

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

Regular Meeting at 5:30 p.m.

The Board of Directors for Bend-La Pine Schools will meet in a regular meeting at 5:30 p.m. on November 12, 2019 in room 314 at the Education Center, 520 NW Wall Street, Bend OR.

Agenda

Call to Order	Co-Chair Craig
Pledge of Allegiance	Amy Tatom
Review of Agenda	Co-Chair Craig
Recognition & Appreciation for Charlotte VanValkenburg	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

Reports

EL 8 – Academic Programs : Academic Excellence Policy Monitoring Report	Superintendent Mikalson
Community Climate Action Plan Presentation : City of Bend & The Environmental Services	Co-Chair Craig
PERS Matching Grant Fund	Brad Henry

Consent Agenda

Approval of Minutes – October 8, 2019 and November 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

OSBA Legislative Policy Committee : Position 3 Election	Co-Chair Craig
Resolution 1892 : Safe Gun Storage	Co-Chair Craig

Discussion

Superintendent Vacancy Next Steps	Co-Chair Craig
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Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

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



REPORT: 2019 Compliance Report for EL 8

PRESENTED BY: Jay Mathisen, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2018-19:

- The district opened two small high school options for students in the fall of 2018, Realms High School and Skyline High School. In their first year, the combined enrollment of the two schools was 175 students.
- Expansion of the district's Career and Technical Education offerings has been a district priority, supported by funding from the High School Success Act and two large Revitalization Grants. Some examples include the launch of a construction trades program at La Pine High School and a collaborative business/culinary program with a food truck at Bend Senior High School.
- La Pine High School, working in collaboration with Mid-Oregon Credit Union, opened an office at the school staffed by students.
- School-to-Career coordinators have been working closely with Chamber of Commerce staff to increase both the breadth and depth of internship experiences for high school students.
- The district has made literacy instruction a renewed priority. Currently, all teachers K-12 new to the district are engaged in ongoing professional learning in foundational reading skills (elementary) and disciplinary literacy (secondary).
- To continually develop the knowledge and skills of our certified staff, the district has developed teacher leadership programs in both mathematics and literacy. These programs are endorsement-level experiences, with 15-17 credit hours required over two years. Unlike many endorsement programs, however, they include multiple embedded classroom instruction/observation/feedback cycles. Currently, the district has almost 30 teachers participating in the literacy leadership academy and 20 in the mathematics leadership academy.
- Our language specialists have supported 20 graduating seniors across the district in earning the State of Oregon's prestigious Seal of Biliteracy on their diplomas. Partner languages in 2018-19 included Spanish, Korean, and Vietnamese.
- With the expansion of AVID programming in schools across the district, professional learning in those schools have focused on rigorous, cognitively engaging teaching strategies.
- Schools at all levels are focusing on collaboration, communication, critical thinking, and creativity. Examples can be found in the expansion of STEM units in elementary schools, project-based learning at all levels, and the creation/expansion of innovation and design classes at the middle schools.
- All the district's middle schools now include computer science classes.
- The district's Dual Language Program has entered the high-school level, and staff will work to ensure that Spanish-instruction classes are at the honors level, with rigorous and authentic Spanish curriculum, and that all bilingual students in the program have AP and/or IB courses accessible in both English and Spanish.

- For our students with disabilities, the district has developed a grade 9-12 trajectory for transition services, based on data produced through the National Post-School Outcomes Center. Each high school has created a plan to implement research-based transition services using the trajectory.
- The special programs department has begun a design process to evaluate and create a new vision for special education service delivery. During the past year, the district team has worked with focus groups evaluate current service delivery models.
- The district worked collaboratively with Bend Science Station to enhance the elementary science curriculum so that teachers can incorporate more inquiry-based, hands on activities to engage students. This work will continue throughout the 2019-20 school year.

Priorities for 2019-20:

- In terms of academic programs, the highest priority for the year is the development and implementation of a district “excellence and equity review” process, which will be a cyclical process completed every three years. This review encompasses multiple areas: academic outcomes, student experience, family engagement, and curriculum and instruction, for example. The outcome will be a prioritized list of recommendations, captured in the district’s Strategic Investment Plan.
- Another priority is to strengthen collaboration across schools and districtwide professional learning at the secondary level. This work has already launched with a group of high school English language arts teacher leaders who are currently evaluating high school reading lists and making revisions, especially with an eye to increasing diverse points of view.
- The district’s executive director of high school programs has already begun work with high school leaders to increase access to advanced courses. She will continue to support research and implementation of the most effective strategies, including the Equal Opportunity Schools work at Mt. View High School.
- The special programs department will continue their service delivery redesign process through the 2019-20 school year, continuing with focus groups to identify areas of strength and improvement, using design thinking. This process will allow the team to identify specific areas of change and develop a 3-5 year plan for improvement.
- The ELL/language department will continue the process of introducing and articulating a more comprehensive array of services the language specialist provides to each site in order to improve the graduation rate of our ELL students.
- The district’s social studies curriculum review and adoption team will continue to build their understanding of Oregon’s SB 664 (holocaust education) and SB 13 (tribal history/shared history), determining what additions, deletions, and revisions need to be made to current scope and sequence, as well as what professional learning activities will best prepare teachers to implement new curricula effectively.

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

Executive Limitation 8: Academic Programs
November 12th, 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 fail to ensure that the district implements a program of instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and use of assessment to determine student progress toward achieving or exceeding standards and Board Ends policies.

Accordingly, the Superintendent shall not fail to:

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

Evidence of Compliance:

Bend-La Pine Schools remains committed to achieving excellence for each and every student, and this vision is supported by Board Ends, which define achievement metrics in a variety of areas. These have been identified to provide evidence of a broad range of students' knowledge, skills, and experiences that will help ensure future success.

