

Bend-La Pine Schools
Bend, OR 97703
September 12, 2017

Regular Meeting 6:00 p.m.
Executive Session Immediately Following

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on September 12, 2017 at 6:00 p.m. in room 314 followed by an executive session under ORS 192.660(2)(e) at the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

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

Consent Agenda

Approval of Minutes – August 2, 2017 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

Action Items

Ratification of Agreements: BLAST, Confidential & OSEA	Jay Mathisen
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Reports

EL 3 – Treatment of Students, Parents / Guardians & the Public	Superintendent Mikalson
Enrollment & Funding Update	Brad Henry & Jay Mathisen

Discussion

Board Ends	Chair High
Superintendent Evaluation	Peggy Kinkade
Superintendent Contract	Chair High
Board Adopted Schools	Chair High

Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

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

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

The Board of Directors for Bend-La Pine Schools met in a regular meeting and board retreat on August 2, 2017 in room GC 110 at OSU Graduate and Research Center, 533 SW Columbia Drive, Bend, OR 97702.

Board Members Present

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

Call to Order

The meeting was called to order at 9:07 a.m. by Chair High. The Pledge of Allegiance followed.

Review of Agenda

Chair High reviewed the agenda, there were no changes.

Public Input

There was no public input.

Superintendent Spotlight: Construction Update

Mike Tiller shared an update on the 2017 bond projects underway; the five current, large projects include: new high school, new elementary school, Lava Ridge Elementary remodel, Pilot Butte Middle School remodel, and the Marshall High addition. All RFP's are complete and architectural contracts are currently being negotiated and should be completed within the next week.

Bend High School roofing repairs from the snow damage is underway, funded by insurance dollars. The temporary gym structure for the Kenwood campus is still pending city permits and hopefully it will be up in early Fall. New gym construction will begin in October and should be complete by the start of the 2018 school year. Jewell Elementary roof and trusses have been repaired and all have passed load tests.

The last of the 2013 bond projects are wrapping up at Bear Creek Elementary, Elk Meadow Elementary, High Lakes Elementary, Cascade Middle School, High Desert Middle School, Pilot Butte Middle School, Sky View Middle School and at various support buildings. Four modular structures have been set this summer: two at Bend High School, one at Buckingham Elementary and one at Ponderosa Elementary. Each modular hosts two full classrooms. Exterior and parking lot lighting projects are also wrapping up at eight different locations. Brad Henry explained SB 149 is funding the lighting conversion in an effort to help reduce electric usage and have been approved through the Oregon Department of Energy.

Consent Agenda

Cheri Helt asked about a social-emotional learning teacher listed as a new hire at Buckingham Elementary. Gary Timms said that is a position that many elementary schools are staffing with their discretionary staffing funds. Helt said she would like to see all schools staff these types of positions across the district. Superintendent Mikalson said a conversation planned later in the retreat would address staffing priorities and would be a great time to expand on this area. **Peggy Kinkade moved to approve the Consent Agenda. Stuart Young seconded the motion. Unanimous approval.**

Board Retreat Workshop

Bend-La Pine Schools Strategic Priority Discussion

Board Ends Discussion

Superintendent Mikalson shared a Simon Semik video to start the conversation of the district's why and how leaders inspire individuals and groups. Clarity of WHY, Discipline of HOW, and Consistency of WHAT are the three questions from the video that he will try to work through today and how the district's strategic priorities meld with the Board Ends.

- **Clarity of Why**
Superintendent Mikalson shared what the district is serious about: banning the average, designing to the edges, moving from a test-ready student to a future-ready student.
- **Discipline of How**
Mikalson explained the Theory of Action that is taking place in each of our schools in a variety of ways and leading to actionable work across the district. Mikalson shared his passion for allowing professionals, like principals, to lead innovation rather than drive it down. Empowered, accountable schools are what we want as a district and we are working to create the conditions that allow for the action to happen.
- **Consistency of What**
Mikalson highlighted the work of Cabinet this year that will support this commitment and how that could align with the Board Ends
 - Mikalson reviewed the current Board Ends and shared recommendations for Board members to consider as they continue to refine and work on their Ends. Mikalson reviewed ESSA Reporting and Accountability Indicators for 2017-18. He and Dave VanLoo reviewed Smarter Balance testing opt out rates and participation data, how other testing data, i.e. DIBLES could be used to correlate to predict if a student would meet SBAC standards to help with the large number of opt out students in SBAC, while much less opt out of DIBLES testing. The district is going to internally monitor ELA with DIBLES and will continue to do so along with ACT Aspire.
 - Mikalson suggested updates for the Academic Excellence, Thriving Citizens and Future Ready portion of the Board Ends, which would make measurements and reporting more effective and meaningful and areas that the district will also be focusing work on.

Chair High asked the Board if they would like to discuss adding some "or's" to the Academic Excellence Ends, and how or if they would like to align some of those Ends with ESSA. Mikalson explained how data reporting might look using other testing measures. The Board discussed options to consider and what might be of most value as they consider and evaluate their Ends; and how to communicate publicly to the importance of taking tests and the value the data results can provide the district. The Board was supportive of adding the "or" and would like to work on communicating the value of testing and what parents should understand we do with the testing data. Mikalson suggested a couple Board members work with staff to update Ends language and bring back to the collective Board for approval. Carrie Douglass, Stuart Young and Cheri Helt offered to work with a small group on this section of the Ends and refine the specific data the Board would like to see in Mikalson's annual report.

In the Thriving Citizen category of the Ends, the Board discussed the importance of student engagement and how participation and student identity helps increase graduation rates dramatically. All agreed chronic absenteeism is an important factor to include and consider.

In the Future Ready category of the Ends, the five-year completion rate was suggested as an addition to the reporting. Helt said she would like to add employment rates and/or trade industry school enrollment as a way to track if a student left as future ready. The toughest part of this is finding a way to track such measures accurately.

Chair High recessed the meeting for lunch at 11:45 a.m.

Chair High resumed the meeting at 12:00 noon.

Superintendent Mikalson reviewed the school design process that the district is committed to. Mikalson shared a video that will be used at summer leadership academy and the guiding questions that will be asked of district leaders to think about and consider as they watch the video. He noted the value of listening to students, allowing principals to build on the culture of innovation and how could their focus at the school level also work to support the goals of the district and ultimately meeting Board Ends.

High School Programs / High School Configuration Discussion / Measure 98 Update

The August 10 Leadership Academy will be focused on the continuing work of school design plans and allow building teams time to further develop their plans and discuss ways to increase engagement. Jay Mathisen shared about the design high schools that will launch in fall 2018. Alice DeWittie and Roger White will be leading the two new schools and have a small cohort of planning team members who are currently working on the design of each school.

- “REALMS High School” – led by White, will be based upon the concept of inspiring students to be active learners and engage in environmental stewardship, social justice and other real-world investigations.
- “The Academy Model” – led by DeWittie, will be based upon student passions and redesigning student learning spaces with blended online options, internships and providing students opportunities in more real-world settings that allow for innovation and problem-solving.

