

Bend-La Pine Schools
Bend, OR 97703
September 26, 2017

Regular Meeting 5:15 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on September 26, 2017 at 5:15 p.m. in the library at Three Rivers K-8 School. 56900 Enterprise Drive, Sunriver, OR 97707.

Agenda

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

Consent Agenda

Approval of Minutes – September 12, 2017 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen
Approval of Contracts: Deputy Superintendent, Assistant Superintendent and Chief Fiscal and Operations Officer	Chair High

Reports

EL 4 – Treatment of Staff	Superintendent Mikalson
EL 5 – Staff Compensation & Development	Superintendent Mikalson

Discussion

Small High School Options / Long-term Location	Superintendent Mikalson & Lora Nordquist
Board Ends	Chair High
Superintendent Evaluation	Peggy Kinkade
EL 3 – Treatment of Students, Parents / Guardians & the Public Scoring	Chair High
Board Adopted Schools	Vice Chair Craig

Action Items

Approval of Superintendent Mikalson's Contract	Chair High
Resolution 1861 : OSBA Nomination for Board of Directors, Position 3	Chair High
Resolution 1862 : OSBA Nomination for Legislative Policy Committee, Position 3	Chair High

Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

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

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

The Board of Directors for Bend-La Pine Schools met in a regular session on September 12, 2017 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR.

Board Members Present

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

Call to Order

The meeting was called to order at 6:03 p.m. by Chair High. The Pledge of Allegiance followed.

Review of Agenda

Chair High reviewed the agenda, there were no changes.

Public Input

There was no public input.

Superintendent Spotlight

Superintendent Mikalson noted the successful start of the school year and introduced Mike Tiller to provide an update on construction projects. Tiller said four modular buildings were installed this summer, which is equal to eight classrooms. There are two at Bend Senior High, one at Ponderosa Elementary and one at Buckingham Elementary. These are in addition to the two modular buildings at Lava Ridge Elementary and one at High Lakes Elementary.

The last of the 2103 bond projects are wrapping up with the Transportation Building, which should be completed in November. For the 2017 bond, architects have been hired for five projects:

- New high school: BBT Architects with the contracts still being negotiated
- New elementary school: BLRB Architects
- Lava Ridge Elementary secure vestibule area: BBT Architects
- Sky View Middle School secure vestibule area: BBT Architects
- Pilot Butte Middle School renovation: BLRB Architects

Tiller complimented the construction and facilities team for their work and is excited to get started.

Consent Agenda

Chair High confirmed that all new teachers listed have actually started in their classrooms; Mathisen answered yes.

Ron Gallinat moved to approve the Consent Agenda. Julie Craig seconded the motion. Unanimous approval.

Action Items

Ratification of Agreements: BLAST, Confidential & OSEA

Jay Mathisen noted the summary of provisions for the OSEA (Classified employees), BLAST (Administrative and Supervisor employees) and Confidential contracts. Similar to the BEA contract that was approved in June, these contracts are being updated to reflect the new language. Superintendent Mikalson recognized Robin Raiter, the new OSEA Chapter President and expressed his appreciation for her time and leadership during negotiations and looks forward to working together. He offered to answer any questions on the proposed contract language and ratification.

Peggy Kinkade asked about the parental leave eligibility noted and Mathisen said that the new age limits are in compliance with updated law.

Ron Gallinat commented that this is the first time since he's been on the board to have a 4-year agreement on language. He added, the negotiations with OSEA led to great conversations that will ultimately benefit students. He appreciated being able to work with staff and leadership during the negotiation process. Chair High thanked Gallinat for his time representing the Board during negotiations. Superintendent Mikalson agreed and also thanked Gallinat.

Mathisen said the BLAST and Confidential summaries are very similar to one another and to what BEA and OSEA groups agreed to. He added conversations with representatives from both groups went very well. Cheri Helt thanked Mathisen for his leadership and ability to truly listen during negotiations.

Chair High asked for three separate motions.

Ron Gallinat moved to approve the proposed BLAST contract language and ratification of the contract.

Peggy Kinkade seconded the motion. Unanimous approval.

Cheri Helt moved to approve the proposed Confidential contract language and ratification of the contract.

Peggy Kinkade seconded the motion. Unanimous approval.

Carrie Douglass moved to approve the proposed OSEA contract language and ratification of the contract.

Peggy Kinkade seconded the motion. Unanimous approval.

Reports

EL 3 – Treatment of Students, Parents / Guardians & the Public

Superintendent Mikalson reviewed the monitoring report in the board packet and noted the highlights from work done the past school year. He offered to answer any questions.

