,980; and Steele Associates as the design firm for Juniper, La Pine Middle, and Pilot Butte for a fee of \$508,633.

FACILITIES
DRAFT NEW BLS POLICY
EXECUTIVE LIMITATION (EL #7)
replaces BDGOV A.6.1

Note: No other existing policies have been identified which relate to this new policy

Draft #3

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

Accordingly, the Superintendent shall not:

- 1) Fail to take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.
- 2) Fail to operate facilities efficiently to realize energy and cost savings.
- 3) Fail to establish a long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following:
 - a) Formation of a Sites & Facilities Committee that is well-rounded with broad representation from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee.
 - b) Monthly reports of committee activities and progress to school board leadership.
 - c) Establishment of new school construction budget estimates that are consistent with programming goals.
 - d) Compliance with state and federal requirements.
 - e) Consideration of optimal timing of proposed voter construction bond measures.
- 4) Build new facilities (those paid for with voter-approved bond funds) without board approval. For new facilities programming, superintendent shall not fail to ensure the programming and construction team
 - a) Includes board member representatives in the visioning process;
 - b) Frames its work using board and district goals;
 - c) Research and, when practical, visit (in person or virtually) facilities which utilize best practices and innovation in education facility design;
 - d) Set budgets appropriate to programming goals;
 - e) Establish an architect and builder RFP process which invites a broad pool of capable applicants;
 - f) Present pre-construction drawings and value engineering suggestions to the board for input;
 - g) Get board approval for change orders which alter the scope and purpose of the planned project (i.e. add or subtract from planned square footage and/or are in excess of \$300,000);
 - h) Regularly update the board on construction progress;
 - i) Evaluate the quality, value and functionality of projects after completion.
- 5) Recommend (to the board for approval) land acquisition or sale of surplus real property without considering growth patterns, comparative costs, market timing, current budget demands, construction and transportation factors, and community impact.
- 6) Fail to develop a plan for public use of district buildings and grounds that includes

- a) a fair and reasonable fee structure which at a minimum covers any costs of use (e.g. additional maintenance, custodial or repairs) incurred by the district;
 - b) clear user expectations;
 - c) consequences for public users who misuse or damage district facilities and property;
 - d) protection of student safety, student function and academic program needs.
- 7) Fail to develop a school naming process that requires final approval by the School Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility. The Superintendent shall not fail to:
- a) Establish criteria for naming with the following specifications:
 - i) Names must reflect the values, vision and goals of the district;
 - ii) If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a connection to the district.
 - b) Include district staff and community members on an ad hoc naming committee;
 - c) Differentiate between the naming of facilities and sponsorships. Sponsorship is an agreement between the district and a sponsor, in return for financial consideration, to identify that sponsor with a facility for a negotiated period of time.
 - d) Invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.

**TREATMENT OF STUDENTS, PARENTS/GUARDIANS
& THE PUBLIC**

DRAFT NEW BLS POLICY

EXECUTIVE LIMITATION (EL #3)

replaces BDGOV A.1, A.1.A, A.1.B and other policies as noted below

Draft #2

With respect to interactions with all stakeholders (students, parents/guardians, and the public), the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent shall not:

- 1) Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:
 - a) Open, honest and effective communication in all written and interpersonal interaction. This includes providing communication in other languages as needed.
 - b) Respect for others and their opinions.
 - c) Focus on common organizational goals as expressed in Board policies.
- 2) Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with any form of illegal discrimination.
- 3) Use methods of managing information that fail to protect confidential information.
- 4) Fail to provide and communicate a process for the timely handling of complaints.
- 5) Fail to appropriately involve stakeholders in an advisory capacity in important issues (e.g. school boundary changes) that impact them directly.
- 6) Tolerate any behaviors, actions or attitudes that hinder the academic performance or the well being of students.

In addition to the above, with respect to interactions specifically with students and/or their families, the Superintendent shall not:

- 1) Fail to develop a comprehensive school safety program and protocols.
- 2) Fail to invite student and parent/guardian evaluation (via survey) of their educational experience.
- 3) Fail to provide options to help meet student needs and learning styles, including alternative programs.
- 4) Fail to encourage parent/guardian involvement.
- 5) Allow fundraising that imposes undue burden on students and their families.
- 6) Fail to provide timely notice to parents/guardians and students about decisions that affect them, especially program changes and calendars.
- 7) Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.
- 8) Fail to protect students who have voiced grievances from retaliation within the school environment.
- 9) Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment. Policy shall not fail to include
 - a) A means of communicating discipline policy to all students annually;

- b) Prohibition of weapons, illegal drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events;
- c) Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.

Administrative Policies will be adopted to address all state and federal requirements contained in the following current board policies:

- *AC Non-Discrimination
- *CFA-IFCA Decision Making Framework/School Site Councils
- *EBB Integrated Pest Management
- *EE Student Transportation Services
- *EEACC Student Conduct on School Buses
- *EFA Local Wellness Program
- *EFAA District Nutrition and Food Service
- *GBEB/JHCC Communicable Diseases
- *GBK,JFCG.KGC Tobacco Free Environment
- *IGAEB Drug, Alcohol and Tobacco Prevention
- *IGAEC Steroids & Performance Enhancing Substances
- *IGAI Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
- *IGAJ Traffic Safety (Driver Education)
- *IGBA Students with Disabilities
- *IGBAB Records of Students with Disabilities
- *IGBAF, IGBAH, IGBAJ Special Education IEP, Eval. Procedures, Free Appropriate Public Ed.
- *IGBB, IGBBA, IGBBC, IGBBD, IGBBE TAG Program, Identification, Programs & Services, Parent Notification & Participation, Complaints Regarding
- *IGBC Title I – Parental Involvement
- *IGBI Bilingual Education
- *JB Equal Educational Opportunity
- *JBAA-BGNA Sexual Harassment
- *JEA Student Attendance
- *JEBA Entrance Requirements
- *JEC Admission of Students
- *JECB Admission of Non-Resident Students
- *JECBD Homeless Students
- *JFCG Tobacco Free Environment
- *JFCJ Weapons in Schools
- *JFCM Threats of Violence
- *JFE Pregnant and Parenting Students
- *JGAB Use of Restraint and Seclusion
- *JGDA-JGEA Discipline of Disabled Students
- *JGCD Administering Medicines to Students
- *JHFDA Suspension of Driving Privileges
- *JHFE Reporting of Suspected Child Abuse
- *JHFF Reporting Requirements Regarding Sexual Conduct with Students
- *JO Education Records
- *JOA Directory Information
- *JOB Personally Identifiable Information
- *KCA Volunteers in Schools
- *KI Public Solicitation in District Facilities
- *KK Visitors to District Facilities
- *KL Public Complaints
- *KLD Public Complaints about District Person

The following current board policies may be addressed generally or in part by the following new policy but may require further detail in Administrative Policy for clarity and to meet legal requirements:

EB Safety Program
IGBHA Alternative Educational Programs
JBA-GBN Harassment/Intimidation/Bullying/Cyberbullying
JG Student Conduct and Discipline
KAB Parental Rights (Survey of Students)

The following policies are not tied to state or federal legal requirements, but the board may choose to direct staff to adopt related Administrative Policies:

JFCA Student Code of Dress
KJA Materials Distribution

The following policy is believed to be obsolete as of the 2015-16 school year:

IGAL Kindergarten Tuition

draft #2