High School Programs / Measure 98 Update

Superintendent Mikalson said the work of visioning the new high school is underway and led by Lora Nordquist. Nordquist shared the process and work she has completed thus far, including a summary report in the packet that captures the information gathered from the 50 different focus groups she met with; she noted that there was not one specific theme that rose to the top as a preferred high school option. There are community forums being scheduled for September to gather feedback which will ultimately be presented to Mikalson along with a recommendation for the new high school in early Fall.

Nordquist pointed out the enthusiasm around small high school options and CTE was by far, the option most advocated for. Mikalson thanked Nordquist for her time, effort and summary presentation. Peggy Kinkade appreciated the work as well and feels this information will be helpful in planning the community forums and next steps. Mikalson agreed, noting the pros and cons identified in the summary along with the specific concerns like transportation, equity, access, etc. are valuable as programming decisions are being made. Julie Craig expressed her desire to see more emphasis and CTE options as part of meeting the district’s future-ready goals.

Mathisen noted that decisions on how to best use the Measure 98 funds are currently being made. Spending decisions are focused around what is best for students and most impactful across the district. He said graduation coaches at all high schools, start-up costs for the two new high school programs, Launch 9 (a support and intervention program targeted at 8th graders who appear to be at risk), increased CTE support, graduation support for under-served populations, dual credit opportunities, native language coaching support, etc. are examples of what is being considered. Mikalson noted that Measure 98 funds have a specific target and he is supportive of these identified areas.

Culture of Innovation Discussion

Ron Gallinat suggest the Board publicly discuss ideas and what is currently in place to support teacher innovation as the district works to serve all students. Carrie Douglass shared her passion for innovation and would like to see the innovation conversation continue noting three specific areas that lend to innovation: exposure, resources and space (or removal of barriers). She suggested these areas could be a guide for future Board conversations.

Budget Discussion

Mikalson noted the suggestions and budget questions posed by Douglass in the spring and would like to start a discussion around the Board’s desires early on as the district prepares materials for the upcoming budget season. Discussion ensued about the budget document moving from an accounting tool to more of a planning and visioning tool, next steps and possible goals the Board would like to achieve.

Brad Henry said budget information for the upcoming year is due to the state in December and January is typically the time the district begins to look at staffing, etc. so the earlier the Board could identify their desired revisions to the document, the better. Chair High suggested a smaller committee of Board and Budget Committee members begin to work with Henry. High and Douglass volunteered to participate and High will reach out to Natasha McFarland, Budget Committee Chair, to join.

Board / Community Linkage

Superintendent Mikalson reviewed the work Cabinet identified as a focus for this year. He noted the valuable partnerships the district has with various community groups and suggested as part of the Board's governance model they could consider community linkage meetings. He noted a model from Bellingham School District which has proven to be a successful way for their board to engage with the community on specific topics. Chair High like the model Bellingham developed and suggested the Board pick three to four topics for this next year to engage in community dialogue.

Kinkade suggested the Board consider inviting a targeted group of community members to discuss each specific topic, which could allow for meaningful conversation and possibly lend to developing next steps and further partnerships. Cheri Helt agreed and said she would like to see suicide and mental health as one of the topics. Julie Craig asked what, if any training options are offered for staff around youth mental health. Sean Reinhart reviewed what specific groups of employees are trained on and the various trainings offered to all staff members. Julianne Repman noted the excellent partnerships in the community and the importance of working collectively on topics like mental health.

Chair High identified high school programming, mental health, school start times and connecting with the Latino community as possible linkage meetings. All Board members agreed. Mikalson and High will work together on next steps, dates and meeting format to plan for the year.

Board Work Plan Discussion

Reaffirm 7 Principles of Policy Governance

Chair High noted a copy in packet and Superintendent Mikalson expressed his thanks to Board members for embracing the policy governance model. All Board members agreed to reaffirm the seven principals of John Carver's Policy Governance model.

Monitor and Refine Executive Limitations Discussion

Chair High noted the Refining the Board's monitoring of Executive Limitations document in the packet, prepared by Peggy Kinkade. Kinkade suggested focusing on EL 7 : Facilities today and moving the remaining part of the document for future discussion. High agreed and reminded all that with the new RFP process, approved by the Board, the superintendent now signs all architectural contracts on behalf of the district and the Board. Kinkade said she does not want to change or reevaluate the new RFP process, but suggested having a public conversation about the contract with the Board, especially with the large projects and two new schools' architectural services now being considered. Discussion ensued on the method of notification from Mikalson to the Board on such contracts.

Cheri Helt shared her concerns with the RFP scoring process and moved to amend Executive Limitation 7 to clarify that the Board will sign off on architectural contracts over \$300,000. The motion was not seconded. Motion failed to pass. High suggested the RFP process be part of the larger review that the Board will lead with an independent party of the 2017 bond and if that review comes back with significant concerns in the RFP process, it is something the Board can address in the review of EL 7 in early 2018. High suggested that Mikalson send the contract to the Board Chair 24 hours prior to signing. The Chair will then send the contract out to Board members for review. All agreed and agreed that this process will take place for the five current architectural contracts. Mikalson will provide a construction update at the September 12 board meeting.

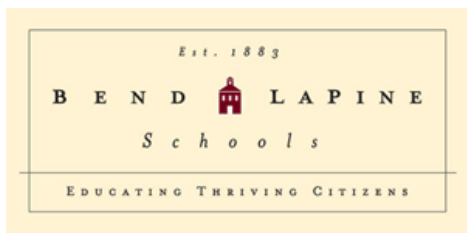
The Board agreed to move the discussion of NSBA and OSBA, and the superintendent evaluation to the September 12, 2017 meeting.

Board Comments

There were no comments

Meeting and retreat adjourned at 2:11 p.m.

Respectfully submitted,
Andrea Wilson
8.2.2017



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: September 7, 2017

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on September 12, 2017. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Ambrose, Chelsea	Intermediate Teacher PS106775	WE Miller Elementary	Temporary Full Time	9/12/2017
Auker, Michelle	Primary Teacher PS106776	High Lakes Elementary	Temporary Full Time	9/12/2017
Aleksey, Jane	ELL Teacher PS106753	South County	Regular Part Time to Full Time	9/12/2017
Avella, Tanya	Primary Teacher PS106851	Elk Meadow Elementary	Temporary Part Time .50 FTE	9/12/2017
Barker, Kelsie	PE/Health Teacher PS106905	Pacific Crest MS	Temporary Part Time .50 FTE	9/12/2017
Brunner, Brett	PE/Health Teacher PS106860	Pacific Crest MS	Temporary Full Time	9/12/2017
Bury, Myria	Design Teacher PS106886	Pilot Butte MS	Temporary Part Time .333 FTE	9/12/2017
Campbell, Heather	Science Teacher PS106781	Pacific Crest MS	Temporary Full Time	9/12/2017
Carlton, Jay	ERC Teacher PS106871	Special Programs	Temporary Part Time .50 FTE	9/12/2017
Chapin, Jeri	Primary Teacher PS106632	Pine Ridge Elementary	Temporary Full Time	9/12/2017
Clair, Quinn	Chemistry Teacher PS106600	Bend Senior HS	Temporary Full Time to Regular Full Time	9/12/2017
Conger, Holly	Life Skill Teacher PS106593	Pine Ridge/SPED	Temporary Full Time	9/12/2017
Daggett, Ian	ERC Teacher PS106821	Amity Creek Elementary	Regular Part Time .50 FTE	9/12/2017
Davis, Ashley	Primary Teacher PS106776	WE Miller Elementary	Temporary Full Time	9/12/2017
Evans, Heidi	Reading Specialist PS106811	Highland Elementary	Temporary Part Time .40 FTE	9/12/2017



