

Bend-La Pine Schools
Bend, OR 97703
June 14, 2016

Executive Session 5:00 p.m.
Regular Meeting immediately following

The Board of Directors of Bend-La Pine Schools will meet in an executive session under ORS 192.660 (2)(a), (2)(e) and (2)(f) at 5:00 p.m. followed by a regular meeting on June 14, 2016 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Regular Meeting Agenda

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

Discussion

IP 28 Discussion	Chair Juba
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Consent Agenda

Approval of Minutes – May 24, 2016 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair Juba
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jon Lindsay / Debbie Watkins

Action Items

Resolution 1835: 2016-17 Budget Appropriations	Brad Henry & Zhai Logan
Resolution 1836: 2016-17 Impose Tax	Brad Henry & Zhai Logan
Pacific Crest Affordable Housing Resolution 1837: Property Tax Abatement	Chair Juba
Ratification of Superintendent Contract	Chair Juba

Reports

Financial Update	Zhai Logan
Sites & Facilities – Step 1 Report	Brad Henry & Mike Tiller
Executive Limitation 8 – Academic Programs	Lora Nordquist
Executive Limitation 12 – Legally Required Policies	Superintendent Mikalson

Board Comments

Adjourn

Bend-La Pine Schools
Bend, OR 97703

The Board of Directors for Bend-La Pine Schools met in a regular session on May 24, 2016 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Board Members Present

Nori Juba *left meeting at 6:20p*

Peggy Kinkade

Andy High

Cheri Helt

Ron Gallinat

Stuart Young

Julie Craig *left meeting at 5:35p*

Call to Order

The meeting was called to order at 5:01p by Chair Juba, the Pledge of Allegiance followed.

Discussion

Chair Juba introduced guest speakers: Jeremy Rogers from the Oregon Business Council, to speak about IP 28; and Tim Nesbitt to speak about IP 65. Andy High noted the Board's intent with these presentations is to learn and be better informed about each campaign. Juba added the Board is not interested in a debate and asked anyone who would like to speak during public comment after the presentations to please refrain from debating the information presented.

Jeremy Rogers thanked the Board for time to share reasons to defeat the tax proposed with IP 28. He agreed schools and education need more funding, however, the structure of IP 28 and what it means for Oregon's economy and consumers is not the right way to go about generating dollars. Rogers reviewed the proposed terms and tax attached to IP 28. He noted the potential dollars generated from the tax on gross sales would go to the general fund for legislators to determine how funds are spent.

Cheri Helt asked Rogers to describe the different impact for c-corps and s-corps. Rogers explained the differences in proposed tax rates and that this particular tax would impact only c-corporations. Andy High asked how businesses like construction would be impacted. Rogers explained many construction type industries have a low profit margin, and even if companies lose money, they will still have to pay this tax. Rogers added the proposed tax does not sunset.

Rogers shared OBC would be supportive of a more creative solution to help support and fund schools, suggesting something that would include new revenue, cost savings (i.e., PERS costs), and targeted investments would be ideal. He added, that by the time the election is here, this is likely to be one of the most expensive ballot measures Oregon has ever seen, anticipating \$30 million dollars will have been spent. He noted this measure is one the teacher's union is leading in support.

Helt said she is currently on the OSBA Board and discussions of funding are at the forefront of their conversations and she would like to continue to work with Rogers and the OBC to brainstorm strategies and partnerships that would be a better funding source for schools. Rogers thanked Helt for her service on both boards and looks forward to continuing the

discussion. Andy High asked if Rogers has heard business reaction to the possible tax. Rogers said as of today, there are over 600 coalition members who are partnering to defeat IP 28.

Chair Juba thanked Rogers for the information and added the Board has continually worked to advocate for increased K-12 funding over the years. His biggest concern with IP 28 is where the dollars will be spent and agreed with the three suggestions Roger and OBC suggested. Superintendent Mikalson thanked Rogers and Board members for taking an in depth look at these issues. He appreciates the Board's willingness to be leaders and advocates for students and K-12 education.

Mikalson introduced Tim Nesbitt and Vicki Fleming and thanked them for sharing and providing information in support of IP 65. Nesbitt thanked the Board for their time and shared a presentation about IP 65 and its focus being to secure more state funding to fund what is known to be most impactful for high school students and help increase graduation rates. If approved, IP 65 would fund an additional \$800 per high school student to help compensate for extra programs and support for grades 9-12. Funds would be committed to districts through ADM and not part of a competitive grant application process.

High asked if the full \$800 per student will actually make it to the district or are there administrative fees. Nesbitt said ODE will take 1.5% for fees, making the total going to the district \$780 per high school student. Helt thanked Nesbitt for his work and coming up with a creative solution to help Oregon's poor educational funding. She noted personalized instruction is something the Board supports wholeheartedly and the proposed dollars would make a significant impact to high school students. Vice Chair Kinkade asked for clarification on the \$800 per student calculation and Nesbitt explained the components factored into their figures.

Chair Juba thanked Nesbitt, Fleming and Rogers for their informative presentations.

Public Input

Don Stearns, BEA president, addressed the Board about funding and said that he will be addressing the Board on June 14 to share more information in favor of IP 28. Stearns read a prepared statement and shared reasons to support the tax and explained how funding will improve for Oregon education through this measure. Chari Juba invited Rogers to attend June 14 and adding, we can all agree that as a state, we need more funding for education.

Susie Gagen Wirges, community member, addressed the Board about the sale of Troy Field, acknowledging the dollars would help the district, however, she would like to see the field not be developed. Wirges questioned Chair Juba on his personal involvement in real estate and development and why the Board asked to have City Council member, Barb Campbell recused from voting on the request to remove the public facilities designation from Troy Field. Chair Juba clarified that he currently owns Newport Development III LLC, which holds a single property in Idaho. Juba is also a part owner of a commercial building in Bend, which is not a development property. He clarified his real estate investments as passive investments. Juba suggested Wirges question City Council member, Doug Knight, and his involvement in developing St. Claire Place and Deschutes Brewery, both in downtown Bend. Knight is now opposed to selling and developing Troy Field, which Juba finds to be a conflict of interest to Knight's past real estate development practices. Juba reiterated the importance of public space and efforts the Board and district have made to reach out to community partners about Troy Field to no avail. Juba also shared his frustrations around public education funding adding, if there were adequate

funding for education, the district would not be in a position to have to sell off parcels of real estate like Troy Field. He expressed his thanks to those, like Nesbitt and Rogers, who are seeking out creative ways to help fund schools.

Juba left the meeting, for pre-arranged purposes, at 6:20p and asked Vice Chair Kinkade to continue with the agenda.

Sunshine Dandurand, Buckingham Elementary Principal, thanked the Board for their time and introduced student, Dylan and teacher, Jessica Multop. Dylan invited Board members to attend STEM night at Buckingham and talk about their job, and how it relates to STEM. Dandurand noted the 3rd annual STEM evening is June 1.

Consent agenda

Vice Chair Kinkade noted the updated personnel report at each Board member's seat.

Andy High moved to approve the Consent Agenda. Stuart Young seconded the motion.

Unanimous approval.

Public Hearing

Vice Chair Kinkade recessed the regular Board meeting at 6:26p and called to order the Public Hearing for the 2016-17 Budget. There was no public comment. Kinkade closed the hearing at 6:27p. Superintendent Mikalson noted the Board will take action to approve the 2016-17 Budget at the June 14, 2016 meeting. Kinkade reconvened the regular meeting at 6:27p.

Action Items

Mathematics Instructional Materials Adoption

English Language Arts Instructional Materials Adoption

Health Supplemental Instructional Materials Adoption

Lora Nordquist thanked the Board for their time and introduced Kerry Morton, Tara Butler, Matea Haugen, Shelley Shaffer, Jen Healy, Colleen Funderburg and Josh Marks who were all part of the math adoption. Jana Clemons facilitated the English Language Arts adoption, and Michelle Crook and Jessica Jacks led the work with the health advisory team for the suggested supplemental materials. Nordquist thanked all staff members, including Deschutes County Mental Health, involved in the adoptions for their time and commitment to the process.

Nordquist reviewed the executive summary and recommendations in the Board packet, noting the middle schools will launch a full scale pilot for mathematics this next school year and plan to make a formal recommendation to the Board in Spring 2017.

Cheri Helt asked Jacks about marijuana education and the impacts of legalization. Jacks said there is much misinformation contributing to unhealthy norms of behavior in students and feels health curriculum needs support and updating around the implications of marijuana use. Nordquist noted the district is two-years away from a health materials adoption and that supplemental materials for this type of education is important. She thanked Jacks for her partnership and advocacy. Vice Chair Kinkade asked Crook to comment on how health teachers are responding to marijuana questions in the classroom. Crook shared, she personally, has done much research on her own to better understand what the law really means and the questions have opened up great conversation in her classroom. She said health teachers are a great support for one another as are community partners.

Superintendent Mikalson thanked Nordquist and all involved for their time and commitment to the curriculum adoption work. He urged Board members to support the work of teacher leaders and experts in the community that work with the district.

Andy High asked how the recommended adoptions align with the Common Core and SBAC testing. Nordquist explained much emphasis and discussion was placed on Common Core State Standards in the decision making process. Smarter Balanced testing was not as predominate in decision making conversations, as committees agreed they would rather have standards and effective teaching practices incorporated into the curriculum choices.

Vice Chair Kinkade and Cheri Helt expressed their thanks for the time and effort of each adoption group.

Ron Gallinat moved to approve the materials recommendations for mathematics, English language arts, and health. Andy High seconded the motion. Unanimous approval.

Reports

Executive Limitation 9 – Technology

Superintendent Mikalson reviewed the report in the Board packet and thanked Skip Offenhauser and Ben Hansen for their work in preparing the report. He noted an addendum, starting on page 26 of the packet, that shows an overall snapshot of growth from 2013-2016 compiled from a BrightBytes survey. Mikalson praised the work of technology and instructional technology staff members as they have truly partnered and transformed what the district is able to offer students.

Andy High asked how parents are doing with technology and if there was any feedback. Offenhauser said overall, feedback has been positive. Most concerns come at the start of the school year and tend to be technical in nature, as the year progresses discussions with parents about device management at home and student learning are more common. Cheri Helt asked about teacher access and skills. Offenhauser feels confident teachers have plenty of access to devices and explained information on the survey regarding teacher skill and what trainings the district offers throughout the year to staff. He noted in 2016-17, the district will not be purchasing devices and will be using the year to reflect on the current devices and hardware being used. The instructional technology team will be evaluating strengths and weaknesses at each school and grade level and will assess the teaching and learning aspect of the technology. The reflection and planning for the years ahead will be a large part of next years' work, and digital citizenship is a large part of what the district will continue to work on with students and help them with real-world scenarios and devices.

Stuart Young asked about teacher professional development and Offenhauser shared summer courses will be offered by he, Amy Tarnow and instructional technology coaches. Tech Tuesdays have been offered every Tuesday evening throughout the school year, also led by instructional technology coaches. Don Stearns shared in a recent survey, BEA membership indicated a positive trend with access and training opportunities. Superintendent Mikalson noted the level of expertise within the district puts Bend-La Pine in a unique position to pull off amazing opportunities for students, adding the mobile device management and instructional coaching is some of the best in the nation.

High asked about dark fiber installation and internet service. Hansen said FatBeam has completed the installation with REALMS being the last connection going live in mid-June. He

shared permitting issues caused delays, but the district was able to work through those delays successfully. BendBroadband will be working to bring dark fiber to all of the South County schools, which will provide the same speed, quality and access as the Bend area schools.

High asked about the support and partnership with Apple. Offenhauser complimented Apple on their excellent support, noting an issue earlier this year that required every student device to be touched and Apple's efforts to help included organizing a system and sending in various teams from Apple to help manage and resolve issues. Helt asked, now that the roll out is complete, how is staffing to support the digital conversion. Offenhauser explained roles and responsibilities have been more clearly defined this school year between technology and instructional technology staff members which has helped with efficiency. Hansen complimented the schools and the work being done in partnership at buildings with central technology staff members.

Vice Chair Kinkade expressed her appreciation for the level of detail in the monitoring report and thanked Offenhauser, Hansen and their teams for their tremendous work.

2015-16 Bend-La Pine Schools Alternative Learning Options Report

Superintendent Mikalson introduced Jim Boen and thanked him for his leadership and getting to know all of the Alternative Learning Options that are part of the district and understanding the details and contacts for all. Boen thanked Mikalson and introduced Dave Holmberg from the High Desert Education Service District who evaluates each of the ALO programs. Boen commented on Attachment D in the report, a note about OAKS assessment results not being available until summer, and that the district is considering a report to the Board in the fall as it makes sense for timing to present more recent data in the evaluation.

