

Bend-La Pine Schools
Bend, OR 97703
October 9, 2018

Regular Meeting

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on October 9, 2018 at 5:30 p.m. at Rosland Elementary School; 52350 Yeager Way, La Pine, OR.

Agenda

Call to Order	Chair High
Pledge of Allegiance	Stuart Young
Review of Agenda	Chair High
Public Input This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Visitors are asked to state their name and topic when addressing the Board.	Chair High

Consent Agenda

Approval of Minutes –September 25, 2018 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

Reports

School Start Time Announcement	Superintendent Mikalson
South County Schools Update	Jim Boen
EL 8 – Academic Programs	Superintendent Mikalson
Enrollment Report	Brad Henry
Financial Update	Roy Burling

EL 8 Review

Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

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

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

The Board of Directors for Bend-La Pine Schools met in a regular session on September 25, 2018 at
520 NW Wall Street, Bend, OR.

Board Members Present

Andy High
Stuart Young
Cheri Helt
Carrie Douglass
Julie Craig
Peggy Kinkade
Ron Gallinat *via teleconference, left meeting at 7:40 p.m.*

Call to Order

The meeting was called to order at 5:30 p.m. by Chair High. The Pledge of Allegiance followed.

Public Input

Sharon Bellush, parent of a student with dyslexia, shared about her child's diagnosis and experience in school. She spoke about the recent updates to dyslexia screening set forth by ODE and added October is dyslexia awareness month. She would like to see the district continue to raise awareness and speak more openly about dyslexia. Chair High and Cheri Helt thanked Bellush for sharing her story and passion to support dyslexic students.

Consent Agenda

Julie Craig moved to approve the Consent Agenda. Carrie Douglass seconded the motion. Unanimous approval.

Reports

❖ **Construction Update**

Mike Tiller shared an update on the projects that were a focus of summer work: Kenwood gym, Buckingham exterior painting, Summit High School access drive and concrete work, Marshall High School's new gym and two new classrooms which have an approximate completion date of January 2019. Pilot Butte Middle School's phase one (of three) is about 90% complete and the G building roof repairs should be complete by the end of October. The new elementary school continues to be on schedule, and secure entries at eight different schools are up and functioning with small details currently being wrapped up.

Chair High asked about feedback on the secure entry projects. Lora Nordquist shared that she has visited many schools and the overall feeling is that schools are welcoming and Mikalson noted staff members and families have a good understanding of the reasons behind the change. Helt noted how impressed she was with the district's maintenance team who continue to work and wrap up projects now that school has started; there is literally no disruption to the educational flow. Helt attended a PTA meeting recently and the overwhelming feeling was that of support for the secure entries.

High asked what have been the biggest challenges this summer with construction projects. Tiller said materials like metal door frames, bleachers and hardwood flooring along with the overall labor shortages in the region. Mikalson thanked Tiller and the entire maintenance team for their efforts this summer and getting schools ready beyond expectation for the year to start.

❖ **New High School Design Update**

Mike Tiller introduced new high school architects Renee Alexander and Mark Nordean to share an update on the new high school. He said the team is wrapping up the design development phase and things are looking fantastic. Alexander introduced members of the design team, shared a handout with maps of the new high school and Nordean reviewed the timeline of the entire project. The final completion date is summer 2021, with construction anticipated to begin spring of 2019. Nordean also reviewed the site and floor plans.

Cheri Helt commented on the focus group work and appreciated seeing the feedback of those groups reflected in the design plans. Nordean agreed and said the third round of focus group work has just begun. Carrie Douglass asked when the district could expect some cost information. Mikalson said figures are expected in mid to late October and Nordean added that he feels the full design intent of the project will be within budget.

Alexander shared a 3D 'fly through' of the exterior and interior of the new high school. Board members expressed their thanks and appreciation to the design team for their work and presentation. Mikalson thanked Alexander, Nordean and their team for the collaboration and is proud of the work done thus far, and excited to see the next steps of the project.

❖ **New Elementary School Naming Update**

Kevin Gehrig reviewed the naming timeline in the board packet and shared the status of the naming committee which is made up of community members and district representation. The process will officially kick off on October 1 with people being able to submit their suggestions, a sample of the naming suggested form was also included in the packet. Gehrig said his committee plans to share names (not school colors or mascot suggestions) with the board at the December 11 meeting. Superintendent Mikalson thanked Gehrig for leading this process and his work and efforts in opening the new elementary school next fall.

❖ **EL 4 – Treatment of Staff Policy Monitoring Report**

Superintendent Mikalson noted the report include in the board packet and the positive steps made over the past year in clarifying the role of visitors and volunteers in schools. Carrie Douglass asked about continued background inquiries during an employee's career with the district. Jay Mathisen explained there is not currently a system in place, however, TSPC does have a self-report portion in the license renewal process. Douglass shared her thoughts on the importance of doing background checks beyond the initial hire date, and having a system of notification when offenses occur throughout a person's employment. Peggy Kinkade agreed and Julie Craig asked if the district would check into the legality and process involved in doing periodic background checks. Board members all agreed they would like to hear more about the possibility of developing a more systematic process.

