

Bend-La Pine Schools
Bend, OR 97703
February 12, 2019

Regular Meeting 5:30 p.m.
Executive Session Immediately Following

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on February 12, 2019 at 5:30 p.m. in room 314 followed by an executive session under ORS 192.660(2)(f) and (2)(i) at the Education Center, 520 NW Wall Street, Bend OR.

Agenda

Call to Order	Chair High
Pledge of Allegiance	Julie Craig
Review of Agenda	Chair High

Consent Agenda

Approval of Minutes – January 8, 2019 & January 22, 2019 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

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 and have a maximum of three minutes to address the Board.	Chair High
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Action Items

New Elementary School Name	Chair High
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Reports

HDESD Local Service Plan	Superintendent Mikalson Paul Andrews, HDESD
Elementary Attendance Area Recommendation	Superintendent Mikalson
EL 10: Financial Planning and Administration Policy Monitoring Report	Lora Nordquist

Discussion Items

Board Committee Updates	Chair High
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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 97703**

The Board of Directors for Bend-La Pine Schools met in a regular session on January 8, 2019 at the Education Center, 520 NW Wall Street, Bend, OR.

Board Members Present

Andy High
Carrie Douglass
Cheri Helt
Julie Craig
Stuart Young *via teleconference*

Board Members Absent

Peggy Kinkade
Ron Gallinat

Call to Order

The meeting was called to order at 5:31 p.m. by Chair High. The Pledge of Allegiance followed. Superintendent Mikalson noted January is school board appreciation month and expressed his gratitude for all board members and their commitment to education and their community.

Consent Agenda

Julie Craig moved to approve the Consent Agenda. Cheri Helt seconded the motion.
Unanimous approval.

Public Input

Katie Kessel addressed the board about naming the new elementary school after her father, Arlie Seems. She spoke of the survey and the process used by the naming committee and feels that the public opinion was ignored and would like to know why.

Susie Fagen-Wirges addressed the board about the naming of the new elementary school and asked why Arlie Seems was not considered. She questioned the process and the decision made to not include his name and spoke of his legacy and impact.

Jeff Brit spoke about traffic, commuter safety and the location of the new elementary school noting that the driving route to the new elementary is unsafe and as a result, the Awbrey Butte neighborhood should not be pointed to the new elementary school. He referenced a recent traffic study / report from The City of Bend and ODOT and the unsafe routes to the new school.

Scott Brees shared an update on district Robotics Programs, inviting board members to the January 24th robotics tournament. He said he would follow up with more details about the event and volunteer opportunities in an email to board members. Brees also thanked Anne Birky for her help in problem solving a location / facility issue they ran up against.

Sarah Goodrich also addressed the board about the naming process for the new elementary school and shared her disappointment that the board is overlooking an opportunity to honor Seems, and possibly other valuable members of the community because they are naming schools after geographical places.

Nori Juba, former school board member, thanked board members for their time and service and acknowledged Ron Gallinat and Peggy Kinkade's many years of serving on the board. He complimented board members for

their work and maintaining priorities focused on the best ways to educate students. He noted the contentious issues like naming facilities and attendance boundaries are some of the most difficult issues the board works through. Juba also congratulated Cheri Helt on her recent election to the legislature. Juba said his time spent serving on the school board was some of the most rewarding work he has done.

National Board Certified Teacher Pinning Presentation

Superintendent Mikalson introduced Heather Anderson and Michele Oakes, NBCT ambassadors for the district and state of Oregon. He thanked them for their passion and commitment to teachers and the NBCT program. Three teachers were recognized: Leticia Ortega from Cascade Middle School, Kristine Hable from R.E. Jewell Elementary, and Will Ashlock from Summit High School for earning and renewing their NBCT status.

Chair High recessed the meeting at 6:02 p.m.

The meeting resumed at 6:10 p.m. and Stuart Young joined the meeting via teleconference.

Action Items

❖ New Elementary School Name

Chair High invited board members to share their thoughts on the suggested new elementary school names. Carrie Douglass noted this is the first time she has been through a naming process and felt there are areas in the process that could be more clearly outlined, however, she felt the naming committee followed the policy and process as written and appreciates their efforts and suggested names. Cheri Helt agreed and stressed the importance of following procedure and policy as it is written. She feels the naming of a new school is an important board decision and suggested that the board delay voting until the full board is present. Julie Craig agreed with Helt's suggestion and Stuart Young shared his appreciation for the process and time of those involved noting he is pleased with the suggested names but would also like to wait to vote with a full board. Douglass said she would also like to have the full board represented when voting on such an important decision.

Chair High thanked board members for their input and said the new elementary school name would be a part of the February 12, 2019 agenda. Helt thanked Kevin Gehrig and the naming committee for following the board's naming policy as written and their efforts to bring forth three quality name suggestions for the board to consider.

❖ Approval of 2019-20 Alternative Learning Options Contracts

Chair High reviewed the Alternative Learning Options Contract executive summary in the board packet. Carrie Douglass shared her appreciation for the report and would like to see future evaluations of these programs include more comparison information. Cheri Helt noted the value add that ALO's and Charter Schools bring to the district and is proud that the district provides a variety of options for students.

Cheri Helt moved to approve the Alternative Learning Option Contracts and Charter School Evaluations as presented at the December 11, 2018 board meeting, and to approve new contracts for the 2019-20 school year for all the Contract and Charter Schools evaluated. Julie Craig seconded the motion. Unanimous approval.

Reports

❖ Education Foundation Update

Superintendent Mikalson introduced Michelle Johnson and Wendy Graunitz from the Education Foundation, noting the Foundation is celebrating their 30-year anniversary this year and highlighted the numerous ways they help support students and staff in the district. Graunitz thanked the board for their partnership and support over the years and shared information about how the Foundation has grown and expanded their scholarship opportunities. Johnson shared history about the classroom grant program and the types of grants they award for teachers. Johnson said the Foundation is working to create a classroom grant endowment fund with the goal set at \$100,000. The Foundation hopes to have met that dollar goal by this time next year. She also reminded and invited all to the March 16 Trivia Bee at the Tower Theater.

Stuart Young thanked Johnson and Graunitz and expressed his appreciation for the Education Foundation and all the ways they support students and educators.

❖ **Financial Update**

Roy Burling reviewed the second quarter financial report in the board packet and said the comprehensive financial report is complete and available for all board members to review. Chair High thanked Burling and asked about the status of bus purchasing. Burling said a couple of busses have been purchased and are in use and a couple more will be delivered in March or April.

❖ **HB 3681: Open Enrollment Sunset Provision**

Superintendent Mikalson reviewed the executive summary in the board packet and noted the sunset provision will change the law, but will not have much of an impact or change district practice of allowing for out of district students to continue to apply for enrollment through the joint approval inter-district process.

Discussion Items

❖ **Board Committee Updates**

Chair High reminded all of the January 22 Community Linkage – Latino Family Night meeting that will be held at Mt. View High School. He also shared about a recent meeting the Shareholders Board Committee held with BEA executive team members to learn more about struggles teachers are facing in the classroom. He, Peggy Kinkade and Julie Craig all felt it was an eye-opening conversation to be a part of and appreciated the opportunity to connect. Cheri Helt offered to meet with BEA President, Janelle Rebick, to listen and possibly submit a legislative concept request to help support classrooms.

Carrie Douglass shared an update on the work of the Boardmanship Board Committee, noting she and Stuart Young have met with district leadership to review and discuss the eight Board Ends and if there is a need to revise or update the ends to ensure that the best data, measures, etc. are being used. Douglass also commented on the importance of board time being spent on teaching and learning and said the committee will come with suggested changes to the executive limitation reporting calendar for board members to discuss and consider.

Cheri Helt shared an update on the Advocacy Board Committee's work and legislative concepts she is pushing forward on topics like school funding and testing.

Board Comments

Carrie Douglass commented on the elementary boundary process and suggested the district put together an FAQ to go along with Mikalson's recommendation for the public to understand the considerations and decisions (i.e. traffic considerations). Mikalson noted a full report will come from the Attendance Area Review Committee and will include information on their charge, process, factors considered, etc. Lora Nordquist said the committee intends to have their recommendation to Mikalson on January 15th and that recommendation will also be shared on the district's website. Mikalson will announce his decision on January 29th. Cheri Helt shared her appreciation for the open dialogue and the district's efforts to include the public in the boundary review process.

Chair High noted he was chair of the boundary review in 2008 and shared his appreciation for the time commitment and efforts put in by committee members during the current boundary review process. He shared his support of the district's process and looks forward to supporting the committee and Mikalson's recommendation. High also noted he would like the board to continue the discussion on how to make future facility naming processes more clear for community members.