- Section 1, #1: Chair High asked how the district serves the 30+ languages that are spoken by students and families. Mikalson said we do have translators available through the High Desert ESD and many of our buildings now have staff members who are fluent in Spanish. For the languages that are not as common, the district uses technology, along with accessing translators around the state when necessary. The district is also improving in offering printed materials in both English and Spanish.
- Section 1, #3: Cheri Helt asked how the district stays up to date on the latest technology security measures. Skip Offenhauer explained the district contracts with Educational Framework to review all app requests and apps currently being used to ensure security and privacy measures are in place. Each app has a rating, 1-5, and if there is a concern with the app, Educational Framework provides specific reasoning. All apps must be rated a 3 or higher to be approved and the district just completed an audit of all apps being and has provided a full list of available apps to staff members.
- Section 2, #3: Carrie Douglass asked how a graduation coach and school counselor differ from one another. Mathisen explained that grad coaches will specifically focus their work with 9th and 10th graders who are considered off-track from graduation. As the position evolves, grad coaches may also work with 8th graders who need support as they come into high school. Grad coaches will have case-loads and will be working directly with students and their families and teachers on academic and social supports and working through any disciplinary issues to hopefully build a strong and meaningful connection that leads to graduation and success beyond high school.
- Section 2, #5: Discussion around athletic fundraising ensued and Kinkade commented that she would like to know what the real costs (basic, essential needs) are to run a high school sports program to see if what is provided through the district budget is adequate. Mikalson agreed it would be valuable information and said

he is currently working to understand all the layers of fundraising across the district. Chair High suggested adding fundraising to the budget sub-committee work that Rexford will be leading. Julie Craig commented she would like to also discuss how PTO/PTA organizations communicate and go about their fundraising efforts.

Enrollment & Funding Update

Enrollment

Brad Henry reviewed the current enrollment in comparison to projections. Projected growth was 320 students, and as of today we are 49 over projection with a total of 369 new students. Henry noted the comparisons from last year to current, that we are over projections at the elementary and middle levels and slightly under at the high school level. Desert Sky Montessori Charter has 101 students enrolled and Bend International School is at 189.

Peggy Kinkade asked about any additional FTE. Henry said that some FTE was added in August and we have also shifted a few FTE based on need, for example, shifting unused FTE from Ponderosa to Miller Elementary. Cheri Helt asked about the projections we use from Portland State and how they compare with our actual growth, noting the large increase at Pacific Crest Middle School and it being near capacity faster than anticipated. Henry said the increase and being close to capacity has more to do with boundaries, and feels the information provided from Portland State has historically, been extremely useful and allowed for fairly accurate planning across the district.

Measure 98 Funding

Jay Mathisen reviewed how the district has invested with Measure 98 dollars: graduation coaching, mental health support, CTE program additions and equipment, staffing support for language learners, student intervention staffing and some start up high school costs.

Mathisen explained the two start-up high schools, that will open in Fall of 2018 are being led by Alice DeWittie and Roger White. The district is working on leasing a facility where both schools will be located. DeWittie's school will focus on personalization and provide students with unique opportunities to study content and White's school will be an extension of the expeditionary learning program that REALMS middle school currently offers. The timing of Measure 98 funds has been wonderful to help support these two schools and ultimately addressing graduation rates.

Carrie Douglass asked about projected enrollment for the smaller high school options and when will the district have an idea of enrollment numbers, and is there a point, if not enough students are interested, where the district plans to make a decision not to move forward. Mathisen said the district typically starts to see enrollment projections in early spring and Mikalson said both schools will open and the district is committed to each program. He is confident there will be interest in both schools.

Discussion

Board Ends

Chair High introduced John Rexford and asked him to share about the process he is leading with the Ends subcommittee; Carrie Douglass, Cheri Helt and Stuart Young, to work on updating the Board Ends Policy. Rexford reviewed the updated draft and said the committee's goal is to have a final draft prepared for approval at the September 26 board meeting. Helt commented on the areas of assessments and the value in measurement, but due to the frequent changes in assessments the committee updated wording to allow for some flexibility.

Douglass explained the reasoning for adding the word 'successful' in the Future Ready goals. It is a vague term that the committee will work to define. The committee also looked to increase the types of measures for Future Ready as they do not want to limit what post-secondary success means.

Young thanked Rexford for leading the committee and feels the draft does a great job capturing their discussions. Young would like to continue to dive in deeper and have these goals continue to help guide the future of the district.

High asked that any comments or suggestions be sent to Rexford by next Monday. Mikalson thanked the committee for their work and appreciates how these goals provide a direction for staff and the district.

Superintendent Evaluation

Peggy Kinkade reviewed the Recommended Superintendent Performance Pay Scoring Scale at each board members seat. She noted the frustrations with the current superintendent evaluation, specifically with the enormous amount of data the Board was trying to score. Discussions on how to score and what scores mean have led her to create this document as an effort to develop a more systematic evaluation process. Cheri Helt said she is supportive of the concept presented and suggested the Board continue to look at Ends 1 and 2 as the amount of data is still extremely large. She suggested the Board consider a few key indicators that have proven merit. Kinkade agreed and will follow up with Mikalson.

Kinkade shared her thoughts, in an effort to make Executive Limitation monitoring more meaningful, on the need for the Board to evaluate and/or respond to Executive Limitation reports. She shared an example of how the Board might score each report, a scoring scale, and suggested the Board consider having a discussion and time to score EL 3 at the September 26 meeting.

Another element to the revised evaluation includes a measurement of four personal qualities. With each area now clearly defined: data responding to the Board Ends, limitation monitoring reports and personal qualities she is hopeful the evaluation process will provide both subjective and objective measures for the Superintendent.

