

**Bend-La Pine Schools  
Bend, OR 97703  
February 9, 2021**

**Executive Session at 5:00 p.m.  
Regular Meeting at 6:00 p.m.**

**VIRTUAL MEETING NOTICE**

To support Governor Brown's orders for social distancing, the Board of Directors for Bend-La Pine Schools will conduct the February 9, 2021 Executive Session and Regular School Board Meeting virtually. Executive Session, held under ORS 192.660(2)(a), (2)(f) & (2)(i) will start at 5:00 p.m. The Regular School Board Meeting will start at 6:00 p.m. Members of the public are invited to watch or listen to the Regular School Board Meeting.

**YouTube Live Streaming : <https://bit.ly/BLSboardmeeting>**

**Join by Phone: 408-418-9388 / access code: 120 969 8005**

During the period when meetings are held virtually, the Board of Directors will only accept written public comment. Public comment may be submitted the following ways:

- Email to : [school-board@bend.k12.or.us](mailto:school-board@bend.k12.or.us) - please clearly label the subject line as "public comment" and include the topic
- Mail to : Bend-La Pine Schools Board of Directors, 520 NW Wall Street, Bend, OR 97703  
Mail to : Bend-La Pine Schools Board of Directors, 520 NW Wall Street, Bend, OR 97703

**Agenda**

Call to Order	Vice Chair Barnes Dholakia
Review of Agenda	Vice Chair Barnes Dholakia
Review of Written Public Comments Received	Vice Chair Barnes Dholakia

**Consent Agenda**

Approval of Minutes – January 12 & 26, 2021 <i>Reference: ORS 192.650 and ORS 332.057</i>	Vice Chair Barnes Dholakia
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Katie Legace, Deputy Superintendent

**Action Items**

Resolution 1909 : Classified Employee Appreciation Week	Vice Chair Barnes Dholakia
Appointment of Budget Committee Member	Vice Chair Barnes Dholakia

**Reports**

School Reopening Update	Superintendent Nordquist
High Desert Education Service District – Local Service Plan	Superintendent Nordquist Superintendent Andrews, HDESD
EL 10 – Financial Planning & Administration Policy Monitoring Report	Brad Henry
ESSR Spending Overview	Brad Henry
EL 12 – Legally Required Policies Policy Monitoring Report	Andrea Wilson
Policy Update 2 of 4	Andrea Wilson
Strategic Priorities Update : Student / Family / Community Voice & Instructional Practices	Superintendent Nordquist

**Board Comments**

**Adjourn**

Bend-La Pine Schools meetings comply with open meeting laws and accessibility requirements. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least three days prior to the scheduled meeting date. Thank you.

## **Bend-La Pine Schools Board of Directors Meeting Minutes**

**Meeting Date:** January 12, 2021

**Meeting Location:**

To support Governor Brown's executive orders for social distancing, the Board of Directors conducted the Board Meeting virtually, through Cisco WebEx. The meeting was also live streamed to the BLS Schoolboard YouTube webpage.

**Board Members Present**

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

**Call to Order**

The meeting was called to order at 5:30 p.m. by Chair Douglass, roll call followed. Chair Douglass noted the meeting will be translated simultaneously on the district's Spanish Facebook page.

**Review of Agenda**

Chair Douglass reviewed the agenda. There were no changes. Douglass noted the Board plans to conduct the January 26 board meeting in person and also provide a livestream of the meeting for the public.

**Superintendent's Comments**

Superintendent Nordquist shared that January is Board Appreciation Month and acknowledged Board member's commitment, dedication and leadership. She thanked them for their time, especially this year, leading through a pandemic and hiring a new superintendent, amongst many other important community and global issues.

**Public Input**

Chair Douglass noted the Board received several submissions for public input, in written format, and the following comments were read aloud:

- Concern about return to in-person instruction: Ingrid Hoben, teacher at High Desert Middle School; Mariah Staats, parent and community member; Brock McCormick, parent; Nicole Brown, community member
- Support for continuing CDL: Jen Jennings, parent
- Support for returning to in-person instruction: Emma Parker, parent; Jessica & Tim Fraley, parents; Mandy Grisner, parent
- Return to school only after staff are vaccinated: James Williams, teacher at Summit High School

**Consent Agenda**

Melissa Barnes Dholakia moved to approve the Consent Agenda. Julie Craig seconded the motion.  
Unanimous approval.

**Discussion Items**

❖ **Superintendent Search**

Chair Douglass shared an update on the superintendent search and said the Board is excited to vote on offering a contract to the top candidate this evening. Douglass reviewed the process the Board engaged in over the past months. Douglass shared the Board's desire to make the finalist interviews as transparent as possible and noted

the virtual and recorded sessions that were made available for the interview committee, students, staff and community members to “meet” and provide feedback about finalists, Dr. Kristina Bellamy and Dr. Steven Cook.

Douglass said the Board is excited to extend a contract to Dr. Steven Cook.

Melissa Barnes Dholakia shared her enthusiasm for the opportunity to work with Dr. Cook and noted his qualifications and abilities to lead in the key competencies that the Board identified in the superintendent job description. Barnes Dholakia said over 800 community members provided detailed feedback about the finalists through a survey process and expressed her sincere thanks to community members for their interest and participation in the process.

Douglass agreed with Barnes Dholakia and shared her enthusiasm for Dr. Cook and asked Board members to share any comments. Amy Tatom noted Dr. Cook’s work with students in poverty and scientific background, and she looks forward to him bringing this experience and expertise to Bend-La Pine Schools. Shimiko Montgomery acknowledged and encouraged members of our community who desire a more diverse leader to reach out to the Board to continue to discuss equity efforts; she and noted Dr. Cook’s openness to the work before us and establishing accountability measures. Stuart Young shared his enthusiasm for Dr. Cook and feels that the district is headed in the right direction with the selection of Dr. Cook. Julie Craig welcomed Dr. Cook and offered to put forward a motion to extend a contract if there were no other comments.

**Julie Craig moved to name Dr. Steven Cook as the top candidate and extend a contract as Superintendent of Bend-La Pine Schools. Melissa Barnes Dholakia seconded to motion. Unanimous approval.**

Chair Douglass encouraged staff and community members to welcome and support Dr. Cook as he begins to transition into his new leadership role.

#### ❖ **Budget Committee Vacancies**

Chair Douglass noted the executive summary in the Board packet and discussion ensued on the next steps for the three members whose terms have ended.

**Amy Tatom moved to reappoint Tom Bahrman and Sharon Bellusci to a three-year term on the Bend-La Pine School’s Budget Committee and to advertise the vacant seat to the community. Caroline Skidmore seconded the motion. Unanimous approval.**

Amy Tatom and Caroline Skidmore volunteered to help lead the interview process. Chair Douglass noted this is an excellent way to be involved in the district and can also be an excellent learning opportunity for those who might be interested in becoming a Board member. Melissa Barnes Dholakia expressed her thanks to Heidi Slaybaugh for her service and the expertise she brought while serving as on the Budget Committee.

#### **Action Item**

##### ❖ **Approval of Alternative Learning Options Contracts**

Melissa Barnes Dholakia shared her appreciation for all ALO partners and the options and programs they provide to students. She appreciated hearing highlights from each of the programs at the December meeting. **Melissa Barnes Dholakia moved to approve the recommendation to approve the Alternative Learning Option Contract and Charter School Evaluations as presented at the December 8, 2020 board meeting, and to approve new contracts for the 2021-22 school year for all the Contract and Charter Schools evaluated. Chair Douglass seconded the motion. Unanimous approval.**

#### **Reports**

##### ❖ **School Reopening Update**

Superintendent Nordquist welcomed Dr. Cook to Bend-La Pine Schools, adding she is excited to have him join the district and looks forward to working with him.

Nordquist noted Governor Brown’s recent announcement and change of school closure metrics moving to advisory rather than required and shared about the work district leadership has considered over the past weeks

in light of this announcement. Nordquist commented on the seriousness in which she, district leaders, and the Board take with COVID-19 while also balancing the negative impacts a remote learning environment can have on students, their learning, and their social-emotional wellbeing. Many students are not successful or actively participating in Comprehensive Distance Learning (CDL), with an estimated 45-50% of students not being engaged. She shared Deschutes County's COVID-19 metrics and said the district continues to monitor metrics on a daily basis while also making plans to return to in-person instruction. Nordquist added that the Ready Schools Safe Learners guidance will continue to be in place even with the new guidance from Governor Brown.

Nordquist shared the district's Return to In-Person Phase-In Plan, noting that the district's youngest students are beginning to transition into in-person instruction, and by February 8, all students will have an opportunity to be in-person, in some fashion, assuming we continue to meet the metrics. Skip Offenhauser, Jim Boen and Katie Legace shared about what to expect regarding student cohorts, attendance schedules, in-person instruction, remote instruction, transportation, etc. at the elementary, middle school and high school levels, respectively.

