



## School Board Regular Meeting Agenda

March 12, 2024, 5:30 PM

### Location:

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

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
3.	<b><u>Review of Agenda</u></b>	<b>3</b>
	<b>Speaker(s):</b> Chair Barnes Dholakia	
	<b>Attachments:</b>	
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4.	<b><u>District Recognitions</u></b>	
	A. Champion for Students Award	
	<b>Speaker(s):</b> Superintendent Cook	
5.	<b><u>Student Advisory Council Report</u></b>	
	<b>Speaker(s):</b> Student Voice Council Leadership	
6.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
	<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.	
7.	<b><u>Consent for Action</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.	
	A. Approval of Minutes	5
	<b>Description:</b> February 13, 2024, Regular Meeting; and February 27, 2024, Work Session; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	<b>Attachments:</b>	
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	B. Approval of Personnel Recommendations	14
	<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements	
	<i>Reference: ORS 332.505</i>	
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<b>Speaker(s):</b> Superintendent Cook	
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A. Approval of Administrative Policies and Regulations	21
<b>Attachments:</b>	
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IKF-AR Public Comment with BLS response	30
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9. <b><u>Reports</u></b>	
A. Choice Programs	39
<b>Speaker(s):</b> Deputy Superintendent Nordquist	
<b>Attachments:</b>	
Executive Summary: Choice Programs	39
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B. Strategic Priorities Update	88
<b>Speaker(s):</b> Superintendent Cook	
<b>Attachments:</b>	
Executive Summary: Strategic Priorities Update	88
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10. <b><u>Action Items</u></b>	
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<b>Speaker(s):</b> Sharon Smith, Land Use Attorney	
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Executive Summary: Approval of Property Tax Exemption	143
11. <b><u>Discussion</u></b>	
A. Board Discussion	
<b>Description:</b> Board of Directors Work and Priorities	
12. <b><u>Superintendent's Report</u></b>	
<b>Speaker(s):</b> Superintendent Cook	
13. <b><u>Board Chair Report</u></b>	
<b>Speaker(s):</b> Chair Barnes Dholakia	
14. <b><u>Director Comments</u></b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
15. <b><u>Adjourn</u></b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for April 9, 2024.	



## Escuelas de Bend-La Pine Junta Regular de la Mesa Directiva - BORRADOR

12 de Marzo de 2024, 5:30 PM

### Ubicación:

Centro de Educación, Sala de la Mesa Directiva #314  
520 NW Wall Street  
Bend, OR 97703

1. **Llamada al Orden**

**Orador(es):** Presidente Barnes Dholakia

2. **Juramento de Lealtad**

**Orador(es):** Presidente Barnes Dholakia

3. **Revisión de la Agenda**

**Orador(es):** Presidente Barnes Dholakia

4. **Reconocimientos del Distrito**

A. Premio campeón para estudiantes

**Orador(es):** Superintendente Cook

5. **Informe del Consejo Asesor de Estudiantes**

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

6. **Comentario Público**

**Orador(es):** Presidente Barnes Dholakia

**Descripción:** Este es el momento proporcionado para que individuos se dirijan a la Junta. Las solicitudes de Comentario Público se aceptan por adelantado a través de un formulario de Google hasta las 5:00 p.m. del día de la reunión, tanto para comentarios en persona como virtuales. Las personas también pueden inscribirse para hacer comentarios públicos el día de la reunión, según disponibilidad, en consonancia con el Proceso de Gobernanza 6 (GP-6). La inscripción en persona se aceptará en la puerta de la sala de juntas hasta las 5:35 p.m. del día de la reunión.

7. **Consentimiento para Acción**

**Orador(es):** Presidente Barnes Dholakia

**Descripción:** Los elementos de naturaleza rutinaria se colocan en la Agenda de Consentimiento. Cualquier elemento colocado en el Consentimiento para Acción puede ser retirado a solicitud de cualquier miembro de la Junta antes de que se tome una votación. Todos los elementos restantes del Consentimiento para Acción se tramitan entonces en una sola moción.

A. Aprobación de Minutos

**Descripción:** Reunión Regular del 13 de febrero de 2024; y Sesión de Trabajo del 27 de febrero de 2024;  
**Referencia:** *ORS 192.650* y *ORS 332.057*

B. Aprobación de Recomendaciones de Personal

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

C. Aprobación de Políticas de la Junta

8. **Consentimiento para Información**

**Orador(es):** Superintendente Cook

**Descripción:** Los elementos de naturaleza rutinaria y solo para fines informativos se colocan en el Consentimiento para Información.

A. Aprobación de Políticas y Reglamentos Administrativos

9. **Acciones**

A. Exención de Impuestos de Propiedad de COVO para Viviendas Asequibles

**Orador(es):** Sharon Smith, Abogada de Uso de Tierras

10. **Informes**

A. Programas de Elección

**Orador(es):** Superintendente Adjunto Nordquist

B. Presentación del Presupuesto de Prioridades Estratégicas

**Orador(es):**Superintendente Cook

11. **Discusión**

A. Revisión de Políticas de la Junta

**Orador(es):** Presidente Barnes Dholakia

**Descripción:** Políticas de la Junta, Procesos de Gobernanza, Limitaciones Ejecutivas, Resultados de la Junta y Vínculos de Personal de la Junta que requieren revisión de la Junta Escolar. Se aceptan comentarios públicos sobre las políticas en revisión a partir de un formulario de Google.