Superintendent Contract

Peggy Kinkade noted the most recent draft of the Superintendent contract at each board members seat. She highlighted the updates in salary, enhanced benefits and termination without cause payout language. Kinkade asked Board members to review and send her feedback. Her plan is to have a final draft prepared for the September 26 meeting.

Stuart Young asked if Superintendent Mikalson was part of recent contract conversations. Mikalson answered yes, and thanked Kinkade for her work and efforts to consolidate from the previous discussion and create a well-rounded evaluation. Cheri Helt suggested including the prior year's Executive Limitation report as part of the board packet to compare with the current report since they are going to be considered in the evaluation. Chair High said he would work with Mikalson to decide how best to present the information in future Executive Limitation reports.

Board Adopted Schools

Chair High opened the discussion of how the Board would like to move forward in regards to adopting schools noting a few different strategies over past years. Peggy Kinkade would like to define what it really means to adopt a school as part of this process. Cheri Helt said she would like to go back to the adopted schools aligning to each board member zone. Carrie Douglass agreed and questioned the need to double up at the secondary level, if it makes for too many schools to visit and be a part of. Julie Craig offered to re-divide the schools and will bring it to the September 26 meeting. She asked board members to let her know if there are specific schools they would like to adopt.

Board Comments

Stuart Young shared he has received unsolicited feedback about the district; the feedback is positive, people are enthusiastic and excited about schools in Bend-La Pine.

Peggy Kinkade said this is the first year since 1998 that she has not had a child in public schools. She recently visited Silver Rail Elementary and was impressed with a pilot program in the kindergarten classroom that involves more play time for students. She would like to spend more time in those classrooms to learn more about hear more about the program.

Cheri Helt shared her thoughts and sympathy with those who have been affected by recent hurricanes. Bend-La Pine Schools is an AVID district, and the AVID organization is working on ways to help districts and schools who have lost buildings, materials and time in the classroom. She would like to see how our district can provide any support. Helt has been to 12 schools since school started and growth has been the number one topic of conversation. She noted September is suicide awareness month and is hopeful that all students know that they matter and to seek support if they are struggling. She also noted a recent conversation with the Mt. View High School baseball coach who shared that he was ticketed \$200 by the US Forest Service for having 13 people on a trail without a permit. This coach takes his players on hikes as a team building experience and she was appalled that a ranger would issue a ticket and she will make efforts to get this ticket overturned.

Ron Gallinat said he has been part of some of the architectural design committees and is enjoying the process and learning new things.

Carrie Douglass shared she has been a part of the new high school design committee and is looking forward to site visits and shadowing a high school student to learn more about their day.

Julie Craig shared she is part of the Marshall High programming and is also enjoying the process.

Andy High noted the amazing work La Pine Middle School has done with Tamarack students by creating a space within the school and integrating them into their school. This effort reduces the time spent on busses traveling to and from Bend each day by two hours. He has been to 23 schools and is hoping to get to all schools in the next couple of weeks. He also highlighted suicide and mental health awareness and shared the Board's support of the You Matter Campaign.

Chair High recessed the regular meeting at 8:37 p.m. for the Board to go into executive session. Chair High resumed and adjourned the regular meeting at 9:23 p.m.

Respectfully submitted,
Andrea Wilson
9.2.2017

DATE: September 22, 2017

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on September 26, 2017. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Baisch, Jeff	Business Teacher	La Pine HS	Regular Part Time to Regular Full Time	09/26/2017
Crabtree, Deidre	Health/PE Teacher PS106917	Bend Senior HS	Temporary Part Time .50 FTE	09/26/2017
Gonzales, Jacob	Advanced Math PS106915	Bend Senior HS	Temporary Part Time .50 FTE	09/26/2017
Johnson, Ryan	Grad Coach PS106909	Mountain View HS	Temporary Part Time to Temp Full Time	09/26/2017
Fox, Vondell	PE Teacher PS106919	La Pine HS	Regular Part Time to Regular Full Time	09/26/2017
Jaekel, Kelsey	Grad Coach PS106898	La Pine HS	Temporary Full Time	09/26/2017
Stoefen, Lori	Advisory Teacher PS106940	REALMS	Temporary Part Time .15 FTE	09/26/2017

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Whitley, Linda	Primary Teacher	Highland Elementary	11/09/1989 – 09/30/2017

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
Whitley, Linda	Primary Teacher	Highland Elementary	10/01/2017 – 06/30/2018

