



## Bend-La Pine Schools School Board Regular Meeting Agenda

August 9, 2022, 5:30 PM

### Location:

Education Center, Board Room #314  
520 NW Wall Street  
Bend, OR 97703

1.	<b><u>Call to Order</u></b>		
	<b>Speaker(s):</b> Chair Barnes Dholakia		
2.	<b><u>Pledge of Allegiance</u></b>		
	<b>Speaker(s):</b> Chair Barnes Dholakia		
3.	<b><u>Review of Agenda</u></b>	<b>4</b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Description:</b> Any changes to the Agenda after posting on August 5, 2022, are shown below.		
	 * August 8, 2022, Report on Executive Session was added as an Action Item.		
	<b>Attachments:</b>		
8.9.22 -	Agenda para reuni6n regular de la junta escolar - RECLUTAR	4	
4.	<b><u>Public Comment</u></b>	<b>6</b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Description:</b> This is the time provided for individuals to address the Board.		
	 Public Comment is accepted via Google Form until 5:00 p.m. on August 8, 2022.		
	<b>Attachments:</b>		
8.9.22	Public Comment	6	
5.	<b><u>Consent for Action</u></b>		
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Description:</b> 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	7	
	<b>Description:</b> July 19, 2022, Regular Board Meeting		
	<i>Reference: ORS 192.650 and ORS 332.057</i>		
	<b>Attachments:</b>		
7.19.22	Minutes - DRAFT	7	
B.	Approval of Personnel Recommendations	<b>11</b>	
	<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements		
	<i>Reference: ORS 332.505</i>		
	<b>Attachments:</b>		

Certified Board Report 8.9.22	11
Classified Board Report 8.9.22	13
<b>6. Action Items</b>	
A. Resolution 1937: November 2022 Bond Measure and Ballot Title <b>Speaker(s):</b> Brad Henry, Chief Operations and Financial Officer <b>Attachments:</b>	15
Executive Summary Resolution 1937: November 2022 Bond Measure and Ballot Title	15
Resolution 1937: November 2022 Bond Measure and Ballot Title	16
B. Bend-La Pine Schools Online (BLSO) Curriculum Adoption <b>Speaker(s):</b> Dean Richards, Director of Secondary Curriculum, Instruction and Systems <b>Attachments:</b>	19
Executive Summary BLSO Curriculum Adoption	19
C. Report on Executive Session <b>Speaker(s):</b> Chair Barnes Dholakia	
D. Board Policies for Action <b>Speaker(s):</b> Chair Barnes Dholakia <b>Description:</b> Board Policies that require School Board approval. <b>Attachments:</b>	20
Executive Summary Board Policies for Adoption	20
JC-BP: School Attendance Boundary Areas - NEW 8.2022	21
<b>7. Reports</b>	
A. Supplemental Health Curriculum 2022-23 Adoption <b>Speaker(s):</b> Dean Richards, Director of Secondary Curriculum, Instruction and Systems <b>Attachments:</b>	23
Executive Summary Supplemental Health Curriculum Adoption	23
Presentation: Supplemental Health Curriculum Adoption	24
Presentación: Adopción del Currículo de Salud Suplementario	42
B. District Safety Update <b>Speaker(s):</b> Julianne Repman, Director of Communications and Safety <b>Attachments:</b>	60
Executive Summary District Safety Update	60
Presentation: Safety Update	61
Presentación: Actualización de seguridad	78
C. Chair Report <b>Speaker(s):</b> Chair Barnes Dholakia	
D. Superintendent's Report <b>Speaker(s):</b> Superintendent Cook	
<b>8. Administrative Policy and Regulation Report</b> <b>Speaker(s):</b> Chair Barnes Dholakia	
A. Administrative Policies and Regulations in Review <b>Speaker(s):</b> Superintendent Cook <b>Description:</b> 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, August 10, 2022, through Tuesday, August 23, 2022, via Google Form. <b>Attachments:</b>	95
Executive Summary Administrative Regulations in Review	95
EBBA-AR: First Aid - draft 8.2022	96
EBBC-AR: Life-Supporting Emergency Care - 8.9.22 draft	97
JHCD-AR: Administration of Medication - 8.9.22 draft	
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 Policies and Regulations for Adoption 105

IKA-AR: Grades & Credit - 8.22 draft 106

JC-AR: Attendance Areas & In-District Transfers - draft 8.2022 111

9. **Board Comments**

**Description:** An opportunity for board members to provide comments or reflections.

10. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for September 13, 2022.



## Escuelas de Bend-La Pine

### Agenda para reunión regular de la junta escolar

9 de Agosto 2022, 5:30 PM

#### Lugar:

Education Center, Board Room #314  
520 NW Wall Street  
Bend, OR 97703

1. **Apertura de la reunión**  
**Ponente:** Presidenta Barnes Dholakia
2. **Juramento a la bandera**  
**Ponente:** Presidenta Barnes Dholakia
3. **Revisión de la agenda**  
**Ponente:** Presidenta Barnes Dholakia
4. **Comentarios públicos**  
**Ponente:** Presidenta Barnes Dholakia  
**Descripción:** Este es el tiempo designado para que las personas aborden a la junta. Los comentarios públicos se aceptan a través de Google Form hasta las 5:00 pm el 8 de agosto, 2022.
5. **Consentimiento para la acción**  
**Ponente:** Presidenta Barnes Dholakia  
**Descripción:** Los temas de rutina por naturaleza se colocan en la agenda de consentimiento. Cualquier tema colocado en el consentimiento para la acción puede removerse a petición de cualquier miembro de la junta al momento de tomarse una votación. Todos los temas restantes del consentimiento para la acción después se remueven de una sola vez.
  - A. Aprobación de actas de la reunión  
**Description:** 19 de julio del 2022, reunión regular de la junta  
*Referencia: ORS 192.650 y ORS 332.057*
  - B. Aprobación de recomendaciones del personal  
**Descripción:** Contrataciones recomendadas para el personal administrativo, con licencia, clasificado y confidencial, renuncias y jubilaciones *Referencia: ORS 332.505*
6. **Acciones específicas**
  - A. Resolución 1937: Título de la boleta y medida de bonos de noviembre de 2022  
**Ponente:** Brad Henry, Director de Operaciones y Finanzas
  - B. Adopción del currículo de Bend-La Pine Schools Online (BLSO)  
**Ponente:** Dean Richards, director de Currículo para Secundarias y Preparatorias, Instrucción y Sistemas
  - C. Políticas de la junta para la acción  
**Ponente:** Presidenta Barnes Dholakia  
**Descripción:** Políticas de la junta que requieren la aprobación de la junta escolar.
7. **Reportes**
  - A. Currículo de Salud Suplementario 2022-23 Adopción

**Ponente:** Dean Richards, director de Currículo para Secundarias y Preparatorias, Instrucción y Sistemas

B. Actualización de seguridad del distrito

**Ponente:** Julianne Repman, Director de Comunicaciones y Seguridad

C. Reporte del presidente

**Ponente:** Presidenta Barnes Dholakia

D. Reporte del Superintendente

**Ponente:** Superintendente Cook

8. **Discusión**

A. Políticas de la junta en revisión

**Ponente:** Presidenta Barnes Dholakia

**Descripción:** Políticas de la junta, procesos de gobierno, limitaciones ejecutivas, fines de la junta y enlaces del personal de la junta que requieren la revisión de la junta escolar. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del miércoles 10 de agosto del 2022 hasta el martes 23 de agosto del 2022, a través de Google Form.

9. **Reporte de políticas y regulaciones administrativas**

**Ponente:** Presidenta Barnes Dholakia

A. Políticas y regulaciones administrativas en revisión

**Ponente:** Superintendente Cook

**Descripción:** Lista de políticas y/o regulaciones que actualmente están bajo revisión por el distrito. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del miércoles 10 de agosto del 2022 hasta el martes 23 de agosto del 2022, a través de Google Form.

B. Políticas y regulaciones administrativas para adopción

**Ponente:** Superintendente Cook

**Descripción:** Lista de políticas y regulaciones administrativas que el distrito está adoptando.

10. **Comentarios de la junta**

**Descripción:** Una oportunidad para que los miembros de la junta provean sus comentarios o reflexiones..

11. **Cierre de la reunión**



**PUBLIC COMMENT**  
August 9, 2022

No requests for public comment were received.



## Bend-La Pine Schools School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** July 19, 2022

### 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 5:34 p.m. ASL interpreters were Kaitilyn Oldham and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

#### 2. Review of Agenda

**Speaker(s):** Chair Barnes Dholakia

**Description:** Any changes to the Agenda after posting on July 15, 2022, are shown below.

**Attachments:** 7.19.22 - Agenda para reunión regular de la junta escolar - RECLUTAR

**Discussion:** There were no changes to the agenda.

#### 3. 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 5:00 p.m. on Monday, July 18, 2022.

**Attachments:** 7.19.22 Public Comment

**Discussion:** There were no requests to provide public comment.

#### 4. 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 Shimiko Montgomery 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

**A. Approval of Minutes**

**Description:** June 21, 2022, Regular Board Meeting

*Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 6.21.22 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 7.19.22 and Classified Board Report 7.19.22

**5. Discussion**

**A. Board Policies in Review**

**Speaker(s):** Chair Barnes Dholakia

**Description:** Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, July 20, 2022, through Tuesday, August 2, 2022, via Google Form.

**Attachments:** Executive Summary - Board Policies for Review and JC-BP: School Attendance Boundary Areas - NEW 7.2022

**Discussion:** Chair Barnes Dholakia presented JC-BP as a new board policy. It outlines the conditions in which the Superintendent may adjust school attendance boundaries and the suggested process and considerations for boundary changes.

**6. Action Items**

**A. Bond Recommendation**

**Speaker(s):** Superintendent Cook

**Action(s):** I move to authorize the district to place a bond levy for the proposed priority projects on the November general election ballot. This motion, made by Janet Sarai Llerandi Gonzalez and seconded by Amy Tatom, 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 - Bond Recommendation

**Discussion:** Superintendent Cook asked the Board to authorize the district to place a bond levy for the proposed priority projects presented at the June 21, 2022, board meeting on the November general election ballot.

**B. Report on Executive Session**

**Speaker(s):** Chair Barnes Dholakia

**Action(s):** I move to adopt the decision of the Superintendent's designee, Deputy Superintendent Nordquist. This motion, made by Melissa Barnes Dholakia and seconded by Amy Tatom, 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

I move that we request additional information. This motion, made by Melissa Barnes Dholakia and seconded by Shimiko Montgomery, 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 noted that the Board had met in Executive Session to review two appeals that were made to the Board involving student discipline.

In regards to the first appeal, Barnes Dholakia moved to adopt the decision made by Deputy Superintendent Nordquist.

In regards to the second appeal, Barnes Dholakia noted that the Board has additional questions and is directing the district to provide additional information on matters related to special education. The information will be presented to the Board during an upcoming Executive Session.

## 7. Reports

### A. Chair Report

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** Chair Barnes Dholakia shared that along with Director Llerandi Gonzalez, Director Olson, and Board Clerk Bojanowski; she attended the Oregon School Boards Association Summer Conference recently. Board members shared highlights of the sessions they attended.

Barnes Dholakia noted that she has received several complaints via email regarding the statements made by Director Llerandi Gonzalez at a local march. Barnes Dholakia reviewed Governance Process 3 and Governance Process 4 to determine any violations made and found that Llerandi Gonzalez did not clearly state that she was speaking as an individual community member. Chair Barnes Dholakia shared that she had a private conversation with Llerandi Gonzalez as outlined in the process for addressing board member violations in Governance Process 3.

Llerandi Gonzalez thanked Chair Barnes Dholakia for the private conversation they had and shared her thoughts and feelings.

### B. Superintendent's Report

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook shared that the district is closely monitoring COVID in the community and noted that the RSSL plan carries through the summer to cover summer school and that there is a dramatically different planning process moving into the fall.

Cook shared that the district recently completed a very in-depth investigation regarding the circumstances around an individual gaining access into a secure area of High Desert Middle School without having their identity checked. He noted that the summary findings have been released and that the district will continue to review policies and protocols to ensure there are no gaps districtwide. It was shared that Mary Thomas, would assume the role of Interim Principal, for the 2022-23 school year.

## 8. 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, July 20, 2022, through Tuesday, August 2, 2022, via Google Form.

**Attachments:** Executive Summary - Administrative Policies and Regulations for Review, IKA-AR: Grades and Credit - 7.19.22 draft, JC-AR: Attendance Areas and In-District Transfers - draft 7.2022, and JC-AR Policy Public Comment with BLS feedback

**Discussion:** Superintendent Cook shared that JC-AR: Attendance Areas & In-District Transfers is back as a policy in review. 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 and the guidance for the 2021-22 school year has been removed.

IKA-AR: Grades and Credit has updated language that includes a grading floor of 50% on the traditional 100-point grading scale for the 2023-24 school year. Beginning with the 2024-25 school year, Bend-La

Pine Schools will move to a 0-4 grading scale in classes and no longer use the 100-point grading scale. Exceptions to the revised grading scales are also noted.

**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 Policies and Regulations for Adoption, Administrative Expectation - Gender Diverse Student & Staff Support 6.2022, and JBB-AR: Family Engagement - 6.21.22

**Discussion:** Superintendent Cook noted that JBB-AR: Family Engagement and the Gender Diverse Student & Staff Support Administrative Expectation for ACB-BP: Every Student Belongs and AC-AP: Non-Discrimination are being adopted by the District and that no public comments were received.

**9. Board Comments**

**Description:** An opportunity for board members to provide comments or reflections.

**Discussion:** Janet Sarai Llerandi Gonzalez thanked the community for their support with the Diwanya that recently took place and for the sharing and candid conversations that took place.

