



## School Board Regular Meeting Agenda

October 8, 2024, 5:30 PM

### Location:

La Pine High School  
51633 Coach Road  
La Pine, OR 97739

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
3.	<b><u>Review of Agenda</u></b>	<b>4</b>
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Attachments:</b>	
10.8.24	Agenda - BORRADOR	4
4.	<b><u>District Recognitions</u></b>	
	A. Champion for Students Award	
	<b>Speaker(s):</b> Superintendent Cook	
5.	<b><u>Finance Report</u></b>	<b>6</b>
	<b>Speaker(s):</b> Dan Emerson, Chief Financial Officer	
	<b>Description:</b> First Quarter Financial Update for FY 2024-25 and Enrollment Update	
	<b>Attachments:</b>	
	First Quarter Financial Update for FY 2024-25 and Enrollment Update	6
6.	<b><u>Student Advisory Council Report</u></b>	
	<b>Speaker(s):</b> Student Voice Council Leadership	
7.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
8.	<b><u>Consent for Action</u></b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.	
	A. Approval of Minutes	10
	<b>Description:</b> September 10, 2024, Regular Board Meeting; September 24, 2024, Board Work Session; and September 25, 2024, Board Retreat; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	<b>Attachments:</b>	
9.10.24	Minutes - DRAFT	
9.24.24	Minutes - DRAFT	

9.25.24 Minutes - DRAFT	17
B. Approval of Personnel Recommendations	18
<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
<b>Attachments:</b>	
Certified Board Report 10.8.24	18
Classified Board Report 10.8.24	20
C. Adoption of 2024-2025 BLS Legislative Priorities	23
<b>Attachments:</b>	
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2024-2025 BLS Legislative Agenda	24
9. <b><u>Consent for Information</u></b>	
<b>Speaker(s):</b> Superintendent Cook	
<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Public Comment Follow-up	
B. Report: Executive Limitation 4.1: Legally Required Policies	28
<b>Attachments:</b>	
Executive Summary: EL 4.1: Legally Required Policies	28
2023-24 Policy and Regulation Adoption Summary	30
C. Approval of Administrative Policies and Regulations	32
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GBK-AR: Tobacco Free School District - DELETE 10.8.24	34
GBK/KGC-AP: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems - DRAFT 10.8.24	36
JEA-AP: Compulsory Attendance - DRAFT 10.8.24	38
JFCG/JFCH/JFCI-AP: Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems - DRAFT 10.8.24	42
JFCG-AP: Tobacco Free Environment - REWRITE 10.8.24	44
KI-AP: Pubic Solicitation in District Facilities - DRAFT 9.10.24	46
KI-AR: Advertising in District Facilities - DELETE 9.10.24	48
KJ-AP: Commercial Advertising - DRAFT 9.10.24	49
KJ-AR: Commercial Advertising - DRAFT 9.10.24	51
KJ-AR: Hiring Staff with Private Funds - REWRITE 9.10.24	52
D. 2024-2025 Strategic Initiatives for Organizational Goals	54
<b>Attachments:</b>	
2024-2025 Strategic Initiatives for Organizational Goals	54
10. <b><u>Reports</u></b>	
A. Division 22 Assurances	62
<b>Speaker(s):</b> Deputy Superintendent Lisa Birk	
<b>Attachments:</b>	
Executive Summary: Division 22 Assurances Report for 2023-24	62
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Presentación: División 22	78
Informe de cumplimiento de BLS: estándares de las escuelas públicas de Oregon	83
B. South County Update	94
<b>Speaker(s):</b> Scott Olszewski, La Pine High School Principal & South County Director	
<b>Attachments:</b>	
Executive Summary: South County Schools Update	

Presentation: South County Spotlight	95
Presentación: Enfoque en el sur del condado	104
<b>11. <u>Action Items</u></b>	
A. Zone 6 Board Member Seat Vacancy	113
<b>Speaker(s):</b> Chair Marcus LeGrand	
<b>Description:</b> Finalists will be selected to be interviewed for the Zone 6 Board Member vacancy	
<b>Attachments:</b>	
Berlin, Brandy - Redacted	113
del Rio, Renee - Redacted	117
Harati, Sorahi - Redacted	127
Karpstein, Eilean - Redacted	132
Lynch, Jenn - Redacted	136
Smith, Ron - Redacted	140
Tomlin, Ross - Redacted	146
<b>12. <u>Superintendent's Report</u></b>	
<b>Speaker(s):</b> Superintendent Cook	
<b>13. <u>Director Comments</u></b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
<b>14. <u>Adjourn</u></b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for November 12, 2024.	



## Orden del día de la reunión regular de la junta directiva escolar - BORRADOR

8 de octubre del 2024, 5:30 PM

### Ubicación:

Escuela preparatoria La Pine  
51633 Coach Road  
La Pine, OR 97739

1. **Apertura de la reunión**

**Orador(es):** Presidente Marcus LeGrand

2. **Juramento de Lealtad a la bandera**

**Orador(es):** Presidente Marcus LeGrand

3. **Revisión del orden del día**

**Orador(es):** Presidente Marcus LeGrand

4. **Reconocimientos del distrito**

A. Premio Campeón de Estudiantes

**Orador(es):** Superintendente Cook

5. **Informe del Consejo Asesor Estudiantil**

**Orador(es):** Liderazgo del Consejo de Voz Estudiantil

6. **Comentario público**

**Orador(es):** Presidente Marcus LeGrand

**Descripción:** Este es el tiempo previsto para que las personas se dirijan a la Junta. Las solicitudes de comentarios públicos se aceptan por adelantado a través del formulario de Google hasta las 5:00 p. m. el día de la reunión para comentarios tanto presenciales como virtuales. Las personas también pueden inscribirse para recibir comentarios públicos el día de la reunión según el espacio disponible, de conformidad con el Proceso de Gobernanza 6 (GP-6). Se aceptarán inscripciones presenciales en la puerta de la sala de juntas hasta las 5:35 p.m. el día de la reunión.

7. **Consentimiento para la acción**

**Orador(es)** Presidente Marcus LeGrand

**Descripción:** Los temas que son de naturaleza rutinaria se incluyen en la agenda de consenso. Cualquier tema incluido en la agenda de consenso puede eliminarse a pedido de cualquier miembro de la Junta antes del momento de la votación. Todos los temas restantes de la agenda de consenso se eliminan en una sola moción.

A. Aprobación de minutas

**Descripción:** 10 de septiembre del 2024, Reunión ordinaria de la Junta Directiva; 24 de septiembre del 2024, Sesión de trabajo de la Junta Directiva; y 25 de septiembre del 2024, Retiro de la Junta Directiva; Referencia: ORS 192.650 y ORS 332.057

B. Aprobación de Recomendaciones del Personal

**Descripción:** Contrataciones recomendadas, renunciaciones y jubilaciones del personal administrativo, con licencia, clasificado y confidencial; Referencia: ORS 332.505

C. Adopción de las prioridades legislativas de la Oficina de Estadísticas Laborales (BLS) para 2024-2025

8. **Consentimiento para información**

**Orador(es):** Superintendente Cook

**Descripción:** Los elementos que son de naturaleza rutinaria y solo tienen fines informativos se colocan en el Consentimiento para información.

A. Seguimiento de comentarios públicos

B. Informe: Limitación ejecutiva 4.1 - Políticas exigidas por ley

C. Aprobación de Políticas y Reglamentos Administrativos

D. Iniciativas estratégicas para los objetivos organizacionales 2024-2025

9. **Informes**

A. Actualización del condado sur

**Orador(es):** Scott Olszewski, Director de la escuela secundaria La Pine y director del condado sur

B. Informe financiero

**Orador(es):** Dan Emerson, Director financiero

**Descripción:** Informe del 1er trimestre y actualización de inscripciones

C. Garantías de la División 22

**Orador(es)** Superintendente Adjunto Lisa Birk

10. **Artículos de acción**

A. Puesto vacante de miembro de la junta directiva de la zona 6

**Orador(es):** Presidente Marcus LeGrand

**Descripción:** Se seleccionarán finalistas para ser entrevistados para la vacante de miembro de la junta de la Zona 6.

11. **Informe de Política y Regulación Administrativa**

A. Revisión de políticas y reglamentos administrativos

**Orador(es):** Superintendente Cook

**Descripción:** Lista de políticas y/o regulaciones del Distrito que actualmente están bajo revisión por parte del Distrito. Se aceptan comentarios públicos sobre las políticas en revisión comenzando a través del Formulario de Google.

12. **Informe del superintendente**

**Orador(es):** Superintendente Cook

13. **Comentarios del director**

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

14. **Aplazar**

**Descripción:** La reunión se suspenderá y la próxima reunión directiva de la Junta Escolar se programará para el 12 de noviembre de 2024.



Business Office  
520 NW Wall Street  
Bend, OR 97703

October 8, 2024

To: Bend La-Pine School Board and Dr. Steve Cook, Superintendent

From: Dan Emerson, Chief Financial Officer

RE: First Quarter Financial Update for FY2024-25

Dr. Cook,

This is the first quarter financial update for FY 24-25. The financial information presented is based on actual data through September 30, 2024, with projections through the end of the FY 24-25.

The estimated beginning fund balance in the 1<sup>st</sup> quarter financial statements is \$27.6M, approximately \$4.6M more than the adopted budget amount of \$23M and \$3.2M higher than the General Fund ending balance in the June, 2023 financial update. The positive variance from the final update of last fiscal year is due to approximately \$1.2M more in Other Revenue, \$1.0M in additional School State Funding and \$1.0M less in Other Operating Costs. It is intended that this positive variance will help cover some of the funding needs of the district since the end of ESSER funds, and help alleviate future forecasted financial instability.

Enrollment for brick-and-mortar locations on October 1, 2024 was 197 students above projections. The vast majority of this increase is due to larger than anticipated enrollment in high schools. We have adjusted the projected total formula revenue for the estimated revenue impact of higher enrollment. All revenues will be monitored and adjusted as required during FY 23-24.

First quarter financial trends are difficult to discern, especially with respect to larger expenditures such as payroll and supply costs, and therefore expenditure projections reflect the adopted budget. Second quarter financial statements will display a more accurate projection for all categories.

With the known impacts to budget we project the FY 24-25 ending fund balance to be \$22.4M. While this is higher than budgeted, it is a reduction of \$5.2M from FY 24-25 actual beginning fund balance, indicating the need to utilize fund balance to cover the cost of core services. We expect this estimate will change as the year progresses, becoming more accurate as early year expenditure variability subsides.

The preparation of the FY 23-24 Annual Comprehensive Financial Report is in process and the district's auditors (Sensiba) began their field work on October 7, 2024. I do not expect the audit will result in any material changes to the FY 23-24 financial statements and the estimated FY 24-25 beginning fund balance.

Also included again in your financial statement package, you will find a report on Investment of proceeds. Our policy allows for investment of cash balances to achieve greater earnings on our cash balances. During this year we continue to have longer term investments of the 2023 Bond issuance. Maturities of these investments are scheduled to align with our spending needs, and the total market value of our portfolio is \$77.8 million.

Please let me know if you have any questions or would like additional information.

Sincerely,  
Dan Emerson

Bend-La Pine Schools  
Statement of Revenues and Expenditures  
For the Period Ended September 30, 2024 with Year-End Projections  
General Fund - Operations Sub-fund  
FY 2024-25

	Adopted Budget	September 2024	Budget Variance
<b>Resources:</b>			
Beginning fund balance	23,000,000	27,683,998	4,683,998
<b>Revenue</b>			
Formula revenue:			
Tax revenue	109,490,000	109,690,000	200,000
State school fund	95,447,568	96,514,284	1,066,716
Common school fund	2,345,410	2,351,750	6,340
County school fund	270,000	270,000	-
Total formula revenue	207,552,978	208,826,034	1,273,056
Earnings on investments	1,500,000	1,500,000	-
Local sources - other	2,670,000	2,670,000	-
Intermediate sources	2,010,000	2,010,000	-
State non-formula resources	-	-	-
Federal non-formula resources	310,000	310,000	-
Total revenues	214,042,978	215,316,034	1,273,056
Total resources	237,042,978	243,000,032	5,957,054
<b>Expenditures:</b>			
Salaries, payroll costs and benefits:			
Certified	69,746,249	69,746,249	-
Classified	31,472,225	31,472,225	-
Administrators and supervisors	13,758,786	13,758,786	-
All other salaries	3,258,220	3,258,220	-
Total salaries	118,235,480	118,235,480	-
Payroll costs & benefits	64,537,980	64,537,980	-
Total salaries, payroll costs and benefits	182,773,460	182,773,460	-
Other operating costs			
Utilities & purchased services	20,087,255	20,087,255	-
Supplies, texts, tools	7,393,233	7,393,233	-
Equipment	113,500	113,500	-
Dues, fees and liability insurance	1,945,280	1,945,280	-
Debt service	1,033,100	1,033,100	-
Transfers	7,289,584	7,289,584	-
Total other operating costs	37,861,952	37,861,952	-
Total expenditures	220,635,412	220,635,412	-
Excess of revenues over expenditures	16,407,566	22,364,620	5,957,054
Fund balance, ending	16,407,566	22,364,620	5,957,054
<b>As budgeted</b>			
Contingency	500,000	500,000	
Fund balance	15,907,989	21,864,620	
Fund balance, ending	16,407,989	22,364,620	
<b>Fund Balance as a percent of resources</b>			
Contingency	0.2%	0.2%	
Fund Balance	6.7%	9.0%	
Total reserve	6.9%	9.2%	

### Elementary School Enrollment (10/1/2024)

	AMITY CREEK	BEAR CREEK	BUCKINGHAM	ELK MEADOW	ENSWORTH	HIGH LAKES	HIGHLAND	JUNIPER	LA PINE	LAVA RIDGE			
KG	24	78	39	67	19	54	66	49	67	47			
GRADE 1	24	91	51	62	25	62	66	65	82	62			
GRADE 2	24	82	53	75	18	57	65	75	83	87			
GRADE 3	24	100	59	88	27	78	66	80	78	58			
GRADE 4	24	79	69	82	17	84	59	83	97	75			
GRADE 5	24	92	70	89	25	80	62	80	76	75			
TOTAL	144	522	341	463	131	415	384	432	483	404			
PROJECTIONS	144	518	365	453	155	408	393	432	492	425			
"+/-"	0	4	-24	10	-24	7	-9	0	-9	-21			

	NORTH STAR	PINE RIDGE	PONDEROSA	R.E. JEWELL	ROSLAND	SILVER RAIL	THREE RIVERS	TSIDE VILL.	W.E. MILLER	TOTAL	PROJ.	VAR.
KG	51	59	69	56	28	60	33	26	59	951	1,094	-143
GRADE 1	58	93	58	73	35	70	37	22	88	1124	1,122	2
GRADE 2	43	82	94	70	24	84	48	14	78	1156	1,165	-9
GRADE 3	64	110	81	73	23	84	44	13	72	1222	1,206	16
GRADE 4	47	94	75	81	26	83	55	29	115	1274	1,274	0
GRADE 5	57	88	88	70	20	76	62	23	89	1246	1,243	3
TOTAL	320	526	465	423	156	457	279	127	501	6973	7,105	-132
PROJECTIONS	326	566	449	443	181	451	276	136	491	7105		
"+/-"	-6	-40	16	-20	-25	6	3	-9	10	-132		

### Middle School Enrollment (10/1/2024)

	CMS	HDMS	LPMS	PCMS	PBMS	SVMS	REALMS	3 RIVERS	WS VILL	TOTAL	PROJ.	VAR.
GRADE 6	261	207	99	180	163	191	54	46	27	1228	1,204	24
GRADE 7	208	235	89	207	195	188	52	57	30	1261	1,241	20
GRADE 8	219	227	99	198	233	220	50	40	19	1305	1,279	26
TOTAL	688	669	287	585	591	599	156	143	76	3794	3,725	69
PROJECTIONS	663	677	273	561	584	593	156	141	77	3725		
"+/-"	25	-8	14	24	7	6	0	2	-1	69		

### High School Enrollment (10/1/2024)

	BSH	CHS	LPMS	BTA	MVHS	REALMS	SHS	TOTAL	PROJ.	VAR.
GRADE 9	318	356	89	27	274	38	313	1415	1395	20
GRADE 10	289	338	131	33	285	48	290	1414	1366	48
GRADE 11	320	308	110	30	301	28	335	1432	1366	66
GRADE 12	285	376	110	27	309	34	351	1492	1365	127
TOTAL	1212	1378	440	117	1169	148	1289	5753	5493	260
PROJECTIONS	1212	1253	408	118	1106	152	1243	5493		
"+/-"	0	125	32	-1	63	-4	46	260		

### Program Enrolment (10/1/2024)

	10/1/2024	10/1/2023	Projected
BIS	217	218	218
DSMS	168	171	178
Other	16	80	80
J Bar J	37	41	41
COIC	-	101	101
Total Other	438	611	618

### Year over Year Enrollment (10/1/2024)

	10/1/2024	10/1/2023	YOY Change
Change to Oct 1			
Enrolled in schools	16,520	16,523	-3
Students enrolled in programs	438	611	-173
Total enrollment District-wide	16,958	17,134	-176

## Investment of Proceeds

September 27, 2024

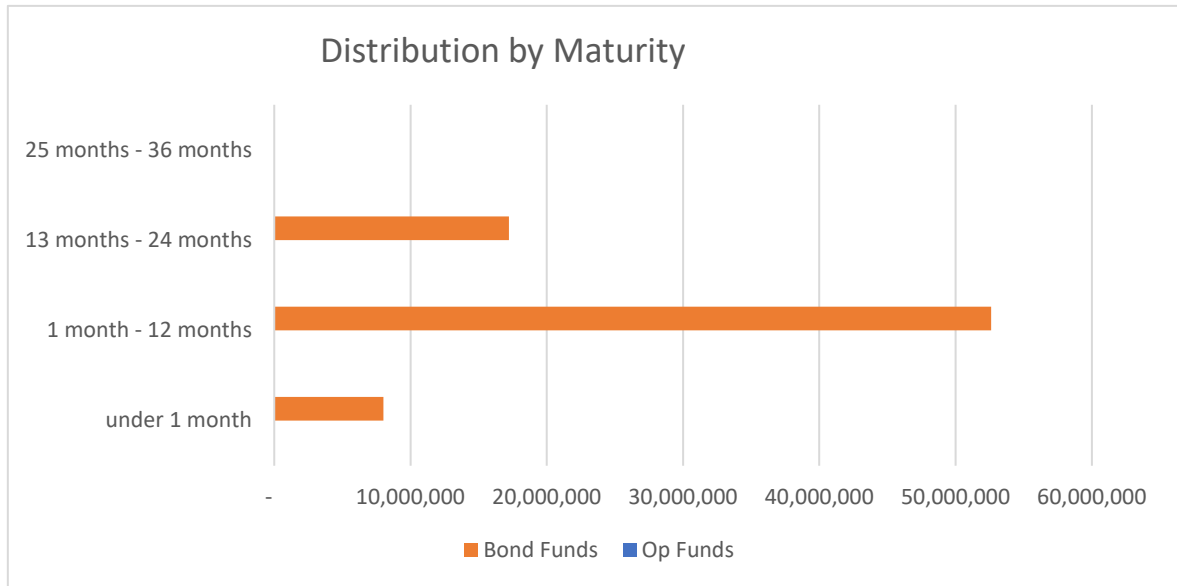
### Distribution by Maturity

#### Operating Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Total	-	-		

#### 2024 Bond Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	1	8,000,000	10%	1.48%
1 month - 12 months	3	52,596,310	68%	4.23%
13 months - 24 months	1	17,224,693	22%	3.85%
25 months - 36 months	-	-		
Total	5	77,821,003		



### Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+u	5	77,821,003	3.6%

### Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	5	77,821,003	3.6%

Issuer	Market Value	% Assets	Yield
United States Treasuries			
United States Treasuries Discount Notes			
United States Treasuries Notes	77,821,003	100.0%	3.6%
Total	77,821,003		



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** September 10, 2024

### Board Members

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

Director Shirley Olson joined the meeting virtually.

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:34 pm.

#### 2. Pledge of Allegiance

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

**Discussion:** The Pledge of Allegiance was led by Chair Marcus LeGrand.

#### 3. Review of Agenda

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

**Attachments:** 9.10.24 Agenda - BORRADOR

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

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook recognized former Board Chair Melissa Barnes Dholakia for her leadership and dedication to the Bend-La Pine Schools community in her role as School Board Chair. He appreciated her guidance in vision, accountability, policy and advocacy, and for paving the way for every student to thrive. Cook noted that Bend-La Pine Schools is proud to count her among our Champion for Students for her commitment to academics, wellness, inclusivity and belonging, which make a meaningful impact on our community.

Board Chair Marcus LeGrand appreciated Barnes Dholakia for her service to the district from 2019-2024.

##### B. Welcoming Week Proclamation

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

**Attachments:** BLS Welcoming Week Proclamation 2024 and Proclamación de la Semana de Bienvenida 2024

**Discussion:** Director Cameron Fischer read the Welcoming Week Proclamation in English and Director Kina Chadwick read it in Spanish.

5. **Public Comment**

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

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

**Discussion:** Two community members from the carpenter's union spoke regarding contract work.

6. **Consent for Action**

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

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

**Action(s):** I make a motion to approve the Consent for Agenda. This motion, made by Kina Chadwick and seconded by Amy Tatom, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea

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

A. **Approval of Minutes**

**Description:** July 9, 2024, Regular Meeting; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 7.9.24 Minutes - DRAFT

B. **Approval of Personnel Recommendations**

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

**Attachments:** Certified Board Report 9.10.24 and Classified Board Report 9.10.24

C. **Approval of Board Policies**

**Attachments:** Executive Summary: Board Policies for Adoption, AC-BP: Nondiscrimination - DRAFT - 9.10.24, CB-BP: Superintendent - DRAFT 9.10.24, GBN/JBA-BP: Sexual Harassment - DRAFT 9.10.24, GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements - DRAFT 9.10.24, GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements - REWRITE 9.10.24

D. **Resolution 1977: Public Contracting Rules and Procedures Including Class Special Procurements and Exemptions**

**Attachments:** Resolution 1977: Public Contracting Rules and Procedures Including Class Special Procurements and Exemptions

E. **FY 24-25 Supplemental Budget**

**Attachments:** Executive Summary: FY 2024-25 Budget Resolution 1976 and Resolution 1976: 2024-25 Supplemental Budget

F. **Superintendent Contract 2024-2027**

**Attachments:** 2024-27 Cook Contract - FINAL

7. **Consent for Information**

**Speaker(s):** Superintendent Cook

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

**Discussion:** Superintendent Cook shared that there are 30 policies in the Consent for Information. The majority of the policies are required updates as a result of the most recent Policy Update provided by OSBA and that the policies will not go out for public feedback as the changes are required due to changes in legislation. He noted that DJ-AR: Public Contracting Rules and Procedures and DJC-AR: Purchasing Authority & Limits are also included and have been updated to align with current district practices, most notably the changes in district leadership and that EEACCA-AR: District Photo/Video Equipment Use includes updates to align with the most current contract language with our SROs and SRDs.

Cook noted that Executive Summary reports for both EL 4.8: Communications and EL 4.9: Safety are also included.

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

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption, DJ-AR: Public Contracting Rules and Procedures - DRAFT 9.10.24, DJC-AR: Purchasing Authority & Limits - DRAFT 9.10.24, EBBA-AP: Student Health Services - DRAFT 9.10.24, EBBA-AR: First Aid - DELETE 9.10.24, EBBB-AP: Injury or Illness Reports - DRAFT 9.10.24, EBC-AP: Emergency Plan and First Aid - draft 9.10.24, EBC/EBCA-AP: Emergency Procedures & Disaster Plans - DELETE 9.10.24, EBC/EBCA-AR: Communications Regarding Serious Incident - DELETE 9.10.24, EBCA-AP: Safety Threats - DRAFT 9.10.24, EBCB-AP: Emergency Procedure Drills and Instruction - DRAFT 9.10.24, EEACCA-AR: District Photo/Video Equipment Use - DRAFT 9.10.24, GBEB-AP: Communicable Diseases in Schools - DRAFT 9.10.24, GBEB-AR: Communicable Diseases in Schools - DRAFT 9.10.24, GBEB/JHCC-AR: Communicable Diseases - REWRITE 9.10.24, GBN/JBA-AR (1): Sexual Harassment Complaint Procedures - DRAFT 9.10.24, GBN/JBA-AR (2): Federal Law (Title IX) Sexual Harassment Complaint Procedure - DRAFT 9.10.24, GBNAB/JHFE-AR: Reporting of Suspected Child Abuse - DRAFT 9.10.24, GBNAB/JHFE-AR: Reporting of Suspected Child Abuse - REWRITE 9.10.2024, GCDA/GDDA-AP: Criminal Records Check and Fingerprinting - DRAFT 9.10.24, GCDA/GDDA-AP: Criminal Records Check/Fingerprinting - REWRITE 9.10.24, GCDA/GDDA-AR: Criminal Records Check/Fingerprinting - DELETE 9.10.24, IGBAF-AP: Special Education - Individualized Education Program (IEP) - DRAFT 9.10.24, IGBAF-AR: Special Education - Individualized Education Program (IEP) - DRAFT 9.10.24, IGBAF-AR: Special Ed - Individualized Ed. Program (IEP) - REWRITE 9.10.24, IGBAG-AP: Procedural Safeguards - DRAFT 9.10.24, JGAB-AP: Use of Restraint or Seclusion - DRAFT 9.10.24, JGAB-AP: Use of Restraint or Seclusion - REWRITE 9.10.2024, JGAB-AR - DRAFT JGAB-AR: Use of Restraint or Seclusion - DRAFT 9.10.24, JGAB-AR: Use of Restraint or Seclusion - REWRITE 9.10.24, JHC-AR: Student Health Services and Requirements - DELETE. 9.10.24, JHCA-AR: Physical Examination of Students - DELETE 9.10.24, JHCA/JHCB-AP: Immunization and School Sports Participation - DRAFT 9.10.24, JHCB-AR: Immunization of Students - DELETE 9.10.24, JHCC-AP: Communicable Diseases - DELETE 9.10.24, JHCCCF-AP: Pediculosis (Head Lice) - DRAFT 9.10.24, KBA-AR: Public Records - DRAFT 9.10.24, and KBA-AR: Public Records - REWRITE 9.10.24

**B. Report: Executive Limitation 4.8: Communications**

**Attachments:** Report: Executive Limitation 4.8: Communications

**C. Report: Executive Limitation 4.9: Safety**

**Attachments:** Report: Executive Limitation 4.9: Safety

**8. Reports**

**A. Enrollment Update**

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

**Attachments:** September Enrollment Report

**Discussion:** Chief Financial Officer Dan Emerson provided the September enrollment report, reminding the Board that enrollment directly correlates to the funding the district receives from the state. The final report will come to the Board in October after it has been submitted to ODE. He provided a handout that shows the projections by grade level and overall for the district as of today.