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



HUMAN RESOURCES

Education Center

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September 21, 2017

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

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on September 26, 2017

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Cobb, Elizabeth	#106862 EA – Student Instruction	Juniper	Temp 3.75 hrs / day	8/30/17
Denning, Jessica	#106922 EA – ELL	Bend High	Temp 7.75 hrs / day	9/8/17
Fagen, Jennifer	#106927 Bus Driver	Transportation	Reg 4 hrs / day	8/12/17
Ferrante, Nisha	#106939 EA – Student Instruction	Pine Ridge	Temp 3.75 hrs / day	9/18/17
Ford, Annette	#106927 Bus Driver	Transportation	Reg 5 hrs / day	9/12/17
Gutierrez, Haley Correction	#106832 Hired for a certified position and reduced classified hours to 3.75 hours a day in place of 6 hours a day	Ponderosa	Reg 3.75 hrs / day	9/13/17
Hahn, Jacqueline	#106823 Nutrition Server I	RE Jewell	Reg 3.25 hrs / day	9/19/17
Harpole, Barbara	#106918 EA – ELL	Bend High	Temp 3.41 hrs / day	9/8/17
Johnson, Amanda	#106935 EA – Student Instruction	Rosland	Temp 1.5 hrs / day	9/15/17
Keba, Melinda	#106823 Nutrition Server I	Bend High	Reg 3 hrs / day	9/14/17
Lammers, Kyle	#106839 Outside Services Crew I	Maintenance	Reg 8 hrs / day	9/14/17
Linder, Kirk	#106927 Bus Driver	Transportation	Reg 4.75 hrs / day	9/12/17
Lopez, Rene	#106927 Bus Driver	Transportation	Reg 4.5 hrs / day	9/12/17
Molina, Juan	#106911 EA – Behavior Support	High Desert	Temp 6.48 hrs / day	9/14/17



HUMAN RESOURCES

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Nunes, Debra	#106925 Attendance Secretary II	Cascade	Reg 7 hrs / day	9/14/17
Rycus-Brown, Debra	#106927 Bus Driver	Transportation	Reg 4.5 hrs / day	9/12/17
Schreiber, Tiffany	#106903 EA – Student Instruction	La Pine Middle	Temp 3.9 hrs / day	9/13/17
Sparks, Gail	#106924 Bus Driver	Transportation	Reg 4.25 hrs / day	9/12/17
Steinhauer, Scott	#106928 Bus Driver	La Pine Transportation	Reg 4 hrs / day	9/12/17
Tucker, Rebekah	#106894 School to Career Program Manager	Marshall	Temp 5 hrs / day	8/29/17
Walker, Mason	#106916 EA - Alternative Education	Bend High	Temp 5 hrs / day	9/6/17
Westbrook, Lisa	#106928 Bus Driver	La Pine Transportation	Reg 4 hrs / day	9/12/17
Wright, Debi	#106842 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	8/30/17
Wysong, Wesley	#106927 Bus Driver	Transportation	Reg 4.5 hrs / day	9/12/17

Classified Resignations

Name	Position	Location	Resign Date
Michael, Jodie	EA – Inclusion	Silver Rail	9/29/04 – 9/14/17
Kent, Sabrina	Nutrition Server I	Bend High	11/10/16 – 9/15/17
Williams, Ara	Nutrition Technician II	La Pine Elementary	10/19/07 – 9-22-17

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

Executive Limitation 4 – Treatment of Staff
September 26, 2017

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:

[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.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: Currently, efforts are underway to continue to explore the possibility of systematizing ongoing background checks for volunteers and all employee groups.

2017 Response: This work is continuing as the District engaged in a vendor selection process last year for an entity that would conduct volunteer background checks.

- 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 has maintained a close relationship with OSU-Cascades' Masters in the Art of Teaching (MAT) program since the beginning of the TeachOregon grant in 2014. Currently at the elementary level, the district has attempted to cluster groups of teacher candidates at a few

schools, termed “Partner in Education” schools, in order to provide more focused support and to integrate the teacher candidates more effectively into the schools’ ongoing professional learning initiatives. Members of the Teaching and Learning Department meet regularly with OSU-Cascades staff to discuss programing and preparation, and TLC staff teach some of the courses in the program. As a consequence of this strong relationship, almost half of the new teachers emerging from OSU-Cascades have been trained by district teachers using district instructional materials. This makes them well-qualified applicants for our positions, and they are often hired in Bend-La Pine Schools.

Because of the shortage of qualified language immersion teachers, the district has made it a priority to place bilingual, bilerate Spanish-speaking teacher candidates in our immersion classrooms. Additionally, OSU-Cascades has agreed to allow Kinsey Martin, our Assistant Director for Dual Immersion, to act as the university supervisor for these candidates.

Finally, in addition to the annual Teacher Job Fair, the district hosted Classified Job Fairs for potential applicants to explore numerous classified career opportunities in nutrition services, maintenance, transportation, and classroom support. Those who attended had the opportunity to drive a school bus, tour a production kitchen and ask questions of current staff members.

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

Continued work with our recruiting and hiring software system is allowing our HR team to partner with hiring administrators in improved efforts toward attracting talent.

Employee agreements provide additional language outlining recruiting and hiring that is relevant to current members of those groups and their access to open positions.

Bend-La Pine Schools participates as one of five project teams in Chalkboard’s TeachOregon project. TeachOregon teams represent 13 districts and 11 higher education institutions, which together license 60 percent of the state’s new teachers. The initiative believes that new teachers will be better prepared the moment they step into their classroom if we focus on improving the following teacher preparation program practices: recruitment; clinical practice (student teaching); mentoring; and hiring strategies. A summary of TeachOregon year 2 results

can be accessed at

http://chalkboardproject.org/sites/default/files/TeachOregon_Year2SummaryReport.pdf.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: Currently, efforts are underway to creatively address the challenge of small applicant pools in hard to fill positions.

