

Bend-La Pine Schools
Bend, OR 97703
September 10, 2019

Regular Meeting at 5:30 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting at 5:30 p.m. on September 10, 2019 in room 314 at the Education Center, 520 NW Wall Street, Bend OR.

Agenda

Call to Order	Co-Chair Craig
Pledge of Allegiance	Shimiko Montgomery
Review of Agenda	Co-Chair Craig
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. Visitors are asked to state their name and topic and have a maximum of three minutes to address the Board.</i>	Co-Chair Craig

Public Hearing

CM/GC Contracting Method for Juniper Elementary School Projects	Co-Chair Craig
CM/GC Contracting Method for Thompson Elementary School Projects	Co-Chair Craig

Consent Agenda

Approval of Minutes – August 6, 2019 <i>Reference: ORS 192.650 and ORS 332.057</i>	Co-Chair Craig
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

Action Items

Issue Naming Charge for the New High School	Co-Chair Craig
Resolution 1890 : CM/GC Contracting Method for Juniper Elementary School Projects	Co-Chair Craig
Resolution 1891 : CM/GC Contracting Method for Thompson Elementary School Projects	Co-Chair Craig

Reports

EL 1 – Global Executive Restraint Policy Monitoring Report	Superintendent Mikalson
EL 2 – Emergency Superintendent Succession Policy Monitoring Report	Superintendent Mikalson
EL 3 – Treatment of Students, Parents / Guardians & The Public Policy Monitoring Report	Jay Mathisen
EL 4 – Treatment of Staff Policy Monitoring Report	Jay Mathisen
Enrollment Update	Brad Henry
Attendance Boundary Process for Middle and High Schools	Superintendent Mikalson

Discussion

Education Foundation Ex-Officio Member	Co-Chair Craig
OSBA Legislative Policy Committee : Position 3 Nominations	Co-Chair Craig
Welcoming Week Proclamation	Co-Chair Craig

Board Comments

Adjourn

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

Bend-La Pine Schools

Board of Directors Board Retreat & Meeting Minutes

Meeting Date: August 6, 2019

Meeting Location

Bend-La Pine Schools Education Center
520 NW Wall Street, Bend, OR 97703

Board Members Present

Julie Craig
Carrie Douglass
Dr. Stuart Young
Melissa Barnes Dholakia
Caroline Skidmore
Shimiko Montgomery
Amy Tatom

Call to Order

The board retreat and meeting was called to order at 7:40 a.m. by Vice Chair Douglass. The Pledge of Allegiance and review of the agenda followed.

Board Retreat Workshop Minutes

Introduction Activity

Vice Chair Douglass and Julie Craig led introduction activities with board members and staff shared visions and dreams for the district.

Bend-La Pine Schools Vision & Mission

Superintendent Mikalson shared about the district's current vision and mission. He shared his "why" and what drives the work he does and his vision for the district.

Overview of Policy Governance

❖ Policy Governance History & Activity

Superintendent Mikalson introduced Sandy Husk, current CEO at AVID and former superintendent, and shared how her mentorship, guidance and understanding of the policy governance framework have helped guide him in his career as a superintendent. Husk shared about her work and experience in policy governance and why a governance structure was helpful in her career. Husk led board members through an activity to share and reflect on the various aspects of policy governance.

❖ Board Ends

Superintendent Mikalson shared an update on current the current Board Ends. He noted progress made since the last report to the board and shared recommendations that were developed from board committee work last year to review and redefine the Ends. Mikalson shared a proposal of updated Ends and suggested board members look at these ideas in a second board retreat, later in the school year. Board committee members, Carrie Douglass and Stuart Young, shared about their work last year and the desire to create more meaningful Ends that focus on closing the achievement gap while simultaneously focusing on opportunity gaps and what students are faced with before they even walk through school doors.

Mikalson also shared ideas for board goals for members to consider, noting the ideas are things that, if accomplished, could be transformational in closing the gaps that impact student achievement and opportunity. Ideas included focusing on early childhood education, childhood health, increased affordable housing and increased funding for education. Mikalson also shared potential actions and partnerships to consider which would help accomplish the sample goals.

Carrie Douglass thanked Mikalson for thinking big and appreciated his thoughts and ideas for revamping the board's goals. Young shared his excitement around the idea of integration and connecting community partners in the board's work. He encouraged board members to not feel overwhelmed, but rather to feel inspired by the ideas and the potential impact their work could have in the community. Craig echoed Young and Douglass's sentiments and said she is enthusiastic about the idea of partnering with other community agencies to help better serve students in and beyond school.

❖ **Executive Limitations**

Lora Nordquist reviewed the history, structure, format and monitoring report method for the district's 12 Executive Limitations noting that the EL's have helped create a system and set of parameters on how the Board and Superintendent work together. Mikalson commented on the importance of the board providing feedback about each of the EL monitoring reports throughout the year and how it helps frame the work of the district.

Regular Meeting Minutes

Discussion Items

❖ **2019-20 Board Leadership and Board Meeting Calendars**

Board members discussed board leadership and board meeting schedules and what would work best for the collective board.

Vice Chair Douglass recessed the meeting for a 10 minute break at 11:10 a.m.
The meeting resumed at 11:20 a.m.

New Board Member Oath of Office

Vice Chair Douglass shared her excitement and welcomed the four new board members and thanked their family members and friends who came to support and celebrate them taking their Oath of Office. Douglass and Julie Craig led Caroline Skidmore, Melissa Barnes Dholakia, Amy Tatom and Shimiko Montgomery through the Oath of Office. Superintendent Mikalson thanked the new board members for their desire to serve and thanked and their families and friend for their support.

Douglass noted the draft board leadership meeting calendar and suggested changing "committee work" to a more general work session and to stick with a similar rotation that is outlined in the draft. Caroline Skidmore and Amy Tatom both suggested switching leadership to Friday's based on their work schedules. All board members agreed to have board leadership meetings on Friday at 8:00 and to switch committee time to work time. Douglass also reviewed the proposed board meeting calendar and noted the community linkage meetings will be determined as the school year progresses.

Action Items

❖ **Election of Board officers**

Julie Craig suggested board members consider the idea of co-chairs for the 2019-20 school year, noting with four new board members, there will be a considerable amount of learning and transition and thought it would be helpful to share the responsibilities of chair.

Stuart Young moved to approve having co-chairs for the 2019-20 school year. Amy Tatom seconded the motion. Unanimous approval. Stuart Young nominated Julie Craig and Carrie Douglass to serve as co-chairs. Amy Tatom seconded the motion. Unanimous approval.

❖ **Annual Business Resolutions 1884-1890**

Superintendent Mikalson reviewed the annual business resolutions included in the board packet.

Julie Craig moved to approve Resolutions 1884-1890. Stuart Young seconded the motion. Unanimous approval.

❖ **Consent Agenda**

Co-Chair Douglass reviewed the consent agenda and there was question of whether the new board members should take action on the June 25, 2019 minutes. Board members agreed to take action on the Consent Agenda items separately.

Co-Chair Douglass moved to approve the June 25, 2019 minutes. Stuart Young seconded the motion.

Caroline Skidmore, Melissa Barnes Dholakia, Amy Tatom and Shimiko Montgomery abstained. Unanimous approval.

Co-Chair Craig moved to approve the Personnel Recommendations. Melissa Barnes Dholakia seconded the motion. Unanimous approval.

Meeting adjourned at 11:45 a.m.

Recorded by: Andrea Wilson

DATE: September 5, 2019

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on September 10, 2019. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Abreu, Emily	Speech Language Pathologist PS107986	Special Programs	Regular Part Time .999 FTE	09/23/2019
Anderson, James	Language Arts Teacher PS107959TMP	La Pine HS	Temporary Part Time .75 FTE	09/03/2019
Auker, Michelle	Primary Teacher PS107673TMP	High Lakes Elementary	Temporary Full Time	08/29/2019
Becker, Darlene	Behavior Coach PS107945	Special Programs	Regular Full Time	08/26/2019
Becker, Mary	Speech Language Pathologist PS107883TMP	Special Programs	Temporary Part Time .10 FTE	8/26/2019
Bowman, Kristen	Enrichment Teacher PS108009TMP	South County La Pine and Rosland Elementary	Temporary Full Time	09/03/2019
Chamberland, Katherine	Math Teacher PS107919TMP	Bear Creek Elementary	Temporary Part Time .45 FTE	08/26/2019
Cole, Jeffery	Intermediate Teacher PS107942TMP	Amity Creek Elementary	Temporary Full Time	08/26/2019
Cole, Traci	Resource Teacher PS107911TMP	Special Programs	Temporary Full Time	08/26/2019
Gose, Kriste	Advanced Math PS107995TMP	Bend Senior HS	Temporary Part Time .50 FTE	08/28/2019
Gunter, Jamie	Counselor PS107912	Marshall HS	Regular Part Time to Regular Full Time	08/26/2019
LaFrenz, Jackie	Art Teacher PS107916TMP	REALMS MS	Temporary Part Time	08/26/2019

Marshall, Tiffany	Intermediate Teacher PS107994TMP	North Star Elementary	Temporary Full Time	09/05/2019
McCarthy, April	Math Teacher PS107925	Pilot Butte MS	Regular Full Time	08/26/2019
Nichols, Jonathan	Biology Teacher PS107893TMP	Mountain View HS	Temporary Part Time .83 FTE	08/26/2019
Parks, Amy	Primary Teacher PS107672TMP	High Lakes Elementary	Temporary Full Time	08/29/2019
Pilver, Daniel	Life Skills Teacher PS107859	Summit HS	Regular Part Time to Regular Full Time	08/26/2019
Ochoa, Thomas	Language Arts Teacher PS107959TMP	La Pine HS	Temporary Full Time	08/26/2019
Ramina, Adrianna	SPED Teacher PS107970TMP	Special Programs	Temporary Part Time .50 FTE	08/26/2019
Reyes, Lucas	Intermediate Teacher PS107802TMP	La Pine Elementary	Temporary Full Time	08/26/2019
Seidel, Christine	PE Teacher PS107951TMP	High Lakes Elementary	Temporary Part Time .2438 FTE	08/26/2019
Wardle, Martin	Social Studies PS107960 Wellness Teacher PS108008TMP	High Desert MS	Regular Part Time .667 FTE and Temporary Part Time .333 FTE	08/30/2019

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bailey, Bret	Health Teacher	Bend Senior HS	08/31/1983 – 09/30/2019
Econopouly, Jennifer	School Psychologist	Special Programs	08/26/2019 – 8/26/2019
Hulin, Amanda	Advanced Math Teacher	Bend Senior HS	08/27/2018 – 06/30/2019
McClurg, Meredith	K-8 Teacher	Westside Village	08/31/2015 – 8/26/2019
McDaniel, Michelle	Counselor	La Pine HS	08/25/2008 – 09/30/2019
Mills, James	School Psychologist	Special Programs	07/01/2004 – 09/30/2019
Tueller, December	School Psychologist	Special Programs	08/27/2018 – 06/30/2019
Vom Steeg, Daren	Language Arts Teacher	La Pine HS	09/01/1998 – 08/06/2019

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES
Bailey, Bret	Health Teacher	Bend Senior HS	10/01/2019 – 06/30/2020
McDaniel, Michelle	Counselor	La Pine HS	10/01/2019 – 06/30/2020
Mills, James	School Psychologist	Special Programs	10/01/2019 – 06/30/2020

September 5, 2019

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

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

RE: Classified Recommended Hires, Resignations, Retirements, Early Retirement and Rehire.

