

**Bend-La Pine Schools  
Bend, OR 97701  
October 28, 2014**

**Regular Meeting 6:00p**

The Board of Directors of Bend-La Pine Schools will meet in regular meeting on October 28, 2014 at 6:00p in room 314 of the Education Center, 520 NW Wall Street, Bend, OR 97701.

**Agenda**

6:00	Call to Order	Co-Chair Juba
6:01	Pledge of Allegiance	Cheri Helt
6:02	Oath of Office – New Board Member <i>Zone 4: Dr. Stuart Young</i>	Co-Chair Juba
6:07	Public Hearing: Surplus Property	Co-Chair Juba
6:15	Review of Agenda	Co-Chair Juba
6:16	Public Input <i>This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic at the time you address the Board.</i>	Co-Chair Juba
6:20	Superintendent's Report	Superintendent Wilkinson

**Consent Agenda**

6:25	a. Approval of Minutes – October 14, 2014 Reference: ORS 192.650 and ORS 332.057	Co-Chair Juba
	b. Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen
	c. Teacher Evaluation	Jay Mathisen & Jim Boen

**Action**

6:30	a. Approval of Architect Contract <ul style="list-style-type: none"> <li>Bend High &amp; R.E. Jewell projects</li> <li>La Pine High &amp; Kenwood projects</li> </ul>	Brad Henry
6:35	b. Health Advisory Team <ul style="list-style-type: none"> <li>Nutrition Curriculum Approval</li> </ul>	Lora Nordquist Michelle Crook
6:45	c. Declaration of Surplus Property	Co-Chair Juba

**Reports**

6:50	a. Digital Conversion Update	Skip Offenhauser
7:00	b. New Middle School Update	Chris Boyd

**Policy First Read**

7:15	a. Policy BA – Board Member Criminal History Records Check	Jay Mathisen
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**Policy Monitoring**

7:20	b. BD GOV A.4 – Financial Conditions and Activities	Brad Henry
	c. BD GOV A.7 – Compensation and Benefits	Superintendent Wilkinson

**Board Comments**

**Adjourn**

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

The Board of Directors for Bend-La Pine Schools met in a regular meeting on October 14, 2014 at La Pine High School's library located at 51633 Coach Road, La Pine, OR 97739.

**Board Members Present**

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

**Call to Order**

The meeting was called to order at 6:07p by Co-Chair Helt. The Pledge of Allegiance followed.

**Review of Agenda**

Co-Chair Helt noted the updated agenda.

**Public Input**

There was no public input.

**Superintendent's Report**

Superintendent Wilkinson noted the new enrollment report at each Board member's seat, which shows an increase of 300 students from October 1 of last year, noting the District is continuing to grow. Wilkinson commented on the work being done in preparation for the upcoming Legislative session and shared a handout about the *Oregon's 'Learning Time Gap.'* Wilkinson reviewed key points of the handout and said he will continue to dig deeper into this information and share more data at a later time. Wilkinson feels it is critical the District stay involved through the Legislative session and continues to push K-12 educational funding as a top priority. He noted state report cards just came out this past week and Bend-La Pine Schools had 86% of our schools ranked as 4 or 5's and 25% ranked as a 5. He congratulated staff and students on their continued efforts.

**Consent Agenda**

**Peggy Kinkade moved to approve the Consent Agenda. Ron Gallinat seconded the motion. Unanimous approval.**

**Action**

*Appoint Zone 4 Board Member*

Ron Gallinat shared a brief summary of the application and interview process that occurred for the vacant Zone 4 position. There were five applicants whom the board interviewed for the position: John Arriagada, Jeffrey James, W. Edward Myers, Dr. Michael Way and Dr. Stuart Young. He noted any of the five applicants would do an excellent job of representing the students and the District. **Gallinat moved to recommend the Board appoint Dr. Stuart Young to fill the Zone 4 vacancy. Nori Juba seconded the motion. Peggy Kinkade opposed. Co-Chair Helt called for votes. Four yay votes and one nay. Motion to appoint Dr. Stuart Young carried.**

Co-Chair Helt changed the order of the agenda and moved to the South County Update – AVID Program

## **Reports**

### *South County Update – AVID Program*

Jim Boen introduced Chesney Davey, a 7/8<sup>th</sup> grade and AVID elective teacher at La Pine Middle School, noting she is new this year to Bend-La Pine Schools, but has great experience with AVID from other districts. Four 7<sup>th</sup> grade students from La Pine Middle School, currently a part of the AVID Program introduced themselves and shared about their AVID class, curriculum and tutorial times with students from La Pine High School that happen Tuesdays and Thursdays. The students also shared their binders, highlighting their organizational methods and samples of what they have been working on.

Each Friday, the AVID class listens to a guest speaker share about their education and current employment. It is an opportunity for students to hear a variety of ways in which a college education can guide your future. Davey invited any or all Board members to be a Friday speaker.

Boen added that Mrs. Davey previously taught in Arizona and was part of AVID at the college level. He shared Cornell-Note Taking is a school wide effort this year at La Pine Middle in all core subject areas which stems from the AVID program. Boen thanked each of the students and Davey for presenting and sharing about AVID. Co-Chair Helt seconded Boen's thank you and asked how the program is sponsored. Boen explained there is a regional grant that pays for AVID at La Pine and Madras Middle Schools.

Co-Chair Helt returned the Board to the Action Item portion of the agenda.

## **Action**

### *Teacher Evaluation*

Jay Mathisen and Jim Boen explained the process and work of the teacher evaluation committee over the past four years. Mathisen explained Boen and Maria Madden, from Juniper Elementary, have led the evaluation team and both have done an exemplary job in facilitating and leading the process. The evaluation committee meets yearly to assess the need for change and collaborate with association leadership. Changes in SB 290 and direction from Oregon's Federal waiver, ODE guidance and what the District believes will promote best teaching and coaching practices the evaluation committee is recommending changes to the current evaluation rubric and systems.

Peggy Kinkade asked about Domains 7 and 8. Boen explained those domains are focused around student learning and growth goals and how the District honors teachers as they are setting their goals. New state guidelines and SB 290 updates are the cause to remove domains 7 and 8.

Boen explained the summative evaluation for contract teachers will be done in the 2015-16 school year. These teachers will still set growth goals, have a mid point review and a conclusion summary along with six mini observations for the current school year. Boen clarified this group of teachers did have a summative evaluation in 2013-14. Mathisen added this approach allows for more collegiality and coaching for building administrators. Contract teachers will still have the same number of mini observations and follow up conversations. Boen noted the evaluation committee feels this is a meaningful process for both teacher and administrator. Each year, there are two student learning and growth goals required for teachers, and by the end of next year, there will be four, which will then be factored into a matrix and ultimately become part of the summative evaluation.

