



## School Board Regular Meeting Agenda

August 12, 2025, 5:30 PM

### Location:

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

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Amy Tatom, Board Vice Chair	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Amy Tatom, Board Vice Chair	
3.	<b><u>Review of Agenda</u></b>	
	<b>Speaker(s):</b> Amy Tatom, Board Vice Chair	
4.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Amy Tatom, Board Vice Chair	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
5.	<b><u>Consent Agenda</u></b>	
	<b>Speaker(s):</b> Amy Tatom, Board Vice Chair	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
	A. Approval of Minutes	3
	<b>Description:</b> June 17, 2025, Regular Meeting, and July 8, 2025, Regular Meeting; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	<b>Attachments:</b>	
	6.17.25 Minutes - DRAFT - UPDATED	3
	7.8.25 Minutes - DRAFT	8
	B. Approval of Personnel Recommendations	10
	<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements	
	<i>Reference: ORS 332.505</i>	
	<b>Attachments:</b>	
	Certified Board Report 8.12.25	10
	Classified Board Report 8.12.25	12
6.	<b><u>Consent for Information</u></b>	
	<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
	<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
	A. Follow-up to Comment Received	

<b>Attachments:</b>	
8.12.25 District Follow-up to BLS School Board Meeting Comment.docx	17
B. Approval of Administrative Policies and Regulations	19
<b>Attachments:</b>	
Executive Summary: Administrative Policies and Regulations for Adoption	19
IGAJ-AP: Traffic Safety (Driver Education) - DELETE 8.12.25	20
IGAJ-AR: Traffic Safety (Driver Education) - DELETE 8.12.25	21
IKA-AR: Grades and Credit - DRAFT 8.12.25	22
JEA-AR: Compulsory Attendance Notices -DRAFT 8.12.25	27
C. Report: Executive Limitation 4.8: Communications	32
<b>Attachments:</b>	
Report: Executive Limitation 4.8: Communications	32
D. Report: Executive Limitation 4.9: Safety	34
<b>Attachments:</b>	
Report: Executive Limitation 4.9: Safety	34
<b>7. Reports</b>	
A. Preparing for the 2025-26 School Year: Summer Offerings and Accomplishments	
<b>Speaker(s):</b> Dr. Lisa Birk, Deputy Superintendent	
<b>8. Superintendent's Report</b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
<b>9. Director Comments</b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
<b>10. Adjourn</b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for September 9, 2025.	



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** June 17, 2025

### Board Members

Kina Chadwick:	Present
Cameron Fischer:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Present
Shirley Olson:	Present
Amy Tatom:	Present
Ross Tomlin:	Present

Chair Marcus LeGrand and Director Kina Chadwick joined virtually.

Chair Marcus LeGrand left the meeting at 5:34 pm.

#### 1. Call to Order

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

**Discussion:** The meeting was called to order by Vice Chair Carrie McPherson Douglass at 5:31 pm.

#### 2. Pledge of Allegiance

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

**Discussion:** The Pledge of Allegiance was led by Vice Chair Carrie McPherson Douglass.

#### 3. Review of Agenda

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

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

#### 4. Action Items

##### A. New Board Member Oath of Office

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

**Attachments:** Executive Summary: Oath of Office and Oath of Office

**Discussion:** Jenn Lynch, Marcus LeGrand, Shirley Olson, Ross Tomlin, and Kina Chadwick were sworn into office by Vice Chair Carrie McPherson Douglass.

#### 5. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook presented the Above and Beyond the Call of Duty award to Mark Segesta, Science Teacher at Pacific Crest Middle School, for demonstrating skill, awareness and courage by administering the Heimlich Maneuver to a student choking in his classroom.

##### B. Acknowledgement of Service

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook honored Vice Chair Carrie McPherson Douglass for her eight-plus years of service on the Board. He thanked her for always putting students first, even through tumultuous times over the past few years. Fellow Board members also shared their appreciation for her service to the Board.

## 6. Public Comment

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

**Description:** This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.

**Discussion:** A student and parent joined to share their experiences with advanced math options for younger students. A parent shared concerns and requests for the district to reconsider its AQI policy standards. A parent shared concerns regarding the use of technology in schools. An administrator and a student discussed concerns regarding funding for Bend International School. A student shared her experiences as a TAG student in middle school.

## 7. Consent Agenda

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

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

**Action(s):** I move to approve the Consent Agenda. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 6, Nay: 0

### A. Approval of Minutes

**Description:** May 13, 2025, Budget Committee Meeting; May 13, 2025, Regular Business Meeting; and May 27, 2025, Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 5.13.25 Budget Committee Minutes – DRAFT, 5.13.25 Minutes – DRAFT, and 5.27.25 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 6.17.25 and Classified Board Report 6.17.25

### C. Adoption of Board Policies

**Attachments:** Executive Summary: Board Policies for Adoption and EEA-BP: Student Transportation Services - DRAFT 6.17.25

### D. Annual Business and Board Operations Resolutions for 2025-26 School Year

**Attachments:** Resolution 1990: Annual Meeting Schedule (2025-2026 - Revised), Resolution 1991: Annual Meeting Schedule (2026-2027), Resolution 1992: Parliamentary Procedure, Resolution 1993: Designation of Authority, Resolution 1994: Depositories and Authorized Signatures, Resolution 1995: Salary and Insurance Payments, and Resolution 1996: Public Contracting Rules and Procedures Including Class Special Procurements and Exemptions

### E. Secondary Math Curriculum Adoption

**Attachments:** Executive Summary: Secondary Math Curriculum Adoption

### F. Superintendent Cook 2024-2025 Annual Evaluation

**Attachments:** 2024-2025 Superintendent Evaluation

## 8. Consent for Information

**Speaker(s):** Dr. Steve Cook, Superintendent

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

**Discussion:** Superintendent Cook noted that the Consent for Information includes a document with follow-up to a conversation that originally began at the December board meeting regarding caffeinated beverages in our schools in relation to policy EFA-AP. Upon consultation with the district's Wellness Committee, the Oregon Smart Snacks table has been updated to show that the sale of energy drinks is prohibited on school campuses. He also noted that in addition to the updated Smart Snacks table, there are 15 transportation policies that the district has reviewed; a number of the policies are being deleted as they are either no longer in alignment with ODE guidelines or the language has been incorporated into other updated policies and the other policies have been updated to align with current guidelines and laws as well as district practices. The final policy in the board packet is regarding the reemployment of PERS retired staff, specifically clarifying the language regarding TSPC-licensed rehired retirees. He noted that the final document in the Consent for Information is the fourth quarter financial report.