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Ferrill, Danielle	Primary Teacher PS106776	Rosland Elementary	Temporary Full Time	9/12/2017
Foster, Elizabeth	Art Teacher PS106849	Special Programs	Temporary Part Time .20 FTE	9/12/2017
Grant, Karen	Intermediate Teacher PS106856	Ensworth Elementary	Temporary Full Time	9/12/2017
Gunter, Jamie	Counselor PS106761	STRIVE	Regular Part Time .50 FTE	9/12/2017
Gutierrez, Haley	Math Intervention Teacher PS106877	Ponderosa Elementary	Temporary Part Time .50 FTE	9/12/2017
Hemstead, Stephanie	Enrichment Specialist Teacher PS106828	Ensworth Elementary	Temporary Part Time .30 FTE	9/12/2017
Hollingsworth, Liana	Math Teacher 106783	La Pine MS	Regular Part Time to Full Time	9/12/2017
Houslet, Lauren	7/8 Math Teacher PS106899	High Desert MS	Temporary Full Time	9/12/2017
Jacobi, Keri	Intermediate Teacher PS106775	Pine Ridge Elementary	Temporary Full Time	9/12/2017
Jay-Maleski, Jaclyn	Counselor PS106834	Cascade MS	Regular Part Time to Full Time	9/12/2017
Jessup, Amanda	Music Teacher PS106744	Silver Rail Elementary	Regular Full Time	9/12/2017
Johannesen, Jessica	ELL Teacher PS106786	Special Programs	Temporary Part Time .50 - .70 FTE	9/12/2017
Johnson, Ryan	TOSA Grad Coach PS106794	Mountain View HS	Temporary Part Time .833 FTE	9/12/2017
Kennedy, Nole	Dean of Students PS106843	High Desert MS	Temporary Full Time	9/12/2017
<i>King, Amber Declined Position</i>	<i>Life Skills Teacher PS106593TMP</i>	<i>Ponderosa Elementary</i>	<i>Temporary Full Time</i>	<i>8/28/2017</i>
King, Amber	Life Skill Teacher PS106820	Transition Co-Op Special Programs	Regular Part Time .50 FTE	9/12/2017
Korstad, Lindsay	Counselor PS106801	RE Jewell Elementary	Temporary Part Time to Full Time	9/12/2017
Lange, Suzanne	Title Math Teacher PS106850	Elk Meadow Elementary	Temporary Full Time	9/12/2017
Laymon, Sofie	Primary Teacher PS106776	WE Miller Elementary	Temporary Full Time	9/12/2017
Lofts, Cynthia	Math Teacher PS106885	Pacific Crest MS	Temporary Part Time .83 FTE	9/12/2017
Meyer, Tawnya	Lifeskills Teacher PS106837	Special Programs	Temporary Full Time	9/12/2017
Nase, Carole	ELL Teacher PS106744	District Wide ELL	Regular Part Time to Regular Full Time	9/12/2017
Norman, Jennifer	Primary Teacher PS106632	RE Jewell Elementary	Regular Full Time	9/12/2017
O'Sullivan, Megan	Lifeskills Teacher PS106837	Special Programs	Temporary Full Time	9/12/2017



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Pearson, Wendy	Intermediate Teacher PS106775	RE Jewell Elementary	Temporary Full Time	9/12/2017
Peters, Kelly	Math Teacher PS106845	STRIVE	Temporary Full Time to Regular Full Time	9/12/2017
Pettis, Robert	Music Teacher PS106795	Highland Elementary	Regular Part Time .60 FTE	9/12/2017
Redmond, Amanda	Science Teacher PS106819	Pacific Crest MS	Regular Full Time	9/12/2017
Reynold, Tracy	TOSA Coach PS106800	Special Programs	Regular Part Time .40 FTE	9/12/2017
Ross, Brandie	Spanish Teacher PS106720	Bend Senior HS	Regular Part Time to Regular Full Time	9/12/2017
Shepard, Justin	Band/Music PS106610	Cascade MS	Regular Part Time to Regular Full Time	9/12/2017
Swales, Laura	Primary Teacher PS106776	Lava Ridge Elementary	Temporary Full Time	9/12/2017
Szymanski, Angela	Intermediate Teacher PS106775	Juniper Elementary	Temporary Full Time	9/12/2017
Webb, Zachary	7/8 Language Arts PS106878	La Pine MS	Temporary Full Time	9/12/2017
Wellington, Mary	Spanish Teacher PS106906	Pacific Crest MS	Temporary Part Time .167 FTE	9/12/2017
Wieber, Heather	ELL Teacher PS106787	High Desert MS	Temporary Part Time .30 FTE	9/12/2017
Wikler, Melissa	Science Teacher PS106844	STRIVE	Regular Full Time	9/12/2017
Williams, Karen	Art Specialist PS106913	Elk Meadow Elementary	Temporary Part Time .10 FTE	9/12/2017
Wognild, Kristin	Humanities PS106853	Cascade MS	Regular Part Time .667 FTE	9/12/2017
Wognild, Kristin	Humanities PS106854	Cascade MS	Temporary Part Time .333 FTE	9/12/2017
Quinn, Kerri	Math Teacher PS106804	Cascade MS	Temporary Full Time	9/12/2017
Zaiger, Warren	Orchestra Teacher PS106855	Summit HS	Temporary Part Time .333 FTE	9/12/2017

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Aryes, Brenda	Primary Teacher	WE Miller Elementary	08/26/1997 – 08/10/2017
Moran-Crook, Michelle	HS Teacher	STRIVE	08/29/2005 – 08/5/2017
Qual, Jaime	Primary Teacher	Rosland Elementary	08/29/2005 – 8/28/2017



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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Heberlein, Susan	Interim Principal	High Desert MS	Temporary Full Time	08/05/2017

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Moran-Crook, Brian	Principal	High Desert MS	7/1/2010 – 08/5/2017



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September 8, 2017

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

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

RE: Classified and Confidential Recommended Hires, Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on September 12, 2017