Shimiko Montgomery noted that she supported Director Llerandi Gonzalez's work on the school board even though she didn't agree with the comments she made at the march.

Carrie McPherson Douglass reflected on how hard the last couple years have been for everyone in the system and how, despite the exhaustion people are feeling, the learning and desire to do better needs to continue.

Chair Barnes Dholakia thanked Director Llerandi Gonzalez again for her private candid conversation and for the statement she made earlier in the meeting. She noted that she did not agree with Llerandi Gonzalez's choice of words, but does value her work. Barnes Dholakia noted that she recently visited a few summer lunch program sites and encourages all families to take advantage of the free lunches for children.

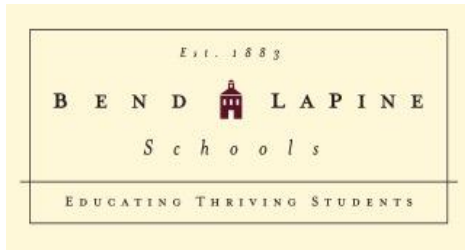
Vice Chair LeGrand encouraged everyone to get out, spend time with family, be communal, and support togetherness.

**10. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for August 9, 2022.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 6:38 p.m.

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: August 4, 2022  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

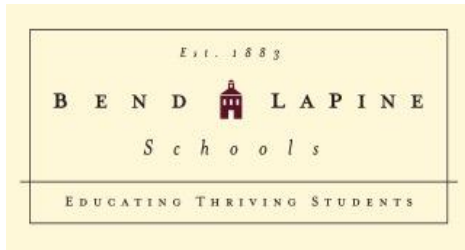
FROM: Steve Herron, Chief Human Resources Officer

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 August 9, 2022. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bishop, Travis	Secondary Teacher Job #4816	Pacific Crest MS	Temporary Part Time	08/29/2022
Bledsoe, Lauren	Special Education Learning Specialist Job #4764	Special Education	Regular Full Time	08/29/2022
Broome, Cameron	Secondary Teacher Job #4817	La Pine HS	Regular Full Time	08/29/2022
Carroll, Megan	Student Success Coordinator Job #4825	Cascade MS	Regular Full Time	08/29/2022
Codino, Martin	Secondary Teacher Job #4817	Bend Tech Academy@ Marshall	Regular Full Time	08/29/2022
Crawford, Timothy	Secondary Teacher Job #4815	High Desert MS	Regular Part Time	08/29/2022
Edgren, Emily	Special Education Learning Specialist Job #5143	Special Education	Regular Part Time	08/29/2022
Groenewold, Aaron	Secondary Teacher Job #4817	Cascade MS	Regular Full Time	08/29/2022
Gylling, Amanda	Student Services Coordinator Job #5050	Bear Creek Elementary	Regular Full Time	08/29/2022
Hunter, Anne	Art Teacher Job #4881	Caldera HS	Regular Part Time to Regular Full Time	08/29/2022
Johnson, Jillian	PE Teacher Job #4922	RE Jewell Elementary	Regular Full Time	08/29/2022
Morgan, Andrea	Primary Teacher Job#4752	WE Miller Elementary	Temporary Full Time	08/29/2022
Skau, Bethany	Secondary Teacher Job #4817	REALMS MS	Regular Full Time	08/29/2022
Williams, Jennifer	Special Education Learning Specialist Job #4764	Special Education	Regular Full Time	08/29/22
Willis, Kyle	Secondary Teacher Job #4816	Mountain View HS	Temporary Part Time	08/29/2022



**HUMAN RESOURCES**

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

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Daube, Paula	Life Skills	Cascade MS	09/13/2021 -07/31/2022
Huddart, Sarah	Language Arts/Reading	Sky View MS	08/28/2012 – 08/23/2022
Stafford, Kady	Counselor/Student Success Coordinator	Cascade MS	08/27/2018 – 06/30/2022
Thompson, Makaela	Math	REALMS HS	7/16/2021 – 06/30/2022
Wieber, R. Kent	Social Studies	La Pine HS	08/26/1997 – 07-29-2022

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Burdsall, Timothy	Interim Assistant Principal	North Star Elem	Temporary Full Time	8/1/2022
Horton, Denise	Interim Assistant Principal	Summit HS	Temporary Full Time	7/15/2022
Thomas, Mary	Interim Principal	High Desert MS	Temporary Full Time	7/1/2022

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Condon, John	Construction Project Manager	Support Services	3/11/2019 – 7/21/2022
Filiault, Megan	Principal	Silver Rail Elementary	7/1/2022 – 8/2/2022
Franzosa, Gina	Construction Project Manager	Support Services	1/8/2018 – 8/31/2022
Tarnow, Amy	Administrator	Bend-La Pine Online	8/28/2000 – 8/31/2022

**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  
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August 02, 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 August 09, 2022

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Black, William	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	09/05/22
Chally, Elizabeth	Office Manager 4904	Highland	Reg 8.0 hrs / day	08/05/22
Drake, Cassee	Kitchen Manager 5089	Bend High	Reg 8.0 hrs / day	07/25/22
Driscoll, Kathleen	Office Manager 5057	Rosland	Reg 8.0 hrs / day	08/05/22
Greene, Stephanie	Office Secretary II 4905	Highland	Reg 6.0 hrs / day	08/15/22
Hallmark, Christina	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	09/05/22
Hatfield, Kelsy	Media Manager II 5017	Cascade	Reg 7.5 hrs / day	08/29/22
Johnson, Kimberlee	Office Secretary II 5043	Bear Creek	Reg 8.0 hrs / day	08/15/22
King, Tyler	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	09/05/22
Kohler, Justin	Training Coordinator 4857	Transportation	Reg 8.0 hrs / day	07/25/22
Marsh, Robin	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	09/05/22
Morris, Kristy	Counseling Secretary II 5121	Pilot Butte	Temp 8.0 hrs / day	08/15/22
Mueller, Jackie	Energy and Sustainability Specialist 5069	Support Services	Reg 5.5 hrs / day	07/29/22
Perez, Marie	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	09/05/22
Vargas, Joel	IT Client Services Site Tech I 4709	IT	Reg 8.0 hrs / day	08/01/22



**HUMAN RESOURCES**

*Education Center*

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

Williams, Rob	Bus Driver 5118	Transportation	Reg 4.0 hrs / day	09/05/22
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***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Blake, Laura	EA- Inclusion	Sky View	01/24/22 – 07/27/22
Gard, Sommer	EA- Inclusion	Transition CoOP	09/01/20 – 08/02/22
King, Wyndee	EA- Inclusion	Ponderosa	08/30/16 – 08/02/22
Orton, Robin	Bus Driver	Transportation	09/06/21 – 07/19/22
Rieken, Nikki	Counseling Secretary II	Cascade	08/23/21 – 07/18/22



**ACTION ITEM:** Resolution 1937 – Bond Measure Election and Ballot Title

**PRESENTED BY:** Brad Henry, Chief Operations and Financial Officer

**EXECUTIVE SUMMARY:**

In the July, 2022 meeting the Board approved the recommendation to place a bond levy on the November 8, 2022 ballot. A voter approved levy would authorize the District to issue \$249.7 million in bonds to complete 89 projects, including many that improve safety and renovate schools and classrooms.

One of the steps in the process to place the measure on the ballot is to formally approve a resolution “calling for the measure” and approving the ballot title. Following this summary, please find resolution 1937, calling for the measure and creating the ballot title.

**RECOMMENDED MOTION:**

I move to approve Resolution 1937.

## RESOLUTION NO. 1937

### **A RESOLUTION OF ADMINISTRATIVE SCHOOL DISTRICT NO. 1 (BEND-LA PINE SCHOOLS) CALLING A MEASURE ELECTION FOR GENERAL OBLIGATION BONDS; AND RELATED MATTERS.**

WHEREAS, the Board of Directors (the “Board”) of Administrative School District No. 1 (Bend-La Pine Schools), located in Deschutes County, Oregon, (the “District”) has determined that a need exists for the District to finance capital costs, as more fully described in the ballot title attached hereto as Exhibit A (collectively, the “Project”); and

WHEREAS, in connection with the Project, the District has evaluated the need for safety improvements, including the joint funding of safety improvements with other public and private entities and the funding of safety improvements in accordance with ORS 332.176; and

WHEREAS, the District applied for the Oregon School Capital Improvement Match (the "Match Program") and has received an \$8,000,000 grant assuming voters approve the Bonds; and

WHEREAS, the District anticipates incurring expenditures (the “Expenditures”) to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from its general funds on the Project from the proceeds of voter-approved general obligation bonds which may be issued as tax-exempt obligations; and

WHEREAS, ORS 328.205 subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of the Project;

NOW, THEREFORE, the Board of Directors of Administrative School District No. 1 (Bend-La Pine Schools), located in Deschutes County, Oregon, resolves as follows:

1. The measure election is hereby called for the purpose of submitting to the electors of the District the question of authorizing general obligation bonds in the name of the District in a principal amount not to exceed \$249.7 million (the “Bonds”). Bond proceeds will be used to finance the Project.
2. The measure election hereby called shall be held in the District on the 8<sup>th</sup> day of November, 2022.
3. The District authorizes the Chair, Superintendent, Chief Operating and Financial Officer (each an “Authorized Representative”) or designee of any of those officials to finalize the ballot title in substantially the form attached hereto as Exhibit A but with such changes as the Authorized Representative shall approve (the “Ballot Title”), to submit the Ballot Title and explanatory statement, if required, and to execute any documents and take any other action necessary or desirable to facilitate the measure election and to obtain funds through the Match Program.
4. The Authorized Representative shall cause Form SEL 805 to be delivered to the Election Officer of Deschutes County, Oregon (the “Election Officer”) not later than August 19, 2022 (eighty-one (81) days prior to the election date). The Authorized Representative shall also cause Form SEL 803 to be delivered to the Election Officer not later than September 8, 2022 (sixty-one (61) days prior to the election date).

5. The District hereby declares its official intent pursuant to Treasury Regulation Section 1.150-2 to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

6. The law firm of Hawkins Delafield & Wood LLP, is hereby appointed to serve as Bond Counsel with respect to the issuance of the Bonds. Piper Sandler & Co. is hereby appointed to serve as Financial Advisor with respect to the issuance of the Bonds.

ADOPTED by the Board of Directors of Administrative School District No. 1 (Bend-La Pine Schools), located in Deschutes County, Oregon this 9<sup>th</sup> day of August, 2022.

**ADMINISTRATIVE SCHOOL DISTRICT NO. 1  
(BEND-LA PINE SCHOOLS)  
DESCHUTES COUNTY, OREGON**

By: \_\_\_\_\_  
Chair, Board of Directors

**ATTEST:**

By: \_\_\_\_\_  
Superintendent

**EXHIBIT A**

**BALLOT TITLE**

**ADMINISTRATIVE SCHOOL DISTRICT NO. 1 (BEND-LA PINE SCHOOLS)  
DESCHUTES COUNTY, OREGON**

**CAPTION: (10 WORD LIMIT)**

Bonds for Safety Improvements, School Renovations and Preservation of Facilities

**QUESTION: (20 WORD LIMIT)**

**Shall Bend-La Pine Schools improve safety and renovate schools and classrooms by issuing \$249.7 million in general obligation bonds?** If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

**SUMMARY: (175 WORD LIMIT)**

Thanks to retirement of existing bonds, approval of this bond measure is expected to maintain the current tax rate, rather than increase it. Approval will help sustain jobs in our communities and support safe, healthy teaching and learning environments by:

- **Protecting community investments in schools through repairs, maintenance and preservation of existing buildings** district-wide including the replacement of aging roofs, inefficient, heating and ventilation systems and making energy saving improvements.
- **Making district-wide safety upgrades** including classroom locking systems and fire life safety systems.
- **Modernizing aging classrooms** including replacing the oldest and most inefficient buildings at Bend Senior High School. Adding instructional spaces and equipping and furnishing schools and other district facilities.
- **Financing other capital costs for the district** and paying bond issuance costs.

If bonds are approved, the State will provide an \$8 million matching grant. Bonds may be issued in series; each maturing within 25 years from issuance.



**ACTION ITEM:** Recommendation for Bend-La Pine Schools Online Curriculum

**PRESENTED BY:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems

**EXECUTIVE SUMMARY:**

Bend-La Pine Online provides kindergarten through 12<sup>th</sup> grade students in our district the opportunity to take online classes, free of charge, while they are enrolled in any of our schools. Students choose to take online classes for a variety of reasons, ranging from the desire or need to have a full-time online schedule, to taking a few classes to supplement their schedule in a brick-and-mortar building. More than 72% of our seniors who are graduating as part of the class of 2022 will have an online class from Bend-La Pine Schools Online on their transcript.

Rigorous curriculum that is designed for online delivery is essential for this program. It is important not only that the content of this curriculum meet state standards for adoption, but also that it meet technical guidelines for online delivery. Online curriculum also needs to be easy to navigate, engaging and provide students easy access to instructional and technical assistance. Online curriculum also needs to offer a large course catalog with many options for courses; across and within grade levels, and access to a variety of electives.

During the 2021-22 school year, the Bend-La Pine Online team undertook the process of an independent curriculum adoption process for online curriculum materials across our benchmark grade levels and core subject areas. This process included evaluation of the Stride Curriculum using the Oregon Department of Education Instructional Materials Evaluation Tools for English Language Arts, Sciences, Mathematics & Social Sciences. The process also included a technical review of the Stride Curriculum and checks for the protection of Student Data Privacy, Accessibility for Students with Disabilities, and Digital Learning Design Elements. An overview of requirements and compliance checks, with direct links to completed ODE Independent Adoption Criteria Checklists, can be found at this link: [https://docs.google.com/document/d/1SIWefSI98fOQlhyWIUX4MCRwtMOClgQ6Vd\\_z9OYS2R4/edit?usp=sharing](https://docs.google.com/document/d/1SIWefSI98fOQlhyWIUX4MCRwtMOClgQ6Vd_z9OYS2R4/edit?usp=sharing)

During our review of materials, the Bend-La Pine Online team noted that:

- These materials contain high quality texts and reading passages
- These materials are aligned to standards
- These materials contain quality assignments that encourage students to demonstrate and apply their learning
- These materials utilize a variety of assessment techniques and provide students multiple opportunities to succeed
- There is excellent breadth and depth in these materials
- Scaffolding is provided to support students throughout their learning of complex content

**RECOMMENDED MOTION:**

I move to approve the adoption of the STRIDE Curriculum for use by the Bend-La Pine Online Program.