Mikalson also noted the expanded recruitment efforts the district has made, including seeking out culturally diverse candidates, and the work the district is doing to support current staff members with professional growth. Craig asked about the EA Pilot program described in the report. Mathisen explained the district is currently paying a bilingual educational assistant at Bear Creek Elementary their educational assistant wages while they complete their required student teaching time as part of earning their teaching degree. Often times loss of wages during required student teaching times is a deterrent for people to complete or pursue a teaching degree. Once this staff member completes their degree and is hired into a teaching position, the district will work with the employee to recapture the dollars from the wages currently being earned. He said this is the district's first effort with this type of employment agreement and are excited to see how it could possibly grow.

Douglass asked if the district looks at the distribution of highly qualified status, years of service, or other areas that could indicate teacher quality. Mathisen said the district has followed this type of data in recent years and Mikalson noted that retention and recruitment is an issue statewide and a priority of the district.

Helt asked for further information about the Safe Schools Alliance and drills that take place throughout the year. Julianne Repman said there is an active shooter training scheduled after school hours in November and will be done in partnership with Bend Police, Bend Fire and other community partners. Douglass asked about the status of Stop the Bleed kits. Repman said the district chose not to buy the Stop the Bleed branded kits, but has provided first aid and bleeding first aid kits for all classrooms in the district.

Mikalsen commented on the continuing areas of improvement and the district's commitment to equity and implementation of safety protocols. Helt suggested adding "most highly qualified, culturally diverse, and best suited candidate" to number two of EL 4. Douglass supported the suggested update. Chair High felt those areas are already being addressed and Mathisen noted the district does have an equity policy that speaks to those specific concerns. Board discussion ensued on where equity would fit into the current Executive Limitations. Douglass said she would bring back recommendations for EL 4 as part of the board sub-committee work she and Stuart Young are focusing on this year.

❖ **EL 5 – Staff Compensation & Development Policy Monitoring Report**

Superintendent Mikalsen reviewed the monitoring report in the board packet and noted the increased professional development opportunities across the district. He said that staff turnout has been impressive, and Lora Nordquist said many of the trainings that have taken place are staff lead which make them sustainable and available throughout the course of the year allowing for more training opportunities.

Craig asked what trainings are offered to classified staff members. Nordquist said the district is offering a conversational Spanish course to all district employees. The Taking It Up Training is also one that all staff members are invited to participate in and literacy training is provided for those working in roles that support reading instruction. The Transportation Department has also begun to offer trainings for drivers so they are better connected to the schools and students they transport. Discussion ensued on the roadblocks such as work schedule, that prevent classified staff from attending trainings.

Craig expressed her support for creating more training opportunities for classified staff members, noting this is one way to help employees know they are a valued member of the district. She encouraged the district to seek ways to help offset time, provide compensation, etc. to make trainings more attainable.

Discussion Items

❖ **Plan B Next Steps Discussion**

Julie Craig reviewed the information from PlanB on the next possible project of reviewing the district's asset management plan, current contract terms and costs associated, approximately \$8,000. Douglass supports the asset management plan review and would advocate not to increase the PlanB budget. Helt shared her support of the asset plan review, however, does not want to scale back the scope of the new high school and Pilot Butte Middle School construction project reviews that PlanB is currently evaluating. Chair High shared his support of increasing the budget for PlanB to include an asset management plan review in the current contract. Board members agreed they would like to continue to discuss with district staff the potential value of an asset management plan review.

Proposed Suggestions for EL 3

Carrie Douglass reviewed the suggested language updates for Executive Limitation 3. Board members discussed the suggestions and their desire to continue to support the middle school level homework.

Peggy Kinkade moved to approve the suggested language for Executive Limitation 3 as presented. Stuart Young seconded the motion. Unanimous approval.

Andrea Wilson will make the approved changes to EL 3.

Community Linkage Meeting Topics Discussion

As part of their board sub-committee work, Chair High and Peggy Kinkade shared linkage meeting topic ideas for Spring 2019:

- Enhancing Latino Night with a board member listening session;
- Mental Health Part 2 – a continuation of the Community Linkage meeting in Spring 2018 and possibly held in South County
- Business / School Connection – to promote the trades and engage with The Chamber
- Boundary Processes – with board members being an active part of community forums (October 22, December 4 and December 6)
- Testing

Board members discussed the suggestions and provided feedback. Stuart Young suggested an idea of a linkage meeting focusing on technology and student learning / stress / social emotional learning. Cheri Helt noted Rebecca Hicks, a pediatrician with Mosaic Medical, could be a great resource and to include as part of the mental health linkage meeting. Carrie Douglass suggested a linkage meeting with a focus on equity.

Mental Health and Business Connection linkage meetings were the top two ideas supported by board members. High asked Jim Boen his thoughts on a hosting a linkage meeting in South County or if there was a way for the board to connect with community members. Board members discussed a meet and greet time before the October 9 board meeting at Rosland Elementary as a way to connect with community members. High said he will bring back linkage meetings ideas for a final decision at the next board meeting.

Board Comments

Stuart Young complimented Mike Tiller and his team for the work they accomplished over the summer. He thanked teachers, support staff and administrators for a great start to the school year. He also complimented the work being done on the new high school and thought the presentation tonight was fantastic.

Cheri Helt also thanked Tiller and his team for their work. She thanked Katie Condit from Better Together for her work to support and expand the Juntos Program and Bear Creek and Jewell Elementary. Helt also thought the idea of having recess before lunch that Dana Arntson, principal at Ensworth Elementary, implemented this year is great.