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Abrams, Scott	#106523 EA - Inclusion	High Desert	Temp 2.5 hrs / day	7/10/17
Addison, Denise	#106876 School Office Secretary I	Three Rivers	Temp 1.5 hrs / day	8/29/17
Altman, Cheryl	#106830 EA – Student Instruction	Buckingham	Reg 3.9 hrs / day	8/16/17
Armstrong, Wynona	#106808 Campus Safety & Security Officer	Mountain View	Reg 7.75 hrs / day	8/9/17
Ballantine, Tara	#106827 EA – Student Instruction	Ensworth	Temp 4.95 hrs / day	8/17/17
Ballantine, Tara	#106799 EA – Inclusion	Ensworth	Temp 1.5 hrs / day	8/31/17
Bartz, Cheryl	#106887 EA – Student Instruction	Lava Ridge	Temp 3.5 hrs / day	8/28/17
Baxter, Bradley	#106880 EA – Student Instruction	Amity Creek	Temp 7 hrs / day	8/29/17
Bittner, Sara	#106831 EA – Student Instruction	Ponderosa	Temp 3.75 hrs / day	8/17/17
Buffington, Victoria	#106901 Media Manager	La Pine High / La Pine Middle	Temp 7 hrs / day	8/28/17
Charlton, Annie	#106609 EA – Inclusion	Special Programs	Temp 7 hrs / day	8/16/17
Dales, Danielle	#106609 EA – Inclusion	Special Programs	Temp 6.5 hrs / day	8/17/17
Dalton, Julie	#106847 School Office Secretary II	La Pine Elementary	Reg 7.5 hrs / day	8/17/17
Davis, Whitney	#106825 FAN Intake Manager	Silver Rail / RE Jewell	Reg 7.6 hrs / day	8/24/17
Deschweinitz, Teresa	#106830 EA – Student Instruction	Buckingham	Reg 3.9 hrs / day	8/16/17



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Dieker, Sarah	#106680 Media Manager I	Lava Ridge	Temp 7 hrs / day	8/10/17
Ervin Scott, Elizabeth	#106931 EA – Student Instruction	Bear Creek	Temp 5 hrs / day	9/5/17
Ferris, Amy	#106859 EA – Student Instruction	Lava Ridge	Temp 3.75 hrs / day	8/18/17
Flack, Katherine	#106789 EA – Inclusion	La Pine High	Reg 7 hrs / day	8/24/17
Fontana, Nicole	#106842 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	8/21/17
Gillihan, Charity	#106617 EA – Inclusion	Special Programs	Reg 7 hrs / day	8/16/17
Gregg, Mary	#106868 Office Secretary II	Pilot Butte	Reg 5.75 hrs / day	8/17/17
Gutierrez, Haley	#106832 EA – Student Instruction	Ponderosa	Reg 6 hrs / day	8/15/17
Halvorson, Devan	#106829 EA – Student Instruction	Buckingham	Temp 3.5 hrs / day	8/17/17
Hanlon, Shelley	#106842 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	8/30/17
Heinz, Matthew	#106609 EA – Inclusion	Ponderosa	Temp 7 hrs / day	8/29/17
Hornsby, Ceri	#106617 EA – Inclusion	Buckingham	Reg 6.5 hrs / day	8/31/17
Ives, Jolynn	#106881 EA – Student Instruction	Rosland	Temp 3.5 hrs / day	8/29/17
Johns, Tylyn	#106609 EA – Inclusion	Mountain View	Temp 7 hrs / day	8/21/17
Johnston, Amanda	#106881 EA – Student Instruction	Rosland	Temp 3.5 hrs / day	8/29/17
Kelley, Shelly	#106862 EA – Student Instruction	Juniper	Temp 3.75 hrs / day	8/25/17
Kittrell, Juli	#106842 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	9/5/17
Kraft, Jamie	#106822 Counseling Secretary II / Data Curriculum Secretary II	Pilot Butte	Reg 7 hrs / day	8/10/17
Landis, Lynette	#106609 EA – Inclusion	Special Programs	Temp 7 hrs / day	8/16/17
Lowrey-Evans, Tina	#106842 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	8/30/17
Mesina, Ana	#106617 EA – Inclusion	Mountain View	Reg 7 hrs / day	8/14/17
Montgomery, Bridgit	#106857 EA – Student Instruction	La Pine Elementary	Reg 6.75 hrs / day	8/17/17
Moore, Anita	#106725 School-to-Career	Bend High	Temp 3.75 hrs / day	8/14/17
Morris, Michalyn	#106841 Kitchen Manager I	La Pine Middle	Reg 6.5 hrs / day	8/22/17



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Morse, Delaney	#106829 EA – Student Instruction	Buckingham	Temp 3.5 hrs / day	8/16/17
Nelson, Bobbi	#106617 EA – Inclusion	Juniper	Reg 6.5 hrs / day	8/22/17
Neumann, Elizabeth	#106880 EA – Student Instruction	Amity Creek	Temp 7 hrs / day	8/29/17
Page, Natalie	#106862 EA – Student Instruction	Juniper	Temp 3.75 hrs / day	8/25/17
Pierce, Silvie	#106609 EA – Inclusion	Sky View	Temp 7 hrs / day	8/24/17
Platsman, Jeane	#106864 Media Manager II	Sky View	Temp 7 hrs / day	8/17/17
Ramirez, April	#106862 EA – Student Instruction	Juniper	Temp 3.75 hrs / day	8/25/17
Reynolds, Christina	#106842 EA – Student Instruction	Bear Creek	Temp 3 hrs / day	8/23/17
Scrocca, Mary	#106831 EA – Student Instruction	Ponderosa	Temp 3.75 hrs / day	8/17/17
Simpson, Steven	#106916 EA – Alternative Education	Bear Creek	Temp 5 hrs / day	9/5/17
Smith, Alexis	#106829 EA – Student Instruction	Buckingham	Temp 3.5 hrs / day	8/17/17
Stefano, Nicole	#106826 FAN Intake Manager	Lava Ridge / Sky View	Reg 5 hrs / day	8/17/17
Veerman, Kristin	#106789 EA – Inclusion	La Pine High	Reg 7 hrs / day	8/24/17
Their, Christopher	#106869 EA – Student Instruction	High Lakes	Temp 3 hrs / day	8/23/17
Wallace, Kendall	#106824 Attendance Secretary II	Cascade	Reg 7 hrs / day	8/4/17
Williamson, Megan	#106832 EA – Student Instruction	Ponderosa	Temp 3.75 hrs / day	8/17/17

Classified Resignations

Name	Position	Location	Resign Date
Aune, Richelle	EA – Inclusion / EA – Student Supervision	Juniper	9/7/16 – 6/22/17
Berg, Linnea	Nutrition Server I	Pacific Crest	8/25/14 – 8/25/17
Daubenschmidt-Bixler, Kelsie	Nutrition Server I	Mountain View	1/11/17 – 8/7/17
Chapin, Jeri	EA – Student Instruction	Pine Ridge	8/29/17 – Resigned prior to working (Hired into certified position)
Cheney, Noah	Summer Mowing Crew	Maintenance	5/15/17 – 8/4/17
Evermore, Robert	Bus Driver	Transportation	2/6/17 – 9/15/17
Humbird, Jennifer	Bus Monitor	Transportation	9/29/15 – 8/22/17
Jaeger, Jordan	Outside Services Crew II	Maintenance	6/11/12 – 9/1/17
Jones, Sharon	Bus Driver	Transportation	9/24/02 – 8/28/17
Klass, Barton	Bus Driver	Transportation	2/20/17 – 8/30/17
Park, Soonbok	Nutrition Server I	Buckingham	8/26/16 – 8/24/17



