

Bend-La Pine Schools School Board Regular Meeting Agenda

January 11, 2022, 5:30 PM

Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

1.	<u>Call to Order</u>		
	Speaker(s): Chair Barnes Dholakia		
2.	<u>Pledge of Allegiance</u>		
	Speaker(s): Chair Barnes Dholakia		
3.	<u>Review of Agenda</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Any changes to the Agenda after posting on January 7, 2022, are shown below.		
4.	<u>District Recognitions</u>		
	A. Champion for Students Award		
	Speaker(s): Superintendent Cook		
	B. School Board Recognition Month		
	Speaker(s): Superintendent Cook		
5.	<u>Public Comment</u>		<u>3</u>
	Speaker(s): Chair Barnes Dholakia		
	Description: This is the time provided for individuals to address the Board.		
	 Public Comment is accepted via Google Form until 12:00 p.m. on January 11, 2022.		
	Attachments:		
1.11.22	Public Comment		3
6.	<u>Consent for Action</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.		
	A. Approval of Minutes		4
	Description: December 14, 2021, Regular Board Meeting		
	<i>Reference: ORS 192.650 and ORS 332.057</i>		
	Attachments:		
12.14.21	Minutes - DRAFT		4
	B. Approval of Personnel Recommendations		11
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements		
	<i>Reference: ORS 332.505</i>		
	Attachments:		
	Certified Board Report 1.11.22		

7. Reports	
A. Superintendent's Report	
Speaker(s): Superintendent Cook	
8. Administrative Policy and Regulation Report	
Speaker(s): Chair Barnes Dholakia	
A. Administrative Policies and Regulations in Review	14
Speaker(s): Superintendent Cook	
Description: List of District Policies and/or Regulations that are currently under review by the District.	
Public feedback regarding the policies in review is accepted beginning Wednesday, January 12, 2022, through Tuesday, January 25, 2022, via Google Form.	
Attachments:	
Executive Summary Policy and Regulation for Review	14
IGBHAB-AR draft 1.5.22	15
JC-AR draft 1.5.22	20
B. Administrative Policies and Regulations for Adoption	24
Speaker(s): Superintendent Cook	
Description: List of Administrative Policies and/or Regulations that the District is adopting.	
Attachments:	
Executive Summary Administrative Regulations for Adoption	24
ACB-AR draft 12.14.2021	25
IICA-AR - Field Trips final 12.14.2021 draft	28
IKA-AR 11.2021 draft	31
12.15-12.28 Policy Public Comment	35
9. Board Comments	
Description: Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.	
10. Adjourn	
Description: Meeting will be adjourned with a School Board Work Session scheduled for January 25, 2022, and the next Regular School Board Meeting scheduled for February 8, 2022.	



PUBLIC COMMENT

January 11, 2022

Non-Agendized Items:

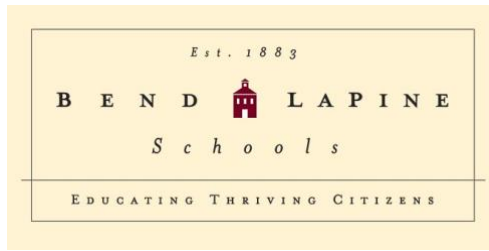
1. Jamie Cordell

- Related to updates to OHA quarantine.

Comments submitted to the Board for record only; speaker has chosen not to join live to read their comments.

1. Jessica Savalla – Non-Agendized Item

- Hi. We received an email the other day saying that families should prepare for the possibility of going back to virtual learning. I know this just means to have a plan in place, but I'd like to know what circumstances would trigger going back to virtual? Is it a number of student-cases of COVID? other? Thank you.



Bend-La Pine Schools School Board Regular Meeting Minutes

Meeting Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

Meeting Date: December 14, 2021

Board Members

Melissa Barnes Dholakia:	Present
Marcus LeGrand:	Present
Janet Sarai Llerandi Gonzalez:	Present
Carrie McPherson Douglass:	Present
Shimiko Montgomery:	Present
Shirley Olson:	Present
Amy Tatom:	Present

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:31 p.m. It was noted that Shimiko Montgomery, Shirley Olson, and Janet Sarai Llerandi Gonzalez were attending the meeting virtually. ASL interpreters were Erin Trimble and Kayla Celedon and Joel Vargas provided a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

Discussion: The Pledge of Allegiance was led by Chair Barnes Dholakia.

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on December 10, 2021, are shown below.

Discussion: There were no changes to the agenda.

4. Board and District Recognitions

A. Certificate of Appreciation

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia recognized Rick Olegario for his long-standing service on the district Budget Committee with a Certificate of Appreciation. Olegario was unable to attend to accept his award, but graciously accepted via email.

B. Champion for Students Award

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook presented the Champion for Students award to the Multilingual Department, which includes ELL specialists and family liaisons, in recognition of their efforts during the past year to increase services, foster connection, develop relationships and bolster school-family communication for our multilingual community. Kinsey Martin, Director of Diversity, Equity and Inclusion; Liz Vargas, and Carol Nase accepted the award on behalf of the Multilingual Department.

5. Public Comment

Speaker(s): Chair Barnes Dholakia

Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 12:00 p.m. on December 14, 2021.

Discussion: Chair Barnes Dholakia reminded the audience that the Board and District leadership value communication from students, families, staff, and community members as it helps to guide the work of Bend-La Pine Schools. She reminded the audience that board meetings are a meeting in public and not with the public. She advised the audience that public comment would be heard in the order of the agenda, with a maximum of 10 minutes per agenda item and a total of 10 minutes for non-agendized items and individual speakers would be afforded a maximum of two minutes.

Mike LaTorre, teacher and parent in Bend-La Pine Schools, shared his concerns in regards to the police department providing demonstrations on district property and implored the board to review the policy regarding this.

Barnes Dholakia noted that the Board also received public comment from Katherine Hudson who chose not to read her comments live and that those comments would be added to the official board records for the meeting.

6. Board and District Recognitions

A. ABCD - Above and Beyond the Call of Duty Award

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook presented the ABCD - Above and Beyond the Call of Duty Award to John Norwood, a bus driver for the district. Cook shared that Mr. Norwood's actions during a recent accident inspired the district to create the award. Mr. Norwood was recognized for his quick actions, presence of mind and service above self, noting that his efforts went above and beyond, demonstrated tremendous courage and kindness, and made everyone at Bend-La Pine Schools proud.

7. Consent for Action

Speaker(s): Chair Barnes Dholakia

Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.

Action(s): I move to approve the Consent for Action as presented. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Chair Barnes Dholakia asked Superintendent Cook to explain the retire/rehire process. Cook shared that after reaching a certain criteria for age and service, an individual can choose to retire from the District. There are a few options for an employee in good standing if they wish to remain employed, such as remaining on for the remainder of the current school year and entering into a one-year contract for rehire which can then be renewed for a total of three years.

A. Approval of Minutes

Description: November 9, 2021 Regular Board Meeting and November 19, 2021, Board Retreat

Reference: ORS 192.650 and ORS 332.057

Attachments: 11.9.21 Minutes – DRAFT and 11.19.21 Minutes - DRAFT

B. Approval of Personnel Recommendations

Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements

Reference: ORS 332.505

Attachments: Certified Board Report 12.14.21 and Classified Board Report 12.14.21

8. Reports

A. Alternative Learning Options (ALO) Annual Comprehensive Report

Speaker(s): Kathy McCollum, HDESD Director of Alternative Learning Options

Description: High Desert Educational Service District (HDESD) will provide their Annual Comprehensive Report on Alternative Learning Options (ALO).

Attachments: Bend-La Pine School Board Presentation 2021 and 2020-21 Bend-La Pine Schools - ALO Report

Discussion: Kathy McCollum, HDESD Director of Alternative Learning Options, presented the annual comprehensive report on the nine Alternative Learning Option (ALO) programs and charter schools within Bend-La Pine Schools. She noted that each of the program directors was joining the meeting virtually and would be available for questions. McCollum reviewed the significant accomplishments of each program and noted that there were 944 total students served.

Vice Chair LeGrand inquired as to what is being done to help students of color return to the regular school system and to keep them out of these alternative programs and how are we helping them adjust back into the community once they graduate. Eric Powell, Assistant Director of Student Services, shared that many of the students in the programs are from districts across the state and not representative of our local community. He shared the importance of looking at the root causes for these students breaking the school to prison pipeline; pushing toward restorative practices and not marginalizing the students to help them get their lives back on track. Powell also noted that the bigger push from early education up is also key in supporting these students. McCollum shared that the state's Grow Your Own initiative to get more people of color as teachers and administrators will be helpful in changing the dynamics within our schools.