The Human Resources Department recommends approval of the following hires, resignations, retirements, early retirement and rehire at the School Board meeting on September 10, 2019.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Atkinson, Arlene	#107887 EA – Student Instruction	Buckingham	Reg 3.55 hrs / day	08/08/19
Ballantine, Tara	#107743 Online Student Success Monitor	Mountain View	Reg 7.0 hrs / day	08/15/19
Baxter, Bradley	#107969 EA – Student Instruction	Amity Creek	Temp 3.5 hrs / day	08/28/19
Bennett, Theodore	#107722 Operations Manager II	Bend High	Reg 8.0 hrs / day	07/30/19
Bird, Mikaela	#107926 Secretary II / Reception	Bend High	Reg 8.0 hrs / day	08/15/19
Bourque, Karima	#107969 EA – Student Instruction	Amity Creek	Temp 3.5 hrs / day	08/28/19
Brown, Erin	#107922 Media Technician Assistant	Bend High	Reg 8.0 hrs / day	08/12/19
Brown, Jerry	#107932 Custodial Crew I	High Lakes	Reg 8.0 hrs / day	08/23/19
Campbell, Megan	#107770 EA – Inclusion	Pilot Butte	Reg 7.0 hrs / day	07/02/19
Chapple, Hazel	#107961 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	08/29/19
Clawson, Joshua	#107909 Building Services Journeyman Electrician	Maintenance	Reg 8.0 hrs / day	08/02/19
Clinton, Esther	#107947 EA – Social Emotional Student Support	Silver Rail	Reg 3.5 hrs / day	08/23/19
Collum, Morgan	#107743 Online Student Success Monitor	Summit	Reg 7.0 hrs / day	06/20/19
Crosby, Kimberly	#107917 School Office Secretary II	REALMS Middle	Temp 2.0 hrs / day	08/28/19

Crosby, Kimberly	#107914 EA – Student Instruction	REALMS Middle	Temp 6.0 hrs / day	08/09/19
Duvalle, Teresa	#107887 EA – Student Instruction	Buckingham	Reg 3.55 hrs / day	08/08/19
Frank, Heather	#107770 EA – Inclusion	Buckingham	Reg 6.5 hrs / day	08/21/19
Gregory, Kellie	#107923 Office Manger II	R.E. Jewell	Temp 8.0 hrs / day	08/02/19
Goodrich, Adrienne	#107887 EA – Student Instruction	Buckingham	Reg 3.5 hrs / day	08/22/19
Ha, Tarra	#107953 FAN Advocate	Lava Ridge / Sky View	Reg 5.0 hrs / day	08/21/19
Hyden, Joshua	#107936 EA – Behavior Support	Bear Creek	Reg 6.5 hrs / day	08/09/19
Hill, Kenneth	#107932 Custodial Crew I	Mountain View	Reg 8.0 hrs / day	08/23/19
Hill, Sandra	#107887 EA – Student Instruction	Buckingham	Reg 3.55 hrs / day	08/08/19
Hogan, Angela	#107961 EA – Student Instruction	Bear Creek	Temp 3.5 hrs / day	08/23/19
Huston, Cameron	#107946 School Office Secretary II	R.E. Jewell	Temp 8.0 hrs / day	08/14/19
James, September	#107770 EA – Inclusion	North Star	Reg 7.0 hrs / day	08/15/19
Jensen, Angela	#107972 EA – Behavior Support	La Pine Elementary	Temp 6.75 hrs / day	08/28/19
Keeler, Martin	#107932 Custodial Crew I	Summit	Reg 8.0 hrs / day	08/23/19
Kostka, Beth	#107961 EA – Student Instruction	Bear Creek	Temp 3.0 hrs / day	8/26/19
Kuehn, Jaron	#107772 EA – Inclusion	La Pine High	Reg 7.0 hrs / day	08/27/19
Landis, Lynnette	#108000 Campus Safety and Security Monitor	Summit	Reg .25 hrs / day	09/03/19
Lowrey-Evans, Tina	#107815 EA – Student Instruction	North Star	Reg 3.75 hrs / day	08/02/19
Love, Christopher	#107772 EA – Inclusion	La Pine High	Reg 7.0 hrs / day	08/27/19
Lujan, Robert	#107982 Bus Driver	Transportation	Reg 4.25 hrs / day	08/29/19
Mandell, Jacob	#107771 EA – Inclusion	Bend High	Temp 7.0 hrs / day	08/26/19
Martin, Cassee	#107901 Nutrition Technician li	Buckingham	Reg 3.75 hrs / day	08/08/19
McDonald, Lauren	#107770 EA – Inclusion	Ponderosa	Reg 6.5 hrs / day	06/28/19
McHugh, Heidi	#107815 EA – Student Instruction	North Star	Reg 3.75 hrs / day	08/08/19

Miller, Connie	#107904 EA – Inclusion	La Pine Elementary	Temp 3.75 hrs / day	08/28/19
Myll, Donald	#107964 Relief Bus Driver	Transportation	Reg 6.0 hrs / day	08/27/19
Myers, Leah	#107965 Special Programs Bus Driver	La Pine Transportation	Reg 4.5 hrs / day	08/28/19
Nielsen, Tami	#107937 Attendance Office Secretary II	Pacific Crest	Reg 8.0 hrs / day	08/08/19
Nordstog, Tess	#107743 Online Student Success Monitor	Marshall	Reg 6.0 hrs / day	08/15/19
Olson, Susan	#107771 EA – Inclusion	R.E.Jewell	Temp 6.5 hrs / day	08/31/19
Parrish, Bryon	#107932 Custodial Crew I	Summit	Reg 8.0 hrs / day	08/23/19
Dickensheets, Patrick	#107770 EA – Inclusion	Pilot Butte	Reg 7.0 hrs / day	08/15/19
Perras, Jenette	#107943 Secretary II	Nutrition	Reg 3.5 hrs / day	08/19/19
Perry-Schroeder, Cherish	#107884 EA – Behavior Support	Ensworth	Temp 3.75 hrs / day	08/08/19
Quimby, Jerry	#107932 Custodial Crew I	La Pine High	Reg 8.0 hrs / day	08/28/19
Ryder, Eugenia	#107961 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	08/19/19
Sandusky, Alice	#107920 Consulting Registered Nurse	Special Programs	Reg 6.0 hrs / day	08/08/19
Servantes, Olivia	#107770 EA – Inclusion	High Desert	Reg 6.5 hrs / day	08/20/19
Smith-Blockley, Stuart	#107969 EA – Student Instruction	Amity Creek	Temp 3.5 hrs / day	08/28/19
Stinson, Jamie	#107997 Attendance Secretary II	Summit	Reg .25 hrs / day	09/03/19
Tucker, Isaac	#107932 EA – Custodial Crew I	Mountain View	Reg 8.0 hrs / day	08/23/19
Vance, Jacqueline	#107948 EA – Social Emotional Learning and Behavior Support	Juniper	Temp 6.0 hrs / day	08/22/19

Classified Resignations

Name	Position	Location	Resign Date
Aleksey, Jason	EA – Inclusion	La Pine High	08/30/16 – 08/12/19
Carbo, Martha	Nutrition Server I	Mountain View	10/03/18 – 06/14/19
Ekstrom, Janna	EA – Inclusion	REALMS Middle	09/01/15 – 08/13/19
Gregory, Kellie	School Secretary II – (Resigned Regular position to take Temporary position).	R.E. Jewell	10/05/15 – 06/19/19
Groom, Byron	Bus Monitor	Transportation	12/02/16 – 06/14/19

Gunter, Jamie	School to Work program manager II – (Resigned Classified position to take full time Certified position).	Marshall	08/29/05 – 06/14/19
Hackett, Michael	Bus Driver	Transportation	02/15/17 – 08/29/19
Herberger, Timothy	Outside Services Crew I – (Resigned full time position to take part time District Delivery Driver position).	Maintenance	09/24/18 – 08/23/19
Highland, Corey	Registered Consulting Nurse – resigned and returned to a Substitute Nursing position.	Special Programs	08/26/19 – 08/26/19
Jackson, Matthew	Nutrition Technician II	Bend High	11/09/18 – 06/14/19
Jennings, Emily	Nutrition Technician II	La Pine Elementary	11/02/17 – 07/09/19
Jensen, Angela	EA – Inclusion	Special Programs	Revision from August 1, 2019 board report. Resigned position before start date.
Johnson, Kathleen	Nutrition Server I – Going to keep her Nutrition Technician II position but is no longer benefit eligible.	Bend High	01/03/06 – 06/14/19
Nettles, Colin	Nutrition Technician II	Skyline High	08/30/18 – 09/04/19
Olson, Susan	EA – Student Instruction – (Resigned Regular position to take Temporary Inclusion EA position).	R.E. Jewell	09/09/15 – 06/14/19
Parks, Amy	EA – Inclusion – (resigned Classified position to take Certified position).	Highlakes	08/27/19 – 08/28/19
Powell, Catherine	EA – Inclusion	Buckingham	01/08/18 – 08/10/19
Ramos, Katie	Speech Language Pathology Assistant	La Pine Elementary	08/29/17 – 08/12/19
Ruvalcaba, Kayla	Nutrition Server I – (resigned her 3.0-hour Server I position only, keeping her Nutrition Technician II 3.75-hour position).	Bend High	09/19/14 – 06/14/19
Smith, Elizabeth	School Secretary II	North Star	08/12/19 – 09/13/19
Smoldt, Donald	Nutrition Server I	R.E. Jewell	10/03/18 – 06/14/19
Stefano, Nicole	Fan Intake Manager	Lava Ridge / Skyview	03/24/17 – 06/14/19
Wilcox, Janelle	EA – Student Instruction	Buckingham	09/08/09 – 06/14/19
Zink, Karen	EA – Speech Language Pathology Assistant - (Resigning 3.2 hours of an 8 hours).	Highland / Ensworth	08/29/95 – 06/05/19

Classified Retirements

Name	Position	Location	Resign Date
De Andrade, Antonio	Custodian Foreman	La Pine Middle	10/24/08 – 08/30/19
Fischer, Glen	Custodial Crew I	Summit	10/04/06 – 08/30/19
Williams, Lori	Bus Driver	La Pine Transportation	11/17/97 – 08/27/19

Classified Early Retirement – Rehire for the 2019-20 School Year

Name	Position	Reason	Rehire Date
King, Russell	Transportation Lead Technician	Rehire through 5/31/20	09/01/19



ACTION ITEM: Issue Naming Charge for the New High School

PRESENTED BY: Shay Mikalson, Superintendent

EXECUTIVE SUMMARY:

Executive Limitation 7 – Facilities states that the Superintendent shall not fail to develop a formal school naming process which includes bringing all name recommendations to the school board for final approval. Further, EL 7 states that the Superintendent shall invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.

The following Naming of Facilities Process was approved by the school board on June 12, 2018 and will be used to name the new high school currently under construction in SE Bend.

ADMINISTRATIVE RECOMMENDATION:

Issue the charge to the Superintendent to begin the naming process for the new high school in SE Bend, and follow the guidance outlined in the Naming of Facilities Process.

RECOMMENDED MOTION:

I move to issue the naming charge for the new high school in SE Bend as presented.

Bend-La Pine Schools
Naming of Facilities Process
Board Approved: June 12, 2018

Executive Limitation 7 – Facilities states:

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

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

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

New Schools and Support Services Facilities

1. Naming Committee

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

2. Solicitation for Names & Naming Criteria

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

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

The Board recognizes that unusual circumstances might arise where a name from outside the above categories or an exception to specific criteria could be considered. The Board shall publicly state the intent to consider an exception and provide an opportunity for a public hearing on the proposal at a regular board meeting prior to voting on any exception to these guidelines.