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax (541) 355-1109*

Pierce, Heidi	Special Education Bus Driver	La Pine Transportation	8/10/01 – 8/3/17
Saunders, Sarah	Nutrition Server I	Juniper	8/15/17 – 8/18/17
Schmidt, Kristofer	EA – Inclusion	La Pine Middle	7/28/17 – Resigned prior to working
Shine, Kathleen	Bus Monitor	Transportation	4/8/15 – 9/5/17
Snyder, Christina	Nutrition Server I	WE Miller	9/7/16 – 7/17/17
Stirling, Daniel	Bus Driver	Transportation	3/14/14 – 8/22/17
Wallace, Kendall	Attendance Secretary II	Cascade	8/21/17 – 9/1/917
Ward, Joanne	Nutrition Server I	La Pine Elementary	8/25/15 – 8/25/17
Weich, Lynda	Nutrition Server I	High Lakes	9/29/16 – 8/11/17

Classified Retirements

Name	Position	Location	Retirement Date
Matthews, Virginia	EA – Inclusion	La Pine High	10/12/95 – 8/1/17

Confidential Resignation

Name	Position	Location	Resign Date
Threet, Karen	Classified Specialist	Human Resources	4/3/17 – 8/22/17

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

Executive Limitation 3 – Treatment of Students, Parents / Guardians and the Public
September 12, 2017

Background/Discussion

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

Monitoring Report

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.**

Evidence of compliance:

As schools across the District continue to develop and implement their school design plans, more focus for the 2017-18 school year will be on the process itself, including the importance of making sure that empathy with the “end user” (students and families, for example) occurs early in any design cycle. Both these ideas were central parts of the August Leadership Academy. Additionally, schools will be focusing closely on monitoring and measuring implementation and outcomes related to their design plan goals.

Areas for Improvement:

The school design process is always evolving. School leaders’ skills in engaging stakeholders throughout the process and maintaining strong focus on a few, high-leverage strategies vary. The Office of School Support Services, with assistance from Teaching and Learning Support Services, will ensure that school leaders receive ongoing professional learning and coaching, including partnerships with similar schools.

In August, 2017, Assistant Director Kinsey Martin presented strategies to school office staff for welcoming and supporting all families, including those who do not speak English. An important next step will be for schools to provide digital tools that give staff access to resources such as Google Translate.

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.

Evidence of compliance:

District staff engages consistently with legal counsel in order to stay current around policies, regulations, case law and recommendations such as those related to promoting discrimination-free environments.

All district staff is required to complete annual training each year that provides information and direction around guidelines related to discrimination-free environments..

The district's Title IX coordinator has completed an update of noticing requirements to provide clarity around expectations and reporting processes related specifically to Title IX requirements and provisions. Ongoing training for all district staff has begun and will continue throughout the 2017-18 school year.

Areas for Improvement:

While not specifically a district area for improvement, it should be noted that federal guidance regarding Civil Rights issues is currently a shifting landscape. The District will continue to attend training and to work closely with legal staff to make sure Bend-La Pine Schools is in compliance with both federal and state laws.

3. Use methods of managing information that fail to protect confidential information

Evidence of compliance (unchanged from 2016 report):

Bend-La Pine student data and information are considered confidential and are treated as such. Access to systems containing student data is given out on a needs basis. The largest, and most used, system is the Synergy Student Information System. Other minor systems (Google, etc.) contain some student information, as well.

Explicit actions have been taken to protect student information within Bend-La Pine Schools. Examples include the following:

- Communication to staff that student information shall not be transmitted via insecure systems (email, etc.)
- The recent change of all BLS staff passwords to a 12-character password that must be changed (system enforced) at least every 12 months.
- Creation of a secure sending platform to transmit student information, so email can be avoided.
- Integration of most systems into the district's Active Directory platform, allowing for the management of user identities in one place, automatic access termination across systems, etc.
- Adherence to [JOA-AP](#) : Directory Information, which defines student record request limitations.
- Hardening of IT systems that contain student information, to the degree possible.
- Thorough review of Apps requested by teachers via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).

The above, coupled with communication of best practice, diligence and awareness helps to keep BLS student data and information safe.

Areas for Improvement:

None

4. Fail to provide and communicate a process for the timely handling of complaints.

Evidence of compliance:

As a result of the Office of Civil Rights' response to a Title IX complaint, the District became aware that there were multiple policies, regulations, forms and timelines for various types of complaints: discrimination, employee misconduct, general complaints, etc. This made it difficult for those interested in registering complaints to know precisely how to proceed; in addition, it made it confusing for school and district staff to follow procedures faithfully in processing a complaint. Over the course of the 2016-17 school year, High Desert ESD attorney Lauren Lester worked with district staff to streamline the complaint process.

Areas for Improvement:

Because there have been changes to the process, the District needs to ensure that all administrators and office staff have up-to-date information so that they can a) guide those who wish to make a complaint to the correct information, and b) process complaints according to the correct timelines and expectations.

5. Fail to involve stakeholders in advisory capacity regarding district-level matters at the board's direction.

Evidence of compliance:

The District engaged families, students and the community in a number of important district-level matters over the course of the 2016-17 school year.

- The Start Times Community Committee concluded its work and provided a report to the superintendent, after several months of meetings and communication. Additionally, community outreach related to school start times is continuing to occur during the 2017-18 school year.
- Superintendent Mikalson initiated a District Student Advisory Team, and he has urged school leaders to begin these teams, as well, in the upcoming year.
- As part of the high school configuration discussion, Assistant Superintendent Nordquist conducted a series of focus groups with students, staffs, families, and the community, ultimately meeting with approximately 500 stakeholders. She and a steering committee will host a series of community forums on the topic this fall, before making a recommendation to the superintendent.
- Looking forward to 2017-18, Assistant Director Kinsey Martin has already begun the process of recruiting representatives for a district-level Latino Family Advisory Committee.

Areas for Improvement:

While the District has continued to make progress in stakeholder involvement, this is an ongoing goal. The design and construction of the first new high school in over fifteen years is a rich opportunity to engage families and community members in important district issues.

6. Tolerate any behaviors or actions that hinder the academic performance or the well-being of students.

Evidence of compliance:

The following policies and regulations provide guidelines and provisions for promoting academic performance and well-being of students. Student, staff and public guidelines are noted below:

- [JG-AP](#) : Student Conduct and Discipline
- [EEACC-AP](#) : Student Conduct on School Buses
- [EEACC-AR](#) : Conduct on School Buses
- [JHFF-AP](#) : Reporting Requirements Regarding Sexual Conduct with Students
- [JHFF-AR](#) : Maintaining Appropriate Staff/Student Boundaries
- [KGB-AR](#) : Public Conduct on District Property

In addition to annual mandatory training related to students' safety, over the last year district staff have been engaged in a number of professional learning initiatives to continue to build their skills in creating and maintaining classroom and school cultures that promote safe, secure and engaging learning environments for each and every student. For example, over 250 district staff participated in the first annual Trauma-Informed Schools Summer Summit, and approximately 40 participants have elected to continue in follow-up training and action research throughout the 2017-18 school year. 30 staff from nine schools participated in a year-long Colloquium for Equity, which included two student panels. 50 staff from across the district participated in a two-day "Taking It Up" training, designed to raise awareness about inequitable practices within our schools and systems.