**REPORT:** Board Policies for Adoption (8/9/2022)

**PRESENTED BY:** Melissa Barnes Dholakia, Board Chair

**EXECUTIVE SUMMARY:**

As part of policy governance, the Board of Directors for Bend-La Pine Schools has a policy review process for the governance processes, executive limitations, board ends, board staff linkages, and specific district policies that require board review and approval. The first part of the process consists of the Board sharing policies that are currently in review. Following the meeting, the Board will allow time for and consider public feedback related to the proposed changes.

The following Board Policies are currently in review. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy Title	Reason for Update
<b>JC-BP: School Attendance Boundary Areas</b>	New Board Policy JC-BP outlines the conditions in which the Superintendent may adjust school attendance area boundaries and suggested process and considerations for boundary changes.  <b>No public comment received</b>

**RECOMMENDED MOTION:**

I move to approve JC-BP: School Attendance Boundary Areas as presented.

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**BOARD POLICY**

Name: School Attendance Boundary Areas

Section: Students

Code: JC-BP

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The Superintendent shall establish, and when warranted, adjust school attendance boundary areas which shall be defined to support the established goals of the district and the welfare of its students. School attendance boundaries in Bend-La Pine Schools shall be established by the Superintendent and approved by the Board of Directors.

The Superintendent may change boundaries as population conditions warrant or capacities of buildings require adjustment of student enrollment. The Superintendent may initiate the review and act on attendance boundary adjustments if any of the following conditions exist:

- Actual or projected student enrollment changes;
- Programming changes that affect the utilization capacity in schools;
- The closing of an existing school, or opening of a new school;
- Changes to the district's external boundary.

Bend-La Pine Schools is committed to a boundary adjustment process that is transparent, collaborative and inclusive. The Superintendent shall promote consistent and timely communication among the affected schools, parents/guardians and other community members regarding the boundary adjustment process. The Superintendent shall establish and execute a boundary adjustment process that allows for opportunities for residents, parents/guardians, students and staff members of the district to review and provide input on proposed boundary adjustments.

The Board recognizes that there are multiple factors to consider in satisfying the objectives of a boundary adjustment. Those factors may include, in no particular priority:

- Student body enrollment;
- Student body composition;
- Current and future availability of space at the school;
- Feeder patterns for elementary, middle to high school; and
- Neighborhood proximity, accessibility and safe routes to school.

Students shall register and attend the school in the assigned attendance area in which they reside.

Parent / Guardians of students may request that their student(s) be allowed to attend a school in another boundary area by following the process outlined in in JC-AR: Attendance Areas & In-District Transfers. Homeless students and students in foster care shall follow the processes outlined in JECBD-AP: Homeless Students & Students in Foster Care.

**END OF POLICY**

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**Legal References:**[ORS 332.107](#)[ORS 339.010 – 339.090](#)**District References:**

[JC-AR: Attendance Areas & In-District Transfers](#)

[JEC-AP: Admission of Students](#)

[JECBD-AP: Homeless Students & Students in Foster Care](#)

[JECBD-AR: Homeless Students](#)

[IGBHAB-AR: Choice Option Schools & Programs](#)

Reviewed: 7/19/2022

Approved:

new / draft 7/2022



**REPORT ITEM:** Recommendation for Supplement Health Curriculum Adoption

**PRESENTED BY:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems  
Dr. Aimee Snyder, Deschutes County Health Services Supervisor

**EXECUTIVE SUMMARY:**

Supplemental health curricula are needed to fill gaps in the district’s adopted health textbooks, to address emerging student and public health issues, and to assure Bend-La Pine Schools’ health instruction complies with Oregon laws and rules.

Oregon laws and rules require K-12 health instruction on the following subject matter areas: substance use prevention, healthy relationships and violence/bullying prevention, child sexual abuse prevention, human sexuality and sexually-transmitted infection prevention, and cardio-pulmonary resuscitation. Our review of local student and community data also indicate a need for education on these topics, as well as suicide prevention education and education that promotes students’ skill development in mental, emotional, and social health.

Bend-La Pine Schools middle and high school health teachers reported their top three barriers to teaching these important health skills and topics: 1) Inadequate materials, 2) Lack of training, and 3) Lack of parent/guardian support.

Through our Healthy Schools partnership with Deschutes County, we recently held a 4-day workshop with a team of health teachers and representatives from district health services, school counseling, curricula directors, and administrators. Through this workshop we reviewed

- Current best practices in effective K-12 health education
- Student health data
- Oregon rules and laws requiring certain K-12 health instruction
- Supplemental curricula to address current student health needs and assure compliance with state policies

This team has compiled a list of supplemental curricula they are recommending for approval by the Bend-La Pine Schools’ Board of Directors.

To prepare for our request for Board approval in September, we are reporting on our process to this point and asking for feedback from the community on the supplemental curricula recommended by our team of health teachers.



# Supplemental Health Curriculum

Dean Richards and Dr. Aimee Snyder

# Purpose

- Describe need for supplemental Health curricula
- Report our process of reviewing and recommending curricula
- Ask for community feedback on supplemental Health curricula



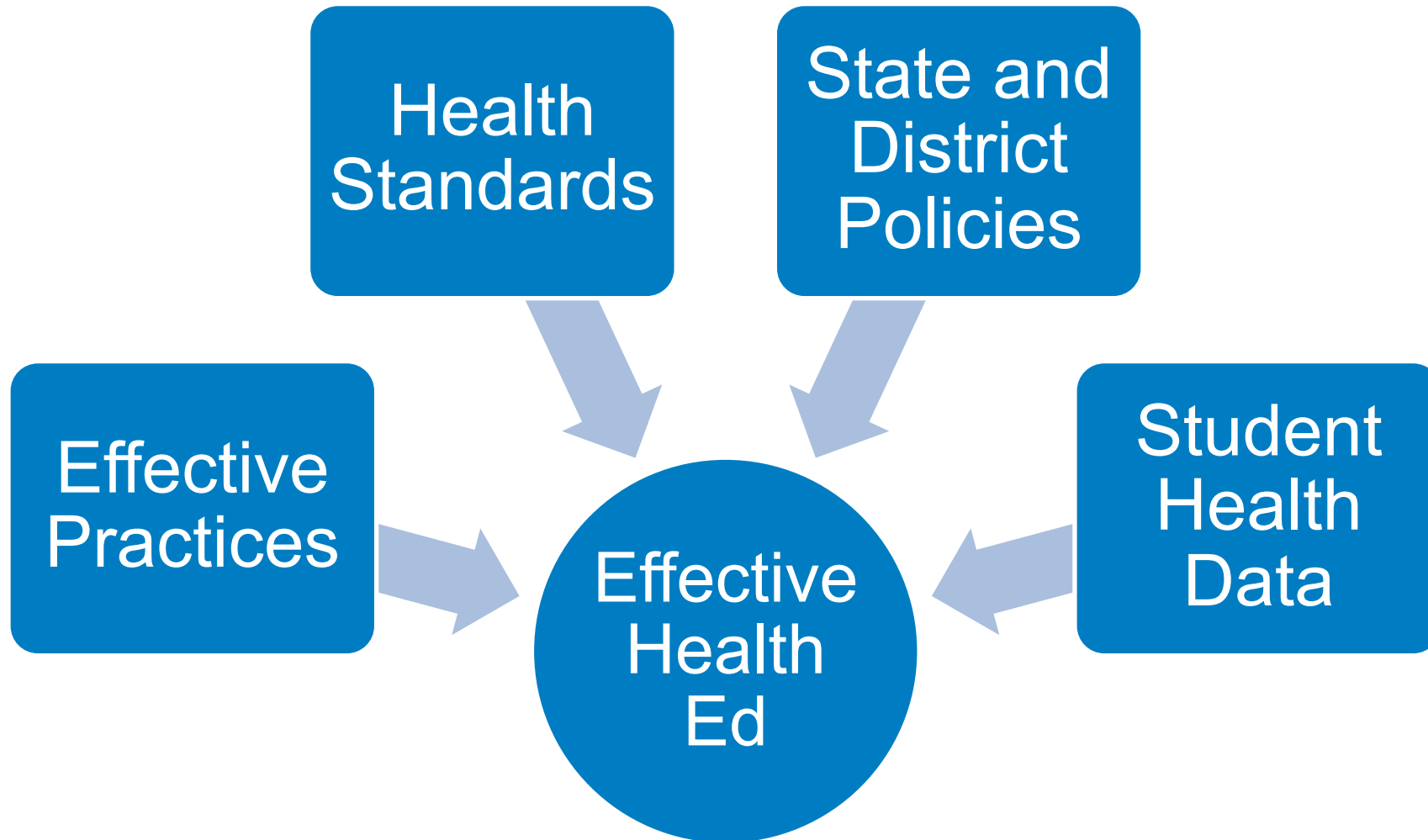
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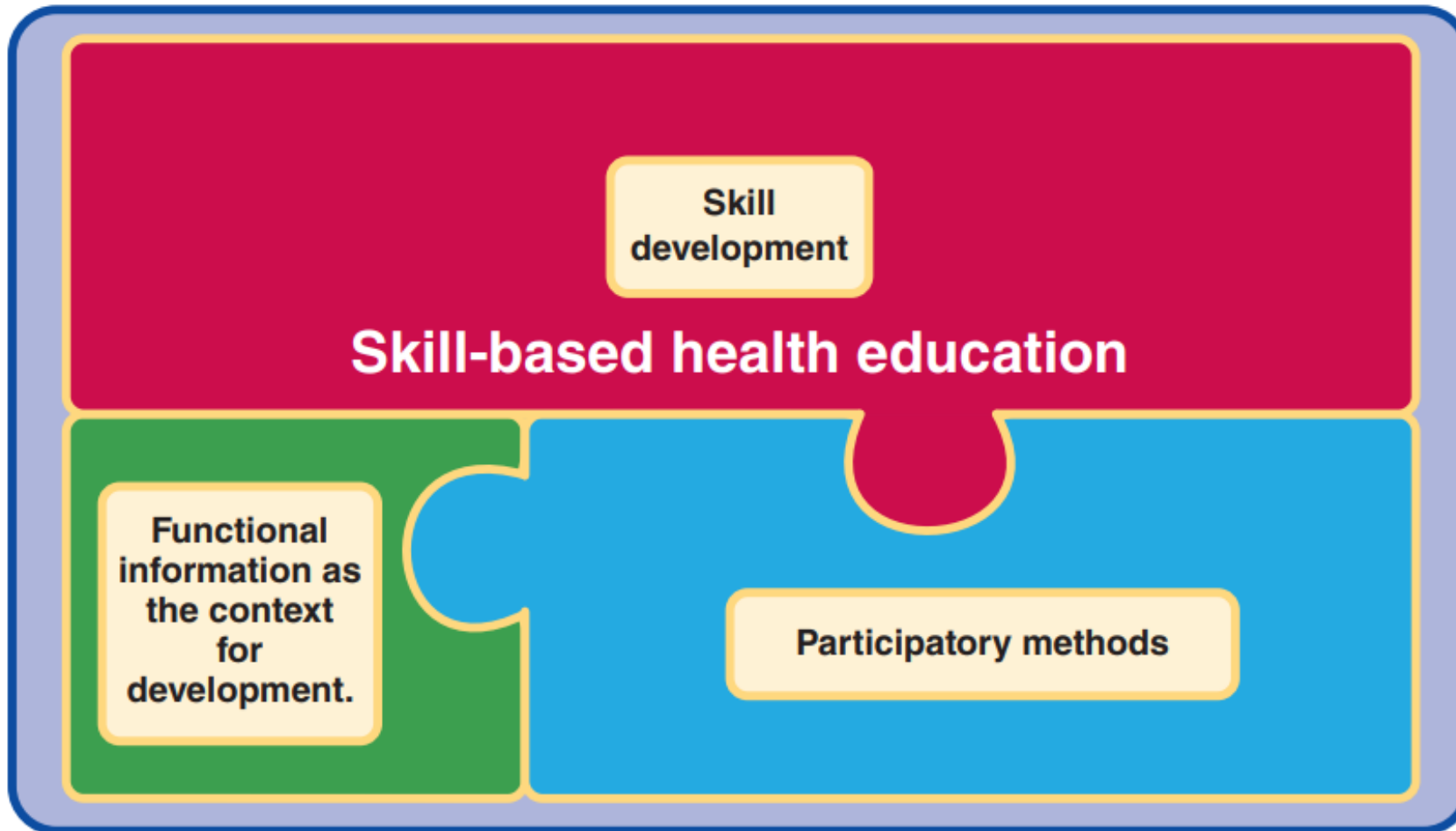
# Healthy Schools



# Background



# Effective Practices



(Benes & Alperin, 2019)

## Builds:

- Health skills and self-efficacy
- Health literacy
- Personal and social competence



# Oregon Department of Education's Health Ed Content Areas

1. Affirming Identities and Anti-Oppression
2. Wellness and Health Promotion
3. Alcohol, Tobacco, and Other Drug Use Prevention
4. Social, Emotional, and Mental Health
5. Healthy Relationships and Violence Prevention
6. Growth and Development
7. Sexual Health
8. Safety and First Aid
9. Nutrition and Physical Activity