**B. Levy Update**

**Speaker(s):** Scott Maben, Director of Communications

**Attachments:** Executive Summary: Learning Levy Election Outcome Analysis, Presentation Learning Levy Election Outcome Analysis, Bend-La Pine Schools Levy Exit Survey, Presentación: Impuesto para el Aprendizaje: Análisis de las elecciones

**Discussion:** Scott Maben, Director of Communications, provided an analysis on the outcome of the May Learning Levy. He reviewed the election results by precinct noting that there is no consistent correlation between areas with higher concentrations of enrolled students and "yes" votes. Maben noted that Nelson Research conducted a post-election survey and highlighted the results as well as some of the questions asked in the survey. He reviewed the analysis of the exit survey and provided conclusions on what the district would need to do if considering another local option levy.

## 9. Action Items

### A. Action following Executive Session

**Discussion: Action(s):** In regards to the complaint appeal received on August 14, 2024, I move that the Board deny the request to hear the appeal based on a review of the investigation findings. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea

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

**Action(s):** In regards to the complaint appeal received on August 12, 2024, I move that the Board deny the request to hear the appeal based on a review of the investigation findings. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: No, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea

**Voting Summary:** Yea: 5, Nay: 1

After an initial unanimous vote, Board Clerk Bojanowski asked for the Board to revote as it appeared that they were unclear as to which appeal from the Executive Session they were voting on.

**Action(s):** In regards to the complaint appeal received on August 27, 2024, I move that the Board deny the request to hear the appeal based on a review of the investigation findings. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea

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

After an initial vote of 4 Yea, 1 Nay, and 1 Abstain without conflict, Board Clerk Bojanowski asked for the Board to revote as it appeared that they were unclear as to which appeal from the Executive Session they were voting on.

## 10. Administrative Policy and Regulation Report

### A. Administrative Policies and Regulations in Review

**Speaker(s):** Superintendent Cook

**Description:** List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning via Google Form.

**Attachments:** Executive Summary: Administrative Policies and Regulations for Review, KI-AP: Public Solicitation in District Facilities - DRAFT 9.10.24, KI-AR: Advertising in District Facilities - DELETE 9.10.24, KJ-AP: Commercial Advertising - DRAFT 9.10.24, KJ-AR: Commercial Advertising - DRAFT 9.10.24, and KJ-AR: Hiring Staff with Private Funds - DELETE 9.10.24

**Discussion:** Superintendent Cook noted that the following policies and regulations are currently being reviewed by the District.

KI-AP: Public Solicitation in District Facilities which includes updates that reflect current laws and regulations as well as district practices. KI-AR: Advertising in District Facilities is being recommended for deletion as the language has been incorporated into the new administrative policy KJ-AP. KJ-AP: Commercial Advertising is a new administrative policy that aligns with current laws and regulations as well as district practices. KJ-AR: Commercial Advertising is a total rewrite of the administrative regulation previously named Hiring Staff with Private Funds. It is a new regulation that aligns with current laws and regulations as well as district practices. KJ-AR: Hiring Staff with Private Funds is being recommended for deletion as it has been rewritten and renamed KJ-AR: Commercial Advertising.

Cook noted that these policies have been in review for several months by the district. Several student groups such as the Equity Coalition and Student Voice Council also had an opportunity to provide input on the policies and review the proposed changes. The policies will be out for public feedback for two weeks.

Discussion ensued among board members on the incorporation of language around specific types of businesses. Vice Chair Carrie McPherson Douglass noted that the Board may want to consider a Board Policy regarding advertising policies that would incorporate specific language regarding responsible advertising to minors.

#### 11. Superintendent's Report

**Speaker(s):** Superintendent Cook

**Attachments:** BLS Legislative Priorities 2024-25

**Discussion:** Superintendent Cook read a statement regarding an issue that occurred at Highland Elementary School at the end of the 2022-23 school year.

Cook shared a document outlining the district's legislative priorities for the 2024-25 school year. He encouraged the Board to approve these as their legislative priorities as well.

He commented on the amazing start to the school year with the district's focus on helping students on their path to success starting in kindergarten and working on wellness programs for staff through the HR department.

#### 12. Director Comments

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

**Discussion:** Director Cameron Fischer welcomed Dr. Lisa Birk. She shared her excitement for the school year and appreciated seeing renewed excitement across the district.

Director Kina Chadwick echoed Director Fischer's comments.

Director Amy Tatom noted her excitement and exhaustion at the start of the school year. She also shared her excitement to have Dr. Birk on the team and for the experience she brings.

Vice Chair Carrie McPherson Douglass welcomed Dr. Birk, echoed the thoughts shared by the other Directors, and shared that her own kids are excited to attend school every day. She is hopeful for a great year and is thinking of those affected by the fires. She noted there is a Board interest meeting this week and encouraged everyone to apply for the Board vacancy.

Chair Marcus LeGrand thanked everyone for making a great start to the school year and encouraged everyone to be safe in the smoke and fires. He noted that the application for the Board vacancy closes on September 30th.

#### 13. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for October 8, 2024.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 7:20 pm.

Recorded by: Janet Bojanowski, Board Clerk



## School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** September 24, 2024

### Board Members

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

Director Kina Chadwick joined at 5:40 pm.

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:34 pm.

#### 2. Pledge of Allegiance

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

**Discussion:** The Pledge of Allegiance was led by Chair Marcus LeGrand.

#### 3. Review of Agenda

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

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

#### 4. Work Session

**Description:** The Board will focus on key Board work and initiatives.

##### A. Board Governance Essentials (Basic Roles and Responsibilities)

**Speaker(s):** Kristen Miles, Ed.D., Director of Board Development, OSBA

**Discussion:** Chair Marcus LeGrand introduced Kristen Miles, Director of Board Development for OSBA, to lead the Board through a discussion on the basic roles and responsibilities of the Board. In sharing their current successes and challenges with the start of the school year, they shared a desire for how to be impactful in their roles and how to make board meetings a good use of time while being good stewards to the voters. Discussion ensued on why the Board matters, why does Board culture matter, and why a relationship with the superintendent and staff matters. Miles stated that the Board's role is to bridge the gap between the public and the district to set a vision for the district which directly impacts students.

The practices of high performing Boards were reviewed: setting vision and clear expectations/goals with students in mind and aligning resources to align with the strategic priorities. The importance/value of evidence-based standards of performance were discussed as well as the "gray areas" that typically arise in areas such as community engagement, staff relationships, and monitoring of data.

Miles provided tools for collaboration, such as quarterly check-ins with the Superintendent regarding

their evaluation, an annual board self-assessment and setting goals, a board/superintendent operating agreement revisited annually, and communication protocols to align expectations.

5. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for October 8, 2024.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 7:30 pm

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



## School Board Retreat Minutes

### Meeting Location:

Hanai Foundation  
62430 Eagle Rd  
Bend, OR 97701

**Meeting Date:** September 25, 2024

### Board Members

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

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 12:24 pm.

#### 2. Bridging the Relationship Between The Board of Directors & District Cabinet Staff

**Speaker(s):** Whitney Swander

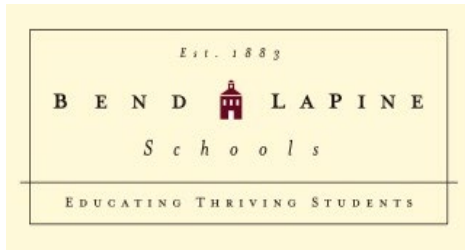
**Discussion:** Whitney Swander, the facilitator for the Board's retreat, shared the targets for the retreat: to determine clear Board and Cabinet roles, shared working agreements, and prioritized work areas. Shared tenants of professional culture were discussed, specifically the roles and responsibilities of the Board and Cabinet. The purpose of Board meetings were discussed acknowledging that regular meetings are different from work sessions. Board meetings should be: a forum to discuss topics of interest, an opportunity to receive public comment, a demonstration of the Board's responsibility to the public, an opportunity to hear operational updates and feedback, a time to meet legal responsibilities organized throughout the year, a way to communicate and champion the work of the district, a way for the Board to model democracy and professionalism, and time to monitor and lead towards student outcomes. Discussion ensued regarding the challenges to meeting the expectations of what a Board meeting should be. Participants worked in small groups to capture thoughts on working agreements before coming together for final thoughts and next steps.

#### 3. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for October 8, 2024.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 4:10 pm

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: October 2, 2024  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

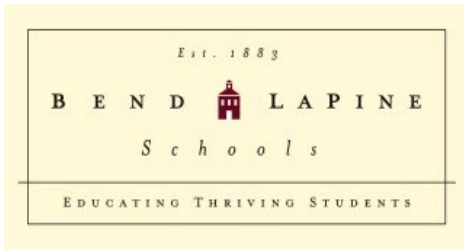
FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on October 8, 2024. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Brown, Jeromy	PE Teacher	High Desert MS	Temporary Part Time	09/20/2024
Bruce, Shalayne	Spanish Teacher	High Desert MS	Regular Part Time to Regular Full Time	08/26/2024
Codding, Andrew	Math Teacher	Summit HS	Temporary Full Time	09/17/2024
Dougherty, Evan	PE/Health Teacher	Caldera HS	Regular Full Time	10/07/2024
Leedom, Kari	Student Success Clinician	La Pine Elementary	Temporary Full Time	08/26/2024
Lockhart, Tiffany	Speech and Language Pathologist	Special Programs	Regular Part Time	08/26/2024
Longstroth, Ruth	Counselor	Pilot Butte	Regular Full Time	09/23/2024
Morrow, Francisco	Counselor	High Desert MS	Temporary Part Time	08/26/2024
Neltner, Matthew	Language Arts Teacher	Bend Senior HS	Temporary Part Time	09/12/2024
Ryan, Jessica	Student Success Clinician	RE Jewell Elementary	Temporary Part Time	08/26/2024
Saito, Chieko	Japanese Teacher	Pacific Crest MS	Temporary Part Time	09/04/2024
Scatena, Jason	Enrichment Teacher – PE Focus	Ponderosa Elementary	Temporary Part Time	09/04/2024
Scatena, Megan	Intermediate Teacher	Bear Creek Elementary	Temporary Full Time	09/27/2024
Schneider, Sheri	ELL/Language Specialist	Office of DEI	Temporary Full Time	09/05/2024
Slack, Kimberly	Science Teacher	REALMS HS	Regular Part Time	09/06/2024
Weber, Morgan	Math Teacher	Bend High School	Regular Full Time	08/26/2024
Wellington, Mary	Spanish Teacher	Pacific Crest MS	Regular Part Time to Temporary Full Time	08/26/2024
Wilson, Sarah	Social Studies Teacher	Cascade MS	Temporary Full Time	09/20/2024



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**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bedsworth, Brady	Language Arts Teacher	Summit HS	08/30/2004 – 09/30/2024
Layne, Donna	Librarian	Mountain View HS	08/30/1988 – 09/30/2024
Munson, Karen	Speech & Language Path	Buckingham Elementary	08/29/1994 – 09/30/2024

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES
Bedsworth, Brady	Language Arts Teacher	Summit HS	10/01/2024
Layne, Donna	Librarian	Mountain View HS	10/01/2024
Munson, Karen	Speech & Language Path	Buckingham Elementary	10/01/2024

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bibeau, Leah	Finance Director	Business Office	4/13/2020 – 9/24/2024

**ADMINISTRATIVE RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES



**HUMAN RESOURCES**

*Education Center*

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

October 1, 2024

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on October 8, 2024.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Andrade, Drew	Nutrition Server I	La Pine Middle	Reg 3.5 hrs / day	09/05/24
Beamer, Lindsay	EA -- Instruction	Lava Ridge	Temp 3.0 hrs / day	09/09/24
Benton, Sharona	Nutrition Server I	Pacific Crest	Reg 3.75 hrs / day	09/10/24
Boisineau, Liza	EA – Student Success	High Desert	Reg 7.0 hrs / day	09/23/24
Brinson, Noah	Head Custodian III	Bear Creek	Reg 8.0 hrs / day	09/04/24
Carbo, Ruben	DEI Community Specialist I - Liaison	DEI	Reg 5.0 hrs / day	09/19/24
Coleman, Courtney	EA – Instruction	RE Jewell	Reg 3.95 hrs / day	09/30/24
Davis, Jackie	Bus Driver	Transportation	Reg 4.0 hrs / day	09/02/24
Eno, Marissa	EA -- Instruction	Ensworth	Temp 3.0 hrs / day	09/16/24
Freeze, Nathan	Nutrition Server I	Bend High	Reg 3.75 hrs / day	09/06/24
Freeze, Nathan	Nutrition Specialist III - Baker	Bend High	Reg 7.75 hrs / day	09/16/24
Fritz, Stacie	Data/Curriculum Secretary	Caldera	Reg 8.0 hrs / day	09/09/24
Hamar, Timothy	Bus Driver	Transportation	Reg 4.0 hrs / day	09/02/24
Hernandez, Arianna	EA -- Instruction	RE Jewell	Reg 7.5 hrs / day	09/11/24
Higbee, Lorena	EA – Instruction	Lava Ridge	Reg 6.0 hrs / day	10/02/24
Hill, Michelle	EA -- Inclusion	Elk Meadow	Reg 6.5 hrs / day	09/27/24



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Ho, Ching Shan	Nutrition Specialist III - Cook	Bend High	Reg 7.75 hrs / day	09/25/24
Kerry, Michael	Distribution Driver	Warehouse	Reg 7.5 hrs / day	09/30/24
Kosct, Faith	Nutrition Server I	Three Rivers	Reg 3.75 hrs / day	09/06/24
Macias, Anthony	EA – Student Success	Pilot Butte	Reg 7.0 hrs / day	09/10/24
Miller, Kimberley	Bus Driver	Transportation	Reg 4.0 hrs / day	09/02/24
Morbitzer, Amber	EA – Instruction	Juniper	Temp 3.75 hrs / day	09/23/24
Naerheim, Linda	EA – Instruction	Westside Village	Reg 3.0 hrs / day	09/24/24
O’Neal, Whitney	Nutrition Server I	Buckingham	Reg 3.0 hrs / day	09/18/24
Pare-Mayer, Elisa	EA – Instruction	North Star	Reg 6.0 hrs / day	09/04/24
Race-Kryger, Keaton	EA – Instruction	Silver Rail	Reg 6.0 hrs / day	09/09/24
Scott, Holly	Nutrition Server I	La Pine High	Reg 3.5 hrs / day	09/26/24
Tabuyo, Lori	Nutrition Sever I	La Pine High	Reg 3.25 hrs / day	09/26/24
Taggart, Stanley	Nutrition Server I	Sky View	Reg 3.75 hrs / day	09/18/24
Webster, Tabitha	EA – Instruction	Rosland	Reg 6.5 hrs / day	09/19/24
Winegar, Stephanie	EA – Instruction	La Pine Elementary	Reg 6.5 hrs / day	09/06/24

***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Alexander, Jaden	EA -- Instruction	Silver Rail	08/30/24 – 10/03/24
Brown, Laura	Secretary I	La Pine High	08/30/21 – 10/01/24
Dao, Rebecca	Curriculum Secretary II	Summit	08/15/22 – 10/23/24
Evans, Shannon	Accounting Tech	Caldera	08/14/23 – 10/12/24
Gomez-Carino, Melisa	Interpreter/Translator	DEI	10/31/23 – 06/30/24
Hageman, Victoria	Nutrition Server I	Cascade	01/30/20 – 08/28/24
Kienzle, JoAnne	IT Analyst	IT	11/03/11 – 10/01/24
Lawrence, Kelly	Nutrition Server I	Bend High	10/26/23 – 09/17/24
Meliton, Casimiro	Nutrition Server I	Bear Creek	06/07/24 – 09/16/24



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Patranabis, Sroddha	Nutrition Server I	Summit	05/31/24 – 09/27/24
Smith, Summer	Custodial Assistant II	Bend High	05/02/22 – 09/27/24
Snyder, Ian	EA – Alternative Education	Realms High	09/14/23 – 06/30/24

**Classified Retirements**

Name	Position	Location	Retire Date
Green, Kerri	Office Manager	High Desert	10/09/24 – 12/31/24

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date
Byers, Nancy	Media Tech Assistant	Mountain View	10/01/24 – 06/30/25
Rychard, Debra	Media Manager I	Highland	10/01/24 – 06/30/25

**Classified Dismissals**

Name	Position	Location	Term Date

**Confidential Hiring**

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

**Confidential Resignations**

Name	Position	Location	Resign Date

## Legislative Priorities Planning for Bend La Pine Schools (BLS) 24-25

### Funding Priorities

We fully appreciate Governor Kotek's proposed changes to the school funding model, as described in this [Memo](#) to Superintendents and this [OPB Article](#).

- The changes include:
  - Structuring the Current Service Level (CSL) calculation based on a 49/51 split;
  - Updating the state's compensation model to better account for personnel costs; and
  - Using the most current local revenue forecast to calculate the CSL.

**While these numbers are preliminary, this will add an additional \$515 million to the State School Fund CSL for the 2025-27 biennium.**

### **Bend La Pine School District - Legislative Priorities and Process 2024-25**

Kicking off the 2024-25 school year, BLS and its Board of Directors began discussing legislative priorities for the upcoming legislative session.

The District drafted the following priorities:

- **Fund adequate and sustainable, high-quality public education.**
  - State School Fund allocations simply must account for a higher percentage of the state's budget to support the needs of Oregon students adequately.
- **Increase special education (SPED) funding.**
  - The cap on funding special education was created in 1991 at 11% and remains at that level today. Statewide, 15% of students qualify for SPED services. (BLS underfunded by \$770k in 23-24)
  - The state funds 42% of the statewide costs of meeting the needs of some of our most impacted students through the High Cost Disability Grant (BLS was underfunded by \$2.3 million in 23-24)
- **Legislative Mandates accompany requisite funding for implementation.**
  - Laws without consideration of money to comply with them require increased spending.
  - For example, BLS budgeted \$1.6 million in anticipation of the new unemployment laws.
  - Paid Leave Oregon (BLS was unfunded additional costs \$1.5 million)

In April, the Board discussed options for Board advocacy on legislative priorities, including communicating with local legislators, working with other districts to put together regional priorities, and attending the legislative education day.

## Proposed Elements of Bend La Pine's 2024-2025 Legislative Agenda

An accurate method calculating the true costs of operating schools.

Explanation	The Current Service Level (CSL) calculation is the method used by the state to estimate the costs for the continuation of the services and staff. This calculation method is a fundamental element of public education funding in Oregon. The <i>adequacy</i> of public education in Oregon is a subsequent consideration behind the <i>accuracy</i> of this method in projecting real costs.
Background	Until Governor Kotek called together a working group in the spring and summer of 2024, the CSL calculation method had not been updated in over 30 years. With her support, many important updates are already underway and do not require statutory change. Improvements to the calculation method include correcting the way funding is split between years and a revised expense forecasting method. The changes in method do not require statutory change, but the additional funding required to implement the changes will need to be approved as part of the new biennium.
Impact on Bend La Pine Public Schools	In the 2023-2025 biennium alone, the CSL calculation lagged far behind actual district expenses in Bend La Pine and throughout the state. For example, the state estimated that personnel costs would increase by 5.45% over the two years. Our budgeted cost increase is 15%. This single factor accounts for approximately \$15.5M in negative slippage in the current biennium. Negative slippage is not a one-time setback: they become structural and additive over the years.  <b>Governor Kotek’s recommended updates to the CSL calculation method is worth an estimated \$515M increase statewide from the previous method in the upcoming biennium.</b>
Proposed Policy Statement(s)	The Bend La Pine Schools applauds the Governor’s announcement of proposed changes to the current service level calculation method for the 2025-2027 biennium and calls on the legislature to fully fund the changes.

Increase special education funding and support

	Increase the special education funding cap and add the funding required to pay for it.
Explanation	The current funding formula includes an 11% cap for the collection of the 2.0 weight for students with disabilities.
Background	Special education is funded by the state through a formula that provides a 2.0 weight for students with disabilities. The double weight was estimated to be the average cost for students with disabilities and, absent a state waiver, is capped at 11% of student enrollment. The 11% cap is out-of-date: the <a href="#">national</a> and <a href="#">state</a> average is nearly 15%. Bend La Pine's latest identification rate is 11.61%.  In 2021-2022, Oregon schools reported spending approximately \$1 billion on special education services; that same year, the state provided about \$670 million from the State School Fund. The single year snapshot provides a rich example of the scope of the funding gap faced by Oregon districts. Oregon is one of only 5 states that uses an enrollment cap for special education funding. Only 2 states have a cap lower than Oregon’s.

Impact on Bend La Pine Public Schools	<p>Bend La Pine Schools provides special education services to 1931 students (11.61% of our enrollment). The 11% cap presents challenges as we attempt to meet our responsibility to meet the needs of all students.</p> <p><b>If Bend La Pine Public Schools received full weighted funding for all students receiving special education services, it would result in approximately \$2.14M in additional funding this biennium.</b></p>
Proposed Policy Statement(s)	<p>Bend La Pine Schools support legislation to increase the special education funding cap to match the national average and add automatic escalators to keep pace with changes in identification rates and trends. It is critical that the additional funding to pay for this increase is added to the SSF. Most Oregon districts would benefit from this change and the funding that accompanies it. Redistribution of existing funding would create district winners and losers and in that, could harm our collective cause of providing a great education for all Oregon students.</p>
	<p>Fund the expansion of the high-cost disability reimbursement program</p>
Explanation	<p>Some students with disabilities require services with expenses that far exceed their double weighting in the state school funding formula. Districts may apply for reimbursement for approved special education costs greater than \$30,000 per student.</p>
Background	<p>First established in 2003, the High-Cost Disability Grant appropriated \$12M out of the SSF to pay for approved special education costs exceeding a threshold of \$25,000. In 2005, the threshold was increased to \$30,000 which resulted in a reimbursement per dollar of \$0.78. Last year’s reimbursement rate was \$0.42 per dollar of approved costs and this year’s rates are expected to decline.</p> <p>In 2013-2014, the High-Cost Disability Grant subcommittee of the Oregon School Fund Task Force <a href="#">recommended</a> increasing the reimbursement rate to \$0.80 and adding the funding necessary to pay for the adjustment. No action was taken on that recommendation.</p>
Impact on Bend La Pine Public Schools	<p>Bend La Pine currently identifies 137 qualifying students with allowable expenses totaling \$3.83M annually. At the \$0.42 reimbursement rate, the district only receives \$1.56M from the High-Cost Disability Grant program.</p> <p><b>If Bend La Pine received full reimbursement for our high-cost special education expenses, it would result in an approximately \$2.27M increase this biennium.</b></p>
Proposed Policy Statement(s)	<p>Bend La Pine Schools supports increasing the reimbursement rate by increasing the 25-27 general fund appropriation for the High-Cost Disability Grant. Bend La Pine Schools further supports adding automatic escalators that respond to the steady increase in qualifying expenses. It is critical that the additional funding to pay for this increase is added to the SSF. Redistribution of existing funding or any accompanying reduction of district State School Funding could harm our collective cause of providing a great education for all Oregon students.</p>

Correct past and suspend future unfunded/underfunded mandates.

Explanation	<p>Increasingly, legislation is passed that increases staffing and operational costs for school districts without the accompanying investment to pay for the program. These unfunded mandates redirect dollars intended for the classroom and support for our students, making it more challenging to meet the increasing needs of our community.</p>
Impact on Bend La Pine Public Schools	<p>Three recent examples from the 2023 legislative session demonstrate the impact this practice has on schools. In each of these examples, the unfunded dimensions of the mandate draw financial and human resources away from schools and classrooms.</p> <p>House Bill 2531 – A law that prohibits the sale of new compact fluorescent lamps on or after January 1, 2024. The fiscal impact statement for the legislation only provided analysis of the impact on the State facilities and did not consider the impact on all other government and non-government entities.</p> <p><b>HB 2531 will require Bend La Pine Public Schools to invest nearly \$23M to replace lighting fixtures.</b></p> <p>Senate Bill 489 – A law that changes unemployment insurance benefits during school breaks and summer. The fiscal impact statement that accompanied this legislation stated that “... determining the actual cost of unemployment insurance based on rates of pay and actual applications is not practicable.” The bill was passed, and its uncalculated costs passed on to school districts.</p> <p><b>SB 489 is estimated to cost Bend La Pine Public Schools upwards of \$1.7M annually in unemployment insurance benefits.</b></p> <p>Senate Bill 1515 - Paid Leave Oregon - Allows significant changes in how school district employees access their Oregon Family Leave Act (OFLA), paid time off (PTO), and workers’ compensation.</p> <p><b>SB 1515 is estimated to cost Bend La Pine Public Schools upwards of \$1.5M annually.</b></p>
Draft Policy Statement(s)	<p>Bend La Pine Schools opposes state mandates that do not specifically provide the resources (including both funding and the availability of instructional/administrative time) required for the mandate’s implementation.</p> <p>Bend La Pine Schools calls upon elected officials to carefully review fiscal impact statements for all new legislation and verify the impact estimates with local school district leaders and/or COSA. Bend La Pine Schools further calls upon elected officials to refuse to support legislation that creates an unfunded mandate that cannot be accurately estimated.</p>

**General Support:**

1. Bend La Pine Schools offers its full support for legislation requiring the study and eventual action to close the gap between the standards required for the Quality Education Model (QEM) and current level of education funding in Oregon. This review should include an investigation of the current funding formula, a review and update of the QEM standards, and a reconsideration of the poverty weight within the funding formula.
2. Bend La Pine Schools offers its full support for legislation and study commissions focused on increasing public school ability to access Medicaid reimbursement for eligible student services. Over the years (and especially since the pandemic), Oregon schools have increased their investment in physical, mental, and behavioral health services. Many of these services are provided by licensed clinicians to students with Oregon Health Plan coverage. Unfortunately, few districts have been successful in setting up sustainable systems for Medicaid reimbursement.
3. Bend La Pine Schools offers full support for sufficient summer school programming funding and the transition from competitive grants to formula-based funding. It further supports reducing administrative barriers to accessing and administering state-funded summer school programming.
4. Bend La Pine Schools offers its full support for legislation reducing administrative and reporting burden for public schools. Starting in 2023, the Oregon Department of Education made efforts to streamline funding application requirements. While we appreciate the initial effort, the total administrative burden remains high.
5. Bend La Pine Schools offers its full support for legislation that provides funding and reduces barriers for school-based health centers. Oregon established a pilot program to fund and study the impact of school-based health centers on student wellness, access to medical care, and its connection to academic outcomes.



**REPORT:** Executive Limitation 4.1: Legally Required Policies Compliance Report

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.1: Legally Required Policies.