Chair High recessed the meeting at 7:05 p.m. for the board to move into Executive Session. The meeting resumed and was adjourned at 8:05 p.m.

Recorded by: Andrea Wilson

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

The Board of Directors for Bend-La Pine Schools met in a Community Linkage Meeting followed by a regular meeting on January 22, 2019 at Mt. View High School, 2755 NE 27th St., Bend, OR.

Board Members Present

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

Call to Order

The Community Linkage Meeting was called to order at 6:04 p.m.

Welcoming Remarks and Review of Community Linkage Agenda

Superintendent Mikalson welcomed families to the Latino Family Night & Bilingual Event for Families and introduced Chair High and board members. Mikalson thanked families and staff members for attending and shared information about the district and reviewed the format for the evening. He invited attendees to attend the sessions that were of most interest and noted sessions in the library that would allow time for community members to connect with board members individually.

Community members attended breakout sessions with facilitators and translators assisting.
The Community Linkage Latino Family Night & Bilingual Event for Families ended at 7:30 p.m.

Regular Meeting

The regular meeting was called to order at 7:40 p.m. by Chair High.

Community Linkage Event Board Reflection

Chair High led a conversation to reflect on the linkage event asking board members for feedback of the evening. Peggy Kinkade was pleased with the turnout and number of community members and families who came to talk with board members directly. She appreciated the desire of families to be more involved in their children's education. Hearing about their experiences of where barriers and challenges exist helped Kinkade better understand their needs and overall, she appreciated the opportunity to dialogue with Latino families.

Carrie Douglass agreed with Kinkade's comments and felt this was a great opportunity to learn how the district can improve with access and communication for families whose first language is not English. Douglass added, that she is hopeful there could be a Latino representative on the school board at some point in the near future and would like it to be a priority of the board to seek more diversity.

Ron Gallinat said he was surprised to hear so many comments about families struggling to access schools and volunteer. He's hopeful our schools can provide more clarification and support to help families be a part of their child's education. Julie Craig agreed and noted there seems to be some discrepancy in the district and is hopeful there can be a more consistent effort made for families to feel welcome and a part of their school community.

Cheri Helt thanked district staff who organized the event and appreciated learning more about the Latino culture and hearing from families. She too would like to see more effort made in balancing safety efforts while still making schools feel welcoming. Stuart Young agreed and noted the value of community linkage events where board members can listen and hear directly from families and students. He appreciated the number of community members who attended and spoke with board members. Chair High echoed fellow board member's comments and thanked Kinsey Martin and Lora Nordquist, amongst others, who helped coordinate the event and are working to support Latino families and students in the district.

Board Vacancy Discussion

Chair High noted Cheri Helt's recent email to board members and Superintendent Mikalson, announcing her intentions to resign from the Board. He said the district will notify the Deschutes County Clerk's office of the resignation and the Zone 1 vacancy tomorrow. The board can choose to appoint or leave Helt's seat vacant for the upcoming May election. Should the board appoint, the appointment would go through June 30, 2019. If the board chooses to leave the seat open, the winner of the May election would serve the remainder of Helt's term, which ends June 30, 2021. High asked board members for thoughts on how to proceed.

Julie Craig, Peggy Kinkade and Carrie Douglass all said they were in favor of leaving the seat open and were also supportive of appointing whomever wins the seat in the May election to join the board immediately. Ron Gallinat and Stuart Young were both in favor of appointing a board member and felt previous appointment processes have worked out well and noted the value of operating with a full board. Chair High said he would like to leave the seat vacant and send it to an election.

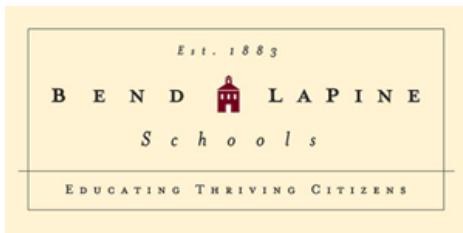
Peggy Kinkade moved accept Cheri Helt's resignation, effective January 22, 2019 and to leave the seat open for the upcoming May 2019 election. Carrie Douglass seconded the motion. Cheri Helt abstained from the vote. Four yay votes and two nay votes. Motion carried 4-2.

Superintendent Mikalson expressed his sincere thanks to Helt for her 8 years of service on the board, adding she has been a true leader and should be proud of the successes in the district. He said Helt will be missed, she is a true champion for students, noting her tireless dedication and work ethic will allow for her to make a significant impact in our community and state as she moves into her new role representing Central Oregon in the Oregon House of Representatives.

Board members thanked Helt for her service, for her passion and dedication to students and education, for her time and partnership as a board member and friend, all agreed she would be deeply missed. Helt thanked fellow board members and the district, adding it was her honor to serve on the board. She said being a school board member has been a really big, but easy job because of the people she has had the privilege of working with.

Meeting adjourned at 8:10 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: February 6, 2019

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 February 12, 2019. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Keefer, Thomas	NJROTC Instructor PS107141	La Pine HS	Regular Full Time 2019-20 school year	02/12/2019
Lind-Krumvieda, Kayla	Primary Teacher PS107625TMP	La Pine Elementary	Temporary Full Time	02/12/2019

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
McBride, Joy	SRC SPED Teacher	Bend Senior HS	09/25/2007 – 02/28/2019
Monte, Marcy	Art Teacher	High Desert MS	08/30/1988 – 01/31/2019

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
McBride, Joy	SRC SPED Teacher	Bend Senior HS	03/01/2019 – 06/30/2019
Monte, Marcy	Art Teacher	High Desert MS	02/01/2019 – 06/30/2019

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Beumel, Harold	Construction Project Manager	Support Services	09/01/2013 – 02/28/2019



HUMAN RESOURCES

Education Center

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

February 7, 2019

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, Confidential hire, Resignations and Early Retirement and Rehire.

The Human Resources Department recommends approval of the following Hires, Confidential hire, Resignations, Early Retirement and Rehire at the School Board meeting on February 12, 2019

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Boynton, Ian	#107581 School Office Secretary I	Rosland	Temp 2.0 hrs / day	01/07/19
Caito, Melinda	#107398 Nutrition Server I	Buckingham	Reg 3.25 hrs / day	01/24/19
Caylor, Karen	#107611 School Secretary II	Pacific Crest	Temp 8.0 hrs / day	01/18/19
Hansen, Matthew	#107628 Lead Technician	Transportation	Reg 8.0 hrs / day	02/01/19
Hertzler, Tami	#107617 Office Manager I	Marshall	Temp 8.0 hrs / day	01/24/19
Keeling, Tina	#107610 Transportation Specialist	Transportation	Reg 7.75 hrs / day	01/15/19
Kosct, Faith	#107614 Nutrition Services III – Specialist	Bend High	Temp 8.0 hrs / day	01/11/19
Nichols, Ricci	#107620 Secretary I	Bend High	Temp 5.0 hrs / day	01/16/19
Placek, Joseph	#107106 EA – Inclusion	Ponderosa	Temp 6.5 hrs / day	01/28/19
Stutzman, Katie	#107618 EA – Student Instruction	Silver Rail	Temp 3.5 hrs / day	01/22/19
Will, Theresa	#107613 Consulting Registered Nurse	Special Programs	Reg 4.0 hrs / day	01/25/19



HUMAN RESOURCES

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(541) 355-1100
Fax (541) 355-1109*

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Cornett, Heather	#107592 Classified Specialist II	Human Resources	Reg 8.0 hrs / day	01/09/19

Classified Resignations

Name	Position	Location	Resign Date
Birdeno-Barber, Angela	Bus Driver	Transportation	09/04/18 – 01/25/19
Forster, Anne	Office Manager	Westside Village	05/01/07 – 01/31/19
Gillihan, Charity	EA – Inclusion	Bear Creek	08/29/17 – 01/31/19
Haven, Jennifer	Bus Driver	Transportation	09/04/18 – 01/28/19
Kessler, Jamie	EA – Student Instruction	Silver Rail	03/08/18 – 01/25/19
Monroe, Edward (Tyler)	Bus Driver	Transportation	09/28/17 – 01/30/19
Standiford, Brian	Repair Technician	Transportation	07/07/14 – 01/04/19
Van Dyke, Adriana	Safety and Security Officer	Summit	09/04/13 – 01/11/19
Wilhite, Linda	Nutrition Server I	Cascade	12/13/18 – 12/21/18

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

Name	Position	Reason	Rehire Date
Houser, Pamela	Attendance Secretary II	Retire through 03/22/19	02/01/19



ACTION ITEM: New Elementary School Name

PRESENTED BY: Chair High

EXECUTIVE SUMMARY:

At the December 11, 2018 school board meeting, the new elementary naming committee presented their process and three names for consideration for the new elementary school to the board: North Star Elementary School, Ruth Reid Elementary School and Florence Drake Elementary School.