Led by Secondary Director Sal Cassaro, a team of district and school leaders are reviewing district disciplinary practices, to help provide consistent guidelines and to promote restorative practices. This work will continue throughout the 2017-18 school year.

Areas for Improvement:

As is true with any important issue, the task of ensuring the psychological and physical safety of each and every student is never "complete." A number of schools or school teams have identified restorative practices as an area of focus for their design plans. The District needs to continue to support this work with professional learning and coaching in Collaborative Problem Solving (CPS), trauma-informed practices, and Social and Emotional Learning (SEL), for example.

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.

Evidence of compliance:

In terms of students' emotional well being and safety, the District has taken a number of steps to provide additional support for students. High schools have targeted some of the additional funding provided by Measure 98 for this purpose. The District has provided targeted professional learning for counselors and nurses, including mental health first aid. LINK Crew and other student mentoring programs are in place in many schools as part of their bullying prevention measures. Finally, schools throughout Oregon will be implementing the SafeOregon tip program; BLP school and district leaders received introductory training in August, 2017.

The District is also working to improve the physical safety of students. Raptor, a more secure visitor management program, has been rolled out to additional schools in August, 2017. With the success of the 2017 bond, safe and secure vestibules will be installed in all of our schools over the next five years.

Areas for Improvement:

Bullying, including cyberbullying, remains a continued focus for student and staff awareness and education.

2. Fail to invite student and parent/guardians evaluation (via survey) of their educational experience.

Evidence of compliance (unchanged from 2016 report):

In alignment with a focus on broadening the definition of student success, schools annually survey students at all three levels using tools provided by Gallup and Brightbytes. These surveys focus on hope, engagement, critical thinking, communication, collaboration, creativity and other elements of a Student B, Future-Ready, profile.

Areas for Improvement:

As discussed earlier in this report, district and school staff are focusing more on empathy in their design thinking. To do this, it is important to have strong connections with “end users” such as parents and students. Surveying, shadowing students, or assembling focus groups are all effective strategies. District administrators from the Office of School Support will continue to work with school leaders in this area with the specific focus of encouraging the utilization of student survey information and student voice as a key leverage point for improvement not only at the school but most importantly at the teacher or classroom level.

Additionally, the district is continuing to explore ways to effectively survey parents/guardians.

3. Fail to provide options to help meet individual student needs and learning styles, including alternative programs.

Evidence of compliance:

The District is involved in two significant initiatives in terms of increasing options for students. First, Desert Sky Montessori School’s charter application was approved by the school board, and the school opened its doors in September with over 100 students. Second, an “area for improvement” in the 2016 report listed the need for high school options. With the leadership of Deputy Superintendent Jay Mathisen, two teams facilitated by Alice DeWittie and Roger White are deeply involved in planning small high school options that will open in the fall of 2018.

Also at the high school level, the District used a portion of Measure 98 funds to create graduation coaching positions. These staff members will work to personalize education and provide support for struggling high school students. Because these are new positions, these coaches will work closely with Mathisen and take part in targeted professional learning.

Finally, beginning in the 2017-18 school year, Pacific Crest Middle School will be home to a program specifically designed and staffed to support students with high-functioning autism. All

school staff will participate in professional learning throughout the school year to continue to build knowledge and skills that will best serve this population of students.

Areas for Improvement:

None noted. While there may well be additional alternative programs the District should consider in the future, the current priority is to support the success of our newest options.

4. Fail to encourage parent/guardian involvement.

Evidence of compliance:

Over the course of the 2016-17 school year, and extending into the start of the 2017-18 year, the District has made more effective communication with our Latino families a priority. In February, the first Latino Family Night was held, with approximately 70 families in attendance. Superintendent Mikalson held listening sessions with small groups throughout the evening so that families could share their issues and questions. In addition, both Pilot Butte Middle School and Bend Senior High School hosted Juntos, a six-week program for parents to help them learn about post-high school options, advocate for their students' success, and gain skills to track their students' progress in school. During the 2017-18 school year, these schools will repeat the program, and High Desert Middle School and Mt. View High School will also offer the program. Finally, the District has hired three Latino Family Liasons, with responsibilities across the district to support Latino families in their access to schools, administrators, and teachers.

Areas for Improvement:

The District has made significant progress in scheduling family activities at times that promote attendance from all families, including those who work during the school day. However, this is still a targeted area for growth. District administrators from the Office of School Support will continue to work with building leaders to ensure as many activities as possible are accessible for all families.

5. Allow fundraising that imposes undue burden on students and their families.

Evidence of compliance (unchanged from 2016 report):

Policy [KI-AP](#) : Public Solicitation in District Facilities, provides safeguards that prevent fundraising by non-school entities or fundraising for non-school activities from being conducted on campus during school hours. It also places significant limits on any outside fundraising contacts with students and staff.

Additions to secondary school athletic budgets have been made in the last two years with a goal of reducing fundraising efforts by schools for necessary equipment, officiating and travel costs.

Fundraising by schools is only to be conducted with approval from the school principal. This provides a principal with the ability to weigh the benefits and burdens of each effort.

Extra-curricular and co-curricular events that offer out of state travel opportunities, such as music performances or athletic camps and tournaments, require the superintendent's approval. Costs for such travel activities usually are high, and fundraising is often conducted. The approval process is done in an effort to provide some oversight of each.

Areas for Improvement:

The District will specifically focus this year on re-affirming the expectations related to principal fundraising approval and superintendent approval of all out of state travel opportunities. We will also work to review our KI-AP practices and procedures in light of new emerging social media fundraising practices.

6. Fail to provide timely notice to parents/guardians and students about academic calendar changes.

Evidence of compliance:

Bend-La Pine Schools release annual detailed calendars each spring for all area schools. The most current version of each of these calendars can be found on our district website:

All current calendars are additionally provided in August each year through the Family Handbook and Calendar that gets mailed home to all students/families. The most current version can be found on our district website.

Areas for Improvement:

None

7. Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.

Evidence of compliance (unchanged from 2016 report):

The shift to a new student information system, Synergy, was implemented several years ago. A parent communication feature, ParentVue, allows for real time access to grades and attendance data.

Areas for Improvement:

Improving the timely entry of student grade data by all teachers is an area for improvement through the development of agreed upon standards/expectations across the district. This year the District will specifically be asking all secondary school principals to communicate these expectations to their staff and parents at the beginning of both semesters.

8. Fail to protect students and parents/guardians who have voiced complaints from staff retaliation within the school environment.

Evidence of compliance (unchanged from 2016 report):

Policy [JBA/GBN-AP](#) : Harassment/Intimidation/Bullying/Cyberbullying, protects from retaliation any person who is thought to have filed a complaint, who actually files a complaint, or who participates in an investigation of a complaint of this nature.

Policy [JBAA/GBNA-AR](#) : Sexual Harassment, protects from retaliation any person acting in good faith by initiating a complaint of this nature, or who participates in an investigation of this nature.