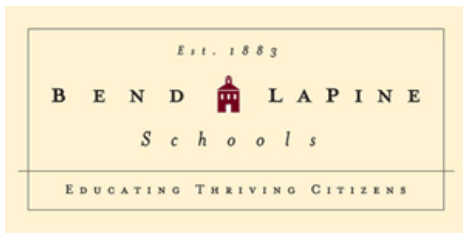
Julie Craig shared her appreciation for a great start to the school year.

Carrie Douglass agreed with her colleagues and shared the same thanks, including the Education Foundation and the many ways they support schools.

Chair High agreed and noted this year is the Education Foundation's 30th year anniversary and he too appreciates all their efforts to support students and schools.

Meeting adjourned at 7:51 p.m.

Recorded by: Andrea Wilson



HUMAN RESOURCES

Education Center

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

DATE: October 5, 2018

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on October 9, 2018. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Combs, Leslie	Social Studies Teacher	Mountain View HS	08/27/1996 – 11/30/2018

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
Combs, Leslie	Social Studies Teacher	Mountain View HS	12/01/2018 – 06/30/2019

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



HUMAN RESOURCES

Education Center

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

October 4, 2018

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, Resignation and Confidential Resignations

The Human Resources Department recommends approval of the following hires, resignations, early retirements and rehires at the School Board meeting on October 9, 2018

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Damboise, Deborah	#107398 Nutrition Server I	Cascade	Reg 2.5 hrs / day	09/20/18
DeRuyter, Tiffany	#107284 EA – ELL	Bend High	Temp 7.75 hrs / day	09/28/18
Fiedler, Linda	#107398 Nutrition Server I	Mountain View	Reg 3.0 hrs / day	10/01/18
Guptill, Robert	#107528 Bus Driver	Transportation	Reg 4.0 hrs / day	09/27/18
Hallman, Celeste	#107510 EA – Childcare	Bend High	Reg 3.75 hrs / day	09/20/18
Hatton, Elizabeth	#107507 Office Secretary I	Rosland	Temp 3.5 hrs / day	09/24/18
Johnston, Kimberly	#107491 Relief Bus Driver	Transportation	Reg 6.0 hrs / day	09/27/18
Jones, Jacqueline	#107496 Special Programs Secretary I	Special Programs	Reg 3.75 hrs / day	09/27/18
Keesee, Mikael	#107516 EA – Behavior Support	La Pine Elementary	Temp 6.75 hrs / day	09/28/18
Morales, Norma	#107398 Nutrition Server I	Bear Creek	Reg 3.75 hrs / day	09/27/18
Moroukian, Joanna	#107113 EA – Inclusion	Cascade	Reg 6.5 hrs / day	09/20/18
Norman, Danielle	#107398 Nutrition Server I	La Pine Elementary	Reg 3.25 hrs / day	09/20/18
Smith, Jill	#107398 Nutrition Server I	High Desert	Reg 3.25 hrs / day	10/02/18
Vedarathnam, Jacqueline	#107491 Relief Bus Driver	Transportation	Reg 6.0 hrs / day	09/27/18
Wilson, Cindi	#107435 EA – Student Instruction	Buckingham	Temp 3.90 hrs / day	09/20/18



HUMAN RESOURCES

Education Center

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

Classified Resignations

Name	Position	Location	Resign Date
Bliss, Gina	Kitchen Manager I	Summit	01/13/99 – 10/13/18
Falley, Joyce	Nutrition Technician II	Highland	02/02/15 – 09/29/18
Glaab, Cindy	Nutrition Technician II	Bend High	02/08/07 – 10/04/18
Hamrick, Dena	Bus Driver	Transportation	07/16/18 – 10/06/18

Classified Early Retirement – Rehire for the 2018-19 School Year

Name	Position	Reason	Rehire Date
Kregar, David	Custodial Assistant II	Rehire through 11/01/18	10/01/18
Lundgren, Shirley	EA – Student Instruction	Rehire through 06/13/19	10/01/18
Seaton, Donna	Media Manager II	Rehire through 06/19/19	10/01/18

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

Executive Limitation 8: Academic Programs

June 12, 2018

Background/Discussion

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

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

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

Evidence of Compliance:

The district has continued improvement efforts for our linguistically diverse students, adapting strategies from Oregon districts who have demonstrated success in this area. At the high school level, we have developed opportunities for students to demonstrate proficiency in languages other than English that present credit-earning opportunities, providing flexibility and the ability to accelerate for some students. At all levels, we have prioritized the hiring of Spanish-speaking staff, especially native speakers, who can assist students with course success, connect families to schools and instructional programming, and in the case of native speakers, help diversify our staff.

The district has also continued to address equity with an increasing focus on opportunity gaps for underserved students. In the context of their school design work, school teams will identify significant gaps and prioritize strategies to eliminate them across student groups in pursuit of Board End #2.

The district will be seeing the addition of four new AVID schools in the 18-19 year. Bend High, High Desert Middle, Rosland Elementary and La Pine Elementary have been planning this current year to prepare for the work ahead. Part of that preparation has been school visits to other AVID schools and other professional opportunities to network with AVID schools.

Significant collaboration with other small innovative schools over the last year has helped to shape the planning for the start of Skyline and Realms high schools in the 18-19 year. The work

in other small schools has also informed the inclusion of a CTE focus at Marshall High for the coming year.

