



Bend-La Pine Schools School Board Regular Meeting Agenda

February 14, 2023, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Chair Barnes Dholakia	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Barnes Dholakia	
3.	<u>Review of Agenda</u>	<u>5</u>
	Speaker(s): Chair Barnes Dholakia	
	Description: Any changes to the Agenda after posting on February 10, 2023, are shown below.	
	Attachments:	
2.14.23 - Orden del día - BORRADOR		5
4.	<u>District Recognitions</u>	
	A. Student Voice Council	8
	Speaker(s): Superintendent Cook	
	Attachments:	
	Presentation: Why do I want to be on the Student Voice Council?	8
5.	<u>Public Hearing</u>	
	Speaker(s): Chair Barnes Dholakia	
	Description: DJ-AR: Public Contracting Rules and Procedures, including Class Special Procurements and Exemptions from Competitive Bidding.	
	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, February 13, 2023.	
6.	<u>Public Hearing</u>	
	Speaker(s): Chair Barnes Dholakia	
	Description: Design Build Method of Contracting for District-Wide Door Hardware	
	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, February 13, 2023.	
7.	<u>Public Comment</u>	<u>13</u>
	Speaker(s): Chair Barnes Dholakia	
	Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, February 13, 2023.	
	Attachments:	
2.14.23 Public Comment		

8. Board Chair Report	
Speaker(s): Chair Barnes Dholakia	
9. Superintendent's Report	
Speaker(s): Superintendent Cook	
10. 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.	
A. Approval of Minutes	14
Description: January 10, 2023, Regular Board Meeting, and January 24, 2023, Board Work Session.	
Reference: ORS 192.650 and ORS 332.057	
Attachments:	
1.10.23 Minutes - DRAFT	14
1.24.23 Minutes - DRAFT	20
B. Approval of Personnel Recommendations	23
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements	
Reference: ORS 332.505	
Attachments:	
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Classified Board Report 2.14.23	25
C. Approval of Board Policies	28
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JED-BP 1.11-1.24 Policy Public Comment with BLS response	30
11. Consent for Information	
Speaker(s): Chair Barnes Dholakia	
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
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DJC-AR: Purchasing Authority and Limits - draft 1.2023	32
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IICA-AR 1.11-1.24 Policy Public Comment with BLS response	69
IKAD-AR: Grade Reduction or Credit Denial/Student Attendance - delete 1.0.23	75
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Speaker(s): Chair Barnes Dholakia	
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Resolution 1944: Classified Employee Appreciation Week	83
B. High Desert Education Service District (HDESD) Local Service Plan (LSP) Report	84
Speaker(s): Paul Andrews, Superintendent HDESD	
Attachments:	

High Desert Education Service District 2023-2024 Local Service Plan	84
C. Resolution 1943: Adopting DJ-AR Public Contracting Rules and Procedures, Including Class Special Procurements and Exemptions from Competitive Bidding	98
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Attachments:	
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Speaker(s): Doug Pigman, Executive Director of Facilities	
Attachments:	
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Resolution 1945: Design Build Construction Method District-Wide Door Hardware	144
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Speaker(s): Chair Barnes Dholakia	
Attachments:	
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13. Public Hearing	
Speaker(s): Chair Barnes Dholakia	
Description: Desert Sky Montessori Charter Contract Renewal	
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, February 13, 2023.	
14. Reports	
A. Desert Sky Montessori Charter Renewal Update	182
Speaker(s): Heather Phillips, Interim Head of School, Desert Sky Montessori; and Deli Thordarson, Business Manager, Desert Sky Montessori	
Attachments:	
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Speaker(s): Dean Richards, Director of Secondary Curriculum, Instruction and Systems, and Julie Walker, Elementary Director Curriculum, Instruction, and Systems	
Attachments:	
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Speaker(s): Dave VanLoo, Director of School Improvement, and Stephen DuVal, Director of College and Career Readiness	
Description: Report on item 2 of Board Ends/Results	
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D. District Integrated Plan	294
Speaker(s): Deputy Superintendent Nordquist	
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Executive Summary: Bend-La Pine Schools' Integrated Planning Process 2023	294
Presentation: Integrated Plan for Bend-La Pine Schools	295
Presentación: Plan Integrado para las Escuelas de Bend-La Pine	313
15. <u>Discussion</u>	
A. Board Policies in Review	331
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, February 15, 2023, through Tuesday, February 28, 2023, via Google Form.	
Attachments:	
Executive Summary: Board Policy for Review	331
GBA-BP: Equal Employment Opportunity - draft 2.14.23	332
16. <u>Administrative Policy and Regulation Report</u>	
Speaker(s): Chair Barnes Dholakia	
A. Administrative Policies and Regulations in Review	335
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, February 15, 2023, through Tuesday, February 28, 2023, via Google Form.	
Attachments:	
Executive Summary: Administrative Policies and Regulations for Review	335
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GCCB-AR: Application for Employment - delete 2.14.23	346
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GCCD-AR: Interviewing Candidates - delete 2.14.23	348
JEBA-AP: Early Entrance - draft 2.14.23	349
JEBA-AR: Guidelines for Entrance and Early Entrance Into Kindergarten and 1st Grade - delete 2.14.23	351
17. <u>Board Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
18. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for March 14, 2023.	



Escuelas de Bend-La Pine

Agenda de la Reunión Ordinaria de la Mesa Directiva Escolar – BORRADOR

14 de febrero, 2023, 5:30 PM

Ubicación:

Centro de Educación, Sala de Juntas #314
520 NW Wall Street
Bend, OR 97703

1. **Llamada al orden**
Ponente(s): presidenta Barnes Dholakia
2. **Juramento a la bandera**
Ponente(s): presidenta Barnes Dholakia
3. **Revisión de la agenda**
Ponente(s): presidenta Barnes Dholakia
4. **Reconocimientos del distrito**
B. Consejo de Asesoría Estudiantil (Student Advisory Council, por su nombre en inglés)
Ponente(s): superintendente Cook
5. **Audiencia pública**
Ponente(s): presidenta Barnes Dholakia
Descripción: DJ-AR: Reglas y Procedimientos de Contratación Pública, incluyendo Adquisiciones Especiales de Clase y Exenciones de Licitación Pública. Este es el tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del lunes 13 de febrero de 2023.
6. **Audiencia pública**
Ponente(s): presidenta Barnes Dholakia
Descripción: método de diseño de construcción de contratación para herrajes para puertas en todo el distrito. Este es el tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p. m. del lunes 13 de febrero de 2023.
7. **Comentario público**
Ponente(s): presidenta Barnes Dholakia
Descripción: este es el tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del lunes 13 de febrero de 2023.
8. **Informe de la presidenta de la Mesa Directiva**
Ponente(s): presidenta Barnes Dholakia
9. **Informe del superintendente**
Ponente(s): superintendente Cook

10. **Consentimiento para la acción**

Ponente(s): presidenta Barnes Dholakia

Descripción: los elementos que son de naturaleza rutinaria se colocan en la agenda de consentimiento. Cualquier elemento incluido en el consentimiento para la acción puede eliminarse a petición de cualquier miembro de la Mesa Directiva antes del momento en que se realiza la votación. Todos los elementos restantes del consentimiento para la acción se eliminan en una sola moción.

A. Aprobación de minutas

Descripción: 10 de enero de 2023, reunión ordinaria de la Mesa Directiva y sesión de trabajo del 24 de enero de 2023

B. Aprobación de recomendaciones del personal

Descripción: renuncias, jubilaciones y contrataciones recomendadas del personal administrativo, licenciado, clasificado y confidencial; *Referencia: ORS 332.505*

C. Aprobación de políticas de la Mesa Directiva

11. **Consentimiento para la información**

Ponente(s): presidenta Barnes Dholakia

Descripción: los elementos que son de naturaleza rutinaria y para propósitos informativos se colocan en el Consentimiento para la Información.

A. Aprobación de regulaciones y políticas administrativas.

12. **Puntos de acción**

A. Resolución 1944: Semana de Agradecimiento a los Empleados Clasificados

Ponente(s): presidenta Barnes Dholakia

B. Informe del Distrito de Servicios Educativos de High Desert (HDESD, por sus siglas en inglés) sobre el Plan de Servicio Local (LSP, por sus siglas en inglés)

Ponente(s): Paul Andrews, superintendente de HDESD

RESOLUCIÓN 1943: Adoptando las Reglas y Procedimientos de Contratación Pública DJ-AR, incluyendo Adquisiciones Especiales de Clase y Exenciones de Licitación Pública

Ponente(s): superintendente Cook

C. Resolución 1945: Método de diseño de construcción de contratación para herrajes para puertas en todo el distrito.

Ponente(s): Doug Pigman, director ejecutivo de instalaciones

D. Vacante del Comité de Presupuesto

Ponente(s): presidenta Barnes Dholakia

13. **Comentario público**

Ponente(s): presidenta Barnes Dholakia

Descripción: renovación de contrato de la escuela Chárter Desert Sky Montessori. Este es el tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del lunes 13 de febrero de 2023.

14. **Informes**

A. Actualización de la renovación de contrato de la escuela Chárter Desert Sky Montessori

Ponente(s): Heather Phillips, directora interina de la escuela, Desert Sky Montessori; y Deli Thordarson, gerente comercial, Desert Sky Montessori

B. Profundizando en las adopciones de currículo

Ponente(s): Dean Richards, director de Currículo, Instrucción y Sistemas de Educación Secundaria, y Julie Walker, directora de Currículo, Instrucción y Sistemas de Primaria

C. Metas de la Mesa Directiva/Resultados

Ponente(s): Dave VanLoo, director de Mejoramiento Escolar, y Stephen DuVal, director de Preparación Universitaria y Profesional

Descripción: informe sobre el punto número 2 de las metas de la Mesa Directiva/Resultados

D. Plan Integrado del Distrito

Ponente(s): superintendente adjunto Nordquist

15. **Discusión**

B. Políticas de la Mesa Directiva en revisión

Ponente(s): presidenta Barnes Dholakia

Descripción: políticas de la Mesa Directiva, procesos de gobernanza, limitaciones ejecutivas, metas de la Mesa Directiva y vínculos del personal de la Mesa Directiva que requieren la revisión de la Mesa Directiva Escolar. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 15 de febrero de 2023 hasta el martes 28 de febrero de 2023 a través del formulario de Google.

16. **Informe de política y regulación administrativa**

Ponente(s): presidenta Barnes Dholakia

B. Políticas y regulaciones administrativas en revisión

Ponente(s): superintendente Cook

Descripción: lista de políticas y/o regulaciones que actualmente están bajo revisión por el Distrito. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 15 de febrero de 2023 hasta el martes 28 de noviembre de 2023 a través del formulario de Google.

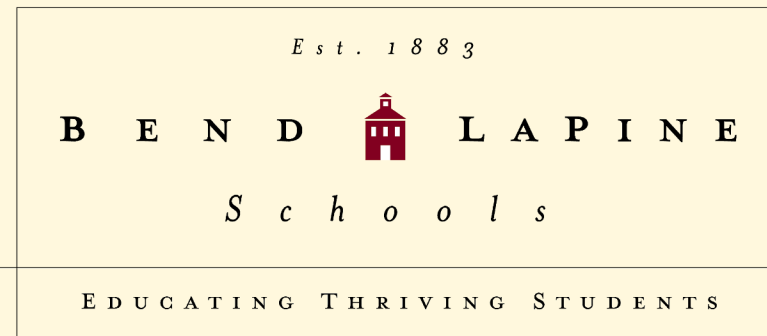
17. **Comentarios de la Mesa Directiva**

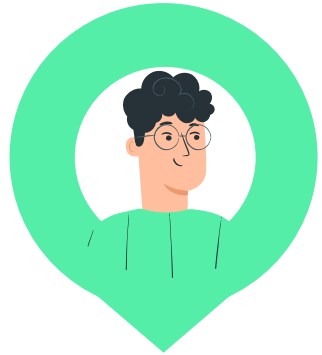
Descripción: una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios o reflexiones

18. **Levantamiento de la sesión**

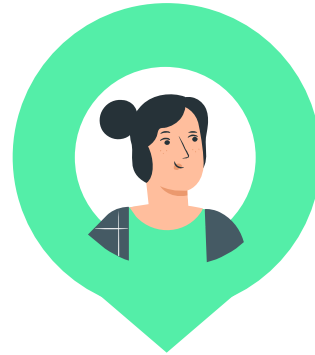
Descripción: se levanta la sesión con la próxima reunión regular de la Mesa Directiva Escolar programada para el 14 de marzo de 2023.

Why do I want to be on the Student Voice Council?





I will bring unique ideas, honest opinions, and a strong work ethic.



I will do my part in not letting my peers suffer in silence and be a meaningful liaison in connecting students with our leadership.



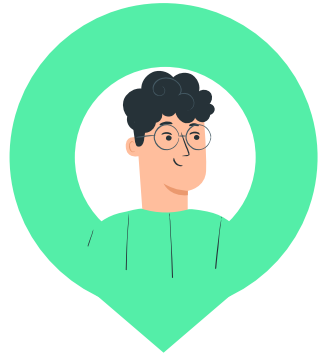
Youth are the most powerful and effective agents of change.



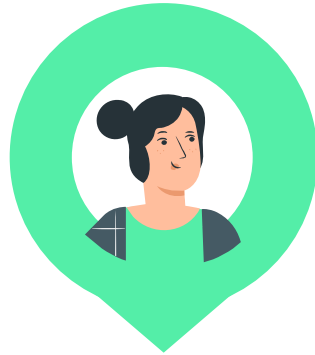
I've always been a believer in the philosophy that as an individual, we can't truly succeed unless we are also uplifting those around us.



I want to find out more about how government works and how policies are made.



I think that student voice is really important when it comes to school policies.



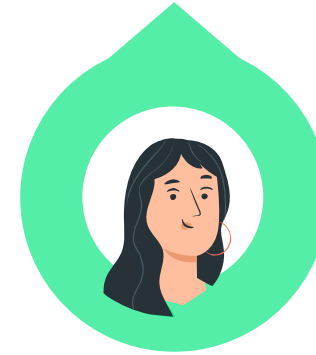
I want to make a positive impact on my peers and the future students in the area.



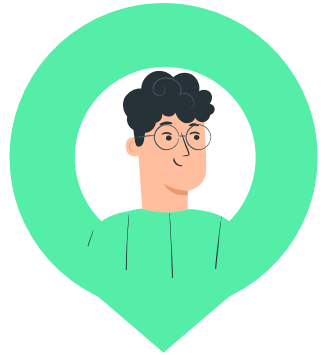
I am looking forward to being in a position to give my voice and hear other students voices about school policies, topics of interest, and initiatives. I want to bring positive influence to the district.



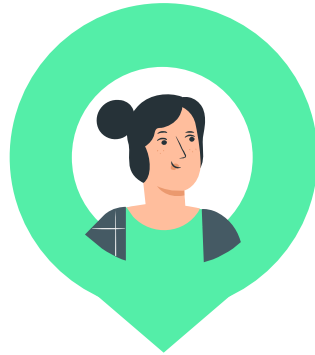
I am excited to be that voice for my peers.



Schools should be a safe and supportive place and I would like to make it more safe and supportive.



Different perspectives are valuable and have great potential.



I would like to represent the students because I am passionate about making positive changes in my school and other schools across the district.



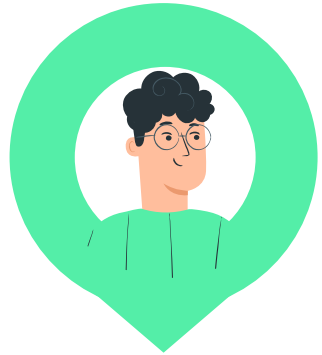
People look at the world through their own experiences and don't always look through someone else's eyes.



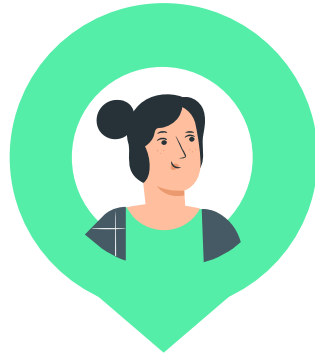
There are plenty of students that don't feel represented in our community, and I would love to provide that.



I want to help with some change in our district.



I am really passionate about making a learning environment that everyone feels safe and honored



I want to show that I care for my school and the people that go to school everyday and how they feel about certain things I want to be there voice.



I would like to help create a positive and empowering learning space for all.



I want to provide input and ideas that might bring positive change to our school communities.



I feel I will be able to bring a new perspective to the board and to implement ideas other students and I may have for the future of the school district.



PUBLIC COMMENT

February 14, 2023

Non-Agendized Item

1. Sarah Barclay

- I will be speaking about disrupted learning in our classrooms on behalf of the certified staff.

2. Matt Fox

- Sharing of info related to disrupted learning.

3. Kristina Ebner

- Disruptive learning environments.

4. Jared Larson

- I will be talking about the importance of mental health and school counselors.

5. Liz Foster

- BLP elementary students need more access to the arts and I believe the most feasible way to do that now is for the district to hire someone to develop and distribute art curriculum and lessons to all the elementary schools.

Agenda Item: 13. Public Hearing: Desert Sky Montessori Charter Contract Renewal

1. Jessica Loukonen

- Testimonial for Desert Sky Montessori Charter Renewal

2. Megan Richardson

- Testimonial for Desert Sky Montessori Charter Renewal

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

1. Mike LaTorre – 12.D. Resolution 1945: Design Build Method of Contracting for District-Wide Door Hardware

- I am supportive of expediting door upgrades. My colleagues and I have been concerned for years about our classroom doors requiring an allen key to lock our three classroom doors in an emergency situation. I am grateful that the school board is considering expediting the fixing of these doors, and hope that the board will approve this resolution.



Bend-La Pine Schools School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: January 10, 2023

Board Members

Melissa Barnes Dholakia:	Present
Kina Chadwick:	Present
Marcus LeGrand:	Absent
Carrie McPherson Douglass:	Present
Shimiko Montgomery:	Present
Shirley Olson:	Present
Amy Tatom:	Present

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:31 p.m. ASL Interpreters were Erin Trimble 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. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on January 6, 2023, are shown below.

- Agenda Item: 11.C. Bend Education Foundation Ex-Officio Board Member Position was added to the Agenda on January 9, 2023.

Attachments: 1.10.23 - Orden del Día de la Reunión Ordinaria de la Junta Escolar - BORRADOR

Discussion: It was noted that since posting the agenda on Friday, January 6, 2023, an action item regarding the open seat on the Education Foundation Board had been added. There were no additional changes to the agenda.

4. District Recognitions

Speaker(s): Superintendent Cook

A. Above and Beyond the Call of Duty Award

Discussion: Superintendent Cook presented the Above and Beyond the Call of Duty award to Madeline Ranstrom, Spanish teacher at Cascade and Pacific Crest Middle Schools, for her quick actions, presence of mind and service above self for performing the Heimlich on a student during class.

B. National Board Certified Teacher (NBCT) Recognition

Attachments: Presentation: National Board Certification and Presentación: NBCT

Discussion: Superintendent Cook noted that the district was recognizing five individuals for achieving National Board Certification and 12 for maintaining their certification. District Cohort Providers Michele Oakes, National Board Certified State Lead, and Heather Anderson, National Board Certified Regional Lead, introduced the recipients. Superintendent Cook presented each with a plant along with their NBCT pins.

C. School Board Recognition Month

Attachments: School Board Appreciation Proclamation 2023

Discussion: Superintendent Cook read the School Board Appreciation Proclamation for 2023, declaring January 2023 School Board Appreciation month.

5. Public Hearing

Speaker(s): Chair Barnes Dholakia

Description: Construction Manager/General Contractor (CM/GC) Process Findings

Discussion: The regular meeting was recessed at 6:01 p.m. for a public hearing to hear testimony regarding the proposed finding of facts for use of the CM/GC alternative contracting method for the Education Center remodel projects. There were no requests to provide public testimony. It was noted that the board was scheduled to take action on the CM/GC process later in the meeting. The regular meeting was reconvened at 6:02 p.m.

6. 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, January 9, 2023.

Attachments: 1.10.23 Public Comment

Discussion: Chair Barnes Dholakia shared that the Board and District leadership value communication from students, families, staff, and community members as it helps to guide the work of Bend-La Pine Schools. She noted that there were no requests to provide public comment.

7. Board Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia shared that the Budget Committee Vacancy is open until January 20, 2023, and encouraged individuals interested in helping to support a strong financial monitoring for the district to apply; the application is available on the district website. She recognized the loss of a middle school student to suicide over the winter break and shared her condolences, love and support for the family. Resources such as YouthLine, school counselors, and Care Solace were mentioned as being available to BLS students and families. Barnes Dholakia also encouraged destigmatizing mental health issues by talking about them.

Director Shirley Olson shared that regional Superintendents and school board members had the opportunity to meet with four state representatives last week to dialogue about concerns prior to the upcoming legislative session.

8. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook shared that the feedback sessions for the second iteration of the Excellence in Equity review were recently completed and that district administrators will now begin the process of synthesizing the information. He also noted that Jackie Wilson, BLS Sustainability and Energy Specialist, had been selected as the advisor for the Student Voice Advisory Committee. The next steps include reviewing the student submissions (nominations) for the committee.

9. Consent for Action

Speaker(s): Chair Barnes Dholakia

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

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

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Absent, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

A. Approval of Minutes

Description: December 13, 2022, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 12.13.22 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 1.10.23 and Classified Board Report 1.10.23

C. Approval of Board Policies

Attachments: Executive Summary: Board Policies for Adoption and EEA-BP: Student Transportation Services - draft 12.2022

10. Consent for Information

Speaker(s): Chair Barnes Dholakia

Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.

Discussion: Chair Barnes Dholakia noted that the district is adopting EEA-AR, GBL-AP, GBN/JBA-AR(1), and GBN/JBA-AR(2) and is deleting GBLA-AR.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, EEA-AR: Transportation Procedures - draft 12.2022, GBL-AP: Personnel Records - draft 11.2022, GBLA-AR: Disclosure of Information - 12.2022, GBN/JBA-AR(1): Sexual Harassment Complaint Procedure - draft 12.2022, GBN/JBA-AR(1): 12.14-12.27 Policy Public Comment, GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure - draft 12.2022, and GBN/JBA-AR(2): 12.14-12.27 Policy Public Comment

11. Action Items

A. Construction Manager/General Contractor (CM/GC) Process

Speaker(s): Doug Pigman, Executive Director of Facilities

Action(s): I move to approve Resolution 1942 as presented. This motion, made by Carrie McPherson Douglass and seconded by Shirley Olson, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Absent, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Attachments: Executive Summary: Construction Manager/General Contractor (CM/GC) Construction Method and Resolution 1942: CMGC

Discussion: Doug Pigman, Executive Director of Facilities, noted that improvements to the Education Center are anticipated to take course over the period of a year and will be done in phases while work continues in the building. Due to the complexity of the project, the district is recommending approving the use of the CM/GC construction method.

B. Annual Comprehensive Financial Report 2021-22

Speaker(s): Leah Bibeau, Finance Director

Action(s): I move to accept the Annual Consolidated Financial Report and included action plan, as presented. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Absent, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Attachments: Executive Summary: ACFR FY 2021-22 and ACFR - Final

Discussion: Leah Bibeau, Finance Director, shared that the auditors issued an unmodified, or clean, opinion for the 2021-22 annual comprehensive finance report. There were a few minor findings, noted in the full report, which have resulted in additional processes and procedures being implemented to ensure those issues do not arise again. Bibeau noted that all federal and state funds, such as the state Student Investment Account (SIA), are a required component to be reviewed during the annual audit. She also thanked the team in the Business Office for their hard work during the process.

C. Bend Education Foundation Ex-Officio Board Member Position

Speaker(s): Chair Barnes Dholakia

Action(s): I nominate Shirley Olson as the Ex-Officio member to the Education Foundation Board of Directors. This motion, made by Melissa Barnes Dholakia and seconded by Amy Tatom, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Absent, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Abstain (With Conflict), Amy Tatom: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Attachments: Executive Summary: Education Foundation Ex-Officio Board Member

Discussion: Chair Barnes Dholakia shared that the Board of Directors for the Education Foundation includes an ex-officio member from the BLS Board of Directors. Director Shimiko Montgomery resigned her position with the Education Foundation due to conflicts with other commitments leaving the seat vacant. Barnes Dholakia noted that in meetings with the Foundation over the past few months, they have expressed an interest in supporting South County.

12. Reports

A. Finance Report

Speaker(s): Leah Bibeau, Finance Director

Description: 2nd Quarter Report

Attachments: Financial Statements January 2023

Discussion: Leah Bibeau, Finance Director, reviewed the second quarter finance reports, noting that enrollment continues to be slightly lower than projected. Projected expenditures are slightly over in salary but under in benefits, which is expected and normal due to staffing turnover. Those numbers will continue to be monitored. Bibeau noted that they are predicting a \$12.2 million ending fund balance for the fiscal year, which is \$1.8 million over the original budget.

B. High Desert Educational Service District (HDES) Annual Alternative Learning Options (ALO)/Charter School Comprehensive Report

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

Attachments: Bend-La Pine Complete ALO Report - 2021-2022, Presentation: ALO/Charter School Report for School Year 2021-22, and Presentación: Informe de ALO/Escuela autónoma para el año escolar 2021-22

Discussion: Kathy McCollum, Director of Alternative Learning Options for High Desert Education Service District, provided the 2021-22 annual Alternative Learning Options and Charter Schools Report. Staff from the respective schools were introduced and each shared significant accomplishments from each of their schools. McCollum noted that all sites met the requirements set forth by district policy.

Chair Barnes Dholakia shared that while visiting the sites earlier this year, the level of student engagement and teaching differentiation was outstanding. The services offered with the 20% holdback at elementary (5% at secondary) as well as the menu of services available to the programs were discussed.

Heather Phillips, Desert Sky Montessori Head of School, shared that Montessori uses a very nontraditional approach to teaching and that the pandemic greatly impacted the test scores for

students at Desert Sky. She noted that the school is working very hard with a variety of interventions to increase test scores.

C. Healthy Schools Initiative Presentation

Speaker(s): Dr. Aimee Snyder, Prevention and Health Promotion Supervisor, Deschutes County Health Services

Attachments: Executive Summary: Healthy Schools 2021-22 Annual Report, Presentation: Healthy Schools 2021-22 Annual Report, and Presentación: Informe Anual Escuelas de Salud 21-22

Discussion: Dr. Aimee Snyder, Deschutes County Health Services Prevention and Health Promotion Supervisor, provided the Healthy Schools 2021-22 Annual Report. She noted that the program started in two high schools and is expanding to additional high schools and middle schools. Snyder shared that improvements were seen at both schools and reviewed the highlights from the first year. The system of support from early intervention, prevention classes, family engagement and treatment referral were discussed. Snyder noted that district family liaisons partner with the program to ensure that information is tailored and shared with multi-lingual families.

Directors Tatom and McPherson Douglass appreciated the work being done and expressed their support to continue to fund the program.

Superintendent Cook highlighted the program as an excellent example of a partnership with Deschutes County.

13. 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, January 11, 2023, through Tuesday, January 24, 2023, via Google Form.

Attachments: Executive Summary: Board Policies for Review and JED-BP: Student Absences & Excuses - draft 1.10.23

Discussion: Chair Barnes Dholakia noted that JED-BP: Student Absences & Excuses is in review. It has been renamed from an Administrative Policy (AP) to a Board Policy (BP) and includes updated language for acceptable reasons for excused absences.

14. 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, January 11, 2023, through Tuesday, January 24, 2023, via Google Form.

Attachments: Executive Summary: Administrative Policies and Regulations for Review, DJ-AR: Public Contracting Rules & Procedures - draft 1.2023, DJC-AR: Purchasing Authorities & Limits - draft 1.2023, EBBAB-AR: Bloodborne Pathogens Manual - 1.10.23, IICA-AR: Field Trips & Special Activities - draft 1.10.23, IKAD-AR: Grade Reduction - 1.10.23, JEA-AP: Compulsory Attendance - draft 1.10.23, and JEA-AP: Attendance Notification - 1.10.23

Discussion: Superintendent Cook noted that several policies are currently being reviewed by the district.

DJ-AR: Public Contracting Rules & Procedures and DJC-AR: Purchasing Authorities & Limits have been amended to reflect current district practice and procedure.

EBBAB-AR: Bloodborne Pathogens Manual is recommended for deletion as required trainings are now managed through Vector Training Solutions software.

IICA-AR: Field Trips & Special Activities includes updated language regarding staff/chaperone assignments and release of students.

IKAD-AR: Grade Reduction is recommended for deletion as it is no longer in line with district practices.

JEA-AP: Attendance Notification is recommended for deletion as the requirements are now included in JED-BP: Students Absences and Excuses.

JEA-AP: Compulsory Attendance has been renamed from an AR to AP. Includes updates per SB 817, 2021, as well as information about procedures for absences in excess of 10 consecutive days.

15. Board Comments

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

Discussion: Director McPherson Douglass shared how enjoyable the student advisory committee advisor interviews were in that the candidates shared about work happening in schools and how to elevate student voice. She also thanked the many people that applied for the position.

Director Chadwick echoed the amazing work of the NBCT teachers recognized earlier in the meeting, specifically calling out two of the teachers who had previously taught their daughter.

Director Tatom commented on mental health and thanked our teachers for continuing to show up to do the work. She encouraged normalizing the conversation in asking for support and reminded the community to utilize the 24-hour Deschutes County Stabilization Center for mental health support.

Chair Barnes Dholakia shared that since the last board meeting she had the opportunity to attend the OYC graduation. She appreciated Eric Powell, Assistant Director Student Services, for collaborating with Crook County School District and sharing our restorative practice policies and procedures. She also appreciated Lynn Pitts for all of her work over the years with restorative justice and equity and thanked her for the impact she has made on our students.

16. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for February 14, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:24 p.m.

Recorded by: Janet Bojanowski, Board Clerk



Bend-La Pine Schools School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: January 24, 2023

Board Members

Melissa Barnes Dholakia: Present
Kina Chadwick: Present
Marcus LeGrand: Present
Carrie McPherson Douglass: Present
Shimiko Montgomery: Present
Shirley Olson: Present
Amy Tatom: Present

Shimiko Montgomery joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:31 p.m. ASL Interpreters were Erin Trimble 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. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on January 20, 2023, are shown below.

- Agenda Item 4.A.: Resolution 1946 was added to the Agenda on January 24, 2023.

Attachments: 1.24.23 - Agenda de la Reunión de Sesión de Trabajo de la Mesa Directiva Escolar - BORRADOR

Discussion: It was noted that since posting the agenda on Friday, January 20, 2023, an action item was added to the agenda to approve resolution 1946. There were no additional changes to the agenda.

4. Action Items

A. Resolution 1946: Bond Issuance Resolution Revision

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

Action(s): I move to approve Resolution 1946 as presented. This motion, made by Carrie McPherson Douglass and seconded by Shirley Olson, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 7, Nay: 0

Attachments: Executive Summary: Bond Issuance Resolution Revision and Resolution 1946: Bond Issuance Resolution Revision

Discussion: Superintendent Cook noted that the Oregon State Treasury's Oregon School Bond Guaranty Program was requiring the language in Resolution 1939, approved at the December 13, 2022, board meeting to be amended. The changes include adding the ballot measure number to the resolution and adding the term "not to exceed" in regards to the issuance of the bonds.

5. Work Session

Speaker(s): Greg Colvin and Heidi Kim, HDESD Legal Counsel

Description:

- Board Governance
- Complaints
- District Dealing
- Public Meeting Law/Serial Communications

Attachments: Presentation: HDESD Legal Team, Board Ends, and Presentación: Equipo Legal de HDESD

Discussion: Greg Colvin, attorney from High Desert Education Service District (HDESD), introduced Heidi Kim, attorney from HDESD, before previewing the agenda and discussing the importance of providing training to the Board. He shared the two primary roles of the Board, establishing vision and setting policy and hiring the Superintendent to carry out policies. Colvin reiterated that under the Carver Model of Policy Governance, adopted by the Board in 2016, the board has two responsibilities: setting ends/results and setting executive limitations on the Superintendent's actions. A video was shared that discussed the concept of a governance clock for the Board to use as a reference when making decisions and when they find themselves involved in district business. The consequences of not staying "above the perforated line in the clock model" were discussed as well as the complaint process in relation to the model.

Heidi Kim discussed the role of the district as an employer, specifically in regards to direct dealing, noting that the union has designated specific representatives for any discussions that are warranted. She discussed the two bargaining areas, mandatory and permissive, and the differences between the two in that during permissive bargaining, either side can bring forth any topic for discussion. Kim discussed why direct dealing is prohibited in that it undermines the exclusive representatives and could potentially lead to a costly legal battle.

Public meeting laws were discussed, specifically highlighting serial communications. The definition of serial communication was discussed as well as the terms "majority of members" and "gatherings or communications". Kim noted that the consequences of violating the public meeting laws could include an investigation of the Board or individual members by the Oregon Ethics Commission and possible financial liability for attorney fees or fines to be paid by the individual board members.

Colvin and Kim read different scenarios for the board members to consider and provide possible solutions, resolutions, or options. Board members broke into small groups and then reported out with their conclusions to each scenario. Colvin provided an overview of the bargaining process as the district prepares to enter bargaining sessions with the two unions.

Colvin provided important takeaways for board members to consider, including good communication with the superintendent and referring individuals to the appropriate channels.

6. Board Comments

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

Discussion: Vice Chair Marcus LeGrand thanks teachers and students for continuing to work hard.

Chair Melissa Barnes Dholakia reminded families to complete the YouthTruth Survey by January 27th. She

noted that she recently participated in a counseling advisory group and visited the production kitchen at Bend Senior High School.

7. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for February 14, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:02 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



HUMAN RESOURCES

Education Center

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

DATE: February 7, 2023
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 February 14, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Hart, Margaret	Psychologist Evaluator – Job #5536	Special Programs – District Wide	Temporary Part Time	01/23/2023
Herron, Russell	Certified Teacher Job #5519	Rosland Elementary	Temporary Full Time	01/24/2023
Isaacson, Carlin	Certified Teacher Job #5501	Silver Rail Elementary	Temporary Full Time	01/04/2023
Jacobs, Christopher	Special Education Learning Specialist Job #5545	Bear Creek Elementary	Temporary Full Time	01/17/2023
Kruska, Erin	ELL Language Specialist Job #5503	Bear Creek Elementary	Temporary Full Time	01/30/2023
Simpson, Kathryn	Math Teacher Job #5533	Sky View Middle School	Temporary Full Time	02/01/2023
Slone, Joshua	Student Success Coordinator Job #5516	Silver Rail Elementary	Temporary Full Time	01/18/2023
Squires-Ong, Jennifer	Spanish Teacher Job #5545	Mountain View High School	Temporary Part Time	02/02/2023

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bledsoe, Lauren	SPED Functional Life Skills	Bear Creek Elementary	08/29/2022 – 01/20/2023
Cascio, Thane	Intermediate Teacher	Ponderosa Elementary	11/08/2006 – 01/06/2023
Grubb, Margaret	Spanish Teacher	Mountain View High School	08/30/1993 – 02/03/2023
Offenhauser, Kelli	Intermediate Teacher	High Lakes Elementary	08/29/2005 – 02/28/2023
Philiben, Lyn	Math Teacher	Sky view Middle School	08/28/2000 – 01/17/2023
Pokorney, Taylor	ERC Elementary Teacher	Bear Creek Elementary	08/26/2022 – 02/10/2023
Viloria, Elese	Elementary ERC Teacher	Silver Rail Elementary	02/01/2021 – 04/06/2023
Williams, Jane	Intermediate Teacher	RE Jewell Elementary	09/12/1997 – 12/31/2022



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CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRED/END DATES
Offenhauser, Kelli	Intermediate Teacher	High Lakes Elementary	03/01/2023 – 06/30/2023
Williams, Jane	Intermediate Teacher	RE Jewell Elementary	01/01/2023 – 06/30/2023

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Martin, Kayla	Safety Systems Supervisor	Safety	Regular Full Time	1/9/2023
Maben, Scott	Director of Communications	Communications	Regular Full Time	2/2/2023

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRED/END DATES



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February 07, 2023

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 February 14, 2023.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Benford, Genevieve	EA – Inclusion 4994	Ponderosa	Reg 6.5 hrs / day	01/31/23
Brown, Gale	Nutrition Server I 5127	Pacific Crest	Reg 3.75 hrs / day	01/12/23
Busack, Shannon	EA - Inclusion 4995	Three Rivers	Reg 6.5 hrs / day	02/08/23
Carlson, Robin	Staff Accountant 5482	Business Office	Temp 8.0 hrs / day	02/13/23
Cheaney, Eric	Custodial Crew I 5129	Mountain View	Reg 8.0 hrs / day	02/07/23
Coe, Elizabeth	EA – Student Success 5487	Cascade	Temp 3.0 hrs / day	02/06/23
Crowder, Trevor	Bus Driver	Transportation	Reg 4.0 hrs / day	02/06/23
Dale, Marcus	Custodial Crew I 5129	W.E. Miller	Reg 8.0 hrs / day	02/20/23
Emerson, Andy	EA – Inclusion 4994	Sky View	Reg 7.0 hrs / day	01/04/23
Guerchon, Victoria	EA – Behavior Support 5532	Juniper	Temp 6.91 hrs / day	02/02/23
Hasse, Magdalyn	Admin Tech Assistant 5520	Special Programs	Reg 8.0 hrs / day	02/06/23
Higbee, Lorena	Media Manager I 5492	Lava Ridge	Temp 7.0 hrs / day	01/30/23
Holland, Matthew	Custodial Crew II 5553	Pilot Butte	Reg 8.0 hrs / day	02/09/23
Joye, Rebekah	EA – Student Instruction 9299	Bear Creek	Temp 3.95 hrs / day	01/17/23
Lefever, Cheyenn	FAN Advocate 5444	La Pine High and Middle	Reg 7.6 hrs / day	01/13/23



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Love, Emily	EA – Instruction 5508	Silver Rail	Temp 6.0 hrs / day	01/10/23
Manwill, Alyssa	Nutrition Server I 5543	Bend High	Reg 3.0 hrs / day	01/20/23
Maxwell, Josie	Attendance Secretary II 5518	Bend High	Temp 8.0 hrs / day	01/20/23
Olson, Jamie	EA – Inclusion 4994	Elk Meadow	Reg 6.5 hrs / day	02/06/23
Osowski, Kaylee	Media Manager I 5439	Silver Rail	Temp 7.99 hrs / day	01/09/23
Quijas, Vanessa	Custodial Crew I 5129	Caldera	Reg 8.0 hrs / day	02/07/23
Rieken, Nikki	EA – Student Success 5073	TLC	Reg 7.0 hrs / day	02/01/23
Saavedra, Sarai	Office Secretary II 5528	Bear Creek	Reg 8.0 hrs / day	02/13/23
Slattengren, Cierra	EA – Inclusion 4994	Bear Creek	Reg 6.5 hrs / day	01/17/23
Spoelstra, Jessica	Media Manager 5526	Rosland	Temp 5.0 hrs / day	02/02/23
Stainbrook Gumbs, Jessica	Bus Driver 5118	Transportation	Reg 4.0 hrs / day	01/19/23
Zander-Dominquez, Regina	Dispatcher 5507	Transportation	Reg 8.0 hrs / day	01/13/23

Classified Resignations

Name	Position	Location	Resign Date
Franco Bernardino, Griselda	ELL Community Liaison	ESL	11/15/21 – 01/21/23
Fritz, Kevin	Type 10 Driver	La Pine Transportation	12/31/21 – 01/10/23
Gordon, Tonya	EA - Inclusion	Mountain View	08/29/17 – 12/15/22
Kearns, Patrick	EA – Alt Ed	Reals MS & BLPO	09/07/22 – 02/04/23
Love, Emily	EA – Instruction	Silver Rail	01/10/23 – 01/13/23
Martin, Kayla	Risk and Safety Specialist	Support Services	11/21/22 – 01/06/23
Mays, Patricia	Family Liaison	DEI	08/30/22 – 01/31/23
Mercer, Kimberly	Attendance Secretary II	Summit	08/30/22 – 02/02/23
Miller, Emily	Attendance Secretary II	Caldera	08/19/22 – 01/20/23
Slone, Joshua	EA – Student Success	TLC	10/31/22 – 01/17/23
Squires Ong, Jennifer	EA – Instruction	Bear Creek	08/31/22 – 02/01/23
Stainbrook Gumbs, Jessica	Bus Driver	Transportation	01/19/23 – 01/31/23
Stein, Rainie	Office Manager II	Juniper	08/10/15 – 02/20/23
Stricklin, Rashelle	EA – Inclusion	Elk Meadow	08/31/22 – 02/01/23
Webster, Jordan	Custodial Crew I	WE Miller	09/01/22 – 02/08/23
Wood, Kylie	EA – Student Success	Rosland	02/16/21 – 02/11/22



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Classified Retirements

Name	Position	Location	Retire Date
Lawrence, Susan	Attendance and Counseling Secretary II	La Pine Middle	08/29/01 – 06/27/23



REPORT: Board Policies for Adoption (2/14/2023)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

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 the presentation of the policies and regulations for adoption to the Board of Directors.

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
JED-BP: Student Absences & Excuses	Updates include acceptable reasons for excused absences. Attendance notification procedures have also been reviewed. Renamed from administrative policy (AP) to board policy (BP) See attached public comment received and notes from BLS in blue.

RECOMMENDED MOTION:

I move to approve JED-BP: Student Absences & Excuses as presented.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE BOARD POLICY

Name: Student Absences and Excuses

Section: Students

Code: JED-BP AP

Oregon law requires all children between the ages of 6 and 18 who have not completed the 12th grade to regularly attend a public school. It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

- Illness, including mental and behavioral health of the student;
- Illness of an immediate family member when the student's presence **at home** is necessary;
- Emergency situations; ~~that require the student's absence~~;
- Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
- Field trips and school-approved activities;
- **Religious instruction or observance**;
- Medical and dental appointments (confirmation of appointments may be required **by school and/or local health authority if absences become chronic**);
- Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

A student who is excused must still fulfill their academic requirements.

Each school shall notify parents or guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

~~As described in JEA-AP: Compulsory Attendance, further defines attendance requirements and consequences of irregular attendance. Attendance Notification~~

~~Additionally, JEA-AP: Compulsory Attendance, further defines attendance requirements and consequences of irregular attendance.~~

END OF POLICY

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

Legal Reference(s)

[ORS 109.056](#)

[ORS 332.107](#)

[ORS 339.030](#)

[ORS 339.055](#)

[ORS 339.065](#)

[ORS 339.071](#)

[ORS 339.250](#)

[ORS 339.420](#)

[OAR 581-021-0046](#)

[OAR 581-021-0050](#)

[OAR 581-023-0006\(11\)](#)

Reviewed: 9/16/19, 1/10/2023

Approved: 10/2/19



Policy and Regulation Public Comment
JED-BP: Student Absences & Excuses
Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
I think the "Religious instruction" reason/category should be altered to say "Religious instruction or observance" so that students who observe holy days outside our traditional school calendar have the reassurance that those absences will be excused	Kinsey Martin	JED-BP has been updated to include religious observance as suggested



REPORT: Administrative Policies & Regulations for Adoption (2/14/2023)

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 the presentation of the policies and regulations for adoption to the Board of Directors.

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

Policy / Regulation Title	Reason for Update
<p>DJC-AR: Purchasing Authorities & Limits</p>	<p>Purchasing authority limits assigned to various staff groups reflect current district practice. Direction for use of purchasing card, purchase orders; processes for purchases made with grant funds; and procurement process have also been updated.</p> <p>No public comment received</p>
<p>EBBAB-AR: Bloodborne Pathogens Manual</p>	<p>Recommend deletion of EBBAB-AR. Training materials and corresponding tracking of required trainings are managed through Vector Training Solutions software.</p> <p>See attached public comment received and notes from BLS in blue.</p>
<p>IICA-AR: Field Trips & Special Activities</p>	<p>Staff / chaperone assignment and considerations for gender balance and supervision for overnight trips has been added as well as clarification on who students will be released to when leaving a field trip or special activity.</p> <p>See attached public comment received and notes from BLS in blue.</p>
<p>IKAD-AR: Grade Reduction</p>	<p>Recommend deletion of IKAD-AR. Grade reduction due to poor attendance is no longer in line with district grading and/or attendance practices.</p> <p>See attached public comment received and notes from BLS in blue.</p>
<p>JEA-AP: Attendance Notification</p>	<p>Recommend deletion of JEA-AP: Attendance Notification. JEA-AP is now titled Compulsory Attendance and requirements for attendance notification are now included in JED-BP: Student Absences & Excuses.</p> <p>See attached public comment received and notes from BLS in blue.</p>
<p>JEA-AP: Compulsory Attendance</p>	<p>Updates include removal of the Class C violation, related fees and court costs and fines associated to juvenile delinquency matters (SB 817, 2021). Information has been added about procedures for absences in excess of 10 consecutive days, and virtual attendance requirements. Bend-La Pine Schools uses the term “10 day inactivation” rather than “10 day drop” which is reflected in policy updates. Renamed from an AR to AP.</p> <p>No public comment received</p>

Purchasing process:

- a. The intent of the purchasing process is to purchase competitively without prejudice and to seek maximum value.
- b. Purchasers should use a District purchasing card whenever the card is accepted by the vendor and no credit card fees are assessed when paying with a purchasing card.
- c. When a District purchasing card is not accepted by a vendor, the purchaser will generate a purchase order (PO) from the District accounting system. A PO must be signed prior to sending to a vendor and may only be signed by authorized staff within the assigned signing authority limits.
- d. All purchases, on behalf of the District, should follow the rules as outlined in DJ-AR: Public Contracting Rules and Procedures and as outlined in the District's Accounting Handbook. ~~The use of District credit cards to make purchases over the internet is limited only to purchases made using a card that is part of the District's purchasing card program.~~

Purchasing authority and limits:

- a. The determination of purchasing authority and purchasing limits for each position in the District will be made by the Superintendent or Superintendent's designee. Any exceptions to purchasing card limits must be approved by the Finance Director of designee.
- b. Granted authority and limit will apply to all District purchases with the exception of travel and employee reimbursements.
- c. All travel expenditures and employee expense reimbursements must be approved by the employee's site administrator, supervisor, or grant administrator, whichever applies.
- d. The following groups have the authority to purchase goods or services up to the listed limit:

Group	Limit
District Staff, as needed	\$500
Culinary, Coaches	\$1,500
School Office Managers, Accounting Techs, Catering, Maintenance, Student Services and Bookkeepers	\$3,000- \$1,500
Foreman, Fleet Services & Custodial Supervisors	\$5,000
Department Office / Operations Managers & Buyers	\$25,000
School Principals	\$25,000
Executive Directors, Assistant Directors & Department Supervisors Level Supervisors	\$100,000
Grant Manager	\$100,000
Department Managers and Supervisors	\$100,000
Superintendents, and Chief Operations and Financial Officer & Finance Director	No limit, except per executive limitations

Board of Directors	No limit
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- e. All agreements and/or contracts for rent or lease of facilities to be used in school operations, paid or unpaid, will be approved by the Chief Operations and Financial Officer or designee.
- f. The authority to sign contracts will reside with administrators and supervisors, up to their respective limits as listed above.
- g. All Federal grant purchases shall be in accordance with 2CFR200.318-2CFR200.327 and ORS 279B, and must follow federal purchasing guidelines and Oregon Procurement Statute. Any Federal grant purchases under \$10,000 can be awarded using the micro purchase procurement method in accordance with 2CFR200.320(a)(1). Purchases must be spread equitably to the maximum extent possible and must be documented. ~~Any Federal grant purchases between \$3,000 and \$10,000 need the grant accountant approval.~~
- h. All Federal grant purchases greater than \$10,000 must be approved by the Grant Accountant prior to submitting to the Procurement and Contract Manager for approval, utilizing the District's Intermediate Procurement form. ~~All Federal grant purchases greater than \$3,000 will follow federal purchasing guidelines.~~ An adequate number of quotes will be received and attached to purchase documentation. "Adequate" number of quotes will generally be three quotes but may be adjusted as industry standards exist.
- i. All purchases, including contracts with a total cost exceeding \$10,000 require review by the Procurement and Contract Manager ~~District Buyer~~ prior to finalizing.
- j. All purchases will be made in accordance with the Attorney General Model Rules and [rules and guidelines outlined in DJ-AR: our](#) Public Contracting Rules and Guidelines, DJ-AR. Following is a summary of the current rules:
- The purchaser will obtain three quotes for purchases exceeding \$10,000 and [use the District's Intermediate Procurement form to list the three quotes and attach written documentation when available.](#) ~~attach to the purchasing documents.~~
 - ~~The purchaser will use a written solicitation to obtain quotes for purchases exceeding~~
 - ~~\$75,000 and attach to purchasing documents.~~
 - ~~All purchases exceeding \$150,000 will be made with the oversight of the District Buyer.~~
 - All purchases exceeding \$100,000 will be made with oversight of the Procurement and Contract Manager and will be reviewed by the Finance Director.
 - Any exceptions to these rules must first be reviewed by the Procurement and Contract Manager ~~District Buyer~~ and approved by the Chief Operations and Financial Officer or designee.
- k. This administrative regulation is intended to work in conjunction with parameters contained in other administrative regulations.

Reviewed: 11/26/07, 5/12/08, 9/23/13, 1/21/14, 6/15/16

1/10/23

Approved: 11/26/07, 5/12/08, 9/30/13, 1/21/14, 6/17/16

BLOODBORNE PATHOGENS

Employee Handbook

recommend delete

Human Resources
Bend – La Pine Schools
520 NW Wall Street
Bend, OR 97701



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SECTION ONE – GENERAL INFORMATION

1. Introduction

The OSHA standards covering bloodborne pathogens (BBP) requires employers to offer a three-injection vaccination series for Hepatitis B virus (HBV) free to all employees who are exposed to blood or other potentially infectious materials (OPIM) as part of their job duties.

2. Definition of “Occupational Exposure”

OSHA defines “occupational exposure” for employees as work situations where it is “reasonably anticipated that skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials (OPM) may result from the performance of those duties.”

3. Exposure Determination in the School Setting

OSHA allows the District to determine which job duties place individual employees at risk of “occupational exposure.” After reviewing individual job duties, the District has determined the following job titles to be “at-risk”:

School Nurses

Custodians

Bus Drivers

School Secretaries

Educational Assistants assigned to student supervision

Special Education Teachers and Educational Assistants for the developmentally disabled

Principals and Assistant Principals

All First Aid Card Holders

4. Consent for Vaccination Series

The Hepatitis B vaccination is a noninfectious, yeast-based vaccine given in three injections in the arm. It is prepared from recombinant yeast cultures, rather than human blood or plasma. Thus, there is no risk of contamination from other bloodborne pathogens nor is there any chance of developing HBV from the vaccine.

The second injection should be given one month after the first, and the third injection six months after the initial dose. More than 90% of those vaccinated will develop immunity to the hepatitis B virus. To ensure immunity, it is important for individuals to receive all three injections. At this point it is unclear how long the immunity lasts, so booster shots may be required at some point in the future.

The vaccine causes no harm to those who are already immune or to those who may be HBV carriers. Although employees may opt to have their blood tested for antibodies to determine need for the vaccine, employers may not make such screening a condition of receiving vaccination nor are employers required to provide prescreening.

Vaccinations will be provided by the District’s designated medical clinic. The Hepatitis B vaccination shall be offered to all employees with an “occupational exposure” at no cost to the employee. For new employees, the vaccination shall be made available after the employee has received the required training and within (10) working days of initial assignment.

5. Waiver of Vaccination Series

Workers who decide to decline vaccination must complete a waiver form. The District will keep these forms on file to know the vaccination status of every employee who is exposed to blood. The employee may opt to take the vaccination at any time.

6. Training and Education of Employees:

All employees with an “occupational exposure” shall receive the comprehensive training regarding bloodborne pathogens and an explanation of work practice controls specific to their assignment. The District is also required to conduct annual training to address new procedures as well as review current practices.

7. Work Practice Controls

The comprehensive training and attached materials offer specific guidelines for each of these “work practice controls”:

- Universal precautions
- Hand washing techniques and facilities
- Guidelines for handling body fluids in schools
- Proper use and disposal of sharps
- Personal hygiene and eating in the workplace
- Specimen handling and specimen containers’
- Equipment cleaning
- Regulated waste
- Hazard communication

8. Personal Protective Equipment

The District must provide, at no cost to the employee, personal protective equipment for those at-risk of occupational exposure. This equipment includes:

- Disposable gloves
- Rubber gloves
- Disposable towels
- Sharps containers
- Red plastic bags
- Disinfectant
- Resuscitation protection

9. Post-Exposure Procedures

Unprotected exposure to bloodborne pathogens (BBP) and other potentially infectious materials (OPIM) must be reported on the Incident Report. Employees who have not consented to the HBV vaccination series may be asked to consent/waive these inoculations within 24 hours of the exposure incident. After a post-exposure evaluation, these employees may be authorized to report immediately to the District’s designated medical clinic.

“Unprotected exposure” is defined as blood or other potentially infectious materials directly contacting skin, eyes, nose, or mouth.

10. Recordkeeping

All individual employee records/forms dealing with bloodborne pathogens and the Exposure Control Plan are required to be kept for thirty (30) years beyond the date of employment termination. As Medical records, these materials are kept separately from the employees' official personnel files.

The Bend LaPine Schools gratefully acknowledges the work of the Multnomah County Education Service District in developing these materials.

SECTION TWO

FORMS

**HEPATITIS B VACCINATION CONSENT AND
BLOODBORNE PATHOGEN TRAINING DOCUMENTATION**

Employee's Name _____ ID# _____

Job Classification _____ Department/Site _____

School District : Bend LaPine Schools
Human Resources Office
520 NW Wall Street
Bend, OR 97701
(541)355-1100

CONSENT

I attended the bloodborne pathogens training session conducted by:

_____ on _____ (date) and:

1. I understand that due to my reasonable anticipated occupational exposure to blood and OPIM I may be at risk of acquiring Hepatitis B Virus (HBV) Infection.
2. I understand that a series of three injections of Hepatitis B vaccine is needed to become protected; however, sometimes additional doses are needed if the first series does not result in immunity.
3. I understand that there will be no cost incurred to me as a result of receiving the Hepatitis B vaccinations.
4. I understand that I will need a post-exposure evaluation if I have encountered an occupational exposure incident (specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or OPIM) even if I have received the Hepatitis B vaccination series. Also, I understand that I must report this incident to the Nurse Consultant.
5. **(FOR WOMEN ONLY)** I understand that if I am pregnant, I am advised to consult with my private medical practitioner regarding the administration of Hepatitis B vaccine.

I have read and I understand the above information and wish to receive the Hepatitis B vaccination series (three doses). Also, I have no known sensitivity to yeast or any preservatives (i.e., thimerosal).

Employee Signature _____ Date _____

**HEPATITIS B VACCINATION WAIVER AND
BLOODBORNE PATHOGEN TRAINING DOCUMENTATION**

I attended the bloodborne pathogens training session conducted by _____

On _____ (date) and:

1. I understand that due to my occupational exposure to blood and OPIM, I may be at risk of acquiring Hepatitis B Virus (HBV) infection.
2. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at no charge to myself. However, I have decided to decline Hepatitis B vaccine at this time.
3. I understand that by declining this vaccine, I may have an occupational exposure risk of acquiring Hepatitis B infection which can be a serious disease.
4. I understand that if in the future I continue to have occupational exposure to blood or OPIM, I have the option of being vaccinated with Hepatitis B vaccine at no charge to myself (unless medical contraindication).
5. I understand that I will need post-exposure evaluation if I have encountered an occupational exposure incident (specific eye, mouth, other mucous membranes, non-intact skin, or parenteral contact with blood or OPIM) and I must report this incident to the Nurse Consultant.

I have read and I understand the above information and do not wish to receive the Hepatitis vaccination series (three doses) at this time.

Employee Name (Please Print) _____ ID# _____

Employee Signature _____ Date _____

Job Classification _____ Department / Site _____

HEPATITIS B VACCINATION CONSENT AFTER INITIAL WAIVER

I have now decided to receive the Hepatitis B vaccination series (three doses) due to my occupational exposure risk to blood and OPIM. I have completed this consent form as a condition of understanding.

Employee Signature _____ Date _____

UNANTICIPATED/ACCIDENTAL BODY FLUID EXPOSURE LOG

School Name _____ Exp. Control Officer _____

Address _____

Name of exposed _____ Student / Staff (Circle One)

Source Individual (If known) _____

Reported by _____ Title _____ Date _____ Time _____

Description of exposure (Include route and circumstances) _____

Was consultation with health care provider sought? Yes _____ No _____

If so, name of person _____ Title _____

Recommendation by above person _____

**BLOODBORNE PATHOGENS TRAINING SESSION
ATTENDANCE ROSTER**

By my signature below, I acknowledge that I have received information and training regarding:

- Transmission of bloodborne pathogens
- Methods for recognizing activities with exposure to bloodborne pathogens
- Explanation of methods to prevent or reduce exposure including engineering controls, work practice controls and protective equipment
- The types, use, location, handling, decontamination and disposal of protective equipment
- Hepatitis B vaccination
- Appropriate procedures for exposure incidents
- Labeling of biohazards
- Methods for the disposal of medical waste

I have received an explanation of the OSHA standard 1910.1030 Bloodborne Pathogens Rule and my employer's Exposure Control Plan and have been informed as to how I may obtain a written copy of these.

The training session was conducted by: _____ on _____

Qualifications of individual conducting training session:

NAME (Please Print)	JOB TITLE/DEPARTMENT	SIGNATURE

These records shall be maintained for at least 3 years from training date and shall be made available upon request for examination and copying to employees, employee representatives, and the Director or Assistant Secretary in accordance with 29 CFR 1910.20.

SECTION THREE – PRACTICAL GUIDELINES FOR REDUCING THE RISK OF COMMUNICABLE DISEASE IN THE SCHOOL SETTING

II. GENERAL RECOMMENDATIONS TO PREVENT THE SPREAD OF COMMUNICABLE DISEASES

These are four routes of transmission for communicable diseases:

1. AIRBORNE OR DROPLET SPREAD: This occurs by coughing or sneezing. Transmission of the organism is most likely to occur in poorly ventilated rooms. Most diseases in this category are more efficiently spread via direct contact (see next category).

Prevention: Always cover your mouth and nose when coughing or sneezing. Use tissue and discard after use. Wash hands according to handwashing guidelines.

Examples of illness spread via the airborne route: The common cold, influenza (flu), tuberculosis (TB), measles.

2. CONTACT SPREAD (direct or indirect): Direct contact spread occurs with skin to skin contact or skin to mucous membrane contact. Indirect contact occurs when the organism is able to live on an object that is then handled by another person (i.e., mucous on a tissue, saliva on an object).

Prevention: Cover any sore or lesion and keep it clean. Avoid touching someone else's sores. Do not share clothing. Discard any soiled articles (tissue) and wash shared items soiled with saliva between use. Always wash hands after handling soiled articles.

Examples: Direct contact – Athlete's Foot, scabies, lice, mononucleosis. Indirect contact - Influenza (flu), common cold, measles.

3. FECAL-ORAL ROUTE: This type of transmission occurs by not washing hands after toileting, diapering a child or helping a child at the toilet. The virus or bacteria is found in the bowel movement or stool. It may be present before symptoms appear. This makes it essential to always use good hand-washing techniques.