Holmberg thanked Board members for their time and shared about the work he does for the HDESD throughout Central Oregon. He introduced staff members from COIC, J Bar J, Sisters Academy, OYCP and Bend International School and reviewed the site visit process he does as part of his evaluation work. Holmberg explained his report includes an executive summary, which states all ALO programs are performing to the expectations of the district and meeting their contractual requirements. He also shared survey results from BIS on student engagement which highlighted growth from the start of the school year to May, when the survey was taken. He recommended the Board approve the report as written and continue agreements with each ALO program.

Andy High asked if an ALO has ever not met requirements and about assessment data being unavailable at the time of Holmberg's recommendation. Holmberg said he visits all ALO sites early and often throughout the school year and takes a proactive approach if there are areas of concern. He said testing results will be available in the fall and the standard for evaluation asks that the ALO have the appropriate curriculum in place that would allow a student to meet outcomes. Mikalson noted the shift in timing Boen proposed would provide the Board more current data.

Vice Chair Kinkade asked about BIS, page 76, and that no status was listed associated to the 'train staff in curriculum and methodology' goal. BIS board members shared that Friday afternoons are devoted to staff development and training. They will follow up with more detail on the status of that goal. Kinkade asked for further clarification on the weighted lottery mentioned in the BIS evaluation. BIS board members shared that charter law allows a charter school to weight applications and BIS is looking into this as a way to increase diversity.

Nordquist added there is guidance on the weighted lottery process from the federal government, however Oregon law does not support this practice. Ron Gallinat noted a weighted lottery was not part of the BIS contract that he could recall. Mikalson said the lottery conversation is ongoing between BIS and the district at this time.

Gallinat commented on page 44 and the GED Game Changer section, he found the remediation rates at the college level interesting. John Bouchard with COIC, explained the new GED exam is significantly more difficult and students spend much more time studying and preparing for the exam now than in years past. Students who receive their GED are more prepared as they transition to college.

Cheri Helt thanked everyone from COIC who helped provide a tour at the juvenile justice facility today. Helt shared about the visit adding it was good to see that anywhere students land, even in the worst circumstances, they are supported educationally. She thanked everyone who work so hard to help students in difficult circumstances. Gallinat added Stephanie Franklin, the teacher the group met on their tour, has been teaching in the program for nine years. He was impressed with her dedication and the efforts she makes to connect with students day in and day out. Kinkade thanked Holmberg for the report and thanked all ALO representative for their work to serve students.

Board Comments

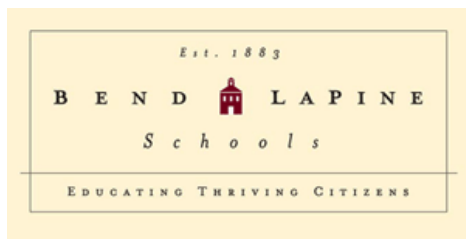
Andy High shared about the coordination of Bend High's CTE program to help connect students to employers in areas where there is high demand. He thanked Superintendent Mikalson for his work on the 2016-17 budget, noting his frustrations with the budget process stem from the loss of local control. He said his no vote was more in protest to the process as a whole and the restrictions schools face in funding. He shared his support for Mikalson and district staff who have clearly worked hard to prepare the 2016-17 budget.

Cheri Helt recently attended an ESSA workshop and noted her continued frustration around student assessment. She continues to ask what is it that the state is looking to find out from testing students until she gets an answer. Helt is still on the OSBA Revenue Reform Committee, and they continue to work on a proposal for revenue that voters can understand.

Stuart Young asked Lora Nordquist to extend a thank you to all who served on the curriculum adoption teams, noting these are some of the biggest decisions that impact students. He also extended his thanks to Dave Holmberg and all of the Alternative Learning Option Programs which are vital to students in our community, adding he has great respect for the work they do. Young also agreed with High's funding frustrations.

Meeting adjourned at 7:43p.

Respectfully submitted,
Andrea Wilson



HUMAN RESOURCES
Education Center
 520 N.W. Wall Street
 Bend, Oregon 97703-2699
 (541) 355-1100
 Fax: (541) 355-1109

DATE: June 9, 2016

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

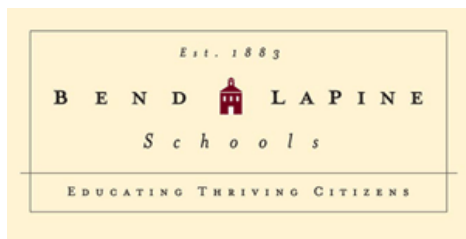
FROM: Jay Mathisen, Deputy Superintendent
 Jon Lindsay, Director of Human Resources - Certified

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on June 14, 2016. All hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES 2016/17

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Baldwin, Leslie	Counselor @ .667 FTE 106213	Bend Sr HS	Temporary	06/14/2016
Brown, Frank	Language Arts @ .50 FTE 106232	Summit HS	Part-time to Full-time Regular	06/14/2016
Cole, Ethan	Japanese @ .583 FTE 106195	Mt View HS	Temporary to Part-time Regular	06/14/2016
Dale, Jessica	Art/Language Arts @ .50 FTE 106231	Summit HS	Temporary	06/14/2016
DeVan, Jessica	Advanced Math @ .50 FTE 106201	Marshall HS	Part-time Regular	06/14/2016
Fincham, Nathan	Math Teacher @ .333 FTE 106219	Mtn View HS	Temporary	06/14/2016
Fincham, Nathan	Math Teacher @ .667 FTE 106182	Pilot Butte MS	Regular	06/14/2016
Freudenberg, Audrey	Primary Teacher 106104	Ponderosa ES	Temporary II	06/14/2016
Jeffrey, Jessica	Resource Center @ .10 FTE 106265	Special Programs	Part-time to Full-time Regular	06/14/2016
Keesling, Karen	Teen Parent @ .333 FTE 106139	Bend Sr HS	Temporary	06/14/2016
Kinder, John	Art/Ceramics 106230	Summit HS	Temporary to Full-time Regular	06/14/2016
Krauthoefer, Andrew	Counselor 106104	Pacific Crest MS	Temporary	06/14/2016
Lange, Suzanne	Title I Math @ .50 FTE 106227	Elk Meadow ES	Temporary to Part-time Temporary II	06/14/2016
McCabe, Julie	Science Teacher @ .833 FTE 106252	Mtn View HS	Temporary to Part-time Regular	06/14/2016
McCabe, Julie	Biology Teacher @ .167 FTE 106268	Mtn View HS	Temporary	06/14/2016
McDonald, Amy	Primary Teacher 106101	Elk Meadow ES	Regular	06/14/2016



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Mendenhall, Melinda	Lang Arts/Graphics/Photo 106234	Summit HS	Regular	06/14/2016
Moore, Jill	K-8 Teacher 106206	Westside Village ES	Temporary to Full-time Regular	06/14/2016
Mumm, Jason	Science Teacher 106142	La Pine HS	Part-time Regular	06/14/2016
Myers, David	K-8 Teacher 106206	Westside Village ES	Temporary to Full-time Regular	06/14/2016
Neil, Jennifer	Life Skills 106134	Special Programs La Pine MS	Regular	06/14/2016
Parks, Eric	Resource Center @ .50 FTE 106136	Special Programs La Pine MS	Part-time Regular	06/14/2016
Stringer, Amy	K-5 Teacher @ .40 FTE 106183	Buckingham ES	Temporary Non-Contract	06/14/2016
Thompson, Greig	Physics/Engineering 106240	Summit HS	Temporary to Regular	06/14/2016
Vincik, Jill	ESOL/Spanish/Art 106249	Summit HS	Temporary to Full-time Regular	06/14/2016
Waskom, Jill	Health/PE @ .167 FTE 106238	Summit HS	Part-time to Full-time Regular	06/14/2016
White, Jennifer Marine	Advanced Math @ .833 106241	Summit HS	Part-time Regular	06/14/2016
White, Jennifer Marine	Advanced Math @ .167 106233	Summit HS	Part-time Temporary	06/14/2016
Wognild, Greg	Technology Teacher @ .667 106223	Sky View MS	Temporary Full-time to Part-time Temporary II	06/14/2016

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Aartsen-Berg, Lisa	Intermediate Teacher	Ponderosa ES	08/27/2007 - 06/30/16

ADMINISTRATIVE HIRES 2016/17

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Stancliff, Steven	Principal	Pilot Butte MS	Regular	06/14/2016



HUMAN RESOURCES

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June 9, 2016

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 and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on June 14, 2016.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Blake, Andrew	#106143 EA – Campus Monitor	Bend High	Reg 7.75 hrs / day	5/27/16
Brent, Brady	#106247 EA – In School Suspension	Sky View	Reg 6.50 hrs / day	6/6/16
Chance, Laura	#106221 EA – Inclusion	Special Programs	Temp 7 hrs / day	5/24/16
Codding, Anne	#106221 EA – Inclusion	Special Programs	Temp 6.5 hrs / day	5/24/16
Craig, Hannah	#106222 EA – Inclusion	Special Programs	Reg 7 hrs / day	5/25/16
Daprano, Anthony	#106221 EA – Inclusion	Special Programs	Temp 6.5 hrs / day	5/25/16
Dragoo, Angela	#106222 EA – Inclusion	Special Programs	Reg 7 hrs / day	5/25/16
Drury, Rebecca	#106221 EA – Inclusion	Special Programs	Temp 7 hrs / day	5/25/16
Finney, Sarah	#106175 Consulting Registered Nurse	Special Programs	Reg 6 hrs / day	5/25/16
Foster, Elizabeth	#106221 EA – Inclusion	Special Programs	Temp 7 hrs / day	5/25/16
Grim, Cynthia	#106222 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/24/16
Hicks, Theresa	#106221 EA – Inclusion	Special Programs	Temp 6.5 hrs / day	5/24/16
Hollenberg, Judith	#106175 Consulting Registered Nurse	Special Programs	Reg 7 hrs / day	5/25/16
Junker, Shawna	#106160 Office Manager	Highland	Reg 8 hrs / day	5/17/16
Loberg, Krys	#106222 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/24/16
Orton, Pamela	#106176 Consulting Registered Nurse	Special Programs	Temp 6.5 hrs / day	6/6/16



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Roberts, Julie	#106222 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	6/7/16
Rogers, Jason	#106248 EA – Alternative	STRIVE	Reg 7.80 hrs / day	6/3/16
Ruby, Austen	#106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/12/16
Schadwald, Krystal	#106221 EA – Inclusion	Special Programs	Temp 6.5 hrs / day	5/26/16
Spetic, Michelle	#106176 Consulting Registered Nurse	Special Programs	Temp 6.5 hrs / day	5/26/16
Wardle, Martin	#1061222 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/24/16
Wilde, Chris	#106221 EA – Inclusion	Special Programs	Temp 7 hrs / day	5/24/16

Classified Resignations

Name	Position	Location	Resign Date
Bass, Carl	Bus Driver	La Pine Transportation	10/16/07 – 6/16/16
Berejkoff, Nichole	Nutrition Server I	WE Miller	8/31/15 – 6/16/16
D'Orazio, Markele	Attendance Secretary	Summit	8/24/09 – 6/23/16
Lekan, Heidi	Attendance Secretary	Summit	9/23/13 – 6/23/16
Neimeyer, Herbert	Bus Driver	La Pine Transportation	6/22/07 – 6/16/16
Ringer, Kathy	Kitchen Manager I	Cascade	9/3/85 – 6/16/16
Root, Merri Kay	EA – Student Instruction	Ensworth	3/5/97 – 6/16/16
Sheehan, Claire	EA – Inclusion	Sky View	5/26/14 – 6/16/16
Syrell, Pamela	Bus Driver	Bend Transportation	1/14/13 – 6/16/16
Vancleave, Diane	Bus Driver	La Pine Transportation	1/18/05 – 6/16/16
Wineinger, Larry	Bus Driver	La Pine Transportation	7/29/13 – 6/16/16

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION MAKING APPROPRIATIONS
RESOLUTION NO. 1835**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby adopts the 2016-17 budget in the amount of \$252,648,014.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2016 the amounts shown below are hereby appropriated for the purposes indicated within the funds listed:

GENERAL FUND		
1000	Instruction	\$95,666,133
2000	Support Services	61,834,140
3000	Enterprise and Community Services	309,994
5100	Debt Service	704,206
	Total General Fund Appropriation	<u>\$158,514,473</u>
7000	Unappropriated Ending Fund Balance	9,249,226
	Total General Operating and Sub-General Funds	<u><u>\$167,763,699</u></u>
SPECIAL REVENUE FUND		
1000	Instruction	\$12,313,000
2000	Support Services	4,673,000
3000	Enterprise and Community Services	8,599,000
5200	Transfer of Funds	500,000
	Total Special Revenue Appropriation	<u>\$26,085,000</u>
7000	Unappropriated Ending Fund Balance	2,750,000
	Total Special Revenue Funds	<u><u>\$28,835,000</u></u>
LONG TERM DEBT SERVICE FUND		
2000	Support Services	\$3,000
5100	Debt Service	29,740,315
	Total Long Term Debt Service Appropriation	<u>\$29,743,315</u>
7000	Unappropriated Ending Fund Balance	1,218,000
	Total Long Term Debt Service Funds	<u><u>\$30,961,315</u></u>
CAPITAL PROJECTS FUND		
4000	Facilities Acquisition and Construction	\$25,000,000
	Total Capital Projects Appropriation	<u>\$25,000,000</u>
7000	Unappropriated Ending Fund Balance	0
	Total Capital Projects Funds	<u><u>\$25,000,000</u></u>
TRUST FUND		
3000	Enterprise and Community Services	\$20,000
	Total Trust Appropriation	<u>\$20,000</u>
7000	Unappropriated Ending Fund Balance	68,000
	Total Trust Funds	<u><u>\$88,000</u></u>

Unappropriated Ending Fund Balances are not appropriated.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 14th day of June, 2016

Board Secretary

Chair

Director

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION TO IMPOSE TAX
RESOLUTION NO. 1836**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby imposes the taxes provided for in the adopted budget at the rate of \$4.7641 per \$1,000 of assessed value for operations and in the amount of \$22,790,258 for bonds; and that these taxes are hereby imposed and categorized for tax year 2016-17 upon the assessed value of all taxable property within the district.