B. Discusión de la Junta

12. **Informe de Políticas y Regulaciones Administrativas**

**Orador(es):** Presidente Barnes Dholakia

A. Políticas y Regulaciones Administrativas en Revisión

**Orador(es):** Superintendente Cook

**Descripción:** Lista de Políticas y/o Regulaciones del Distrito que actualmente están bajo revisión por el Distrito. Se aceptan comentarios públicos sobre las políticas en revisión a partir de un formulario de Google.

13. **Informe del Superintendente**

**Orador(es):** Superintendente Cook

14. **Informe del Presidente de la Junta**

**Orador(es):** Presidente Barnes Dholakia

15. **Comentarios del Director**

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

16. **Levantamiento de la Sesión**

**Descripción:** La reunión será levantada, con la próxima Reunión Ordinaria de la Junta Escolar programada para el 9 de abril de 2024.



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

### Meeting Location:

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

**Meeting Date:** February 13, 2024

### Board Members

Melissa Barnes Dholakia:	Present
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 Barnes Dholakia

**Discussion:** The meeting was called to order by Chair Barnes Dholakia at 5:30 pm. ASL interpreters were Hannah Westfall and Kaitlyn Oldham. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS SchoolBoard YouTube page.

#### 2. Pledge of Allegiance

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

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

#### 3. Review of Agenda

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

**Attachments:** 2.13.24 Agenda - BORRADOR

**Discussion:** Chair Barnes Dholakia noted that the January 9, 2024, meeting minutes have been updated since the meeting was noticed and that they have been uploaded into the board packet. There were no changes to the agenda.

#### 4. District Recognitions

##### A. Presentation: School Resource Officer and Deputy Recognition

**Speaker(s):** Scott Bojanowski, Assistant Director of Safety, and Kayla Martin, Safety Systems Supervisor

**Attachments:** Presentation: School Resource Officer and Deputy Recognition, Presentación: Oficial de Recursos Escolares y Reconocimiento Adjunto, and School Resource Officer Appreciation Day Proclamation 2024

**Discussion:** Kayla Martin, Safety Systems Supervisor, noted that February 15th is School Resource Officer Appreciation Day. She introduced the school resource officers and deputies that serve Bend-La Pine

Schools. Scott Bojanowski, Assistant Director of Safety, discussed the school resource officer program mission, which is a collaborative approach to campus safety. He then shared the criteria used during the selection process for the officers and deputies. Bend Tech Academy students Faith Rue, Victor Karpstein, and Gabe Miller presented the officers with t-shirts, buttons, and cards that the students at BTA created. Director Carrie McPherson Douglass read the School Resource Officer Appreciation Day Proclamation 2024.

**B. Resolution 1960: Classified Employee Appreciation Week**

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

**Action(s):** I move to approve Resolution 1960. This motion, made by Marcus LeGrand and seconded by Shirley Olson, Carried.

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

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** Resolution 1960 Classified Employee Appreciation Week

**Discussion:** Director Amy Tatom read Resolution 1960: Classified Employee Appreciation Week.

**5. Student Advisory Council Report**

**Speaker(s):** Student Voice Council Leadership

**Discussion:** Abbie Wydra, a senior at Caldera High School, shared that the Student Voice Council (SVC) has been working with the district communications team to share the goals and work of the Council. She noted that a goal of the SVC is to create a new forecasting tool for students that would help increase attendance by ensuring that students are in the classes they are truly interested in. She also noted that some members of the SVC are participating in the interviews for the new Deputy Superintendent. Honey Walk, a senior at Mountain View High School, shared a desire to appreciate school staff throughout the full year and not just during one week each year.

**6. Public Comment**

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

**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:** One individual spoke regarding the importance of supporting the District's classified staff.

**7. Consent for Action**

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

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

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

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

**Voting Summary:** Yea: 7, Nay: 0

**A. Approval of Minutes**

**Description:** January 9, 2024, Regular Board Meeting, and January 23, 2024, Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 1.9.24 Minutes – DRAFT and 1.23.24 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 2.13.24 and Classified Board Report 2.13.24

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

**Attachments:** Settlement Summary: BEA Successor CBA

8. Action Items

A. High Desert Education Service District (HDESD) Local Service Plan (LSP) Report

**Speaker(s):** Paul Andrews, Superintendent HDESD

**Action(s):** I move to approve the 2024-25 Local Service Plan. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

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

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** High Desert Education Service District 2024-2025 Local Service Plan

**Discussion:** Paul Andrews, High Desert Education Service District Superintendent, provided an overview of the local service plan noting that it is a menu of services available to the local school districts.

B. English Language Arts (ELA) Curriculum Adoption

**Speaker(s):** Julie Walker, Elementary Director Curriculum, Instruction, and Systems

**Action(s):** I move to approve the adoption of EL curriculum. This motion, made by Marcus LeGrand and seconded by Kina Chadwick, Carried.