3. Selection of Name Recommendations

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

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

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

4. Name Recommendation

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

Naming Part of a School Campus

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

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

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

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

Changing the Name of an Existing School or Facility

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

Should a proposal to change a school or facility name be made, the proposal shall be presented to the Superintendent or designee. The proposal should include specific reasons why the request is being made and a suggested alternative name that meets criteria outlined above. If the Superintendent or designee decides changing the school name should be considered he or she will request that the current principal to meet with a group comprised of staff, students, parents, alumni and community members to discuss the

proposed change. The principal shall prepare a written summary of the support and / or opposition to the proposed change for the Superintendent.

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

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

Naming Sponsorship

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

Names on Building Plaques

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

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

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

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

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



ACTION ITEM: Resolution 1890 : CM/GC Contracting Method for Juniper Elementary School

PRESENTED BY: Mike Tiller, Executive Director of Facilities

EXECUTIVE SUMMARY:

Project: Juniper Elementary new multi-use instructional space and upgrades to the existing buildings.

Public Notice: Per ORS 279C a notice was published in the Daily Journal of Commerce on August 28th and 30th to hold a public hearing on the findings and exemptions from competitive bidding requirements. Any interested person may appear and comment.

Situation: The Juniper Elementary project is complex with construction taking place during the school year. The remodel is extensive including casework, windows, lighting, structural upgrades, ADA improvements and flooring. The CM/GC process will allow us to complete the work in a safe, more efficient manner.

Solicitation Process: On August 28th and 30th, a Request for Proposals for CM/GC services was published in the Daily Journal of Commerce and the district website. Proposals are due September 17th and will be evaluated using the board approved RFP process.

ADMINISTRATIVE RECOMMENDATION:

Board members are asked to review these Findings, Conclusions, and Proposed Resolution, ask questions, take public comments, and provide input at the September 10, 2019 School Board Meeting. Board action on this proposal is recommended. Due to the complicated nature of the project, critical timing, and schedule, staff recommends approval Resolution 1890 for the use of the CM/GC Contracting Method.

RECOMMENDED MOTION:

I move to approve Resolution 1890 as presented.

Administrative School District No. 1
Bend-La Pine Schools

Resolution 1890

GRANTING BIDDING EXEMPTION, AUTHORIZING CONSTRUCTION OF AN INSTRUCTIONAL MULTI-USE SPACE AND UPGRADES TO EXISTING BUILDINGS AT JUNIPER ELEMENTARY SCHOOL BY MEANS OF A CONSTRUCTION MANAGER/GENERAL CONTRACTOR AND AUTHORIZING SELECTION BY REQUEST FOR PROPOSALS

WHEREAS, ORS Chapter 279A authorizes the Board of Directors for Bend-La Pine Schools to designate itself as the public contract review boards for the School District, and

WHEREAS, the Board of Directors of Administrative School District #1, Bend-La Pine Schools, has designated itself as the public contract review board for Bend-La Pine Schools, and in that capacity has authority to exempt certain contracts from the competitive bidding requirements of ORS Chapter 279C, and

WHEREAS, ORS 279C.335(2) provides for a process for exempting certain public improvement contracts from competitive bidding and Bend-La Pine Schools' Model Procurement Rules authorize the selection of a contractor through the CM/CG process as set forth in DJ-AR 49-0600, and

WHEREAS, the Board of Directors for Bend-La Pine Schools determines that the Juniper Elementary School Project should be constructed by a CM/GC.

The Board of Directors for Bend-La Pine Schools finds as follows:

1. The Board of Directors for Bend-La Pine Schools adopts the specific findings of fact set forth above.
2. The exemption of the CM/GC contract from competitive bidding will promote competition and will not encourage favoritism because the CM/GC will be chosen by the request for proposals process, and the major portion of the construction work will be performed by subcontractors chosen by competitive bidding.
3. The exemption of the CM/GC contract from competitive bidding will result in substantial cost savings to Bend-La Pine Schools, for the reasons set forth in the findings above.
4. The exemption of the CM/GC contract also appears to be in the best interest of Bend-La Pine Schools in that the use of the CM/GC process will permit Bend-La Pine Schools to complete the construction within a GMP and within a reasonable time with minimum redesign effort.

NOW, THEREFORE, the Board of Directors for Bend-La Pine Schools resolves as follows:

The contract for construction of a new instructional multi-use space and upgrades to existing buildings at Juniper Elementary School (Project) by a Construction Manager/General Contractor for a Guaranteed Maximum Price is exempted from competitive bidding, and the Construction Manager/General Contractor shall be selected by the Request for Proposal method in accordance with the School District's Model Procurement Rules, DJ-AR 49-0650, and the process described in the above findings.

Adopted this _____ day of _____, 2019

Signed:

Co-Chair

Co-Chair

Board Secretary

**FINDINGS OF FACT FOR THE USE OF
THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC)**

Before the Administrative School District #1, Bend-La Pine Schools Board of Directors

Administrative School District #1)	Findings of Fact
For the)	Conclusion of Law
Gymnasium addition and Building D Remodel)	
Juniper Elementary School)	

SITUATION

On May 16, 2017, the voters of Administrative School District #1 – Bend-La Pine Schools approved a \$268,300,000 bond levy of which \$3,973,584 was set aside for the design and construction of a new instructional multi-use space and upgrades to existing buildings at Juniper Elementary School. The new multi-use space will be constructed on the campus during the school year and the remodel to the existing buildings will be completed during the school's summer break. The remodel is extensive, including: flooring, casework, lighting, classroom A/V, and accessibility improvements. This extensive remodel must be completed during the short time period when school is out of session for the summer. The new building will be constructed during the school year and there will be complex coordination of construction equipment and materials while students and staff are present. Due to the schedule limitations during summer construction, complexity of construction, the on-site occupation of the new building by students and staff during construction, and the critical timing of construction to meet the delivery schedule, the Facility Development Office is recommending that the School District use the Construction Manager/General Contractor (CM/GC) with a Guaranteed Maximum Price (GMP) construction delivery method. The use of this delivery method requires a specific exemption from the standard competitive bid process for a general contractor that allows the use of this alternative contracting method be granted by the Board.

The guiding applicable statutes are: ORS 279C.300 which requires, with certain exceptions, that all public improvement contracts be based on competitive bidding and, under ORS 279C.375, be awarded to the lowest responsive and responsible bidder. ORS 279A.050 and ORS 279A.060 permit the Board of Directors of the School District to act as the public contract review authority and to grant, under certain conditions, specific exemptions from the requirement for competitive bidding pursuant to ORS 279C.335(2) and ORS 279C.330. The Bend La Pine Public Schools Model Procurement Rules, adopted October 28, 2008, allow for alternative contracting methods, DJ-AR 49-0600.

FINDINGS OF FACT

The School District makes the following findings regarding use of the CM/GC alternative contracting method for the above-referenced public improvement contract:

FINDING #1 – CM/GC WILL NOT DIMINISH COMPETITION NOR ENCOURAGE FAVORITISM

Finding: It is unlikely that the use of the CM/GC alternative contracting method will encourage favoritism, or substantially diminish competition, in the awarding of this public improvement contract.

FINDING #2 – CM/GC WILL RESULT IN SUBSTANTIAL COST SAVINGS

Finding: Use of the CM/GC alternative contracting method will result in substantial cost savings to the School District.

Information regarding the following was considered in justification of the School District's conclusion in reaching these findings:

1. Operational, Budget and Financial Data

Operational Data:

The CM/GC will be selected through a competitive process in accordance with a Request for Proposals (RFP) process authorized by the Board of Directors, DJ-AR 49-0420(2) and 49-0650. Competition will not be inhibited nor will favoritism be encouraged.

- A. SOLICITATION PROCESS: Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least twice in the Daily Journal of Commerce.
- B. FULL DISCLOSURE: To ensure full disclosure of all information, the RFP solicitation package will include:
 - 1. Detailed Description of the Project
 - 2. Contractual Terms & Conditions
 - 3. Selection Process
 - 4. Evaluation Criteria
 - 5. Role of Evaluation Committee
 - 6. Provisions for Comments
 - 7. Complaint Process and Remedies Available
- C. SELECTION PROCESS: Other highlights of the selection process will include:
 - 1. A pre-proposal vendor conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.
 - 2. Sealed proposals will be submitted to the Main Office Receptionist at the Education Center, 520 NW Wall St., Bend, Oregon, and opened publicly at the time specified in the advertisement
 - 3. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
 - a. Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.
 - b. Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
 - c. Proposals will be independently scored by the voting members of the Selection Committee. Scores will then be combined and assigned to the proposals.
 - d. If the Selection Committee chooses to conduct interviews, the Selection Committee will convene to select a group of finalists from the highest-scoring proposers for formal interviews.
 - e. The Selection Committee will conduct the interviews.
 - f. The Selection Committee will use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Selection Committee will rank the proposers.
 - g. The Facilities Development Office will negotiate a contract for Phase 1 (pre-construction services) with the top-ranked firm. If an agreement cannot be reached, the School District will have the option to enter into an agreement with the second-ranked firm, and so forth, or cancel the solicitation.
 - h. A guaranteed maximum price (GMP) will be negotiated after the 100% Design Development phase and before the 100% Construction Documents design phase of the Project. The GMP will be present to the School District Board of Directors for approval.

4. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the office of Facilities Development. Any questions or concerns about the selection process will be subject to the requirements of the School District's Model Procurement Rules, DJ-AR 49-0450, must be in writing, and must be delivered to the School Districts' Deputy Superintendent within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.

Budget and Financial Data:

The contract achieved through the CM/GC process will require the CM/GC to use an open competitive selection process to bid all components of the job. The CM/GC's overhead and fee makes up 10-15% of the total cost, and will be evaluated as one of the scoring criteria. Overhead, which includes supervision, bonding, insurance, and mobilization, must be within the industry standard range of approximately 10%. The CM/GC's fee must be within the industry standard range of 3-5%. Since these amounts will be scored as part of the competitive RFP process, the entire dollar value of the project will be awarded through open competitive processes, at either the general contractor or subcontractor level. The CM/GC process provides these additional benefits:

- (a) FEWER CHANGE ORDERS: When the CM/GC participates in the design process, fewer change orders occur during project construction. This is due to the CM/GC's better understanding of the owner's needs and the architect's design intent. As a result, the project is more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of project management for both the School District and the contractor. This project will involve a complex interior remodel to the existing building, including but not limited to updates to: flooring, casework, lighting, classroom A/V, and accessibility, as well as construction of a new multi-use space. The use of a CM/GC will allow for early procurement of materials, improved cost-estimating, logistics coordination, and should reduce the overall quantity of change orders due to unforeseen circumstances. Prior to construction the CM/GC will assist the design team in developing the schedule, cost estimate, and select materials.
- (b) GMP CHANGE ORDERS COST LESS: The reduced number of CM/GC change orders discussed above are processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% markup on construction change orders. The GMP method applies a lower predetermined markup. The experience of the School District has been that the markup is in the range of 3-5%.
- (c) SAVINGS: Under the GMP method the School District will enjoy the full savings if actual costs are below the GMP. When the CM/GC completes the project, any savings between the GMP and the actual cost accrue to the School District.
- (d) CONTRACTOR'S FEE IS LESS: Contracts with CM/GC's are designed to create a better working relationship with the contractor. As a result, the overhead and profit fee is generally in the 3-5% range, and contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.