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 fail to:

1. Amend Board Policies, Administrative Policies, and Administrative Regulations to comply with local, state, and federal law.
2. Provide the Board of Directors with information regarding any substantive changes made to Board Policies, Administrative Policies, and Administrative Regulations.
3. Create Board Policies, Administrative Policies, and/or Administrative Regulations consistent with new laws.
4. Inform the Board of Directors when the law necessitates the adoption of new Board Policies required of school boards.

Notable Evidence for 2023-2024:

- Last year we were able to expand the policy revision system to increase capacity for the adaptive component of this work, bringing more voices into the decision-making process and increasing awareness of and fidelity to policy guidance. We now have a policy revision cycle that includes co-design of policy priorities and language with Student and Family Advisory groups and community partners, professional learning for staff.
- We have improved the ongoing monitoring process to identify policy gaps and trouble-shoot implementation challenges, and to provide regular training and guidance on new and current policies.
- Our new cycle overlays an equity lens on all policies in development or revision, while maintaining efficiency in adhering to legally-required policy updates.

Strategic Initiatives for 2024-2025:

- District staff and community members will access the policy revision cycle and recommendation form to initiate requests and communication for policy or regulation revision.
- The policy team will include technical and adaptive expertise (including student, family, and

community voices) in the work of policy revision, and will partner with the Equity Coalition and advisory groups to ensure an equity lens is applied to each policy reviewed, updated, or created.

- Policies and regulations will be evaluated and monitored for updates to reflect legal compliance and alignment with district standards of practice.

Addendum:

See attached 2023-24 Policy & Regulation Adoption Summary



## 2023-24 Policy & Regulation Adoption Summary

The following policies and regulations were revised and adopted during the 2023-24 school year.

Policy / Regulation Title	Summary of Adopted Changes	Date of Adoption
<b>BSL-1: Monitoring Superintendent Performance</b>	Recommend deletion of BSL-1. Language is now incorporated into revised version of CBC-BP.	9/12/2023
<a href="#"><u>CBC-BP: Supervision &amp; Evaluation of the Superintendent</u></a>	Updates include language and process for monitoring the Superintendent's performance that was previously described in BSL-1: Monitoring Superintendent Performance. Renamed from AP to BP	9/12/2023
<b>DH-AR: Bonded Employees</b>	Recommend deletion of DH-AR. Regulation is no longer needed as Bend-La Pine Schools insurance policies now provides employee coverage and fidelity bonds as described in the regulation are not necessary.	5/14/2024
<a href="#"><u>GCBDA / GDBDA-AP: Family Medical &amp; Military Leave</u></a>	Multiple bills were passed in the 2023 legislative session amending Paid Family Medical Leave Insurance (PFMLI) and Oregon Family Leave Act (OFLA). Updates have been made to capture legislative updates as well as Oregon Administrative Rules that were implemented. House Bill 912 (2023), Senate Bill 913 (2023) & Senate Bill 999 (2023).	1/9/2024
<a href="#"><u>GCBDA / GDBDA-AR: Family Medical &amp; Military Leave</u></a>	Multiple bills were passed in the 2023 legislative session amending Paid Family Medical Leave Insurance (PFMLI) and Oregon Family Leave Act (OFLA). Updates have been made to capture legislative updates and defined procedures as well as Oregon Administrative Rules that were implemented. House Bill 912 (2023), Senate Bill 913 (2023) & Senate Bill 999 (2023).	1/9/2024
<a href="#"><u>GCBDF / GDBDF-AP: Paid Family Medical Leave Insurance</u></a>	New Administrative Policy. With the passage of Paid Leave Family Medical Leave Insurance, employers are required to provide benefits as of September 3, 2023 through the state of Oregon or an equivalent plan provider.	1/9/2024
<a href="#"><u>IB-AP: Freedom of Expression</u></a>	Policy has been rewritten to capture the most current process and procedures that are in place surrounding a student's freedom of expression. House Bill 3041 (2021) revised the statutory definition of sexual orientation and created a new definition for gender identity which are now included. Renamed from an administrative regulation (AR) to an administrative policy (AP).	6/18/2024

<a href="#"><u>IGAC-AR: Recognition of Religious Beliefs &amp; Customs</u></a>	Revisions provide guidance when recognizing religious customs or beliefs in school settings as language updates to reflect current district practices and processes regarding student speech and dress, teaching and learning, celebrations, and decorations. Language specific to employment has been removed as it is addressed in GBA-BP: Equal Employment Opportunity.	5/14/2024
<a href="#"><u>IKE-AP: Promotion and Retention of Students</u></a>	Updates reflect current district practices and philosophical approach to student retention and/or promotion.	6/18/2024
<a href="#"><u>IKE-AR: Retention / Double Promotion</u></a>	Updates reflect current district practices and process in identifying, and determining if a student should be retained at their current grade level or promoted to another grade level.	6/18/2024
<a href="#"><u>IKF-AR: High School Diplomas, Graduation Requirements &amp; Graduation Exercises</u></a>	Seal of Biliteracy requirements have been added to the regulation. Honors diploma information, including waiver requirements for small high schools has also been updated beginning with the graduating class of 2025.	3/13/2024
<a href="#"><u>IKFB-AP: Graduation Exercises</u></a>	New Administrative Policy HB 2052 (2021) regarding Tribal Regalia was passed and became law, ORS 329.451(14) and recognizes and allows for American Indian / Alaska Native students to wear their tribal regalia or items of cultural significance at graduation and at other public-school ceremonies.	1/9/2024
<a href="#"><u>IKFB-AR: Wearing Items of Cultural Significance in Graduation Exercises</u></a>	New Administrative Regulation Regulation helps define cultural significance and who to work with at each school with any questions in partnership with IKFB-AP.	1/9/2024
<a href="#"><u>JB-AP: Equal Educational Opportunity</u></a>	HB 3041 (2021) revised the statutory definition of sexual orientation and created a new definition for gender identity. HB 2935 (2021) added an aspect to the definition of discrimination in ORS 659.850 for race that includes physical characteristics historically associated with race. Policy language has been updated to reflect the new definitions, and also includes district requirement of complaint process communication and access.	11/14/2023
<a href="#"><u>KCA-AR: Volunteers / Criminal History Records Check</u></a>	Updates include grammatical corrections and the removal of COVID-19 vaccination or exemption documentation required for volunteers as previously required by Oregon Health Authority (OHA).	10/10/2023
<a href="#"><u>KGB-AR: Public Conduct on District Property</u></a>	Regulation has been updated to include language about appropriate conduct and expectations of the public while on district property and aligns with current district policies, regulations, and practices.  Regulation draft has been reorganized to a more reader-friendly format.	3/13/2024
<a href="#"><u>KK-AR: Visitors to District Facilities</u></a>	Updates include grammatical corrections and the removal of exceptions to mandatory check in and out during school events to align with current visitor practices and procedures.	8/8/2023



**REPORT:** Administrative Policies and Regulations for Adoption – October 8, 2024

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

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

Policy / Regulation Title	Reason for Update
<b>GBK-AR: Tobacco-Free School District</b>	Regulation is being recommended for deletion as language has been incorporated into GBK/KGC-AP.  <i>Changes are a result of OSBA Policy Update dated February 2018.</i>
<b>GBK/KGC-AP: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems</b>	Updates include adding “inhalant delivery system” language per HB 2546 (2015) and aligning the laws regarding tobacco and minors with inhalant delivery systems. The policy also separates the student aspect of this policy into JFCG/JFCH/JFCI-AP as well as incorporating language from GBK-AR.  <i>Changes are a result of OSBA Policy Updates dated February 2018 and June 2015.</i>
<b>JEA-AP: Compulsory Attendance</b>	Updates include grammatical corrections to align with OSBA sample policy. Administrative Regulation language has been removed from the policy and rewritten into JEA-AR: Compulsory Attendance Notices which is currently in review by district administrators. The regulation will be brought forward at a future meeting.  <i>Changes are a result of OSBA Policy Update dated April 2024.</i>
<b>JFCG/JFCH/JFCI-AP: Tobacco Free Environment</b>	Updates include raising the minimum age from 18 to 21 regarding tobacco products or inhalant delivery systems per SB 754 (2017). The policy has been rewritten to align the formatting with OSBA sample policy.

	<i>Changes are a result of OSBA Policy Update dated September 2017.</i>
<b>KI-AP: Public Solicitation in District Facilities</b>	<p>Updates reflect current laws and regulations as well as district practices.</p> <p><b>No public feedback received.</b></p>
<b>KI-AR: Advertising in District Facilities</b>	<p>Regulation is being recommended for deletion as language has been incorporated into the new administrative policy KJ-AP.</p> <p><b>No public feedback received.</b></p>
<b>KJ-AP: Commercial Advertising</b>	<p>This is a new administrative policy that aligns with current laws and regulations as well as district practices.</p> <p><b>No public feedback received.</b></p>
<b>KJ-AR: Commercial Advertising</b>	<p>This administrative regulation is a total rewrite and renaming of the previous KJ-AR: Hiring Staff with Private Funds. This rewritten administrative regulation aligns with current laws and regulations as well as district practices.</p> <p><b>No public feedback received.</b></p>
<b>KJ-AR: Hiring Staff with Private Funds</b>	<p>Regulation is being recommended for deletion as it is being rewritten and renamed to KJ-AR: Commercial Advertising.</p> <p><b>No public feedback received.</b></p>

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**TOBACCO-FREE ENVIRONMENT**

1.0 The district seeks to have a tobacco-free environment.

1.1 Tobacco use, distribution, or sale is prohibited in any building, facility or vehicle owned, leased, rented, or chartered by the district, school, or public charter school and school grounds, athletic grounds, or parking lots.

1.2 The sponsorship and marketing of tobacco products by the tobacco industry, or others, is prohibited on district property, in district publications, and on district vehicles.

1.3 Staff members who are in violation of this Board Policy shall be disciplined.

1.4 Notwithstanding the provisions of Board Policy IGAEB - Drug and Alcohol Prevention, Health Education:

1.4.1 The district is encouraged to organize and/or sponsor programs of education for adults on the use of tobacco products, subject to approval by the superintendent. Such programs shall not incur a cost to the district's budget for operations;

1.4.2 The district is authorized to organize and/or sponsor programs to assist employees cease their use of tobacco products, subject to approval by the superintendent. Such programs shall not incur a cost to the district's budget for operations.

1.5 The term "tobacco products" as used in this policy shall be consistent with the definition of that term in the Oregon Administrative Rules.

Legal References:

ORS 243.650

ORS 433.845

ORS 433.850

OAR 581-53-015

OAR 581-53-545 (5)(c)(R)

OAR 581-53-550 (5)(t)

OAR 581-021-0110

Junction City Police Assn. v. Junction City, Case No. UP-94-88 and UP-124-88, II PECLR 732 (1989).

Tualatin Valley Bargaining Council v. Tigard School District 23J, Case No. UP-120-87,

RECOMMENDATION DELETED 10/20/24

\_\_\_ PECBR\_\_\_(1988).

"Pro-Children Act of 1994"

Reviewed and Approved by the LC 12-13-04, 9-19-05

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**recommend delete 10.2024**



## TITLE: PROHIBITED USE, DISTRIBUTION OR SALE OF TOBACCO PRODUCTS AND INHALANT DELIVERY SYSTEMS

## TOBACCO-FREE ENVIRONMENT

The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on district property and at school-sponsored activities. In light of scientific evidence that use of tobacco is hazardous to health, and to be consistent with district curriculum and Oregon law, it is the intent of the Board to establish a school and working environment that is free of smoke, aerosols, and vapors containing inhalants tobacco-free environment. Consequently, student possession, use, distribution or sale of tobacco, including any smoking device, on district premises, at school-sponsored activities on or off district premises, in district-owned, rented or leased vehicles, or otherwise while the student is under the jurisdiction of the school, is prohibited. Tobacco use, distribution or sale by staff on district property, at district-sponsored events, in district owned, rented or leased vehicles or otherwise while on duty on or off district premises is prohibited.

The Tobacco use, distribution, or sale of tobacco products or inhalant delivery systems by staff others on district property, including parking lots, at district-sponsored events, in district vehicles, rented or leased vehicles, or otherwise while on duty at district-sponsored events on or off district premises is also prohibited. Use, distribution, or sale of tobacco products or inhalant delivery systems by all others on district property, in district vehicles, or at district-sponsored events, on or off district premises, on all district grounds, including parking lots, is prohibited. Staff and/or all others authorized to use any private vehicles to transport district students to school-sponsored activities are prohibited from using tobacco products or inhalant delivery systems in those vehicles while students are under their care.

For the purposes of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, or snuff, in any form. ,nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes). This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose nicotine replacement therapy products used for the purpose of cessation.

For the purpose of this policy "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Clothing, bags, hats and other personal items used by staff and students to display, promote, or advertise tobacco products or inhalant delivery systems are prohibited on all district grounds, including parking lots, at school-sponsored activities or in district vehicles. Tobacco Advertising is prohibited in all school-sponsored publications, in all school buildings, on district grounds, including parking lots, and at all school-sponsored events. District acceptance of gifts or funds from tobacco products and inhalant delivery system industries is similarly prohibited.

Student violations of this policy will lead to disciplinary action up to and including expulsion. Students may also be subject to removal from any or all extracurricular activities and/or denial or forfeiture of school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). School and/or community service may be required. A referral to law enforcement shall be made. Parents shall be notified of all violations involving their student and action taken by the school.

Staff violations of this policy will lead to disciplinary action up to and including dismissal. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting.

Violations by all others will result in appropriate sanctions as determined and imposed by the superintendent or Board.

Information about community resources and/or cessation programs to help staff ~~and students overcome tobacco use~~ will be provided.

~~The district will promote cessation resources and other positive alternatives to discipline. Tobacco use cessation programs may be established at district schools. Attendance or completion of tobacco use cessation programs by students may be allowed as a substitute to, or as a part of student discipline for possession, use, distribution or sale of tobacco at the discretion of the principal. Attendance at cessation programs not offered by the district is voluntary and related costs are the individual responsibility of the staff member, student and his/her parent and private health-care system.~~

~~As part of the district's tobacco use prevention activities, the superintendent shall ensure that tobacco use instructional programs as recommended by the Oregon Department of Human Services, Health Services, Tobacco Prevention and Education Program and the Oregon Department of Education are an integral part of its drug and alcohol prevention curriculum. Programs must be integrated within the health education program and age- and developmentally appropriate instruction provided at every level, pre-kindergarten through grade 12, with particular emphasis on grades six through eight. It is the expectation of the Board that tobacco use prevention concepts will be integrated into the instruction of other subject areas as practicable.~~

~~Staff responsible for teaching tobacco use prevention will be encouraged to collaborate with agencies and groups that conduct tobacco use prevention education and to participate in ongoing professional development activities that provide basic knowledge about the effects of tobacco use, effective instructional techniques and program-specific activities.~~

The superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco or inhalant delivery systems by persons under 21 years of age ~~minors~~ on or off district grounds or at district-sponsored activities.

This policy shall be enforced at all times. ~~The superintendent will develop guidelines as necessary to implement this policy, including provisions for notification of the district's policy, through such means as staff handbooks, newsletters, inclusion on school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district's policy. This policy will be implemented through such means as student/parent and staff handbooks, newsletters, inclusion in school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district's policy.~~

~~The superintendent shall ensure that the district's tobacco use prevention program, policies, curricula, training and cessation programs are evaluated at regular intervals. The input of students, staff, parents and others from the community will be encouraged.~~

END OF ADMINISTRATIVE POLICY

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REVIEWED: 10/8/24

APPROVED: 12/15/11

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 332.107](#)  
[ORS 336.227](#)  
[ORS 339.883](#)

[ORS 431A.175](#)  
[ORS 433.835 to -433.990](#)  
[OAR 581-021-0110](#)  
[OAR 581-053-0015](#)

[OAR 581-053-0230\(9\)\(s\)](#)  
[OAR 581-053-0330\(1\)\(m\)](#)  
[OAR 581-053-0430\(12\)](#)  
[OAR 581-053-0531\(11\)](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).



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

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

School staff shall monitor and report any violation of the compulsory attendance law **to the superintendent or designee**.

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

#### Exemptions from Compulsory School Attendance

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

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. **Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.**
5. Children being educated in the home by a parent, **legal** guardian, or private teacher:
  - a. When a student is taught or is withdrawn from a public school to be taught by a parent/**legal** guardian or private teacher, the parent/**legal** guardian or **private** teacher must notify the High Desert Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent/**legal** guardian shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
  - b. Each student being taught **as described above by a parent/guardian or private teacher** shall be examined no later than August 15, following grades 3, 5, 8 and 10:
    - i. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew **from public school**;
    - ii. If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3.
  - c. Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
  - d. Examinations testing each child shall be from the list of approved examinations from the State Board of Education;
  - e. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - f. The person administering the examination shall score the examination and report the results to the parent/**legal** guardian. Upon request of the ESD superintendent, the parent/**legal** guardian shall submit the results of the examination to the ESD;
  - g. All costs for the test instrument, administration and scoring are the responsibility of the parent/**legal** guardian;

- h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent/legal guardian notified the child's resident district in writing that the parent/legal guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent/legal guardian.
  7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
  8. Children excluded from attendance as provided by law.
  9. Children who are eligible military children are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order. "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.
  10. An exemption may be granted to the parent/legal guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
  11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

### **Regular Attendance**

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

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

### **Definitions**

#### **1.—Excused Absence**

- Illness, including mental and behavioral health of the student.
- Illness of an immediate family member when the student's presence at home is necessary.
- Emergency, such as death, accident, injury or medical issue to student or family member.
- Dentist, doctor, or court appointment.
- Student is a dependent of a member of the U.S. Armed Forces<sup>1</sup> who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year.
- Teacher / Administrator approved arrangements made in advance.

#### **2.—Unexcused Absence**

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

### **Truancy Process**

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

### **Special Education Consideration**

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

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

### **Notifying the Attendance Office of Absences**

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

### **Consequences of Irregular Attendance**

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

### **Tardy Policy**

Students arriving late will be marked tardy.

### **Process for Pre-Arranged Absences**

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

### **Arriving Late or Leaving Early**

Students must sign in at the Attendance Office and receive an admit slip if arriving at school or class later than 10 minutes. Students must sign out at the Attendance Office or have a release slip prior to leaving the building.

A student must:

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

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

### **10-Day Inactivation Policy**

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

### **Absences in Excess of 10 Days**

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

### **Virtual Attendance**

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

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

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END OF ADMINISTRATIVE POLICY

REVIEWED: /31/12, 9/1/16, 4/8/19, 9/15/19, 7/2020, 1/10/23, 10/8/24  
APPROVED: 8/31/12, 9/23/16, 4/16/19, 10/2/19, 8/2020, 2/14/23

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 153.018](#)  
[ORS 163.577](#)  
[ORS 339.010 - 339.095](#)  
[ORS 339.139](#)

[ORS 339.990](#)  
[OAR 581-021-0026](#)  
[OAR 581-021-0029](#)

[OAR 581-021-0076](#)  
[OAR 581-021-0077](#)

draft 10.2024



Student possession, use, distribution or sale of tobacco products, or inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in **consequences that may include substance abuse prevention programming and/or** disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 21 years of age is in violation of state law and is subject to a court-imposed fine.

An “unlawful drug” is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF ADMINISTRATIVE POLICY

REVIEWED:11/18/08, 12/9/08, 10/8/24

APPROVED: 2/28/06, 12/9/08

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

<a href="#">ORS 153.018</a>	<a href="#">ORS 339.250</a>	<a href="#">OAR 581-022-2045</a>
<a href="#">ORS 161.605</a>	<a href="#">ORS 339.883</a>	<a href="#">OAR 581-053-0230(9)(s)</a>
<a href="#">ORS 161.625</a>	<a href="#">ORS 431.840</a>	<a href="#">OAR 581-053-0330(1)(m)-(o)</a>
<a href="#">ORS 163.575</a>	<a href="#">ORS 431.845</a>	<a href="#">OAR 581-053-0430(12)-(14)</a>
<a href="#">ORS 332.107</a>	<a href="#">ORS 431A.175</a>	<a href="#">OAR 581-053-0531(11)-(13)</a>
<a href="#">ORS 336.067</a>	<a href="#">ORS 433.835 to -433.990</a>	<a href="#">OAR 581-053-0630</a>
<a href="#">ORS 336.222</a>	<a href="#">ORS Chapter 475</a>	<a href="#">OAR 584-020-0040</a>

[ORS 336.227](#)  
[ORS 339.240](#)

[OAR 581-021-0050 to -0075](#)  
[OAR 581-021-0110](#)

SB 754 (2017)

Controlled Substances Act, 21 U.S.C. § 812 (2017); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).  
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2017).

draft 10.2024

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE POLICY**

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Name: Tobacco Free Environment

Section: Required Policies

Code: JFCG-AP

The Board seeks to promote the health, welfare, and safety of students, staff and others on district property and at school-sponsored activities. In light of scientific evidence that use of tobacco is hazardous to health, and to be consistent with district curriculum and Oregon law, it is the intent of the Board to establish a tobacco-free environment.

For the purposes of this policy, the definition of "tobacco product" shall be consistent with the definition of that term in the Oregon Revised Statutes including, but not limited to any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff, in any form.

Tobacco use, distribution, or sale is prohibited in any building, facility, school grounds, athletic grounds, parking lots, or in any vehicle owned, leased, rented, or chartered by the district, school, or public charter school.

Student possession, use, distribution or sale of tobacco, including any smoking device, is prohibited on district premises, at school-sponsored activities on or off district premises, in district owned, rented or leased vehicles, or otherwise while the student is under the jurisdiction of the school.

Student violation of this policy will lead to progressive disciplinary action. A referral to law enforcement shall be made. Parents shall be notified of all violations involving their student and action taken at the school.

Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the building principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

As part of the district's tobacco use prevention activities, the superintendent shall ensure that tobacco use prevention instructional programs as recommended by the Oregon Department of Human Services - Health Services Tobacco Prevention and Education Program, and the Oregon Department of Education are an integral part of its drug and alcohol prevention curriculum. Research-based tobacco prevention programs must be integrated within the health education program. In addition, age and developmentally appropriate instruction shall be provided at every level, pre-kindergarten through grade 12, with emphasis in grades six through eight. It is the expectation of the Board that tobacco use prevention concepts will be integrated into the instruction of other subject areas as practical.

The superintendent or designee will consult with local officials to promote enforcement of the law that prohibits the possession of tobacco by minors on or off of district grounds.

The superintendent shall create and implement appropriate and timely Administrative Regulations to enforce this Board Policy.

END OF POLICY

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**Legal Reference(s):**

ORS 163.575 (1)(d), (e) ORS 431.840 OAR 333-015-0030 ORS 332.107 ORS 431. 845 OAR 415-060-0020 ORS 336.222 ORS 433.835 – 433.990 OAR 581-021-0050 to 0075 ORS 336.227 OAR 581 – 021-0110 ORS 339.240 OAR 581 – 022 - 0413 ORS 339.250 OAR 581 – 053 - 0015 OAR 581-53-0545 (4)(R,S,T,) OAR 581-53-0550 (5)(t,u,v) Pro-Children

REVIEWED: 11/18/08, 12/9/08

APPROVED: 2/28/06, 12/9/08

rewrite 10.2024



### General

1. Fund raising and solicitation by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent and/or designee.
2. Demonstrations of services or materials and canvassing of students or any school employee for the purpose of selling products or services shall not be permitted in either the district's schools or on school grounds, unless authorized by the superintendent and/or designee.
3. No non-district sponsored organizations or individuals may not solicit funds or sell tickets within the district without first securing permission through the superintendent and/or designee.
4. Whenever possible, solicitation should occur during non-classroom time. ~~Solicitation efforts approved by the superintendent shall not occur during class time.~~

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are prohibited. Exceptions may be approved by the superintendent and/or designee. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent/guardian to inspect such survey upon request, before the survey is administered or distributed by a school to a student. Any district survey containing any "covered survey items"<sup>1</sup> may also be inspected by parents/guardians.

Parents/guardians may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of KAB-AP: Parental Rights and accompanying administrative regulation.

As required by law, the superintendent and/or designee shall ensure that notification is provided to parents/guardians of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents/guardians under this policy transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental/guardian permission, unless as otherwise provided by law and/or the provisions of JOB-AP: Personally Identifiable Information.

### Travel Services

- ~~1.—The solicitation and sale of travel services to students without the approval of the Superintendent is prohibited on school property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization (i.e., Oregon School Activities Association).
  - a.—This includes sale of services to students by any person (including school employees) or groups that sell, provides, furnishes, contracts for, arranges or advertises travel services.
  - b.—Non-school organizations and individuals may solicit and sell travel services during non-school times consistent with facility rental guidelines of the school district.~~
- ~~2.—Sellers of travel services must meet the following district criteria:~~

<sup>1</sup> "Covered survey items" include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

- ~~a.—Belong to an association of sellers of travel certified by the director of the Department of Consumer and Business Services;~~
- ~~b.—Provide proof of errors and omissions insurance;~~
- ~~c.—Provide proof of a client trust account or performance bond;~~
- ~~d.—Submit references;~~
- ~~e.—Include in all information provided to students and parents that drug, alcohol and tobacco use will be prohibited; and,~~
- ~~f.—Include in all information provided to students and parents a statement that the activity is a non school sponsored event.~~

END OF ADMINISTRATIVE POLICY

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REVIEWED: 9/10/24  
APPROVED: 7/9/09

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 332.107](#)

[ORS 339.880](#)

32 Or. Atty. Gen. Op. 209 (1965)

46 or. Atty. Gen. Op 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Advertising in District Facilities

Section: Community

Code: KI-AR

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It is the intent of the district to operate a nonpublic forum, and except as allowed in this administrative regulation and policy KJA, advertisement is prohibited on district property.

Advertising which is consistent with community standards, school curriculum and academic goals, and which is age-appropriate and consistent with district non-discrimination policies, may be accepted for placement in school publications and on certain district property. Advertising on district property shall be prohibited where the circumstances, in the judgment of the superintendent or designee, may be considered exploitative of the students of the district or may otherwise compromise the district's educational mission. The district will not accept advertisements which:

1. Promote hostility, disorder, violence, or fraudulent or unethical practices;
2. Promote the use of illegal drugs, alcohol, tobacco, gambling or firearms;
3. Attack or promote ethnic, racial or religious groups;
4. Are sexually exploitative in nature or deal with sexual issues;
5. Are libelous;
6. Inhibit the functioning of the school;
7. Override the school's identity;
8. Promote, favor or oppose the candidacy of any candidate for election, adoption of any bond issues, or municipal or school election;
9. Promote any religious beliefs, or religious or political organization;
10. Contain vulgar and plainly offensive, obscene language;
11. Are associated with any company or individual whose actions are inconsistent with the district's mission and goals or community values; or
12. Promote any product or service not permitted to minors by law.