Nordquist addressed the concerns heard from families who do not want their student to return to in-person instruction nor transition to the Bend-La Pine Online program. In late December, the district became aware of additional federal funding and has decided to create a District CDL option, for grades K-12. Nordquist reviewed what the District CDL program will be like at the elementary, middle and high school levels and noted more information be sent to families in the next days.

Paul Dean shared about safety preparations at schools and how concerns or complaints can be reported. He thanked principals and district leadership for their tremendous efforts in creating and establishing safety plans. Dean also thanked Sarah Barclay, BEA President, for her partnership in visiting schools and setting up classrooms across the district. Dean shared about additional staffing the district continues to hire in an effort to help support the return to in-person instruction.

Nordquist acknowledged and thanked Julianne Repman for her leadership in the vaccination efforts for Deschutes County. Repman shared about the COVID-19 Vaccine Advisory Committee, Deschutes County Health Department and community partners and the huge lift they are taking to get as many community members in the 1A and 1B groups vaccinated. She shared that Governor Brown just announced that all K-12 staff members are eligible for vaccines starting January 12. Staff members have been notified and are able to make appointments at upcoming vaccination clinics which will be held at the Deschutes County Fairgrounds. Repman also commented on the district's process for contact tracing and communication efforts established district-wide.

Board members asked staff questions about the following:

- Return to school plans
- Vaccination efforts
- Contact tracing and how the district and community partners are working together to share information and communication
- Quarantine regulations for students, cohorts and staff
- Disciplinary measures and educational efforts for students/staff who do not follow safety precautions
- Mask requirements and PPE supplies and distribution
- Travel advisory recommendations
- Ventilation systems and air filters
- Options for staff members who are not able or ready to return, including staffing and hiring of regular and substitute employees
- District CDL program and the possibility of students switching from CDL to in-person instruction later in the spring
- Elective courses available with the return to in-person instruction and limitations around classes like choir, band, PE that might be better to take place outside, weather permitting
- Lunch plans for staff and students at school

- Metrics, data and what other information will be considered by the district for delaying in-person instruction or shifting back CDL districtwide
- How teachers will continue to teach should a classroom have to quarantine and the use of the CDL model in response to quarantine

### **Board Comments**

Melissa Barnes Dholakia shared her appreciation for district staff and their efforts to answer all the questions tonight and their thoughtful approach to the planning and addressing the details of returning to school. She appreciated all of the expertise and distributed leadership exhibited tonight and the strength and depth of the leadership team.

Amy Tatom shared her hopes that our community limits gatherings, travel, etc. and continues to practice safe social measures as students return to school, keeping in mind the risks that a return to school could impose. She emphasized the importance of PPE in schools and thanked Repman for advocacy in the areas of safety and vaccinations.

Julie Craig thanked district leadership for answering questions and helping members of the community have a better understanding of their options. She encouraged community members to reach out if they have questions or concerns and hopes families feel a stronger comfort level after hearing about the options available to students. She also encouraged our community to stay vigilant in safety efforts to help reduce the spread of COVID-19.

Caroline Skidmore thanked Nordquist for the quick pivot to offer a District CDL program. She is grateful for the efforts made to pull it off and feels grateful for the additional option provided to families.

Chair Douglass echoed Board member's sentiments and believes the district can open schools safely. She noted successful experiences with Limited In Person Instruction, Parks and Recreation child care programs, the Boys & Girls Club program and day care options. She is excited about the vaccination news and that educators are being made a priority. She emphasized our community continues to practice safe social measures to mitigate the spread of COVID-19. Reopening schools is a community effort and students need community-wide support to keep schools open.

Stuart Young thanked district leadership for the thorough responses. He noted the balance of returning to school and safety. He emphasized that schools will not look the same and we are in the midst of a massive pandemic, but we are fortunate to have strong leadership and feels positive about students returning to the classroom.

Shimiko Montgomery agreed that returning to in-person instruction is incredibly important, but feels the timing of our return is still a bit early; she would like to see metrics lower and staff vaccinations well underway before returning to any sort of in-person instruction. She also mentioned her desire to expand options to staff who are not ready or able to return to work and also thanked Nordquist for the creativity in implementing the District CDL program.

Douglass thanked Board members and staff for their time and commitment this evening and welcomed Dr. Cook again.

Meeting adjourned at 9:05 p.m.

Recorded by: Andrea Wilson

## Bend-La Pine Schools Board of Directors Meeting Minutes

**Meeting Date:** January 26, 2021

**Meeting Location:**

The Board of Directors and district staff participating in the January 26, 2021 Board Meeting Work Session met in person at 520 NW Wall Street, Bend, OR 97703. The meeting was also live streamed to the BLS Schoolboard YouTube webpage.

**Board Members Present**

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

**Call to Order**

The meeting was called to order at 5:31 p.m. by Chair Douglass, roll call followed. Chair Douglass and Stuart Young attended the meeting virtually.

**Review of Agenda**

Chair Douglass reviewed the agenda and noted the meeting tonight is a work session and public comment is not part of the agenda. She acknowledged the extremely large volume of emails the Board is receiving and said that all members are reading emails and attempting to respond in a timely fashion. Douglass also mentioned that tonight, the Board is attempting to model meeting in person safely, with masks and practicing social distancing, and also providing access to the meeting through a live stream feed for public access.

**Update**

❖ **School Reopening Update**

Superintendent Nordquist reviewed the recent updates to the Ready Schools, Safe Learners guidance, which includes updated advisory metrics for students to return to school. Nordquist noted the metrics, over the last two weeks have gone down significantly and feels encouraged with the trends our community is seeing. She clarified there are school metrics and county metrics which are two different sets of guidelines established by the state. Nordquist shared she has visited elementary schools over the last weeks and it is exciting to see students and staff back in the buildings and complimented the efforts made by school staff members, to make schools feel open, welcoming while also adhering to safety measures. She noted middle and high schools will begin student orientations next week.

Julianne Repman shared an update on vaccination efforts in Deschutes County. By the end of the weekend and yesterday, Deschutes County was ahead of the vaccination timeline established by the state. About 3,500 or more educators and support staff members have signed up and received their first vaccination. Repman gave credit to all the volunteers and community partners who have worked tirelessly to make these vaccination clinics happen. Nordquist shared her thanks to Repman for her efforts and advocacy.

Juan Cuadros shared an update on return to school, specifically the new District CDL option the district is now offering. Cuadros shared that 318 at elementary, 243 middle school and 218 high school students have indicated through the survey that they are interested in the District CDL program. He noted that his team is currently working to staff the program and looking first to those teachers and staff members who have indicated their desire to participate in District CDL; from there, if need be, the district will post any positions

that are not filled. Melissa Barnes Dholakia shared her thanks for the quick pivot to create the District CDL program and is pleased to know that the number of students interested are in line with the budget that we have allocated to support the program. Cuadros said that the district continues to reach out to families who have not indicated their intentions to return and also to make sure families understand and have chosen the right program for their student, this will continue to take place over the next week all across the district. Chair Douglass asked if the district could provide demographic data on students in programs once all the follow up calls and enrollments have been completed. Shimiko Montgomery asked about how the district connected with underserved student populations to make sure their voices are heard in the return to school options presented. Discussion ensued on the CDL program at the various levels and how the district continues to strategize, especially at the high school level, to offer as many course options as possible for students.

Paul Dean helped answer questions about school safety plans, return to school planning efforts, communication protocols, how to report concerns (students and staff), etc. He shared Governor Brown's office will be issuing updated guidance later this week about indoor physical activities and physical distance necessary.

Amy Tatom asked about a recent isolation and quarantine that happened with teachers; she emphasized the need for our community and district staff members to continue to practice safe health practices, including appropriate meeting sizes, wearing masks and adhering to social distancing requirements. Nordquist addressed the concerns and noted district staff members are continually provided and reminded about safe social practices. She highlighted the district's contact tracing and communication protocols for students and staff and also the efforts to coordinate information sharing with partners after school programs like Kids Inc. and the Boys and Girls Club.

Chair Douglass commented the role of the school district is to stop the spread within the schools, so measures like quarantine should not be considered a failure, but rather, it shows that the district's system is working. Quarantine is what happens when there is a possible exposure in schools and it is the district's effort to stop the spread. She emphasized it is every community member's responsibility to help stop community spread. Douglass also encouraged the district to continue to provide school related COVID-19 information and share quarantine, exposure, cases, etc. in a more user friendly format on the district website.