Chair Barnes Dholakia inquired about the rates of special education students in the programs and what is being done in the system to help these students. McCollum shared that Kay Ann Well, from Bend-La Pine Schools, works closely with the programs and has been instrumental in helping students return to general education classrooms.

Carrie McPherson Douglass inquired as to how Bend International School and Desert Sky Montessori are measuring their academic success as the information shared didn't show that data. McCollum shared that both programs use DIBELS. Deputy Superintendent Nordquist shared that both programs participate in state assessments, but because of COVID there isn't any data available to report. Meera Rupp, Director of Bend International School, shared that her program did the MAP assessment in the fall and found that the loss wasn't as great as expected.

Chair Barnes Dholakia shared how inspiring it is to see how many students are earning their GEDs and diplomas through these programs. She inquired as to the impact of these students on the state reporting of the District's graduation rate. Superintendent Cook shared that all students in the ALO

programs count in the district population and therefore that does impact the district's graduation rate; however, the District is proud to be a part of the solution in helping students overcome their challenges.

B. Healthy Schools Presentation

Speaker(s): Jennifer Hauth, Director of Social, Emotional and Mental Well-being

Description: Overview of mission of Healthy Schools in conjunction with Aimee Snyder, Healthy Schools Supervisor, Deschutes County.

Attachments:

Healthy Schools Presentation PowerPoint

Discussion:

Jennifer Hauth, Director of Social, Emotional, and Mental Well-being, and Aimee Snyder, Supervisor of Healthy Schools for Bend-La Pine Schools and Deschutes County shared the mission of Healthy Schools, the goals of the program, strategies for reaching the goals and how the goals align with the District initiatives.

Snyder discussed the Positive Youth Development (PYD) benchmark as a goal and a metric for monitoring the success of the program and noted that students meeting the benchmark were strongly associated with mostly As and Bs in their classes and overall more healthy behaviors. She reviewed the results of the 2020 Oregon Student Health Survey, which showed that overall, 68% of students in Bend-La Pine Schools were meeting the PYD benchmark. Snyder discussed the disparity between students who meet the PYD benchmark and those that do not in regards to students who seriously considered suicide in the past year, showing the importance of the healthy schools initiative which allows for the integration of public health services into public schools. Hauth noted that the program is a three-year program that started in two high schools, with two schools being added each year for the next two years.

Amy Tatom inquired as to how interventions are being targeted for students identified as being at most risk. Snyder shared that the program is still developing and that specialists are looking to engage with student group advisors and that they are including student voice in the planning process.

Carrie McPherson Douglass asked for clarification on where the funding for the program comes from, if the funding is at risk, and how people can advocate for the program. Sean Reinhart, Executive Director of Student Services, shared that the District's 50% portion of funding comes from the Student Investment Account (SIA) and that over the next two years the amount will proportionally increase as additional schools are added to the program. Jessica Jacks from Deschutes County shared that the 50% portion from the county is funded by the general fund and is subject to budget committee approval each year. Chair Barnes Dholakia thanked the county commissioners and county budget committee for partnering with the district on this program and Jacks thanked the District for their dedication to developing this program. Snyder shared how crucial local funding is as it allows the program to be tailored to the needs and priorities of the community, whereas other funding can dictate how the program is designed.

Shirley Olson inquired as to whether parents are aware of the surveys being conducted with students to help alleviate some of the misunderstandings of the healthy schools initiative within the community. Snyder shared that the surveys are conducted by the Oregon Health Authority (OHA), are completely voluntary, are publicly available for parents to see and opt out, and that within the survey, there are informational and educational resources for students. She also noted that the Healthy Schools program uses a model called whole school, whole community, whole child to ensure all resources work together to provide consistent messaging to students and families.

Vice Chair LeGrand inquired as to the acceptance of the program in schools. Snyder shared that overall the program has been received positively and noted that because the program is not rigid, it allows for flexibility based on school needs.

C. Finance Report

Speaker(s): Leah Bibeau, Finance Director

Description: Finance Report 2 of 4 for the year

Attachments: Financial Statements Dec 14 2021 Board Meeting

Discussion: Leah Bibeau, Finance Director, provided an update on the second quarter financial statements. She noted that the revised forecast includes the state school funds rebalancing efforts that were done due to enrollment changes across the state. Bibeau noted that the annual audit had been finalized today, well in advance of the deadline, and that the 2013 bond refunding closed today with an approximate \$7.5 million savings to tax payers over the next ten years.

Chair Barnes Dholakia inquired as to how the district has adjusted/adapted financially due to the loss of enrollment. Bibeau shared that the district received a \$1 million technology grant for technology needs that the district had originally planned to fund. She also noted that there is a reduction in staffing costs due to unfilled positions in many classified positions, as well as attrition due to the natural course of events. Chair Barnes Dholakia thanked Leah, Brad Henry and team for expertly navigating unforeseen circumstances and keeping our financials strong. Henry shared that the district not only finalized the audit ahead of schedule, but also received a clean opinion from the auditors, which is exceptional for our complex district and speaks to the hard work of Leah Bibeau and her team.

9. Action Items

A. Budget Committee Vacancies

Speaker(s): Brad Henry, Chief Operations and Financial Officer

Action(s): I move to reappoint Natasha McFarland to a 3-year term on the Bend-La Pine Schools' Budget Committee and to advertise the vacant seats to the community. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 7, Nay: 0

Attachments: Executive Summary - Budget Committee Vacancies

Discussion: Brad Henry, Chief Operations and Financial Officer, noted that there are currently four seats open on the budget committee; two of which are due to terms ending and two due to Marcus LeGrand and Shirley Olson being elected as members of the Board of Directors. He shared that Natasha McFarland was interested in continuing on the budget committee if the Board chose to reappoint her.

Chair Barnes Dholakia asked for volunteers to lead the process for reviewing the applications for the budget committee. Amy Tatom volunteered to lead the process and Shimiko Montgomery volunteered to assist in the process.

B. Board Policies for Action

Speaker(s): Chair Barnes Dholakia

Description: Board Policies that require School Board approval.

Action(s): I move to approve the Board policies as presented. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 7, Nay: 0

Attachments: Executive Summary Executive Limitation and Board Policy for Adoption, 11.10-11.23 Public Comment Received on Policies and Regulation in Review, EL 12 11.9.21 draft update, GBJ-BP draft 10.2021, JFCJ-BP draft 10.2021, KGBB-BP draft 10.21, and KL-BP draft update 9.2021

Discussion: Chair Barnes Dholakia shared that Executive Limitation 12: Legally Required Policies and KL-BP: Public Complaints received no public comment. In regards to GBJ-BP: Weapons in Schools (Staff), JFCJ-BP: Weapons in Schools (Students), and KGBB-BP: Firearms Prohibited, public comment was received and is attached to the board packet. No changes were made to proposed versions of the policies presented on November 9, 2021.

Amy Tatom noted that adopting these policies tonight, on the ninth anniversary of Sandy Hook, feels very important and thanked former board member Caroline Skidmore for her advocacy surrounding these policies.

Carrie McPherson Douglass thanked everyone for working on the policies and to the public for submitting public comment.

Janet Sarai Llerandi Gonzalez appreciated the transparency of this process and for the opportunity for the public to give their feedback.

10. Administrative Policy and Regulation Report

Speaker(s): Chair Barnes Dholakia

A. Administrative Policies and Regulations in Review

Speaker(s): Superintendent Cook

Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning Wednesday, December 15, 2021, through Tuesday, December 28, 2021, via Google Form.

Attachments: Executive Summary Policy and Regulation for Review, ACB-BP draft 12.14.21, ACB-AR draft 12.14.2021, IICA-AR - Field Trips final 12.14.2021 draft, and IKA-AR 11.2021 draft

Discussion:

Superintendent Cook shared that ACB-BP: Every Student Belongs, ACB-AR: Bias Incident Complaint Procedure, IICA-AR: Field Trips & Special Activities, and IKA-AR: Grades & Credit are currently being reviewed by the District.

ACB-BP: Every Student Belongs includes amendments to align with updates to (OAR) 581-022-2312 as well as renaming the policy from an Administrative Policy (AP) to Board Policy (BP).

