

**Redmond School District
School Board Meeting
February 27, 2013**

In Attendance: Chair Cathy Miller, Vice-Chair AJ Losoya, Directors - Ric Little, Bob Perry, Pat Reck, Superintendent Mike McIntosh, RSD Staff: Martha Hinman, Trish Huspek, Kelly Richard, Kathy Steinert, Linda Seeberg, Mike Nye, Chris Morton, Liz Worthington, John Rexford, Superintendent HDESD, City Councilman, Tory Allman, Bob Shaffery, Bob Dent, and 16 community members.

Chair Cathy Miller called the meeting to order with a quorum of five at 5:30 p.m.

Austin led the flag salute.

Cathy Miller stated that our dinner is provided tonight by students from the Ridgeview High School Transition Program.

PROCEDURAL ITEMS

Introduction of Ridgeview High School Transition Program Students

Liz Worthington, special education teacher at Ridgeview High School, thanked the board for allowing the students to come tonight. She provided an overview of the program the students participate in and then invited the students to introduce themselves to the board.

Tyler, age 19 will be the host for presentation. Tyler has Aspergers Syndrome. He is interested in Japanese animation, draws cartoon animals, interested in writing, animation and film making. He graduated from RHS with a modified diploma.

Matthew, age 19. Last year he graduated from Marshview High School with a modified diploma. When he moved here he decided he wanted to change tires and brakes because that is what his dad does. He visited both transition programs and decided that both programs have something to help him get the skills he needs to work at a tire shop. "I would like to keep working on my reading because you can't fill out an application if you can't read. Manuals are useless if you can't read it. Someday I would like to move out but I need help figuring out how to make that happen."

Jasper is taking this extra year to complete graduation requirements. He will receive his modified diploma in June, 2013.

Dillon, age 19. He graduated last year from RHS with a modified diploma. Career interests are technology or computers.

Katherine (Kit) 18 years old. She stated that she found out that she had Autism by the age of 8. She graduated from RHS on a modified diploma. She wants to work with people with special needs. She is currently a mentor for students with special needs.

Superintendent McIntosh stated that the majority of these students were students of his at some point in his career. "The district is doing some incredibly good things in partnerships with parents and kids."

Citizen Participation for Non-Agenda Items

None

PRESENTATIONS

Local Service Plan

John Rexford, Superintendent of the High Desert Education Service District (HDESD) was present to formally present the HDESD Local Service Plan (LSP) to the Board. The Plan includes services in the areas of Core Services, Children with Special Needs, Technology Support, School Improvement Services, Administrative and Support Services.

The 2013-14 LSP includes services required by state and federal law and services contracted to component school districts, non-component school districts and other public and private entities. 90% of all State School Fund monies received by the HDESD are spent on services provided directly to component school districts pursuant to OARS 327.019(8).

Each component school district (Bend LaPine, Crook County, Redmond and Sisters) is required to review and either recommend changes to the distribution of the LSP dollars or approve as presented.

Superintendent Rexford stated the plan defines the menu of services that are available to the school districts. He will work with Superintendent McIntosh and his staff to develop the actual budget. From there the RSD will let the ESD know what services they will be providing to the district. There were no major changes to this year's services. The Governor had been looking at diverting funds from the ESD's for other areas. At this time it looks like that proposal is not moving forward.

When asked about the likelihood of PERS reforms being implemented, Superintendent Rexford stated that he is not assuming any will be passed through the legislature but he is remaining hopeful.

Superintendent Rexford reported that the ESD roles are always changing. In September there was some direction from the state seeking bold changes in regional services. At this time it looks like modest changes will occur in ESD's but those changes remains fluid at this time.

Prevention/Intervention Programs Report

Martha Hinman, Executive Director of Student Services stated that a large part of what she does is intervention/prevention for all students in the district. The purpose of tonight's presentation will be to describe the programs that are in place for all of the students in the district and the interventions that are available for those students who are identified as needing more intensive services. When we talk about intervention/prevention we talk about all students. Many students have poor attendance, inappropriate school behaviors, and low academic achievement. When we talk tonight about interventions this is the data that we look at.