**A. Follow-up to Board Comment**

**Attachments:** 6.17.25 District Follow-up to BLS School Board Meeting Comment.docx

**B. Approval of Administrative Policies and Regulations**

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption, EE-AP: Student Transportation - DELETE 5.17.25, EEA-AR: School Bus Scheduling and Routing - DRAFT 6.17.25, EEAB-AR: School Bus Scheduling and Routing - DELETE 6.17.25, EEAC-AP: School Bus Safety Program - DRAFT 6.17.25, EEACB-AR: School Bus Maintenance - DELETE 6.17.25, EEACC-AP: Student Conduct on School Buses - DRAFT 6.17.25, EEACC-AR: Conduct on School Buses - DRAFT 6.17.25, EEACD-AP: Use of District Activity Vehicles for Student Transportation - DRAFT 6.17.25, EEADA-AR: Use of District School Buses for Other Than School Activities - DRAFT 6.17.25, EEADB-AR: Student Transportation in Private Vehicles - DELETE 6.17.25, EEADBA-AR: Student Transportation for Non-Curricular Activities/Athletic Events - DELETE 6.17.25, EEBA-AR: District Vehicles/Seat Belts - DELETE 6.17.25, EEBA-AR: Use of Private Vehicles on School District - DELETE 6.17.25, GBEDA-AP: Drug and Alcohol Testing and Record Query-CDL Transportation Personnel - DRAFT 6.17.25, GBEDA-AR: Drug and Alcohol Testing and Record Query-CDL Transportation Personnel - DRAFT 6.17.25, GCPC/GDPC-AR: Reemployment of PERS-Retired Staff - DRAFT 6.17.25, and Oregon Smart Snacks Table - DRAFT 6.17.25

**C. 4th Quarter Finance Report**

**Attachments:** Fourth Quarter Financial Update for FY2024-25

**9. Action Items**

**A. Resolution 1998: 2025-26 Impose a Tax and Resolution 1997: 2025-26 Resolution Making Appropriations**

**Speaker(s):** Dan Emerson, Chief Financial Officer

**Action(s):** I move to adopt resolution 1997 which states: Be it resolved, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby adopts the 2025-26 budget in the amount of \$639,538,582. This motion, made by Shirley Olson and seconded by Ross Tomlin, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 6, Nay: 0

I move to adopt resolution 1998 which states: Be it resolved, the Board of Directors of Administrative School No. 1, Deschutes County, hereby imposes the taxes provided for in the adopted budget at the rate of \$4.7641 per \$1,000 of assessed value for the permanent tax rate and in the amount of \$46,332,994 for bonds; and that these taxes are hereby imposed and categorized for tax year 2025-26 upon the assessed value of all taxable property within the district. This motion, made by Shirley Olson and seconded by Ross Tomlin, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Attachments:** Resolution 1998: Resolution to Impose Tax 2025-2026 and Resolution 1997: 2025-2026 Budget Appropriations

**Discussion:** Dan Emerson, Chief Financial Officer, noted that the final state budget has been approved and asked for approval of the district's budget for 2025-26.

**B. Bend Education Association (BEA) Collective Bargaining Agreement**

**Speaker(s):** Dr. Steve Cook, Superintendent

**Action(s):** I move to approve the BEA settlement summary. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Attachments:** Summary of BEA Reopener 2025 and SpEd DTB Settlement, BEA/BLS Reopener and SpEd DTB - Tentative Agreement 6.3.25, and BEA/BLS Reopener and SpEd DTB - MoU

**Discussion:** Superintendent Cook thanked both BEA and OSEA for their transparent and collaborative bargaining process. Steve Herron, Chief Human Resources Officer, noted that this is the end of the second year of a four-year contract that had a reopening for compensation and two articles per side. He thanked all parties that participated and reviewed the settlement summary.

**C. Oregon School Employees Association (OSEA) Collective Bargaining Agreement**

**Speaker(s):** Dr. Steve Cook, Superintendent

**Action(s):** I move to approve the OSEA settlement summary. This motion, made by Ross Tomlin and seconded by Cameron Fischer, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Abstain (With Conflict), Ross Tomlin: Yea

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

**Attachments:** Summary of OSEA Reopener 2025 and OSEA-BLS Reopener 2025 - Tentative Agreement 6.4.25

**Discussion:** Steve Herron, Chief Human Resources Officer, thanked the OSEA bargaining participants and reviewed the settlement summary.

**D. Action following Executive Session**

**Speaker(s):** Carrie McPherson Douglass, Board Vice Chair

In regard to the complaint received on April 2, 2025, Director Cameron Fischer noted the importance of honoring the experiences of students and their levels of privacy.

**Action(s):** I move that the Board deny the request to hear the appeal based on a review of the investigation findings. This motion, made by Shirley Olson and seconded by Ross Tomlin, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Abstain (With Conflict), Ross Tomlin: Yea

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

In regard to the complaint received on May 19, 2025.

I move that the Board deny the request to hear the appeal based on a review of the investigation findings. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** Vice Chair Carrie McPherson Douglass noted that earlier this evening during executive session, the Board had an opportunity to review appeals on two complaints that were filed with the district and the Board would decide in open session what action, if any is warranted.

**10. Superintendent's Report**

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook noted that over the past few weeks the district has had seven graduation ceremonies honoring over 1,400 graduates under excellent weather to close out and celebrate the school year. He also shared that yesterday the district administrators honored two retiring administrators. Over this past year, district administrators have been doing a book study on Thriving Leadership and will move into a book study on Leading with Dignity led by COREN. AI training has recently been conducted for all district

administrators who will train staff on policies and practices this fall. He also celebrated the level of stakeholder engagement across the district this past year.

#### 11. Director Comments

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

**Discussion:** Director Kina Chadwick thanked everyone for exercising their right and privilege to vote, wished everyone a delightful summer, thanked all staff and volunteers for their countless hours with students, and gave a shout out to Carrie for her support.

Director Ross Tomlin shared that he enjoyed the unique graduation ceremonies across the district, seeing student participation in the ceremonies. He noted that he attended a recent AI training session provided by the district and is excited about the direction the district is going. He enjoyed being a part of BEA negotiations this year and appreciated seeing the trust and respect from both sides. He is looking forward to continuing to serve on the Board and thanked Carrie for her service.

Director Shirley Olson noted that she loved the graduation ceremonies and that she attended two 8th grade celebrations. She thanked everyone for their votes and confidence in her to serve and appreciated Carrie for her service.

Director Cameron Fischer echoed all the comments previously made and shared that she enjoyed the positive bargaining experience she had with OSEA. She congratulated the re-elected and newly elected board members and appreciated Carrie for her years of service to the Board. She noted that she attended the 5th grade Seal of Biliteracy event again this year and attended two graduation ceremonies. She appreciated all the coaches, teachers, and mentors in the district.

Director Amy Tatom thanked Carrie for her service and shared hope for stability on the Board with the recent election. She shared her desire for academic excellence to be a priority across the district and to be part of the Superintendent's evaluation.

Vice Chair Carrie McPherson Douglass thanked everyone for their kind words. She appreciated Superintendent Cook and shared that she trusts his leadership in striving to do better. She also thanked all of the district staff for their hard work.

#### 12. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for July 8, 2025.

**Discussion:** Vice Chair Carrie McPherson Douglass adjourned the meeting at 6:45 pm.

Recorded by: Janet Bojanowski, Board Clerk



## School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: July 8, 2025

### Board Members

Kina Chadwick: Present  
Cameron Fischer: Present  
Marcus LeGrand: Present  
Jenn Lynch: Present  
Shirley Olson: Present  
Amy Tatom: Absent  
Ross Tomlin: Present

#### 1. Call to Order

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:30 pm.

#### 2. Review of Agenda

**Speaker(s):** Marcus LeGrand, Board Chair

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

#### 3. Election of Board Officers for the 2025-2026 School Year

**Speaker(s):** Marcus LeGrand, Board Chair

**Action(s):** I move to nominate Marcus as the Board Chair. This motion, made by Shirley Olson and seconded by Kina Chadwick, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Abstain (With Conflict), Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Absent, Ross Tomlin: Yea

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

I make a motion toward Kina Chadwick for the Vice Chair position. This motion, made by Marcus LeGrand and seconded by Cameron Fischer, Failed.