In the fall of 2019, the district launched its first Excellence and Equity Review, a comprehensive process that includes analysis of student achievement and experience data; the collection and analysis of data related to students' and families' experiences through listening sessions, with a particular emphasis on groups that have traditionally been underserved by our system; school sites' activities to analyze their students' achievement, growth, and experience data and identify strengths/areas for growth; and a needs assessment, conducted with a representative group of building and district staff. Using all the tools described above, the district will identify themes in terms of strengths and areas for growth. These will be reflected in our Strategic Investment Plan. It is the district's intent to make the Excellence and Equity Review a cyclical process, recurring every three years.

The district has continued efforts to improve the achievement and experiences of our linguistically diverse students, adapting strategies from Oregon districts who have demonstrated success in this area. At the high school level, we have developed opportunities for students to demonstrate proficiency in languages other than English that present credit-earning opportunities, providing flexibility and the ability to accelerate for some students. The district also helped a number of linguistically diverse students earn Oregon's State Seal of Biliteracy, a

rigorous process. At all levels, we have prioritized the hiring of Spanish-speaking administrative, certified, and classified staff, especially native speakers, who can assist students with course success, connect families to schools and instructional programming, and in the case of native speakers, help enrich and diversify our staff.

The district has also continued to address equity with an increasing focus on opportunity gaps for underserved students. In the context of their school design work, school teams are expected to identify significant gaps and prioritize best practice strategies to eliminate them across student groups in pursuit of the board's ends.

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

Evidence of Compliance:

One district priority over the last several years has been the implementation of AVID programs and its accompanying schoolwide strategies. This evidence-informed program focuses on preparing students for success in post-secondary education. Currently, at least six district schools are in some stage of AVID implementation.

The district successfully expanded the dual immersion (DI) program into Bend Senior High School in the fall of 2019. In the fall of 2021, the high school DI program will move to the new SE Bend high school as it opens.

Schools across the district have continued to emphasize Project-Based Learning or similar models in order to integrate curricula, promote skills for life-long learning, and cognitively engage students. Some of the teams leading this work in the district include REALMS, Pacific Crest Middle School, Buckingham Elementary, Silver Rail Elementary, Elk Meadow Elementary, Westside Village Magnet and Highland Magnet. CTE courses and pathways continue to expand at the high school level, particularly with the support of additional funding provided by the High School Success Act. The increase of participation in robotics and coding at all levels continues to grow opportunities for students to connect the 4Cs to relevant tech sector experiences.

The district has continued to develop programming, practices and professional learning for Social and Emotional Learning (SEL) instruction. The "Culture of Care" project, supported by both general funds and a significant grant from the Central Oregon Health Council, is a systematic and process-driven effort to assist schools in adding schoolwide trauma-informed lenses within existing or emerging multi-tiered systems of support. School leaders and other staff are working with coaches and consultants to improve classroom practices, as well as schoolwide systems, in instruction, discipline, and student support.

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

Evidence of Compliance:

The district's curriculum review and materials adoption process is an intensive process, typically extending over two school years. Depending on the curricular area, teachers from all or many of the district's schools are part of the team. The process begins with readings on best practices in the identified curricular area, review of all relevant standards and state legislation, and the

creation of a “core beliefs” document to guide decisions about materials adoption. After this stage of the work is complete, the team begins to review instructional materials in the context of the district’s core beliefs. As the field narrows, teachers may teach sample lessons from different texts or more deeply experiment with the curricula and associated support materials. After materials have been recommended and adopted, plans for implementation, including ongoing professional learning, are the final stage of the team’s work.

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

Evidence of Compliance:

With the support of additional funding from the High School Success Act, the district continues to develop more Career and Technical Education (CTE) options, as well as to deepen and strengthen existing options. Additional computer coding classes have been added at Mountain View and Summit high schools. Bend High School continues to expand and strengthen their engineering options for students. La Pine High continues to engage students successfully in their forestry and hospitality CTE programs and has enhanced their robotics program through their NJROTC teams. These provide classroom instruction, real world hands-on learning experiences, connections to jobs, and statewide skills competitions. Other successful CTE programs at various high schools include auto mechanics, business, culinary, manufacturing and numbers of others. A portion of funding from the High School Success Act can be used to support middle school programs, and district middle schools have used the funds to create CTE and AVID electives for eighth graders, as well as increase academic interventions.

Students from all five district high schools now are selecting from a wide range of college-level courses in programs such as AP, IB and dual credit College Now. Robust enrollment in courses that offer students opportunities to earn college credits while in high school continues across the district.

Multiple high schools have added additional School-to-Career staffing in order to enhance schools’ abilities to connect students to real-world internships and career exploration opportunities. Funding from the High School Success Act and community connections, including the work of the Bend Chamber of Commerce, have supported this growth.

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

Evidence of Compliance:

At the high school level, the most significant efforts to address diverse student needs and interests have been the launch of two new small high schools, Skyline and REALMS, at a shared campus; and the reshaping of Marshall High School into the Bend Tech Academy, with a more robust CTE component.

Building and district administrators and the special program teams have identified the need to create an additional new program to meet the needs of elementary students with high levels of challenging behaviors. There has been a dramatic increase of needs in this area over that past few years. At the same time, there is a need to build capacity within schools in order to support these students. The district has added behavior coaches and skills trainers. A skills trainer is a highly trained classified staff member who can provide training and support in the areas of developing and implementing behavior plans. Skills trainers can be used in both short-term and longer-term placements, depending on the needs of the students and buildings. Additionally, the district has partnered with the High Desert ESD in opening up an Intensive Behavior

Resource Center (IBRC). IBRC is designed to meet the needs of students that meet Tier 4 criteria as they relate to social and emotional learning. Tier 4 behaviors are marked by a demonstrable increase of intensity, duration, and frequency of challenging behaviors (eloping, physically aggressive, verbally aggressive, expositors, self-harm, internalized/non-verbal, needs co-regulation) and persistent unsafe behavior. Further, tier 4 behavior interventions require a different environment and programming than the traditional Behavior Resource Center (located at SRES/LPES). Students will be self-contained and in very small groups all day with no access to general education peers.