Boen and Mathisen reviewed what growth goals are and how they fit into the goal setting process. Kinkade asked for a sample of a growth goal. Mathisen said a baseline assessment will be done at the beginning of each year for each student and then that data will be analyzed by the teacher who will then develop a target for each individual student, and then create a plan for each student while also keeping in mind that the goal is rigorous for all. Depending on the course load and number of students a teacher has, this is a significant increase to the amount of work and is much more complex than what Legislators probably intended when they passed the law. Mathisen said he thinks the state will most likely do the target setting

for districts in reading and math, and will be using Smarter Balance; which leaves other subjects areas a district's responsibility to set targets.

Shay Mikalson added for every discipline, there is much work to be done and Dave VanLoo shared how he might be able to help teachers set goals and measure the new assessments, adding it's a bit like shooting in the dark. Wilkinson said with all these changes and increases in workload it is a great part of the reasoning for moving to a two-year evaluation cycle. It allows time for a baseline to be established.

Helt hopes all understand this is coming from the state level and not at the direction of the School Board. Mathisen said the evaluation committee is working hard to make it clear and emphasizing that this process really can make a difference for students and teachers. Superintendent Wilkinson noted the District's history of using data and setting growth targets. He said if there are times when a teacher is possibly being dismissed, this is only one piece of the process. There are so many other factors the District looks at with teacher evaluations, and although data around growth is an important consideration, it's not the only one. He is encouraging building administrators to make this point very clear.

Co-Chair Helt is supportive of measuring student success and achievement but said she doesn't want it to become cumbersome, which this seems to be. Wilkinson agreed and added the District is committed to finding ways to make this work meaningful for the classroom. Mikalson commented on the positive work being done in the District as teachers are working on these concepts.

Boen feels the feedback of three days versus the current 24 hours will be much more practical for administrators. The recommendation is for three days, with an emphasis on timely feedback. Mathisen added the District is in the last year of the TIF grant and is required to submit a TIF rating, an idea of using the end of year conversation, even though outside of a summative evaluation cycle has been vetted with ODE and TIF grant representatives and all agree this is a good approach to the final year of the grant.

Mathisen thanked Boen and Madden for their work over the past years, especially this most recent group of suggested changes to the evaluation process. Wilkinson noted this is listed as an action item, even though the Board does not have the specifics to approve in writing. He would like the Board to give a 'thumbs up' tonight to continue to move forward in this process so the District can begin to inform teachers. All Board members agreed and gave a thumbs up. Wilkinson said this would be brought back to the October 28 meeting as part of the Consent Agenda for Board approval. Co-Chair Helt thanked everyone for their hard work and making changes to meet the state standards while still making it a meaningful process for teachers and students.

#### *Achievement Compact*

Superintendent Wilkinson reviewed the proposed numbers for the compact that were part of the Board packet and shared the history of how these numbers have been calculated and the reasoning behind the compact. He feels the compact has not been the best tool, nor does it really align with District Key Performance Indicators, adding the idea of strategic focus is a great one, but there are too many factors in the compact to make it useful. He shared there has been conversation with the Oregon Education Investment Board (OEIB) about tightening up the compact and he is hopeful it can become a meaningful tool once again for districts to set goals and direction. Dave VanLoo has done the work on the compact and creating logical numbers for meeting requirements. Wilkinson added the District's work is clearly defined in the Comprehensive Plan and is looking for approval of the compact tonight as presented.

Peggy Kinkade asked if the District is adjusting at all for Smarter Balance. Wilkinson answered it is not clear how the state is going to use Smarter Balance data moving forward and noted the state is currently doing a correlation analysis with OAKS and Smarter Balance to help create a measuring process. Kinkade noted the 3<sup>rd</sup> grade reading and math goals are unimpressive, and understand why but doesn't like the way it looks on paper.

Co-Chair Helt said it always concerns her that the compact only seems to value reading and writing. She thinks the District has done very well at focusing efforts on a well rounded education for all students and it is concerning to her that the well roundedness is not part of the compact. The compact should have some sort of measurement for the benefit of students having options and showing what a District values. She feels the state needs to hear this message loud and clear and does not want funding to be based on reading and math alone.

**Ron Gallinat moved to approve the Achievement Compact as presented. Andy High seconded the motion.** High clarified the Board's approval is of the report, not necessarily the concept of the compact. Wilkinson noted he supports the compacts look at chronic absenteeism, as it is an important piece to track, adding the great work and success in La Pine since they have really focused in on absenteeism issues.

**Unanimous approval.**

## **Reports**

### *Financial Update*

Brad Henry noted the narrative and financial statement as part of the Board packet and said this is the time of year when the District is finalizing numbers and has a better idea of where the figures will be for the year, especially after the first large payroll run at the end of September. He shared, that while last year is still unaudited, he thinks the District will end better than the original estimate. He anticipates ending with about \$7million, which would then become available revenue this year. Henry said additional students have also created additional revenue and expenditures to support the growth. He said the District will work hard this year to stay on target or below spending in hopes of being able to push as much possible into the next year to help support opening two new schools and the possibility of all day Kindergarten.

Andy High asked about all day Kindergarten and when the budget process begins shortly, how will the District look at funding if there is not a clear answer from the state about Kindergarten funding. Wilkinson answered it is a significant challenge and plans are to move forward with the idea that there will be all day Kindergarten next year. He is hopeful the state will assist in funding. High commented on the awkward position it puts families in as they make plans for their Kindergarten students and not knowing if there will be full day available. Henry added the District generally puts together a couple different scenarios with the budget process accounting for changes that may or may not happen. Kindergarten is one of the scenarios that will be factored both ways. Lora Nordquist shared about 70% of Kindergarten students are in full day currently and the District has a history of supporting the full day programs as much as possible. Wilkinson noted the District has been utilizing Title funds to help support full day Kindergarten programs at some schools and if that is no longer an option it will create another budgeting issue to work through.

Helt agreed with High and noted there are a lot of questions in the community about Kindergarten. Kinkade shared she is also hearing from parents who might not want all day Kindergarten and asked if there will be an option for those families. She would like to explore accommodating their requests if there is enough of a demand to accommodate continuation of half-day Kindergarten.

Kinkade asked about to \$150K seen expenditures and salaries spent on administration and supervisors and who is in that category of employee. Henry explained principals, assistant principals, facility supervisors are all in that category and this year the District hired a new nursing supervisor position and a new supervisor position at Tamarack. The all other salaries section includes any stipends the District might pay for extra duty, mentors, ICCL's, etc. Utilities and services is a majority of Bend-La Pine Online and Henry noted the utilities budget was ratcheted way back this year, maybe a bit too far, but he'll continue to monitor as the year continues.