**Voting Detail:** Kina Chadwick: Abstain (With Conflict), Cameron Fischer: Yea, Marcus LeGrand: Yea, Jenn Lynch: Nay, Shirley Olson: Nay, Amy Tatom: Absent, Ross Tomlin: Nay

**Voting Summary:** Yea: 2, Nay: 3, Absent: 1, Abstain (With Conflict): 1

I would like to nominate Amy Tatom as Vice Chair. This motion, made by Shirley Olson and seconded by Jenn Lynch, Carried.

**Voting Detail:** Kina Chadwick: Nay, Cameron Fischer: Yea, Marcus LeGrand: Nay, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Absent, Ross Tomlin: Yea

**Voting Summary:** Yea: 4, Nay: 2, Absent: 1

#### 4. Consent Agenda

**Speaker(s):** Board Chair

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

**Action(s):** I move to approve the Consent Agenda. This motion, made by Ross Tomlin and seconded by Cameron Fischer, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Absent, Ross Tomlin: Yea

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

**A. Approval of Personnel Recommendations**

**Description:** Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; *Reference: ORS 332.505*

**Attachments:** Certified Board Report 7.8.25 and Classified Board Report 7.8.25

**B. Resolution 1999: Authorizing a Lease Purchase Agreement**

**Attachments:** Resolution 1999: Authorizing a Lease Purchase Agreement

**5. Director Comments**

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

**Discussion:** Director Shirley Olsen shared her excitement for the summer and for the district welcome back events in August.

Director Ross Tomlin noted that he would be attending the OSBA Summer Conference along with Jenn and is excited to share his feedback.

Director Cameron Fischer welcomed Jenn to the Board and congratulated the board members that were sworn in at the last meeting. She noted she is excited for back to school events and appreciates Steve keeping the Board abreast of legislative changes.

Director Kina Chadwick welcomed Jenn and noted they are excited for the summer. They echoed Cameron's sentiments regarding the district leadership's guidance regarding all the recent changes.

Director Jenn Lynch noted she has met with the CFO and IT department and will soon be meeting with the COO and HR to get to know the departments. She noted she will be attending the OSBA Summer Conference as well as an education finance training in September. Appreciation was also shared for all district staff that keep everything running over the summer.

Superintendent Cook shared his gratitude to all the board members and noted that he would be attending virtually for the August meetings. He was excited to share that over 400 yard signs would be delivered in the next few weeks to families whose students have earned perfect scores in AP or IB.

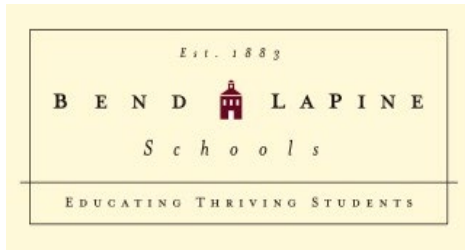
Chair Marcus LeGrand thanked everyone for attending the meeting and is thankful for this re-election as Board Chair.

**6. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for August 12, 2025.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 5:48 pm.

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: August 12, 2025  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

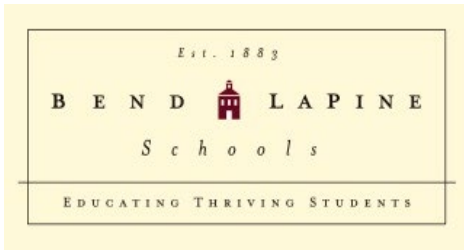
FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on August 12, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Allen, Paige	ELL Language Specialist	ELL Department	Regular Full Time	08/21/2025
Bradley, Abigail	Band Teacher	Bend Senior High School	Regular Part Time	08/21/2025
Bradley, Abigail	Band Teacher	Pilot Butte Middle School	Temporary Part Time	08/21/2025
Doster, Madison	Psych Evaluator	SPED Department	Temporary Part Time	08/21/2025
Ellsworth, Ashley	Occupational Therapist	SPED Department	Regular Full Time	08/21/2025
Frantz, Kelly	PE Teacher	High Desert Middle School	Regular Part Time	08/21/2025
Grosh, Leslie	Learning Specialist	SPED Department	Regular Full Time	08/21/2025
Jaeckel, Kelsey	Counselor	Amit Creek Elementary School	Temporary Part Time	08/21/2025
Johnston, Emily	Learning Specialist	Buckingham Elementary School	Regular Full Time	08/21/2025
Jones, Cassandra	Learning Specialist	Elk Meadow Elementary School	Regular Full Time	08/21/2025
Lane, Libby	School Counselor	Highland Elementary School	Regular Full Time	08/21/2025
Layne, Donna	Librarian	Teaching & Learning	Temporary Part Time	08/21/2025
Leuze, Grace	Music Teacher	Bear Creek Elementary School	Temporary Full Time	08/21/2025
Lockhart, Ty	Speech & Language Pathologist	SPED Department	Regular Full Time	08/21/2025
Kelly, Drew	Learning Specialist	Bend Tech Academy	Regular Full Time	08/21/2025
McClure, Shantae	Daycare Coordinator/Teen Parent Program	Bend Senior High School	Temporary Part Time	08/21/2025
McDermott, Molly	ELL/Language Specialist	ESL	Regular Full Time	08/21/2025
Medley, Megan	Librarian	Mountain View High School	Regular Full Time	08/21/2025
Menz, Audrey	Student Success Clinician	Teaching & Learning	Regular Full Time	08/21/2025
Michel, Michael	School Counselor	Teaching & Learning	Regular Full Time	08/21/2025
Nelson, Alana	Learning Specialist	Silver Rail Elementary School	Regular Full Time	08/21/2025
Okerman, Diane	Advanced Math	Bend Senior High School	Temporary Part Time	08/21/2025
Perwak, Lindsay	ELL/Language Specialist	ESL	Regular Full Time	08/21/2025
Rice, Delaney	Learning Specialist	Pacific Crest Middle School	Regular Full Time	06/02/2025
Rogers, Anna	Learning Specialist	Mountain View High School	Regular Full Time	08/21/2025
Rogers, Henry	Learning Specialist	Summit High School	Regular Full Time	08/21/2025
Schneider, Sheri	ELL/Language Specialist	ESL	Regular Full Time	08/21/2025
Schroedl, Emma	Learning Specialist	SPED Department	Regular Full Time	08/21/2025
Shore, Madison	Math Teacher	Summit High School	Regular Full Time	08/21/2025



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Fax: (541) 355-1109*

Sproba, Kelly	Learning Specialist	SPED Department	Regular Full Time	08/21/2025
Vallerga, Caitlin	Language Specialist	SPED Department	Reg Part Time to Reg Full Time	08/21/2025
Upp, Dillon	Art Teacher	Caldera High School	Temporary Part Time	08/21/2025
Wellington, Mary	Spanish Teacher	Pacific Crest Middle School	Reg Part Time to Temp Full Time	08/21/2025
West, Hector	Language Arts Teacher	Summit High School	Regular Full Time	08/21/2025
White, Josh	Computer Science Teacher	Summit High School	Regular Part Time	08/21/2025
Young, Kim	ELL/Language Specialist	ESL	Regular Full Time	08/21/2025