Nordquist addressed the data and indicators the district is considering to determine if schools need to close again. Nordquist also clarified that the guidance set forth in Ready Schools, Safe Learners is still required. This includes masks being required on district properties.

Melissa Barnes Dholakia thanked Nordquist and district leaders for their time and answering questions about returning to school.

## **Work Session**

### **❖ Ends Report**

Superintendent Nordquist invited Katie Legace to share about the work happening across the district that align to the Board Ends. Legace noted, due to COVID-19, several of the data points the Board desires to monitor are not available, however, there are many, many exciting things taking place in schools. Various schools and programs will be highlighted tonight. Dave VanLoo noted the impacts of COVID-19 and how it impacts data the district collects, like attendance and chronic absenteeism and how it tracking has changed over the past 11 months. Additionally, grading changes made in the spring of 2020 will have impacts, as will the information about students who go on to 2 and 4 year colleges and universities as that enrollment is down, close to 20%, nationwide and is not a direct result of district actions.

Legace said the information tonight will be shared in three main categories as aligned with the Board Ends: Academic Excellence; Passion, Purpose and Plan for the Future; Engaged.

### **Academic Excellence**

Julie Walker shared about Elementary Instruction, ELA proficiency, programs and professional development opportunities being used in the district, Lexia and Dreambox programs used Comprehensive Distance Learning which are providing teachers with student specific data, even in a distance learning format. These programs will continue to be used as students return to the classroom.

Juan Cuadros shared about middle and high school F data; noting the recent change to grading and implementation of common grading for equity policy. He shared the percentage of students at the secondary level with at least one F has dropped by approximately 7% as a result of implementation. Dean Richards spoke about 9<sup>th</sup> grade on track data, showing a positive trend, even during the midst of a pandemic. Richards also shared information about chronic absenteeism for K-12 which reflects some significant information about engagement during COVID-19 and how it has negatively impacted historically underserved students. Michael McDonald and Mary Thomas from Summit High School shared about the work being done at Summit High School to connect with students and support engagement and attendance.

### **Passion, Purpose and Plan for the Future & Engaged**

Legace introduced Bridget Montgomery from La Pine High School and Anita Moore from Bend Senior High School to highlight the work being done in School to Career, Post-Secondary Planning and Students Enrolling in College at high schools across the district. Legace shared data about student participation in rigorous coursework and introduced Paul Hutter from Bend Senior High to share about the AP and IB courses available in high schools. Hutter shared about the AP and IB courses and shared his admiration for the students who are continuing to pursue their IB diploma and complimented their dedication and commitment during the pandemic. Bekki Tucker from Bend Senior High spoke about the number of students enrolled in CTE and the variety of CTE programs available across the district. Legace shared information about graduation rates and noted the positive trend the district has seen over the past years.

Melissa Barnes Dholakia thanked all for sharing and bringing meaningful examples and information to the Board Ends. Board members asked clarifying questions about information shared and discussion ensued on the data and information shared. Chair Douglass thanked all for the presentation and information and is grateful and excited to hear about what is taking place in our schools.

Chair Douglass noted Nordquist wanted to make a clarifying statement about the staff quarantine comment earlier. Nordquist clarified that there was no inappropriate socialization by staff members and apologized for any insinuation of such.

### **Board Comments**

Stuart Young appreciated all the reports, the thoroughness of what was shared and complimented all on the great academic work being done being some of the most difficult times. He appreciated hearing Nordquist's opening comments about the enthusiasm of students, staff and parents in being back to school. He is excited about the level of vaccinations and grateful for the work done by all staff members who have worked to bring students back to school safely and added he is proud of the work that has been and will continue to be done.

Shimiko Montgomery said she will continue to remain cautious and noted her desire to continue to support and offer staff members employment and leave options. She expressed her concerns for historically underserved students and always wants their voices to be considered in decision making processes. She added that she is grateful for the efforts of district leadership and staff, however, continues to remain cautious.

Melissa Barnes Dholakia shared her apologies to staff and community members who emailed the Board this past week. She said over 500 emails were received and it was her week to respond; and while she gave it her best effort, the volume was overwhelming and she did the best she could to respond in a detailed, timely manner. She added her thanks to district leadership and fully supports the return to school efforts and decisions being made; noting her own student is excited to return to school next week. She is thankful for the measures taken to ensure the safety of students and staff.



Chair Douglass emphasized the responsibility lies with all of us to help mitigate the spread of COVID-19. She feels we can safely open schools and encouraged all to continue to practice safe social measures that will reduce community spread which will ultimately allow schools to remain open.

Meeting adjourned at 8:35 p.m.

Recorded by: Andrea Wilson

DATE: February 4, 2021

TO: Lora Nordquist, Superintendent  
Board of Directors for Bend-La Pine Schools

FROM: Jon Lindsay, Executive Director of Human Resources

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 9, 2021. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Baxter, Bradley	Education Support Teacher PS108640TMP	Amity Creek Elementary	Temporary Part Time .50 FTE	02/02/2021
Bjorback, Kyle	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	02/02/2021
Bryant, Brettney	Language Arts Teacher PS109637TMP	High Desert MS	Temporary Full Time	02/01/2021
Chiavetta-Ochoa, Alexandria	Lang Arts/Journalism PS108625TMP	La Pine HS	Temporary Full Time	01/29/2021
Crummett, Naomi	Language Arts PS108611TMP <i>2<sup>nd</sup> semester only</i>	Bend Senior HS	Temporary Part Time .333 FTE NCS	01/27/2021
Ervin-Scott, Elizabeth	Dual Immersion Elementary Teacher PS108512TMP	Bear Creek Elementary	Temporary Full Time	01/19/2021
Duncan, Mollie	Primary Teacher PS108215TMP	High Lakes Elementary	Temporary Full Time	01/28/2021
Ferguson, Richard	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/26/2021
Garrett, Ian	Science Teacher PS108651TMP	Cascade MS	Temporary Full Time	02/02/2021
Gregg, Nicole	Primary Teacher PS108215TMP	Juniper Elementary	Temporary Full Time	01/29/2021
Haggard, Shannon	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	02/02/2021
Hall, Gabriann	Careers Instructor PS108612TMP	Bend Senior HS	Temporary Part Time	02/08/2021
Hewett, Tiffany	DW CDL Teacher PS108678TMP	Bend-La Pine Online CDL Program	Temporary Full Time	02/08/2021

Johnson, Hannah	Kinder Teacher PS108215TMP	Lava Ridge Elementary	Temporary Full Time	01/15/2021
Iverson, Marissa	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/29/2021
Keller, Stacie	Intermediate Teacher PS108220TMP	La Pine Elementary	Temporary Full Time	01/25/2021
King, Jasmine	Intermediate Teacher PS108216TMP	Three Rivers	Temporary Full Time	01/27/2021
Krajewski, Abby	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/29/2021
Light, Heather	Intermediate Teacher PS108216TMP	Buckingham Elementary	Temporary Full Time	02/02/2021
McBride, Cassidy	Primary Teacher PS108215TMP	Ponderosa Elementary	Temporary Full Time	02/01/2021
McCann, Kristina	Science Teacher PS108645TMP	La Pine MS	Temporary Full Time	02/02/2021
McMaster, Kelli	Primary Teacher PS108219TMP	La Pine Elementary	Temporary Full Time	01/25/2021
Miles, Erica	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	02/02/2021
Miller, Courtney	Primary Teacher PS108215TMP	Pine Ridge Elementary	Temporary Full Time	01/29/2021
Morales, Anthony	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/29/2021
Nelson, Melanie	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	02/01/2021
Pedone, Peter	Intermediate Teacher PS108220TMP	La Pine Elementary	Temporary Full Time	01/25/2021
Perez, Laurie	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	02/03/2021
Ratcliff, Sarah	Primary Teacher PS108215TMP	RE Jewell Elementary	Temporary Full Time	01/25/2021
Romney, Lauren	Intermediate Teacher PS108216TMP	Ponderosa Elementary	Temporary Full Time	01/25/2021
Seibert, Neil	PE Teacher PS108621TMP	Rosland Elementary	Temporary Full Time	01/29/2021
Swinehart, Benjamin	Elective Teacher PS108647TMP	Three Rivers	Temporary Part Time	02/01/2021
Tucker, Rebekah	Health Occupations Mentorship PS108610TMP <i>2<sup>nd</sup> semester only</i>	Bend Senior HS	Temporary Part Time to Temporary Full Time	02/05/2021
Viloria, Elese	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/26/2021
Voss, Connor	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/29/2021
Webb, Madeline	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	01/26/2021