The architectural design work for both the new southeast Bend area high school and the master planning of the facilities improvements at Bend High have been and will continue to be influenced heavily by visits to other school sites. Members of design teams visiting schools were mindful of the way that spaces and facilities can impact student learning and the larger student experience.

Buckingham Elementary continues to collaborate with other STEM or STEAM schools as they progress in their school design journey as a school focused on STEM elements. The recent hire of a principal for the 18-19 year, who currently is the principal at a STEAM school in the metro area, will support Buckingham's continued leadership in STEM.

Realms Middle School continues to learn as a part of the larger EL network of schools in the country. In turn, Realms MS has supported other middle schools in our district in project-based learning, protocols for examining student work, and programs for character development.

School administrators have participated in three-person PLC trios this year focused on school design work. Site visits were made twice during the year around specific school design challenges and efforts each school identified as important to the work.

Several schools were engaged in a collaborative in the region known as the School Retool Project. Sponsored the Stanford University's dSchool, this professional development provided expertise in school design and collaborative structures to learn from other schools throughout the year.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

In August, approximately 50 administrators, certified, and classified staff will attend a two-day "Taking It Up" training, with an emphasis on bias, racism and other systemic barriers to the success of all students. Working with community partners, teams at both the district and school level need to continue to focus on inequities within our system and biases that affect underserved students.

As noted above, an increasing focus will be placed on targeting opportunity gaps for underserved students in the context of school design work. This context provides a design thinking approach to continuous school improvement emphasizing shared voice and actions towards improvements. It is this process that is the engine for the district's vision of redefining success, or moving from Student A to Student B.

The district will be closely monitoring the launch efforts for both Skyline and Realms high schools in the year ahead. Listening to staff, parents and students will be critical. Opportunities to continue to learn from the work of other schools will likely be pursued.

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

Evidence of Compliance:

A priority over the last several years has been the implementation of AVID programs and schoolwide strategies. This evidence-informed program focuses on preparing students for success in post-secondary education. Currently, La Pine Middle School, La Pine High School, Marshall High School and STRIVE are in the implementation process. Bend Senior High School, High Desert Middle School, La Pine Elementary School and Rosland Elementary School will be engaged in training and first year implementation in the 18-19 school year.

The district successfully expanded the dual immersion program into High Desert Middle School this year, with the broad support of HDMS school leaders, staff and parents. Bend Senior High School will launch the dual immersion program at the high school level in the fall of 2019. In the fall of 2021 or 2022, that high school program will move to the new SE Bend high school as it opens.

Schools across the district have continued to emphasize Project-Based Learning or similar models in order to integrate curricula, promote skills for life-long learning, and cognitively engage students. Some of the teams leading this work in the district include REALMS, Pacific Crest Middle School, Buckingham Elementary, Silver Rail Elementary, Elk Meadow Elementary, Westside Village Magnet and Highland Magnet. CTE courses and pathways continue to expand at the high school level. The increase of participation in robotics and coding at all levels continues to grow the opportunities for students to connect the 4Cs to relevant tech sector experiences.

During the 17-18 school year the district has continued to develop programming, practices and professional learning for Social and Emotional Learning (SEL) instruction. The SEL steering committee completed its work, which will result in a district SEL manual. The success of the 2017 Trauma Informed Summit has inspired a 2018 return. On August 23, the second annual Trauma Informed Summit (TIS) will feature Dr. Rick Robinson as the Keynote speaker. The TIS will be the kick-off for the "Culture of Care" project, a systematic and process-driven effort to assist schools in adding a schoolwide trauma-informed lens within existing or emerging multi-tiered systems of support. Utilizing a cohort model, 10 schools at all levels, elementary through high school, will begin the project the fall of 2018.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The district will renew focus on "best teaching" via the school design work, beginning with the leadership retreat in August. Schools will prioritize particular elements of good teaching practices, depending on their students' needs. Within their school design process, they will make explicit how they are working as learning organizations focused on improving teachers' craft. Classroom instruction as the primary lever for school design progress towards goals and ultimately the Board Ends will remain a key theme in the coming years.

The district has established a long-term relationship with Rick Robinson, who will support schools in cohort groups over the next four years to develop and maintain a “culture of care,” including professional learning for staff in trauma-informed practices, core SEL instruction and the development/refinement of appropriate interventions for students with lagging skills.

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

Evidence of Compliance:

The district’s efforts on curriculum alignment in the 2017-18 school year focused on four areas: science, health, mathematics and early learning. In science, the emphasis has been on elementary teachers’ professional development in the Next Generation Science Standards (NGSS) and training with the newly-adopted Amplify curriculum materials. Meanwhile, a strategic team met to review health standards, establish core beliefs, and adopt materials at the middle and high school levels.

The district’s kindergarten design team worked through the year to incorporate the early learning standards into the classroom. This team will continue its work through the 2018-19 school year, adding a second teacher at a few selected sites. They are supporting other kindergarten teachers in their understanding of the Early Learning Standards through regular SIW sessions.

Finally, a team of mathematics teacher leaders has worked for over a year to establish more effective sequencing of courses through middle and high school mathematics. As part of this work, middle school expectations for student learning in mathematics have become more consistent across the district; and the district has selected new instructional materials for middle school mathematics.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

One area for continued improvement is the development of an SEL trajectory K-12. For kindergarten teachers, the pathway is clearer because the early learning standards include Approaches to Learning (positive mindset development) and SEL competencies. But this is not true for any other grade.