ACB-AR: Bias Incident Complaint Procedure includes updates that align with amendments made to (OAR) 581-022-2312 specific to the investigation process and response for reported bias incidents.

IICA-AR: Field Trips & Special Activities has been amended to add clarification that all out of state travel requests that are sponsored by the school or district must be approved by the Superintendent, which aligns the regulation with current practice.

IKA-AR: Grades & Credit includes additional information about conditions for alternative credit learning experiences specific to the 2020-21 and 2021-22 school years to support the most severely impacted marginalized students who, as a result of the ongoing pandemic, are credit deficient.

Chair Barnes Dholakia inquired as to whether the changes to ACB-BP, specifically the use of the word "or" in paragraph six in regards to the definition of Symbol of Hate reduces the definition and if "or" could be replaced with "and".

Cook shared that the administrative policies and regulations will be reviewed for the next 30 days.

Feedback from both the board and the public will be accepted via Google Form, which is linked in the board packet and on the Policies page of the district website, until 5:00 p.m. on Tuesday, December 28, 2021. A summary of the changes to each are provided in the board packet.

B. Administrative Policies and Regulations for Adoption

Speaker(s): Superintendent Cook

Description: List of Administrative Policies and/or Regulations that the District is adopting.

Attachments: Executive Summary Administrative Regulation for Adoption and KL-AR draft 9.2021

Discussion: Superintendent Cook noted that the district was adopting KL-AR: Public Complaints as presented at the November 9, 2021, meeting and that no comments or feedback were received.

11. Board Comments

Description: Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.

Discussion: Amy Tatom shared her appreciation for the conversation on the healthy schools program along with her concerns for the well-being of our educators and their feelings of being overwhelmed.

Vice Chair Marcus LeGrand shared that he recently listened to a podcast that included educators from around the country in which the commentator implored adults to remind students that schools are theirs and that students should be included in the conversation in building their schools around their needs.

Shirley Olson thanked Amy for sharing her concerns about our staff and acknowledged the difficult decisions that must be made at the administrative level. She also appreciated the report on the alternative learning option programs.

Janet Sarai Llerandi Gonzalez expanded on the need to look at a holistic approach to the level of expectations of our educators.

Shimiko Montgomery thanked Janet for her comments and everyone for all of their hard work.

Chair Barnes Dholakia highlighted that she had recently met with constituents, that she met with the team at Bend High School to discuss enrollment and balancing enrollment among the high schools, and her excitement in seeing the high school cheer teams participating in the holiday parade. She noted that she is also excited to hear more about the Grow Your Own program in the district at the upcoming work session. Barnes Dholakia also mentioned that the Winter Board Leadership Listening Session, which is a town hall format with questions submitted in advance, will be held January 20th at Caldera High School from 5:30-7:30 p.m. More information is available on the School Board Meetings webpage, including the form to submit questions to the board and to sign up to attend the event.

12. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for January 11, 2022.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:30 p.m.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: January 7, 2022
 TO: Dr. Steven Cook, Superintendent
 Board of Directors for Bend-La Pine Schools
 FROM: Steve Herron, Chief Human Resources Officer
 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 January 11, 2022. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Sizemore, Noelle	Primary Teacher PS108759	Bear Creek Elementary	Temporary Full Time	01/03/2022

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Brown, Melinda	ESL Teacher	Elk Meadow Elementary	9/25/1995 – 12/17/2021
Gerner, Melissa	7-8 Math Teacher	REALMS MS	08/30/2021 – 01/28/2022
Howard, Lindsey	Speech Teacher	Rosland Elementary and La Pine HS	08/30/2021 – 12/17/2021
Kaye, Ian	Student Success Coordinator	Bear Creek Elementary	06/21/2021 – 12/17/2021
Murphy, Nicole	Science Teacher	Pilot Butte MS	08/29/1995 – 01/03/2022
Potter, Lisa	Title Elementary Teacher	RE Jewell Elementary	08/28/2014 – 01/07/2022

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES



HUMAN RESOURCES

Education Center

520 N.W. Wall Street
 Bend, Oregon 97703-2699
 (541) 355-1100
 Fax (541) 355-1109

January 4, 2022

TO: Steve Cook, Superintendent
 Bend-La Pine School Board of Directors

FROM: Steve Herron, Chief Human Resources Officer
 Paul Dean, Director of Human Resources – Classified Staff

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on January 11, 2022.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Boeck, Chelsea	Office Secretary I PS109442TMP	RE Jewell	Temp 3.35 hrs / day	12/07/21
Burnett, Mark	Bus Driver PS109192	Transportation	Reg 6.5 hrs / day	01/03/22
Chase, Sherrie	Nutrition Server I PS109160	La Pine Elementary	Reg 3.75 hrs / day	12/08/21
Eastman, Amy	Office Secretary II PS109450	La Pine High	Reg 8.0 hrs / day	12/15/21
Faulkner, Angela	Office Secretary I PS109461	Marshall High	Temp 5.6 hrs / day	01/04/22
Fritz, Kevin	Bus Monitor PS109485	Transportation La Pine	Reg 6.5 hrs /day	12/13/21
Knowles, Lisa	Online Student Success Monitor PS109165	LA Pine high	Temp 7.0 hrs / day	01/03/22
Nye, Jamie	EA – Behavior Support PS109447	RE Jewell	Temp 3.75 hrs / day	12/16/21
Sholes, Donald	Bus Driver PS109192	Transportation	Reg 6.5 hrs / day	12/07/21
Wagner, Margaret	Bus Driver PS109192	Transportation	Reg 6.25 hrs / day	12/13/21

Classified Resignations

Name	Position	Location	Resign Date
Davis, Laurence (L.B.)	Bus Driver	Transportation	12/02/16 – 01/03/22
Kirkpatrick, Jeff	Main Boiler Tech	Maintenance	01/10/01 – 12/31/21
Lanter, Renee	Nutrition Server I	High Lakes	05/10/21 – 12/16/21
Monaghan Jones, Megan	Consulting Registered Nurse	SPED	10/11/21 – 01/14/22
Newman, Lindsay	Nutrition Server I	Buckingham	11/15/21 – 12/17/21
Perez, George	Family Liaison	ESL	12/18/17 – 12/15/21
Strickland, Rocky	Bus Driver	Transportation-La Pine	10/17/19 – 01/07/22
Wiley, Robert	Bus Driver	Transportation	02/18/19 – 12/08/21
Wynne, Brittney	Bus Driver	Transportation	02/19/21 – 12/16/21



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
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(541) 355-1100
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Classified Retire-Rehires

Name	Position	Location	Retirement Date
Forney, Ramon	Print Shop	Warehouse	04/13/92 – 06/30/22
Shannon, Laurie	Office Manager	Summit	08/13/01 – 06/30/22



REPORT: Policies and Regulations in Review (1/11/2022)

PRESENTED BY: Dr. Steve Cook

EXECUTIVE SUMMARY:

Bend-La Pine Schools has a policy and regulation review process that consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district will allow time for, and consider public feedback related to the proposed changes before adopting any changes.

The following policies and regulations are currently in review. A brief summary of the proposed changes are listed below and a redline version each follow this executive summary.

Policy / Regulation Title	Reason for Update
IGBHAB-AR: Choice Option Schools and Programs	Updated to align with current Choice Option application practices.
JC-AR: Attendance Areas & In-District Transfers	The Attendance Area Change Request (ACR) process and priority considerations have been updated to align with the request process that will be used for the 2022-23 school year. The guidance for the 2021-22 school year has been removed.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on January 25, 2022.

To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, January 12, 2022.

Please see guidance for the 2021-22 school year on pages 4-5

Definition

Choice Option schools and programs provide learning opportunities that are significantly different from other traditional programs, while meeting the same standards and requirements as other schools within the district. Choice Options are structured around a unique curriculum or particular instructional methodology and may be located in the same building as a neighborhood school or in a separate school. Choice Options are designed to serve students from throughout the district.

Guiding Principles

Choice Options are educational alternatives that provide learning opportunities that are significantly different from existing programs and are open to families from throughout the district who choose the specific educational methodology for their student(s). A Choice Option will provide equal opportunity for all nationalities, races, ethnic groups, abilities and genders within Bend-La Pine Schools.

Goals of a Choice Option must be congruent with the district’s vision, mission, goals, and strategic plan as well as with state standards. A Choice Option will adhere to established district policies, procedures and assessment practices.