Wright, Ronald	Float DW Teacher PS108624TMP	Teaching and Learning	Temporary Full Time	02/02/2021
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### **CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Fender, Rebecca	Primary Teacher	Three Rivers Elementary	08/31/2015 – 01/15/2021
Montoya, Jennifer	TOSA Teacher	Teaching and Learning	01/10/2011 – 02/13/2021
Morris, Jami	Science Teacher	Cascade MS	08/31/2020 – 02/06/2021
Ramirez, Kellie	SRC MS Teacher	Special Programs	08/27/2018 – 06/30/2021

### **ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Kennedy, Nole	Interim Principal	High Desert MS	Regular 1.0 Admin in Temporary 1.0	01/19/2021
McCulloch, Wendy	Interim Principal CDL District Wide grade 6 - 12	Teaching and Learning	Regular 1.0 Admin in Temporary 1.0	01/19/2021
Milner, Kevin	Interim Principal CDL District Wide grade K – 5	Teaching and Learning	Regular 1.0 Admin in Temporary 1.0	01/19/2021
Petersen, Heather	Interim Assistant Principal	High Desert MS	Regular 1.0 Certified in a Temporary 1.0 Interim Admin	01/19/2021
Timms, Gary	Interim Principal	Buckingham Elementary	Regular 1.0 Admin in Temporary 1.0	01/19/2021

### **ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Matthias, Dirk	Realms Administrator	Realms MS	07/01/2018 – 06/30/2021



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

February 4, 2021

TO: Lora Nordquist, Superintendent  
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Executive Director of Human Resources  
Paul Dean, Director of Human Resources – Classified Staff  
Deon Logan, Director of Human Resources – Recruitment

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

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on February 9, 2021.

### *Classified Hiring*

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Albright, Riley	PS108627 EA – Student Instruction	Elk Meadow	Temp 5.0 hrs / day	02/01/21
Alotaibi, Desiree	PS108628 EA – Student Instruction	Buckingham	Temp 5.0 hrs / day	02/01/21
Atkinson, Lani	PS108616 School Health Assistant	Special Programs	Temp 6.5 hrs / day	01/27/21
Barton, Jennifer	PS108425 Nutrition Server I	Bend High	Reg 3.0 hrs / day	02/01/21
Betz, Alisa	PS108620 Media Manager I	North Star	Reg 4.2 hrs / day	01/21/21
Calalang, Lindsay	PS108636 School Office Secretary I	High Lakes	Temp 2.0 hrs / day	01/26/21
Caputo, Hayley	PS108615 EA – Student Success	High Lakes	Temp 6.5 hrs / day	01/22/21
de Schweinitz, Teresa	PS108462 EA – Behavior Support	Bear Creek	Reg 6.5 hrs / day	01/21/21
Dean, Bridget	PS108616 School Health Assistant	Special Programs	Temp 6.5 hrs / day	01/26/21
DuBois, Anja	PS108615 EA – Student Success	Pacific Crest	Temp 7.0 hrs / day	02/02/21
Fox, Natalie	PS108615 EA – Student Success	Cascade	Temp 7.0 hrs / day	01/29/21
Galvin, Suzanne	PS108626 EA – Student Instruction	Lava Ridge	Temp 3.75 hrs / day	02/02/21
Gayman, Matthew	PS108608 Staff Accountant - Auditor	Business Office	Reg 8.0 hrs / day	02/01/21
Hansink, Linda	PS108339 EA – Inclusion	Ensworth	Temp 6.5 hrs / day	02/02/21
Jackson, Benjamin	PS108339 EA – Inclusion	Mountain View	Temp 7.0 hrs / day	01/26/21



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

Kostka, Beth	PS108659 EA – Student Instruction	Bear Creek	Temp 1.75 hrs / day	02/03/21
McDaniel, Michelle	PS108615 EA – Student Success	La Pine High	Temp 7.0 hrs / day	02/02/21
McGuire, Carolyn	PS108431 Custodial Crew I	Caldera	Reg 8.0 hrs / day	02/02/21
Salas, Mekenzie	PS108339 EA – Inclusion	High Desert	Temp 7.0 hrs / day	02/02/21
Scarborough, Christopher	PS108613 District Deliver Driver	Distribution Center	Reg 8.0 hrs / day	02/01/21
Schaub, Carla	PS108582 Nutrition Tech II	Three Rivers	Reg 3.5 hrs / day	01/22/21
Sicard, Kayla	PS108615 EA – Student Success	North Star	Temp 6.5 hrs / day	01/27/21
Spencer, Leslie	PS108425 Nutrition Server I	Bear Creek	Reg 3.0 hrs / day	01/15/21
Sternberger, Savannah	PS108339 EA – Inclusion	La Pine Elementary	Temp 6.5 hrs / day	02/02/21
Summerfield, Bret	PS108437 Bus Driver	Transportation	Reg 4.0 hrs / day	01/21/21

### Classified Resignations

Name	Position	Location	Resign Date
Agenbroad, Briana	Counseling Secretary II	Pacific Crest	09/14/20 – 01/22/21
Baxter, Bradley	EA – Student Instruction - resigned position to take a Certified position.	Amity Creek	10/05/16 – 02/01/21
Brookhart, Kathryn	EA – Student Instruction	Rosland	11/10/20 – 01/14/21
Brunner, Brett	EA – Inclusion - resigned to take a Certified position	Pilot Butte	02/18/20 – 02/07/21
Desmarais, Micah	Custodial Crew I	Pilot Butte	01/06/20 – 01/28/21
Mandell, Jacob	EA – Inclusion	High Desert	08/27/19 – 01/29/21
McGuire, Carolyn	Nutrition Server I – to take a substitute Custodial position	La Pine Middle	11/02/17 – 01/22/21
Moeggenberg, Ryan	Bus Driver	Transportation	11/01/12 – 01/20/21
Stephens, Mara	Homeless Liaison	Teaching and Learning	08/28/12 – 02/19/21
Van Vliet, Martin	Bus Driver	Transportation	10/29/07 – 01/20/21

### Confidential Resignations

Name	Position	Location	Resign Date
Burton, Christina	Payroll Specialist	Business Office	03/23/20 – 02/23/21

Administrative School District No. 1  
Bend-La Pine Schools

**RESOLUTION NO. 1909**

**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 1-5, 2021**, 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 \_\_\_\_\_, 2021

Signed:

\_\_\_\_\_  
Chair

Attest:

\_\_\_\_\_  
Superintendent



## **ACTION ITEM: Appointment of Budget Committee Member**

**PRESENTED BY: Vice Chair Barnes Dholakia**

### **EXECUTIVE SUMMARY:**

The Bend-La Pine Schools Budget Committee is comprised of the seven elected members of the School Board and seven members of the community. 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.

The following Budget Committee members terms expired on June 30, 2020:

- Tom Bahrman
- Sharon Bellusci
- Heidi Slaybaugh

Bahrman and Bellusci have expressed his desire to continue to serve on the Budget Committee. Slaybaugh has decided to not continue. The Board unanimously moved to reappoint Bahrman and Bellusci to a three-year term on the Budget Committee and to advertise the vacant seat to the community at the January 12, 2021 board meeting.

Bend-La Pine Schools advertised the two vacant seats to the community, with applications due on January 22, 2021.