### *Choice Options*

Lora Nordquist reviewed the purpose of Bend-La Pine Schools is to education thriving citizens and she feels this is something the District takes very seriously. A thriving citizen is more of creating a life long learner

and honoring the ability for each child to be in an environment where they will thrive. She highlighted the numbers in the Board packet that help show the long history the District has in supporting a parent's choice to have their student attend a school where they will thrive. She noted the large numbers in not only the magnet programs, but simply students attending a school outside of their attendance area.

Nordquist reviewed the choices at the elementary level and pointed out that choice is not limited to magnet schools, as there are school wide focus programs with emphasis on integration of STEM at Buckingham, technology at Juniper, art at Elk Meadow, etc. as well as strand programs which are a part of choice with programs like dual immersion at Bear Creek and TAG at Juniper. At the middle school level, REALMS is a Charter School option and there are also several strand program choices: TAG at Cascade, AVID at La Pine Middle, MYP at Pilot Butte and also two K-8 schools, Three Rivers and Westside Village, which provides parents a choice as well for those who would like a smaller learning environment at the middle level. At the high school level, there are numerous program choices: IB at Bend High, AP Diploma programs at Summit and Mt. View, CTE programs exist at all high schools, dual credit programs at Mt. View, Marshall High and various ALO programs.

Nordquist reviewed some of the key issues and barriers the District faces with choice:

- Interest that exceeds space at some of our programs, she noted the wait list included in the Board packet and the primary list at Bear Creek for dual immersion is at the Kindergarten level
- Limited transportation to access to programs, which could be considered an equity issue
- Not all attendance area requests can be approved due to over crowding and capacity limitations
- Costs associated to programs, like the IB and MYP programs and the training, certifications and curriculum involved can be costly. The Dual immersion, Nordquist noted because of demand there was an additional section of Kindergarten added this year. She also noted attrition has been much lower than expected in the Dual Immersion program. Kinkade asked about the mix of students and if the program is getting Spanish as first language. Nordquist answered yes, the lottery is done 50/50 and the District has been able to maintain the ideal recruitment and enrollment level.

Public and parent awareness are keys to the success of options. Nordquist feels the District can continue to improve on communication with the community so they fully understand their options. She noted the data on attendance area changes to be fascinating and is proud of all schools supporting choice and that all schools are attractive and pull students from all over the district. Wilkinson agreed and added this point makes the attendance area boundary process all the more difficult.

Nori Juba noted middle school is an area the District has the fewest number of options and choices and asked what the thinking and vision for the new middle school and current middle schools is. Shay Mikalson shared middle school leaders are working to reimage what they are doing and with Chris Boyd leading the charge of the new middle school he is also helping create this idea of image for all middle schools. It is the District's hope and goal to capture the strengths of each middle school and find ways to grow focus programs in each of them.

Juba asked about the new middle school and what the plan is for allowing students to enroll from outside the attendance area once it is established. Mikalson said space will be made available to support student requests. Wilkinson suggested holding the attendance area a bit smaller to allow for capacity and supporting transfer requests. He said the District is working on transportation ideas that would also allow for an expanded opportunity for students to attend the new school.

Juba feels this new middle school brings a great opportunity to do something new and he likes the idea that all middle schools are working on giving their school a distinctive flavor. He feels the District needs to make a thoughtful effort, when building schools, to have a diverse student population and provide all students a rich learning experiences. He understands student population is not totally under the District's control, adding the richness of experience does not only stem from a student population, but a diverse group of teachers who provide a great cross section of expertise and interest. He feels the District needs

to find a way to support and help students get to the school they want to go to by providing equity in transportation. Juba shared an idea of having a school bus stop at each of the other middle schools to pick up those students who want to transfer to the new middle school, adding if it means buying a new bus and hiring another driver, it is worth it, noting possible transportation reimbursement from the state.

Nordquist added, the District is hopeful to have an equal number of students who want to transfer to the new middle school and transfer to an existing middle school, which would provide cross-district movement. Juba agreed and noted it really is about trying to get a good mix of students in each building who are excited about what the school is focused on. He noted the inclusion model that has been successful for Bend High in creating a culture of acceptance. They have a great history and Juba would like to see this idea and philosophy spread into the middle schools, where he feels it is particularly important, as middle school students can often times feel lost. Mikalson added there will be continual updates throughout the year to the Board on work being done at the middle school level. Helt noted this is a huge opportunity and an exciting time for middle schools across the district.

Kinkade agreed with Juba's sentiments and shares his passion and respects his vision for a change in middle schools. She sees this as an incredible opportunity and a time for growth. She appreciates the work and leadership in creating a vision and thanked Juba for his input and passion for middle schools. Juba noted the great work of Kinkade and said the Board and the District are working well together through this process. He thanked Angus Eastwood and his team for responding quickly to a request he made to add some color to the new middle school exterior design to help make it more inviting.

## **Discussion**

### *Ballot Measure 91 :: Community Trend Information & Board Discussion*

Superintendent Wilkinson introduced Shawn Hireman, officer with the Deschutes County Sheriffs Department, Jessica Jacks, Prevention Coordinator with Deschutes County Health Services and Amy Ward, Student Resource Officer with Bend Police Department who are here to share information on drug use trends in schools and the community.

Jacks shared a PowerPoint about drug trends and what is happening in Deschutes County along with the nation. Andy High asked about for clarification of information on 8<sup>th</sup> grade students. Jacks answered that within the last 30 days, about 10% of all 8<sup>th</sup> grade students have used marijuana. She reviewed more information about drug usage and perception vs. reality in usage of alcohol. Jacks continued, and shared information on how marijuana impacts the adolescent brain and what it can lead to in adulthood and how the THC in marijuana has increased and the marijuana being sold on the street is more potent and elevated in intoxicating ingredients then ever before.

High asked about the data trends in Bend-La Pine Schools and if Jacks has talked to any colleagues in Colorado or Washington since the legalization of marijuana. Hireman shared an impact report from Colorado, noting incidents have quadrupled from legalization point. He said the sheriff's office is seizing significantly more marijuana every year and many of those who have medical marijuana cards are exceeding their usage limits.

High asked about Oregon's recent change in law about legal limits. Hireman explained the law changed in January 2014 to where possession under 4oz is not considered a felony. Previously, anything over an ounce was a felony. Amy Ward noted the recent changes also took away the protective bubble around schools. She added there is a big increase in edibles and what students are buying, selling and ingesting. Helt asked if Measure 91 passes are there any laws around edibles. Hireman answered there will be limits set and are written into the language of the law.