# Required by Oregon Policy

1. A comprehensive K-12 health education plan, aligned with state standards
2. Substance Use Prevention – annually 9-12
3. Healthy Relationships and Violence Prevention – required over grades 7-12
4. Child Sexual Abuse Prevention (Erin’s Law) – annually K-12
5. Human Sexuality, STI prevention – annually 6-8, twice during 9-12
6. CPR and AED - required over grades 7-12

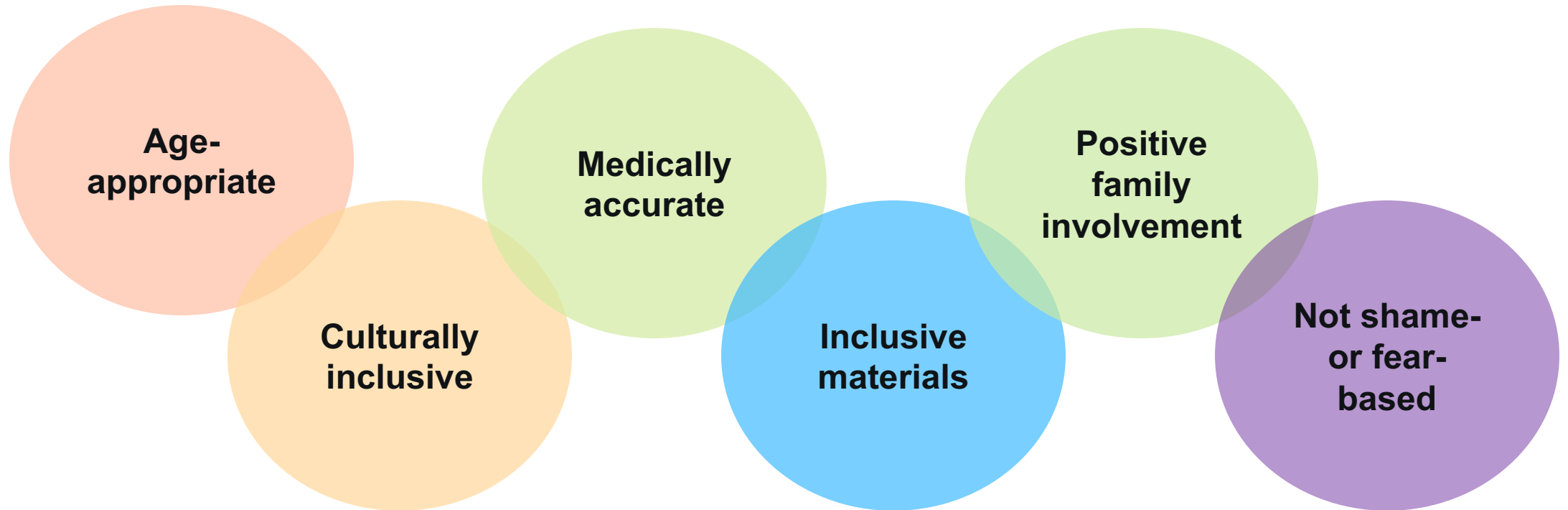
\*Oregon’s Adi’s Act: Suicide Prevention, annually 6-10, 11/12

See Resource page at end of slide show for specific policies



# Required by Oregon Policy

## Oregon's Human Sexuality Education Policies:



- Teaches skills for healthy relationships
- Addresses suicide, violence/bullying, child abuse prevention
- Protect and uphold civil rights



# Required by Oregon Policy

## **Parent/Guardian Rights for Human Sexuality and STI Instruction**

Parents and guardians have the right to:

- Be informed in advance
- Review instructional materials
- After reviewing materials, opt out in writing



# Student Health Data



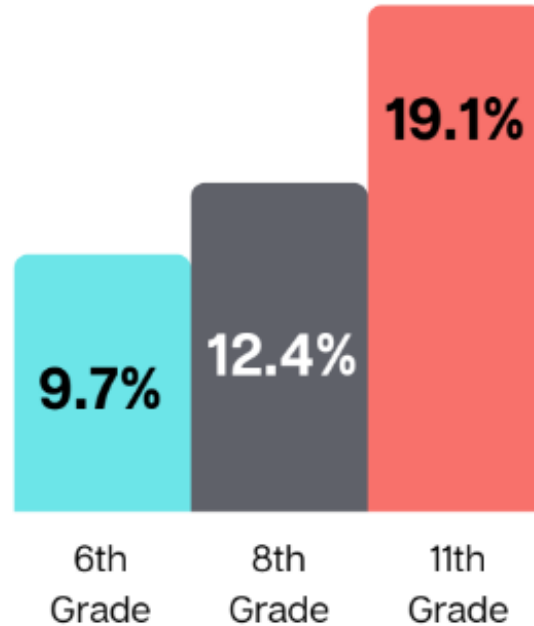
**1 in 5 students**

felt hopeless every day for 2 or more weeks in the past year

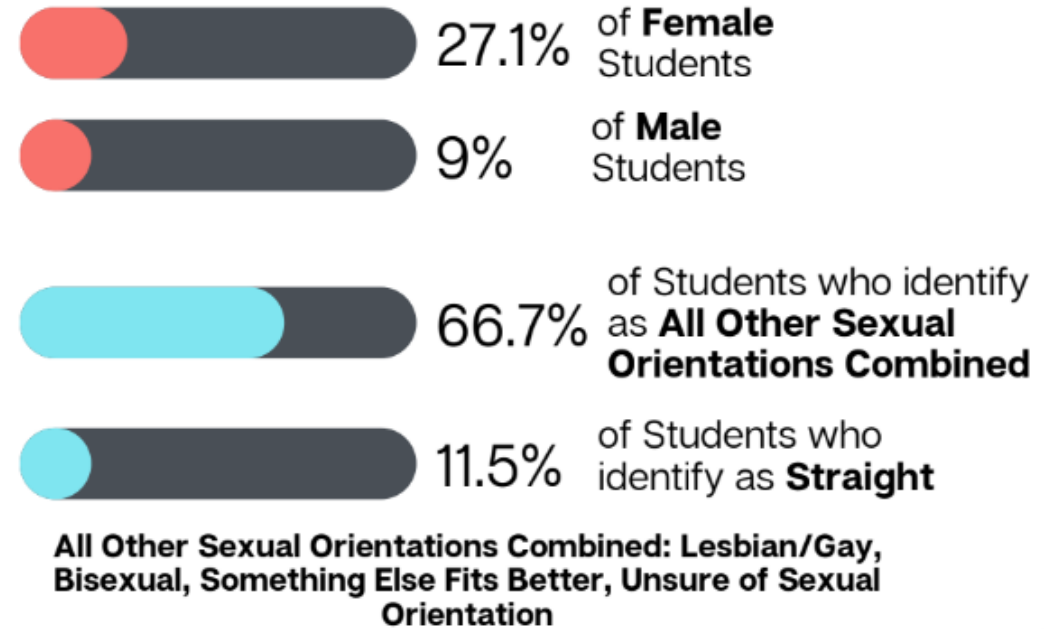
**12 Years of Age or Younger**

Age at which a majority of students report having their first drink of **alcohol**

## Students who Engaged in Self Harm In the Past Year



## 11th Grade Students who Engaged in Sexual Behavior Because of Pressure



# Rationale for Supplemental Health Curricula



# Health Curricula

Adopted Curriculum  
(Textbook)

+

Supplemental Curricula



# Our Process for Curricula Review



# Our Process for Curricula Review

1. Review student and community data:
  - Excellence and Equity student and family data
  - OR Student Health data
  - Youth Truth data
  - Health teacher survey
  - Listening sessions with students, parents, and admin/staff
2. K-12 Health Education Workshop:
  - K-12 Health teachers, school nursing, counseling, curricula, admin
  - Professional development; Curricula review and recommendation
3. Community feedback on curricula
  - August 9<sup>th</sup> – September 2<sup>nd</sup>



# Community Feedback

- Visit this webpage:

<https://tinyurl.com/BLSHealthCurriculaReview2022>



# Questions and Discussion

# Resources

- Benes, S. and Alperin, H. (2019). Health education in the 21<sup>st</sup> Century: A skills-based approach. *Journal of Physical Education, Recreation, and Dance*; 90 (7).
  - <https://www.shapeamerica.org/uploads/pdfs/2019/publications/joperd/Health-Education-in-the-21st-Century.pdf>
- Oregon Health Authority and Oregon Department of Education (2021). Sex ed made simple: A toolkit for administrators.
  - <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/CSE%20Plan%20of%20Instruction%20Admin%20Toolkit.pdf>
- Summary of Oregon Policies Related to Health Education
  - [https://docs.google.com/document/d/e/2PACX-1vSTMIIn4x-ZbnHW6kWOSsOOFKcGTswpHancL8uHWW4SUpxux5\\_12yhdJqw1pysm4uHnkyh\\_cPC1hs\\_H/pub](https://docs.google.com/document/d/e/2PACX-1vSTMIIn4x-ZbnHW6kWOSsOOFKcGTswpHancL8uHWW4SUpxux5_12yhdJqw1pysm4uHnkyh_cPC1hs_H/pub)





# Plan de estudios de salud suplementario

Dean Richards y la Dra. Aimee Snyder

# Objetivo

- Describir la necesidad de planes de estudios de salud complementarios
- Informar sobre nuestro proceso de revisión y recomendación de planes de estudio
- Pedir retroalimentación de la comunidad sobre los planes de estudios complementarios de salud