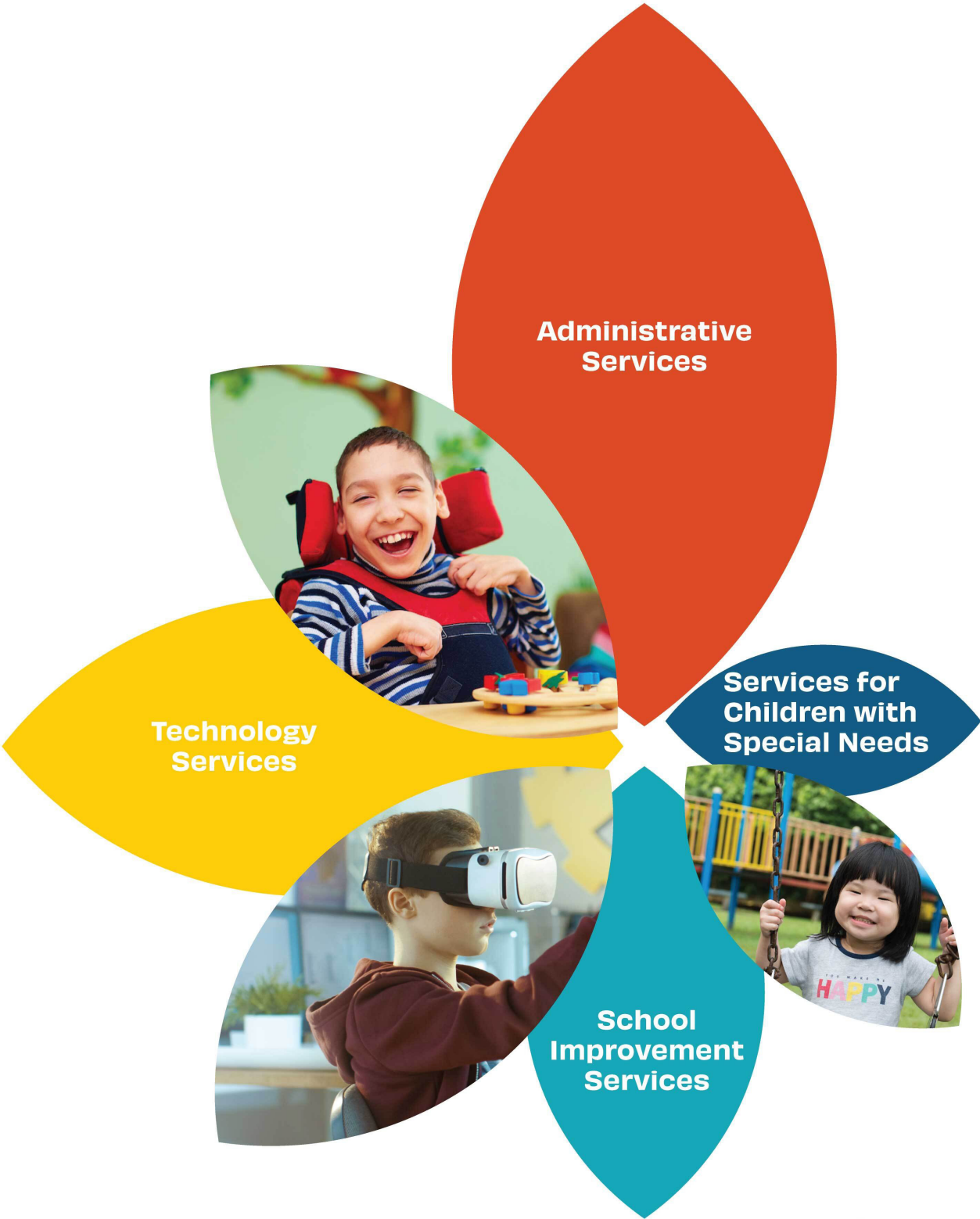
The School Board created a sub-committee of the Board; Caroline Skidmore and Amy Tatom, and tasked them to review, interview, and bring forth a recommendation for appointment to the School Board for consideration to fill the vacant Budget Committee seat.

Skidmore and Tatom interviewed the following applicants: Shirley Olson, Ned Lutz and Jenn Lynch.

### **RECOMMENDED MOTION:**

I move to appoint \_\_\_\_\_ to a three year term on the Bend-La Pine Schools Budget Committee.





**Local Service Plan  
2021-2022**



# High Desert Education Service District

High Desert Education Service District (HDESD) 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 emotional, physical and mental well-being of students in our region as measured by improved attendance, safety, and graduation rates.
- ✓ Be the most responsive, effective and sought-after provider of educational services in Central Oregon by combining professional excellence, innovation and drive.
- ✓ Recruit, support and retain an outstanding, engaged, professional and diverse workforce to provide excellent services that are innovative and responsive to those we serve.
- ✓ Be the P-20 regional collaborative leader in Central Oregon to bridge gaps and bring people together in support of improved student outcomes.

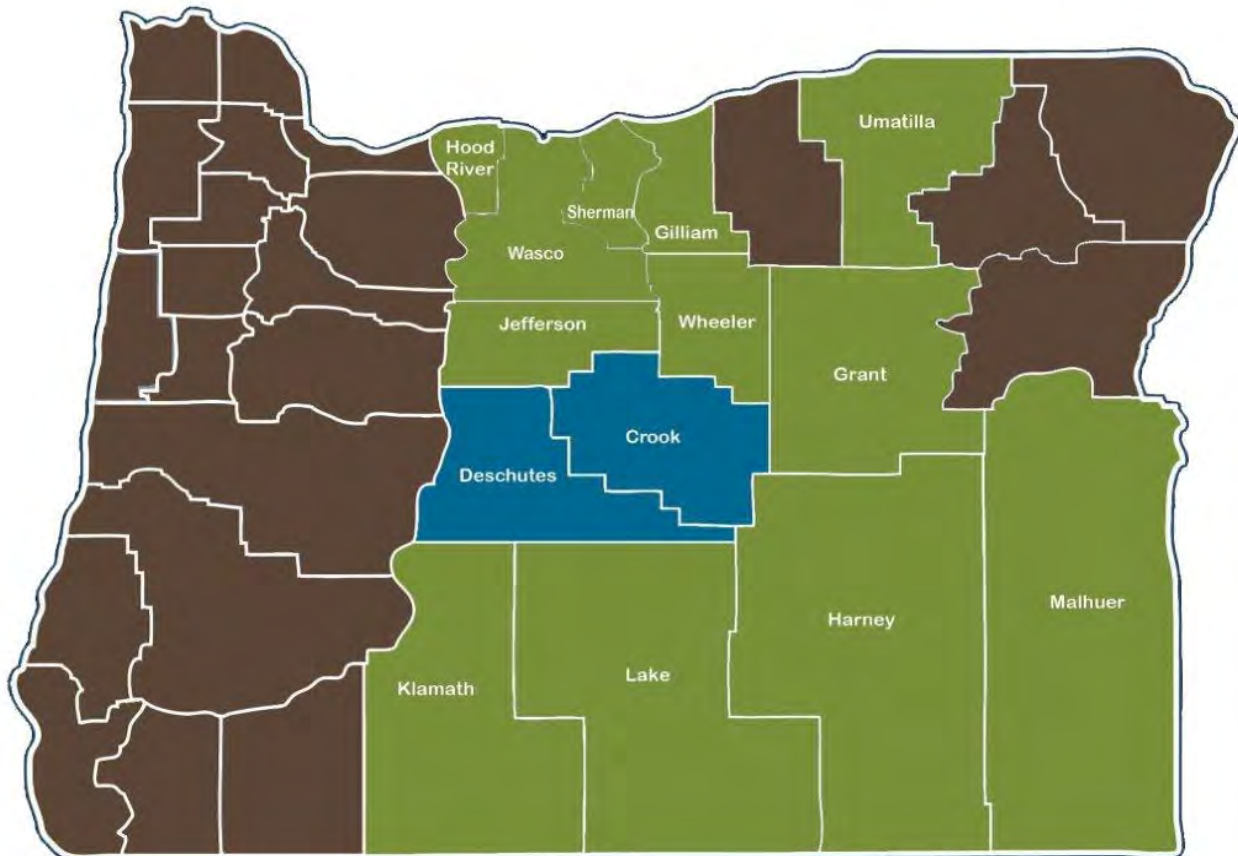
## Strategic Priorities

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 (HDESD) provides services to the four component districts in Crook and Deschutes Counties. HDESD also provides services in twelve additional counties through regional contracts.



# Organization

## Board of Directors

HDESD 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.

Scott Reynolds, Board Chair	Elected by Bend-La Pine School District Board of Directors
Peggy Kinkade, Board Vice-Chair	Elected by Bend-La Pine School District Board of Directors
Seana Barry	Appointed At Large Representative
Gwen Carr	Elected by Crook County School District Board of Directors
Betsy Julian	Appointed Higher Education Representative
John Lang	Appointed Business Community Representative
Matt McGowan	Elected by Redmond School District Board of Directors
Bob Moore	Appointed Social Services Representative
Carol Moorehead	Elected by Sisters School District Board of Directors

## Administration

Paul Andrews, Superintendent  
Rochelle Friend, Chief Financial Officer  
Jayel Hayden, Chief Human Resources Officer  
Anna Higgins, Chief Strategy and Innovation Officer  
Amy Joynt, Executive Director of Special Programs  
Shay Mikalson, Chief Student Success Officer  
Diane Tipton, Executive Director of Early Intervention/Early Childhood Special Education  
Rachel Wente-Chaney, Chief Information Officer

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

**Administrative and Support Services** – Paul Andrews  
**Children with Special Needs** – Amy Joynt and Diane Tipton  
**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 2021-22 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 2021-22 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 2021:** The 2021-22 Local Service Plan (including suggested new services) reviewed the HDESD Executive Council and approved by the HDESD Board of Directors.
- **February 2021:** Local Service Plan submitted to component school district Boards of Directors for approval.
- **June 2021:** Local Service Plan services and budgets approved by HDESD Budget Committee and HDESD Board of Directors.

## Amendment Process

The HDESD Local Service Plan can be amended by two thirds vote 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.

## Revenues

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

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

Entrepreneurial Services: 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.