The district uses the Positive Behavioral Interventions Supports (PBIS) which puts the emphases on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

There are many influences that are outside of the control of the district that affect students; economy, home environments, exposure to preschool, poverty, English language learners in the household, undocumented status, health, nutrition issues, and housing issues. In addition there are barriers in accessing the services available in the district; parents are unaware of resources available to them. Language and cultural barriers create inabilities to access the resources parents don't have.

Levels of intervention

- Universal (positive behavior intervention systems for students) 80% of students respond favorably with the system that is already set up.
- Strategic – 15% of students that need more strategic with. Need to look at what kind of interventions the student needs.
- Intensive – requires more intensive interventions, closer monitoring, parents on board, community resources are accessed.

Desiree Margo, Principal at Lynch Elementary stated, “It starts with building a strong foundation for all students. At Lynch the foundation of that is to teach students to “Be Responsible, Be Respectful, Be Safe.” To support students the following supports have been put into place at Lynch:

- Alpha Club and Self Managers – Helps to build character and leadership qualities in students
- Buddy classrooms where students have the opportunity to go to that class if they just need a few minutes of time out from their day.
- Rules roundup where they intentionally teach and model for the students the rules
- Fifth grade mentors – provides an opportunity to help a student in the lower grades
- Check in and Check Out – allows students to break up their day and allows them the opportunity to talk about their day.
- After school programs, FAN advocates work on providing the personal needs for the students.

Mark Kiel – SPED Teacher at Brown stated that it is all about connectedness. “Middle school is a difficult age and time. Teachers at that level are a special breed all to themselves. The goal is to be connected as much as possible with students and families.” PBIS is in place at the middle schools. This is a system that focuses on catching students doing great things. There are weekly drawings and awards and prizes are given out for being caught doing great things. A great deal of time is spent at the beginning of the year and throughout the year to review what it means to be responsible, safe and to demonstrate respectful behavior. The “Bring It” after school program supports core academics with options of enrichment activities.

For students who need strategic support those services get more targeted. Interventions that are in place are the use of behavior contracts and behavior plans, the use of time out space, in school suspension and the Family Access Network (FAN), family meetings, Student Study Team, Lunch Bunch, and the Bring It after school interventions with specifically designed enrichment to further support the student in the core academic areas.

Intensive services include referral to off campus resources, suspension/expulsion, expulsion school, Functional Behavior Assessments to determine specific intensive interventions, Risk Assessments to fully evaluate any mental health needs for the student, attendance home visits, picking up students, making transportation arrangements, Behavior Intervention Center/Options program, referral to mental health counseling, School Resource Officers for truancy follow up, pediatric psychiatrist evaluations.

Debbie Newport, Assistant Principal at Brown Education Center spoke about the high school level interventions in the district. At the high school level PBS is also used. The universal components that are used at the high school level include:

- The rules and universal expectations are posted for students to see
- Peer mentoring at the elementary and high school level with ILS,
- Leadership that focuses on teaching skills that foster positive culture/climate and anti-bullying
- Student recognition,
- School Based Health Clinic with additional mental health services.

The Brown Education Center provides intensive level services to a variety of student from throughout the Redmond School District and the region. Most, but not all students, qualify for services through Special

Education. They serve between 125-130 students. There are three categories of programs at Brown. They include transition support services, behavior intervention support services and work based/high school completion

The kids at RPA have a middle and high school component. One of the things that is most important is that when students come you must start building a relationship with the student on the respect, trust and caring that helps the students bring forward any kind of issues they are dealing with. Typically they don't find those students display those types of behaviors if their needs are being met in a smaller community. Families also have access to Rimrock Adolescent Treatment. Families are responsible for payment and setting the services up but the staff help make that process available. Once kids reach Brown their job is to get them on the path back to their home school and to get back on track to graduate