Prevention: Thorough hand washing after toileting and hand washing before handling any foods.

Examples: Various diarrheal illness, Hepatitis A, pin worms.

4. BLOOD TO BLOOD OR SEMEN TO BLOOD: This occurs by needle sharing, toothbrush, or razor sharing and with sexual contact (intercourse).

Prevention: Do not share toothbrushes or razors. Clean up blood spills with a fresh solution of 1:10 household bleach to water. Dispose of soiled articles carefully, as outlined in section four. Wear gloves when handling heavily soiled articles, clothes or linens. Wash hands thoroughly after contact. Abstain from sex or use a condom unless involved in a long-term mutually monogamous relationship.

Examples: Hepatitis B, AIDS.

IV. ASSISTING THE ILL STUDENT

A. GENERAL GUIDELINES (Oregon Department of Education, 1989)

Separate ill students from other students. Conditions, other than emergencies, that may require exclusion until either diagnosed by health professional or recovered include:

- Fever greater than 100.5 F, with or without other symptoms
- Vomiting
- Stiff neck or headache with fever
- New onset of rash
- Jaundice (yellow color to skin or eyes)
- Skin lesions that are weeping or pus-filled
- Diarrhea – 3 watery (loose) stools/day with fever or condition persisting for longer than 3 days

B. EMESIS (VOMITTING)

The custodial staff is available to clean up after a student who has vomited (see custodial guidelines page 24). However, if possible, provide student with a plastic basin to utilize as needed. If student needs assistance, wear disposable gloves when rendering care. Contents of plastic basin may be discarded in toilet, basin washed with soap and water, then soaked in bleach solution or germicide for 10 minutes. After providing care, remove gloves and wash hands properly.

C. NOSE/MOUTH DISCHARGE

Student should, whenever possible, be encouraged to care for his/her own nose/mouth discharges. A disposable tissue should be used one time, discarded, and the student should then wash hands with soap and water (See Appendix A, page 73). If assistance is required, caregiver should wear disposable gloves when rendering care. Remove gloves (turning inside out) after providing assistance, place in red plastic bag or other biohazard receptacle (refer to Appendix B, page 74) then wash hands with soap and water.

D. STUDENTS WHO LOSE BLADDER/BOWEL CONTROL

Stool/urine soaked clothing should be removed and replaced with clean, dry clothing, using precautions to prevent contamination of the helper. Use disposable gloves and thorough hand-washing technique. Soiled clothing should be placed in a red plastic bag, sealed, and sent home with the child for laundering. It is best to send home a copy of laundering instructions (Appendix D) with the student.

V. ATHLETIC SITUATIONS

It is recommended that students with open lesions (cuts, sores/acne) do not participate in close physical contact sports unless:

1. The lesions are dry

OR

2. The lesion can be appropriately dressed (e.g. with bandage or gauze in a secure manner)

A. HANDLING OF BODY FLUID SPILLS DRING WRESTLING MATCHES

Items to have on hand:

1. Disposable plastic gloves
2. Red plastic bags
3. Paper towels
4. Soap and water
5. Alcohol
6. Bleach or other disinfectant

PROCEDURES

1. FIRST AID – If at all possible, encourage student to clean and dress his/her own wounds. If he/she is unable:
 - a. Wear disposable gloves when rendering first aid or cleaning injuries
 - b. Disposable towels/clean gauze should be used for each injury and then discarded as noted in “c”.
 - c. Place all used first aid supplies in a red plastic bag which can be sealed. (Rim of plastic bag can be turned down to prevent contamination of outside)
 - d. Remove gloves (turning inside out) and place in a red plastic bag (refer to Appendix B, page 74 for glove removal guidelines).
 - e. Bandages may be applied after removal of gloves if caregiver will not come into contact with blood or wound drainage.
 - f. Being careful to touch only the clean outside surface of the bag, seal the bag.
 - g. If no blood spilled on other student, clothing or equipment, wash hands per Hand Washing Guidelines (see appendix A).
2. GENERAL GUIDELINES
 - a. Do not use a common towel for wiping sweat or secretions during matches.
 - b. Do not use a common water bucket for cleaning wounds during games.

3. BLOOD SPILL ON ANOTHER WRESTLER

- a. If wrestler sustains any open skin lesions which have come into contact with blood or saliva of another wrestler, send to locker room to thoroughly wash, scrubbing the skin with soap and water. Also, use skin disinfectant. Parent must be notified of exposure and referred to medical provider for post-exposure follow-up. (refer to Unanticipated/Accidental Exposure Log" form).
- b. If wrestler's skin at area of blood contact is intact, have that wrestler wash off his own skin with disposable towel containing soap and water. If blood spill is extensive, it is recommended that student scrub skin with soap under running water. Discard towel and contaminated materials in a biohazard receptacle, then wash hands.
- c. If wrestler gets blood in eye or mouth, flood exposed part for 1 to 2 minutes under running water. Follow procedure for 3 (a).
- d. If vomitus is involved, observe the same procedures (a – c).

4. BLOOD SPILL ON CLOTHING OF EITHER WRESTLER

- a. Wrestler to remove soiled garment. Wash skin under area of soiling as in 2 (b) and put on clean garment.
- b. Place soiled garment in a red plastic bag, seal bag, set aside for later attention.
- c. Clothing soaked with body fluids should be washed according to procedure outlined in Appendix D. If clothing is to be washed at student's home, a copy of these guidelines should be sent to the home.

6. BLOOD SPILL ON WRESTLING MAT

- a. Wearing gloves, wipe up ALL of the blood spill with absorbent towels.
- b. Wash area with soap and water. Use friction!
- c. Apply disinfectant, e.g. solution of 1 part bleach to 9 cups cool water which has been freshly mixed within past 24 hours. Moisten and wipe surface with bleach solution and allow to air dry for 10 minutes before continuing match.
NOTE: Containers containing bleach should never be of a type in which food is usually stored, and should be clearly marked to prevent accidental ingestion.
- d. Dispose of gloves and all other disposable cleaning materials in plastic bag, secure and give to custodian for disposal or place in a biohazard receptacle.
- e. Place any non-disposable cleaning materials in a separate bag, secure and treat as in 3 (c).
- f. Wash hands thoroughly.

B. BLOOD SPILLS ON OTHER ATHLETIC EQUIPMENT (E.G. FOOTBALLS, ETC)

Soak towel in bleach solution for 10 minutes. Follow with regular washing procedure. Clean surface with soap and water. Wearing gloves, use friction (SCRUB!) and follow with bleach solution of 10 minutes exposure. Items can be washed/rinsed again.

C. FLUIDS DISPENSED

Fluids provided at breaks should be dispensed in individual single-use cups to prevent transfer of saliva from one person to another.

D. SWIM TEAM PRECAUTIONS

Razors should never be shared by swimmers who shave their bodies before swimming. The sharing of razors is a practice which has the potential of transferring blood from one person to another, leaving them at risk for the transfer of Hepatitis B or AIDS viruses. Used razors should be discarded in a sharps disposal container.

VI. GUIDELINES RELEVANT TO SPECIFIC SITUATIONS

A. COMMON USE

The Multnomah County Health Division, the American Public Health Association, and the American Academy of Pediatrics recommend that “potty chairs” NOT be used in the school setting. (Multnomah County Department of Human Services, Health Division, 1990) This recommendation is directly related to their use and incidence of serious illness such as viral meningitis and hepatitis A which may affect children and adults. The extra required handling of soiled potty chairs greatly increases the risk of transmission of diseases. Appropriate facilities to safely wash and sanitize the potty chair receptacles require a utility room with a flushing, rimmed hopper for washing and rinsing them; a deep sink for sanitizing them; and a separate hand washing sink with soap and dispensed paper towels.

If “potty chairs” must be used, the receptacles must be washed, rinsed and sanitized following each use. Sinks used for handwashing or any food activity should NOT be used for this purpose. The receptacle may be washed in a utility sink, rinsed, completely submerged in a sanitizing solution for one minute and then air dried on a drying rack or the utility sink draining counter. There should be an adequate supply of receptacles available so that soiled ones will not be reused prior to being sanitized. Utility disposable gloves should be used during this activity.

Public health officials recommend that staff who diaper or help children with toileting or sanitizing soiled potty chair receptacles should prepare or serve food during the same day. **IF IT IS NECESSARY FOR A STAFF MEMBER TO PERFORM BOTH DIAPERING/TOILETING AND FOOD ACTIVITIES, IT IS ESSENTIAL THAT HAND WASHING PROCEDURES BE ZEALOUSLY PRACTICED.**

B. DISCARDED CONTAMINATED SHARPS, REMOVAL/DISPOSAL

Needles, syringes and other sharp objects have often been found on school playground, parking lots and around school buildings. Appropriate disposal of sharps found in these areas will prevent possible parenteral (piercing skin or mucous membranes) injuries. School personnel should observe the following procedures if sharp objects are found around the school building.

1. Adults should direct children to leave needles or other sharp objects where they are found and report immediately to an adult.
2. Adult should:
 - a. Leave the needles, syringes, or other sharp objects where they are found.
 - b. Obtain a puncture proof sharps container and bring the container to the site of the sharp object.
 - c. Use protective gloves, kitchen tongs, or pliers to carefully pick up the object and place it in the puncture proof container.
 - d. Tape the top of the container to prevent spilling. Handle container with care to avoid injury to self or others.

- e. Dispose of puncture-proof container into biohazard-labeled receptacle or in same manner as other sharps containers as identified in the school's EXPOSURE CONTROL PLAN.
- f. Discard gloves in biohazard receptacle and wash tongs, or pliers in a solution of one part household bleach to nine parts water.
- g. Wash hands with soap and water.

C. OTHER DISCARDED CONTAMINATED MATERIALS

It is possible that other items contaminated with OPIM may be found on or around the school grounds. Unfortunately, there have been incidents where staff or students have found used condoms on or around the school grounds. If any of these contaminated items should be located, students should be advised not to touch these items without gloved hands or other personal protective equipment. Any contaminated or possible contaminated items must be considered regulated waste and disposed of in a biohazard receptacle. (refer to page 19).

D. DRAMA

Make-up equipment such as sponges, eye or lip make-up applicators should not be shared. If student has acne or open lesions on face, eyes or mouth, this recommendation is especially important. Individual portions of make-up will be most effective at preventing the transmission of bacteria and viruses.

E. EAR PIERCING

1. Discourage the practice of ear piercing by students. If a student is planning to have this procedure performed, advise that it be done professionally.
2. Discourage the practice of trading earrings.
3. If a student is having gross discharge from a pierced ear opening, he/she should clean the ear with soap and water, rinse with alcohol, dry and apply bandaid. Encourage student to keep hands away from ear after cleaning. Materials used for cleaning must be placed in a biohazard receptacle or red plastic bag. Student should wash hands after procedure. Encourage student to seek medical attention as antibiotics may be indicated.
4. If minor discharge from ear lobe, encourage student to clean ear as above and to periodically apply antiseptic solution. Remind student to keep hands away from ear.

F. FLOURIDE MOUTH RINSE PROGRAM (Adopted from the Multnomah County Health Division Flouride Mouthrinse Safety Procedures)

In the mouthrinse program, each participating student is given a paper cup with a small amount of flouride solution in it. The student takes the solution from the cup into the mouth, swishes it around their mouth for 60 seconds, and then returns the solution to the cup. At this point the solution is contaminated with the student's saliva.

There is a very small risk of transmission of serious communicable diseases through contact with saliva. Nevertheless, we make the following recommendations to further decrease this already small risk:

- The student should pour the contents of his or her cup into a sink. The cup should then be placed into a biohazard receptacle or a wastebasket that is lined with a red plastic bag.

OR

- The student should place a paper napkin into his or her cup to absorb any fluid. The cup should then be placed into a biohazard receptacle or a wastebasket that is lined with a red plastic bag.

In either case, the plastic bag lining the wastebasket should be tied shut when it is full. It can be disposed of in the garbage as usual. Wastebasket liners should not be opened or reused.

G. FOOD HANDLING

One type of disease transmission may occur via the fecal-oral route. This happens when a person does not thoroughly wash hands after toileting, diapering a child, or helping a child at the toilet. The virus or bacteria is found in the solid body waste and may be present before and after symptoms of illness appear. To prevent spread of infection from this source:

1. Hands are to be thoroughly washed after toileting and before handling any foods (see appendix A for adequate hand washing guidelines).
2. All food items must be commercially prepared and individually wrapped by the commercial supplier.
3. Students should be directed to touch only their own food and not to share food with others.
4. Beverages should be purchased ready to serve. Beverages must not be reconstituted in classrooms, bathrooms, janitors closets or similar areas with a water source. If it is decided to serve a beverage which requires reconstituting it must be reconstituted in the cafeteria kitchen and a clean, sanitized covered pitcher must be used.
5. Food prepared and served under the direct supervision of the school lunch room supervisor is permitted.
6. Parents or teachers cooking for students on overnight activities or school picnics need to obtain a “food handlers” card. All food must be purchased specifically for the event and prepared on site, or prepared and sent by school food services. NO FOOD PRODUCTS FROM HOME ARE ALLOWED.

Food-borne illnesses may also occur as a result of eating food that has been improperly handled, stored or prepared. To prevent spread of illness in this matter:

1. Thoroughly wash hands after toileting and before handling any food.
2. Keep cold food cold (35 – 45 degrees) and hot foods hot (140 degrees and above)
3. Store foods properly.
4. Wash and sanitize dishes utensils and surfaces properly. (Obtain Food Handlers card and manual for specific guidelines).

H. LAUNDRY DONE IN SCHOOL (Home Ec. Room) – See Appendix D

I. MUSIC

Each student should have his/her own mouthpiece or instruments. If this is not practical. Thorough cleaning must be observed by scrubbing with soap, water, small bottle brush or cloth with careful attention to inside area. Follow this by soaking item in bleach solution (1:10) for 10 minutes. Wash, rinse, and dry with disposable towels before re-using.

J. NURSES OFFICE AND / OR HEALTH ROOM

Mattresses in Nurses Office:

Fabric covered mattresses and pillows should be covered with plastic which can be thoroughly cleaned with soap and water and bleach solution in case of body fluid spills. It is recommended that a vinyl covered couch specifically designed for health rooms be used. Rolls of exam paper can then be used to replace sheets. Paper soiled with body fluids should be disposed of as outlined.

Health Room Linen:

Bedding and towels from health rooms are to be replaced with fresh linens immediately if soiled with any body fluid. No student should come into contact with the body fluid of students who may have preceded him / her to the health room. (See Appendix D)

K. OTHER PRECAUTIONS

It should be noted that some students may practice “blood brother” type rites where they wish to share small amounts of blood from finger pricks with each other. This practice should be discussed and discouraged.

L. SCIENCES

It is strongly recommended that commercially prepared slides be used in science labs. If blood stick procedures are used in science classes for special projects (e.g. microscopic exam of student’s own blood cells) only single use, sterile lancets should be used. Special precautions should be given to thorough hand-washing before and after procedure, proper cleaning of blood spills (refer to Appendix E) safe disposal of lancets and specimen slides in a puncture proof container with a biohazard label, covering wound with bandage.

M. SCHOOL BUS SETTING

If body fluid spills occur on a school bus during transportation, it is recommended that general first aid assistance guidelines be observed. Due to the lack of equipment and supplies necessary to observe hand-washing guidelines, measures are recommended for immediate cleaning. Following through with adequate hand-washing (See Appendix A) as soon as possible is important. Use gloves whenever possible.

For cleaning hands soiled with body fluids (in absence of soap and running water): Wipe skin contaminated with body fluid with disposable towels; scrub skin with disposable soap towelettes. If desired, spray skin with dilute bleach (1:10) solution and wipe again with clean soap towelette and allow to air dry. Dispose of all cleaning items in a red plastic bag which can be sealed.

Soiled equipment (e.g. wheelchairs, etc.) or bus seats should be cleaned in a manner similar to that outlined in custodial guidelines for cleaning school desks.

It is recommended that a bottle of disinfectant approved for use by the school district be kept on the school bus for body fluid spills.

N. TOOTH BRUSHING (Multnomah County Health Division, Disease Control and School / Community Dental Health Programs, 1989)

Each child should have his / her own toothbrush, clearly identified. Absolutely no sharing or borrowing should be permitted. Brushing may be done with a dry toothbrush. If toothpaste is desired, each child should have his own tube and only a pea-sized amount is needed each time.

Gloves must be worn when assisting students who have bleeding gums / teeth, students who have biting tendencies or if there are cuts / lesions on the hands. Always wash hands after removing gloves. If more than one child requires assistance, wash hands and use a new pair of gloves between each child.

Following the tooth brushing procedure, each toothbrush should be allowed to air dry and be stored separately. To protect from contamination, no toothbrush should be allowed to touch another one.

If paper cups are used for rinsing mouth, they should be disposed of in a leakproof container which is labeled appropriately as containing biohazard material.

If a toothbrush becomes contaminated by contact with another brush, both brushes should be discarded.

Worn or frayed toothbrushes should be discarded and replaced. Toothbrushes should also be discarded at the end of the school year. You may want to consider replacing the toothbrush of a child who has been ill with an upper respiratory infection such as “strep throat”.

O. TOYS AND EDUCATIONAL TOOLS

Use only WASHABLE TOYS AND EDUCATIONAL TOOLS with diapered and / or drooling children. Provide equipment for each child group so that items are NOT shared between groups.

Hard-surfaced toys should be washed daily or whenever contaminated with body fluids; stuffed toys should be considered to be individual items that are not shared between washings. Whenever possible, a toy that is mouthed should be washed before other children handle it.

It is recommended that you keep an empty container out of children’s reach for storing soiled toys. When time is available, toys can be washed, disinfected, dried, and safely re-used.

To clean, most toys can be sanitized in a dishwasher, if available. If not available, wear designated PPE gloves and wash toys with soap and water, rinse and then disinfect with bleach solution (see Appendix C) and air dry. For stuffed animals, follow washing instructions in Appendix D.

VI. STUDENTS WITH SPECIAL HEALTH NEEDS

A. BOWEL / BLADDER TRAINING

1. Monitor or assist student as needed. Encourage self-care skills.
2. Put on disposable gloves. (see Appendix B, page 74 for gloving instructions)
3. Remove soiled clothing if necessary and place in red plastic bag. Send home with a copy of laundering instructions from Appendix D, page 76.
4. If student needs help in using toilet paper, assist as needed. Make sure to gently wipe female students from front to back. Clean area as needed with disposable towels, soap and water; rinse and dry thoroughly.
5. Discard gloves into disposable plastic bag, then discard in biohazard receptacle.
6. Assist patient with dressing.
7. Encourage and supervise student in handwashing. Assist as needed.
8. Wash hands thoroughly with soap and water.

B. CHANGING A MENSTUAL PAD

Supplies Needed:

1. Disposable gloves.
2. Disposable towels.
3. Soap and water.
4. Plastic bag for disposal.
5. Clean pad (and belt if needed)
6. Clean clothes.

Procedure:

Wear disposable gloves when assisting a student with limited physical or mental abilities in changing menstrual pads.

1. Prepare disposable towel with soap and water.
2. Wearing gloves, remove soiled pad and clothing and place in separate red plastic bags. Send clothing home to parent with copy of laundry instructions. (See Appendix D)
3. Clean any blood from student's skin with soap, water and disposable towel. Place in disposable bag with soiled pad and discard in biohazard receptacle.
4. Wash gloved hands.
5. Put clean pad and clothes on student.
6. Encourage student to wash her own hands if hands become soiled or if she participates in the procedure.
7. Still wearing gloves, clean up minor blood spills on toilet seat or floor per instructions. (See Appendix E) For major blood spills, contact school custodian.
8. Remove gloves and dispose in a biohazard receptacle.
9. Wash hands with soap and water. (See Appendix A)

C. DIAPERING

1. Have diapering area prepared with fresh roll paper or disposable towel.
2. Gather supplies needed:
 - a. Fresh diapers and/or clothes.
 - b. Freshly dampened paper towels or pre-moistened towelettes.
 - c. Any protective creams or salves being used on that individual's diapered are per parent authorization.
 - d. Disposable gloves.
 - e. Cleaning supplies for diapering table or platform.
 - f. Red plastic bag or plastic bag-lined receptacle. (for clothing and for disposables)
3. Have student lie on changing area. If student needs to be carried, hold him/her away from your body to prevent soiling of you own clothing. If student is too heavy to carry in this manner, wear a gown over your own clothing. Dispose of gown after procedure is complete, per instructions on regulated waste and contaminated laundry as stated on page 19.
4. Apply gloves.
5. Remove student's clothing below and waist. If soiled, place in plastic bag to be sent home with student along with laundry instructions. (See Appendix D)
6. Remove soiled diaper and place in red/labeled plastic bag intended for biohazard disposal.

7. Clean the student's diaper area with the prepared paper towels or towelettes and place in same plastic bag as #6.
8. Remove the soiled paper or towel from under the student and dispose in the red/labeled plastic bag. Surface used for diapering should be able to be cleaned/sanitized.
9. Remove gloves, place in red plastic bag, seal bag and dispose of materials as regulated waste.
10. Apply fresh diaper and replace clothing. (If clothing had been soiled, dress student in clean clothing)
11. Have student wash hands – may need to assist.
12. Wash your hands.
13. Return student to classroom.
14. Apply fresh PPE gloves.
15. Clean and disinfect diapering area and equipment or supplies touched, using soapy water and scrubbing the surfaces; follow with bleach solution. (See Appendix C and E)
16. Wash your hands.

E. PREGNANT STUDENTS

If a pregnant student experiences a loss of amniotic fluid or blood, applicable body fluid precautions, as outlined in General First Aid Assistance, should be observed by person rendering aid. Good handwashing and environmental cleaning procedures should also apply to this situation.

APPENDIX A

HAND WASHING

The most effective way to reduce the spread of disease is adequate hand washing

Method:

- USE soap* (liquid is best) and warm running water.
- RUB hands together vigorously for at least 30 seconds.
- REMEMBER all surfaces including thumbs, wrists, back of hands, between fingers, around and under nails.
- RINSE hands well, letting water drain from wrists to fingers – don't turn off faucet.
- DRY hands with paper towel, then use same towel to turn off faucet.
- DISCARD towel.

* Use of bar soap is discouraged as bacteria can grow on bar soap and soap dishes. If it is absolutely necessary to use bar soap, it must be kept in a soap dish which keeps it dry and clean.

APPENDIX B

USE OF GLOVES

The body fluids of all persons must be considered potentially infectious. To avoid direct skin contact with body fluids, use disposable gloves whenever possible when assisting a student if body fluids are present. If the gloves are torn, leaking, or in any way defective, discard gloves, wash hands and use a new pair.

To remove soiled gloves without touching contaminated surface with bare hands:

1. With right hand, pinch palm of glove on left hand and pull left glove down and off fingers. Form left glove into a ball and hold in fist of right hand while removing right glove as follows.
2. Insert 2 fingers of left ungloved hand under inside rim of right glove on palm side.
3. Push glove inside out and down onto fingers and over left glove.
4. Grasp gloves which are now together and inside out, with left hand and remove from right hand.
5. Discard gloves and any used first aid materials in a red plastic bag or other biohazard receptacle.
7. **WASH HANDS.** (See Appendix A) Remember, wearing gloves is not a substitute for good handwashing.

APPENDIX C

BLEACH SOLUTION

Centers for Disease Control recommends bleach solution for environmental sanitation. It is one of the disinfectant methods currently recommended by them as being effective against **BOTH** the HIV (AIDS) and Hepatitis B Virus.

1. When using bleach and water in a 1:10 solution, the mixture needed is **1 part bleach and 9 parts water**. This concentration can be achieved by missing 1-1/2 cups bleach with 1 gallon of water or 6 tablespoons bleach per quart of water. (Oregon State Health Division, 1988)
2. Bleach should be mixed with cool water. Warm or how water inactivates the basic ingredient, hypochlorite.
3. A mixed bleach/water solution must be made up fresh (no more than 24 hours old) in order to be effective.
4. Wear disposable gloves and clean surface of spill as much as possible, then wash surface with soap and water.
5. The surface to be sanitized must be visibly clean and free of all soap residue. Do not mix bleach with soap or detergent as any organic material will inactivate the active ingredient.
6. Allow at least 10 minutes contact time with the bleach solution.
7. It is recommended that a tightly sealed bottle containing 1 part bleach and having a marked water fill line be kept handy and out of direct light. When the solution is needed. It can be filled with cool water and is ready to use.
8. **THE BOTTLE SHOULD BE CLEARLY LABELED AND STORED IN A SECURE AREA. CONTAINERS SHOULD NEVER BE OF A TYPE IN WHICH FOOD IS USUALLY STORED.**

APPENDIX D

LAUNDRY INSTRUCTIONS FOR CLOTHING OR LAUNDRY SOILED WITH BODY FLUIDS

Although the risk of disease transmission via clothing that has been soiled with body fluid is minimum, the following guidelines for handling and washing the soiled clothing will reduce that risk even further.

1. Remove soiled laundry from plastic bag without touching, or with designated PPE gloved hands.
2. Wash separately from other items.
3. Pre-soak in cold water to remove blood stain or gross amounts of other body fluids.
4. If article is machine washable and dryable:
 - a. Wash with laundry soap in hottest water possible (160 degrees is recommended, but if lower temperature is used, bleach in a second rinse or ironing the article would be an alternative).
 - b. Rinse in hot water to remove all soap and remaining soil.
 - c. If 160 degree water temperature was not used, a second rinse with bleach and water (1 cup bleach to a full washer load of cold water) followed by ironing of the garment is recommended).
 - d. Dry on the hottest setting possible (160 degrees is recommended, but most dryers heat are only 135 to 155 degrees). Hanging article to dry in direct sunlight is an alternative to drying at 160 degrees.
 - e. Iron the garment if optimum temperature or alternatives were not used.
5. Dry cleaning is also a safe option. Rinse area of spill as well as possible and send the article to the dry cleaners in a red bag or container identified with a biohazard label.
6. For items requiring hand washing, allow to dry in direct sunlight and, if possible, iron the item.

NOTE: Clothing or bedding that has been soiled with body fluid should not be washed in a food preparation area of the school (e.g. Home Economics classrooms, where washer and dryer is in the kitchen).

APPENDIX E

BASIC BODY FLUID EMERGENCY KIT

Body fluid emergency kits should be readily accessible to any employee who may be faced with a situation that would involve handling or cleaning up of minor body fluid spills. These kits may be provided to each staff member, or they be placed in each classroom, office, gym, locker room, and other areas where a need may occur.

Recommended Contents:

1. Disposable gloves – two pair.
2. Absorbent Towels – 6.
3. Zip-lock type plastic bag or plastic garbage bag with twist seal.
4. Small container or packet of liquid soap, or large towelette impregnated with soap (i.e., green).
5. Pump spray bottle containing undiluted household bleach.
 - a. In an 8 oz bottle, place $\frac{3}{4}$ oz bleach. Draw a water-fill line at the 7.5 oz level and mark “fill to here with cool water.”
 - OR -
 - b. In a larger bottle (10 oz or more), place 1 oz bleach. Draw a water-fill line at the 10 oz level and mark “fill to here with cool water.”
 - OR -
 - c. For small spills, Vira-Kill towelettes are suitable. Dry on the hottest setting possible (160 degrees is recommended, but most dryers heat are only 135 to 155 degrees). Hanging article to dry in direct sunlight is an alternative to drying at 160 degrees.
 - d. Iron the garment if optimum temperature or alternatives were not used.
6. Instructions for use as follows:
 - a. Wear disposable gloves.
 - b. Provide first aid treatment.
 - c. Fill bottle containing bleach with cool water to fill line.
 - d. Soak up body fluid spill with disposable absorbent towels.
 - e. Scrub area of spill with soap and water and disposable absorbent towel or soap-impregnated towelette applying friction. Rinse.
 - f. Saturate area with mixed bleach solution and allow to stand for 10 minutes before soaking up solution with disposable absorbent towels. In case of a small spill, Vira-Kill towelette may be used in place of bleach.
 - g. Place all soiled materials in plastic bag.
 - h. Remove gloves, turning inside out during removal, and place in plastic bag.

- i. Seal bag and place in a biohazard receptacle.
- j. Wash hands with soap and water.
- k. Obtain replacement body fluid emergency kit.

IN ADDITION: A fluid repellent gown and eye protection should be available in those situations which require their use (i.e., Nurse's office/Health room, one set in main school office, and other areas of potential major trauma, such as shop).

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Policy and Regulation Public Comment
EBBAB-AR: Bloodborne Pathogens Manual
Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
Is there going to be a replacement manual for bloodborne pathogens?	Katrina Turbyne	The manual will not be replaced because bloodborne pathogen training materials and corresponding tracking of required trainings are managed through Vector Training Solutions software for all Bend-La Pine Schools employees.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Field Trips and Special Activities

Section: Instruction

Code: IICA-AR

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

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

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

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

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

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

The district recognizes that there are certain activities that planning and undertaking are unique to a particular academic program, instructional goal, or other extra-curricular need. As such, this regulation shall not apply to foreign travel study programs and those activities that are not sponsored by the school or district.

Field Trip Review and Approval Process

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

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

Transportation

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

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

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

Students may not participate in a field trip as drivers.

Supervision

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

- Volunteers: volunteers are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers / [Criminal History Records Check in Schools](#) prior to the trip date.
- Chaperones: are considered volunteers and are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers / [Criminal History Records Check in Schools](#) prior to the trip date.
- Adult to student ratio: the ratio of adult supervision to students participating will ordinarily not be less than 1:10 for elementary, 1:15 for middle and high school trips. The district may adjust adult supervision ratios when, in its professional judgement, such adjustment is necessary, taking into consideration special needs of students and the activities planned to occur on the trip.
- [Gender balance of staff / chaperones is highly encouraged on all excursions. For an overnight trip or camp, Bend-La Pine Schools shall assure that staff, chaperones and students are assigned to rooms or cabins that correspond to their gender identity. Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.](#)
- [Supervisors\(s\) must have knowledge that students will not be permitted to leave the field trip group during the trip unless they are released to their parent / guardian.](#)
- ~~On overnight trips in which students of both genders participate, adult staff, chaperones and other volunteers shall be both male and female. Gender balance of supervisor/chaperones is highly encouraged on all excursions. Supervisor(s) must have knowledge that students will not be~~

~~permitted to leave the field trip group during the trip unless they are released to their parent / guardian.~~

Safety Procedures

Student and staff safety is paramount. The district staff member leading the trip shall discuss safety procedures specific to the trip with students and accompanying adults prior to the trip. Such discussion may be in writing, acknowledged by a parent/guardian, or accompanying adult prior to the trip in conjunction with the Field Trip / Activity Permission and Release of Liability form. **Students will not be permitted to leave the field trip group during the trip unless they are released their parent / guardian.**

Parent / Guardian Permission

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

Student Behavioral Expectations

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

Funding of Field Trips / Special Activities

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

Foreign Travel

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

LEGAL REFERENCES:

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

Reviewed: 1/07, 1/31/18, 9/28/18, 9/25/19,
12/14/2021, **1/10/2023**

Approved: 1/07, 10/4/18, 12/20/19, 1/11/2022



Policy and Regulation Public Comment
IICA-AR: Field Trips & Special Activities
 Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>On page 2, under supervision, fourth bullet point down; I strongly recommend that this policy be rewritten with more specific cabin/room placements for both adults and students. You should NOT pass this policy as it is written in the draft 1/10/2023. The way it is rewritten is unsafe and possibly mentally damaging for children that would be on that field trip.</p>	<p>Katrina Turbyne</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: “Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.”</p> <p>IICA-AR also aligns with Oregon Department of Education’s Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>Putting students in a cabin with possible transgender counselors or adult chaperones is a disaster waiting to happen. You need to consider the physical, emotional and social well being of these kids. This is an open opportunity for predators to take advantage of. The 5th graders that go to Camp Tamarack are 10 years old and should not be exposed to this or made to feel uncomfortable or even left out of their trip if their parents are worried about this. All kids should be able to go and be in cabins with same biological sex counselors and adults for everyone’s safety and comfortability. Don’t take this inclusivity piece so far that you completely throw out all common sense</p>	<p>Danielle White</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: “Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and</p>



Policy and Regulation Public Comment
 IICA-AR: Field Trips & Special Activities
 Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>and safety for the sake of someone's feelings.</p>		<p>nonconforming persons.”</p> <p>IICA-AR also aligns with Oregon Department of Education's Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>This is the definition of insanity. As a female I would be highly uncomfortable with a person assigned male at birth, but identifying as a female being my chaperone. As a mom of two boys, I would not be comfortable with someone with a gender of female assigned at birth, but identifying as a male being in a cabin overnight or place where my children need to change. We cannot conform for a small number of people - this is not realistic. We need to stop looking to accommodate for a small population while making the majority feel uncomfortable or suffer.</p>	<p>Kayla Adams</p>	<p>Thank you for your feedback.</p> <p>Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: “Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.”</p> <p>IICA-AR also aligns with Oregon Department of Education's Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>Assigning rooms based on gender identity is placing our children in danger! My child will never be allowed to go on a over night trip with the school if this is enforced. Our children's safety should be your first priority! No man or boy should be bunking with my 11 year old daughter! ll</p>	<p>Heather Scruggs</p>	<p>Thank you for your feedback.</p> <p>Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p>



Policy and Regulation Public Comment
IICA-AR: Field Trips & Special Activities
 Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
		<p>IICA-AR states the following: “Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.”</p> <p>IICA-AR also aligns with Oregon Department of Education’s Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>I believe the Bend LaPine school district is putting too much emphasis on gender identity. I don’t think it is fare for girls and boys to have a cabin mate that “identifies” as the opposite gender then be required to all be together in the same cabin. What about the boys and girls who identify with their gender they were born with, do their feelings not matter anymore, what if they are uncomfortable? What is non-conforming, so one year a kid wants to be female and then the next they are back to male? We are confusing our kids when they should be allowed to just be kids and not have to identify as anything but being a kid. If this is important to Bend LaPine school district then I propose kids who are transgendered be required to bunk together, and kids who identify with the gender they were born with be required to bunk together.</p>	<p>Riley Dodge</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: “Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.”</p> <p>IICA-AR also aligns with Oregon Department of Education’s Supporting Gender Expansive Students Guidance for Schools (2023)</p>



Policy and Regulation Public Comment
IICA-AR: Field Trips & Special Activities
 Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>Overnight trip chaperones, parents and students absolutely should NOT be assigned by gender identity!! That is not safe for anyone. My children will not participate or continue to be enrolled in Bend LaPine school district if this is the case. I have spoke to my children and they both have said they wouldn't feel comfortable or safe.</p>	<p>Jennifer Lester</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: "Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons."</p> <p>IICA-AR also aligns with Oregon Department of Education's Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>To have chaperones, parents and students assigned to overnights by their gender identity is completely unacceptable. If Mr. B were to sleep in the same room as the 8th grade girls classes, the legal ramifications would be enormous. This is in no way any different and or acceptable morally or legally. At this point in time any further action that goes against the values and cores of traditional education will be met with the full force of my legal teams.</p>	<p>Dayne Lester</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: "Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons."</p>



Policy and Regulation Public Comment
 IICA-AR: Field Trips & Special Activities
 Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
		<p>IICA-AR also aligns with Oregon Department of Education's Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>It is absolutely unacceptable to allow students and staff to share cabins/rooms with anyone of the opposite gender. If a person is confused about their birth given gender, they should be the participant that can exclude themselves if they are uncomfortable sharing a cabin with people of the same birth given gender.</p>	<p>Amelia Haug</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>IICA-AR states the following: "Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons."</p> <p>IICA-AR also aligns with Oregon Department of Education's Supporting Gender Expansive Students Guidance for Schools (2023)</p>
<p>I have strong feelings against assigning students to rooms or cabins based on their gender identity. I do not believe students can fully identify their gender and what revolves around that decision at ages where they would be requiring rooms or cabins or being chaperones for students. I will not allow my children to attend events, activities or field trips where their values are not considered nor is the concern for exposure to volunteers who</p>	<p>Sara Bewley</p>	<p>Thank you for your feedback. Bend-La Pine Schools is committed to equal educational opportunities for every student of the district and will treat all students without discrimination as it pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p>



Policy and Regulation Public Comment
IICA-AR: Field Trips & Special Activities
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Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>may not be suitable for the position or present ideas that are better addressed at home, within the family unit where the space is safe and free of prejudice. I realize that opting my child out of such events will be available but it seems unfair that my child will be excluded based on our families beliefs and values. The idea of adopting this change is not inclusive of all beliefs or backgrounds.</p>		<p>IICA-AR states the following: “Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.”</p> <p>IICA-AR also aligns with Oregon Department of Education’s Supporting Gender Expansive Students Guidance for Schools (2023).</p>

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE REGULATION

Name: Grade Reduction or Credit Denial / Student Attendance
Section: Instruction
Code: IKAD-AR

Grade reduction or credit denial determinations may include student attendance. Student attendance may not be a sole criterion. If attendance is a factor, prior to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify how the attendance and class participation is related to the instructional goals of the subject or course;
2. Parents and students will be informed;
3. Due process procedures are available to the student when the grade is reduced or credit denied for attendance rather than academic reasons;
4. Reasons for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:
 - a. Religious reasons;
 - b. A student's disability; or
 - c. An excused absence, as determined by the district's policy.

Legal Reference(s):

ORS 339.260
ORS 339.280

Reviewed: 10/10/05, 4/9/12
Approved: 11/7/05, 4/23/12

recommendation deleted

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Attendance Notification

Section: Students

Code: JEA-AP

Each school in the District shall notify a parent or other person in parental relationship to a child by the end of the school day on any day the child has an unplanned absence. The notification will be provided in person, directly by telephone, or by any other method identified in writing by the parent or person in parental relationship to the child.

If the parent or other person in parental relationship to the child cannot be contacted in person or directly, and another method has not been identified by the parent or person, a message shall be left for the parent or person, if possible.

Notice of the child's absence shall be provided to the attendance supervisor, who shall proceed as provided in ORS 339.055 (duties of attendance supervisors), if notification is not provided in person or directly by telephone and the parent or other person in parental relationship to the child has not confirmed receipt of the notification by the end of the next school day.

END OF POLICY

Legal References:

ORS 163.577 ORS 339.925 OAR 581-21-026
ORS 336.615 – 336.665 ORS 339.990 OAR 581-21-029
ORS 339.010 – 339.090 ORS 419C.680 OAR 581-21-071
ORS 339.260 OAR 581-21-077 OAR 581-21-022

recommended delete

Reviewed: 5/27/03, 9/22/09, 7/5/11, 8/23/16
Approved: 1/11/94, 10/13/09, 8/25/11, 9/1/16

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY REGULATION

Name: Compulsory Attendance

Section: Students

Code: JEA-AR-AP

Except when exempt by Oregon law, all children between the ages of 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a **child student** who **has not completed the 12th grade are required to have the child attend and maintain the child in regular attendance during the entire school term.** ~~is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.~~

All children five years of age who have been enrolled in public school are required to attend regularly while enrolled in public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

School staff ~~Attendance supervisors~~ shall monitor and report any violation of the compulsory attendance law. ~~to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation. The district will develop procedures for issuing a citation.~~

A parent/**guardian** who is not supervising their **child student** by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, **children students** shall not be required to attend public, full-time schools:

1. **Children Students** being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. **Children Students** proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. **Children Students** who have received a high school diploma or a modified diploma.
4. ~~Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.~~
5. **Children Students** being educated in the home by a parent, ~~or~~ guardian, or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent/**guardian** or private teacher, the parent/**guardian** or teacher must notify the High Desert Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent/**guardian** shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent/**guardian** or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - i. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - ii. If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3.

- c. Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - d. Examinations testing each **child student** shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent/**guardian**. Upon request of the ESD superintendent, the parent/**guardian** shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent/**guardian**;
 - h. In the event the ESD superintendent finds that the **child student** is not showing satisfactory educational progress, the ESD superintendent shall **provide the parent/guardian with a written statement of the reasons for the finding, based on the test results and shall** follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent/**guardian or guardian** notified the child's resident district in writing that the parent/**guardian or guardian** is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent/**guardian or guardian**.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. **Children Students** excluded from attendance as provided by law.
 9. **Children Students** who are eligible military children are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order. "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.
 10. An exemption may be granted to the parent/**guardian or guardian** of any **child student** 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
 11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

Regular Attendance

Regular attendance is defined as attendance which does not include more than eight (8) unexcused one-half day absences in any four (4) week period during which the school is in session. Failure to comply with Oregon's compulsory attendance law is a Class C violation and can result in a compulsory attendance citation and fine determined by a court.

This Administrative Regulation is designed to help all students, parents/**guardians and/or guardians** understand attendance requirements.

Definitions

1. Excused Absence

- Illness, including mental and behavioral health of the student.
 - Illness of an immediate family member when the student's presence at home is necessary.
- ~~• If the student is absent due to illness for three (3) consecutive days or more, medical documentation may be required.~~

- Emergency, such as death, accident, injury or medical issue to student or family member.
- Dentist, doctor, or court appointment.
- Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year.
- Teacher / Administrator approved arrangements made in advance.

2. Unexcused Absence

- Student overslept.
- Student arrives tardy or late; past the first 10 minutes of class.
- Student leaves school or a class without permission from the teacher or administrator in charge.
- Student absent to care for siblings.
- Student leaves campus prior to having absence excused.

Truancy Process

- Step 1.** Truancy warning letter with attendance summary, and phone call when appropriate.
- Step 2.** Mandatory attendance meeting (interventions to help support student attendance improvement).
- Step 3.** Truancy citation, court appearance and court mandated attendance agreement.
- Step 4.** Truancy fine for failing to meet the court's mandated attendance agreement.

Special Education Consideration

The parent or person in parental relation who receives notice of a student's non-attendance has the right to request:

- For a child who does not have an Individualized Education Plan (IEP), an evaluation to determine if the child should have an individualized education program; or
- For a child who has an IEP, a review of the IEP.

Notifying the Attendance Office of Absences

The parent/guardian is responsible to notify the Attendance Office within 48 hours following the student's return. Notice may be in writing or by telephone. Notification should include the student's first name, last name, student ID number, and reason for absence. Parents/guardians are encouraged to schedule appointments outside of school hours if possible.

Consequences of Irregular Attendance

- Students who do not have regular attendance may be denied access to dances and extracurricular activities.
- All students caught in the act of skipping a class or being off-campus without a pass will face **immediate** consequences.
- **The** Truancy processes will be initiated for students who do not maintain regular attendance.

Tardy Policy

Students arriving late, ~~within the first 10 minutes of class,~~ will be marked tardy. ~~Students arriving later than 10 minutes to class without an excused slip from the Attendance Office will be marked absent.~~

Process for Pre-Arranged Absences

Parents/guardians who are aware that their student will be absent ~~students who are aware of an absence~~ exceeding two (2) days are encouraged to call or send a note to the Attendance Office of their student's school to start the pre-arranged absence process.

Arriving Late or Leaving Early

Students must sign in at the Attendance Office and receive an admit slip if arriving at school or class later than 10 minutes.

Students must sign out at the Attendance Office or have a release slip prior to leaving the building.

A student must:

- Have a note from the parent/guardian, or
- A parent/guardian can call the Attendance Office before the student leaves, or
- A student can go to the Attendance Office to call home. Authorized personnel will speak with the parent/guardian to obtain permission for the student to leave.

If a student needs to leave school early, they must sign out following school attendance procedures. Leaving school without prior approval from the school administrator or designee may result in an unexcused absence.

10-Day Inactivation Drop Policy

Oregon law, [ORS 581-023-006 \(4\)b and \(11\)c](#), requires a public school district withdraw any student who is marked as absent for 10 consecutive, full school days. Withdrawn students are required to re-enroll when they return to school.

Absences in Excess of 10 Days

If a student will be out for more than 10 consecutive days, parents/guardians shall make arrangements before the start of the absence. In elementary schools, parents/guardians need to contact the student's classroom teacher and/or building principal. For middle and high schools, parents/guardians need to contact the student's school counselor.

Virtual Attendance

Students who are out of a medical leave and have made prior arrangements with their school principal or counselor may have the option to attend classes virtually. Virtual attendance is checking in within 24 hours with each teacher, each day that the student is absent. Check-in includes:

- Active participation in a virtual class;
- A meaningful series of two-way communication between student and teacher(s) via chat, communication application, or email; or
- Phone call between student and teacher(s)

LEGAL REFERENCES:

ORS 153.018
ORS 163.577
ORS 339.010 – 339.095
ORS 339.139

ORS 339.990
ORS 807.065
ORS 807.066
OAR 581-021-0026

OAR 581-021-0029
OAR 581-021-0076
OAR 581-021-0077

~~ORS 153.018~~ _____ ~~OAR 581-021-0026~~
~~ORS 163.577~~ _____ ~~OAR 581-021-0029~~
~~ORS 336.615 - 336.665~~ _____ ~~OAR 581-021-0074~~
~~ORS 339.010 - 339.090~~ _____ ~~OAR 581-021-0077~~

ORS 339.095
ORS 339.257
ORS 339.990
ORS 419B.550—419B.558
ORS 807.065
ORS 807.066

Reviewed: 8/31/12, 9/1/16, 4/8/19, 9/15/19, 7/2020,
[1/10/2023](#)
Approved: 8/31/12, 9/23/16, 4/16/19, 10/2/19, 8/2020

draft 1-10-23



Policy and Regulation Public Comment
JEA-AP: Attendance Notification
Received by 5:00 p.m. January 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
Why would you not notify parents of absences? What if the child goes between 2 parents or 2 homes? The other parent should know if their child did not show up to school. What if it is a high school student ditching class? How would the parent ever know class was missed if they were not notified by the attendance office?	Danielle White	Bend-La Pine Schools follows Oregon Law for attendance notifications and the notification for parents/guardians are defined in JED-BP: Student Absences & Excuses.



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

Resolution No. 1944

Classified Employee Appreciation Week

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools proclaims **March 6-10, 2023**, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Board of Directors for Bend-La Pine Schools strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Adopted this _____ day of February 2023.

Chair

Superintendent

2023-24

Local Service Plan

Serving our partners in
Bend-La Pine
Crook County
Redmond
and Sisters
School District



High Desert Education Service District

High Desert Education Service District (HDES) provides services to the four component districts in Crook and Deschutes Counties: Bend-La Pine Schools, Crook County, Redmond and Sisters School Districts.

Vision Statement

Be the state leader in all we do.

Mission Statement

Improve student outcomes with **EXCELLENCE, EQUITY** and **EFFICIENCY**.

Core Values and Beliefs

We put children/students first: All of High Desert ESD's decisions fundamentally address the questions: Will this decision be best for the children we serve; Will it increase access and lower barriers to the success of all of our students?

- ✓ **We put relationships at the center of all we do.** We are caring, responsive, nurturing and accepting of others. We believe that collaboration is central to all of the work we do and investing in those relationships is critical to improving outcomes for those we serve.
- ✓ **We invest in lifelong learning.** We support and model professional learning to continually improve as an organization and as individuals. Learning can take many forms including taking risks and learning from failure.
- ✓ **We innovate to grow.** We embrace innovation through flexibility, idea testing, risk-taking and empowering those closest to the work.
- ✓ **We are nimble, flexible and data-driven.** We efficiently and effectively respond to data. We are nimble and flexible in addressing the needs of those we serve.

Goals

- ✓ Improve the educational, physical and mental well-being of students in our region.
- ✓ Recruit and support and retain an outstanding, engaged, professional and diverse workforce.
- ✓ Be the most effective and sought-after P-20 facilitator of educational services in Central Oregon by bridging gaps and bringing people together and providing excellent services that are innovative and responsive to those we serve.

Strategic Priorities

Implement best practices for educators gleaned from **INVESTIGATION**, **INNOVATION** and **INCUBATION** of ideas and efforts from the public and private sectors.

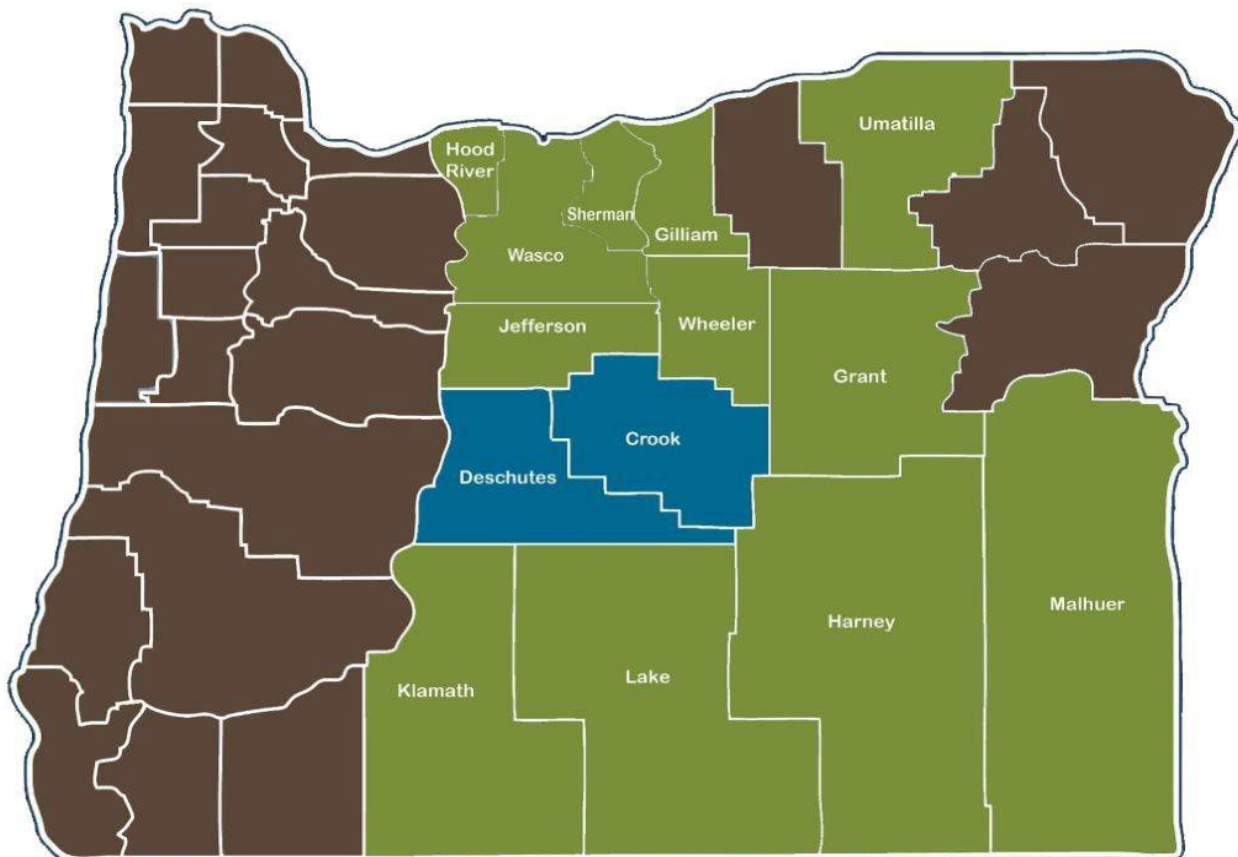
- ✓ **Foster education opportunities from birth to career**
 - Increase student access to education
 - Advocate regionally for birth to career education opportunities
 - Garner funds for programs and services

- ✓ **Provide value to our school districts, families and other customers**
 - Provide services on behalf of our school districts due to cost, politics or expertise
 - Listen to and meet the needs of our constituents
 - Employ individuals with experience and expertise

- ✓ **Bridge gaps and bring people together**
 - Build coalitions and partnerships
 - Look for and respond to unmet needs
 - Enhance state and regional presence - advocate and inform

High Desert Education Service District

High Desert Education Service District (HDES) provides services to the four component districts in Crook and Deschutes Counties. HDES also provides services in twelve additional counties through regional contracts and fee for service



Organization

Board of Directors

HDES D has a nine-member board of directors. Five board members are elected by our component districts (Bend-La Pine 2; Redmond 1; Sisters 1 and Crook County 1) and those five members appoint four more board members each to represent one of the following constituencies within Deschutes and Crook Counties: Social Services, Higher Education, Business and At Large.

Peggy Kinkade, Board Chair	Elected by Bend-La Pine School District Board of Directors
Matt McGowan, Board Vice-Chair	Elected by Redmond School District Board of Directors
Seana Barry	Appointed At Large Representative
Gwen Carr	Elected by Crook County School District Board of Directors
Anthony Georger	Appointed Business Community Representative
Betsy Julian	Appointed Higher Education Representative
Edie Jones	Elected by Sisters School District Board of Directors
Carlos Perez	Elected by Bend-La Pine School District Board of Directors
Elizabeth Sanchez	Appointed Social Services Representative

Administration

Paul Andrews, Superintendent
Anna Higgins, Assistant Superintendent HR, Communication and Innovation
Rochelle Friend, Chief Financial Officer
Amy Joynt, Executive Director of Special Programs
Amy McCormack, Executive Director of Early Intervention/Early Childhood Special Education
Shay Mikalson, Chief Student Success Officer
Gordon Price, Executive Director of Equity, Diversity and Inclusion
Rutila Galvan-Rodriguez, Executive Director Better Together
Rachel Wente-Chaney, Chief Information Officer

In addition to the district office administrators, HDES D is organized into four departments aligned with the four core service areas outlined in the law. HDES D administrators have been assigned responsibility for each of the four departments:

Administrative and Support Services – Paul Andrews
Children with Special Needs – Amy Joynt and Amy McCormack
School Improvement Services – Anna Higgins and Shay Mikalson
Technology Services – Rachel Wente-Chaney

Introduction

In collaboration with component school districts and their superintendents, the HDESD has developed the 2023-24 Local Service Plan pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

Administrative and Support Services consolidate and improve component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

Services for Children with Special Needs include special education services, services for at-risk students and professional development for staff who provide these services.

School Improvement Services support component school districts in meeting the requirements of state and federal law, allow the HDESD to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, address school-wide behavior and climate issues, and provide professional staff educational opportunities.

Technology Services support component school district technology plans, including network services, information systems services, information security services, instructional technology services, distance learning and professional staff development.

The 2023-24 HDESD Local Service Plan includes services required by state and federal law and services contracted to school districts, and other public and private entities.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

HDESD Board of Directors and the component school districts' Board of Directors approve the Local Service Plan annually.

Local Service Plan Approval Process

The Local Service Plan must be approved by the HDESD Board of Directors and affirmed by at least two thirds of the HDESD component school district's Board of Directors representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

- **January 2023:** The 2023-24 Local Service Plan (including suggested new services) reviewed the HDESD Executive Council and approved by the HDESD Board of Directors.
- **February 2023:** Local Service Plan submitted to component school district Boards of Directors for approval.
- **June 2023:** Local Service Plan services and budgets approved by HDESD Budget Committee and HDESD Board of Directors.

Amendment Process

The HDES Local Service Plan can be amended by two thirds vote of the HDES component school district's Board of Directors, representing at least 50 percent of the total number of students enrolled in component school districts of the HDES.

Revenues

State School Fund: 90% of State School Fund monies received by the HDES are spent on services provided directly to component school districts pursuant to OAR 327.019(8).

Grants and Contracts: HDES receives state, federal and private foundation grants and contracts to provide services to component and non-component districts.

Entrepreneurial Services: HDES provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Annual Performance Measures

Services provided by HDES and outlined in the Local Service Plan are measured annually by the setting of goals and measurement of outcomes in relation to the HDES Board of Directors' Strategic Priorities.

HDES program managers set goals, monitor their progress toward those goals, and report outcomes. Goals are due in August, so they can analyze their progress mid-year. Several programs have been tracking their goals and outcomes long enough to provide the board and component districts with longitudinal data. These goals and outcomes are shared with component district's leadership and available on the HDES website.

New This Year

In addition to all services previously offered through the Local Service Plan, HDES is adding Drivers Education Support and Grant Administration/Compliance to the menu of services that districts can use their LSP dollars to purchase.

Student Success Act

In addition to continuing approved services from prior years, the HDES continues to increase its investment dedicated to supporting our component districts' Integration Plan for Aligned Student Success implementation. In this pivotal role, the HDES serves as the liaison between the Oregon Department of Education and the districts we serve to align for student success through integrated six aligned programs for better coherence and impact: High School Success; Student Investment Account, Continuous Improvement Planning; Career and Technical Education Perkins V; Every Day Matters, and Early Indicator Intervention Systems. Through regional leadership, coaching, professional development, and technical assistance, the HDES will help our component districts improve access and opportunities for all students, especially those who have been historically underserved in the education system.

For more details, please access the [High Desert ESD's Comprehensive Support Plan](#).

Administrative and Support Services

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Administrative Services: Provides services in the areas of human resources, financial management and administration based on the needs of individual districts.

Grant Administration and Compliance: Compliance with grant requirements and administration of grant funds is a continually increasing reality for our business offices. This specialized skill set is highly in demand, and challenging to recruit for. The High Desert Education Service District stands ready to provide Districts with assistance in grant management, compliance guidance, and additional resources and trainings as it pertains to this ever growing need.

Grant Writing: Assists component districts with grant applications.

Human Resource Services: Provides Human Resource services specific to the individual needs of a school district.

Legal Services: Provides legal services to component districts in the areas of employment relations, general school law, pay equity, special education and investigation.

Procurement and Contracting: Provides services in the acquisition, storage and distribution of materials and supplies.

Regional Benefit Support: Provides services in the enrollment and support of employee health benefits.

Regional Business Services: Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

Regional Financial Systems (RFS) – Application Support: Provides financial application support or direct services to participating districts which could include the following: training, implementations, interfaces, application updates, hosting support, business process and workflow support.

School Social Work Coordination: Provides professional direction, support and supervision of existing and future (intern) school social workers.

Substitute Services: Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

Title IX Training: Provides support to district and school administration in the area of mandatory (and best practice) training related to Title IX requirements

Programs or funding in addition to Local Service Plan dollars.

GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.

Home School Registration: All Home School families must register their child with HDESD annually.

Medicaid Administrative Claiming: Provides a revenue source for four school districts for FAN and Nursing Services.

Integrated Guidance for Aligned Student Success: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Every Day Matters, and Every Student Succeeds Act implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Financial Information Systems: Provides required support and/or direct services to districts with the Visions Enterprise Financial Information System.

Legal Services: Provides legal services to district boards and administrators. In an increasingly complex legal environment, this service is provided at a cost that is substantially lower than the going market rate.

Regional Business Services: Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

Substitute Services: Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

Children with Special Needs

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Alternative, Summer & Extended School Year: Provides direct and supervisory services for alternative schools, summer schools and/or extended school year programs.

Applied Behavior Analysis (ABA): Works with students with severe autism or communication deficits who benefit from Applied Behavior Analysis.

Behavior Programs: Provides services to children with emotional and/or behavioral problems that adversely affect the child's education performance.

Early Intervention and Early Childhood Special Education Evaluation Team: Provides evaluation for children birth to 5 as a Childfind service identifying children with disabilities.

Healthy Beginnings (Childfind): Provides free comprehensive health and development screenings in partnership with local educational, health care and social service organizations.

Professional Development: Provides professional development to districts supporting children with special needs.

Special Education: Provides ancillary special education services to children eligible under IDEA part B and C (children birth to 21). This includes Assistive Technology, Augmentative Communication, Occupation and Physical Therapy, Sign Language Interpretation and Braille/low vision support.