Juba asked about the access to marijuana and how it could compound the problems and trends of usage increase. Hireman answered there will no longer be penalties for those who grow and those who are reluctant now, will no longer have penalties for doing so. Ward noted the perception of harm and the

skewed messaging happening around legalization is very concerning. Wilkinson noted that many of our students want and do respect the law and comply by choice. If the law changes, he worries students will be more prone to use.

Kinkade asked what the laws were like in Colorado before legalization. Hireman noted it was a medical marijuana state like Oregon; however, Oregon has always been more generous with allowances. Ron Gallinat asked about availability and if the more available it is, like alcohol in the home, kids will be more prone to try. Hireman shared he sees heroin and meth openly in some homes he investigates, adding drugs in general, are more accessible.

Ward commented from an SRO's standpoint, a large majority of students are doing the right thing. Overall, this is a great community and school district and she noted her appreciation for the concern shared on this topic and how it could possibly affect the school environment. Helt thanked all for their time and information shared. She appreciates their efforts to keep students safe.

### *Surplus Property*

Brad Henry referenced pages 24-26 in the Board packet regarding surplus property. He introduced Sharon Smith from Bryant, Lovelin and Jarvis, the district's land use attorney and Brian Fratzke and Tom Tapia who are the District's real estate agents of record and have done a tremendous amount of work to review property the District owns. The District's Land Committee reviewed the report prepared by Fratzke and Tapia and have identified to pieces of property for possible surplus.

The discussion tonight is around the Board's possible interest in surplus property and the options to consider. If the property is surplus, the funds from land sales could be used to purchase more property for future school sites, much like the flow through of the Chamberlain property sale a few years ago. Superintendent Wilkinson added the motivator is the District is trying to find a strategy to leverage assets to build another elementary school before going out for the next bond. He noted the significant growth the District has seen and the new elementary school will essentially be full to capacity when it opens next fall. These two parcels of land alone would not cover the cost of the school, however, the District is in conversations about some possible property exchanges. Ultimately the District wants to be good stewards of taxpayer dollars and how we maximize and use our assets.

Nori Juba expressed his desire to surplus, as did the Board as a whole. Ron Gallinat asked if local or public agencies are interested in our properties do we give a 'good neighbor discount.' Henry said not really, and that the Board has the final say in the purchase amount and contract. Wilkinson noted the Board has that choice, but there is no obligation to do so. Andy High supported the surplus of property identified and thanked Fratzke and Tapia for doing the work. He noted the tough decision around properties that have historic value; however, the Board and District need to focus on education and moving forward.

Wilkinson noted some of the options presented for Troy Field in past years and the Heritage Square plan actually has commercial use and a parking garage designated in the area of Troy Field. Juba clarified if this property is sold; it goes back onto the property tax roll (the District currently does not pay property taxes on this land). He added it is the Board's duty to look out for the educational well being of our students and if we sell this land to a private entity dollars will funnel back into the community. Helt agreed and noted she is proud of the District's efforts to be fiscally responsible and provide what is best for students.

Wilkinson said a public hearing for surplus property would be held at the October 28 Board meeting.

### **Board Comments**

Peggy Kinkade thanked La Pine High for hosting the board meeting tonight and said she enjoyed having the AVID students here and hearing about their program and seeing their enthusiasm. She noted the MYP visitation is coming up soon at Pilot Butte Middle School and wished them all well, adding she feels very optimistic.



Andy High noted the running races at Elk Meadow and Pine Ridge and thanked the business sponsors for their support in these types of events. He reminded all to register to vote. High thanked all the Boundary Committee applicants and noted it will be in interesting and important process for the District. He appreciated all the information shared tonight about community drug use trends and the discussion around Ballot Measure 91. High has lent his name, as a Board member in opposition to 91. He shared the 9:00a-noon schedule that occurred on October 8 for Bend elementary students has brought much negative feedback his way from parents and asked what staff and schools felt about the schedule.

Co-Chair Helt thanked the Supreme Court for coming to Bend High School, noting it was an amazing and interesting event in which she learned much. She commented on the CTE grand award for Sisters and Bend High and is happy to see Oregon funding these types of programs. Helt thanked all Zone 4 candidates for their interest and hope they all continue to stay involved in our schools.

Meeting adjourned at 8:33p

Respectfully submitted,

Andrea Wilson  
Confidential Superintendent & Board Assistant  
10.14.2014



## HUMAN RESOURCES

*Education Center*

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

### *Educating Each Student to be a Thriving Citizen*

October 23, 2014

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirees at the school board meeting on October 28, 2014. All hires are subject to successful drug testing.

#### **Certified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Hire Date End Date</b>
Werner, Erin	Language Arts Teacher	Mtn View HS	02/04/2008 01/30/2015

#### **Certified Retirements**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Hire Date End Date</b>
Boyd, Karen	Social Studies Teacher	Sky View MS	09/16/1987 12/31/2014
Simons, Nancy	Language Arts Teacher @ .50 FTE	Summit HS	09/11/2000 09/30/2014

#### **Certified Retiree/Rehire 2014-15 only**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Status</b>	<b>Hire Date End Date</b>
Boyd, Karen	Social Studies Teacher	Sky View MS	Temp	01/01/2015 06/30/2015
Simons, Nancy	Language Arts Teacher @ .50 FTE	Summit HS	Temp	10/01/2014 06/30/2015



## HUMAN RESOURCES

*Education Center*

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October 22, 2014

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

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

RE: Classified & Confidential Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on October 28, 2014:

### ***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Castaneda, Ortencia	105394 EA – Student Supervision	High Lakes	Temp 1 hrs / day	10/8/14
Emel-Nofziger, Tracey	105343 Nutrition Server I	Bend High	Reg 3 hrs / day	10/22/14
Lapham, Kelly	105449 Nutrition Server I	Bend High	Reg 3 hrs / day	10/9/14
Stark, George	105453 Bus Driver	La Pine Transportation	Temp 5.25 hrs /day	10/20/14

### ***Confidential Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Shein, Nicholas	105442 Confidential Payroll Supervisor	Business Office	Reg 8 hrs / day	10/20/14

### ***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
None			

## Executive Summary

Jay Mathisen, Assistant Superintendent of Human Resources & Strategic Planning  
Jim Boen, La Pine Middle School Principal & Director of South County Schools

### Teacher Evaluation

In order to align with changes brought about by SB 290, direction from Oregon's Federal waiver, ODE guidance and what the District believes will promote best teaching and coaching practices our evaluation committee suggested changes to our evaluation rubric and systems.

The evaluation committee, is made up of a collection of teachers and administrators. It is that committee that designed our system several years ago, and yearly, has met to assess the need for change going forward. Our District administrative leadership team and association leadership have collaborated around the evaluation committee's recommendations and approve of them.