The district continues to develop programming and teachers' knowledge and skills in relation to support students who are struggling academically. In recent years, the district has provided intensive training to district reading interventionists; has adopted a supplemental mathematics program, Dreambox; and has developed online modules for high school core subjects so students can revisit units of study where they've struggled.

6. Encourage and support viable innovative practices and programs;

Evidence of Compliance:

In ongoing efforts aimed at building and fostering a culture of innovation that is responsive to school-level needs, goals and designs, the district continues to learn and lead in the area of school design.

At the school level, teachers and administrators work together as design teams in their pursuit of programming and practices that promote future-ready students, foundational to our district's vision. Adults engaging in the design cycle process models what we want for students: acting as critical thinkers, problem solvers, collaborative innovators...as design thinkers.

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

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress.

After nine years of developing and refining Effective Behavior and Instruction Support Systems (EBISS), the district developed this as the method for identifying elementary students who qualify for special education services for learning disabilities in reading. This move helps district staff continue to align intervention supports and staff training, as well as provide more accurate identifications.

At the high school level, the district has used graduation coach positions funded by the High School Success Act as the impetus for refining multi-tiered systems of support (MTSS) at the high school level. Monthly meetings of graduation coaches, high school administrators, and district staff have led to more regular, consistent, and effective tracking of high school students' progress, particularly 9th graders.

Bend-La Pine Schools district staff continue to use statewide summative assessment and ACT to monitor, evaluate and modify programs. However, a continuing challenge is the high number of

students who opt out of the Smarter Balanced Assessment (SBA), particularly at the high school level.

Inform the Board about significant modifications to the instructional program.

Evidence of Compliance:

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

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

Evidence of Compliance:

As referenced in #3 above, Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations, which includes broad representation of teaching and administrative staff. When materials are ready to be recommended to the board of directors, they are publicly displayed for review by board members, as well as the general public.

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

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

Evidence of Compliance:

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

Addendum:

[IKF-AP](#)

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

Evidence of Compliance:

Contracted administrator Cathy McCollum, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting, typically scheduled in December.

11. With regard to highly-qualified Public Charter School applications, the superintendent shall not fail to:

- a. Adopt clear and consistent administrative policies to evaluate applications;
- b. Keep the board informed of an application's progress and invite the board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal;
- c. Make a recommendation to the board regarding final approval, renewal or termination of a Public Charter School.

Evidence of Compliance:

The school district has established policy to evaluate charter school applications (see addendum below). Currently, the district sponsors two charter schools: Bend International School, a K-8

school; and Desert Sky Montessori, a K-5 school. The district supports options for students and maintains positive professional relationships with both charters.

Addendum:

[LBE-AP charter schools](#)



REPORT: Report on PERS and the Employer Incentive Fund (EIF)

PRESENTED BY: Brad Henry

EXECUTIVE SUMMARY:

During the 2019 legislative session there were a number of bills related to Oregon's Public Employee Retirement System (PERS). A few of the bills successfully made it through the legislative process and were signed by the Governor. One of these bills, SB 1566, created the Employer Incentive Fund to help employers reduce their unfunded actuarial liability (UAL), reducing their contribution rates in the future.

Bend-La Pine's history with PERS side accounts:

In 2002, 2003 and 2004 we issued full faith and credit bonds to "refinance" our UAL at the time. We issued just under \$80 million in bonds. The proceeds from the bonds allowed us to make a lump-sum payment into a side account and these funds were invested by Oregon State Treasury. Each year PERS applies an amount from the side account to reduce the employer contribution rate. We were fortunate that investment earnings on these funds were very good for a number of years after the deposit and that has allowed our rates to drop below the rates of a district that did not deposit funds into a side account. We estimate that by issuing pension bonds the District avoided over \$28 million in pension costs between 2004 and 2017. We project annual savings will continue through 2028.

How the EIF works:

The EIF program is available to all PERS employers that have a UAL. Employers make a lump-sum payment of at least \$25,000 into a side account with PERS. The State will match 25% of this deposit from the EIF. The funds in the employer's side account are invested by Oregon State Treasury and a portion is used each year for 20 years to reduce the employer's PERS contribution rate. The maximum match is the greater of 5% of the employer's UAL or \$300,000. The EIF is funded with \$100 million for the biennium and the funds will be allocated in two phases on a first come, first served basis. For Bend- La Pine Schools, the application period opens on December 2nd.

Here are the details:

Bend-La Pine Schools' UAL was \$157 million at the latest actuarial study, which was as of 12/31/2017. The maximum match for BLS is \$7.85 million if we deposit \$31.4 million. The program does not allow entities to issue debt to fund the lump-sum payment; cash only; Lump-sum payments in this program must be made by August 31, 2020.

We can choose to have an actuarial study completed (and pay the \$1,500 fee for the study) prior to August, 2020; If we do, the rate offset would begin on September 1, 2020 or sooner, depending on when the study is completed. Without an actuarial study, the rate offset will begin July 1, 2022.

Our plan:

Our application for matching funds will show that BLS will make a lump-sum payment of \$1 million. We will fund this amount by using any portion of the budgeted contingency (\$500k) that is uncommitted at the end of the year. In addition, we would commit up to an additional \$500k of ending fund balance that exceeds the budgeted fund balance for this year 2019-20. We will budget this lump-sum payment to happen in the 2020-21 year and will make the payment in August if the funds are available. By submitting the application, we are not committing to a lump-sum payment. PERS projects that a \$1 million deposit will drop our PERS rate by .07% of payroll, or about \$70k per year in the next biennium, increasing over the next 20 years as our payroll increases. Of course, this amount will change depending on investment earnings of the side account each year.

Bend-La Pine Schools Board of Directors Meeting Minutes

Meeting Date: October 8, 2019

Meeting Location

La Pine Middle School
16360 1st Street, La Pine, OR 97739

Board Members Present

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

Call to Order

The meeting was called to order at 5:30 p.m. by Co-Chair Craig. The Pledge of Allegiance and review of the agenda followed.