In addition, the district needs to continue to strengthen K-12 alignment generally. The secondary math pathways project revealed substantive differences in expectations for student learning across the district at similar grade levels, as well as unaligned expectations between middle and high schools. More of this work needs to continue across all major content areas.

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

Evidence of Compliance:

The district continues to develop more Career and Technical Education (CTE) options, as well as to deepen and strengthen existing options. Additional computer coding classes have been added at Mountain View and Summit high schools. Bend High School continues to expand and strengthen their engineering options for students. La Pine High continues to engage students successfully in their forestry program, hospitality CTE program and has enhanced their robotics program through their NJROTC teams. These provide classroom instruction, real world hands-on

learning experiences, connections to jobs and statewide skills competitions. Other successful CTE programs at various high schools include auto mechanics, business, culinary, manufacturing and numbers of others. CTE redesign grant dollars are funding the refurbishing of the culinary space at Bend High, as well as new coursework including the business and management of a food cart. Similar grant dollars are supporting the launch of a construction and trades CTE program at La Pine High that will provide needed upgrades in manufacturing spaces at the school. Marshall High plans to emphasize up to four different areas of CTE coursework in the coming year as they bring CTE opportunities to students on that campus.

Students from all five district high schools now are selecting from a wide range of college-level courses in programs such as AP, IB and dual credit College Now. Robust enrollment in courses that offer students opportunities to earn college credits while in high school continues across the district. New opportunities for the coming year include the second cohort of students at Mountain View HS with the opportunity to pursue an OTM (one-year transfer certificate) or AAOT (two-year transfer degree) while completing their education at MVHS. Also new in the coming year will be the addition of college-level Chinese language courses at Summit HS taught by a college professor on Summit's campus.

Multiple high schools added additional School-to-Career staffing in order to enhance schools' abilities to connect students to real-world internships and career exploration opportunities. Measure 98 dollars and community connections, including the work of the Bend Chamber of Commerce, have supported this growth.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The district will be closely monitoring and evaluation the Measure 98 funding that is contributing to growth of CTE programming and School-to-Career staffing and enhancements in the 18-19 year.

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

Evidence of Compliance:

The launch of Skyline High School and Realms High School are being led respectively by Mike Franklin and Roger White. In the spring of 2018, both principals are completing their initial staff hiring. Final elements for facility improvements are being designed for the campus located on Brinson. These two new high schools will open in September of 2018 and provide two new options providing choice in an effort to meet the diverse needs of learners across the district.

Building and district administrators and the special program teams have identified the need to create an additional new program to meet the needs of elementary students with high levels of challenging behaviors. There has been a dramatic increase of needs in this area over that past few years. At the same time, there is a need to build capacity within schools in order to support these students. The district will add two additional behavior coaches (there will be a total of 4) and 3 skills trainers. A skills trainer is a highly trained classified staff member who can provide training and support in the areas of developing and implementing behavior plans. They can be used in both short-term and longer-term placements, depending on the needs of the students and buildings. Additionally, the district will partner with the High Desert ESD in opening up an Intensive Behavior Resource Center (IBRC). IBRC is designed to meet the needs of students that meet Tier 4 criteria as it relates to social and emotional learning. Tier 4 behaviors are marked

by a demonstrable increase of intensity, duration, and frequency of challenging behaviors (eloping, physically aggressive, verbally aggressive, expositors, self-harm, internalizer/non-verbal, needs co-regulation) and persistent unsafe behavior. Further, tier 4 behavior interventions require a different environment and programming than the traditional Behavior Resource Center (located at SRES/LPES). Students will be self-contained and in very small groups all day with no access to general education peers.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

In terms of innovative programming, planning principal Kevin Gehrig will lead a team of teachers in planning the instructional focus and priorities for our newest elementary school, scheduled to open in the fall of 2019.

Continued development of teachers' and administrators' knowledge and skills in supporting students with challenging behaviors will remain a priority. As referenced elsewhere in this report, the district is launching a "Culture of Care" project, which will include staff from up to 10 schools. In addition, the district behavior coaches will be providing support at both the building and district level to help staff grow skills in SEL instruction.

6. Encourage and support viable innovative practices and programs;

Evidence of Compliance:

In ongoing efforts aimed at building and fostering a culture of innovation that is responsive to school-level needs, goals and designs, the district continues to learn and lead in the area of school design. In the 2017-18 school year, the third year of our collective efforts to lead a process of school design in each school, we engaged in a number of new efforts that point to purposeful practices promoting a culture of design and innovation.

One new effort was the provision of time for school-level administrators to share school design goals, results and challenges. Working in teams of three like-level administrators, school leaders met together in our leadership team meetings three times to focus on design work. Those focused meetings were also enhanced by the inclusion of school visit cycles. In these visits, each team member visited their two colleagues' schools. The teams focused on the progress of the design work in the host school. These practices are helping to shape the culture of our organization's leadership, elevating school leaders to be design leaders.