2. Public Benefits

Early selection of the CM/GC creates more informed, better quality decision making by the project construction team. A more efficient construction team saves the District money and provides other public benefits. The CM/GC method will reduce financial risk to the School District. Reduced risk provides a significant value and potential savings.

THE CM/GC CONTRACTING METHOD ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS: The CM/GC will be able to obtain a complete understanding of the School District's needs, the

architect's design intent, the scope of the project, and the operational needs of the students, teachers, and administration of the school by participating in the design development phase. With the CM/GC participating in this phase they will be able to offer suggestions for improvements and make suggestions that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price to be paid by the School District for constructing the project.

3. Value Engineering

The CM/GC process offers a unique opportunity for value engineering that is not possible through the design-bid-build process.

- A. VALUE ENGINEERING AND CM/GC PARTICIPATION IN THE DESIGN PROCESS: An essential part of each construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner's budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the project.
- B. VALUE ENGINEERING WITH THE DESIGN-BID-BUILD PROCESS: If the School District were to utilize the design-bid-build method the contractor would not participate in this evaluation, hence, value engineering would be conducted without the benefit of:
 - The ability to set the schedule;
 - The ability to sequence work; and
 - Commitment from the contractor to implement the design within the schedule and budget.

Through integrated participation, a project scope and design evolve that has greater value for the owner, and is not likely to be the same project created by the design-bid-build method.

4. Specialized Expertise Required

The construction project is highly complex because it involves construction on an existing school site while the building is in use. Use of a CM/GC in conjunction with the team approach will result in a better coordinated project, speed completion, and minimize disruption to operations. The CM/GC: guarantees the maximum price to complete the project; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final project design within the GMP; and participates as an essential member of the project design and construction team. Several benefits of participation by the CM/GC on this project will be realized: developing the design documents to reflect the best work plan that accommodates both the School District and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area on the school campus; the most cost effective route through campus and buildings for the various utilities; and help with adjusting the work plan when the needs change along the way.

5. Public Safety

Because the site is in use during the construction process, safety is of critical importance. By being involved in all phases of the project, including the design and construction, understanding the geotechnical challenges of the site, and knowing the scope and technical complexity of the project, the CM/GC will be able to provide a safe environment for the students, teachers, and school administration throughout the entire project.

6. Market Conditions

The School District's ability to accurately estimate the cost of this project is complicated by the multitude of construction market conditions that exist today in Oregon (e.g., competition of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, etc.), as well as the difficulty in establishing the best work sequence. Because the project has a limited budget, it is essential to reduce the risk of cost overruns.

7. Technical Complexity

A CM/GC is necessary to manage the complex design and construction of this project, as well as the on-site occupation of the building by students and staff and the critical timing of construction to meet delivery schedules. The construction of the addition is anticipated to commence in spring of 2020 and will be complete in fall 2020. The remodel may begin at the same time depending on the logistics and impact to the operation of the facilities and will be complete in August 2020. In working with a CM/GC and staff the schedule for the remodel work can be determined to minimize the impact to the operation of the school and still meet the anticipated completion date.

8. Funding Sources

The School District's voters approved a \$268,000,000 bond levy of which \$3,973,584 was set aside for the design and construction of a new instructional multi-use space and upgrades to existing buildings at Juniper Elementary School.

CONCLUSIONS OF LAW

Use of the CM/GC process for the Juniper Elementary School Project complies with the criteria outlined in ORS 279C.335(2), including the factors in ORS 279C.330:

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition. The selection process will be fair and open to all interested proposers as established within above findings.
2. The exemption will result in substantial cost savings to the School District. Also, value will be added to the project that could not otherwise be obtained.



ACTION ITEM

Resolution 1891 : CM/GC Contracting Method for Thompson Elementary School

PRESENTED BY: Mike Tiller, Executive Director of Facilities

EXECUTIVE SUMMARY:

Project: Thompson Elementary School architectural upgrades, seismic upgrades, and new roof.

Public Notice: Per ORS 279C a notice was published in the Daily Journal of Commerce on August 28th and 30th to hold a public hearing on the draft findings and exemptions from competitive bidding requirements. Any interested person may appear and comment.

Situation: The Thompson Elementary project is complex and the schedule is very short. The remodel is extensive including casework, windows, lighting, seismic upgrades, ADA improvements, flooring, and a new roof. The CM/GC process will allow us to complete the work in a safe and timely manner.

Solicitation Process: On August 28th and 30th, a Request for Proposals for CM/GC services was published in the Daily Journal of Commerce and the district website. Proposals are due September 17th and will be evaluated using the board approved RFP process.

ADMINISTRATIVE RECOMMENDATION:

Board members are asked to review these Findings, Conclusions, and Proposed Resolution, ask questions, take public comments, and provide input at the September 10, 2019 School Board Meeting. Board action on this proposal is recommended. Due to the complicated nature of the project, critical timing, and schedule, staff recommends approval Resolution 1891 for the use of the CM/GC Contracting Method.

RECOMMENDED MOTION:

I move to approve Resolution 1891 as presented.

Administrative School District No. 1
Bend-La Pine Schools

Resolution 1891

GRANTING BIDDING EXEMPTION, AUTHORIZING CONSTRUCTION OF THE INTERIOR REMODEL, ROOF REPLACEMENT, AND SEISMIC UPGRADE AT THOMPSON ELEMENTARY SCHOOL BY MEANS OF A CONSTRUCTION MANAGER/GENERAL CONTRACTOR AND AUTHORIZING SELECTION BY REQUEST FOR PROPOSALS

WHEREAS, ORS Chapter 279A authorizes the Board of Directors for Bend-La Pine Schools to designate itself as the public contract review boards for the School District, and

WHEREAS, the Board of Directors of Administrative School District #1, Bend-La Pine Schools, has designated itself as the public contract review board for Bend-La Pine Schools, and in that capacity has authority to exempt certain contracts from the competitive bidding requirements of ORS Chapter 279C, and

WHEREAS, ORS 279C.335(2) provides for a process for exempting certain public improvement contracts from competitive bidding and Bend-La Pine Schools' Model Procurement Rules authorize the selection of a contractor through the CM/CG process as set forth in DJ-AR 49-0600, and

WHEREAS, the Board of Directors for Bend-La Pine Schools determines that the Thompson Elementary Project should be constructed by a CM/GC.

The Board of Directors for Bend-La Pine Schools finds as follows:

1. The Board of Directors for Bend-La Pine Schools adopts the specific findings of fact set forth above.
2. The exemption of the CM/GC contract from competitive bidding will promote competition and will not encourage favoritism because the CM/GC will be chosen by the request for proposals process, and the major portion of the construction work will be performed by subcontractors chosen by competitive bidding.
3. The exemption of the CM/GC contract from competitive bidding will result in substantial cost savings to Bend-La Pine Schools, for the reasons set forth in the findings above.
4. The exemption of the CM/GC contract also appears to be in the best interest of Bend-La Pine Schools in that the use of the CM/GC process will permit Bend-La Pine Schools to complete the construction within a GMP and within a reasonable time with minimum redesign effort.

NOW, THEREFORE, the Board of Directors for Bend-La Pine Schools resolves as follows:

The contract for construction of the interior remodel, roof replacement, and seismic upgrade at Thompson Elementary School (Project) by a Construction Manager/General Contractor for a Guaranteed Maximum Price is exempted from competitive bidding, and the Construction Manager/General Contractor shall be selected by the Request for Proposal method in accordance with the School District's Model Procurement Rules, DJ-AR 49-0650, and the process described in the above findings.

Adopted this _____ day of _____, 2019

Signed:

Co-Chair

Co-Chair

Board Secretary

**FINDINGS OF FACT FOR THE USE OF
THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC)**

Before the Administrative School District #1, Bend-La Pine Schools Board of Directors

Administrative School District #1)	Findings of Fact
For the)	Conclusion of Law
Remodel, Roof Replacement and Seismic Upgrade)	
Thompson Elementary School)	

SITUATION

On May 16, 2017, the voters of Administrative School District #1 – Bend-La Pine Schools approved a \$268,000,000 bond levy of which \$3,600,411 was set aside for the design and construction of an interior remodel and roof replacement at Thompson Elementary School. On April 8, 2019 the state of Oregon awarded Administrative School District #1 – Bend-La Pine Schools \$1,428,177 for the design and construction of seismic rehabilitation at the historic Thompson Elementary School. The improvements will be constructed at the facility during the school's summer break. Due to the schedule limitations, complexity of construction, the constraints of the site, and the critical timing of construction to meet the delivery schedule, the Facility Development Office is recommending that the School District use the Construction Manager/General Contractor (CM/GC) with a Guaranteed Maximum Price (GMP) construction delivery method. The use of this delivery method requires a specific exemption from the standard competitive bid process for a general contractor that allows the use of this alternative contracting method be granted by the Board.

The guiding applicable statutes are: ORS 279C.300 which requires, with certain exceptions, that all public improvement contracts be based on competitive bidding and, under ORS 279C.375, be awarded to the lowest responsive and responsible bidder. ORS 279A.050 and ORS 279A.060 permit the Board of Directors of the School District to act as the public contract review authority and to grant, under certain conditions, specific exemptions from the requirement for competitive bidding pursuant to ORS 279C.335(2) and ORS 279C.330. The Bend-La Pine Schools Model Procurement Rules, adopted October 28, 2008, allow for alternative contracting methods, DJ-AR 49-0600.

FINDINGS OF FACT

The School District makes the following findings regarding use of the CM/GC alternative contracting method for the above-referenced public improvement contract:

FINDING #1 – CM/GC WILL NOT DIMINISH COMPETITION NOR ENCOURAGE FAVORITISM

Finding: It is unlikely that the use of the CM/GC alternative contracting method will encourage favoritism, or substantially diminish competition, in the awarding of this public improvement contract.

FINDING #2 – CM/GC WILL RESULT IN SUBSTANTIAL COST SAVINGS

Finding: Use of the CM/GC alternative contracting method will result in substantial cost savings to the School District.

Information regarding the following was considered in justification of the School District's conclusion in reaching these findings:

1. Operational, Budget and Financial Data

Operational Data:

The CM/GC will be selected through a competitive process in accordance with a Request for Proposals (RFP) process authorized by the Board of Directors, DJ-AR 49-0420(2) and 49-0650. Competition will not be inhibited nor will favoritism be encouraged.

- A. SOLICITATION PROCESS: Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least twice in the Daily Journal of Commerce.
- B. FULL DISCLOSURE: To ensure full disclosure of all information, the RFP solicitation package will include:
 - 1. Detailed Description of the Project
 - 2. Contractual Terms & Conditions
 - 3. Selection Process
 - 4. Evaluation Criteria
 - 5. Role of Evaluation Committee
 - 6. Provisions for Comments
 - 7. Complaint Process and Remedies Available
- C. SELECTION PROCESS: Other highlights of the selection process will include:
 - 1. A pre-proposal vendor conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.
 - 2. Sealed proposals will be submitted to the Main Reception Office at the Education Center at 520 NW Wall Street, Bend, Oregon and opened publicly at the time specified in the advertisement
 - 3. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
 - a. Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.
 - b. Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
 - c. Proposals will be independently scored by the voting members of the Selection Committee. Scores will then be combined and assigned to the proposals.
 - d. If the Selection Committee chooses to conduct interviews, the Selection Committee will convene to select a group of finalists from the highest-scoring proposers for formal interviews.
 - e. The Selection Committee will conduct the interviews.
 - f. The Selection Committee will use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Selection Committee will rank the proposers.
 - g. The Facilities Development Office will negotiate a contract for Phase 1 (pre-construction services) with the top-ranked firm. If an agreement cannot be reached, the School District will have the option to enter into an agreement with the second-ranked firm, and so forth, or cancel the solicitation.
 - h. A guaranteed maximum price (GMP) will be negotiated after the 100% Design Development phase and before the 100% Construction Documents design phase of the Project. The GMP will be present to the School District Board of Directors for approval.
 - 4. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the office of Facilities Development. A protest of the selection process will be subject to the requirements of the School District's Model Procurement Rules, DJ-AR 49-0450, must be in writing, and must be delivered to the School Districts' Deputy

Superintendent within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.