	Education	Excluded from Limitation
General Fund	\$4.7641/\$1,000	
Debt Service Fund		\$22,790,258

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 14th day of June, 2016

ATTEST:

Chair

Board Secretary

Director

**Administrative School District No. 1
Bend-La Pine Schools**

RESOLUTION NO. 1837

Property Tax Abatement

WHEREAS, the school district has received a request from Pacific Crest Affordable Housing to abate its portion of property taxes for a period of 20 years for two projects. Azimuth 335 will contain 50 one- and two-bedroom units, will be located on Northwest Crossing Drive, near Lemhi Pass Drive in Northwest Crossing. Canal Commons will be composed of 64 one-, two- and three-bedroom units and will be located on Butler Market Road and 27th Street.

WHEREAS, ORS 307.515 to 307.527 permits local taxing authorities to exempt property taxes for qualifying affordable rental projects for a period of 20 years; and

WHEREAS, the request has been reviewed by staff to verify negligible future financial impacts to the school district;

NOW, THEREFORE, BE IT RESOLVED that the Bend-La Pine Schools Board of Directors authorizes property tax exemption for Pacific Crest Affordable Housing's Azimuth and Canal Commons affordable housing projects in accordance with ORS 307.515 to 307.527, by adopting the provisions of ORS 307.515 to 307.527.

Moved by: _____

Seconded by: _____

Yes votes: _____

No votes: _____

Dated this _____ day of _____, 2016.

Chair

Vice Chair

Attest:

Board Secretary

PACIFIC CREST AFFORDABLE HOUSING

The Firehall
5 NW Minnesota Avenue
Suite 210
Bend, Oregon 97701
T (541) 383-2505
F (541) 383-3618

May 31, 2016

Bend-La Pine School District Board
520 NW Wall Street
Bend, Oregon 97701

RE: Request for 20-year property tax exemption for 2 upcoming affordable housing projects in Bend, Oregon

Dear School Board,

The purpose of this letter is to formally request that the Bend-La Pine School District exempt its portion of property taxes for a period of 20 years for two affordable housing projects to be developed in Bend by Pacific Crest Affordable Housing (PCAH). This request is contingent upon the projects being awarded funding from the State of Oregon Housing and Community Services department (OHCS).

History

In November 2003 the City of Bend adopted a tax exemption program, as allowed under Oregon Revised Statute 307.515 to 307.537, permitting local taxing authorities to exempt property taxes for qualifying affordable multifamily rental projects for a period of 20 years. To qualify for exemption, projects must serve households earning equal to or less than 60% of the Area Median Income (AMI) for Deschutes County (as determined by the US Department of Housing and Urban Development). Under the statute, qualifying projects can receive an exemption on 100% of their property tax bill if taxing districts accounting for 51% or more of the total tax rate agree to the exemption. A summary of ORS 307.515 to 307.537 is attached (see *Attachment A*).

Our projects will qualify for property tax exemption under the City's program, and we have also requested tax exemption for these projects from Deschutes County. Approval of our tax exemption request by the Bend-LaPine School District will put us over the 51% threshold needed to receive a 100% exemption.

PCAH has developed 5 affordable housing projects, 4 of them within the Bend-LaPine School District (two in Bend and two in La Pine) (see *Attachment B*). ***The Bend-LaPine School District approved 20-year tax exemptions for all four of our previous projects located within the District.*** The School District's support for these projects was invaluable to our efforts to obtain funding for these projects and to offer the lowest rents possible to our residents.

Need

Housing affordability for lower income populations has been a challenging issue in Bend for some time, and increasingly so now that the rental vacancy rate is less than 1% and rental rates and sales prices are skyrocketing. The few market rate rental units that are available are too expensive for most lower income households, and the lower-priced market rate rentals tend to be in very poor condition. The affordable (i.e., income-restricted) housing that is available has long waiting lists, and the demand for housing vouchers far outpaces their availability. Homeownership is out of reach for the majority of lower income households. The result is that too many lower income households are doubling up in small units, living in substandard housing, living with the constant threat of homelessness, or experiencing homelessness.

Many of these households, of course, include children, the majority of whom are part of the Bend-LaPine School District. Census data shows that in 2014 (the most recent year for which this particular statistic is available), over 7,000 children were living in poverty in Deschutes County, with 2,799 of those living in Bend (American Community Survey, 2014). During the 2014-2015 school year, 680 children in the Bend-LaPine School District were homeless (Oregon Department of Education, 2015). ***These families are disproportionately impacted by the affordable housing crisis by a huge margin.***

The Projects

The two projects for which we are seeking tax exemption, called “Azimuth 335” and “Canal Commons”, will be part of the solution by providing a total of **114 new units** of high quality, permanent, affordable housing for Bend (see *Attachment C*)

Azimuth 335, which will contain 50 one- and two-bedroom units, will be located on Northwest Crossing Drive, near Lemhi Pass Drive, in NorthWest Crossing. Canal Commons will be composed of 64 one-, two- and three-bedroom units and will be located on Butler Market Road and 27th Street.

Both projects will be reserved entirely for households earning equal to or less than 60% of AMI. Rents will be set to be affordable to households earning equal to or less than 50% of AMI (based on income and rental figures published annually by HUD). Rents will range from roughly **\$448 to \$776** (depending on unit type and the income level of the residents). *These rents are between 30% and 60% below market rate rents.* (More detail on income limits and rent levels is contained in *Attachment D*).

Both projects will be rent- and income-restricted for **60 years**.

The projects will be designed and built to be indistinguishable from higher end market rate housing and will include amenities such as community rooms, fitness rooms, reading rooms, internet stations, community gardens, and pedestrian oriented grounds. Both projects will also include a suite of resident services designed to ensure that our residents have access to the social services, job training programs and healthcare services that they need to thrive, as well as recreational and social opportunities to enhance their quality of life. We pride ourselves on building beautiful, high quality permanent housing that our low-income residents are proud to call home, and these two projects will be no exception.

Timing

PCAH will apply to OHCS for a variety of public funds for the development of Azimuth 335 and Canal Commons in August 2016. If awarded the funds we will begin construction in the

spring of 2017 and occupy the building in the spring of 2018. Tax exemption would begin on July 1, 2018 and continue for 20 years.

The Developer

PCAH is an award-winning, Bend-based developer of affordable housing, which has been serving Central Oregon since 2005. PCAH has built five high quality affordable housing projects in Central Oregon (see *Attachment B*). PCAH is guided by a mission “to provide high quality, comfortable, and stable housing which our low-income residents are proud to call home, and to contribute to the advancement of sustainable building in affordable housing development”. PCAH has found a niche in creating successful public-private partnerships, utilizing multiple public and private funding sources, building high quality affordable housing which is indistinguishable from higher end market rate housing, and pushing the envelope in sustainable building, all while maintaining some of the lowest rents in the region.

Frequently Asked Questions

Below we have addressed a number of questions that frequently arise when we are requesting tax exemption for our projects.

How does tax exemption help?

Property tax exemption benefits our projects, and enhances our funding applications, in two important ways:

1. It demonstrates the support of the local community for the projects.
2. It enables us to offer even lower rents than we would be able to without tax exemption.

Like our previous projects, our two upcoming projects are dependent upon the award of federal Low Income Housing Tax Credits and other public funds. These funds are awarded on a competitive basis by OHCS and *the competition is fierce*. Projects that demonstrate local support, particularly in the form of financial assistance, and that provide the lowest rents possible stand a greater chance of being selected for funding. Plus, the more we can lower our rents, the better we are able to achieve our ultimate goal of assisting the community's low-income households to the greatest degree possible.

Who benefits from the savings if there is a full tax exemption?

The residents. As required by the Oregon Revised Statutes, the full value of the tax exemption will be directly passed through to the residents of the buildings in the form of reduced rent. For Canal Commons, exemption on an estimated tax bill of \$36,838 would translate to a savings of **\$48 per month per household** (on average), or \$576 per year per household. For Azimuth 335, exemption on the estimated tax bill of \$25,141 would translate to a savings of **\$42 per month per household** (on average), or \$503 per year per household. For low-income households, these savings would be significant and meaningful and could make a huge difference in their ability to make ends meet from month to month. So for a cost of **\$555** to the School District for the first year of exemption (see description of the financial impact below), the savings to the low-income residents would be substantial.

Who will ensure that the rents really do stay affordable?

As noted above, these projects will remain rent- and income-restricted for 60 years. These restrictions are written into our grant and loan agreements and recorded against the properties for the entirety of the affordability periods. The extensive and ongoing oversight and monitoring that comes with the combination of federal and state funds in the project will

ensure that the rent and income restrictions are adhered to for the full 60 years, that the buildings are maintained in top physical condition, and that the resident services are appropriate and meaningful to the residents. OHCS, our equity partner, and our permanent lender have compliance divisions that regularly monitor our performance in these areas. If any deficiencies are noted, we are required to remedy them within a specific period of time or face penalties. We have an impeccable record of compliance with affordability, income eligibility, fair housing, and maintenance requirements imposed by our funders and partners.

Do all affordable housing projects apply for tax exemption?

No. Approximately 75% - 90% of all of the affordable housing units developed in Oregon each year are developed by non-profit organizations and public agencies. Non-profit organizations have a separate process for obtaining tax exemption and projects developed by public agencies (such as housing authorities) are already exempt from property taxes.

Will approval of this tax exemption open the floodgates to other requests?

No. Such exemptions are only allowed for rental projects that meet the strict qualifying criteria of the ORS and the additional restrictions imposed by the City of Bend. Furthermore, for the small number of projects that do qualify for this exemption, the School Board has the right to judge any of these projects on their merits and decide whether to grant a request for tax exemption accordingly.

Financial Impact on the Bend-LaPine School District

If exemption is approved for both projects, the financial impact on the Bend-LaPine School District's operations would be approximately **\$555** per year (\$225 for Azimuth and \$330 for Canal Commons). Over 20 years the financial impact would be approximately **\$14,912** (\$6,049 for Azimuth and \$8,863 for Canal Commons). The Net Present Value of the impact over 20 years, using a 3% discount rate, would be approximately **\$10,775** (\$4,371 for Azimuth and \$6,404 for Canal Commons).

Financial Impact on schools statewide

With tax exemption for both projects, the financial impact on schools statewide would be **\$19,135** per year (\$7,762 for Azimuth and \$11,373 for Canal Commons). This is a total of 0.0003% of the Governors proposed \$5,239,336,773 K-12 budget for 2007-2008.

Financial Impact on Property Owners in the Bend-LaPine School District.

The median assessed value for homes in Deschutes County is currently \$176,000. Exempting taxes for these two projects would increase the average homeowner's school bond payments within the Bend-LaPine School District by \$0.07.

What are the benefits for the School District?