Traumatic Brain Injury (TBI) Concussion Support: Provides support to families and districts to help students "return to learn" from a concussion.

Programs or funding in addition to Local Service Plan dollars.

GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.

Central Oregon Regional Program: Central Oregon Regional Program (CORP) is a state contracted program that provides special education services to students with low-incidence disabilities in 7 counties. These include students with autism, vision impairments, severe orthopedic impairments, deaf/hard of hearing, deaf/blind and traumatic brain injuries.

Early Intervention/Early Childhood Special Education: Early Intervention (EI) and Early Childhood Special Education (ECSE) are specialized direct services for children, birth to Kindergarten with special needs. These services are offered throughout Crook, Deschutes, Jefferson, Sherman, Gilliam, Wheeler, Harney counties and the Confederated Tribes of Warm Springs.

Healthy Families of the High Desert: Healthy Families of the High Desert is modeled after Oregon Healthy Start and funded by Healthy Families America. It is a voluntary home visitation program for families with newborns.

Transition Network: Facilitates capacity building to assist districts and community agencies in developing integrated employment for students with intellectual disabilities (ages 16 to 21 years).

Trillium Day Treatment: Trillium Day Treatment serves students in the region with behavior/emotional issues who require day treatment services. Students are placed in this program by an outside agency, with HDESD providing the educational services.

Integrated Guidance for Aligned Student Success: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Every Day Matters, and Every Student Succeeds Act implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Assistive Technology/Augmentative Communication K-12: Assistive Technology (AT) refers to any device or piece of equipment that helps a student with disabilities access his or her education. The AT program provides equipment, evaluation, professional development and technical assistance.

Occupational Therapy/Physical Therapy K-12: Children/students ranging in age from birth through 21 years of age with identified orthopedic impairments receive direct instruction and/or consultation services from licensed Occupational Therapists (OTs) and Physical Therapists (PTs). In addition, OTs and PTs consult with parents and district staff to provide any needed adaptive equipment.

Sign Language Interpreters K-12: The Sign Language Interpreter program serves Deaf and Hard of Hearing (DHH) students.

School Improvement Services

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Alternative Learning Options: Provides an annual evaluation of each alternative education program that is presented to the resident school Board of Directors for approval.

Better Together: Together with the Early Learning Hub of Central Oregon, improves student success and outcomes by using a Collective Impact approach within the Cradle to Career framework. Brings together institutions in the region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience.

Career and Technical Education: Consults with local school districts on School-To-Work initiatives, build Career and Technical Education programs in high schools and our community college; and provides state mandated vocational education program evaluations. CTE also provides support to districts with funding from a Carl Perkins grant. Additionally, regional CTE future program development has been added to the menu in the 23-24 school year.

Cascades Commitment: Builds collaborative, innovative and flexible ways to foster a college-going culture across the region and to create additional opportunities for high school students to participate and earn credit in college-level courses.

Children's Forest of Central Oregon: Creates a network of outdoor places and programs dedicated to moving all children along a continuum of learning, exploration, and healthy living through engagement with nature. Outdoor School is a component of Children's Forest of Central Oregon.

Culture of Care: Offers content specific professional development, coaching services on items such as equity, restorative practices and trauma-informed practices. This regional team builds tailored tools and resources for districts, schools and individual educators.

Curriculum Services: Brings together ideas, talent and resources across districts and partner organizations to help schools better prepare all students to reach high standards.

Drivers Education: The High Desert Drivers Education Program is a certified program through the Oregon Department of Transportation (ODOT) dedicated to offering Central Oregon teens the knowledge and skills to be safe, confident, and considerate drivers. Classes are located at local high schools within each district during the evening and, in some instances, as part of the regular school day.

Family Engagement Services: Supports districts' requirements (and best practices) for SIA and state programs to fully engage district families, especially those who have traditionally been underserved.

First Step: Provides positive reinforcement behavioral program serving Kindergarten and first grade students in Deschutes County.

i4Education: Provides innovation process (ThinkUp), tools and services that work to unlock the great ideas and insights of educators and systematically connect them with local entrepreneurs to workshop, prototype and test their ideas.

Language Access Services: Provides foreign language interpreters and translators to school and district level for family, student and staff needs upon request and interpretation for non-special education purposes.

Oregon Mexico Education Partnership (OMEP): Provides an educational resource for the Hispanic community sponsored through a unique partnership between the State of Oregon and the Mexican Government. Plazas offer Spanish literacy programs to Spanish-speaking adults and youth, as well as GED preparation.

Positive Behavior Interventions & Supports (PBIS): Provides districts with necessary skills to develop, implement and sustain practices that create safe and effective learning environments for all students.

Professional Development Coordination and Delivery: Convenes all of the Directors of Curriculum and Instruction to determine regional professional development needs and services. Based on feedback from the directors and other sources, professional development opportunities are provided on all areas of school improvement, curriculum, standards and instruction.

Regional School Safety/Safe School Alliance/Student Threat Assessment Team (STAS): Links school districts with public agencies to discuss and enhance policies and procedures that promote and ensure safety for students, teachers and staff.

School Response Team: Provides the management and deployment of a cooperative, volunteer support team in response to a crises such as the death of a student or staff person or some other traumatic incident. The team is made up of specially trained teachers, counselors, educational assistants, administrators, human service agency staff and community members who are willing to aid schools agencies or communities

Service Integration: Provides services that are integrated or linked with community services for the purpose of enhancing student academic success and supporting the healthy development of children. Services may include but are not limited to, those provided through the Family Access Network, Safe Schools Alliance, Regional Safety Offices, School Resource Officers and Mental Health services.

Programs or funding in addition to Local Service Plan dollars.

GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.

Chronic Absenteeism: Provides training, evaluation and support to districts to help them increase attendance by all students.

Emergency Preparedness: Provides training and technical assistance to public districts and schools in Crook, Deschutes, Jefferson, Lake, Grant, Harney and Malheur counties to assist them in developing and implementing new, or strengthening existing, and exercising high-quality, all-hazards emergency operations plan customized to their unique schools', districts' and community partners' philosophies and response capabilities.

Family Access Network (FAN): Through family advocates in public schools, the Family Access Network improves lives by ensuring all children in Crook and Deschutes County have access to basic-need services.

Juntos Aprendemos: Is a full-family, culturally specific early literacy program designed to increase the literacy and engagement outcomes of Latinx, Spanish speaking children 3-5 years and their families.

Regional Education Network: The Central Oregon Regional Educator Network (COREN), through the establishment of the Educator Advancement Council and SB 182, is tasked with bringing equitable access to professional learning opportunities within Crook, Deschutes and Jefferson County and the Confederated Tribes of Warm Springs.

Regional PreK-3rd Initiative: PreK-3rd connects, integrates, and aligns birth to 5 and K-12.

STEM Hub: HDESD is the fiscal agent for the regional STEM hub grant, which provides direction, implementation support and all fiscal support to help create a hub for Science, Technology, Engineering and Math in our region.

Title 1-C Migrant Education Program: The Migrant Education Program identifies migrant families and helps migrant students with academic needs. All migrant students are eligible for free nutritional services through the schools and free 24-hour accident insurance. Region 11 serves the following school districts: Bend La Pine, Redmond, Sisters, Crook County, Jefferson County, 509J and Culver.

Integrated Guidance for Aligned Student Success: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Every Day Matters, and Every Student Succeeds Act implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Governor's Emergency Education Relief (GEER): Designed to provide strategic support for maintaining continuity of instruction and access to resources for small school districts during the pandemic.

Programs or funding in addition to Local Service Plan dollars

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Curriculum Services: Provides curriculum services to districts including staff development opportunities, curriculum development and regionalized resources to maximize efficiencies.

Driver Education: Provides quality driver education and training that meets or exceeds the requirements set by the Oregon Department of Transportation.

Technology Support

DIRECT SERVICES: Services to HDESD component districts funded by the State School Fund.

Information Security: Provides information security support and direct services to school districts, including policy frameworks, business continuity and disaster recovery planning, network and information security systems, user awareness training services, incident response planning services, and support to ensure the security of district data and individual personally identifiable information (PII).

Information Technology: Provides services and software to local schools for the purpose of applying technology to support student achievement and professional development, including email, websites, web application support, and web hosting.

Network Services: Provides services and software that increase the interconnectivity of schools, including internet access, network security, wireless networks, and web filtering.

Regional Data Center: Provides services that support file storage; data storage; information access; information security; data visualization and analytics; student and financial information systems.

Student Information and Data Services: Provides required support and/or direct services to districts for student information systems and data reporting needs.

Technology Support Services: Provides a range of device, software and information systems support.

Voice over Internet Protocol (VoIP) Services: Provides deployment and ongoing management of a Voice over Internet Protocol communications network.

Programs or funding in addition to Local Service Plan dollars.

ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

Information Technology: Provides services and software to local schools for the purpose of applying technology to support student achievement and professional development, including email, websites, web application support, and web hosting

Network Services: Provides services and software that increase the interconnectivity of schools, including internet access, network security, wireless networks, and web filtering.

Regional Data Center: Provides services that support file storage; data storage; information access; information security; data visualization and analytics; student and financial information systems.

Student Information and Data Services: Provides required support and/or direct services to districts for student information systems and data reporting needs.

Technology Support Services: Provides a range of device, software and information systems support.



ACTION ITEM: Resolution 1943 – Adoption of DJ-AR, including Class Special Procurements and Exemptions from Competitive Bidding

PRESENTED BY: Sharon Smith, Legal Counsel

EXECUTIVE SUMMARY:

Proposal: Adoption of revised DJ-AR Public Contracting Rules and Procedures, including Class Special Procurements and Exemptions from Competitive Bidding.

Public Notice: Pursuant to 279B.055 and ORS 279C.335, a notice was published in the Daily Journal of Commerce on January 25th and 27th, 2023, to hold a public hearing on the findings for the adoption of Class Special Procurements and Exemptions from Competitive Bidding contained the district’s DJ-AR Public Contracting Rules and Procedures. Any interested person may appear and comment.

Situation: Under ORS 279.060 the school board is the local contract review board for the purposes of complying with public contracting laws and regulations. ORS 279A.065 (6)(a) allows the Local Contract Review Board to adopt its own rules of procedure for public contracts. The board previously adopted DJ-AR in June 2016. The Board is now adopting an update to DJ-AR. As part of the adoption, the rule includes a designation of Class Special Procurements and Exemptions from Competitive Bidding. The board, acting as the local contract review board, may adopt its own rules for procuring certain classes of contracts for goods and services and certain public improvement contracts, which is allowed under the law when the local contract review board adopts findings of fact and conclusions of law in support. Attached are the findings to support the adoption of DJ-AR.

ADMINISTRATIVE RECOMMENDATION:

Board members are asked to review these Findings, Conclusions, and Proposed Resolution, ask questions, take public comments, and provide input at the February 14, 2023, School Board Meeting. Board action on this proposal is recommended.

RECOMMENDED MOTION:

I move to approve Resolution 1943 as presented.

RESOLUTION 1943

RESOLUTION 1943 ADOPTING DJ-AR PUBLIC CONTRACTING RULES AND PROCEDURES, INCLUDING CLASS SPECIAL PROCUREMENTS AND EXEMPTIONS FROM COMPETITIVE BIDDING

WHEREAS, ORS Chapter 279A authorizes the School District’s Board of Directors to designate itself as the local contract review board for the School District, and

WHEREAS, The district submitted a written request to the Board, acting as the Local Contract Review Board (LCRB), that describes the contracting procedures, the goods and services or class of goods and services that are the subject of the special procurement and circumstances that justify the use of a special procurement under the standards as follows: the special procurement is unlikely to encourage favoritism in the awarding of a public contract or to substantially diminish competition for public contracts and, (A) is reasonably expected to result in substantial cost savings to the district or to the public, or (B) otherwise substantially promote the public interest in a matter that could not practicably be realized by complying with requirements that are applicable under ORS 279B.055, 279B.060, 279B.065, 279B.070 or under any related rules. Public notice of the approval of a special procurement was given in the same manner as provided in ORS 279B.055(4); and

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

WHEREAS, ORS 279C.335(2) provides a process for exempting a class of public improvement contracts from competitive bidding. The Board, acting as the Local Contract Review Board (LCRB) for the district, has made the findings required by ORS 279C.330, ORS 279C.335 and ORS 279C.345, and determined that awarding classes of contracts under this exemption is unlikely to encourage favoritism or substantially diminish competition for the public contract and will likely result in a substantial cost savings and other substantial benefits to the district; and

WHEREAS, the School District Board of Directors, acting as the Local Contract Review Board adopts the findings of fact and conclusions of law in the Class Special Procurements and Exemptions Findings, incorporated herein.

NOW, THEREFORE, the School District Board of Directors resolves as follows:

DJ-AR - Public Contracting Rules and Procedures, Including Class Special Procurements and Exemptions From Competitive Bidding is adopted as the district’s public contracting rules.

Moved by _____

Seconded by _____

Yes votes _____

No votes _____

Dated this _____ day of February 2023.

Chair

Vice Chair

Board Secretary

CLASS SPECIAL PROCUREMENTS AND EXEMPTIONS FINDINGS

I. Class Special Procurements:

The LCRB declares the following as class special procurements. Unless otherwise specified in a particular special procurement rule, such contracts may be awarded in any manner that the Chief Procurement Officer deems appropriate for the District's needs, including by direct appointment or otherwise. Except as otherwise provided, the Chief Procurement Officer shall make a record of the method of award.

- 1. Advertising Contracts, Purchase of.** The Chief Procurement Officer, acting on behalf of the District, may purchase media advertising, regardless of dollar value, without competitive bidding.

Findings of Fact

The district traditionally purchases advertising in newspapers. The following findings relate primarily to newspapers and written publications; however, the district may also purchase advertising for student activities or educational programs in other media, such as social media, radio or television, where these findings apply:

- a. By their nature, media sources are generally unique. Advertisements are placed in a particular source because of the specific audience that source serves;
- b. Competition to furnish advertising space in daily newspapers of general, trade or business circulation in the vicinity of the district is limited;
- c. Cost savings are difficult to quantify where the sources are unique and not interchangeable;
- d. Advertisements may be placed to satisfy legal notice or Board policy requirements;
- e. Other published advertisements or notices, such as routine public notices, personnel recruitment information, etc., are placed in one or more of the publications of general circulation in the local area and other publications, as appropriate;
- f. The communities served by the district rely upon its use of the local daily newspaper as a central source of news and information regarding district activities;
- g. It is unknown whether contracts for advertisements placed with radio, television or other broadcast media are going to result in cost savings if not placed for competitive bid or request for proposal (RFP). If possible, savings could be obtained through competitive means, the district would attempt to obtain competitive quotes or bids, as appropriate.

Conclusion of Compliance with Law

Due to limited competition and unique nature of sources, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district can achieve volume savings through contracts for advertising with a particular media source, or otherwise substantially promote the public interest.

- 2. Advertising Contracts, Sale of.** The Chief Procurement Officer, acting on behalf of the District, may authorize the sale of advertising in district publications and for district activities, regardless of dollar value, without competitive bidding.

Findings of Fact

Sales of advertising for student activities are generally other fund revenues, where student groups solicit advertisements from local businesses to help with the cost of the activity itself. A common example is the sale of advertising in school newspapers and yearbooks. The circulation of the newspaper and yearbook is limited to the students, teachers, parents and interested members of the community associated with the activities of that particular school. Due to the limited circulation and audience, the businesses that participate by purchasing advertising do so partly in the spirit of good will. Any business is welcome to place an advertisement in the school newspaper or yearbook; all it needs to do is to contact any district school department which publishes one. The district itself would not achieve any increased revenue to the General Fund by seeking competitive bids or proposals for such advertising. This holds true for other student activities, such as athletics, drama or music events and the like.

Conclusion of Compliance with Law

These findings indicate that it is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Any business or individual who wishes to advertise in this manner may do so by simply contacting the student group responsible for the activity.

3. Equipment Repair and Overhaul. The Chief Procurement Officer, acting on behalf of the District, may enter into a Public Contract for equipment repair or overhaul without competitive bidding, subject to the following conditions:

(a) Conditions.

- (A)** Service or parts required are unknown and the cost cannot be determined without extensive preliminary dismantling or testing; or
- (B)** Service or parts required are for sophisticated equipment for which specially trained personnel are required and such personnel are available from only one source; and
- (C)** The District purchases within the limits and pursuant to the methods in (3)(b) of this Rule.

(b) Process and Criteria. The Chief Procurement Officer will use competitive methods wherever possible to achieve best value and must document in the Procurement File the reasons why a competitive process was deemed to be impractical. If the anticipated purchase is \$10,000 or more but less than \$150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements. See also Public Contracting Rules and Procedures, E. Intermediate Procurements, (3).

Findings of Fact

- a. The need for equipment repairs or overhaul cannot be anticipated by district staff. If a piece of equipment is broken or not working properly, the district incurs cost of downtime, possible replacement equipment rental fees, staff time and other inconveniences or liabilities to its programs.
- b. Generally, there are a limited number of vendors who are able to perform repair or overhaul on a particular piece of equipment because of its make or manufacture. Sophisticated equipment may require specially trained personnel available from only one source. Often, a piece of equipment will have a partial warranty in place which will guarantee some savings to the district in the parts and/or labor needed to do the repair or

- overhaul. This warranty savings may only be achieved if the original manufacturer or provider of the equipment performs the necessary repair or overhaul.
- c. The dollar limits on the use of this special procurement procedure ensure that when the cost of the equipment repair or overhaul is expected to exceed \$150,000, the district will either seek formal competitive bids or, if that is not practical or cost effective, obtain a specific special procurement procedure from the LCRB to proceed with the purchase of the needed repair or overhaul.

Conclusion of Compliance with Law

It is unlikely that this special procurement procedure will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts because the dollar limits incorporated into this special procurement when the anticipated costs exceed \$150,000, ensure the district will seek formal competitive bids and proposals. If the formal process is not practical, the district will obtain a specific exemption from the LCRB to proceed with the purchase of the needed repair or overhaul.

The awarding of public contracts under this special procurement will result in a cost savings to the district, as required by ORS 279B.085, because the district incurs direct and indirect costs from the moment equipment breaks down or becomes unusable. This special procurement only applies to equipment already owned by the district and does not provide for the purchase of new equipment. The district must be able to purchase necessary services and parts as quickly as possible in order to minimize equipment downtime and potential costs during that downtime

- 4. Purchase of Used Personal Property.** The District may directly purchase used personal property and equipment if such property is suitable for the District's needs and can be purchased for a lower cost than substantially similar new property. For the purpose of this rule, the cost of used property shall be based upon the life-cycle cost of the property over the period for which the property will be used by the District. "Used personal property or equipment" means the property or equipment which has been placed in its intended use by a previous owner or user for a period of time recognized in the relevant trade or industry as qualifying the personal property or equipment as "used," at the time of purchase. "Used personal property or equipment" generally does not include property or equipment if the District was the previous user, whether under a lease, as part of a demonstration, trial or pilot project, or similar arrangement.

Findings of Fact

- a. The district is responsible to manage expenditures in the best interests of the public. Cost savings can be achieved through the procurement of used property and equipment. The district purchases used property and equipment when it meets the district's needs and is cost effective. Considerations include type, quality, quantity and estimated useful life of the used item.
- b. Used equipment and property becomes available sporadically and without notice. Used equipment and property is generally sold on a first-come, first-served basis. When used property or equipment does become available, the district must be able to respond immediately in order to obtain the property or equipment.
- c. Some types of property or equipment may not be readily available in the new goods market. The district may have to look for used items to fill the need.

- d. Competition to provide used property and equipment may be very limited and inconsistent, depending on the type of product.
- e. The district maintains vendor lists which include information on whether a vendor provides used property or equipment. These lists are open to all vendors.

Conclusion of Compliance with Law

It is unlikely that this special procurement will encourage favoritism in the award of public contracts or substantially diminish competition for such contracts. The purchase of used property or equipment depends on an inconsistent, sporadic market. When a used item is available, there is often little competition available. Sources for used items of the type, quality and quantity required by the district are inconsistent.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. The cost of used equipment or property is generally substantially less than that of new. Savings of 20 percent to 50 percent are not uncommon. Used equipment can provide good value to the district and help ensure the continuation of district services and programs.

- 5. Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades.** The Superintendent may directly enter into a Contract or renew existing Contracts for information technology and telecommunications hardware or software maintenance, licenses, subscriptions, and upgrades without competitive solicitation where the maintenance, upgrades, subscriptions, and licenses are either available from only one source or, if available from more than one provider, are obtained from the District's current provider in order to utilize the pre-existing knowledge of the vendor regarding the specifics of the District's hardware or software system. The Superintendent shall document in the Procurement File the facts that justify either that maintenance, licenses, subscriptions, and upgrades were available from only one source or, if from more than one source, from the current vendor.

Findings of Fact

- a. Rapid changes in technology make it necessary for the district to be able to purchase needed information technology and telecommunications hardware or software, maintenance contracts, licenses, and subscriptions quickly.
- b. Pricing for high-technology equipment and software also changes rapidly. It is frequently possible to take advantage of frequent price changes in the marketplace in the purchase of computer equipment and software.
- c. There is generally sufficient competition among vendors of information technology hardware and software for district business. Since deregulation, there is generally adequate competition among vendors of telecommunication services to allow the district to make competitive procurements
- d. The district often needs to purchase software and hardware that is compatible with existing systems in order to continue to operate efficiently.
- e. If the district requires a brand name or sole source product, the district document the facts in the procurement files.

Conclusion of Compliance with Law

It is unlikely that this special procurement will encourage favoritism in the award of district contracts or substantially diminish competition for district contracts. The district routinely

reviews its systems to determine their effectiveness for operations and may still choose to conduct competitive procurement when changing major systems.

The use of this special procurement will result in a cost savings to the district, enable efficient utilization of existing hardware and software systems and otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of information technology hardware and software. This rule gives the district flexibility in selecting the method of procurement but requires documentation of brand name or sole source acquisitions if those situations occur.

- 6. Copyrighted and Creative Works.** The District may purchase without competitive bidding and regardless of dollar amount, copyrighted materials or creative works where there is only one known supplier available for such goods, or one or more supplier(s) to provide all materials consistently and efficiently to the District without a competitive process. This includes, but is not limited to, new books, periodicals, curriculum materials, reference materials, instructional software applications and related digital resources, assessment, assessment materials and reports, audio and visual media, and non-mass marketed software from a particular publisher or its designated distributor. Examples of creative works include, but are not limited to: artwork, music, uncopyrighted writings and similar works. Authorized staff may purchase Copyrighted and Creative works directly or indirectly from the best supplier to meet the needs of the District without a competitive process.

Findings of Fact

- a. By their nature, copyrighted materials and creative works are protected for the use of a single owner. Copyrighted materials and creative works may not be duplicated by others without the owner's permission or license. Copyrights are established and regulated under federal law.
- b. Often, copyrighted materials are produced by only one supplier who may be the owner of the copyright or his/her licensee. Many Textbooks/Instructional materials are examples of copyrighted materials that the district purchases through a sole source. Many Textbooks/Instructional materials are adopted through a statewide process under the authority of the Oregon Department of Education. A textbook/instructional material adoption defines the various materials which the district will purchase for use in its educational programs.

The district purchases many of its textbooks/instructional materials through the Northwest Textbook Depository. This practice enables the regional textbook depository to purchase and warehouse textbooks/instructional materials in conformance with adoptions made in the states of their region. The result is that savings are achieved through the depository's combined purchases on behalf of member districts. Freight costs for individual districts are reduced by the bulk purchases of the depository and the depository takes on the cost of stocking and warehousing enough to meet each member district's needs.

The system of textbook/instructional materials distribution enables the district to participate in the largest possible bulk purchasing activity of adopted textbooks/instructional materials in the region. This ensures a cost savings to the district. A savings that would be jeopardized if the district was to act as an individual purchaser.

- c. Since the increase in on-line and virtual learning, the district also purchases curriculum materials, reference materials, instructional software applications and related digital resources, assessment, assessment materials and reports, audio and visual media, and non-

mass marketed software from a particular publisher or its designated distributor. Since the selection of particular materials is based on an educational reason, the district needs to be able to purchase from the particular publisher or its designated distributor.

Conclusion of Compliance with Law

This special procurement will not encourage favoritism or substantially diminish competition in the awarding of public contracts. The production and distribution of copyrighted materials and creative works is controlled by the owner of the copyright or work and may only be permitted through a sole source. The district has no control over this.

The awarding of contracts pursuant to this special procurement will result in a cost savings to the district when it needs to purchase copyrighted materials, creative works, curriculum materials, reference materials, instructional software applications and related digital resources, assessment, assessment materials and reports, audio and visual media, and non-mass marketed software and there is only one known supplier for such goods, or the purchase otherwise substantially promotes the public interest.

- 7. Requirements Contracts. (Blanket Purchase Orders, Price Agreements).** The Chief Procurement Officer, acting on behalf of the District, may establish requirements contracts for the purposes of minimizing paper work, achieving continuity of products, securing a source of supply, reducing inventory, combining District requirements for volume discounts, standardization among District departments and reducing lead time for ordering. Requirements contracts may be utilized in accordance with the following:
- (A) The contract must have originally been let by competitive procurement procedures;
 - (B) District departments may purchase the goods or services from the awarded contractor without first undertaking additional competitive procurement procedures; and
 - (C) The term of any District requirements contract, including renewals, will not exceed the term stated in the Solicitation.
 - (D) Under the authority of ORS 279A.025 and 279B.085, the district may use the requirements contracts entered into by another Oregon public agency when:
 - (1) The original contract met the requirements of public contracting code; and
 - (2) The original contract allows other public agency usage of the contract; and
 - (3) The original public contracting agency concurs and this is documented by a written interagency agreement between the district and the agency

Findings of Fact

- a. This rule permits the district to enter into a requirements contract, in which the vendor agrees to provide specified goods and services over the term of the contract at the bid price or discount rate. A requirements contract is useful when the purchase of the goods or services are routine and repetitive. For example, school, office, custodial and facilities maintenance supplies are customarily purchased through requirements contracts.
- b. Requirements contracts are a common method of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, obtaining volume discounts, standardizing usage among schools and departments and reducing lead time for ordering.
- c. The district establishes a requirements contract as a result of open competitive bidding or RFP processes, unless otherwise permitted under the public contracting code.
- d. The district limits the term of a requirements contract, including all renewal options, to a maximum of term as stated in the procurement, which is the length of time appropriate for that particular procurement.

e. The district may use the requirements contracts established by other public agencies, subject to certain conditions of state law, Board policy and administrative regulation.

Conclusion of Compliance with Law

It is unlikely that this special procurement will result in favoritism in the awarding of public contracts or diminish competition for such contracts. The district will only enter into requirements contracts which result from open competitive bidding processes. This condition applies also to the use of requirements contracts established by other public contracting agencies.

The awarding of district requirements contracts will result in a cost savings to the district, or otherwise substantially promote the public interest. It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. Also, the guaranteed volume of a requirements contract allows the district to get better prices from bidders.

8. Brand Names or Products, “or Equal,” Single Seller and Sole Source. The District may enter into a public contract for the procurement of Brand Name “or Equal” Products subject to the requirements of this rule.

(A) Specifications. Solicitation specifications for public contracts must not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in Subsections (i) and (ii) of this Rule.

(i) “Or Equal” Specification. The District may specify a particular brand name, make or product suffixed by “or equal”, “or approved equal”, “or equivalent”, “or approved equivalent”, or similar language if there is no other practical method of specification.

(ii) Specifying a Particular Make or Product. The District may specify a brand name, make, or product without an “or equal” or equivalent suffix if there is no other practical method of specification, after documenting the procurement file with the following information:

(I) A brief description of the solicitation(s) to be covered including volume of contemplated future purchases;

(II) The brand name, mark, or product to be specified; and

(III) The reasons for seeking this procurement method, which must include at least one of the following findings in the procurement file:

(aa) It is unlikely that Specification of the brand name, mark or product will encourage favoritism in the award of the public contracts or substantially diminish competition; or

(bb) Specification of the brand name, mark or product would result in substantial cost savings to the District; or

(cc) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

(B) Public Notice. The District will make reasonable effort to notify all known suppliers of the specified product and invite such suppliers to submit competitive bids or proposals; or document the procurement file with findings of current market research to support the determination that the product is available from only one seller. This Requirement is satisfied by electronically posting a notice as provided in Rule 47-0330 for a reasonable period of time or by documenting direct contact with such suppliers in the Procurement file.

(C) Purchasing From Sole Source, Single Seller. The District may purchase a particular product or service available from only one source if the District meets the Requirements a

Sole-Source Procurement pursuant to ORS 279B.215. Prior to purchase, the District must document its findings of current market research to support the determination that the product or service is available from only one seller or source and place this information in the procurement file. The District's findings must also include:

- (i) A brief description of the contract or contracts to be covered including volume of contemplated future purchases;
- (ii) Description of the product or service to be purchased; and
- (iii) The reasons the District is seeking this procurement method, which must include at least the following:
 - (I) Efficient utilization of existing Goods or Services requires the acquisition of compatible Goods or Services; or
 - (II) The Goods or Services required for the exchange of software or data with other public or private agencies are available from only one source; or
 - (III) The particular product is for use in a pilot or an experimental project.
 - (IV) Other Findings that support the conclusion that the Goods or Services are available from only one source.

(D) Single Manufacturer, Multiple Sellers. The District may specify a product or service available from only one manufacturer, but available through multiple sellers, if the Requirements of the following are met:

- (i) If the total purchase is \$10,000 or more but does not exceed \$150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements;
- (ii) If the purchase exceeds \$100,000, the procurement shall be approved by the Chief Procurement Officer.
- (iii) If the purchase exceeds \$150,000, the acquisition shall be made through competitive procurement unless a contract-specific special procurement is authorized by the LCRB.

(E) Single Manufacturer, Multiple Purchases. If the District intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed ten (10) years, the District must so state in the Solicitation file and the Solicitation Document, if any. Such documentation and public notice constitute sufficient notice as to subsequent purchases. If the total purchase amount is estimated to exceed \$150,000, this must be stated in the advertisement for Bids or Proposals.

(F) Competitive Solicitations. If the District competitively solicits, it must comply with the Rules for that method of Solicitation pursuant to ORS 279B.055 through 279B.075.

(G) Public Notice. If the Sole Source Contract amount is greater than \$150,000, the District shall give public notice of the Superintendent's determination that the Goods or Services or class of Goods or Services are available from only one source. The District shall publish such notice in a manner similar to public notice of Competitive Sealed Bids under ORS 279B.055(4). The public notice shall describe the Goods or Services to be acquired by a sole-source Procurement, identify the prospective Contractor, and include the date, time, and place that protests are due. The District shall give affected Persons at least seven Days from the date of the notice of the determination that the Goods or Services are available from only one source to protest the sole-source determination.

FINDINGS OF FACT

- a. ORS 279B.215 Provides the process for the use of brand name or equal specifications as described above.
- b. Once the district has determined the need for a particular good or service is available from only one source, it shall document that determination upon written findings that establish why the purchase is needed and shall negotiate the most advantageous contract terms.

Conclusion of Compliance with Law

It is unlikely that this special procurement will result in favoritism in the awarding of public contracts or diminish competition for such contracts. The district will only enter into brand name, single seller or sole source contracts after following the process outlined above. The district has unique purchasing needs and often only one type of good or service will suffice.

The awarding of district into brand name, single seller or sole source contracts under these rules will result in a cost savings to the district, or otherwise substantially promote the public interest.

9. Purchases under Federal Contracts. When the price of goods and services has been established by a contract of the federal government pursuant to a federal contract award, the District may purchase the goods and services in accordance with the federal contract without subsequent competitive bidding. In exercising its authority under this exemption, the District shall document its authority to purchase under the federal contract and document the cost savings to be gained for the District from the anticipated purchases under the federal contract. The District shall not contract pursuant to this rule in the absence of a cost savings to the District by using this method.

Findings of Fact

- a. The district may use the requirements contracts established by the federal government, subject to certain conditions of state law, Board policy and administrative regulation.

Conclusion of Compliance with Law

It is unlikely that this special procurement will result in favoritism in the awarding of public contracts or diminish competition for such contracts. The district will only enter into requirements contracts which result from a federal open competitive bidding process. The awarding of district requirements contracts will result in a cost savings to the district, or otherwise substantially promote the public interest. It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. Also, the guaranteed volume of a requirements contract allows the district to get better prices from bidders.

10. Hazardous Material Removal and Cleanup. The District may directly acquire services to remove or clean up hazardous material or oil from any vendor when ordered to do so by the Oregon Department of Environmental Quality pursuant to its authority under ORS Chapter 466. In doing so, the following conditions apply:

- (A) To the extent reasonable under the circumstances, the District will encourage competition by attempting to obtain informal price quotations or proposals from potential suppliers of goods and services.

- (B) The District department responsible for managing or coordinating the clean-up shall submit to the Chief Procurement Officer:
 - (i) A written description of the circumstances that require the clean-up;
 - (ii) A copy of the DEQ order for the clean-up; and
 - (iii) A request for contract authorization;
- (C) The District department responsible for managing or coordinating the clean-up shall record whether there was time for competition, and, if so, the measures taken to encourage competition, the amount of the price quotations obtained, if any, and the reason for selecting the contractor to whom award is made; and
- (D) The timeline for cleanup does not permit use of intermediate procurement procedures.

Findings of Fact

- a. When the DEQ orders a public agency to remove or clean up hazardous material or oil, the public agency must respond within a very short time, which is stated in the DEQ order. This time period does not generally allow the agency to take the time necessary to solicit written bids or proposals for the work to be performed. The district would be liable for any delay in responding to DEQ orders to perform hazardous material removal or cleanup.
- b. This exemption will not be used in those situations where there is no DEQ order to remedy the situation. Routine competitive procurement methods will be used where there is no DEQ order to act immediately. The district maintains open lists of vendors who are interested in providing hazardous material removal and cleanup services. Whenever it needs hazardous material removal or disposal, the district makes use of these lists to solicit quotes, bids or proposals as needed, in addition to advertising the procurement as required.
- c. Cost savings are achieved through this exemption because the district can be liable for DEQ penalties and fines if it does not timely remove hazardous materials or oil as ordered. There is also serious risk in these situations, that property damage or personal injury could result if the district is slow to act.

Conclusions of Compliance with Law

It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts as required by ORS 279B.085 (3)(a). If it is under DEQ order to act immediately, the district will still attempt to obtain competitive quotes for the work to be performed as it has the ability and time to do so. Unless the district is faced with the quasi-emergency situation of a DEQ order to remove or clean up hazardous waste or oil, it will follow normal competitive procedures to obtain these services.

The award of public contracts pursuant to this special procurement will result in a cost savings to the district in these situations, as required by ORS 279B.085 (3)(b), because the district must comply with the law and avoid and minimize risk to persons and property. Where possible, it will seek competitive quotes for the work to be performed and will award the contract to the lowest, responsive and responsible bidder.

- 11. Purchases Under Contracts Solicited by Procurement Organizations of Which the District Is a Member.** The District may purchase Goods and/or Services under a Contract or Procurement solicited by a Procurement Organization of which it is a member. Such

Procurement must otherwise comply with the requirements for permissive, joint, or interstate Cooperative Procurements, as applicable, pursuant to ORS 279A.200-225.

Findings of Fact

The district may use the requirements contracts established by other public agencies, subject to certain conditions of state law, Board policy and administrative regulation.

Conclusion of Compliance with Law

It is unlikely that this special procurement will result in favoritism in the awarding of public contracts or diminish competition for such contracts. The district will only enter into requirements contracts which result from open competitive bidding processes. This condition applies also to the use of requirements contracts established by other public contracting agencies.

The awarding of district requirements contracts will result in a cost savings to the district, or otherwise substantially promote the public interest. It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. .

12. Insurance and Employee Benefit. The District may purchase liability, property damage, workers' compensation, and other insurance and insurance services Contracts, and employee benefits, without Competitive Procurement and regardless of dollar amount, by selecting either a vendor directly or by appointing an agent of record. "Employee benefits" includes, but is not limited to, "employee benefit plans" as defined in ORS 243.105(1), flexible benefit plans as defined in ORS 243.221, insurance or other benefit based on life, supplemental medical, supplemental dental, optical, accidental death or disability insurance plans, long-term care insurance, health care coverage to retired officers, employees, spouses, and children, employee assistance plans, and expense reimbursement plans.

Findings of Fact

By their nature, liability, property damage, workers' compensation, and other insurance and insurance services contracts, and employee benefits are unique and tailored to the needs of the district.

Conclusion of Compliance with Law

Due to limited competition and unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district can tailor the scope of the contract to its particular needs, or obtaining the contract would otherwise substantially promote the public interest.

13. Disposal of Abandoned, Seized or Non-owned Property. Contracts or arrangements for the sale or other disposal of abandoned, seized or other personal property not owned by the District at the time the District obtains possession are not subject to competitive procurement procedures. The Chief Procurement Officer may select any method of disposal including, but not limited to, donation to a charitable organization.

Findings of Fact

Disposal contracts are infrequent and have low dollar amounts. Accordingly, do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Disposal for any amount would result in a cost savings available to the district where the district minimizes the staff time.

14. Disposal of Surplus Property. Surplus property shall be disposed of in accordance with the rules outlined below.

Findings of Fact

By their nature, contacts to dispose of unused property have limited competition and result in low dollar or no dollar amounts and accordingly do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract.

15. Temporary Extensions or Renewals. The District may enter into contracts for a single period of one year or less, for the temporary extension or renewal of an expiring and non-renewable, or recently expired, contract, other than a contract for public improvements, without competitive bidding.

Findings of Fact

The district, from time to time, needs to extend a current contract pursuant to existing terms, Sometimes, there is inadequate time to conduct a procurement, or the terms are favorable under existing contracts. .

Conclusion of Compliance with Law

Since the contract was originally procured through a competitive process and the terms were favorable to the district, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. The competition is not eliminated as the contract is only renewed for a short period. The contract will be procured through a competitive process when the extension ends. It will result in cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

16. Temporary Use of District Property. The District may negotiate and enter into a license, permit or other contract for the temporary use of District-owned property without using a competitive selection process if:

(A) The contract results from an unsolicited proposal to the District based on the unique attributes of the property or the unique needs of the proposer;

(B) The proposed use of the property is consistent with the District's use of the property and the public interest; and

(C) The District reserves the right to terminate the contract without penalty, in the event that the District determines that the contract is no longer consistent with the District's present or planned use of the property or the public interest.

Findings of Fact

By their nature, facility use contracts are unique and are typically made by community organizations and public entities, are for low dollar amounts, and accordingly do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

17. Sponsorship Agreements. Sponsorship agreements, under which the District receives a gift, donation or consideration in exchange for official recognition of the person making the donation or payment may be awarded by any method deemed appropriate by the District, including without limitation, by direct appointment, private negotiation, from a qualified pool, or using a competitive process.

Findings of Fact

By their nature, sponsorship contracts are unique and infrequent and accordingly do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

18. Concession Agreements. The District may enter into contracts which grant a franchise or concession to a private entity or individual to promote or sell, for its own business purposes, specified types of goods or services from District property and under which the concessionaire or promoter makes payments to the District based, at least in part, on the concessionaire's revenues from sales or the value of such promotion to the sponsor's business, whether on or off the District

property. A concession agreement does not include an agreement which represents a rental, lease, license, permit or other arrangement for the use of public property. Concession agreements may be awarded by any method deemed appropriate by the Chief Procurement Officer including without limitation, by direct appointment, private negotiation, from a qualified pool, or using a competitive process.

Findings of Fact

By their nature, concession contracts are unique and there are few specialized concession providers and the provider needs to be selected on service to the district rather than on cost and accordingly do not typically warrant a competitive/complex method of procurement. The district may use a competitive process when warranted.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

19. Fuel. The District may purchase fuel including propane, gasoline or diesel, lubricants, and asphalt as needed, without competitive bidding.

Findings of Fact

By their nature, the prices of these commodities are typically similar across all vendors, and often the location of the provider is more important for efficient and cost-effective use of the commodities and accordingly do not warrant a competitive method of procurement.

Conclusion of Compliance with Law

Due to the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

20. Transportation. The District may use 3rd party transportation services such as for bussing students to and from sports activities or other approved events without competitive bidding.

Findings of Fact

From time to time, the district may need to use 3rd party transportation services. These contracts are based on location needs and availability. The providers are few and the availability is more important than the prices. They are typically low dollar amounts and accordingly do not warrant a competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

21. Banking. The District will allow use of one or more banking institutions to support the District's banking needs. Selection is based on local and/or regional established branches that can support the multiple needs of the District. The District shall select those banking institutions to meet the needs of the District without a competitive process.

Findings of Fact

By their nature, banking contacts are selected based on the unique and specialized needs of the district and the types of services the bank is available to provide, and the pricing does not vary widely among providers and accordingly do not necessarily warrant a competitive method of procurement. The service levels are the primary basis for selection.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

22. Audit. The District may directly appoint an Audit firm to support the needs of the District audit requirements. Where multiple firms have the capability to perform District audit services, the District shall seek 3 quotes and determine which firm best meets the needs of the District.

Findings of Fact

By their nature, audit contacts are selected based on level of services the auditor is available to provide, and the pricing does not vary widely among providers and accordingly do not necessarily warrant a formal competitive method of procurement. The service levels are the primary basis for selection. Accordingly seeking 3 quotes and then evaluating the proposal that best meets the service needs taking into account pricing will enable the district to best meet its audit needs.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

23. Purchase of Products for Resale to Students, Staff and the Public. The District may purchase personal property for resale to students, staff and the public without Competitive Procurement and regardless of dollar amount.

Findings of Fact

By their nature, these types of purchase contracts are low dollar amounts and accordingly do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

24. Donated Materials or Services. The District may directly negotiate a Contract with a Person to perform Services or provide Goods or Services regardless of dollar amount, if:

(a) The Person has agreed to donate all or a significant portion of the materials or Services necessary to perform the Work; and

(b) The Person enters into a license or agreement with the District whereby the Person agrees to comply with the Public Contract requirements applicable to the particular Project and any requirements that the District deems necessary or beneficial to protect the District.

Findings of Fact

Donated services and materials contacts are unique, infrequent, and typically no or low cost to the district. They arise when community minded persons wish to donate to the district and accordingly do not warrant a competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

25. Contracts for Price-Regulated Items. The Superintendent may contract for the direct purchase of Goods or Services where the rate or price for the Goods or Services being purchased is established by federal, state, or local regulatory authority without competitive solicitation.

Findings of Fact

Price regulated items do not vary in price and the therefore do not warrant competitive procurement.

Conclusion of Compliance with Law

Due to limited price variances and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

26. Service Monopoly. The Superintendent may enter into Contracts for work by a utility or other entity that has been granted a monopoly for services for a specific geographic area or provision of a type of service and by agreement the utility or entity is either entitled to or is required to perform the required work.

Findings of Fact

Service monopoly contracts do not allow the district to choose among providers and accordingly do not warrant a competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

27. Investment Contracts. The Superintendent may contract for the investment of District funds or the borrowing of funds by the District when such investment or borrowing is contracted pursuant to statute, rule, or constitution. The Superintendent shall use competitive methods where possible to achieve the best value for the District.

Findings of Fact

By their nature, these contracts are conducted pursuant to law and accordingly do not always warrant a competitive method of procurement. Competitive methods will be used where possible.

Conclusion of Compliance with Law

Due to the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

28. Rating Agency Contracts. The District may purchase the Services of Moody's I Investors Service, Standard & Poor's, or similar rating agencies.

Findings of Fact

The district may need these rating service contacts from time to time and on an infrequent basis. They are chosen based on the service needs of the district rather than price and accordingly do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

29. Hotel, Catering, and Space Rental Contracts.

(a) The Superintendent may rent a room or meeting facility in a hotel, event space, or other venue for District purposes without competitive procurement.

(b) The Superintendent may hire a caterer without competitive procurement where use of a particular caterer or catering service is a condition of rental of a facility.

Findings of Fact

The district needs to enter into contracts for hotel, catering and space rental for a variety of reasons, including training, continuing education, public meetings, etc. These types of contracts are usually chosen for specific locations and district needs rather than price alone and accordingly do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

30. Specialized Assistive Equipment for Students. The superintendent may directly procure specialized assistive equipment for students, including without limitation positioning equipment for orthopedically impaired students and assistive technology for blind/vision impaired, deaf/hard of hearing, and deaf/blind students, and augmentative and alternative communication equipment for students who require such assistance.

Findings of Fact

By their nature, specialized assistive equipment contacts are for very unique and specialized equipment needed by students with disabilities. Many pieces of equipment are unique to meet the very specific needs of the student, and the availability is limited often with short notice. The need of the student is the critical factor in determining the correct equipment. Accordingly, they do not warrant a complex/competitive method of procurement.

Conclusion of Compliance with Law

Due to limited competition and the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

31. Service, Repair, or Maintenance Services for Products under Warranty. The superintendent may directly procure service, repair, or maintenance services from a manufacturer, dealer, or authorized service provider for a product or a system subject to a warranty when the terms of the warranty require use of a particular maintenance service provider or providers, or when the manufacturer or approved provider must diagnose a problem because the system or part is proprietary.

Findings of Fact

Contracts for services and products under warranty require the district to use the vendor/supplier designated by the warranty and accordingly cannot be subject to a competitive method of procurement.

Conclusion of Compliance with Law

Due to the unique nature of these types of contracts, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district minimizes the staff time for the contract. Entering into the contract would otherwise substantially promote the public interest.

II. Exemptions:

- A. The District may award a public improvement contract under an exemption to competitive procurement pursuant to the requirements of ORS 279C.335. Such procurements allow the District to enter into one or more contracts over time without following the requirements of competitive sealed bidding, competitive sealed proposals, or small or intermediate procurements.
- B. The LCRB declares the following public improvement contracts to be exempt from competitive bidding. Unless otherwise specified in a particular exemption rule, such contracts may be awarded in any manner that the Chief Procurement Officer deems appropriate for the District's needs, including by direct appointment or otherwise. Except as otherwise provided, the Chief Procurement Officer shall make a record of the method of award.
 - 1. Use of Existing Contractors.** When a public improvement is in need of minor alteration, repair or maintenance at or near the site of work being performed by another District contractor, the District may hire that contractor to perform the work, provided:
 - (A) The contractor was hired through a selection process permitted by the District's public contracting rules;

- (B) The Chief Procurement Officer first obtains a price quotation for the additional work from the contractor that is competitive and reasonable; and
- (C) The original contract is amended to reflect the new work and is approved by the Chief Procurement Officer before work begins.

Findings of Fact/Conclusions of Compliance with the Law

The use of an existing contractor at or near the site of work of needed alteration repair or maintenance provides efficiency and cost savings to the district. The contractor was initially hired through a competitive process and the district will get quotes to determine the price is reasonable. Accordingly, awarding a contract under this exemption is unlikely to encourage favoritism or substantially diminish competition for the public contract and will likely result in a substantial cost savings and other substantial benefits to the district.

**C. Waiver of Bid Security Requirements.
Public Improvement Contracts Under \$100,000**

- (1) **Authorization.** The Local Contract Review Board hereby grants approval of this rule pursuant to ORS 279C.375 and 279C.390. The Chief Procurement Officer, acting on behalf of the District, may, at his discretion, waive bid security requirements if the amount of the public improvement contract is less than \$100,000. Although bid security may be waived for contracts under \$100,000, the District may impose a bid or quote security requirement for projects under \$100,000 when deemed to be in the best interest of the District.
- (2) **Findings of Fact/Conclusion of Compliance with the Law.** This rule allows the superintendent to waive bid security requirements for certain public improvement contracts pursuant to ORS 279C. Since this waiver is provided for in statute, findings are not required.

**D. Waiver of Performance Bond and Payment Security Requirements.
Public Improvement Contracts Under \$100,000**

- (1) **Authorization.** The Local Contract Review Board hereby grants approval of this rule pursuant to ORS 279C.375 and 279C.390. The Chief Procurement Officer, acting on behalf of the District, may, at his discretion, waive performance and/or payment security requirements if the amount of the public improvement contract is less than \$100,000. Although bid security may be waived for contracts under \$100,000, the District may impose a performance and/or payment security requirement for projects under \$100,000 when deemed to be in the best interest of the District.
- (2) **Findings of Fact/Conclusion of Compliance with the Law.** This rule allows the superintendent, acting on behalf of the District, to waive performance and/or payment security requirements for certain public improvement contracts pursuant to ORS 279C. Since this waiver is provided for in statute, finds are not required.

SURPLUS PROPERTY

Sale of Used Personal Property.

1. The Superintendent may sell used personal property without obtaining Competitive Bids or Quotes if a liquidation sale would bring in greater revenue to the District than would be gained through Bids. As used in this section, "surplus personal property" is property or equipment that has been determined to no longer be useful to the District. It may be property or equipment that the District has used for some time and that is fully used up or obsolete. It may be property or equipment that is the natural excess or leftover from a Project, such as cable, wire, carpet, etc., that has been cut or partially used in some manner so that it cannot be returned to the supplier for a refund.
2. For sales of surplus property valued at more than \$25,000 per item or lot, the Superintendent must attempt to obtain at least three Competitive Quotes. The Superintendent will keep a Written record of the source and number of Quotes received. If three Quotes are not available, a Written record must be made of the attempt to obtain three Quotes.
3. The Superintendent may sell used personal property regardless of price via an electronic auction or sales service including, without limitation, eBay, Craigslist, or other similar Internet-based auctions or marketplaces. If the service does not otherwise provide for a competitive sales process, the Superintendent will establish a minimum Bid, a time period for acceptance of Bids, and will not sell the property unless the Superintendent receives a minimum of three Bids. The sale will be Awarded to the highest Responsible Bidder submitting a Responsive Bid, except that the Superintendent may accept a lower Bid if transportation or other costs associated with collection or delivery of the property would offset the higher Bid amount.
4. The Superintendent may sell, sell at a discount, or donate used personal property to another school district, to another Public Body, or to a nonprofit corporation that provides educational, social, or other important services to the District, District students, or families of District students.
5. If the Superintendent determines that the used personal property has no market value, or that the market value is so low that the staff time or cost involved in selling the property is likely to exceed the value of the used personal property, the Superintendent may dispose of the property as the Superintendent determines is in the best interest of the District

ADMINISTRATIVE REGULATIONS

**BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: DJ-AR
PUBLIC CONTRACTING RULES AND PROCEDURES
DATED:**

~~**BEND-LA PINE PUBLIC SCHOOLS
MODEL PROCUREMENT RULES
FOR ADOPTION**~~

~~**PUBLIC CONTRACTING RULES AND PROCEDURES
MANUAL**~~

Pursuant to ORS 279A.065(5) the Bend-La Pine Public School District (“District”) adopts the Attorney General’s Model Public Contract Rules with the exceptions listed below and contained herein is a list of Special Class Exemptions from these rules as allowed by ORS 279B.085 and ~~Division 50, which applies to~~ procedures for the acquisition and disposition of surplus property.

PUBLIC CONTRACTING RULES AND PROCEDURES

A. Delegation.

(1) Except as otherwise provided in these rules, the powers and duties of the Local Contract Review Board (“LCRB”) under the Public Contracting Code must be exercised and performed by the Board of Directors.

(2) Pursuant to ORS 332.075(3), the Board delegates to the Superintendent the authority to enter into and approve payment on contracts for products, materials, capital outlay, equipment, and services if the contract is within appropriations made by the Board pursuant to ORS 294.435 456. The Superintendent shall seek Board approval for any items as outlined in Executive Limitations.

(3) References in the Oregon Model Rules to the “Chief Procurement Officer” shall be deemed to refer to the Superintendent. For the purposes of the District’s public contracting rules, “Superintendent” shall mean the District Superintendent of Schools or the Superintendent’s designee. ~~References in the Model Rules to the “Chief Procurement Officer” shall be deemed to refer to the Superintendent.~~

B. Personal Services.

(1) **Definitions.** “Personal Services” shall be defined to include those services that require specialized technical, creative, professional or communication skills or talents, unique and specialized knowledge, or the exercise of discretionary judgment, and for which the quality of the service depends on attributes that are unique to the service provider. Such services shall include, but are not limited to: architects; engineers; photogrammetrists; transportation planners; surveyors; attorneys, accountants, auditors and other licensed professionals; computer programmers; artists; designers; performers; and consultants. The Superintendent shall have the authority to determine whether any additional service not specifically mentioned in this paragraph is a “personal service” under this definition. “Personal Services Contract” shall mean a contract for the provision of Personal Services.

(2) **Contracts for Personal Services.** Except as required by ORS Chap. 279C, Personal Services Contracts shall be awarded in accordance with the source selection procedures set forth in Division 47 of the Model Rules. Notwithstanding the foregoing:

- (a) OAR 137-047-0250 shall not apply to Personal Services Contracts unless otherwise required by applicable law;
- (b) Contracts for architectural, engineering, photogrammetric mapping, transportation planning or land surveying or related services shall be awarded in accordance with the source selection procedures set forth in Division 48 of the Model Rules; and

- (c) Contracts for architectural, engineering, photogrammetric mapping, transportation planning or land surveying or related services, all as defined by ORS 279C.100, may be awarded pursuant to ORS 279C.115 or 279C.120, when applicable.

C. Special Procurements and Exemptions.

(1) The LCRB may exempt from competitive bidding certain contracts or classes of contracts for the procurement of goods and services according to the procedures described in ORS 279B.085. In accordance with OAR 137-047-0285(2), the District shall give public notice of the District's approval of a special procurement for goods and services in the same manner as public notice of competitive sealed bids under ORS 279B.055(4) and OAR 137-047-0300. The public notice shall describe the goods or services or class of goods or services to be acquired through the special procurement the District shall give affected persons at least seven (7) days from the date of the notice of approval of the special procurement to protest the special procurement.

(2) The LCRB may exempt certain contracts or classes of contracts for public improvements from competitive bidding according to the procedures described in ORS 279C.335. When exempting a public improvement from competitive bidding, the LCRB may authorize the contract to be awarded using a Request for Proposal process for public improvements, according to the processes described in OAR 137-049-0640 through 137-049-0690.

D. Small Procurements (under ~~\$5,000~~ 10,000).

(1) Public contracts under ~~\$5,000~~ 10,000 are not subject to competitive bidding requirements. The Superintendent shall make a reasonable effort to obtain competitive quotes in order to ensure the best value for the District.

(2) The District may amend a public contract awarded as a small procurement beyond the ~~\$5,000~~ 10,000 limit in accordance with OAR 137-047-0800, provided the cumulative amendments do not increase the total contract price to a sum that is greater than one hundred twenty-five percent (125%) of the original contract price.

E. Intermediate Procurements (between ~~\$5,000~~ 10,000 and \$150,000).

(1) A contract for procurement of goods and services estimated to cost between ~~\$5,000~~ 10,000 and \$150,000, or a contract for a public improvement that is estimated to cost between ~~\$5,000~~ 10,000 and \$100,000, may be awarded according to the processes for intermediate procurements described in ORS 279B.070.

(2) The District may amend a public contract awarded as an intermediate procurement beyond the stated limitations in accordance with OAR 137-047-0800, provided the cumulative amendments shall not increase the total contract price to a sum that is greater than one-hundred twenty-five percent (125%) of the original contract price.

(3) The District requires documentation demonstrating the effort to obtain three quotes for Intermediate Procurements between the dollar value of \$10,000 and \$100,000 that may be reviewed by the Procurement Manager or designee. Procurements over \$100,000 up to \$150,000 must be approved by the Superintendent.

F. Methods for Awarding Contracts Using Request for Proposal Process.

In making an award using the request for proposal process in ORS 279B.060, the District may use any evaluation method determined to be most appropriate for the selection process, including, but not limited to, the processes described in ORS 279B.060(6)(b). The evaluation process(es) to be used shall be stated in the Request for Proposals. OAR 137-047-02640 through 137-047-02631 shall apply to evaluation of proposals.

G. Emergency Contracts.

(1) “Emergency” shall be defined as follows: “Circumstances that (a) could not have reasonably been foreseen; (b) create a substantial risk of loss, damage, or interruption of services or a substantial threat to property, public health, welfare or safety; and (c) require prompt execution of a contract to remedy the condition.”

(2) The Board Chair or the Superintendent shall have authority to determine when emergency conditions exist sufficient to warrant an emergency contract. The nature of the emergency and the method used for the selection of the contractor shall be documented.

(3) Emergency contracts may be awarded as follows:

- (a) Goods and Services. Emergency contracts for procurement of goods and services may be awarded pursuant to ORS 279B.080 and section B, “Delegation,” of these Rules.
- (b) Public Improvements. The District hereby adopts OAR 137-049-0150 as its contracting rules for awarding a public improvement contract under emergency conditions, pursuant to ORS 279B.080.

H. Appeals of Prequalification Decisions and Debarment Decisions.

(1) Review of the District’s prequalification and debarment decisions shall be as set forth in ORS 279B.425. The following additional procedures shall apply to hearings on such decisions by the LCRB:

- (a) Notices shall be submitted in writing to the Superintendent. Appeals filed after the filing period stated in ORS 279B.425 shall not be heard.
- (b) Upon opening of the hearing, District staff shall explain the District’s decision being appealed and the justification therefor. The appellant shall then be heard. Time for the appellant’s testimony shall be established by the Board Chair. The appellant may submit any testimony or evidence relevant to the decision or the appeal. Any party requesting time to testify in support of the appeal shall then be heard, subject to time limits established by the Board Chair.
- (c) Once all testimony and evidence in support of the appeal is heard, any party requesting time to testify in support of the District’s decision shall be provided time to be heard, subject to time limits established by the Board Chair. Any party testifying in opposition to the appeal may submit any testimony or evidence relevant to the decision or the appeal. Once all testimony in opposition to the appeal has been heard, the appellant may request time to provide rebuttal

testimony. At the conclusion of the rebuttal testimony, if any, the Board Chair shall close the hearing.

- (d) When issued in writing according to the requirements of ORS 279B.425, the LCRB's decision and order shall be final.

I. Electronic Advertising.

Pursuant to ORS 279B.055 and 279C.360, electronic advertisement of public contracts in lieu of publication in a newspaper of general circulation in the area where the contract is to be performed, is authorized when it is likely to be cost-effective to do so. The Superintendent shall have the authority to determine when electronic publication is appropriate, and consistent with the District's public contracting policies. Notwithstanding the foregoing, publication of public improvement contracts, [with an estimated cost in excess of \\$125,000](#), shall also be made in at least one trade newspaper of general statewide circulation.