2017 Response: We realized success in hiring Dual Immersion teachers earlier this last year. We also have hired well in traditionally challenging hard to fill areas such as special education, advanced mathematics and music. Classified positions such as bus drivers and custodians continue to be difficult to fill. We are continuing to explore a variety of incentives, schedules and job vacancy announcements to attract qualified applicants.

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:

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

The BEA employment agreement provides language relevant to licensed employee complaint and grievance processes and procedures in Articles 4 and 5.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: Currently efforts are underway to update and consolidate policies and regulations relating to complaint processes. These efforts are aimed at staying current with shifts and changes in laws and guidance from relevant entities as well as providing the public, employees and students with access to clearly defined processes.

2017 Response: An updated collection of policy and regulations were written and organized that streamlines and clarifies processes for all stakeholders. That collection was sent for review by legal counsel and we are currently waiting on additional feedback from that review before implementing.

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

Evidence of compliance:

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

The district partners with the Bend Police Department and Deschutes County Sheriff's Office to provide 5.5 FTE of School Resource Officers who are assigned coverage for all Bend-La Pine schools. The district, Bend Police and the Sheriff's Office continue to work together to define the role of school administration and resource officers on campus.

The district continues to improve and add trainings that prepare staff for a variety of emergency situations. A summary of this work can be accessed at <https://www.bend.k12.or.us/district/home/emergency-preparedness>.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: Development of a current SOP document that will provide best practice guidance for a variety of emergency situations has been identified as a project to complete. That document will further address best staff preparation practices.

2017 Response: An Emergency Operations Plan for each school site is currently in development. The SOP, or, Quick Reference Guide for Emergencies, as part of [EBA-AR](#) is the resource for all staff members providing best practice and guidance during a variety emergency situations. A printed copy is provided to schools and departments for all classrooms and offices. This document will be reviewed annually and updated as necessary.

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

Evidence of compliance:

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

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: None.

2017 Response: n/a

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

Evidence of compliance:

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

Implementation of the Bend-La Pine Schools [Comprehensive Plan](#) and 2017-18 budget focus on the common organizational goals as expressed in Ends Policies established by the Board. The Board of Directors has provided clear direction and focus with its Eight Key Measurements for Ensuring Student Success. This collaborative work between the Bend-La Pine Schools' Board of Directors and district leaders has defined a vision of success throughout our district. With eight clear and focused measurements, we have defined the outcomes we strive for at Bend-La Pine Schools and are aligning our efforts and resources accordingly. These investments include the following priorities:

Safety

Bend-La Pine Schools is focused on ensuring physically and psychologically safe, healthy learning environments for all students and staff.

- Continue to build upon district-wide safety planning efforts through the use of high quality emergency operation plans, implementation of best practices and training;

- Increase district-wide safety and school psychologist positions;
- Add a district 6-12 behavior specialist position; and
- Continue facility safety upgrades.

Options

Bend-La Pine Schools is dedicated to ensuring a pioneering spirit in the realm of high quality learning options within - and throughout - our schools.

- Maintain digital conversion efforts in grades 3-12 that include new mathematics curriculum adoption; maintain Bend-La Pine Schools Online district options; expand Career Technical Education coursework; and enhance district-wide athletics and activities support;
- Increase magnet and choice option transportation services district-wide; and
- Sustainably support Advanced Placement, International Baccalaureate and AVID strategy trainings for all current school participants; and fully implement school design process in all schools.

World-Class Education

Bend-La Pine Schools' goal is to prepare students for the college or career path of their choice.

- Maintain current class size targets and targeted equity funding;
- Provide high quality professional learning for English language arts and math adoptions, and increase district-wide curricular/instructional teacher leadership capacity; and
- Maintain effective behavioral and instructional support systems, lower counseling ratios at the high school level, implement comprehensive counseling and guidance services model in all schools, adjust high school schedule for increased on-track graduation, and increase district-wide digital conversion support services.

System Performance

Bend-La Pine Schools is committed to defining and measuring what matters most.

- Maintain new teacher mentoring and induction program, maintain Instructional Coach/Curriculum Leader (ICCL) positions at each building, maintain dedicated school improvement professional learning time; and increase teacher evaluation and support services for building principals;
- Implement improved Data, Analysis, and Reporting Tool (DART 2.0) and develop multi-year financial planning process that includes ROI progress monitoring; and
- Increase mentoring support and implement Professional Advancement Support System (PASS).