A Choice Option will generally be funded and staffed at the same levels as other district schools serving similar grade levels. The school board may choose to fund start-up or program costs at a different level based on unique needs of the program. The district shall establish enrollment capacities for each grade at the Choice Option each spring for the following school year, based on student-teacher ratios that are comparable to those in the other schools of the district. If more students apply for admission to a Choice Option than space and staffing allow, students will be selected for enrollment by a district defined lottery procedure.

Attendance Areas

The following Choice Options have a defined “magnet zone”

- Amity Creek Magnet at Thompson School
- Highland Magnet at Kenwood School
- Westside Village Magnet at Kingston School

A “magnet zone,” where applicable, is defined as an area in proximity to the school where preference will be provided to resident families if they have completed the full application process. Since each Choice Option has a different methodology of instruction, the families living within a “magnet zone” will need to determine that the placement is the right fit for their student and apply. When the district establishes “magnet zones,” they shall be drawn in a manner so that a significant majority of the slots are available for students from outside the zones.

For purposes of enrollment, the primary residence of the student must be used. Families who reside in a “magnet zone” and are selected for a Choice Option program will be asked to provide proof of their current residential address; examples of documentation include a property tax statement, mortgage document, rental agreement, or current utility bill. Proof of address must be provided to the school office by August 1. If it is determined that some address other than the primary residence has been used for

obtaining access to a specific Choice Option, then all rights and privileges accorded through this administrative regulation shall be forfeited.

The district will site Choice Options. Parents may need to provide their own transportation as the district provides limited bus routes and transportation to Choice Options.

Choice Option Application Process

Any student residing within the Bend-La Pine Schools' boundaries is eligible to attend a Choice Option. If resident students do not request all of the space available, non-resident students who have been approved for inter-district transfer in accordance with district procedures may be enrolled (see JECB-AP: Admission of Non-Resident Students). The district will inform the public about Choice Options and timelines for application on an annual basis.

Interested families are encouraged to attend informational meetings and school tours as advertised each year. ~~Since the educational focus or methodology differs, and the intent is to match the educational needs of the student, families may submit an application for only one Choice Option.~~ Applications are available on the district website or at all Choice Option sites. ~~Students may only be included in one Choice Option lottery in a given year. If a student is not admitted to their first choice, families may request the student's name be placed on the "interest list" for another Choice Option. Placement of a student's name on an "interest list" will result in that student being removed from the waitlist of the first choice school.~~

To be considered for admission to a Choice Option, all students, including siblings and students residing within a "magnet zone," must submit a Choice Option application form by the deadline established and advertised by the district. Admission preference into a Choice Option will be in the following priority order:

- Siblings of current students and incoming kindergartners living within the "magnet zone" receive first priority preference if there is available space at their respective grade level. Recent additions to families (i.e.: step-children/adopted children) qualify as siblings under this policy. If there is not space at that grade level, the sibling or siblings will be placed at the top of the sibling waiting list. *Effective the 2020-21 school year lottery, siblings of current students in 5th and/or 8th grades will not have sibling preference in the lottery process. Sibling preference will only be given to those students who will attend the same Choice Option during the same school year.*
- For a family with multiple children entering the same grade (e.g. twins, triplets, blended families, adoption or any other reason), all of the children will be included on one Choice Option application form. An additional application form must be completed for each child in another grade.
- Incoming students in grades 1-5 (or 1-8, if applicable) who live within the "magnet zones" receive second priority preference. Implementation of the "magnet zone" priority will not displace students currently enrolled. If there is not space at the desired grade level, students will be placed on the "magnet zone" waiting list.
- For Realms Middle and Realms High School students:
 - Realms High School will reserve a maximum of 50% of their 9th grade seats for current 8th grade Realms Middle School students who submit a Choice Option application for Realms High.
 - A lottery will be held if the number of applications from current 8th grade Realms Middle School students exceeds the reserved number of 9th grade seats. Students who are not selected in the lottery will be placed on the "reserved-seat waiting list."

- The other 50% of the 9th grade seats at Realms High School will be available to all other students who complete the Choice Option application for Realms High.
 - A lottery will be held if there are more applications than available seats. Students who are not selected in this lottery will be placed on the “non-reserved waiting list.”
 - If there are available seats after all students are considered for the non-reserved 9th grade seats, those seats will be offered to students who are on the “reserved-seat waiting list.”
- Should a Realms Middle School student choose to go to a different high school for 9th grade and then want to return to Realms High School, that student will no longer have preference and will be placed on the “non-reserved waiting list.”

Students who have been reconfirmed on the lottery waiting list from the prior school year’s lottery will receive third priority preference.

Applicants that have submitted their Choice Option application by the application deadline will fill all of the remaining vacancies. In the event that more students apply than can be accommodated, a lottery will be conducted.

Individuals who were on any waiting list the previous year must submit a new application by the lottery application deadline in order to maintain a position on the waiting list.

Students applying for admission to a Choice Option after the application deadline will be placed on an interest list in the order in which the school receives their application. Students on an “interest list” may only be admitted after the students on the “waiting list” for that grade have been admitted.

Early entry requests for kindergarten will not be included in the lottery unless the required testing has been initiated prior to the lottery application deadline. The process must be completed by the end of the academic year in which the application was made.

Whenever applicants exceed vacancies, the following lottery process will be followed:

- The names of those applicants not already enrolled are sorted by grade. Applicants who are sibling groups or live in the appropriate “magnet zone” are separated into their priority groupings.
- Upper grades openings are filled first, followed in descending order by openings in other grades.
- When a family has several children in the lottery, if one child’s name is drawn, at that point the other siblings are enrolled if there are openings in their respective grades. If no openings are available, their names will be placed at the top of the sibling waiting list.
- When all of the openings are filled, a drawing is held of the remaining applicants who are not already on a waiting list, and the names are placed in order at the end of any waiting lists that may already exist.

Parent / guardian will be notified of lottery results.

Once the lottery is completed, and an opening occurs, the first name on the waiting list becomes eligible to fill that spot. A family will have one opportunity to rotate to the bottom of the waiting list, rather than accepting an opening mid-year. The second time a family becomes eligible, they must either accept the opening or be removed from the waiting list.

Families interested in enrolling their children may place their names on the “interest list” at any time. When an opening occurs during the school year and there are no names on the waiting list for that grade, the “interest list” will be used to fill the opening. All interested families need to fill out a Choice Option application form, which will allow them to be involved in the lottery process.

If a student is currently enrolled in a Choice Option and ~~he/she~~ applies and is accepted to another Choice Option, ~~that student he/she~~ will lose the spot in the current Choice Option. The vacant spot can be filled with a new student from the waiting list.

Exceptional Situations

A student will be withdrawn after an absence of 10 consecutive school days (per OAR 581-023). A student will not be permitted to re-enroll at ~~their his/her~~ respective magnet school after an additional 30 consecutive school days of absences. If a student wishes to reenroll at a Choice Option after being dropped from enrollment due to an extended absence, ~~they he/she~~ must complete the Choice Option application process.

The district recognizes certain extenuating circumstances may cause a student to have an extended absence beyond the day limits defined above. When a student has an extended absence due to such circumstances (i.e., medical emergency), the principal will consult with the superintendent or designee to determine if that student will be readmitted to the Choice Option.

Parents who wish to have their student return to their attendance area school will lose their spot at a Choice Option and must go through the application process if they would like to reenroll at a Choice Option.

Admission to district Magnet Schools or a variety of Choice Options operated by district shall be in accordance to the procedures established for the respective program. These programs are generally open to students throughout the district without regard to the student’s attendance area. In rare situations, where student enrollment exceeds space and/or staffing available, the district may need to transfer a student to another school. If a transfer is necessary, the district will make every effort to work with parents and/or guardians to assure as smooth of a transition as possible.

Guidance for the 2021-22 School Year

For the 2021-22 school year, Choice Option students who enroll in Bend-La Pine Online (BLPO) and remained actively enrolled for the entirety of the 2021-22 school year will not lose their spot at the following Choice Option schools:

- Amity Creek Magnet at Thompson School
- Highland Magnet at Kenwood School
- Westside Village Magnet at Kingston School
- Realms Middle School
- Realms High School
- Bend Tech Academy at Marshall High School

If there is a waitlist at the Choice Options listed above, opportunities to fill the open spot will not be offered to anyone while the student is actively enrolled at BLPO.