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

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** Executive Summary: ELA Curriculum Adoption, Presentation: ELA Curriculum Adoption, and Presentación: Adopción del plan de estudios de ELA

**Discussion:** Julie Walker, Elementary Director Curriculum, Instruction, and Systems noted that the English Language Arts adoption process has been a two-year process. She shared that two community viewing events have taken place since she last reported to the Board in January and noted that the feedback received has been positive about the authenticity of the materials.

C. Resolution 1961: Resolution Setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone

**Speaker(s):** Superintendent Cook

**Action(s):** I move to adopt the Resolution setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

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

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** Executive Summary: Resolution Setting the School Support Fee at 15% and Resolution 1961: Resolution Setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone

**Discussion:** Superintendent Cook provided an overview of the school support fee noting that it is a requirement as a result of House Bill 2009. The District is recommending that the Board set the fee at the lowest allowable amount set by the state. Cook shared that the fees will not take effect until 2027.

9. Reports

A. Bend Senior High School (BSHS) Design Project

**Speaker(s):** Renee Alexander, BBT Architects

**Attachments:** Presentation Bend Senior High School (BSHS) Design Project

**Discussion:** Renee Alexander, BBT Architects, provided an update on the Bend Senior High modernization project. She noted that the construction will take place in three phases and showed the current site plan, which has the new main entrance off of Ninth Street. The overall school design is in alignment with the design of the Robert Maxwell building that was completed a few years ago. Some of the interior designs were highlighted: Commons, Learning Stair, Future Center collaboration spaces, and Special Education collaboration spaces. Alexander, along with Bend High Principal Chris Reese, discussed the various focus groups that have been meeting throughout the design process. Reese discussed the

impact that the construction will have on students, noting that the goal is to always have the best learning environment possible for students.

## B. Local Option Levy

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

**Attachments:** Executive Summary: Local Option Levy, Local Option Levy Ballot Title – DRAFT, and Presentation: Local Option Levy

**Discussion:** Superintendent Cook noted that the local option levy discussion began in June 2023 when the Board asked the District to look into the receptivity of a levy in the community. Scott Maben, Director of Communications, provided an overview of where the District has been since June, specifically noting that at the July 11, 2023, board meeting the Board unanimously voted for the District to pursue and research a local option levy. Maben discussed the basics of a local option levy and then provided data on the seven largest school districts in the state that have a local option levy and the seven largest that don't. Bend-La Pine Schools is the third-largest district in the state that does not currently have a local option levy. Deputy Superintendent Nordquist discussed the various ways the District has engaged with the community to gather feedback, noting that the District's Excellence and Equity work in 2018 sparked the energy in building the foundation for community engagement. She shared the consistency of the priorities that have come from the various groups, such as smaller class sizes, strong meaningful pathways for students, teacher and staff recruitment, advanced academic offerings, student support across all areas, and a rich array of elective offerings.

Maben shared that in October the District began working with Nelson Research to determine what voters think in regard to a local option levy. JL Wilson, Nelson Research, discussed the objectives of the community surveys and then shared the results of the two rounds of surveys. The results conclude that there is an opportunity to successfully craft a local option levy for the May ballot.

Maben reviewed the caption, question, and summary parts of a ballot as well as the timeline for the May ballot. He noted that he would return to the Board at the February 27th meeting with a motion for the Board to take action. Superintendent Cook shared that it is the District team's recommendation to move forward with a ballot measure for a local option levy.

## 10. Superintendent's Report

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook shared that the recent Lunar New Year celebration was a very engaging experience for students. He also noted that the Black Family Student Union had an engaging booth for Black History Month. In closing, he noted that the District is in full swing for hiring of principals as well as a new Deputy Superintendent.

## 11. Board Chair Report

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

**Discussion:** Chair Barnes Dholakia apologized for missing the last meeting due to a flight cancellation. She noted that she is working with Superintendent Cook on the District's strategic planning process. Barnes Dholakia also noted that the State legislative short session is starting soon and that the Board strongly supports the State following suit with federal funding for the universal meal program.

## 12. Director Comments

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

**Discussion:** Director Shirley Olson thanked the students from the Student Voice Council for their participation in the meeting.

Director Cameron Fischer also thanked the SVC students for participating and appreciated the School Resource Officers for their modeling of career opportunities and for building relationships with our students. She also appreciated Classified employees for the big impact they have on students every day.

Directors Carrie McPherson Douglass and Amy Tatom echoed the sentiments shared by their fellow Board

members.

Vice Chair Marcus LeGrand also echoed the sentiments shared earlier and urged everyone to celebrate Black History all year, not just for the month of February.

Chair Barnes Dholakia appreciated the District for moving forward with creating a welcoming environment for our families with updated lobby furniture. She also appreciated Summit High School's incorporation of families and younger students during halftime at athletic events.

**13. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for March 12, 2024.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 8:15 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



## Bend-La Pine Schools School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** February 27, 2024

### Board Members

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

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Chair Barnes Dholakia at 5:32 pm. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the work session was being provided on the BLS SchoolBoard YouTube page.