As the Naming of Facilities Process describes; the final list of names shall be presented to the board in a public meeting. The list of names presented will include names, rationale and a summary of the naming committee's process, discussion and research. Discussion of the recommended names shall take place in a public meeting at least one board meeting prior to the board voting on the name. The final decision of a facility name rests with the board.

The New Elementary School Naming Committee Recommendation and Naming of Facilities Process follow this executive summary.

RECOMMENDED MOTION:

I move to approve the new elementary school located in NW Bend near OB Riley and Cooley roads be named _____

Naming Bend's Newest Elementary School

December 2018

Our Process

We initiated the process by creating a team of community members, school staff members and district staff. Our committee included Tasha McFarland, Kendall Erickson, Allison Harris, Erin Micken, Jen Salari, Amber Linn, Kevin Gehrig and Gary Timms.

We surveyed the community for elementary school name suggestions and received over 375 submissions. These suggestions included a wide variety of names, places and themes. We began to narrow the comprehensive list of recommendations by eliminating all duplicates, all names similar to current school names and all school names that already existed in the state of Oregon.

We then used the Bend-La Pine Schools facility naming policy to further narrow our list with a focus on identifying a name that reflects the values, vision, character and goals of our school district and community. This narrowed our list to roughly 30 names, including places, themes and people. Our team then used a ranking system to rank these names in order of significance for our team.

At this point we completed research for the top 6-8 names and reported back to the committee. Based on our research and further discussion we narrowed our list to three names for our newest elementary school.

We conducted additional research on these names, including consultation with Bend Historical Museum. After sharing the additional research and discussing the three possibilities our team unanimously agreed to move ahead with three names. Our team is excited to submit the following elementary school names to the Bend-La Pine School Board.

North Star Elementary School

The North Star is within the constellation Ursa Minor, the Little Dipper. It is the brightest star in the constellation and remains constant. The North Star is universally significant and would be an appropriate name for the northern most school in the Bend-La Pine School District.

Throughout history, it has been a reliable navigational tool for tribes, explorers and sailors. Slaves traveling along the Underground Railroad used it as a beacon for freedom. The Navajo Tribe found the North Star to be a source for stability, focus and tranquility. Some consider a person's "true north" to be the internal compass that guides a successful life path. Peter H. Reynolds depicts this notion in his children's book, "The North Star".

Students of North Star Elementary will connect to the theme by being curious learners who seek, explore and reach for the stars. These bright minds will feel constant support from the school community throughout their elementary journey and beyond.

Ruth Reid Elementary School

In 1914 when the new Bend high school was built, the school board decided to name the school Reid School. The board felt that Reid's distinguished accomplishments as an educator justified the naming of the school after her maiden name, Reid.

Ruth Reid moved to Bend, Oregon from New Brunswick, Canada in 1904 to begin teaching in Bend's one room school house. In addition to her teaching job she wrote and taught curriculum for high school students in an afterschool program. Later, when the formal school opened, she was promoted to principal. "Ruth was popular with both her students and fellow teachers." She was, "practically the pioneer teacher and builder of the Bend school system." Although her teaching career was brief, Reid has many impactful achievements such as writing curriculum, founding Bend's first high school, and becoming Bend's first principal. Following her teaching career, she and her husband became leaders in society and community service. She was president of the woman's club and was as popular and valuable as her husband H.J. Overturf.

Reid was a progressive educator that looked to improve the future of her students. Reid was part of the High School Movement of the early 20th century. In a time when 18% of students were going to high school, she brought high school to this budding town. This is a quality we want to see in our students and teachers and feel that she reflects this desirable trait. Reid was a visionary. She was an early proponent of the woman's suffrage movement. When all eyes were watching Oregon's first woman vote she was one of the first to cast her ballot in Bend. Reid also had an adventurous spirit, yet another attribute we value and want to instill in our learners.

Florence Drake Elementary School

"Stop the Wagon!" cried Florence Drake. Alexander and his wife Florence were on their way from cold Minnesota to sunnier climates in search of a new life in a new region. The innovative legislation encouraged them to establish an irrigation district and resell land for homesteads. Florence was so persuasive the couple decided to stop here and camp along the banks of the Deschutes River. She fell in love with the beautiful surroundings and influenced her husband to stay and build their homestead on our very own Drake Park.

Florence Drake was an avid outdoorsman known for her charm, grace and love of children. This 1900s business woman was a trailblazer, partnering in her husband's business endeavors. Her influence determined Bend's location and shaped its development in the early years.

These intrepid founders of Bend established the Pilot Butte Development Company, platting and selling lots to construct Bend's historical downtown. They built our first sawmill, power plant and water system. It was their influence that brought the railroads to Bend instead of farther east as originally planned. The irrigation districts they developed continue to provide Central Oregon with water 118 years later. Florence was known to give instructions to workmen, sign business documents and insist on street locations.

She died in 1933 but we will be ever grateful that she encouraged her husband to stop their investment journey here.



Bend-La Pine Schools

Naming of Facilities Process

Board Approved: June 12, 2018

Executive Limitation 7 – Facilities states:

The Superintendent shall not fail to develop a formal naming process which includes bringing all name recommendations to the school board for final approval. This includes naming of new schools or support facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility.

Final decision of a facility name rests with the Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (i.e., library, athletic field, gymnasium or auditorium), or for changing the name of an existing facility.

To meet the requirements of EL 7; Bend-La Pine Schools will use the following processes:

New Schools and Support Services Facilities

1. Naming Committee

The Superintendent or designee will establish a naming committee. The naming committee shall be comprised of a broad representation of stakeholders of the school or site. Suggested committee members include the following representation: student(s), current principal(s), current certified and classified staff members, parent(s) and maintenance/facilities staff member(s). The naming committee will set a timeline for choosing a name in a timely fashion, consistent with the scheduled opening of the new school or facility.

2. Solicitation for Names & Naming Criteria

The naming committee will solicit name suggestions through a public process from community members, staff and students. Names for a new school or facility may be derived from the following:

- People: names of distinguished individuals who have made outstanding contributions to the community and education, who have demonstrated leadership in fields of education, arts and sciences, or public service, or who reflect the history and character of the community. Names to be considered are of persons or group of persons who have been deceased at least five years.
- Places: names of recognized historical and geological landmarks or areas, geographic points of interest, or reflect national, state or local history.
- Themes: thematic names which reflect the cultural and historical character of the community, or names which reference the indigenous and characteristic flora and fauna.

The Board recognizes that unusual circumstances might arise where a name from outside the above categories or an exception to specific criteria could be considered. The Board shall publicly state the intent to consider an exception and provide an opportunity for a public

hearing on the proposal at a regular board meeting prior to voting on any exception to these guidelines.

3. Selection of Name Recommendations

The naming committee, whenever possible, shall follow naming guidelines which include:

- The name will reflect the values, vision and goals of the district.
- The name will be known to, and significant to, the community and people of the district.
- The name will not conflict with other schools in the district or surrounding districts.
- The use of names of living persons will be avoided unless circumstances warrant an exception.
- If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.

The naming committee shall consider all submitted names and narrow the names to a list of no more than three to present to the Superintendent or designee. The naming committee shall prepare a written recommendation for the Superintendent or designee that includes suggested names, a rationale for each name, and a summary of the naming committee's process, discussion and research.

4. Name Recommendation

The final list of name recommendations shall be presented by the Superintendent to the Board in a public meeting. The list of names presented will include names, rationale and a summary of the naming committee's process, discussion and research. Discussion of the names shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Part of a School Campus

(e.g., a library, athletic field, gymnasium, or auditorium)

The name of part of a school or campus shall be based upon the same criteria as a new school or facility name.

Whenever the opportunity to name a portion of a building is presented, the Superintendent or designee will request that the current principal meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed name or recommend potential names. The principal shall prepare a written recommendation for the proposed new name or names to be considered for the Superintendent. The Superintendent shall present the proposed name or name(s) to the Board.

Discussion of the suggested name(s) shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Changing the Name of an Existing School or Facility

Existing facilities shall retain their name, regardless of the name of schools or programs within the facility.

Should a proposal to change a school or facility name be made, the proposal shall be presented to the Superintendent or designee. The proposal should include specific reasons why the request is being made and a suggested alternative name that meets criteria outlined above. If the Superintendent or designee

decides changing the school name should be considered he or she will request that the current principal to meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed change. The principal shall prepare a written summary of the support and / or opposition to the proposed change for the Superintendent.