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. This past year's event honored 67 staff members who have made a powerful difference at our schools

and are positively influencing the lives of students. Staff members honored for their outstanding work last year included:

- Amity Creek Elementary School: Elizabeth Neumann
- Bear Creek Elementary School: Kinsey Martin, Carol Evans
- Bend Senior High School: Dave Williams, Susan Kirkpatrick
- Buckingham Elementary School: Sydney Murphy, Jenni LaCombe
- Cascade Middle School: Kendra Jerome, Sandy Schmidt
- Distribution Center: Regina Emerson
- Elk Meadow Elementary School: Melinda Brown, Lisa McGee
- Ensworth Elementary School: Joe Green
- High Desert Middle School: Stephanie Morrison, Kindra Maestas
- High Lakes Elementary School: Tom Scott, Nancy Stuart
- Highland Magnet at Kenwood School: Marina Reisinger, Debra Rychard
- Information Technology: Vince Valenti
- Juniper Elementary School: Chris Bagley, Bobbe Crain
- La Pine Elementary School: Cari Fike, Liz McPike
- La Pine High School: Lindsey Spring, Dave Mason
- La Pine Middle School: Stacy Welsh, Deb Stumpf
- Lava Ridge Elementary School: Rachel Schendel, Debi Maudlin
- Maintenance Department: Mark Bessey
- Marshall High School: Drew Erickson, Andrew Sawyer
- Mountain View High School: Carrie Erickson, Joi Leahy
- Nutrition Services Department: Tracie Gleffe, Florence Cheney, Kayla Ruvalcaba, Robbye Purves
- Pacific Crest Middle School: Jenny Brown, Rob Johnson
- Pilot Butte Middle School: Amy Brunner, Raquel Hernandez
- Pine Ridge Elementary School: Rebecca Daenzer, Jennifer Reuter
- Ponderosa Elementary School: Kari Sue, Steve Kelly
- REALMS: Karen Holm, Eli Seemann
- R.E. Jewell Elementary School: Anna Schmitt, Marie Hackbarth
- Rosland Elementary School: Angie Dixson, Nicole Brazier
- Silver Rail Elementary School: Kelly Cloud, Maria Buagas
- Sky View Middle School: Nicole Henry, Deedee Reeser
- Summit High School: Dan Judd, Kay Duncan
- Three Rivers School: Kacie Pitner, Leslie Orlich
- Transportation Department: Kimberly Mercer, Russ King
- Westside Village Magnet at Kingston School: Patrick Bluhm, Kelly Holliday
- William E. Miller Elementary School: Holly Reynolds, Glen Carey

- Bend-La Pine Schools celebrates the accomplishments of staff, students, and schools. For a complete list of celebrated accolades for the 2016-17 and 2017-18 school years please access <https://www.bend.k12.or.us/district/news-events/accolades>.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: In addition to the investments made for 2016-17, the Bend-La Pine Schools Comprehensive plan recognizes the need to plan for future investments in order to achieve the Board's Ends as detail in its Eight Key Measurements for Ensuring Student Success. The internal budget team recommends that future year strategic investments consider:

- Increase life skills and continue to increase school psychologist positions across the district;
- Continue to increase high school counseling positions;
- Increase instructional coaching and mentoring positions;
- Increase support services positions for growth, especially in maintenance, custodial and information technology;
- Continue to enhance district-wide athletics and activities support;
- Add behavior specialist/counselor position at all large elementary and middle schools and add dean and campus monitor positions to all comprehensive large high schools;
- Resource new physical education instructional time requirements;
- Increase Advanced Placement, International Baccalaureate and AVID strategy trainings;
- Transition charter athletics/activities bus services to Bend-La Pine Schools fleet;
- Expand teacher preparation partnerships with area colleges and universities;
- Increase school resource officers; and
- Improve equity funding and reduce class size in 4th, 5th, and 9th-12th grades.

2017 Response: Measure 98 dollars have allowed the district to invest in key areas to help support and increase graduation rates. Spending decisions are focused on what is best for students and most impactful across the district, to that point, investments have been made in the following areas:

- Graduation Coaching
- Mental Health Support Staffing
- CTE Program Additions and Equipment purchases
- Staffing Support for Language Learners
- Student Intervention Staffing – Launch 9
- Start-Up High School Costs

Outside of Measure 98, additional staffing has also been added in the following areas:

- .4 FTE in behavior coaching/PBIS support – funded through the HDESD
- .2 FTE mentoring staffing – funded through an ODE mentoring grant

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

Evidence of compliance:

Structures and relationships are in place that allow the district and employment group leadership to proactively address employee concerns related to agreements.

Numbers of concerns are addressed and resolved prior to engaging in the contractually defined grievance procedures that are outlined in employment agreements.

Recent work with [TURN](#), Teacher Union Reform Network, has provided a context for collaboration between employee groups that focus increasingly on teaching and learning. These efforts have enhanced the trust that has allowed us to resolve issues related to contractual agreements at the lowest possible level.

In matters that have risen to the level of formal grievances, the district has history of adhering to contracted processes and timelines in a manner that has promoted resolutions that are fair and provide clarity.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: Currently efforts are underway in preparation for the bargaining process with all employee groups during the 2016-17 school year.

2017 Response: We reached agreements with all employee groups, Certified, Classified, Confidential and BLAST. Both the certified and classified agreements are for four years with financial reopeners after two years.

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

Evidence of compliance:

Members of the board of directors have and will continue to be invited to engage in contract negotiations with employee groups.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: None.

2017 Response: Board members were included in bargaining efforts with both certified and classified employee groups.

Addendum:

See linked documents above.