#### 2. Pledge of Allegiance

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

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

#### 3. Review of Agenda

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

**Attachments:** 2.27.24 Agenda - BORRADOR

**Discussion:** Chair Barnes Dholakia noted that the OSEA CBA Summary document in the board packet has been updated since the meeting was first published and a presentation for the Local Option Levy was added.

Chair Barnes Dholakia made a motion to remove item 4.B. from the Consent for Action for a separate vote due to a conflict for a Board member. Unanimous approval.

There were no other changes to the agenda.

#### 4. Consent for Action

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

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

**A. Approval of Recommendations for Renewal or Non-Renewal**

**Description:**

- Renewal of all listed 1st and 2nd year probationary teachers and administrators
- Renewal and granting contract status to all listed 3rd year probationary/temporary teachers and administrators
- Contract extension for all contract teachers listed
- Contract extension for all 2nd year contract administrators
- Non-renewal of listed 2nd and 3rd year probationary teachers unless resigned
- Non-extension of listed 2nd year contract administrator unless resigned
- Non-renewal of all temporary 1st/2nd teachers, including rehired employees who have retired with PERS

**Action(s):** the adoption of the consent agenda. This motion, made by Shirley Olson and seconded by Marcus LeGrand, Carried.

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

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

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

**Action(s):** I move to approve the Oregon School Employees Association Collective Bargaining Agreement. This motion, made by Marcus LeGrand and seconded by Kina Chadwick, Carried.

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

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

**Attachments:** Settlement Summary: OSEA CBA

**5. Action Items**

**A. Local Option Levy**

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

**Action(s):** I move to authorize the district to place a Local Option Levy, as proposed, on the May 21, 2024, primary election ballot. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

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

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

**Attachments:** Executive Summary: Local Option Levy and Presentation Local Option Levy

**Discussion:** Superintendent Cook noted there are slight modifications to the ballot language since the last presentation at the February 13th board meeting. He reviewed the parts of the ballot measure: caption, question and summary. He noted the six bullet points listed in the summary are direct from the community surveys. Cook discussed how the median assessed value is different from the median market value for homes. Scott Maben, Director of Communications, added that the District will provide additional information on the website as well as in the explanatory statement in the voters' pamphlet regarding assessed value versus market value. Cook reminded the Board that the District can provide factual information on the Local Option Levy, but that advocacy cannot be done with District dollars. The timeline for the levy was reviewed, noting that the text must be submitted to the County Clerk by March 1st and, once approved, will appear on the May 21st ballot. Cook shared that the District is recommending the Board move forward with placing the Local Option Levy on the May ballot.

**6. Work Session**

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

**Attachments:** Pre-Read: Open Letter to District Administrators: We Must Value College AND Career Pathways

**A. EL 2.1: Student Success Planning**

**Speaker(s):** Stephen DuVal, Director of College and Career Readiness

**Attachments:** Executive Summary: Executive Limitation 2.1 Report, Presentation: Executive Limitation 2.1, and Presentación: Limitación ejecutiva 2.1

**Discussion:** Stephen DuVal, Director of College and Career Readiness, and Jess Calbreath, District Lead Counselor, joined to discuss Executive Limitation 2.1 Passion, Plan, and Purpose. Stephen discussed how the YouthTruth survey data shows that life and career readiness continues to be an area for growth for our District. The multiple systems used for post-secondary planning were highlighted, noting that the goal of SchoolLinks is to incorporate all systems in one platform. DuVal shared the reasons why the steering committee chose SchoolLinks with some of the main reasons being they promote all pathways and the program can be accessed in multiple languages. Jess walked the Board through a demo of the program before providing them all with logins and time to explore the program on their own.

Jess discussed next steps with the program, noting that 2023-24 is year zero with a focus on student onboarding. The school analytics regarding school logins by campus, career data interests, and college application data were shared. Director Chadwick asked that the District somehow integrate the YouthTruth data with the school analytics to further review how the login numbers correlate with students' favorable experiences in school. DuVal shared that although the two programs don't integrate with each other, his team can pull the raw data and review that.

DuVal noted that March 5th is Life and Career Readiness night at Caldera High School and invited the Board members to attend. He also highlighted other family engagement events for high schools this spring, noting that the goal is to expand to middle schools next year.

## 7. Board Chair Report

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

**Discussion:** Chair Barnes Dholakia asked the District to provide a brief update on the snow days decision. Superintendent Cook shared that the District has gathered feedback over the past couple years regarding District decisions to call snow days with one area of feedback being that the District call out potential make-up days for snow days on the annual school calendar, which the District did with the 2023-24 calendar. Cook noted that with the calling of three snow days already this school year, the District is going to be short on state required minutes. With the shortage, there are three options to consider: requesting a state waiver, calling back training days and turning those into student contact days, or adding days to the calendar. Cook shared that although teachers (certified staff) were paid for the snow days, there are several classes of employees such as bus drivers and nutrition workers that don't get paid on those days and that adding the days back to the calendar provides an opportunity to recoup the loss of compensation for those employees. Along those lines, the District opted to add two of the snow days to the end of the school year, utilizing the days that had been held for potential make up days. Cook also shared that the District has a robust calendar committee that is working on future school calendars.