If the Superintendent agrees with the rationale and there is sufficient support provided from the principal's summary, he or she will submit the proposed name change to the Board.

Discussion of the suggested name change shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Sponsorship

When individuals, corporations or other entities make significant contributions financially, in time and/or money toward a particular facility project, the District shall find appropriate means to recognize the contributions. Recognition may be in the form of signage, public honoring, displays, or other means deemed appropriate by the Superintendent or designee. The Board may consider the naming of a facility or portion of a facility after an individual, corporation or other entity that has made a significant financial contribution to a major project. For consideration, the financial contribution should equal at least 51% of the cost of the project. The Board shall also consider evidence of community support, characteristics of the donor, type of facility, duration of the naming, and conditions that might result in revocation of the name prior to taking action.

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, plaques installed on new construction projects will provide at least the following information:

1. Name of the school or building;
2. Opening date;
3. Names of the Board members on the Board at the time action on the construction contract occurred*;
4. Name of Superintendent**;
5. Name of architect;
6. Name of contractor;

At the Superintendent's discretion, names of other individuals whose contributions and efforts made the new facility possible may also be included.

**Names of former and current Board members will be included on the plaque should there be a change in members after action on the construction contract occurred.*

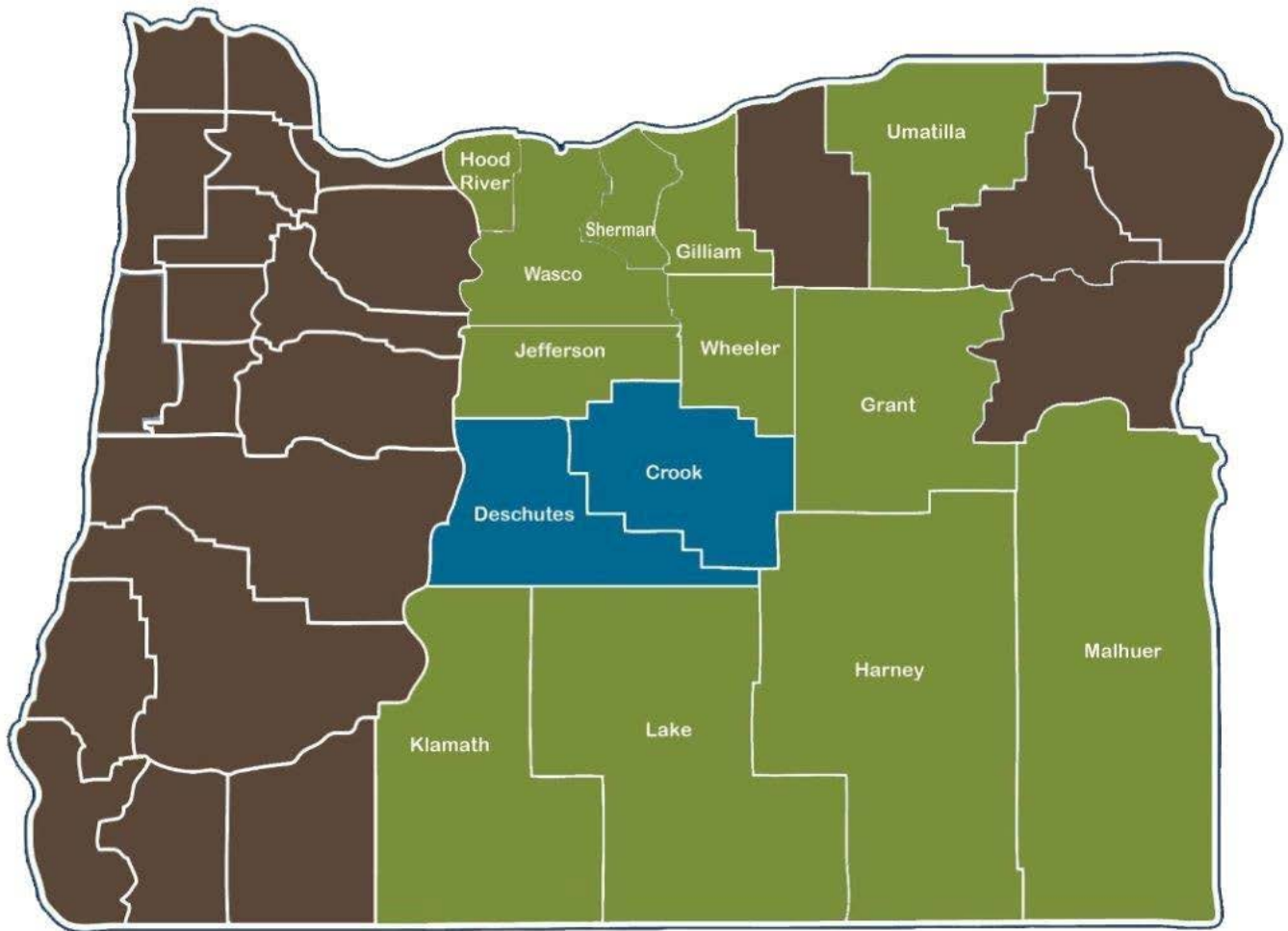
*** Names of former and current Superintendents will be included on the plaque should there be a change in Superintendent's after development has started.*

Local Service Plan 2019 - 2020



High Desert Education Service District

High Desert Education Service District (HDESD) provides services to the four component districts in Crook and Deschutes County. HDESD also provides services in eleven additional counties through regional contracts.



High Desert Education Service District

High Desert Education Service District (HDESD) provides services to the four component districts in Crook and Deschutes County: Bend-La Pine Schools, Crook County, Redmond and Sisters School Districts.

HDESD also provides services in twelve additional counties through regional contracts.

Vision Statement

Together, engaging students to succeed.

Mission Statement

Improve student outcomes with Excellence, Equity and Efficiency.

Strategic Priorities

Implement best practices for educators gleaned from Investigation, Innovation and Incubation of ideas and efforts from the public and private sectors.

Foster education opportunities from birth to career

- Increase student access to education
- Advocate regionally for birth to career education opportunities
- Garner funds for programs and services

Provide value to our school districts, families and other customers

- Provide services on behalf of our school districts due to cost, politics or expertise
- Listen to and meet the needs of our constituents
- Employ individuals with experience and expertise

Bridge gaps and bring people together

- Build coalitions and partnerships
- Look for and respond to unmet needs
- Enhance state and regional presence - advocate and inform

Introduction

In collaboration with component school districts' advisory councils and superintendents, the HDESD has developed the 2019-20 Local Service Plan pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

Administrative and Support Services consolidate and improve component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

Services for Children with Special Needs include special education services, services for at-risk students and professional development for staff who provide these services.

School Improvement Services support component school districts in meeting the requirements of state and federal law; allow the HDESD to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; address school-wide behavior and climate issues; and provide professional staff educational opportunities.

Technology Services for component school district technology plans, including network services, information systems services, information security services, instructional technology services, distance learning and professional staff development.

The 2019-20 HDESD Local Service Plan includes services required by state and federal law and services contracted to school districts, and other public and private entities.

An education service district may provide entrepreneurial services and facilities to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

In addition to continuing approved services from prior years, the 2019-20 Local Service Plan will introduce requested opportunities in the areas of Traumatic Brain Injury (TBI) Concussion Support, Special Education Professional Development and Pay Equity Support.

The Local Service Plan is approved annually by HDESD Board of Directors and the component school districts' Board of Directors.

Local Service Plan Approval Process

The Local Service Plan must be approved by the HDESD Board of Directors and affirmed by at least two thirds of the HDESD component school district's Board of Directors representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

- **January 2019:** The 2019-20 Local Service Plan (including suggested new services) reviewed by component district advisory councils, the HDESD Executive Council and approved by the HDESD Board of Directors.
- **February 2019:** Local Service Plan submitted to component school district Board of Directors for approval.
- **June 2019:** Local Service Plan services and budgets approved by HDESD Budget Committee and HDESD Board of Directors.

Amendment Process

The HDESD Local Service Plan can be amended by two thirds vote of the HDESD component school district's Board of Directors, representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

Revenues

State School Fund: 90% of State School Fund monies received by the HDESD are spent on services provided directly to component school districts pursuant to OAR 327.019(8).

Grants and Contracts: HDESD receives both state and federal grants and contracts to provide services to component and non-component districts.

Entrepreneurial Services: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Annual Performance Measures

Services provided by HDESD and outlined in the Local Service Plan are measured annually by the setting of goals and measurement of outcomes in relation to the HDESD Board of Directors' Strategic Priorities.