## Annual Performance Measures

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

HDESD program managers set goals, monitor their progress toward those goals, and report outcomes. Goals are due in October, 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 HDESD website.

## New This Year

In addition to continuing approved services from prior years, the 2021-22 Local Service Plan includes, as a result of the passage of Oregon's Student Success Act, a new investment dedicated to supporting our component districts' Student Investment Account Plans implementation. In this pivotal role, the HDESD serves as the liaison between the Oregon Department of Education and the districts we serve to work regionally to more fully meet students' mental and behavioral health needs and increase academic achievement while reducing academic disparities. Through regional leadership, coaching, professional development, and technical assistance, the HDESD's will help Central Oregon 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 Student Success Act 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.

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

**Grant Writing:** Assists component districts with grant applications.

**HR 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.

**Resource Acquisition and Grant Administration:** Provides consultation and technical assistance for resource acquisition from public and/or private funding sources.

**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.

*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.

**Student Success Act:** Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account 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.

**Student Success Act:** Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account 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.

**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.

**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 of educators and systematically connect them with local entrepreneurs to workshop, prototype and test their ideas.

**Language Translation and Interpretation:** 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.

**Student Success Act:** Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account 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.

**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.

**Desktop Support:** Provides a range of desktop computer hardware and software support services.

**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.

**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.

**Desktop Support:** Provides a range of desktop computer hardware and software support services.

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**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.



## REPORT: 2020 Compliance Report for EL 10: Financial Planning and Administration

PRESENTED BY: Brad Henry, Chief Operations and Financial Officer; Leah Bibeau, Finance Director

### EXECUTIVE SUMMARY:

#### *Major Accomplishments from 2019-20*

- The District issued the FY2019-20 annual CAFR (Consolidated Annual Financial Report) with a clean opinion and no findings from the independent auditors.
- The District reviewed and updated its Independent Contractor procurement processes. This update was in response to new legislation (SB155) requirements for additional screening.
- The District made the approved additional payment into the PERS side account, which earned the District \$250k in matching state funds and a .09% rate reduction.
- The District completed an upgrade of our ERP system, Business Plus, May 2020. This brought our ERP system up to the 2019 released version of the application.

#### *Priorities for 2020-21*

- Managing a lower than expected Student Investment Account as well as new grants related to the Federal Cares Act and other stimulus acts.
- A major priority for the upcoming year is to develop the 2021-22 budget with different scenarios based on the Governor's budget and the Co-Chairs' budget.
- The District will issue and evaluate an RFP as needed for our Purchasing Card Banking agreements, and insurance providers. The District will also be outlining plans for General Banking & Audit Firm RFP's for FY2021-22.
- The District will again be upgrading our ERP system, Business Plus, to the latest version. This annual upgrade keeps our systems at the most current, supported level including the latest security updates, ongoing feature support and updates for year end tax reporting requirements.
- The District plans to request quotes for \$1.35 million full faith and credit financing for Fiscal Year (FY) 2022 bus replacements. Apply for various grant opportunities to offset the cost of new buses as we move to cleaner fuels.

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

**Executive Limitation 10 - Financial Planning and Administration**

**Background/Discussion**

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

**Monitoring Report**

**Financial Planning**

**Financial planning shall not deviate materially from the Board Ends Policies, risk fiscal jeopardy, or fail to be derived from long range planning that adequately considers compensation, programs and operational costs. Accordingly, the Superintendent shall not present the Board a recommended budget which:**

- 1. Is not consistent with the Board's established priorities as established in the Ends policies.**

Evidence of compliance:

Annual budgets are developed consistent with the Board's policy and priorities in place at that time and the budget document offers positive confirmation of compliance. Annual budgets are developed in collaboration with administrative and school staff in alignment with the goals and direction of the School Board. Major assumptions used to build the budget are disclosed in the budget document.

- 2. Is not in a summary format that is understandable to the Board and the community.**

Evidence of compliance:

Budget documents are designed to meet the required format as prescribed in Oregon Local Budget Law. The document includes additional information to enhance its readability and transparency. The Finance Office makes sustained efforts to identify best practices for communicating complex financial information so that it can be more easily understood.

Information on the District's budget may be found at

<https://www.bend.k12.or.us/district/organization/budget>

- 3. Does not contain the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.**

Evidence of compliance:

Annual budgets are developed in compliance with Board policies, Local Budget Law, and Oregon Department of Education guidelines. A budget calendar is developed for each cycle with critical inputs identified. Budgets are prepared for the general revenue, special revenue, debt service, and capital project funds. When possible, projected personnel costs are based on contractual agreement with employee associations.

A narrative of the major assumptions management used to build the budget is provided in the budget document. This narrative contains information for the board to assess compliance with



School Board policies and directions. We actively monitor legislative sessions and collaborate with other school districts and organizations to better understand financial issues and conditions that may impact the District.

Specific compliance elements for building the budget include the following:

- Factors used to estimate the average daily membership (ADM) are accurate and supported by the underlying accounting records.
- Reimbursable transportation costs are properly estimated.
- Estimates of beginning cash balances for the ensuing year are reasonable.
- Estimate of delinquent tax collection is reasonable.
- Operating contingencies are only budgeted in a fund with expenditures for personnel, material and services, and/or capital outlay.
- Unappropriated ending fund balance is estimated for each fund.
- Each fund or program contains appropriation by organizational unit or program for each fund (that is the total of all amounts for personnel services, materials and services, and capital outlay).
- Debt service estimates include separate amounts for principal and interest for each bond issue.

**4. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year unless otherwise approved by the Board.**

Evidence of compliance:

Annual budgets are developed based on projected enrollment and the needs of our students. Enrollment is one of the primary drivers in the State School Fund Formula and estimated resources. Enrollment is also the primary driver for determining staffing needs. Budget requirements or appropriations are projected based on modeling results, historic trends, growth, new legal requirements, and a reasonable buffer to absorb unplanned reductions in resources and increases in requirements. Actual revenues and expenditures are tracked against adopted budget and reported to the Board on a quarterly basis.

**5. Fails to propose a budget in accordance with State Budget Law.**

Evidence of compliance:

The District is in compliance with legal requirements relating to the preparation, adoption, and execution of the annual budget. The minimum levels of legal appropriation are established in ORS 294. Local budget law is designed to establish standard procedures for preparing, presenting, and administering the budgets of Oregon's local governments. Steps in the development and final adoption of the annual budget included 1) preparing a proposed budget, 2) publishing a notice of budget committee meetings, 3) providing public meetings for questions or comments, 4) gaining the budget committee's approval of the proposed budget, 5) publishing a notice of the public hearing and summary of the approved budget, 6) facilitating the board's public hearing on the approved budget, 7) finalizing the adoption of the budget and enactment of resolutions, and 8) certifying the district's property taxes to the Deschutes County Assessor's Office.

**6. Fails to disclose a variance from the targeted 5% ending fund balance.**

Evidence of compliance:

The narrative about major assumptions used to develop and build the annual budget will disclose the proposed ending fund balance as percentage of total revenues. Any variance from the targeted 5% will be disclosed.

## Financial Administration

With respect to the actual, ongoing condition of the District's financial health, the Superintendent shall not cause or allow:

- A material deviation from the annual budget or budget policy adopted by the Board;
- Any fiscal condition that is inconsistent with achieving the Board's Results, or
- Any fiscal condition that places the long term fiscal stability of the District at risk.

Accordingly, the Superintendent shall not:

1. **Expend more funds than have been budgeted in the fiscal year unless authorized by the Board.**

Evidence of compliance:

Once the board adopts the budget, it establishes spending limits that the District normally cannot exceed unless the board legally changes (i.e., amends) the budget. These limits create spending constraints for District administrators.

Financial estimates are prepared quarterly and compared to legally adopted budgets. The Business Office continuously monitors actual revenues and expenditures against adopted budget. Any expenditures projected to exceed legal appropriations are reported to the board.

2. **Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board.**

Evidence of compliance:

Financial reports provide information that allows readers to determine whether funds are expended within the intent of the adopted budget. Financial reports will demonstrate compliance with legal or contractual requirements. Schools and departments are responsible for monitoring and evaluating expenditures on a regular basis.

3. **Materially indebt the organization unless authorized by the Board.**

Evidence of compliance:

District management will make sensible and strategic use of debt financing. The District maintains a sound debt position, protects the credit quality of its obligations, and preserves financial stability.

Debt is a mechanism to equalize the costs of capital improvements for the benefit of both present and future citizens. The District will not use long-term debt to support current operations. Any debt issuance will be financed over a period that matches a conservative estimate of the asset's useful life, and the average life of bonds will match the average useful life of the assets acquired with debt.