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

Executive Limitation 5 – Staff Compensation & Development
September 26, 2017

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 employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. Accordingly, the Superintendent shall not:

1. Change his or her own compensation or benefits.

Evidence of compliance:

[Executive Limitation 1](#): Global Executive Restraint, provides a global level of restraint that is relevant to matters of the Superintendent's own compensation and benefits. Included language calls on the Superintendent to be mindful of Board policy, and professional ethics. Both serve as checks that would provide needed caution and guidance in this matter.

The Superintendent evaluation process provides opportunity for the board of directors to discuss performance measures that relate to compensation. Those measures and the system that includes them are utilized at the direction of the board.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: none.

2017 Response: The Board continues to refine the Superintendent evaluation process.

2. Promise or imply employment, to any person, in a manner that is outside of the district's established process, bargaining agreements, or statutory requirements.

Evidence of compliance:

[Executive Limitation 4](#): Treatment of Staff, calls for the Superintendent honor the district's background checking practices, recruiting and selecting practices before any employment of individuals.

[CCB-AR](#): Administrative Hiring, details administrative hiring practices.

The BEA contract provides relevant language in Articles 9 and 10 regarding posting and interviewing for open positions.

The OSEA contract provides relevant language in Articles 13, 14 and 15 regarding posting, recalling and assigning positions to individuals.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: none

2017 Response: n/a

3. Create obligations over a longer term than revenues can reasonably be projected.

Evidence of compliance:

[DB-AR](#): District Budget, details adherence to statutory regulations and best practices regarding the budget process for a public entity. Staff responsibility, public noticing, time tables, elections and duties of a budget committee, and other provide process guidance. Also included in this regulation are approval requirements for overexpenditures.

[Executive Limitation 10](#): Financial Planning & Administration, provides clear directions related to fiscal practices that protect the long-term fiscal health of the district.

[DI-AR](#): Fiscal Accounting & Reporting, details responsibilities of the district's Director of Fiscal Services and includes language requiring an annual audit of financial services.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: none.

2017 Response: The Superintendent and Board are working to hold a deeper dialogue around budgeting systems in the 2017-18 school year in response to Board member and Budget Committee input.

4. Independently negotiate contractual agreements with employees or fail to develop and implement salary schedules and pay plans for employees.

Evidence of compliance:

[ORS 243.650 - 243.782](#) establish a collective bargaining process for Oregon's public employers and unions representing public employees. School districts are included as entities included in this statute.

The district has significant recent history of addressing contract matters with employee groups in a productive and fair manner.

All employee group employment agreements include pay schedule information that is currently being implemented.

The Development and implementation of the PASS system for new career teachers continues to provide innovative professional development that is recognized by an alternative structure to compensation.

Response & Continuing Areas for Improvement:
2016 Monitoring Report Areas for Improvement: none.

2017 Response: n/a

5. Fail to develop and implement compensation and professional development plans to attract and retain highly qualified staff.

Evidence of compliance:

Because Bend-La Pine Schools has been identified as a Transformation District, it has been able to leverage additional funds for professional learning for the 2016-17 school year, targeted towards increasing teaching effectiveness, particularly with linguistically diverse students. In addition, as part of a regional consortium, the district was awarded a mentoring grant from the Oregon Department of Education. This has enabled the district to increase its mentoring support for our new teachers.

This year, in response to teacher feedback, the district has made a number of changes to its professional learning opportunities on District School Improvement Wednesdays. First, instead of learning about different topics on each Wednesday, teachers will select one topic that will be the focus of three-four sessions. Second, TLC staff sent out information to all certified staff identifying district priorities and asked staff to submit proposals to lead SIW sessions on topics of their expertise. Teachers leading these sessions will receive additional compensation for the preparation time required. This helps the district continue to recognize and reward teacher leadership.

Despite a shortened summer due to the extension of the 2016-17 school year, large numbers of certified staff, along with some administrative and classified staff, participated in August professional learning activities. Approximately 750 staff took part in the 80 activities offered. The district credits three factors for this strong participation: 1) the offerings are of interest to staff; 2) "Day 190." Which compensates teachers for a professional learning day of their choice outside the contract day/year; and 3) inexpensive credits are available for staff involved in extended training.

A priority for the district has been to provide more professional learning opportunities for targeted groups of classified staff, including educational assistants. During the first two weeks of September, the Teaching and Learning staff organized 15 different half-day sessions designed to build skills in reading and mathematics support. 179 EA's participated in these trainings.

Finally, in addition to the annual Teacher Job Fair, the district hosted Classified Job Fairs for potential applicants to explore numerous classified career opportunities in nutrition services, maintenance, transportation, and classroom support. Those who attended had the opportunity to drive a school bus, tour a production kitchen and ask questions of current staff members.

Response & Continuing Areas for Improvement:

2016 Monitoring Report Areas for Improvement: none.

2017 Response: We realized success in hiring Dual Immersion teachers earlier this last year. We also have hired well in traditionally challenging hard to fill areas such as special education, advanced mathematics and music. Classified positions such as bus drivers and custodians continue to be difficult to fill. We are continuing to explore a variety of incentives, schedules and job vacancy announcements to attract qualified applicants.