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Crook, Austin	Math Teacher	Pacific Crest Middle School	08/19/2024 – 06/30/2025
Geraghty, Rosemary	Learning Specialist	Special Programs	01/03/2022 – 08/17/2025
Schwartz, Glennys	Spanish Teacher	Caldera High School	08/29/2011 – 06/30/2025
Van Jaarsveld, Jennifer	Language Arts & Arts Communication Teacher	Bend High School	08/30/2004 – 06/30/2025
Watts, Chelsea	Learning Specialist	Mountain View High School	Rescinded job offer

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bado, Colin	Asst. Principal	Pilot Butte MS	Regular Full Time	7/16/2025
Moore, Rodger	Director of Facility Operations	Facilities	Regular Full Time	8/11/2025

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

**ADMINISTRATIVE RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES



**HUMAN RESOURCES**

*Education Center*

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

August 5, 2025

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

FROM: Steve Herron, Chief Human Resources Officer  
Ryan Kelling, Executive Director of Human Resources

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on August 12, 2025.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Allen, Molly	EA Inclusion	Cascade	Reg 7.0 hrs / day	08/26/25
Armijo Alarcon, Carlos	Translator/Interpreter	DEI	Reg 4.0 hrs /day	08/26/25
Auker, Kimberly	EA Inclusion	Juniper	Reg 6.5 hrs / day	08/26/25
Blanco, Damarys	Counseling Secretary II	High Desert	Reg 8.0 hrs / day	08/11/25
Boston, Raydell	Custodial Crew I	Lava Ridge	Reg 8.0 hrs / day	08/18/25
Carlson, Stanley	Outside Services Crew I	Maintenance	Reg 8.0 hrs / day	08/18/25
Creel, Cassidy	EA Inclusion	Ensworth	Reg 6.5 hrs / day	09/03/25
Devenny, Derek	Custodial Crew I	Sky View	Reg 8.0 hrs / day	07/14/25
Dollar, Charity	Office Manager	Pacific Crest	Reg 8.0 hrs /day	08/04/25
Donnell, Danielle	EA Instruction	Highland	Reg 4.5 hrs / day	08/26/25
Eno, Marissa	EA Instruction	Ensworth	Temp 3.9 hrs / day	08/26/25
Gerhardt, Erin	EA Inclusion	Cascade	Reg 7.0 hrs / day	08/26/25
Gonzalez, Tiana	EA Inclusion	Transition CoOp	Reg 7.0 hrs / day	08/26/25
Gonzalez Celestino, Diana	DEI Community Specialist I - FAN	DEI	Reg 8.0 hrs / day	08/26/25
Headings, Tracee	Assistant Custodian II	Mountain View	Reg 8.0 hrs / day	07/17/25
Hoyt, Ofelia	EA Inclusion	High Desert	Reg 7.0 hrs / day	08/26/25



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Jackson, Morgan	EA Inclusion	Three Rivers	Reg 6.5 hrs / day	08/26/25
Jeffers, Jessica	EA Inclusion	North Star	Reg 6.5 hrs / day	08/26/25
Johnson-Chavez, Victoria	Consulting Registered Nurse	Student Services	Reg 4.0 hrs / day	08/25/25
Jones, Kenny	EA Inclusion	Realms MS	Reg 7.0 hrs / day	08/26/25
Kidder, Craig	Custodial Crew I	Cascade	Temp 8.0 hrs / day	07/08/25
Kirkland, Ty	Custodial Crew I	Ensworth	Reg 8.0 hrs / day	07/08/25
Knox, Sam	EA Inclusion	RE Jewell	Reg 6.5 hrs / day	08/26/25
Krivohlavy, April	EA Instruction	RE Jewell	Reg 3.8 hrs / day	08/26/25
Laing, Kim	Records Clerk	Student Services	Temp 8.0 hrs / day	08/25/25
Langley, Kory	Nutrition Tech II	Ensworth	Reg 7.0 hrs / day	08/26/25
Laughlin, Skyler	EA Inclusion	Mountain View	Reg 7.0 hrs / day	08/26/25
Lee, Jennae	Nutrition Tech II	Westside Village	Reg 7.0 hrs / day	08/26/25
Loheit, Lupe	ELL Family Liaison	Bend High	Temp 4.0 hrs / day	08/25/25
Lohner, Alyssa	Office Manager II	La Pine Elementary	Reg 8.0 hrs / day	08/06/25
Marks, Caroline	Records Clerk	Student Services	Reg 8.0 hrs / day	08/25/25
Micheletti, Amy	Counseling Secretary II	BTA	Reg 8.0 hrs / day	08/11/25
Miller, Courtney	EA Inclusion	Westside Village	Reg 6.5 hrs / day	08/26/25
Morbitzer, Amber	Office Secretary II	Juniper	Reg 8.0 hrs / day	08/11/25
Niehuser, Debbie	Custodial Crew I	Mountain View	Reg 8.0 hrs / day	07/31/25
O'Brien, Craig	EA Instruction – NJROTC	La Pine HS	Reg 8.0 hrs / day	08/26/25
Panzarella, Lisa	Counseling Secretary II	Caldera	Reg 8.0 hrs / day	08/11/25
Richter, Angelina	Office Secretary II	Pacific Crest	Reg 8.0 hrs / day	08/11/25
Roberts, Jamie	Consulting Registered Nurse	Student Services	Temp 4.0 hrs / day	08/25/25
Rogers Olive, Serena	EA Inclusion	Westside Village	Reg 6.5 hrs / day	08/26/25



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Rohrssen, Sydney	EA Behavior Support	Sky View	Reg 5.0 hrs / day	08/26/25
Sassaman, Ace	Media Tech Assistant	Bend High	Reg 8.0 hrs / day	08/25/25
Schneider, Abbegale	Custodial Crew I	Three Rivers	Reg 8.0 hrs / day	07/10/25
Schutz, Cassidy	EA Inclusion	Lava Ridge	Reg 6.5 hrs / day	08/26/25
Spence, Catherine	EA Instruction	Silver Rail	Reg 5.07 hrs / day	08/26/25
Tamalunas, Michele	EA Inclusion	North Star	Reg 6.5 hrs / day	08/26/25
Thoms Daprano, Emily	EA Inclusion	Pine Ridge	Reg 6.5 hrs / day	08/26/25
Tico, Israel	DEI Community Specialist I - FAN	DEI	Reg 8.0 hrs / day	08/26/25
Walter, Sean	Assistant Custodian II	Pilot Butte	Reg 8.0 hrs / day	07/21/25
Weaver, Heidi	Curriculum Secretary II	High Desert	Reg 8.0 hrs / day	08/11/25
Williams, Jaime	EA Inclusion	North Star	Reg 6.5 hrs / day	08/26/25
Wilson, Amberlynn	EA Inclusion	Three Rivers	Reg 6.5 hrs / day	08/26/25
Windham, Amber	Office Manager II	High Lakes	Reg 6.5 hrs / day	08/04/25
Wingate, Heather	Speech-Language Pathology Asst.	La Pine Elementary	Reg 4.0 hrs / day	08/26/25
Woods, Robert	EA Inclusion	Ponderosa	Reg 6.5 hrs / day	08/26/25
Wrather, Stephanie	EA Inclusion	Bear Creek	Reg 6.5 hrs / day	08/26/25
Zamboni, Maria	EA Inclusion	Bear Creek	Reg 6.5 hrs / day	08/26/25