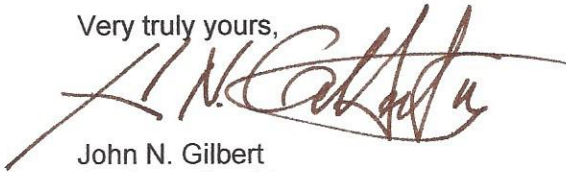
The most significant benefit to the school district is that these two new projects will provide safe, stable, permanent housing for low-income children and their families, and the vast majority of these children will attend Bend-LaPine schools. The role of safe, stable, permanent housing in fostering academic success and a positive school experience is well-documented. ***In this regard, PCAH and the School District are partners in looking after the well-being of low-income children in our community.***

In addition, all of our projects have large, attractive community rooms with full audio/visual capabilities. We make these rooms available to community organizations (at no charge) with the goal of supporting community activities. These rooms will be available to the school district as well for classes, presentations, meeting or other activities.

We are very excited about the prospect of developing Azimuth 335 and Canal Commons. We know first-hand the depth of the need for affordable housing within our community and we look forward to contributing to a long-term solution with the support of the Bend-LaPine School District.

Thank you very much for your consideration of our request. Should you have any further questions, please do not hesitate to contact us at 541-383-2505.

Very truly yours,

A handwritten signature in dark ink, appearing to read "J. N. Gilbert", with a long horizontal flourish extending to the left.

John N. Gilbert
Co-Operating Manager

A handwritten signature in dark ink, appearing to read "Rob Roy", with a horizontal line underneath.

Rob Roy
Co-Operating Manager

**OREGON REVISED STATUTES
CHAPTER 307 — PROPERTY SUBJECT TO TAXATION; EXEMPTIONS**

**ORS 307.515 to 307.537 Low Income Rental Housing
Summary**

Oregon Revised Statute 307.515 to 537 allows local governments to exempt property taxes for low income housing projects that are offered for rent to persons with incomes at or below 60% of Area Median Income. The exemptions are offered for a period of up to 20 years, and the values of the tax exemptions must be passed along to the residents in the form of lowered rents. The following is a brief summary of the program, as outlined in ORS 307.515 to 307.537.

Criteria for Tax Exemption

To qualify for tax exemption under this statute, a property or a portion of the property must be offered for rent (or held for the purpose of developing low income rental housing), and must be occupied solely by low income persons. Under this statute, “low income” refers to persons with incomes at or below 60% of the Area Median Income, as determined by the State Housing Council based on information from the US Department of Housing and Urban Development.

Exemptions by all of the Taxing Districts

Generally, under the provisions of the statute, exemptions are provided by the governing body of the jurisdiction in which the property is located. However, if enough of the taxing districts agree to provide exemptions so that the tax rates of the participating jurisdictions equal at least 51% of the combined rate of taxation on the property, then the property is entitled to tax exemptions from all of the taxing districts within the jurisdiction.

Applications for Exemption

To qualify for tax exemption, the applicant must file an application for exemption with the local governing body having jurisdiction over the property. The application must provide certain components as required by the statute, including:

- A description of the property or portion of the property for which the exemption is requested
- A description of the purpose of the project
- A certification of income levels of low income occupants
- A description of how the tax exemption will benefit project residents
- Rent regulatory agreements or other enforcement mechanisms to demonstrate that the required rent payment reflects the full value of the property tax exemption
- A description of the plans for development of the property if the property is being held for future low income rental housing development

Prior to accepting any application for tax exemption under this provision, the local governing body having jurisdiction over the property must adopt standards and guidelines to be utilized in considering applications. The standards and guidelines must establish a policy governing the basic requirements for approving an application and must meet the regulations outlined in ORS regarding application contents.

Approval of each application must be approved by the Council through the adoption of a resolution or an ordinance.

Termination of Tax Exemption

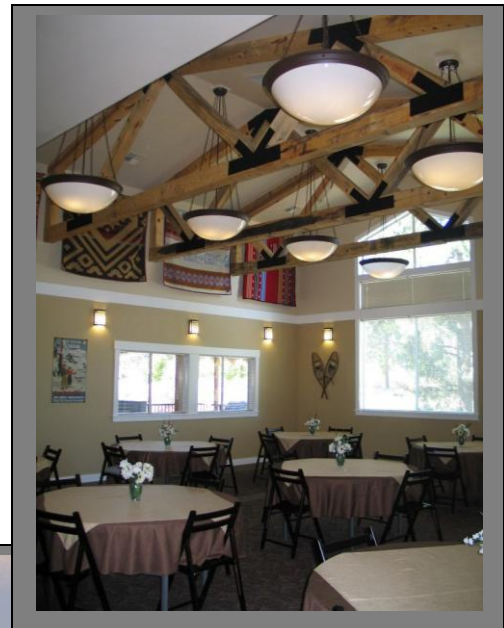
If at any point, the property ceases to be used for the provision of affordable rental housing, the tax exemption must be terminated immediately without right of notice or appeal. In addition, additional taxes will be imposed as required by the statute.

Mountain Laurel Lodge

Bend, Oregon

*Developed by
Pacific Crest Affordable Housing*

- Completed in 2006
- 100% occupied
- Delivered on time and under budget
- 4 stories – 75,000 sf
- 53 independent living rental apartments for low income seniors
- Rents affordable to households earning 40%-50% of Area Median Income
- First subsidized housing project on Bend's more affluent west side
- Public funds provided by: Low-Income Housing Tax Credit Program, US Department of Housing and Urban Development (HOME), Oregon Department of Housing and Community Services, City of Bend, Bend-LaPine School District
- Environmentally sustainable design and construction exceeding the Portland Development Commission's "Green" Affordable Housing Development Guidelines
 - Solar heated common area water
 - 18.3 kW solar array for generating electricity
 - R50 ceiling insulation
 - EnergyStar appliances and light fixtures throughout
 - Native, drought tolerant landscaping

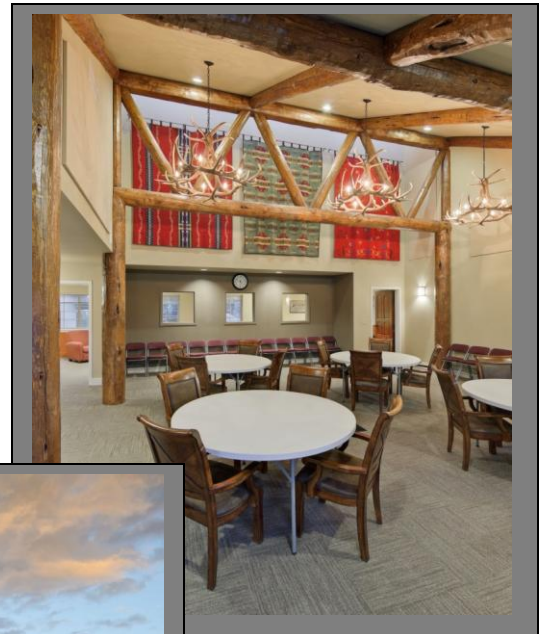


Discovery Park Lodge

Bend, Oregon

*Developed by
Pacific Crest Affordable Housing*

- Completed in 2009
- 100% occupied
- Delivered on time and under budget
- 4 stories – 78,000 sf
- 53 independent living rental apartments for low income seniors
- Rents affordable to households earning 40%-50% of Area Median Income
- Located in the desirable NorthWest Crossing neighborhood
- Public funds provided by: Low-Income Housing Tax Credit Program, US Department of Housing and Urban Development (HOME), Oregon Department of Housing and Community Services, City of Bend, Bend-LaPine School District
- Environmentally sustainable design and construction exceeding the Portland Development Commission's "Green" Affordable Housing Development Guidelines
 - Solar heated hot water for entire building, including all apartments
 - 14.99 kW solar array for generating electricity
 - R50 ceiling insulation
 - EnergyStar appliances and light fixtures throughout
 - Native, drought tolerant landscaping

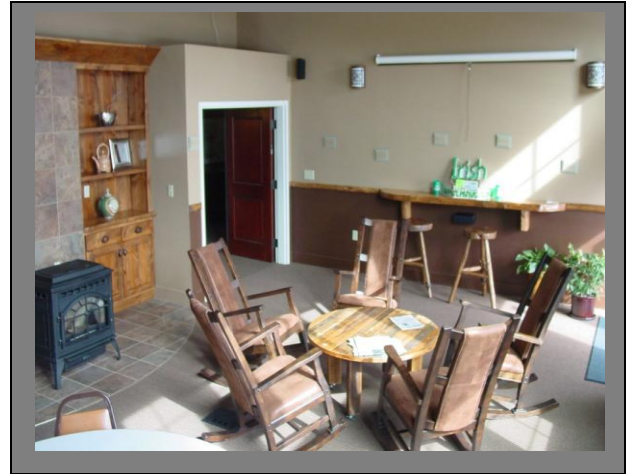


Little Deschutes Lodge

La Pine, Oregon

*Developed by
Pacific Crest Affordable Housing*

- Completed in 2010
- 100% occupied
- Delivered on time and under budget
- 2 stories – 26,000 sf
- 26 independent living rental apartments for low income seniors
- Rents affordable to households earning 30%-50% of Area Median Income
- Public funds provided by: Low-Income Housing Tax Credit Program, US Department of Housing and Urban Development (HOME), Oregon Department of Housing and Community Services, Deschutes County, City of La-Pine, Bend-LaPine School District, La Pine Parks and Recreation District
- Environmentally sustainable design and construction exceeding the Portland Development Commission's "Green" Affordable Housing Development Guidelines
 - Solar heated hot water for entire building and a 24 kW solar array for generating electricity
 - Ground source heat pump system heats and cools building
 - Insulated concrete form exterior walls and Solatubes throughout
 - Dual flush toilets and plumbed for gray water reuse
 - R50 ceiling insulation and EnergyStar appliances and light fixtures throughout
 - Native, drought tolerant landscaping



Little Deschutes Lodge II

La Pine, Oregon

*Developed by
Pacific Crest Affordable Housing*

- Completed in 2013
- 100% occupied
- Delivered on time and under budget
- 2 stories – 26,000 sf
- 26 independent living rental apartments for low income seniors
- Rents affordable to households earning 30%-50% of Area Median Income
- Public funds provided by: Low-Income Housing Tax Credit Program, Oregon Department of Housing and Community Services, Deschutes County, City of La-Pine, Bend-LaPine School District, La Pine Parks and Recreation District
- Awarded Novogradac's National Best Small Community Renewable Energy Award
- Environmentally sustainable design and construction includes:
 - Solar heated hot water for entire building and a 32 kW solar array for generating electricity
 - Ground source heat pump system heats and cools building
 - Insulated concrete form exterior walls and Solatubes throughout
 - Dual flush toilets and plumbed for gray water reuse
 - R50 ceiling insulation and EnergyStar appliances and light fixtures throughout
 - Native, drought tolerant landscaping



IronHorse Lodge I

Prineville, Oregon

*Developed by
Pacific Crest Affordable Housing*



- Completed in 2016
- 2 stories – 27,500 sf
- 26 independent living rental apartments for low income seniors
- Rents affordable to households earning 30%-50% of Area Median Income
- Public funds provided by: Low-Income Housing Tax Credit Program, Oregon Department of Housing and Community Services, Crook County, City of Prineville, Crook County School District, Crook County Parks and Recreation District, and Central Oregon Community College
- On track to achieve **Earth Advantage Platinum** status and the **Energy Trust of Oregon Zero Net Energy** designation
- Environmentally sustainable design and construction includes:
 - Solar heated hot water for entire building and a 67 kW solar array for generating electricity
 - Passive solar design
 - Air source heat pump system heats and cools building
 - Insulated concrete form exterior walls and Solatubes throughout
 - Dual flush toilets and plumbed for gray water reuse
 - R60 ceiling insulation and EnergyStar appliances and light fixtures throughout
 - Native, drought tolerant landscaping



Azimuth 335



CONCEPTUAL VIEW FROM NW CROSSING DRIVE
SUBJECT TO CHANGE

PACIFIC CREST AFFORDABLE HOUSING
BLRB architects

Azimuth 335



CONCEPTUAL VIEW FROM PARKING LOT
SUBJECT TO CHANGE

PACIFIC CREST AFFORDABLE HOUSING
BLRB architects



PATH TO
PINE NURSERY PARK
FIELDS

CANAL

FUTURE
PEDESTRIAN
BRIDGE

FUTURE
STREET
BRIDGE

(FUTURE) EMPIRE AVENUE

THORNHILL LANE

FIRE DEPT
ACCESS
GATE

Affordability at Azimuth 335 and Canal Commons

*Both Azimuth 335 and Canal Commons will be reserved entirely for low-income households. The income and rent structures at both projects are summarized below. The income and rent figures are based on income and rent limits published annually by HUD. The actual rent and income figures at the time of opening could be slightly more or less, depending on HUD's published figures at that time. **All of our rents are between 30% and 60% below market rate rents.***

AZIMUTH 335 (50 units)

- Thirty (30) of the units will be available to households with incomes at or below 60% of AMI, and will have rents set to be affordable to households earning 50% of AMI.
- The remaining 20 units will be available to households with incomes at or below 50% of AMI, and will have rents set to be affordable to households earning 40% of AMI.