At the school level, teachers and administrators are working together as design teams in their pursuit of programming and practices that promote future-ready students, foundational to the our district's vision. Adults engaging in the design cycle process models what we want for students: acting as critical thinkers, problem solvers, collaborative innovators...as design thinkers.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

Schools will be focusing targeted design work to reduce and eliminate gaps in student opportunities and achievement in the 18-19 year. Along with a design focus on gaps, design work will also seek emphasize ongoing professional development around best teaching practices that is based on the understanding and belief that classroom instruction is the single greatest leverage point in school design work aimed at growth towards Student B.

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

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress.

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

At the high school level, the district used its new graduation coach positions as the impetus for refining multi-tiered systems of support (MTSS) at the high school level. Monthly meetings of graduation coaches, high school administrators, and district staff have led to more regular, consistent, and effective tracking of high school students' progress, particularly 9th graders.

Bend-La Pine Schools district staff continue to use statewide summative assessment and ACT to monitor, evaluate and modify programs. The 16-17 year was a high water mark in ACT results as the district set highest rates of achievement in each of the subject areas of the ACT exam. However, a continuing challenge is the high number of students who opt out of the Smarter Balanced Assessment (SBA), particularly at the high school level. Recently announced changes to the high school test, possibly allowing for ACT or SAT to substitute for SBA, have likely contributed to the high opt out. Currently elementary opt out rates are trending upward, as well.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The state appears to be moving away from allowing districts to select the ACT or other assessment in place of the Smarter Balanced exams. This reality will likely yield to further conversations about the approach and options used for assessing students in the years to come.

One priority for the 2018-19 school year is continuing to refine MTSS at both the middle and high school levels. To that end, the district through the HDESD and state grants has hired Dean Richards, formerly of Oregon Rtl project (and .1FTE in BLP), to work .5 in the district.

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

Evidence of Compliance:

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

Areas of Improvement:

2018 Monitoring Report Areas for Improvement: None.

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

Evidence of Compliance:

Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations. Teachers from every school in the district, as well as administrators, special programs staff and English language development teachers, participate in an intense process that includes research into best practices, examination of district data, the establishment of core beliefs, and pilot teaching, as well as thorough review of materials. During the 2017-18 school year, for example, the members of the health curriculum review team spent approximately 20 hours on this process before coming to consensus about materials and professional learning recommendations. This process is shared with the school board through the instructional materials approval recommendation.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement: None.

Addendum:

[Instructional Materials Adoption](#)

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

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

Evidence of Compliance:

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

Areas of Improvement:

2018 Monitoring Report Areas for Improvement: None.

Addendum:

[IKF-AP](#)

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

Evidence of Compliance:

Contracted administrator Cathy McCollum, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting. This report was delivered at the December 12, 2017, school board meeting.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The data matrix used as the foundation for evaluating our district's ALO programs is in the process of being updated and revised. Some of the data being requested on the current matrix were out-of-date and/or no longer in use. The new matrix, which will be introduced for the 2018-19 evaluation, considers the uniqueness of each ALO program, while also highlighting consistent data measures from which the Board will be able to make informed decisions regarding renewing/denying contracts.

- 12. With regard to highly-qualified Public Charter School applications, the superintendent shall not fail to:**
- a. Adopt clear and consistent administrative policies to evaluate applications;**
 - b. Keep the board informed of an application's progress and invite the board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal;**
 - c. Make a recommendation to the board regarding final approval, renewal or termination of a Public Charter School.**

Evidence of Compliance:

During the 2017-18 school year, two important projects related to charters occurred: Desert Sky Montessori experienced its first year of operation and Bend International School renewed its charter contract with the district (this process is anticipated to be finalized Tuesday, June 12th).

Desert Sky had a successful first year and is expanding for the 2018-19 school year. Because of the anticipated enrollment increase, they will be spreading the school location across two sites, locating some of their classes in a leased space off Cooley Road. For the 2018-19 school year, the school has waiting lists at every grade level.

The district worked cooperatively with Bend International School to negotiate a three-year charter contract renewal. The new contract includes additional funding for middle school students and field trip transportation. Additionally, no cap has been placed on the number of students residing outside the district the school may accept.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

District staff have expressed some concerns about the leadership of Bend International School. In addition to requesting copies of the director's annual evaluation, the assistant superintendent will continue to monitor departmental concerns about reporting, etc.

Bend-La Pine Schools Enrollment, 2018-19

10/01/18

ELEMENTARY SCHOOLS

	A CREEK	B CREEK	B HAM	ENSWORTH	ELK MDW	HIGHLAND	HIGH LAKES	JEWELL	JUNIPER	LA PINE	ROSLAND	L RIDGE	MILLER	P RIDGE	POND	SILVER RAIL	WS VILL	3 RIVERS	TOTAL	Proj	Diff
KG	26	102	91	39	84	66	62	91	68	54	41	85	77	86	88	68	19	39	1,186	1,213	(27)
GRADE 1	26	93	97	29	91	66	90	80	76	49	45	90	85	84	88	79	25	43	1,236	1,262	(26)
GRADE 2	28	94	101	35	99	67	95	85	78	59	31	103	98	82	81	93	30	50	1,309	1,313	(4)
GRADE 3	28	90	102	43	94	65	118	92	66	57	27	96	129	91	102	78	35	42	1,355	1,378	(23)
GRADE 4	30	103	100	29	91	64	97	98	97	80	26	106	113	65	96	75	28	62	1,360	1,365	(5)
GRADE 5	29	97	81	33	108	65	131	98	104	82	33	98	112	87	121	100	33	43	1,455	1,482	(27)
TOTAL	167	579	572	208	567	393	593	544	489	381	203	578	614	495	576	493	170	279	7,901	8,014	(113)
Projections	161	588	582	229	576	394	610	526	502	386	208	605	612	498	581	490	176	291	8,014		
Over (under)	6	(9)	(10)	(21)	(9)	(1)	(17)	18	(13)	(5)	(5)	(27)	2	(3)	(5)	3	(6)	(12)	(113)		