The placement of advertisements on district property or in school publications does not constitute school or district endorsement of any product, service, organization, or activity. Advertisements that imply or declare an endorsement of a product, service, organization or activity are prohibited.

Revenues from advertisements in school publications shall be used to offset the cost of producing the publications. Excess shall accrue to the organization sponsoring the activity. Revenues from advertising on district property (i.e., scoreboards) shall be a resource to the district general fund or, if appropriate, to a special fund.

The superintendent or designee shall approve advertisements on district property on a case-by-case basis. Such advertisements may be renewed on a three-year basis.

Reviewed: 6/4/12

Approved: 6/4/12



The Board recognizes that district-sponsored commercial advertising may provide an important source of revenue for its programs and activities. Such sales may be permitted as approved by the superintendent or designee and by this policy.

“Commercial advertising” as used in this policy means, use by any person, company, business or corporation, for personal or private gain, of any district media, including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular, radio, television, social media, video or any other electronic technology or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services;
2. Cause or induce any other person to purchase any goods or services;
3. Increase demand for any goods or services.

Commercial advertising approved by the district must be consistent with district mission, goals, [Equity Stance](#), Board policies and administrative regulations; promote positive values for district students through proactive educational messages that encourage student achievement and high standards of personal conduct. Building Officials shall evaluate whether proposed advertising is consistent with these criteria. If a Building Official is uncertain regarding a particular advertisement, they can refer the question to the district advertising committee comprised of the Executive Director of Policy, Advocacy, & Equity Civil Rights, the Deputy Superintendent, and one other member of the district’s leadership team. At the committee’s discretion, additional individuals may be added on an ad hoc basis. The committee shall make a recommendation to the Superintendent who shall make the final decision.

The superintendent, or designee, may consider for approval revenue-enhancing activities that include, but are not limited to, contracts or agreements for:

1. Exclusive advertising of any product or service throughout the district or at specified locations or times to a person, business or corporation in exchange for goods or services (e.g., scoreboards, electronic message boards, athletic gear, exclusive right to sell beverages, bottled water, snacks, meals, etc.);
2. Products or services that require the dissemination of advertising to staff, students, parents or others or allow any person, business or corporation to obtain information from staff, students, parents or others for the purposes of market research;
3. The use of district facilities or grounds in exchange for products, services or financial considerations (e.g., cell phone towers, etc.);
4. Technology hardware, software, satellite hook-up and/or access in exchange for free or reduced prices and/or fees and/or advertising rights, or agreement to use equipment a certain number of hours of the day, month, etc.;
5. Naming rights to district property in exchange for goods, services or monetary considerations.

Contracts shall include a provision allowing the district to terminate the contract if it is determined by the district to have an adverse impact on district programs, services or activities. Revenue derived shall be used for programs, services and/or activities as determined by the district.

All contracts considered for approval are subject to the competitive procurement requirements of [DJ-AR: Public Contracting Rules & Guidelines](#) and [DJC-AR: Purchasing Authority & Limits](#). Competitive procurement as used in this policy includes monetary as well as in-kind contributions (i.e., scoreboards, computers, other equipment or materials).

END OF ADMINISTRATIVE POLICY

REVIEWED: 9/10/24

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

[DJ-AR](#)  
[DJC-AR](#)

[BLS Equity Stance](#)

**LEGAL REFERENCE**

[ORS 279B.055](#)  
[ORS 279C.335](#)

[ORS 332.107](#)

[ORS 339.880](#)

draft 9.2024



Commercial advertising in district schools may be permitted by the superintendent or designee subject to the following. Schools, with prior approval, may:

1. Publish advertising in any school newspaper, other school periodical, school or district publication, web page or yearbook;
2. Distribute advertising or market research as part of a district-approved curriculum on advertising, marketing or media literacy, etc.;
3. Post signs of school, district or public appreciation for financial or other support from any person, business or corporation for the educational program in any school in the district;
4. Use free educational materials with incidental advertisements;
5. Permit demonstrations of educational materials and equipment;
6. Cooperate with nonprofit community organizations in making or posting announcements or distributing program materials that supplement the school program provided that such cooperation does not interfere with the school program and is consistent with the mission, goals and policies of the district;
7. Utilize films or other educational materials and instructional aids, including newspapers and magazines in either print or electronic form furnished by private sources, when the advertising content is reasonable in the judgment of the superintendent or designee;
8. Permit participation, on a student-option basis, in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;
9. Release promotional material for non-school athletic and cultural events through appropriate school departments;
10. Accept limited advertising on extracurricular activity schedules and programs.

Other exceptions may be approved when, in the judgment of the superintendent or designee, students of the district will benefit.

There may be no obligation on the part of students or staff to sell products, make purchases or distribute information.

The use of any advertising for any alcohol, cannabis or tobacco products, or for promoting the use of alcohol in district publications or for any other purpose inconsistent with Board policies and administrative regulations is prohibited.

No activity which requires staff or students to assist in promoting campaigns (financial, charitable, educational or otherwise) will be permitted without the express permission of the superintendent.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/10/24

APPROVED: 1/1/07

## HIRING STAFF WITH PRIVATE FUNDS

The Bend-La Pine School District (District) utilizes an allocation for staffing schools that is primarily based upon the number of students enrolled in a particular school. The staffing allocation may not always allow the flexibility that is required to offer as many courses as requested or to lower class sizes in specific areas. In those instances wherein fundraising efforts result in additional resources to pay for instructional staff, the District will allocate the staff in accordance with the following guidelines:

1. The Education Foundation for the Bend-La Pine School District (Foundation) is the only approved vehicle for fundraising efforts or donations to assist in the payment of additional instructional staff for schools. Funds raised by the Foundation may be used to pay for either full-time or part-time instructional staff.
  - 1.1. Definition of staff
    - 1.1.1. Any position or portion of a position that would normally be filled by a certificated or classified employee of the District under state law and current labor contracts;
    - 1.1.2. Any individual providing a service which is part of the core instructional program (Language Arts, Foreign Language, Mathematics, Science, Social Studies, Fine and Performing Arts, Physical Education) of the school or for which academic credit will be granted to students or staff by their reception of that service.
  - 1.2. Questions regarding whether or not a position falls within this definition shall be directed to the Office of the Superintendent. Any waivers or exceptions to this definition must be granted by the Superintendent with approval of the Foundation and documented in the record.
  - 1.3. Distribution of funds will be only to schools within the District that are under the sole jurisdiction of the Bend La Pine Public Schools Board of Directors.
  - 1.4. Position(s) to be filled by donated funds will be determined by building principals in consultation with the Superintendent or designee.
2. It is preferable that funds be donated without specific parameters and for needed staff positions as determined by the schools.
  - 2.1. However, funds donated for staff positions at a specific school will be apportioned on a 2:1 ratio (67% to the school and 33% to the Foundation for staff hiring purposes at other schools within the District).

- 2.1.1. Funds donated for a specific school will be subject to the determination of the building principal in consultation with the Superintendent or designee.
  - 2.2. All funds raised for staff will be handled through the Foundation which will donate the funds in a lump sum to the District.
  - 2.3. Funds otherwise raised outside of the Foundation activities will not be subject to the 1/3-2/3 split, as long as they are not used to pay for staff.
3. Foundation payments are for staff positions, not for specific individuals.
  - 3.1. The District will hire staff in accordance with its current hiring practices, and retains the control over all personnel decisions.
  - 3.2. The number of additional positions hired will be limited to the amount fundraised and donated to the district.
  - 3.3. The payment for staff from the Foundation must be made within the current fiscal year.
  - 3.4. Donations of funds for staff positions will not obligate the District for continued funding of the position(s).
    - 3.4.1. Positions filled are for the specific time period for which funds are provided and will not continue unless further funds are provided.
  - 3.5. The District will provide, on an annual basis, an accounting for the use of the donated funds.
4. In accordance with Foundation Principles, there will be an annual review of the practice and adjustments will be made as necessary.

Cross References: BDGOV A.3; GCCE-AR; IFCA/CFA; KH-AR

<b>Vision</b>	In Bend-La Pine Schools, students are known by name, strength, and need, and graduate ready for college, career, community engagement, and life.
<b>Mission</b>	<p><u>Educating Thriving Students:</u> Students know that they are part of a community of learners. Students feel safe, welcome and a sense of belonging and know that they are cared for within this community. Adults will lead students on a learning path that fosters their growth toward their chosen path to pursue after graduation.</p> <p><u>Thriving Adults:</u> As we focus our work on students, we must also ensure that everyone contributing to this endeavor also thrives. Thriving means that employees have what they need to do their jobs well, their experiences at work reflect concern for their well-being, and they are part of a professional space where they are provided opportunities to grow and learn in order to achieve goals.</p>

<u>Organizational Goal</u>	<b>Executive Limitation</b>	<u>Strategic Initiatives 2024-2025</u>	<b>Benchmark/Target/Improvement Measures of Success for 24-25</b>
Students are engaged and develop a <b>strong academic foundation</b> as measured by the following, overall and for historically underserved subgroups	<b>EL-1.1: Instructional Program</b>	<ol style="list-style-type: none"> <li><b>1. New Curricula</b> <ol style="list-style-type: none"> <li>a. All elementary classroom teachers and interventionists will continue to develop strong instructional practices in their use of the Really Great Reading curricular materials, as well as appropriate intervention strategies and materials.</li> <li>b. All elementary classroom teachers and interventionists will be trained in and develop their understanding of Expeditionary Learning curricular materials and practices. Multilingual specialists will also be trained on new curriculum in alignment with EL</li> </ol> </li> <li><b>2. Priority Standards and Equitable Grading</b> <ol style="list-style-type: none"> <li>a. Staff at all three levels will continue the development and implementation of priority standards, including the use of effective strategies for assessing student progress.</li> <li>b. At the secondary level, schools will receive training on how priority standards and assessment practices tie into our standards-based grading goals. They will receive training on both the research and theory behind equitable grading practices as well as the technical practices within Synergy.</li> </ol> </li> <li><b>3. Instructional Techniques</b></li> </ol>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> <li><b>1. Regular attenders</b> <ol style="list-style-type: none"> <li>a. Current Snapshot: 66.8%</li> <li>b. Target: 67.5% (1.01 multiplier)</li> </ol> </li> <li><b>2. Mastery of English Language Arts (ELA) foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments</b> <ol style="list-style-type: none"> <li>a. Current Snapshot: 54% proficient (Acadience)</li> <li>b. Target: 56% proficient</li> </ol> </li> <li><b>3. ELA and Math proficiency rates in 3rd -8th grades, as measured by the Oregon Statewide Assessment System (OSAS) (3 year average growth by 1%)</b> <ol style="list-style-type: none"> <li>a. (3-5 ELA) Current Snapshot: 55.9%</li> <li>b. (3-5 ELA) Target: 59%</li> <li>c. (3-5 Math) Current Snapshot: 46.7%</li> <li>d. (3-5 Math) Target: 50.0%</li> </ol> </li> <li><b>4. Other trend data of note:</b> <ol style="list-style-type: none"> <li>a. ELA and Math proficiency rates in 3rd -8th grades, as measured by the Oregon Statewide Assessment System (OSAS) (3 year average growth by 1%)</li> </ol> </li> </ol>

Organizational Goal	Executive Limitation	Strategic Initiatives 2024-2025	Benchmark/Target/Improvement Measures of Success for 24-25
		<ul style="list-style-type: none"> <li>a. Teachers will engage in using common techniques based on curriculum roll-out and best practices training. This includes partner-talk practices, SIOP studios, math studios, etc.</li> <li>b. Some schools will pilot use of facilitated SIW to focus on teacher-chosen instructional techniques employed within the five strategies for formative assessment.</li> <li>c. Training on techniques of differentiation within new curriculum</li> </ul> <p><u>Other Associated Projects:</u>  <b>TAG Coordinator Focus</b></p> <ul style="list-style-type: none"> <li>• For 2024, the TAG coordinators will have two priorities: A) professional learning for teachers on effective strategies for increasing depth of knowledge on tasks throughout units and for managing a differentiated classroom, and B) training in processes and practices for TAG coordinators and school teams. This includes updating PEPs and departmental TAG plans at the middle level.</li> </ul>	<ul style="list-style-type: none"> <li>b. ELA and Math gap score change in 3rd - 8th grades as measured by the Oregon Statewide Assessment System (OSAS)</li> <li>c. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon’s English Language Proficiency Assessment (ELPA) (1% gain in 3-year average)</li> </ul> <p>5. Other Implementation Milestones: TAG</p> <ul style="list-style-type: none"> <li>a. Hire TAG Coordinators</li> <li>b. Review current practices, BLP norms, roles and responsibilities of coordinators</li> <li>c. All trained in ID Process</li> <li>d. All trained in development of PEP (elementary)</li> <li>e. All trained in Departmental plan development</li> <li>f. Begin training in common instructional strategies for challenge</li> </ul>
<p>Students have a <b>passion, purpose, and plan</b> for their future as measured by the following, overall and for historically underserved subgroups</p>	<p><b><u>EL-2.1: Student Success Planning</u></b></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li>1. <b>Life and Career Readiness</b> <ul style="list-style-type: none"> <li>a. Staff across the district will continue to be trained on SchoolLinks as we implement tier one programming. This will be the 6-12 <a href="#">scope and sequence</a> for students moving forward, guaranteeing a viable life and career readiness curriculum at all secondary sites. Our time will be spent helping schools develop structures and systems to support implementation.</li> </ul> </li> <li>2. <b>MTSS Synergy Module</b> <ul style="list-style-type: none"> <li>a. Tech and learning team have determined that this year we will roll-out the Early Warning Systems (EWS) component and pilot Major/Minor and Counselor/Intervention components at each level. Administrators will be trained during the fall of 2024 with implementation throughout the year.</li> </ul> </li> </ol>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> <li>1. <b>The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements</b> (1% gain in 3-year average) <ul style="list-style-type: none"> <li>a. Current Snapshot: 89.1%</li> <li>b. Target: 94.2%</li> </ul> </li> <li>2. <b>The percent of high school students who graduate in four years</b> (17, 18, 19 data) <ul style="list-style-type: none"> <li>a. Current Snapshot: 83.6%</li> <li>b. Target: 85.5%</li> </ul> </li> <li>3. <b>The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators</b> (a) two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework, (b) two or more credits of Advanced Placement (AP), International Baccalaureate (IB),</li> </ol>

<a href="#">Organizational Goal</a>	Executive Limitation	<a href="#">Strategic Initiatives 2024-2025</a>	Benchmark/Target/Improvement Measures of Success for 24-25
			<p>or college credit eligible coursework, (c) Oregon State Seal of Biliteracy, (d) two years of Junior ROTC, or (e) CTE Concentrator (Two or more credits in a program)</p> <ul style="list-style-type: none"> <li>a. Current Snapshot: 63.35%</li> <li>b. Target: 69.19%</li> </ul> <p>4. Other trend data of note:</p> <ul style="list-style-type: none"> <li>a. The percent of high school students who graduate in five years</li> <li>b. The percent of high school students who complete high school in five years (16, 17, 18 data)</li> <li>c. Meets automatic admission requirements for all Oregon Public Universities</li> <li>d. Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments</li> <li>e. SchoolLinks data on student logins, activities completed, and lessons delivered.</li> <li>f. Check-in data from monthly school counselor meetings</li> </ul>
<p>Students, families, and staff <b>experience wellness, inclusion, and belonging</b> in our schools as measured by the following, overall and for historically underserved subgroups</p>	<p><a href="#">EL-3.1: Treatment of Students, Parents/ Guardians, &amp; The Public</a></p>	<p>Strategies:</p> <ol style="list-style-type: none"> <li><b>1. Common Tier I Expectations</b> <ul style="list-style-type: none"> <li>a. Staff at all levels will continue to implement the Wayfinder curriculum that focuses on student belonging through connection, building skills that lead to self efficacy and advocacy, and focusing on a future that has a purpose, full of hope.</li> <li>b. Common signage is utilized and advisory lessons are taught consistently regarding school expectations.</li> </ul> </li> <li><b>2. BLPS Code of Conduct</b> <ul style="list-style-type: none"> <li>a. Staff are trained in fall of 2024 regarding use of the new Code of Conduct.</li> <li>b. Families are made aware of Code of Conduct through Handbook and Spotlight tools.</li> <li>c. Staff and administration consistently implement and collaborate regarding use of Code of Conduct in conjunction with CBA language.</li> </ul> </li> <li><b>3. Stakeholder Engagement</b></li> </ol>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> <li><b>1. Student, families, and the public experience key elements of school culture</b> (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups <ul style="list-style-type: none"> <li>a. Current Snapshot: 3.46 YT marker Students (MS) (Belonging)</li> <li>b. Target: 3.65 YT marker (Belonging)</li> </ul> </li> <li>2. Bias incident data and trends <ul style="list-style-type: none"> <li>a. Current Snapshot: 722 reports in 22-23</li> </ul> </li> <li>3. Equity Coalition engagement with district leadership and reports to the board; use of the policy recommendation form and revision cycle; participation and attendance at advisory group events and activities.</li> <li>4. Staff-wide DEI survey results, input from advisory group brainstorm sessions, partnership actions with local partner agencies</li> </ol>

Organizational Goal	Executive Limitation	Strategic Initiatives 2024-2025	Benchmark/Target/Improvement Measures of Success for 24-25
		<ul style="list-style-type: none"> <li>a. School and district staff will prioritize community expertise (the voices of our staff, families, and students) via a system of coordinated advisory structures and co-design processes. These voices will inform policy development, decision making, and strategic planning.</li> <li>b. District staff will partner with advisory groups and community partners to identify and diagnose barriers to staff and families' sense of belonging and dignity in the community, and collectively brainstorm solutions.</li> </ul>	<ul style="list-style-type: none"> <li>5. Other Implementation Milestones: Instructional Technology <ul style="list-style-type: none"> <li>a. Develop common expectations for use</li> <li>b. Develop review team for ongoing recommendations</li> <li>c. Cell phone use monitored in conjunction with Code of Conduct</li> </ul> </li> </ul>
	<p><b>3.2 Treatment of Staff</b></p>	<p><b>Stakeholder Engagement (cont.):</b></p> <ul style="list-style-type: none"> <li>1. Creation of formalized feedback loops with guiding parameters <ul style="list-style-type: none"> <li>a. Principal advisory group</li> <li>b. Monthly connections with union leadership <ul style="list-style-type: none"> <li>i. Union president (Sup, CHRO)</li> <li>ii. Union executive leadership</li> <li>iii. Union building reps</li> </ul> </li> <li>c. Formation of classified advisory group</li> <li>d. Formation of confidential advisory group</li> </ul> </li> <li>2. Establish administrative feedback at leadership launch and commitment to BLAST members, regular connection on feedback and decision making <ul style="list-style-type: none"> <li>a. Regular meetings with building and departmental leaders regarding district values and vision</li> </ul> </li> <li>3. Seek employee input on wellness needs. Use feedback to produce and provide content and resources that align with employee want and need using: <ul style="list-style-type: none"> <li>a. A monthly wellness newsletter that rotates in focus and provides resources for employees on various domains (i.e. EAP Program, Care Solace, ErgoPoint, etc.)</li> <li>b. Wellness section added to the Staff Spotlight newsletter and updated resources on the benefits web page / HR staff portal</li> </ul> </li> <li>4. Safety committees at site and district level will continue to meet with structured agendas and feedback mechanism for safety related issues or</li> </ul>	<p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>1. <b>Feedback loops during professional learning and instructional coaching cycles</b> <ul style="list-style-type: none"> <li>a. Pilot tool to begin Fall 2024</li> </ul> </li> <li>2. Review feedback to ensure that wellness services and resources provided match needs described.</li> <li>3. Review monthly utilization reports for trend tracking and services sought <ul style="list-style-type: none"> <li>a. monitor EAP, CareSolace, ErgoPoint, etc. utilization <ul style="list-style-type: none"> <li>i. Target: Trend increase in employees accessing each type of service (monitoring monthly)</li> <li>ii. Target: Trend reduction in work related injuries, workers compensation claims, and extended leaves of absence</li> </ul> </li> </ul> </li> <li>4. Safety meeting records will be kept in accordance with law and safety related tools and professional development materials will be shared with site safety committee representatives <ul style="list-style-type: none"> <li>i. Target: Trend reduction in work related safety reports</li> </ul> </li> </ul>

<u>Organizational Goal</u>	Executive Limitation	<u>Strategic Initiatives 2024-2025</u>	<b>Benchmark/Target/Improvement Measures of Success for 24-25</b>
		concerns	
Operational systems align and support an academically effective and sustainable organization.	<u><a href="#">EL-4.1: Legally Required Policies</a></u>	<ol style="list-style-type: none"> <li>1. District staff and community members will access the policy revision cycle and recommendation form to initiate requests and communication for policy or regulation revision.</li> <li>2. The policy team will include technical and adaptive expertise (including community voices) in the work of policy revision, and will partner with the Equity Coalition and advisory groups to ensure an equity lens is applied to each policy reviewed, updated, or created.</li> <li>3. Policies and regulations will be evaluated and monitored for updates to reflect legal compliance and alignment with district standards of practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Equity Coalition feedback and semi-annual reporting on policy decision-making.</li> <li>2. Usage of the policy recommendation form and revision cycle tools.</li> <li>3. Professional development agendas reflecting policy training and implementation support.</li> </ol>
	<u><a href="#">EL-4.2: Staff Compensation, Development, Evaluation, and Treatment of Staff</a></u>	<ol style="list-style-type: none"> <li>1. Begin building and utilizing UKG reports and reporting capability to establish new real-time baseline data for demographic reporting to Board.</li> <li>2. Complete Classification &amp; Compensation System process rubrics and fully implement.</li> <li>3. Facilitate assessment of staff performance evaluation tools throughout organization and initiate revisions to individual tools.</li> <li>4. Establish HR-related training subjects list and curriculum, establish schedule for delivery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to report demographic change over time; identify for Board reports that have been created and their use initiated.</li> <li>2. Present system rubric, present data on completed restructured classifications.</li> <li>3. Deliver revisions to evaluations tool for each employee group for implementation in 2025-26.</li> <li>4. Present list of HR-related trainings that have been delivered to Administrators, and the schedule of future trainings.</li> </ol>
	<u><a href="#">EL-4.3: Financial Planning &amp; Administration</a></u>	<ol style="list-style-type: none"> <li>1. Continue to promote future financial stability, ensuring core services remain funded in upcoming years.</li> <li>2. Increase agency financial transparency and departmental budgetary management.</li> <li>3. Provide reserves that balance the need to protect from future negative financial events with the need to provide maximum services today.</li> <li>4. Prioritize revenue enhancement.</li> </ol>	<p>Financial systems and processes that encourage stakeholder feedback, provide transparency, and result in efficient and timely financial planning and administration.</p> <ol style="list-style-type: none"> <li>1. Develop and implement a General Fund long-term forecast to be reviewed quarterly with executive leadership.</li> <li>2. Design and administer a discretionary budget to actuals dashboard by school location and operational department (effective 1/1/2025).</li> <li>3. Analyze appropriate organizational reserve level and provide a recommendation to the Board in FY25.</li> </ol>

<u>Organizational Goal</u>	<u>Executive Limitation</u>	<u>Strategic Initiatives 2024-2025</u>	<u>Benchmark/Target/Improvement Measures of Success for 24-25</u>
			<ol style="list-style-type: none"> <li>Continue to explore opportunities for grants, partnerships and optimization of existing funding sources.</li> </ol>
	<u>EL-4.4: Facilities</u>	<ol style="list-style-type: none"> <li>Improve facility use process through implementation of new facility use software.</li> <li>Roll out new work order system to all district staff for increased communication and feedback</li> <li>Technical/leadership training for facilities and maintenance departments.</li> </ol>	<ol style="list-style-type: none"> <li>Survey community users and staff members to evaluate the effectiveness of the new system for baseline data</li> <li>Poll end users for baseline data on how the new system is working, and how well work orders are being performed</li> <li>Provide PD for: Administrators, Managers, and technical training for staff and use district survey to evaluate results.</li> </ol>
	<u>EL-4.5: Student Transportation</u>	<ol style="list-style-type: none"> <li>Finish the grant process and hire a person for the 2 year Safe Routes to School Grant. Work with ODOT and Commute Options to develop a sustainable program.</li> <li>Provide CPI training to all SPED bus drivers and monitors.</li> <li>Train all office staff on new routing software in preparation for a roll out in 2025. The software will provide more accurate information for our drivers and ensure more accurate timing of routes.</li> </ol>	<ol style="list-style-type: none"> <li>Establish baseline data of non-bus riders who walk/roll to Title 1 schools during the spring of '25.</li> <li>Increase staff confidence in being able to handle problematic behavior.</li> <li>Gain knowledge about software reporting capabilities in order to track route on-time statistics for year-to-year comparison.</li> </ol>
	<u>EL-4.6: Child Nutrition</u>	<ol style="list-style-type: none"> <li>Continue to increase the number of student-pattern meals to ensure we are accommodating community needs.</li> <li>Ensure low-impact environmental food practices in the child nutrition program.</li> <li>Promote healthy food options within schools.</li> <li>Maintain compliance and best practices with the nutrition department.</li> </ol>	<ol style="list-style-type: none"> <li>Quarterly student pattern meal reports will show a net increase in meal participation.</li> <li>District-wide food refuse will remain below 8%.</li> <li>Increase the number of salad options provided within schools.</li> <li>Complete the State department nutrition audit without any major findings or financial repercussions.</li> </ol>
	<u>EL-4.7: Information Technology</u>	<ol style="list-style-type: none"> <li>Transition from optional to mandatory Cyber Security training for all BLS staff. Offer monthly cyber threat information to all staff.</li> <li>Implement MTSS / Analytics data solution for all schools. (previously Attendance, Behavior, coursework project)</li> </ol>	<ol style="list-style-type: none"> <li>Reduce our “phish prone” score to below 5.1%</li> <li>IT is an actively engaged partner in both Data Governance and MTSS. Through partnership with instruction, we intend to provide an accurate MTSS Early Warning System to all BLS schools by the end of the 24-25 school year.</li> </ol>

Organizational Goal	Executive Limitation	Strategic Initiatives 2024-2025	Benchmark/Target/Improvement Measures of Success for 24-25
		<ol style="list-style-type: none"> <li>3. Address specific compliance issues with our current district website.*</li> </ol>	<ol style="list-style-type: none"> <li>3. BLS will maintain an up to date secure website solution or replacement by the end of the 24-25 school year.*</li> </ol>
	<p><b><u>EL-4.8: District Communication</u></b></p>	<ol style="list-style-type: none"> <li>1. Migrate district/school websites to new website platform, to improve visitor experience, accessibility and navigability, and remove outdated or unnecessary content.</li> <li>2. Adopt a new family communication/engagement platform for district and school use, providing for a standard and consistent messaging approach; simpler, flexible user experience; improved family engagement.</li> <li>3. Improve internal communication initiatives to facilitate district efforts to support and inform staff, strengthen connections between departments and school teams, and build trust and understanding among all district employees.</li> <li>4. Expand efforts to strengthen communication and collaboration with community partners, such as leveraging communication channels to mutually share relevant information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Goal is to evaluate platform options, select vendor and migrate District website by January 2025; migrate school websites by July 2025.</li> <li>2. Goal is to evaluate platform options, select vendor and pilot new platform by April 2025; roll out for district-wide use by September 2025.</li> <li>3. The reach of our internal communications can be measured through metrics tracking readership of Staff Spotlight newsletters, traffic on the Staff Portal (intranet), and engagement with other staff-directed messaging. To evaluate how well these initiatives are working, we can employ surveys or invite staff feedback in group settings.</li> <li>4. We began this with four of our closest partners in 2023-24, and will identify additional partners, including those working with the District and its schools, for continuing to establish information-sharing partnerships in the 2024-25 school year.</li> </ol>
	<p><b><u>EL-4.9: District Safety</u></b></p>	<ol style="list-style-type: none"> <li>1. The safety department will continue to strengthen the culture of safety across the school district through site visits, feedback mechanisms, and community partner collaboration.</li> <li>2. The safety department will build upon current safety-related policies and procedures to develop resources that can be shared with staff to reflect district best practices.</li> <li>3. The safety department will provide professional development opportunities for staff to enhance their understanding of safety expectations and emergency response procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a self-assessment tool for school administrators to use to provide feedback on their school's safety programs in SY 24/25. Utilize this data along with the safety site assessments conducted in SY 23/24 to create a baseline of safety program awareness across the district.</li> <li>2. Facilitate quarterly professional development training with key stakeholders, that focuses on strengthening the knowledge and skills of safety programs and use district survey to evaluate results.</li> <li>3. Utilize our data gathering tools (surveys, site visits, school self assessment tools, after action reviews) to analyze the strengths and areas of improvement in our safety policies and programs. This data will guide our decision-making processes for safety program improvements.</li> </ol>





**REPORT:** Division 22 Assurances Report for 2023-24 (Presented in October, 2024)

**PRESENTED BY:** Lisa Birk, Deputy Superintendent

**EXECUTIVE SUMMARY:**

The purpose of the annual Division 22 Assurances report is threefold: 1) it signals a joint commitment between the district and the state to provide a high-quality experience and equitable opportunities for students; 2) it provides an opportunity for the district to reflect on its practices and policies to ensure that we are in compliance with all relevant standards; and 3) it requires the district to design corrective actions for any standard where we are not compliant and to share this intent publicly.