Chair Barnes Dholakia recognized the Boys and Girls Club as a partner with the District and thanked them for the opportunity to recently tour their program. She also shared with the Board that Whitney Swander will be reaching out to Board members soon to gather their feedback for the strategic planning focus group. Barnes Dholakia also shared that CORE is a local political action committee that will be working on the local option levy if Board members are interested in that opportunity.

## 8. Director Comments

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

**Discussion:** Director Shirley Olson shared that she attended a Student Voice Council meeting on Sunday afternoon and gave a shoutout to Jackie Wilson for her work with the students on the council. She discussed some of the topics the students are working on such as forecasting and the makeup of snow days.

Director Cameron Fischer appreciated those who shared voices regarding the makeup of the snow days and hopes that the District can work with those that may already have made plans for those days.

Director Kina Chadwick shared their gratitude for the LCA Raices program. They shared that they are ecstatic about the passing of the levy vote and with the SchoolLinks program.

Vice Chair Marcus LeGrand appreciated Board members getting into schools and really learning about the school. He also shared some recommendations he heard from students regarding Black History Month, such as integrating the history throughout their lessons all year long.

**9. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for March 12, 2024.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 7:08 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



**HUMAN RESOURCES**

*Education Center*

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

DATE: March 5, 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 March 12, 2024. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

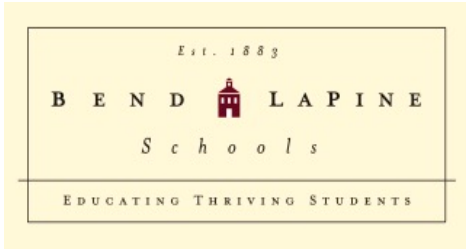
NAME	POSITION	LOCATION	STATUS	HIRE DATE
Boyd, Kelsey	6 <sup>th</sup> Grade Teacher	Cascade MS	Temp Part Time to Temp Full Time	02/12/2024
Hentschke-McDonald, Ute-Anja	Student Success Coordinator	Buckingham Elementary	Temp Full Time	02/26/2024
Hymans, David	Band Teacher	Caldera HS	Temp Part Time	02/29/2024
McAndrews, Andrea	PE Teacher	Ensworth Elementary	Temp Part Time	02/23/2024
Porter, Christopher	South County Float Sub	South County	Temp Full Time	02/21/2024

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Barnett, Brooks	Music Teacher	Caldera HS	
Edgren, Emily	Learning Specialist	North Star Elementary	08/29/2022 – 06/30/2024
Hanford, Michelle	Language Arts Teacher	REALMS HS	08/29/1995 – 03/22/2024
Kanavel, Scott	Learning Specialist	Pilot Butte MS	08/29/2022 – 04/29/2024
Levine, Sydney	Math Teacher	La Pine HS	09/03/2021 – 06/30/2024
Maciel, Christy	Social Worker	North Star Elementary	09/28/2022 – 06/30/2024
Nerczuk, Wlodzimierz Mark	Spanish Teacher	Pacific Crest MS	08/28/2023 – 06/30/2024
Pollard, Asa	SRC Teacher	Cascade MS	10/06/2020 – 06/30/2024
Pyne, Wesley	Intermediate Teacher	Elk Meadow Elementary	08/27/2001 – 06/30/2024

**CERTIFIED RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

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*Bend, Oregon 97703-2699*

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**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Houser, Jessica	BO Operations Manager	Business Office	Regular Full Time	02/26/2024

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

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 Bend, Oregon 97703-2699  
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March 5, 2024

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

**FROM:** Steve Herron, Chief Human Resources Officer  
 Paul Dean, Director of Human Resources – Classified Staff

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on March 12, 2024.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Baker, John	EA - Inclusion	Caldera	Temp 7.0 hrs / day	03/07/24
Bales, Marc	Maintenance Construction Crew	Maintenance	Temp 8.0 hrs / day	02/09/24
Barkus, Zackery	Bus Driver	Transportation	Reg 4.0 hrs / day	02/20/24
Blaylock, Margaret	Nutrition Server I	Ponderosa	Reg 3.25 hrs / day	02/14/24
Gomez-Carino, Melisa	Family Liaison	ELL	Temp 4.0 hrs / day	02/27/24
Greenblatt, Dana	EA - Inclusion	Ed Center	Temp 7.0 hrs / day	02/28/24
Kates, Mary	EA – Behavior Support	Juniper	Temp 3.5 hrs / day	02/12/24
Lamb, Riley	EA – Inclusion	Bend High	Temp 7.0 hrs / day	02/12/24
Moriarty, Jenna	EA – Inclusion	Ed Center	Temp 7.0 hrs / day	03/04/24
Ordoñez Santos, Katerine	EA – Student Instruction	Bear Creek	Temp 3.0 hrs / day	03/04/24
Palozzi, Albert	Bus Driver	Transportation	Reg 4.0 hrs / day	02/21/24
Stutz, Jacqueline	Nutrition Server I	Pacific Crest	Reg 3.75 hrs / day	02/29/24