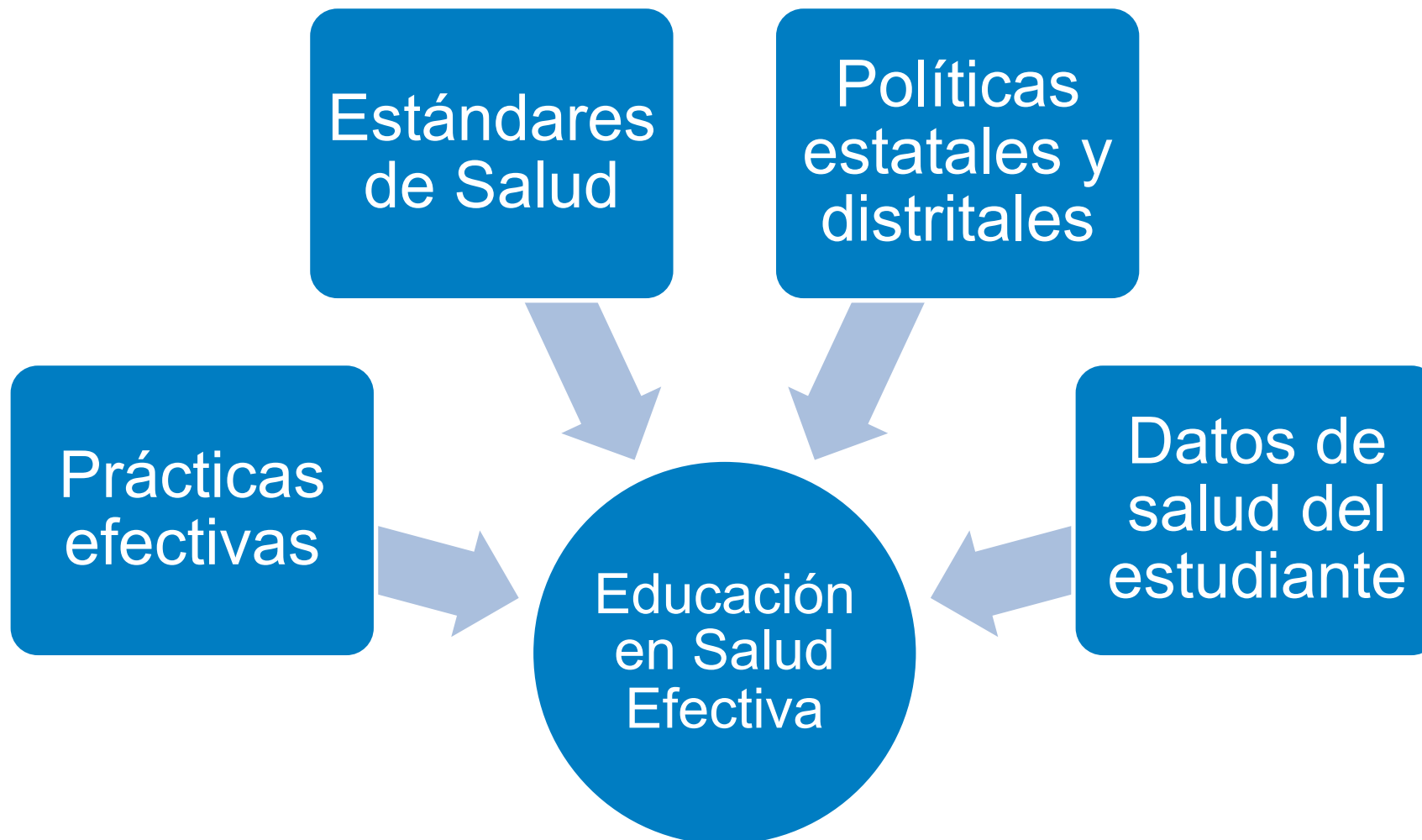
# Trasfondo



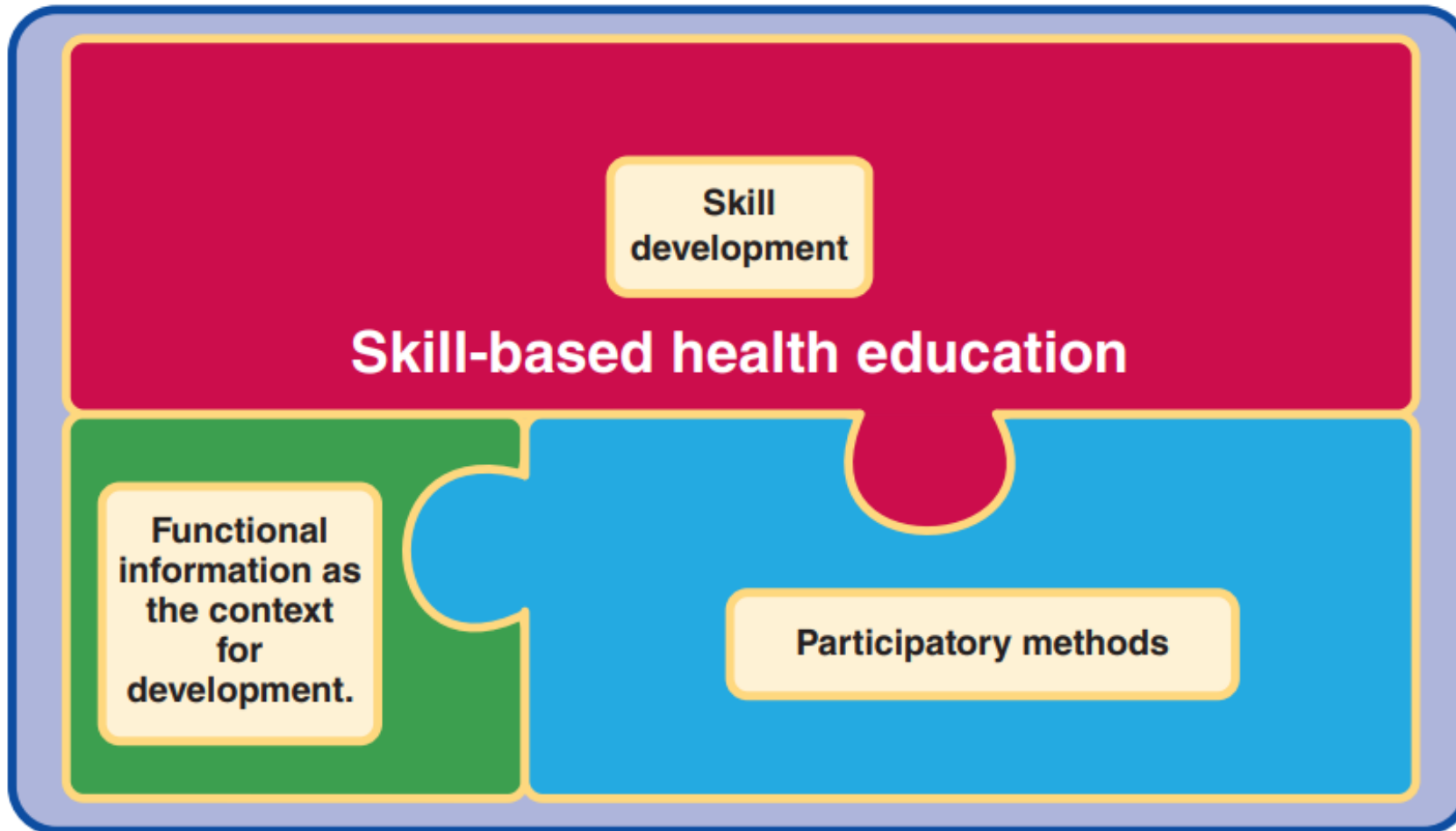
# Excuelas Saludables



# Trasfondo



# Prácticas efectivas



(Benes & Alperin, 2019)

## Construcciones:

- Habilidades de salud y auto-eficacia
- Alfabetización en salud
- Competencia personal y social



# Áreas de contenido de educación en salud del Departamento de Educación de Oregón

1. Afirmación de identidades y lucha contra la opresión
2. Promoción del bienestar y la salud
3. Prevención del consumo de alcohol, tabaco y otras drogas
4. Salud social, emocional y mental
5. Relaciones Saludables y Prevención de la Violencia
6. Crecimiento y desarrollo
7. Salud sexual
8. Seguridad y Primeros Auxilios
9. Nutrición y Actividad Física



# Requerido por la Política de Oregón

1. Un plan integral de educación para la salud K-12, alineado con los estándares estatales
2. Prevención del uso de sustancias: anualmente 9-12
3. Relaciones Saludables y Prevención de la Violencia – requerido en los grados 7-12
4. Prevención del abuso sexual infantil (Ley de Erin): anualmente K-12
5. Sexualidad humana, prevención de ITS: anualmente 6-8, dos veces durante 9-12
6. CPR y AED: requeridos en los grados 7-12

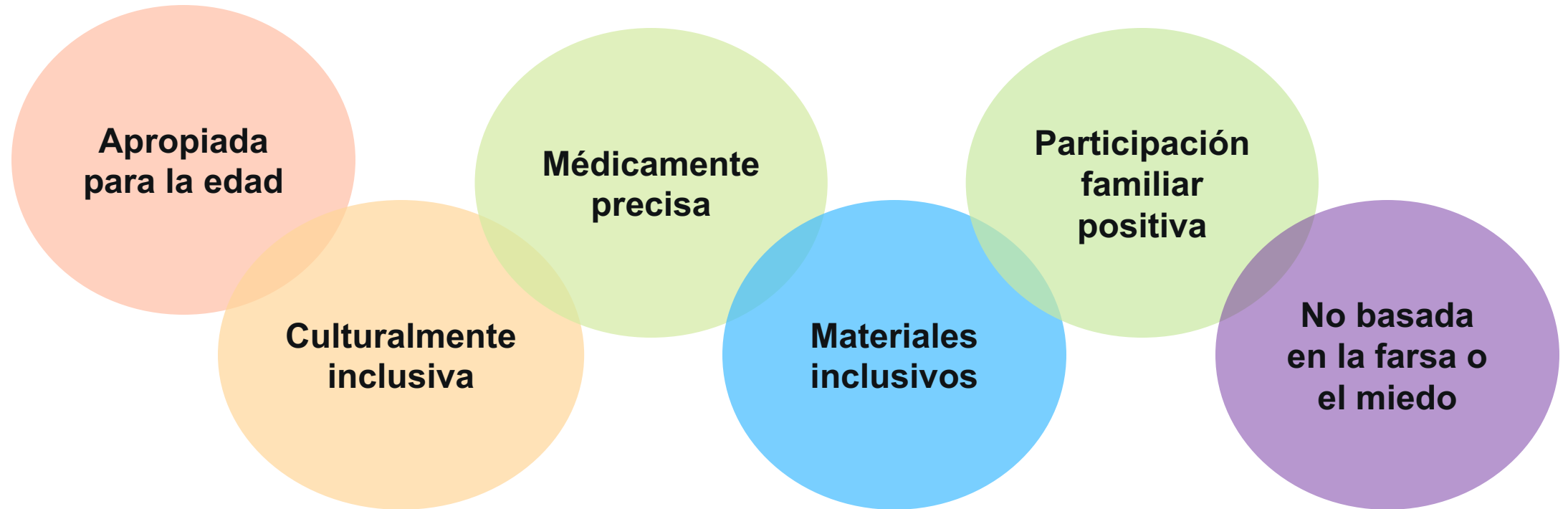
\*Ley Adi de Oregón: prevención del suicidio, anualmente 6-10, 11/12

Consulte la página de recursos al final de la presentación de diapositivas para políticas específicas



# Requerido por la Política de Oregón

## Políticas de educación sobre la sexualidad humana de Oregón:



- Enseña habilidades para relaciones saludables
- Aborda el suicidio, la violencia/el acoso escolar, la prevención del abuso infantil
- Proteger y defender los derechos civiles



# Requerido por la Política de Oregón

## **Derechos de los padres/tutores para la instrucción sobre sexualidad humana e ITS**

Los padres y tutores tienen derecho a:

- Estar informados de antemano
- Revisar los materiales de instrucción
- Después de revisar los materiales, optar por no participar por escrito.



# Datos de salud del estudiante



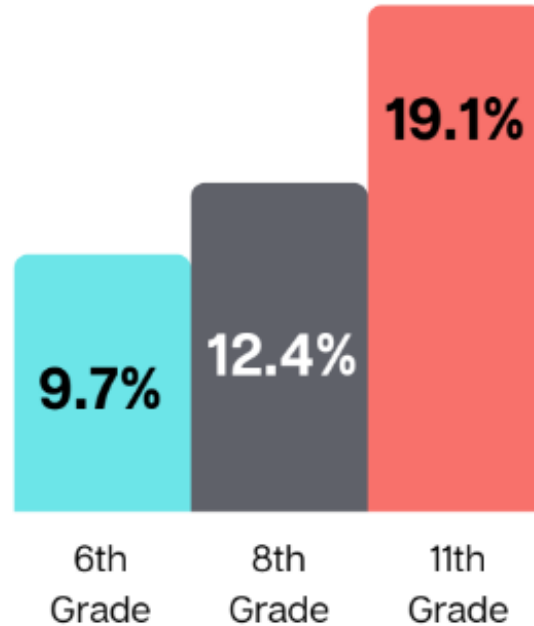
**1 in 5 students**

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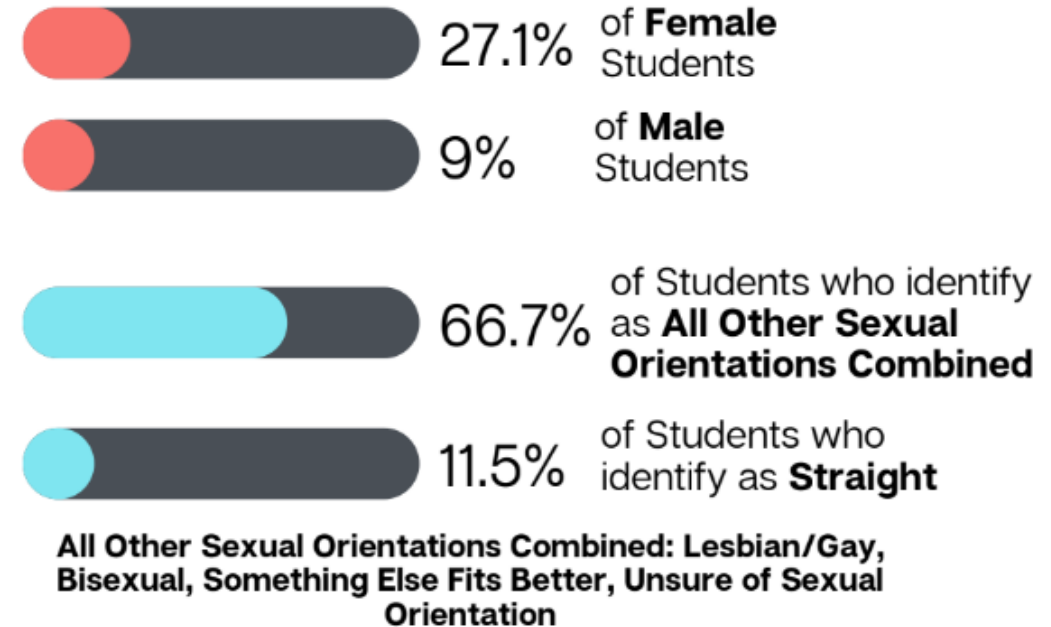
**12 Years of Age or Younger**

Age at which a majority of students report having their first drink of **alcohol**

## Students who Engaged in Self Harm In the Past Year



## 11th Grade Students who Engaged in Sexual Behavior Because of Pressure



# Justificación de los planes de estudios de salud complementarios



# Planes de estudio de salud

Plan de estudios  
adoptado (libro de texto)

+

Currículo Suplementario



# Nuestro proceso para la revisión de planes de estudios



# Nuestro proceso para la revisión de planes de estudios

1. Revise los datos de los estudiantes y la comunidad:
  - Datos de estudiantes y familias de Excelencia y Equidad
  - Datos de salud estudiantil de OR
  - Datos de la Verdad juvenil
  - Encuesta a docentes de la salud
  - Sesiones de escucha con estudiantes, padres y administradores/personal
2. Taller de Educación para la Salud K-12:
  - Maestros de salud K-12, enfermería escolar, asesoramiento, planes de estudio, administración
  - Desarrollo profesional; Revisión y recomendación de planes de estudio
3. Retroalimentación de la comunidad sobre los planes de estudio
  - 9 de agosto-2 de septiembre



# Retroalimentación de la comunidad

- Visite esta pagina web:

<https://tinyurl.com/BLSHealthCurriculaReview2022>



# Preguntas y Discusiones

# Recursos

- Benes, S. y Alperin, H. (2019). Educación para la salud en el siglo XXI: un enfoque basado en habilidades. Revista de Educación Física, Recreación y Danza; 90 (7).
  - <https://www.shapeamerica.org/uploads/pdfs/2019/publications/joperd/Health-Education-in-the-21st-Century.pdf>
- Autoridad de Salud de Oregón y Departamento de Educación de Oregón (2021). Educación sexual simplificada: un juego de herramientas para administradores.
  - <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/CSE%20Plan%20of%20Instruction%20Admin%20Toolkit.pdf>
- Resumen de las políticas de Oregón relacionadas con la educación para la salud
  - [https://docs.google.com/document/d/e/2PACX-1vSTMIIn4x-ZbnHW6kWOSsOOFFKcGTSwpHancL8uHWW4SUpxux5\\_12yhdJqw1pysm4uHnkyh\\_cPC1hs\\_H/pub](https://docs.google.com/document/d/e/2PACX-1vSTMIIn4x-ZbnHW6kWOSsOOFFKcGTSwpHancL8uHWW4SUpxux5_12yhdJqw1pysm4uHnkyh_cPC1hs_H/pub)





**REPORT ITEM:** School Security and Emergency Preparedness Update

**PRESENTED BY:** Julianne Repman, Director of Communication and Safety

**EXECUTIVE SUMMARY:**

At Bend-La Pine Schools, student and staff safety is top of mind. We believe that before effective teaching and learning can happen in our classrooms and around our schools, a culture of safety must exist to create the conditions for learning, establishing quality relationships, and general well-being for staff and students. Together, district teams work to ensure students and staff have the safe teaching and learning environments they deserve at the district's schools and department.