CLASS SPECIAL PROCUREMENTS AND EXEMPTIONS

I. Class Special Procurements:

- A. The District may award a public contract under a Class Special Procurement pursuant to the requirements of ORS 279B.085. Such procurements allow the District to enter into one or more contracts over time without following the requirements of competitive sealed bidding, competitive sealed proposals, or small or intermediate procurements. The Superintendent may request a resolution from the LCRB exempting a particular contract or class of contracts from competitive bidding if the contract or contracts are not otherwise exempted under these rules.
- B. The LCRB declares the following as class special procurements. Unless otherwise specified in a particular special procurement rule, such contracts may be awarded in any manner that the Chief Procurement Officer deems appropriate for the District's needs, including by direct appointment or otherwise. Except as otherwise provided, the Chief Procurement Officer shall make a record of the method of award.
1. **Advertising Contracts, Purchase of.** The Chief Procurement Officer, acting on behalf of the District, may purchase media advertising, regardless of dollar value, without competitive bidding.
 2. **Advertising Contracts, Sale of.** The Chief Procurement Officer, acting on behalf of the District, may authorize the sale of advertising in district publications and for district activities, regardless of dollar value, without competitive bidding.
 3. **Equipment Repair and Overhaul.** The Chief Procurement Officer, acting on behalf of the District, may enter into a Public Contract for equipment repair or overhaul without competitive bidding, subject to the following conditions:
 - (a) **Conditions.**
 - (A) Service or parts required are unknown and the cost cannot be determined without extensive preliminary dismantling or testing; or
 - (B) Service or parts required are for sophisticated equipment for which specially trained personnel are required and such personnel are available from only one source; and
 - (C) The District purchases within the limits and pursuant to the methods in (3)(b) of this Rule.
 - (b) **Process and Criteria.** The Chief Procurement Officer will use competitive methods wherever possible to achieve best value and must document in the Procurement File the reasons why a competitive process was deemed to be impractical. If the anticipated purchase is ~~\$5,000~~ 10,000 or more but less than \$150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements. [See also Public Contracting Rules and Procedures, E. Intermediate Procurements, \(3\).](#)
 4. **Purchase of Used Personal Property.** The District may directly purchase used personal property and equipment if such property is suitable for the District's needs and can be purchased for a lower cost than substantially similar new property. For the purpose of this rule, the cost of used property shall be based upon the life-cycle cost of the property over the period for which the property will be used by the District. "Used personal property or equipment" means the property or equipment which has been placed in its intended use by a

previous owner or user for a period of time recognized in the relevant trade or industry as qualifying the personal property or equipment as “used,” at the time of purchase. “Used personal property or equipment” generally does not include property or equipment if the District was the previous user, whether under a lease, as part of a demonstration, trial or pilot project, or similar arrangement.

5. **Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades.** The Superintendent may directly enter into a Contract or renew existing Contracts for information technology and telecommunications hardware or software maintenance, licenses, subscriptions, and upgrades without competitive solicitation where the maintenance, upgrades, subscriptions, and licenses are either available from only one source or, if available from more than one provider, are obtained from the District's current provider in order to utilize the pre-existing knowledge of the vendor regarding the specifics of the District's hardware or software system. The Superintendent shall document in the Procurement File the facts that justify either that maintenance, licenses, subscriptions, and upgrades were available from only one source or, if from more than one source, from the current vendor.

~~**Information Technology Contracts.** The Chief Procurement Officer, acting on behalf of the District, shall comply with the requirements of this rule for the Procurement of information technology Contracts. Competitive methods will be used wherever possible to achieve best value. The reasons why a competitive process was deemed to be impractical must be documented in the Procurement file.~~

~~(A) If the anticipated purchase is \$5,000 or more but less than \$150,000 competitive quotes will be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements.~~

~~(B) If the anticipated purchase exceeds \$150,000, the District will solicit written proposals in accordance with District rules governing requests for proposals.~~

6. **Copyrighted and Creative Works.** The District may purchase without competitive bidding and regardless of dollar amount, copyrighted materials or creative works where there is only one known supplier available for such goods, or one or more supplier(s) to provide all materials consistently and efficiently to the District without a competitive process. This includes, but is not limited to, new books, periodicals, curriculum materials, reference materials, instructional software applications and related digital resources, assessment, assessment materials and reports, audio and visual media, and non-mass marketed software from a particular publisher or its designated distributor. Examples of creative works include, but are not limited to: artwork, music, uncopyrighted writings and similar works. Authorized staff may purchase Copyrighted and Creative works directly or indirectly from the best supplier to meet the needs of the District without a competitive process.

~~**Telecommunications Systems — Hardware and Software Contracts.** The Chief Procurement Officer, acting on behalf of the District, shall comply with the requirements of this rule for the procurement of telecommunications systems contracts. Competitive methods will be used wherever possible to achieve best value. The reasons why a competitive process was deemed to be impractical must be documented in the Procurement file.~~

~~(A) If the anticipated purchase is \$5,000 or more but less than \$150,000 competitive quotes will be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements.~~

~~(B) If the anticipated purchase exceeds \$150,000, the District will solicit written proposals in accordance with District rules governing requests for proposals.~~

7. ~~**Telecommunications Services.** The Chief Procurement Officer, acting on behalf of the District, may enter into a Public Contract for telecommunications services without~~

~~competitive bidding, if no competition exists within the area for the service required. To determine whether competition exists, the Chief Procurement Officer will consider the following factors:~~

- ~~(A) Determination of alternative providers available within the geographic and service market area;~~
- ~~(B) The extent to which alternative services offered are comparable or substitutable in technology, service provided and performance; and~~
- ~~(C) The extent to which alternative providers can respond to the District's interest in consistency and continuity of services throughout its service area, volume discounts, equitable service for all users, centralized management and limiting District liability.~~
- ~~(D) The District will use competitive methods wherever possible to achieve best value. If competition exists as defined above and the anticipated purchase is \$5,000 or more but less than \$150,000 competitive quotes will be obtained and retained in the procurement file pursuant to the rules governing Intermediate Procurements. If the anticipated purchase exceeds \$150,000, the District will solicit written proposals in accordance with District rules governing requests for proposals.~~

~~8. **Copyrighted and Library Materials.** The District may purchase copyrighted materials where there is only one known supplier available for such goods. This includes, but is not limited to, new books, periodicals, curriculum materials, reference materials, audio and visual media, and non-mass marketed software from a particular publisher or its designated distributor. Instructional materials are adopted through a statewide process under the authority of the Oregon Department of Education. The District purchases its instructional materials through Northwest Textbook Depository.~~

9.7 Requirements Contracts. (Blanket Purchase Orders, Price Agreements). The Chief Procurement Officer, acting on behalf of the District, may establish requirements contracts for the purposes of minimizing paper work, achieving continuity of products, securing a source of supply, reducing inventory, combining District requirements for volume discounts, standardization among District departments and reducing lead time for ordering.

Requirements contracts may be utilized in accordance with the following:

- (A) The contract must have originally been let by competitive procurement procedures;
- (B) District departments may purchase the goods or services from the awarded contractor without first undertaking additional competitive procurement procedures; and
- (C) The term of any District requirements contract, including renewals, will not exceed ~~five years unless otherwise exempted pursuant to ORS 279B.085.~~ the term stated in the Solicitation.
- (D) Under the authority of ORS 279A.025 and 279B.085, the district may use the requirements contracts entered into by another Oregon public agency when:
 - (1) The original contract met the requirements of public contracting code; and
 - (2) The original contract allows other public agency usage of the contract; and
 - (3) The original public contracting agency concurs and this is documented by a written interagency agreement between the district and the agency

8. Brand Names or Products, "or Equal," Single Seller and Sole Source. The District may enter into a public contract for the procurement of Brand Name "or Equal" Products subject to the requirements of this rule.

- (A) **Specifications.** Solicitation specifications for public contracts must not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in Subsections (i) and (ii) of this Rule.

- (i) **“Or Equal” Specification.** The District may specify a particular brand name, make or product suffixed by “or equal”, “or approved equal”, “or equivalent”, “or approved equivalent”, or similar language if there is no other practical method of specification.
- (ii) **Specifying a Particular Make or Product.** The District may specify a brand name, make, or product without an “or equal” or equivalent suffix if there is no other practical method of specification, after documenting the procurement file with the following information:
 - (I) A brief description of the solicitation(s) to be covered including volume of contemplated future purchases;
 - (II) The brand name, mark, or product to be specified; and
 - (III) The reasons for seeking this procurement method, which must include at least one of the following findings in the procurement file:
 - (aa) It is unlikely that Specification of the brand name, mark or product will encourage favoritism in the award of the public contracts or substantially diminish competition; or
 - (bb) Specification of the brand name, mark or product would result in substantial cost savings to the District; or
 - (cc) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.
- (B) **Public Notice.** The District will make reasonable effort to notify all known suppliers of the specified product and invite such suppliers to submit competitive bids or proposals; or document the procurement file with findings of current market research to support the determination that the product is available from only one seller. This Requirement is satisfied by electronically posting a notice as provided in Rule 47-0330 for a reasonable period of time or by documenting direct contact with such suppliers in the Procurement file.
- (C) **Purchasing From Sole Source, Single Seller.** The District may purchase a particular product or service available from only one source if the District meets the Requirements a Sole-Source Procurement pursuant to ORS 279B.275. Prior to purchase, the District must document its findings of current market research to support the determination that the product or service is available from only one seller or source and place this information in the procurement file. The District’s findings must also include:
 - (i) A brief description of the contract or contracts to be covered including volume of contemplated future purchases;
 - (ii) Description of the product or service to be purchased; and
 - (iii) The reasons the District is seeking this procurement method, which must include at least the following:
 - (I) Efficient utilization of existing Goods or Services requires the acquisition of compatible Goods or Services; or
 - (II) The Goods or Services required for the exchange of software or data with other public or private agencies are available from only one source ; or
 - (III) The particular product is for use in a pilot or an experimental project.
 - (IV) Other Findings that support the conclusion that the Goods or Services are available from only one source.
- (D) **Single Manufacturer, Multiple Sellers.** The District may specify a product or service available from only one manufacturer, but available through multiple sellers, if the Requirements of the following are met:
 - (i) If the total purchase is ~~\$5,000~~ 10,000 or more but does not exceed \$150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements;

- (ii) If the purchase exceeds \$100,000, the procurement shall be approved by the Chief Procurement Officer.
- (ii) (iii) If the purchase exceeds \$150,000, the acquisition shall be made through competitive procurement unless a contract-specific special procurement is authorized by the LCRB.
- (E) **Single Manufacturer, Multiple Purchases.** If the District intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed ~~five (5)~~ ten (10) years, the District must so state in the Solicitation file and the Solicitation Document, if any. Such documentation and public notice constitute sufficient notice as to subsequent purchases. If the total purchase amount is estimated to exceed \$150,000, this must be stated in the advertisement for Bids or Proposals.
- (F) **Competitive Solicitations.** If the District competitively solicits, it must comply with the Rules for that method of Solicitation pursuant to ORS 279B.055 through 279B.075.
- (G) **Public Notice.** If the Sole Source Contract amount is greater than \$150,000, the District shall give public notice of the Superintendent's determination that the Goods or Services or class of Goods or Services are available from only one source. The District shall publish such notice in a manner similar to public notice of Competitive Sealed Bids under ORS 279B.055(4). The public notice shall describe the Goods or Services to be acquired by a sole-source Procurement, identify the prospective Contractor, and include the date, time, and place that protests are due. The District shall give affected Persons at least seven Days from the date of the notice of the determination that the Goods or Services are available from only one source to protest the sole-source determination.

10. 9. Purchases under Federal Contracts. When the price of goods and services has been established by a contract of the federal government pursuant to a federal contract award, the District may purchase the goods and services in accordance with the federal contract without subsequent competitive bidding. In exercising its authority under this exemption, the District shall document its authority to purchase under the federal contract and document the cost savings to be gained for the District from the anticipated purchases under the federal contract. The District shall not contract pursuant to this rule in the absence of a cost savings to the District by using this method.

11.10. Hazardous Material Removal and Cleanup. The District may directly acquire services to remove or clean up hazardous material or oil from any vendor when ordered to do so by the Oregon Department of Environmental Quality pursuant to its authority under ORS Chapter 466. In doing so, the following conditions apply:

- (A) To the extent reasonable under the circumstances, the District will encourage competition by attempting to obtain informal price quotations or proposals from potential suppliers of goods and services.
- (B) The District department responsible for managing or coordinating the clean-up shall submit to the Chief Procurement Officer:
 - (i) A written description of the circumstances that require the clean-up;
 - (ii) A copy of the DEQ order for the clean-up; and
 - (iii) A request for contract authorization;
- (C) The District department responsible for managing or coordinating the clean-up shall record whether there was time for competition, and, if so, the measures taken to encourage competition, the amount of the price quotations obtained, if any, and the reason for selecting the contractor to whom award is made; and
- (D) The timeline for cleanup does not permit use of intermediate procurement procedures.

- 11. Purchases Under Contracts Solicited by Procurement Organizations of Which the District Is a Member.** The District may purchase Goods and/or Services under a Contract or Procurement solicited by a Procurement Organization of which it is a member. Such Procurement must otherwise comply with the requirements for permissive, joint, or interstate Cooperative Procurements, as applicable, pursuant to ORS 279A.200-225.
- ~~12. Tag-on Contracts.~~ ~~The District may enter into a contract for the purchase of goods or services, other than public improvements or personal services, from an entity that is selling substantially identical goods or services by contract with another Oregon public agency (the "Originating Agency") if:~~
- ~~(A) The Originating Agency selected the contractor through a competitive process that complied with the District's public contracting rules;~~
- ~~(B) The District contract is executed not later than four years after the date of the contract with the Originating Agency; and~~
- ~~(C) The contract allows the District to purchase the goods and services at the unit prices or rates and under the same conditions as set forth in the Originating Agency's contract, subject only to price adjustments for minor modifications to customize the goods and services to the District's specifications and modifications to conform timing and place of performance to the District's requirements. For the purposes of this rule, a modification of the primary purpose or function of the goods or services shall not result in a unit price or rate adjustment of more than five percent of the unit pricing or rates set forth in the Originating Agency's contract.~~
- 13. 12. Insurance, and Employee Benefit and Other.** The District may purchase ~~employee benefit insurance and other insurance without competitive bidding, regardless of dollar amount, subject to the terms of any collective bargaining agreement between the District and represented employee groups.~~ liability, property damage, workers' compensation, and other insurance and insurance services Contracts, and employee benefits, without Competitive Procurement and regardless of dollar amount, by selecting either a vendor directly or by appointing an agent of record. "Employee benefits" includes, but is not limited to, "employee benefit plans" as defined in ORS 243.105(1), flexible benefit plans as defined in ORS 243.221, insurance or other benefit based on life, supplemental medical, supplemental dental, optical, accidental death or disability insurance plans, long-term care insurance, health care coverage to retired officers, employees, spouses, and children, employee assistance plans, and expense reimbursement plans.
- 14. 13. Disposal of Abandoned, Seized or Non-owned Property.** Contracts or arrangements for the sale or other disposal of abandoned, seized or other personal property not owned by the District at the time the District obtains possession are not subject to competitive procurement procedures. The Chief Procurement Officer may select any method of disposal including, but not limited to, donation to a charitable organization.
- 15. 14. Disposal of Surplus Property.** Surplus property shall be disposed of in accordance with ~~the procedures outlined below. Rules 50-0100 through 50-0200.~~
- 16. 15. Temporary Extensions or Renewals.** The District may enter into contracts for a single period of one year or less, for the temporary extension or renewal of an expiring and non-renewable, or recently expired, contract, other than a contract for public improvements, without competitive bidding.

- 17. 16. Temporary Use of District Property.** The District may negotiate and enter into a license, permit or other contract for the temporary use of District-owned property without using a competitive selection process if:
- (A) The contract results from an unsolicited proposal to the District based on the unique attributes of the property or the unique needs of the proposer;
 - (B) The proposed use of the property is consistent with the District's use of the property and the public interest; and
 - (C) The District reserves the right to terminate the contract without penalty, in the event that the District determines that the contract is no longer consistent with the District's present or planned use of the property or the public interest.
- 18. 17. Sponsorship Agreements.** Sponsorship agreements, under which the District receives a gift, donation or consideration in exchange for official recognition of the person making the donation or payment may be awarded by any method deemed appropriate by the District, including without limitation, by direct appointment, private negotiation, from a qualified pool, or using a competitive process.
- 19. 18. Concession Agreements.** The District may enter into contracts which grant a franchise or concession to a private entity or individual to promote or sell, for its own business purposes, specified types of goods or services from District property and under which the concessionaire or promoter makes payments to the District based, at least in part, on the concessionaire's revenues from sales or the value of such promotion to the sponsor's business, whether on or off the District property. A concession agreement does not include an agreement which represents a rental, lease, license, permit or other arrangement for the use of public property. Concession agreements may be awarded by any method deemed appropriate by the Chief Procurement Officer including without limitation, by direct appointment, private negotiation, from a qualified pool, or using a competitive process.
- 19. Fuel.** The District may purchase fuel including propane, gasoline or diesel, lubricants, and asphalt as needed, without competitive bidding.
- 20. Transportation.** The District may use 3rd party transportation services such as for bussing students to and from sports activities or other approved events without competitive bidding.
- 21. Banking.** The District will allow use of one or more banking institutions to support the District's banking needs. Selection is based on local and/or regional established branches that can support the multiple needs of the District. The District shall select those banking institutions to meet the needs of the District without a competitive process.
- 22. Audit.** The District may directly appoint an Audit firm to support the needs of the District audit requirements. Where multiple firms have the capability to perform District audit services, the District shall seek 3 quotes and determine which firm best meets the needs of the District.
- 23. Purchase of Products for Resale to Students, Staff and the Public.** The District may purchase personal property for resale to students, staff and the public without Competitive Procurement and regardless of dollar amount.

- 24. Donated Materials or Services.** The District may directly negotiate a Contract with a Person to perform Services or provide Goods or Services regardless of dollar amount, if:
- (a) The Person has agreed to donate all or a significant portion of the materials or Services necessary to perform the Work; and
 - (b) The Person enters into a license or agreement with the District whereby the Person agrees to comply with the Public Contract requirements applicable to the particular Project and any requirements that the District deems necessary or beneficial to protect the District.
- 25. Contracts for Price-Regulated Items.** The Superintendent may contract for the direct purchase of Goods or Services where the rate or price for the Goods or Services being purchased is established by federal, state, or local regulatory authority without competitive solicitation.
- 26. Service Monopoly.** The Superintendent may enter into Contracts for Work by a utility or other entity that has been granted a monopoly for Services for a specific geographic area or provision of a type of Service and by agreement the utility or entity is either entitled to or is required to perform the required Work.
- 27. Investment Contracts.** The Superintendent may contract for the investment of District funds or the borrowing of funds by the District when such investment or borrowing is contracted pursuant to statute, rule, or constitution. The Superintendent shall use competitive methods where possible to achieve the best value for the District.
- 28. Rating Agency Contracts.** The District may purchase the Services of Moody's I Investors Service, Standard & Poor's, or similar rating agencies.
- 29. Hotel, Catering, and Space Rental Contracts.**
- (a) The Superintendent may rent a room or meeting facility in a hotel, event space, or other venue for District purposes without competitive procurement.
 - (b) The Superintendent may hire a caterer without competitive procurement where use of a particular caterer or catering service is a condition of rental of a facility.
- 30. Specialized Assistive Equipment for Students.** The superintendent may directly procure specialized assistive equipment for students, including without limitation positioning equipment for orthopedically impaired students and assistive technology for blind/vision impaired, deaf/hard of hearing, and deaf/blind students, and augmentative and alternative communication equipment for students who require such assistance.
- 31. Service, Repair, or Maintenance Services for Products under Warranty.** The superintendent may directly procure service, repair, or maintenance services from a manufacturer, dealer, or authorized service provider for a product or a system subject to a warranty when the terms of the warranty require use of a particular maintenance service provider or providers, or when the manufacturer or approved provider must diagnose a problem because the system or part is proprietary.

II. Exemptions:

- A. The District may award a public improvement contract under an exemption to competitive procurement pursuant to the requirements of ORS 279C.335. Such procurements allow the District to enter into one or more contracts over time without following the requirements of competitive sealed bidding, competitive sealed proposals, or small or intermediate procurements.
- B. The LCRB declares the following public improvement contracts to be exempt from competitive bidding. Unless otherwise specified in a particular exemption rule, such contracts may be awarded in any manner that the Chief Procurement Officer deems appropriate for the District's needs, including by direct appointment or otherwise. Except as otherwise provided, the Chief Procurement Officer shall make a record of the method of award.

1. **Use of Existing Contractors.** When a public improvement is in need of minor alteration, repair or maintenance at or near the site of work being performed by another District contractor, the District may hire that contractor to perform the work, provided:
 - (A) The contractor was hired through a selection process permitted by the District's public contracting rules;
 - (B) The Chief Procurement Officer first obtains a price quotation for the additional work from the contractor that is competitive and reasonable; and
 - (C) The original contract is amended to reflect the new work and is approved by the Chief Procurement Officer before work begins.

~~2. **Brand Names or Products, "or Equal," Single Seller and Sole Source.** The District may enter into a public contract for the procurement of Brand Name "or Equal" Products subject to the requirements of this rule.~~

~~(A) **Specifications.** Solicitation specifications for public contracts must not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in Subsections (i) and (ii) of this Rule.~~

~~(i) **"Or Equal" Specification.** The District may specify a particular brand name, make or product suffixed by "or equal", "or approved equal", "or equivalent", "or approved equivalent", or similar language if there is no other practical method of specification.~~

~~(ii) **Specifying a Particular Make or Product.** The District may specify a brand name, make, or product without an "or equal" or equivalent suffix if there is no other practical method of specification, after documenting the procurement file with the following information:~~

~~(I) A brief description of the solicitation(s) to be covered including volume of contemplated future purchases;~~

~~(II) The brand name, mark, or product to be specified; and~~

~~(III) The reasons for seeking this procurement method, which must include at least one of the following findings in the procurement file:~~

~~(aa) It is unlikely that Specification of the brand name, mark or product will encourage favoritism in the award of the public contracts or substantially diminish competition; or~~

~~(bb) Specification of the brand name, mark or product would result in substantial cost savings to the District; or~~

~~(cc) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.~~

~~(B) **Public Notice.** The District will make reasonable effort to notify all known suppliers of the specified product and invite such suppliers to submit competitive bids or proposals; or document the procurement file with findings of current market research to support the~~

~~determination that the product is available from only one seller. This Requirement is satisfied by electronically posting a notice as provided in Rule 47-0330 for a reasonable period of time or by documenting direct contact with such suppliers in the Procurement file.~~

~~(C) **Purchasing From Sole Source, Single Seller.** The District may purchase a particular product or service available from only one source if the District meets the Requirements of Subsection (A) and (B) of this rule and a Sole Source Procurement pursuant to ORS 279B.275. Prior to purchase, the District must document its findings of current market research to support the determination that the product or service is available from only one seller or source and place this information in the procurement file. The District's findings must also include:~~

~~(i) A brief description of the contract or contracts to be covered including volume of contemplated future purchases;~~

~~(ii) Description of the product or service to be purchased; and~~

~~(iii) The reasons the District is seeking this procurement method, which must include at least the following:~~

~~(I) Efficient utilization of existing Goods or Services requires the acquisition of compatible Goods or Services; or~~

~~(II) The required product is data processing equipment which will be used for research where there are requirements for exchange of software and data with other research establishments; or~~

~~(III) The particular product is for use in a pilot or an experimental project.~~

~~(D) **Single Manufacturer, Multiple Sellers.** The District may specify a product or service available from only one manufacturer, but available through multiple sellers, if the Requirements of Subsection (A) and (B) and the following are met:~~

~~(i) If the total purchase is \$5,000 or more but does not exceed \$150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements;~~

~~(ii) If the purchase exceeds \$150,000, the acquisition shall be made through competitive procurement unless a contract specific special procurement is authorized by the LCRB.~~

~~(E) **Single Manufacturer, Multiple Purchases.** If the District intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed five (5) years, the District must so state in the Solicitation file, the Solicitation Document, if any, and the public notice described in Subsection (B) of this Rule. Such documentation and public notice constitute sufficient notice as to subsequent purchases. If the total purchase amount is estimated to exceed \$150,000, this must be stated in the advertisement for Bids or Proposals.~~

~~(F) **Competitive Solicitations.** If the District competitively solicits, it must comply with the Rules for that method of Solicitation pursuant to ORS 279B.055 through 279B.075.~~

(3) C. Waiver of Bid Security Requirements.

Public Improvement Contracts Under \$100,000

(a) (1) Authorization. The Local Contract Review Board hereby grants approval of this rule pursuant to ORS 279C.375 and 279C.390. The Chief Procurement Officer, acting on behalf of the District, may, at his discretion, waive bid security requirements if the amount of the public improvement contract is less than \$100,000. Although bid security may be waived for contracts under \$100,000, the District may impose a bid or quote security requirement for projects under \$100,000 when deemed to be in the best interest of the District.

- ~~(2)~~ **(2) Findings of Fact/Conclusion of Compliance with the Law.** This rule allows the superintendent to waive bid security requirements for certain public improvement contracts pursuant to ORS 279C. Since this waiver is provided for in statute, findings are not required.

**(4) D. Waiver of Performance Bond and Payment Security Requirements.
Public Improvement Contracts Under \$100,000**

- ~~(1)~~ **(1) Authorization.** The Local Contract Review Board hereby grants approval of this rule pursuant to ORS 279C.375 and 279C.390. The Chief Procurement Officer, acting on behalf of the District, may, at his discretion, waive performance and/or payment security requirements if the amount of the public improvement contract is less than \$100,000. Although bid security may be waived for contracts under \$100,000, the District may impose a performance and/or payment security requirement for projects under \$100,000 when deemed to be in the best interest of the District.
- ~~(2)~~ **(2) Findings of Fact/Conclusion of Compliance with the Law.** This rule allows the superintendent, acting on behalf of the District, to waive performance and/or payment security requirements for certain public improvement contracts pursuant to ORS 279C. Since this waiver is provided for in statute, finds are not required.

DIVISION 50

SURPLUS PROPERTY

50-0100

Surplus Property Definitions

In addition to the definitions contained in ORS 279A.250 and Rule 46-0110, the following definitions apply to these Rules on Surplus Property:

- (1) ~~“Bid” means a competitive Offer to purchase advertised Surplus Property at a price specified by the bidder.~~
- (2) ~~“Cash” includes U.S. currency, cashier’s checks, certified checks, traveler’s checks, money orders made payable to the District, or approved credit cards.~~
- (3) ~~“Direct Labor” includes all Work required for preparation, production, processing and packing of surplus property, but does not include supervision, administration, inspection and shipping.~~
- (4) ~~“Employee’s Household” means all persons residing with employee.~~
- (5) ~~“Employee’s Immediate Family” means the children, step children, parents, step parents, grandparents and spouse of employee, separately or in any combination thereof.~~
- (6) ~~“Invitation to Bid” means a competitive Offer to bid on Surplus Property available for public sale and is also known as a bid advertisement.~~
- (7) ~~“Not for profit organization” is defined in ORS 279A.250(2) and means a nonprofit corporation as defined in ORS 307.130.~~
- (8) ~~“Photographic Identification” means a document that shows the bearer’s current name, address, and photographic portrait.~~
- (9) ~~“Political Subdivision” includes divisions or units of Oregon local government having separate autonomy such as Oregon counties, cities, municipalities or other public corporate entities having local governing authority.~~
- (10) ~~“Private Not for Profit Agencies” means those Agencies meeting the criteria specified in the Oregon Administrative Rules.~~
- (11) ~~“Property” is defined in ORS 279A.250(3) and means personal property.~~
- (12) ~~“State agency” is defined in ORS 279A.250(4) and means every state officer, board, commission, department, institution, branch or agency of state government whose costs are paid wholly or in part from funds held in the State Treasury, and includes the Legislative Assembly and the courts, including the officers and committees of both, and the Secretary of State and the State Treasurer in the performance of the duties of their constitutional offices.~~

Stat. Auth.: ORS 283.060; ORS 279A.065(5)(a); ORS 279A.070

Stats. Implemented: ORS 279A.250

50-0110

Eligibility of State Agencies, Political Subdivisions and Non-Profit Organizations

Prior to offering Surplus Property for public sale, the District may make Surplus Property available to the following:

- (1) Public School Districts;
- (2) Private Schools;
- (3) State Agencies;
- (4) Political subdivisions of the State; and
- (5) Any non-profit organization qualified to acquire property as determined by the District.

Stat. Auth.: ORS 283.060; ORS 279A.065(5)(a); ORS 279A.070

Stats. Implemented: ORS 279A.260

50-0120

Surplus Property Acquisition

~~(1) Recipients of Surplus Property must have funds available at the time property is acquired, and pay all costs and charges incidental to the acquisition within 30 calendar days from the date of invoice. Invoices outstanding in excess of 90 days may result in suspension of purchasing privileges until such invoices have been paid in full.~~

~~(2) Surplus property may be made available to qualified organizations (those organizations referenced in Rule 50-0110) prior to public sale. Non-qualifying private entities and private citizens, separately or combined, must not be eligible to acquire surplus property except at public sales.~~

~~(3) Surplus Property acquired by qualified organizations must be used in the conduct of their official public programs and not for resale or distribution unless otherwise pre-approved by the District.~~

~~;~~

~~Stat. Auth.: ORS 279A.065 (5)(a); ORS 279A.070~~

~~Stats. Implemented: ORS 279A.260 and ORS 279A.280~~

50-0130

Public Sales for Disposal of Surplus Personal Property

~~(1) **Conduct.** The District must conduct public sales for the disposal of Surplus Property not sold or transferred pursuant to Rules 50-0110 and 0120. Methods of disposal may include, but are not limited to: internet auctions, oral auctions, sealed bid sales and fixed price retail sales, separately or in any combination thereof.~~

~~(2) **Eligibility.** Members of the general public may participate as buyers at public sales. No employee whether full time, part time, temporary or an unpaid volunteer, of the District, member of the employee's household, the employee's immediate family, or any person acting on the employee's behalf may participate in public sales if the employee has had any role in declaring the item surplus, processing the item or related paperwork, or offering it for sale.~~

~~(3) **Conduct of Public Sales, Auctions, and Internet Auctions.**~~

~~(a) The District may offer Surplus Property for public sale through an internet auction provider, oral auction, sealed bid sale, or fixed price retail sale. The public may inspect Property offered for sale at the time and place specified in the public Invitation to Bid;~~

~~(b) The District reserves the right to reject any and all bids regarded as not in the best interests of the public;~~

~~(c) All auction items must be sold to the highest bidder. All Property must be offered "As-Is, Where-Is" with no warranty or other guarantee as to its condition or fitness for any use or purpose. Terms and conditions of the sale will be made a part of the advertisement/posting. A purchaser or disappointed bidder will have no recourse against the District, or any of its respective officers, employees or agents. All sales will be final.~~

~~(4) **Payment.**~~

~~(a) Full payment must be made within ten (10) calendar days from the date of auctions close unless otherwise specified in the public notice of the sale.~~

~~(5) **Claiming Items Purchased.**~~

~~(a) Items not paid in full by the time specified in the sales terms and conditions will be canceled;~~

~~(b) **Unclaimed Property.** Property paid for but not claimed within the time specified in the sales terms and conditions shall be considered abandoned and ownership shall be retained by the District;~~

~~(c) **Title.** Title to Property sold will be transferred to the purchaser when full and final payment is made, unless otherwise specified by the District. For vehicles, receipt of payment of the sale price and delivery of key to the purchaser constitutes delivery and possession. Titles to vehicles must be transferred upon receipt of full payment. The District rejects any liability once a purchaser takes possession of a vehicle.~~

~~(6) **Failure to Comply.** The District may establish criteria to debar participants from internet auctions and other sales pursuant to this Rule. Such criteria shall be based on:~~

- ~~(a) Conviction of fraud;~~
- ~~(b) Unsatisfactory Internet auction service ratings;~~
- ~~(c) Failure to claim purchases; or~~
- ~~(d) Other documented activities determined by the District to warrant debarment.~~

~~Based upon these criteria, the District may debar participants from Internet auctions and participation in other sales.~~

~~(7) **Conduct of Auctions and Sealed Bid Sales.**~~

~~(a) The District must advertise the date, time and location of public auction or sealed bid sales. A public Invitation to Bid shall be available at the auction site or sales location one week before an auction or sealed bid sale. The public may inspect property offered for sale at the time and place specified in the public Invitation to Bid;~~

~~(b) The District reserves the right to reject any and all bids regarded as not in the best interests of the public;~~

~~(c) All items must be sold to the highest Bidder. All Property will be offered “As-Is, Where-Is” with no warranty or other guarantee as to its condition or fitness for use. A purchaser or disappointed Bidder will have no recourse against the District or any of its respective officers, employees or agents. All sales will be final.~~

~~(d) The District may require a bid security check (payable to the “District”) equal to at least ten (10) percent of the bid to accompany all sealed bids. The Invitation to Bid shall define any bid security requirements. The bid security of unsuccessful bidders will be returned within 30 days following a Bid Opening. The successful Bidder’s bid security will be applied as partial payment on property purchased.~~

~~(8) **Payment.**~~

~~(a) Full payment must be made on the day of the sale for all purchases unless the invitation to Bid states otherwise. In those instances where full payment is not required, a ten (10) percent down payment is required on the day of the sale. The time limit for making full payment, and the place where payment must be made will be specified in public Invitation to Bid;~~

~~(b) Payment by personal check may be accepted, at the absolute discretion of the District, when presented with two (2) pieces of acceptable identification, one of which must be a photo identification (“photo I.D.”). Other acceptable identification may include major credit cards, a valid driver’s license, or valid voter’s registration card. The District reserves the right, in its absolute discretion, to refuse any tender of payment by personal check and, further, the right to require that payment be made by cash, cashier’s check or money order.~~

~~(9) **Claiming Items Purchased.**~~

~~(a) Items not paid in full by the time specified in the sales terms and conditions will be canceled and bid security forfeited, with ownership being retained by the District;~~

~~(b) Property paid for but not claimed within the time specified in the sales terms and conditions shall be considered abandoned and ownership shall be retained by the District unless prior written approval is obtained from the District;~~

~~(c) Title to Property sold must be transferred to the purchaser when full and final payment is made, unless otherwise specified by the District. For vehicles, receipt of payment of the sale price and delivery of key to the purchaser constitutes delivery and possession. Titles to vehicles may be transferred upon receipt of full payment. If payment is made by personal check, the title may be released to the vehicle purchaser in 21 calendar days, or when the check clears the bank. The District rejects any liability once a purchaser takes possession of a vehicle;~~

~~(10) **Failure to Comply.** In addition to Section (6) of this Rule, the Department may debar participants from surplus sales based upon the following criteria:~~

- ~~(a) Failure to observe the procedures set forth in the sales terms and conditions; or~~
- ~~(b) Payment for purchase or bid security with a personal check, which is dishonored by a payer’s financial institution.~~

Stat. Auth.: ~~ORS 279A.065(5)(a); ORS 279A.070~~
Stats. Implemented: ~~ORS 279A.280~~

~~50-0140~~

~~Policies for Disposal of Surplus Property~~

- ~~1) **Authority to Conduct Sales.** The District's Chief Procurement Officer is delegated the authority to conduct sales of personal property on behalf the District.~~
- ~~2) **Authority to Sell Real Property.** The District's Assistant Superintendent for Operations is delegated the authority to conduct sale of real property on behalf of the District.~~
- ~~3) **Authority to Possess District Property.** District property may not become the property of district employees except through public sale. Employees of the District are not permitted to obtain undue financial gain by virtue of their position in the District, and therefore, must not remove discarded items from the District's work sites for personal use.~~
- ~~4) **Authority to Discard Property.** Administrators/Supervisors in the District are permitted to discard District owned personal property if they have made the determination that the property has "no value". Property may be thrown away/discarded as having "no value" if the property:
 - ~~a) is past its useful life, or;~~
 - ~~b) has been damaged beyond repair, or;~~
 - ~~c) has been determined to be uneconomically repairable, or;~~
 - ~~d) is an unsafe condition posing a hazard to potential users, or;~~
 - ~~e) is not acceptable for use by District in any known application, or;~~
 - ~~f) remains unsold after attempts to sell the property at a public sale.~~~~
- ~~5) **Authorization to Trade In Equipment.** The District may allow property to be traded in on a replacement purchase if it is in the best interest of the District to do so. Details of the trade in provisions and the value of the trade in equipment are to be made part of the procurement file. Documentation will be added to the procurement file to reflect the reasons for using this method of property disposal.~~
- ~~6) **Authority to Donate Equipment.** The Superintendent, or designee, may donate surplus property to local government units, or not for profit agencies, if the value of the items is less than \$300.00.~~
- ~~7) **Authority to Approve Donations.** The Superintendent, or designee, may approve a school's request to donate surplus property to a charity on behalf of the school or the district, if the principal:
 - ~~a) makes the request in writing, and;~~
 - ~~b) describes the item (s) to be donated, the distribution plan, the estimated value, and;~~
 - ~~c) identifies the agency to receive the donation, and~~
 - ~~d) the reason for this donation.~~~~
- ~~8) **Recycling Surplus Property.** Recycling surplus property is a preferred method over discarding and should be utilized whenever feasible as an alternative to having property be disposed of at the landfill.~~
- ~~9) **Disposal of Textbooks.** The sale of textbooks is be conducted by the District's Chief Procurement Officer. The advertising/public notice of the sale of these books may be made solely on the District's Web page. The sale of surplus textbooks and surplus library books may be made contingent on the successful bidder removing all books in the sale lot. Additionally, the District may require as a condition of sale that the successful Purchaser recycle those books with no resale value.~~
- ~~10) **Recycling Computer Equipment.** The District may recycle or otherwise dispose of computers and related hardware that are surplus, or obsolete, when the value and condition of the equipment does not warrant the cost of the sale.~~

Stat. Auth.: ~~ORS 279A.065(5)(a); ORS 279A.070~~

SELLING GOODS OR SERVICES

50-0200

Policy; Applicability; Methods

~~(1) **Policy.** A sound and responsive Public Contracting system, pursuant to ORS 279A.015, may include both purchasing and selling activities. By definition, a Public Contract includes sales by Agencies pursuant to ORS 279Z.010(z). The policies of ORS 279A.015 apply to public selling activities.~~

~~(2) **Applicability.** This Rule applies to the sales of Goods or Services. The sale of Goods or Services includes but is not limited to: concessions and personal property.~~

~~(3) **Methods.** The District must use a method, as feasible for selling, pursuant to ORS 279B.055 through ORS 279B.085. For the sale of Goods, the value of the sale transactions for the purpose of selecting the appropriate sourcing method must be based on the gross amount of receipts anticipated.~~

~~Stat. Auth.: ORS 279A.065(5)(a); ORS 279A.070~~

~~Stats. Implemented: ORS 279A.010(x); ORS 279A.015; ORS 279A.050(1) and (2); ORS 279A.065(5)(a)~~

Sale of Used Personal Property.

1. The Superintendent may sell used personal property without obtaining Competitive Bids or Quotes if a liquidation sale would bring in greater revenue to the District than would be gained through Bids. As used in this section, "surplus personal property" is property or equipment that has been determined to no longer be useful to the District. It may be property or equipment that the District has used for some time and that is fully used up or obsolete. It may be property or equipment that is the natural excess or leftover from a Project, such as cable, wire, carpet, etc., that has been cut or partially used in some manner so that it cannot be returned to the supplier for a refund.
2. For sales of surplus property valued at more than \$25,000 per item or lot, the Superintendent must attempt to obtain at least three Competitive Quotes. The Superintendent will keep a Written record of the source and number of Quotes received. If three Quotes are not available, a Written record must be made of the attempt to obtain three Quotes.
3. The Superintendent may sell used personal property regardless of price via an electronic auction or sales service including, without limitation, eBay, Craigslist, or other similar Internet-based auctions or marketplaces. If the service does not otherwise provide for a competitive sales process, the Superintendent will establish a minimum Bid, a time period for acceptance of Bids, and will not sell the property unless the Superintendent receives a minimum of three Bids. The sale will be Awarded to the highest Responsible Bidder submitting a Responsive Bid, except that the Superintendent may accept a lower Bid if transportation or other costs associated with collection or delivery of the property would offset the higher Bid amount.
4. The Superintendent may sell, sell at a discount, or donate used personal property to another school district, to another Public Body, or to a nonprofit corporation that provides educational, social, or other important services to the District, District students, or families of District students.
5. If the Superintendent determines that the used personal property has no market value, or that the market value is so low that the staff time or cost involved in selling the property is likely to exceed the value of the used personal property, the Superintendent may dispose of

the property as the Superintendent determines is in the best interest of the District

draft 1-10-23



ACTION ITEM: Resolution 1945 – Design Build Construction Method District-Wide Door Hardware

PRESENTED BY: Doug Pigman, Executive Director of Facilities

EXECUTIVE SUMMARY:

Project: District-wide Door Hardware

Public Notice: Per ORS 279C a notice was published in the Daily Journal of Commerce on January 25th and 27th, 2023, to hold a public hearing on the findings and exemptions from competitive bidding requirements. Any interested person may appear and comment.

Situation: This project includes replacement of interior door hardware in schools across the District. Rather than conduct the projects only during summers over the next several years as originally planned, the District desires to accelerate the construction and complete the projects as soon as possible. The schools have varying door hardware and will require different modifications depending on location and existing hardware type and condition. Modifying the varied door hardware so they all function similarly will be technically complex. Having the contractor and architect work together to determine the best design for each school and how to potentially schedule the construction during school operations will accelerate completion.

Due to the schedule and complexity of construction, the Facility Development Office is recommending that the School District use the Design-Build with a Guaranteed Maximum Price (GMP) construction delivery method. The use of this delivery method requires a specific exemption from the standard competitive bid process for a general contractor that allows the use of this alternative contracting method be granted by the Board.

Solicitation Process: The Request for Proposals for Design-Build services will be published in the Daily Journal of Commerce and the district website, likely in February, 2023.

ADMINISTRATIVE RECOMMENDATION:

Board members are asked to review these Findings, Conclusions, and Proposed Resolution, ask questions, take public comments, and provide input at the February 14, 2023 School Board Meeting. Board action on this proposal is recommended. Due to the complicated nature of the project, critical timing, and schedule, staff recommends approval Resolution 1945 for the use of the Design-Build Contracting Method.

RECOMMENDED MOTION:

I move to approve Resolution 1945 as presented.

RESOLUTION 1945

GRANTING BIDDING EXEMPTION, AUTHORIZING REPLACEMENT OF INTERIOR DOOR HARDWARE AT 28 SCHOOLS BY MEANS OF A DESIGN-BUILD METHOD OF CONTRACTING AND AUTHORIZING SELECTION BY REQUEST FOR PROPOSALS

WHEREAS, ORS Chapter 279A authorizes the School District’s Board of Directors to designate itself as the local contract review board for the School District, and

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

WHEREAS, ORS 279C.335(2) provides a process for exempting certain public improvement contracts from competitive bidding and the School District’s Model Procurement Rules authorize the selection of a contractor through the Design-Build process as set forth in DJ-AR, and

WHEREAS, the School District Board of Directors, acting as the Local Contract Review Board, determines that the interior door hardware replacement Project should be constructed by a Design-Build method of contracting.

The School District Board of Directors finds as follows:

1. The School District Board of Directors adopts the specific findings of fact set forth above.
2. The exemption of the interior door hardware replacement Project from competitive bidding will promote competition and will not encourage favoritism because the Design-Build team will be chosen by the request for proposals process, and the major portion of the construction work will be performed by subcontractors chosen by competitive bidding.
3. The exemption of the Design-Build contract from competitive bidding will result in substantial cost savings and other substantial benefits to the School District, for the reasons set forth in the findings above.
4. The exemption of the Design-Build contract also appears to be in the best interest of the School District in that the use of the Design-Build process will permit the School District to complete the construction within a Guaranteed Maximum Price and within a reasonable time with minimum redesign effort.

NOW, THEREFORE, the School District Board of Directors resolves as follows:

The contract for construction of 28 interior door hardware replacement projects secure by a Design-Build Contractor for a Guaranteed Maximum Price is exempted from competitive bidding, and the Design-Build team shall be selected by the Request for Proposal method in accordance with the School District’s Model Procurement Rules, DJ-AR, and the process described in the above findings.

Moved by _____

Seconded by _____

Yes votes _____ No votes _____

Dated this _____ day of February 2023.

Chair

Vice Chair

Board Secretary

**FINDINGS OF FACT FOR THE USE OF
THE DESIGN-BUILD METHOD OF CONTRACTING (DESIGN-BUILD)**

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

Administrative School District #1)	Findings of Fact
For the construction of)	Conclusion of Law
Interior door hardware replacement		

SITUATION

On November 08, 2022, the voters of Administrative School District #1 – Bend-La Pine Schools approved a \$249,729,668 bond levy, of which \$ 5,557,908 has been allocated for the design and construction of the replacement of interior door hardware at the following schools:

- Bear Creek Elementary
- Buckingham Elementary
- Cascade Middle
- Elk Meadow Elementary
- Ensworth Elementary
- High Desert Middle
- High Lakes Elementary
- Juniper Elementary
- Kenwood Elementary
- Kingston Elementary
- La Pine Elementary
- La Pine High
- La Pine Middle
- Lava Ridge Elementary
- Marshall High
- Mountain View High
- Pacific Crest Middle School
- Pilot Butte Middle School
- Pine Ridge Elementary
- Ponderosa Elementary
- RE Jewell Elementary
- Rosland Elementary
- Silver Rail Elementary
- Sky View Middle School
- Summit High
- Thompson Elementary
- Three Rivers Elementary
- W.E. Miller Elementary

Interior door hardware replacement is needed to provide students and staff an improved means of securing occupied spaces during an emergency incident, as well as providing students, staff and first responders clear indication of a lock’s status (locked/unlocked). Recent school attacks and general efforts to improved school safety have raised the urgency of these projects. Rather than conduct them only during summers over the next several years as originally planned, the District desires to accelerate the construction and complete the projects as soon as possible. The schools have varying door hardware and will require different modifications depending on location and existing hardware type and condition. Modifying the varied door hardware so they all function similarly will be technically complex. Having the contractor and architect work together to determine the best design for each school and how to potentially schedule the construction during school operations will accelerate completion. Due to the schedule and complexity of construction, the possibility of on-site occupation of the building by students and staff during construction, and the critical timing of construction to meet the delivery schedule, the Facility Development Office is recommending that the School District use the Design-Build (Design-Build) construction delivery method, with a Guaranteed Maximum Price (GMP). The use of this alternative contracting method requires that the Board grant a

specific exemption from the standard competitive bid process used to select a general contractor.

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

FINDINGS OF FACT

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

FINDING #1 – DESIGN-BUILD WILL NOT DIMINISH COMPETITION NOR ENCOURAGE FAVORITISM

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

FINDING #2 – DESIGN-BUILD WILL RESULT IN SUBSTANTIAL COST SAVINGS AND OTHER SUBSTANTIAL BENEFITS

Finding: Use of the Design-Build alternative contracting method will result in substantial cost savings and other substantial benefits to the School District.

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

A. Number of Bidders

The District does not anticipate that the Design-Build method of contracting will affect the number of available bidders.

B. Operational, Budget and Financial Data

Operational Data:

The Design-Build team will be selected through a competitive Request for Proposals (RFP) process, authorized by the Board of Directors in accordance with DJ-AR Class Special Procurements and Exemptions, II.A. Competition will not be inhibited nor will favoritism be encouraged.

- A. SOLICITATION PROCESS: Pursuant to ORS 279C.360, the Design-Build solicitation will be advertised at least twice in the Daily Journal of Commerce. The solicitation will also be placed on the School District's website.
- B. FULL DISCLOSURE: To ensure full disclosure of all information, the RFP solicitation package will include:
 - 1. Detailed Description of the Project
 - 2. Contractual Terms & Conditions
 - 3. Selection Process
 - 4. Evaluation Criteria
 - 5. Role of Evaluation Committee
 - 6. Provisions for Comments
 - 7. Complaint Process and Available Remedies

C. SELECTION PROCESS: Other highlights of the selection process will include:

1. A pre-proposal conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.
2. Sealed proposals will be submitted to the Assistant Director of Facilities located in the Education Center at 520 NW Wall Street, Main Office, Bend, Oregon.
3. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
 - a. Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.
 - b. Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
 - c. Proposals will be independently scored by the voting members of the Selection Committee. Scores will then be combined and assigned to the proposals.
 - d. The Selection Committee will convene to select from the highest-scoring proposers, a group of at least three finalists (if three are available) for formal interviews. If, however, the score of one proposer establishes a clear separation from competing proposers, the Selection Committee may elect not to conduct interviews.
 - e. The Selection Committee will conduct the interviews, if interviews are scheduled.
 - f. If conducted, the Selection Committee will use the interviews to confirm the scoring of the proposals and to clarify any questions. Based upon the revised scoring, the Selection Committee will rank the proposers, and provide an award recommendation to the Director of Facilities, who will seek approval from the School District's Board to proceed with contract negotiations with the highest-ranked proposer.
 - g. The Assistant Director of Facilities will negotiate a contract with the highest-ranked proposer. If an agreement cannot be reached, the School District will have the option to enter into negotiations in an attempt to reach an agreement with the second-ranked proposer, and so forth.
4. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the office of Facilities Development. Any questions or concerns about the selection process will be subject to the requirements of the School District's Model Procurement Rules, DJ-AR, must be in writing, and must be delivered to the School District's Deputy Superintendent within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.

Budget and Financial Data:

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

(a) FEWER CHANGE ORDERS: When the Design-Build team participates in the design process, fewer change orders occur during project construction. This is due to the Design-Build team's better understanding of the owner's needs and the architect and contractor working collaboratively. As a result, the project is more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of project management for both the School District and the contractor.

This project will involve interior door hardware replacement to many different schools. The use of a Design-Build will reduce the amount of change orders due to unforeseen circumstances. During construction, the contractor and architect will collaborate to determine the design best suited to each school and to conduct the construction while school is in session. This will include complicated scheduling and likely night work.

(b) GMP CHANGE ORDERS COST LESS: The reduced number of Design-Build change orders discussed above are processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% markup on construction change orders. The Design-Build method applies a lower predetermined markup. Based on the experience of the School District in the Construction Manager/General Contractor context, the markup on GMP change orders is in the range of 3-5%.

(c) SAVINGS: Under the GMP method the School District will enjoy the full savings if actual costs are below the GMP. When the Design-Build team completes the project, any savings between the GMP and the actual cost accrue to the School District.

(d) CONTRACTOR'S FEE IS LESS: Contracts with Design-Build are designed to create a better working relationship between the architect and contractor. Therefore, the overhead and profit fee are generally in the 3-5% range, and contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.

C. Public Benefits

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

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

D. Value Engineering

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

- A. VALUE ENGINEERING AND DESIGN-BUILD PARTICIPATION IN THE DESIGN PROCESS: An essential part of each construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner's budget. A team consisting of the owner, architect, consultants, and the contractor utilizes value engineering most effectively. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the project.

B. **VALUE ENGINEERING WITH THE DESIGN-BID-BUILD PROCESS:** If the School District were to utilize the design-bid-build method the contractor would not participate in this evaluation, hence, value engineering would be conducted without the benefit of:

- The ability to set the schedule;
- The ability to sequence work; and
- Commitment from the contractor to implement the design within the schedule and budget.

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

E. Specialized Expertise Required

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

F. Public Safety

Because the sites will potentially be in use during the construction process, safety is of critical importance. By being involved in all phases of the project, including both design and construction, understanding the peculiarities of each existing building, and knowing the scope and technical complexity of the project, the Design-Build team will be able to provide a safe environment for the students, teachers, and school administration throughout the entire project.

G. Reduction of Risk to the District of the Public

Using this contracting method will reduce risk to the public because the architect and contractor will be able to determine how best to replace the existing interior door hardware during the school year and ensure safe function during the school day.

H. Sources of Funding

The use of the Design-Build method of contracting will have no impact on the source of funding.

I. Market Conditions

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

J. Technical Complexity

A Design-Builder is necessary to manage the complex design and construction of this project, as well as the on-site occupation of the multiple schools by students and staff and the critical timing of construction to meet delivery schedules. The interior door hardware replacement is anticipated to commence in July, 2023 and will need to be complete by November, 2025. The work may begin at the same time depending on the logistics and impact to the operation of the facilities. In working with a Design-Build team and staff, the schedule for the work can be

determined to minimize the impact to the operation of the schools and still meet the anticipated completion date of November, 2025.

K. Renovation/Remodel

This project is a replacement of existing door hardware, since there are many different types of existing door hardware the replacement door hardware must all operate in a consistent manner.

L. Occupied During Construction

To accelerate this urgently needed safety project, construction may occur during the school year and may occur when the schools are occupied. Because the interior door hardware replacement will require unique coordination based on the unique operating characteristics of each school, having the architect and contractor work collaboratively to tailor each design will result in less impact to the operations of the schools.

M. Single or Multiple Phases of Construction

This project will require multiple phases of construction because 28 different schools will be affected. It is anticipated that there will be many different door hardware replacement conditions and unique operational considerations at these different locations. Using a Design-Build method will facilitate determining how best to sequence and coordinate these multiple phases. Having the Architect and Contractor work together to determine the best approach for each building will improve efficiency.

N. Expertise of District Personnel and Legal Counsel

The District has an experienced facility staff with combined decades of experience in construction management, building and remodeling of schools. The staff has utilized alternative contracting methods with success. The District utilizes in-house and outside legal counsel with extensive experience in public contracting, alternative contracting methods, and contract enforcement. The facility staff and legal counsel will be able to effectively award the contract, then negotiate, administer and enforce the terms of the contract.

CONCLUSIONS OF LAW

Use of the Design-Build process for the interior door hardware replacement complies with the criteria outlined in ORS 279C.335(2), including the factors in ORS 279C.330:

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



DISCUSSION ITEM: 2023-24 Budget Committee

PRESENTED BY: Chair Barnes Dholakia

EXECUTIVE SUMMARY:

The Bend-La Pine Schools' (BLS) Budget Committee is comprised of the seven elected members of the School Board and seven members of the community, per ORS 294.414. The Budget Committee works with district staff to review and approve the school district's budget each year. A Budget Committee member's term is three years.

At the December 13, 2022, board meeting, the Board moved to advertise the vacant position 4 seat to the community. Applications were due by 4:00 p.m., on Friday, January 20, 2023. There were seven applications received for Board consideration.

Matt Eisenhower



Electronic Delivery

Re: Letter of Interest, Bend-La Pine Schools Board of Directors Budget Committee Vacancy

January 16, 2023

Dear School Board of Directors and School District,

Please find this letter of interest for the appointed committee member to the Budget Committee. My past experience as a school board president and professional finance background gives me a good insight into the process and understanding of the importance in the role of a budget committee. In addition, my interested and involvement in youth activities shows my deep desire to ensure a good culture of education within our community.

I believe there is a good tension (that is needed and healthy) between competing desires to fund our schools appropriately and stewarding the funds taxpayers make to educate our young people. My belief is that investing in the future of our community through attracting/retaining top-of-the-line educators, administrators, and support staff is paramount to a healthy community. However, this must be done with care and consideration as to the reasonable financial abilities of a community. A good healthy tension is always present when the greatness of a district is accomplished at the best possible value to the taxpayer. This results in a healthy community.

Please find included my abbreviated CV that shows a longstanding attraction and involvement in youth related organizations like baseball coaching, Big Brother Big Sisters, Little League Baseball, etc. This is coupled with my professional financial experience with various size and types of organizations and their respective budgeting needs.

Thank you for considering my interest.

Regards,

A handwritten signature in cursive script that reads "Matt Eisenhower".

Matt Eisenhower

Matthew (Matt) Eisenhower

Education

Chartered Retirement Planning Counselor™: 2022/ Certified Financial Planner: 2020

College for Financial Planning – Denver, CO

Master of Divinity: 2006

Northeastern Seminary — Rochester, NY

Master in Cardiovascular Technology: 1996

Geneva College — Fairfax, VA

Bachelor of Science in Human Biology: 1995

Geneva College — Beaver Falls, PA

Experience (Vocational and Pertinent)

2019- Present

Financial Advisor, Blue Anchor Wealth Advisors, LLC

Co-Owner and CEO of a medium size Registered Independent Advisor firm with offices in Bend, OR and Ketchikan, AK. www.blueanchorwealth.com

2016-2020

School Board Member/President, Ketchikan Gateway Borough School District, Ketchikan AK

Board member and president. While president, district averted a teacher work stoppage, managed a sexual assault arrest of teacher and subsequent fallout with administration resulting in release of District Superintendent, and hiring of new SI. In addition, the board navigated major changes to health insurance plan and state revenue budget constraints.

2013- 2020

Hospital Administrator, PeaceHealth Ketchikan Medical Center, Ketchikan, AK

Executive Director overseeing foundation, community health, and behavioral health program

2003-2013

Army Chaplain, pastor, and community leader

Served as Army Chaplain in El Paso, TX and a pastor in Western New York. Major budgeting and fundraising for pastoral roles.

1997-2003

Medical Device Clinical Applications Consultant, Guidant Corporation, Raleigh, NC

Interventional cardiology angioplasty and stents. Involved in research and clinical application of new technology.

1996-1997

Cardiovascular Technologist, FirstHealth of the Carolinas, Pinehurst, NC

National Registry of Cardiovascular Technologists

Other Activities

- Baseball Coach: Over 25 years coaching High school and youth baseball. Currently a volunteer assistant coach at Mountain View HS.
- Past Little League baseball president, and league developer in Dominican Republic
- Past president of Big Brothers and Big Sisters
- Father of six boys



Attestation of Residence

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.

I affirm that my name is Matthew Eisenhower and that I meet all of the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a resident of a Deschutes County Voting Precinct
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. ME (initial here)

Would you be interested in learning more about or serving on the BLS Equity Coalition? (One member of the Budget Committee serves on both the committee and the coalition.)

- Yes
- No

Matthew Eisenhower
Signature

1/16/2022
Date

CAMERON W. FISCHER

(She/Her/Hers)

www.linkedin.com/in/cameronfischer

January 20th, 2023

Bend-La Pine Schools Superintendent's Office
520 NW Wall Street
Bend, OR 97703

Dear Dr. Cook and Bend-La Pine Schools Board of Directors:

I would be very pleased to be considered for the vacancy on Bend-La Pine Schools Board of Directors Budget Committee. I am highly qualified given my 28 years in education, as well as 10 years as operating manager for commercial buildings in the Portland metro area. Moreover, I have been a Bend-La Pine Schools parent of two, for over 10 years. I am strongly aligned with the Board and District's shared goals, and given my many qualifications, I am an exceptional fit to support the advancement of these goals.

As an instructor for the College of Public Health and Human Sciences and the College of Education at Oregon State University for over 18 years, I work with future teachers, school counselors, and human services professionals. My educational philosophy, which very much aligns with the direction Bend-La Pine Schools has taken in recent years, focuses on three key areas: current research and evidence based practices, Diversity, Equity, Inclusion, and Accessibility (DEIA), and quality student and family engagement.

In addition to my higher education teaching experience, I worked for over 10 years in the field of special education, and I have an unwavering allegiance to supporting students with diverse learning needs. Much of my doctoral work was dedicated to examining educational disparities concerning students of color and other historically marginalized communities, as well as disproportionalities in referrals for disciplinary intervention and special education services. My dissertation focused on educators' perceptions of the experiences of English learners with disabilities at the secondary level.

In addition to my experience in education, I worked in the field of commercial property management for 10 years. From lease negotiations, commercial property law, and operations, to regular maintenance issues, tenant improvements, and large scale property upgrading projects, I gained numerous skills related to budget management. Furthermore, I honed my organization, communication, and collaboration skills in order to successfully manage multiple tenants, operating expenses, and day to day challenges related to site management.