#### 2013-14 and Prior

Summative evaluations every year for contract employees in good standing

Summative evaluations based on 6 mini observations

Supervisors conduct a follow-up conversation within 24 hours of the observation

Some rubric language in Exemplary (4) and Effective (3) columns are difficult to differentiate

Domains 7 & 8 used to score certified Student Learning Growth Goals

Student Learning Growth Goals do not factor into summative evaluation

#### New for 2014-15

Summative evaluation every two years for contract employees in good standing (next will be June, 2016)

Summative evaluations based on 12 mini observations

Supervisors provide timely feedback within 3 days of the observation

Some rubric language in Exemplary (4) and Effective (3) columns modified to clearly distinguish between the two

Remove Domains 7 & 8 because ODE provided rubric language to score certified Student Learning Growth Goals across the state

Student Learning Growth Goals will factor into summative evaluation for probationary, temporary and teachers of concern

Student Learning Growth Goals (2 of the 4) will factor in the results of a contract certified staff summative evaluation (beginning June, 2016)

All certified contract staff in TIF schools will receive an "end of year review" that will be signed but not placed in his/her personnel file (June 2015 only)

Recommended action: I move to approve the Teacher Evaluation recommendations brought forward from the collaborative efforts of the above mentioned.

## **ARCHITECT RECOMMENDATION**

### **October 23, 2014**

**PROJECT:** 2015 Construction Projects (Jewell & Bend High School)

**SOLICITATION PROCESS:** Request for Proposals

On August 20 & 22, 2014, a Request for Proposals for design services was published in the Daily Journal of Commerce and the District website.

Seventeen Architectural firms requested a complete RFP package and on September 17, 2014, three proposals were received. The proposals were distributed to the review committee for evaluation and scoring. Based on the scoring, the review team interviewed BBT Architects, Inc and Steele Associates Architects, LLC and recommends contracting with Steele Associates for design services for Jewell and Bend High.

#### **RECOMMENDATION:**

It is recommended that the District enter into a contract with Steele Associate for the fee of \$531,074.

Submitted by:           Facilities Development Supervisor  
                                Angus Eastwood  
                                10/23/14

Recommended motion:

I move to approve the 2015 Construction Projects contracts with Steele Associates Architects, LLC as the design firm for Jewell and Bend High for a fee of \$531,074.

## **ARCHITECT RECOMMENDATION**

### **October 23, 2014**

**PROJECT:** 2015 Construction Projects (Kenwood & La Pine High)

**SOLICITATION PROCESS:** Request for Proposals

On August 20 & 22, 2014, a Request for Proposals for design services was published in the Daily Journal of Commerce and the District website.

Seventeen Architectural firms requested a complete RFP package and on September 17, 2014, three proposals were received. The proposals were distributed to the review committee for evaluation and scoring. Based on the scoring, the review team interviewed BBT Architects, Inc and Steele Associates Architects, LLC and recommends contracting with BBT Architects, Inc for designed services for Kenwood and La Pine High.

#### **RECOMMENDATION:**

It is recommended that the District enter into a contract with BBT Architects, Inc for the fee of \$667,355.

Submitted by:           Facilities Development Supervisor  
                                Angus Eastwood  
                                10/23/14

Recommended motion:

I move to approve the 2015 Construction Projects contract with BBT Architects, Inc as the design firm for Kenwood, and La Pine High for a fee of \$667,355.

## **Executive Summary**

### **Health Committee Supplemental Curriculum Recommendations**

Bend-La Pine Schools' Health Advisory Committee is presenting three supplemental curriculum recommendations for approval.

#### **1. Supplemental Nutrition Assistance Program – Nutritional Education and Obesity Prevention Program (SNAP-Ed)**

SNAP-Ed works to educate and equip Central Oregonians to live healthy, active lives through nutritional education. Oregon State University Extension faculty, staff and volunteers partner with schools that are 50% Free and Reduced and agencies that are 50% SNAP Benefit Eligible to deliver fun, interactive lessons on food selection, nutrition, food preparation, and safety.

#### **2. Celebrate Health**

##### ***2<sup>nd</sup> grade***

Celebrate Health curriculum's emphasis is to equip students with the knowledge, skills, self-efficacy, and intentions to make healthy decisions related to nutrition and physical activity. Students will learn to understand how eating the right kinds of food and physical activity habits are necessary to promote health and keys to a healthy lifestyle. Celebrate Health focuses on a student's knowledge about more healthful food selections and types of physical activity, their values of health, nutrition and physical activity; and the sense of self-efficacy they have with food selection, and preparation as well as their physical activity.

#### **3. MyPlate**

##### ***3<sup>rd</sup> & 4<sup>th</sup> grades***

Under the Team Nutrition Initiative, The U.S. Department of Agriculture's Food and Nutrition Service has put together curriculum and lesson guides to help teachers integrate nutritional education into Math, Science, English, Language Arts and Health. The curriculum is designed to introduce the importance of eating from all five food groups, understanding what are healthy food choices, what is included in a balanced diet, and the importance of physical activity to staying healthy.

**Recommend Motion:** I recommend the Bend-La Pine School Board adopt Supplemental Nutrition Assistance Program (SNAP-Ed), Celebrate Health, and MyPlate as supplemental curricula for Bend-La Pine Schools.

# Deschutes County SNAP-Ed

**Oregon State**  
UNIVERSITY

**Extension  
Service**

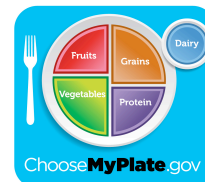


The Supplemental Nutrition Assistance Program – Nutrition Education and Obesity Prevention Program (SNAP-Ed) works to educate and equip Central Oregonians to live healthy, active lives through nutrition education. Funded through the USDA SNAP-Ed Program, Oregon State University Extension faculty, staff and volunteers partner with schools that are 50% Free and Reduced Meals and agencies that are 50% SNAP Benefit-Eligible or 185% of poverty to deliver fun, interactive lessons on food selection, nutrition, food preparation, and safety.