If a student in the K-12 Dual Immersion Choice Option desires to enroll in BLPO then they must contact ~~program leadership at 541-355-1022 Kinsey Martin, the Assistant Director ELL and Dual Language Programs, at 541-355-1026 or kinsey.martin@bend.k12.or.us~~ to discuss the conditions under which the student would not lose their spot in the Dual Immersion Program.

If a Choice Option student enrolls in BLPO and subsequently fails to complete the coursework for the first semester, they may lose their spot at the Choice Option. The principal will consult with the superintendent or designee to determine if that student will be readmitted to the Choice Option.

In addition to the BLPO option, incoming Kindergarten students may postpone their entry into a Choice Option School until the start of the 2022-23 school year without losing their spot.

If a Choice Option student enrolls in a program or school outside of Bend-La Pine Schools (including district charter schools) for the 2021-22 school year, their spot will not be held.

Reviewed: 2/11/08, 1/25/10, 1/20/15, 9/23/15, 10/20/15,
2/6/19, 4/8/19, 12/9/19, 7/20/20, 8/2021, [12/2021](#)

Approved: 4/7/08, 1/22/15, 11/2/15, 2/11/19, 4/16/19,
12/20/19, 8/4/20, 9/14/2021

Please see guidance for the 2021-22 school year on pages 3-4

Students are generally expected to attend the school in the attendance area in which their parents or legal guardians reside. Attendance areas provide a balance among number of students, available classrooms, and ~~teaching~~ staff. The district strives to assure that the educational programs and opportunities within the district's schools are comparable. When unusual circumstances or special needs exist, exceptions will be considered based upon parent/guardian request and/or district need in accordance with these procedures. Transfers in attendance areas may be granted for any of the following:

Placement of Student in District Program

The district chooses to locate a number of district-wide programs at specific schools. Placement in these programs is made in accordance with the student's educational needs, qualifications, and space available, regardless of the student's attendance area.

Admission into Magnet Schools or Choice Options

Admission to district Magnet Schools or a variety of Choice Options operated by district shall be in accordance with the procedures established for the respective program. These programs are generally open to students throughout the district without regard to the student's attendance area. Further information about admission to district magnet schools and choice option programs can be found in IGBHAB-AR : Choice Option Schools and Programs.

In-District Transfers

In rare situations, where student enrollment substantially exceeds space and/or staffing available, the district may need to transfer a student to another school. If a transfer is necessary, the district will make every effort to work with parents/guardians to assure as smooth of a transition as possible. If space becomes available in the student's home school, a student who is subject to an in-district transfer will have the first right of returning to the home school. The district will provide student transportation to the new school in cases of in-district transfers.

Attendance Area Change Requests (ACR)

A parent/guardian may request a ~~either a temporary or permanent~~ change in attendance area when special circumstances merit such a change. Approval or denial of requests will be made ~~jointly by home school and receiving school principals~~ based upon student needs, space available in the school, and the particular grade or program, impact on enrollment balance between the schools, and appropriateness of the program. Student educational and behavioral records may be reviewed. When an ACR is granted, student transportation to and from school is the responsibility of the parents/guardians. ~~Poor attendance, tardiness, and/or disciplinary problems may be grounds for revoking the approval.~~

Priority Considerations for Attendance Area Change Requests

In addition to consideration of space and staffing available, and requests received by the established due dates, the following priority considerations will be considered when reviewing an ACR:

- Timely submission of ACR form.
- Parent/guardian is a current Bend-La Pine Schools staff member at the requested school.
- Desire to remain at a student's current school for the remaining years served at that school, if a student's primary residence changes to outside of the attendance area mid-year.

- If a student is requesting an ACR due to an upcoming relocation to a new attendance area, proof of future residence is required (i.e., rental agreement, copy of earnest money deposit, utility bill/agreement, etc.).
- Significant family and/or student circumstance and/or hardship of an educational, medical, financial or personal nature that would be relieved by a change in attendance area. The circumstance or hardship to be relieved must be specified. At the elementary level this may include daycare.
- Participation in a sequential program of studies where the program is not offered at the student's resident high school. Once transferred for reasons of a program of study, the student will be expected to remain enrolled in the program for which the transfer was granted.
- Sibling(s) who will be in attendance at the same school in the year following the submission of the ACR. Note: siblings are not automatically granted enrollment.

Once an ACR change is granted, it will not be necessary for parents/guardians to complete an ACR form annually. It is the expectation that a student will remain at the approved school for the duration of time at each educational level. When a student moves to the next educational level (i.e., elementary to middle school, or middle to high school), a new area change request will be necessary if the student desires to attend a school outside of their attendance area. If a student does not enroll in the ACR approved school when initially approved, the approval is considered void and the student must reapply should they wish to enroll at a later date. If a student unenrolls from their ACR approved school, the approval is considered void and the student must reapply should they wish to re-enroll.

Types / Reasons for Attendance Area Change Requests

1. Temporary Change of Attendance Area

Changes that are granted under this section may be revoked when the factors necessitating the change end. Generally, temporary changes are reviewed at least annually and new ACR forms must be submitted. If the factor(s) necessitating the change have not changed, the request will be renewed. Temporary changes may be granted for the following reasons:

- To remain at a student's current school for the remainder of the school year, if the student's parent/guardian moves during the school year.
- To complete a student's education at a particular school if parent/guardians change their official residence within the school district or there is an official change in attendance area boundaries after the student completes the fourth grade at elementary, seventh grade at middle, or eleventh grade at high school.
- For significant family and/or student circumstance and/or hardship of an educational, medical, financial or personal nature which would be relieved by a change in attendance area. The circumstance or hardship to be relieved must be specified. At the elementary level this may include daycare.
- To take or participate in a sequential program of studies where the program is not offered at the student's resident high school. Once transferred for reasons of a program of study the student will be expected to remain enrolled in the program for which the transfer was granted.

2. Permanent Change of Attendance Area

Parents/guardians may request authorization for a student to attend a school outside of their attendance area. Changes that are granted under this section are for the remaining years served by the receiving school. Once a change is granted under this section it will not be necessary for parents/guardians to complete an ACR form annually. When a student moves to the next educational level (middle school, high school) a new area change request will be necessary.

In addition to consideration of space and staffing available, factors that will be considered are the length of the student's previous attendance at the school and siblings in attendance. Siblings are not

~~automatically granted enrollment. However, siblings may be granted enrollment under temporary status above.~~

Attendance Area Change for Activity or Athletic Participation

In competitive activities, which are governed by the Oregon School Activities Association (OSAA), eligibility will be determined by a review based on OSAA standards. Changes in attendance area may jeopardize OSAA eligibility. The district will not grant transfers based solely on athletic/activity considerations. Any student wanting to participate in an OSAA sport or activity should not begin practice until the ACR has been approved.

Procedures for Attendance Area Change Request

- To enable planning at the respective schools and to receive ~~priority~~ ~~maximum~~ consideration, parent/guardians requesting a transfer should submit a completed ACR ~~request for grades 1 – 12 by March 1 and by May 1 for kindergarten students. Requests can be completed electronically or with a paper ACR form.~~ ~~form to their home elementary (grades 1-5), middle and/or high school by March 1 and by May 1 for kindergarten students.~~ A supplemental letter may be attached to further explain the specific reasons for the request.
- Requests received after March 1 for ~~grades 1-12, elementary (grades 1-5), middle and/or high school~~ or after May 1 for kindergarten, will be considered after all other requests have been evaluated.
- ~~The home school principal will review the request form, confer with the receiving school principal to consider space available and the factors of the request, make a joint decision to approve or deny the request, and notify the parent/guardian of their decision.~~
- If approved, the receiving school will confirm the decision and schedule an appointment for the parent and student to meet with the appropriate school personnel to complete enrollment and placement. Every attempt will be made to complete notification by May 1 in order to facilitate enrollment, scheduling, and planning.
- The receiving school will also notify appropriate district personnel to implement the change. i.e.: Transportation, Information Technology, etc.
- If an ACR is denied, a parent/guardian may request to have their student placed on a waiting list for consideration if space becomes available later in the year. Waiting lists will not be carried forward to the next year; a new request will be necessary.
- A parent/guardian may appeal an ACR denial, in writing, within 10 working days, to the Executive Director of Elementary, Middle or High School Programs, depending on the grade level of the student. The Executive Director will review the appeal and render a decision within 10 working days. If the parent/guardian is not satisfied with the decision of the Executive Director, they may appeal the decision, in writing, within 10 working days, to the Deputy Superintendent. The Deputy Superintendent will review the appeal and render a decision within 10 working days. The decision of the Deputy Superintendent shall be final.