Public Input

Co-Chair Craig reviewed the format for public input and asked that those speaking to be mindful of the three minute time limit.

Nicole Stefano, parent, shared experiences of her children and concern around large class sizes. She asked how funding priorities and staffing allocations are decided and how the Student Success Act funds will be used to help reduce class size. Stefano will email the board her questions for follow up.

Ben Becker, teacher at La Pine Elementary, shared about experience and struggles unique to the La Pine community and the need for equity across the district. Becker advocated for permanent school counselors at the elementary level, reduction in class sizes, transportation system improvements, and for more technology support in the classroom. He also suggested a commute incentive and carpooling idea for those who work in La Pine but live in Bend.

Carrie Crossley, teacher at La Pine Elementary, echoed Becker's sentiments and shared about her professional experiences and the significant difference smaller class sizes make.

Co-Chair Craig thanked all for attending and shared her appreciation for the work they do.

Consent Agenda

Stuart Young moved to approve the Consent Agenda. Amy Tatom seconded the motion.
Unanimous approval.

Reports

❖ South County Schools Update

Jim Boen introduced Dr. Robi Phinney, principal at La Pine Middle School, and thanked her for hosting the board meeting. Phinney shared about her role principal at La Pine Middle School and as the district's AVID

coordinator. Phinney began her work with the AVID program in 2014 and has been passionate about the program ever since. Phinney highlighted the work being done at LPMS and in other schools across the district. There are currently 11 electives being taught in the district with 289 students enrolled in AVID courses; 120 teachers have attended AVID summer institutes.

Phinney shared how the AVID system works, focusing on four domains: Instruction, Systems, Leadership and Culture. She noted site plan development work, data collection and improvement cycles that are used to gauge success and evaluate strengths and weaknesses in the programs at schools. Co-Chair Craig asked how students are identified for the AVID program and Phinney said that for schools that are not a school-wide program, DART is used and an application is also put out to all students. Stuart Young complimented Phinney on her work and said he is thrilled to hear that AVID is becoming the core of some schools and would like to know how the board can help support the program. Phinney noted that cost is the biggest barrier, however there are grants that help offset expenses.

Co-Chair Craig asked about the significant changes Phinney has seen since implementing AVID at LPMS. Phinney shared how LPMS unintentionally created an achievement gap within their own school, but ultimately this helped them redirect the school's goals and led to a school-wide AVID focus. The biggest impact has been that AVID students have the best attendance, and for her staff, she knows they feel stronger and more united because they are working toward the same goals.

Superintendent Mikalson thanked Phinney for her energy and optimism in the program and for leading AVID work in the district.

❖ **Enrollment Update**

Brad Henry noted the enrollment report at board member's seats, which are the numbers reported to the state on October 1. The district has grown by 250 students from October 1, 2018; approximately 70 students over projections.

❖ **EL 5 – Staff Compensation & Development Policy Monitoring Report**

Jay Mathisen reviewed the executive summary in the board packet, noting the work done over the past year and the accomplishments and goals / priorities for the upcoming year. Superintendent Mikalson shared that Michelle Oakes and Carrie Douglass will be presenting about NBCT program at the upcoming Oregon School Board Association Annual Convention. Co-Chair Douglass asked about the upfront costs and any other barriers that some teachers are struggling with in their pursuit of becoming NBCT certified. Mathisen said the upfront cost is one that the district doesn't cover, however, once a teacher is certified, they do receive a \$2500 annual stipend for as long as their certification is active.

Robi Phinney noted that Mid Oregon just approved a low to no-interest loan for teachers who would like to pursue their NBCT certification.

❖ **EL 6 – Staff Evaluation Policy Monitoring Report**

Jay Mathisen reviewed the executive summary in the board packet, noting the work done over the past year and the accomplishments and goals / priorities for the upcoming year. Mathisen shared his appreciation for the efforts to improve the evaluation system for classified staff which was done in partnership with OSEA.

The Excellence and Equity review that is currently underway will also help with a better understanding of the district's evaluation process and areas that could be improved upon to make evaluations more meaningful to staff. Superintendent Mikalson said he is planning to share a report on the Excellence and Equity feedback with the board at the December meeting which will ultimately help update the

comprehensive plan and guide budgeting decisions. Co-Chair Douglass asked if recent alumni are one of the focus groups the district is working with as part of the review. Mathisen said no, but agreed it's an excellent idea to consider and he would follow up.

❖ **Financial Update**

Brad Henry noted the narrative in the board packet and budget statement following. He said not much has changed since the last financial update; revenues reflect the increased enrollment and additional staffing has been allocated to help offset the growth.

❖ **Policy & Regulation Update**

Andrea Wilson reviewed the policy and regulation update in the board packet, noting this is one of four updates the board will see as part of the EL 12 – Legally Required Policies monitoring effort.

Discussion

❖ **Board Ends Discussion**

Superintendent Mikalson shared about the district's whole person approach to students and learning and the shift from Student A to Student B. He noted the current Board Ends and potential updates to the Ends were discussed at the August Board Retreat. Mikalson introduced Dave VanLoo to help provide a deeper look at the Ends and why the recommendations that were presented at the board retreat came about.

VanLoo shared about the discussions he, Co-Chair Douglass and Stuart Young engaged in last school year in an effort to redefine the Ends. The guiding principles for Ends include:

- Are these measures predictive of student success in life beyond K-12?
- Are these measurable?
- Can they be disaggregated?
- Are the benefits of having the data commensurate with the cost of collecting the data?
- Can schools directly impact these measures?

VanLoo also noted the importance of having effective tools to provide data to measure, and that there are some things there is just no way to capture information on. Discussion ensued on the current Ends and proposed Ends and why the suggestions have been made with VanLoo pointing out that the question to always keep in mind is 'what decision are we trying to make based on this data?'