HDESD program managers set goals, monitor their progress toward those goals, and report outcomes. Goals are due in October, so they can analyze their progress mid-year. Several programs have been tracking their goals and outcomes long enough to provide the board and component districts with longitudinal data. These goals and outcomes are shared with component district's leadership and available on the HDESD website.

Organization

Board of Directors:

HDESD has a nine member board of directors. Five board members are elected by our component districts (Bend-La Pine 2; Redmond 1; Sisters 1 and Crook County 1) and those five members appoint four more board members each to represent one of the following constituencies within Deschutes and Crook Counties: Social Services, Higher Ed, Business and At Large.

Kathy Biles, Board Chair	Appointed Higher Education Representative
Seana Barry, Board Vice-Chair	Appointed At Large Representative
Gwen Carr	Elected by Crook County School District Board of Directors
John Lang	Appointed Business Community Representative
Mike McGowan	Elected by Redmond School District Board of Directors
Bob Moore	Appointed Social Services Representative
Carol Moorehead	Elected by Sisters School District Board of Directors
Doug Nelson	Elected by Bend-La Pine School District Board of Directors
Scott Reynolds	Elected by Bend-La Pine School District Board of Directors

Administration:

Paul Andrews, Superintendent
Dave Burke, Assistant Superintendent
Sandy Bishop, Director of Special Programs
Jayel Hayden, Director of Human Resources
Anna Higgins, Director of Innovation
Greg Munn, Director of Business Services
Diane Tipton, Director of Early Childhood
Rachel Wenthe-Chaney, Chief Information Officer

In addition to the district office administrators, HDESD is organized into four departments aligned with the four core service areas outlined in the law. HDESD administrators have been assigned responsibility for each of the four departments:

Administrative and Support Services – Paul Andrews
Children with Special Needs – Sandy Bishop and Diane Tipton
School Improvement Services – Dave Burke
Technology Services – Rachel Wenthe-Chaney

Respectfully Submitted,
Paul Andrews, Ed. D.
Paul Andrews, Superintendent
High Desert Education Service District

Core Service Area

Administrative and Support Services

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Administrative Services: Provides services in the areas of human resources, financial management and administration may be provided based on the needs of individual districts.

Financial Information Systems: Provides required support and/or direct services to districts with the Visions Enterprise Financial Information System.

Grant Writing: Assists component districts with grant applications or with required grant applications.

HR Services: Provide Human Resource services specific to the individual needs of a school district.

Legal Services: Provides legal services to component districts (Crook and Deschutes counties) in the areas of employment relations, general school law, pay equity and special education.

Procurement and Contracting: Provides services in the acquisition, storage and distribution of materials and supplies.

Regional Benefit Support: Provides services in the enrollment and support of employee health benefit selections.

Regional Business Services: Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

Resource Acquisition and Grant Administration: Provides consultation and technical assistance for resource acquisition from public and/or private funding sources.

Substitute Services: Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.

Home School Registration: All Home School families must register their child with HDESD annually.

Medicaid Administrative Claiming: Provides a revenue source for four school districts for FAN and Nursing Services.

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Financial Information Systems: Provides required support and/or direct services to districts with the Visions Enterprise Financial Information System.

Legal Services: Provides legal services to district boards and administrators. In an increasingly complex legal environment this service is provided at a cost that is substantially lower than the going market rate and is of great benefit to districts.

Substitute Services: Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

Regional Business Services: Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

Core Service Area Children with Special Needs

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Alternative, Summer & Extended School Year: Provides direct and supervisory services for alternative schools, summer schools and/or extended school year programs.

Applied Behavior Analysis: The Applied Behavior Analysis (ABA) program works with students with severe autism or communication deficits who benefit from Applied Behavior Analysis.

Behavior Programs: Provides services to children with emotional and/or behavioral problems that adversely affect the child's education performance.

Early Intervention and Early Childhood Special Education Evaluation Team: Provides services and evaluation for children birth to 5 as a Childfind service identifying children with disabilities.

Healthy Beginnings (Childfind): In partnership with local educational, health care and social service organizations, Healthy Beginnings provides free comprehensive health and development screenings throughout Deschutes County.

Professional Development: Provides professional development to districts supporting children with special needs.

Special Education: Provides ancillary special education services to children eligible under IDEA part B and C (children birth to 21).

Traumatic Brain Injury (TBI) Concussion Support: Provides support to families and districts to help students "return to learn" from a concussion.

GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.

Central Oregon Regional Program: Central Oregon Regional Program (CORP) is a state contracted program that provides special education services to students with low-incidence disabilities in 7 counties. These include students with autism, vision impairments, severe orthopedic impairments, hearing impairments, and traumatic brain injuries.

Early Intervention/Early Childhood Special Education: Early Intervention (EI) and Early Childhood Special Education (ECSE) are specialized services for children, birth to Kindergarten with special needs. These services are offered throughout Crook, Deschutes, Jefferson, Sherman, Gilliam, Wheeler, Harney counties and the Confederated Tribes of Warm Springs.

Healthy Families of the High Desert: Healthy Families of the High Desert is modeled after Oregon Healthy Start. It is a voluntary home visitation program for first birth families with newborns.

Hope Academy: Hope Academy serves students in the region with behavior/emotional issues who require day treatment services. Students are placed in this program by an outside agency, with HDESD providing the educational services.

Transition Network: Facilitates capacity building to assist districts and community agencies in developing integrated employment for students with intellectual disabilities (ages 16 to 21 years).

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Assistive Technology/Augmentative Communication K-12: Assistive Technology (AT) refers to any device or piece of equipment that helps a student with disabilities access his or her education. The AT program provides equipment, evaluation, professional development and technical assistance. The AT resource center provides equipment for short-term evaluation so that a student's team can determine what type of AT device would most appropriately meet the needs of that student. Once an evaluation is completed, the AT program provides the device for long-term loan by the student and his/her district.

Occupational Therapy/Physical Therapy K-12: Children/students ranging in age from birth through 21 years of age with identified orthopedic impairments receive direct instruction and/or consultation services from licensed Occupational Therapists (OTs) and Physical Therapists (PTs). In addition, OTs and PTs consult with parents and district staff to provide any needed adaptive equipment.

Sign Language Interpreters K-12: The Sign Language Interpreter program serves Deaf and Hard of Hearing (DHH) students.

Core Service Area School Improvement Services

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Alternative Learning Options: Annual evaluation that is developed and presented to the resident school Board of Directors for approval of each alternative education program.

Better Together: Better Together is committed to improving student success by using the Collective Impact approach within the Cradle to Career framework. Incorporates the Regional Achievement Collaborative which aims to bring together institutions in a region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience.

Career and Technical Education: Consult with local school districts on School-To-Work initiatives; Career and Technical Education programs in high schools and our community college; and state mandated vocational education program evaluations. CTE also provides support to districts with funding from a Carl Perkins grant.

Children's Forest of Central Oregon: This program creates a network of outdoor places and programs dedicated to moving all children along a continuum of learning, exploration, and healthy living through engagement with nature. Outdoor School is a component of Children's Forest of Central Oregon.

Curriculum Services: This program brings together ideas, talent and resources across districts and partner organizations to help schools better prepare all students to reach high standards.

First Step: First Step is a positive reinforcement behavioral program serving Kindergarten and first grade students in Deschutes County.

Foreign Language/Interpreting: HDESD provides foreign language interpreters and translators to school and district level staff upon request and interpretation for non-special education purposes.

Oregon Mexico Education Partnership (OMEP): The Plaza Comunitaria is an educational resource for the Hispanic community sponsored through a unique partnership between the State of Oregon and the Mexican Government. Plazas offer Spanish literacy programs to Spanish-speaking adults and youth.

Positive Behavior Interventions & Supports (PBIS): Provides districts with necessary skills to develop, implement and sustain practices that create safe and effective learning environments for all students.

Professional Development Coordination and Delivery: HDESD convenes all of the Directors of Curriculum and Instruction to determine regional professional development needs and services. Based on feedback from the directors and other sources, PD opportunities are provided on all areas of school improvement, curriculum, standards and instruction.

Regional School Safety/Safe School Alliance/Student Threat Assessment Team (STAS): Links school districts with public agencies to discuss and enhance policies and procedures that promote and ensure safety for students, teachers and staff.

School Response Team: The School Response team is a cooperative, volunteer effort among participating districts. The team is made up of specially-trained teachers, counselors, educational assistants, administrators, human service agency staff and community members who are willing to aid schools agencies or communities in response to crisis such as the death of a student or staff person or some other traumatic incident.