Here, safety is foundational and contributes to improved student and school outcomes. Our schools should be safe havens for teaching and learning, free of crime and violence. Our work is multifaceted and includes planning, intervention and response in many areas, including: Cybersecurity, infectious diseases, physical health, mental health, school climate, targeted violence, threat assessment, environmental safety, transportation safety, behavioral assessment, online safety, risk management, security, student and staff safety, and more.

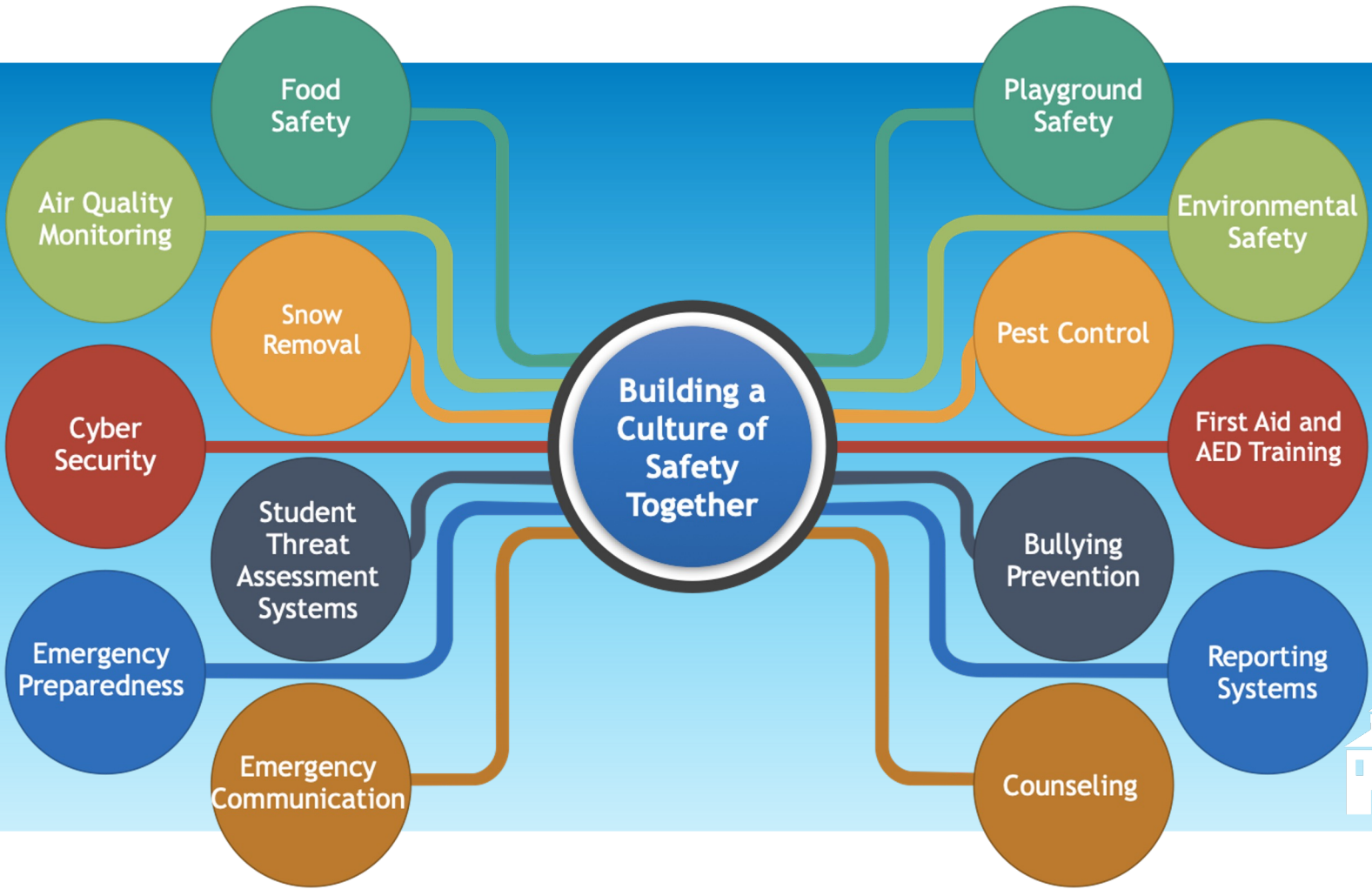
In this presentation we will take a deep dive into our school security and emergency preparedness work, with a focus on physical safety as it relates to our schools. We will explore our policies, practices and systems that help to ensure physically safe environments that support our goal of creating a safe, welcoming environment, conducive to learning and nurturing a sense of belonging for students and staff.



# Students First, Safety Always

Report to the Board, August 9, 2022

# Building a Culture of Safety Together



# Outside Eyes

## Deep Dive.

Hired an international school safety team to look at our practices, protocols and facilities.



# Findings and recommendations

## Many Areas of Excellence

Employee competence, mission focused and student centered.

Excellent caliber of relationships with public safety and mental health partners.

Security technology systems plan  
Sites and Facilities process

Safe Schools Alliance partnerships

Safety web training tools

Number of staff trained in CPR, QPR, PBIS and more

Transportation department work



# Findings and recommendations

## Opportunity Areas Included

Single point of entry

Increase SRO Staffing

Secure Entries

Cameras

Secure Perimeter

Consistently wearing ID

Reporting Systems

Radios

No Propped Doors

Doors lock from inside

Lock Classroom Doors

Social Media Monitoring

Student Threat Assessment

No Interior Classroom Window Covers

Card Access

Increase Staffing

Perimeter Control During Crisis Events

Reunification Plan

Visible Staff

Office Duress Call



# Physical Safety: Today

Single point of entry ✓

Increase SRO Staffing ✓

Secure Entries ✓

Cameras

Secure Perimeter ✓

Consistently wearing ID ✓

Reporting Systems ✓

Radios ✓

No Propped Doors ✓

Doors lock from inside

Lock Classroom Doors

Social Media Monitoring ✓

Student Threat Assessment ✓

No Interior Classroom Window Covers

Card Access ✓

Increase Staffing in Safety ✓

Perimeter Control During Crisis Events ✓

Reunification Plan ✓

Visible Staff ✓

Office Duress Call ✓



Focuses on preventing emergencies & limiting their effects.



Prevention

Involves getting ready to handle emergencies, acquiring resources & building capacity to respond.



Preparedness

Emergency Management

Response



Acting on emergencies. This is when we put our plans & practice into play.

Recovery



Restoring educational programming; the physical environment; business operations; & social, emotional, & behavioral health.



# Prevention/Protection

Focuses on preventing emergencies and limiting their effects.



# Board Policy and Administrative Regulation

**Safety policies and regulations include, but are not limited to:**

- [Staff Health and Safety – GBE-AR](#)
- [Safety Meetings – EBAC-AR](#)
- [School Bus Safety Program – EEAC](#)
- [Emergency Procedures and Disaster Plan – EBCA](#)
- [Emergencies – EBA](#)
- [Visitors to District Facilities – KK-AR](#)
- [Volunteers – KCA-AR](#)
- [Weapons in Schools – GBJ-BP](#)



# Preparedness

Involves getting ready to handle emergencies. Acquiring resources and capacity to respond to all hazards.



# Standard Response Protocols Guide for Parents



## STANDARD RESPONSE PROTOCOL

### INFORMACIÓN PARA PADRES/ MADRES DE FAMILIA Y TUTORES/AS LEGALES

Nuestra escuela ha adoptado el Protocolo de Estándar (SRP por su sigla en inglés) de la Love U Guys® Foundation. Los/as estudiantes serán capacitados, practicarán y harán sobre el protocolo.

### LENGUAJE COMÚN

El Protocolo de Respuesta Estándar (SRP por su sigla en inglés) se basa en un método para todo tipo de situaciones particulares. Al igual que el Comando de Incidentes (ICS por su sigla) el protocolo SRP utiliza un lenguaje común de tiempo que posibilita la flexibilidad en el protocolo. La premisa es simple: durante un suceso se piden acciones específicas. Cuando se da acción usará un "término específico" que irá de "orden". Los participantes activos, incluidos empleados, docentes y personal de respuesta, levantan a cabo la acción. El protocolo SRP es para las siguientes acciones: Hold (esperar), Secure Lockdown (acceso bloqueado), Evacuate Shelter (busquen refugio).

### HOLD (ESPERAR) En su salón o área. Despejen pasillos.

Se capacita a los/as estudiantes siguiente:

- Permanecer en el área hasta que la situación se ha resuelto.
- Continuar con la actividad rutinaria.

Se capacita a las personas adultas en lo siguiente:

- Cerrar la puerta y echen la llave
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria

### SECURE! (Lockout) (PRO) Vayan adentro. Echen llave a las puertas exteriores.

Se capacita a los/as estudiantes siguiente:

- Regresar adentro
- Continuar con la actividad rutinaria

Se capacita a las personas adultas en lo siguiente:

- Llevar a todas las personas adentro
- Echar llave a las puertas exteriores
- Mantener la alerta sobre lo que ocurre en su área
- Contar a los estudiantes y a los adultos
- Continuar con la actividad rutinaria



### LOCKDOWN (CIERRE DE EMERGENCIA)

Echen llave, apaguen las luces, escóndanse.

Se capacita a los/as estudiantes en lo siguiente:

- Desplazarse a un lugar donde no se les vea
- Guardar silencio
- No abrir la puerta



## STANDARD RESPONSE PROTOCOL

### INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

### COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol. The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

### HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced.

Adults and staff are trained to:

- Do business as usual
- Account for students and adults
- Do business as usual

### SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



### LOCKDOWN

"Locks, Lights, Out or Sign"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



### EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



### SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Flood
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

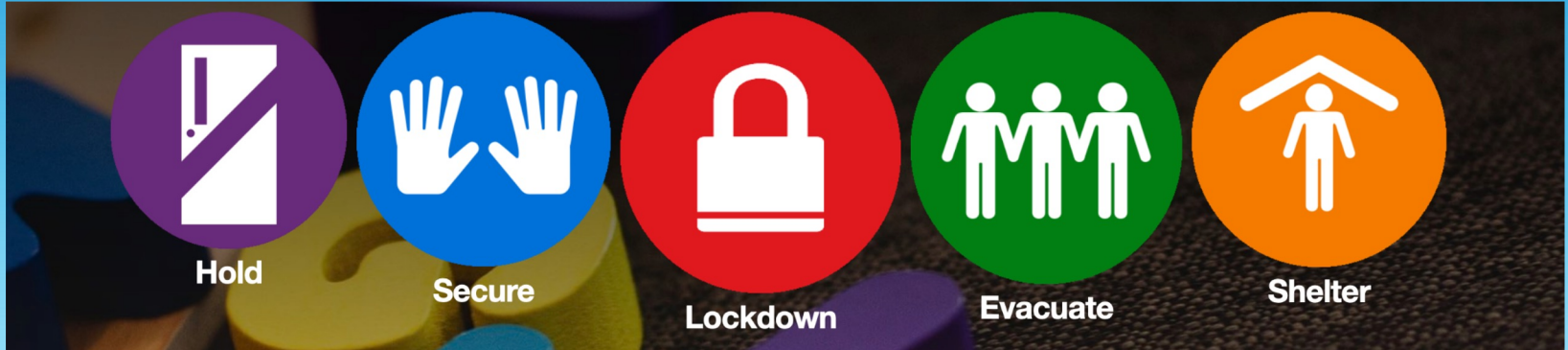
- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



# Standard Response Protocols



[Video](#)





# Response

Acting on emergencies. This is when we put our plans and practice into play.



# Recovery/Restoration

Restoring our environments back to normal after the emergency.



# Safety: What is Next

- Hard restart on visitor management system/expectations
- Consistency of safety practices districtwide
- Scale up camera plan
- Annual review cycles with safety experts
- Reconstitute Safety Leadership Cadre
- Transition Campus Monitors to district safety team
- Add additional Safety staff
- Diversify SRP training options for staff, students and families
- 100% completion of on-time drills with students
- Reunification training and exercises with partner agencies
- Reporting options on 6-12 student IDs and iPads



There is no 'one thing' that schools can do to keep their staff, students and families safe. Safety requires a layered approach.

Schools need the support of our stakeholders – parents, students, staff, and community leaders.  
Join us.

See something, say something.