Budget and Financial Data:

The contract achieved through the CM/GC process will require the CM/GC to use an open competitive selection process to bid all components of the job. The CM/GC's overhead and fee makes up 10-15% of the total cost, and will be evaluated as one of the scoring criteria. Overhead, which includes supervision, bonding, insurance, and mobilization, must be within the industry standard range of approximately 10%. The CM/GC's fee must be within the industry standard range of 3-5%. Since these amounts will be scored as part of the competitive RFP process, the entire dollar value of the project will be awarded through open competitive processes, at either the general contractor or subcontractor level. The CM/GC process provides these additional benefits:

- (a) FEWER CHANGE ORDERS: When the CM/GC participates in the design process, fewer change orders occur during project construction. This is due to the CM/GC's better understanding of the owner's needs and the architect's design intent. As a result, the project is more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of project management for both the School District and the contractor. This project will involve a complex interior remodel to the existing building, including but not limited to updates to: flooring, casework, lighting, classroom A/V, and accessibility; a new roof; and major structural seismic upgrades. The use of a CM/GC will allow for early procurement of materials, improved cost-estimating, logistics coordination, and should reduce the overall quantity of change orders due to unforeseen circumstances. Prior to construction the CM/GC will assist the design team in developing the schedule, cost estimate, and select materials.
- (b) GMP CHANGE ORDERS COST LESS: The reduced number of CM/GC change orders discussed above are processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% markup on construction change orders. The GMP method applies a lower predetermined markup. The experience of the School District has been that the markup is in the range of 3-5%.
- (c) SAVINGS: Under the GMP method the School District will enjoy the full savings if actual costs are below the GMP. When the CM/GC completes the project, any savings between the GMP and the actual cost accrue to the School District.
- (d) CONTRACTOR'S FEE IS LESS: Contracts with CM/GC's are designed to create a better working relationship with the contractor. As a result, the overhead and profit fee is generally in the 3-5% range, and contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.

2. Public Benefits

Early selection of the CM/GC creates more informed, better quality decision making by the project construction team. A more efficient construction team saves the District money and provides other public benefits. The CM/GC method will reduce financial risk to the School District. Reduced risk provides a significant value and potential savings.

THE CM/GC CONTRACTING METHOD ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS: The CM/GC will be able to obtain a complete understanding of the School District's needs, the architect's design intent, the scope of the project, and the operational needs of the students, teachers, and administration of the school by participating in the design development phase. With the CM/GC participating in this phase they will be able to offer suggestions for improvements and make suggestions that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price to be paid by the School District for constructing the project.

3. Value Engineering

The CM/GC process offers a unique opportunity for value engineering that is not possible through the design-bid-build process.

- A. VALUE ENGINEERING AND CM/GC PARTICIPATION IN THE DESIGN PROCESS: An essential part of each construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner's budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the project.
- B. VALUE ENGINEERING WITH THE DESIGN-BID-BUILD PROCESS: If the School District were to utilize the design-bid-build method the contractor would not participate in this evaluation, hence, value engineering would be conducted without the benefit of:
 - The ability to set the schedule;
 - The ability to sequence work; and
 - Commitment from the contractor to implement the design within the allotted schedule and budget.

Through integrated participation, a project scope and design evolve that has greater value for the owner, and is not likely to be the same project created by the design-bid-build method.

4. Specialized Expertise Required

Use of a CM/GC in conjunction with the team approach will result in a better coordinated project, on-time completion, and fewer changes during construction. The CM/GC: guarantees the maximum price to complete the project; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final project design within the GMP; and participates as an essential member of the project design and construction team. Several benefits of participation by the CM/GC on this project will be realized: developing the design documents to reflect the best work plan that accommodates both the School District and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area on the school campus; the most cost effective route through campus and buildings for the various utilities; and help with adjusting the work plan when the needs change along the way.

5. Public Safety

The construction site is located in a dense, congested neighborhood, and although the site is fenced, access and parking are limited. Involving the CM/GC early in the Project, including the design and construction phases, the CM/GC will be able to understand these constraints, plan staging, deliveries, and parking, and ultimately maintain a safe environment for their employees, subcontractors, and the public throughout the Project.

6. Market Conditions

The School District's ability to accurately estimate the cost of the Project is complicated by the multitude of construction market conditions that exist today (e.g., competition of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, etc.), as well as the difficulty in establishing the best work sequence. Because the project has a limited budget, it is essential to reduce the risk of cost overruns.

7. Technical Complexity

A CM/GC will assist with the technical complexities of design and construction of the Project and the critical timing of construction to meet delivery schedules.

Construction will begin in June 2020 and will be complete in August 2020.

8. Funding Sources

The School District's voters approved a \$268,000,000 bond levy of which \$3,600,411 was set aside for the design and construction of an interior remodel and roof replacement at Thompson Elementary School. The state of Oregon awarded Administrative School District #1 – Bend-La Pine Schools \$1,428,177 for the design and construction of seismic rehabilitation at Thompson Elementary School.

CONCLUSIONS OF LAW

Use of the CM/GC process for the Thompson Elementary School Project complies with the criteria outlined in ORS 279C.335(2), including the factors in ORS 279C.330:

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition. The selection process will be fair and open to all interested proposers as established within above findings.
2. The exemption will result in substantial cost savings to the School District. Also, value will be added to the project that could not otherwise be obtained.

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

Executive Limitation 1 – Global Executive Restraint
September 10, 2019

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 cause or allow any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, imprudent, or in violation of commonly accepted business and professional ethic and practices, collective bargaining agreements, and Board policy.

Evidence of Compliance:

The District continues to comply with all legal requirements for fiscal management and accountability of its resources at the district level and with all state financial requirements. The district also complies with all legal requirements for financial management and accountability of its resources at the building level. Internal audits and controls are conducted and reviewed in all buildings and departments annually. No major problems have been identified and minor corrections were implemented as appropriate. Both internal and external independent audits verify that actions are appropriate, lawful and prudent.

During the 2015-16 school year, the Board of Directors for Bend-La Pine Schools hired PlanB Consultancy Inc. (PlanB), in conjunction with Talbot, Korvola & Warwick, LLP (TKW) to provide an independent evaluation of two of the District's capital construction projects; the construction of Pacific Crest Middle School and the addition and remodel of Bend Senior High. The review found that industry practices appeared to be largely applied and in 2017-18 the District continued to strengthen its capital construction practices by implementing recommendations from PlanB. During the 2017-18 school year, Plan B continued their evaluation work and reviewed the two major capital projects funded through the 2017 Bond: the new high school and the Pilot Butte Middle School remodel. As seen in the report provided to the Board in June 2018; the District Facilities team is managing the two projects in accordance with best practices. PlanB recommendations included continuing to build and maintain positive working relationships with those in the construction industry and suggestions of increasing the level of pre-project planning.

Supervision of staff continues to be conducted by the Human Resources Department and Offices of School Support and Design. Protocols are in place, along with training and support offered through the Human Resources Department in the prevention, investigation and remediation of unacceptable staff conduct. All known concerns related to employee conduct are addressed in accordance with timelines established by policy or law. Complaints and grievances are also addressed in a manner stated in policy and/or collective bargaining agreements.

The district continues to maintain positive working relationships with both BEA and OSEA leaders. The Superintendent, Deputy Superintendent and Human Resources Department Supervisors work together throughout the year to ensure matters pertaining to BEA and OSEA members are dealt with in compliance with legal and contract language.

The District continues to review and ensure legal compliance and accurate reflections of district practice with state and federal laws, Oregon Administrative Rules, Administrative Policies and Administrative Regulations. The work is ongoing, as new policy guidance emerges, laws change and issues arise. The district presents quarterly reports to the board providing detail on policy and regulation work.

A comprehensive school safety program and protocols are in place and continue to improve. Mental and behavior health, bullying prevention, wellness, risk screening, safe and secure facilities, visitor and volunteer management systems, regional partnerships, increased staffing and extensive staff training opportunities help to support a healthy and safe learning and working environment.

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

Executive Limitation 2 – Emergency Superintendent Succession
September 10, 2019

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

In order to protect the Board from sudden loss of Superintendent services, the Superintendent shall not allow a situation where at least one other administrator is not familiar with Board and Superintendent issues and processes. The Superintendent shall not fail to:

- 1. Appoint a successor in the advent the Superintendent is not capable of carrying out duties on a short term basis due to an emergency.**

Evidence of Compliance:

The Superintendent has assured that Deputy Superintendent, Jay Mathisen; Assistant Superintendent / Chief of Staff, Lora Nordquist; and Chief Operations and Fiscal Officer, Brad Henry are familiar with and capable of assuming the responsibilities of the Superintendent on an emergency basis if the need should arise. These individuals are present at all crucial meetings, including Board meetings and are informed on key district issues.

- 2. Inform the Board and/or the Board Chair of any planned absence from the district.**

Evidence of Compliance:

Through weekly board leadership meetings and email communication, the superintendent notifies board members of all planned absences and provided points of contact during his absence.