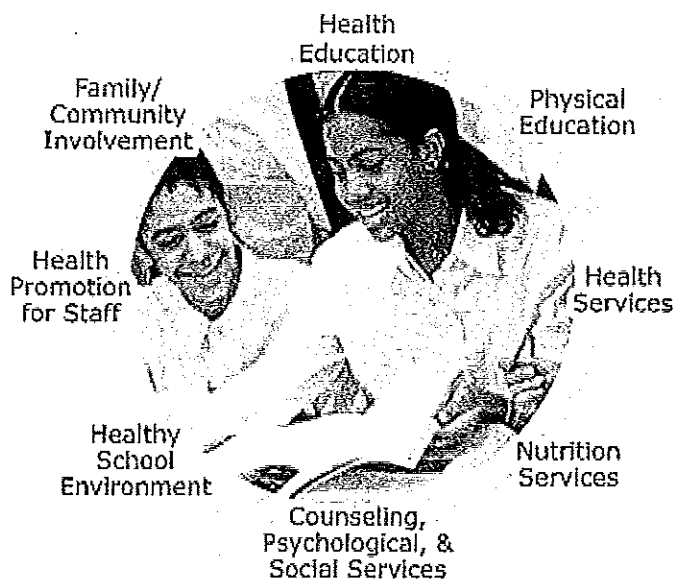
For FFY 2014 (October 1, 2013 to September 30, 2014)

- Deschutes County Youth Programming: Partnered with 12 Elementary Schools, 3 Middle Schools, 3 High Schools, 3 Boys & Girls Clubs, 5 Summer Food Service Programs, Heart of Oregon Corps, J Bar J Youth Services (the Loft), and La Pine Recreation District reaching over 8,000 youth and their families.
  - Results! 100% of school cafeterias reporting increase in fruit and vegetable consumption by students at school meals since OFNP lessons began.
  - 100 % of Kindergarteners tried fruit, veggie and/or whole grain food samples N=86
  - 79.17% increase in positive nutrition behavior changes by 2<sup>nd</sup> graders. N=168
  - 76.19% increase in positive nutrition behavior changes by 2<sup>nd</sup> graders. N=252
  - 76.16% increase in positive nutrition behavior changes by 4<sup>th</sup> graders. Focus on fruits and veggies. N=583
  - 63.99% of 5<sup>th</sup> graders improved nutrition and physical activity knowledge and behavior. N=286
  - 86.21% increase in positive nutrition behavior changes by 6<sup>th</sup> graders. Focus on healthy choices. N=58
  - 62.84% increase in positive nutrition behavior changes by 7<sup>th</sup> /8<sup>th</sup> graders. Focus on healthy choices. N=148
  - 66.67% increase in positive nutrition behavior changes by Health 1 students. Focus on healthy choices and food preparation skills. N=27
  - Family members of over 7,000 youth received nutrition information at home at least 15 times.
- Deschutes County Adult and/or Family classes and public events with: 2 High School Teen Parent Programs, WIC, DHS-SNAP, Healthy Families of the High Desert, Deschutes County School-based Health Centers, Mosaic Medical, Families and Communities Together (FACT), Project Connect and NeighborImpact Food Pantries and families of all our partner schools reaching over 12,500 adults.

*Deschutes County SNAP-Ed is excited to work with you again this year to help improve student and family nutrition knowledge and behavior for healthier, happier lives. Thank you for your community partnership!*







## What Is a Coordinated School Health Program (CSHP)?

Coordinated school health programs are integrated, planned, school-based programs that are designed to promote the physical, emotional, and educational development of students. These programs include health education and promotion, disease prevention, and access to health-related services. Unhealthy dietary practices and insufficient physical activity are risk behaviors established during childhood, and they have been identified among the causes of premature adult death and illness. Coordinated school health programs improve children's health and their capacity

to learn through the support of schools, families, and communities working together. The Centers for Disease Control and Prevention (CDC) has developed an eight-component Coordinated School Health Model and includes 1) a healthy school environment, 2) a comprehensive health education curriculum, 3) physical education, 4) nutrition services, 5) health services, 6) health promotion for staff, 7) counseling and psychological services, and 8) family and community involvement.

## Wellness Policies

The U.S. Congress mandated in the Child Nutrition and WIC Reauthorization Act of 2004 that all school districts with a federally funded school meals program develop and implement a wellness policy to address nutrition and physical activity by the beginning of the 2006–2007 school year. Wellness policies must include the establishment of school health councils to assist in the development, implementation, and evaluation of the school nutrition and physical activity policies. Other areas that must be addressed in the wellness policy include nutritional quality of foods and beverages sold and served on campus; nutrition and physical activity promotion and food marketing; physical activity opportunities and physical education; and monitoring and policy review.

## II. Curriculum Outcomes

The primary emphasis of the **Celebrate Health** second grade curriculum is to equip students with the knowledge, skills, self-efficacy, and intentions to make healthy decisions related to nutrition and physical activity. Students will be able to understand the major concepts of the **Celebrate Health** lessons, which include selection, preparation, and consumption of GO foods (the most healthful foods to eat) and selection of and participation in GO physical activities. They will be able to identify, practice, and adopt the healthy behaviors presented in the lessons.

## III. Curriculum Description

### A. Theory

The **Celebrate Health** second grade curriculum is based on social learning theory, which suggests that most health behaviors are social behaviors that are learned in a social context. The curriculum targets changes in specific environmental, personal, and behavioral factors that influence children's health behaviors. Specifically, it encourages changes in the environment that support healthful eating and physical activity patterns in children by providing opportunities to

eat healthier foods and to practice engaging in physical activity; and by creating peer support for selecting more healthful foods and doing regular physical activity.

The curriculum focuses on changes in specific cognitive or personal attributes, especially children's knowledge about more healthful food selections and types of physical activity; their values about health, nutrition, and physical activity; and the sense of self-efficacy they have with food selection and preparation, as well as their physical activity patterns.

Finally, **Celebrate Health** encourages changes in behavioral factors that support healthful eating and physical activity patterns by teaching students skills to select and prepare foods for themselves, and skills needed to identify moderate-to-vigorous physical activity (MVPA); and by providing students with social reinforcement for demonstrating the intention to change, making actual changes in eating and physical activity patterns, and participating in this program.

## **B. Overview**

The **Celebrate Health** curriculum uses cartoon characters to teach students about the eating and physical activity habits necessary to promote health. The characters are Gus Goodfood and Jumping Jacki, who are children from Planet Strongheart. Stories in the curriculum introduce the students to the concepts of healthy eating and physical activity behaviors, which are the keys to a healthier lifestyle.

## **C. Organization**

The **Celebrate Health** curriculum is divided into 10 nutrition and physical activity lessons, each approximately 25 minutes long. The lessons are designed to be implemented in sequence.

The lessons incorporate a variety of teaching strategies, including physical activity-based activities, stories, individual practice, large-group discussions, educational games, goal setting, and hands-on snack preparation.

The curriculum design for each lesson includes:

- learning objectives
- lesson outline
- activities
- lesson summary
- teacher materials
- student materials

Each lesson contains detailed procedures for presenting the activities. Most lessons contain text that the teacher can either paraphrase or use verbatim when explaining the procedures, ideas, and activities.