***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Backer, Casey	Repair Technician	La Pine Transportation	08/27/18 – 08/16/25
Bailey, Katrina	Media Manager	Lava Ridge	08/28/23 – 06/30/25
Eastman, Amy	Office Manager II	La Pine Elementary	12/15/21 – 06/30/25
Gamez, Lucretia	School Secretary II	La Pine Elementary	08/15/22 – 06/30/25
Gifford, Keith	Bus Driver	La Pine Transportation	09/11/23 – 06/30/25
Green, Vanessa	Nutrition Specialist III	Bend High	02/10/25 – 06/30/25



**HUMAN RESOURCES**

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Henegar, Riley	EA - Inclusion	Sky View	10/22/21 – 06/30/25
Larkin, Cindy	Records Clerk	Student Services	08/30/21 – 06/30/25
Martin, Michael	Construction Crew – Painter	Maintenance	09/12/08 – 06/30/25
McVey, Colin	Bus Driver	Transportation	12/15/23 – 06/30/25
Mendiola, Sarah	Kitchen Manager I	Bend High	11/17/21 – 08/02/25
Olsen, Karen	Nutrition Server I	Elk Meadow	04/30/25 – 06/30/25
Paquette, Madalyn	Energy and Sustainability Specialist	Custodial	01/27/25 – 06/30/25
Scales, Cory	Kitchen Manager I	Bend High	08/31/21 – 06/30/25
Valles, David	EA Inclusion	Mountain View	09/18/23 – 06/30/25
Webster, Rhys	Custodial Crew I	Custodial	06/27/23 – 07/08/25
Wood, Kamryn	Office Secretary I	Rosland	12/20/24 – 06/30/25

**Classified Retirements**

Name	Position	Location	Retire Date

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date

**Classified Dismissals**

Name	Position	Location	Term Date

**Confidential Hiring**

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date



**HUMAN RESOURCES**

*Education Center*

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**Confidential Resignations**

Name	Position	Location	Resign Date

**Confidential Dismissals**

Name	Position	Location	Term Date



## District Follow-up to Comment Received at June 17, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
<p>Public Comment: Request that the district lower its threshold for prohibiting outdoor student activity from an Air Quality Index (AQI) of 200 to 150 and that Bend-La Pine Schools diverge from Oregon Health Authority (OHA) guidance to adopt a more precautionary stance.</p>	<p>Paul Dean, Chief Operations Officer</p>	<p>During the COVID-19 pandemic, BLS was committed to following OHA guidance for all school operations. We continue to apply that same principle of consistency today. OHA remains the designated public health authority for Oregon schools, and their expertise and authority inform all statewide health requirements</p> <p>OHA's position is supported by guidance from the Centers for Disease Control (CDC) and the Environmental Protection Agency (EPA). Each recommends allowing light activity with modifications up to AQI 200 for healthy students while protecting those with respiratory sensitivities.</p> <p>We have been unable to find evidence that any Oregon K–12 school district—aside from Medford School District and North Wasco—has formally adopted an AQI 150 threshold to suspend all outdoor student activities. Most districts, including those in smoke-prone regions, continue to align with OHA's guidance, maintaining sensitivity-based modifications up to AQI 200 and full indoor protocols only when AQI exceeds that level</p> <p>We appreciate parent advocacy. Our intent is to remain consistent with OHA guidance as the primary source of public health direction for Oregon schools.</p>
<p>Public Comment: A representative from Well-Wired addressed the Board, noting that a year has passed since they last raised concerns regarding student phone use and screen time policies. While they have since joined the Educational Technology Stakeholder Group, they remain concerned about a lack of transparency, consistency, and data-informed decision-making related to technology use in schools. Specifically, they highlighted ongoing worries about the amount of time students spend on devices and the limited sharing of relevant usage data.</p>	<p>Karen Rush, Executive Director of Elementary Programs</p>	<p>This year, our district has taken important steps to lead with clarity and responsibility in the use of educational technology. We developed foundational guidance on AI use in schools, updated device policies to better reflect current needs, and began collaborative work with our community to define clear outcomes for digital literacy and digital responsibility at every grade level.</p> <p>To better understand student engagement with technology, we implemented Learn Platform to monitor usage of district-supported learning applications. In addition, we conducted an in-depth analysis of two elementary digital programs, finding statistically significant gains in reading and math achievement across multiple grade levels and student groups. These results—and our continued commitment to transparency—will be shared with the Educational Technology Stakeholder Group during the fall session.</p> <p>Our ongoing efforts reflect a thoughtful, data-informed approach to ensuring technology serves student learning in meaningful and equitable ways. In a rapidly changing field, both from a policy and practice standpoint, we are constantly reviewing the available research and resources and adapting our services to meet the needs of today's students.</p>



## District Follow-up to Comment Received at June 17, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Public Comment: TAG Programming	Stephen DuVal, TAG Coordinator	<p>The District TAG Coordinator has reached out to the family that provided public comment for a more comprehensive discussion to better understand the challenges that they have experienced and make a plan for the student moving into this school year. The meeting is scheduled for August.</p> <p>Another family was contacted regarding public comment on a similar topic. There is a meeting scheduled in August to listen and better understand themes and use this information to help inform initiative movement this year and beyond.</p>
Public Comment: Funding for Bend International School	Dan Emerson, Chief Financial Officer	<p>Bend-La Pine Schools (BLS) currently passes through SSF funding at a rate of 80% ADMw for K-5 students and 95% ADMw for 6-8 students to Bend International School (BIS). The legal requirement per ORS 338.155 section 2A is as follows:</p> <p style="padding-left: 40px;"><i>Eighty percent of the amount of the school district's General Purpose Grant per ADMw as calculated under <a href="#">ORS 327.013 (State School Fund distribution computations for school districts)</a> for students who are enrolled in kindergarten through grade eight;</i></p> <p>Therefore, BLS currently exceeds the funding legal requirement and passes through \$115,000 in additional dollars over and above the ORS.</p> <p>BIS receives SPED services from the District and utilizes various technological services as well as access to BLS professional development training.</p> <p>BIS receives their own SIA funding, however, BIS is not eligible for Title funds or High School Success dollars. We also reached out to our bond council and confirmed that BIS cannot legally utilize any BLS bond capital funds for their school.</p> <p>We are currently in conversation with BIS leadership regarding potential changes to the funding model and will provide updates as those conversations move forward. Any funding changes would likely be made in the 2026-27 year, when the BIS contract is up for renewal.</p>



**REPORT:** Administrative Polices and Regulations for Adoption – August 12, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a multi-part, policy and regulation review process. The district shares policies and regulations that are currently in review at regularly scheduled school board meetings and then following the meeting allows time for, and considers, public feedback related to the proposed changes. The district also has several student, staff, and community groups that review policies and provide feedback. The Oregon School Boards Association (OSBA) releases a Policy Update several times a year with changes to policies and regulations as a result of changes in legislation. The district reviews the required and recommended changes before adopting any changes. Public feedback is not solicited on these policies as the updates align with requirements set forth in laws and regulations.

The following administrative policies and regulations will be adopted as presented. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

<b>Policy / Regulation Title</b>	<b>Reason for Update</b>
<b>IGAJ-AP: Traffic Safety (Driver Education)</b>	Policy has been deleted as the language is incorporated in IKA-AR.
<b>IGAJ-AR: Traffic Safety (Driver Education)</b>	Regulation has been deleted as the language is incorporated in IKA-AR.
<b>IKA-AR: Grades and Credit</b>	Updated language regarding communication of student progress as well as updates for grading in middle and high schools.
<b>JEA-AR: Compulsory Attendance Notices</b>	In February 2023 this administrative regulation was rewritten to an administrative policy. In alignment with a recent OSBA Policy Update, this regulation has been recreated and updated to align with current OSBA sample policy and current district practices.