Determining Residence

- For purposes of enrollment, the primary residence of the student must be used. If it is determined that some address other than primary residence has been used for obtaining access to a specific school, then all rights and privileges accorded through this district administrative regulation regarding the choice of school shall be forfeited.
- Students whose primary residence is within the ~~Caldera High Bend Senior High~~ / La Pine High Choice Attendance Area, as defined by the district, have the option to enroll at ~~Caldera High School Bend Senior High~~ or La Pine High School. Once a student has started at either ~~Caldera High Bend Senior High~~ or La Pine High, that high school will be considered the student's home area high school. If a student who resides in the choice attendance area and who has started at either ~~Caldera High Bend Senior High~~ or La Pine High would like to transfer to a different high school in the district, that student must follow the procedures for an Attendance Area Change Request as described above.

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, camping grounds or trailer parks due to lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a private or public place not designed for ordinary use as regular sleeping accommodations for human beings; are living in a car, park, public space, abandoned building, bus or train station or similar setting; will not be denied or delayed school enrollment due to lack of any document normally required for determining primary residence.
- [Students who live outside of Bend-La Pine Schools' district attendance areas and wish to enroll the district are asked to follow the guidance set forth is JECB-AP: Admission of Non-Resident Students.](#)

Guidance for the 2021-22 School Year

~~For the 2021-22 school year, students who are attending a school on an approved ACR who enroll in Bend-La Pine Online (BLPO) and remained actively enrolled for the entirety of the 2021-22 school year will not lose their spot at their school.~~

~~If there is a waitlist at the school, opportunities to fill the open spot will not be offered to anyone while the student is actively enrolled at BLPO.—~~

~~If a student enrolls in BLPO and subsequently fails to complete the coursework for the first semester, they may lose their spot at their ACR approved school. The principal will consult with the superintendent or designee to determine if that student will be readmitted to their ACR approved school.~~

~~In addition to the BLPO option, incoming Kindergarten students who have an approved ACR may postpone their entry at the approved school until the start of the 2022-23 school year without losing their spot.~~

~~If a student who is attending a school on an approved ACR enrolls in a program or school outside of Bend-La Pine Schools (including district charter schools) for the 2021-22 school year, their spot will not be held.~~



Revised: 1/22/99, 10/16/00, 4/14/03, 3/2/09,
4/19/10, 1/14/13, 2/13/14, 1/16/15, 2/8/16,
9/26/19, 7/24/20, 8/2021, 9/14/21,

Review Date: 10/16/00, 4/14/03, 3/2/09, 4/12/10,
1/13/12, 1/14/13, 2/8/16, 10/2/19, 8/4/20, 8/2021,
[12/20/21](#)



REPORT: Administrative Policies and Regulations for Adoption (1/11/2022)

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

The following administrative policies and regulations were presented at the December 14, 2021, Board meeting. A brief summary of the proposed changes and public comment received are listed below. A redline version of each follow this executive summary. The policies and regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
ACB-AR: Bias Incident Complaint Procedure	Updates align with amendments made to (OAR) 581-022-2312 specific to the investigation process and response for reported bias incidents. NO public comment received
IICA-AR: Field Trips & Special Activities	Clarification that all out of state travel requests that are sponsored by the school or district must be approved by the Superintendent. This update aligns with current practice. NO public comment received
IKA-AR: Grades & Credit	Additional information about conditions for alternative credit learning experiences specific to the 2020-21 and 2021-22 school years has been added. See attached public comment received. The district is currently considering the question posed and will bring forth an updated version of the AR if deemed necessary.

The term “bias incident” and “symbols of hate” are defined in ACB-BP: Every Student Belongs. ~~means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.~~ Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act¹. ~~individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.~~¹

STEP 1

When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and without unreasonable delay report the incident to person as described below. A complaint may be filed through a verbal report, [a Bias Incident report](#), or by completing a [Complaint Reporting Form](#).

Complaints against a student shall be filed with the school principal. Complaints against an employee shall be filed with the employee’s direct supervisor. Complaints against a school or site administrator shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board Chair.

Complaints against a school or site administrator will begin at Step 3. Complaints against the Superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the district official reviewing the complaint will ensure that all requirements are met.

STEP 2

The district official receiving the complaint shall acknowledge receipt of the complaint, reduce the complaint to writing using the Complaint Reporting Form, and investigate any complaint of a bias incident. The district official investigating the complaint will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and ~~commit to preventing prevent~~ further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of bias and hate;
- Procedural components to ~~ensure advance~~ the safety and healing, ~~and agency~~ of those impacted by bias and hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The investigator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly².

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

The investigator will make a decision within 10 working days of receiving the complaint. All persons impacted by the act will be provided with information³ relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- Notice that an investigation has been initiated;
- Notice when the investigation has been completed;
- Findings of the investigation and the final determination based on those findings; ~~and~~
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence; ~~and when the actions relate directly to a person impacted by the event.~~
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

~~If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.²~~

STEP 3

If complainant or a respondent wishes to appeal the decision of the investigator in Step 2, the complainant or respondent may submit a written appeal to the Superintendent within 10 working days after receipt of the Step 2 decision.

The Superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The Superintendent or designee will review the merits of the complaint and the investigator's decision. The Superintendent or designee will respond in writing to the complainant within 10 working days unless the Superintendent or designee needs additional time based on the complexity of the review or need for additional investigation. ~~If additional time is needed, the Superintendent or designee will inform the parties that additional time is needed and will provide the parties with an estimate of how long he or she will need.~~

The Superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

STEP 4

If the complainant or respondent is not satisfied with the decision of the Superintendent or designee, a written appeal may be filed with the Board Chair within 10 working days of receipt of the Step 3 decision. The Board will review the complaint and response, and at its discretion, may ~~hear or deny the request for appeal at a Board meeting. schedule a hearing.~~ The Board may use an executive session if the subject matter qualifies under Oregon law. ~~If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representatives at Board meeting.~~ After review of the complaint and response, or following a hearing, the Board will notify the complainant whether it affirms the response of the Superintendent or designee, or whether further action is appropriate. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision shall be sent to the complainant in writing ~~within 10 working days of the Board meeting.~~

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

~~If~~ The complainant, if a person who resides in the district, or a parent / guardian of a student who attends school in the district, or a student currently enrolled in the district, is not satisfied after exhausting local complaint procedures, ~~or~~ the district fails to render a written decision within 30 working days of submission of the complaint at any step, or fails to resolve the complaint within 90 working days of the

² ~~Refer to policies GBL – Personnel Records, JOA – Directory Information and JOB – Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.860.~~

initial filing of the complaint, may appeal⁴ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁵

The Superintendent or designee will develop and implement instructional materials to ensure that all school employees, ~~and~~ staff and students are made aware of [ACB-BP: Every Student Belongs](#), [this regulation](#), ~~this procedure~~ and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, at any point in Steps 1-4, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

Reviewed: 10/2020, [12/2021](#)
Approved: 12/2020

³ For additional information regarding required notices, see OAR 581-022-2312(4)(e)(E)

⁴ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁵ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Field Trips and Special Activities

Section: Instruction

Code: IICA-AR

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day. No student shall be denied participation in the trip or activities because of disability or financial inability to pay.

Field trips and other special activities involving travel may be authorized by the principal, superintendent or designee when such trips or activities contribute to the achievement of desirable educational outcomes in alignment with district educational, social, and cultural goals. A Field Trip / Activity Request Form must be completed and approved prior to the trip date.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent / guardian / community volunteer pool. The district encourages parent / guardian participation in field trips and special activities. Parents / guardians who wish to attend a field trip or special activity are considered volunteers and are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers in Schools prior to the trip date. Due to factors such as transportation, location, facilities, or planned activities, some field trips or special activities may have a maximum number of volunteer opportunities available. The district staff member leading the trip shall communicate about the number volunteer opportunities as part of the trip or event planning communication.

Written parent/guardian permission must be obtained for each trip for each student participating. The signed form showing parent/guardian approval and acknowledgement of student conduct guidelines will be maintained according to Oregon Record Retention Laws.

The district will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in case of illness or accident, and methods for communicating in discipline and emergency situations.