Introduced Isaiah, student at Brown. Isaiah stated that he was expelled his freshman year from Hartman for making bad decisions. Going into Brown helped him get back on track. "Wood shop class is a privilege to attend. If you don't do the other things you are responsible for you can't go there. The teachers are very interactive with the kids. Actively try to earn the students trust." Isaiah reported that the only problems at Brown are the lunches because they need more food because sometimes they run out. They would also like the opportunity to have juices because they only have milk and chocolate milk. Isaiah reported that Brown is a great place. "The anger management program has helped me understand when I get in an angry situation I can now stand back and decide how I want to respond. They help us how to communicate in better ways to interact with people and how to avoid barriers with people. I have recovered almost all of my credits. Odyssey Ware has really helped me retrieve those credits. I would recommend having that program available at both of the high schools. We also had the opportunity to go out into the community to help. Brown opened my eyes to know that I have to do the work or I won't be able to do what I want in life."

Superintendent McIntosh stated, "This district represents a district that does not believe in throw away kids. That is the theme everyone should leave here tonight knowing. We believe there is an intervention out there for every single child. We believe in our kids and the staff at Brown has certainly embraced that."

Teacher Mentor Program

Lynn Evans, Director of Human Resources introduced a representative group who are part of the mentor program this year. Present were Angie Chown from Sage Elementary; Sue Spurgeon from Vern Patrick Elementary, Rayna Nordstrom from EGMS, Kelly Hicks from Sage Elementary and Jill Wagner from Vern Patrick Elementary.

The purpose of the program is to provide new teachers with support, resources and to provide them the opportunity to glean strategies from experienced teachers. They receive coaching and guidance for the day-to-day challenges of classroom management and navigating a new school environment. All of these factors are vital to a new teacher and ultimately lead to student success. In addition principals and district leaders are faced with increasing responsibilities making innovative and dynamic leadership more important than ever.

Mentors and mentees are provided a minimum of three one-half day opportunities to observe each other. Each observation or professional conversation is followed up with a collaborative assessment log. This provides instant feedback to the mentee.

Cathy Miller asked that knowing budgets have been cut drastically in the last several years where does this program rate in priority as the new budget is developed. Lynn Evans stated, "New teachers are our future so this would be high on the list. Retaining good teachers in a system is hard. If you have someone who can learn some of the systems the veteran teachers have, then you are going to retain new teachers. There is only so much you learn in a master's program. It is the hands on things that you need to use to teach the kids and have an effective classroom that is the most important."

The district invested approximately \$100,000 of our Oregon Collaborative Grant funds toward the mentor program. Lynn Evans stated that she plans on applying for a grant that could help continue the program. “We are hiring fewer teachers and the ones that we are hiring are very qualified and we need to retain them. This program helps do that.”

Superintendent McIntosh stated, “This program touched the lives of 54 of our staff. That is significant. There were 27 mentors and 27 mentees.”

AJ expressed his appreciation to the mentors for all of the work they have put into this program. “It supports our, “One district, one team” model. We are doing something different and that is pretty cool.”

Redmond School District Online School Report

Mike Nye, Program Coordinator and Chris Morton, Assistant Director of School Improvement provided the board with an update on the Redmond K-12 Online school that will be available to students beginning in the 2013-2014 school year.

Chris Morton stated that he is excited to share the new launch of Redmond K-12 Online. “We are very fortunate to have Mike Nye to help in this new program.” We currently have 132 students in our district who are attending online programs. Additionally we have 342 home school students that live within our boundaries and are accessing alternative options. In the last two weeks we have had 8 requests for students who have submitted paperwork either this year or for next year to attend an online program outside of our district. The students leave for the simple fact that they don’t fit in to the traditional system. Those reasons vary from medical situations, social situations or due to unique learning modalities. Our plan is to develop a program that would meet the needs of those students. The initial goal is to recapture students who have left our district because we can offer them a better program than where they are headed. For home school students this would be a program that would help support them.