Service Integration: Provides services that are integrated or linked with community services for the purpose of enhancing student academic success and supporting the healthy development of children. Services may include, but are not limited to, those provided through the Family Access Network, Safe Schools Alliance, Regional Safety Offices, School Resource Officers and Mental Health services.

GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.

Cascades Commitment/Regional Promise Grant: Intended for the development and/or expansion of consortia of educational service districts, school districts and post-secondary institutions building collaborative, innovative, and flexible ways to foster a college-going culture across the region and to create additional opportunities for high school students to participate and earn credit in college-level courses.

Family Access Network (FAN): Through family advocates in public schools the Family Access Network improves lives by ensuring all children in Crook and Deschutes County have access to basic-need services.

Innovation: HDESD's innovation process, i4, works to increase the excellence, equity and efficiency of our services by generating, experimenting and testing innovative ideas using best practices from the entrepreneurial community.

Regional PreK-3rd Initiative: PreK-3rd connects, integrates, and aligns birth to 5 and K-12.

Science Kits: Provides opportunities for students to access hands-on equipment to reinforce science concepts.

STEM Hub: HDESD is the fiscal agent for the regional STEM hub grant. With the High Desert Museum and OSU-Cascades, HDESD provides direction, implementation support and all fiscal support to help create a hub for Science, Technology, Engineering and Math in our region.

Title 1-C Migrant Education Program: The Migrant Education Program identifies migrant families and helps migrant students with academic needs. All migrant students are eligible for free nutritional services through the schools and free 24-hour accident insurance. Region 11 serves the following school districts: Bend La Pine, Redmond, Sisters, Crook County, Jefferson County, 509J and Culver.

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Curriculum Services: HDESD provides curriculum services to districts including staff development opportunities, curriculum development and regionalized resources to maximize efficiencies.

Drivers Education: Provides quality driver education and training that meets or exceeds the requirements set by the Oregon Department of Transportation.

Core Service Area Technology Support

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Desktop Support: Provides a range of desktop computer hardware and software support services.

Information Technology: HDESD provides services and software to local schools for the purpose of applying technology to support student achievement and professional development, including email, websites, web application support, and web hosting.

Network Services: Provides services and software that increase the interconnectivity of schools, including internet access, network security, wireless networks, and web filtering.

Regional Data Center: Provides services that support file storage; data storage; information access; information security; data visualization and analytics; student and financial information systems.

Student Information and Data Services: Provides required support and/or direct services to districts for student information systems and data reporting needs.

Voice over Internet Protocol (VoIP) Services: Provides deployment and ongoing management of a Voice over Internet Protocol communications network.

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Desktop Support: Provides a range of desktop computer hardware and software support services.

Information Technology: HDESD provides services and software to local schools for the purpose of applying technology to support student achievement and professional development, including email, websites, web application support, and web hosting

Network Services: Provides services and software that increase the interconnectivity of schools, including internet access, network security, wireless networks, and web filtering.

Regional Data Center: Provides services that support file storage; data storage; information access; information security; data visualization and analytics; student and financial information systems.

Student Information and Data Services: Provides required support and/or direct services to districts for student information systems and data reporting needs.

Attendance Area Review Committee
Report on Recommendation for Elementary Attendance Area Changes
January 15th, 2019

Executive Summary

In Fall, 2018, Superintendent Shay Mikalson charged district staff to create the Attendance Area Review Committee (AARC), a group that would be responsible for recommending new district attendance areas in anticipation of the 2019 opening of a new 600-student elementary school in north-central Bend. During the process, the committee reviewed existing attendance areas and proposed adjustments in order to both populate the new school and balance enrollment across all elementary schools in Bend.

The proposed new elementary boundaries are set to go into effect in Fall, 2019; new secondary boundaries will go into effect in Fall, 2021.

The committee, composed of 16 community members and 10 school/departments staff members, convened for the first time in early October and met regularly throughout the fall and early winter. To allow for broad committee participation, the group subdivided into three teams, with each team responsible for creating new elementary attendance areas. By late fall, teams shared their maps with the entire AARC and received committee members' feedback. In December, after a second round of public meetings, the AARC spent two meetings processing public feedback and shaping the attendance area changes that are the subject of this report.

Public input was critical to the AARC's process. The committee hosted its first public session in October. Though attendance was limited, over 300 individuals responded to the accompanying online survey, providing input on priorities for decision making and the process generally. A second round of public meetings was scheduled for early December. These meetings had a combined attendance of approximately 120. Additionally, over 500 individuals responded to the second online survey. AARC members reviewed summary data and findings, as well as the individual comments of all respondents.

The proposed attendance area changes, included in Appendix A of this report, were adopted with broad consensus by the AARC: not a single member opposed the recommended map. The committee also recommended "grandfathering" all current fourth graders into their current schools if the students and their families so desire.

Introduction

In May, 2017, voters in Bend-La Pine Schools' boundaries once again demonstrated their support of our growing school district by passing a bond that included construction of both a new elementary school and a new high school to meet both current and anticipated future overcrowding caused by decades of continued enrollment growth.

In the fall of 2018, a year before the new elementary school is scheduled to open in north central Bend, 11 of our elementary schools were at or near capacity in enrollment. Notably, two schools in northwest Bend (Miller and High Lakes) and three schools in northeast Bend (Lava Ridge, Ponderosa, and Buckingham) were among these. The location of the new elementary school in north-central Bend is well suited to address existing schools' capacity issues throughout the area.

The struggle to accommodate a growing student population is not unique to the district's elementary schools. In addition, all three large neighborhood high schools are at or near capacity. The new high school, which will be located in southeast Bend, will open in Fall, 2021.

Each time a new school opens, student attendance areas are reviewed and redrawn. This has happened often in Bend-La Pine Schools over the last two decades. For example, since opening High Lakes Elementary in 1999, the district has added six new elementary schools: Pine Ridge (2003), Ensworth (2004), Ponderosa (2008) W. E. Miller (2009), and Silver Rail (2015).

In order to populate the new schools and to balance enrollment across the district, the superintendent charged district staff to create a broad-based attendance area review committee. This group would be responsible for proposing new elementary attendance areas by January, 2019, to go into effect in Fall, 2019; and new middle and high school attendance areas by Spring, 2020, to go into effect in Fall, 2021.

Process

District leaders began the process by establishing the Attendance Area Review Committee (AARC). In addition to a press release from the district, schools distributed information in newsletters and other communication. 29 staff and 54 community members applied. Ultimately, the team selected 16 community members, representing 10 different elementary school areas; and 10 staff, representing 9 different schools/departments.

Working with the school board's guidance and gathering input from an October survey and community forum, the AARC established five priorities to guide decision making. The first and most important was to balance enrollment across all neighborhood schools. The other four were as follows:

- Safe biking and walking routes to schools;

- Natural, geographic, physical, and traffic considerations related to car and bus travel;
- Socio-economic balance and demographic equity, including race; and
- Family connections to neighborhood schools.

In order to maximize involvement of all committee members, the AARC divided into three workgroups. Each workgroup studied common data that included enrollment projections, building capacity needs, target enrollment, traffic patterns, student walking zones, socio-economic and race/ethnicity data, and historical attendance area lines. The groups were then charged with independently creating their own maps of new attendance areas.

At the start and/or end of meetings, the group came together to ask questions or to share data. Of particular interest were insights gained from other attendance area change processes. Current committee members who had served on previous teams shared insights and helped the committee find data that had been useful in the past.

Workgroups met multiple times throughout October and November, then shared their maps with the entire AARC for feedback and questions. In December, committee members shared the draft maps in public meetings held at Sky View Middle School and Pacific Crest Middle School. In addition, the public was invited to provide feedback on the maps in an online survey. After these public meetings, both a small representative subcommittee and the entire AARC met in December to review all the feedback and to further revise the preferred draft map.

On Tuesday, December 18th, the committee reached consensus on a final recommendation, with no committee member expressing an objection to the proposed map.

Note: In addition to examining the attendance areas for elementary schools in Bend, a few representatives from the AARC joined building administrators and parent representatives from all the South County elementary schools to review the South County elementary boundaries. After two meetings, the team recommended a single change to an area under development. No current students live in this area.

Communication and Public Participation

Among the core values of Bend-La Pine Schools are operating with transparency and including staff, students, families, and the community at large in decision-making processes. The current attendance area review process has been no exception.

The first step of the district's communication outreach was the solicitation for applicants to the AARC. As noted earlier in this report, the district received a large number of applications from both community members (54) and staff (29). Committee facilitators chose participants from a wide variety of attendance areas, with a wealth of both professional skills and personal interests in the process.