The district is currently out of compliance related to local performance assessments. Corrective action has already started and will be complete at the end of the 2025-2026 school year. This work is being created and implemented along with our adopted materials decisions as well as our work to best define and monitor priority standards using equitable grading scoring practices.



# Division 22

Lisa Birk  
October 8, 2024



# What are the Division 22 Standards?

- All OAR's set out in Ch. 581, Division 22.
- Required by the state to be a standard school district.
- Ensures a baseline level of service across districts.



## Why are these standards important?

- Signal our commitment to high quality education and equitable opportunities.
- Articulate the floor, not the ceiling.
- Provide opportunities for us to reflect on areas of need.



# Report for 2023-2024

- BLS was out of compliance with required Local Performance Assessments.
- Corrective action: As we adopt new curriculum, we will target specific lessons/units for this purpose.
- Corrective action: We are currently developing District Common Assessments to be consistently used across our schools along with our work in priority standards.



# Questions?

Thank you!



# Bend-La Pine Schools

## Report on Compliance with Public School Standards

### 2023-24 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Bend-La Pine School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2023-24 school year. For each rule reported as out of compliance, Bend-La Pine School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

**What are the requirements of the standards?** For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

## Category: Teaching & Learning

### Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2045 Substance Use Prevention and Intervention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Elementary Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Middle Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2320 Required Instructional Time</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2110 Exception of Students with Disabilities from State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2115 Assessment of Essential Skills: Diploma Requirements</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2115(2) - Assessment of Essential Skills: Local Performance Assessment Requirement</a>	<b>Out of compliance</b>	Implementing corrective action in connection with new adoptions during the next two years	With each new adoption, specific units will be identified for this purpose. Additionally, district common assessments are being created and utilized at the secondary level. Two year timeline for complete implementation (end of 2026)

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2515 Menstrual Dignity for Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2000 Diploma Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2010 Modified Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2015 Extended Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2020 Certificate of Attendance</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

## Category: Health & Safety

### Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2308 Agreements Entered Into with Voluntary Organizations</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

## Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2260 Records and Reports</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

## Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable





# División 22

Lisa Birk  
8 de octubre de 2024



**B E N D  
LA PINE  
SCHOOLS**

# ¿Cuáles son los estándares de la División 22?

- Todas las Reglas Administrativas de Oregón (OAR, por sus siglas en inglés) establecidas en el Capítulo 581, División 22.
- Requeridos por el estado para ser un distrito escolar estándar.
- Garantiza un nivel básico de servicio en todos los distritos.



## ¿Por qué son importantes estos estándares?

- Señalar nuestro compromiso con la educación de alta calidad y oportunidades equitativas.
- Articule el piso, no el techo.
- Brindar oportunidades para que reflexionemos sobre áreas de necesidad.



## Informe para 2023-2024

- Escuelas de Bend-La Pine (BLS, por sus siglas en inglés) no cumplió con las Evaluaciones de desempeño local requeridas.
- Acción correctiva: a medida que adoptemos un nuevo plan de estudios, nos centraremos en lecciones/unidades específicas para este propósito.
- Acción correctiva: Actualmente estamos desarrollando Evaluaciones comunes del distrito para usarlas consistentemente en nuestras escuelas junto con nuestro trabajo en estándares prioritarios.



¿Preguntas?

¡Gracias!



## Bend-La Pine Schools

### Informe sobre el cumplimiento de los estándares de las escuelas públicas

#### 2023-24 Año escolar

Antes del 1 noviembre de cada año, [OAR 581-022-2305: Garantías del distrito de cumplimiento con los estándares de las escuelas públicas](#) requiere que los superintendentes del distrito escolar informen a su comunidad sobre el estado del distrito con respecto a todos los Estándares para las escuelas primarias y secundarias públicas. Los Estándares son adoptados por la Junta de Educación del Estado y se establecen en el Capítulo 581, División 22 de las Reglas Administrativas de Oregon.

La siguiente tabla contiene un resumen del cumplimiento del Distrito Escolar Bend-La Pine School con cada uno de los requisitos de las reglas administrativas de Oregon que se encuentran en [DIVISIÓN 22 - ESTÁNDARES PARA PÚBLICAS PRIMARIAS Y SECUNDARIAS](#) durante el 2023-24 año escolar. Para cada regla reportada como fuera de cumplimiento, Distrito escolar Bend-La Pine School ha proporcionado una explicación de por qué el distrito escolar no cumplió y el plan de acción correctiva propuesto por el distrito escolar para entrar en cumplimiento. La acción correctiva debe ser aprobada por ODE y completada por el distrito a principios del año escolar 2025-26.

**¿Cuáles son los requisitos de las normas?** Para obtener una descripción general de lo que requiere cada regla/norma, consulte este documento de alto nivel del [Resumen de las reglas de un vistazo](#). Para ver los requisitos específicos y completos, utilice los enlaces a continuación para cada regla individual.

## Categoría: Enseñanza y aprendizaje

### Subcategoría: Plan de estudios e instrucción

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2030 Planes de estudios del distrito</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2045 Plan de prevención e intervención para el consumo de sustancias</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2050 Educación en Sexualidad Humana</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2055 Educación profesional</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2060 Asesoramiento escolar integral</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2263 Requisitos de educación física</a> *Grados de educación primaria	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2263 Requisitos de educación física</a> *Grados de educación secundaria	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2320 Tiempo de instrucción requerido</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2340 Programas de medios</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2500 Programas y servicios para estudiantes TAG</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2350 Adopciones independientes de materiales didácticos</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2355 Adopción de materiales didácticos</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2360 Aplazamiento de la compra de materiales de instrucción adoptados por el estado</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

## Subcategoría: Evaluación e informes

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2100 Administración de evaluaciones estatales</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2110 Excepción de estudiantes con discapacidades de las evaluaciones estatales</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2115 Evaluación de Habilidades esenciales: Requisitos del Diploma</a>	<b>Exento hasta el final del año escolar 2027-28</b>	No aplica	No aplica
<a href="#">581-022-2115(2) Evaluación de Habilidades esenciales: Requisito de evaluación de desempeño local</a>	<b>Fuera de cumplimiento</b>	[Si no cumple O implementa una acción correctiva, ingresa la explicación escribiéndola aquí - requerido]	Con cada nueva adopción se identificarán unidades específicas para este fin. Además, se están creando y utilizando evaluaciones comunes del distrito en el nivel secundario. Cronograma de dos años para una implementación completa (finales de 2026)👍

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2120 Evaluaciones de habilidades esenciales para estudiantes del idioma inglés</a>	<b>Exento hasta el final del año escolar 2027-28</b>	No aplica	No aplica
<a href="#">581-022-2270 Evaluación individual del estudiante, mantenimiento de registros e informes</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2445 Pruebas de detección universales de factores de riesgo de dislexia</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

### Subcategoría: Programa y requisitos de servicio

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2315 Educación especial para niños con discapacidades</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2325 Identificación de estudiantes académicamente talentosos e intelectualmente dotados</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2330 Derechos de los padres de estudiantes TAG</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2505 Programas de educación alternativa</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2505 Dignidad menstrual para estudiantes</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

### Subcategoría: Diploma de preparatoria

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2000 Requisitos de diploma</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2005 Diploma de veterano</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2010 Diploma Modificado</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2015 Diploma extendido</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2020 Certificado de asistencia</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2025 Opciones de crédito</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

## Categoría: Salud y seguridad

### Subcategoría: Políticas y prácticas

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2205 Políticas sobre denuncias de abuso infantil</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2220 Servicios de Salud</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2310 Igualdad de oportunidades educativas</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2312 Cada estudiante pertenece</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2345 Servicios auxiliares</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

### Subcategoría: Planes e informes

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2223 Plan de Escuelas Saludables y Seguras</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2225 Planes de emergencia con programas de seguridad</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2230 Planes de manejo de asbesto</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2267 Informe anual sobre restricción y reclusión</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2510 Plan de prevención del suicidio</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

### Subcategoría: Atletismo y actividades interescolares

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2210 Esteroides anabólicos y sustancias que mejoran el rendimiento</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2215 Seguridad de los deportes escolares: conmociones cerebrales</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2308 Acuerdos celebrados con organizaciones voluntarias</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

### Categoría: Desempeño y responsabilidad del distrito

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2250 Plan de mejora del distrito</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2255 Informe y criterios de desempeño de la escuela y el distrito</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2260- Registros e informes</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2265 Informe sobre datos de PE</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2300 Estandarización</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2305 Garantías del Distrito de Cumplimiento de los Estándares de las Escuelas Públicas</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2370 Procedimientos de quejas</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

### Categoría: Recursos Humanos/ Dotación de personal

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2335 Tamaño diario de la clase</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2400 Personal</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2405 Políticas de personal</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2410 Evaluación y apoyo de maestros y administradores</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2415 Estándares básicos de enseñanza</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica

Regla # and Titulo	Estatus	Explicación / Evidencia	Plan de acción correctiva y cronograma
<a href="#">581-022-2420 Liderazgo educativo: estándares para administradores</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2430 Toma de huellas dactilares de individuos sujetos en posiciones que no requieren licencia como maestros, administradores, especialistas de personal, enfermeras escolares</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica
<a href="#">581-022-2440 Formación de profesores relacionada con la dislexia</a>	<b>En cumplimiento</b>	El distrito ha cumplido con todos los requisitos de esta regla.	No aplica



**REPORT:** South County Schools Update

**PRESENTED BY:** Scott Olszewski, South County Director and La Pine High School Principal

**EXECUTIVE SUMMARY:**

South County is a distinct and unique region within Bend-La Pine Schools. It consists of two subregions: a) Sunriver and the geographic area identified as Three Rivers, and b) The City of La Pine and surrounding area of Deschutes County. Three Rivers K-8 serves the Sunriver and Three Rivers areas. Rosland Elementary, La Pine Elementary, La Pine Middle, and La Pine High serve the City of La Pine and surrounding areas of unincorporated Deschutes County.

South County schools are distinct from the greater district in their small size and demographics (more rural and lower average income). These distinctions provide south county schools with both their strengths and challenges.

Our South County schools have made much progress in the last several years toward providing consistent systems, intentional culture, community connections, and professional learning that align to support all shareholders in thriving. In short, our south county schools are aligned to the Bend-La Pine Schools vision of thriving within the context and culture of the La Pine and Three Rivers communities.

**Culture and Engagement**

All of our south county schools are focused on culture within the buildings and in the greater community. We feature after-school activities, active parent organizations, community events, summer programs, and many staff team building activities.

**Professional Learning**

We are engaged with teacher and staff learning as we implement district initiatives including expeditionary learning, new ELA curriculum, and priority standards at the secondary level. Our schools are focused on belonging and dignity for all shareholders.

**Systems**

In addition to community outreach, Tier 1 MTSS systems are arguably the most unifying principle of south county schools. We are, at all levels and schools, ensuring that the climate and culture of our schools is intentional and clear. Students are thoroughly oriented to expectations, which are revisited routinely. Students are recognized and celebrated for positive choices, and we have extensive Tier 2 and 3 supports for students who need them.



# South County Spotlight

**October 8, 2024** Scott Olszewski, La Pine High Principal  
South County Director

# South County is THRIVING

Culture

Systems

Professional  
Learning



# Who is South County?

## The Community

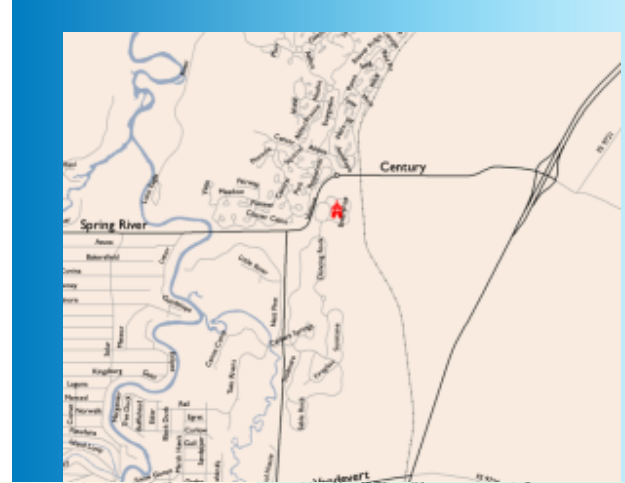
Three Rivers K-8

Rosland Elementary K-5

La Pine Elementary K-5

La Pine Middle 6-8

La Pine High 9-12



# Three Rivers K-8 "Otters"

## Thriving

- Culture and Engagement
  - After-School Programs
    - Garden Club
    - Robotics
  - Field Trips - SHARC, Fish Hatchery, Camp Tamarack for all 5th graders
  - Annual Otter Walk Event
- Professional Learning and Systems
  - K-5 Expeditionary Learning Curriculum
  - 6-8 Honing the MTSS Tiered System



# Rosland Elementary "Rockets"

## Thriving

- Culture and Engagement
  - Mindful Music to Start Each Day
  - Great 5th Grade Leaders
- Professional Learning
  - Staff Book Study on Student-to-Student Discourse
- Systems and Goals
  - Strong and consistent focus on Tier 1 orientation and positive recognition.
  - Rocket Charts



# La Pine Elementary "Panthers"

## Thriving

- Culture and Engagement
  - "Imagine" Posters
  - FOLPE community group hosts community events at and in support of LPE (ex: Movie Night)
- Professional Learning
  - School Dignity Promise work and August retreat
  - New ELA curriculum
- Systems and Goals
  - Student Services Coordinator
    - Focus on attendance and family engagement
    - Recognition of Regular Attendance



# La Pine Middle

## "Hawks"

### Thriving

- Culture and Engagement
  - Staff Team Building
  - Trusted adult for every student every day
  - Summer Program
- Professional Learning
- Systems and Goals
  - Tier 1 Structures and Routines
  - Hawks Store and Bucks
  - NEST Advisory - Where LPMS Culture takes flight.



# La Pine High "Hawks"

## Thriving

- Culture and Engagement
  - Open House Format Change – Celebratory Highlights
  - Bike Rides, Edible Masterpieces
- Professional Learning
  - Culture and Standards: Build Bonds, Focus on Fun
    - Get NSYNC (with the Standards, with each other)
- Systems and Goals
  - Trimester Calendar
  - Tier 1
  - Code of Conduct
  - Family Connections



# Thank you!

Scott Olszewski

Principal, La Pine High School

South County Director



# Enfoque en el sur del condado

8 de octubre de 2024

Scott Olszewski, La Pine High Principal  
South County Director

# El condado sur está PROSPERANDO

Cultura

Sistemas

Aprendizaje  
profesional



# ¿Quién es el condado del sur?

## La Comunidad

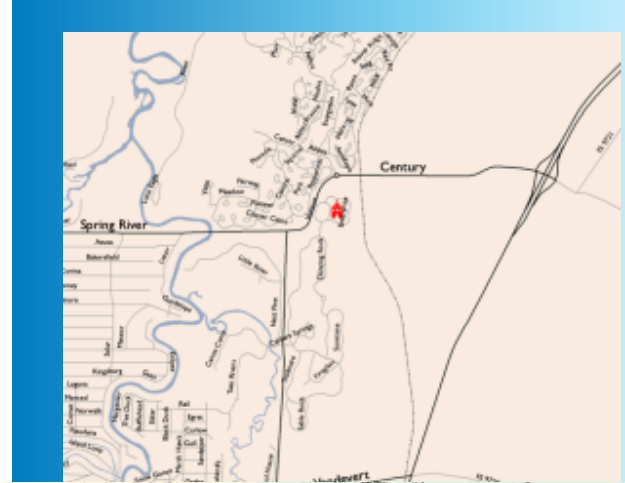
Three Rivers K-8

Rosland Elementary K-5

La Pine Elementary K-5

La Pine Middle 6-8

La Pine High 9-12



# Three Rivers K-8

## “Otters”

### Prosperando

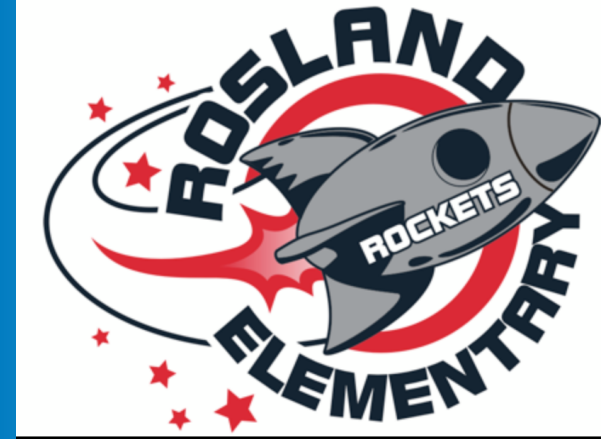
- i. Cultura y compromiso
  1. Programas extraescolares
    - a. Club de jardinería
    - b. Robótica
  2. Excursiones: SHARC, criadero de peces, campamento Tamarack para todos los alumnos de quinto grado
  3. Evento anual de caminata de Otter
- ii. Aprendizaje y sistemas profesionales
  1. Plan de estudios de aprendizaje expedicionario para K-5
  2. 6-8 Perfeccionamiento del sistema de niveles MTSS



# Rosland Elementary "Rockets"

## Prosperando

- i. Cultura y compromiso
  1. Música consciente para empezar el día
  2. Grandes líderes de quinto grado
- ii. Aprendizaje profesional
  1. Estudio del libro del personal sobre el discurso entre estudiantes
- iii. Sistemas y objetivos
  1. Enfoque fuerte y consistente en la orientación de Nivel 1 y el reconocimiento positivo.
  2. Gráficos de cohetes



# La Pine Elementary "Panthers"

## Prosperando

- i. Cultura y compromiso
  1. Carteles de "Imagina"
  2. El grupo comunitario FOLPE organiza eventos comunitarios en LPE y en apoyo de esta organización (por ejemplo, Noche de cine)
- ii. Aprendizaje profesional
  1. Trabajo de Promesa de Dignidad Escolar y retiro de agosto
  2. Nuevo plan de estudios de ELA
- iii. Sistemas y objetivos
  1. Coordinador de servicios estudiantiles
    - a. Centrarse en la asistencia y la participación familiar
    - b. Reconocimiento de asistencia regular



# La Pine Middle "Hawks"

## Prosperando

- i. Cultura y compromiso
  1. Formación de equipos de personal
  2. Un adulto de confianza para cada estudiante todos los días.
  3. Programa de verano
- ii. Aprendizaje profesional
- iii. Sistemas y objetivos
  1. Estructuras y rutinas de nivel 1
  2. Tienda Hawks y Bucks
  3. Asesoría NEST (La Pine High): Donde la cultura LPMS toma vuelo.



# La Pine High "Hawks"

## Prosperando

- i. Cultura y compromiso
  1. Cambio de formato de jornada de puertas abiertas: momentos destacados de la celebración
  2. Paseos en bicicleta, obras maestras comestibles
- ii. Aprendizaje profesional
  1. Cultura y estándares: crear vínculos y centrarse en la diversión
    - a. Consigue NSYNC (con los estándares, entre ellos)
- iii. Sistemas y objetivos
  1. Calendario trimestral
  2. Nivel 1
  3. Código de conducta
  4. Conexiones familiares



# iGracias!

Scott Olszewski

Principal, La Pine High School

South County Director

Bend LaPine School District Board of Education  
520 NW Wall Street  
Bend, OR 97703

September 18, 2024

Dear Members of the Board of Education,

I am writing to express my interest in joining the Board and supporting the District's goals of fostering strong academic foundations, developing students' sense of purpose, and promoting a culture of inclusion and belonging. With over 20 years of experience in secondary education, alternative learning environments, and entrepreneurship, I am confident in my ability to contribute meaningfully to this work.

I have firsthand experience guiding schools through transitions while maintaining a focus on student success. In 2003, as a teacher at Sunriver Preparatory School, I played a key role in transitioning students and stakeholders during the school's closure, after Bend-La Pine School District proposed turning it into an IB program. In 2003, I became a founding teacher at Cascades Academy, and in 2006, a founding teacher at the International School of the Cascades in Redmond, where I taught both IB and alternative education students, integrating social-emotional learning with critical thinking-focused academics.

In 2011, I served on the union bargaining team and transitioned to Redmond Proficiency Academy after the IB program closed. I have felt how strategic decisions directly impact students and stakeholders. While with RSD, I worked with district leadership teams on the CLASS Project to develop systems to enhance student outcomes and experiences while ensuring a sustainable organization. My work in public, private, and charter schools has given me a unique perspective on developing student-centered models and fostering academic foundations that align with students' passions and plans for their future.

During my five years as a business owner at Namaspa Yoga, I co-founded the Namaspa Foundation, bringing yoga and mindfulness to schools, jails, and rehab facilities. This experience reinforced my commitment to inclusivity and wellness, which I would bring to the Board, ensuring every student and family feels supported within our schools.

I have also had the privilege of mentoring many former students well into their adulthood, continuing to support their personal and professional growth long after they left my classroom. I consider this an extension of my role as an educator and a way of giving back to the community by supporting other parents' children as if they were my own. It's incredibly rewarding to help them navigate life's challenges, and I view these ongoing mentoring relationships as one of the most meaningful and impactful aspects of my career and life.

Since semi-retiring in 2022, I have continued teaching part-time through my own small business, Bend Parks and Rec and as a substitute at Caldera High. These roles allow me to stay connected to the community and its students, contributing to their growth and well-being.

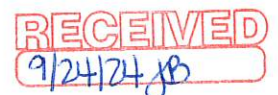
This work aligns with my values as an educator and community member. I am motivated by the opportunity to help students, families, and the broader community thrive. The Board's goals resonate with me, and I look forward to the possibility of contributing to these initiatives.

Thank you for considering my application. I am excited about the possibility of working with the Board to support student success.