There are key components that separate our program from the others that are offered. Each student will have a support team made up of teacher(s), local learning coach and a school district mentor. What is unique of having a mentor in this type of program is that the mentor can work on the technical portion of the program; help them interact with a teacher online, operating webcams, and uploading documents. The other part of the mentor’s job is to work with the students on academics. Academic support directly or help them access the teacher during office hours and access other resources in our district or beyond if necessary. We want them to be successful and we want to support them both technically and academically.”

The student connection to adults and school is a critical component to student success. That is also important in this alternative. It is planned to open a tech center in the district. The tech center will be a classroom that has banks of computers where students can go to connect with other students in the online program as well as a place where they can simply work online.

The last component is the idea of connecting the students to their neighborhood school. “It isn’t the goal to simply create an online program we want to connect them to their neighborhood school.” This can be achieved through dual enrollment. Students can be enrolled in Redmond K-12 Online and their neighborhood school.

The goal is not to create a competitive program with our bricks and mortar schools. The objective is to be able to provide an opportunity for the students who are deciding to leave our district for various reasons. Initially the online program will be full time enrollment. As the program develops it is the goal for students to take some classes in a building and then others online

Mike Nye stated the goal is to expand the resources and opportunities of the Redmond School District. When you start talking the mass amount of students we are talking about, there is a business side that is obvious.”

The district will be partnering with Connections Learning which is an offshoot of Connections Academy. The program is nationally accredited. “We are a year behind other districts in the state who are offering this option. We have had the chance to get information from those schools and it has helped in developing our program. We are currently working closely with the Springfield School District. Connection Learning provides highly qualified teachers who have been specifically trained in delivering online education. Those highly qualified teachers are planning the lessons, assessing student performance, providing personalized feedback, answering questions and communicating with parents via phone, email, and using technology to have face-to-face time with the parents in a secure environment.”

The curriculum is rigorous and aligned to the Common Core Standards. It requires the student to work six hours per day on curriculum. “This type of instruction works for students. Students today are multi-taskers. Instruction is very interactive and is just like sitting in a regular classroom.”

The students will be supported with a learning coach, who is typically a parent or adult in that student’s life. The students will meet with Mike Nye to gauge if this program is right for the student and if it is a good fit for the family. There will be a different teacher for each course at the secondary level. What sets out program apart in Central Oregon is the use of an Academic Mentor. That role will be filled by Mike Nye next year. It will be his next year will to build relationships with the students and to provide one-on-one academic support. If he cannot provide that support he will have other resources to guide them to. Mike will be the local “go to person” for the students and families. In order for our district to provide the Redmond K12 Online Tech Center we will leverage the resources that we currently have. The center will be open five days a week, four hours per day. Having this resource will allow students to connect with other students who are participating in the online program.

Chris Morton reported that the next steps will be to make personal contact with students who are living within our boundaries but are not attending our schools. Letting them know about the program and how it can support them in various ways.

Board members were provided an opportunity to ask questions about the program.

Superintendent McIntosh expressed his appreciation to both Chris Morton and Mike Nye for all of the work they have done in putting this program together.

School Safety and Security Update

Superintendent McIntosh stated that JB Demaris has been instrumental in assessing our buildings. “One of the things I have learned in the last two weeks is that part of the job that we don’t do well is to educate the public about the things that are in place and the things we are doing. The Redmond School District has been and will continue to remain concerned and diligent around the idea of school safety. We have been at this for a long time. We have very little control over the human, social element that negatively impacts our schools.” JB Demaris and I met on Monday to go over what we are doing on our buildings. Some things we are doing are “no brainers.” Things like one point of entry, expecting guests to check in to the front office, and we have reviewed our protocols and procedures. Police Chief Tarbet and I often meet weekly. When Columbine happened we developed a set of best practices; a lockdown procedure that teaches kids to be vigilant on where there are and what they need to do in an event of an emergency. There are many things that have an impact on hurting our kids and we have to do more than just teach our kids to go hide in a corner of a classroom. We must still be vigilant on teaching kids to listen to adults when instruction is given.