Originals of materials needed for each lesson are included at the end of the lesson in which they are introduced. Additionally, a CD is included that contains electronic versions of handouts and other support materials, as well as Spanish-language versions of the family tip sheets, which can be reproduced as needed.

## **D. Goal Setting and Incentives**

In accordance with the social learning theory on which these lessons are based, there are several opportunities for students to set informal and formal goals and to receive positive reinforcement for achieving them. This reinforcement is in the form of social support.

## **E. Family Component**

An integral component of these lessons is parental involvement through 4 family tip sheets. These tip sheets contain activities and information about making healthy eating and physical activity a regular part of daily life. They are intended to be sent home and are designed for families to read and complete together. Parental participation contributes to the effectiveness of positive changes in eating and physical activity behaviors, and the family component reinforces this participation.

## **F. Reference Pages**

A **For Your Information (FYI)** section, located at the end of this manual, provides background information on several major topics emphasized in the curriculum. The purpose of this section is to assist teachers with responding to students' questions. It is not intended that the **FYI** pages be read to students.

## **G. Snack Preparation and Taste-Testing**

The snack preparation in Lesson 9 may be handled in one of several ways. During the original research study, teachers coordinated with their cafeteria manager to provide the necessary foods and supplies. If the Child Nutrition Services department is unable to provide these foods and supplies, teachers can team up to provide them using grade-level resources or ask parent organizations and volunteers to assist.

# **IV. Curriculum Implementation**

## **A. Integration**

The curriculum is designed to serve as a supplement to the regular classroom health curriculum or to replace components that relate specifically to nutrition and physical activity.

There are several opportunities throughout this curriculum to integrate activities into other subject areas. For example, the measuring skills used in the food preparation activities could be integrated into mathematics, and the stories and related discussion questions could be integrated into language arts.

# LETTER TO Teachers

## Dear Teacher,

What are healthy food choices? What is a balanced diet? The U.S. Department of Agriculture's Food and Nutrition Service is providing these lessons under its Team Nutrition initiative in order to help teachers integrate nutrition education into Math, Science, English Language Arts, and Health. This yummy curriculum introduces the importance of eating from all five food groups using the new **MyPlate** icon and a variety of hands-on activities. Students will also learn the importance of physical activity to staying healthy.

In this Teacher's Guide, you'll find three inquiry-driven lessons that help 3<sup>rd</sup> and 4<sup>th</sup> grade children discover nutrition, explain their understandings, and reflect upon their experiences — all of which encourage a lasting awareness of what it means to be healthy. In addition to subject-driven learning, each lesson offers valuable and easy-to-implement cafeteria activities and home connections. We encourage you to include these in your planning, as they will provide your students with further practice and real-world experience. Let parents know what their children will be learning about in class so they can support these new skills at home.

You will also find:

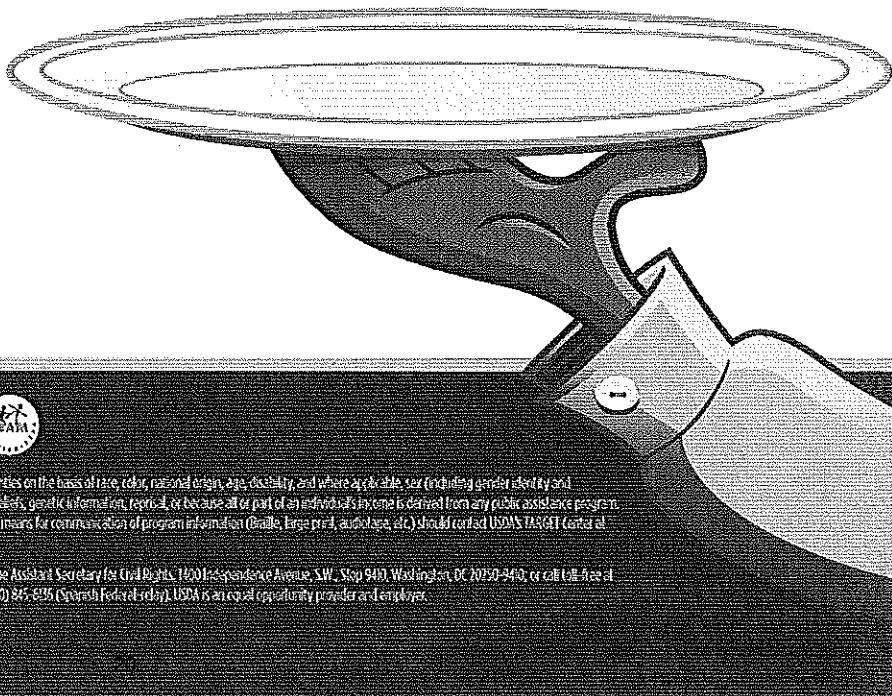
- **A Pacing Guide:** time required per activity and recommended pacing to help you plan each lesson
- **Teacher's Morsels:** helpful resources, background, and tips
- **Extra Helpings:** ideas on how to extend the learning beyond the lesson
- **Savor the Learning:** valuable ways to connect the learning to the school cafeteria and/or students' homes to provide real-world practice
- **Student Handouts:** easily reproducible handouts designed to appeal to students while reinforcing lesson objectives

- **Three Original Songs:** *Alive With 5 Food Groups* and *Do/Be* help students learn about healthy choices in an engaging and memorable way and are incorporated into the lessons. Dancing and singing along to an additional song called *Do Your Body Right* may be a fun extension activity in the third lesson. We invite you to listen to it ahead of time to determine whether your class would enjoy it. All of the songs are provided on the enclosed CD, along with the lyrics, and may be downloaded at <http://teamnutrition.usda.gov/myplate.html>.
- **Eat Smart To Play Hard With MyPlate Poster:** a two-sided poster showing the **MyPlate** icon and foods in the five food groups. The blank **MyPlate** on the reverse can be used as a tool to assess students' understanding.
- **MyPlate at Home:** a colorful handout to share with parents that reinforces the lesson at home. It's also available in Spanish. Additional copies are free for schools at <http://teamnutrition.usda.gov/myplate.html>.

We hope you and your students enjoy the process of learning how to make healthy choices. It's an education that will last a lifetime!