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1  
Deschutes County, Oregon

Name: Traffic Safety (Driver Education)

Section: Required Policy

Code: IGAJ-AP

**BOARD POLICY**

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If the district provides a traffic safety program, the program will be made available to all eligible resident students. The district will charge a tuition rate for resident and non-resident students as established by the superintendent.

Eligible non-resident students may enroll in the district's traffic safety program if resources are available. Non-resident students will be charged tuition.

The district will develop procedures for establishing tuition rates, enrolling non-resident students, and reducing or waiving tuition.

(Current Traffic Safety programs being provided through the High Desert ESD)

END OF POLICY

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Legal References:

ORS 336.790-336.815

ORS 339.141

ORS 339.260

ORS 802.110

Reviewed by Policy Committee: 12/12/08

delete 8.12.25

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

Name: Traffic Safety (Driver Education)  
Section: Instruction  
Code: IGAJ-AR

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Current Traffic Safety programs are being provided through the High Desert Education Service District (HDES). Please see the HDES website at [www.hdesd.org](http://www.hdesd.org) for more information.

Reviewed: 3/29/10

Approved: 3/29/10

delete 8.12.25



### **PROGRESS REPORTING COMMUNICATION OF PROGRESS**

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

Achieving academic excellence requires student, family, and teacher partnership. This partnership relies on communication and feedback on progress toward expected outcomes. In addition to informal feedback in the classroom, the district uses grades to communicate official progress to students and their families. Grades will be reported at the end of each grading cycle or throughout the year based on reasonable parent/guardian or student requests. Communication of a student's progress will be letter grade, symbol, or number score following the district's existing forms.

In Elementary, as part of the scored report card, teachers also provide written comments that report the student's progress over the course of the school year.

Communication with families regarding student progress in Secondary:

1. At the beginning of the reporting period, students and parents will be informed by the teacher regarding the basis of the grades and the methods to be used in determining them.
2. All schools will provide families notification communication regarding student grades at these key times during the school year:
  - a. For schools on trimesters:
    - i. Progress reports six (6) weeks into each trimester
    - ii. Final grades at the end of each trimester
  - b. For schools on semesters:
    - i. Progress reports nine (9) weeks into each semester
    - ii. Final grades at the end of each semester
3. Student work will be graded and posted in the student information system within three (3) weeks of the due date in secondary sites. Students submitted as assignment after the due date must inform their teacher of the submission, and work submitted after the due date will be graded and posted within three (3) weeks of notification by the student of the submission.
4. Graded feedback will be provided throughout the term at regular intervals.

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

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

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

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

### **CROSS-CREDIT COURSEWORK**

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

1. Up to 1.0 diploma credit can be met with a district-approved cross-credit course.

- a. No district-approved cross-credit course meets college admissions and NCAA core subject requirements.
2. A district-approved cross-credit course can only be assigned to one diploma subject category.

### **WEIGHTED GRADES**

Some advanced coursework is weighted on a 5-point scale. Included are 100-level and above college math, science, Language Arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades. College level courses transferred from a postsecondary institution are subject to the limitation listed below under "High School Transfer Credit". A student or parent/guardian may appeal additional advanced coursework for consideration of weighed status to the Deputy Superintendent, overseeing high school programs.

### **AWARDING CREDIT FOR A COURSE TAKEN MORE THAN ONCE**

A student may repeat any course in order to improve their knowledge when a grade of "D" or "F" has been earned. A "D" or "F" indicates course completion, will be recorded on the transcript, but not used in the GPA calculation if the course was remediated. In the event a course is retaken, the higher grade earned will count for required credit on the transcript; while the original course remains on the transcript, the GPA and credit are not factored in.

This does not apply to electives, such as but not limited to band, yearbook, or leadership, that are designed to be repeatable.

### **PROCEDURES FOR TRANSCRIPTION OF GRADES WHEN A CLASS IS DROPPED**

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

If a student withdraws from a course after the first ten (10) school days, the student will receive a "W" on their transcript.

If a student withdraws from a course after six (6) weeks in trimester schools or nine (9) weeks in semester schools, the student will receive an "F".

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

In the district's virtual instruction program, students must enroll within the prescribed windows for the courses. Any course not completed or dropped after ten (10) days will result in an "F." The virtual course, grade, and credit will be recorded on the student's transcript.

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

### **PROCEDURES FOR AWARDING AN INCOMPLETE GRADE**

A student can be given an Incomplete grade (INC) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher not to exceed the following six (6) weeks of the next semester/trimester. If an Incomplete grade is awarded at the end of the school year, the student will need to complete required coursework and the grade recorded by the end of the first semester/trimester of the new school year.

If the required coursework is not completed within the first six (6) weeks of the following semester/trimester, the "INC" grade will change to an "F".

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

### **OSAA ATHLETIC PARTICIPATION**

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

### **CREDIT FOR DRIVER’S EDUCATION**

Any time after enrolling in high school, and successfully completing an approved Driver’s Education Program, a student can submit a request to the high school counselor to add an Application for Driver’s Education Credit for one-half (.5) elective credits as a “pass” credit for the program.

### **HIGH SCHOOL COURSE CREDIT FOR MIDDLE SCHOOL STUDENTS**

Any time after enrolling in high school, a student can submit to the high school principal an Application for High School Transcript Credit. This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. Approved courses will be considered using the following criteria:

- Math credit should be limited to two (2.0) credits total
- World Language credit should be limited to two (2.0) credits total
- Any other classes outside of Math and World Language that students wish to have listed on their transcript should be coded as an elective credit.
- Math and World Language credits must be aligned and taught to the High School standards.

If approved, the course title, credit and grade will be added permanently to a student’s transcript and cannot be changed or deleted at a later date. All courses included on a student’s high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online.

### **HIGH SCHOOL TRANSFER CREDIT**

#### **STANDARD SCHOOL**

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

#### **ACCREDITED SCHOOL**

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

#### **TRANSFER CREDIT(S)**

Students may take courses at an accredited non-district high school or postsecondary institution and have the courses placed on the high school transcript. Non-district secondary postsecondary courses may not supplant core graduation requirements. This may be done under all the following conditions:

- The course(s) has been pre-approved by the School Counselor and Principal, or designee, using the Non-District Secondary and Postsecondary Course Pre-Approval Form. Through the approval process, students will meet with their school counselor and/or administrator to discuss the course and how it aligns with their course progression plan.
- The institution of instruction must issue a grade and credit for the course(s) and Bend-La Pine Schools staff will determine equivalency of credits. College course credit will be issued using the conversion chart listed below.
- No more than four (4.0) total high school credits will be transferred to a student towards graduation from these institutions. This does not apply to students who transfer into Bend-La Pine Schools during their high school career and already have community college credit issued from another school, students enrolled in Bend-La Pine Schools Online, or any Dual Credit courses on their high school campus.
  - Students who transfer into Bend-La Pine Schools during their high school career and already have community college credit issued from another school will be allowed a maximum of 4.0 credits weighted on the 5.0 scale for their GPA.
- Any fees charged by the non-district secondary and postsecondary institution are the responsibility of the student and parent/guardian, unless they are part of the Expanded Options program.