Policy [AC-AP](#) : Non-Discrimination, provides protection for any individual who opposes any discriminatory act or practice, who engages in the filing of a charge or who participates in an

investigation or proceeding related to such concerns. A general reference to Federal Civil Rights laws supporting those protections is included in this policy.

Areas for Improvement:

Including similar policy language for matters not related to discrimination and harassment may be explored with legal counsel.

9. **Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgement. Policy shall not fail to include:**
- a. **A means of communicating discipline policy to all students annually;**
 - b. **Prohibition of illegal drugs (including marijuana), alcohol or tobacco products by students and adults on school property and at school-sponsored events;**
 - c. **Prohibition of weapons by students and adults on school property and at school-sponsored events in accordance with GBJ-AR (with exception pursuant to state law).**
 - d. **Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.**

Evidence of compliance:

Policy [JG-AP](#) : Student Conduct & Discipline, includes language that addresses a-d as noted above.

Policy [EEACC-AP](#) : Student Conduct on School Buses, and aligned regulation [EEACC-AR](#) : Conduct on School Buses, include relevant language addressing the context of school-provided transportation.

Schools annually provide parents and students with access to school expectations and guidelines for conduct. Such guidance is provided electronically and often in hard copy form. School staff invest time and instruction focused on school expectations with both start-of-school and mid-year reviews of handbooks, behavior expectations, etc. Ongoing school-wide systems such as PBIS and EBISS embed behavior expectations and corresponding instruction.

With both district and ESD funding, 2.4 FTE has been devoted to behavior coaches. These coaching positions support schools' staffs in developing and implementing a systems approach: one that balances safety and learning environments for all students with personalized supports for individual students with behavioral challenges.

The district continues to demonstrate a growing commitment to reducing expulsions as trend data indicates dramatic declines in expulsions over the last several years.

Areas for Improvement:

School administrators need to continue to develop knowledge and skills in both prevention and intervention strategies related to discipline. One area of particular concern is discipline of students with disabilities.

Addendum:

See linked documents above.

PURPOSE STATEMENT

"Educating each student to be a thriving citizen"

MISSION STATEMENT

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

CORE VALUES

World Class: Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.

Students First: Decisions based on what is best for students.

Culture of Excellence: A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.

Data Driven: Decisions based on the best information and practices available.

Positive Relationships: Interactions based on honesty, dignity, respect, and integrity.

BOARD GOALS

GOAL 1: All students receive an excellent education and are prepared for their future.

GOAL 2: All students demonstrate personal integrity and responsible citizenship.

GOAL 3: All schools provide safe, nurturing environments conducive to learning.

GOAL 4: The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

WORLD CLASS OUTCOMES

Consistent with the district Purpose, Mission, Values, and Goals all children of Bend-La Pine Schools will attain the highest level of academic achievement, develop the essential skills and attributes necessary

for continued growth in learning, and graduate prepared to contribute as a thriving citizen in our ever-changing global society.

In that effort, the Bend-La Pine Schools accepts the responsibility, through the adoption of the following ends/results, to commit all resources to help give all students regardless of ethnicity, socio-economic status, English language proficiency or disabilities the knowledge, skills, and attributes necessary to succeed, grow, and ultimately graduate from Bend-La Pine Schools prepared to thrive in their future:

Academic Excellence

1. Bend-La Pine Schools students' academic achievement will show continuous improvement, as measured by the percent of 3rd-8th and 11th graders annually scoring 3 or higher on the Smarter Balanced State Assessments, or by the percent of 9th-11th graders meeting ACT's College and Career Readiness Benchmarks, in Reading, Mathematics, Writing, and Science.
2. Bend-La Pine Schools annual progress in eliminating the achievement gap for all students will show continuous improvement, as measured by the percent of state or federally identified student populations in grades 3rd-8th and 11th annually scoring 3 or higher on the Smarter Balanced State Assessments, or by the percent of 9th-11th graders meeting ACT's College and Career Readiness Benchmarks, in Reading, Mathematics, Writing, and Science.
3. Bend-La Pine Schools shall make continuous advancement toward on-time graduation, as measured by Bend-La Pine Schools' 4-year cohort graduation rate.

Thriving Citizen

4. Bend-La Pine Schools students' demonstration of the essential skills and attributes of hope, engagement, and well-being will show continuous improvement, as measured by the Gallup Student Poll of students in grades 5-12.
5. Bend-La Pine Schools students' participation in extra and co-curricular activities will increase annually, as measured by the percent of secondary students participating in school-based extra- or co-curricular activities that are recorded in the district's student information system.

Future Ready

6. Bend-La Pine Schools students' participation in advanced, career and technical, arts, world-language, and post-secondary courses shall increase annually, as measured by the average number of credits earned per secondary student, per year. This shall include high school credits in middle school, college credits in high school, technical and career ready coursework, Advanced Placement, International Baccalaureate, arts, world-language, and other advanced learning opportunities.
7. Bend-La Pine Schools students' use of the essential 21st Century skills of critical thinking, communication, creativity, and collaboration will show an increase, as measured by the BrightBytes Clarity Student Survey of students in grades 3-12.
8. Bend-La Pine Schools shall show continuous advancement in the number of students' entering post-secondary education, as measured by the percent of graduates entering 2- or 4-year colleges within 16 months of graduation.

Refining the board's monitoring of Executive Limitations, Summer 2017

In an effort to improve the board's response to policy monitoring, the following is presented as a framework for evaluating and scoring each EL at the time it is monitored. This will help us improve accountability for the superintendent in his role as chief executive and for the board in our role as evaluators.

I reviewed notes from individual superintendent evaluation input and thought through ongoing board conversations about what we value. This is not a comprehensive list of our interests, but I believe the Ends address some of those specific. I have identified the following values that I propose we use in measuring EL performance:

accountability
communication
continuous improvement
efficiency
equity

excellence
innovation
safety
students first
transparency

Suggested values to score when monitoring Executive Limitations

EL 1: **Global Executive Restraint:** accountability, transparency

EL 2: **Emergency Superintendent Succession:** communication, accountability

EL 3: **Treatment of Students, Parents/Guardians, and the Public:** communication, equity, safety, students first, transparency

EL4: **Treatment of Staff:** communication, excellence, safety, transparency

EL5: **Staff Compensation and Development:** continuous improvement, equity

EL6: **Staff Evaluation:** accountability, continuous improvement

EL7: **Facilities:** accountability, communication, efficiency, equity, safety, transparency

EL8: **Academic Program:** accountability, equity, excellence, innovation, students first

EL9: **Technology:** efficiency, equity, safety

EL10: **Financial Planning and Management:** accountability, communication, efficiency, transparency

EL 11: **Asset Protection:** efficiency, safety

EL 12: **Legally Required Policies:** accountability

Superintendent Evaluation Analysis, Summer 2017

During Shay's first year as superintendent (2015-16), the school board utilized an interim evaluation to measure board satisfaction with Shay's work, but we agreed to begin evaluating the superintendent exclusively on 8 Board Ends and 12 Executive Limitations. Because of the data lag and a variety of other challenges, the formal 15-16 evaluation wasn't complete until the end of the 2016-17 school year. Some board members have expressed concern that the superintendent is no longer evaluated on personal qualities, communication, educational leadership, etc. Following is an analysis of ways the old "key competencies" are measured through monitoring Executive Limitations. This report also includes a recommendation aimed at refining the board's evaluation of the ELs, along with a proposal for adding a "personal qualities" measure to the formal, overall evaluation.