Sincerely,



Brandy Berlin



## BRANDY N. BERLIN

Bend, Oregon 97702 | e-mail: [REDACTED] | [REDACTED]

### EDUCATION

- June 2006 **George Fox University**, Newburg, Oregon
- Alternative Pathways Program for Initial Teaching License, 4.0 GPA
- August 1997 **Georgia Southern University**, Statesboro, Georgia
- M.A. in History, 4.0 GPA
- May 1995 **Edinboro University of Pennsylvania**, Edinboro, Pennsylvania
- B.A. in History/Anthropology Minor, 3.73 GPA
  - Graduated Magna Cum Laude/Completed University Honors Program

### EXPERIENCE HIGHLIGHTS

- August 2012 **Social Studies Teacher**  
January 2016 **Redmond Proficiency Academy**, Redmond, Oregon  
*Responsibilities:* Instruct Geography, US History, Theory of Knowledge, Model United Nations, Freshman Seminar, COCC Western Civilizations 102, Yoga and Mindfulness; Student Store Advisor, Freshman Advisor
- June 2011 **Adjunct History Instructor**  
to 2014 **Central Oregon Community College**, Bend, Oregon  
*Responsibilities:* Instruct Western Civilizations 102
- September 2006 **Social Studies Teacher in International Baccalaureate Programme**  
June 2011 **Redmond High School**, Redmond, Oregon  
*Responsibilities:* Instruct Global Geography, History of the Americas, Economics, Theory of Knowledge, Extended Essay, Native American History, Advanced Leadership; Extended Essay Advisor, Personal Project Advisor, National Honor Society Advisor, Model United Nations Co-Advisor, Student Store Advisor, IB Graduation Coordinator; Redmond CLASS Project Accountability Measures Team Co-Leader
- June 2003 to **Social Studies Teacher**  
June 2005 **Cascades Academy of Central Oregon**, Bend, Oregon  
*Responsibilities:* Instruct History of the Americas, Twentieth Century World History, Comparative Government and Religions, Sixth Grade Social Studies, Readings in Philosophy, Studio Art, Yearbook, Pilates; Sophomore and Junior Advisor, Student Council Advisor; Create curriculum for upper school social studies sequence [modeled after International Baccalaureate Programme]
- July 2001 to **Social Studies Teacher**  
June 2003 **Sunriver Preparatory School**, Bend, Oregon  
*Responsibilities:* Instruct Advanced Placement U.S. History, U.S. History, AP American Government, Readings in Women's Studies, Sixth Grade Social Studies, Pilates; Junior Advisor, Student Council Advisor; Volleyball Coach; Create International Baccalaureate history curriculum in preparation for Bend-LaPine School District charter application
- August 1999 to **Instructor**  
December 2000 **Kaplan Educational Services**, Eugene, Oregon  
*Responsibilities:* Instruct SAT, GRE, GMAT and LSAT preparation courses, tutor individuals in SAT and GRE

- August 1999 to December 2000 **Teacher**  
**Creative Minds Alternative School**, Eugene, Oregon  
*Responsibilities:* Instruct at-risk students in U.S. History, Integrated Math, and Fine Art; assess students' academic needs and challenges, create individualized curriculum
- June 1998 to May 1999 **Horse Trainer**  
**Paradise Manor Quarter Horses**, Henagar, Alabama  
*Responsibilities:* Train and exhibit nationally ranked Quarter Horses in competitions, instruct amateur clients, assist in farm management
- September 1997 to May 1998 **Social Studies Teacher**  
**Randolph School**, Huntsville, Alabama  
*Responsibilities:* Instruct AP U.S. History, U.S. History, AP American Government, American Government, Economics, Swim Coach, Outdoor Club Advisor
- June 1997 to August 1997 **History Instructor**  
**The Johns Hopkins University**, IAAY, CAA Summer Programs, Frederick, MD  
*Responsibilities:* Create curriculum for and instruct summer courses for gifted students on the Civil War
- October 1996 to June 1997 **History Instructor**  
**Central Texas College**, Ft. Stewart, Georgia  
*Responsibilities:* Instruct time-intensive U.S. History courses for soldiers

#### PROFESSIONAL DEVELOPMENT AND ACADEMIC ACHIEVEMENTS

- Yoga Calm for Children, *Portland, Oregon* (October 2011)
- International Baccalaureate History Assessment Level 3, *Portland, Oregon* (October 2010)
- International Baccalaureate Theory of Knowledge Level 2, *St. Petersburg, Florida* (June 2010)
- International Baccalaureate History Assessment Level 3, *Portland, Oregon* (April 2008)
- International Baccalaureate Humanities Level 2, *Savannah, Georgia* (October 2006)
- International Baccalaureate History of the Americas Level 2, *Montezuma, New Mexico* (July 2007)
- International Baccalaureate History of the Americas Level 1, *Atlanta, Georgia* (November 2002)
- International Baccalaureate Introductory Seminar, *Vancouver, British Columbia* (October 2002)
- Advanced Placement U.S. History, *Ashland, Oregon* (June 2001)
- Advanced Placement American Government, *Birmingham, Alabama* (December 1997)
- Advanced Placement U.S. History, *Birmingham, Alabama* (November 1997)
- Schools Attuned Program, All Kinds of Minds Institute, *Palo Alto, CA* (April 2006)
- ETS Recognition of Excellence Award for Praxis II Social Studies Content (Fall 2005)
- Recipient- Graduate Student Research Grant (1997) and Phi Kappa Phi (1997)
- Dean's List, eight of eight semesters (1992-1995) and National Dean's List (1993-95)
- Awarded Alumni, Dollars for Honors & Keith Skelton Memorial Scholarships (1994-95)
- Acknowledged as Dean's List Scholar at Annual Honors Convocation (1993 and 1994)
- Honored as Student Marshal at 1995 Honors Convocation
- President of Edinboro University History Club (Spring Term 1995)
- Recipient, Outstanding Departmental Senior Award, Edinboro History Department (April 1995)
- Recipient, William Porter Award for Superior Achievement in the Study of History (May 1995)
- Phi Alpha Theta (April 1994)



## Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Brandy Berlin and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. BB (initial here)

Brandy Berlin  
Signature

18 Sept 2024  
Date

**Subject:** Zone 6 School Board Vacancy  
**Date:** Monday, September 30, 2024 at 3:53:33 PM Pacific Daylight Time  
**From:** Dr. Renee del Rio [REDACTED] >  
**To:** Janet Bojanowski <janet.bojanowski@bend.k12.or.us>  
**Attachments:** Attestation of Proof of Residency.pdf, Dr. del Rio's CV 9.12.24.docx, Dr. del Rio Bend LaPine 9.30.24.pdf

**WARNING: This email is not from a Bend-La Pine Schools email address.**

**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Janet,

Attached are my CV, signed Attestation Form, and Cover Letter, including responses to the two required prompts, to be considered for the Bend- La Pine Zone 6 School Board vacancy. Thank you for your consideration.

Dr. Renee del Rio  
Bend, OR  
[REDACTED]

Bend-La Pine Schools Superintendent's Office  
Attn: Janet Bojanowski, Board Clerk  
520 NW Wall Street  
Bend, OR 97703  
RE: Zone 6 Vacancy

September 30, 2024

Please accept this letter, along with my attached CV and signed attestation form, as my application for the Zone 6 At-Large Board of Directors Seat. My responses to the two required prompts are below.

I am a licensed psychologist and, since my move to Bend in January 2023, am also a proud parent of Bend LaPine public school students. I am confident that following a review of my materials you will find me to be a competent addition to the Bend-La Pine School Board. I look forward to speaking with you soon.

Dr. Renee del Rio



**1) Why are you the right fit to support this work? What experience, personal or professional, and expertise do you hold that can advance these goals?** I have the education and commitment to excel at this role. I possess an affable and collaborative character, the ability to work collegial as a team, and the ability to go against the popular grain to serve the greater good. For over twenty years I have assisted clients to organize their goals in order to align with their values, passion, and purpose for the future. Managing realistic goals is a strength of mine. My leadership experience extends to managing behavioral health departments in multi-specialty and not-for-profit clinics and implementing systems to align with best practices in a director role. I currently serve on the Oregon Board of Psychology and the DEI committee therein, thus, I am appraised of state DEI initiatives. My parenting experience thus far at Bend-La Pine schools has exposed me to the IEP/ 504 process, bias response team, and other student services.

**2) Why is this work the right fit for you? What motivates you to serve as a volunteer public servant working toward these goals?** I have seen the power of education firsthand and experience daily the positive difference it has made in my life and the lives of my children. I presently have children #5 and #6 at home. My children, which include biological, stepchildren, and adopted children have had diverse learning needs, and I have been a strong and consistent advocate for them at various K-12 public schools over many years. I have also had foster children (and currently have one), and am aware of the unique challenges of this population in regards to academics, belonging, and future planning. I enjoy sharing with them one of my favorite quotes, *“Education is the one thing no one can take away from you (Elin Nordegren).”* As service is a core value and educational involvement is a passion of mine, I would be honored to serve on the Bend LaPine School Board.

*“Education is the most powerful weapon which you can use to change the world” - Nelson Mandela*

# Renée Diaz del Río, Psy.D, MSCP

Licensed Psychologist

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## EDUCATION

<b>Psychopharmacology Exam for Psychologists</b>	passed 6/21
<b>Fairleigh Dickinson University</b> , Teaneck, NJ MSCP (masters in psychopharmacology) in APA-accredited program	10/19
<b>California School of Professional Psychology</b> , Alameda, CA Psy.D. in APA-accredited program w/ APA-accredited internship, program emphasis in multicultural counseling Dissertation: The Acculturation of Chicana Adolescent Pregnancy	6/99
M.A. Clinical Psychology	1/97
<b>University of California</b> , Davis, CA B.A. Psychology	12/93

## PROFESSIONAL LICENSES and CERTIFICATIONS

<b>PSYPACT / E-Passport Mobility #15796</b>	Issued 8/25/23
<b>Clinical Psychology License</b> , State of Idaho License # PSY-203330, Active	8/24 to present
<b>Clinical Psychology License</b> , State of New Mexico License #PSY-2024-0038, Active	4/24 to present
<b>Oregon-approved Clinical Supervisor</b>	5/ 20 to present
<b>Clinical Psychology License</b> , State of Oregon License # 2731, Active	9/16 to present
<b>Integrated Behavioral Health - Primary Care Certification</b> Presented by Radford University, Radford, VA	9/ 15
<b>Forensic Examination Certification</b> Institute of Law, Psychiatry, and Public Policy, Charlottesville, VA	2/ 02
<b>Clinical Psychology License</b> , Commonwealth of Virginia License # 0810002771, Active	7 /00 to present

**PROFESSIONAL EXPERIENCE**

**Oregon Board of Psychology**

9/23- present

*Psychologist Member*

One of six psychologists in Oregon charged with safeguarding the people of Oregon from the unlawful and improper practice of psychology. Appointed by the Governor and confirmed by the state Senate for a three-year term, which is eligible for renewal.

**Summit Health**

11/23- present

*Behavioral Health Consultant (part-time position)*

815 SW Bond St, Bend, OR 97702

Provide brief assessment and intervention to patients of internal and family medicine departments of busy multispecialty healthcare practice utilizing best practice guidelines. Provide recommendations as needed for psychotropic medications.

**Behavioral Arts, LLC**

12/09- present

Owner and Clinician

Provide assessment and interventions focusing on delivering excellent therapeutic service to couples. Primary clinical interventions include Imago Relationship Therapy and Gottman Method Couples Therapy. Utilize Gottman Relationship Assessment for treatment planning. Presenting concerns include infidelity, infertility, conflict and communication, and addressing negative impact of addiction, trauma, or disordered attachment. Supervision and training is provided to clinical mental health graduate students and clinicians in pursuit of LMFT and LPC licensure.

Past work focused on providing therapeutic assessment and intervention to individuals and families, including active duty and retired military and dependents, utilizing CBT, EMDR, and brief-solution focused therapy. Also completed forensic and psychological evaluations for individuals, corporations, and law enforcement agencies. Reasons for referrals inc. fitness for duty and return to work evals, parental competency, fitness for adoption, and etc.

**LHI / Optum Serve, Independent Contractor**

9/22-12/22

Conducted Compensation & Pension evaluations with objectivity and sensitivity, via Telehealth for Veterans Administration. Utilized EHR database for review of veterans medical record and report writing. Provided follow-up to initial evaluation as indicated.

**Friends of the Family Ministries, Corvallis, OR**

7/20- 1/23

*Clinical Director (Part-time position)*

Developed new graduate counseling internship program for students in marriage, family, & couples therapy or master's in community counseling track in faith-based nonprofit organization serving couples, families, and individuals. Provide individual and group supervision, training, and oversight. Developed intern seminar to promote multicultural awareness and clinical skills including use of evidence-base assessment and intervention for crisis management. Develop new policies and procedures for clinical excellence.

## **DR. RENEE DEL RIO**

**Page 3 of 7**

### **The Corvallis Clinic, Corvallis, OR**

3/18- 3/20

*Dept. Chair of Integrated Behavioral Health; Behavioral Health consultant - Full-time  
3680 NW Samaritan Dr, Corvallis, OR, 97330 (541) 754-1260*

Provided behavioral health assessment and intervention to patients referred from primary care providers in internal and family medicine departments of busy physician-owned multi specialty clinic. Duties included providing same day and prescheduled interventions for range of concerns from stress to suicidality. Utilized CBT, DBT, ACT, MI, EMDR, and other evidence-based treatment interventions. In addition to medical providers, collaborated with dietitians, care coordinators, and quality improvement staff to improve patient care. Participated in selection of new staff. Additional responsibilities included developing integrated behavioral health (IBH) program in conjunction with researched models of care and representing IBH at management meetings. Further, selected for and participated in Emerging Leaders Committee. Initiated projects inc. tracking IBH data. Supervised psychology and PA interns on behavioral health rotation.

### **Providence Health and Services, Ashland, OR**

1/17- 10/17

*Behavioral Health Consultant, Full-time*

*Ashland Internal Medicine and Phoenix Family Practice*

Provided behavioral health intervention in internal and family practice clinics. Conducted initial assessment and brief treatment to adolescents and adults experiencing comorbid health and behavior disorders. Patient diagnoses included diabetes, weight management, smoking cessation, pain, insomnia, anxiety, complex trauma, and major depression. Responded to warm hand-offs and same day service needs including emotional crisis management. Participated in interdisciplinary pain workgroup to assist patients with alternative methods for pain management and consulted with primary care providers on complex cases. Provided training to staff on behavioral health concerns as needed, such as how to manage difficult patients and trauma informed care. Consulted with quality assurance staff to improve patient screening metrics.

### **Central Virginia Health Services, Inc.**

9/09 – 11/16

*Behavioral Health Consultant (Lead position), Full-time to part-time (varied hours)*

*9950 Courthouse Rd, Charles City, VA 23030 (804) 829-6600*

Established behavioral health integrated services in multiple FQHC clinics. Provided behavioral health services to culturally diverse, medically underserved patients. Assessed psychiatric and substance abuse conditions, provided accurate DSM-V diagnosis. Provided intervention, emphasizing brief evidence-based intervention methods specific to patient needs (i.e, motivational interviewing, CBT, brief trauma focused treatment). Used appropriate assessment and screening tools as needed. Responded to warm handoffs by PCPs. Provided consultation to medical practitioners on behavioral health conditions and the impact of psychosocial variables on medical compliance. Established relationships with community partners including school and social service liaisons. Initiated referrals to specialty care. Assessed for crisis/ suicidality as needed. Presenting issues included mood disorders, anxiety disorders, multiple traumas, weight management, substance abuse, diabetes, heart disease, smoking cessation, and homelessness. Served up to 10 patients per day. Provided management coverage in director's absence. Assisted with quality assurance improvements. Supervised postdoctoral resident. Served on committee to develop LGBTQ friendly practices in primary care setting.

## **DR. RENEE DEL RIO**

**Page 4 of 7**

### **Colonial Services Board - Emergency Services**

6/07-1/10

*Emergency Services Specialist (Lead position, 32 hours per week)*

*1652 Merrimac Trail, Williamsburg, VA 23185; (757) 220-3200*

Provided leadership to crisis staff. Conducted county-wide prescreening evaluations for psychiatric hospitalization based on safety risk. Completed process for involuntary commitment, as needed. Provided crisis intervention to individuals and families in need of emergency mental health and substance abuse treatment. Client diagnoses including PTSD / military trauma, affective disorders, substance-related disorders, and persons victimized by abuse or violence. Identified community resources for clients and provided consultation to therapists, legal authorities, and physicians regarding recommendations.

### **Keystone Newport News**

8/08-8/09

*Clinical Director, Full-time*

*17579 Warwick Blvd, Newport News, VA, 23063; (757) 888-0400*

Provided clinical oversight and operation management in a 108-bed residential treatment facility for adolescents. Developed and monitored four distinct clinical programs, substance abuse program, and adjunct therapy program. Clinically supervised 12 therapists in pursuit of licensure, supervised additional staff, and supervised medical records, case management, and utilization review departments. Also monitored adherence to JHACO standards, cooperated with Department of Mental Health licensing requirements, monitored Medicaid compliance, and consulted with risk management office. Organized staff development training, hired clinical staff, and provided orientation to new employees.

### **Randolph Macon College Counseling & Career Center**

9/07-6/08

*Staff Psychologist (Temporary Appointment; part-time position, 20 hrs/wk)*

*P.O Box 5005, Ashland, VA, 23005; (804) 752-7270*

Conducted intake assessments, provided brief individual and group interventions, and delivered outreach services to college community. Conducted forensic assessments for students presenting with risk of imminent violence utilizing research-based model. Provided consultation to university staff and administrators. Treatment issues included PTSD/ anxiety disorders, mood disorders, adjustment disorders, substance misuse, and vocational concerns.

### **Colonial Services Board – Outpatient Therapy**

6/07-9/07

*Staff Psychologist (Temporary Appointment; Part-time position)*

*1652 Merrimac Trail, Williamsburg, VA 23185; (757) 220-3200*

Developed individual service plans and provided individual, couples, and family interventions. Completed psychometric assessments/ forensic evaluation and substance abuse assessments. Treatment issues included PTSD/anxiety disorders, suicidality/ major affective disorders, chronic illness, substance-related disorders, and transition to community following detention or institutionalization. Provided service to adolescents, adults, seniors, and military families.

### **Eastern State Hospital**

9/01-9/06

*Senior Psychologist, Full-time*

*4601 Ironbound Rd., Williamsburg, VA 23188; (757) 253-5161*

Provided assessment of and treatment to chronically mentally ill adults in inpatient psychiatric hospital as part of multidisciplinary treatment team. Developed and implemented behavior management programs and evaluated program effectiveness. Completed forensic evaluations and written report including competency to stand trial,

## **DR. RENEE DEL RIO**

### **Page 5 of 7**

sanity at the time of the offense, and annual reassessment of forensic patients for Psychiatric Review Board.

Performed group and individual psychotherapy and developed psychoeducation programs. Provided consultation to hospital staff and families. Treating issues included depression, anxiety, pain management, cognitive loss, and chronic disease. Supervised psychology graduate students in APA-accredited program.

#### **Virginia Commonwealth University Counseling Services**

1/00-8/01

*Staff Psychologist (Temporary appointment, Part-time, 20 hrs/ wk)*

*P.O .Box 843033, Richmond, VA, 23284; (804) 828-8069and*

Provided intake assessments, individual, group, and couples therapy for ethnically economically diverse youth of large, urban university. Also provided career counseling and developed outreach programs. Treatment focused on brief, behaviorally focused interventions. Consulted with multidisciplinary and multicultural staff.

#### **College of William and Mary Counseling Center**

10/00-5/01

*Senior Staff Psychologist (Temporary appointment, Full-time)*

*Blow Hall, Rm. 240, Williamsburg, VA, 23188, (757) 221-3620*

Provided brief individual and group psychotherapy and intake assessments pertaining to mental health and career needs of university students. Administered psychological inventories to aid in behaviorally focused treatment planning. Provided consultation to interdisciplinary staff and college departments and developed campus outreach programs. Provided on-call crisis management and implementation of suicide protocol.

### **RELEVANT CLINICAL TRAINING (partial list)**

**Telebehavioral Health** (multiple courses + CEs)

**Nutrition and Mental Health**, completed 5/19

**Psychopharmacology** (postdoctoral masters degree + ongoing CEs)

**Nutrition and Brain Health** (multiple books, seminars, podcasts)

**Integrated Behavioral Health in Primary Care**, 40 hr training completed

**Forensic Evaluation inc Competency to Stand Trial, NGRI, Sex Offenders, risk of re-offense, special considerations with juvenile offenders, and threat assessment**

**Clinical Supervision Training, 30 hours** (required by Oregon BLPCT)

**Trauma Informed Care**

**EMDR**, Level 2 completed

**Gottman Method Couples Therapy**, Level 3 Completed

**Imago Relationship Therapy**, 12 day foundational course completed

**Emotionally Focused Therapy for Couples**, 4 day externship completed

**Prepare / Enrich for Couples**

**Acceptance and Commitment Therapy**

**Motivational Interviewing**

**Life Coach Training Certificate**, six month training program for psychotherapists

### **PRE AND POST DOCTORAL TRAINING EXPERIENCE**

**Hampton-Newport News CSB, VA** 1/00 -12/00

*Psychometrist / Resident in Psychology, Full-time*

Completed 80+ psychological evaluations of culturally and economically diverse adolescents. Evaluations were primarily court-ordered and included disposition assessments of juvenile offenders, substance abuse assessments, and cognitive assessment of developmentally delayed clients. Provided parent education and consultation to community officials regarding client status and treatment recommendations.

**Division of General Internal Medicine, VCU/MCV, Richmond, VA**

*Intervention Coordinator, Full-time*

9/99 -12/99

Implemented clinical intervention of interdisciplinary, substance-related grant project which focused on promoting behavioral change. Population was comprised of inner city, high substance abuse risk African American patients of the Virginia Commonwealth University, MCV health clinics. Responsible for comprehensive aspects of project management including supervision of research assistant, data management, and program evaluation.

**Counseling Center, University of California at Davis**

*Psychology Intern (APA-accredited internship)*

9/98 – 8/99

*Psychological Trainee, Full-time*

9/95- 6/96

Provided intakes, brief individual therapy, psychological evaluations, and group therapy to culturally and economically diverse students of major university. Developed outreach programming, supervised psychology graduate students and 30+ student interns. Served as consultant to Chicano/Latino community. Provided supervision in EOP program. Developed in-service training and led EOP staff meetings. Taught university university courses on multicultural concepts and race relations. Served on selection committee for APA-accredited internship. Conducted career exploration, stress management, and other psychoeducational groups. Conducted evaluations of 2 university programs.

**California Youth Authority, Sacramento, CA**

5/97-6/98

*Psychological Trainee (Part-time, 16 hrs/ wk)*

Provided behaviorally focused individual and group psychotherapy and crisis counseling to low SES incarcerated juveniles in intensive mental health treatment program. Also provided consultation regarding policy to multidisciplinary staff. Conducted dozens of psychodiagnostic assessments to determine mental health treatment needs and parole considerations of adolescent males.

**Progress Ranch Residential Treatment Facility, Davis, CA**

9/94 -6/95

*Psychological Trainee (Part-time, 8 hrs/ wk)*

Treated severely emotionally disturbed, ethnically diverse boys aged 6-12 in residential treatment facility. Provided group therapy and consultation to school officials with an emphasis on safety and behavior management.

**PARTIAL LIST of PRESENTATIONS**

**DR. RENEE DEL RIO**

**Page 7 of 7**

**Communication for Relationships** 10/23  
Presented to Secret Service, McLean, VA via Telehealth

**Managing COVID Relational Stress** 05/20  
Presented at Friends of the Family, Corvallis, OR

**Managing Holiday Stress** 11/19  
Presented to clinic staff at The Corvallis Clinic, Corvallis, OR

**Dealing with Difficult Patients** 04/17  
Presented to clinic staff at Providence Family Practice, Phoenix, OR

**ACE Study and Patient Care** 02/17  
Presented to clinic staff at Providence Pediatrics, Medford, OR

**Assessing Suicidal Patients in Primary Care** 11/16  
Presented to CVHS medical staff, Hopewell, VA

**Managing Stress in the Workplace** 03/16  
Presented to mid managers and senior CVHS staff, Richmond, VA

**Behavioral Health Intervention in the Workplace** 03/15  
Presented to annual VA Nurses Convention, Williamsburg, VA

**Professional Memberships:**

American Psychology Association (APA)  
APA, Div 55, Society for Prescribing Psychology  
Oregon Psychological Association  
American Academy of Clinical Psychology

**Personal Memberships:**

Kiwanis Club of Bend, Oregon - Vice-President  
Certified Foster and Adoptive Parent, State of Oregon Dept. of Human Services

**Professional interests include:** Psychopharmacology, nutrition in mental health, BiPoc issues in supervision and training, couples therapy and healthy communication, trauma informed care, and brief evidence-based intervention

**Personal interests include:** Spending time with family, traveling, hiking, kayaking, relaxing with a good book or movie, watching my favorite sports teams, and making a positive impact in my community.

**REFERENCES and TRANSCRIPTS - available upon request**



## Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Renee Diaz del Rio and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. RD (initial here)

Renee D. del Rio, PsyD, MSCP  
Signature

9/30/24  
Date

**Subject:** RE: Zone 6 Appointed School Board Vacancy  
**Date:** Monday, September 30, 2024 at 3:50:01 PM Pacific Daylight Time  
**From:** Sorahi Harati [REDACTED] >  
**To:** Janet Bojanowski <janet.bojanowski@bend.k12.or.us>  
**Attachments:** S. Harati Resume Zone 6 2024.pdf, S. Harati Letter of Interest Zone 6 2024.pdf, Attestation of Proof of Residency, S. Harati.pdf

**WARNING: This email is not from a Bend-La Pine Schools email address.**

**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Hi Janet,

Please find attached my application materials to be considered for the vacant Zone 6 School Board position.

Thank you,

Sorahi S. Harati

# SORAH I S. HARATI

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TO WHOM IT MAY CONCERN,

I am writing to express my strong interest in the Zone 6 At-Large seat on the Bend La Pine School Board. As a bilingual, multicultural, and passionate leader with 15 years of teaching experience, I believe I would be an excellent fit for this position.

In my current role as Program Director for Restorative Justice and Equity, I have developed strong leadership skills and gained extensive experience with implementing new programs and policies, while communicating effectively with community members, partners, students, families, and school district staff. I am passionate about creating positive and inclusive learning and living environments where everyone can thrive academically, socially, and emotionally. Supporting all through joint efforts strengthens the relationships amongst us all and betters the learning experiences of our students. These skills would allow positive and proactive opportunities for all within the District to grow together in community.

Having taught for many years I have a deep understanding of the needs our students, staff, administrators, and families have. Serving in this role I believe we can work together to support their needs by leveraging our relationships to build trust, which will also increase participation from families, guardians, and community members in our schools so everyone benefits. My love of learning and empowering others has driven my work, and I am eager to apply my unique set of lenses to assist in creating a well rounded experience for all learners and humans within the District.

As a member of the Board, I would bring a collaborative and restorative-centered approach to the role. My commitment to supporting a positive learning culture that promotes academic excellence, social-emotional learning, and equity and inclusion is of the utmost importance to me as a lifelong educator and member of this community.

Thank you for considering my application. I believe my application materials will demonstrate the positive impact my work with students, staff, and our state has had over my 22 years in this field. I look forward to the opportunity to discuss my qualifications further and to share the ideas I have to enhance the support and work of this board for all learners, their families, and District staff.

SINCERELY,



SORAH I S. HARATI

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# SORAH S. HARATI

## CONTACT INFORMATION

☐ [REDACTED]  
✉ [REDACTED]  
📍 [REDACTED]  
BEND, OR 97702

## EXPERIENCE & SKILLS

- 21 years working with students
- 15 years certified classroom teaching experience
- 5 years Activities Director
- 2 years administrative experience
- Fluent in Spanish & English
- Fluent in spoken Persian
- Biracial & Multicultural candidate

## CREDENTIALS

- University of Portland BA: Secondary Education & Spanish
- Portland State University Master's in Curriculum & Instruction
- George Fox University: Administrative License
- Teaching Endorsements:
  - ESOL: PreK-12 / Legacy Middle
  - Reading Intervention
  - English Language Arts
  - Bilingual Specialization: PreK-12
  - World Language Spanish PreK-12
- Certifications:
  - SIOP & GLAD trained
  - Coaching for Educational Equity Training
  - International Institute for Restorative Practices Training
  - Juntos Trained
  - St. Cloud Co-Teaching Certified

## PROFILE

Linguistically and culturally diverse educational leader with a relational and equitable leadership approach. Actively uses lived experiences to dismantle harmful and discriminatory systems in Central Oregon schools and communities while empowering community members to participate in creating the community in which they wish to thrive.