At Monday night’s meeting I had the opportunity to speak with the person who had been in charge of security in the Portland Public School District. He was amazed at the things that are in place around school security considering we are such a small community. We have a solid radio system that we are currently working on making compatible with law enforcement and the fire department. They are working on getting us on one frequency to be able to use in an emergency situation. We know there are places that don’t have fences or have short fences. We know a fence won’t stop a bullet but they can stop someone from coming on a playground and

taking a student. I have a great deal of concern about releasing the all of the steps the district is taking to secure our buildings. But we also want to give people a sense of confidence that we are working diligently to make sure we are doing everything we can to make our kids safe.

In addition to the mechanical things we need to do secure our buildings we also need to create a network that provides students their basic needs. It is bigger than putting panic buttons under desks. There are a lot of things we do prevention wise that are not mechanical. That is also our biggest nemesis; we know that if you are managing the crisis of the students then you are spending less time in the instructional side. I would ask that everyone allows us to continue both the mechanical and physical modifications to our schools. Most of the things we are doing will be buying us precious seconds in response time. If there is a negative thing going on we need to buy law enforcement seconds so they can get onsite.

Schools are still a pretty safe place despite the things that are going on. But, we don't want to lean on that. I think there is value in continued partnership with our police department. The Safe Schools Alliance met and we are leaning on them to bring back some recommendations. The beauty of having them is that they are in the heart of the issue. We have done a lot and want folks to have confidence that we are doing everything we can do. But we must strike a balance between what we need to do academically and these issues.

There are societal issues about mental illness that need to be addressed. I feel that having a mental illness is just like having a broken leg. You need to get help in fixing it. As we move forward we are going to do the things that have been identified to making our school campus' safer. There will be a fiscal limit to what we will be able to do.

1. Social pressures and conditions – we will do our best to manage that
2. We will be doing a training this summer for our administration staff
3. We have the police fire departments that run drills in our schools
4. Want to be known as a district that is proactive
5. Be knows that creates balance – not forgetting our day job in educating students
6. Establish relationships with kids
7. Determine who is responsible for school safety – want to include parents in this conversation
8. We want to be constantly assessing. We may not arrive to a final destination in this process. There will always ways to improve.
9. Determine a prudent path to the future to improving our system while managing the limited resources

Unidentified Parent: Stated they appreciate what is being done but wants to start with something as simple as locking the back doors. “My kids know about the shootings and they want to know how they are going to be safe.”

Superintendent McIntosh stated that the district is doing everything possible to secure the buildings.

Bob Perry expressed his appreciation to JB Demaris for the 35 page confidential report the board received.

Gun Free Zone Signs – Superintendent McIntosh stated that to some a gun free zone sign is an indication that there is no one inside that can protect the children. To others it would keep them away. I don't want to open them up to be gun zones. I would ask that they remain in place. Police officers can carry a gun in schools. I would welcome trained police officers to protect our schools. There is much to be said of the training those people receive. There are many consequences that need to be considered when using a gun. SRO's are a great idea.”

Cathy Miller suggested that adding a sign that would state that the school grounds are patrolled by law enforcement. That would tell a person that someone is looking out for the kids.

Bob Shaffery stated that he understands why the district shouldn't advertise the changes that have been made. But, it would be comforting to know if there have been any actual tangible changes in the buildings as well as a timeline the district has to implement some of the more critical improvements that have been recommended.

Superintendent McIntosh stated that Ridgeview high school has many cameras and all doors are locked now. This summer we will conduct trainings with building administrators on protocols and how to work with incident commanders. We are doing all of this and still teaching kids. I also want you to know that we have annual staff trainings. We didn't just start looking at school security because of the Sandy Hook Elementary School shooting. What it did do is create an elevated sense and we might be doing some things differently than before. There are mechanical things that are being addressed to improve line of sight to the front doors from the office. We designed schools to be educational institutions and not fortresses."

Bob Shaffery stated, "If I had a child in school I would want to know there are things being done that will prevent someone from entering a school that should be there. Reduce the easy accessibility. It might be inconvenient but people would get used to it."