Sincerely,

Your Friends at Team Nutrition



United States Department of Agriculture  
Food and Nutrition Service • FNS-445  
September 2012



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## **Executive Summary**

**Skip Offenhauser, Executive Director of Curriculum & Instructional Technology**

### **Bend-La Pine Online Program Update**

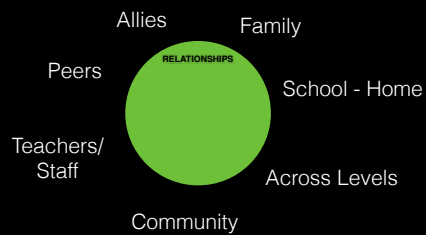
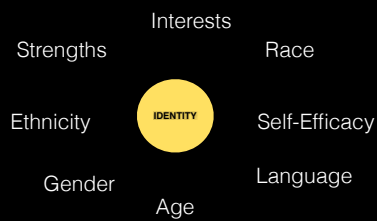
As the Executive Director of Curriculum and Instructional Technology I will be delivering a Keynote presentation on the Digital Conversion initiative that will include the following details:

- Update on the number of devices deployed to students.
- Number of digital text books, digital courses, and iPad Apps delivered to students.
- Amount of professional development teachers have participated in.
- The level of support provided to staff and schools.
- Next steps in school and program support.

# New Middle School

Board Update, 10/28/14

It starts with ENGAGEMENT






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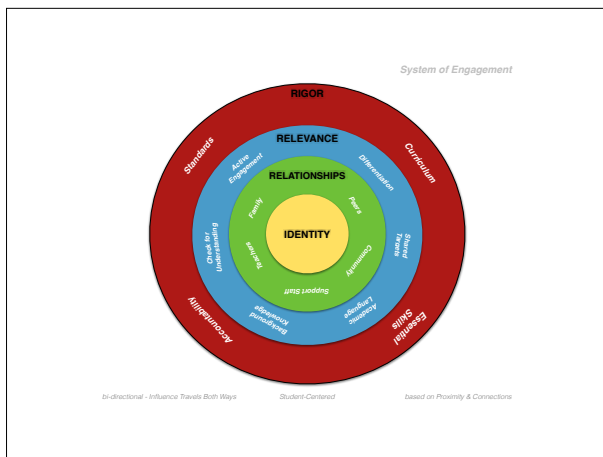
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**System:** a set of connected parts that form a complex whole.

**To effectively engage each student...**

- The **individual** is always at the center of this system
- This system is **bi-directional** – Influence travels in both directions
- This system is based on **proximity** – the closer the rings are to one another, the greater the influence they have on each other
- This system is based on **connections** – the stronger the connections between each of the levels, the more robust the outcomes for the individual
- Relevance is the combination and interaction between Relationships and Rigor!
- Based on the work of Urie Bronfenbrenner - Ecological Systems

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## **Executive Summary**

**Jay Mathisen, Assistant Superintendent of Human Resources & Strategic Planning**

### **Required Board Policy**

#### **BA – Board Member Criminal History Records Check**

This is new Board Policy.

The policy requires each School Board Member be subject to the same criminal history background checks that are required of school volunteers as in Board Policy KCA – Volunteers in Schools.

This is a first reading and no action is required at this time. The policy will be brought back for approval.

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**BOARD POLICY**

Name: Board Member Criminal History Records Check

Section:

Code: BA

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The Board of Directors for Bend-La Pine Schools believes that each Board member should be subject to the same criminal history background checks that are required of school volunteers under Board policy KCA (Volunteers in Schools). Accordingly, at the commencement of their first term of office, each Board member shall submit to the criminal history background check as set forth in Administrative Regulation KCA-AR (School Volunteers/Criminal History Records Check). If a Board member fails to clear the background check, he/she will be required to comply with the provisions of Board policy KK (Visitors to District Facilities) and Administrative Regulation KK-AR (Visitors to District Facilities) when entering a school for any purpose.

draft

Adopted:

Reviewed: 10/28/14

Approved:

**Report to the Board of Directors**  
**Prepared by Brad Henry, Chief Operations and Financial Officer**  
**October 28, 2014**

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

Name: Financial Conditions and Activities  
Section: Executive Limitations  
Code: BDGOV A.4

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With respect to the actual, ongoing financial condition and activities, the Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation of expenditures from Board priorities.

The provisions of Oregon law, specifically ORS 297.425 through 297.555 require that an annual independent audit be made of public school district financial statements and internal controls. The firm of Pauly, Rogers & Co, PC conducted the most recent audit, for the fiscal year ending June 30, 2013. The audit firm issued a "clean" opinion, and copies of the auditor's reports have been provided to the Board. Additional copies are available for review at the Superintendent's office. Fieldwork for the 2013-14 audit concluded on October 24th.

Financial statements are provided regularly to the school board. Significant changes in funding levels are reported to the school board in a timely manner.

The Superintendent shall not:

1. Fail to settle payroll and debts in a timely manner.
2. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
3. Make a single unbudgeted or unauthorized purchase or commitment of greater than \$10,000, or award any contract or change order in excess of \$300,000.
4. Fail to inform the Board of significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance.
5. Acquire, encumber, or dispose of real, intangible, or intellectual properties.
6. Fail to pursue receivables.
7. Fail to inform the board of conditions which may potentially affect changes to the district's bond rating.

Based on the audit report and to the best of my knowledge, the school district administration has complied with the seven parameters listed above.

ADOPTED: 3/9/1999  
AMENDED/REVIEWED: 11/12/2002, 11/14/2006, 10/9/2007, 10/4/2012

**POLICY MONITORING**  
**BDGOV A.7**  
**COMPENSATION AND BENEFITS**  
**BY**  
**Ron Wilkinson**

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**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**BOARD GOVERNANCE POLICY**

Name: Compensation & Benefits

Section: Executive Limitations

Code: BDGOV A.7

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With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the Superintendent shall not jeopardize fiscal integrity or public confidence.

The Superintendent shall not:

1. Change his or her own compensation and benefits.

**(Changes in superintendent compensation or benefits are only made by the school board.)**

2. Promise or imply permanent or guaranteed employment.

**(Employment is only offered by the hiring administrator or supervisor in accordance with district administrative regulations and personnel procedures and is subject to school board approval to hire. Continuation of employment is subject to requirements found in state statute, administrative regulation, district policies or regulation, or collective bargaining agreements of MOAs.)**

3. Independently negotiate contractual agreement with employees.

**(Most of our employees are subject to either a collective bargaining agreement or a memorandum of agreement approved by the school board. Employees hired under either a negotiated collective bargaining agreement or a memorandum of agreement are subject to the provisions of those agreements. Any employee not covered by one of the above is subject to the terms of employment and contract provisions approved by the school board. The superintendent does not negotiate contracts independently with any employees.)**

4. Fail to provide appropriate information and direction in setting salaries and medical benefit levels for all employee groups.

**(The school board is informed in advanced with data prior to collective bargaining and/or setting salary and benefit levels.)**

ADOPTED: 3/18/1999

AMENDED/REVIEWED: 9/11/01, 10/02, 10/03, 10/04, 10/05, 10/13/09, 9/28/10, 10/11/11, 10/4/12,  
10/22/13, 10/28/14