Throughout my 18 years in Central Oregon, I have prioritized being of service to my Central Oregon community. Appointed by the Bend City Council, I serve on the City's Human Rights and Equity Commission (HREC). Along with my fellow commissioners, I am currently focused on solidifying HREC's 2023 Work Plan, utilizing input from various community stakeholders, including law enforcement, behavioral health, and individuals from the BILAPOC, LGBTQIA+, and houseless communities. Appointed

by the Deschutes County Board of Commissioners, I serve on the Behavioral Health Advisory Board (BHAB), which addresses community needs in the areas of addictions, mental health, and intellectual and developmental disabilities. In addition, I am a community cadre lead for Restorative Justice and Equity, which collaborates with Central Oregon Community College and Bend-La Pine Schools to provide restorative practices coaching and mentoring to District educators. Recently, I led responsive circles for Black students and their families at a Bend-La Pine Schools event, led weekly trainings on restorative practices for Summit High School educators, and a facilitated a workshop on Interrupting Racism and Hate for Bend Senior High School students.

I know the value of healthy teamwork, clear communication, and respect for all viewpoints while working toward a common goal. Across all of my work, I keep an equity lens at the forefront. Regardless of the setting, I work to create opportunities for useful dialogue, critical thinking, and meaningful change. As a member of multiple teams, I understand the importance of sound judgment, thoughtful, data-driven decision-making, and exceptional organizational skills. I am motivated, conscientious, and eager to give my time, energy, and attention to the Budget Committee. My professional expertise and commitment to ensuring a strong, student-focused, and fiscally responsible school district make me a highly qualified candidate.

Thank you for your time and consideration.

Best regards,

Cameron W. Fischer, D.Ed.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.

I affirm that my name is Cameron Fischer and that I meet all of the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a resident of a Deschutes County Voting Precinct
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. CF (initial here)

Would you be interested in learning more about or serving on the BLS Equity Coalition? (One member of the Budget Committee serves on both the committee and the coalition.)

- Yes
- No

Cameron Fischer

Signature

1/20/2023

Date

Hisken, Peter



Application - Bend-La Pine Schools Board of Directors Budget Committee Vacancy

LinkedIn Profile: <https://www.linkedin.com/in/peter-hisken/>

Letter of Interest:

I'm writing to express my strong interest in serving on the Bend-La Pine Schools Board of Directors Budget Committee, and believe I'm well suited to the position by background and experience:

- As a corporate lawyer and veteran of the startup community, I have significant experience in the budgeting process, analyzing and making spending tradeoffs, and implementing cost controls.
- As the son of a former teacher who grew up listening to and then participating in discussions about our local and national education system, I understand and value all perspectives within the education chain. This is important because an individual with a myopic view of education issues (and therefore budgeting decisions) will likely limit our kids' educational experiences and ability to pursue their passions – something that, in my opinion, is a disservice to them.
- As the parent of one North Star Elementary student (with another to attend in the next few years), I believe it's critical that the local Bend-La Pine community (in particular, the parents) participate in the education of its children. This is because when you combine parent participation with stellar administrators and educators (which I believe we have), only then can we give our kids the kind of holistic educational experience we're all striving to provide.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read 'Peter Hisken', with a long horizontal flourish extending to the right.

Peter Hisken



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.


I affirm that my name is Peter Hisken and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a resident of a Deschutes County Voting Precinct
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. PH (initial here)

Would you be interested in learning more about or serving on the BLS Equity Coalition? (One member of the Budget Committee serves on both the committee and the coalition.)

- Yes
- No



Signature

January 20, 2023

Date

Subject: Re: Budget Committee Opening

Date: Sunday, January 22, 2023 at 6:36:17 AM Pacific Standard Time

From: Aly-R

To: Melissa Barnes Dholakia

CC: Janet Bojanowski

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Melissa and Janet,

Thank you for this opportunity! I would love to be considered for the open position on the Budget Committee. Please let me know if there is any additional information I can provide to assist in your selection process.

Kind regards,
Alyson Redman

On Tuesday, January 17, 2023, Melissa Barnes Dholakia <melissa.barnesdholakia@schoolboard.bend.k12.or.us> wrote:

Dear Community Members,

Thank you again to each of you for applying to serve on the Bend-La Pine Schools Board of Directors. While that opportunity did not bear out, I wanted to ensure you knew about an additional opportunity.

The Bend-La Pine Schools Board of Directors is currently seeking a new member for the Budget Committee. This is a three-year position, with the work conducted March – June each year. I have attached the position opening for your review.

If you are interested in serving, you are able to bypass the application letter and simply let Janet and myself know you are interested in being considered. If you would prefer to submit a new letter addressing the position directly, that is of course welcome as well.

Thank you in advance for your consideration.

Best,

Melissa

Alyson Redman



Employment

Feb. 2006 – Nov. 2015, *Special Counsel*

FRIED, FRANK, HARRIS, SHRIVER & JACOBSON LLP New York, NY

Provided full range of antitrust advice and counseling, with particular emphasis on merger transactions and Hart-Scott-Rodino Act compliance; drafted and negotiated antitrust provisions of merger and other corporate agreements; defended clients in connection with merger investigations by the DOJ, FTC and state attorneys general.

Apr. 2005 – Feb. 2006, *Associate*

LEBOEUF, LAMB, GREEN & MACRAE LLP New York, NY

Comprehensive litigation experience, primarily in areas of securities fraud, insurance coverage, and general commercial business disputes.

Jan. 2003 – Apr. 2005, *Associate*

THELEN, REID & PRIEST LLP New York, NY

Wide-ranging commercial litigation experience, including in the areas of antitrust, entertainment law, and contract dispute resolution, in both state and federal courts; client counseling on a variety of commercial business practices.

June 1999 – Jan. 2003, *Associate*

CLIFFORD CHANCE US LLP New York, NY

Participated in all stages of antitrust litigation; defended clients in connection with merger investigations by the DOJ, FTC and state attorneys general; extensive antitrust compliance counseling in connection with a broad range of business practices in a variety of industries.

Sept. 1997 - June 1999, *Associate*

CROWELL & MORING LP Washington, DC

Participated in a wide range of antitrust and general litigation matters.

Education

TULANE LAW SCHOOL, JD, *cum laude*

Tulane Law Review, Articles Editor; Winner, Best Case Note

UNIVERSITY OF SAN FRANCISCO, BA, *magna cum laude*, Political Science; four-year member of NCAA Division I women's volleyball team

Admissions

VIRGINIA, DISTRICT OF COLUMBIA, NEW YORK, and OREGON



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Alyson Redman and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. AR (initial here)

A. Redman
Signature

10/11/22
Date

Subject: RE: Budget Committee Opening
Date: Wednesday, January 18, 2023 at 1:48:12 PM Pacific Standard Time
From: Danielle Rosenfield
To: Melissa Barnes Dholakia
CC: Janet Bojanowski

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hi Melissa and Janet,
Thank you for forwarding the opportunity. I am interested in being considered for the budget committee. Do you have any additional information about the committee's scope of work and/or the role and responsibility of a budget committee member?

Thanks,
Danielle

From: Melissa Barnes Dholakia <melissa.barnesdholakia@schoolboard.bend.k12.or.us>
Sent: Tuesday, January 17, 2023 5:22 PM
To: Melissa Barnes Dholakia <melissa.barnesdholakia@schoolboard.bend.k12.or.us>
Cc: Janet Bojanowski <janet.bojanowski@bend.k12.or.us>
Subject: Budget Committee Opening

Dear Community Members,

Thank you again to each of you for applying to serve on the Bend-La Pine Schools Board of Directors. While that opportunity did not bear out, I wanted to ensure you knew about an additional opportunity.

The Bend-La Pine Schools Board of Directors is currently seeking a new member for the Budget Committee. This is a three-year position, with the work conducted March – June each year. I have attached the position opening for your review.

If you are interested in serving, you are able to bypass the application letter and simply let Janet and myself know you are interested in being considered. If you would prefer to submit a new letter addressing the position directly, that is of course welcome as well.

Thank you in advance for your consideration.

Best,
Melissa

To the Bend LaPine School Board:

My name is Danielle Rosenfield, and I am eager to apply for the open position for the at-large School Board Position. By way of introduction, I'd like to share a little about my background. I was born in Seattle, Washington and moved to Oregon when I was 12. My passion for serving my community comes from early experiences with my family. Whether volunteering, attending rallies, or campaigning from my red wagon, we were always active in our community. In 2005, I graduated from Linfield University majoring in Political Science with a minor in Philosophy. Throughout college I worked locally on campus, as well as at a criminal defense attorney's office, a National PAC, and then at the Oregon House of Representatives. I spent my first six months after graduation as a paralegal in Portland at a corporate law firm. These were formative experiences, exposing me to a range of opportunities to impact different parts of my community. These early experiences instilled a passion for serving my community. I then took a role at Microsoft in Talent Acquisition and have spent 16 years of my career focused on using data to understand what motivates people, how to grow and value people and resources, and how to retain talent in a company or community. I have experience managing large-scale organizations with global compliance requirements, finding common ground amongst stakeholders, managing large budgets and global operations. In addition, I also serve as a board member of the Boys & Girls Club of Bend. In my role as a board member, I have been focused on supporting the long-term mission of the Boys & Girls Club, helping the CEO with efficiency and operational improvements, fundraising, and technology improvements. Perhaps most importantly, I am a parent of two girls ages 7 and 2. My oldest is a student in the Bend LaPine district and my youngest will be enrolled faster than I can imagine. My eagerness to apply for the open board position is a combination of a desire to serve my community, particularly children and teachers in the district and partly, selfishly as a parent, with a vested interest in the success of the schools, our children, and our community. Through my professional and lived experiences, I am confident that I can positively impact the community if appointed to this seat.

Why are you the right fit to support this work? What experience, personal, or professional, and expertise do you hold that can advance these goals?

- **Academic Excellence & Student Agency:** The goal of any school system is for students to develop a strong academic foundation. It is critical for a board member to understand, measure, and support core requirements. Through my years of work experience in the corporate world I understand setting goals, assigning accountabilities, measuring progress and outcomes, and ultimately using that information to set guideposts and tell a story of what has been achieved and what is still to come.

My career has been specifically focused on *early-in-career* talent. When I began my career, this was mostly focused on university interns and graduates, the focus in the last several years has expanded to community colleges, apprenticeships, and boot camp styles of experience and education. I have been able to witness first-hand different avenues and paths through my own family as they have straddled different outcomes. My father is the oldest of 13 and was only one of his siblings to graduate from college having a long career in project management. His siblings successfully landed in a variety of careers, with many becoming trades people. My own brother was pushed to go to college directly out of high school, however he really needed time to explore first. He ended up dropping out of college and trying a variety of roles before landing at Microsoft via a less traditional path and was very successful in his career. My lived and observed experience has taught me that there is more than one way to find happiness and success. If

appointed, I will advocate for a range of opportunities to be available to all students in the Bend LaPine school district.

- **Students and Families experience inclusion, wellness, and belonging.** In the corporate world we speak about DEI (Diversity, Equity, and Inclusion/Belonging), interweaving these considerations through all decisions. As a woman in tech and an ally, I am a strong believer, and the data also shows, that institutions and communities with gender, ethnic, and cultural diversity are more successful. The drive towards diverse representation in workforce's requires consideration of different pipelines of talent, and removal of bias that is often engrained in our considerations and processes. Equity is often overlooked but it is a vital concept to achieving inclusion and belonging. My daughter was recently sent home from school with a cartoon to illustrate the difference between equality and equity. In the equality frame, there were two children and an adult all on equal stools looking over a fence. The parent and one child could see over the fence because they were taller, but the smallest child could not. In the equity frame, the smallest child had a taller stool so they could also see over the fence. As a parent of a 2nd grader, I am thrilled that our schools are teaching these basic concepts at such an early and impactful age. Equity is vital to achieving inclusion and belonging. It is about equal opportunity and access. Lastly, an ethos of inclusion leads to stronger retention, in both students and staff, enhanced mental health and wellness, increased productivity, awareness, and empathy. As a board member with Boys & Girls Club we often hear about moments of growth for club kids. So often, these moments reflect the hard work of the youth leaders who are diligently trying to earn the trust of these kids through open lines of communication, inclusion, advocacy, and fun. I am eager to support the BLP school districts efforts at inclusion, wellness and belonging, and share what I have learned and applied in the corporate setting.
- **Operational systems aligned to support student outcomes and experiences and ensure an effective sustainable organization.** My professional experience is in human resources, organizational development and transformation, process standardization, systems architecture and deployment, support and training, and compliance. In my role at Microsoft, I managed an organization of 70+ employees and drove operational efficiencies resulting in gains of 20+ hours per employee on my team and several million dollars. We used those savings to reinvest in our organization and people- doubling down on quality and scale. I think these skills and experiences would translate well into the complex role of a school board member. One of my skills is understanding an existing process, distilling, and modernizing it with technology and data. I believe that these skills would be helpful to the school district as an advisor on the operationalization of school board goals, leading to sustainable student enablement and achievement. I look forward to being a part of the enablement that the school board provides to the district so that the teachers, administration, and students can continue the amazing work of educating while also looking towards future growth in student achievement, agency, and belonging.

Why is this work the right fit for you? What motivates you to serve as a volunteer public servant working towards these goals?

My husband and his parents moved to Bend in 2000 where he graduated from high school at Mountain View. We were fortunate that we could leave the traffic in Seattle 6 years ago and move closer to our extended family and the lifestyle we wanted in Bend. It is important to our family to be involved and invested in the well-being and growth of our community. We span 3 generations in Bend with both sets

of our parents living here, my husband and I, and our two daughters. My career experience as well as being a parent and community member has led to my interest in this appointment. Schools are at the heart of any community. Bend is growing rapidly with a current estimated population of 102,000 and is projected to continue growing to 154,000 by 2040. This growth will be reflected in our changing community.

I believe that public education and schools are at the foundation of our democracy, the heart of our community, and will ultimately define the future. I want to help our community meet these challenges and opportunities as we navigate these changing times together. If appointed I would prioritize communication with the community. A board governs on behalf of persons who aren't seated at the table; this includes parents, students, and community members. A board's strength comes from the diverse representation of viewpoints and intentions and how that board focuses this multiplicity into unity within its goals and priorities. If appointed, it is my intention to serve out the term in my fullest capacity. Hopefully, earning the trust and support of the community to ultimately run for a full-term position in the May 2023 special election.

I believe that my experience and skillset could help the Bend LaPine School Board move towards its goals of creating agency amongst all students, increasing a feeling of belonging, and create equity across a large school system, all while being fiscally responsible and organizationally sound. I look forward to learning more from all of you and engaging, in a new way, with our schools. Thank you for your consideration.

Sincerely,
Danielle S. Rosenfield

DANIELLE S. ROSENFELD

PROFESSIONAL EXPERIENCE:

Twilio, Bend, Oregon

Senior Program Manager, Global Talent Attraction Operations: July 2021-October 2022

- Led the Global Early-in-Career Operations function for Twilio.
- Enabled and grew growth from 100~ hires per year to 450~ hires.
- Authored whitepaper on Global Early in Career model with a 200% increase in hiring YoY.
- Designed and implemented a new interview event model, enhancing our data security and reducing overall costs.
- Created a data architecture and reporting model that was real-time, compliant, and could be used for predictive analytics.
- Partnered with Finance, Executives, and Employee Resource Groups to ensure we had shared goals of fiscal responsibility, hiring goals, and representation and inclusion for new hires. While the goals shifted throughout the year, we were always in alignment.
- Simplified existing processes into one core operation that accounted for regional and compliance differences. Enabling our recruiting team to achieve 4x the hiring without additional headcount or budget.

Citrix, Bend, Oregon

Senior Operations & Talent Acquisition Manager- Americas: December 2018-April 2019

- Led the Americas Operations function for Citrix Talent Acquisition, spanning University, Industry, and Exec.
- Provided leadership around a comprehensive technology and tools roadmap for HR and Talent Acquisition.
- Transformed the business by using data to drive decision-making.
- Owned operational alignment and efficiencies across Canada, LATAM, and the United States.
- Compliance manager for talent acquisition globally.
- Created and led trainings for basic recruiting skills, compliance, systems usage, and compliance.
- Created and implemented an event management strategy for Americas. Including a managed request model, budget, and supply chain model for approved events.
- Partnered across HR to develop a strategy for diversity and inclusion in the hiring model.

Microsoft, Redmond, Washington

Senior Operations Manager: March 2017- October 2018

- Led the Americas University Recruiting Operations function, as a part of the broader global TA organization.
- Compliance Lead for Microsoft's Global Data Privacy Regulation (GDPR) effort as well as the Office of Federal Contract Compliance (OFCCP) for University Recruiting.
 - Included vendor compliance management as well as managing and monitoring our global operation.
- Accountable for end-to-end recruitment processes, programs, and systems, including transactional services, support, and transformation.
- Key experiences include process standardization, organization transformation, systems architecture and deployment, and support and scale of global recruitment programs.
- Responsible for global business and development of annual plan to hire over 8000 university students annually.
- Ownership of operational alignment and efficiencies across Canada, LATAM, and the United States.
- Support global operations including implementation and execution of process improvements, global standardization, and system enhancements necessary to scale business delivery and achieving hiring targets.
- Managed a high performing team of 6 full time employees who managed processes, programs, system infrastructure, and daily operations – including a team of 70+ contract employees.
- Consultant with the broader TA organization on systems, program management, and regulatory compliance.

Technical Program Manager University Recruiting: February 2012- February 2017

- **Creation, Implementation, and Enhancement of the Candidate Tracker Applicant Tracking Solution.**
 - Architect of system that moved University Recruiting from a paper process into a centralized cloud-based solution.
 - Created all specifications, development, protocols, testing, and training for deployment and usage of tool.

- Managed and prioritized all requests for future features and triaged all reported bugs.
 - Owned global information gathering, training, and deployment of tools.
- Designed, scoped, and modeled out the next generation tools for University Recruiting.
- Responsible for stability, testing, and monitoring of systems as well as integrations.
- Management of development team. Utilized an agile SCRUM model and VSO.
- Managed compliance with US OFCCP regulations as well as GDPR.
- **Produce and Drive Interview Model Changes.** February 2012- March 2017
 - Instituted and developed a modern method for resume collection. Increasing our collection speed for top talent at targeted schools and enhancing our appeal on campus.
 - Implemented self-scheduling for candidates at interview by leveraging a third-party scheduling tool.
 - Replaced a team of twelve vendors, reducing costs by \$700k annually.
 - Co-leader of team that designed and built a new screening model resulting in an increase of our interview pipeline by 1000+ candidates in first year.
 - Deployed training and support for pipeline management, electronic resume collection, and events.
- **Responsible for pipeline management of our interview reqs and events to meet fiscal year-end goals.**
- **Management of relationship with Randstad for all of University Recruiting interview scheduling.**
 - Participated in Microsoft v- team that negotiated contract renewal and bidding process in FY14.
 - Led renegotiations for University Recruiting one-year contract extension with vendor, including:
 - Updating contract scope, definition, and capabilities.
 - Identification of areas for enhancement and efficiency gains in process.
 - Administered monthly resource calendar with volume projections for workload.
 - Daily management of vendor regarding workload, escalations, and monitoring of SLA's.
- **Facilitation and implementation of operational annual refresh.** February 2012-May 2013
 - Designed and maintained complex annual hiring plan using school resourcing plans, future goals, and pipeline projections.
 - Monitored team resources and interview team capacity to enable Microsoft to reach hiring goals.
 - Created and/or updated training and process documents for all tools.

University Recruiting Staffing Account Manager: May 2010- February 2012

- Executed the hiring plan in two Microsoft business groups:
 - Consulted with business leaders to determine and meet an appropriate workforce plan.
 - Designed and executed an internship program experience for a class of 150+
 - Coordinated onsite and offsite events, both domestic and international, to source and hire candidates.
- Data Reporting and analysis for hiring statistics and business planning; with emphasis on diversity strategy.

University Recruiting Staffing Consultant: August 2007-September 2008; September 2009- May 2010

- Managed the recruiting cycle for domestic and international university candidates. Including:
 - Monitoring interview days for consistency and fairness per internal and EEOC standards.
 - Offering, negotiating, and closing candidates with offers from Microsoft.
- Interviewed, onboarded, trained, and mentored full-time and contract employees on the team.
- Managed the University Recruiting relationship with relocation vendor Cartus (2007-2008)

University Recruiting Staffing Account Manager: January 2006-August 2007

- Planned and executed the hiring plan for the Sales, Marketing, and Services organization.

ACHIEVEMENTS & VOLUNTEER WORK:

- Boys & Girls Club of Bend, Oregon; Board Member; August 2021-*current*
- Girl Scout Troop Leader- Highland Elementary; August 2022- *current*
- ChickTech Central Oregon, Chapter Operations and Volunteer Director; July 2019- August 2020
- Keynote Speaker at Yello Recruiting Technology Conference, May 2017
- Bellevue Arts Museum, Co-Chair of Artful Evening Auction 2014; Member of steering committee, 2012-2015

EDUCATION

Linfield University: McMinnville, Oregon

Bachelor of Arts, with honors, in Political Science and a minor in Philosophy, May 2005

Pi Sigma Alpha Political Science Honor Society, Chi Omega Chapter President: 2002-2005.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Danielle S. Rosenfield and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. DSR (initial here)

Danielle S. Rosenfield
Signature

10/11/22
Date

To: Bend-La Pine Schools
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk

Fr: David Savelle

Su: Letter of Interest: Budget Committee Vacancy Application 1/14/2023

The purpose of any organization is to achieve its goals.
The integration of those goals throughout the organization such that every individual's activity is understood to be linked to the ultimate success of the enterprise.
Doing the right thing(effectively), the right way(efficiently) is the job of leadership and management.
If done well, tops down and bottoms up, resources are allocated to ensure favorable outcomes.

When I last worked I was an expert in Organizational Development about 10 years into a career that ran for 30. I worked in Finance, Manufacturing, Research and Development, Corporate, and Internationally.
In all that time, there was never a moment in which I was not involved in budgeting from the smallest department to the largest construction effort at the time, to the most important profit center.

I am good at budgets.

I am also the father of 2 Summit Students, play golf, ski, invest for a hobby, and clean the house.

My sister has been bugging me for a while to volunteer in the community.
This opportunity looks like a perfect fit.

Thanks in advance for considering my application.

David

██████████
██████████████████

Resume: David A. Savelle
Address: [REDACTED]
Phone: [REDACTED]

Experience: Intel Corporation 1978-2008

1995-2008 Senior Group Controller Technology Development Manufacturing
Responsible for financial decision support management using critical thinking and financial analysis. Managed finance organization of 125 people with a \$3B R&D and Manufacturing budget for wafer processing.

Highlights: Transformed finance organization from an undercapitalized and uncompetitive entity into a corporate level Intel Quality Award winner. (Malcom Baldrige Equivalent)

Drove manufacturing wafer size conversion from 200mm to 300mm reducing component die cost by 30%.

Conceptualized, developed, and deployed a transformational business process that introduced cost reduction during the Wafer Process R&D cycle. Savings of \$2B-\$4B per 2 year technology cycle realized during the first 3 generations.

1993-1994 Controller Contract Manufacturing
Responsible for external procurement of memory components from Asian manufacturers.

1991-1992 Director Intel Delivery Performance Team
Charged with improving corporate product delivery performance in 18 months. Reported directly to CEO and his executive level management review board.

Highlights: Created and drove a unifying corporate level metric for measuring delivery performance.

Influence company wide bonus pay to include improved delivery performance.

Leading a cross functional team of 10, identified and drove a dozen business process improvements leading to a 5% performance improvement.

1987-1991 Controller Microprocessor Product Group
Responsible for \$B P&L of the X86 processor product line.

1985-1986 Project Manager: Military Manufacturing Transfer
Transferred military test manufacturing process from U.S. test facilities to those in Manila, Philippines and Penang Malaysia. Project included cost savings assessment for manufacturing in the Caribbean leading to shutdowns of assembly and test facilities in Puerto Rico and Barbados.

1983-1984 Plant Manager Component Electrical Test

1981-1982 Production Control Manager Component Electrical Test

1979-1980 Production Planning Manager Memory Component Division

1978-1979 Inventory/Cost Analyst Component Manufacturing

Highlight: Developed, documented and deployed component inventory valuation methodology.

Education: 1978 MBA Finance, Indiana University
1976 BS Management Science, University Of Connecticut
1972 Jewish Studies Jerusalem Institute, Jerusalem Israel
1971 High School Graduate



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.

I affirm that my name is DAVID SAVELLE and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a resident of a Deschutes County Voting Precinct
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. DS (initial here)

Would you be interested in learning more about or serving on the BLS Equity Coalition? (One member of the Budget Committee serves on both the committee and the coalition.)

- Yes
- No

David Savelle
Signature

1/14/2023
Date

Subject: Re: Budget Committee Opening
Date: Tuesday, January 17, 2023 at 5:32:20 PM Pacific Standard Time
From: Randen Traughber
To: Melissa Barnes Dholakia
CC: Janet Bojanowski

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Thank you for the opportunity.
Please include me as an applicant.
Thank you
Randen

On Tue, Jan 17, 2023 at 5:21 PM Melissa Barnes Dholakia <melissa.barnesdholakia@schoolboard.bend.k12.or.us> wrote:

Dear Community Members,

Thank you again to each of you for applying to serve on the Bend-La Pine Schools Board of Directors. While that opportunity did not bear out, I wanted to ensure you knew about an additional opportunity.

The Bend-La Pine Schools Board of Directors is currently seeking a new member for the Budget Committee. This is a three-year position, with the work conducted March – June each year. I have attached the position opening for your review.

If you are interested in serving, you are able to bypass the application letter and simply let Janet and myself know you are interested in being considered. If you would prefer to submit a new letter addressing the position directly, that is of course welcome as well.

Thank you in advance for your consideration.

Best,

Melissa

--
Lead with kindness
Randen
Founder - Earthwin

Bend-La Pine Schools Board of Directors Vacancy

Randen Traughber



 [linkedin.com/in/randan-traughber](https://www.linkedin.com/in/randan-traughber)

Dear Bend-La Pine Schools Board of Directors,

I am pleased to be considered for this position. As the founder and CEO of a growing 501(c)3 non-profit organization called Earthwin, we work directly with students focusing to achieve our shared goals: 1) Students developing a strong academic foundation, 2) Students having passion, purpose. 3) Students, families and communities experiencing inclusion, belonging, and a sense of responsibility for creating the community they want to live in, 4) effective and sustainable organization.

I have; been a resident of Bend since 1967, raised three daughters and two step children in the BLS district, and have been actively involved in community development my entire life. I am currently working with Anna Higgins at High Desert ESD and Jackie Wilson with BLS, as well as Adam Krynicki with OSU Cascades and OSU's Capstone lab in creating an effective STEAM education program for students to: Create, Fund, and Execute, student driven sustainability projects. I have been researching our system for 2 years, interviewing faculty and staff to identify areas holding kids back from thriving and creating. It has been a very exciting and rewarding enterprise.

Today more than ever, student apathy, anxiety and depression are at an all time high and engagement is at record lows. It is my personal life goal to work to address this issue and be of service as best as I can. I believe there are three ways to improve communities and impact the issues ahead of us: Politics, Economics, and Education... And if we focus on our youth and education, the others will take care of themselves. Our dedication to serving our youth is a direct reflection of our priorities and culture. Serving our youth and community is a great responsibility and honor. Given the opportunity I will be humbly honored.

Thank you
And Kind Regards

9/30/22

Randen Traughber

RECEIVED
9/30/22
Bojanowski



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Randen L Traughber and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. RT (initial here)


Signature

09/30/22
Date

January 20th, 2023

To Whom It May Concern,

It is with excitement that I submit my application for the Bend LaPine School District Budget Committee vacancy. I have a unique combination of experiences that I believe make me the perfect candidate for this position.

My personal mission is to influence systemic change in a way that increases the effectiveness, efficiency, and equity of social programs and services. For the past 8 years, I have focused my career on working with non-profit community organizations and government agencies in various capacities from developing programs and services, policy advocacy, and coalition building. This work is led from a commitment to equity by centering community voice, rethinking systems, and shifting power and resources to better serve individuals and families.

I am a native to Bend and a proud graduate of Bend LaPine Schools. After living out of state for 14 years, I returned to my hometown in 2017 and currently have three children in the Bend LaPine School system. As a product of Bend LaPine Schools and now as a parent, I have high value for the incredible staff, administrators and community that have influenced and educated generations of children and youth to be innovative contributors to our community and beyond. I've also had the privilege of living and working in a number of other communities across our country where I've had the opportunity to learn the strengths of school districts, government systems and communities that inform my contributions and work now that I'm back in Bend. One of the most impactful experiences was being appointed to and serving on the oversight and advisory community for the San Francisco Department of Children, Youth & their Families. This body was charged with the oversight & administration of a \$50 million dollar fund to support children and youth in San Francisco. This work was done alongside community, school district administration, and residents experiencing disparities in education and social outcomes largely as a result of systemic inequities. Through this analysis, we were able to recommend and implement a plan that rethought how and where funds were spent to better align with and achieve goals and priorities.

On a professional level, I currently work for the Oregon Department of Human Services Office of Equity and Multicultural Services as a liaison of Community & Faith Based Partnerships, the first ever role if it's kind for any state agency. This work has provided me opportunities to evaluate macro level systems, analyze implementation strategies, and build multi-organization partnerships to achieve shared goals. Prior to returning to Oregon, I have worked for a community development financial institution that provided microloans to women and minority food entrepreneurs in an effort to increase culturally relevant food in food desert areas and improve economic outcomes for minority communities. My core tasks were to plan and coordinate projects and strategic goals based on funding, initiate and foster relationships with government and community organizations, and manage all aspects of our program. This included community outreach, program development and

deployment, loan portfolio analysis, budgeting and underwriting, and management of grants.

I am motivated to serve in this capacity most importantly because of my passion to see children youth in Bend and LaPine grow and learn in an environment that values who they are, their talents, acknowledges barriers that may exist that could impede them reaching their full potential, and is willing to think creatively and make brave choices to do better. I excel at optimizing the quality of organizational outputs and efficiency and like to have a good time doing it! This position seems to provide an opportunity to allow me to partner my skills, education, and experiences in a way that would benefit my community. Thank you for your time and consideration.

Respectfully,

Maria Waters

B. Maria Waters, M.P.A

WORK EXPERIENCE

Community and Faith Based Liaison (2020 to present)

State of Oregon, Bend, OR

- Established the first ever role for the State of Oregon developing relationships with faith communities in Oregon to support communication and collaboration with State of Oregon priorities.
- Focus on overcoming health inequities in Communities of Color and rural communities by working with faith communities to connect community assets with state and federal resources.
- Work in partnership with the White House office of Faith Based and Neighborhood Partnerships as well as other states with offices of Faith Based partnerships to bring best practices to Oregon.
- Community outreach - Identify and build trust with faith communities in all 36 counties in Oregon, over 25 faith traditions and more than 1900 faith leaders.
- Coalition building - Convened faith leaders from diverse traditions and cultures to advise and inform programs and resources. Published *Mental Health Toolkit for Oregon Faith Leaders* in partnership with 25 faith leaders.
- Capacity building - Brought national best practices of public/faith based partnerships to Oregon. Through my work, in the past 18 months, over \$5 million in grant funds have been distributed to faith based partners in Oregon from OHA to serve their communities.
- Program & policy advisement - Reviewed federal programs that align with state needs and priorities. Worked with various state agencies to evaluate feasibility.

Regional Outreach Coordinator, Program Analyst (2017 to 2020)

Oregon Health Authority, Bend, OR

- Developed inter-agency networks to enroll, engage and support vulnerable and hard to reach populations in the Oregon Health Plan(OHP) including immigrants, refugees and rural communities.
- Responsible for recruitment, training, technical assistance and grant supervision to approx. 200 OHP application assisters and 40 community partner organizations across 6 counties in Central and Eastern Oregon.
- Collaborated with DHS Self Sufficiency, Aging and People with Disabilities, Public Health, Innovator Agents, Coordinated Care Organizations and Ombudspersons to reduce barriers to health coverage and improve continuity of care for low-income Oregonians..
- Managed the Community Partner Outreach Program 2019-2021 strategic planning process.
- CCO 2.0 External Relations Division liaison to the Member Transition Committee.

Program Manager

Feed the Hunger Fund, Community Development Financial Institution (2015 to 2017)

- Clientele focused on Latino and Hmong immigrants and refugees.
- Coalition builder for the statewide community development and micro lending program between 73 public and non-profit agencies.
- Development of new program initiatives resulting in 200% portfolio growth within 15 months.
- Extensive one-on-one entrepreneur mentorship including financial analysis, growth strategy and planning, and product development.
- Facilitated multiple workshop and training events on topics such as financial literacy, business development, and food access.
- Authored grant proposals.

Legislative Aide Intern – 900+ hours (Spring 2014- Fall 2015)

San Francisco Board of Supervisors

- Initiated and managed multi-agency collaborative effort to expand approved 2014 Farm Bill grocery delivery program to San Francisco that required policy advocacy on a state and federal level between government agencies, private firms, and public non-profit agencies
- Designed and implemented community and economic development strategies within our constituent district including Kiva peer-to-peer micro lending program to spur economic growth.
- Engaged community members and activists to promote legislative agenda and district-wide initiatives.
- Policy analysis and research related to social service programs and services in San Francisco.

Risk Analyst (2005 to 2008)

Mercury Payment Systems

Durango, Colorado

- Extensive daily analysis of key data points from over 10,000 business clients.
- Interpreted and enforced Visa, Mastercard and Discover usage regulations.
- Detected irregular or high-risk activity based on outlier data points.
- Created procedural manuals to create acceptable risk standards and support exponential portfolio growth.

Assistant Vice President, Financial Center Manager (1999 to 2005)

Wachovia, US Bank

Bend, Oregon and Richmond, Virginia

- Oversaw daily operations of the local financial services branch including small business and consumer lending, investments, and deposit activity.
- Managed a group of 15 diverse employees.
- Named a top 10 manager for the East Coast Region based on portfolio growth and customer satisfaction.
- Built relationship-based community outreach strategies to increase awareness of brand and products.

EDUCATION

Public Administration– M.P.A. (2019)

Public Sector Management and Leadership tract, with Distinction

California State University, Northridge (CSUN)

- **Capstone Project**

Waters, B. Maria (2019, August). An analysis of public private partnerships in the social services sector: A case study of the Oregon Health Authority Community Partner Outreach Program.

Social Work – B.S.W. (2015)

Emphasis in Public Policy & Urban Planning, Summa Cum Laude

San Francisco State University (SFSU)

President, S.W.A.V.E. – Social Work student body leadership group

Elected Graduation Speaker

General Studies – A.A. (2012)

Magna Cum Laude

Skyline Community College, San Mateo, CA.

Phi Theta Kappa, Honor Society member

SERVICE - PROFESSIONAL

Board of Directors, National Association of Social Workers

California Chapter (2014-2015)

- Elected to statewide office
- Represented student perspectives to the board of directors
- Shaped political agenda of NASW to California state legislature
- Met with elected officials to raise awareness of NASW agenda and priorities
- Reviewed and approve budget

Regional Health Improvement Plan: Upstream Prevention Workgroup

Central Oregon Health Council (2019-present)

- Provided direction and action supporting the priorities identified by our region in the Regional Health Improvement Plan
- Improved community health and well-being as measured by the Future State Metrics of Upstream Prevention including: increase letter name recognition at Kindergarten, increase third-grade reading proficiency, increase proportion of pregnancies that are planned, increase two-year-old immunization rates, increase the number of people who feel they belong in their community
- Built partnerships, collaborate and coordinate with organizations from different sectors
- Aligned strategies throughout partnerships in the region
- Funded small and large projects to support the achievement of identified metrics

SERVICE - COMMUNITY

Department of Children, Youth and their Families

Commissioner, Oversight and Advisory Committee (2015-2017)

- Appointed by San Francisco Board of Supervisors
- Charged with oversight and administration of voter approved annual \$50 million Children and Youth Fund
- Developed recommendations to support achievement of goals related to DCYF mission.
- Analyzed "Community Needs Assessment" and created recommendations for "Service Action Plan"
- Approved and reviewed budget

Merced Heights Neighborhood Action Committee

Organizing Member, San Francisco, CA (2015-2017)

- Neighborhood organizing for the purpose of gathering community feedback for playground renovation and community garden project
- Administration of neighborhood survey and data collection to inform design choices
- Fundraising and authoring grant proposals to fund the \$5 million dollar project
- Convene quarterly meetings to address progress, host local public officials



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.


I affirm that my name is Barbara Mar a Waters and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a resident of a Deschutes County Voting Precinct
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. BMW (initial here)

Would you be interested in learning more about or serving on the BLS Equity Coalition? (One member of the Budget Committee serves on both the committee and the coalition.)

- Yes
- No



Signature

January 20, 2023

Date



REPORT ITEM: Desert Sky Montessori – Charter Renewal Update

PRESENTED BY: Heather Phillips, Interim Head of School
Deli Thordarson, Business Manager

EXECUTIVE SUMMARY:

Desert Sky Montessori’s charter request was approved by the Board in July 2017 and the initial contract was renewed in July 2020. Desert Sky Montessori’s current charter contract with the district will expire on June 30, 2023. A written renewal request was submitted to the district on January 3, 2023, and a public hearing was scheduled for February 14, 2023, prior to the charter renewal update presentation.

Desert Sky Montessori provides all children with an environment for joyful exploration that fosters self-discovery and a life-long love of learning. In Fall 2022, the school relocated to a larger site that houses all students, grades K-6, in one location. The goal is to add an adolescent, 7th-8th grade, program in 2024.

The Board is scheduled to take action on the charter renewal request at the March 14, 2023, regular board meeting.

Desert Sky Montessori

Desert Sky Montessori provides all children with an environment for joyful exploration that fosters self-discovery and a life-long love of learning.



Vision & Mission

Vision

Students empowered to share their unique gifts with the world.

Mission

Desert Sky Montessori provides all children an environment for joyful exploration that fosters self-discovery and a life-long love of learning.



Our History

- **2014:** A handful of parents came together with a vision of a Montessori Elementary School in Central Oregon.
- **2016:** Bend-La Pine School District voted unanimously to grant a three year charter.
- **2017:** Our doors opened for 102 students ranging from K – 3rd.



Our History

- **2022:** We relocated to the former Realms Middle School location off OB Riley Rd.
- **2023:** Currently serving 172 students, K – 6th grade in 7 authentic Montessori classrooms.
- **2024:** Our goal is to add an Adolescent Program, 7th and 8th grade.



Who we are

A high-integrity program including beautifully prepared classroom environments, materials, uninterrupted daily work periods, a high degree of freedom, mixed-age groups, higher adult-child ratios, and Montessori-trained teachers.



☑ Independent, confident and capable learners



☑ Autonomous and Intrinsically motivated (use of work plans for accountability)



☑ **Social Responsible Citizens of the World and Stewards of the Earth**



☑ **Essential life skills such as collaboration, communication, creativity and critical thinking**



Program

Desert Sky Montessori's individualized curriculum allows children to strive for their personal best. Our public charter school includes children from Kindergarten through 6th grade.

- ✓ Primary (Kindergarten – 1st Grade)
- ✓ Lower Elementary (1st Grade – 3rd Grade)
- ✓ Upper Elementary (4th – 6th Grade)



✓ Primary (Grade K - 1)

Desert Sky Montessori offers a Kindergarten/1st grade combination class which emphasizes learning through discovery at the child's own pace. Students will pursue all academic disciplines with concrete materials that will pursue abstract principles in the later part of the year. The lessons they receive create the foundation upon which the elementary lessons are built. Teachers will encourage all students to gain an understanding of self, develop sensitivity to others and master the tools and skills needed to practice knowledge on their own.



✓ Lower Elementary (Grades 1-3)

This is a time of amazing growth for our students, both intellectually and socially.

In what Montessori terms Cosmic Education, a student has an unlimited imagination, where only the story universe might contain it. Using the Montessori curriculum, educators start with this wide lens and then work down towards topics such as culture, history, geography, math, and the sciences.



✓ Upper Elementary (Grades 4-6)

Students have an innate curiosity and the ability to think abstractly. With these tools in hand, students can explore and understand anything that strikes their interest. Elementary children are also developing important social skills.

Our three-hour morning work cycle allows students both structure and flexibility as they work cooperatively alongside classmates, broadening their sense of social awareness and independent thinking.

Montessori students in our elementary program help others, learn from each other, and build a strong sense of classroom community.



✓ Adolescent Program (Grades 6-8)

Montessori middle schoolers engage in meaningful guided inquiry and nurture their wonder and curiosity via close connections to a wide variety of experiences, which creates a strong school community. Through experiences in social formation, self-expression, academic development, and purposeful work, students can foster their unlimited potential.



Our Campus



Reflective Practice

Montessori pedagogy, at its core is based on scientific observation. It requires input, assessment, analysis, and constant adjustment.

- Highly qualified and supported faculty
- Collaborative staffing model



Involvement

We are fortunate to have strong parent involvement at our school. Our parent community has made the following opportunities possible.

- 3500 sqft Teaching Garden
- Recycling Program
- Parent-led Mini Units
- Grant Writing
- Fundraising
- Classroom Volunteers
- Campus Improvements



SPONSORSHIP KIT

The Desert Sky Edible Garden is a 3,300 sq ft organic garden, living laboratory, and outdoor classroom in Bend, Oregon.

Our school garden program helps children learn the importance of eating well, using our resources sustainably, and building regenerative natural systems that keep our community and planet healthy.

Through joyful exploration and hands-on experiences, we aim to create an inclusive and meaningful learning environment; one that fosters respect, collaboration, and leadership while beautifying our campus.



The only tuition-free Montessori school in Central Oregon



Public charter school serving 180 students in grades K-6



100% volunteer-run Garden Committee

CONTACT
Darlene Weaver, Garden Co-Lead
(503) 983-5482 or darlene.weaver@desmontessori.org

 [DESERTSKYGARDEN](https://www.instagram.com/DESERTSKYGARDEN)



Thank You!

“An education capable of saving humanity is no small undertaking: it involves the spiritual development of man, the enhancement of his value as an individual, and the preparation of young people to understand the times in which they live.”

-Maria Montessori



Desert Sky Montessori

Desert Sky Montessori brinda a todos los niños y niñas un entorno para la exploración alegre que fomenta el autodescubrimiento y un amor por el aprendizaje de por vida.



Visión y Misión

Visión

Estudiantes empoderados para compartir sus dones únicos con el mundo.

Misión

Desert Sky Montessori brinda a todos los niños y niñas un entorno para la exploración alegre que fomenta el autodescubrimiento y un amor por el aprendizaje de por vida.



Nuestra Historia

- **2014:** Unos cuantos padres y madres de familia se reunieron con la visión de una escuela primaria Montessori en Oregón Central.
- **2016:** El distrito escolar de Bend-La Pine votó por unanimidad para otorgar una chárter de tres años.
- **2017:** Nuestras puertas se abrieron para 102 estudiantes desde K a 3ro.



Nuestra Historia

- **2022:** Nos mudamos a la antigua ubicación de la Escuela Secundaria Realms en OB Riley Rd.
- **2023:** Actualmente atendemos a 172 estudiantes, de K a 6° grado en 7 auténticas aulas Montessori
- **2024:** Nuestra meta es agregar un programa para adolescentes, de 7° y 8° grado.



Quiénes somos

Un programa de alta integridad que incluye ambientes de aula bellamente preparados, materiales, períodos de trabajo diario ininterrumpido, un alto grado de libertad, grupos de edades mixtas, proporciones más altas en la relación adultos-niños y maestros entrenados en Montessori.



☑ **Estudiantes independientes,
seguros y capaces**



☑ **Autónomo e intrínsecamente
motivados (uso de planes de
trabajo para la rendición de
cuentas)**

☑ **Ciudadanos socialmente responsables del mundo y guardianes de la Tierra**



☑ **Habilidades esenciales para la vida como la colaboración, la comunicación, la creatividad y el pensamiento crítico.**



Programa

El plan de estudios individualizado de Desert Sky Montessori permite a los niños y niñas esforzarse por dar lo mejor de sí mismos. Nuestra escuela pública chárter incluye niños y niñas desde kínder hasta el 6to grado.

- ✓ Primaria (Kindergarten – 1er Grado)
- ✓ Primaria inferior (1er grado – 3er grado)
- ✓ Primaria Superior (4to – 6to Grado)



✓ **Primaria (Grado K - 1)**

Desert Sky Montessori ofrece una clase combinada de kínder y primer grado que enfatiza el aprendizaje a través del descubrimiento al ritmo del niño/niña. El estudiantado seguirá todas las disciplinas académicas con materiales concretos que seguirán principios abstractos en la última parte del año.

Las lecciones que reciben crean la base sobre la cual se construyen las lecciones de primaria. Los maestros alentarán a todos los y las estudiantes a comprenderse a sí mismos, desarrollar sensibilidad hacia los demás y dominar las herramientas y habilidades necesarias para practicar el conocimiento por sí mismos.



✓ Primaria inferior (grados 1-3)

Este es un periodo de crecimiento asombroso para nuestros estudiantes, tanto intelectual como socialmente. En lo que Montessori llama Educación Cómica, un estudiante tiene una imaginación ilimitada, donde solo el universo del cuento puede contenerla. Usando el currículo Montessori, los educadores comienzan con esta perspectiva amplia y luego avanzan hacia temas como la cultura, la historia, la geografía, las matemáticas y las ciencias.



✓ **Primaria Superior (Grados 4-6)**

Los estudiantes tienen una curiosidad innata y la capacidad de pensar de manera abstracta. Con estas herramientas en la mano, los estudiantes pueden explorar y comprender cualquier cosa que les interese. Los niños y niñas de primaria también están desarrollando importantes habilidades sociales.

Nuestro ciclo de trabajo matutino de tres horas les permite a los estudiantes estructura y flexibilidad mientras trabajan en cooperación con sus compañeros y compañeras de clase, ampliando su sentido de conciencia social y pensamiento independiente.

Los y las estudiantes de Montessori en nuestro programa de primaria ayudan a otros, aprenden unos de otros y construyen un fuerte sentido de comunidad en el salón de clases.





Programa para Adolescentes (Grados 6-8)



Los estudiantes de secundaria Montessori participan en una indagación guiada significativa y nutren su asombro y curiosidad a través de conexiones cercanas con una amplia variedad de experiencias, lo que crea una comunidad escolar sólida. A través de experiencias en formación social, autoexpresión, desarrollo académico y trabajo con propósito, los estudiantes pueden fomentar su potencial ilimitado.



Nuestro Campus



Práctica reflexiva

La pedagogía Montessori, en su esencia, se basa en la observación científica. Requiere aportes, evaluación, análisis y ajustes constantes.

- Profesorado altamente calificado y respaldado
- Modelo de dotación de personal colaborativo



Participación

Somos afortunados de tener una fuerte participación de padres y madres de familia en nuestra escuela. Nuestra comunidad de padres y madres de familia ha hecho posibles las siguientes oportunidades.

- Jardín de enseñanza de 3500 pies cuadrados
- Programa de reciclaje
- Mini unidades dirigidas por padres y madres de familia
- Solicitud de concesiones
- Recaudación de fondos
- Voluntarios y voluntarias de aulas
- Mejoras en el campus



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 **DESERTSKYGARDEN**



¡Gracias!

“Una educación capaz de salvar a la humanidad no es un compromiso pequeño: implica el desarrollo espiritual del hombre, la mejora de su valor como individuo y la preparación de jóvenes para comprender los tiempos en que viven”

-María Montessori





REPORT ITEM: Update on Language Arts and Mathematics Curriculum Adoption

PRESENTED BY: Dean Richards, Director of Secondary Curriculum, Instruction and Systems
Julie Walker, Director of Elementary Curriculum, Instruction and Systems

EXECUTIVE SUMMARY:

At all levels, teams have been working to review curricular materials and investigate possible new materials and instructional practices to improve student learning in Language Arts and Mathematics.

Secondary Mathematics

The state of Oregon has made an adjustment to the sequencing of High School courses that will take place next school year. Called the “2+1” model, students will engage in Math 1 (9th) and Math 2 (10th), which will cover the standards from Algebra 1, Geometry, and Data Literacy. An additional third year course will provide options for students. These “+1” courses will include dual credit college courses, partnerships with Career and Technical Education courses, and pathways toward Calculus. Middle School and High School leadership teams, guided by a set of core principles that can be found in this packet, are investigating and piloting curriculum with the plan to bring the final choice before the board later in the Spring for Middle School Math and Math 1 and Math 2.

Secondary Language Arts

Secondary Language Arts has been undergoing a shift in practices over several years. The “book clubs” model of instruction, which many secondary teachers have received professional learning in, focuses on the values of communication, choice, equity and collaboration. Students choose a book from a teacher provided list within a theme. Students read, write, discuss, debate, and extend their learning through interactions with one another. An explicit effort to provide a list of a variety of voices in the books read has been made through the Diversity Project. In writing, an alignment of genre across secondary schools is well underway. The writing workshop model holds the same values as reading (communication, choice, equity and collaboration.) This gives students the opportunity to express their learning by developing their voice as a writer.

A Common District Assessment (CDA), written by Bend-La Pine Language Arts teachers, is in its second year at the High School level. Middle School teachers are piloting the first draft of the CDA and are providing feedback to the teacher authors. Revisions will be made this summer before full use next year.

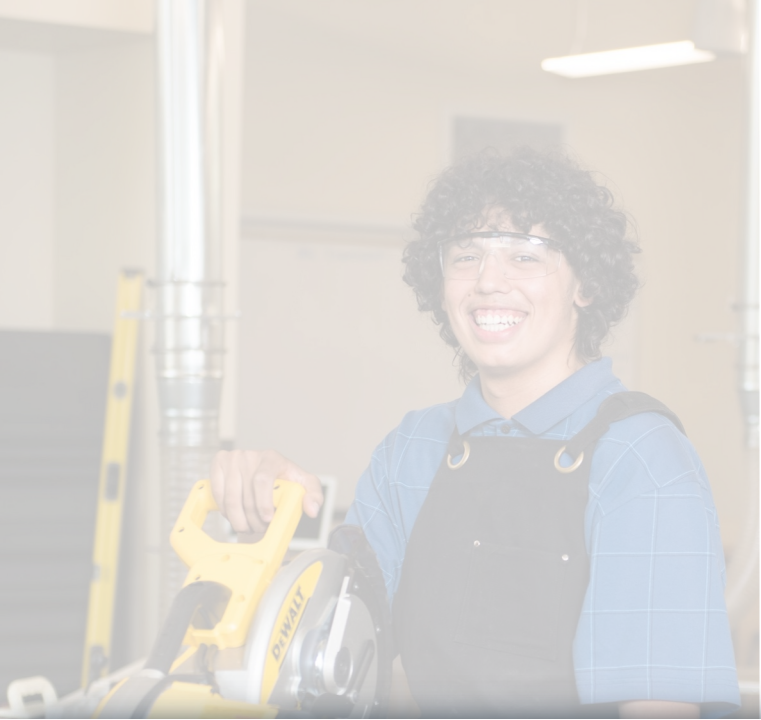
Elementary Language Arts Curriculum

In the 21-22 school year a curriculum review team was formed to review curricular materials and instructional practices for Language Arts instruction in the elementary grades. The team concluded the need for updated curricular materials focused specifically on foundational skills in grades K-5. Really Great Reading was adopted for core reading instruction in foundational skills K-5 in May of 2022. All elementary teachers participated in a one-day training in the summer of 2022 specifically focused on shifting instructional practices to align with the science of reading as it relates to teaching foundational skills. In addition, classroom teachers have had on-going opportunities to work with an instructional coach and participated in professional learning specifically geared toward foundational skills. The remainder of this year will be spent supporting teachers in analyzing formative data and refining implementation of foundational skills instructional practices.

In the fall of 2022, a committee formed to review curricular materials and instructional practices for language comprehension, writing, speaking, listening and thinking skills. The committee has participated in extensive reading and professional learning on most current recommendations from research on accelerating literacy instruction. In addition, the committee has conducted listening sessions with students, staff and community members. Using research and feedback from the listening sessions the committee drafted core beliefs. The committee sought input from staff and community members and refined the core beliefs document. One trend in the feedback was a need to explore all options in regards to the timelines of adopting and implementing new curriculum materials. The team agreed to seek additional feedback on possible options moving forward.

Elementary Mathematics Curriculum Review

In the fall of 2022, a committee formed to begin a two-year review process of curriculum materials and instructional practices in K-5 mathematics. The team has engaged in a book study, "Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations." This book has informed the team about the most current research and thinking in best practices in mathematics instruction. In addition, the team has conducted over 100 student, staff and community interviews. Currently, the team is processing and summarizing the listening session and interview data. Next, the team will begin to draft core beliefs. The goal for this team is to have a final draft of core beliefs by May of 2023.

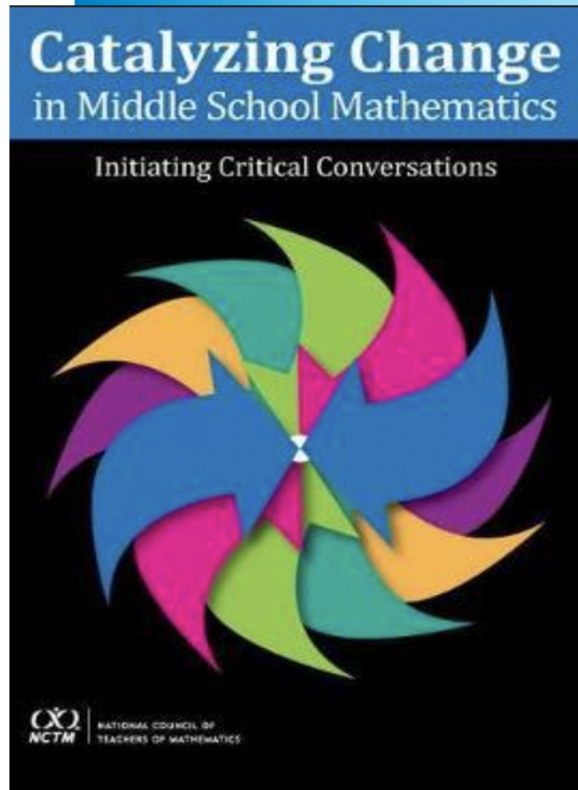


Curriculum Adoptions

Math Adoption Status Report

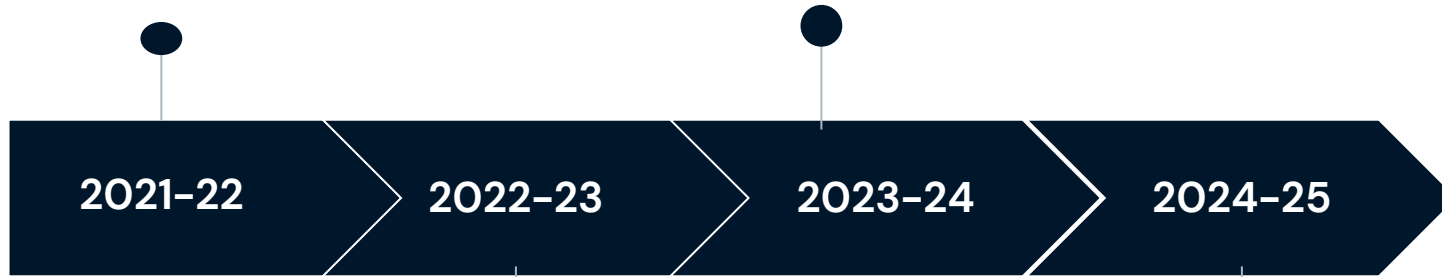
**Middle School and High School
Math Leadership Teams
Process of collecting feedback**

Recommendations → Guiding Principles



Timeline

Curriculum PD training: Implementation focusing on new curriculum content tasks and pedagogy using school math department lesson study or studio models.



Curriculum adoption review early spring – summer training. Start work on priority standards winter term.

Continue training with new materials and pedagogy using Ambitious Math from TDG.

Language Arts Adoption Status Report

2018-2023

Reading
Writing
Thinking
Listening
Speaking



9-12 Diversity

Project Begins

- *reading options
- *policy and process
- *instructional priorities and methods

6-8 Diversity

Project Begins

6-12 Diversity

Project

Completes

- *finish training / new materials access

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

6-12 Diversity

Project Book Clubs
training cycle begins

9-12 Diversity Project Begins

9-12 Writing Alignment
collaboration begins.
Initial round of workshop training.

6-8 Diversity Project Begins

6-8 Writing Alignment collaboration begins. Horizontal/vertical articulation.
6-12 Writing Alignment All-secondary workshop training begins.

6-12 Diversity Project Completes

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

6-12 Book Clubs training begins

9-12 Writing Alignment
Horizontal/vertical alignment articulation

6-12 Writing Alignment
initial training cycle completes.
Advanced (vocabulary and grammar) training commences.

9-12 Diversity Project Begins

9-12 CDA - Revision. Rebuilt into Canvas.

9-12 Writing Alignment Begins

6-8 Diversity Project Begins

6-8 CDA - Initial Version: Pilot & Feedback

6-8 Writing Horizontal/Vertical
6-12 Workshop Training Begins

6-12 Diversity Project Completes

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

6-12 Diversity Project Book Clubs training begins

9-12 Common District Assessment (CDA) - Initial Version: Pilot & Feedback

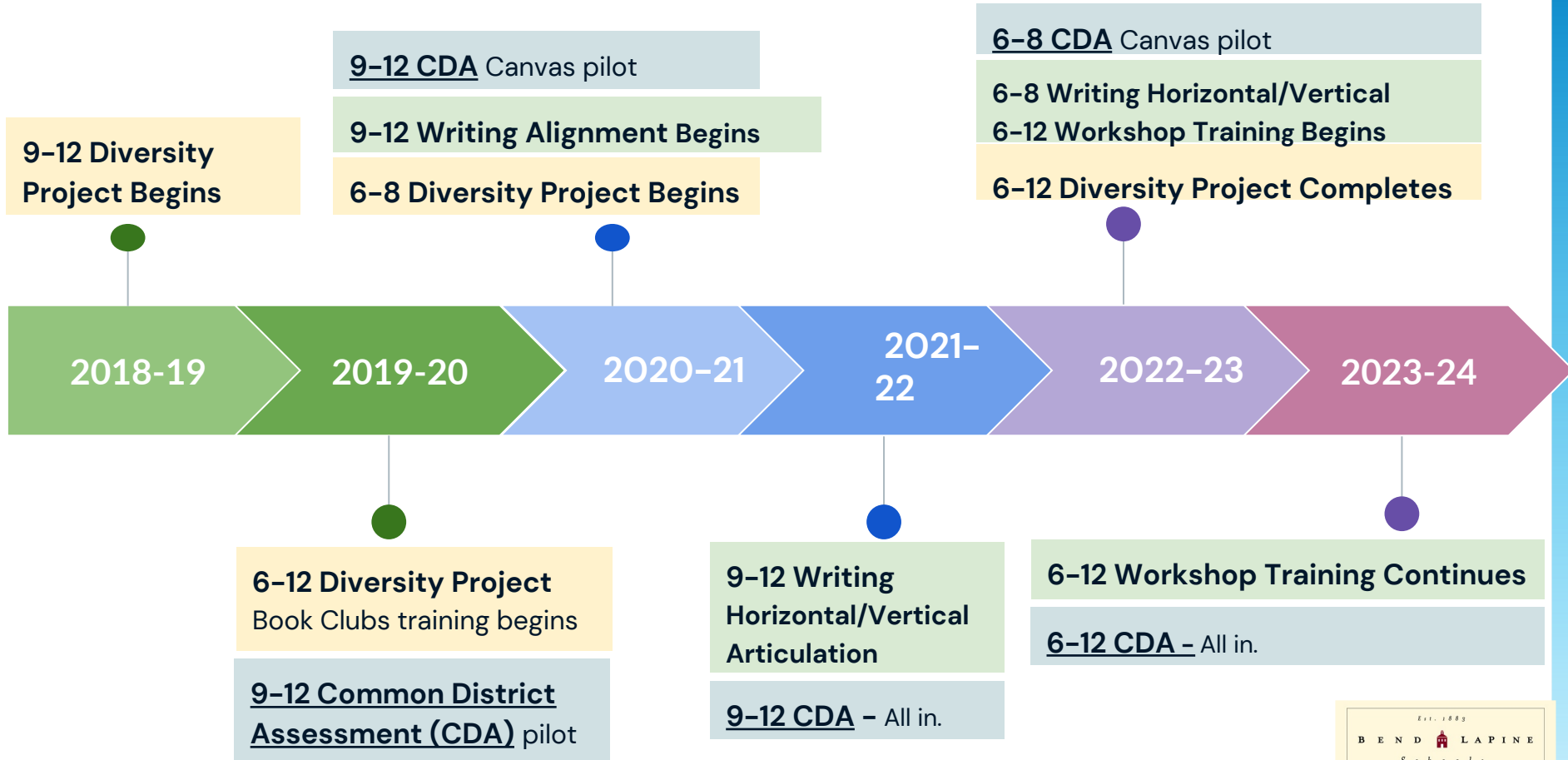
9-12 Writing Horizontal/Vertical Articulation

9-12 CDA - All in.