Second, the AARC hosted a community forum at Sky View Middle School on October 16th. The purpose of the forum was to provide more information on the process and to solicit community input on priorities for decision-making, as well as general feedback about the attendance area review process. While attendance at the forum was low, despite outreach at every elementary school in the district, over 300 individuals completed the online survey. The comments were shared with all AARC members.

Next, the AARC hosted a second round of forums during the first week of December at both Sky View Middle School and Pacific Crest Middle School. At these forums, team members provided information about their proposed maps, answered questions, and solicited community feedback. Approximately 120 individuals attended the forums, and over 500 individuals completed the second online survey. Both a summary of the overall results and a spreadsheet with all comments from participants were shared with the AARC prior to their December meeting.

Finally, a group of homeowners from the Awbrey Butte neighborhood submitted a letter to the committee leaders on December 11th, expressing their objections to the proposed attendance area changes. In addition, they included three maps for consideration. The letter and the maps were also shared with the AARC at their December meeting.

In summary, including both online and live feedback, the AARC had the opportunity to receive information from between 500-1000 individuals (the range is large because the district did not track whether individuals provided feedback more than once).

Attendance Area Recommendation

The AARC's recommended attendance areas, beginning in Fall, 2019, are included in Appendix A to this report. The recommended changes alter boundaries for almost every elementary school in the Bend area. The district estimates that approximately 809, or 12.3%, of current students in grades K-4 will be impacted by the changes. When the AARC selected its final map, they paid close attention to the number of students potentially impacted by the changes. The two other maps committee teams developed and ultimately rejected impacted 875 students (13.4%) and 976 (14.9%), respectively.

The committee recognizes these changes may present challenges to affected students, families, and staffs; however, the recommendation allows the district to balance enrollment across elementary schools, forestalling the need for construction of another new elementary school for as long as possible.

Continuing Challenges

Perhaps the largest challenge the AARC faced reflects the district's outstanding schools: with over 800 online surveys completed, not one single family expressed an interest in moving to a new school. Respondents welcomed an additional school to address overcrowding, but they wanted their students to remain at their current school.

The committee faced other challenges, as well. While the AARC worked diligently to create a map that reflects its priorities, the committee also acknowledges that not every individual's goals for the process were achieved. In summarizing the results of the December online survey, we identified several themes:

- **Minimize disruptions:** Responders wanted the committee to select the option that creates disruption for the fewest families. This was mentioned across the board.
- **Focus on commuting safety and not asking families to cross major roadways:** Roads receiving many mentions include Highway 20 (east of Bend) and Mt. Washington.
- **Consider walking and biking distance:** This came up repeatedly by commenters from R.E. Jewell (Foxborough) and W.E. Miller (Shevlin Ridge area).
- **Don't ask families who recently switched boundaries to switch again.**
- **Keep neighborhoods together:** Many responses from Skyline Ridge area (Miller), Awbrey Butte neighborhood (High Lakes), Foxborough (Jewell) and Quiet Canyon (Ponderosa).
- **New school traffic concerns:** Many responders had concerns about the safety of travel to the new elementary school and also had concerns about the distance students would travel to get to the new school.

One continuing challenge is with commuting/traffic. With the location of the new school and the capacity issues in both northwest and northeast Bend elementary schools, neighborhoods from both sides of a major roadway are included in the new school's proposed attendance area.

Another challenge that the committee worked hard to address without complete success is that of moving neighborhoods that were previously moved in the 2015 attendance area review process.

Transitions

In addition to recommending new attendance areas, the AARC was also charged with addressing concerns about transitioning students. The committee supports "grandfathering" current fourth grade students. In other words, this year's fourth graders affected by attendance area changes may elect to stay at their current school for the 2019-20 school year to complete their elementary education, as long as their families complete the appropriate request form. Transportation for students who "grandfather" into their current school will be families' responsibility.

For families of other students who wish to stay at their current schools or for those who want to attend a school outside their attendance area, committee leaders emphasize the district's commitment to school choice. Evidence of that value lies in the longstanding process of honoring requests for students to enroll in schools outside of their attendance area. Significant numbers of students throughout the district participate in the Area Change Request (ACR) process.

Conclusion

In closing, AARC facilitators once again thank the 26 committee members for their active and thoughtful participation in the process and present this recommendation to the superintendent for his consideration. He is encouraged to contact any committee member for additional information or clarification.

Community Members

Tom Bahrman, High Lakes Elementary School/Summit High School
Adam Bowles, W. E. Miller Elementary School/Summit High School
Clint Burleigh, Bear Creek Elementary School/Bend Senior High School
Julie Flannery, Silver Rail Elementary School/Bend Senior High School
Shannon Hinderberger, Elk Meadow Elementary School/Summit High School
Jeanette King, R. E. Jewell Elementary School/Bend Senior High School
Mike Larraneta, Buckingham Elementary School/Mountain View High School
Steve Lindsay, High Lakes Elementary School/Summit High School
Tasha McFarland, Lava Ridge Elementary School/Mountain View High School
Ryan McHugh, Lava Ridge Elementary School/Mountain View High School
Christy McLeod, Silver Rail Elementary School/Bend Senior High School
Mel Oberst, Pine Ridge Elementary School/Summit High School
Andrea Shockey, Lava Ridge Elementary School/Mountain View High School
Mel Soares, Pine Ridge Elementary School/Summit High School
Jen Souza, High Lakes Elementary School/Summit High School
Bev Timm, Ponderosa Elementary School/Mountain View High School

The schools listed for each community member reflect both the elementary and high school attendance areas where they now reside.

District Staff

Lisa Birk, Pacific Crest Middle School staff/Mountain View High School
Joshua Boehme, Sky View Middle School staff/Bend Senior High School
Morgan Davis, Bend Senior High School staff
Jay Etnier, Summit High School staff
Frank Hanson, Elk Meadow Elementary School staff/Summit High School
Susie Heydon, Mountain View High School staff
Kinsey Martin, Education Center staff/Bend Senior High School
Dana Pedersen, Ensworth Elementary School staff/Mountain View High School
Megan Silvey, La Pine Elementary School staff/Bend Senior High School
Steven Wetherald, Bend Senior High School staff

For staff who do not work at a high school, the high schools indicated after the slash are the high school attendance areas where they now reside.



REPORT: 2019 Compliance Report for EL 10: Financial Planning and Administration

PRESENTED BY: Brad Henry, Chief Operations and Financial Officer; Roy Burling, Business Manager

EXECUTIVE SUMMARY:

Major Accomplishments from 2018

- The District developed an effective long-term plan for replacing the current bus fleet, which was shared with the School Board over the course of multiple meetings.
- The District reviewed and updated our intermediate (\$5,000-\$100,000) procurement processes. This update was in response to both changes in federal law and the District's ongoing goal of transparent and efficient use of funds.
- As an addition to the quarterly financial reports provided to the School Board, the District is including information on our 2017 bond investments.
- As part of our annual budget document, the District developed a “building the proposed budget” section to provide greater transparency and clarity about assumptions used in the creation of the annual budget.

Priorities for 2019

- A major priority for the upcoming year is to develop the 2019-20 budget with different scenarios based on the Governor's budget and the Co-Chairs' budget.
- The District will issue and evaluate an RFP for a new Enterprise Resource Planning (ERP) system. ERP is the software application used to manage business and human resource functions. Our current system, Business Plus, is approximately 20 years old. Because of its age, the system has limitations. It's important for the School Board to be aware that moving to a new ERP system will be a major undertaking, requiring extensive resources for purchase, implementation, and training.
- The District will issue \$1.5 million full faith and credit financing for Fiscal Year (FY) 2019 bus replacements.
- The District will issue the balance of 2017 authorized General Obligation (GO) bonds of \$93.3 million.
- The District will analyze the value of making an additional payment into the PERS side account, with or without a match from the State.

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

Executive Limitation 10 - Financial Planning and Administration

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

Financial Planning

Financial planning shall not deviate materially from the Board Ends Policies, risk fiscal jeopardy, or fail to be derived from long range planning that adequately considers compensation, programs and operational costs. Accordingly, the Superintendent shall not present the Board a recommended budget which:

- 1. Is not consistent with the Board's established priorities as established in the Ends policies.**

Evidence of compliance:

Annual budgets are developed consistent with the Board's policy and priorities in place at that time and the budget document offers positive confirmation of compliance. Annual budgets are developed collaboration with administrative and school staff in alignment with the goals and direction of the School Board. Major assumptions used to build the budget are disclosed in the budget document.

- 2. Is not in a summary format that is understandable to the Board and the community.**

Evidence of compliance:

Budget documents are designed to meet the required format as prescribed in Oregon Local Budget Law. The document includes additional information to enhance its readability and transparency. The Finance Office makes sustained efforts to identify best practices for communicating complex financial information so that it can be more easily understood.