Superintendent McIntosh reported that at Ridgeview High School there will be five beepers installed that will sound if a door is ajar or blocked open. "When you start talking about bullet proof glass then we need to engage in a conversation about what is prudent. What is the best thing to do that will have the most impact."

AJ Losoya stated that he has a couple of children in elementary school and has noticed changes in their school. He expressed his appreciation to JB Demaris for the comprehensive report.

Cathy Miller passed out an FAQ from the OSBA regarding guns in schools to the audience. She, AJ Losoya and Bob Perry had the opportunity to listen to a webinar this morning that dealt with school tragedies. A 26 year experienced psychologist provided prevention suggestions. School safety is an inside job. Students have to be involved with the prevention.

They were able to ask two questions at the end of the webinar:

1. Preference on SRO's vs. armed volunteers: He reiterated the SRO's are the best way to go because they are relationship driven.
2. Containment and visibility at entry doors: Listen to modest proposals but even at some of the schools he has been part of it was as simple as moving a desk into a hallway. People knew who should be in the building and that person would confront someone and ask why they were there.

What is being done:

- JB and Mike are acting on the confidential report
- Coordinating with Safe Schools Alliance to get additional feedback
- Input from staff and additional information
- Additional drills this summer for administrators
- Constant contact with police and fire departments
- Incident command drills with staff when students are not present – a lot of success across our nation. A good way to have those drills and not scare the students
- Review the signage in the gun free zones

Bob stated that Mike and the other panel members did a commendable job on Monday night. "It speaks highly of district leadership."

AJ Losoya expressed his appreciation and kudos to Bob Perry for his leadership in facilitating the panel discussion. “You don’t see any other community having those types of conversations right now. It shows that we are raising the bar for the community.”

Mandi Puckett reported that she noticed on Z21 news that the Bend LaPine School District is putting a bond forward in May and one of the elements is school safety. She further reported that she felt discussion on Monday was very philosophical about society. This has her rethinking the proposal and wondering if they are asking too much of the schools when they are already overburdened. “We keep saying we don’t have money but I started thinking that we should look differently at this issue. I noticed out of the town hall that what everyone agreed on is SRO’s. The SRO’s could take responsibility for the three legged stool. Could that SRO be that relationship builder, could they teach bullying classes? He or she could be a part of the school culture. Maybe we need to take some pressure off the schools and let the SRO help with the education piece, the identification of mental health issues.” She would recommend possibly going out to the community for a bond to fund additional SRO’s.

Superintendent McIntosh stated that the schools primary focus is academics and education and security would be law enforcement’s expertise.

AJ Losoya reported that the district has looked into going out for a bond so many properties in the community are underwater on their mortgage. Only about 17% of the residents in Redmond would end up paying for the levy. 85% of the properties are assessed under their value. It would be an inequitable levy because only 17% of Redmond district residents would be responsible for paying for the levy.

Superintendent McIntosh stated that we should continue to look for funding sources to fund the SRO’s. “Chief Tarbet said if there was a way to pay for them he would support hiring and training them.”

Association Reports

Wendy Webber – REA

- Karen and Barry, along with Tony Brown from Terrebonne Community School, Kriss Whipple from Tuck and Mary Bowman from Lynch are participating in a two day retreat as part of our participation in the Strong Locals Pilot Project put on by the OEA. The purpose of the pilot is to help struggling locals build capacity. The REA is looking at creating a shared leadership model. The job of association president has changed significantly as a result of shrinking budgets and legislative reforms. The hope is to create a leadership model that brings in more members and is sustainable because the current model isn’t. A draft shared leadership model was introduced at their last rep council meeting and the decision was made to spend some time developing the idea.
- Superintendent McIntosh will be receiving intent to bargain letter this week. There is a fiscal reopener to the collective bargaining agreement. The district and the association have agreed to postpone bargaining until late April when we have a little better sense of the budget.
- Looking forward to the development of a district wide climate and culture survey. Mike and Karen have been in discussions about this and agree one survey supported by both the district and the association is the best way to proceed.
- Karen Gray and Josh Davis have been working closely with Lynn Evans regarding personnel issues, specifically non-renewals and non-extensions. They are confident these tough decisions have been well thought out and due process applied. The association appreciates the willingness of the district to offer extensive support opportunities to our members who may be struggling.
- The next rep council meeting is March 13th. The main objective will be to reach consensus regarding how to proceed with association leadership.