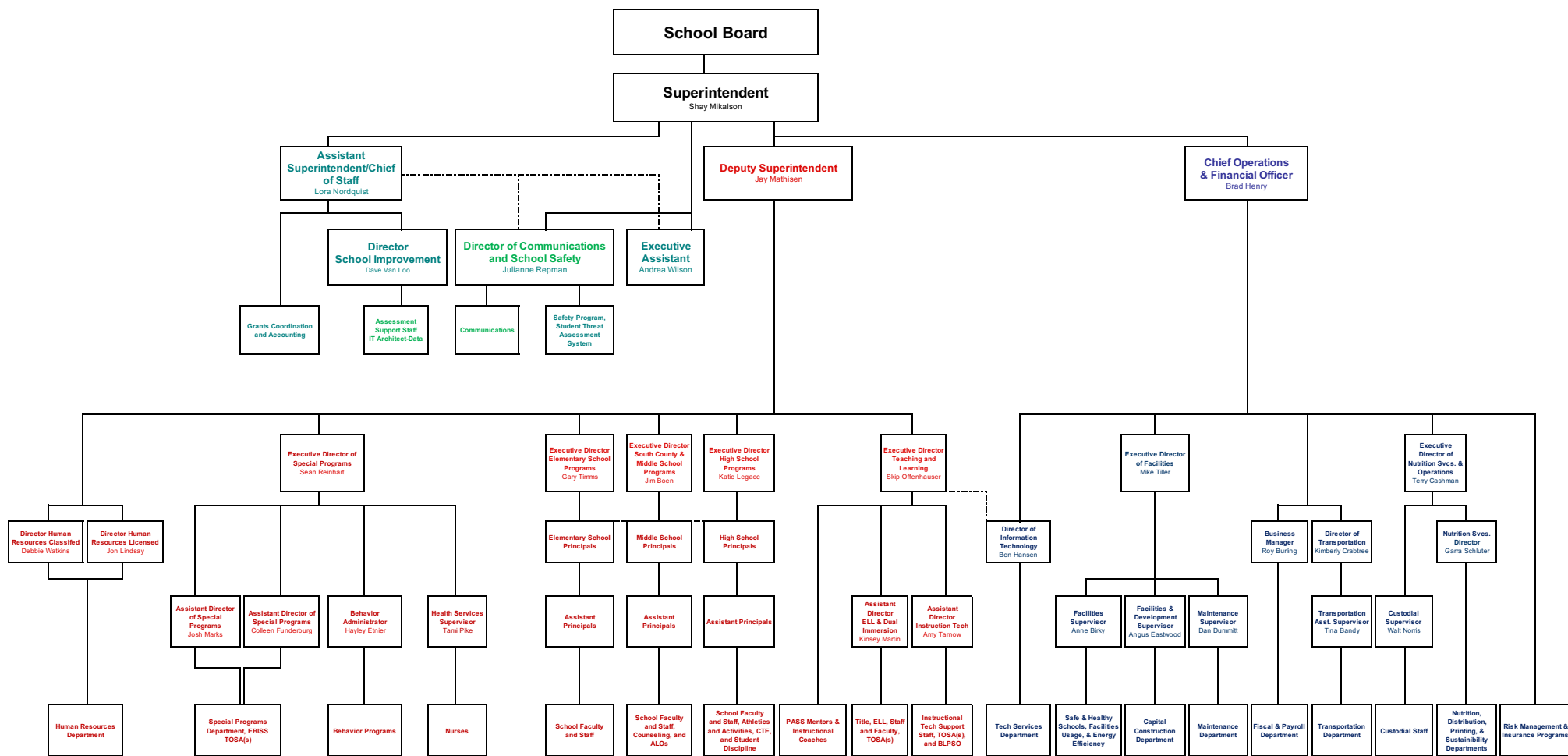
- 3. Be available by electronic communication whenever absent from the district or appoint an acting successor.**

Evidence of Compliance:

The Superintendent checks emails regularly when away from the office, often responding within the same day. Use of cell phone and traveling with a laptop has ensured electronic communication can occur.

Addendum:

Please see attached 2019-20 district organizational chart.





REPORT: 2019 Compliance Report for Executive Limitation 3 – Treatment of Students, Parents / Guardians and the Public

PRESENTED BY: Jay Mathisen, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2018-19

- The district continues to increase numbers of staff who have participated in training focused on race and equity. As of August, 2019, approximately 32 staff have participated in the week-long Coaching for Educational Equity (CFEE) training and another 145 staff members have participated in a two-day Taking It Up (TIU) training.
- The district continued refining its emergency translation process, ensuring these messages are immediately translated into Spanish; introduced a Spanish-language Facebook page; and increased the number of Spanish-language events, including welcome back nights, curriculum nights, college information nights, and sports sign ups.
- The district completed processes leading to recommendations for changes in school start times and elementary attendance areas. Both processes included broader voice from groups in the communities we serve than in past processes. Both processes also delivered timely recommendations that provided ample time for communications about the changes to students and families.

Priorities for 2019-20

- The district will complete a secondary attendance area review and recommendation process by mid-winter, 2020. The opening of a new large high school in southeast Bend in the fall of 2021 is driving this review process, which will create significant changes to the current three high school attendance areas in the Bend area. Middle school attendance areas will also be impacted. The district will continue to improve its efforts to bring diverse voices and experiences to the community team that will bring a recommendation to the Superintendent.
- The district will complete its first-ever Excellence and Equity Review process in the 2019-20 year. Drawing from student achievement and growth data, a diverse set of focus groups with special attention given to the voices and experiences of underserved students and their families, a survey open to the larger public, and multiple listening mechanisms with staff, the district will be informed of areas of need and determine the best use of resources to meet those needs.
- The district will submit a first-ever Student Success Plan in the spring of 2020 that will align the needs of the district with the resources being provided as a result of the Student Success Act. The plan will align with direction given by legislation and the Department of Education as we seek to invest new resources wisely to ensure the success of all students.

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

Executive Limitation 3 – Treatment of Students, Parents / Guardians and the Public
September 10, 2019

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

With respect to interactions with all stakeholders (students, parents/guardians, and the public), the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy. Accordingly, the Superintendent shall not:

- 1. Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:**
 - a. Open, honest and effective communication in all written and interpersonal interaction. This includes providing communication in other languages as needed.**
 - b. Respect for others and their opinions.**
 - c. Focus on common organizational goals as expressed in Board policies.**

Evidence of compliance:

The district continually refines its communication with both internal and external stakeholders in ongoing efforts to both effectively hear stakeholders' voices and provide pro-active information.

One continuing challenge is effective communication with the district's linguistically diverse families. A primary focus has been Spanish-language support, because this is the preferred language of the vast majority of our non-English speaking families. In recent school years, the district has refined its emergency translation process, ensuring these messages are immediately translated into Spanish; introduced a Spanish-language Facebook page; and increased the number of Spanish-language events, including welcome back nights, curriculum nights, college information nights, and sports sign ups.

To support families whose native language is neither English nor Spanish, the district has continued to provide annual training to office staff on communication tools and strategies to support families, including the use of Google Translate. The district has also implemented a new Welcome Center protocol for linguistically diverse families, including comprehensive information about transportation, safety and mental health tools, choice programs/options, etc.

2. Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with any form of illegal discrimination.

Evidence of compliance:

District staff engages consistently with legal counsel in order to stay current around policies, regulations, case law and recommendations, such as those related to promoting discrimination-free environments. In addition, district leaders continue to attend applicable trainings and receive regular updates on legislative and other changes affecting employees' civil rights through the Office of Civil Rights, Oregon School Personnel Association, Confederation of Oregon School Administrators, and the Bureau of Labor and Industries, among other organizations.

All district staff is required to complete annual training each year that provides information and direction around guidelines related to discrimination-free environments.

The district's Title IX coordinator has updated noticing requirements to provide clarity around expectations and reporting processes related specifically to Title IX requirements and provisions. Ongoing training for all district staff on Title IX requirements occurs each school year.

3. Use methods of managing information that fail to protect confidential information

Evidence of compliance:

Bend-La Pine Schools' student data and information are considered confidential and are treated as such. Access to systems containing student data is given out on an as-needed basis. The largest, and most used, system is the Synergy Student Information System. Other systems (Google, etc.) contain student information, as well.

Explicit actions have been taken to protect student information within Bend-La Pine Schools. Examples include the following:

- Communication to staff that student information shall not be transmitted via insecure systems (email, etc.);
- The change of all BLS staff passwords to a 12-character password that must be changed (system enforced) at least every 12 months;
- Creation of a secure sending platform to transmit student information, so email can be avoided;
- Integration of most systems into the district's Active Directory platform, allowing for the management of user identities in one place, automatic access termination across systems, etc.;
- Adherence to [JOA-AP](#): Directory Information; which defines student record request limitations;
- Hardening of IT systems that contain student information, to the degree possible; and
- Thorough review of Apps requested by teachers via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).

The above, coupled with communication of best practice, diligence and awareness, helps to keep BLS student data and information safe. More detail regarding specific security systems can be found in Executive Limitation 9, Technology.

4. Fail to provide and communicate a process for the timely handling of complaints.

Evidence of compliance:

The district has streamlined and simplified the complaint process by combining a number of processes into two categories:

1. Complaints concerning discrimination, harassment (including sexual harassment), intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, sexual conduct with a student by a district employee and / or sexual violence ([AC-AP: Non-Discrimination](#) and [AC-AR: Discrimination Complaint Procedure](#)) ; or
2. Complaints concerning district practices, alleged violations of state or federal standards, or complaints against a district employee ([KL-AP: Public Complaints](#), [KLD-AP: Public Complaints about District Personnel](#) and [KL-AR: Public Complaints](#)).

Administrators have been trained in the use of both complaint forms, where to access, and how to process.

5. Fail to involve stakeholders in advisory capacity regarding district-level matters at the board's direction.

Evidence of compliance:

The District engages stakeholders on all important issues, including attendance area changes, sites and facilities, school start times, principal hires, and treatment of students, for example. Stakeholder engagement strategies include focus groups, public meetings, surveys, and stakeholder representation on committees.

6. Tolerate any behaviors or actions that hinder the academic performance or the well-being of students.

Evidence of compliance:

The following policies and regulations provide guidelines and provisions for promoting academic performance and well-being of students. Student, staff and public guidelines are noted below:

- [JG-AP](#) : Student Conduct and Discipline
- [EEACC-AP](#) : Student Conduct on School Buses
- [EEACC-AR](#) : Conduct on School Buses
- [JHFF-AP](#) : Reporting Requirements Regarding Sexual Conduct with Students
- [JHFF-AR](#) : Maintaining Appropriate Staff/Student Boundaries
- [KGB-AR](#) : Public Conduct on District Property

Addressing the growing mental health needs of our students remains one of our highest priorities in relation to school safety. Bend-La Pine Schools has a long tradition of implementing evidence-based social and emotional learning (SEL) programs like Positive Behavioral Interventions and Supports (PBIS). Additionally, schools have initiated many local efforts to teach and support SEL within their own learning communities. Now, we are beginning to understand the effects of trauma and adverse childhood experiences on student learning, behavior, and emotional well-being at all grade levels. By adding the trauma lens to our current efforts in PBIS and SEL programs, and doing so in a coherent and aligned K-12 model, Bend-La Pine Schools will be better able to meet the mental health needs of all students. The Culture of Care project is a systematic and process-driven effort to assist schools in adding a school-wide trauma informed lens within existing or emerging multi-tiered systems of support. The aim is not to duplicate existing efforts; it is to provide a framework that existing work and initiatives

can plug into. As part of a districtwide “culture of care” project, Dr. Rick Robinson provides ongoing training, coaching, and consultation to administrators and building teams. Bend-La Pine Schools is part of a regional effort to bring trauma-informed care to all schools in the region. The team has secured a large, multi-year grant from the Central Oregon Health Council to support these efforts.

All schools have staff trained in QPR (identification of and response to suicidal students).

Training on racism continues for staff. As of August, 2019, approximately 32 staff have participated in the week-long Coaching for Educational Equity (CFEE) training and another 145 staff members have participated in a two-day Taking It Up (TIU) training.

In addition to the above, with respect to interactions specifically with students and/or their families, the Superintendent shall not:

1. Fail to develop a comprehensive school safety program and protocols.

Evidence of compliance:

Of all significant district initiatives, school safety has been one of the top priorities. The district has launched, refined, and reviewed safety programs/protocols in numerous areas, including the following:

- SafeOregon Tip Line: The app is on the Ipads of all students, grades 6-12.
- Lines for Life: The district has been educating students and staff about this suicide-prevention method, run by teens who have been trained as listening resources.
- Visitor Management System is in place in all district schools.
- Background Investigation Bureau (BIB): The district has updated to this system for criminal background checks on all employee applicants and volunteers.
- Secure vestibules/fencing: The 2017 bond provided funding for improvements in fencing and the creation of secure vestibules in all schools. However, with heightened concerns about student safety, this work has been expedited. The vestibules are expected to be in place throughout the district by January, 2020.
- STAS (student threat assessment team): The district worked with the Safe Schools Alliance to establish this team and hired Misty Groom as a HDESD employee to lead the process. Her office is located in BLP’s Education Center.