6-12 Workshop Training Continues

6-8 CDA - Revision.
6-12 CDA - All in.

6-12 Community Feedback Collection: 5 Sites, Equity Coalition

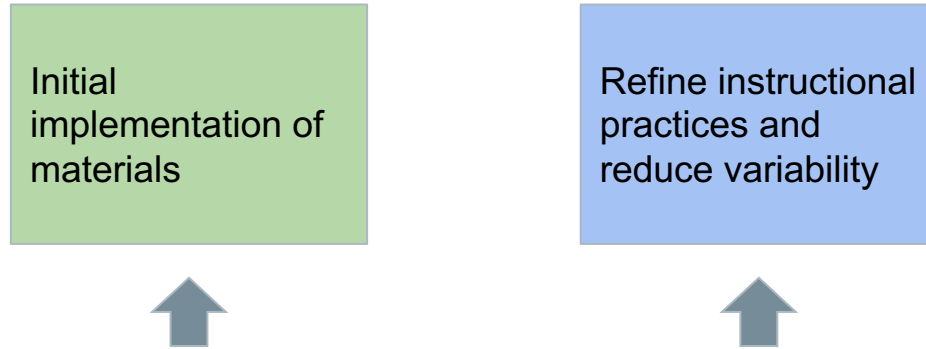


Elementary Curriculum Review Team Report



Foundational Skills Implementation

Goal: 100% of K–5 classroom teachers implementing **Really Great Reading Curriculum** as part of core reading instruction



Language Arts Curriculum Review

22-23

Foundational Skills Block



direct, explicit
instruction

application in
decodable text

Lexia

Next step:

Knowledge Building Literacy
Curriculum



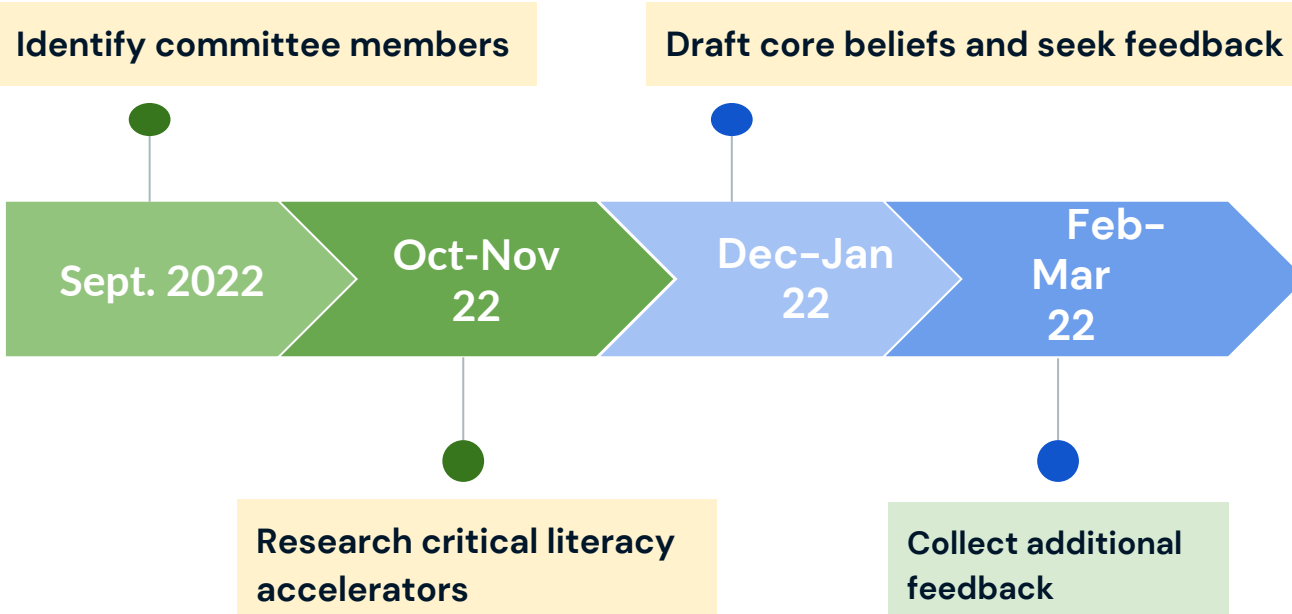
Units Integrating Language Arts
with Science and Social Studies



Taught in a Workshop Model



Language Arts Curriculum Review



Language Arts Core Beliefs Feedback

- Knowledge building scope and sequence that includes literacy units integrated with science and social studies
- Need additional time to learn foundational skills
- Next step collect additional feedback from teachers



Middle School Math Guiding Principles

Four Key Recommendations from NCTM	MS Leadership Team Guiding Principles
<p>1. Broaden the Purpose of Learning Mathematics Each and every student should develop deep mathematical understanding to be able to critique their world through mathematics, and experience the wonder, joy and beauty of mathematics, which all contribute to a positive math identity.</p>	<p>We Believe.....</p> <ul style="list-style-type: none"> ● that the question is not whether all students can succeed in mathematics but whether the adults organizing mathematical learning experiences can alter traditional beliefs and practices to promote success for all. ● everyone gets a seat at the table. Math is a gateway NOT a gatekeeper. ● in math literacy. Learning math is as essential as being able to read. ● math needs to be purposeful, relevant and engaging to create investment. ● heterogenous math classrooms serve all students well. ● family connections and support are necessary for student success. ● productive struggle and student generated strategies are critical for students to construct and own their learning. ● mastery involves a balance of conceptual understanding, procedural fluency and flexible application to real-world problems. ● the Mathematical Practices are as important as the content we teach. ● curiosity leads to innovation and lasting change.
<p>2. Create Equitable Structures in Mathematics Middle school mathematics should dismantle inequitable structures, including tracking teachers as well as the practice of ability grouping and tracking students into qualitatively different courses.</p>	
<p>3. Implement Equitable Mathematics Instruction Classroom instruction should be consistent with research informed and equitable teaching practices that foster students' positive math identities and strong sense of agency.</p>	
<p>4. Develop Deep Mathematical Understanding Middle schools should offer a common shared pathway grounded in the use of mathematical practices and processes to coherently develop deep mathematical understanding, ensuring the highest quality math education for each and every student.</p>	

High School Math Guiding Principles

Four Key Recommendations from NCTM	HS Leadership Team Guiding Principles
<p>1. Broaden the Purpose of Learning Mathematics. Each and every student should learn the Essential Concepts in order to expand professional opportunities, <i>understand and critique the world, and experience the joy, wonder, and beauty of mathematics.</i></p>	<p>We Believe.....</p> <ul style="list-style-type: none"> ● all students can and should be independent learners, thinkers and doers of mathematics. ● all students should have access to rigorous grade level math. ● in supporting a curriculum that has low floor/high ceiling tasks that allows all students to engage. This is an equitable teaching practice. ● that students will be more successful if teachers create a safe environment to take risks and make mistakes. Rough draft math thinking makes for more meaningful learning and is an equitable practice. ● all students want to feel successful and will work hard if the work is meaningful to them. What success looks like is an individual personal experience. ● <i>the Math Practices</i> should be a central part of our instruction. ● a commitment to collaboration is best for teachers and students. ● students can see relevance in math if teachers can support them with problems that are interesting and relevant. ● in addition to the relevance we must highlight the joy and beauty of mathematics for our students. ● students should have some voice and choice around how they learn and how they show what they have learned. ● that we can pursue higher ideals and better solutions/answers when we collaborate on problem-solving. This includes sharing resources to support our students.
<p>2. Create Equitable Structures in Mathematics High school mathematics should discontinue the practice of tracking teachers as well as the practice of tracking students into qualitatively different or dead-end course pathways.</p>	
<p>3. Implement Equitable Mathematics Instruction Classroom instruction should be the highest quality mathematics education for all students consistent with research informed and equitable teaching practices.</p>	
<p>4. Offer Other Rigorous Math Pathways High schools should offer continuous four-year mathematics pathways with all students studying mathematics each year, including two to three years of mathematics in a common shared pathway focusing on the Essential Concepts, to ensure the highest-quality mathematics education for all students.</p>	

Bend-La Pine Schools
Secondary Language Arts, 2023

CORE VALUES

- Cultivating student agency through hearing VOICE and empowering CHOICE
- Building pathways to EQUITY for every student, in every classroom, at every site
- Enabling and facilitating teacher growth through cross-site COLLABORATION

READING

- Choosing instructional methods that offer students daily opportunities to practice speaking and listening, both following teacher models and engaging with peers – practicing their voices, hearing their uniqueness
- Growing readers by offering a diverse range of contemporary fiction and nonfiction, where students can see themselves, hear messages valuing their own experiences, and learn about the experiences of others
- Believing in reading as a social experience, where skill growth occurs via the higher levels of engagement and collaboration that naturally occur when students have choice about what to read, and others to read in collaboration with

WRITING

- Choosing instructional methods that validate and encourage the unique backgrounds and perspectives of our students
- Growing writers by valuing process over product, by enabling success in any context
- Choosing instructional methods that offer students daily opportunities to practice speaking and listening – practicing their voices, owning their efforts, taking pride in their work



6-12 Community Feedback Collection: 5 Sites, Equity Coalition

**9-12 Diversity
Reading Project
Begins**

9-12 CDA Canvas pilot
**9-12 Writing
Alignment Begins**
**6-8 Diversity
Project Begins**

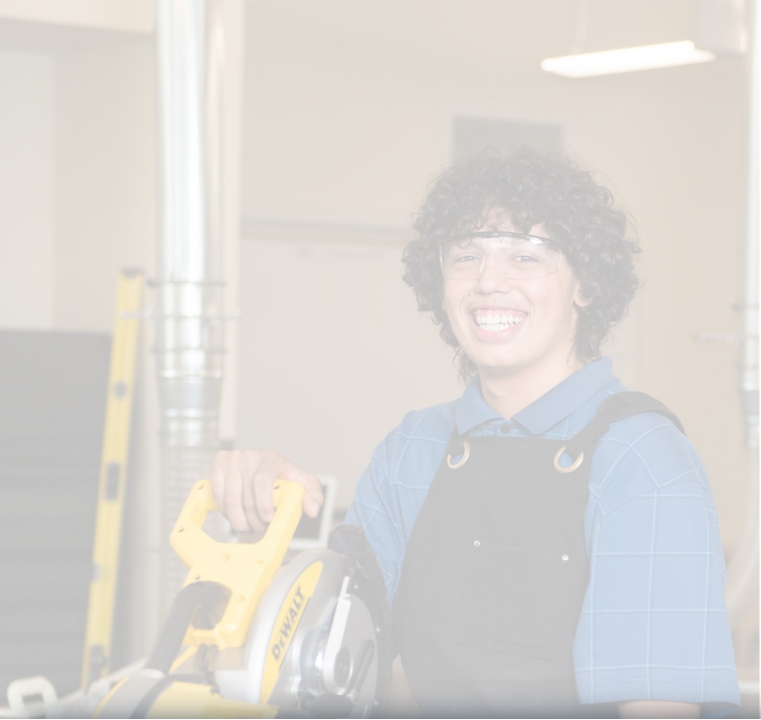
6-8 CDA Canvas pilot
6-8 Writing Horizontal/Vertical
6-12 Workshop Training Begins
**6-12 Diversity
Project Completes**



**6-12 Diversity
Project Book Clubs
training begins**
**9-12 Common District
Assessment (CDA) pilot**

**9-12 Writing
Horizontal/Vertical
Articulation**
9-12 CDA - All in.

**6-12 Workshop
Training Continues**
6-12 CDA - All in.



Adopciones de currículo

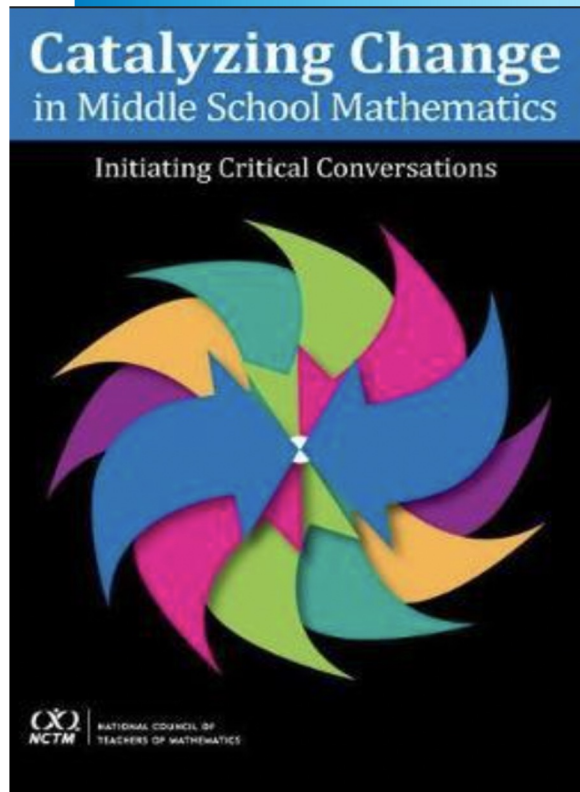
Informe del estado de la adopción de matemáticas

Secundaria y preparatoria

Equipos de Liderazgo de Matemáticas

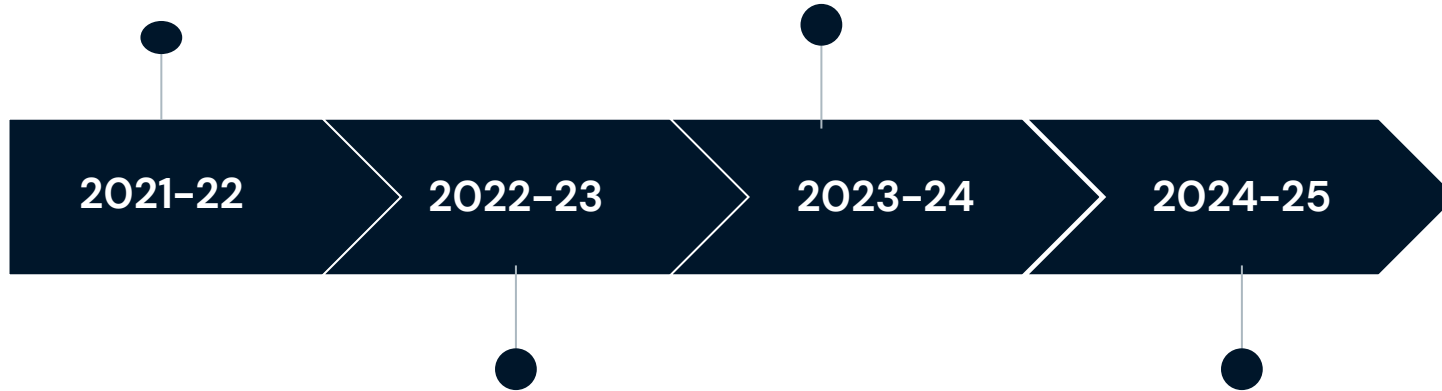
Proceso de recopilación de retroalimentación

Recomendaciones → Principios rectores



Cronograma

Entrenamiento de desarrollo profesional del currículo: implementación que se enfoca en nuevas tareas de contenido del currículo y pedagogía utilizando el estudio de lecciones del departamento de matemáticas de la escuela o modelos de estudio.



Revisión de la adopción del currículo a principios de primavera – entrenamiento de verano. Comenzar a trabajar en los estándares prioritarios en el periodo de invierno

Continuar capacitando con nuevos materiales y pedagogía usando Ambitious Math de TDG.

Informe del estado de la adopción de Artes del Lenguaje

2018-2023

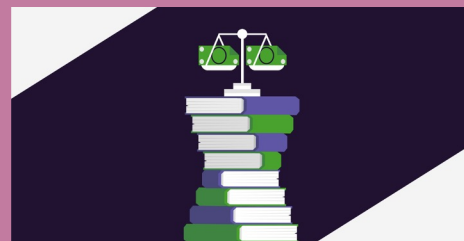
Lectura

Escritura

Razonamiento

Escucha

Habla



Comienza el Proyecto de Diversidad de 9-12

- *Opciones de lectura
- *Políticas y proceso
- *Prioridades de instrucción

Comienza el Proyecto de Diversidad de 6-8

Proyecto de Diversidad de 6-12 es completado

- *Finalizar entrenamiento / acceso a nuevos materiales

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

Proyecto de diversidad de 6-12

Comienza el ciclo de entrenamiento de los clubes de lectura

Est. 1889

BEND LAPINE
Schools

EDUCATING THRIVING STUDENTS

Alineación de escritura de 9-12

Comienza la colaboración. Ronda inicial de entrenamiento en talleres

Alineación de escritura de 6-8 Comienza la colaboración. Articulación horizontal/vertical.

Alineación de escritura de 6-12 Comienza el entrenamiento en talleres de toda la educación secundaria.

Comienza el Proyecto de Diversidad de 9-12

Comienza el Proyecto de Diversidad de 6-8

El Proyecto de Diversidad de 6-12 es completado

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

Comienza el entrenamiento de los clubes de lectura de 6-12

Alineación de escritura de 9-12 Articulación de alineación horizontal/vertical

Alineación de escritura de 6-12

Se completa el ciclo de entrenamiento inicial. Comienza el entrenamiento avanzado (vocabulario y gramática).

Comienza el Proyecto de Diversidad de 9-12

Evaluación Común del Distrito (CDA, por sus siglas en inglés) de 9-12 – Revisión.

Reconstruido dentro de Canvas

Alineación de escritura de 9-12 Comienza la colaboración. Ronda inicial de entrenamiento en talleres

CDA de 6-8 – Versión inicial: piloto y retroalimentación

Escritura Horizontal/Vertical de 6-8 Comienza el entrenamiento en talleres de 6-12

Proyecto de Diversidad de 6-12 es completado

Comienza el Proyecto de Diversidad de 6-8

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

Comienza el entrenamiento Proyecto de Diversidad del club de lectura de 6-12

Evaluación Común del Distrito (CDA) de 9-12 – Versión Inicial: piloto y retroalimentación

Articulación horizontal/vertical de escritura de 9-12

CDA de 9-12 – Todas entregadas

Continúa el entrenamiento en talleres de 6-12

CDA de 6-8 – Revisión.

CDA de 6-12 – Todas entregadas.

Recopilación de comentarios de la comunidad de 6-12: 5 sitios, Equity Coalition (Coalición de Equidad, por su nombre en inglés)

Comienza el Proyecto de Diversidad de 9-12

CDA de 9-12 – Revisión. Reconstruido dentro de Canvas

Piloto de Canvas de 9-12

Comienza el Proyecto de Diversidad de 6-8

Piloto de la CDA de 6-8 de Canvas

Escritura Horizontal/Vertical de 6-8

Comienza el entrenamiento en talleres de 6-12

Proyecto de Diversidad de 6-12 es completado

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

Comienza el entrenamiento Proyecto Diversidad del club de lectura de 6-12

Piloto de la Evaluación Común del Distrito (CDA) de 9-12

Articulación horizontal/vertical de escritura de 9-12

CDA de 9-12 – Todas entregadas

Continúa el entrenamiento en talleres de 6-12

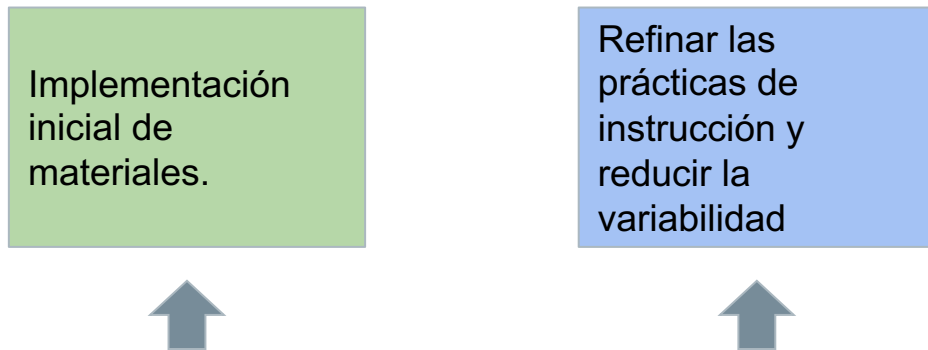
CDA de 6-12 – Todas entregadas

Informe del Equipo de Revisión del Currículo de Primaria



Implementación de habilidades fundamentales

Objetivo: 100% de los maestros de K-5 implementando el currículo de lectura **Really Great Reading Curriculum** como parte de la instrucción básica de lectura



Revisión del plan de estudios de Artes del Lenguaje

22-23

Foundational Skills Block



direct, explicit
instruction

application in
decodable text

Lexia

Próximo paso:

Currículo de alfabetización para la
construcción de conocimientos



Unidades que integran Artes del Lenguaje
con Ciencias y Ciencias Sociales



Enseñado en un modelo de taller



Revisión del currículo de Artes del Lenguaje

Identificar a los miembros del comité

Redactar un borrador sobre las creencias fundamentales y buscar retroalimentación

Sept. 2022

Oct-Nov
22

Dec-Jan
22

Feb-
Mar
22

Investigar aceleradores de alfabetización crítica

Recopilar retroalimentación adicional



Retroalimentación sobre las Creencias Fundamentales de las Artes del Lenguaje

- Ámbito y secuencia de construcción de conocimiento que incluya unidades de alfabetización integradas con ciencias y ciencias sociales
- Necesidad de tiempo adicional para aprender habilidades fundamentales
- Siguiendo paso: recopilar retroalimentación adicional de los maestros





REPORT: Data on Board End 2

PRESENTED BY: Dave VanLoo, Ph.D., Director of School Improvement
Stephen DuVal, Director of College and Career Readiness

EXECUTIVE SUMMARY:

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Associated with these Board Ends are data metrics that are intended to provide high quality, systems-level evidence of Bend-La Pine schools' impact on achieving these Ends.

District Board Ends fall broadly into four domains:

1. Students are engaged and develop a **strong academic foundation**.
2. Students have a **passion, purpose, and plan** for their future.
3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools.
4. Operational systems align and support an academically effective and sustainable organization.

This report focuses on data relevant to the second Board End of students having a passion, purpose and plan for their future. Metrics related to Board End #2 focus on four and five-year graduation rates, "diploma plus" metrics, and students' own reporting on their preparedness for their future. As this is the first opportunity for the Board to review these data since adopting Board Ends in September, these data provide an important baseline for future work. This report will focus on the best available evidence to which the district has access. It also will call attention to several gaps in available student data resulting from the COVID-19 pandemic.



Board End #2: Passion, Purpose, & Plan (February 2023)

Dave VanLoo, Ph.D.

Board Goal #2

Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:

- a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years.
- b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
 - Oregon State Seal of Biliteracy
 - Two years of Junior ROTC
 - CTE Concentrator (Two or more credits in a program)
 - Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - Meets automatic admission requirements for all Oregon Public Universities
- c. Students' preparedness for their future, as measured by surveys and/or focus groups.





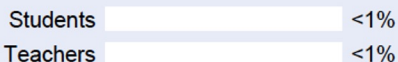
17,151

Student Enrollment

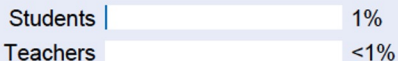
Bend-La Pine Demographics 2021-22

DEMOGRAPHICS

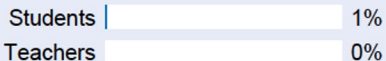
American Indian/Alaska Native



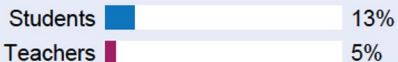
Asian



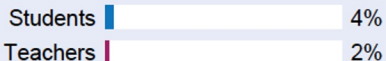
Black/African American



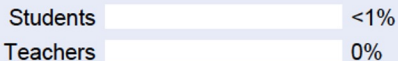
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



8%

Ever English
Learners



30

Languages
Spoken

11%

Students
with
Disabilities

15%

Mobile
Students

>95%

Free/
Reduced
Price Lunch



The “Economic Disadvantage” Issue

Almost all students were considered Economically Disadvantaged in 2021–22.

Economic disadvantage typically comprises nearly 80% of the district’s Historically Underserved (HU) group, which is 40–50% of total enrollment.

For 2021–22 we can’t use HU and we are missing data on our largest HU group.



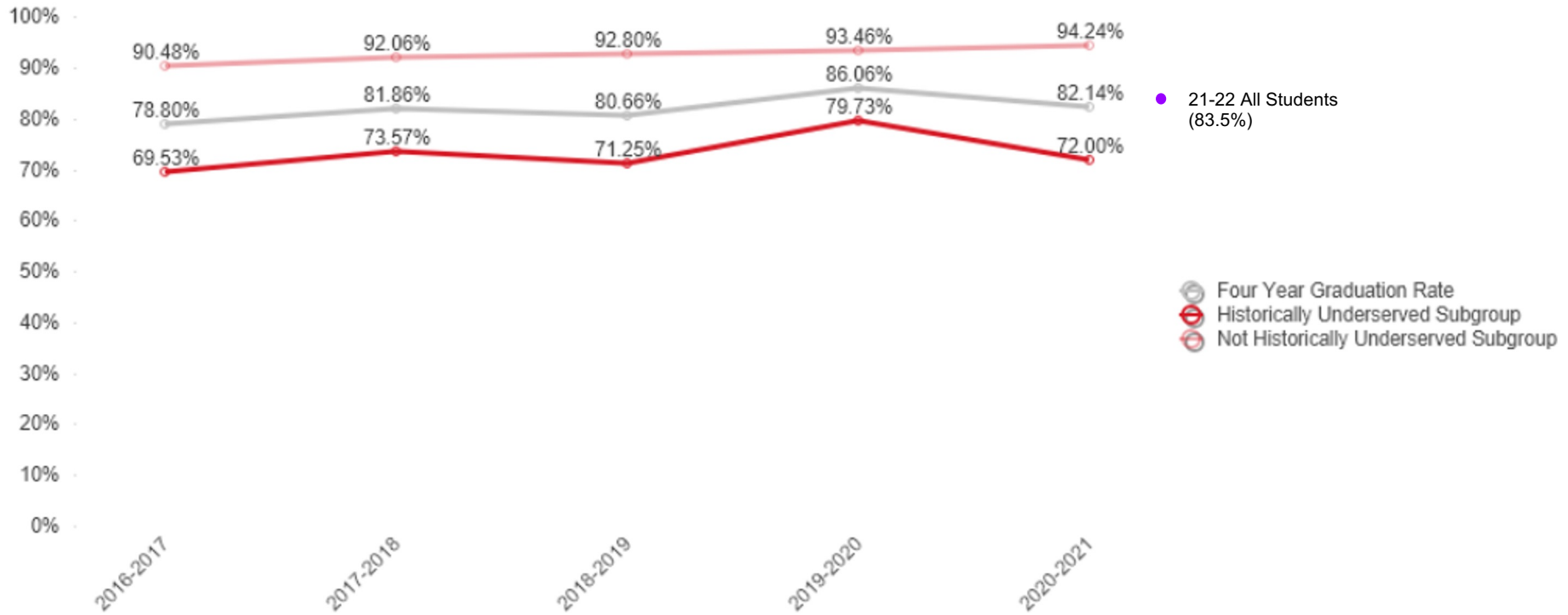
End 2a: 4-Year Graduation, 5-Year Graduation, & 5-Year Completers



Student Group	Adjusted Cohort	Graduates	2021-22 Four-year Cohort Graduation Rate	2021-22 Five-year Cohort Graduation Rate	2021-22 Five-year Cohort Completer Rate
All Students	1525	1274	83.5	83.8	90.4
CTE Concentrators	454	425	93.6	93.9	>95%
English Learners, Anytime in High School	41	32	78.1	83.3	83.3
Former English Learners, Exited Prior to High School	69	52	75.4	87.2	89.5
Students with Disabilities	181	123	68.0	63.7	74.5
Underserved Races/Ethnicities	230	173	75.2	77.4	85.3

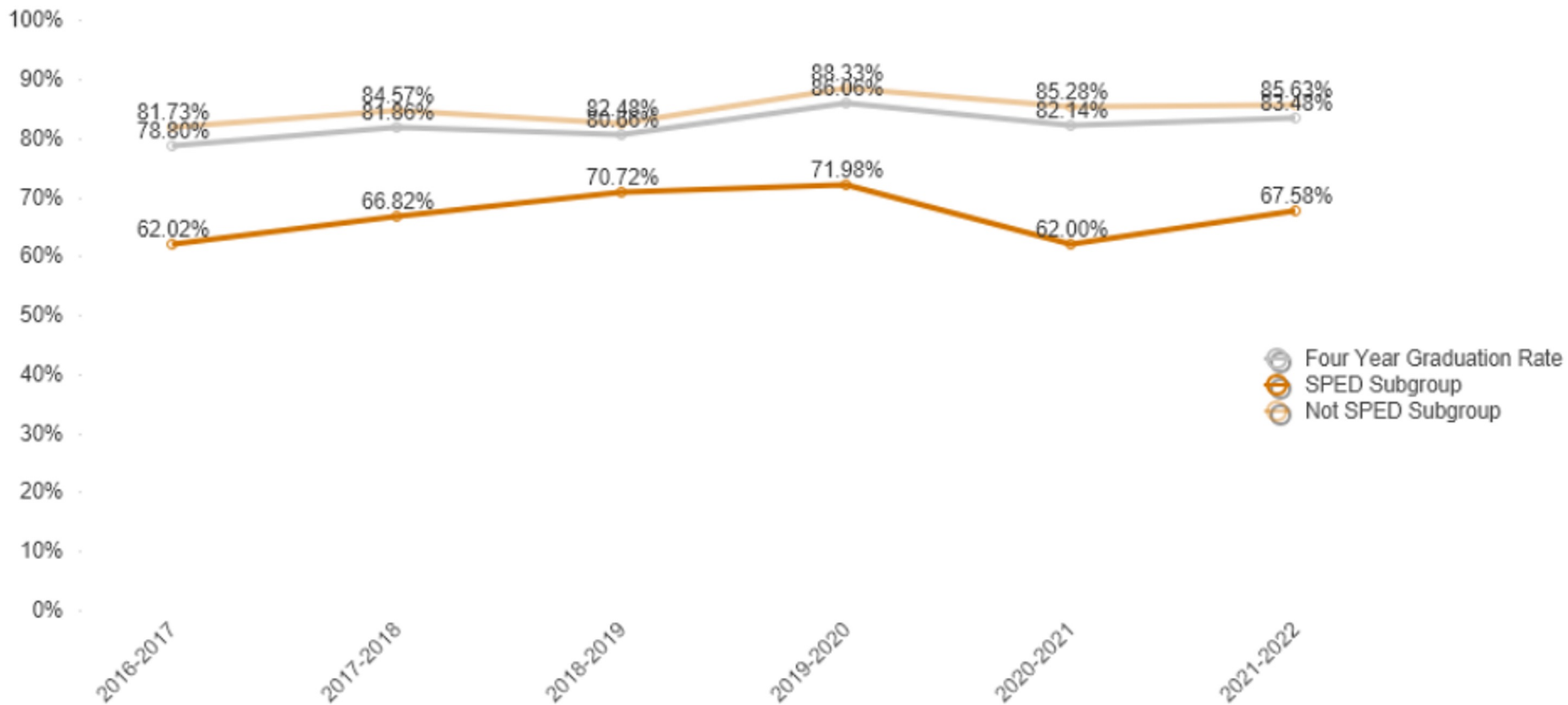
Summary of Graduation and Completer Rates





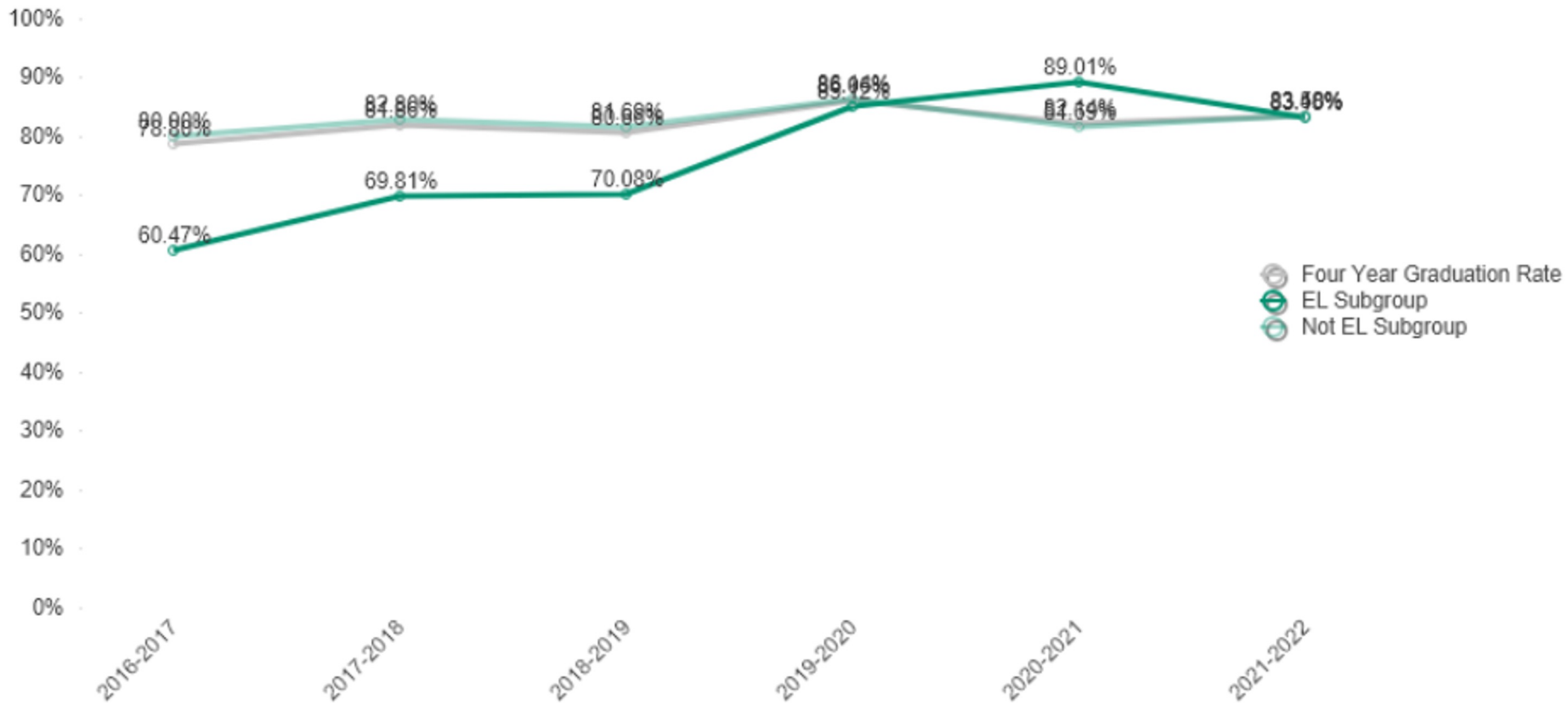
Bend-La Pine 4-Year Graduation Rates: Historically Underserved





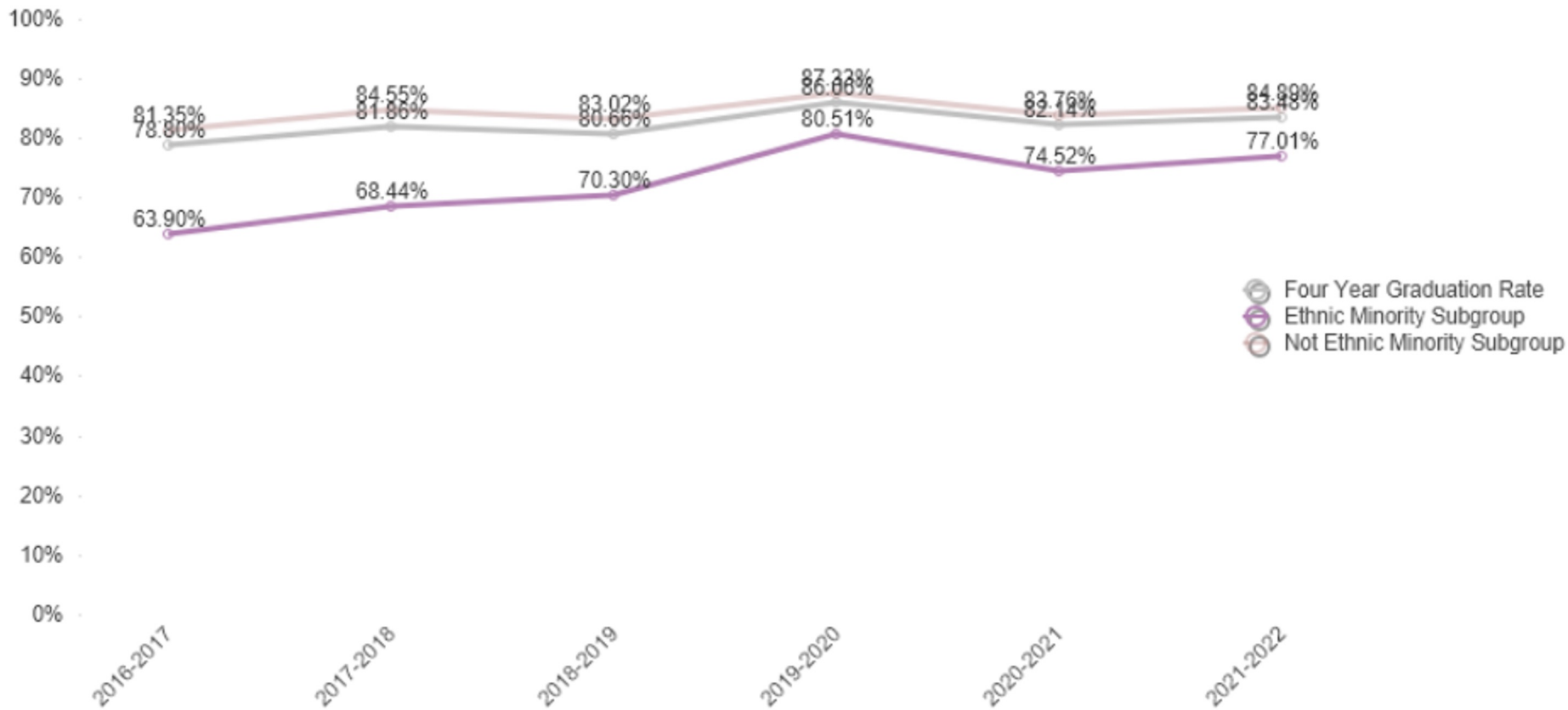
Bend-La Pine 4-Year Graduation Rates: Students with Disabilities





Bend-La Pine 4-Year Graduation Rates: English Language Learners



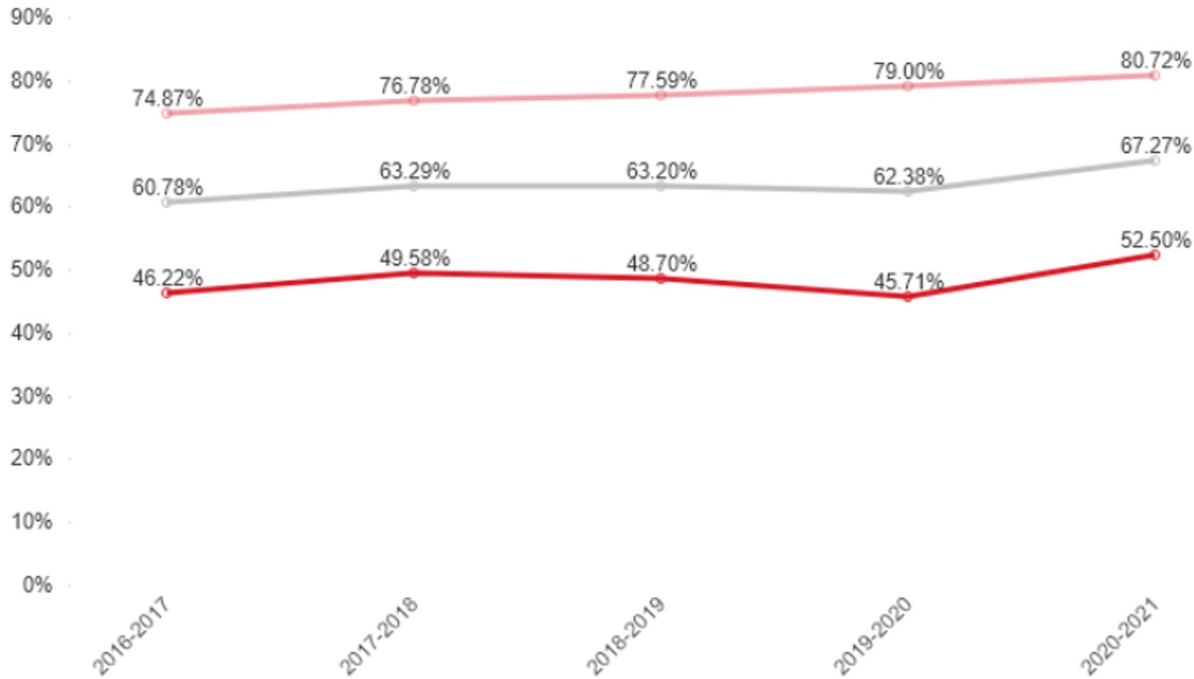





Bend-La Pine 4-Year Graduation Rates: Underserved Race/Ethnicity



End 2b: Diploma “Plus”





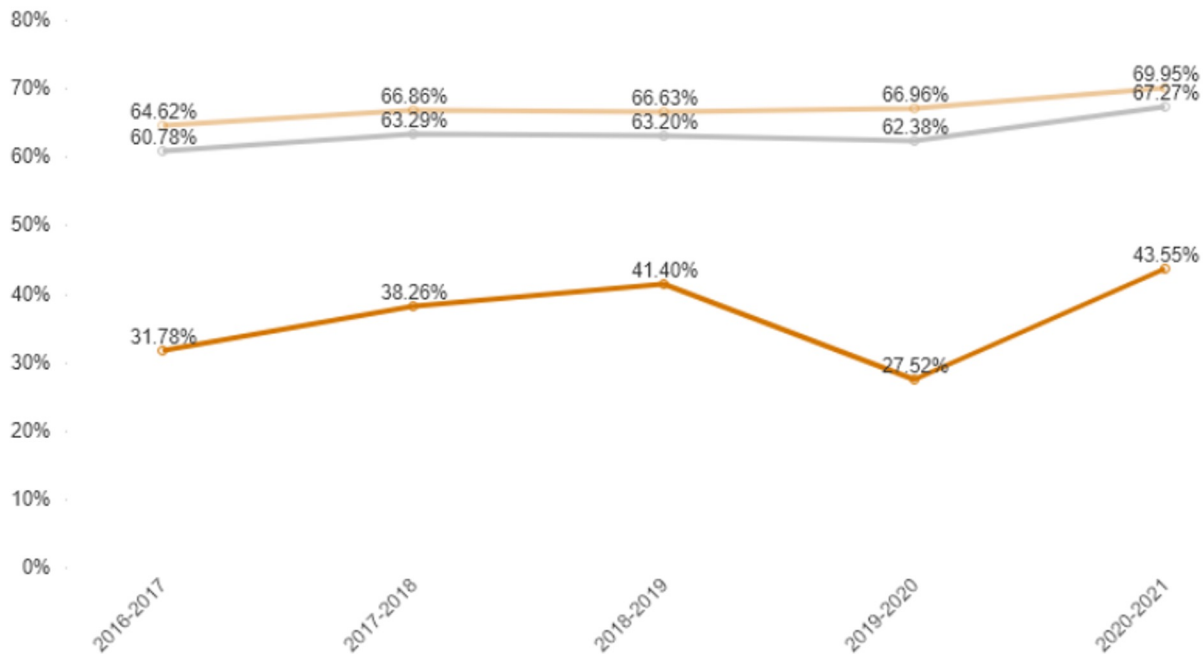
-  Graduates with Diploma Plus
-  Historically Underserved Subgroup
-  Not Historically Underserved Subgroup




Measure Definition

The count of students who graduated in 4 years and completed at least one of the following: 2+ College Level Credits, Bi-Literacy Seal, 2+ JROTC Credits, CTE

Four-Year Graduates Diploma "Plus": Historically Underserved





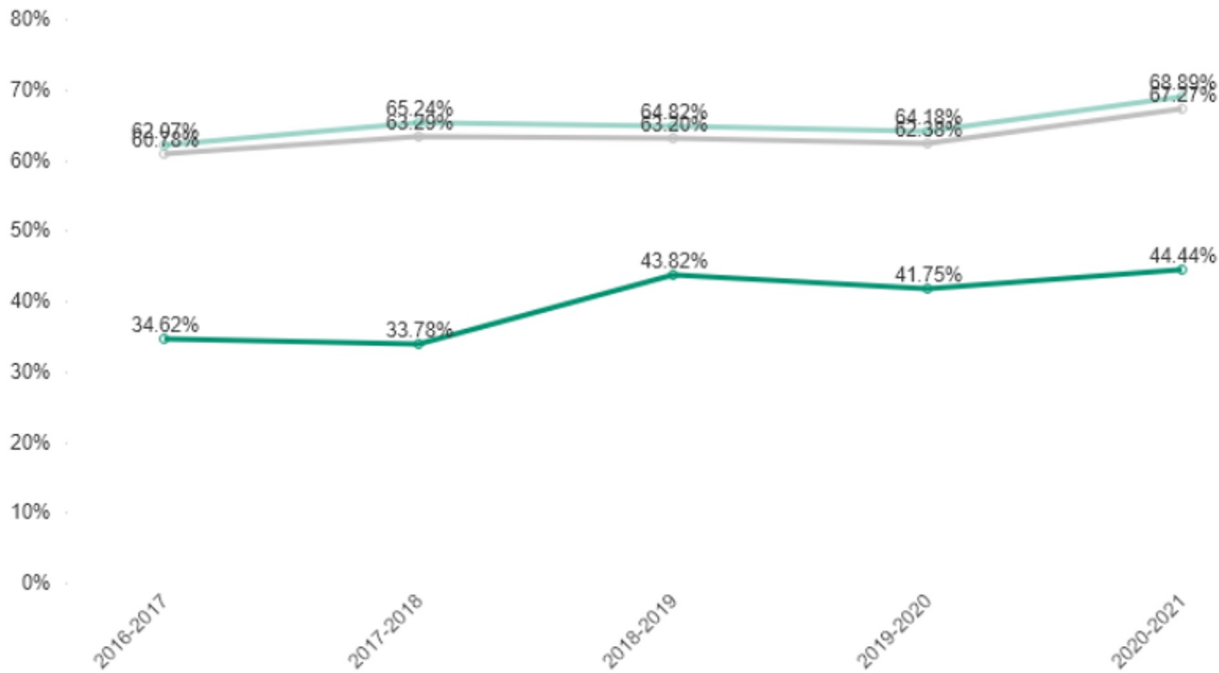
-  Graduates with Diploma Plus
-  SPED Subgroup
-  Not SPED Subgroup

Measure Definition

The count of students who graduated in 4 years and completed at least one of the following: 2+ College Level Credits, Bi-Literacy Seal, 2+ JROTC Credits, CTE

Four-Year Graduates Diploma "Plus": Students with Disabilities





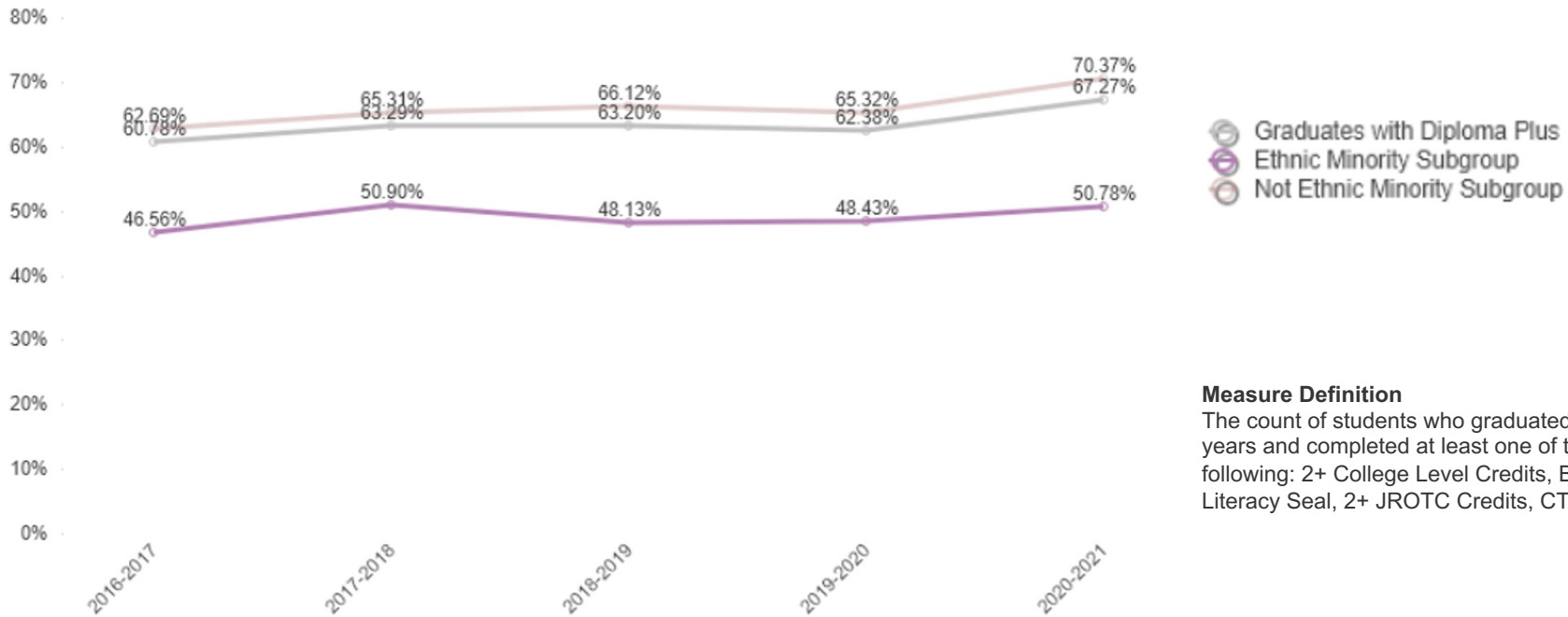
- Graduates with Diploma Plus
- EL Subgroup
- Not EL Subgroup

Measure Definition

The count of students who graduated in 4 years and completed at least one of the following: 2+ College Level Credits, Bi-Literacy Seal, 2+ JROTC Credits, CTE

Four-Year Graduates Diploma "Plus": Ever English Language Learners





Measure Definition

The count of students who graduated in 4 years and completed at least one of the following: 2+ College Level Credits, Bi-Literacy Seal, 2+ JROTC Credits, CTE

Four-Year Graduates Diploma "Plus": Historically Underserved Race/Ethnicity



End 2c: Surveys and Focus Groups



Community Conversations (Fall 2022)

Small group context, roughly 15
different student and family
groups

Academic experiences:

Adulthood 101

Fun & Engaging + Meaningful
& Rigorous

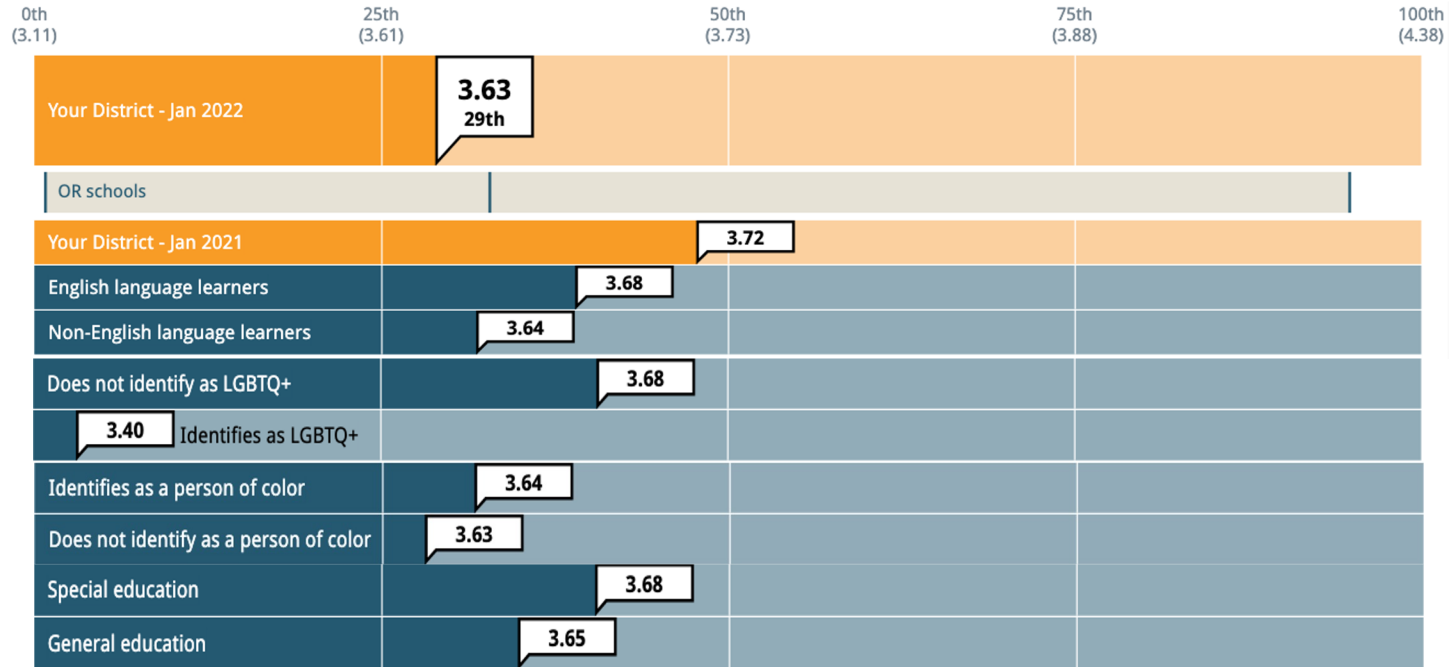
Choice, options, access



YouthTruth Academic Challenge Questions

- In order to get a good grade, I have to work hard in my classes.
- The work that I do for my classes makes me really think.
- My teachers explain things in a way that I understand.
- My teachers give me assignments that really help me learn.

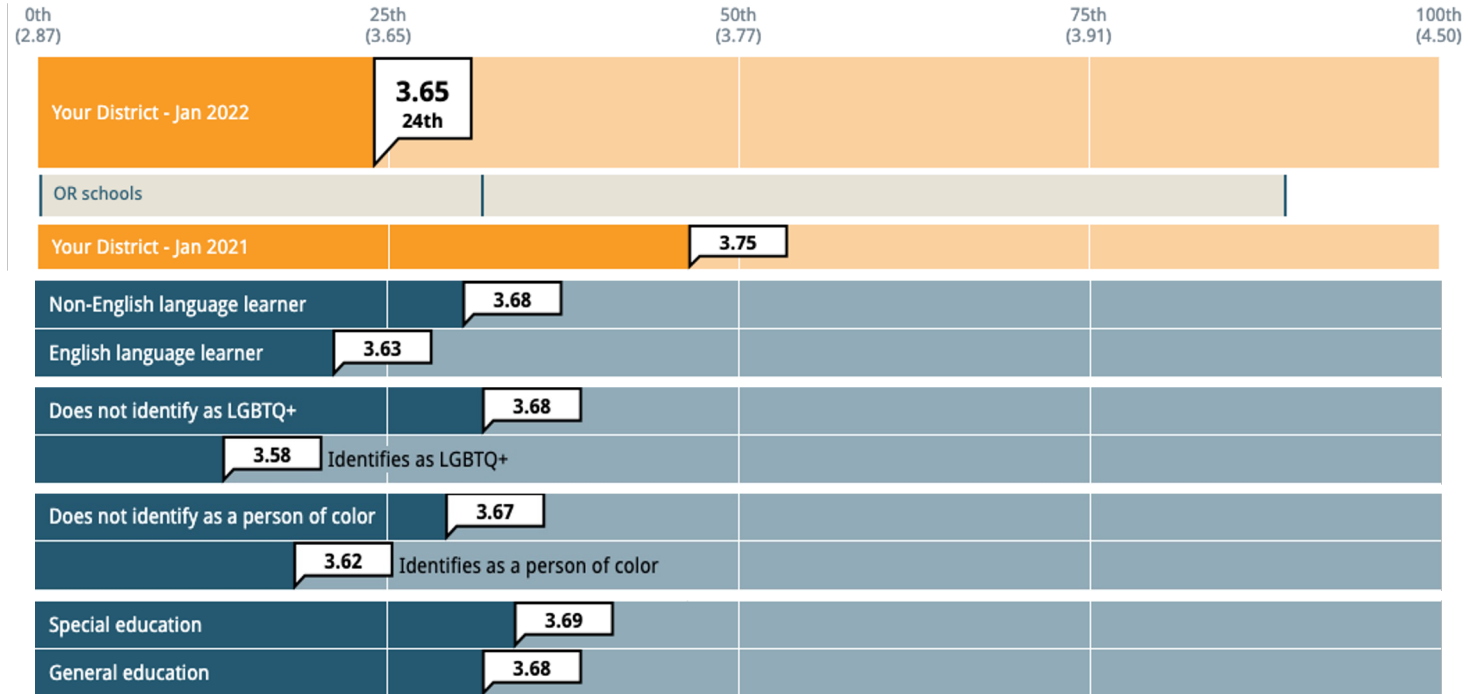
MS Students – Academic Challenge (YouthTruth 2022)



Theme – The degree to which students feel they are challenged by their coursework and their teachers



HS Students – Academic Challenge (YouthTruth 2022)



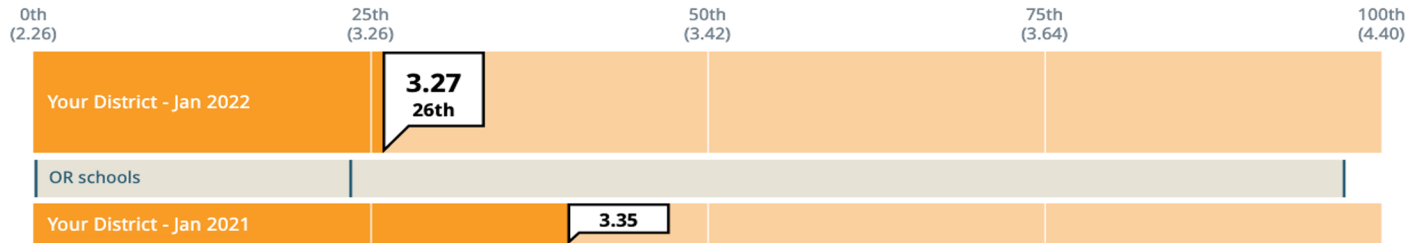
Theme – The degree to which students feel they are challenged by their coursework and their teachers



HS Students – College & Career Readiness (YouthTruth 2022)

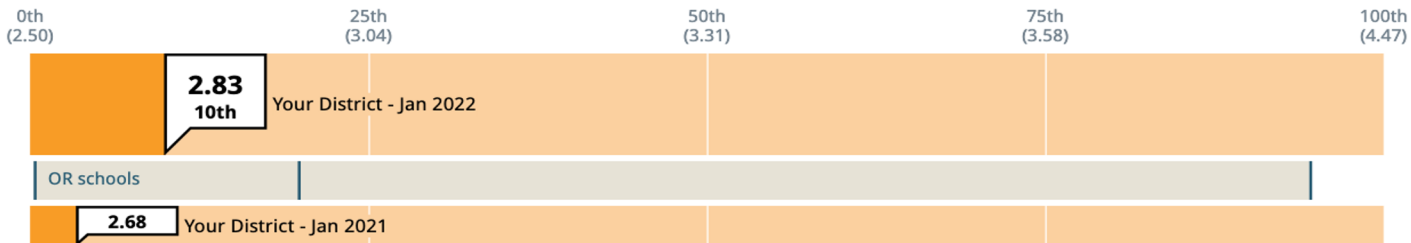
My school has helped me develop the skills and knowledge I will need for college level classes.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



My school has helped me understand the steps I need to take in order to apply to college.