Based on the current HUD figures, the above restrictions translate to the following income and rental rates:

For the 30 units at the 60% AMI level, maximum qualifying incomes will be approximately \$25,080 to \$32,280 (depending on household size, assuming 1- to 3-person households). Monthly rents for these units will be set upon opening at roughly \$560 for a one-bedroom and \$672 for a two-bedroom (*all utilities included*).

For the remaining 20 units at the 50% AMI level, maximum qualifying incomes will be approximately \$20,900 to \$26,900 (depending on household size, assuming 1- to 3-person households). Monthly rents for these units will be set upon opening at roughly \$448 for a one-bedroom and \$538 for a two-bedroom (*all utilities included*).

CANAL COMMONS (64 units)

- Thirty-six (36) of the units will be available to households with incomes at or below 60% of AMI, and will have rents set to be affordable to households earning 50% of AMI.
- The remaining 28 units will be available to households with incomes at or below 50% of AMI, and will have rents set to be affordable to households earning 40% of AMI.

Based on the current HUD figures, the above restrictions translate to the following income and rental rates:

For the 36 units at the 60% AMI level, maximum qualifying incomes will be approximately \$25,080 to \$38,700 (depending on household size, assuming 1- to 5-person households). Monthly rents for these units will be set upon opening at roughly \$560 to \$776, depending on unit size (*all utilities included*).

For the remaining 28 units at the 50% AMI level, maximum qualifying incomes will be approximately \$20,900 to \$32,250 (depending on household size, assuming 1- to 5-person households). Monthly rents for these units will be set upon opening at roughly \$448 to \$621, depending on unit size (*all utilities included*).



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

June 8, 2016

To: Mr. Shay Mikalson, Superintendent
From: Zhai Logan, Business Manager
RE: Financial update for school year 2015-16

Mr. Mikalson,

Following you will find a financial update for the 2015-16 school year. This information includes actual data through May 31, 2016, with projections to the end of the year.

On the revenue side, we project an increase of \$70K mainly due to revised estimate of formula revenue.

On the expenditure side, as we get more actual data from 2015-16, we are able to estimate expenditures closer and we are projecting our salaries, benefits and other expenses to be approximately \$80K less than the prior financial update.

We project that our fund balance at the end of 2015-16 will be \$8.3 million, of this we believe \$570K is attributable to the 49.2/50.8 revenue split. For 2015-16, we are funded at 49.2/50.8 split instead of a traditional 49/51 split. We believe it is prudent to structure our expenditures at 49/51 split. This would essentially move resources collected in 2015-16 into 2016-17. As always, we will continue to work hard to push resources, estimated \$475K additional ending fund balance, into the future to help offset the anticipated higher costs of PERS rate increase in 2017-19.

Please let me know if you have questions or comments.

Zhai

Bend-La Pine Schools
Statement of Revenues and Expenditures
Fiscal Year to Date as of May 31, 2016 with projections to end of year
General Fund - Operations Sub-fund

	FY 2015-16		
	Adopted Budget	Projection to Year End	Budget Variance
Resources:			
Beginning Fund Balance	7,900,000	7,841,762	(58,238)
<u>Revenue</u>			
Formula revenue:			
Tax Revenue	65,160,661	67,680,587	2,519,926
State School Fund	73,185,782	71,186,207	(1,999,575)
Federal Forest Fees	-	241,959	241,959
Common School Fund	1,598,057	1,528,435	(69,622)
County School Fund	175,000	175,000	-
Total formula revenue	140,119,500	140,812,188	692,688
Earnings on Investments	150,000	150,000	-
Local Sources - Other	1,812,500	1,762,500	(50,000)
Intermediate Sources	2,170,000	2,040,000	(130,000)
State non-formula resources	1,150,000	1,150,000	-
Federal non-formula resources	28,000	28,000	-
Total Revenues	145,430,000	145,942,688	512,688
Total Resources	153,330,000	153,784,450	454,450
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	51,077,388	51,633,201	(555,813)
Classified	19,572,406	19,229,429	342,977
Administrators and supervisors	6,734,773	6,928,573	(193,800)
All other salaries	1,905,997	2,095,997	(190,000)
Total Salaries	79,290,564	79,887,201	(596,637)
Payroll Costs & Benefits	40,966,446	39,604,858	1,361,588
Total salaries, payroll costs and benefits	120,257,010	119,492,059	764,951
Utilities & Purchased Svcs	15,384,677	15,459,677	(75,000)
Supplies, Texts, Tools	6,141,292	6,241,292	(100,000)
Equipment	80,980	80,980	-
Dues, Fees and Liability Insurance	822,373	822,373	-
Transfers	3,360,493	3,360,493	-
Total expenditures	146,046,825	145,456,874	589,951
Excess of Revenues over Expenditures	7,283,175	8,327,576	1,044,401
Fund Balance, Ending	7,283,175	8,327,576	1,044,401
Projected ending fund balance June 30, 2016		8,327,576	
Fund Balance as a percent of revenues	4.75%	5.42%	

Report on the Sites and Facilities Committee's Work June 14, 2016

This document is a summary report of the work completed by the Sites and Facilities Committee to the Bend-La Pine Schools (District) Board of Directors (Board), as established in Item #7 of the November 10, 2015 Board Charge. This report explains the work completed in the six-month community based process and provides the Board the following items, in summary form:

- Prioritized list of improvements and expansions to existing facilities
- Capacity and sites of new schools needed
- Ideal school sites for future schools to satisfy the needs of the district to 2035
- Highest and best use of existing land holdings
- Current usage and future needs of the Education Center

The full report of the Committee's work is available and will be used to guide the decisions made in the next phase in the multi-phase process to update the District's 20-year facility plan.

Prioritized list of improvements and expansions to existing facilities

The complete prioritized list is included as Exhibit A of the full report. The list categorizes over 800 projects into safety/security, operational/instructional delivery, equity/parity, asset protection/building preservation, and energy/labor conservation, it determines if projects are to be completed within 5 years or 10 years, and it prioritizes the projects on a scale of 1-5 for each site. The majority of the high ranking projects fall into the asset preservation and safety categories.

Capacity and sites of new schools needed

Future capacity needs are determined by enrollment forecast. Relying on a Portland State University (PSU) Population Research Center (PRC) model, the Committee determined that the District does not have adequate capacity to accommodate the enrollment growth that is forecasted over the 20 year planning horizon.

Although it is estimated that the District, in its entirety, will not be able to meet the forecasted enrollment over the 20 year planning horizon, schools in the southern area of the District were found to have adequate capacity, including La Pine Elementary, Rosland Elementary, Three Rivers, La Pine Middle School, and La Pine High School. Throughout the remainder of the District (primarily Bend), enrollment is forecast to exceed available capacity and additional schools will be needed. The District should anticipate opening the following schools over the 20-year planning horizon:

- Four 600-student elementary schools, capacity is forecast to be exceeded in the following school years: 2020-2021, 2024-2025, 2028-2029, 2032-2033.

- One 800-student middle school, capacity is forecast to be exceeded in school year 2026-2027.
- Two 1,500-student high schools, capacity is forecast to be exceeded in school years 2018-2019 and 2032-2033.

Enrollment projections and forecasting methodology are included in the full report.

Ideal school sites for future schools to satisfy the needs of the district out to 2035

Utilizing City of Bend Urban Growth Boundary (UGB) Expansion forecasts, Deschutes County records, building permit data, and development data, the location of enrollment growth was projected, availability of land was considered, and areas (Zones) of school need were identified. In an increasingly tight real estate market, recommendations were formulated to provide clear guidance and direction to the District, and also to provide flexibility, so decision makers would not be limited in their ability to make strategic public investments. For all grade levels, the committee recommends the District monitor enrollment growth by zone and adjust timing if necessary based on actual growth. School needs are listed below:

- Elementary schools:
 - *2020-2021 need* – 12-15-acre site, highest need in Zone 3 (West Bend), closely followed by Zone 1 (Northeast Bend), locate in areas to serve both zones if possible.
 - *2024-2025 need* – 12-15-acre site, equal needs throughout the City, locate in areas to serve all zones to the greatest extent possible.
 - *2028-2029 need* – 12-15-acre site, beyond growth projection forecast, reassess location needs in subsequent Sites and Facilities efforts.
 - *2032-2033 need* – 12-15-acre site, beyond growth projection forecast, reassess location needs in subsequent Sites and Facilities efforts.
 - General Notes –
 - Strategically place schools, use school boundary adjustments as needed.
 - There is an adequate amount of suitable and desirable lands in Zone 1 (Northeast Bend) and Zone 2 (Southeast Bend), however there appears to be a limited amount of land that is suitable and desirable in Zone 3. Within all zones, assess the feasibility of the available lands. If the available lands are not feasible for school development, considering taking “necessary actions” as prescribed by ORS 195.110 such as zone changes, aggregation of lots, or adding sites to the UGB.

- Middle School
 - 2026-2027 need – 25-acre site – Site currently owned by District adjacent to R.E. Jewell Elementary School could meet need. Reassess location in subsequent Sites and Facilities efforts.
 - General Note –
 - Strategically place school, utilize boundary adjustments as needed
 - Suitable and desirable lands available to accommodate need
- High School
 - 2018-2019 need – 50 acres – in Zone 2 (Southeast Bend)
 - 2032-2033 need – 50 acres - beyond growth projection forecast, reassess location needs in subsequent Sites and Facilities Planning Efforts
 - General Note –
 - Strategically place schools, utilize boundary adjustments as needed
 - Suitable and desirable lands available to accommodate need

In addition to the locational recommendations identified above, the Committee established Site Selection Criteria, which are intended to be used by the District when considering properties. The combination of the broad locational recommendations and the Site Selection Criteria provide the needed level of guidance and direction, with sufficient flexibility to allow decision makers to make strategic public investments.

Maps summarizing a Build-out Analysis and Available Lands, along with the Site Selection Criteria are included as Exhibit C in the full report.

Current usage and future needs of the Education Center / possible alternative sites

The Education Center is used for Bend-La Pine Schools' administration offices, the Strive and Bend-La Pine Online Programs, and it is partially leased by the High Desert Education Service District (ESD). After assessing the Education Center, including a summary of the property from Staff, the 5-10 year operating plan, an aerial photograph, an interactive map, and an assessment of the strengths and weaknesses, the Committee determined that the building is well sized, well located, and it provides a great one stop shop for the district. Furthermore, redevelopment potential and marketability is limited by its Zoning, General Plan Designation and Historic listings. Given the strengths and weaknesses, the Committee recommends that the building be maintained for its current use. As needed, the District could expand into space being used for ESD, and potentially move Strive off-site. Reassessment in 5 years (with the next Sites and Facilities Planning effort) is also recommended.

Highest and best use of existing land holdings

The District owns a number of properties that are not currently being used to provide student instruction or assist in the facilitation of student instruction. These properties include a mix large vacant parcels that could accommodate school sites, large lands immediately adjacent to developed District sites that could accommodate another

school, and/or smaller remainder parcels immediately adjacent to school sites. The existing land holdings came into the District's ownership a number of ways, some were acquired to accommodate planned enrollment, some were donated, some are extra areas abutting sites that were acquired and developed to District specifications. The Committee reviewed each of the "existing land holding" sites including a summary of the property from Staff, aerial photographs, and an interactive map.

The general consensus of the Committees is, because the District is growing and land is increasingly more challenging to obtain (particularly with central urban areas), the District should retain larger properties that could accommodate future schools. Existing large acreage areas should be held to provide school sites, or they could be held for a potential future sale or trade to assist with future school siting needs.

Two exceptions to the general consensus position were recommended, 1) a 1 acre parcel immediate adjacent to Silver Rail Elementary should be sold at market rate and 2) the 5+ acre Site at Pacific Crest Middle School immediately adjacent to Skyliners Road be developed (possibly in partnership with others, like the Bend Parks and Recreation District) as additional playing fields.

This report outlines the information relied upon, the decision making process, and it formalized each recommendation of the Committee.