Debt issues are carefully planned and are a predictable and manageable part of the operating budget. An analytical review shall be conducted prior to the issuance of debt including, but not limited to, monitoring of market opportunities and structuring and pricing of the debt. Bond amortization schedules will be structured to minimize interest expense with the constraints of revenues available for debt service. The bonds should include call features to maximize the District's ability to advance refund or retire the debt early. However, call features should be balanced with market conditions to ensure that the total cost of the financing is not adversely affected. The District will use refunding bonds, where appropriate, when restructuring its current outstanding debt. A debt refunding is a refinance of debt typically done to take advantage of lower interest rates.

The District will continually strive to maintain its bond rating by improving financial policies, budget, forecasts, and the financial health of the District so its borrowing costs are minimized and its access to credit is preserved. The District will maintain good communication with bond rating agencies about its financial condition, coordinating meetings and presentations in conjunction with a new issuance as necessary.

The District will provide annual disclosure information to established national information repositories and maintain compliance with disclosure statements as required by state and national regulatory bodies.

The District will, unless otherwise justified, use bond proceeds within the established time frame pursuant to the bond ordinance, contract, or other documents to avoid arbitrage. Arbitrage is the interest earned on the investment of the bond proceeds above the interest paid on the debt. If arbitrage occurs, the District will follow a policy of full compliance with all arbitrage rebate requirements of the federal tax code and Internal Revenue Service regulations, as well as bond contracts. The District will perform (internally or by contract consultants) arbitrage rebate calculations for each issue subject to rebate. All necessary rebates will be filed and paid when due in order to preserve the tax-exempt status of the outstanding debt.

- 4. Fail to provide financial reports at least quarterly or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall not fail to include a recap of changes between the current and previous report.**

Evidence of compliance:

Interim financial reports are prepared quarterly by management and intended for internal use, including that of the board. The quarterly financial statements are designed to assist the board in their determination of management's execution of financial policies and allows the board to monitor spending and to determine if revenues are being received as projected. All aspects of the organization's financial performance, whether positive or negative, are fully disclosed. The quarterly financial reports include a narrative recapping changes between the current and previous report and projected ending fund balance for the general fund operations sub fund.

- 5. Fail to keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.**

Evidence of compliance:

Management is responsible for adopting sound accounting policies, for maintaining an adequate and effective system of accounts, for the safeguarding of assets, and for devising a system of internal control that will, among other things, help assure the production of proper financial statements.

Financial reports provide information about sources and uses of financial resources. The financial reports account for outflows by function and purpose, inflows by source and type, and the extent to which inflows meet outflows.

The financial statements fairly present the financial position and results of operations of the District in accordance with legal provisions and in accordance with generally accepted accounting principles. Furthermore, the financial operations are carried out in accordance with

appropriate legal provisions including federal and state laws, court orders, ordinances, resolutions, and rules and regulations issued by other governmental agencies.

The District complies with Oregon budget law and Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320.

**6. Fail to arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.**

Evidence of compliance:

The annual financial statements are accompanied by the report of an independent auditor (SGA CPAs & Consultants, LLP contracted through January 31, 2022), in order to provide users of the financial statements the assurance that the statements are prepared in conformity with accounting and financial reporting standards. SGA examines the District financial statements and internal control systems in order to issue its opinion on the financial statements, including comments and disclosures required by the Minimum Standards for Audits of Oregon Municipal Corporations. The auditors also test the District's compliance with requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* for the expenditure of federal funds.

The [District's Comprehensive Annual Financial Reports](#) (CAFR) are published within the timeframes by Oregon Revised Statutes. The CAFR is distributed to the School Board and posted to the District's website. The CAFR is submitted to the Oregon Secretary of State's office, ODE, Federal Audit Clearinghouse and disclosed on the Electronic Municipal Market Access (EMMA) website.

The CAFR document is also submitted to the Government Finance Officers Association of United States and Canada (GFOA) "Certificate of Achievement of Excellence in Financial Reporting" program and the Association of School Business Officials International (ASBO) "Certificate of Excellence in Financial Reporting" program.

**Addendum:**

See linked documents above.



## REPORT: 2020 Compliance Report for EL 12: Legally Required Policies

PRESENTED BY: Lora Nordquist, Superintendent

### EXECUTIVE SUMMARY:

#### *Major Accomplishments from 2019-20*

- The District continued to provide the School Board with quarterly policy and regulation updates at board meetings. The updates provide Board members with a better reflection of the ongoing work throughout the year to ensure policies and regulations are in compliance with law and district practice.
- The 2020 Legislative Sessions resulted in several new and significant updates to several policies and regulations. The District has worked through and updated all policies and regulations as a result of the session.
- The District continues to translate policies and regulations that are most commonly accessed by parents, guardians, students and staff. Spanish translation is the most common translation being done at this time, however, the District is also making efforts to translate frequently referenced documents into Simplified Chinese, Traditional Chinese and Vietnamese.

#### *Priorities for 2021-22*

- The District will continue to evaluate and update policies and regulations as required by law. Several new laws go into effect during the 2021-22 school year and the District is currently working to implement and revise in accordance to new and updated legislation.
- The District will continue to evaluate and update policies, regulations and corresponding forms to ensure they are consistent with practice and procedure.
- The District will continue to translate policies, regulations and corresponding forms in an effort to ultimately have all 400+ translated.

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

**Executive Limitation 12 - Legally Required Policies**

**Background/Discussion**

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

**Executive Summary**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 12 – Legally Required Policies.

The work of updating the district's policies and regulations has been, and will continue to be, an ongoing effort as new legislation and administrative rules are adopted, new policy guidance is issued by the Oregon School Board Association (OSBA), district practices change, and situations arise which prompt review and potential revisions. Staff will continue to rely on OSBA updates and support from legal counsel in this ongoing effort. With the transition to a policy governance model, the Superintendent and staff have established policy review and reporting systems to ensure compliance with Executive Limitation 12.

**Monitoring Report**

**The superintendent shall not fail to take all necessary steps to assure that all previously approved Board policies, which are legally required, and are addressed by Administrative Policies. Accordingly, the Superintendent shall not:**

**1. Fail to amend administrative policies to comply with local, state and federal law.**

Evidence of Compliance:

To ensure a methodical and efficient approach to review, revise and monitor district administrative policies and regulations, staff continues to maintain a master spreadsheet of all district administrative policies and regulations. The spreadsheet consolidates information about each administrative policy and regulation:

- Summary of content to enable quick review of administrative policies and regulations that may be impacted by legislative changes in district practices;
- District review and approval dates to quickly identify administrative policies and regulations that require review and revision;
- OSBA Policy Update recommendations to ensure administrative policies or regulations that are impacted by new legislation and ODE regulations are promptly identified and reviewed;
- Date tracking to monitor updates and approval of Cabinet and information shared with the Board along with the status of translation.

Section review:

All administrative policies and regulations are organized in a scheme that groups similar categories of policies and regulations together. Review ensures each policy and regulation are in compliance with existing laws, reflect current district practices, and are consistent and compatible with the policy governance model.

- A/B: Board – Cabinet
- C: Administration – Cabinet
- D: Fiscal – Fiscal Services Department
- E: Support – Safety, Transportation and Nutrition Services Department
- F: Facilities – Maintenance and Facilities Department
- I: Instruction – Teaching and Learning and Special Programs Department
- J: Students – Teaching and Learning and Special Programs Department
- G: Personnel – Human Resources Department
- K/L: Community – Communications and Teaching and Learning.

**2. Fail to provide the School Board with information regarding any substantive changes made to the administrative policies listed above.**

Evidence of Compliance:

As administrative policies or regulations are updated, tracking continues on the master spreadsheet, along with annotation on the bottom of each policy and regulation that shows dates of review and Cabinet approval. The Superintendent's office keeps a paper record of all administrative policies and regulations and tracks changes made. Records and tracking history are available to Board members at any time.

Once an administrative policy or regulation is approved through Cabinet, Board members will be notified of the update. The Superintendent and leadership team also keep Board members apprised of any information that would require a change to administrative policy or regulation. A list of all administrative policies, regulations and review of work is available to the Board through policy monitoring with the spreadsheet and with the quarterly updates as an addendum.

**3. Fail to create administrative policies consistent with new laws.**

Evidence of Compliance:

District staff responsible for monitoring and creating policy consistent with new legislation depend on several sources to keep informed and up to date. The Oregon Department of Education publishes a *Summary of Enacted Legislation* after each legislative session. The Oregon School Boards Association's Policy Services Department provides quarterly policy updates, as well.

**4. Fail to inform the School Board when the law necessitates the adoption of new administrative policies required of school boards.**

Evidence of Compliance:

Presentation of annual monitoring report and other updates are provided to Board members throughout the year, both through Board leadership and quarterly at public meetings.