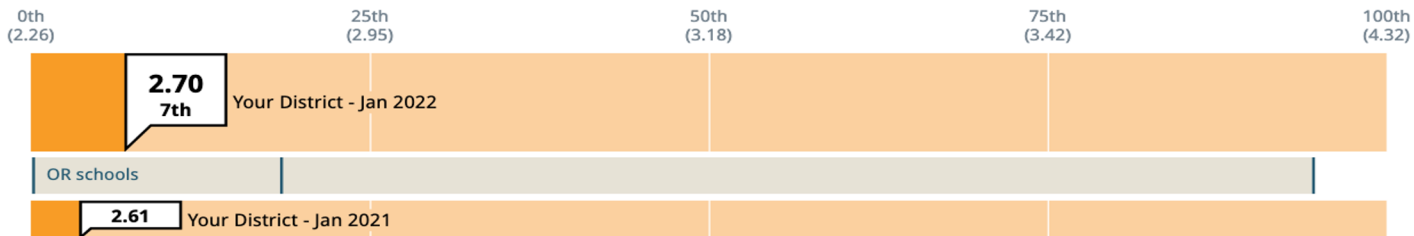
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



HS Students – College & Career Readiness (YouthTruth 2022)

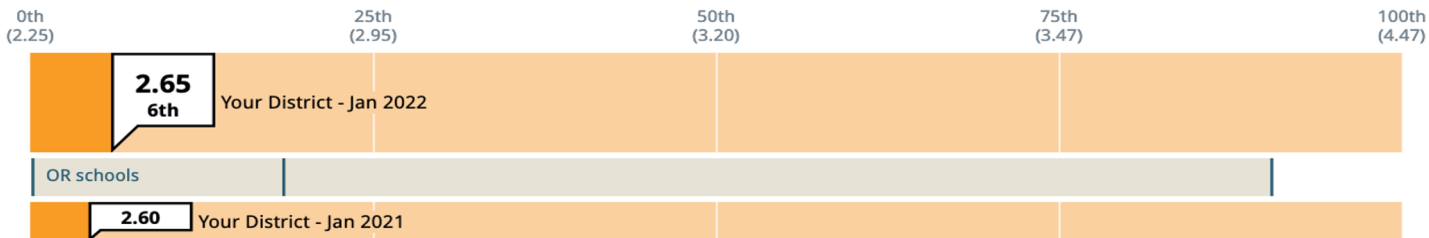
My school has helped me figure out which careers match my interests and abilities.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



My school has helped me understand the steps I need to take in order to have the career that I want.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Insights / Questions?





Meta #2 de la Mesa Directiva: Pasión, Propósito y Plan (febrero de 2023)

Dave VanLoo, Ph.D.

Meta #2 de la Junta

Las y los estudiantes tienen una **pasión, un propósito y un plan** para su futuro según lo medido por lo siguiente, en general y para subgrupos históricamente desatendidos:

- a. El porcentaje de estudiantes de preparatoria que se gradúan en cuatro años, quienes se gradúan en cinco años y quienes completan la escuela preparatoria en cinco años
- b. El porcentaje de graduados que obtienen un diploma y completan al menos uno de los siguientes indicadores de carrera y vida:
 - Dos o más créditos de Colocación Avanzada (AP, por sus siglas en inglés), Bachillerato Internacional (IB, por sus siglas en inglés) o cursos elegibles para créditos universitarios
 - Sello de alfabetización bilingüe del estado de Oregón
 - Dos años de Junior ROTC
 - Concentrador CTE (Dos o más créditos en un programa)
 - Cumple con el punto de referencia de preparación para la universidad tanto en artes del lenguaje como en matemáticas en las evaluaciones OSAS, ACT o SAT de la escuela preparatoria
 - Cumple con los requisitos de admisión automática para todas las universidades públicas de Oregón
- c. Preparación de los estudiantes para su futuro, según lo medido por encuestas y/o grupos focales



Estudiantes que Servimos



17,151

Estudiantes Inscritos

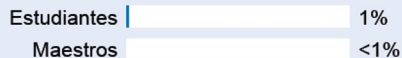
Datos demográficos de Bend-La Pine 2021-22

DEMOGRAFÍA

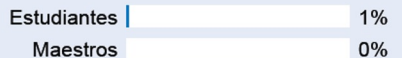
Nativo Americanos/Nativos de Alaska



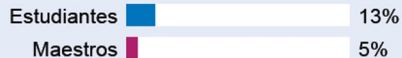
Asiáticos



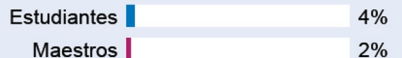
Negro/Afroamericano



Hispano/Latino



Multirracial



Nativo de Hawaii/Islas del Pacífico



Blanco



8%

Estudiantes del Inglés



30

Idiomas Hablados

11%

Estudiantes con Discapacidades

15%

Estudiantes Móviles

>95%

Almuerzo Gratuito/ Precio Reducido



El problema de la “desventaja económica”

Casi todos los estudiantes fueron considerados en desventaja económica en 2021-22.

La desventaja económica generalmente comprende casi el 80 % del grupo Históricamente Desatendido (HU, por sus siglas en inglés) del distrito, que representa el 40-50 % de la inscripción total.

Para 2021-22 no podemos usar HU y nos faltan datos sobre nuestro grupo de HU más grande.



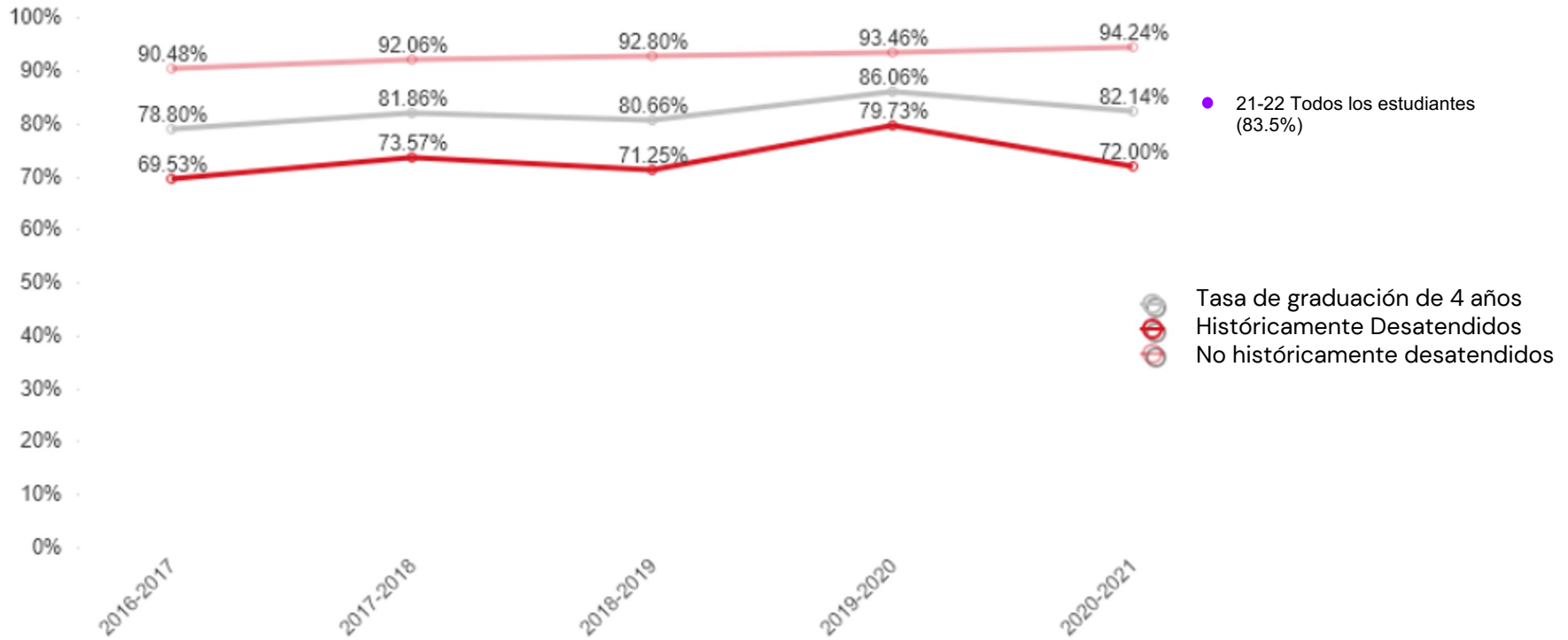
**Meta 2a: Graduación de 4 años,
Graduación de 5 años y
terminadores de 5 años**



Grupo de Estudiantes	Cohorte ajustada	Graduados	Tasa de graduación de la cohorte de cuatro años 2021-22	Tasa de graduación de la cohorte de cinco años 2021-22	Tasa de finalización de la cohorte de cinco años 2021-22
Todos los estudiantes	1525	1274	83.5	83.8	90.4
Concentradores CTE	454	425	93.6	93.9	>95%
Aprendices de inglés, en cualquier momento en la escuela preparatoria	41	32	78.1	83.3	83.3
Exaprendices de inglés, egresados antes de la escuela preparatoria	69	52	75.4	87.2	89.5
Estudiantes con discapacidades	181	123	68.0	63.7	74.5
Razas/etnias desatendidas	230	173	75.2	77.4	85.3

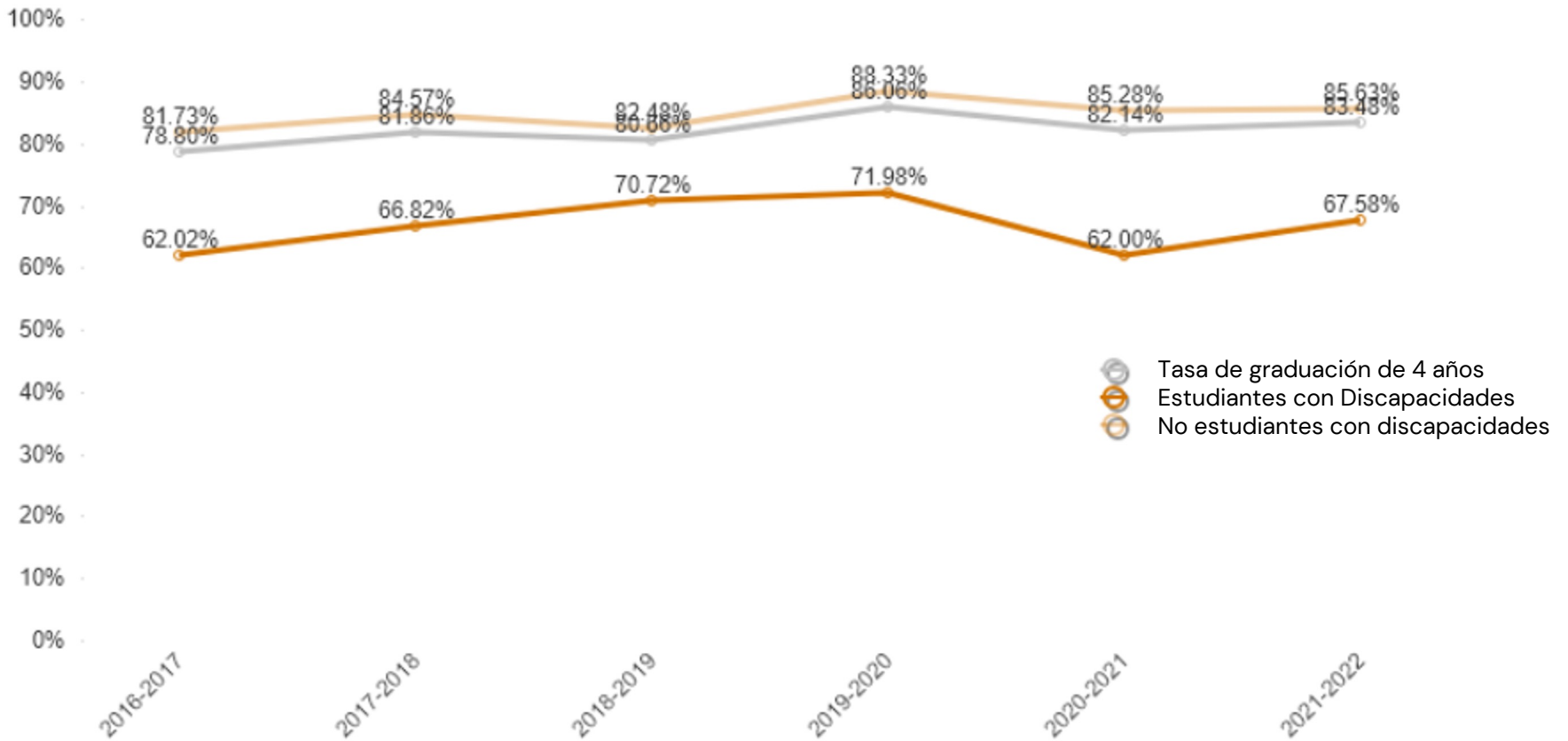
Resumen de tasas de graduación y terminadores





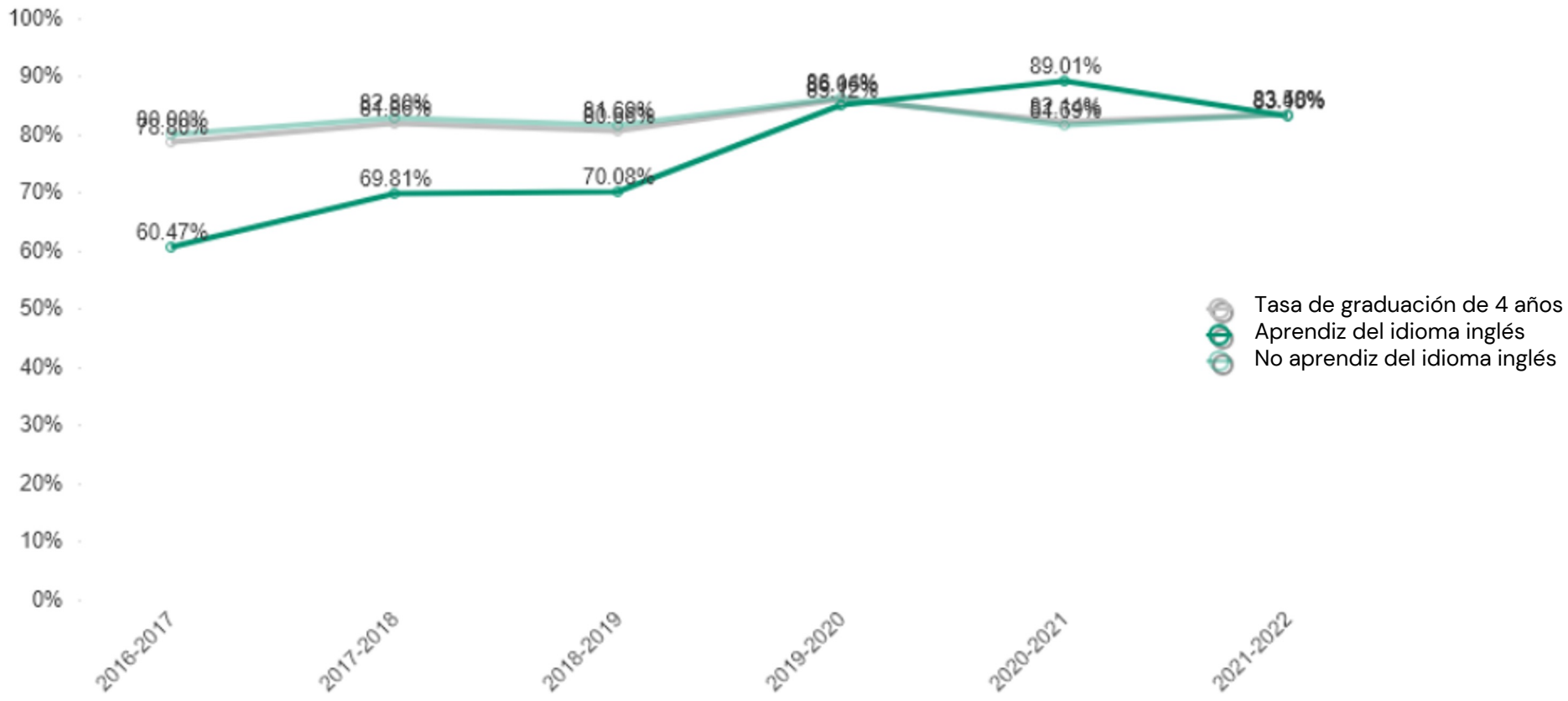
Tasas de graduación de 4 años de Bend-La Pine: históricamente desatendidas





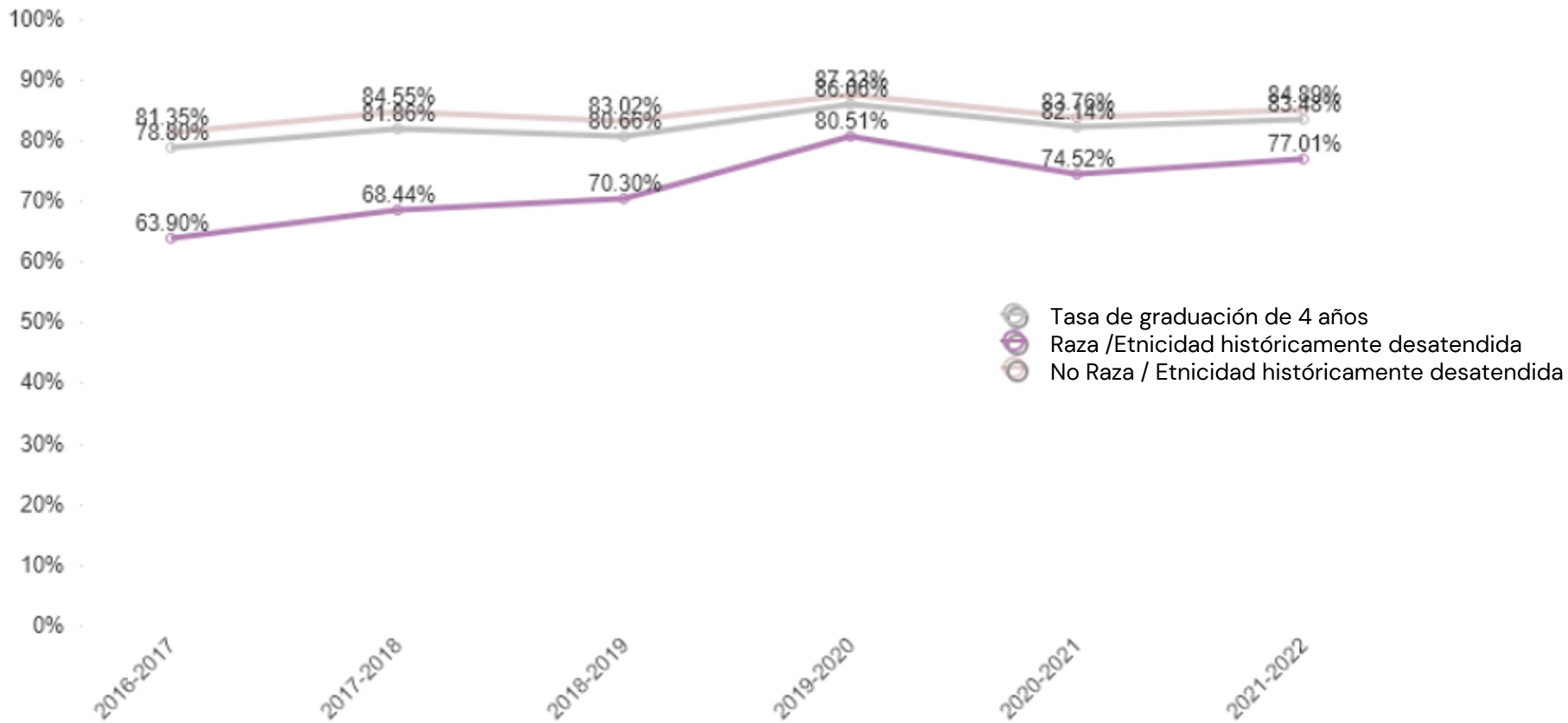
Tasas de graduación de 4 años de Bend-La Pine: estudiantes con discapacidades





Tasas de graduación de 4 años de Bend-La Pine: aprendices permanentes del idioma inglés



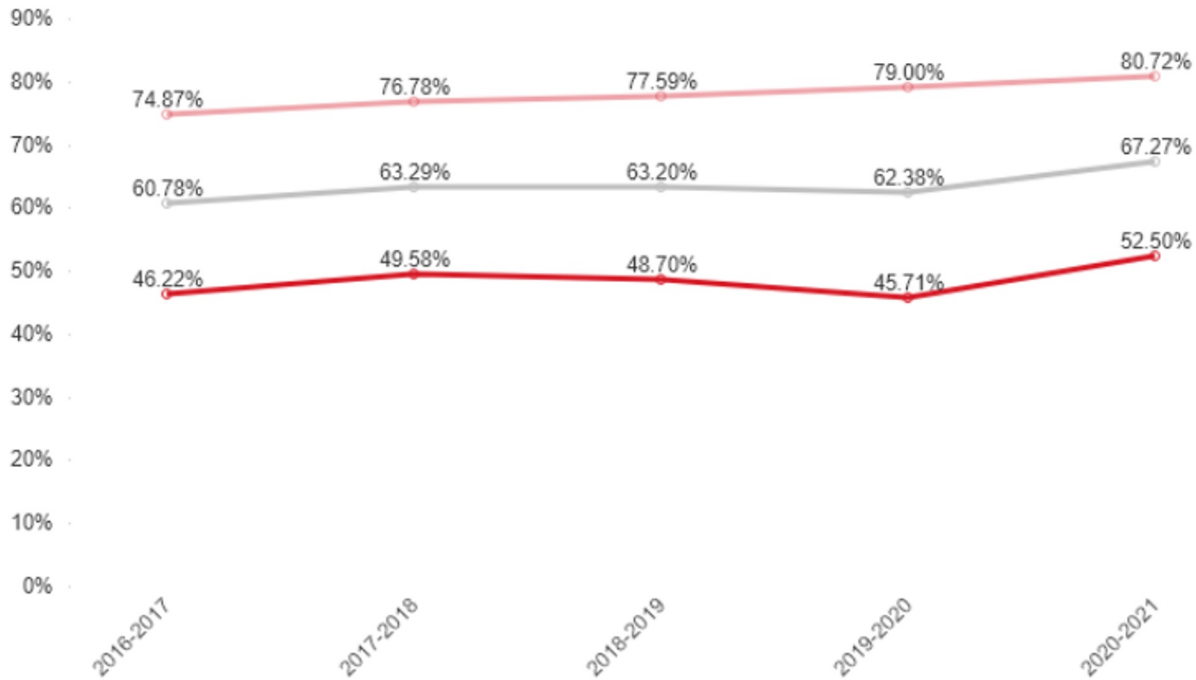





Tasas de graduación de 4 años de Bend-La Pine: Raza/grupo étnico desatendido



Meta 2b: Diploma “Plus”





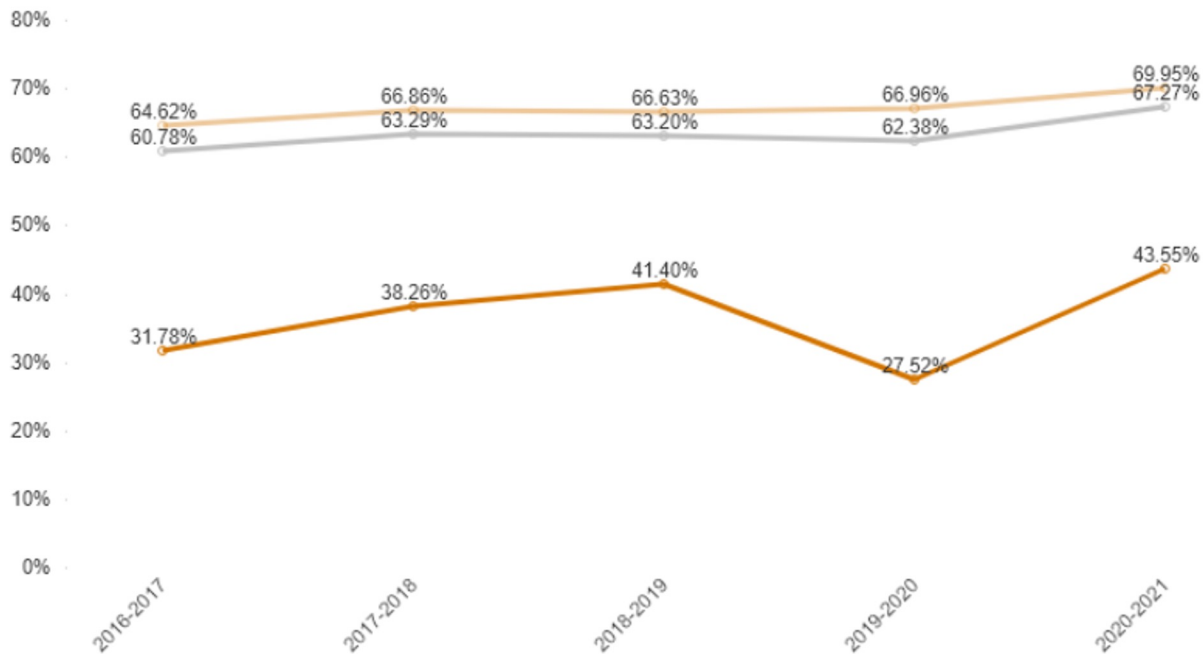
-  Graduados con Diploma "Plus/Más"
-  Historicamente Desatendido
-  No históricamente desatendido




Definición de medida

El conteo de estudiantes que se graduaron en 4 años y completaron al menos uno de los siguientes: 2+ Créditos de nivel universitario, Sello de alfabetización bilingüe, 2+ Créditos JROTC, CTE

Diploma de Graduados de Cuatro Años "Plus": Históricamente Desatendido





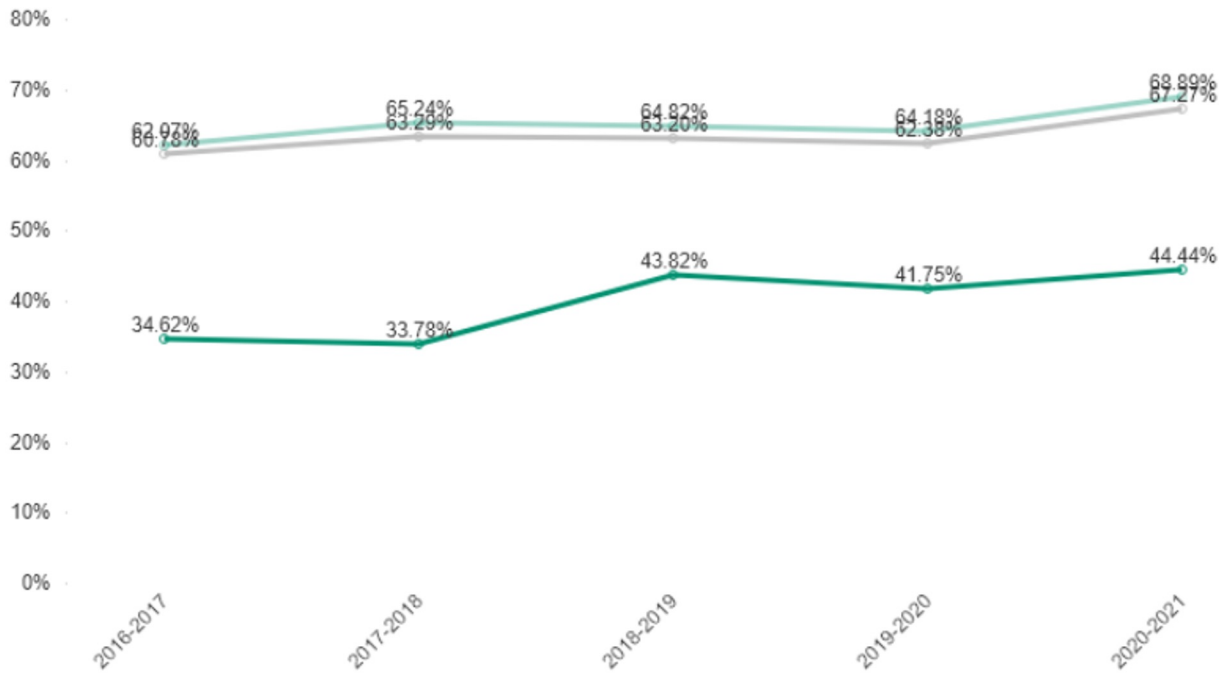
-  Graduados con Diploma "Plus"
-  Estudiantes con Discapacidades
-  No estudiantes con discapacidades




Definición de medida

El conteo de estudiantes que se graduaron en 4 años y completaron al menos uno de los siguientes: 2+ Créditos de nivel universitario, Sello de alfabetización bilingüe, 2+ Créditos JROTC, CTE

Diploma de Graduados de Cuatro Años "Plus": Estudiantes con Discapacidades





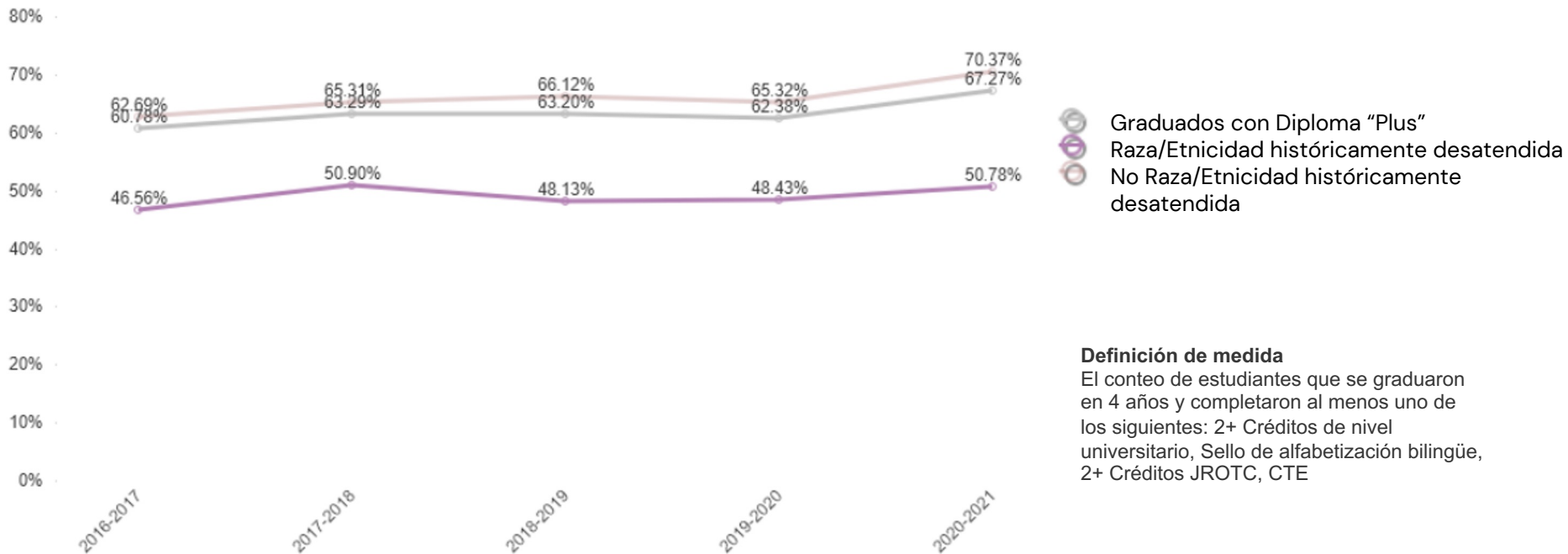
-  Graduados con Diploma "Plus"
-  Aprendiz del idioma inglés
-  No estudiante del idioma inglés

Definición de medida

El conteo de estudiantes que se graduaron en 4 años y completaron al menos uno de los siguientes: 2+ Créditos de nivel Bi-universitario, Sello de alfabetización bilingüe, 2+ Créditos JROTC, CTE

Diploma de posgrado de cuatro años "Plus/Más": aprendices permanentes del idioma inglés





Diploma de Graduados de Cuatro Años "Plus": Raza/Etnicidad Históricamente Desatendidas



Meta 2c: Encuestas y Grupos Focales



Conversaciones comunitarias (otoño de 2022)

Contexto de grupos pequeños,
aproximadamente 15 grupos
diferentes de estudiantes y familias

Experiencias académicas:

Fundamentos Para la Vida Adulta

Divertido y participativo +
Significativo y riguroso

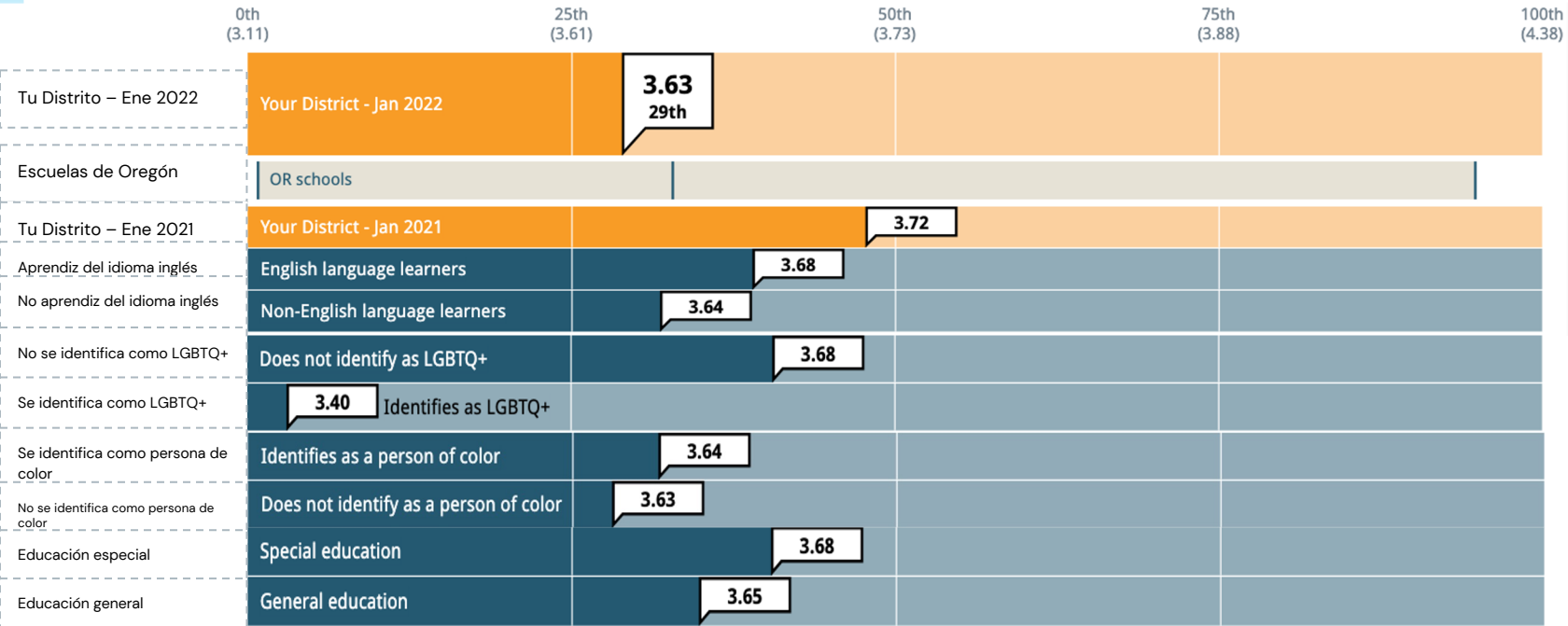
Elección, opciones, acceso



Preguntas del desafío académico de YouthTruth

- Para obtener una buena calificación, tengo que esforzarme mucho en mis clases.
- El trabajo que hago para mis clases me hace pensar mucho.
- Mis maestros explican las cosas de una manera que yo entiendo.
- Mis maestros me asignan trabajos que realmente me ayudan a aprender.

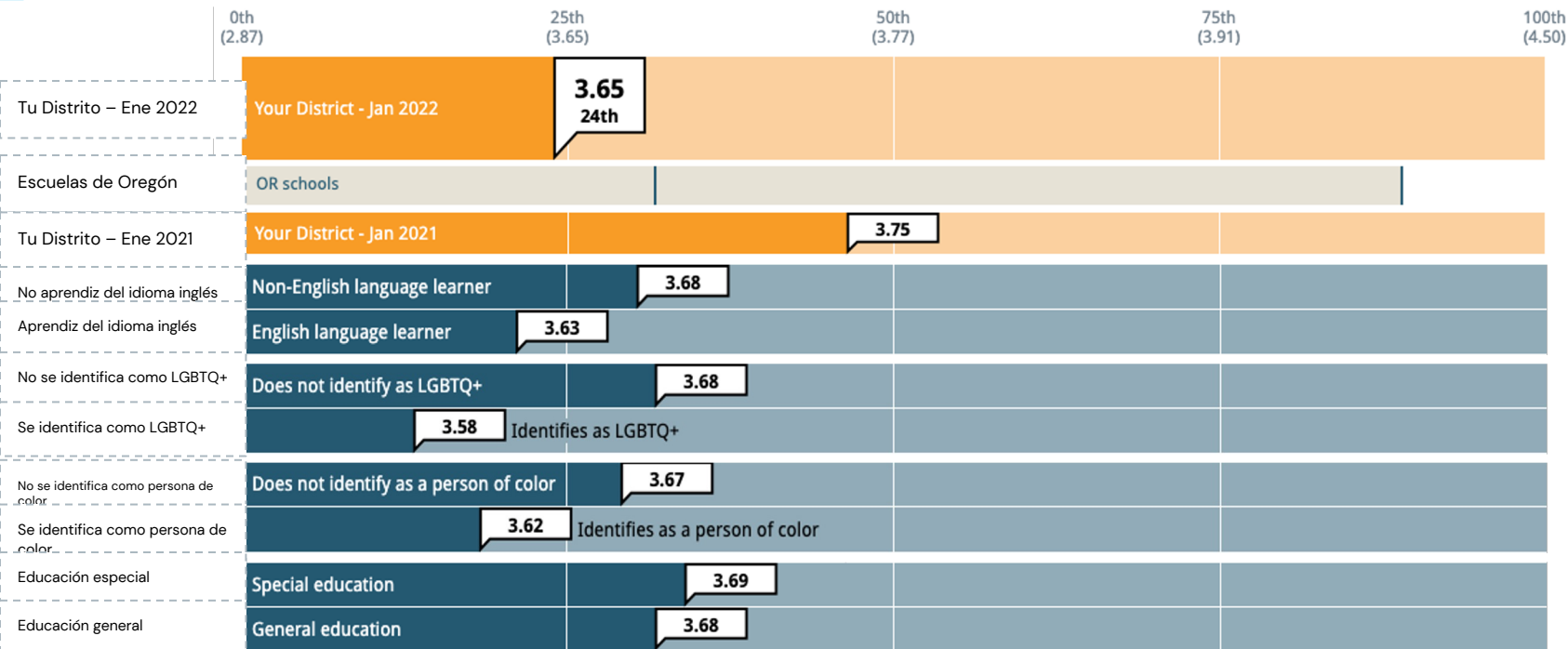
Estudiantes de Secundaria – Desafío académico (YouthTruth 2022)



Tema – el grado en que los estudiantes se sienten desafiados por sus cursos y sus maestros.



Estudiantes de Preparatoria – Desafío académico (YouthTruth 2022)

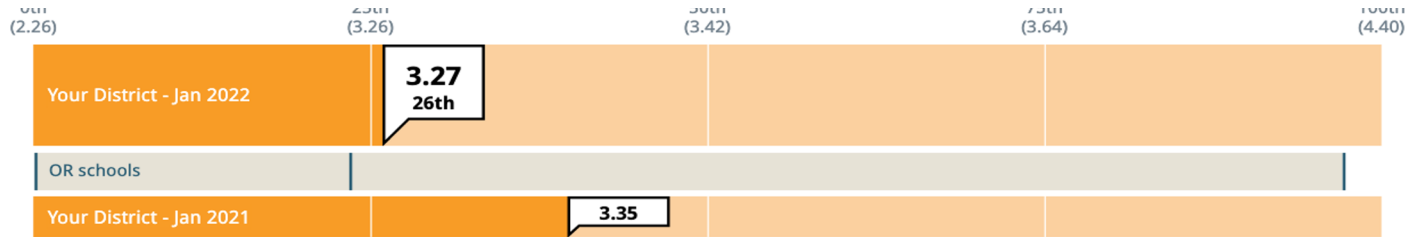


Tema – el grado en que los estudiantes se sienten desafiados por sus cursos y sus maestros.

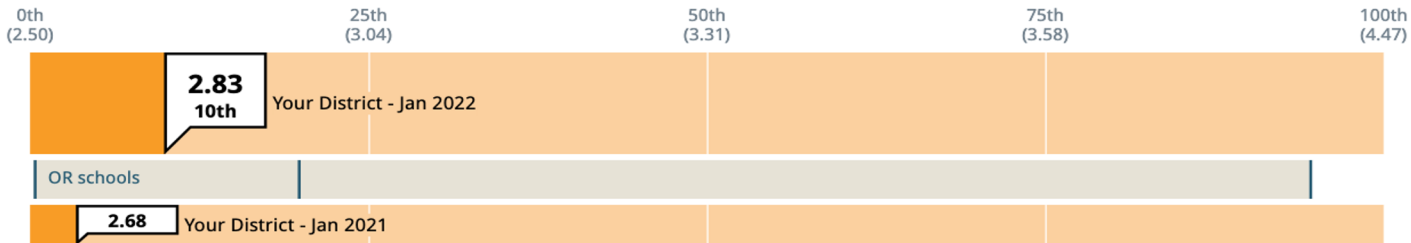


Estudiantes de Preparatoria – Preparación universitaria y profesional (YouthTruth 2022)

Mi escuela me ha ayudado a desarrollar las habilidades y el conocimiento que necesitaré para las clases de nivel universitario.

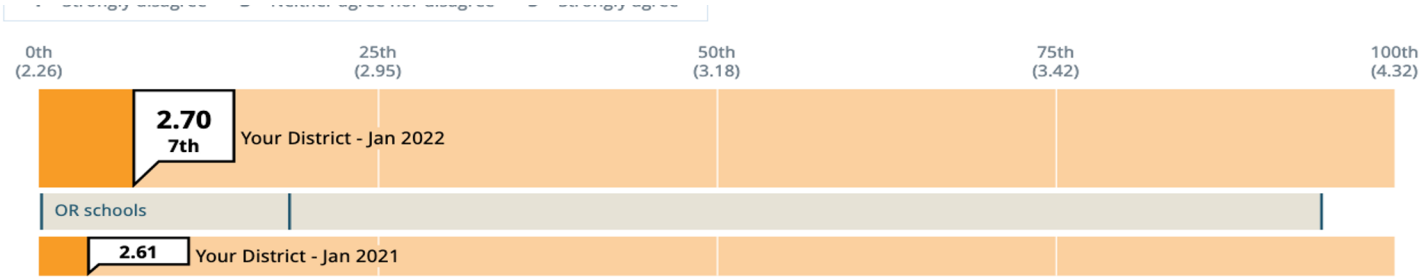


Mi escuela me ha ayudado a comprender los pasos que debo seguir para aplicar para la universidad.

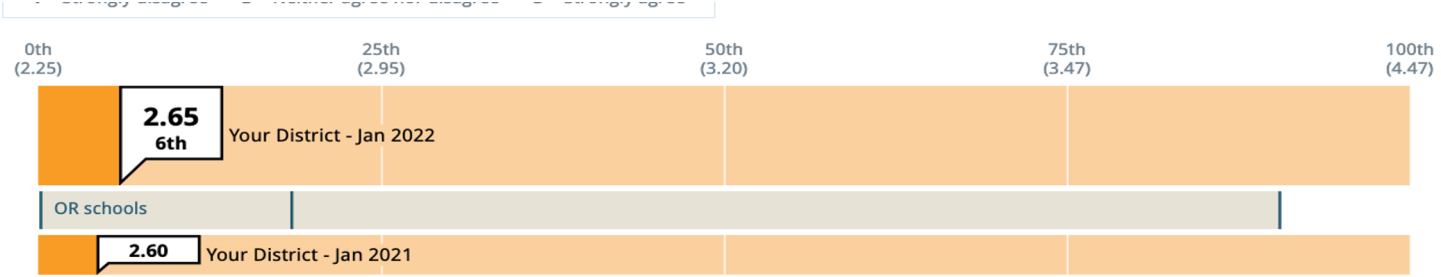


Estudiantes de Preparatoria – Preparación universitaria y profesional (YouthTruth 2022)

Mi escuela me ha ayudado a determinar qué carreras coinciden con mis intereses y habilidades.



Mi escuela me ha ayudado a comprender los pasos que debo seguir para tener la carrera que quiero.



Reflexiones / Preguntas?





REPORT ITEM: Bend-La Pine Schools' Integrated Planning Process, 2023

PRESENTED BY: Lora Nordquist, Deputy Superintendent

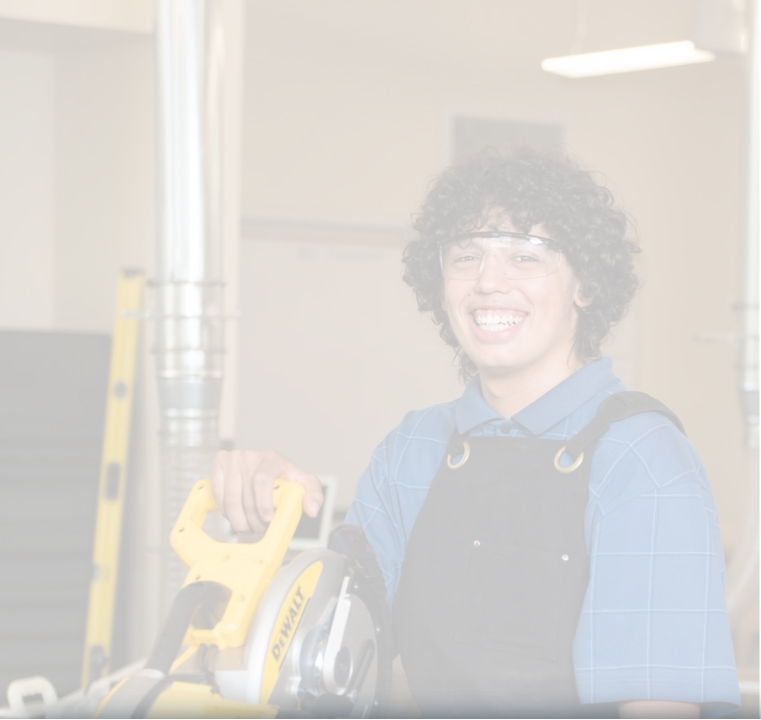
EXECUTIVE SUMMARY:

Beginning this spring, the Oregon Department of Education has integrated the planning and application process for six state initiatives: *High School Success (HSS)*, *the Student Investment Account (SIA)*, *Continuous Improvement Planning*, *Career and Technical Education*, *Every Day Matters*, and *Early Indicator and Intervention Systems*. These initiatives share common elements, such as authentic engagement processes, a focus on students who have been historically marginalized by the education system, and a continuous improvement cycle. They also share common goals: a well-rounded education, the advancement of equity, an engaged community, and strengthened systems and capacity.

Since the district's original application for the Student Investment Account in Spring, 2020, our systems for authentically engaging stakeholders and collecting high-quality qualitative data about their experiences and learning have grown tremendously. We believe this is important to our system's effectiveness and key to strategic planning, not just an exercise for state grants. The district conducts Youth Truth surveys annually for students in grades 6-12, staff K-12, and families K-12. In our community conversations during the fall of 2022, we were able to engage with many family, community, and student focal groups that have been established and maintained for years: the equity coalition, the Latino family advisory group, and school-based GSAs, for example. This speaks to the district's desire for true ongoing partnerships, rather than one-off focus group sessions. Supported by our partnership with the Center for Educational Leadership from the University of Washington, the district is also training school and district leaders in developing systems for gathering ongoing feedback from students and staff.

It is important to remember that both SIA and HSS, the two major grants included in the integrated planning process, have been in existence for several years. The grants support hundreds of certified, classified, and administrative staff working in our district. The 2023 process has been primarily to review our priorities and to identify where more support is needed.

The integrated plan will be posted on the district's website by February 15th and will be available for public comment until the board meets March 14th to vote on the district's plan.

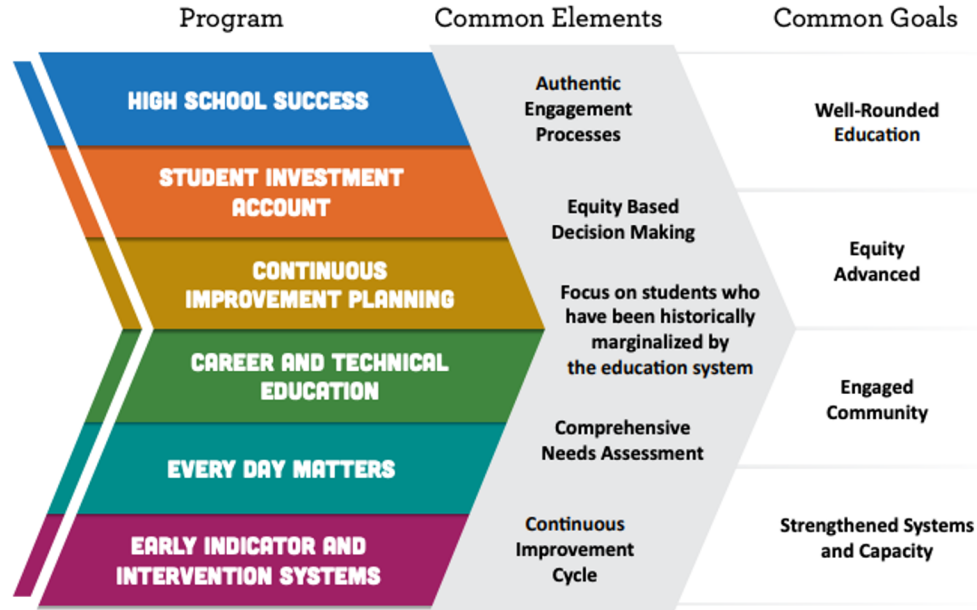


Integrated Plan for Bend-La Pine Schools

Lora Nordquist, Deputy Superintendent

Integrated Plan for Bend-La Pine Schools

February 2023



Board Goal #1

Students are engaged and develop a **strong academic foundation** as measured by the following, overall and for historically underserved subgroups:

1. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
2. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
3. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
4. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
5. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
6. Efficacy of academic programs, as measured by surveys and/or focus groups



Board Goal #2

Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:

- a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years
- b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
 - Oregon State Seal of Biliteracy
 - Two years of Junior ROTC
 - CTE Concentrator (Two or more credits in a program)
 - Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - Meets automatic admission requirements for all Oregon Public Universities
- c. Students' preparedness for their future, as measured by surveys and/or focus groups



Board Goal #3

Students, families, and staff **experience wellness, inclusion, and belonging**, in our schools as measured by the following, overall and for historically underserved groups:

- a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
- b. Bias incident data and trends



SIA and HSS Requirements



Student Investment Account (SIA)

Allowable Use

→ Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

→ Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

→ Reduce Class Size and Caseloads

→ Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians).

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics




High School Success (HSS)



High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

- 
- Dropout Prevention
 - Career & Technical Education
 - College-Level Education Opportunities



Ongoing Data Gathering Systems for Strategic Planning AND 2023 Integrated Plan

Major Sources of Qualitative Data

- Youth Truth Survey 2022 for students, staff, families (annual)
- Staff Listening Sessions 2022-23 (complete at MS, ongoing at HS, Elem)
- Community Conversations with students and families, Fall 2022 (biennial)
- Student Listening Sessions through CEL participation (ongoing)

Major Sources of Quantitative Data

- State assessment results in reading, math, and science
- DIBELS testing
- 9th grade on track data
- Graduation rates
- MTSS data-grades/academic progress, attendance, referrals

Community Conversations (Fall 2022)

Small group context, roughly 15 different student and family groups

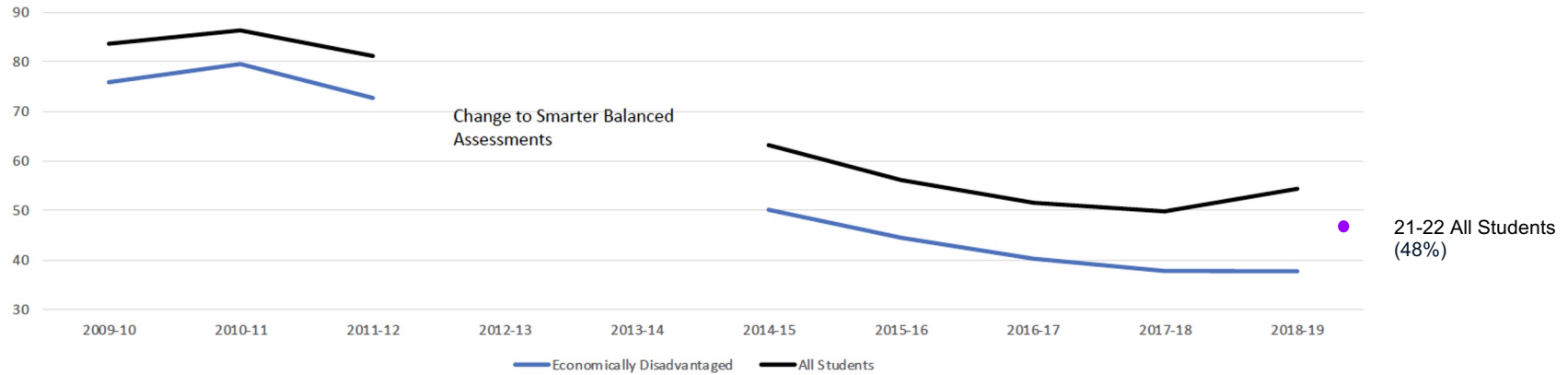
Academic experiences:

- Adulting 101
- Fun & Engaging + Meaningful & Rigorous
- Choice, options, access

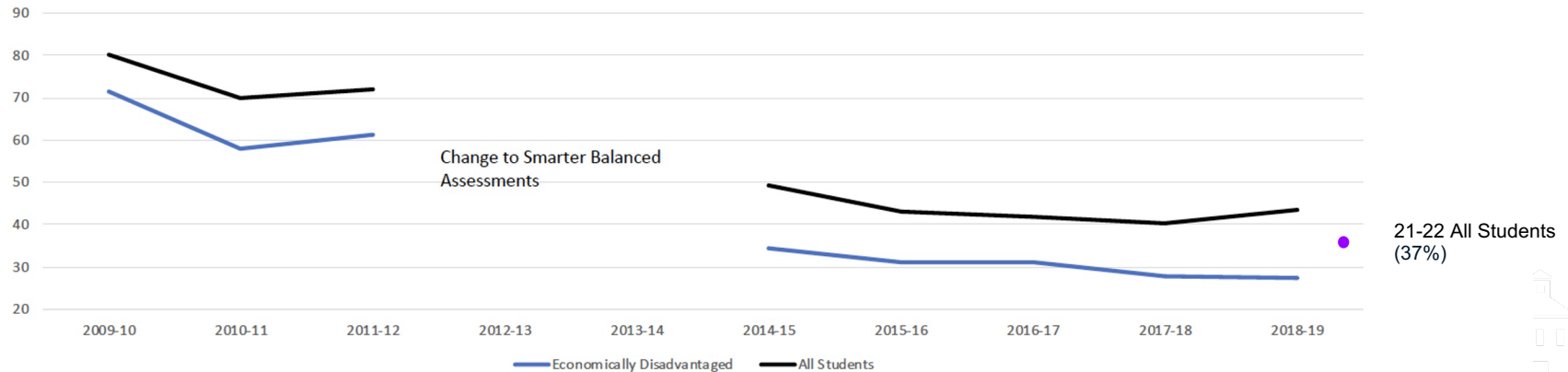
Social experiences:

- Instruction on peer interactions
- Taking slurs and bias seriously
- Empathy

Percent of Bend-La Pine Students Meeting OSAS **ELA** Standards:
10 Year Trends for Economically Disadvantaged and Total Group

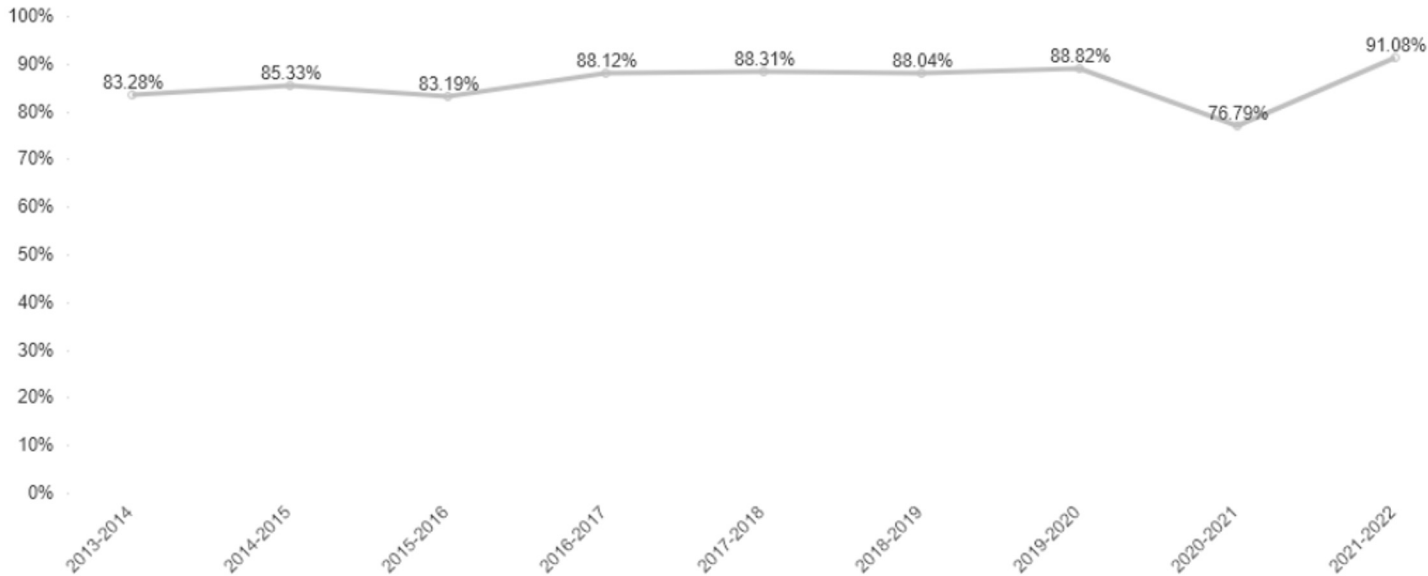


Percent of Bend-La Pine Students Meeting OSAS **Math** Standards:
10 Year Trends for Economically Disadvantaged and Total Group



Freshmen on Track (All Students)

9th Grade Students On-Track to Graduate



Current Selections

Fields	Values
Copied Forward	N
Measure	Board End #1 & 2 -
Analysis Name	9th Grade On-Track
Display Type	Percent

Measure Definition

The percent of grade 9 students who earned 6 or more credits in their first year of high school.