Co-Chair Douglass thanked VanLoo for his expertise and noted areas she feels the Ends are lacking. Discussion ensued on the use of surveys, gathering data from younger students, the need for more understanding on how students are doing in post-secondary coursework, etc. Board members shared thoughts of gathering feedback from staff as well and using that information to help better define the Ends. Discussion ensued on the idea of the board seeking a facilitator to help evaluate and redefine the Ends. Co-Chair Douglass asked board members to send her their hopes and desires in what a facilitator would offer the board and she would begin to draft an RFP.

Mikalson thanked VanLoo for his leadership, vision and care that he has invested into the district's data system, DART, noting it is a tool that is providing educators in the district extremely valuable information and data on students to help know them by their name, strength and need.

Board Comments

Melissa Barnes Dholakia thanked all presenters and appreciated the commentary on NBCT, Leadership Cadre and literacy.

Caroline Skidmore shared her appreciation for the reports as well and is looking forward to hearing what the results and feedback are from the various focus groups and how their input will help guide investment decisions. She said she enjoyed coming to La Pine and was especially struck by the work happening around social and emotional learning. She thanked Phinney for her presentation and taking extra time to visit today.

Stuart Young highlighted the successful negotiations resulting in employment agreements between the district and union groups and shared his thanks and appreciation of district and union leadership for their willingness to work together.

Co-Chair Douglass thanked all for attending and addressing the board. She appreciates hearing directly from parents, staff and community members. She too enjoyed visiting La Pine Middle School today and noted the incredible work of staff to support students is evident.

Amy Tatom shared she has been visiting schools over the past months which has helped her feel more connected and understand the needs and challenges schools are facing. She thanked teachers and shared her appreciation for the incredible work they do, noting it will be critical to use additional investments coming to schools the help support staff and the schools serving high needs students.

Shimiko Montgomery also thanked those who attended and shared about their experiences, noting it is so important to continue to share stories of what staff are experiencing and what schools need because it will ultimately help guide funding decisions. She thanked staff members at all schools for their hard work, commitment, time and effort.

Co-Chair Craig agreed with other board members sentiments and thanked all for attending.

Meeting adjourned at 7:30 p.m.

Recorded by: Andrea Wilson

Bend-La Pine Schools
Board of Directors Special Session Meeting Minutes

Meeting Date: November 6, 2019

Meeting Location

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

Board Members Present

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

Call to Order

The special session meeting was called to order at 6:45 p.m. by Co-Chair Craig.

Discussion

Co-Chair Douglass noted the special session was called to discuss the recent resignation announcement from Superintendent Mikalson. Co-Chair Craig shared that while Mikalson's resignation is a surprise, he has served the district for four years as superintendent, which is longer than the average duration of 2.5 years for superintendents in the nation. Stuart Young noted the excellent work of Mikalson, desirable location, highly respected district, and strong leadership team who are committed to the district which are all very desirable attributes candidates look for; and sees this change as an opportunity for growth and the board has the very important job of hiring an exceptional leader.

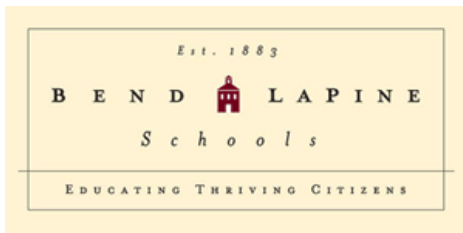
Co-Chair Craig reviewed the timeline and process the board used with the last superintendent search, noting a board committee led the superintendent search efforts. Discussion ensued on next steps, timeline, appointment vs. a full search, putting an RFP together for a search firm, other superintendent vacancies in Oregon, etc. Melissa Barnes-Dholakia shared her thoughts on pursuing a search firm and feels that hiring a superintendent is one of, if not the most important role of the school board. She sees this as an opportunity for the board to build alignment with board goals and executive limitations and is supportive of a full search.

Co-Chair Douglass recommended the board consider forming a superintendent search committee and start to work on an RFP to secure a search firm should the collective board decide to move that direction, anticipating a decision at the November 12 board meeting. Co-Chair Douglass, Co-Chair Craig and Barnes-Dohlakia agreed to lead the superintendent search committee. They will review the RFP used from the last search as a starting point and will reach out to other board members for input. Caroline Skidmore asked about the cost associated to the last search. The firm was between \$25,000-\$30,000 and total expenses came in at approximately \$55,000-\$60,000.

Co-Chair Craig and Young will begin to reach out to current cabinet team members as well.

Meeting adjourned at 7:50 p.m.

Recorded by: Andrea Wilson



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: November 8, 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 November 12, 2019. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Ibbs, Robert	Science Teacher PS108056TMP	Bend Senior HS	Temporary Part Time .833 FTE	11/12/2019
Murphy, Gina	Enrichment Teacher PS108107TMP	High Lakes Elementary	Temporary Full Time	11/12/2019
Price, Colin	Lang Arts Teacher PS108102TMP	Summit High School	Temporary Part Time .667 FTE	11/12/2019
Thomas, Heidi	Intermediate Teacher PS108108TMP	Highland Elementary	Regular Part Time to Temporary Full Time	11/12/2019
Tucker, Rebekah	CTE Coordinator PS108055TMP	Bend Senior HS	Temporary Part Time to Temporary Full Time	11/12/2019
Wiest, Kristen	Counselor PS108082TMP	Pacific Crest MS	Temporary Part Time .50 FTE	11/12/2019
Zavala, Lesley	Counselor PS107871TMP	Bend Senior HS	Temporary Full Time	11/12/2019

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Smith-Blockley, Stuart	PE Teacher	Amity Creek Elementary	08/26/2019 – 11/01/2019

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

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(541) 355-1100
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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Burling, Roy	Business Manager	Business Office	03/01/2017 – 11/30/2019
Phinney, Robi	Principal	La Pine MS	08/28/2006 – 11/29/2019

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
Burling, Roy	Business Manager	Business Office	12/01/2019 – 04/30/2020



HUMAN RESOURCES

Education Center

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Bend, Oregon 97703-2699
(541) 355-1100
Fax (541) 355-1109*

November 7, 2019

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

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

RE: Classified and Confidential Recommended Hires, Resignations, and Retirements.