- Once the course is completed, the student must request an official transcript from the institution to be sent to the Bend-La Pine Schools high school they attend. Submission of an official transcript from the postsecondary institution is required for credit to appear on the Bend-La Pine Schools transcript.

Courses offered at the high school site through dual credit programming are not eligible to be transcribed from non-district high school or postsecondary institutions.

Note: High School transcripts do not need to reflect all college courses that the student has taken. When students apply to college, they must submit all high school transcripts as well as transcripts from all post-secondary institutions.

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

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

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

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

**COLLEGE CREDIT**

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

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

**CONDITIONS FOR ALTERNATIVE CREDIT LEARNING EXPERIENCES**

Students in atypical situations (i.e., homelessness, foster care, hospitalization, care of the state, migrant education, Title III recent arriver, homebound, previous dropout, etc.) will be offered educational opportunities with the goal of increasing credit flexibility. The details of the alternative credit learning experience must be documented and pre-approved by a supervising teacher, school counselor and school administrator. The proposal must include the means by which the student will demonstrate performance standards in the subject area requested. Performance standards include state academic content standards and essential skills, recognized by industry standards, or other national or international standards of knowledge and skills. Students are encouraged to enroll in a full schedule of classes. An approved alternative learning experience may be designated as independent study and scheduled as a class period. Credits earned through this alternative means will be reflected on students’ transcripts in the same way as traditional credits.

Credit options may include, but are not limited to:

- Documentation of proficiency in or mastery of standards may include one or any combination of the following as defined in OAR 581-022-1131:
  - Successful completion of classroom or equivalent coursework (i.e., career-related learning experiences, project-based learning) in or out of class.
  - Qualifying based on district guidance and passing score on an exam designed to measure proficiency or mastery of identified standards. As an example, a passing score on the GED exam will serve as the equivalent of nine (9) core subject credits (three (3) Language Arts, two (2) math, two (2) science and two (2) social studies).

- c. Collection of assigned work or other assessment evidence for credit recovery.
- d. Pre-approved independent study.
- e. Documentation of prior learning activities or experiences.

### **MIDDLE & HIGH SCHOOL GRADING**

Traditional letter grades A, B, C, D and F will be issued to middle and high school students unless an alternative method is approved by the superintendent or their designee. Peer grading can be used for formative feedback, but will not be used as official grades for any assignment, activity, or exam. [Attendance will not form the primary basis for a student's grade.](#) Beginning with the 2026-27 school year, Bend-La Pine Schools will no longer use the 100-point scale. ~~and will~~ instead, [teachers will grade student progress and achievement in accordance with the practices enumerated in the District Grading Guidance, including the use of a 0-4 standards-based grading system.](#) Note: Middle Years Programme (MYP) and International Baccalaureate (IB) schools may use the MYP/IB grade scale for their sites. Dual-credit high school courses may be subject to the grading requirements of the partnering institution.

### **END OF ADMINISTRATIVE REGULATION**

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REVIEWED: 4/3/06, 5/19/08, 11/30/09, 7/18/11, 3/5/12, 4/22/14, 8/4/14, 2/27/17, 10/2020, 11/30/2020, 6/10/2021, 12/2021, 7/2022, 2/11/25, 8/12/25  
APPROVED: 12/11/06, 6/9/08, 11/30/09, 9/9/11, 3/12/12, 5/5/14, 8/13/14, 2/27/17, 10/13/2020, 11/30/2020, 6/17/2021, 1/11/22, 8/9/22, 2/11/25

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Regular attendance is critical for students' academic achievement. The district recognizes the many school- and community-based factors that influence attendance and acknowledges that punctual and consistent attendance is a shared commitment between staff, students, and families. When a student or family experiences a unique hardship that impacts school attendance, the district's equity stance and a focus of community-based collaborative problem-solving will be used to the extent practicable to address unique barriers and solutions in partnership with the family. The district may issue appropriate notices on student absences or irregular attendance in accordance with law, but shall not rely on punitive measures.

The classroom teacher shall take attendance at the beginning of each day (or class period as applicable for middle and high school), in alignment with the district's Code of Conduct attendance guidelines.

The school principal or designee shall:

1. Determine whether a parent/legal guardian has failed to enroll their child and to maintain the child in regular attendance at a public school.
2. Provide written compulsory attendance noncompliance notification to the parent/legal guardian within 24 hours of notification of the violation from the proper authority.
  - a. If the student is an adjudicated youth on parole or probation, at the same time notice is given to the parent/legal guardian, the student's parole or probation officer shall be notified of the student's absence;
3. Serve the notification personally or by certified mail. The notification will be written in the home language of the parent/legal guardian of the student;
4. Ensure that notification includes a statement requiring the student to appear at the public school on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
5. Ensure that the notification states that the parent/legal guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan ("504 plan") or right to request a review of their child's current IEP or 504 plan;
6. Provide a copy of the notice to the superintendent's designee at the time notice is given to the parent/legal guardian.

The school principal or designee, within three days of knowledge of noncompliance by the parent/legal guardian, shall notify the superintendent's designee.

~~Except when exempt by Oregon law, all children between the ages of 6 and 18 who have not completed the 12<sup>th</sup> grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a student, who 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.~~

~~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 who is not supervising their 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, students shall not be required to attend public, full-time schools:~~

- ~~1.—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.—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.—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.—Students being educated in the home by a parent or guardian:
  - a.—When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent 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 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 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;
    - iii.—Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
  - c.—Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
  - d.—The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - e.—The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
  - f.—All costs for the test instrument, administration and scoring are the responsibility of the parent;
  - g.—In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent 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 or guardian notified the child's resident district in writing that the parent 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 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.—Students excluded from attendance as provided by law.
- 9.—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 or guardian of any 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/legal guardians understand attendance requirements.

In accordance with [GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements](#), any staff member who has reasonable cause to believe a student's lack of attendance is due to abuse or neglect, including educational neglect, shall immediately report to the proper authorities.

## Definitions

1. **Regular attendance**
  - Attendance which does not include more than eight (8) unexcused one-half (½) day absences, or the equivalent thereof, in any four-week period in which schools is in session
2. **Approved Excused Absence, Late Arrival, or Early Departure**
  - 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, such as death, accident, injury or medical issue to student or family member.
  - Dentist, doctor, or court appointment, including visits to the school-based health clinic.
  - Student is a dependent of a member of the U.S. Armed Forces<sup>1</sup> who is on active duty or who is called to active duty. The student may be excused for up to seven (7) days during the school year.
  - ~~Teacher / Administrator~~ School Principal or designee approved arrangements made in advance.
3. **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/legal guardian is responsible for notifying 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 S~~student's first name,
- Student last name, ~~student ID number, and~~
- Date of absence
- ~~R~~reason for absence.

Parents/legal guardians are encouraged to schedule appointments outside of school hours if possible. For pre-arranged absences, parents/legal guardians are encouraged to call/notify the school office in advance of the absence, following the above notification criteria.

## 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 consequences.~~
- ~~Truancy processes will be initiated for students who do not maintain regular attendance.~~

## Tardy Policy

~~Students arriving late will be marked tardy.~~

## Process for Pre-Arranged Absences

~~Parents/legal guardians who are aware that their student will be absent 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.~~

### Notifying the Attendance Office of **Arriving Late Arrival, or Leaving Early Departure, or Extended Absence**

Late arrivals (tardies) or early departures will only be excused for the approved absence reasons listed above. Upon late arrival, ~~s~~Students must sign in at the Attendance Office and receive an admit pass 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.~~ For early departures, students must sign out following school attendance procedures. Leaving school without prior approval from the school principal or designee may result in an unexcused absence.