All out-of-state travel must have prior superintendent approval through submission of the Field Trip / Activity Request Form. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

The district recognizes that there are certain activities that planning and undertaking are unique to a particular academic program, instructional goal, or other extra-curricular need. As such, this regulation shall not apply to ~~the trips, travel, or activities that fall within the following categories: School-to-Work, School Clubs Activities or Athletics,~~ foreign travel study programs and those activities that ~~are not sponsored by the school or district. take place during summer and other non-school days.~~ are not sponsored by the school or district.

Field Trip Review and Approval Process

Any field trip or planned activity in which school personnel and students leave and return from a school campus must have prior approval the trip or activity date. The Field Trip / Activity Request Form is to be used to request field trip or non-athletic activity approval from the school / site administrator, Director of Special Programs, and/or the Superintendent.

Prior to granting approval of any trip or activity, the following will be considered: educational objectives, destination, dates and times, number of students participating, student and staff safety, equal opportunity, cost and funding sources and transportation.

Transportation

Except as specifically authorized, transportation of students shall be by district transportation. When contracted bus transportation is provided, only authorized vendors will be utilized. The Transportation Department will maintain a list of authorized vendors and scheduling procedures.

As stated in EEADB-AR: Student Transportation in Private Vehicles, parents and other designated adults, including district employees, who are considered volunteer drivers, may be permitted to use private vehicles to transport students on field trips or other school activities if the following conditions have been met prior to providing the transportation:

- The school administrator has approved the trip activity and the mode of transportation.
- A parent/guardian has authorized and granted permission for their student to participate in the trip or activity as well as authorized and granted permission for their student to ride in a privately owned vehicle on the Permission and Release of Liability Form.
- The volunteer driver has completed the volunteer background check as required and described in KCA-AR: Volunteers in Schools.

Students may not participate in a field trip as drivers.

Supervision

Student safety will be a primary consideration at all times of field trips. Adequate supervision, including appropriate staffing, and other adult chaperones participating in the activity. As in conducting regular classes and activities on campus, district staff must assume primary responsibility for all reasonable and usual supervision of students and activities. At least one of the supervisors and/or chaperones must be a district employee. The role of volunteers and chaperones is to accompany and assist with students on field trips. Where volunteers and / or chaperones are needed, it shall be limited to adults who have successfully completed the volunteer background check as described in KCA-AR: Volunteers in Schools.

- Volunteers: volunteers are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers in Schools prior to the trip date.
- Chaperones: are considered volunteers and are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers in Schools prior to the trip date.
- Adult to student ratio: the ratio of adult supervision to students participating will ordinarily not be less than 1:10 for elementary, 1:15 for middle and high school trips. The district may adjust adult supervision ratios when in its professional judgement such adjustment is necessary, taking into consideration special needs of students and the activities planned to occur on the trip.
- On overnight trips in which students of both genders participate, adult staff, chaperones and other volunteers shall be both male and female. Gender balance of supervisor/chaperones is highly encouraged on all excursions. Supervisor(s) must have knowledge that students will not be permitted to leave the field trip group during the trip unless they are released to their parent / guardian.

Safety Procedures

Student and staff safety is paramount. The district staff member leading the trip shall discuss safety procedures specific to the trip with students and accompanying adults prior to the trip. Such discussion

may be in writing, acknowledged by a parent/guardian, or accompanying adult prior to the trip in conjunction with the Field Trip / Activity Permission and Release of Liability form.

Parent / Guardian Permission

A completed Permission and Release of Liability Form must be completed and signed by a parent or guardian for each student participating in the field trip or activity. The district will provide meaningful alternative classroom activities to students if parent/guardian permission is not provided.

Student Behavioral Expectations

Students are expected to follow all directions, rules, safety precautions, and Board policies and regulations of the district while participating in the field trip or activity.

Funding of Field Trips / Special Activities

Trips shall be funded from the school's field trip account and associated student body funds. At the principal or designee's discretion, fundraising activities may also be utilized as reviewed in IGDF-AR: Student Fund Raising Activities.

Foreign Travel

Unless authorized by the superintendent or designee, or as part of a sister or friendly city exchange, any foreign travel organized or undertaken by student groups shall be outside the oversight, supervision, or responsibility of the district. See IGDK-AR: Non-District Sponsored Study, Tours, Trips, Competitions.

LEGAL REFERENCES:

ORS 332.107
ORS 336.014
ORS 339.155
ORS 339.240 – 339.250
OAR 581-022-1020

Reviewed: 1/07, 1/31/18, 9/28/18, 9/25/19, [12/14/2021](#)

Approved: 1/07, 10/4/18, 12/20/19

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Grades and Credit

Section: Instruction

Code: IKA-AR

PROGRESS REPORTING

Grades will be used to report student progress on grade-level or content area learning standards and/or meeting course requirements and will be shared with parents at the end of each grading cycle, during the District's regularly scheduled parent-teacher conference days or throughout the year based on reasonable parent or teacher request.

Assessment of a student's progress will be by one or more of the following:

1. A letter grade, symbol, or number score following the district's existing report forms.
2. Yearly written narratives that reports the student's progress over the course of the school year.
3. A portfolio system that contains work samples collected and reviewed over time and used for ongoing assessment purposes.

Alternative reporting forms to the above must be pre-approved for school use by the Teaching and Learning Department.

At the beginning of the reporting period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

CROSS-CREDIT COURSEWORK

Some career-technical or professional-technical coursework may serve as an alternative to core academic study and be applied to diploma requirements based on the equivalency of meeting academic content standards. Students may opt to cross credit District-approved courses for a core academic diploma requirement under the following conditions:

1. Up to 1.0 math and/or science diploma credit can be met with a district-approved cross-credit course. No district-approved math and science cross-credit course meets college admissions and NCAA core subject requirements.
2. A district-approved cross-credit course can only be assigned to one diploma subject category.

WEIGHTED GRADES

Some advanced coursework is weighted on a 5-point scale. Included are 300-/400-level college math, science, Language Arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades. A student/parent may appeal additional advanced coursework for consideration of weighed status to the Deputy Superintendent, overseeing high school programs.

AWARDING CREDIT FOR A COURSE TAKEN MORE THAN ONCE

A student may repeat any course in order to improve his/her knowledge when a grade of "D" or "F" has been earned. A "D" or "F" indicates course completion, will be recorded on the transcript, and used in the GPA calculation. In the event a course is retaken, the higher grade earned will count for required credit on the transcript and the lower grade will be counted as elective credit on the transcript.

PROCEDURES FOR TRANSCRIPTION OF GRADES WHEN A CLASS IS DROPPED

If a student is enrolled in a course and decides to drop that course within the first ten (10) class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal.

If a student withdraws from a course after the first ten (10) class sessions, the student will receive an "F." This grade will remain on the transcript and will be factored in the student's GPA.

If a student drops a course to transfer to a corresponding course in the district's virtual instruction program within the first six (6) weeks of a term, the dropped course will be listed on the student's transcript with a "W," no credit, and no grade penalty. The virtual instruction course, grade, and credit will also be recorded on the student's transcript. Failure to enroll in the corresponding virtual instruction course within 10 days of dropping a course will result in an "F" in the dropped course.

The principal has the authority to approve on a case-by-case basis appeals to an "F" resulting from a course drop and to assign a "W" with no grade penalty based on extenuating circumstances. Extenuating circumstances include death in the student's family; a documented medical condition resulting in the student's inability to attend class or do the required work; change in the student's educational placement pursuant to IDEA, ELL, and/or 504; substance abuse treatment; and significant family disruption/hardship, such as homelessness, abuse or violence in the home, and incarceration. The principal will review the appeal with the teacher and counselor before making a decision.

PROCEDURES FOR AWARDING AN INCOMPLETE GRADE

A student can be given an Incomplete grade (I) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher not to exceed the following semester/trimester. If an Incomplete grade is awarded at the end of the school year, the student will need to complete required coursework and the grade recorded by the end of the first semester/trimester of the new school year.

If the required coursework is not completed within the agreed upon time, the I grade will revert to an F.

The principal has the authority to approve on a case-by-case basis appeals to the "F" and extend the deadline based on extenuating circumstances. The principal will review an appeal with the teacher and counselor before making a decision.

PE CREDIT FOR CHALLENGE TESTS AND OSAA ATHLETIC PARTICIPATION

Students have the opportunity to challenge required credit in PE. Challenge tests will be scheduled once a semester/trimester at home schools. Students will be given one chance to take a challenge test and must achieve 80% or above to have successfully challenged the course. "P" grades and required diploma credit will be awarded and recorded on transcripts for successful challenges.