Information on the District's budget may be found at

<https://www.bend.k12.or.us/district/organization/budget>

- 3. Does not contain the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.**

Evidence of compliance:

Annual budgets are developed in compliance with Board policies, Local Budget Law, and Oregon Department of Education guidelines. A budget calendar is developed for each cycle with critical inputs identified. Budgets are prepared for the general revenue, special revenue, debt service, and capital project funds. When possible, projected personnel costs are based on contractual agreement with employee associations.

A narrative of the major assumptions management used to build the budget is provided in the budget document. This narrative contains information for the board to assess compliance with

School Board policies and directions. We actively monitor legislative sessions and collaborate with other school districts and organizations to better understand financial issues and conditions that may impact the District.

Specific compliance elements for building the budget include the following:

- Factors used to estimate the average daily membership (ADM) are accurate and supported by the underlying accounting records.
- Reimbursable transportation costs are properly estimated.
- Estimates of beginning cash balances for the ensuing year are reasonable.
- Estimate of delinquent tax collection is reasonable.
- Operating contingencies are only budgeted in a fund with expenditures for personnel, material and services, and/or capital outlay.
- Unappropriated ending fund balance is estimated for each fund.
- Each fund or program contains appropriation by organizational unit or program for each fund (that is the total of all amounts for personnel services, materials and services, and capital outlay).
- Debt service estimates include separate amounts for principal and interest for each bond issue.

4. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year unless otherwise approved by the Board.

Evidence of compliance:

Annual budgets are developed based on projected enrollment and the needs of our students. Enrollment is one of the primary drivers in the State School Fund Formula and estimated resources. Enrollment is also the primary driver for determining staffing needs. Budget requirements or appropriations are projected based on modeling results, historic trends, growth, new legal requirements, and a reasonable buffer to absorb unplanned reductions in resources and increases in requirements. Actual revenues and expenditures are tracked against adopted budget and reported to the Board on a quarterly basis.

5. Fails to propose a budget in accordance with State Budget Law.

Evidence of compliance:

The District is in compliance with legal requirements relating to the preparation, adoption, and execution of the annual budget. The minimum levels of legal appropriation are established in ORS 294. Local budget law is designed to establish standard procedures for preparing, presenting, and administering the budgets of Oregon's local governments. Steps in the development and final adoption of the annual budget included 1) preparing a proposed budget, 2) publishing a notice of budget committee meetings, 3) providing public meetings for questions or comments, 4) gaining the budget committee's approval of the proposed budget, 5) publishing a notice of the public hearing and summary of the approved budget, 6) facilitating the board's public hearing on the approved budget, 7) finalizing the adoption of the budget and enactment of resolutions, and 8) certifying the district's property taxes to the Deschutes County Assessor's Office.

6. Fails to disclose a variance from the targeted 5% ending fund balance.

Evidence of compliance:

The narrative about major assumptions used to develop and build the annual budget will disclose the proposed ending fund balance as percentage of total revenues. Any variance from the targeted 5% will be disclosed.

Financial Administration

With respect to the actual, ongoing condition of the District's financial health, the Superintendent shall not cause or allow:

- A material deviation from the annual budget or budget policy adopted by the Board;
- Any fiscal condition that is inconsistent with achieving the Board's Results, or
- Any fiscal condition that places the long term fiscal stability of the District at risk.

Accordingly, the Superintendent shall not:

1. **Expend more funds than have been budgeted in the fiscal year unless authorized by the Board.**

Evidence of compliance:

Once the board adopts the budget, it establishes spending limits that the District normally cannot exceed unless the board legally changes (i.e., amends) the budget. These limits create spending constraints for District administrators.

Financial estimates are prepared quarterly and compared to legally adopted budgets. The Business Office continuously monitors actual revenues and expenditures against adopted budget. Any expenditures projected to exceed legal appropriations are reported to the board.

2. **Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board.**

Evidence of compliance:

Financial reports provide information that allows readers to determine whether funds are expended within the intent of the adopted budget. Financial reports will demonstrate compliance with legal or contractual requirements. Schools and departments are responsible for monitoring and evaluating expenditures on a regular basis.

3. **Materially indebt the organization unless authorized by the Board.**

Evidence of compliance:

District management will make sensible and strategic use of debt financing. The District maintains a sound debt position, protects the credit quality of its obligations, and preserves financial stability.

Debt is a mechanism to equalize the costs of capital improvements for the benefit of both present and future citizens. The District will not use long-term debt to support current operations. Any debt issuance will be financed over a period that matches a conservative estimate of the asset's useful life, and the average life of bonds will match the average useful life of the assets acquired with debt.

Debt issues are carefully planned and are a predictable and manageable part of the operating budget. An analytical review shall be conducted prior to the issuance of debt including, but not limited to, monitoring of market opportunities and structuring and pricing of the debt. Bond amortization schedules will be structured to minimize interest expense with the constraints of revenues available for debt service. The bonds should include call features to maximize the District's ability to advance refund or retire the debt early. However, call features should be balanced with market conditions to ensure that the total cost of the financing is not adversely affected. The District will use refunding bonds, where appropriate, when restructuring its current outstanding debt. A debt refunding is a refinance of debt typically done to take advantage of lower interest rates.

The District will continually strive to maintain its bond rating by improving financial policies, budget, forecasts, and the financial health of the District so its borrowing costs are minimized and its access to credit is preserved. The District will maintain good communication with bond rating agencies about its financial condition, coordinating meetings and presentations in conjunction with a new issuance as necessary.

The District will provide annual disclosure information to established national information repositories and maintain compliance with disclosure statements as required by state and national regulatory bodies.

The District will, unless otherwise justified, use bond proceeds within the established time frame pursuant to the bond ordinance, contract, or other documents to avoid arbitrage. Arbitrage is the interest earned on the investment of the bond proceeds above the interest paid on the debt. If arbitrage occurs, the District will follow a policy of full compliance with all arbitrage rebate requirements of the federal tax code and Internal Revenue Service regulations, as well as bond contracts. The District will perform (internally or by contract consultants) arbitrage rebate calculations for each issue subject to rebate. All necessary rebates will be filed and paid when due in order to preserve the tax-exempt status of the outstanding debt.

- 4. Fail to provide financial reports at least quarterly or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall not fail to include a recap of changes between the current and previous report.**

Evidence of compliance:

Interim financial reports are prepared quarterly by management and intended for internal use, including that of the board. The quarterly financial statements are designed to assist the board in their determination of management's execution of financial policies and allows the board to monitor spending and to determine if revenues are being received as projected. All aspects of the organization's financial performance, whether positive or negative, are fully disclosed. The quarterly financial reports include a narrative recapping changes between the current and previous report and projected ending fund balance for the general fund operations sub fund.

- 5. Fail to keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.**

Evidence of compliance:

Management is responsible for adopting sound accounting policies, for maintaining an adequate and effective system of accounts, for the safeguarding of assets, and for devising a system of internal control that will, among other things, help assure the production of proper financial statements.

Financial reports provide information about sources and uses of financial resources. The financial reports account for outflows by function and purpose, inflows by source and type, and the extent to which inflows meet outflows.

The financial statements fairly present the financial position and results of operations of the District in accordance with legal provisions and in accordance with generally accepted accounting principles. Furthermore, the financial operations are carried out in accordance with

appropriate legal provisions including federal and state laws, court orders, ordinances, resolutions, and rules and regulations issued by other governmental agencies.

The District complies with Oregon budget law and Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320.

6. Fail to arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.

Evidence of compliance:

The annual financial statements are accompanied by the report of an independent auditor (SGA CPAs & Consultants, LLP contracted through July 31, 2021), in order to provide users of the financial statements the assurance that the statements are prepared in conformity with accounting and financial reporting standards. SGA examines the District financial statements and internal control systems in order to issue its opinion on the financial statements, including comments and disclosures required by the Minimum Standards for Audits of Oregon Municipal Corporations. The auditors also test the District's compliance with requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* for the expenditure of federal funds.

The [District's Comprehensive Annual Financial Reports](#) (CAFR) are published within the timeframes by Oregon Revised Statutes. The CAFR is distributed to the School Board and posted to the District's website. The CAFR is submitted to the Oregon Secretary of State's office, ODE, Federal Audit Clearinghouse and disclosed on the Electronic Municipal Market Access (EMMA) website.

The CAFR document is also submitted to the Government Finance Officers Association of United States and Canada (GFOA) "Certificate of Achievement of Excellence in Financial Reporting" program and the Association of School Business Officials International (ASBO) "Certificate of Excellence in Financial Reporting" program.

Addendum:

See linked documents above.