BLPS Board Sites and Facilities Charge

November 10, 2015

Executive Limitations (EL#7) - Facilities: "The Superintendent shall not fail to refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following: a) Formation of a Sites & Facilities Committee to carry out the board-developed charge."

Board-Developed Charge:

The Sites and Facilities Committee (SFC) shall:

1. Assess existing facilities for needed capital improvements
 - a. Repairs and deferred maintenance
 - b. Upgrades and expansion
 - i. Due to changing programming needs
 - ii. Due to equity considerations
 - iii. Address other needs such as building security, efficiency and seismic safety
2. Identify future capacity needs due to changing enrollment
 - a. Review enrollment projections and demographic trends
 - b. Assess expansion of existing facilities
 - c. Identify sites and capacity of new buildings
 - d. Identify land needs and possible sites
3. Assess current usage and future needs of the Education Center
 - a. Identify current strengths and shortcomings of existing building
 - b. Identify options for possible relocation of central administration, Strive and the online program
4. Assess highest and best use of existing land holdings
 - a. Explore public-private partnerships to generate recurring revenue from current assets
5. Seek and receive public input
6. Form subcommittees as needed
7. Report to the BLPS Board
 - a. Prioritized list of improvements and expansions to existing facilities
 - b. Capacity and sites of new schools needed
 - c. Ideal school sites for future schools to satisfy the needs of the district out to 2035
 - d. Highest and best use of existing land holdings
 - e. Current usage and future needs of Education Center and possible alternate sites

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

Executive Limitation 8: Academic Programs

June 14, 2016

Background/Discussion

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

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

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

Evidence of Compliance:

Under the leadership of Superintendent Shay Mikalson, the district has restructured the leadership team, with emphasis on school design/support and teaching and learning. The team has worked throughout the 2015-16 school year to bring cohesion to the work of the central office: service to the sites, rather than an emphasis on compliance; facilitation of school design plans with a more holistic approach to developing future-ready students; and alignment of professional learning, staff supervision and evaluation practices in support of these efforts.

In leading this work, Superintendent Mikalson and district leaders continue to inform their efforts by researching best practices from innovative school districts throughout the world, other for-profit and non-profit organizations, and institutions of higher learning.

Evidence of Non-Compliance:

None.

Addendum:

[Central Office Re-Orientation Memo](#)

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

c. attention to social-emotional learning.

Evidence of Compliance:

The school design process referenced in #1 requires that sites identify measurable goals and develop plans for students' academic and social-emotional growth, as well as their development of 21st Century skills.

The 2016-17 school year has also included the final phase of the district's digital conversion plan, with all students in grades 3-12 having 1:1 access to iPads. A critical component of this plan has been ongoing professional learning in the most effective uses of digital tools. These efforts will continue into the 2016-17 school year, with more emphasis on integrated professional learning: instructional technology coaches partnering with English language development or mathematics coaches to support certified staff.

Preparation for the 2016-17 school year includes the expansion of rigorous academic programs at several sites and a comprehensive review process at one school. Staff from La Pine High School, La Pine Middle School, Marshall High School and STRIVE will participate in AVID training. The Dual Immersion Program will expand to middle school, with a sixth-grade program at High Desert Middle School. Approximately nine teachers in the district will attend Advanced Placement training, with additional AP courses scheduled at several schools. Finally, staff at Bend Senior High School will begin preparing for their review of the International Baccalaureate Programme as part of the recertification process.

The district has also taken numerous steps to address the importance of social-emotional learning. Many staff members have been trained in growth mindset skills and collaborative problem solving; and a session on restorative practices has been scheduled for the summer of 2016. The district has added a secondary behavior coach to work with staff and students in developing skills for the behavioral success of all students. This move allows the existing behavior coach to focus on work with elementary staff and students.

Evidence of Non-Compliance:

None.

Addendum:

[2015-16 School Design Plan Example \(La Pine Middle School\)](https://www.bend.k12.or.us/district/academics/instructional-technology)

<https://www.bend.k12.or.us/district/academics/instructional-technology>

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

Evidence of Compliance:

With the adoption of mathematics and secondary English language arts instructional materials in the spring of 2016, all district teachers of these content areas will now have access to materials aligned to the Common Core State Standards. District and site instructional coaches and leaders will continue to support staff in making the instructional shifts necessary to ensure students' success in meeting these standards. During the 2016-17 school year, the district curriculum review, materials adoption and professional learning design process will focus on the Next Generation Science Standards.

Evidence of Non-Compliance:

None.

Addendum:
[Instructional Materials Adoption](#)

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

Evidence of Compliance:

The district continues to develop more Career and Technical Education options, with computer coding classes added at several sites and the expansion of the engineering program at Bend Senior High School. As part of the Cascades Commitment, supporting students' ability to earn dual credits for AAOT degrees, district comprehensive high schools are offering Writing 121 & 122, Math 11 and 112, and U.S. History. Marshall High School will begin offering Math 111 in the fall of 2016. High school teachers of these courses meet regularly with their COCC colleagues in Professional Learning Communities to ensure activities and expectations are aligned. Beginning in the fall of 2016, all high schools and the STRIVE program will have school-to-career programs at their sites.

Evidence of Non-Compliance:

None.

Addendum:
[Career and Technical Education](#)

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

Evidence of Compliance:

One of the major goals of Bend-La Pine Schools is to provide options to meet students' diverse needs and interests. At the heart of the school design process implemented this year is the need to capture each site's "story," its unique goals and focus for student learning. In addition, the district has expanded choice options over the 2015-16 school year, adding REALMS as a middle school magnet school, Bend International School, and expanding the dual immersion program into High Desert Middle School.

This means that, available for students in grades k-8, the district's Choice Options for the 2016-17 school year will include: Amity Creek at Thompson School; Bear Creek Elementary School, Highland Magnet School at Kenwood; Juniper Elementary School; REALMS; Westside Village Magnet School at Kingston; Bend International School; Buckingham Elementary School; Elk Meadow Elementary School; High Desert Middle School; and Pilot Butte Middle School.

In addition to the district's k-8 Choice Options, each of the three comprehensive high schools in Bend has selected a different path to advanced offerings for students: the International Baccalaureate Programme at BSHS, the AP diploma at SHS, and the Early College option at MVHS.

And finally, Bend-La Pine Online, a program available at all of our school, has also grown dramatically over the last year, with current enrollment of 312 full time students.

Evidence of Non-Compliance:

None.

Addendum:

<https://www.bend.k12.or.us/district/academics/choice-options>
<http://bendlapineschoolsonline.com>

6. Encourage and support viable innovative practices and programs;

Evidence of Compliance:

It is the district's belief that the purpose of innovative practices and programs is to address students learning needs and interests, so that each student can be successful. Thus, the evidence of compliance for #6 is addressed in #5.

Evidence of Non-Compliance:

None.

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

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress. Throughout the 2015-16 school year, district staff have continued to refine DART, the district's systems analysis data tool, so that school and district staff have a wealth of information readily available to assist in these processes.

District leaders and elementary school sites have used Effective Behavior and Instruction Support Systems (EBISS) for many years to monitor student learning and experience, analyzing numerous formative academic data sources, behavior and attendance. This system has contributed to a significant decline in the number of students identified as having specific learning disabilities, thus needing Individual Education Plans (IEP's). Over the last two years, middle school leadership teams in the district have been trained in EBISS processes and have begun using these. During the 2016-17 school year, middle school leadership teams will have ongoing support from a statewide consultant as they continue to refine the EBISS processes. High school leadership teams have also begun using EBISS by instituting "early warning systems" to help identify students who need additional support with academics, attendance, or behavior.

Bend-La Pine Schools district staff continue to use statewide summative assessment and ACT to monitor, evaluate and modify programs. Beginning in the 2015-16 school year, the district began to use both the Gallup student survey and the BrightBytes survey as tools to gain more nuanced information about the district's instructional programs and students' experiences within these programs.

Evidence of Non-Compliance:

None.

Addendum:

<https://qlik-ent01.bend.k12.or.us/index.htm>

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

Evidence of Compliance:

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

Evidence of Non-Compliance:

None.

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

Evidence of Compliance:

Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations. Teachers from every school in the district, as well as administrators, special programs staff and English language development teachers, participate in an intense process that includes research into best practices, examination of district data, the establishment of core beliefs, and pilot teaching, as well as thorough review of materials. During the 2015-16 school year, the members of the mathematics curriculum review team spent over 50 hours on this process before coming to consensus about materials and professional learning recommendations.

Evidence of Non-Compliance:

None.

Addendum:

[Instructional Materials Adoption](#)

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

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

Evidence of Compliance:

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

Evidence of Non-Compliance:

None.

Addendum:

[IKF-AP](#)

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

Evidence of Compliance:

Contracted administrator Dave Holmberg, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting. This report was delivered on May 24, 2016. Beginning with the 2016-17 school year, this annual report will be moved to the fall so that student assessment results can be included with the report. In addition, to learn more about the district's alternative education programs, the school board and district leadership have begun scheduling visits to selected sites each year.

Evidence of Non-Compliance:

None.

Addendum:

[Alternative Learning Options Report](#)

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

Evidence of Compliance:

Superintendent Mikalson has followed policies and adopted a process facilitated by Assistant Superintendent Lora Nordquist. This process involves all relevant district staff, with regular updates provided to the school board at board leadership meetings. During the 2015-16 school year, Bend International School, a charter school approved by the school board, opened. In addition, the board considered a charter application from Desert Sky Montessori School. Currently, the district is in the process of evaluating a charter application from Central Oregon Family School and reviewing for completeness a new application from Desert Sky Montessori School.

Evidence of Non-Compliance:

None.

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

Executive Limitation 12 - Legally Required Policies
June 14, 2016

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.

Executive Summary

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 12 – Legally Required Policies for the time period from July 2015 to present.

The work of updating the district's policies and regulations has been, and will continue to be, an ongoing effort as new legislation and administrative rules are adopted, new policy guidance is issued by OSBA, district practices change, and situations arise which prompt review and potential revisions. Staff will continue to rely on OSBA updates and support from legal counsel in this ongoing effort.

The Board's new policy governance model has prompted the Superintendent and staff to establish policy review and reporting systems to ensure compliance with Executive Limitation 12. While OSBA model policies are excellent resources for the district's policy work, they are not adapted for use with Bend-La Pine Schools governance model. Therefore, staff has identified other districts using a similar policy governance model for guidance on systems and best practices.

Monitoring Report

The superintendent shall not fail to take all necessary steps to assure that all previously approved Board policies, which are legally required, and are addressed by Administrative Policies. Accordingly, the Superintendent shall not:

1. Fail to amend administrative policies to comply with local, state and federal law.

Evidence of Compliance:

To ensure a methodical and efficient approach to review, revise and monitor district administrative policies and regulations, staff has created a master spreadsheet of all district administrative policies and regulations. The spreadsheet consolidates information about each administrative policy and regulation such as:

- Summary of content to enable quick review of administrative policies and regulations that may be impacted by legislative changes in district practices;
- District review and approval dates to quickly identify administrative policies and regulations that require updated review and revision;

- OSBA Policy Update recommendations to ensure administrative policies or regulations that are impacted by new legislation and ODE regulations are promptly identified and reviewed.
- Date tracking to monitor updates and approval of Cabinet and information shared with the Board.

The completion of the Board's transition to a new governance model presents the district with an opportunity to undertake a comprehensive review of administrative policies and regulations to ensure they are in compliance with existing laws, reflect current district practices, and are consistent and compatible with the policy governance model. The comprehensive review will also identify outdated administrative policies and regulations that should be deleted. The master spreadsheet of policies and regulations has enabled staff the following plan for comprehensive review:

Timeline:

- Summer – Fall 2016: small group review of administrative policies and regulations by section will be led by department level supervisors.
- Fall 2016 – Spring 2017: administrative and legal review will process and refine the work of each small group along with legal updates and requirements.
- June 2017: EL 12 report to the Board with updated spreadsheet on work completed and a plan for the upcoming year.

Section review:

All administrative policies and regulations are organized in a scheme that groups like policies and regulations together. Small groups, as noted below, will be asked to read and review administrative policies and make recommendations that are specific to their areas of expertise within the district. Review by each small group will occur during Summer and Fall of 2016.

- A/B: Board – Cabinet
- C: Administration – Cabinet
- D: Fiscal – Fiscal Services Department
- E: Support – Safety, Transportation and Nutrition Services Department
- F: Facilities – Maintenance and Facilities Department
- G: Personnel – Human Resources Department
- I: Instruction – Teaching and Learning and Special Programs Department
- J: Students – Teaching and Learning and Special Programs Department
- K/L: Community – Communications and Teaching and Learning Department

Evidence of Non-Compliance:

None

2. Fail to provide the School Board with information regarding any substantive changes made to the administrative policies listed above.