The Human Resources Department recommends approval of the following Hires, Resignations, and Retirements at the School Board meeting on November 12, 2019.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Akin, Terri	#108122 Bus Driver	Transportation	Reg 5.25 hrs / day	11/05/19
Buchanan, Chelsie	#108036 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	10/02/19
Calalang, Lindsay	#108050 School Office Secretary I	High Lakes	Temp 2.0 hrs / day	10/04/19
Di Spaltro, Emily	#108016 School Office Secretary II	North Star	Reg 4.8 hrs / day	09/30/19
Esselman, Kelli	#108074 School Office Secretary I	Amity Creek	Temp 2.0 hrs/ day	10/17/19
Evans, Jill	#108027 EA – Student Instruction	Lava Ridge	Reg 1.5 hrs / day	10/02/19
Evans, Lachelle	#107932 Custodial Crew I	Mountain View	Reg 8.0 hrs / day	10/02/19
Gaede, Kaisha	#108044 Office Secretary II	Education Center	Reg 7.5 hrs / day	10/01/19
Galvin, Suzanne	#108087 School Office Secretary I	Lava Ridge	Temp 1.0 hrs / day	11/02/19
Garcia, Brianna	#108060 EA – Behavior Support	La Pine High	Temp 3.0 hrs / day	10/18/19
Garcia Barrios, Luis	#107932 Custodial Crew I	Bear Creek	Reg 8.0 hrs / day	10/21/19
Grindstaff, Jessika	#107771 EA – Student Inclusion	SkyView	Temp 6.5 hrs / day	10/17/19
Halliwell Templin, Kem	#108045 EA – Dual Language	Skyline	Temp 1.0 hrs / day	10/02/19
Harpole, Barbara (Julie)	#108058 ELL Community Liaison	Bend High	Temp 5.0 hrs / day	10/04/19



HUMAN RESOURCES

Education Center

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Kosct, Faith	#108015 Nutrition Technician II	La Pine Elementary	Reg 6.25 hrs / day	10/03/19
Lindley, Allison	#107771 EA – Inclusion	Mountain View	Temp 7.0 hrs / day	10/11/19
Livingston, Carrie	#108093 Office Secretary I	Juniper	Temp 1.0 hrs / day	10/30/19
MacRostie, Tiffany	#108066 Office Secretary I	Ponderosa	Temp 2.0 hrs / day	10/04/19
Mandish, Naomi	#107900 Nutrition Server I	Pine Ridge	Reg 3.0 hrs / day	09/23/19
Martin, Cassee	#108080 Nutrition Server I	Bend High	Reg 3.0 hrs / day	10/21/19
McDonald, Holly	#107947 EA – Student Instruction	Silver Rail	Reg 3.5 hrs / day	08/14/19
Meeuwesen, Kimberly	#108059 Bus Driver	La Pine Transportation	Reg 5.0 hrs / day	10/02/19
Morris, Shahayla	#108080 Nutrition Server I	Bend High	Reg 3.0 hrs / day	10/17/19
Netzky, Brenna	#108026 EA – Student Instruction	Pacific Crest	Temp 3.75 hrs / day	10/02/19
O'Keefe, John	#108124 Bus Driver	Transportation	Reg 4.5 hrs / day	11/05/19
Palmer, Michika	#107954 EA – Alternative Education	Rosland	Temp 3.0 hrs / day	10/03/19
Parrish, Rebecca	#107932 Custodial Crew I	Amity Creek / Support Services	Reg 8.0 hrs / day	11/05/19
Phillips, Charles	#107932 Custodial Crew I	Pacific Crest	Reg 8.0 hrs / day	10/10/19
Richards, Angela	#107771 EA – Student Inclusion	Ensworth	Temp 6.5 hrs / day	10/16/19
Schmied, Amber	#107771 EA – Inclusion	Silver Rail	Temp 6.5 hrs / day	10/12/19
Schoettler, Donald	#108123 Bus Driver	Transportation	Temp 5.75 hrs / day	11/05/19
Schwerbel, Lacey	#108070 Nutrition Services Technician II	Summit	Reg 3.75 hrs / day	10/11/19
Simpson, Steven	#108043 EA – Student Instruction	North Star	Temp 5.0 hrs / day	10/11/19
Strickland, Rocky	#108101 Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	10/17/19
Thompson, Phoebe	#107770 EA – Inclusion	High Desert	Temp 6.5 hrs / day	10/04/19
Torres-Seufert-Snow, Melissa	#107900 Nutrition Server I	North Star	Reg 3.5 hrs / day	10/22/19
Wellman, Lisa	#107887 EA – Student Instruction	Buckingham	Reg 3.5 hrs / day	10/23/19
Wilson, Drew	#107900 Nutrition Server I	La Pine Elementary	Reg 3.25 hrs / day	10/24/19
Wright, Kellie	#107900 Nutrition Server 1	La Pine High	Reg 3.25 hrs / day	10/30/19



HUMAN RESOURCES

Education Center

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Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Duenas, Derek	Classified Specialist II	Human Resources	Reg 8.0 hrs / day	09/27/19

Classified Resignations

Name	Position	Location	Resign Date
Butler, Janet	Nutrition Server I – resigned to a Nutrition Services Substitute position.	North Star	12/13/17 – 09/16/19
Denisevich, Natalia	Nutrition Server I	Cascade	09/20/18 – 10/09/19
Everhart, Matthew	Custodial Crew I	Juniper	10/30/17 – 11/01/19
Forbes, Megan	Nutrition Server I / Nutrition Technician II	Bend High / Highland	08/25/17 – 10/09/19
Hahn, Jacqueline	Nutrition Server I	R.E. Jewell	04/26/17 – 10/10/19
Layton, Jade	Custodial Assistant II	REALMS	08/15/16 – 10/23/19
Layton, Jon	Building Services Plumbing/HVAC Foreman	Maintenance	02/11/13 – 10/24/19
Sandusky, Alice	Consulting Registered Nurse	Special Programs	08/26/19 – 10/31/19
Smith-Blockley, Stuart	EA- Student Instruction	Amity Creek	08/26/19 – 10/31/19
VanVliet, Jonathan	Bus Driver	Transportation	04/22/13 – 10/11/19
Witty, Lori	School Secretary II	Special Programs	12/11/06 – 09/06/19
Wright, Andrea	Custodial Crew I	Amity Creek / Support Services	07/26/18 – 10/24/19