***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Brown, Kary	EA – Inclusion	Silver Rail	09/25/23 – 02/15/24
Dewolf, Gina	Nutrition Server I	Ponderosa	09/16/21 – 03/08/24



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Fennimore, Stephanie	School Secretary II	Three Rivers	10/31/22 – 04/30/24
Halliwell Templin, Kem	EA - Inclusion	Mountain View	12/04/13 – 06/18/24
Hiebing, Lindsay	EA - Inclusion	North Star	08/29/23 – 02/13/24
Love, Christopher	EA – Inclusion	La Pine High	08/27/19 – 06/18/24
Metzler, Sarah	EA – Inclusion	La Pine Elementary	04/03/23 – 03/01/24
Mills, Trent	Custodial Crew I	Bend High	01/02/24 – 02/26/24
Monroe, Michelle	EA – Student Success	Silver Rail	12/04/23 – 03/04/24
Montgomery, Bridgit	School to Careers Prog. Mgr.	La Pine High	08/30/16 – 06/21/24
Pfister, Alexandra	EA – Inclusion	Ponderosa	10/17/23 – 03/22/24
Rigney, Mark	EA – Inclusion	Summit	05/09/23 – 02/07/24
Rule, Jennifer	School to Careers Prog. Mgr.	Realms High	08/27/18 – 06/18/24
Schmid, David	Bus Driver	La Pine Transportation	09/11/23 – 03/05/24
Schmid, Kathie	Nutrition Server I	Caldera	08/19/22 – 03/01/24
Spencer, Leslie	Nutrition Server I	Summit	01/21/21 – 02/28/24
Trese, Joanne	EA – Student Success	Three Rivers	09/15/99 – 06/18/24
Wadsworth, Amber	Office Manager	Lava Ridge	08/14/17 – 02/15/24
Williams, Richard	Custodial Crew I	Caldera	10/03/22 – 02/23/24

***Classified Retirements***

Name	Position	Location	Retire Date

***Classified Retire-Rehires***

Name	Position	Location	Rehire Date

***Confidential Hiring***

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



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**Confidential Resignation**

Name	Position	Location	Resign Date
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Article	Summary of BLAST Group Agreement
Article 1 - Status of Memorandum Agreement	<ul style="list-style-type: none"> <li>● 4 year agreement; reopener for Year 3 &amp; 4 wages &amp; benefits plus two issues each</li> </ul>
Article 2 - Work Year	<ul style="list-style-type: none"> <li>● Recognition of Juneteenth in lieu of NYE</li> </ul>
Article 3 - Compensation	<ul style="list-style-type: none"> <li>● COLA of 6.2% in Yr 1, 4.15% in Yr 2</li> <li>● Continuing discussion of License and COSA fees</li> <li>● Continuing discussion of Work-Out-Of-Class</li> <li>● Classification structure review, including total comp study</li> <li>● Feasibility analysis of Catastrophic Leave Bank</li> </ul>
Article 4 - Benefits	<ul style="list-style-type: none"> <li>● Ins. Contribution increases of \$50 in Yr 1 and \$45 in Yr 2</li> <li>● Enabled Opt-Out for same stipend as BEA &amp; OSEA</li> </ul>
Article 10 - Misc. Benefits	<ul style="list-style-type: none"> <li>● Tool stipend for Transportation Mechanics Supervisor</li> </ul>

Article	Summary of Confidential Group Agreement
Article 1 - Status of Agreement	<ul style="list-style-type: none"> <li>● 4 year agreement; reopener for Year 3 &amp; 4 wages &amp; benefits plus two issues each</li> </ul>
Article 2 - Work Year	<ul style="list-style-type: none"> <li>● Memorialization of FLSA rights re: OT and Comp Time</li> <li>● Agreement to count paid leave towards weekly threshold</li> <li>● Recognition of Juneteenth in lieu of NYE</li> <li>● Acknowledge limited <i>ad hoc</i> operationally driven remote days</li> </ul>
Article 3 - Compensation	<ul style="list-style-type: none"> <li>● COLA of 6.2% in Yr 1, 4.15% in Yr 2</li> <li>● Provisions re: initial and return placement on wage schedule</li> <li>● Extension of longevity matching OSEA</li> <li>● Agreement to conduct periodic market review similar to OSEA</li> </ul>
Article 4 - Benefits	<ul style="list-style-type: none"> <li>● Ins. Contribution increases of \$50 in Yr 1 and \$45 in Yr 2</li> <li>● Enabled Opt-Out for same stipend as BEA &amp; OSEA</li> </ul>
Article 5 - Leaves	<ul style="list-style-type: none"> <li>● Defined “immediate family member” similarly to BEA &amp; OSEA</li> <li>● Permit carry over or cash out of up to 5 non-contract days</li> <li>● Revised bereavement to match BEA &amp; OSEA</li> </ul>
Article 10 - Misc. Benefits	<ul style="list-style-type: none"> <li>● District to pay fingerprinting as done for OSEA</li> </ul>



**REPORT:** Administrative Polices & Regulations for Adoption (3/12/2024)

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

The following administrative policies and regulations 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>KGB-AR: Public Conduct on District Property</b>	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.  <b>See attached public comment received and notes from BLS in blue.</b>
<b>IKF-AR: High School Diplomas, Graduation Requirements &amp; Graduation Exercises</b>	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.  <b>See attached public comment received and notes from BLS in blue.</b>



### DIPLOMAS AND GRADUATION REQUIREMENTS

Bend-La Pine Schools offers a variety of diploma types to graduating students upon completion of one of five prescribed credit programs. These include the Honors, Academic, Oregon Standard, Oregon Modified, and Oregon Extended Diplomas. All five diplomas represent satisfactory completion of a valid and accredited program.