MIDDLE SCHOOLS

	CMS	HDMS	PBMS	LPMS	PCMS	SVMS	REALMS	WS VILL	3 RIVERS	TOTAL	Proj	Diff
GRADE 6	283	289	234	120	227	228	52	35	61	1,529	1,520	9
GRADE 7	222	289	232	107	257	239	51	27	51	1,475	1,525	(50)
GRADE 8	248	261	219	100	229	214	48	31	49	1,399	1,397	2
TOTAL	753	839	685	327	713	681	151	93	161	4,403	4,443	(40)
Projections	769	831	692	338	699	700	159	96	160	4,443		
Over (under)	(16)	8	(7)	(11)	14	(19)	(8)	(3)	1	(40)		

HIGH SCHOOLS

	BSH	MARSH	MVHS	SHS	LPHS	REALMS	SKYLINE	TOTAL	Proj	Diff
GRADE 9	455	9	358	437	130	57	42	1,488	1,563	(75)
GRADE 10	445	39	357	414	106	27	37	1,425	1,402	23
GRADE 11	415	41	357	391	103	-	-	1,307	1,373	(66)
GRADE 12	437	52	323	306	99	-	-	1,217	1,255	(38)
TOTAL	1752	141	1395	1548	438	84	79	5,437	5,594	(157)
Projections	1,818	175	1,464	1,538	399	100	100	5,594		
Over (under)	(66)	(34)	(69)	10	39	(16)	(21)	(157)		

Year to Year change	10/01/18	10/2/2017	Change
Enrolled in schools	17,741	17,750	(9)
Students enrolled in programs	687	625	62
Total enrollment District-wide	18,428	18,375	53
Year to Year change - PY	10/2/2017	10/3/2016	Change
Enrolled in schools	17,750	17,572	178
Students enrolled in programs	625	462	163
Total enrollment District-wide	18,375	18,034	341

Change to October 1	10/01/18	10/2/17	Change
Enrolled in schools	17,741	17,750	(9)
Students enrolled in programs	687	625	62
Total enrollment District-wide	18,428	18,375	53
Change same period - PY	10/02/17	10/3/16	Change
Enrolled in schools	17,750	17,572	178
Students enrolled in programs	625	462	163
Total enrollment District-wide	18,375	18,034	341

Students enrolled in programs			
	10/02/17	10/01/18	Projected
BIS	190	209	195
DSMS	101	134	125
OYCP	128	146	130
Others	19	22	20
J Bar J	51	47	55
COIC	136	129	115
Total Other	625	687	640
	Proj 10/1	10/01/18	Diff
Elem	8,014	7,901	(113)
MS	4,443	4,403	(40)
HS	5,594	5,437	(157)
Programs	640	687	47
	18,691	18,428	(263)

Change since Last month	10/1/18	9/10/18	Change
Elementary	7,901	7,900	1
Middle	4,403	4,406	(3)
High	5,437	5,486	(49)
Programs	687	634	53
Total enrollment District-wide	18,428	18,426	2
Change same period - PY	10/02/17	9/11/17	Change
Elementary	8,079	8,067	12
Middle	4,268	4,278	(10)
High	5,403	5,457	(54)
Programs	625	586	39
Total enrollment District-wide	18,375	18,388	(13)

Change since October 1	10/1/18	10/2/17	Change
Elementary	7,901	8,079	(178)
Middle	4,403	4,268	135
High	5,437	5,403	34
Programs	687	625	62
Total enrollment District-wide	18,428	18,375	53
Change same period - PY	10/02/17	10/1/16	Change
Elementary	8,079	8,098	(19)
Middle	4,268	4,125	143
High	5,403	5,349	54
Programs	625	462	163
Total enrollment District-wide	18,375	18,034	341



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

October 5, 2018

To: Mr. Shay Mikalson, Superintendent

From: Roy Burling, Business Manager

RE: Financial update for FY19

Mr. Mikalson,

This is the initial financial update for FY19. This information includes actual data through September 30, 2018 with projections to the end of the fiscal year.

The ending fund balance from FY18 is a resource available for FY19. We are currently preparing the FY18 financial statements and supplementary information. SGA, the district's auditors, are scheduled to begin field work October 20th and the FY18 financial statements are expected to be completed in November and the Comprehensive Annual Financial Report finished in December 2018. I do not expect the audit will result in any material changes to the FY18 financial statements.

The estimated beginning fund balance for FY19 (ending for FY18) is approximately \$10.0 million, about \$335,000 more than budgeted. This is primarily due to FY18 actual expenditures coming in slightly less than projections. The estimated beginning fund balance does not include the \$1.1 reimbursement from FEMA as these resources are designated for repair costs not covered by insurance and PERS.