Students who participate in OSAA sports and complete an entire season may be eligible to receive one-quarter PE credit (0.25) per sport as defined in ICAA-AR.

CREDIT FOR DRIVER'S EDUCATION

Any time after enrolling in high school, a student can submit to the high school principal an Application for Driver's Education Credit.

HIGH SCHOOL COURSE CREDIT FOR MIDDLE SCHOOL STUDENTS

Any time after enrolling in high school, a student can submit to the high school principal an Application for High School Transcript Credit. This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. If approved, the course title, credit and grade will be added permanently to a student's transcript and cannot be changed or deleted at a later date. All courses included on a student's high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online.

HIGH SCHOOL TRANSFER CREDIT

STANDARD SCHOOL

A designation given by the Oregon State Board of Education to Chapter 581, Division 22. This term also applies to similar designations given by other states to schools under their jurisdiction.

ACCREDITED SCHOOL

A school that has received accreditation from and/or recognized by international or national accrediting agencies.

TRANSFER CREDIT(S)

When transferring into a District high school from an accredited high school or from a high school which has been declared “standard” by its respective state department of education, accreditation agency, or Department of Defense Education Activity School, whether public, private, religious or alternative high school, students will receive credit for previously completed classes

Students transferring from a high school which is neither accredited nor “standard” will not be granted credit for classes completed at that school, except for credits earned through an accredited correspondence or online school as allowed for other Bend-La Pine high school students.

Transfer students will not receive Bend-La Pine high school credit for classes taken via home school except for credits earned through an accredited correspondence or online school as allowed for other Bend-La Pine high school students. Students may receive credit for home school programs sponsored by the Bend-La Pine School District.

Students may apply credit by proficiency, independent study, correspondence, online, and college coursework from accredited agencies and institutions toward graduation. Coursework must be approved by the principal or his/her designee.

College quarter- and semester-hour credits will be converted to the following high school units of credit:

Quarter-Hour Conversion		Semester-Hour Conversion	
College	High School	College	High School
5	1.00	5	1.50
3-4	0.50	3-4	0.75
1-2	0.25	1-2	0.40

ALTERNATIVE LEARNING EXPERIENCES FOR CREDIT

Students may develop and propose learning experiences independent of the regular school curriculum. This proposal for alternative crediting shall be developed under the guidance and approval of a counselor or a supervising teacher endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present his/her proposal to a review committee consisting of the vice-principal in charge of alternative credit options, the supervising teacher, the student’s counselor, and other personnel as designated by the principal. This committee shall approve the proposal and award final credit and grade based on the student’s submission of required documentation of performance.

CONDITIONS FOR ALTERNATIVE CREDIT LEARNING EXPERIENCES

Students in atypical situations (i.e., homelessness, foster care, hospitalization, care of the state, migrant education, Title III recent arriver, homebound, previous dropout, etc.) will be offered educational opportunities with the goal of increasing credit flexibility. [Except as described below for the 2020-21 and](#)

2021-22 school years, the details of the alternative credit learning experience must be documented and pre-approved by a supervising teacher, school counselor and school administrator. The proposal must include the means by which the student will demonstrate performance standards in the subject area requested. Performance standards include state academic content standards and essential skills, recognized by industry standards, or other national or international standards of knowledge and skills. Students are encouraged to enroll in a full schedule of classes. An approved alternative learning experience may be designated as independent study and scheduled as a class period. Credits earned through this alternative means will be reflected on students' transcripts in the same way as traditional credits.

Credit options may include, but are not limited to:

1. Partial credit based on seat time using the formula 7 clock hours = .1 credits
2. Documentation of proficiency in or mastery of standards may include one or any combination of the following as defined in OAR 581-022-1131:
 - Successful completion of classroom or equivalent coursework (i.e., career-related learning experiences, project-based learning) in or out of class.
 - Passing score on an exam designed to measure proficiency or mastery of identified standards. As an example, a passing score on the GED exam will serve as the equivalent of 9 core subject credits (3 Language Arts, 2 math, 2 science and 2 social studies).
 - Collection of work or other assessment evidence.
 - Documentation of prior learning activities or experiences.
 - For the 2020-21 and 2021-22 school years, students may earn credit for a course in which the student did not initially pass at semester / trimester, but did pass the following semester / trimester. The original grade shall not be changed but course passage denoted via alternative credit. A "P" for "pass" will be added to the transcript. This applies to the courses in the same content area or sequence. For example, if a student did not pass Semester 1 of Biology, but did pass Semester 2 of Biology; the student may earn 1 credit of Biology science credit. Or, if a student did not pass Health 1, but passes Health 2, the student may earn .5 credit for Health 1. Approval may be granted by the building principal or designee.

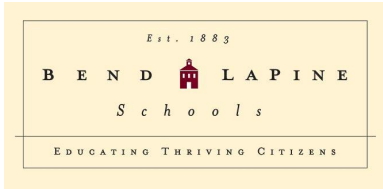
MIDDLE & HIGH SCHOOL GRADING

Traditional letter grades A, B, C, D and F will be issued to middle and high school students. Bend-La Pine Schools follows a "no zeros" policy as a grading practice at the middle and high school levels. A 50% represents an F, or half the points possible on a traditional 100 point scale, and will be the lowest possible grade reflected on any assignment or assessment. Therefore, students will earn an F (50%) for not completing the work or completing it at a less than passing mark, yet are not severely penalized below a failing mark (50% rather than 0%). Note, the "no zeros" policy does not apply to 1-4 or 1-6 point grading scales or the MYP / IB grading scale.

Legal References:

ORS 332.107
ORS 336.635
OAR 581-022-0102
OAR 581-022-1130
OAR 581-022-1131

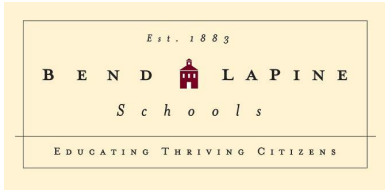
Reviewed: 4/3/06, 5/19/08, 11/30/09, 7/18/11, 3/5/12,
4/22/14, 8/4/14, 2/27/17, 10/2020, 11/30/2020, 6/10/2021, 12/2021
Approved: 12/11/06, 6/9/08, 11/30/09, 9/9/11, 3/12/12,
5/5/14, 8/13/14, 2/27/17, 10/13/2020, 11/30/2020, 6/17/2021



Policy and Regulation Public Comment

Received by 5:00 p.m. December 28, 2021

Policy/Regulation	Policy/Regulation Name	Public Comment	Submitted by:
ACB-BP	Every Student Belongs	No comments received.	
ACB-AR	Bias Incident Complaint Procedure	No comments received.	
IICA-AR	Field Trips & Special Activities	No Comments received.	
IKA-AR	Grades & Credit	<p>On the fourth page, under "Conditions for Alternative Credit Learning Experiences," the final bullet reads, "For the 2020-21 and 2021-22 school years, students may earn credit for a course in which the student did not initially pass at semester / trimester, but did pass the following semester / trimester. The original grade shall not be changed but course passage denoted via alternative credit. A "P" for "pass" will be added to the transcript. This applies to the courses in the same content area or sequence. For example, if a student did not pass Semester 1 of Biology, but did pass Semester 2 of Biology; the student may earn 1 credit of Biology science credit. Or, if a student did not pass Health 1, but passes Health 2, the student may earn .5 credit for Health 1. Approval may be granted by the building principal or designee."</p> <p>My question as a staff member who will transcribe these credits is this: Does the district intend for the alternative credit be transcribed during the semester in which the student actually recovers the credit, or should it be transcribed in the semester in which they originally earned the NG or F?</p> <p>I suppose a follow-up question is why we would not simply change the original grade to a "P" once the student showed proficiency, rather than transcribing it separately, which appears on a transcript as if the student repeated the course.</p> <p>If it does indeed need to be transcribed as a separate credit rather than a grade change, it may be prudent to restate in this</p>	Melissa Mitsch



Policy and Regulation Public Comment
 Received by 5:00 p.m. December 28, 2021

Policy/Regulation	Policy/Regulation Name	Public Comment	Submitted by:
		<p>bullet that the original course also needs to be changed to elective credit (in keeping with page 1 of IKA-AR, under the section "Repeating a Course for Credit," which states in part, "In the event a course is retaken, the higher grade earned will count for required credit on the transcript and the lower grade will be counted as elective credit on the transcript.").</p> <p>Thank you for considering--and please reach out if you would like me to clarify or further explain what I'm asking.</p>	