Four-year colleges and universities accept the Honors, Academic and Oregon Standard Diplomas. An appeal may be considered by some four-year colleges and universities for Oregon Modified Diplomas. Oregon Extended Diplomas are not accepted.

Community colleges accept all diploma types but entry into degree-seeking programs is based on a skills placement assessment.

The armed forces accept the Honors, Academic and Oregon Standard Diplomas. They rarely accept an Oregon Modified Diploma. Oregon Extended Diplomas are not accepted.

### HONORS DIPLOMA

Beginning with the graduating class of 2025, an Honors Diploma will be awarded to each student who has completed all state and local requirements 27 units of credit.

An additional requirement of an Honors Diploma includes five capstone classes, three ~~(two for LPHS)~~ of which must be in a core subject area ~~Advanced Placement or International Baccalaureate courses~~. A capstone class is defined as Advanced Placement and International Baccalaureate courses; 100-level or higher college transfer courses. ~~in the core areas of~~ A core subject area is defined as a course in the areas of language arts, English, math, science, social science and world foreign language. ~~or LPHS-designated courses in the core areas of English, math, science, social science, and foreign language offered at the junior-senior level.~~

Small high schools (La Pine High School, Bend Tech Academy, and Realms High School) may request a waiver from the above requirements if they are unable to offer five courses which meet the definition of a capstone course OR they are unable to offer three capstone courses in a core subject area. Waivers will be granted only if the school exhausted all options attempting to meet the above requirements.

An Honors Diploma is required for valedictorian and salutatorian status. Valedictorian and salutatorian status is based on weighted grade point averages (GPA). Weighted on a 5-point scale are 300-/400-level college math, science, language arts English, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades.

The following are requirements for an Honors Diploma:

<b>English / Language Arts</b> Literature and Composition 1 and Literature and Composition 2 required	<b>4.0 credits</b>
<b>Mathematics</b> All credits at Algebra 1 content level or higher Classes 2014 and beyond	<b>4.0 credits</b>
<b>Science</b> All credits in lab and field-based sciences with scientific inquiry	<b>4.0 credits</b>
<b>Social Studies</b> Global Studies, U.S. History, Government required	<b>3.0 credits</b>
<b>Health</b>	<b>1.0 credit</b>
<b>Physical Education</b>	<b>1.0 credit</b>
<b>Career-Technical Ed, Fine / Performing Arts</b>	<b>1.0 credit</b>

<b>World <del>Second</del>-Language</b> Same language	<b>2.0 credits</b>
<b>Electives</b>	<b>7.0 credits</b>
<b>Capstone Classes</b> Advanced Placement / International Baccalaureate / 100 level College Courses <del>3 (2 LPHS) Advanced Placement / International Baccalaureate credits required</del>	<b>5.0 credits</b>
<b>Education Plan and Profile</b>	
<b>Extended Application Project</b>	
<b>Career-Related Knowledge and Skills</b>	
<b>Career-Related Learning Experiences</b>	
<b>Essential Skills</b> <ul style="list-style-type: none"> <li>• Class of 2012 required proficiency in reading. Class of 2013 required proficiencies in reading and writing. Class of 2014 required proficiencies in reading, writing, and math. Implementation of speaking, critical thinking, technology use, civic and community engagement, global literacy proficiencies to be determined.</li> <li>• The State Board of Education determines proficiency criteria.</li> </ul>	

### SEAL OF BILITERACY

Bend-La Pine Schools supports bilingual and multilingual students in pursuing the Oregon State Seal of Biliteracy/Multilingualism (OSSB/M). The OSSB/M honors high school graduates who have acquired a distinguished level of fluency and literacy in two or more languages. In accordance with the Oregon Department of Education’s requirements, the school district will provide access to and coordination of qualifying test opportunities for potential candidates. These opportunities are strictly optional and shall be offered in such a way as to maintain efficient use of district resources, integrity of award design and exam procedures, consistency across all high school sites and programs, the value of proficiency-based demonstration of skills mastery, and the reasonable administration of standardized testing in the district’s academic program.