The FY19 growth in student enrollment was slower than projected and the state school fund formula revenue was revised to reflect October 1 enrollment. We anticipate formula revenue to be about \$1.4 million less than budgeted. Adjustments to earnings on investments and local revenue were also made. Total resources are projected to be about \$1.1 million less than budgeted. We will continue to monitor and adjust the formula revenue during the year.

Estimated FY19 total expenditures are projected to be \$268,000 less than budgeted amount. This reflects hiring no additional staff for enrollment changes by location. The FY19 ending fund balance is projected to be \$8.1 million, about \$815,000 less than the adopted budget.

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

Bend-La Pine Schools
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2018 with projections to end of year
General Fund - Operations Sub-fund

	FY 2018-19		
	Adopted Budget	1st Quarter Projection to Year End	1st Quarter Budget Variance
Resources:			
Beginning fund balance	9,666,008	10,000,478	334,470
Revenue			
Formula revenue:			
Tax revenue	79,606,880	79,000,000	(606,880)
State school fund	82,775,221	81,824,089	(951,132)
Common school fund	1,848,349	1,951,190	102,841
County school fund	275,000	275,000	-
Total formula revenue	164,505,450	163,050,279	(1,455,171)
Earnings on investments	450,000	565,000	115,000
Local sources - other	1,622,500	1,545,000	(77,500)
Intermediate sources	2,400,000	2,400,000	-
State non-formula resources	475,000	475,000	-
Federal non-formula resources	28,000	28,000	-
Total revenues	169,480,950	168,063,279	(1,417,671)
Total resources	179,146,958	178,063,757	(1,083,201)
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	59,559,072	59,423,832	135,240
Classified	22,090,031	21,919,372	170,659
Administrators and supervisors	7,804,774	7,787,092	17,682
All other salaries	2,378,916	2,456,374	(77,458)
Total salaries	91,832,793	91,586,670	246,123
Payroll costs & benefits	48,608,287	48,586,488	21,799
Total salaries, payroll costs and benefits	140,441,080	140,173,158	267,922
Other operating costs			
Utilities & purchased services	17,784,475	17,784,475	-
Supplies, texts, tools	6,514,918	6,514,918	-
Equipment	73,480	73,480	-
Dues, fees and liability insurance	939,445	939,445	-
Transfers	4,448,462	4,448,462	-
Total other operating costs	29,760,780	29,760,780	-
Total expenditures	170,201,860	169,933,938	267,922
Excess of revenues over expenditures	8,945,098	8,129,819	(815,279)
Fund balance, ending	8,945,098	8,129,819	(815,279)
As budgeted			
Contingency	500,000	500,000	
Fund balance	8,445,098	7,629,819	
Fund balance, ending	8,945,098	8,129,819	
Fund Balance as a percent of resources			
Contingency	0.3%	0.3%	
Fund Balance	4.7%	4.3%	
Total reserve	5.0%	4.6%	

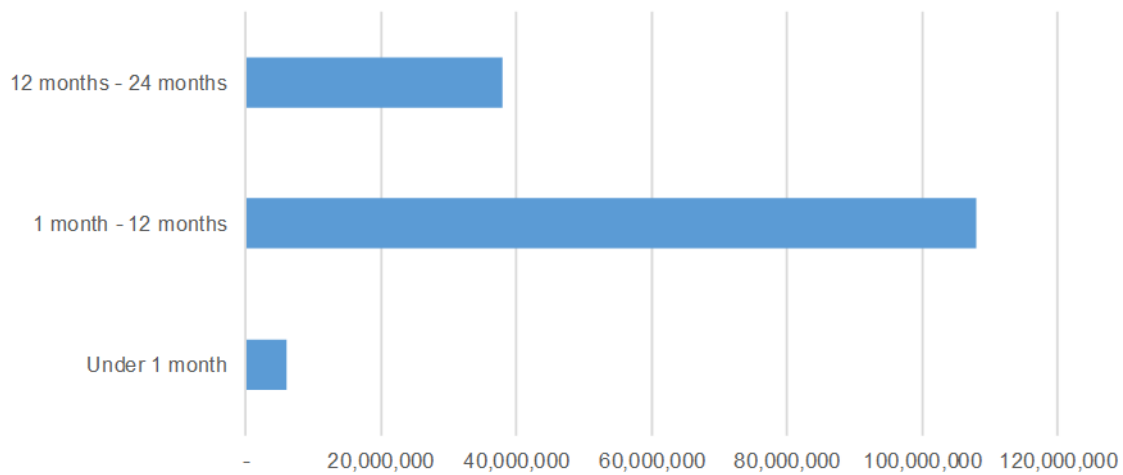
2017 Bond - Investment of Proceeds

August 31, 2018

Distribution by Maturity

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	2	6,138,237	4%	1.3%
1 month - 12 months	17	108,025,734	71%	1.8%
12 months - 24 months	5	37,874,722	25%	2.2%
Total	24	152,038,693		

Distribution by Maturity



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+	24	152,038,693	2.3%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	24	152,038,693	2.3%

Issuer	Market Value	% Assets	Yield
Federal Home Loan Banks	35,105,581	23.1%	1.4%
Federal Farm Credit Banks	10,408,062	6.8%	1.5%
Federal Home Loan Mortgage Corporation	14,283,665	9.4%	1.5%
United States Treasuries	92,241,385	60.7%	1.5%
Total	152,038,693		