## RESTORATIVE JUSTICE EXPERIENCE

- Serving as Program Director for RJE 2023 - Present
- Piloted first RJE student team in Bend La Pine School District
- Established Equity Coordinator positions on all high school Student Council teams in the District
- Taught students how to facilitate and host multiple town halls
- Mentored high school District staff to implement equity teams at their sites
- Collaborated with RJE to design and implement town halls
- Presented at RJE town halls

## TEACHING EXPERIENCE

- Mountain View High School, Bend, OR 2011-2023  
*Language Arts Teacher, Co-Teacher, Activities Director, Administration, 9th- 12th Grades*
  - Led professional development trainings for all staff (math, science, ELA, ELD, Equity)
  - *Mentored new teachers via observations, providing instructional supports*
  - Organized parent night activities for minority families and students
  - *Created a mentor program to support middle school and elementary students*
  - Developed and taught Bend La Pine's first bilingual ELA class
  - *Formed first high school equity team and aligned similar clubs at all BLPSD high schools*
  - Co-Taught Environmental and Physical Science for two years
  - *Demonstrated successful teaching techniques for staff via co-teaching rotations*
  - Recruited families and students for Juntos
  - *Conducted observations and evaluations on certified and classified staff*
- ELL Summer School, Bend, OR July - August 2017  
*ELD and English Teacher, 9th- 12th Grades*
  - Created and implemented an accessible online ELA course for ELLs
  - *Sheltered instruction for 22 students to earn 1.5 credits*
  - Connected families and students to community services and school counselors

# SORAH I S. HARATI

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## TEACHING EXPERIENCE CONTINUED

### Luna, Bend, OR

2017

Online English, Spanish, and Social Studies Teacher, 10th- 12th Grades

- Support of Spanish-speaking students for multiple subjects
- *Communicated with Spanish-speaking families to create strong and lasting relationships*

### Mountain View and Summit High Schools, Bend, OR

2011-2017

ELD and Spanish Teacher, 9th- 12th Grades

- Organized parent night activities for minority families and students
- *Developed personalized plans for student success with staff members*
- Restarted GSA club at Summit High School
- Aligned high school GSA clubs across BLPSD high schools to increase student support
- Differentiated instruction for mixed level ELD courses

### Alliance at Marshall High School, Portland, OR

2010-2011

Part-Time ELD Teacher, 9th- 12th Grades

- Created student-learning plans to ensure graduation completion of senior students
- *Managed online learning of all students requiring foreign language credits*

### Floyd Light Middle School, Portland, OR

2009-2011

Part-Time ELD Teacher, 6th, 7th & 8th Grades

- Created a homework club for students struggling in math and science to receive extra support in completing assignments and learning the material
- *Differentiated and taught sheltered social studies and ELA for ELLs of all levels*
- Translated and interpreted for students, staff, and families in Spanish and Persian

## EXTRACURRICULAR ACTIVITIES & COACHING

- Multicultural Club Creator & Advisor 2011 - 2021
  - Student Equity Team Advisor 2018 - 2023
  - ICCL Team Mountain View High School 2017 - 2022
  - Restorative Justice and Equity & School Committee (member) 2018 - 2023
  - L.E.A.D. Cohort Member BLPSD 2019 - 2020
  - Assistant Soccer Coach: Mountain View High School 9th – 12th grades 2013 - 2016
  - GSA Advisor Summit High School 2012 - 2015
  - GSA Advisor Mountain View High School 2015 - 2021
-



## Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Sorahi S. Harati and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. SH (initial here)

Sorahi S Harati

Signature

Monday, September 30th 2024

Date

**Subject:** Board vacancy: E. Karpstein  
**Date:** Thursday, May 23, 2024 at 10:53:12 PM Pacific Daylight Time  
**From:** Eilean K. <[REDACTED]>  
**To:** Janet Bojanowski <janet.bojanowski@bend.k12.or.us>  
**Attachments:** BLS.docx, 1911\_001.pdf

**WARNING: This email is not from a Bend-La Pine Schools email address.**  
**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Please find my letter of interest and my resume & attestation form (one file) for the Board of Directors vacancy attached. Please let me know if anything else is needed. Have a great day.

Eilean Karpstein  
[REDACTED]

May 19, 2024

To Whom It May Concern:

My name is Eilean Karpstein and I am writing to express my interest in the Board of Directors vacancy for BLS. Personally and proudly I am a product of Bend Lapine Schools (class of '96), all five of my children are (or were) BLS K-12ers, and up until last year I worked to remove barriers for school aged children as a part-time FAN Advocate (since "retired"), balancing that with my life's work of supporting homeless and runaway youth through J Bar J Youth Services. I am a life-long Central Oregonian and have participated in many aspects of the BLS school experience: sports, clubs, employment, boards, and events, all times a hundred. The tagline "I am Bend Lapine Schools" could have been written specifically about me. I am motivated to serve as a volunteer and work towards the goals set forth because collectively we need to create and maintain the type of community that encourages involvement, belonging and a positive future. It is our duty and, though I feel like I am winging a lot of life, I do not take duty lightly.

My familiarity is uniquely Central Oregon-centric and has created a "growth mindset" as they say in elementary school. My personal experience of raising ethnically, academically, socially diverse children contrasted with my professional experience of working with struggling or marginalized youth and families gives me all sorts of perspective. There is a lot of work to be done in a relatively short kid timespan in comparison to the time they will spend as an adult. As the current adults it is up to us to create and reinforce an academic and social space where youth and their families can systemically thrive, learn skills, and safely be a part of it all. As society changes and evolves schools have become a community hub out of necessity to meet needs that arise. School is no longer just science, reading and math with a finish line of graduation. Passion and purpose and "future ready" while balancing emotional health and inclusivity must be thrown into the mix in an effort to launch everyone towards success. It's a pretty weighty but rad process.

I am not the most polished of humans and any room I am in almost always has smarter people but I am sincere and thoughtful in my decisions. Please know the idea to even write this letter and pursue this position was done after a lot of reflection and thought. I have an abundance of dedication and can muster energy and time for things that I believe in. I believe that I would be a great candidate for this position and I ask that you please thoughtfully consider me like I have thoughtfully considered you.

However this whole thing shakes out my wish for you is patience, kindness and good old fashioned problem solving. You have important work to do. Thank you for your time.

Sincerely,

Eilean Karpstein

# EILEAN KARPSTEIN

✉ [REDACTED]

☎ [REDACTED]

📍 Bend, OR 97701

## PROFESSIONAL SUMMARY

Collaborative Youth & Family Services Director at J Bar J Youth Services, adept at problem solving and staff development. Directs grant implementation and fosters key community partnerships, enhancing operational efficiency and client engagement. Proven track record in non-profit management, crisis management, and intervention service delivery.

## SKILLS

Strategic Planning  
Operations Management  
Staff Development  
Non-profit management  
Teamwork and Collaboration  
Verbal and written communication  
Operations Oversight

## EDUCATION

University of Portland  
Portland, OR • 05/2000  
*Bachelor of Science: Social Work*

## WORK HISTORY

J Bar J Youth Services - Youth & Family Services Director  
*Bend, OR • 04/2023 - Current*

- Work closely with organizational leadership to guide operational strategy and grant implementation/maintenance of RHY (Runaway & Homeless Youth) programs.
- Monitor office workflow and administrative processes to keep operations running smoothly.
- Manage daily operations while overseeing multiple locations to foster increased productivity and client engagement.
- Develop high-performing teams by providing mentorship, guidance, and opportunities for professional growth, and positive client interactions and outcomes.
- Interact with community partners to build connections and foster supportive relationships.

Bend Lapine School District - Family Access Network (FAN) Advocate  
*Bend, OR • 08/2016 - 06/2023*

- Offer assistance, possibility and hope to Central Oregon Families in need by connecting them with crucial resources that help children flourish in school and in life.

Bend Lapine School District - Classroom & Kindergarten Educational Assistant

*Bend, OR • 02/2013 - 06/2016*

- Implemented early literacy interventions that increased phonemic awareness and reading comprehension levels among struggling readers.

J Bar J Youth Services - Coordinator: Youth & Family Programs  
(various)

*Bend, OR • 11/2001 - 04/2023*

- Perform licensing and certification processes. Coordinate regular and joint review of proctor parents (OYA & DHS) for placement and Behavior Rehabilitation Services.
- Recruit, train, supervise and evaluate proctor parents, volunteers and provide case management for at risk youth.
- Expanded Cascade Youth & Family Center's outreach and intervention services for at-risk youth.



## Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Eileen Karpstein and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. efk (initial here)

Eileen M Karpstein

Signature

5/24/2024

Date

**Subject:** BLPS Zone 6 vacancy application  
**Date:** Monday, July 29, 2024 at 9:37:41 PM Pacific Daylight Time  
**From:** Jenn Lynch <[REDACTED]>  
**To:** Janet Bojanowski <janet.bojanowski@bend.k12.or.us>  
**Attachments:** LYNCH - Attestation of Proof of Residency.pdf, LYNCH - BLPS Zone 6 application 2024.pdf

**WARNING: This email is not from a Bend-La Pine Schools email address.**

**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Janet,

Please find my letter of interest and attestation attached for the current Zone 6 vacancy on the school board. My LinkedIn profile can be found here: <https://www.linkedin.com/in/jennlynch/>

Best regards,  
Jenn Lynch



## Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Jennifer Lynch and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. JSL (initial here)

  
\_\_\_\_\_  
Signature

July 29, 2024  
\_\_\_\_\_  
Date

July 29, 2024

Jennifer Lynch

[REDACTED]  
Bend, OR 97702  
[REDACTED]  
[REDACTED]

Members of the Bend-La Pine School Board,

Thank you for again taking the time to consider my application for the vacant Zone 6 position. It would be an honor to represent students, educators and families in the district in this capacity. I remain as enthusiastic about this service as I did when I last applied for the vacancy in 2022, particularly now that I have two additional years of experience as a parent in the district.

I am fortunate to have three teenagers who truly love going to school. They respect and admire their teachers, contribute positively to their classroom environments, and happily share what they're learning with my husband and me. It's a stark contrast to their experience between 2020 and 2022, when supporting their remote learning and social isolation was truly the hardest parenting I've ever done. I know how many families in the district share similar experiences.

My primary goal in volunteering for this position is to ensure every student feels as challenged, supported, and included as mine do. I bring nearly 20 years of board experience in Oregon, coupled with my perspective as a BLPS parent. I am a fast learner, able to ask the right questions, quickly assess challenges and opportunities, and develop feasible solutions.

My nonprofit board experience is directly applicable to this role. I have led the Oregon Public Broadcasting board's human resources committee, overseeing periodic negotiations between the station's administration and its staff. I have also served on the finance committees of multiple nonprofits, in roles that range from managing the financial operations for small boards to overseeing investment managers for OPB's \$80 million endowment.

Public education has been a central focus of my volunteer work for two decades. I served as board chair at Schoolhouse Supplies, Oregon's largest free store for teachers, for ten years. Additionally, I spent eight years on the board of Peninsula Children's Learning Center, a sliding fee scale daycare center, Early Head Start provider, after-care provider, and preschool serving children ages 0-12. For the past two school years, I've been the president of Summit High School Friends of Music, where I have seen firsthand how performing arts enhance the student and family experience in our district. I worked as a substitute for the High Desert ESD in 2021 and 2022, getting hands-on experience in BLPS classrooms. And recently, I joined the board of the Bend-La Pine Education Foundation to further connect our schools with community support.

In my professional role as a venture capital fund manager, my responsibilities include assessing the prospects of a new business in the absence of perfect information. My job is to come up to

speed quickly on new and unfamiliar markets and technologies, and combine my lived experiences and knowledge with an objective assessment of market conditions to predict a company's chances of success. Startup businesses are unforgiving, and my experience steering them for the last 15 years can bring a modern private sector perspective to the district's operations.

My vision for my volunteer work on the Bend-La Pine School Board is as follows:

- **Advocate for Academic Success:** I will prioritize the academic success of every student in the district. Our teachers, administrators, and students know the solutions to declining test scores. As a board member, I will create conditions that allow these solutions to surface and be tested, holding myself accountable for measurable progress.
- **Promote Trust and Transparency:** I will work to build and retain community trust in our schools. The failure of this year's BLPS levy and declining middle and high school enrollment show we have work to do. As a board member, I will help communicate the district's strengths and successes, as well as our efforts to continuously improve on all measures.
- **Lead with Creativity:** The common thread in my professional and volunteer experience is taking an active leadership role, often without a roadmap for success. I know students, teachers and families are counting on their school board to represent their interests despite the obstacles, and I am ready to step into that responsibility.

I appreciate the work you're putting into this process and look forward to the opportunity to tell you more about my experience as well as learn more about the role.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Lynch". The signature is fluid and cursive, with a large initial "J" and "L".

Jennifer Lynch

Dear Members of the School Board Selection Committee:

I am writing to express interest in filling the Zone 6 School Board vacancy. Based on your criteria, there are several reasons why I am a good fit for the position.

- I do not seek to fill the position beyond the current term. I view this opportunity as an important caretaking role and approach it from that perspective.
- I would have a short learning curve as I already have a deep understanding of school board roles and responsibilities and school district operations. I could integrate quickly with the board's current workflow.
- Seeking consensus and mutual understanding are fundamental to successful board decisions. I believe this to be true and would work to achieve successful board deliberations in partnership with the administrative team.
- I have no personal interest to promote other than a strong commitment to public education and the teaching and learning process. I would expect to fulfill a support role on the board.
- I have a deep understanding of school finance and can give useful perspective in the annual budget process.
- I bring ample experience in planning and promoting levy elections and feel I could offer useful strategic insights to any future plans.

Collectively, these strengths would add value to the work of the board, the administrative team, and the broader community I seek to represent. Thank you for your consideration.

Ron Smith

[REDACTED]

Bend, OR 97701

[REDACTED]

# RESUMÉ

**Ron Smith**

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## **Education**

Standard Superintendent Certificate, Lewis & Clark Graduate School of Professional Studies, 1999

Standard Principal Certificate, Portland State University, 1987

MA with Honors, Experimental Psychology, Western Michigan University, 1977

BA, Earth Sciences, Western Michigan University, 1971

Undergraduate Coursework, Michigan State University Honors College, 1968-69

Undergraduate Coursework, Kalamazoo College, 1966-68

## **Current Position**

2005 – Present            Cascade Management Consulting Services, Bend, Oregon

**Owner and Consultant** - Conduct research; collect and analyze data; develop recommendations for action; evaluate policies; prepare written reports; prepare and make presentations. Areas of specialization include strategic planning, financial analysis, curriculum development, instructional improvement, student assessment, technology deployment, special education and labor negotiations.

## **Previous Positions**

1998 – 2005            Central Administration Office, Lake Oswego School District, Oregon

**Executive Director of Finance, Assessment and Technology (Retired)** - Additional executive level activities: work closely with the Superintendent to develop strategic plans for the district and assist in their implementation; act as district representative to a variety of constituencies to communicate and interpret district goals, processes and programs; interact regularly with members of the Board of Directors to interpret district activities and respond to concerns; coordinate with other central department heads and supervisors in developing plans; meet with building principals regularly to solicit input, communicate district direction and support school efforts to implement improvement plans.

1994 – 1998            Central Administration Office, Lake Oswego School District, Oregon

**Director of Finance, Assessment and Technology** - Chief Financial Officer; manage the district budget currently in excess of \$60,000,000; prepare the annual district budget and gain approvals from the Legal Budget Committee; participate as a member of the management team in collective bargaining with employee groups; perform analytical studies and make recommendations to the Superintendent; develop and direct the implementation of the district student assessment plan which includes the extensive use of performance assessments; develop and direct district efforts to implement the Oregon school reform act; develop and regularly update strategic plans for the administrative and instructional uses of computers; supervise the Business Operations and Computer Network Services departments; consult with and assist building administrators in solving a variety of operations problems; develop and deliver regular presentations to the School Board.

1989 – 1994

Central Administration Office, Lake Oswego School District, Oregon

**Director of Curriculum and Assessment** - Direct the development of the district K-12 curriculum working collaboratively with teachers and building administrators; plan and supervise curriculum and instructional improvement projects including textbook adoptions; develop and direct the implementation of the district student assessment plan; develop and regularly update strategic plans for the administrative and instructional uses of computers; oversee the operations of computer systems district wide; supervise specialists and support staff; prepare grant proposals and manage grant supported projects.

1986 – 1989

Lakeridge High School, Lake Oswego School District, Oregon

**Assistant Principal, Curriculum and Instruction** - Manage operations for a high school of 1,000 students and 75 professional staff; prepare an annual master schedule of teaching assignments and prepare course schedules for all students; provide direct supervision for twenty five professional and two support staff; provide matrix supervision of four counselors; monitor and improve curriculum and instruction programs in the school; supervise data processing functions; supervise grading and student records maintenance; develop and implement staff development programs for professional and support staff; resolve parent and student complaints.

1985 – 1986

Intel Corporation, Hillsboro, Oregon

**Training Manager, Systems Operations Training** - Responsible for developing training curriculums to support 3,000 Systems Operations personnel worldwide; manage annual payroll of \$320,000, operating budget of \$200,000 and professional staff of eight; develop strategic training plans for manufacturing, quality assurance, technology development and information systems employees; set program objectives and define staffing requirements; negotiate with plant managers to obtain approvals and obtain resources; direct the implementation of curriculum improvement projects; establish policy and procedures and ensure the quality of training products and services.

1984 – 1985

Intel Corporation, Hillsboro, Oregon

**Training Supervisor, Advanced Manufacturing Technology** - Responsible for the development of education and training programs to support Systems Manufacturing sites; supervise course developers and materials production staff to meet delivery schedules; conduct needs assessment, design programs, develop materials and evaluate programs using cost and effectiveness criteria; monitor and strengthen training program implementation.

1983 – 1984

Northwest Regional Educational Laboratory, Portland, Oregon

**Research Associate** - Consult with school administrators on school effectiveness and productivity issues; assist education agencies in defining needs and planning school improvement activities; develop training packages to support staff development efforts; provide training programs for groups ranging in size from five to 250 people; manage the work of consultants and associate trainers; review and analyze research; develop research syntheses; conduct research on implementation issues; assist school personnel in planning for and implementing computer technology.

1979 – 1983

Northwest Regional Educational Laboratory, Portland, Oregon

**Instructional Improvement Specialist** - Plan and develop secondary school improvement materials including research syntheses, case studies and improvement guides; initiate and maintain contact with exemplary secondary schools throughout the United States; prepare and present school improvement workshops for teachers and principals; consult with and assist schools in carrying out program improvement efforts.

1978 – 1979

Russel Junior High School, Colorado Springs, Colorado

**Science Teacher** in a year-round plan school serving a Caucasian-Hispanic suburban community. Taught earth science, chemistry and health; developed and implemented a new earth science curriculum.

1971 – 1978

Spring Lake High School, Spring Lake, Michigan

**Science Teacher** in a high school serving a suburban-rural community. Taught earth and environmental science courses in grades 9-12. Developed, implemented and evaluated new curricula; developed school-wide independent study program for talented and gifted students; provided in-service training for other teachers; supervised student teachers; developed and implemented an outdoor education program; served on school improvement committees.

### ***Selected Projects and Activities***

Published *A Field Guide to Humans: The Natural History of a Singular Species, Second Edition*. Lava Fields Publishing. 2020.

Member of the Bend-LaPine Schools Budget Committee. 2015-2018.

Analyzed Lake Oswego School District student assessment data and prepared a report of the results, "Investigating the Relationship between Cognitive Ability and Academic Achievement in Elementary Reading and Mathematics." 2011

Developed and wrote the Continuous Improvement Plan (eCIP) for Gresham-Barlow School District which included extensive student achievement data analysis. 2010

Prepared a successful "Virtual Academy" Charter School application for Gresham-Barlow School District. 2009

Member of the State Board of Education *Diploma Implementation Advisory Task Force* and the *Standards and Assessment Task Force* which were responsible for guiding the implementation of the new state diploma requirements. 2007-2008

Managed the deployment of new student records, human resources and payroll software to control critical school district data functions. 2004

Organized and facilitated a technology planning symposium for district staff and patrons leading to a revision of the district's strategic technology plan and the implementation of a \$1,000,000 infrastructure improvement plan. 2002

CFO member of the district Facilities Bond Planning Team responsible for managing a \$90,000,000 school facilities improvement effort. 2001-2005

Consulted with the Oregon Department of Education in the development of the Certificates of Initial and Advanced Mastery. 1992-1998

Recipient of a Meritorious Budget Award for excellence in budget preparation and presentation issued by the Association of School Business Officials, International (ASBO). 1997

Developed a comprehensive five year strategic plan for the implementation of technology and updated it twice. 1997, 2000, 2002

Participated as a member of a four person team designing an assessment system for the Certificate of Advanced Mastery at the request of the State Superintendent of Public Instruction. 1995-97

Successfully competed for \$150,000 in Oregon Department of Education restructuring grants over a two-year period. 1993-95

Organized and supervised a \$250,000 training program, with sessions conducted in Singapore, Oregon and Puerto Rico, for a new Intel computer systems factory start up team composed of managers and key technical personnel. 1985

Principal consultant to several school districts in Oregon, Washington, and Colorado on the topic of applying effective schooling research. 1983-84

Principal researcher and author of Effective Schooling Practices, a widely distributed synthesis of the effective schooling research base published by NWREL. 1984

Address:

[REDACTED], Bend, OR 97701

Communications:

(phone) [REDACTED]

(e-mail) [REDACTED]



### Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is RONALD M. SMITH and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. RS (initial here)

Ron Smith

Signature

5/28/24

Date

**Subject:** Application for Vacant Zone 6 At-Large seat on Bend-La Pine Schools Board of Directors  
**Date:** Saturday, May 18, 2024 at 12:25:09 PM Pacific Daylight Time  
**From:** Ross Tomlin <[REDACTED]>  
**To:** Janet Bojanowski <janet.bojanowski@bend.k12.or.us>  
**Attachments:** Bend La Pine SD Board Letter of Interest 2024.docx, ResumeRT 2024.pdf, Attestation of Proof of Residency.pdf

**WARNING: This email is not from a Bend-La Pine Schools email address.**

**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Ms. Bojanowski,

Attached is my Signed Attestation Form, Resume, and Letter of Interest for the vacant Zone 6 At-Large seat on the Bend-La Pine Schools Board of Directors. Please let me know if you need any additional information. I look forward to hearing from you on the next steps in the process.

Ross Tomlin, Ed.D.

Bend-La Pine Schools  
Superintendent's Office  
Attn: Janet Bojanowski, Board Clerk  
520 NW Wall Street  
Bend, OR 97703

Ross Tomlin, Ed.D.

████████████████████  
La Pine, OR 97739

Dear Ms. Bojanowski:

I am applying for the vacancy on the Bend-La Pine Schools Board of Directors to fill the vacant Zone 6 At-Large seat. Attached is my signed Attestation Form along with my Resume.

I have worked in education for over 40 years prior to retiring recently as President of Tillamook Bay Community College (TBCC) in Tillamook, Oregon. My passion has always been education. I truly believe it is one of the main keys to the success of our country. I would like to continue contributing to a successful educational system in Central Oregon that gets kids excited about learning and helps them find their passion in life to be a contributor to society.

I am impressed with the goals of the Board and District. A strong educational program starts with the foundation courses that are critical for success in almost any profession. I do believe it is important to make students aware of the importance of these subjects and how they can and will be used in their everyday life as adults.

Without a concrete plan for the future, students tend to drift as adults and have a harder time finding their purpose and passion. It is okay to change your plan as you mature and continue learning, but it is important to always have a direction you are heading in life. School is a place that should help students identify their purpose and plan and give them the tools to pursue it.

One of the big challenges I see school districts facing today is providing a safe and inclusive atmosphere for students to learn. It is critical to their success. As President of TBCC, I promoted and encouraged equity and inclusion across campus with faculty, staff, and students. We promoted it in the community as well. I feel this goal is one of the most important for the Board to support and promote.

A school district can have all the best intentions to help students learn, but if the operational systems are not in place with strong and effective leaders, they will not be successful. It is important for the Board to ensure these systems are in place and are being effective by hiring the best administrators as possible and letting them do their job.

I have had to deal with all these challenges over my more than 40 years working in community colleges. I have seen it from the faculty side teaching as a full-time instructor for over 20 years and then as a college administrator over the past almost 23 years. Much of my experience has overlapped with K-12 schools. Most recently over the past 11 years as Vice President of Instruction and Student Services at Southwestern Oregon Community College and as President of TBCC, I met regularly with superintendents and principals of the schools in our district. At TBCC, I was a member of the Tillamook Education Consortium, made up of the superintendents and high school principals of the three school districts in our county. We met monthly to discuss

issues that impacted all our students, focusing much of our time on the transition of high school students to college. In my time there, we grew the dual credit program greatly, offering free college classes to high school juniors and seniors in the high school. Many high school students also took classes at the college. We reached the point where we had at least 1-2 high school graduates also graduating from TBCC with an associate degree at the same time. Our dual credit program saved families hundreds of thousands of dollars in tuition every year, providing these students a wonderful head start toward a career or university degree.

For the past seven years while at TBCC, I was also a member of the Board of Education for the Northwest Regional Education Service District (NWRES D). This is the largest ESD in Oregon. I learned a great deal about not only how ESDs benefit the school districts in their region with critical services, but also about the school districts themselves across the region. I also served as the Board Chair for the NWRES D Board last year (2022-23). We were very involved in tracking the finances of the ESD monthly and approving their budget every year. As a board member at the NWRES D as well as at TBCC, we were members of the Oregon School Board Association, and I am familiar with the work they do to promote education from K-12 to community college.

In addition, my wife was a special ed teacher for over 20 years at the full range of K-12, so I also understand that part of the system. All this experience will help me to be a productive and engaged new board member for the Bend-La Pine School District.

My motivation to be on the Bend-La Pine School District Board is to continue contributing to the advancement of education in our community and society. I truly believe in the quote by Nelson Mandela that "Education is the most powerful weapon which you can use to change the world". I have seen how education changes lives for the better many times over in my years as a college instructor and administrator. It is remarkable, and it drives me to do more to make a difference here, even in retirement. This is one important way I can do that. I also have a strong belief in promoting equity and inclusion in our schools and society, and I am encouraged to see this as a goal of the district. Finally, I have over 20 years of college administrative experience working on operational systems to support student success, including overseeing an annual \$9M budget at TBCC and ensuring we were using taxpayer and state money wisely. I would love to bring this passion and experience to the Bend-La Pine school board to help make a positive difference for the students.

I know there is always much work to be done in our schools and I do not want to stand on the sidelines. I am ready to roll up my sleeves and jump in to help. Please let me know if you need any further information for my application. I will wait to hear from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Ross Tomlin". The signature is fluid and cursive, with the first name "Ross" being more prominent than the last name "Tomlin".

Ross Tomlin, Ed.D.



## Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Ross Tomlin and that I meet all of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. RT (initial here)

Signature

May 18, 2024

Date

# Ross L. Tomlin, Ed.D.

La Pine, OR 97739

## FORMAL EDUCATION

- 2003** Ed.D. in Educational Leadership from University of La Verne, La Verne, California.
- 1986** Tier II State Manager Training Program (98 hours) in Boston, Massachusetts.
- 1980** Master of Science in Forestry with an emphasis on public relations in forestry from Stephen F. Austin State University, Nacogdoches, Texas.
- 1975** Bachelor of Science in Forestry with minor in wildlife management from Stephen F. Austin State University, Nacogdoches, Texas.

## PROFESSIONAL EXPERIENCE

**2024-present** Retired, President Emeritus, Tillamook Bay Community College Tillamook, OR  
Retired after over 42 years in community colleges. Staying active helping in the community and remaining involved in activities related to education.

### Activities:

- Joined the Lions Club in La Pine, OR.
- Teaching a Spring 2024 Forestry class at Central Oregon Community College in Bend, OR.
- Helping Tillamook Bay Community College revise Board Policies and Administrative Rules as a private contractor.
- Remaining an Accreditation evaluator for the Northwest Commission for Colleges and Universities. I have chaired many accreditation visits and been a member of the team in others for the past 11 years.
- Helped the Forestry program at La Pine High School to prepare for the State Forestry competition in map reading and timber cruising. They placed second in the state overall.

**2017-2024** President, Tillamook Bay Community College Tillamook, OR  
Tillamook Bay Community College (TBCC) is a comprehensive community college serving Tillamook County along the north Oregon coast with a population of just over 25,000; 500 FTE with an annual budget of over \$5M; almost 40 staff and 11 full-time faculty, with over 50 adjunct faculty.

**President:** Chief Executive Officer of the college; oversee all operations and departments at the college; report to a locally elected seven-member board of education.

### Responsibilities:

- Lead the College Leadership Team made up of all Vice Presidents and Director level positions along with the Chair of the Faculty Senate. The Leadership Team makes decisions on the final annual budget to bring to the Budget Committee and Board of Education along with other major decisions needed to operate the college.
- Serve as a member of the Oregon Community College Association Board.
- Serve as a member of the Oregon Presidents Council for community colleges.
- Facilitate full staff meetings.
- Serve as an ex-officio member of the College Council, which is a recommending body to the president.
- Serve on numerous community, statewide, and regional boards and associations related to education and community colleges.

- Serve as the community spokesperson for the college.
- Serve as an accreditation evaluator for the Northwest Commission for Colleges and Universities.
- Oversee the development and implementation of the college strategic plan.
- Managed a budget of over \$5M.

Accomplishments:

- Led the effort to pass a \$14.4M bond for a new Healthcare Education Building on campus. Also worked with the Oregon State Legislature to obtain an \$8M matching funds grant for the new building. College also received A- bond rating for project.
- Led the effort to revise the college strategic plan and implement a new system of objectives and measures, along with a program review system for all service areas (departments), and developed a definition for mission fulfillment calculation.
- Led the effort to develop a Year 7 Self Study Accreditation Report to get the college re-accredited for the first time in 2021.
- Led the effort to develop a 20-year Facilities Master Plan for TBCC and develop the report that requested matching funds from the Oregon State Legislature in 2021, along with purchasing a building to house the manufacturing and industrial technology programs.

**2013-2017**

Vice President of Instruction and Student Services

Southwestern Oregon Community College

Coos Bay, OR

Southwestern Oregon Community College (SWOCC) is a comprehensive community college serving Coos, Curry and western Douglas counties along the south Oregon coast with a population of less than 50,000; 3000 FTE with an annual budget of just over \$20M; 58 full-time faculty and over 150 part-time faculty; two bargaining units.

**Vice President of Instruction and Student Services:** Chief Academic Officer and Chief Student Services Officer for the college; Accreditation Liaison Officer. Oversaw all academic programs, community education, workforce development, student services.

Responsibilities:

- Directly supervised five deans, administrative assistant, Executive Director of the Oregon Coast Culinary Institute, Director of the Small Business Development Center.
- Reported directly to the President of the College.
- Oversaw all accreditation work done at the college to meet NWCCU requirements.
- Managed a budget of over \$10M.

Accomplishments:

- Developed and implemented a full outcomes assessment system at the college, covering course, program/discipline and general education outcomes.
- Oversaw the development of and helped write the Mid-Cycle Evaluation Report for the NWCCU in 2014-15.
- Oversaw the development and helped write in 2015-16 a Self-evaluation Report for NWCCU that addressed three recommendations from previous reports.
- Evaluated three colleges for NWCCU in 2014-15 and 2015-16 that submitted a Mid-Cycle Evaluation Report. Will chair a Mid-Cycle Evaluation Report Team in Fall 2016 for NWCCU.
- Have worked with the academic deans to develop eight new AAS and Certificate programs at SWOCC in first three years as VP.
- Member of the Oregon Council of Instructional Administrators (CIA) for nine years. Will serve as

CIA chair in 2016-17.

- Worked with President to develop and implement a Leadership SWOCC program that will have its third cohort in 2016-17.
- Developed a new Forestry and Natural Resources AS transfer degree programs and obtained articulation agreements for both degrees with Oregon State University.
- Developed a new GIS certificate program, working with GIS Advisory Committee in 2015-16.

**2010- 2012**      President    Quinebaug Valley Community College    Danielson, CT

Quinebaug Valley Community College (QVCC) is a comprehensive community college serving Windham County is rural northeastern Connecticut, with a population of 92,000; 5,000 credit headcount and 2,500 FTE, 6,000 non-credit headcount with an annual budget of over \$12M; 32 full-time faculty and over 100 part-time faculty; four collective bargaining units.

**President:** Chief Executive Officer (CEO) for the college. Managed and oversaw all divisions of the college. Reported to the President of the Board of Regents for Connecticut Higher Education. Directly supervised three Deans, two division directors, executive assistant, director of Willimantic Center, director of institutional research, director of college development. Served on the Connecticut Community College Council of Presidents.

Responsibilities:

- Oversaw all operations at the college.
- Led the College Cabinet made up of the Dean of Academic Affairs, Dean of Student Services, Dean of Administrative Services, Director of Community and Professional Learning, Director of Human Relations, Executive Assistant to the President.
- Led the College Leadership Team made up of Cabinet members plus the Chair of the College Council, Chair of the Academic Council, faculty member, and other direct reports to the President.
- Made final approval of the annual budget, all curriculum changes, policy changes.
- Served as Acting Dean of Administrative Services during fall 2011 while searching for a new dean. Oversaw IT, Business Office, and Maintenance Services departments.

Accomplishments:

- Finalized 10-year college self-study for fall 2011 accreditation visit from NEASC. Received an excellent report from visiting team.
- Hired a consultant to work with the college staff to develop the first comprehensive five-year strategic plan in college history. This included developing a new college vision and mission statement and guiding principle. The plan was implemented in January 2012.
- Worked closely with faculty and staff leadership to develop and new college shared governance system. Developed Leadership Team made up of Cabinet members, key Directors, Council Chairs to be involved in more college decision-making.
- Worked with architects, Department of Public Works and building committee to design and construct a new 50,000 sq. ft. addition to the college, to be used by the Quinebaug Middle College (magnet high school) and the college. Construction began in spring 2012.
- Worked closely with college faculty and staff to develop 2011-12 budget in the face of severe cuts and reductions. Layoffs were averted and our reserves more than doubled over two years to help the college through the tight budget period.
- Worked on an "Ideas are Free" program based on the book by Dr. Alan Robinson to generate innovative ideas to increase performance and efficiency at the college in each department. Would be only the second community college in the nation to implement this program according to author.
- Worked closely with the college Foundation to create the second largest endowment of the 12 community colleges in Connecticut despite being the third smallest college. The Foundation also agreed to take over responsibilities as college Regional Advisory Council.

- Obtained almost \$6M in funding from state of CT in winter 2012 to develop Manufacturing Technology Center at QVCC. Was chosen from seven community colleges to be one of three centers, despite being the smallest, most rural college.
- Worked on development of several new technical programs for the college, including allied health, manufacturing, and web design programs.

**2007-2010**    Vice President for Instruction    Umpqua Community College    Roseburg, OR  
Umpqua Community College (UCC) is a comprehensive community college serving a 9,000 square mile district in southwestern Oregon; 15,000 credit headcount and 3,600 FTE with an annual budget of \$20M; 65 full-time faculty and over 200 part-time faculty; two collective bargaining units.

**Vice President for Instruction:** Managed all aspects of the Instructional unit of the college. Served as the Chief Academic Officer for the college. Reported directly to the president and served on the Executive Cabinet. Served as the acting president in the absence of the president. Directly supervised an instructional team of three deans, two directors, and an administrative assistant.

Responsibilities:

- Had duties as the interim Vice President for Student Development, supervising the Counseling and Advising staff, TRIO programs, and the Retention Specialist for 2007-08.
- Chaired the Instructional Team, Instructional Council, Department Chairs, Instructional Technology Committee, and several college task forces.
- Had responsibility for all of the academic programs, distance learning, assessment, community education, developmental education, adult basic education, workforce training, and library.
- Managed an annual budget of almost \$10 million.
- Worked with the faculty and classified on union issues related to the collective bargaining agreements.

Accomplishments:

- Developed a series of task forces with faculty to work on instructional issues, including program coordinator duties, program review process, minimum enrollment guidelines, building trust, distance education, and retention.
- Facilitated task force of faculty and administration to define a list of strategic indicators to measure for program viability/prioritization and a process to use to help programs that do not meet the viability indicator thresholds.
- Hired a consultant to develop a series of Banner reports to provide concise and accurate data to be used by faculty and to make instructional decisions.
- Developed a new process to have Departments recommend new faculty positions and work with Chairs to prioritize list. We obtained college approval to fill five new faculty positions in the first year.
- Worked with faculty and the instructional leadership team to develop many new instructional policies and procedures to standardize and add consistency to the management of the instructional division of the college.
- Developed a monthly session with Instructional Team and Department Chairs to discuss leadership concepts and practices that can be applied at UCC to improve team cohesiveness, motivation, morale.

**2004 – 2007**    Instructional Dean    Central Oregon Community College    Bend, OR

Central Oregon Community College (COCC) is a comprehensive community college serving a 10,000 square mile district in Central Oregon; 8,000 credit headcount and 3,500 FTE with an annual budget of \$25M; 96 full-time faculty and 350 part-time faculty; two collective bargaining units.

**Instructional Dean:** Oversaw six academic departments (transfer and professional-technical programs). Managed faculty department chairs that develop budgets and class schedules and oversee their instructional programs. Directly supervised the Tech Prep and Perkins Coordinator and Dean Administrative Assistant.

Responsibilities:

- Worked with Faculty Department Chairs on instructional or student issues.
- Served on faculty hiring committees, administrative negotiations team, Professional-Technical Council, Chairmoot, Deans and Directors, Academic Affairs, Tenure Committee.
- Chaired an average of three faculty task forces each year to deal with specific instructional issues.
- Administered grants and general fund budgets.
- Served as Point of Contact Dean with Oregon Dept. of Education on all program and course approval issues.
- Served as one of two Sexual Harassment Officers for College.

Accomplishments:

- Started two successful professional-technical programs in Aviation and Composites Manufacturing Technology.
- Led effort to revise course approval form and process for program approval at college and with the state.
- Oversaw the development of a Business Plan for the Culinary Program.
- Facilitated committee of faculty and staff that made significant revisions to the college catalog for 2006-07.
- Facilitated task force of faculty and administration to recommend contract language to negotiations teams regarding program viability.
- Facilitated task force of faculty and administration to define list of strategic indicators to measure for program viability.

**2001 – 2004**

Dean for the Center of Science, Industry and Natural Resources

Shasta College                      Redding, CA

Shasta College is a comprehensive community college serving a large 10,000 square mile district in northern California; 12,000 credit headcount and 5500 FTE; 120 full-time faculty and 450 part-time faculty; two collective bargaining units.

**Dean for the Center of Science, Industry and Natural Resources:** Oversaw all of the physical and life sciences programs, as well as professional-technical programs including natural resources, agriculture, horticulture, heavy equipment operation, diesel technology, automotive technology, auto machine technology, welding, construction technology, veterinary technology. Directly supervised 25 full-time faculty, 60 part-time faculty, and seven classified staff (secretaries, administrative assistants, farm manager, lab technicians).

Responsibilities:

- Managed the largest academic center, including nine professional-technical programs and all of the life and physical science programs.
- Developed and administered a \$3.3 million budget.
- Administered and tracked almost \$100,000 of VTEA money each year for vocational programs.
- Chaired all hiring and tenure review committees in the center.
- Evaluated all faculty members every three years and classified staff annually.
- Developed class schedule each semester, working closely with faculty.

- Served on the College Administration Team for negotiating with the Classified Staff.
- Served on the college Tech Prep committee.
- Worked collaboratively with faculty and staff to develop new programs, improve existing programs, and find ways to be more responsive to community needs.

Accomplishments:

- Started a new professional-technical program in Veterinary Technology and got it approved by the state.
- Wrote and obtained two economic and workforce development grants totaling almost \$600,000 that focused on developing outcome-based modular curriculum in construction and water treatment trades.
- Developed and implemented a consistent and fair process for distributing the VTEA grant funds to the professional-technical programs.
- Worked with the faculty and staff in the agriculture and natural resources programs to develop a vision and mission statement.
- Worked with the faculty and staff in the agriculture and natural resources programs to develop a comprehensive farm management plan for managing the college farm over the next 10 years.

**1999-2001** Applied Science Department Head College of the Redwoods Eureka, CA  
 College of the Redwoods is a comprehensive community college serving three large, rural counties in northwestern California.

**Applied Science Department Head:** Managed the Applied Science Department, supervising three full-time faculty and eight part-time faculty in four professional-technical programs (forestry, agriculture, electronics, welding). Oversaw department budget and class scheduling.

**1986-1990** South Region Reservation Supervisor Metropolitan District Commission Boston, MA  
 State agency that manages a series of parks surrounding Boston, developed in the late 1800s by Charles Eliot, a landscape architect. It focuses on recreation, visitor management, law enforcement, and maintenance.

**South Region Reservation Supervisor:** Managed five parks south of Boston, supervising the park managers in each reservation, along with other regional staff. Management focused on visitor and outdoor recreation management, historic site preservation, natural resource preservation and management, and long range planning.

Responsibilities:

- Managed almost 7000 acres in five woodland reservations and historic sites located south of Boston.
- Supervised 19 natural resource professionals (foresters, naturalists, managers, forest engineers, office manager, and maintenance staff) year-round and over 60 seasonal staff.
- Developed annual spending plan, oversaw expenditures for a \$130,000 budget.
- Coordinated and conducted public meetings regarding reservation and agency issues.
- Dealt with the media on a regular basis.
- Worked closely with volunteer organization "Friends of the Blue Hills" to accomplish park improvements.

Accomplishments:

- Developed a division policy and procedures manual with over 20 policies. Developed procedures and forms for evaluating staff and supervisors, as well as procedures for forming goals and objectives for each staff person.
- Worked with the Division Planner to develop a Master Plan for the Blue Hills Reservation.

- Developed three site management plans to protect the resources and expand the public services to overused sites in the Blue Hills Reservation.

*Overall, over 22 years of college administration experience and 4 years of park management experience*

### **FACULTY/TEACHING EXPERIENCE**

**2017-2024** Taught one Forestry/Surveying course bi-annually at TBCC.

**2013-2017** Taught at least one Forestry course each year at SWOCC.

**2004-2005** Taught a local cohort of Ed.D. students in Redding, CA as an adjunct instructor at the **University of La Verne in La Verne, CA**. Worked with the lead professor to help students with assignments and meeting facilitation.

**1996-2001** Taught ten forestry and natural resource courses as a full Professor and HEAD of the Forest Technology Program at **College of the Redwoods in Eureka, CA**. Revised forestry curriculum and created new natural resources option. Hired and Supervised six associate faculty. Served as Faculty Advisor to student chapter of the Society of American Foresters (SAF). Maintained and ordered equipment and supplies.

**1990-1996** Taught forestry and recreation courses at **Paul Smith's College (PSC) in Paul Smiths, New York** as an Associate Professor in the Forestry Division. Served as Coordinator of the Forest Recreation Program. Chaired the Forest Recreation Advisory Committee. Taught Elderhostel classes. Chaired the Faculty Research and Development Committee and the Professional Standards and Practices Committee. Served as Faculty Advisor to student chapter of the SAF. Wrote and copyrighted a 282 page Forest Mensuration Manual. Served as Acting Forestry Division Head for one term, managing the Forestry Division staff (15 professors and technicians) and budget in 1995.

**1979-1985** Taught six years at **Treasure Valley Community College (TVCC) in Ontario, Oregon** as a natural resources instructor. Developed and directed the engineering-surveying technician program. Developed and taught eight surveying and ten other natural resources classes.

**1978-1979** Taught all forestry courses at **Forest Echoes Vo-Tech School in Crossett, AR** as a forestry instructor. Developed curriculum and delivered the materials to college and high school students.

*Overall, almost 20 years' experience teaching forestry and natural resources at the college level*

### **COMMUNITY ACTIVITIES**

<b>2017-2024</b>	Member, Northwest Regional Education Service District Board
<b>2023-2024</b>	Served as Board Chair for the Northwest Regional Education Service District Board
<b>2017-2024</b>	Member, Tillamook County Economic Development Council Board
<b>2017-2024</b>	Member, COL/PAC Regional Economic Development Board
<b>2017-present</b>	Member, Tillamook County Tides of Change (Domestic Violence) Board
<b>2022-2024</b>	Served as Board Chair for the Tillamook County Tides of Change Board
<b>2017-2024</b>	Member, Adventist Hospital Citizen's Advisory Board

<b>2017-2024</b>	Member, Tillamook County Futures Council
<b>2017-present</b>	Member, Tillamook Kiwanis Club (President- 2020-21)
<b>2015-16</b>	Volunteer, Coos County Humane Society Shelter
<b>2013-16</b>	Member, South Coast Chamber of Commerce Education Committee
<b>2014-16</b>	Member, Tioga Health Foundation Board for North Bend Medical Center
<b>2012</b>	Member, Board of Directors, Last Green Valley
<b>2012</b>	Member, Board of Directors, Northeast Connecticut Chamber of Commerce
<b>2012</b>	Member, Board of Directors, Windham Chamber of Commerce
<b>2011-2012</b>	Member, Board of Directors, NE Connecticut Audubon Society
<b>2011</b>	Member, Board of Directors, HealthQuest of NE CT
<b>2010-2012</b>	Member, Northeast Connecticut Chamber of Commerce
<b>2010-2012</b>	Corporator, Day Kimball Hospital
<b>2010-2012</b>	Member, Board of Directors for Eastern CT Workforce Investment Board
<b>2010-2012</b>	Member, Danielson, CT Rotary Club
<b>2009-2010</b>	Chair, Membership Committee, Roseburg Morning Rotary Club
<b>2008-2010</b>	Member, Roseburg Morning Rotary Club
<b>2006-2007</b>	Hospice volunteer, pet therapy, Bend, OR
<b>2003-present</b>	Therapy Dog team volunteer, hospitals, nursing homes, Redding, CA, Bend, OR, Roseburg, OR, Willimantic, CT
<b>1999-2000</b>	AREA Governor, Toastmasters International
<b>1998-1999</b>	President, Eel River Toastmasters Club
<b>1988-1990, 1996-2001</b>	Advanced Toastmasters Bronze in Toastmasters International
<b>1996-1999</b>	Member of Fortuna Rotary Club
<b>1991-1996</b>	Deacon & Elder of the First Presbyterian Church in Saranac Lake, NY

#### **AWARDS**

<b>2022</b>	Howard Cherry Award for Outstanding Oregon Community College Administrator- Oregon Community College Association
<b>2014</b>	SWOCC Team Player of the Year award
<b>2012</b>	National Bellwether Award in Workforce Development for QVCC Stride program
<b>2007</b>	Strathmore's Who's Who
<b>1998</b>	Who's Who Among American College Teachers
<b>1975</b>	Graduated with high honors.
<b>1975</b>	Voted " <i>distinguished forestry student</i> " by SFASU forestry faculty and " <i>outstanding forestry student</i> " by Texas Chapter of the SAF. Chairman, SFASU student chapter, SAF
<b>1974</b>	Member, Alpha Chi honor society and Xi Sigma Pi forestry honor society

#### **GRANTS/PROPOSALS FUNDED**

<b>2021</b>	Obtained \$8M matching funds grant from Oregon State Legislature for new Healthcare Education Building at TBCC
<b>2012</b>	Obtained \$6M in state funding to build and operate one of four Manufacturing Technology Centers at QVCC, serving all of eastern Connecticut
<b>2008</b>	Wrote, obtained and administered a \$12,000 grant from Ford Family Foundation to develop and implement the first year of a Leadership UCC program for faculty, staff, and administrators.
<b>2006</b>	Wrote and obtained an additional \$25,000 Incentives Grant from the state of Oregon to develop additional career pathways for Career-Technical Programs at COCC.
<b>2005</b>	Wrote and obtained a \$70,000 Incentives Grant from the state of Oregon to develop several career pathways for Career-Technical Programs at COCC.

- 2002** Obtained two economic and workforce development grants totaling almost \$600,000 that focus on developing outcome-based modular curriculum in construction and water treatment trades.
- 2000** Obtained \$130,000 VTEA grant to create outcome-based curriculum.
- 1999** Wrote and obtained a \$70,000 grant for GIS/GPS instruction.

**PROFESSIONAL ACTIVITIES**

- 2017-2024** Member, Tillamook Education Consortium
- 2017-2024** Member, Oregon Community College Association Board
- 2017-2024** Member, Oregon Presidents Council
- 2014-present** Evaluator and Evaluation Team Chair, Northwest Commission for Colleges and Universities
- 2016-17** Chair, Oregon Community Colleges Council for Instructional Administrators
- 2013-17,**
- 2004-10** Member, Oregon Community Colleges Council for Instructional Administrators
- 2012** Appointed to American Association of Community Colleges (AACC) Commission of Communications and Marketing
- 2008** Attended the Future Leaders Institute sponsored by AACC in Providence, RI
- 2008-12** Member, AACC
- 2004-2007** Point of Contact Dean for COCC with the Oregon Department of Education
- 2004-2010** Member, Oregon Association of Career and Technical Education
- 2001-2004** Member, Assoc. of CA Comm. College Administrators and CA Comm. College Assoc. for Occupational Education
- 1998** Facilitator, Project WILD
- 1994-1998** Certified Forester through Society of American Foresters (SAF)
- 1983-1985** President, TVCC faculty association and member, Oregon Education Association.
- 1980-1998** Professional member of the SAF since 1980. President, Jedediah Smith Chapter of the SAF

**COLLEGE COMMITTEES**

- TBCC Leadership Team Lead
- TBCC College Council
- SWOCC Deans Team (facilitator)
- SWOCC College Council
- SWOCC Executive Team
- SWOCC Leadership SWOCC Planning Team (facilitator)
- SWOCC Institutional Managers Committee
- SWOCC Instructional Council (facilitator)
- SWOCC Student Success Committee
- QVCC Cabinet and Leadership Team (facilitate)
- ConnScu Council of Presidents
- College Council at UCC
- Instructional Team at UCC (facilitate)
- Instructional Council at UCC (facilitate)
- Instructional Technology Committee at UCC (facilitate)
- Executive Cabinet at UCC
- Labor Management Committee at UCC
- Academic Affairs at COCC
- Curriculum Committee at COCC and College of the Redwoods
- Faculty Hiring Committees (30) since 2001 (facilitate)
- Deans Council at Shasta College

Promotions and Tenure Committees at COCC  
 Deans and Directors at COCC  
 Institutional Support Committee at COCC  
 Administrative team for faculty contract negotiations at COCC and UCC  
 Administrative team for classified contract negotiations at Shasta College  
 In-Synch Committee (Instructional and Student Services Administrators) at COCC  
 Instructional Deans and VP Team at COCC

**SELECTED PRESENTATIONS and PUBLICATIONS**

- 2012** Moderator of Panel presenting at the Community College Futures Conference, Orlando, FL for the National Bellwether Award for the QVCC Stride program- won the national award in the workforce development category.
- 2008-09** Organized and led a series of assessment workshops for all of the community colleges in Oregon, sponsored by the Oregon Community College Council of Instructional Administrators.
- 2007** Presentation at the annual Oregon Association of Career and Technical Education Conference in Lincoln City, Oregon on "Curriculum Challenges – Traditional Degree and Workforce Interface".
- 2006** Presentation at annual Oregon Association of Career and Technical Education Conference in Sun River, Oregon on "Career Pathways connections in Health Information Technology at COCC".
- 2003** Published dissertation entitled *Comparison of Duties and Tasks Confirmed by Forestry Employers and Taught by Two-year Vocational-Technical Forestry Programs in the United States*.
- 1980** Published master's thesis entitled *Comparison of Three Mass Media for Communicating Forestry Information to Young People*.

**Chronological Employment & Education Summary**

2024-now : Retired, President Emeritus, Tillamook Bay Community College  
 2017-2024: President, Tillamook Bay Community College, Tillamook, OR  
 2013-2017: Vice President of Instruction and Student Services, Southwestern Oregon Community College, Coos Bay, OR  
 2010-2012: President, Quinebaug Valley Community College, Danielson, CT  
 2007-2010: Vice President for Instruction, Umpqua Community College, Roseburg, OR  
 2004-2007: Instructional Dean, Central Oregon Community College, Bend, OR  
 2003 : **Ed.D. degree** in Educational Leadership from University of La Verne, La Verne, CA  
 2001-2004: Dean, Center for Science, Industry and Natural Resources, Shasta College, Redding, CA  
 1999-2001: Applied Science Department Head, College of the Redwoods, Eureka, CA  
 1996-2001: Head, Forest Technology Program, College of the Redwoods, Eureka, CA  
 1990-1996: Associate Professor of Forestry, Paul Smith's College, Paul Smiths, NY  
 1986-1990: Regional Reservation Supervisor, Metropolitan District Commission, Boston, MA  
 1985-1986: Instructor, Ph.D. Graduate Student, University of Idaho, Moscow, ID  
 1979-1985: Forestry Instructor, Treasure Valley Community College, Ontario, OR  
**MSF** in Forestry with Public Relations emphasis - Stephen F. Austin State University (SFASU) - 1980  
 1978-1979: Forestry Instructor, Forest Echoes Vo-Tech School, Crossett, AR  
 1977 : Forester, BLM, Salem, OR  
 1975-1976: Graduate student, Graduate Teaching Assistant, SFASU, Nacogdoches, TX  
 1971-1975: Undergraduate student in Forestry, SFASU, Nacogdoches, TX  
**BSF** in Forestry with Wildlife minor - SFASU - 1975