ACTION ITEMS

Classified Staff Appreciation Week – March 4-8

Each year a week is set aside in March to recognize and honor classified staff members for all they do for our schools. This year the week of March 4-8 has been designated as that week.

The Board was provided a copy of a resolution that will be sent to each school expressing the Board's deepest appreciation for the work and dedication each classified employee provides to the district. In addition a personalized letter from the Board will be sent to all staff.

Cathy Miller read the resolution that the board will be asked to approve tonight.

Bob Perry moved to declare March 4-8 as Classified Appreciation Week. Ric Little seconded the motion. Motion carried 5-0.

Resolution 13:067 – Appropriation of Specific Purpose Revenue for FY 2012-2013

Kathy Steinert stated that the district has received additional grant money that was not anticipated when the 2012-2013 operating budget was adopted. Any additional revenues that are received must be recognized and appropriated to the currently adopted budget. The district has received the following additional grant revenues:

- A supplemental grant award of \$23,200 for the 21st Century Community Learning Centers to fund additional programming and sustainability activities for the Science, Technology, Engineering, and Mathematics (STEM) program
- A grant award in the amount of \$9,500 from the US Forest Service for the Deschutes Children's Forest program to fund district participation in the Children's Forest programs and opportunities
- A supplemental grant award of \$1,800 for the 21st Century Community Learning Centers grant for additional funding for the ELL program

Ric Little moved and Bob Perry seconded a motion to approve Resolution 13:067 authorizing the recognition and appropriation of \$34,500 of additional specific purpose grant funds not anticipated at the time the FY 2012-2013 budget was prepared. Motion carried 5-0.

Appointment to ESD Budget Committee

The High Desert Education Service District (HDES) Budget Committee has representation from component school districts (Bend LaPine, Crook County, Redmond and Sisters). Each term is three years. Redmond School District currently has two vacant positions on that committee due to the resignations of Shay Mikalson and Mollie O'Brien. Mike McIntosh was previously appointed to the committee. His term does not expire until June 30, 2013.

AJ Losoya made a motion to approve Kathy Steinert and Martha Hinman to serve on the High Desert ESD Budget Committee. Motion was seconded by Ric Little. Motion carried 5-0.

Approval of 2013-2014 Local Service Plan

Mike McIntosh stated that what we are proposing is the menu of services. The numbers come later. The ESD comes up with the services and then we go through the process of the budget cycle to determine which ones we select.

Pat Reck a motion to approve the High Desert Education Service District Local Service Plan as presented. Motion was seconded by AJ Losoya. Motion carried 5-0.

Consent Agenda

- Personnel Report
- Board Meeting Minutes from January 30, 2013
- Board Work Session Minutes from February 13, 2013
- Board Work Session Minutes from February 20, 2013
- Finance Reports (Have been reviewed by the Finance Committee)
- Gifts to the District
- Out of State Field Trip

AJ Losoya moved and Ric Little seconded a motion to approve the consent agenda as presented. Motion carried 5-0.

DISCUSSION ITEMS

Board Member Updates

- Bob Perry recommended that it would be good for people running for school board positions to have a calendar of PTO events that are coming up.
- AJ Losoya reported that he has reached out to his adopted schools and had lunch with those principals. They had great conversations and are making it fun and getting to know them. “We have great leaders in those schools. I will circle back in a couple of months to have another lunch with them.” He further reported that he likes the one on one interaction with the building principals.
- Cathy Miller reported that the OSAA playoffs are on Friday

Agenda Items

None

ADJOURN

Bob Perry moved and Ric Little seconded a motion to adjourn. The January 30, 2013 board meeting adjourned at 10:18 p.m.

Cathy Miller, Board Chair

Trish Huspek, Executive Assistant