Addendum:

See linked documents above.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

GOVERNANCE POLICY

Name: Purpose, Mission & Goals

Section: Governance Policies

Code: Ends/Results

PURPOSE STATEMENT

“Educating each student to be a thriving citizen”

MISSION STATEMENT

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

CORE VALUES

World Class: Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.

Students First: Decisions based on what is best for students.

Culture of Excellence: A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.

Data Driven: Decisions based on the best information and practices available.

Positive Relationships: Interactions based on honesty, dignity, respect, and integrity.

BOARD GOALS

GOAL 1: All students receive an excellent education and are prepared for their future.

GOAL 2: All students demonstrate personal integrity and responsible citizenship.

GOAL 3: All schools provide safe, nurturing environments conducive to learning.

GOAL 4: The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

WORLD CLASS OUTCOMES

Consistent with the district Purpose, Mission, Values, and Goals all children of Bend-La Pine Schools will attain the highest level of academic achievement, develop the essential skills and attributes necessary for continued growth in learning, and graduate prepared to contribute as a thriving citizen in our ever-changing global society.

In that effort, the Bend-La Pine Schools accepts the responsibility, through the adoption of the following ends/results, to commit all resources to help give all students regardless of ethnicity, socio-economic status, English language proficiency or disabilities the knowledge, skills, and attributes necessary to succeed, grow, and ultimately graduate from Bend-La Pine Schools prepared to thrive in their future:

Academic Excellence

1. Bend-La Pine Schools students' academic achievement will show continuous improvement in **English Language Arts (Reading & Writing), Mathematics and Science**, as measured by the percent of 3rd-8th and 11th 12th graders annually scoring 3 or higher on the Smarter-Balanced State Assessments, or by the percent of 9th-11th graders meeting ACT's College and Career Readiness Benchmarks, in Reading, Mathematics, Writing, and Science. **meeting Oregon Assessment of Knowledge and Skills (OAKS) grade-level standards, or the percent of 3rd - 8th and 12th grade students annually meeting comparable standards on valid and reliable assessments, and the percent of 9th grade students on-track to graduate.**
2. Bend-La Pine Schools annual progress in eliminating the achievement gap for all students will show continuous improvement in **English Language Arts (Reading & Writing), Mathematics and Science**, as measured by the percent of state or federally identified student populations in grades 3rd-8th and 11th 12th graders annually scoring 3 or higher on the Smarter-Balanced State Assessments, or by the percent of 9th-11th graders meeting ACT's College and Career Readiness Benchmarks, in Reading, Mathematics, Writing, and Science. **meeting Oregon Assessment of Knowledge and Skills (OAKS) grade-level standards, or the percent of 3rd - 8th and 12th grade students annually meeting comparable standards on other valid and reliable assessments, and the percent of 9th grade students on-track to graduate.**
3. Bend-La Pine Schools shall make continuous advancement toward on-time graduation, as measured by Bend-La Pine Schools' 4-year cohort graduation rate.

Thriving Citizen

4. Bend-La Pine Schools students' demonstration of the essential skills and attributes of hope; **and** engagement; **and well-being** will show continuous improvement, as measured by the Gallup Student Poll of students in grades 5-12.
5. Bend-La Pine Schools students' participation in extra and co-curricular activities will increase annually, as measured by the percent of secondary students participating in school-based extra- or co-curricular activities that are recorded in the district's student information system.

Future Ready

6. Bend-La Pine Schools students' **successful** participation in advanced, career and technical, arts, world-language, and post-secondary courses shall increase annually, as measured by the average number of credits earned per secondary student, per year. This shall include high school credits in middle school, college credits in high school, technical and career ready coursework, Advanced Placement, International Baccalaureate, arts, world-language, and other advanced learning opportunities.
7. Bend-La Pine Schools students' use of the essential 21st Century skills of critical thinking, communication, creativity, and collaboration will show an increase, as measured by the BrightBytes Clarity Student Survey of students in grades 3-12.
8. Bend-La Pine Schools shall show continuous advancement in the number of students' entering post-secondary education, as measured by **a variety of measures which may include** the percent of graduates entering 2- or 4-year colleges within 16 months of graduation; **college quarter credit hours earned; or Career Technical Education (CTE) completers.**

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

Resolution No. 1861

OSBA Board Member Nomination

WHEREAS, Bend-La Pine Schools is a member of the Oregon School Boards Association.

NOW, THEREFORE, BE IT RESOLVED that Bend-La Pine Schools board of Directors nominates
_____ for the OSBA Board of Director Position 3.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 12th day of September 26, 2017

Chair

Vice Chair

Board Secretary

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

Resolution No. 1862

OSBA Legislative Policy Committee Nomination

WHEREAS, Bend-La Pine Schools is a member of the Oregon School Boards Association.

NOW, THEREFORE, BE IT RESOLVED that Bend-La Pine Schools board of Directors nominates
_____ for the OSBA Legislative Policy Committee Position 3.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 12th day of September 26, 2017

Chair

Vice Chair

Board Secretary