2. Fail to invite student and parent/guardians evaluation (via survey) of their educational experience.

Evidence of compliance:

Beginning in the spring of 2019, all Bend-La Pine Schools’ students completed a resilience survey, required in all regional schools as part of the Culture of Care Project. While the survey includes questions about experiences outside of school, it also includes numerous items that provide insight into their educational experiences, as well. One benefit to this survey is that the data can be disaggregated by school, as well as by students’ demographic information.

As school leadership teams work annually to refine and update their school design plans, many use qualitative tools such as student/family surveys, focus groups and student shadowing as valuable data collection tools.

Beginning in Fall, 2019, the district will be conducting Excellence and Equity Reviews on a regular cycle. A significant part of the data collected for this review will include both surveys and focus groups of general stakeholders, and targeted focus groups for students and families from underserved populations.

3. Fail to provide options to help meet individual student needs and learning styles, including alternative programs.

Evidence of compliance:

The district has prioritized the development of more options for our high school students. In the fall of 2018, REALMS High School and Skyline High School opened their doors in shared leased space in Northeast Bend. Under the leadership of principals Roger White and Mike Franklin, respectively, the two schools have developed innovative programs and hired talented staff. Families and community members across the district have expressed great enthusiasm for these new options.

The district's high schools have added graduation coaches with Measure 98 funds. The work of our graduation coaches has two main elements. First, coaches lead multi-tiered systems of support (MTSS) work across their schools. This work places them in a leadership role alongside teachers, counselors, and administrators. The work is a systematic approach that seeks to align adult behaviors and school conditions to reach solutions for every learner. Second, coaches serve as mentors to students who are struggling to stay on track for graduation. Working strategically to build relationships that provide support and mentorship to students is the second critical element of graduation coaching.

To help address the district's need to better serve students with challenging behaviors, we partnered with the HSESD to open up a new alternative program for elementary students with significant social and emotional needs. "The Nest" serves a maximum of 18 students (1/2 day program) that meet tier 4 behavior criteria. Tier 4 behavior interventions require a different environment and programming than the traditional Behavior Resource Center (located at SRES/NSES/LPES). In addition, the district has created two additional behavior coach positions (for a total of four) and 2.6 FTE of skills trainers to support neighborhood schools in more effectively serving students with different levels of challenging behaviors.

4. Fail to encourage parent/guardian involvement.

Evidence of compliance:

In addition to the stakeholder involvement strategies listed in Section 1, Number 5 of this report, the District has continued to make more effective communication with our Latino families a priority, incorporating Latino Family Nights into the Board of Directors' community linkage meetings. The district also continues to support Juntos, a six-week program for parents to help them learn about post-high school options, advocate for their students' success, and gain skills to track their students' progress in school. Mountain View, Summit, and Bend Senior High Schools host programs, along with High Desert and Pilot Butte Middle Schools. Finally, the District has hired four Latino Family Liaisons, with responsibilities across the district to support Latino families in their access to schools, administrators, and teachers.

5. **Allow fundraising that imposes undue burden on students and their families.**

Evidence of compliance:

Policy [KI-AP](#): Public Solicitation in District Facilities, provides safeguards that prevent fundraising by non-school entities or fundraising for non-school activities from being conducted on campus during school hours. It also places significant limits on any outside fundraising contacts with students and staff.

Additions to secondary school athletic budgets have been made in the last several years with a goal of reducing fundraising efforts by schools for necessary equipment, officiating and travel costs.

Fundraising by schools is only to be conducted with approval from the school principal. This provides a principal with the ability to weigh the benefits and burdens of each effort.

Extra-curricular and co-curricular events that offer out-of-state travel opportunities, such as music performances or athletic camps and tournaments, require the superintendent's approval. Costs for such travel activities usually are high, and fundraising is often conducted. The approval process helps provide oversight.

6. **Fail to provide timely notice to parents/guardians and students about academic calendar changes.**

Evidence of compliance:

Bend-La Pine Schools release annual detailed calendars each spring for all area schools. The most current version of each of these calendars can be found on our [district website](#).

All current calendars are additionally provided in August each year through the *Family Handbook and Calendar* that gets mailed home to all students/families. The most current version can be found on our district website.

7. **Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.**

Evidence of compliance:

Within Synergy, our student information system, a parent communication feature, ParentVue, allows for real-time access to grades (secondary students only) and attendance data. While the district has not formally collected data on teachers' timeliness in updating grades in Synergy, principals and level supervisors have received little negative feedback from families, which may reflect generally prompt practices among most secondary teachers.

8. **Fail to protect students and parents/guardians who have voiced complaints from staff retaliation within the school environment.**

Evidence of compliance :

As stated previously, several administrative policies and administrative regulations have been consolidated into [AC-AP](#): Non-Discrimination.

AC-AP: Non-Discrimination clearly states that retaliation is prohibited when the initiation of a complaint in good faith about behavior that might violate the policy shall not adversely affect the the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of an employee complainant. There shall

also be no retaliation by the district against any person, who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry involving an alleged violation of this policy.

9. **Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgement. Policy shall not fail to include:**
- a. **A means of communicating discipline policy to all students annually;**
 - b. **Prohibition of illegal drugs (including marijuana), alcohol or tobacco products by students and adults on school property and at school-sponsored events;**
 - c. **Prohibition of weapons by students and adults on school property and at school-sponsored events in accordance with GBJ-AR (with exception pursuant to state law).**
 - d. **Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.**

Evidence of compliance:

Policy [JG-AP](#): Student Conduct & Discipline, includes language that addresses a-d as noted above.

Policy [EEACC-AP](#): Student Conduct on School Buses, and aligned regulation [EEACC-AR](#): Conduct on School Buses, include relevant language addressing the context of school-provided transportation.

The district provides a printed version of the [Family Handbook and Calendar](#) to all students/families at the start of each school year, or at the time of enrollment. It is also available on the district website. A section of the *Family Handbook and Calendar* serves as a Rights and Responsibilities Handbook for students and parents/guardians. Within this handbook school violations and disciplinary procedures are reviewed with reference to appropriate policy, regulation and/or procedure.

In addition to the *Family Handbook and Calendar*, schools annually provide parents and students with access to school expectations and guidelines for conduct. Such guidance is provided electronically and often in hard copy form. School staff invest time and instruction focused on school expectations with both start-of-school and mid-year reviews of handbooks, behavior expectations, etc. Ongoing school-wide systems such as PBIS and EBISS embed behavior expectations and corresponding instruction.

Addendum:

See linked documents above.



REPORT: 2019 Compliance Report for Executive Limitation 4 – Treatment of Staff

PRESENTED BY: Jay Mathisen, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2018-19

- The district continued to prioritize diversifying its workforce through a number of efforts including targeted recruiting notices, explicitly prioritizing the ability to speak a language other than English, continuing to pilot a “grow your own” pipeline to increase the number of native Spanish-speaking teachers, communicating growth data to administrators, and explicitly communicating the benefits of and value of hiring employees of color.
- Safety and emergency processes and measures continued to be areas of rapid development. The student tip line usage is a model for our state. Our first full year of work on the Culture of Care brought increased learning and improved practices in working with students navigating trauma. Efforts to enhance our drills and practices around emergency preparedness, such as reunification team and training, heightened the district’s readiness to respond in an emergency. Construction of secure vestibules continued on an accelerated timeline. Processes to update and maintain school and work center first aid kits were implemented. Further emergency training and bleed kits were installed in schools.
- The district leadership and employee groups worked together to advocate for increased funding and resources for students in our schools in the spring in a manner that did not disrupt the student academic calendar. The efforts to join together to advocate for funding were balanced with a respect for the needs of families and the learning of students.

Priorities for 2019-20

- The district will continue to learn and innovate around diversifying its workforce to increase the number of employees of color and the number of employees who speak languages other than English.
- The district will complete the construction of secure vestibules in schools in 2020. The district will continue to review and refine best practices in areas of safety and preparedness in ways that increase the capacity of staff to respond and meet the needs of students.
- The district will listen to staff voices as part of the Excellence and Equity Review and in the planning of how to invest Student Success Act (SSA) funding to enhance our ability to meet the needs of all students.

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

Executive Limitation 4 – Treatment of Staff
September 10, 2019

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

With respect to the treatment of staff, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, or in violation of Board policy. Accordingly, the Superintendent shall not:

- 1. Fail to make reasonable background inquiries or checks prior to hiring any paid personnel or utilizing school volunteers.**

Evidence of compliance:

The district has updated to the Background Investigation Bureau (BIB) system for criminal background checks on all employee applicants and volunteers. In addition, numerous policies are in place to comply with this EL and state laws:

[GCDA/GDDA-AR](#): Criminal Records Check / Fingerprinting, details criminal records and/or fingerprinting check requirements for employees, volunteers, student teachers and contract employees. Language includes discussion of timing, fees and termination resulting from records review results.

[CCB-AR](#): Administrative Hiring, details the steps required to check references and make site visits when engaged in hiring an administrator.

[KCA-AP](#): Volunteers in Schools, and [KCA-AR](#): School Volunteers / Criminal History Records Check, align to provide relevant guidance regarding background checks for volunteers.

- 2. Fail to use a well-defined system to recruit and select the most highly qualified and best-suited candidates for employment.**

Evidence of compliance:

The district helps to organize and participates in the annual Central Oregon Teacher Job Fair. That event continues to yield results in bringing numbers of talented educators to the region for individual interviews and contacts with our administrators. A strategically selected team from the district has attended a large job fair for educators in Portland with a focus on identifying teachers and specialists working in hard-to-fill areas and/or who are fluent in multiple languages.

The district continues to pilot a program that mitigates costs in a manner that allows the employee to pay the district back over three years for teacher pre-service programming. To be eligible, candidates must currently be district employees, seeking a license to teach or serve in another licensed position in an area or in a capacity that is deemed as hard to fill by Human Resources leadership.

The district holds Classified Employee Job Fairs once or twice each year. Those who attend are able to apply on site. Positions are filled in areas such as transportation, nutrition and custodial services as a result of these fairs. These fairs and other recruiting effort have helped increase the hiring of bus drivers that are sorely needed.

It remains a district priority to recruit and retain staff who represent the diversity of our student population.

Below are relevant policies and regulations that outline and provide guidance in the recruiting and hiring processes:

- [GCCA-AR](#): Announcement of Job Vacancies
- [GCCC-AR](#): Screening Applicants
- [GBA-AP](#): Equal Employment opportunity
- [GCCD-AR](#): Interviewing Candidates
- [GCI/GDI-AR](#): Notice of Employment
- [GCCE-AR](#): Assignment
- [GCCB-AR](#): Application of Employment
- [GBED-AR](#): Pre-Employment Medical Exam/Drug Testing
- [GC-AR](#): Conditions of Employment
- [GCA-AR](#): License Requirements - Staff
- [GCDA/GDDA-AR](#): Criminal Records Check/Fingerprinting
- [CCB-AR](#): Administrative Hiring

3. Operate without written personnel policies which:

- a. Provide for effective handling of complaints.**
- b. Protect against sexual harassment, retaliation, and a hostile environment.**
- c. Protect against illegal discrimination.**

Evidence of compliance:

An updated set of policies, seeking to streamline and simplify current policies, were created by legal counsel and sent for third party review. Training for administrators now includes those new policies and procedures. This set of policies includes each of the above-mentioned personnel policy topics. Below are relevant policies and regulations that provide guidance related to complaints and associated processes:

- [AC-AP](#): Non-Discrimination Policy
- [AC-AR](#): Discrimination Complaint/Grievance Procedure
- [IGBBE-AP](#): Complaints Regarding Talented and Gifted Program
- [KL-AP](#): Public Complaints
- [KL-AR](#): Public Complaints
- [KLD-AP](#): Public Complaints About District Personnel
- [JBAA/GBNA-AP](#): Sexual Harassment

- [JBAA/GBNA-AR](#): Sexual Harassment Complaints
- [JBA/GBN-AP](#): Harassment/Intimidation/Bullying/Cyberbullying
- [JBA/GBN-AR](#): Harassment/Intimidation/Bullying/Cyberbullying

4. Fail to prepare staff to deal with emergency situations.

Evidence of compliance:

Planning for updating all first aid kits in schools was completed and processes for regular restocking have been put in place. Similarly, bleed kits and connected training have been implemented, increasing a school's ability to respond to certain emergency situations.