Evidence of compliance:

Through Board leadership meetings, the Superintendent and his team keep Board members apprised of any information that would require a change to administrative policy or regulation.

As administrative policies or regulations are updated, tracking will be done on the master spreadsheet along with annotation on the bottom of each policy and regulation that will show dates of review and approval. The Superintendent's office keeps a record of all administrative policies and regulations and tracks changes made. Records and tracking history are available to Board members at any time.

Once an administrative policy or regulation is approved through Cabinet, notification via email will be sent to Board members summarizing the amendments along with an updated copy of the policy or regulation. In the future, a list of all administrative policies, regulations and review of work will be presented to the Board through policy monitoring. In addition, the master spreadsheet will serve as an updated addendum to the annual report.

Evidence of Non-Compliance:

None

3. Fail to create administrative policies consistent with new laws.

Evidence of compliance

Administrative Policy GCBDD/GDBDD-AP: Sick Time

Implementation date: May 9, 2016

With the passage of Senate Bill 454, Sick Time Law, Oregon employers with 10 or more employees must provide up to 40 hours of paid leave per year, as of January 1, 2016. As part of the new law, Oregon employers are also required to provide employees with a notice of the law's provisions. District staff and legal counsel worked together to develop GCBDD/GDBDD-AP: Sick Time. Communication of the new sick time law was discussed during several board leadership meetings in the Spring of 2016. An email was sent on May 25, 2016 to all Board members with a final draft of the administrative policy as well as a summary and communication that was sent to all district employees.

Administrative Policy EHA-AP: Appropriate Uses of Technology Equipment, Infrastructure, and Services

Implementation date: June 6, 2016

In September 2015, board leadership discussed the possibility to add Radio Frequency Identification Device (RFID) readers in school buses. The card-type identification / tracking system for students would be an opt-in program for families. RFID implementation required approval from both the Board and ODE. Board leadership agreed to move forward and district staff received approval notification April 2016 and in response, the district has added the following language to EHA-AP: Appropriate Uses of Technology Equipment, Infrastructure, and Services in preparation for the 2016-17 school year: Bend-La Pine Schools may choose to create a radio frequency identification device (RFID) voluntary program as a means to better serve our families and students. If Bend La Pine Schools chooses to create a RFID program, it will follow the "opt-in" rules in Oregon Administrative Regulation 581-021-0505. An email was sent on June 9, 2016 to all Board members with a final draft of the administrative policy as well as a summary and communication that was sent to all district employees.

Evidence of Non-Compliance:

None

4. Fail to inform the School Board when the law necessitates the adoption of new administrative policies required of school boards.

Evidence of compliance:

Presentation of annual monitoring report and other updates given to Board members throughout the year as described in numbered sections 1-3 as included above.

Evidence of Non-Compliance:

None

Addendum:

Please see attached spreadsheet for a complete list of Executive Limitations, Governance Policies, Administrative Policies and Regulations.

Executive Limitation, Poilcy Governance, AP & AR Title	OSBA Update	Legislation & Change	Review Goal Date	Termination Date (if applicable) & reason	Cabinet review/approval	Board Leadership Update
AC-AR: Discrimination Complaint / Grievance Procedure						
AC: Non-Discrimination						
BA: Board Member Criminal History Records Check				replaced by GP 3 (4/28/16)		
BBFA: Board Member Ethics and Conflicts of Interest				replaced by GP 4 (4/28/16)		
BBFB: Board Member Ethics and Nepotism						
BCD: Board-Superintendent Relationship						
BD GOV A: Execuitve Limitations				replaced by EL 1 (9/8/15)		
BD GOV A.1: Treatment of Students and Families				replaced by EL 3 (11/10/15)		
BD GOV A.1.A: Treatment of Public				replaced by EL 3 (11/10/15)		
BD GOV A.1.B: Fundraising Projects and Donations				replaced by EL 3 (11/10/15)		
BD GOV A.2: Treatement of Staff				replaced by EL 4 (12/8/15)		
BD GOV A.3: Financial Planning and Budgeting				replaced by EL 10 (1/26/16)		
BD GOV A.4: Financial Conditions and Acitivities				replaced by EL 10 & EL 11 (1/26/16)		
BD GOV A.5: Emergency Superintendent Succession				replaced by EL 2 (9/22/15)		
BD GOV A.6: Asset Protection				replaced by EL 11 (1/26/16)		
BD GOV A.6.1: Asset Protection - Naming Facilities				replaced by EL 7 (110/10/15)		
BD GOV A.7: Compensation and Benefits				replaced by EL 5 (9/8/15)		
BD GOV A.8: Communication and Support to the Board						
BD GOV B: Governance Commitment						
BD GOV B.1: Governing Style				replaced by GP 1 (2/23/16)		
BD GOV B.2: Board Job Description				replaced by GP 2 (2/23/16)		
BD GOV B.3: Annual Board Planning Cycle						
BD GOV B.4: Board Chair's Role				replaced by GP 5 (4/28/16)		
BD GOV B.5: Board Member's Code of Conduct				replaced by GP 3 (4/28/16)		
BD GOV B.6: New Board Member Orientation				replaced by GP 5 (4/28/16)		
BD GOV B.7: Board Committee Principles				replaced by GP 5 (4/28/16)		
BD GOV C: Board-Superintendent Relationship						
BD GOV C.1: Delegation to the Superintendent						
BD GOV C.2: Monitoring Superintendent Performance						
BG: Board-Staff Communications						
CB: Superintendent						
CBC: Evaluation of the Superintendnet						
CC: Administrative Organization						
CC: Administrative Organization Chart						
CCB-AR: Administrative Hiring						
CCCAA-AR: Reassignment of Building Administrators						
CCG-AR: Evaluation of Management Team						
CCG1-AR: Administrator Goal Setting Plan						
CCG2-AR: Performance Assessment Annual Bldg - Administrator Evaluation (long)						
CCG3-AR: Performance Assessment Annual Supervisor Evaluation Form (long)						
CCG5-AR: Performance Assessment Annual Bldg Evaluation Form (long)						
CCG5-AR: Performance Assessment Annual Bldg Evaluation Form (short)						
CCG6-AR: Performance Assessment Annual Supervisor Evaluation Form (short)						
CCG7-AR: Performance Assessment Annual District Administrator Eval Form (long)						
CCG7-AR: Performance Assessment Annual District Administrator Eval Form (short)						
CCG: Administrative Evaluation						
CFA-IFCA-AR: Site Councils - Decision Making Framework						
CFA-IFCA: Decision Making Framework / School Site Councils						
CJ-AR: Administrative Intern Program						
DAA-AR: Organization of Business Support Services						
DB-AR: District Budget						
DD-AR: Grant Proposals and Expenditures						
DF-AR: Revenue From Non-Tax Sources						
DFA: Investments and Portfolio Guidelines						
DFD-AR: Facility Rental and Usage						
DFE-AR: Gate Receipts and Admission						
DGA-DGB-AR: Authorized Signatures						
DH-AR: Bonded Employees and Officers						

DI-AR: Fiscal Accounting and Reporting						
DIBA-AR: Insurance Reserve Fund						
DJ-AR: Public Contracting Rules and Guidelines						
DJA-AR: Criteria for Independent Contractor						
DJA-AR: Contracted Services Agreement Attachment						
DJB-AR: Petty Cash Funds						
DJC-AR: Purchasing Authority and Limits						
DJD-AR: Criteria for Fixed Assets						
DLB-AR: Voluntary Payroll Deductions						
DLBA-AR: Advance Salary Payments						
DLCA-AR: Travel Procedure						
DM-AR: Student Body Fund Accounting						
DN-AR: Disposal of Real Property						
DNA-AR: Disposition of District Owned Property						
EB: Safety Program						
EBA-AR: Emergencies						
EBAC-AR: Safety Meetings						
EBAD-AR: Indoor Air Quality (IAQ)						
EBB-AR: Integrated Pest Management Plan						
EBB: Intergrated Pest Management						
EBBA-AR: First Aid						
EBBAB-AR: Bloodborne Pathogens Employee Handbook						
EBBC-AR: Life-Sustaining Emergency Care						
EBBD-AR: Handling and Disposing of Contaminated Fluids						
EBBE-AR: Electrical Equipment Lock-out/Tag-out						
EBC-EBCA-AR: Communications Regarding Serious Incident						
EBCD-AR: Emergency Closures						
EC-AR: Building & Grounds - Management & Security						
ECAA-1: Vehicles Only Signage						
ECAA-2: Removal Notice						
ECAA-3: Towed Notice						
ECAA-AR: Posting Property for Security						
ECAB-AR: Vandalism/Malicious Mischief/Theft						
ECAC-AR: Access to Buildings						
ECD-AR: Vehicles on District Property						
ECE-AR: Cleaning Standards of District Facility for Health and Safety						
EDB-AR: Maintenance and Control of Materials						
EDBA-AR: Maintenance and Control of Activities Equipment						
EDDA-AR: Sustainability						
EE: Student Transportation Services						
EEA-AR: Reimbursment in Lieu of Transportation						
EEAB-AR: School Bus Scheduling and Routing						
EEAC-AR: School Bus Safety Program						
EEACB-AR: School Bus Maintenance						
EEACC-AR: Conduct on School Buses						
EEACC: Student Conduct on School Buses						
EEACCA-AR: Video Surveillance						
EEACD-AR: School Activity Vehicles						
EEADA-AR: Use of District School Buses for Other Than School Activities						
EEADB-AR: Student Transportation in Private Vehicles						
EEADBA-AR: Student Transportation for Non-Curricular Activities/Athletic Events						
EEAE-AR: Proof of Liability Insurance for Volunteers Transporting Students						
EEBAA-AR: District Vehicles / Seat Belts						
EEBB-AR: Use of Private Vehicles on School District Business						
EF-AR: Managemetn of Nutrition Services						
EFA-AR: Sale of Food on District Property						
EFA: Local Wellness Program						
EFAA-AR: Child Nutirion Programs						
EFAA: District Nutrition and Food Service						
EFAB-AR: Food Products from Home and Kitchen Facility Usage						
EFAE-AR: Child Nutrition - Hearings						

EFAJ-AR: Child Nutrition - Meals Served Visiting Children						
EFAL-AR: Second Meals						
EFC-AR: Student Accessible Vending						
EGAAA-AR: Guidelines for Use of Copyrighted Materials						
EGAC-AR: Telephone Procedures						
EGACA-AR: Cellular Telephones						
EHA-AR: Appropriate Uses of Technology						
EHA: Appropriate Uses of Technology Equipment, Infrastructure and Services		ORS 581-021-0505 / RFID opt-in effective 2016-17 SY			6/6/16	6/9/16 email
EHAA-AR: Administrator Responsibilities Related to Technology						
EHAB-AR: Technology Responsibilities for Special Programs						
EHAC-AR: Electronic Storage and Publishin on Web and Other Communication Media						
EHAD-AR: District Web Services Guidelines						
EHAЕ-AR: Use of Online Services and Collaborative Tools						
EI-AR: Risk and Insurance Management Program						
EIA-AR: Insuarnce Programs						
Executive Limitation 1: Global Executive Restraint						
Executive Limitation 2: Emergency Superintendent Succession						
Executive Limitation 3: Treatment of Students, Parents/Guardians & Public						
Executive Limitation 4: Treatment of Staff						
Executive Limitation 5: Staff Compensation & Development						
Executive Limitation 6: Staff Evaluation						
Executive Limitation 7: Facilities						
Executive Limitation 8: Academic Programs						
Executive Limitation 9: Technology						
Executive Limitation 10: Financial Planning & Administration						
Executive Limitation 11: Asset Protection						
Executive Limitation 12: Legally Required Policies						
FA-AR: Facilities Development Goals						
FB-AR: Facilities Planning						
FC-AR: Capital Construction Program						
FEA-AR: Capital Improvement - Educational Programs						
FFB-AR: Names on Building Plaques						
FG-AR: Inspection and Acceptance of New Facilities						
FJ-AR: Temporary District Facilities						
FK-AR: Facilities Renovation						
FKA-AR: Guidelines for Volunteer Facility Improvement Projects						
FKAA-AR: Requirements for Volunteer Painting						
FL-AR: Retirement of Facilities						
GAA-AR: Personnel Definitions						
GAB-AR: Job Descriptions						
GBA: Equal Employment Opportunity						
GBC-AR: Staff Ethics						
GBC: Staff Ethics						
GBCB-AR: Employee Dress and Grooming						
GBCC-AR: Fitness for Duty						
GBCD-AR: Staff Responsibilities						
GBCDA-AR: Licensed Staff Confidentiality and Testimony						
GBCDB-AR: School Counselor Obligations - Confidentiality and Testimony						
GBDA: Mother Friendly Workplace						
GBDB-AR: Request for Access to Staff for Sales Purposes						
GBE-AR: Staff Health and Safety						
GBEB/JHCC: Communicable Diseases						
GBEC: Drug-Free Workplace						
GBECD-AR: Pre-Employment Medical Exam / Drug Testing						
GBEDA-AR: Drug & Alcohol Testing - Transportation Personnel						
GBEDA: Drug & Alcohol Testing - Transportation Personnel						
GBG-AR: Staff Participateion in Political Activities						
GBJ-AR: Weapons in the Schools						
GBK-AR: Tobacco-Free School District						
GBK/JFCG/KGC: Tobacco Free Enviornment						
GBL-AR: Peronnel Records						