Following are the 6 key competencies the board used in evaluating our previous superintendent. For ease of referencing these key competencies as they relate to the current Executive Limitations, each competency is followed by a list of the basic elements desired.

- 1) *Educational Leadership*
 - a) *academic program*
 - b) *safe schools*
 - c) *student discipline*
 - d) *professional development*
 - e) *employee accountability*
- 2) *Administrative Leadership*
 - a) *school finance*
 - b) *school law*
 - c) *human resources*
 - d) *communication*
 - e) *delegates well*
 - f) *team management*
- 3) *Fiscal Management*
 - a) *develops budget*
 - b) *resources focused on priorities*
 - c) *keeps board informed*
- 4) *Board Relations*
 - a) *communication*
 - b) *good relationship*
 - c) *provides good recommendations*
- 5) *Community Relations*
 - a) *relationship with media*
 - b) *participates in community*
 - c) *keeps community informed*
- 6) *Personal Qualities*
 - a) *integrity*
 - b) *work ethic*
 - c) *professional growth*
 - d) *positive face of Bend-La Pine Schools*

The Executive Limitations are listed below and cross-referenced with elements of the key competencies from above, along with a very basic summary of that EL's emphasis.

EL 1: **Global Executive Restraint** (2b, 6)

Comprehensive accountability

EL 2: **Emergency Superintendent Succession** (2f)

Administrative Leadership

EL 3: **Treatment of Students, Parents/Guardians, and the Public** (1b, 1c, 5a, 5b, 5c)

External communication (including complaints), safe schools, meet individual student needs, effective and appropriate discipline, parent/guardian as partner (communicate with, invite participation, keep informed)

EL4: Treatment of Staff (1b, 1e, 2c, 2d, 2f, 6d)

System to recruit and select the best, culture of common goals, clear communication, recognition of outstanding work, safe environment, handle complaints professionally

EL5: Staff Compensation and Development (1d, 3b)

Ethics re: employee hires; attract, retain and develop staff

EL6: Staff Evaluation (1e, 2f)

Evaluate, support and hold staff accountable

EL7: Facilities (1b, 3b, 3c, 4a, 5—sort of)

Clean, safe and efficient; planning is transparent, fair, fiscally responsible, adaptable; fair access to facilities

EL8: Academic Program (1a, 1e, 3b, 4a, 4c)

Best practices including rigor, the 4Cs and social-emotional learning; college/career readiness; innovative; measure, evaluate and modify regularly

EL9: Technology (1a, 1b, 1e)

Equitable access, expectations for use of technology, sustainability

EL10: Financial Planning and Management (2a, 3a, 3b, 3c, 4a, 5c)

Alignment with board priorities, get input, accessible/understandable, best practices, transparent

EL 11: Asset Protection (1b, 4a)

Protect, insure and maintain

EL 12: Legally Required Policies (1, 2)

Compliance

If you are keeping score, you'll notice that most of the elements of the key competencies are addressed by language in the ELs. The only leftovers are 2e (delegates well), 4b (good relationship with the board), and 6abc (the personal qualities of integrity, work ethic, and professional growth).

Recommendations:

- In the current contract, up to 10% of base pay can be earned through performance incentives (up to 6% on Ends, up to 3% on ELs, and up to 1% for scores of 3.5 or higher on Ends and ELs). I propose we eliminate the third category and instead measure and offer up to 1% of base pay for performance on the personal qualities of integrity, work ethic, professional growth, and board relationship.
- Identify specific board values to score for each EL, thereby more closely connecting the EL to the board's interests and making scoring more objective.

Adopt-a-School Program

As members of the Board of Directors of Bend-La Pine Schools, it is important to connect with school administrators, teachers and staff, students and parents. The Adopt-a-School Program allows each board member to become part of their adopted schools community by attending school meetings, open houses, parent nights, meet regularly with building administrators, visit classrooms and special programs, visit with students and parents. Board members set the vision for their district. The Adopt-a-School Program encourages the school board to be present in their adopted schools to see the board's vision in practice.

Goals for the Adopt-a-School Program:

- Increase communication with building administrators, teachers and staff, students and parents.
- To see the board's vision in practice by visiting classrooms, special programs and other activities.

Minimum recommended per adopted school:

- Communicate with building principal once every two months.
- Attend one site council meeting during the school year.
- Attend one classroom activity per year,
- Attend an open house, parent night or school activity per year.

Board members are encouraged to be in their adopted schools as much as their schedules will allow. It will be up to the board member and building administrator to work out how to implement the Adopt-a-School program each year. Board members will schedule times to meet with the building administrator, teachers and staff and attend classroom activities.

The building administrator should understand that board members may drop into their adopted schools at anytime however, board members understand that by doing so, building administrators, teachers and staff may not be available to the meet with board members. The Adopt-a-School program is meant to be a way to facilitate communication; the program is not meant to be a way to "check-up" on schools. Board members cannot advocate for specific interests for a school but can discuss interests as a board if appropriate.

Bend-La Pine School Board 2017-18 Adopted Schools

ELEMENTARY SCHOOL	BOARD MEMBER
Amity Creek Elementary	Ron Gallinat
Bear Creek Elementary	Ron Gallinat
Buckingham Elementary	Cheri Helt
Elk Meadow Elementary	Andy High
Ensworth Elementary	Cheri Helt
Highland Elementary	Carrie Douglass
High Lakes Elementary	Carrie Douglass
Jewell Elementary	Ron Gallinat
Juniper Elementary	Julie Craig
La Pine Elementary	Stuart Young
Lava Ridge Elementary	Peggy Kinkade
Pine Ridge Elementary	Andy High
Ponderosa Elementary	Julie Craig
Rosland Elementary	Stuart Young
Silver Rail Elementary	Peggy Kinkade
Three Rivers Elementary	Stuart Young
W.E. Miller Elementary	Cheri Helt
Westside Village	Peggy Kinkade
MIDDLE SCHOOL	BOARD MEMBER
Cascade Middle School	Andy High & Peggy Kinkade
High Desert Middle School	Ron Gallinat & Peggy Kinkade
La Pine Middle School	Stuart Young & Carrie Douglass
Pacific Crest Middle School	Carrie Douglass & Julie Craig
Pilot Butte Middle School	Ron Gallinat & Cheri Helt
REALMS	Cheri Helt & Julie Craig
Sky View Middle School	Andy High & Carrie Douglass
HIGH SCHOOL	BOARD MEMBER
Bend High School	Andy High & Ron Gallinat
La Pine High School	Stuart Young & Ron Gallinat
Marshall High School	Andy High & Julie Craig
Mountain View High School	Julie Craig & Carrie Douglass
Summit High School	Peggy Kinkade & Cheri Helt
CHARTER SCHOOL & PROGRAMS	BOARD MEMBER
Bend International School	Ron Gallinat
Tamarack	Cheri Helt
STRIVE	Carrie Douglass
Desert Sky Montessori School	