The school office may require photo identification to confirm the identity of the parent/legal guardian or approved contact prior to releasing a student. Elementary students must be checked out of school in person by a parent/legal guardian or approved contact. For high school students, prior approval may include an approved open period in their daily schedule, or leaving campus for lunch as permissible under school procedures.

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

#### A student must:

- Have a note from their parent/legal guardian, or
- A parent/legal 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/legal 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 Policy

The school principal or designee will review student attendance regularly. For students who have multiple consecutive unexcused absences, relevant members of the student's support team will make at least two attempts to check in on the student/family: once between days 3-6 of unexcused absences and again between days 7-10, should the unexcused absence continue. This contact shall be made by individual phone call, home visit, text or direct message, or other personal means not including the auto-generated absence notification system.

Oregon law, ORS 581-023-006 (4)b and (11)c, requires a public school district withdraw any student who is marked as absent after ~~for~~ ten (10) consecutive, full school days. ~~Withdrawn students are required to re-enroll when they return to school.~~ The second family check-in, during the 7-10 day absence window, shall include notification to the family regarding the upcoming date of inactivation of the student's enrollment should they not return to school. As soon as a student returns, they will be welcomed and re-activated. Parent/legal guardian contact upon return and re-activation is strongly encouraged.

### Absences in Excess of 10 Days

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

### Absences for Extenuating Medical Circumstances **Virtual Attendance**

Students who are out of school on a medical leave and have made prior arrangements with their school principal or counselor may have the option to continue their education via a temporary asynchronous model of instruction ~~attend classes virtually.~~ Under an approved asynchronous plan due to a medical condition, attendance is defined as compliance with an agreed-upon plan for a meaningful series of two-way communication between student and teacher(s) via phone, communication application, or email. ~~Virtual attendance is checking in withing 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)

draft 8.12.25



**REPORT:** Executive Limitation 4.8: Communications

**PRESENTED BY:** Scott Maben, Director of Communications

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.8: Communications.

**Monitoring Report**

The Superintendent shall not fail to ensure that the district provides for internal and external communications to inform the Board of Directors, district staff, students and families of the district vision, goals, initiatives, programs, events, and opportunities. This includes district communications that occur on a regular basis in forms that are accessible and coherent, with the objective of promoting transparency, understanding, and engagement among all district stakeholders.

**Notable Evidence for 2024-2025:**

**Migrate district/school websites to new website platform, to improve visitor experience, accessibility and navigability, and remove outdated or unnecessary content.**

Communications and IT partnered with FinalSite in the spring to develop new websites for the District and each of our schools. We recently completed primary homepage design work and are on track to finish all design work, content migration and staff training to allow us to go live with our new websites in early November 2025.

**Adopt a new family communication/engagement platform for district and school use, providing for a standard and consistent messaging approach; simpler, flexible user experience; improved family engagement.**

Communications and IT partnered with ParentSquare in the spring to begin planning for the introduction of their unified communications and engagement platform during the 2025-26 school year. We are aiming to complete design and training work this fall and roll out ParentSquare for our families and community in January 2026.

**Improve internal communication initiatives to facilitate district efforts to support and inform staff, strengthen connections between departments and school teams, and build trust and understanding among all district employees.**

- We launched a new blog on the Staff Portal this year to highlight work on the state education budget and other education legislation during the 2025 session.
- In addition, we provided support for two virtual all-staff meetings, in the winter and spring, led by Superintendent Cook to provide employees operational updates and answer their questions. This is a new engagement opportunity we plan to continue

- In the 2024-25 school year we shared 11 Staff Spotlights averaging 800 views per newsletter – a level of engagement on par with the previous year. Instead of producing additional staff newsletters outlining the progress of collective bargaining, we switched to a Staff Portal blog to provide updates from bargaining sessions. This made it easier to see the progression of negotiations and helps keep staff focus on the Portal as a primary source of internal information.

**Expand efforts to strengthen communication and collaboration with community partners, such as leveraging communication channels to mutually share relevant information.**

- Communications is now part of an internal community stakeholder engagement workgroup to develop a plan for this initiative in 2025-26. While we are just beginning to dive into this, we have started to identify key community stakeholders and partners.
- In our new contract with ParentSquare, we have selected an option that will allow us to build and maintain community engagement groups. When we roll out ParentSquare after winter break, this can be a focus of our stakeholder engagement work next year.



**REPORT:** Executive Limitation 4.9: Safety

**PRESENTED BY:** Scott Bojanowski, Director of Safety

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.9: Safety.

**Monitoring Report**

The Board of Directors recognizes that effective learning and productive work take place in a safe, secure, and welcoming environment. Safety and security are priorities of the district, and the district is committed to providing a safe and secure environment in all district facilities, on district vehicles, and at district-sponsored activities.

Accordingly, the Superintendent shall produce and maintain a District Emergency Operations Plan (EOP) and shall not fail to provide for a safe and secure learning and working environment free from unnecessary disruption that includes procedures to address:

1. The supervision and security of schools, district buildings and grounds.
2. The supervision and safety of students during school hours and at school-sponsored activities.
3. The sharing of information with partner agencies, in accordance with applicable state and federal laws.
4. Regular assessments to evaluate the security needs of district facilities.

**Notable Evidence for 2024-2025:**

- **Safety Survey Development:** Created a safety survey at the beginning of the school year for all administrators to assess their confidence in safety policies and identify desired training. This feedback shapes quarterly safety cadre training and informs the safety department's priorities for site visits and support.
- **After-Action Review (AAR) Process:** Developed a structured AAR documentation system for team discussions following safety events, focusing on strengths, growth opportunities, and lessons learned. The Pilot Butte Middle School handgun incident was the first implementation of this process.
- **Collaboration on Safety Planning:** Partnered with district, school, and local agencies in 271 safety-related meetings, trainings, and site visits to enhance safety culture and relationships.
- **Safe Oregon Tip Line Monitoring:** Oversaw the Safe Oregon Tip Line, acting on 169 tips with a 100% response rate under 4 minutes. The program manager recognized Bend-La Pine Schools as the state's model district for best practices in managing the tip line.
- **Emergency Drill Oversight:** Managed all required emergency drills for the district, achieving a total of 469 drills in SY 24-25, with a 99% on-time completion rate.

- **Emergency Incident Coordination:** Coordinated responses to 64 school emergencies using the district's internal messaging system, ensuring immediate support for affected schools.
- **Quarterly Safety Training:** Organized and facilitated quarterly safety training for administrators, campus monitors, and School Resource Officers (SROs), incorporating feedback from the initial staff survey to enhance understanding of safety protocols.
- **Campus Monitor Training:** Conducted a two-day training for campus monitors to meet Oregon Department of Public Safety and Training (DPSST) compliance, resulting in certification for 15 staff members.
- **District Keying Project:** Supported district-wide ID badge and key system upgrades through interdepartmental collaboration, meetings, and site visits.

#### **Strategic Initiatives for 2025-2026:**

- Continue to strengthen the culture of safety across the school district through site visits, feedback mechanisms, and community partner collaboration.
- Build upon current safety-related policies and procedures to develop resources that can be shared with staff to reflect district best practices.
- Provide professional development opportunities for staff to enhance their understanding of safety expectations and emergency response procedures.