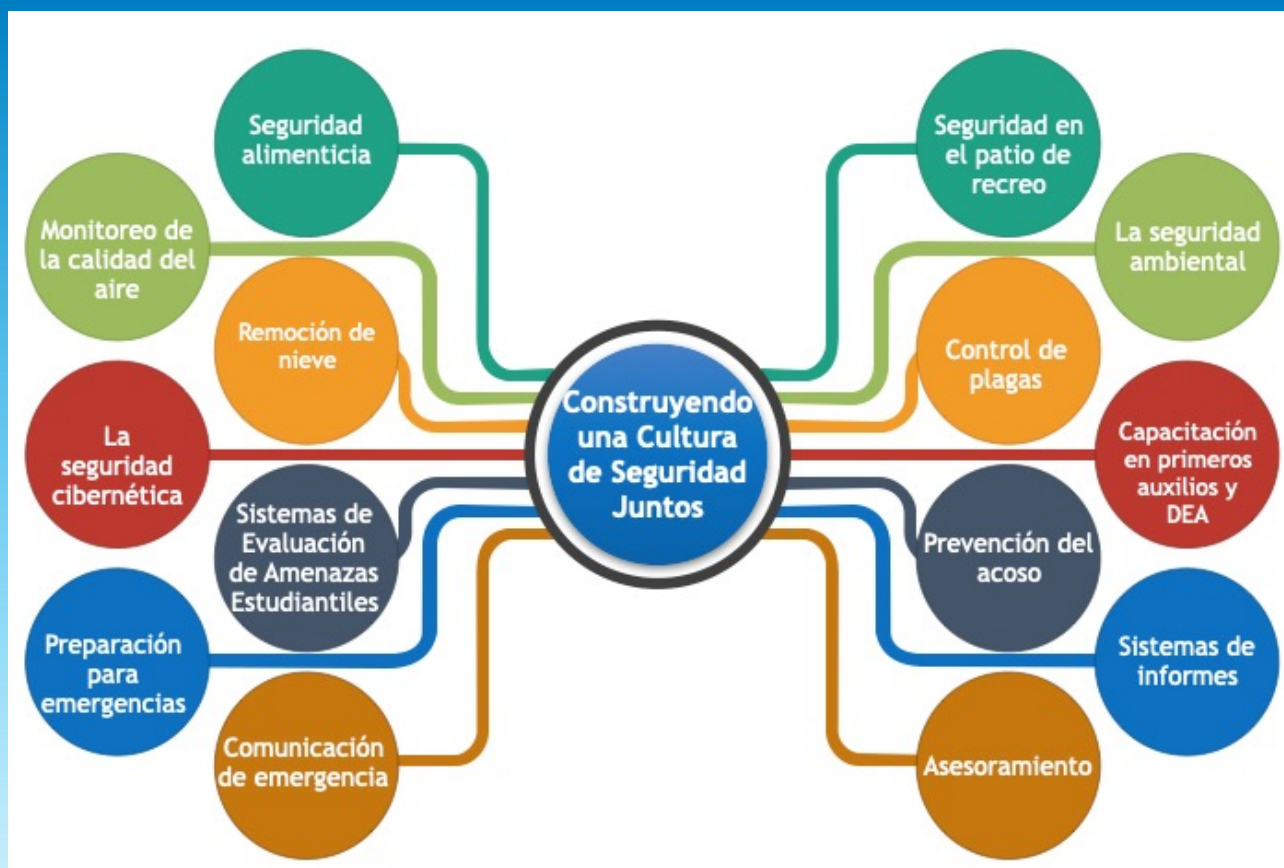
Secure prescription drugs.  
Test your fire alarms.  
Secure weapons.





# Los estudiantes primero, la seguridad siempre

Informe a la Junta Directiva, 9 de agosto de 2022



# Ojos externos

## Inmersión profunda.

Contratamos un equipo de seguridad escolar internacional para observar nuestras prácticas, protocolos e instalaciones.



# Hallazgos y recomendaciones

## Muchas áreas de excelencia

Competencia del empleado, enfocada en la misión y centrada en el estudiante.

Excelente calibre de relaciones con socios de seguridad pública y salud mental.

Plan de sistemas de tecnología de seguridad

Proceso de Sitios e Instalaciones

Asociaciones de la Alianza de Escuelas Seguras

Herramientas de capacitación Red de seguridad

Número de personal capacitado en CPR, QPR, PBIS y más

Trabajo en el departamento de transporte



# Hallazgos y recomendaciones

## Áreas de oportunidad incluidas

Áreas de oportunidad incluidas

Punto de entrada único

Aumentar el personal de SRO

Entradas seguras

Cámaras

Perímetro seguro

Uso constante de identificación

Sistemas de informes

Radios

No puertas apuntaladas

Las puertas se cierran desde adentro

Poner seguro de las puertas del salón de clases

Monitoreo de redes sociales

Evaluación de amenazas estudiantiles

No hay cubiertas para ventanas en el interior del salón de clases

Acceso con tarjeta

Aumentar el personal

Control perimetral durante eventos de crisis

Plan de Reunificación

Personal visible

Llamada de coacción de la oficina



# Seguridad Física: Hoy

Único punto de entrada ✓

Aumentar el personal de SRO ✓

Entradas seguras ✓

Cámaras

Perímetro Seguro ✓

Uso constante de identificación ✓

Sistemas de informes ✓

Radios ✓

No puertas apuntaladas ✓

Poner seguro de las puertas del

salón de clases

Bloquear las puertas del salón de clases

Monitoreo de redes sociales ✓

Evaluación de amenazas estudiantiles ✓

No hay cubiertas para ventanas en el interior del salón de clases

Acceso con tarjeta ✓

Aumentar el personal ✓

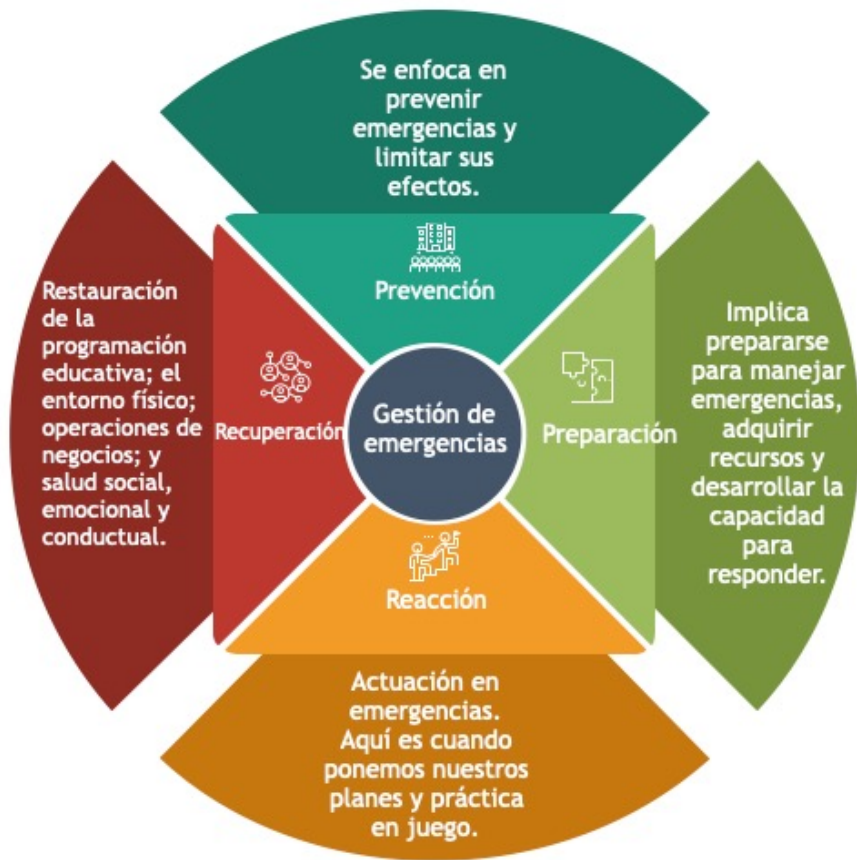
Control perimetral durante eventos de crisis ✓

Plan de Reunificación ✓

Personal visible ✓

Llamada de coacción de la oficina ✓





# Prevención/Protección

Se enfoca en prevenir emergencias y limitar sus efectos.



# Política de la Junta Directiva y Reglamento Administrativo

**Las políticas y regulaciones de seguridad incluyen, pero no se limitan a:**

- Salud y seguridad del personal – GBE-AR
- Reuniones de Seguridad – EBAC-AR
- Programa de Seguridad en Autobuses Escolares – EEAC
- Procedimientos de Emergencia y Plan de Desastres – EBCA
- Emergencias – EBA
- Visitantes a las Instalaciones del Distrito – KK-AR
- Voluntarios – KCA-AR
- Armas en las Escuelas – GBJ-BP



# Preparación

Implica prepararse para manejar emergencias. Adquirir recursos y capacidad para responder a todos los peligros.



# Guía de protocolos de respuesta estándar para padres



## STANDARD RESPONSE PROTOCOL

### INFORMACIÓN PARA PADRES/ MADRES DE FAMILIA Y TUTORES/AS LEGALES

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#### LENGUAJE COMÚN

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- En su salón o área. Despejen pasillos.**  
**Se capacita a los/as estudiantes siguiente:**
- Permanecer en el área hasta que se les indique que la situación se ha resuelto.
  - Continuar con la actividad rutinaria.

- Se capacita a las personas adultas en lo siguiente:**
- Cerrar la puerta y echar la llave
  - Contar a los estudiantes y a los adultos
  - Continuar con la actividad rutinaria

#### SECURE! (Lockout) (PROVAYAN ADENTRO. ECHEN LA PUERTA EXTERIORES)

- Se capacita a los/as estudiantes siguiente:**
- Regresar adentro
- Continuar con la actividad rutinaria**
- Se capacita a las personas adultas en lo siguiente:**
- Llevar a todas las personas adentro
  - Echar llave a las puertas exteriores
  - Mantener la alerta sobre lo que ocurre en su área
  - Contar a los estudiantes y a los adultos
  - Continuar con la actividad rutinaria



#### LOCKDOWN (CIERRE DE EMERGENCIA)

- Echen llave, apaguen las luces, escóndanse.**  
**Se capacita a los/as estudiantes en lo siguiente:**
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#### HOLD

##### "In Your Classroom or Area"

- Students are trained to:**
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- Adults and staff are trained to:**
- Close and lock the door
  - Account for students and adults
  - Do business as usual

#### SECURE

##### "Get Inside. Lock outside doors"

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- Adults and staff are trained to:**
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  - Lock the outside doors
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  - Do business as usual



#### LOCKDOWN

- "Locks, Lights, Out or Sign"**
- Students are trained to:**
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  - Do not open the door

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##### "To a Location"

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#### SHELTER

##### "State Hazard and Safety Strategy"

- Hazards might include:**
- Tornado
  - Hail
  - Earthquake
  - Tsunami

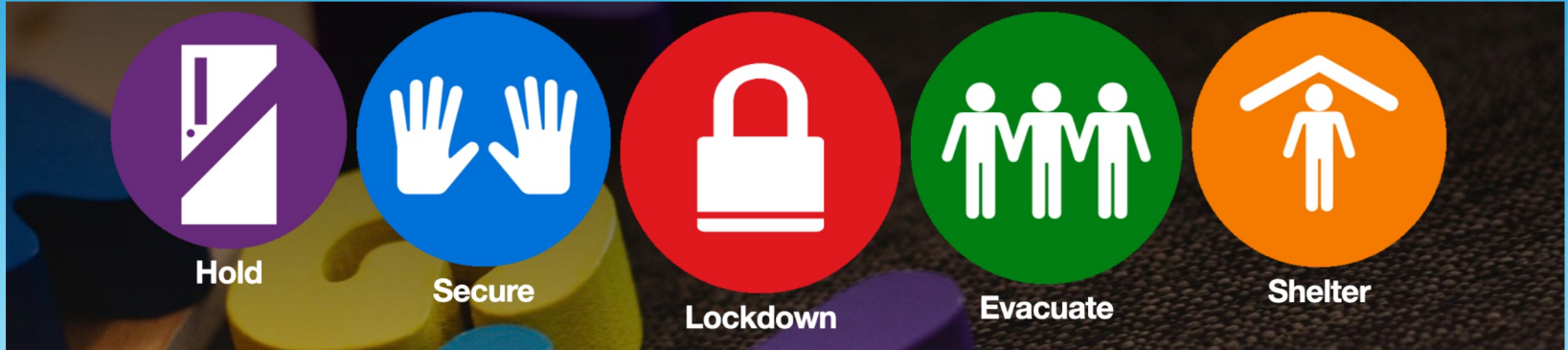
- Safety Strategies might include:**
- Evacuate to shelter area
  - Seal the room
  - Drop, cover and hold
  - Get to high ground

##### Students are trained in:

- Appropriate Hazards and Safety Strategies
- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



# Protocolos de respuesta estándar



[Video](#)





# Reacción

Actuar ante emergencias. Aquí es cuando ponemos nuestros planes y práctica en juego



# Recuperación/Restauración

Restaurar nuestros entornos a la normalidad después de la emergencia.



# Seguridad: ¿Qué sigue?

- Reinicio completo en el sistema de gestión de visitantes/expectativas
- Consistencia de las prácticas de seguridad en todo el distrito
- Ampliar el plan de las cámaras
- Ciclos de revisión anuales con expertos en seguridad
- Reconstituir el cuadro de liderazgo de seguridad
- Transición de monitores de campus al equipo de seguridad del distrito
- Agregar personal adicional de seguridad
- Diversificar las opciones de capacitación de SRP para el personal, los estudiantes y las familias
- Completar al 100 % los simulacros a tiempo con los estudiantes
- Capacitación y ejercicios de reunificación con agencias asociadas
- Opciones de informes en identificaciones de estudiantes de 6-12 y iPads



No hay "una sola cosa" que las escuelas puedan hacer para mantener seguros a su personal, estudiantes y familias. La seguridad requiere un enfoque por capas.

Las escuelas necesitan el apoyo de nuestros interesados: padres, estudiantes, personal y líderes comunitarios. Únase a nosotros.

Ver algo, decir algo.

Asegure los medicamentos recetados. Pruebe sus alarmas contra incendios. Asegure las armas.





**REPORT:** Administrative Regulations for Review (8/9/2022)

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one 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 allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and presentation of the policies and regulations for adoption to the Board of Directors.

The following administrative regulations are currently in review. A brief summary of the proposed changes is listed below. A redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
<b>EBBA-AR: First Aid</b>	First Aid compliance efforts have been updated to align with Oregon Administrative Regulation 581.
<b>EBBC-AR: Life-Supporting Emergency Care</b>	Updated language includes the use of Automated External Defibrillator (AED) and administration of Nalaxone (Narcan) as examples of life-sustaining emergency care.
<b>JHCD-AR: Administration of Medication</b>	Administration of a premeasured dose of Nalaxone (Narcan) to a student or other individual on school premises and emergency medical response notification procedures has been added as a response in the event of suspected opiate overdose.
<b>IGBHAB-AR: Choice Options Schools &amp; Programs</b>	Updated to align with current Choice Option application practices.  <b>IGBHAB-AR continues to be in review as the feedback received is being considered.</b>

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on August 23, 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, August 10, 2022.