Classified Retirements

Name	Position	Location	Resign Date
Shupack, Judy	Media Manager II	Marshall	09/05/07 – 12/13/19
Lairson, Roseann	Bus Driver	Transportation	07/18/06 – 12/20/19



ACTION ITEM: 2019 OSBA Legislative Policy Committee Elections

EXECUTIVE SUMMARY:

In 2019, elections will be held for the Oregon School Board Association's (OSBA) Board of Directors holding even-numbered positions, plus Positions 1, 13 and 19. In addition, elections will also be held for all OSBA Legislative Policy Committee representatives.

OSBA Legislative Policy Committee, Position 3, serving the Central Oregon region is currently held by Courtney Snead from Jefferson County 509J School District. Snead has been nominated to continue to serve in Position 3. The nomination and Snead's resume follow this executive summary.

OSBA member boards are asked to consider nominations and take official board action and submit that information to OSBA. Voting is currently open and closes on December 13, 2019.

RECOMMENDED MOTION:

I move to approve that the Board of Directors for Bend-La Pine Schools support _____
for the OSBA Legislative Policy Committee Position 3.

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date August 20, 2019

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

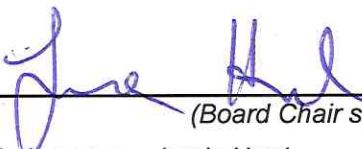
Dear Kevin Cassidy:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Central Region, Position # 3.

LPC CANDIDATE INFORMATION

Name: Courtney Snead
District/ESD/Community College: Jefferson County School District 509-J, Board Member
Address: 1070 SE Yarrow Ave.
City: Madras, Oregon ZIP: 97741
E-mail: csnead@509j.net Phone: (541) 419-9617

**This nomination was approved by official action of our board of directors at a duly called meeting on
August 19, 2019
(date)**


(Board Chair signature)
Board Chair name: Jamie Hurd
District: Jefferson County School District 509-J
Address: 445 SE Buff Street.
City: Madras, Oregon ZIP: 97741-1585

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: ___Courtney Snead___ Region: _____

District/ESD/CC: ___509J Jefferson County___ Position #: _____

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Courtney Snead

Name

August 19, 2019

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

My goal in serving on the LPC is to bring the perspective of central Oregon to discussions regarding impacts of policy for our school districts and communities. Additionally, I would like to serve as a conduit of information between OSBA LPC and our local school boards and community partners. Too often we work in silos, and by bringing our local government and nonprofit community leaders together and helping educate them about school district issues we can bring more influence to discussions with our local legislators.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I have a background in local government management, including a specific focus on policy and financial management. My approach to leadership is collaborative and inclusive, recognizing that I am not great at coming up with innovative ideas or big-picture solutions, but I am great at providing a perspective on operationalizing and implementing those ideas. One example of my leadership is working with our school board to present information on school funding to community leaders in Jefferson County. We developed a presentation and then took it on a roadshow to service clubs, cities and the county to try and build a coalition of partners carrying a united message on the importance of school funding reform.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Building accountability for school funding that does not burden Districts who may not have the same staff capacity as larger Districts and continuing to maintain as much local control as possible (in the face of a State that seems to want as much state-wide control as possible). Another challenge is that of retaining management rights while balancing meeting the needs of collective bargaining units.

4. What do you see as the two most challenging legislative issues faced by your region?

Central Oregon is different from the valley, and continuing to present that message to lawmakers is critical, in addition to the two legislative issues described above as faced by OSBA.

5. What is your plan for communicating with boards in your region about legislative issues?

In the time that I have served on the LPC our OSBA representative has done a fantastic job communicating about OSBA board meetings and issues. I would work with Patti on the best path forward for us to communicate on LPC issues, including potentially visiting other boards in person and/or email communications.

Deadline: September 27, 2019, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: Courtney Snead Date: August 19, 2019

Address: 1070 SE Yarrow Ave

City / ZIP: Madras, OR 97741

Business phone: (541) 419-9617

Residence phone: _____

Cell phone: _____

E-mail: csnead@509j.net

District/ESD/CC: 509j Jefferson County

Term expires: June 2024 Years on board: 4 YEARS

Deadline: September 27, 2019, 5 pm

Please send your picture (head shot).

A high-resolution digital photo is preferred but a print is acceptable.

E-mail to OSBAelections@osba.org,

or mail to: Oregon School Boards

Association, 1201 Court St NE, #400,

Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Legislative policy committee, partial term 2019 representing central Oregon region

Other education board positions held/dates:

Board chair, 2018-19

Occupation (Include at least the past five years):

Employers:

Dates:

Sisters Park and Recreation District
Interim Executive Director & Finance Manager

August 2018 – current

Interim chief executive officer of the district. Responsible for overall management and operation of district, including evaluating and developing systems, policies and procedures to strengthen their administrative foundation. Also serving as the interim finance manager, and responsible for accounts payable and receivable, payroll, facilitating the audit, and serving as the district's budget officer.

Boring But Important, LLC
Manager

April 2017 – current

Assist public and nonprofit organizations with developing strategies, policies and practices that will positively impact the communities they serve. Expand the capacity of management to get projects done that they don't have time to complete. Provide Interim leadership services. Identify and implement efficiencies in existing systems, explore grant/funding opportunities, provide mentorship for new managers, and explore how implementing DEI principles can increase organizational equity and inclusion.