GBLA-AR: Disclosure of Information						
GBO-AR: Employee Use of District Property						
GC-AR: Conditions of Employment						
GCA-AR: License Requirments - Staff						
GCBC-AR: Health Benefits - Continuation Coverage						
GCBD-AR: Leaves and Absences						
GCBDA/GDBDA: Family Medical Leave						
GCBDB-AR: Early Return to Work						
GCBDD/GDBDD-AP: Sick Time		SB 454 / sick time law effective 1/1/2016			5/2/16	5/25/16 email
GCBDD-AR: Employee Work Attendance						
GCBF: Early Retirement Incentive Program						
GCC/GCD-AR: Recruitment						
GCCA-AR: Announcement of Job Vacancies						
GCCB-AR: Application for Employment						
CCCC-AR: Screening Applicants						
GCCD-AR: Interviewing Candidates						
GCCE-AR: Assignment						
GCD/GCN: Evaluation of Staff						
GCDG/GDDA-AR: Criminal Records Check / Fingerprinting						
GCDG/GDDA: Criminal Records Check / Fingerprinting						
GCEA-AR: Substitute Teacher Guidelines						
GCI/GDI-AR: Notice of Employment						
GCIAGDIA-AR: Assignments and Transfers						
GCI/GDJ-AR: Work Schedules						
GCIAG-AR: Authorization of Extended Time						
GCIJ/IGBAN-AR: Grants						
GCL-AR: Staff Development						
GCL/GDL: Staff Development						
GCLA-AR: Training for Another License						
GCLB-AR: Indistrict Credit Procedures						
GCN/GDN: Evaluation of Staff						
GCPA-AR: Reduction in Force and Recall						
GCPB/GDPB-AR: Resignation of Staff						
GCPC/GDPC-AR: Retirement of Staff						
GCPCA-AR: Hiring of Retired Employees						
GCQA/GDQA-AR: Non-School Employment						
GDQBA-AR: Copyrights and Patents - District's Proprietay Rights						
GCQC-AR: Exchange Teaching						
GCQE-AR: Student and Intern Teachers						
GDA-AR: Educational Assistants						
GDEA-AR: Substitute Employees						
Governance Process 1: Governance Commitment						
Governance Process 2: Board Job Description						
Governance Process 3: Board Code of Conduct						
Governance Process 4: Board Member Conflict of Interest						
Governance Process 5: Board Member Roles						
Governance Process 6: Board Operations						
IA-AR: Instructional Goals						
IB-AR: Freedom of Expression						
IBDJA-AR: Home Schooling						
IF-AR: Curriculum Development						
IFCA/CFA-AR: School Site Councils						
IFCC-AR: Guest Speakers & Outside Presenters						
IGAC-AR: Treatment of Religion in Schools						
IGAEA-AR: HIV, AIDS and HBV - Health Education						
IGAEB: Drug, Alcohol and Tobacco Prevention						
IGAEC: Steroids & Performance Enhancing Substances						
IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education						
IGAJ-AR: Traffic Safety (Driver Education)						
IGAJ: Traffic Safety						
IGAL: Kindergarten Tuition				delete?		

IGBA-AR: Students with Disabilities						
IGBA: Students with Disabilities						
IGBAB-AR: Records of Students with Disabilities						
IGBAB: Records of Students with Disabilities						
IGBAE-AR: Participation in Regular Education Programs						
IGBAF-AR: Individual Education Programs						
IGBAF: Special Education IEP						
IGBAG-AR: Procedural Safeguards						
IGBAH-AR: Evaluation Procedures						
IGBAH: Special Education - Evaluation Procedures						
IGBAI-AR: Private Schools						
IGBAJ: Special Education - Free Appropriate Public Education						
IGBAL-AR: Related Services						
IGBB: Talented and Gifted Program						
IGBBA: Talented and Gifted Identification						
IGBBC: Programs and Services (TAG)						
IGBBD: Parent Notification and Participation						
IGBBE: Complaints Regarding Talented and Gifted Program						
IGBC: Title I - Parent Involvement						
IGBG-AR: Home Tutoring / Instructional Program						
IGBHA-AR: Alternative Educational Programs						
IGBHA: Alternative Educational Programs						
IGBHAA-AR: Evaluation of Alternative Education Programs						
IGBHAB-AR: Magnet School Guiding Principles and Application Process						
IGBHD-AR: Program and Instructional Activity Exemptions						
IGBHE-AR: Expanded Options Program						
IGBI: Bilingual Education						
IGD-AR: Co-Curricular / Extracurricular Activities						
IGDA-AR: Student Organizations						
IGDAA-AR: Non-Curriculum Related Student Meetings at Secondary Schools						
IGDB-AR: Student Publications						
IGDE-AR: Student Participation Fees for Extracurricular Activities						
IGDEA-AR: Excellence Fund - Rotary Club of Greater Bend						
IGDF-AR: Student Fund-Raising Acitivities						
IGDG-AR: Student Body Funds						
IGDGA-AR: Student Body Fund Accounting Handbook						
IGDJA-AR: Access of Athletic / Activity Programs						
IGDJB-AR: Uniforms for School Sanctioned Teams / Performing Groups						
IGDK-AR: Non-Disrict Sponsored Study, Tours, Trips, Competitions; Reference Guide; Disclaimer Form						
IGEC-AR: Nutrition Services Education						
IHB-AR: Class Size						
IIA-AR(1): Parental Permission Form for Teacher-Selected Supplemental Materials						
IIA-AR(2): Request for Variance from Board Adopted Core Supplemental Book List						
IIA-AR(3): Teacher Selected Supplemental Instructional Materials Approval Form						
IIA-AR: Instructional Materials Selection						
IIA: Instructional Resources / Materials						
IIAB-AR: Reconsideration of Instructional Materials						
IIABA-AR: Selectionof Projects for Prof. Technology / Science Classrooms						
IIABB-AR: Instructional Use of Feature Film / Video						
IIABB-AR: Video Approval List						
IIABB-AR: Video Approval List Form						
IIABB-AR: Video Parent Letter Elem						
IIABB-AR: Video Parent Letter HS						
IIABB-AR: Video Parent Letter MS						
IICAA-AR: District -Sponsored Student Activity and Athletic Travel						
IKA-AR(1)						
IKA-AR: Grades and Credit						
IKAA-AR: E Credit for Athletic Participation						
IKAD-AR: Grade Reduction or Credit Denial / Student Attendance						
IKE-AR: Appendix A						

IKE-AR: Appendix B						
IKE-AR: Retention / Double Promotion						
IKE: Retention / Double Promotion						
IKF-AR: Graduation Requirements						
IKF-AR: Reference Table						
IKF: Graduation Requirements						
IL-AR: Assessment Program						
ILBA-AR: Assessment Exclusion						
IMB: Student Achievement						
INB-AR: Studying Controversial Issues						
INDB-AR: Flag Displays and Salutes						
ING-AR: Animals in the Classroom or on School Property						
ING-AR: Animals in the Classroom or on School Propert (form only)						
JB: Equal Educational Opportunity						
JBA-GBN: Harassment / Intimidation / Bullying / Cyberbullying						
JBA/GBN-AR: Harassment / Indimidation / Bullying / Cyberbullying						
JBAA-GBNA: Sexual Harassment						
JBAA-GBNA-AR: Sexula Harassment Complaints						
JC-AR: Attendance Area & In-District Transfers						
JEA-AR: Compulsory Attendance						
JEA: Student Attendance						
JEAA-AR: Student Membership & Attendance Accounting						
JEBA-AR: Guidelines for Entrance and Early Entrance into Kindergarten and 1st Grade						
JEBA: Entrance Requirements for Kindergarten & First Grade						
JEC: Admission of Students						
JECAC-AR: Parental Custody						
JECB: Admission of Non-Resident Students						
JECBC-AR: Student Transfers - High School Athletics						
JECBD-AR: Homeless Students						
JECBD: Homeless Students						
JFCA-AR: Student Code of Dress						
JFCA: Student Code of Dress						
JFCAA-AR: Student Uniforms for School Activities						
JFCE-AR: Secret Societies / Gang Activity						
JFCEB-AR: Personal Communication Devices						
JFCG: Tobacco Free Enviornment						
JFCJ: Weapons in Schools						
JFCL-AR: Laser Pens						
JFCM: Threats of Violence						
JFD-AR: Students of Legal Age						
JFD-AR: Students of Legal Age (form)						
JFE-AR: individualized Plan for Pregnant / Parenting Students						
JFE: Pregnant and Parenting Students						
JFG-AR: Student Searches and Questioning						
JFG-AR: Student Searches and Questioning DHS / Law Enforcement Interview Checklist						
JFGA-AR: Voluntary Drug Testing Programs						
JFH-AR: Student Complaints						
JG: Student Conduct and Discipline						
JGAB-AR: Use of Restraint and Seclusion						
JGAB: Use of Restraint and Seclusion						
JGDA-JGEA: Discipline of Disabled Students						
JGDA/JGEA-AR: Special Education - Discipline						
JHC-AR: Student Health Services and Requirements						
JHCB-AR: Immunization of Students						
JHCD-AR: Administering Non-Injectable Medicines to Students						
JHCD: Administering Medicines to Students						
JHFA-AR: Supervision of Students						
JHFC-AR: Personal Student Transportation						
JHFDA: Suspension of Driving Privileges						
JHFE-AR: Reporting of Suspected Child Abuse						
JHFE: Reporting of Suspected Child Abuse						

JHFF-AR: Maintaining Appropriate Staff / Student Boundaries						
JHFF: Reporting Requirements Regarding Sexual Conduct with Students						
JHHA-AR: Crisis and Violence Prevention and Response						
JN-AR: Student Fees, Fines and Charges						
JNA-AR: Retention of Student Ed Records, Grade Reports, Diploma						
JO-AR: Education Records Management						
JO: Education Records						
JOA: Directory Information						
JOB: Personally Identifialbe Information						
JRC-AR: Student Record Subpoena (Subpoena Duces Tecum)						
JRC-AR: Student Record Subpoena (Subpoena Duces Tecum) Notice Form						
KAB-AR: Parental Rights (Survey of Students)						
KAB: Parental Rights (Survey of Students)						
KBA-AR: Public Records and Public Records Request Form						
KBC-AR: Media Relations						
KCA-AR: School Volunteers / Criminal History Records Check						
KCA: Volunteers in Schools						
KG-AR: Community Use of District Facilities						
KGA-AR: Facility Use Procedure						
KGA-AR: Fee Schedule						
KGAB-AR: Facilities, Eqpt and Vehicles - Employee Use for Student Activities						
KGB-AR: Public Conduct on District Property						
KGF-AR: Authorized Use of District Equipmen and Materials						
KGF: Authorized Use of District Equipmen and Materials						
KGG-AR: Building Security During Non-Custodial Hours						
KH-AR: Public Gifts to the District						
KI-AR: Advertising in District Facilities						
KI: Public Solicitation in District Facilities						
KJ-AR: Hiring Staff with Private Funds						
KJA-AR: Materials Distribution						
KJA: Materials Distribution						
KJA: Materials Distribution Chart						
KK-AR: Visitors to District Facilities						
KK: Visitors to District Facilities						
KL-AR: Public Complaints						
KL-AR: Public Complaints Form						
KL: Public Complaints						
KLD-AR: Public Complaints and Form (Spanish)						
KLD: Public Complaints about District Personnel						
KN-AR: Relations with Law Enforcement Agencies						
LBE-AR: Public Charter Schools						
LBE: Public Charter Schools						
Board Ends / Goals						