## **FIRST AID**

In cases of sudden illness or injury to a student or staff member, school staff or health care provider as appropriate will give first aid. Further medical attention to students is the [parent/guardians'](#) responsibility, or someone the parents or guardians designate in case of emergency.

Each [building administrator](#) ~~principal~~ is charged with providing for the immediate care of ill or injured persons within [their](#) ~~his/her~~ area of responsibility.

Staff members shall report self-administered first aid treatment to an immediate supervisor. In each school [and district facility](#), procedures for handling health emergencies will be established and made known to the staff. Each school, [district facility](#) ~~and~~ and school vehicle will be equipped with appropriate first-aid supplies and equipment.

All employees are expected to know where first-aid supplies and equipment are kept in their work areas. [In compliance with Oregon Administrative Rules, e](#)~~E~~ach school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled [or an emergency response team per building. Such team shall consist of no less than six persons who hold current first-aid/CPR cards and who are trained annually in the district and building emergency plans.](#) Names of [designated employees](#) ~~the first aid cardholders~~ will be posted.

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### **Legal Reference(s):**

ORS 30.800	OAR 437-002-0377	OAR 581-053-0003(37)
OAR 437-002-0120 to -0139	OAR 581-022-0705	OAR 581-053-0220(3)(B)(iii)
OAR 437-002-0161	OAR 581-022-0420	OAR 581-053-0320(5)(B)
OAR 437-002-0360		

### **District Reference(s):**

EBBC-AR: Life Sustaining Emergency Care  
GBE-AR: Staff Health & Safety  
GBEB-AP: Communicable Diseases (Staff)  
GBEB/JHCC-AR: Communicable Diseases (Students & Staff)

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Life-Sustaining Emergency Care

Section: Support

Code: EBBC-AR

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The District recognizes its obligation under state and federal law to make educational services available to students of legal age, including reasonable accommodations that permit students with disabilities access to special education and supportive services.

Reasonable accommodation includes the provision of life-sustaining emergency care.

A refusal to provide life-sustaining emergency care to a student in need of such care would be a denial of educational services. No employee of the district shall comply with any directive from parents/[guardians](#) or others, written or verbal, that life-sustaining emergency care be withheld from a student in need of such care while under the control and supervision of district staff.

For purposes of this regulation, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death. Examples of life sustaining emergency care may include efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation and cardiopulmonary resuscitation (CPR), [use of Automated External Defibrillator \(AED\)](#), and [administration of a premeasured dose of Naloxone \(Narcan\) by a trained and designated personnel](#).

In a life-threatening situation, district staff will notify 911 of the need for paramedic assistance and will provide life-sustaining emergency care to any student requiring it in order to sustain life until relieved by paramedics or other appropriate medical personnel. [Any available staff member will notify 911 or other appropriate emergency medical response systems, and staff trained to administer first aid and will do so, as necessary, in the event of suspected opiate overdose. The parent or guardian, school nurse and building administrator will be notified immediately.](#)

The district shall consider requests for alternative forms of life-sustaining emergency care, but those requests must be supported by written medical substantiation by the student's physician. Determinations shall be made on such requests by a team of district staff who are knowledgeable about the student. The team may seek such additional outside information, including an independent medical opinion when necessary for a decision. Any determination made on such a request must be based on the likelihood that the chosen form of life-sustaining emergency care shall maintain the student's life until an emergency care or medical personnel arrive or the student is otherwise transported to the care of medical personnel.

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**Legal Reference(s):**[ORS 30.800](#)[OAR 437-002-0161](#)[OAR 581-022-2220](#)[OAR 581-022-225](#)**District Reference(s):**[EBBA-AR: First Aid](#)[GBE-AR: Staff Health & Safety](#)Reviewed: 2/11/09, [8/9/22](#)

Approved: 2/11/09

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Administration of Medication

Section: Students

Code: JHCD-AR

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Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

**Definitions**

1. Medication: any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or auto injectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
2. Prescription medication: any medication that under federal or state law requires a prescription by a prescriber.
3. Nonprescription medication: only commercially prepared, non-alcohol based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatory and antacids that do not require written or oral instructions from a physician. Non-prescription medication does include dietary food supplements.
4. Adrenal Crisis: adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
5. Adrenal Insufficiency: adrenal insufficiency as defined in ORS 433.800.
6. Notice of a Diagnoses of Adrenal Insufficiency: a written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
7. Prescriber<sup>1</sup>: a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advanced practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
8. Qualified trainer: a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
9. Severe allergy: a life-threatening hypersensitivity to a specific substance such as food, pollen, or insect sting.
10. Asthma: a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
11. Designated personnel: the **district school** personnel designated to administer medication pursuant to district policy and procedure.
12. District and/or school sponsored event: events that are conducted under the auspices or sponsorship of the district and/or school. The event will take place on district property or a location approved by the district and will primarily involve students in other than classroom situations (i.e., classroom field trips).

## Designated Staff / Training

1. The principal **or appropriate district administrator** will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of **district school** personnel, in a district sponsored before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
2. The principal **or appropriate district administrator** will ensure the training required by Oregon law is provided to designated personnel. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
3. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by ODE will be used.
4. A copy of the district's policy and administrative regulation will be made available to all staff authorized to administer medication to students and others, as appropriate.

## Administering Premeasured Dose of Naloxone (Narcan) to a Student or Other Individual

A premeasured dose of Narcan may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is experiencing an opiate drug overdose.

## Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

## Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

Plans should be in place to assure that medication is readily available and in close proximity of the student who may experience symptoms of adrenal crisis. Consideration of transportation activities, such as field trips or other district sponsored off-facility functions must be taken into account when planning emergency measures for possible treatment of adrenal crisis. Depending on the age of the student, and district policies, it may be advisable for students to carry their own medication during these special activities and trained district personnel must accompany the child.

1. Upon notice of a diagnosis of adrenal insufficiency, as defined in OAR 581-021-0037, the building principal, **appropriate district administrator**, or school nurse will designate one or more school personnel to be responsible for implementing a health management / action plan for each child who has adrenal insufficiency;
2. The designated personnel will successfully complete the training to recognize the signs of adrenal crisis, administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
3. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;

4. In the event that a student experiences symptom of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

### **Administering Medications to a Student**

A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:

1. A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
  - a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
  - b) The written instruction from the prescriber for the administration of the medication to the student that includes:
    - i. Name of the student;
    - ii. Name of the medication;
    - iii. Method of administration;
    - iv. Dosage;
    - v. Administration time(s);
    - vi. Other special instructions from the prescriber, if any; and
    - vii. Signature of the prescriber.
  - c) The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.
2. A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
  - a) The nonprescription medication is necessary for the student to remain in school;
  - b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
  - c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
    - i. Name of the student;
    - ii. Name of the medication;
    - iii. Method of administration;
    - iv. Dosage;
    - v. Administration time(s);
    - vi. Other special instructions, if any; and
    - vii. Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacture's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
  - i. Name of the student;
  - ii. Name of the medication;
  - iii. Dosage;

- iv. Method of administration;
  - v. Administration time(s);
  - vi. A statement that the medication must be administered while the student is in school;
  - vii. Other special instructions, if any; and
  - viii. Signature of the prescriber.
3. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on, if, or when the student may self-carry prescription medication if the student has not been approved to self-administer medication.
  4. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school or the duration of the student's need to take medication.
  5. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions.
  6. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication.
  7. Any error in administration of a medication will be reported to school nurse and the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Accident / Incident Report Form. Errors include, but are not limited to: administering medication to the wrong student, administering the wrong medication, dose, frequency of administration, or method of administration.
  8. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

### **Administration of Medication by a Student to Themselves**

A student, including a student in grades K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:

1. A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
  - a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
  - b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a district sponsored before-school or after-school care program on school-owned property and in transit to or from school or a school sponsored activity. The prescriber will include acknowledgement that the student has been instructed in the correct and responsible use of the prescribed medication;
  - c) The permission to self-administer the medicine from a school nurse and a prescriber or registered nurse practicing in a school setting.
  - d) District staff may request permission from a physician for self-administration procedure and/or directions.

2. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
  - a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675;
  - b) The student's name affixed to the manufacturer's original container; and
  - c) The permission to self-administer medication from a school nurse.
3. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
  - a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, 109.675; and
  - b) A written order from the student's prescriber that includes:
    - i. Name of the student;
    - ii. Name of the medication;
    - iii. Dosage;
    - iv. Method of administration;
    - v. Administration time(s);
    - vi. A statement that the medication must be administered while the student is in school;
    - vii. Other special instructions, if any; and
    - viii. Signature of the prescriber.
4. The student may have in his/her possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, auto injectable epinephrine or bronchodilators/inhalers;
5. Sharing and/or borrowing of any medication with another student is strictly prohibited;
6. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
7. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup auto injectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup auto injectable epinephrine to be kept in a reasonably secure location in the student's classroom;
8. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
9. Permission for a student to administer medication to themselves may be revoked if the student violates ~~the Board~~ policy and/or administrative regulations;
10. A student may be subject to discipline, up to and including expulsion, as appropriate;
11. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.

### **Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students**

1. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school, by the parent or guardian, in its original container, accompanied by the permission form and written instructions, as required above.

2. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee and/or parent or guardian upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the school nurse immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
3. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
4. Medication will be secured as follows:
  - a) Non-refrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;
  - b) Medications requiring refrigeration will be stored in a locked box in a refrigerator or a separate refrigerator used solely for the storage of medication;
  - c) Access to medication storage keys will be limited to designated personnel.
5. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
6. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

### **Emergency Response**

1. Any available staff member will notify 911 or other appropriate emergency medical response systems, and staff trained to administer first aid will do so, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse and principal will be notified immediately.
2. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
3. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
4. Any available staff member will notify 911 or other appropriate emergency medical response systems, and staff trained to administer first aid will do so, as necessary, in the event of suspected opiate overdose. The parent or guardian, school nurse and principal will be notified immediately.

### **Disposal of Medications**

1. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five (5) school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a non-recoverable fashion as follows:
  - a) Medication will be removed from its original container and personal information will be destroyed;
  - b) Medication will be disposed of in accordance with established training procedures including sharps and glass.

2. All medication will be disposed of by designated personnel in the presence of another ~~school~~ district employee and documented as described below.

### **Transcribing, Recording and Record Keeping**

1. The school or district sponsored program will maintain a medication log for each student administered medication by designated personnel at the school or district sponsored program. The medication log will include, but not be limited to:
  - a) The name of the student, name of medication, dosage, method of administration, date, and time of administration, frequency of administration and the name of the person administering the medication;
  - b) Student refusals of medication;
  - c) Errors in administration of medication;
  - d) Incidents of emergency and minor adverse reaction by a student to medication;
  - e) Discrepancies in medication supply;
  - f) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
2. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file, or in a separate section in the student's educational file when related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
3. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and his/her parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

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<sup>1</sup>A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

### **LEGAL REFERENCES**

ORS 109.610                      OAR 166-400-0010(17)  
ORS 109.640                      OAR 166-400-0060(29)  
ORS 109.675                      OAR 581-021-0037  
ORS 433.800

### **District Reference(s):**

EBBA-AR: First Aid  
EBBC-AR: Life-Sustaining Emergency Care  
GBE-AR: Staff Health & Safety

Reviewed: 1/07, 1/31/18, 9/28/18, 2/19/19, 8/9/22

Approved: 1/07, 10/4/18, 2/20/19



**REPORT:** Administrative Regulations for Adoption (8/9/2022)

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one 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 allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and presentation of the policies and regulations for adoption to the Board of Directors.

A redline version of follows this executive summary. The regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
<b>JC-AR: Attendance Areas &amp; In-District Transfers</b>	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.  <b>No public comment received</b>
<b>IKA-AR: Grades &amp; Credit</b>	Updated language includes a grading floor of 50% on the traditional 100-point grading scale for the 2023-24 school year. Beginning with the 2024-25 school year, Bend-La Pine Schools will move to a 0-4 grading scale in classes and no longer use the 100-point grading scale. Exceptions to the revised grading scales are also noted.  <b>No public comment received</b>

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Grades and Credit

Section: Instruction

Code: IKA-AR

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**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. [For the 2023-24 school year, Bend-La Pine Schools will use a grading floor of 50% on the traditional 100-point scale. 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. [The 50% floor does not apply to classrooms using an equal interval scale such as 0-4, 0-8, or 1-6. Beginning with the 2024-25 school year, Bend-La Pine Schools will no longer use the 100-point scale and will instead use a 0-4 grading scale in classes. Note: Middle Years Programme \(MYP\) and International Baccalaureate \(IB\) schools may use the MYP / IB grade scale for their sites. Dual-credit high school courses may be subject to the grading requirements of the partnering institution. 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.](#)

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### 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, [7/2022](#)

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, 1/11/22

draft 7/19/22

**\*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~~ ~~the district communicated deadline~~ ~~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 ~~the district communicated deadline~~ ~~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 ~~the first Friday after Winter Break~~ ~~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.~~

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### **District Reference(s):**

[IGBHAB-AR: Choice Option Schools & Programs](#)

[JC-BP: School Attendance Areas](#)

[JEC-AP: Admission of Students](#)

[JECB-AP: Admission of Non-Resident Students](#)

[JECBD-AP: Homeless Students & Students in Foster Care](#)

[JECBD-AR: Homeless Students](#)

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, 7/19/2022

Approved: 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,