**Addendum:**

See attached quarterly policy and regulation summary report.

## Administrative Policy & Regulation 2019-20 Summary

### NEW

Title	Summary
<a href="#">ECACB-AP: Unmanned Aircraft System (UAS) a.k.a. Drone</a>	New policy reflects changes in federal law, SB 581, and meets PACE insurance requirements as it defines the regulations and rules an employee, volunteer, or representative of the district will follow when operating a drone as part of curriculum or a district-sponsored activity.
<a href="#">IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification &amp; Placement</a>	New regulation as suggested per OAR 581-002-0003 to have a TAG identification and placement complaint and appeal process.
<a href="#">IGBBC-AP: Talented and Gifted Programs and Services</a>	This new policy outlines the options that may be provided by the district to serve TAG identified students as well as updated information about appeal and complaint procedures per OAR 581-002-1310 & 541-002-0003

### REVISED

Title	Summary
<a href="#">AC-AR: Discrimination Complaint Procedure</a>	Updates reflect the notification requirements of HB 1450 – rights of complainant, complaint procedure, school and district services as well as state and community based services for employees and students who are victims of sexual harassment.
<a href="#">EDDA-AR: Sustainability</a>	Updated to reflect the emphasis on community partnership.
<a href="#">EFAA-AP: District Nutrition &amp; Food Services</a> & <a href="#">EFAA-AR: Child Nutrition Programs</a>	Updates reflect language from ORS 327.535 and ORS 327.537 stating that a school must provide a student a reimbursable meal upon request regardless of the student's ability to pay. Also includes language that districts are prohibited from contacting a student to collect and prohibits charging parent/guardians the collection fees.
<a href="#">EFA-AR: Sale of Food on District Property</a>	Updated language is in compliance with state and federal laws / regulations for food and beverages sold in schools. District guidelines for vending and food sales in schools has also been updated to match current practice.
<a href="#">EFAB-AR: Food Products from Home &amp; Kitchen Facility Usage</a>	Updated language reflects practices currently taking place in schools.
<a href="#">EFC-AR: Student Accessible Vending</a>	Updated language is in compliance with state and federal laws / regulations for food and beverages sold in schools.
<a href="#">GBDA-AP: Mother Friendly Workplace</a>	Updates reflect requirements set forth in HB 2593 which conforms Oregon law to federal law.
<a href="#">GCDA/GDDA-AP: Criminal Records Check / Fingerprinting</a>	Updated to meet the requirements of SB 155. Updates include the following: requirement of independent contractors and their employees to undergo a criminal records check / fingerprint background check, volunteers service will not begin until a criminal



	records check is complete and returned and clarification of who is required to undergo a criminal records check or fingerprint background check. Alignment with current district practice (i.e., fees, termination reasons, etc.)
<a href="#">GCDA/GDDA-AR: Criminal Records Check / Fingerprinting</a>	<i>see reasoning in GCDA/GDDA-AP, above</i>
<a href="#">IGBBA-AP: Identification of Talented and Gifted Students</a>	Updates include rule changes identified in OAR 581-022-1310 regarding identification in under-represented populations, alignment with new testing requirements and best practices for identification. An appeal process is also identified through the use of IGBBA-AR
<a href="#">IGBHAB-AR: Choice Option Schools &amp; Programs</a>	Language updated to align with district practice of notification of lottery results.
<a href="#">IICA-AR: Field Trips / Special Events</a>	Rewrite aligns with district practice and processes for requesting, planning and getting parent/guardian permission for field trips and special activities.
<a href="#">ING-AR: Animals in the Classroom or on School Property</a>	Updated language clarifies service animals, how to get approval for animal visitors and an exemption for police service animals. Request form also updated.
<a href="#">JC-AR: Attendance Area &amp; In-District Transfers</a>	Updated language specific to the process of requesting an ACR to a different high school for those students who reside in the Bend Senior High / La Pine High choice attendance area.
<a href="#">JED-AP: Student Attendance and Absences</a>	HB 2191 includes student mental and behavioral health as part of the list of excused absences. It also speaks to the number of days a student can be excused when the student's absences is associated to being a dependent of someone serving in the U.S. Armed Forces.
<a href="#">JEA-AR: Compulsory Attendance</a>	Updated listing of excused absences to align with JED-AP and HB 2191.
<a href="#">JG-AP: Student Conduct &amp; Discipline</a>	Language updated to align with district notification practice regarding suspensions.
<a href="#">JGAB-AP: Use of Restraint or Seclusion</a>	SB 963, the ORS governing restraint and seclusion were amended to clarify and define when and under what circumstances restraint or seclusion can be used. Complaint language has also been updated.
<a href="#">JGAB-AR: Use of Restraint or Seclusion</a>	SB 963 includes updates on procedural documentation and follow up debrief meetings after a restraint or seclusion.
<a href="#">JHFC-AR: Personal Student Transportation</a>	Updated language reflects current practice and what is allowed on district property.
<a href="#">JOA-AP: Directory Information</a>	Addition of language to reflect district practice of sharing student information with vendors who have written agreements in place to provide a specific service to students (i.e., health screenings, student pictures)
<a href="#">KCA-AP: Volunteers in Schools</a>	<i>see reasoning in GCDA/GDDA-AP, above</i>
<a href="#">KGA-AR: Facility Use Procedure</a>	Updated to include requirement of certificate of liability insurance to be in place as part of the facility use contract. Also updated language to align with ING-AR.

**RETIRED**

Title	Summary
IGBB-AP: Talented and Gifted Program (TAG)	Replaced with IGBBC-AP
IGBBD-AP: Parent Notification & Participation	Information included in IGBBA-AP
IGBBE-AP: Complaints Regarding Talented and Gifted Program	Information included in IGBBA-AR and IGBBC-AR
JEAA-AR: Student Membership and Attendance Accounting	With the updates to JED-AP and JEA-AR this regulation is no longer needed.
JHFDA-AP: Suspension of Driving Privileges	ORS 339.245 and 339.257 were repealed in the 2018 Legislative Session which previously granted district's the ability to request the DMV to suspend a student's driver's license.



## REPORT: Administrative Policy & Regulation Quarterly Report (2 of 4)

**PRESENTED BY:** Andrea Wilson

### **EXECUTIVE SUMMARY:**

In 2018, the district implemented a quarterly reporting system to the Board to help meet the goal of better communication about new administrative policies and regulations and updates to existing administrative policies and regulations.

The following report provides a summary of new, revised and retired administrative policies and regulations for the dates of September 2020 – January 2021. The district continues to evaluate which policies, regulations and/or forms would be most critical for families and students who speak a foreign language. While nearly all translation is done in Spanish, it should also be noted that the district is beginning to translate some documents into Vietnamese and Mandarin.

## Administrative Policy & Regulation

2020-21 Quarterly Report (2 of 4)

September 2020 – January 2021

### NEW

Title	Summary
<a href="#">ACB-AP: All Students Belong</a>	In September 2020, the Oregon State Board of Education adopted temporary OAR 581-022-2312 – All Students Belong. The rule is aimed to protect some of our schools’ most marginalized students, staff and others. The rule requires that districts, ESDs, public charter schools and others receiving state funding for education adopt a policy prohibiting symbols of hate and addressing bias incidents by January 1, 2021.
<a href="#">ACB-AR: Bias Incident Complaint Procedure</a>	OAR 581-022-2312 – All Students Belong, requires a process to address bias incident complaints.
<a href="#">JHH-AP: Student Suicide Prevention</a> <a href="#">BLS Student Suicide Prevention Plan</a>	SB 52, also known as Adi’s Act, passed in the 2019 Legislature, directs districts to adopt a policy requiring a comprehensive plan on student suicide prevention for students grades K-12. Bend-La Pine Schools’ Suicide Prevention Protocol Plan meets the requirements set forth in JHH-AP.

### REVISED

Title	Summary
<a href="#">EEACCA-AR: District Photo / Video Equipment Use</a>	Updated to include information on who can view and access camera footage, storage, retrieval and security processes.
<a href="#">GBEB-AP: Communicable Diseases (Staff)</a>	Clarification of district and employee responsibilities.
<a href="#">GBEB / JHCC-AR: Communicable Diseases (Students &amp; Staff)</a>	Clarification on employee reporting, work attendance, and notification to align with district leave practices.
<a href="#">IKA-AR: Grades &amp; Credit</a>	Updated to include Conditions for Alternative Learning Experiences to provide clarity on how the district will award credit for students in atypical situations (homelessness, foster care, hospitalization, etc.) Also includes provisions for 2020-21 middle and high school grading.