Additional supervision has implemented near exterior doors during high traffic times in schools throughout the district. Active and passive supervision efforts have been increased.

Implementation of statewide tip lines have been helpful in identifying students who need support. Our SROs and administrators have been recognized as being a model district in the usage, notification, training and responses to those tip lines.

Safety drill protocols and schedules have been emphasized throughout the district, as staff is becoming increasingly vigilant in preparedness measures, in part brought on by the reported stories of school campus violence so prevalent around the nation.

Below are relevant policies and regulations that provide guidance in preparing staff for emergency situations:

- [EBBC-AR](#): Life-Sustaining Emergency Care
- [EBCD-AR](#): Emergency Closures
- [EBCB-AR](#): Emergency Drills
- [EBA-AR](#): Emergencies
- [EBBA-AR](#): First Aid
- [EBC/EBCA-AR](#): Communications Regarding Serious Incident
- [KN-AR](#): Relations with Law Enforcement Agencies

5. Fail to protect confidential information as required by law.

Evidence of compliance:

Student education record access is often an issue for discussion and decision during cases involving custody disputes, technology usage, and third-party information searches. Our staff continually reviews FERPA guidelines in the course of making decisions to protect student information as appropriate.

Staff and volunteer information continues to be closely guarded as is evidenced by decisions made regarding information search requests, technology usage and other.

Below are relevant policies and regulations that provide guidance regarding the confidentiality of a variety of information:

- [JO-AP](#): Education Records
- [JO-AR](#): Education Records Management
- [IGBAB-AP](#): Records of Students with Disabilities
- [IGBAB-AR](#): Records of Students with Disabilities

- [JNA-AR](#): Retention of Student Education Records, Grade Reports, Diploma
- [JOA-AP](#): Directory Information
- [JOB-AP](#): Personally Identifiable Information
- [EHAC-AR](#): Electronic Storage & Publishing on Web & Other Communication Media
- [GBLA-AR](#): Disclosure of Information
- [EHAE-AR](#): Use of Online Services & Collaborative Tools
- [KBC-AR](#): Media Relations
- [JRC-AR](#): Student Record Subpoena (Subpoena Duces Tecum)
- [JO-AR](#): Education Records Management
- [GBL-AR](#): Personnel Records
- [KBA-AR](#): Public Records & Public Records Request Form
- [KAB-AR](#): Parental Rights (Survey of Students)
- [EHAD-AR](#): District Web Services Guidelines
- [EHA-AR](#): Appropriate Uses of Technology

6. **Fail to establish policies and procedures to assure an organizational culture that aligns with the following values:**
- Open, honest and effective communication in all written and interpersonal interactions.**
 - Focus on common organizational goals as expressed in Ends Policies established by the Board.**
 - Commitment to the integrity and the positive image of the district, its leaders and staff.**
 - Recognition of outstanding work.**

Evidence of compliance:

Efforts to coordinate long-term strategic communications and to ensure timely “in-the-moment” communications continue to yield a high level of transparency throughout the district. Communications regarding the study of school start times, board community linkage meetings, and issue response communications are examples of that work.

Data related to the metrics established as the Board Ends shared and discussed internally, and publicly with the Board of Directors. Those ends continue to serve as clear indicators of the vision of moving from the impoverished view of education termed as “Student A” to the rich vision for student success in Bend-La Pine Schools known widely as “Student B.”

Below are relevant policies and regulations that provide guidance on matters of organizational culture as noted above in a-d:

- [KBC-AR](#): Media Relations
- [IFCA/CFA-AR](#): School Site Councils
- [Governance Policy](#): Purpose, Mission and Goals
- [Executive Limitation 8](#): Academic Program
- [Executive Limitation 4](#): Treatment of Staff
- [Executive Limitation 3](#): Treatment of Students, Parents/Guardians & the Public
- [CBC-AP](#): Evaluation of the Superintendent
- [CCG-AP](#): Administrative Evaluation
- [CCG-AR](#): Evaluation of Management Team

As a team of students, staff, parents, and community members, we are dedicated to all students' success.

- Spotlight on Success awards are presented each month by the Superintendent at regular monthly School Board meetings. The awards recognize business and community partners, volunteers, students, and staff, for their outstanding work and contributions to our school district and community.
- Each year the Bend-La Pine Schools honors staff members for their exceptional work and commitment to students as Excellence in Education award winners. A public event is held to honor all winners, with families and friends in attendance.

7. Fail to honor the terms of negotiated agreements with staff.

Evidence of compliance:

Both the district's classified and certified collective bargaining agreements (CBA's) spell out detailed grievance procedures to address any perceived failures on the part of the district to honor the CBA's. The low number of grievances filed reflects the positive and professional relationships between the district and the organizations.

8. Fail to invite board member participation in contract negotiations with all employee groups.

Evidence of compliance:

Members of the board are routinely invited to participate in both classified and certified contract negotiations, including the most recent bargaining processes in the spring of 2019.

Addendum:

See linked documents above.



REPORT: Attendance Boundary Process for Middle and High Schools

PRESENTED BY: Shay Mikalson, Superintendent

EXECUTIVE SUMMARY:

In August 2018, the district developed a two-phase Attendance Boundary Process to evaluate and establish attendance boundaries for all schools in the district. The process defined two phases of review: elementary only and middle and high school. Desired outcomes, parameters, timelines and process recommendations were set forth in the following summary.

With the assistance of an Attendance Boundary Review Committee, phase one of the two year process was facilitated by Kevin Gehrig, Brad Henry and Lora Nordquist. A recommendation was made by the committee in January 2019 to Superintendent Mikalson from which Mikalson announced the new elementary attendance boundaries in Spring 2019.

Chris Boyd, Brad Henry and Lora Nordquist will facilitate the middle and high school attendance boundary process. Phase two will use the same parameters, timelines, process, and Attendance Boundary Review Committee as phase one. A committee recommendation for middle and high school boundaries is anticipated for February 2020. Superintendent Mikalson will announce the new middle and high school boundaries following receipt of the committee's recommendations.

Bend-La Pine Schools
Attendance Boundary Process, 2018-19 & 2019-20

Phase One: Facilitated by Kevin Gehrig, Brad Henry and Lora Nordquist

Phase Two: Facilitated by Chris Boyd, Brad Henry and Lora Nordquist

Outcomes

- Develop recommendations to the superintendent for attendance boundaries at all school levels in two stages: 2018-19 (elementary only) and 2019-20 (middle and high school).
- Include in the recommendations strategies for implementation of new boundaries.

Parameters

Boundary recommendations shall include consideration of the following:

- Balanced enrollment
- Student safety
- Feeder school alignment
- Family and community connections
- Natural geographic, physical, and traffic boundaries
- Long-term district needs
- Socioeconomic balance
- Efficient, safe transportation, including safe walking routes
- Educational disruptions for students

Timelines

- Committee work and community forums for the elementary school boundary process will take place between October 2nd, 2018, and January 11th, 2019.
- The final recommendation for elementary school boundaries will be made to the superintendent by January 18th, 2019.
- Committee work and community forums for the middle and high school boundary process will take place between September, 2019, and February, 2020.
- The final recommendation for middle and high school boundaries will be made to the superintendent by February, 2020.

Recommended Process

- The superintendent will appoint a broad-based boundary recommendation committee, including representation from those affected by the boundaries under consideration.
- The committee will include parents, community members, staff members, and technical advisors.
- A staff resource group will meet between committee meetings to provide support to the committee and analyze proposals under consideration.
- The committee shall host at least two rounds of community forums for each phase of the process to gather community input and gain feedback on proposal options. In addition, the committee will use a variety of other communication tools to ensure broad-based feedback.

Bend-La Pine Schools
Secondary Attendance Area Review Process Timeline, 2019-20

- *September 3rd: Send letter to all current committee members to confirm their continued participation.*
- *September 10th: Confirmations due.*
- *September 13th: Publicize openings on the committee (if needed).*
- *September 23rd: Applications for committee openings due.*
- *September 25th: Determine new committee members and notify all applicants.*
- *October 1st: First committee meeting (all meetings will be scheduled 4:00-6:00 PM).*
- *October 15th: Committee meeting.*
- *November 12th: Committee meeting.*
- *November 19th: Committee meeting.*
- *Week of December 3rd: Community meetings/locations TBD.*
- *December 2nd-10th: Community survey open.*
- *December 17th: Committee meeting.*
- *January 7th: Committee meeting (if needed).*
- *January 21st: Community meetings/locations TBD (if needed).*
- *January 21st – 28th: Community survey open (if needed).*
- *February 4th: Committee meeting (if needed).*
- *February 14th: Recommendation due to the superintendent.*
- *By February 18th: Final decision by superintendent.*
- *By February 21st: Communication sent to all district families.*

Boundary Review Committee

Community Members

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

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

District Staff Members

Lisa Birk	Pacific Crest Middle / Mt. View High School
Joshua Boehme	Sky View Middle / Bend Senior High
Morgan Davis	Bend Senior High
Jay Etnier	Summit High School
Frank Hansen	Elk Meadow Elementary / Summit High School
Susie Heydon	Mt. View High School
Kinsey Martin	Ed Center / Bend Senior High
Dana Pedersen	Ensworth Elementary / Mt. View High School
Megan Silvey	La Pine Elementary / Bend Senior High
Nicole Stefano	Lava Ridge Elementary / Mt. View High School
Steven Wetherald	Bend Senior High

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

Facilitators (4)

Chris Boyd
Brad Henry
Jay Mathisen
Lora Nordquist

Technical Support

Shawn Hasse, IT
Tina Bandy, transportation



ACTION ITEM: 2019 OSBA Legislative Policy Committee Nomination

EXECUTIVE SUMMARY:

Nominations are now open for the 2019 OSBA election. Candidates for the OSBA Board of Directors and Legislative Policy Committee (LPC) must be nominated by official action of a board member within their region. Candidate nomination materials are due to OSBA no later than 5:00 p.m. on September 27, 2019.

Bend-La Pine Schools falls within the Central Region, 3, for all OSBA positions. In 2019, all even-numbered board positions plus board Position 1, 13 and 19 are up for election. All LPC positions are up for election.

OSBA LPC, Position 3, serving the Central Oregon region, is currently held by Jefferson County 509J School Board Member, Courtney Snead. Snead's term is set to end December 31, 2019.

School board members will receive ballots with all nominee information in mid-October and are asked to submit their vote no later than 5:00 p.m. on December 13, 2019.

RECOMMENDED MOTION:

I move to nominate _____ from _____ for the
OSBA Legislative Policy Committee, Central Region, Position 3.

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

TO: Kevin Cassidy, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 27, 2019.**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Kevin Cassidy:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy
Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on

(date)

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City: _____, Oregon ZIP: _____