Central Oregon Community College
Part-time instructor

January 2007 – June 2018

Part-time instructor in Human Development and Social Science departments. Courses include College Success, Introduction to Political Philosophy, Introduction to United States Government, and State and Local Government in Oregon.

Responsible for oversight and management of the LTD Coalition, a community organization comprised of over 35 local/regional organizations and community members, with the goal of creating inclusive conversations that empowered historically underserved populations in the communities we served. Managed three staff members and responsible for the day-to-day operations of the LTD Coalition. Responsible for building relationships at various levels, managing multiple grants, and continually seeking to diversify the organization's funding sources (increased revenues by 110% in one year). Facilitated cultural awareness trainings both as a consultant to other organizations as well as within the community. Successfully transitioned the Coalition from a fiscally sponsored project to a standalone 501c3 nonprofit organization.

Central Oregon Community College
Madras Campus Director & Interim Redmond Campus Administrator

June 2011 – May 2015

Opened and established a new branch campus. Provided administrative and operational leadership and supervisory oversight at the Madras and Redmond Campuses. Staffed the local Education Council/Advisory Board to ensure that programs were meeting the needs of the community. Fostered positive relationships between students, staff, instructors and the community. Responsible for providing coherent, academically strong programming and services at the Madras and Redmond Campuses. In the Interim role, presented gap analyses and recommendations in three areas identified for improvement.

City of Bend
Assistant II, City Manager's Office

June 2006 – June 2011

Developed and implemented City-wide projects & systems as directed by the City Manager and City Council, including but not limited to the Biennial Budget, Strategic Plan, Council-staff relationships (including the preparation for annual goal setting retreats), emergency preparedness coordination, legislative liaising, customer service, various internal staff committees, and other special projects as assigned. Served as the Interim Engineering Division Manager. Supervised the Accessibility Department, Information Technology Department, and the summer interns in Administration.

Schools attended (Include official name of school, where and when):

High school: Sabino High School, Tucson, AZ

College: Northern Arizona University

Degrees earned:

- Bachelor of Arts, Political Science
- Masters Public Administration
- Certificate of Public Management

Education honors and/or awards:

Other applicable training or education:

-Oregon State University, ABD doctorate of education, community college leadership

Activities, other state and local community services:

- Oregon Commission on Voluntary Action, Commissioner, appointed by Governor (2019-current)
- Jefferson County 509J School District, Board member (2015-current); Chair (2018-2019)
- Madras High School Futures Center, Mentor (2017-current)
- OSBA Legislative policy committee, central Oregon representative (2019)
- Jefferson County Youth Organization (aka Kids Club) Board (2010-2017); Board President (2014-2017); Board Secretary (2012-2014)
- Developing Equity Leadership through Training and Action (DELTA) Program participant, central

- Oregon cohort (spring 2016)
- City of Madras Budget Committee (2009-2014)
- Oregon City/County Manager's Association Board (2009-2011)
- Meadowlark Manor, Board President (2006-2008)

Hobbies/special interests:

Golfing, bowling, reading and following politics

Business/professional/civic group memberships; offices held and dates:

See above community service listing

Additional comments:

Deadline: September 27, 2019, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Administrative School District No. 1
Bend-La Pine Schools

RESOLUTION NO. 1892

Safe Gun Storage

WHEREAS, Bend-La Pine Schools is the 5th largest district in Oregon, enrolling more than 18,000 students at 33 school sites; and

WHEREAS, school safety is one of Bend-La Pine Schools' highest priorities; and

WHEREAS, we honor the spirit of unity that is bringing neighbors together across Central Oregon; and

WHEREAS, school gun violence has become an all too frequent occurrence in our country. Data from Everytown for Gun Safety indicates there have been more than 180 shootings on school campuses in the U.S. since December 14, 2012, when 20 children and six adults were killed at Sandy Hook Elementary school. Since the school shooting at Columbine High School in 1999, more than 228,000 children have experienced gun violence at school; and

WHEREAS, according to the Center for Disease Control and Prevention, firearms used in school-associated homicides and suicides came primarily (80%) from the perpetrator's home or from friends or relatives. According to the Journal of Urban Health, an estimated 4.6 million American children live in households with at least one unlocked and loaded firearm; and

WHEREAS, according to the CDC, every day, 80 children, teens, and young adults are injured or killed by guns in the United States. The children and teen firearm suicide rate has increased by 82 percent over the past 10 years. The American Academy of Pediatrics recommends that firearms be stored unloaded with a cable lock or in a safe with ammunition stored separately; and

WHEREAS, given the unique lethality of suicide by gun, safe storage practices in homes and vehicles can be a means to reduce the rate of teen suicide. A study reported by the Journal of the American Medical Association found that the "households that locked both firearms and ammunition were associated with a 78 percent lower risk of self-inflicted firearm injuries and an 85 percent lower risk of unintentional firearm injuries among children, compared to those that locked neither;" and

WHEREAS, Bend-La Pine Schools believes the key to the process of building and maintaining safe schools is the development of active partnerships between school, parents and communities. Bend-La Pine Schools is a founding partner of the Safe Schools Alliance, established in 1998. The goal of the alliance is to provide safe and secure school environments through community and interagency partnerships among students, parents, education, mental health, community justice and law enforcement; and

WHEREAS, Bend-La Pine Schools has developed threat assessment programs, implemented school security upgrades, and initiated emergency planning protocols as tools to preventing school gun violence; and

WHEREAS, preventing school gun violence involves a multi-faceted approach, which includes messaging to adult the importance of safe storage of firearms; and

WHEREAS, in order to continue with preventative measures to increase school safety we must act now.

NOW, THEREFORE IT IS RESOLVED THAT we, the Board of Directors for Bend-La Pine Schools directs the Superintendent and staff to assist school administrators in updating their school district safety plan to include providing information to parents and guardians on the importance of safe gun storage.

Adopted this _____ day of _____, 2019

Signed:

Co-Chair

Co-Chair

Attest:

Superintendent