Update Frequency

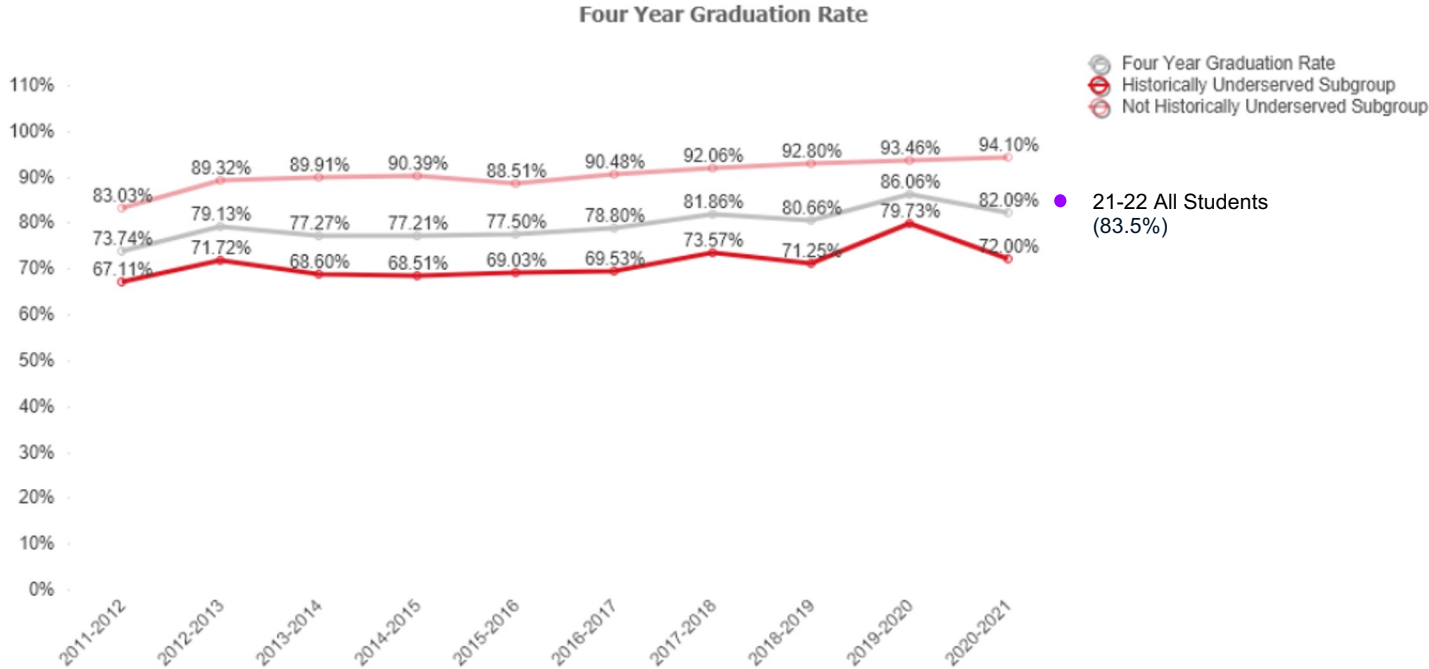
These data are calculated nightly.

How Calculated

The count of students who earned 6 or more credits in their first year of high school divided by the count of grade 9 students enrolled.



Four-Year Graduation Rate



Current Selections

Fields Values
 Copied Forward N
 Measure Board End #3 - 4 Yr
 Analysis Name Grad Rate
 Display Type Percent

Measure Definition

The Four Year Graduation Rate provided by ODE for the school(s) selected.

Update Frequency

These data are calculated nightly.

How Calculated

A count of students who graduated within four years of entering high school divided by the number of students who entered high school in the same year.



YouthTruth (2021, 2022)

Students:

Lower Rated: Academic Challenge

Higher Rated: Culture / Relationships / Belonging

Staff:

Lower Rated: Professional Development and Support

Higher Rated: Culture / Relationships / Belonging

Current Strategic Priorities and Resource Allocations



SIA Current Plan & Resource Allocations

Strategy (Budget)	Major Investments
Support Students' Social, Emotional and Mental Health Needs (\$6 million)	<ul style="list-style-type: none">● Hire/train additional certified staff● Hire/train additional classified staff (Student success programming, counselors, mental health support, interventionists)
Expand Students' Access to a Well-Rounded Education (\$4 million)	<ul style="list-style-type: none">● Hire/train additional certified & classified staff (DEI, ELL, SPED, coaching)
Reduce Class Size at Schools with Largest Numbers of HU Students (\$3 million + 3 million ESSER)	<ul style="list-style-type: none">● Hire additional certified staff
Promote Student and Staff Safety (\$1 million)	<ul style="list-style-type: none">● Hire safety staff (SRO's, campus monitors, district support)



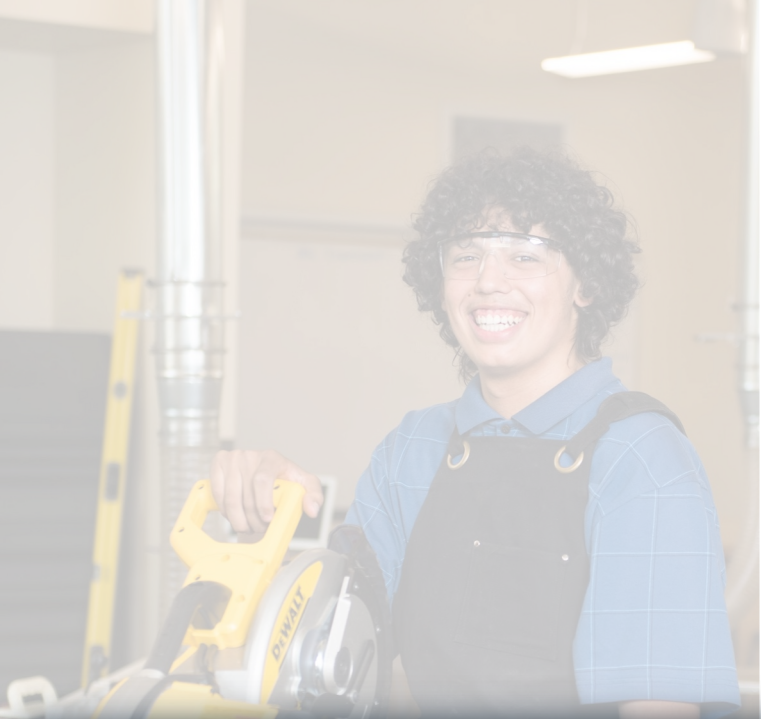
HSS Current Plan & Resource Allocations

Strategy (Budget)	Major Investments
Support Teaching and Learning (\$3 million, including HU building allocations)	<ul style="list-style-type: none">● Deans● Graduation Coaches● MTSS and Tier II support● Content area TOSA's● Support for credit recovery● Dual Immersion and ELL support● Support for access to accelerated coursework● IB Professional Development
Provide Mental Health/SEL Support and Safety (\$1 million)	<ul style="list-style-type: none">● Student Success Coordinators and Instructors (Tier III)● Counseling ICCL's and COSA
Support Life and Career Readiness Programming (\$2 million)	<ul style="list-style-type: none">● Realms HS staffing, facilities and support● CTE staffing, equipment/repair, travel and transportation● EDCO partnership/Internship Coordinator● MS Allocations to support CTE pathways



Primary Needs Identified for Integrated Plan 2023

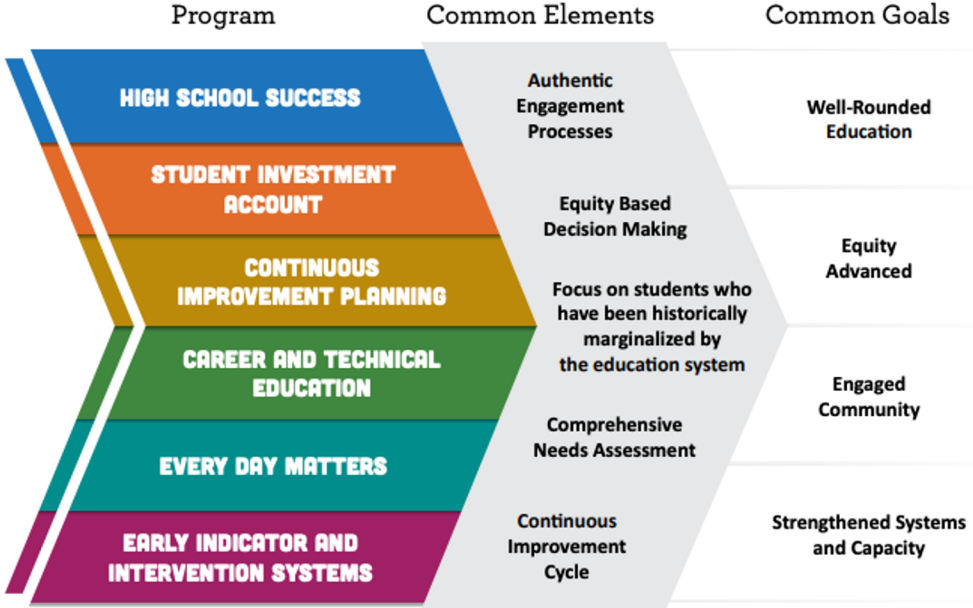
- Additional support for students struggling with mental, social, and emotional health issues
- Additional academic support to accelerate student learning
- Early literacy–foundational skills support



**Plan integral para
las escuelas de Bend-La Pine**
Lora Nordquist, Superintendente suplente

Plan integral para las escuelas de Bend-La Pine

Febrero 2023



Meta #1 del Consejo Escolar

Los estudiantes se involucran y desarrollan una **base académica sólida** medida por lo siguiente, en general y para los subgrupos históricamente carenciados:

1. Dominio de las Artes del Idioma inglés-Lengua y Literatura (ELA por sus siglas en inglés) y conocimientos básicos y habilidades de Matemáticas hacia el final de Primer grado, medido por evaluaciones estándares.
2. Índices de dominio de Tercero a Octavo grados en Artes del Idioma Inglés, Matemáticas y Ciencia, medido por el Sistema Evaluativo del Estado de Oregón (OSAS por sus siglas en inglés)
3. Índices de crecimiento en Artes del Lenguaje y en Matemáticas en los grados de Cuarto a Octavo medido por el Sistema Evaluativo del Estado de Oregón (OSAS por sus siglas en inglés)
4. El porcentaje de estudiantes de Noveno grado encaminados hacia la graduación, medido en base a la obtención de créditos requeridos para la graduación.
5. El porcentaje de estudiantes designados como aprendices del idioma inglés que están en camino a lograr el dominio del idioma (inglés), medido por la Evaluación de Dominio del idioma Inglés del Estado de Oregón (ELPA por sus siglas en inglés)
6. Eficacia de los programas académicos, medidos por encuestas y/o grupos de orientación.



Meta #2 del Consejo Escolar

Los estudiantes tienen una pasión, un propósito y un plan para sus futuros medido por lo siguiente, en general y para los subgrupos históricamente carenciados:

- a. El porcentaje de estudiantes que se gradúan en cuatro años, en cinco años y los que terminan la escuela preparatoria en cinco años.
- b. El porcentaje de graduados que obtienen el diploma y agregan la concreción de por lo menos una de las siguientes carreras e indicadores de calidad de vida:
 - Dos o más créditos de Ubicación Avanzada (AP por sus siglas en inglés), Bachillerato Internacional (IB por sus siglas en inglés) o cursos que cumplen con los requisitos de créditos para el colegio
 - Sello de Alfabetización Bilingüe del Estado de Oregón
 - Dos años de entrenamiento como Joven del Cuerpo de Entrenamiento de Oficiales de la Reserva
 - Concentrador de cursos de Educación Técnica (CTE por sus siglas en inglés), (dos o más créditos en un programa)
 - Satisface el parámetro de preparación para el colegio en ambos, artes del idioma inglés y en matemáticas de las evaluaciones de la preparatoria Sistema Evaluativo del Estado de Oregón (OSAS por sus siglas en inglés), American College Test (ACT por sus siglas en inglés) o el Scholastic Aptitud Test (SAT por sus siglas en inglés)
 - Satisface los requisitos automáticos de admisión para todas las universidades públicas de Oregón
- c. Preparación del estudiante para su futuro medido por encuestas o grupos de orientación



Meta #3 del Consejo Escolar

- a. Los estudiantes, las familias y el personal de nuestras escuelas **gozan de un bienestar saludable**, se sienten **incluidos y que pertenecen**, medido por lo siguiente, en general y para los subgrupos históricamente carenciados:
 - a. Los estudiantes, familias y personal experimentan los elementos esenciales de la cultura de la escuela (incluyendo hacerse escuchar, pertenencia y bienestar emocional y psicológico), medido por encuestas y/o grupos de orientación
 - b. Datos sobre incidentes de prejuicios y tendencias



Requisitos para la Cuenta de Inversión para el estudiante

(SIA por sus siglas en inglés)

y Éxito en la Escuela Preparatoria

(HSS por sus siglas en inglés)



Cuenta de Inversión para el estudiante (SIA por sus siglas en inglés)

Allowable Use

→ Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

→ Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

→ Reduce Class Size and Caseloads

→ Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics




Éxito en la Escuela Preparatoria (HSS por sus siglas en inglés)



High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

- 
- Dropout Prevention
 - Career & Technical Education
 - College-Level Education Opportunities



Sistemas continuos de adquisición de datos para Estrategias de Planeamiento Y el Plan Integral de 2023

Fuentes principales de datos cualitativos

- Encuesta Youth Truth de 2022 para estudiantes, personal y familias (anual)
- Sesiones para escuchar del personal 2022-23 (completas en la escuela secundaria (MS por sus siglas en inglés), en curso en las escuelas preparatorias (HS por sus siglas en inglés) y en primaria)
- Conversaciones de la comunidad con estudiantes y familias, otoño 2022
- Sesiones para escuchar de los estudiantes a través de la participación en CEL (Aprendizaje por participación en la comunidad, por sus siglas en inglés (en curso))

Fuentes principales de datos cuantitativos

- Resultados de las evaluaciones del estado en lectura, matemáticas y ciencia.
- Evaluación DIBELS
- Datos sobre como va encaminado Noveno grado
- Índices de graduación
- Datos-calificaciones/progreso académico, asistencia, derivaciones del Sistema de apoyo multinivel (MTSS por sus siglas en inglés)

Conversaciones de la comunidad (otoño 2022)

Contexto de grupos reducidos, 15 grupos diferentes de estudiantes y familias

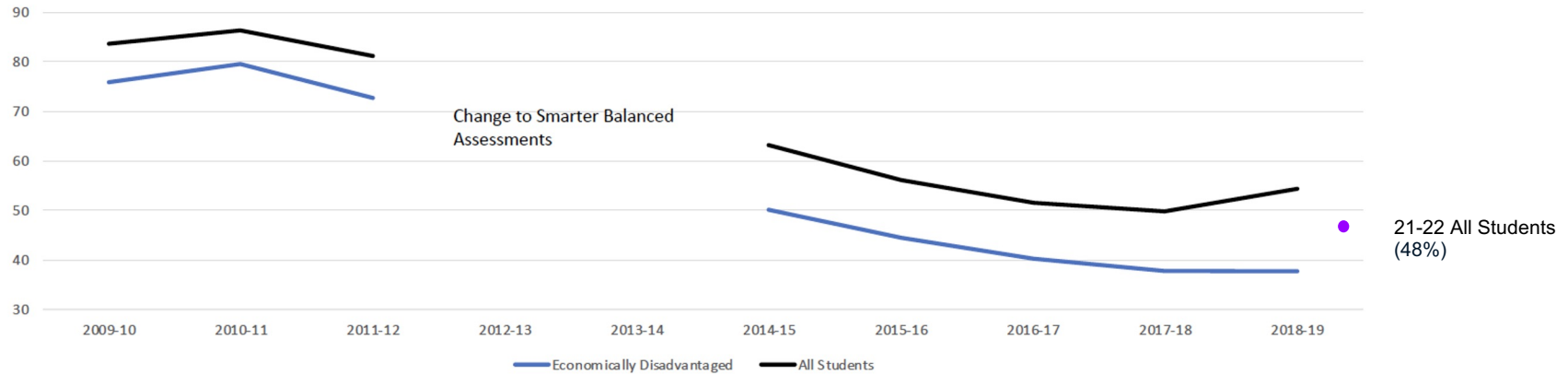
Experiencias académicas:

- Adulthood 101 (Curso sobre tareas comunes que realizan los adultos)
- Divertido y motivador + Significativo y riguroso
- Elección, opciones, acceso

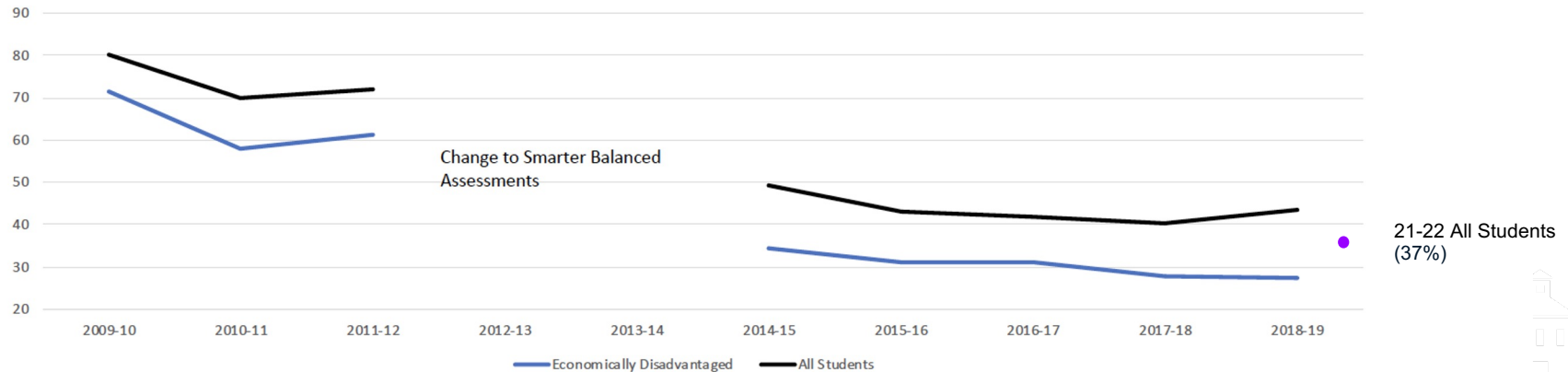
Experiencias sociales:

- Instrucción sobre como relacionarse con los pares
- Tomar seriamente calumnias y desigualdad
- Empatía

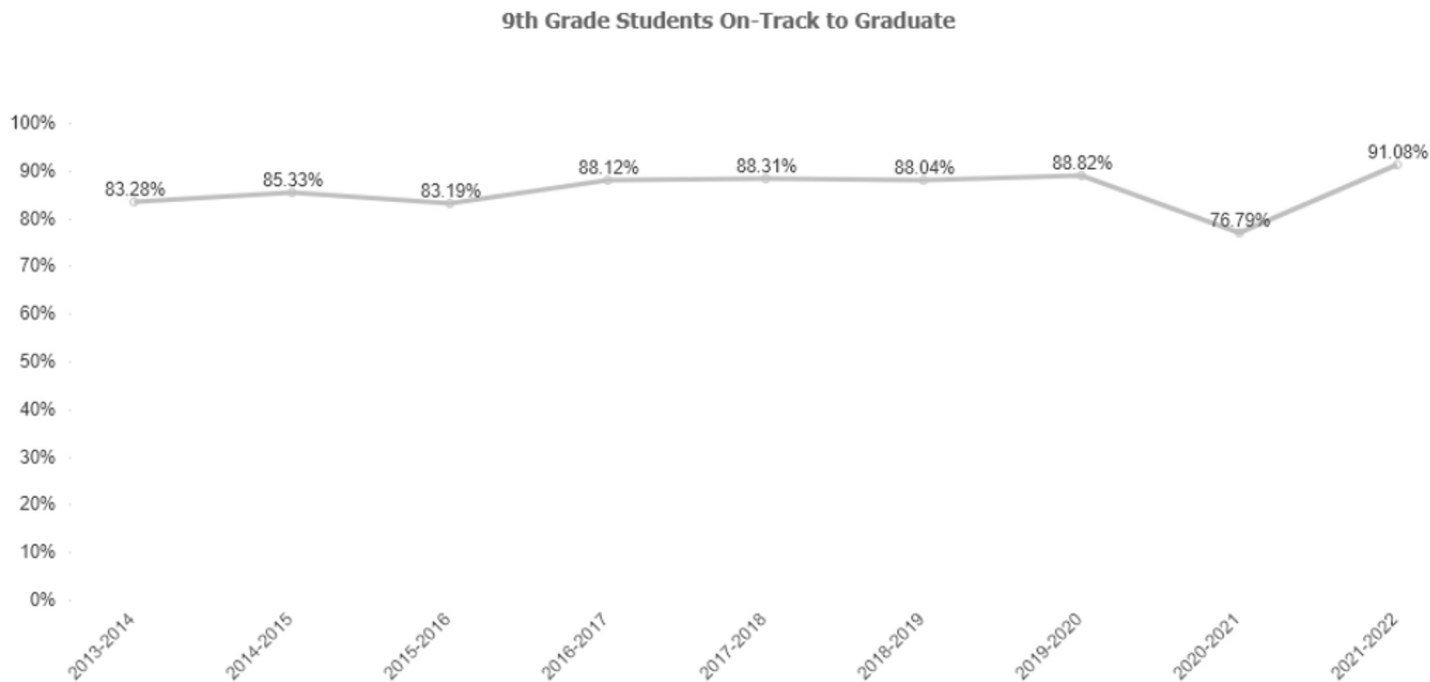
Percent of Bend-La Pine Students Meeting OSAS **ELA** Standards:
10 Year Trends for Economically Disadvantaged and Total Group



Percent of Bend-La Pine Students Meeting OSAS **Math** Standards:
10 Year Trends for Economically Disadvantaged and Total Group



Estudiantes de Noveno grado (Freshmen) encaminados (todos los estudiantes)



Current Selections

Fields	Values
Copied Forward	N
Measure	Board End #1 & 2 -
Analysis Name	9th Grade On-Track
Display Type	Percent

Measure Definition

The percent of grade 9 students who earned 6 or more credits in their first year of high school.

Update Frequency

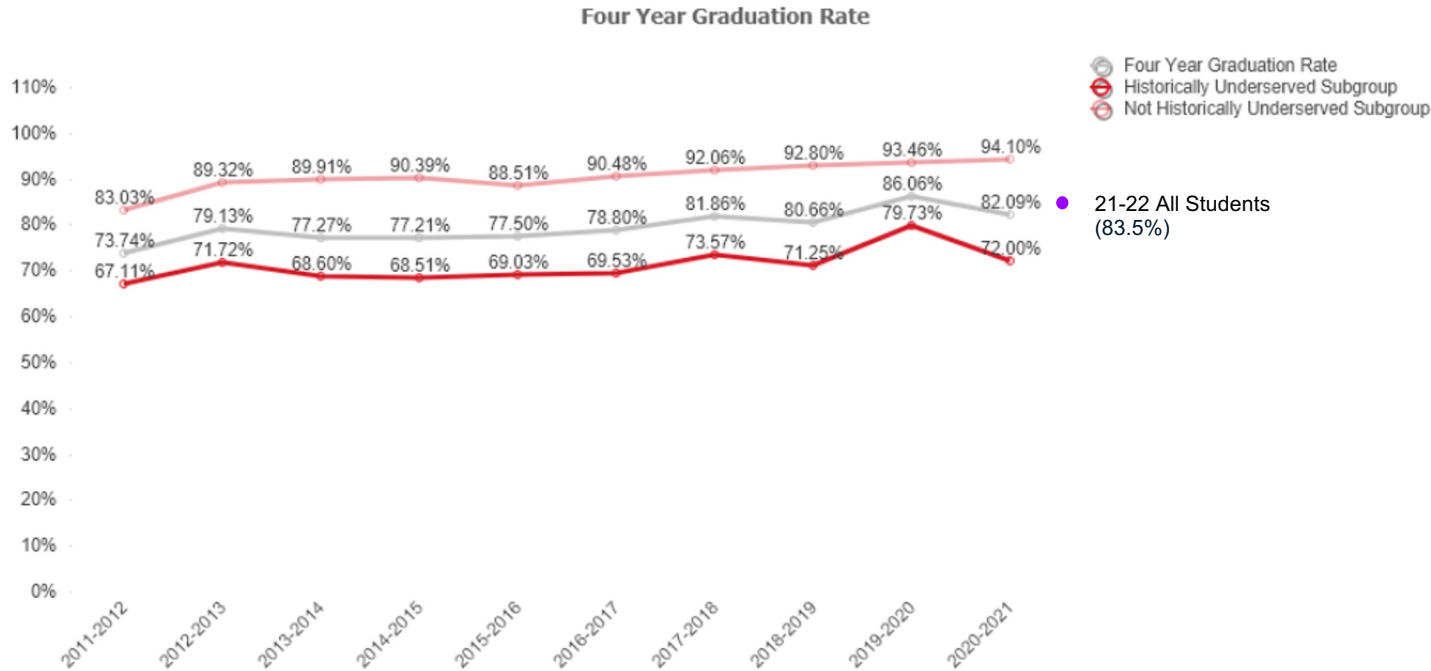
These data are calculated nightly.

How Calculated

The count of students who earned 6 or more credits in their first year of high school divided by the count of grade 9 students enrolled.



Índice de graduación en cuatro años



Current Selections

Fields Values
Copied Forward N
Measure Board End #3 - 4 Yr
Analysis Name Grad Rate
Display Type Percent

Measure Definition

The Four Year Graduation Rate provided by ODE for the school(s) selected.

Update Frequency

These data are calculated nightly.

How Calculated

A count of students who graduated within four years of entering high school divided by the number of students who entered high school in the same year.



YouthTruth (2021, 2022)

Estudiantes:

Clasificado bajo: Desafío académico

Clasificado alto: Cultura / Relaciones / Pertenencia

Personal:

Clasificado bajo: Perfeccionamiento docente y apoyo

Clasificado alto: Cultura / Relaciones / Pertenencia

Prioridades estratégicas actuales y asignación de recursos



Plan actual de la Cuenta de Inversión para el estudiante (SIA por sus siglas en inglés) y asignación de recursos

Estrategia (Presupuesto)	Principales inversiones
Apoyo para necesidades sociales, emocionales y de salud mental de los estudiantes (\$6 millones)	<ul style="list-style-type: none">● Contratar/entrenar personal certificado extra● Contratar/entrenar personal clasificado extra (Programas para el éxito académico de los estudiantes, consejeros, apoyo para salud mental, intervenciones)
Ampliación del acceso de los estudiantes para una educación completa (\$4 millones)	<ul style="list-style-type: none">● Contratar/entrenar personal certificado y clasificado extra (DEI, Desarrollo del Idioma Inglés (ELL por sus siglas en inglés), Educación especial (SPED por sus siglas en inglés), mentoría)
Reducción del tamaño de las clases en las escuelas con alto número de estudiantes históricamente desventajados (HU por sus siglas en inglés) (\$3 millones + 3 millones para el Fondo Paliativo para Emergencia de las escuelas primarias y preparatorias (ESSER por sus siglas en inglés))	<ul style="list-style-type: none">● Contratar personal certificado extra
Promoción de la seguridad para estudiantes y personal (\$1 millón)	<ul style="list-style-type: none">● Contratar personal de seguridad (Oficial de Recursos Escolares (SRO por sus siglas en inglés), monitores del campus, apoyo a los distritos)

Plan actual de HSS y Asignaciones de recursos

Estrategia (Presupuesto)	Principales inversiones
<p>Apoyar la enseñanza y el aprendizaje (\$3 millones, incluyendo asignaciones para desarrollar el apoyo a estudiantes históricamente desventajados)</p>	<ul style="list-style-type: none"> ● Decanos ● Preparador para la graduación ● Sistema multinivel de apoyo (MTSS por sus siglas en inglés) y apoyo para el Nivel II ● Contenido de área para maestros con tareas especiales (TOSA por sus siglas en inglés) ● Apoyo para la recuperación de créditos ● Apoyo para Doble inmersión y para Desarrollo del idioma inglés (ELL por sus siglas en inglés) ● Apoyo para el acceso a cursos acelerados ● Perfeccionamiento profesional para el Bachillerato Internacional (IB por sus siglas en inglés)
<p>Proveer ayuda para Salud mental/Aprendizaje socio emocional (SEL por sus siglas en inglés (\$1 millón))</p>	<ul style="list-style-type: none"> ● Coordinadores e instructores para Éxito del Estudiante (Nivel III) ● Cosejería para el Centro de Información y Biblioteca Central (ICCL por sus siglas en inglés) y para el Coordinador de Actividades para el Estudiante (COSA por sus siglas en inglés)
<p>Programas de apoyo vital y preparación para carreras (\$2 millones)</p>	<ul style="list-style-type: none"> ● Personal, edificio y ayuda para la Preparatoria Realms ● Personal para Educación Técnica (CTE por sus siglas en inglés), equipamiento/repares, viajes y transporte ● Colaboración con Desarrollo Económico de Oregón del Centro (EDCO por sus siglas en inglés) /Coordinador de pasantías ● Asignaciones para MS para apoyar distintas formas de educación técnica (CTE por sus siglas en inglés)



Principales necesidades identificadas para el Plan Integral de 2023

- Apoyo extra para los estudiantes con dificultades de salud mental, social y emocional
- Apoyo académico extra para acelerar el aprendizaje del estudiante
- Apoyo a las habilidades fundamentales de alfabetización temprana



REPORT: Board Policies for Review (2/14/2023)

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 follows this executive summary.

Policy Title	Reason for Update
GBA-BP: Equal Employment Opportunity	House Bill 3041 (2021) revised the statutory definition of sexual orientation and created a new definition for gender identity. Updates include revised statutory definitions. Renamed from AP to BP

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on February 28, 2023. 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, February 15, 2023.

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition³, age, veterans' status⁴, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁵ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

~~Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, national origin, religion, sex, sexual orientation¹, age, veterans' status, genetic information, marital status, disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.~~

Equal Opportunity is an integral part of the human relations efforts for Bend-La Pine Schools and continuous effort will be devoted to the improvement of human relationships to prevent discriminatory practices in the district.

~~Positive action will be taken to promote equal employment opportunities based on an individual's qualification for and/or performance of specific duties, in relation to organizational needs. Positive action will be taken to provide equal employment opportunity in all policies affecting:~~

- ~~1. Hiring, placement, recall, training, promotion, transfer or demotion;~~
- ~~2. Recruitment, advertising or soliciting for employment;~~
- ~~3. Treatment during employment;~~
- ~~4. Rates of pay, benefits or other forms of compensation;~~
- ~~5. Layoff, dismissal or non-renewal of contract (except as provided by Oregon Revised Statutes).~~

The Superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973.

The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The Superintendent or designee will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

³ This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

⁴ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁵ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

¹ "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated within the individual's sex at birth.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.029	OAR 581-021-0045
ORS 192.630	ORS 659A.030	OAR 581-022-2405
ORS 243.672	ORS 659A.109	OAR 581-022-1720
ORS 243.317 – 243.323	ORS 659A.040	OAR 839-003-0000
ORS 326.051	ORS 659A.082	OAR 839-006-0435
ORS 332.505	ORS 659A.109	OAR 839-006-0440
ORS 342.934	ORS 659A.112	OAR 839-006-0445
ORS 408.225 to 408.238	ORS 659A.147	OAR 839-006-0450
ORS 408.230	ORS 659A.142	OAR 839-006-0455
ORS 408.235	ORS 659A.145	OAR 839-006-0460
ORS 652.210 – 652.220	ORS 659A.233	OAR 839-006-0465
ORS 659.850	ORS 659A.236	
ORS 659.870	ORS 659A.309	
ORS 659A.003	ORS 659A.321	
ORS 659A.006	ORS 659A.409	
ORS 659A.009	ORS 659A.820	
	ORS 659A.805	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d ([2018 2006](#)).

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. ([2018 2012](#)).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 ([2019 2006](#)).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 ([2018 2006](#)).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) ([2018 2006](#)).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 ([2018 2006](#)) [34 C.F.R. Part 104](#) ([2019](#)).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, [1701](#), [1703-1705](#), [1720](#) ([2018](#)); ~~(2006)~~; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 ([2020 2006](#)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ([2018](#)); 29 C.F.R. Part 1630 ([2019 2006](#)); 28 C.F.R. Part 35 ([2019 2006](#)).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. §§ 12101-12133](#) ([2018](#)).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 ([2018](#)).

[Genetic Information Nondiscrimination Act of 2008](#), 42 U.S.C. § 2000ff-1 ([2018](#)).

[Chevron USA Inc. v. Echazabal](#), 536 U.S. 736 (2002).

[Uniformed Services Employment and Reemployment Rights Act of 1994](#), 38 U.S.C. §§ 4301-4303 ([2018](#)).

[House Bill 2935](#) ([2021](#))

[House Bill 3041](#) ([2021](#))

~~[Title II of the Genetic Information Nondiscrimination Act of 2008](#)~~

Reviewed: 2/10/09, 4/12/11, 5/26/17, [2/14/23](#)

Approved: 2/24/09, 4/26/11, 9/2017



REPORT: Administrative Polices & Regulations for Review (2/14/2023)

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 the presentation of the policies and regulations for adoption to the Board of Directors.

The following administrative policies and regulations 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 / Regulation Title	Reason for Update
CCB-AP: Administrative Hiring	Total rewrite to align with current district philosophy and practices when hiring administrative and supervisory staff. Renamed from an administrative regulation (AR) to an administrative policy (AP).
GB-AP: General Personnel Policies	New Administrative Policy GB-AP defines the district's general personnel policies for posting, hiring and selection for employment.
GCC / GDC-AP: Recruitment / Selection of Staff	Updates reflect current district practices and legal requirements. Revisions also include announcement of job vacancies, application for employment, screening applicants, and interviewing candidate procedures that were previously addressed in separate AR's. Renamed from an administrative regulation (AR) to an administrative policy (AP).
GCCA-AR: Announcement of Job Vacancies	Recommend deletion of GCCA-AR. Job vacancy announcement addressed in GCC/GCD-AP.
GCCB-AR: Application for Employment	Recommend deletion of GCCB-AR. Application for employment addressed in GCC/GCD-AP.
GCCC-AR: Screening Applicants	Recommend deletion of GCCC-AR. Applicant screening addressed in GB-AP and GCC/GCD-AP.
GCCD-AR: Interviewing Candidates	Recommend deletion of GCCD-AR. Interview procedures addressed in GCC/GCD-AP.
JEBA-AP: Early Entrance	Standard age requirements have been updated to align with Senate Bill 321, which lowered the compulsory attendance age for Oregon students from age 7 to age 6. Early entrance considerations have also been updated (previously in JEBA-AR).
JEBA-AR: Guidelines for Entrance and Early Entrance into Kindergarten & 1st Grade	Recommend deletion of JEBA-AR. All information about guidelines for entrance and early entrance are included in updates to JEBA-AP

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on February 28, 2023. 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, February 15, 2023.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Administrator & Supervisor Hiring

Section: Administration

Code: CCB-AP

Bend-La Pine Schools is committed to hiring the most highly qualified administrators and supervisors to serve students and employees of the district. To this end, the district will actively seek applicants who best meet the needs of the district. The responsibility for selection, placement, and assignment of administrators and supervisors shall be vested in the Superintendent, subject to the applicable policies and procedures.

When an administrative or supervisory vacancy occurs, transfers within the existing district administrative, supervisor, or other qualified staff will be considered. Notwithstanding the Superintendent's authority to transfer and assign work, the district will follow hiring procedures in compliance with state and federal law. Current district administrators and supervisors will be notified of vacancies and have an opportunity to apply for the position through the district's standard job posting and application procedures. The process for hiring administrative and supervisory staff will be open and competitive except for when deemed appropriate by the Superintendent.

The Superintendent or designee shall establish hiring procedures to employ qualified administrators and supervisors necessary to carry out the duties as defined by the district. Hiring procedures will be designed to provide an orderly and systematic process for determining job openings, job descriptions, and procedures for recruitment, screening, interviewing and employment. Applicants will be expected to demonstrate qualifications and competence in relation to the needs of the position for which they are applying and will only be recommended for employment following completion of the hiring process.

An administrative employee shall serve a probationary period that does not exceed three years. The administrative employee and district may mutually agree to a shorter probationary period.

END OF POLICY

Legal Reference(s)

ORS 332.107

ORS 342.934

Reviewed: 6/7/2004, 2/13/2023

Approved:

BEND - LA PINE SCHOOL DISTRICT

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Administrative Hiring

Section: Administration

Code: CCB - AR

Administrative Hiring

The Bend La Pine Public Schools is committed to hiring the most highly qualified administrators and supervisors to serve the students of our District. To this end the District will actively seek applicants who best meet the needs of the District. The responsibility for selection, placement, and assignment of administrators shall be vested in the superintendent, subject to applicable policies and procedures. The process for hiring administrative staff will be open and competitive except when deemed appropriate by the superintendent. Applicants will be expected to demonstrate qualifications and competence in relation to the needs of the position for which they are applying and will only be recommended for employment following completion of the hiring procedures.

1.0 Hiring procedures are designed to provide an orderly and systematic process for determining job openings, job descriptions, and procedures for recruitment, screening, interviewing and employment.

2.0 Definitions

2.1 Vacancy: A position presently unfilled; a position currently filled, but will be open in the future; a new position.

2.2 Job Description

2.2.1 An approved job description will be on file in the personnel office prior to posting any position.

2.2.2 A job description for each position will include:

2.2.2.1 Position title.

2.2.2.2 Definition of position.

2.2.2.3 Identification of immediate supervisor.

2.2.2.4 Required qualifications and skills - including degrees, certificates, licenses, training, knowledge, experience(s), etc.

2.2.2.5 Preferred qualifications for specific position

2.2.2.6 Essential job-related activities and responsibilities.

2.2.2.7 Terms of Contract.

2.2.3 All job descriptions are approved by the Executive Director of Human Resources.

recommend delete

- 2.3 Applicant: An individual who has completed all required paperwork for a vacant position.
- 2.4 Hiring Administrator: The administrator designated by the superintendent to lead the hiring process.
- 2.5 Application Screening Team: A team composed of 3 or more people as determined by the hiring administrator (may be composed of the interview team members).
- 2.6 Interview Team: A team determined by the hiring administrator, with approval of the superintendent, which consist of at least the following representation:
 - 2.6.1 Hiring administrator/supervisor.
 - 2.6.2 Other supervisory personnel (including comparable position where possible, plus Human Resources and Curriculum & Instruction reps for building administrative positions).
 - 2.6.3 Representative employees from school or department who would be supervised by the administrator.
 - 2.6.5 Parent and/or community representative(s).
 - 2.6.6 Student representative(s) (for high school administrative positions).

3 .O Process for Hiring

- 3.1 The hiring administrator will:
 - 3.1.1 Review the job description for the vacant position and recommend specific changes if necessary.
 - 3.1.2 Complete the position vacancy request form for approval by the Executive Director of Human Resources or Deputy Superintendent.
 - 3.1.3 In conjunction with Human Resources, gather feedback in some form from the employees of the school or department where the vacancy exists in order to identify specific personal and professional traits desired for the position.
 - 3.1.4 In conjunction with Human Resources, develop a brochure announcing the specific job opening with supporting information.
 - 3.1.5 Select and orient a screening team, with approval of the superintendent.
 - 3.1.6 Prepare screening materials for the screening team based on the position description requirements and desired traits.
 - 3.1.7 Select and orient an interview team, with approval of the superintendent.
- 3.2 The Human Resources Department will:
 - 3.2.1 Post the vacant position, upon approval of the Executive Director of Human Resources or Deputy Superintendent, on the District website.
 - 3.2.2 Distribute broadly the notice of job opening using electronic media and other means deemed appropriate by the Executive Director.

- 3.2.3 Receive and compile application materials.
- 3.2.4 Determine timeliness and completeness of the application materials.
 - 3.2.4.1 Application materials must be received or postmarked by the end of the closing date advertised for the position.
 - 3.2.4.2 Materials may be submitted via facsimile as long as the fax is received by the closing deadline.
 - 3.2.4.3 Positions may be posted with an initial closing date and indicate "open until filled".
- 3.3 The Screening Team will:
 - 3.4.1 Review confidentiality guidelines and sign a confidentiality agreement.
 - 3.4.2 Utilize screening sheets provided by the hiring administrator, review and rate all completed applications presented to the team.
 - 3.4.3 With facilitation by the hiring administrator, determine the top rated applicants to recommend for interviewing.
- 3.5 Interview Process
 - 3.5.1 Human Resources will coordinate with the hiring administrator the scheduling of interviews.
 - 3.5.2 The hiring administrator and Executive Director or Deputy Superintendent will develop interview questions and interview forms.
 - 3.5.3 The hiring administrator and Executive Director or Deputy Superintendent will orient the interview team to the interview and hiring process by reviewing confidentiality guidelines and guidelines for interviewing and rating candidates.
 - 3.5.4 The interview will consist of the following, with data gathered for each element:
 - 3.5.4.1 A structured team interview.
 - 3.5.4.2 An appropriate skill demonstration, which may include a writing exercise.
 - 3.5.4.3 A one-on-one interview with the superintendent.
 - 3.5.4.4 For building administrators, a process for gaining representative student input.
 - 3.5.4.5 Other tours and public forums, as deemed appropriate.
 - 3.5.5 Upon completion of the interview process, the interview team shall determine its top candidates for recommendation to the superintendent. When consensus is not reached by the team, the hiring administrator may determine the recommendation.
- 3.6 Finalizing recommendation
 - 3.6.1 Prior to a recommendation for employment, the hiring administrator shall contact and complete a reference check form for at least three references, which should include:
 - 3.6.1.1 The immediate previous supervisor.

- 3.6.1.2 For candidates who have held several positions, at least three previous supervisors and/or references.
 - 3.6.2 For at least the top candidate, the hiring administrator will arrange with Human Resources to conduct a site visit to the candidate's place of employment. The Superintendent may waive this step.
 - 3.6.4 Upon completion of the process the hiring administrator shall make a formal recommendation for employment to the Superintendent.
 - 3.6.5 The recommendation to hire will contain the candidate's file and all pertinent data from the interview, reference checks, and site visit.
- 3.7 Hiring
 - 3.7.1 Upon approval by the Superintendent, the hiring administrator will contact the candidate, offering employment subject to Board approval and successful passage of the drug testing.
 - 3.7.2 If the candidate accepts, the hiring administrator will make arrangements with Human Resources for drug testing in accordance with district procedures.
 - 3.7.3 After the candidate accepts the offer, passes the drug screening, and the Board takes action to hire, a letter of commitment will be sent to the selected candidate. In certain circumstances employment may commence prior to Board ratification with superintendent's approval.
 - 3.7.4 The hiring administrator will personally contact all applicants interviewed.
 - 3.7.4.1 Letters will be sent by Human Resources to all applicants after the Superintendent has accepted the interview team's recommendation.

Revised Date: June 7, 2004

Review Date: June 7, 2004

Reviewed by: Leadership Council

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE POLICY

Name: General Personnel Policies
Section: Personnel
Code: GB-AP

The quality of Bend-La Pine Schools' professional and support staff is of primary importance in achieving the educational and operational objectives of the district. In filling any position, the district will seek out, hire / appoint the best-qualified person available for the position in accordance with the district's equity and equal employment opportunity policies.

Notice of all job openings will be made available to current staff members according to contract provisions. Staff are encouraged to apply for open positions. Vacant positions may also be advertised through professional and institutional placement agencies, appropriate employment agencies and general and specialized media.

Applications or inquiries concerning job openings will be directed to the Human Resources Department through the standard district application process. The selection process will be coordinated and supervised by the Human Resources Department, with the involvement of other district employees, as appropriate.

Each candidate selected for a position with the district must possess or demonstrate eligibility for any certificate, license or permit required to fill the position. In addition, the individual must be insurable by the district's insurance carrier for any position requiring liability coverage or bonding.

In accordance with Oregon law, the district may require a candidate, as a condition of employment, to hold a current, recognized first-aid card. A current employee required to hold a card will obtain it within 90 days from the date the district gives notification.

The employment contracts of candidates to fill licensed and contracted positions will be approved by the Board of Directors upon the Superintendent or designee's recommendation. The Superintendent or designee will hire all other personnel as needed.

Personnel selected for employment shall be notified by the hiring administrator or designee. Unsuccessful applicants who were interviewed shall also be notified. Initial assignments of staff will be made by the Superintendent or designee.

The Superintendent will establish regulations governing the recruitment, selection and employment of personnel in accordance with this policy.

END OF POLICY

Legal Reference(s):

ORS 342.664	ORS 659A.309	OAR 839-006-0450
ORS 408.225		OAR 839-006-0455
ORS 408.230	OAR 581-022-2405	OAR 839-006-0460
ORS 408.235	OAR 839-006-0435	OAR 839-066-0465
ORS 653.305 to -653.326	OAR 839-006-0440	

Reviewed: 2/13/2023

Approved:

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY REGULATION

Name: Recruitment / Selection of Staff

Section: Personnel

Code: GCC/GDC-AP AR

It is the responsibility of the Superintendent, with the assistance of other appropriate district staff members, to determine the personnel needs of the district and to locate suitable candidates to recommend for employment. The Superintendent or designee ~~personnel director~~ will develop and maintain a recruitment program designed to attract ~~licensed and classified~~ personnel to the district.

The search for staff members may extend to a variety of educational institutions and geographical areas. The diverse characteristics of the district will be considered in the recruitment program. The district shall attempt to recruit the most suitably qualified applicants when filling vacancies. Announced vacancies will be posted to ensure effective communications with all individuals, including those with disabilities. Job postings will notify applicants that equal employment opportunity and treatment shall be practiced by the district. The employer's duties under the Americans with Disability Act, including the duty to reasonably accommodate upon request and with appropriate advanced notice, will also be clearly stated.

Notice of all job openings will be made available to current staff members according to contract provisions. Staff are encouraged to apply for open positions for which they meet the stated duties and/or requirements. ~~Present employees are encouraged to apply for any position for which he/she meets the stated requirements.~~

The Human Resources Department will be responsible for the announcement of all job vacancies and all applications for employment shall be received and managed by the Human Resources Department. The Human Resources Department will develop a process and train hiring administrators in best practices for screening, interviewing and selecting candidates for employment. It will be the responsibility of the hiring administrator to interview and recommend a candidate for employment to the Chief Human Resources Officer or designee. Once a candidate has been approved for hire, the hiring administrator or designee shall notify the candidate as well as any unsuccessful candidates whom also interviewed for the vacancy.

If two hiring administrators recommend the same candidate for hire, the Chief Human Resources Officer or designee will confer with the candidate to determine which vacancy the candidate is most qualified for.

The Human Resources Department will be responsible for maintaining application, recruitment, interview and personnel selection records for each vacancy according to applicable records retention laws and requirements.

Legal Reference(s):

ORS 326.051
[ORS 332.107](#)
ORS 332.505
ORS 342.934
ORS 659.805
ORS 659.850
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.109
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.409

OAR 581-021-0045

[Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 \(2016\); 28 C.F.R. Part 35 \(2016\)](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012 2006~~).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012 2006~~).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012 2006~~).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2012 2006~~).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (~~2012 2006~~).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (~~2012 2006~~).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 ([2012](#)).

Title II of the Genetic Information Nondiscrimination Act of 2008.

[Section 503 of the Rehabilitation Act of 1973.](#)

[Americans with Disabilities Act Amendments Act of 2008.](#)

Reviewed: 1/31/11, 3/7/11, [2/14/2023](#)

Approved: 1/31/11, 3/28/1

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE REGULATION

Name: Announcement of Job Vacancies
Section: Personnel
Code: GCCA-AR

The district will select the most qualified applicants to fill open positions.

Announced vacancies will be posted in all buildings for a minimum of five working days prior to closing the position. All notices will include the following information:

1. Job title;
 2. Qualifications;
 3. Essential functions;
 4. Special requirements;
 5. Terms of employment;
 6. Salary range;
 7. Posting dates;
 8. Closing dates;
 9. Other criteria as may be required/requested by administrator initiating the job order.
- Announced vacancies shall be posted in an appropriate format to ensure effective communications with all individuals including those with disabilities.

All postings shall notify applicants that equal employment opportunity and treatment shall be practiced in the district. The employer's duties under the Americans with Disabilities Act, including the duty to reasonably accommodate upon request and with appropriate advance notice, will be clearly stated.

Legal Reference(s):

ORS 332.107

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Section 503 of the Rehabilitation Act of 1973.

Reviewed: 3/7/11, 3/28/11
Approved: 3/28/11

recommend delete

**BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: GCCB-AR
DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:**

recommend delete

APPLICATION FOR EMPLOYMENT

All applications for employment shall be received and processed by the personnel services department.

Applications shall be separated according to administrative, supervisory, licensed or classified positions.

All applications shall be receipt-dated and reviewed for completeness.

All applications shall then be kept on file in the personnel services department for a period of not less than three years.

The district shall determine the application procedure and requirements for administrative, supervisory, licensed and classified positions.

**BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: GCCC-AR
DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:**

recommend delete

SCREENING APPLICANTS

The personnel services department and/or the administrator/supervisor shall be responsible for preliminary screening of all applications. Screening shall be based on the requirements and qualifications in the job description and in the notice announcing the job vacancy. During the preliminary screening process, the personnel services department shall take into consideration any or all of the following: individual qualifications, license requirements, experience, training, job requirements, Board policy, district staffing patterns, initial screening interview and affirmative action goals.

The administrator/supervisor shall review the applications selected for initial consideration and determine those applicants to be interviewed. If a committee is being used in the interview process, the administrator/supervisor may choose to have the committee review the applications. The committee shall then select at least two applicants to be interviewed. It should be understood that a committee deliberating on behalf of the district has the same responsibility as the personnel director to take into consideration license requirements, Board policy, district staffing patterns, affirmative action goals and other applicable policies.

If upon screening by the administrator/supervisor or committee it is determined that there are not at least two satisfactory applicants to interview, the unsatisfactory applications shall be returned to the personnel services department and additional applications will be requested. If no suitable applicants are available, then the position may be advertised again.

The administrator/supervisor shall notify the personnel services department of the names of the applicants to be interviewed. It shall be the responsibility of the administrator/supervisor to contact the applicants and arrange the interviews.

**BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: GCCD-AR
DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:**

recommend delete

INTERVIEWING CANDIDATES

The personnel director shall assure that all interview records are properly completed and placed on file in the personnel services department for up to three years.

The center administrator/supervisor shall interview the candidates and recommend the final candidate to the personnel director.

If two administrators/supervisors select a different candidate, the personnel director will confer with them and attempt to reach agreement on the matter. If agreement cannot be reached, the personnel director will make the decision based on the job requirements, special talents or training of the candidate, assignment specifications and affirmative action goals.

If the selected candidate declines the position, the administrator/supervisor may choose to recommend another candidate from those screened and interviewed or he/she may re-initiate the process.

It is the responsibility of the administrator/supervisor to inform those interviewed candidates of the final selection.

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: **Early Entrance** ~~Entrance Requirements for Kindergarten & First Grade~~

Section: **Students Required Policies**

Code: JEBA-AP

General **Entrance** Requirements

Children whose parents or legal guardians are residents of the district are eligible to attend classes in the district's schools pursuant to state law and Board policies. An official birth certificate or other valid proof of age shall be required for all students entering kindergarten or entering school for the first time in the first grade. The district complies with the birthday requirements established by the Oregon Revised for student entrance into kindergarten and first grade. The district may consider a child for early entrance into kindergarten or first grade subject to the philosophy and guidelines established below. ~~and in administrative regulation JEBA-AR.~~

Standard Age Requirements

- **Kindergarten**

Any child whose fifth birthday falls on or before September 1 is eligible to enter kindergarten at the opening of school in September of the same year. Proof of birthdate is required for registration. There will be no exceptions to the birthdate requirement for enrollment in kindergarten.

- **First Grade**

Any child whose sixth birthday falls on or before September 1 is eligible to enter the first grade at the opening of school in September of the same year. Proof of birthdate is required at registration.

Application for Early Entrance

- **Kindergarten**

Students who are five years old on or before September 1 may enroll in kindergarten. Recognizing that other states and countries may have different minimum age requirements for school admission, Bend-La Pine Schools will accept out-of-state transfer students in kindergarten who are younger than age five on September 1 if they have been enrolled through the month of September, as a kindergarten student.

- **First Grade**

Students who are six years old on or before September 1 may enroll in first grade. Recognizing that other states and countries may have different minimum age requirements for school admission, the district will accept students in first grade who are younger than age six on September 1 if they have maintained regular attendance in any grade of a public full-time school during the entire school term, or if they have documentation of successful completion of a kindergarten program in the prior school year.

Philosophy on Early Entrance

~~Administrators and teachers of the district believe that a student being considered for early admission into kindergarten or first grade must demonstrate exceptional ability in several readiness skills using age norms. The prognosis for a student who is allowed to enroll in kindergarten or first grade, and whose birthday falls after the lawful entrance age, should be one of a successful student who will be well above the average in the grade being requested.~~

~~A student will be admitted to kindergarten if:~~

- ~~1. His or her fifth birthday occurs on or before September 1, one year before the date established by law for admission into first grade; or~~
- ~~2. He or she is transferring from a public school kindergarten program and would be continuing his or her formal education; or if~~
- ~~3. His or her birthday falls after September 1, but no later than October 1, and the parents complete the early entrance procedures set forth in JEBA-AR, including psychological testing and evaluation at the parents' expense, and the principal of the school reviews the assessment results and accept the student for early entrance.~~

~~A student will be admitted to first grade if:~~

- ~~1. His or her sixth birthday occurs on or before September 1, as established by law; or~~
- ~~2. He or she is transferring from a public or private school and is in compliance with the age requirement of being six years old prior to September 1 of the current school year; or~~
- ~~3. He or she has successfully completed a year of public or private kindergarten (pursuant to JEBA-AR) and would be continuing his or her formal education; or~~
- ~~4. His or her birthday is falls after September 1, but no later than October 1, and the parents complete the early entrance procedures set forth in JEBA-AR, including psychological testing and evaluation at the parents' expense, and the principal of the school reviews the assessment results and accept the student for early entrance.~~

END OF POLICY

Legal References:

ORS 327.006
[ORS 336.092](#)
ORS 336.095
ORS 339.115
ORS 343.395
[SB 321 \(2015\)](#)

Reviewed: 7/5/11, 11/13/17, 5/26/20, [2/14/2023](#)

Approved: 8/25/11, 11/13/17, 5/26/20

Standard Age Requirements for Kindergarten and First Grade

A child entering school for the first time in the fall shall be considered to be of school age if the child's birthday meets the birthday requirements established by Oregon law. Subject to the exceptions for early entry described below, a child entering kindergarten is to be five years old on or before September 1, and a child entering first grade is to be six years old on or before September 1. Students born after October 1 are not eligible for early entry consideration.

Application for Early Entrance

A student will be considered for early entrance into kindergarten or first grade if his or her birthday falls after September 1 but no later than October 1 and the parents complete the early entrance procedures set forth in this regulation, including psychological testing and evaluation at the parents' expense, and the principal of the school reviews the assessment results and accepts the student for early entrance according to the criteria set forth in this regulation. Applications for Early Entrance will be accepted beginning the day of Kindergarten Round Up in April through the last day of the school year.

1. The parents shall confer with the school principal or designee regarding the application, testing, and evaluation procedure.
2. The parents shall have their child tested using standardized assessments in the following areas: speech and language development, gross and fine motor development, cognitive and academic skills.
3. A school psychologist, school evaluator, private psychologist, or other qualified examiner approved by the district shall administer the tests. Testing is available based on staff availability.
4. Parents shall pay for the cost of assessment. District psychologists/evaluators may use district assessment materials in order to keep the cost lower for parents.
5. Parents shall submit their child's testing and assessment results to the school principal or designee for decision. The principal or designee may grant early entry if the child's testing results meet the criteria set forth below.

Criteria for Early Entry into Kindergarten and 1st Grade

1. Psychologists/evaluators may recommend students for early entry to kindergarten or first grade if the student performs at the 85th percentile nationally in the areas of assessment.
2. Entry is probationary for the first nine weeks of school. By the end of the first nine weeks the principal will review the student's success and may require the child be withdrawn from school if the child is not progressing satisfactorily in all areas of concern.

Kindergarten

Students who are five years old on or before September 1 may enroll in kindergarten. Recognizing that other states and countries may have different minimum age requirements for school admission, the district will accept out-of-state transfer students in kindergarten who are younger than age five on September 1 if they have legally enrolled in a public school kindergarten through the month of September.

First Grade

Students who are six years old on or before September 1 may enroll in first grade. Recognizing that other states and countries may have different minimum age requirements for school admission, the district will accept out-of-state transfer students in first grade who are younger than age six on September 1 if they have legally enrolled in a public school first grade through the month of September, or if they have completed a full year of public school kindergarten in the prior school year.

recommendation deleted

Reviewed: 05/12/87, 4/8/02, 9/12/11, 6/1/15, 4/1/19, 6/3/19,
5/26/20

Approved: 02/28/89; 04/24/95; 04/08/02, 9/12/11, 6/8/15, 4/16/19, 6/3/19,
5/26/20