Students with advanced fluency in a language other than English may access, free of charge to the student or family, one district-provided standardized proficiency exam (i.e. STAMP or other equivalent exam, as supported by the district) to demonstrate qualifying partner-language (non-English) scores for the OSSB/M. The district may also support these potential candidates in pursuing the AP and/or IB world-language exam, and re-take of that exam as applicable, for additional opportunities to demonstrate qualifying scores for the OSSB/M. Students who do not have access to AP or IB world-language exams via their graduation pathways but who have advanced bilingual fluency may take the district-provided proficiency exam one additional time, with the re-take fees at the expense of the student/family. (Students who qualify for free- and reduced-lunch may qualify for reduced exam fees for AP, IB, or other district exams.) Students are responsible for registering for all partner-language exams when available to them, for submitting documentation of English-language proficiency in accordance with district procedures, and for meeting all graduation requirements. The school district will be responsible for purchasing, coordinating, and proctoring relevant exams; processing score reports; confirming each student’s successful requirements upon graduation qualification; submitting qualifying candidates’ information to the state department of education; and distributing award materials to students’ schools upon receipt from the state.

### ACADEMIC DIPLOMA

An Academic Diploma is awarded to each student who has completed all state and local requirements for 26 units of credit.

The following are requirements for an Academic Diploma:

<b>English / Language Arts</b> Literature and Composition 1 and Literature and Composition 2 required	<b>4.0 credits</b>
<b>Mathematics</b> All credits at Algebra 1 content level or higher Classes 2014 and beyond	<b>3.0 credits</b>

<b>Science</b> All credits in lab and field-based sciences with scientific inquiry	<b>3.0 credits</b>
<b>Social Studies</b> World Studies, U.S. History, Government required	<b>3.0 credits</b>
<b>Health</b>	<b>1.0 credit</b>
<b>Physical Education</b>	<b>1.0 credit</b>
<b>Career-Technical Ed, Fine / Performing Arts <b>Second World Language</b></b>	<b>3.0 credits</b>
<b>Electives</b>	<b>8.0 credits</b>
<b>Education Plan and Profile</b>	
<b>Extended Application Project</b>	
<b>Career-Related Knowledge and Skills</b>	
<b>Career-Related Learning Experiences</b>	
<b>Essential Skills</b> <ul style="list-style-type: none"> <li>• Class of 2012 required proficiency in reading. Class of 2013 required proficiencies in reading and writing. Class of 2014 required proficiencies in reading, writing, and math. Implementation of speaking, critical thinking, technology use, civic and community engagement, global literacy proficiencies to be determined.</li> <li>• The State Board of Education determines proficiency criteria.</li> </ul>	

### OREGON STANDARD DIPLOMA

The 24-credit Oregon Standard Diploma may be granted to students who have been academically unsuccessful but who are presently achieving school success or to students transferring to Bend-La Pine as seniors who are unable to meet requirements of the 26-credit Academic Diploma.

The following are requirements for an Oregon Standard Diploma:

<b>English / Language Arts</b> Including 1 unit of written composition	<b>4.0 credits</b>
<b>Mathematics</b> All credits at Algebra 1 content level or higher Classes 2014 and beyond	<b>3.0 credits</b>
<b>Science</b> All credits in lab and field-based sciences with scientific inquiry	<b>3.0 credits</b>
<b>Social Studies</b> History, Civics, Geography & Economics, including personal finance	<b>3.0 credits</b>
<b>Health</b>	<b>1.0 credit</b>
<b>Physical Education</b>	<b>1.0 credit</b>
<b>Career-Technical Ed, Fine / Performing Arts <b>Second World Language</b></b>	<b>3.0 credits</b>
<b>Electives</b>	<b>6.0 credits</b>
<b>Education Plan and Profile</b>	
<b>Extended Application Project</b>	
<b>Career-Related Knowledge and Skills</b>	
<b>Career-Related Learning Experiences</b>	
<b>Essential Skills</b> <ul style="list-style-type: none"> <li>• Class of 2012 required proficiency in reading. Class of 2013 required proficiencies in reading and writing. Class of 2014 required proficiencies in reading, writing, and math. Implementation of speaking, critical thinking, technology use, civic and community engagement, global literacy proficiencies to be determined.</li> <li>• The State Board of Education determines proficiency criteria.</li> </ul>	

An Oregon Standard Diploma may be granted according to the following guidelines:

1. Approval to earn an Oregon Standard Diploma may be granted by a building review team that considers each case on an individual basis. The team shall minimally consist of the assigned school counselor, other school personnel as deemed appropriate, parent/guardian, and the student.
2. Approval to earn an Oregon Standard Diploma may not be made by the building review team earlier than the completion of a student's fifth semester.
3. Once approved for an Oregon Standard Diploma option, a student must pass a minimum of four approved classes per semester (or five per trimester). Exceptions shall be considered by the building review team on their individual merit.
4. If an approved student fails to meet Oregon Standard Diploma requirements, community programs shall be recommended for high school completion. In exceptional situations where a return to high school is most appropriate, the building review team shall assess the case and formulate a graduation plan.

### OREGON MODIFIED DIPLOMA

A 24-credit Oregon Modified Diploma is awarded to a student who has completed all state requirements but under modified conditions and curricula. Decisions about awarding this diploma are made through a building review team process. The team shall minimally include school personnel most knowledgeable about a student’s academic performance and needs, the assigned school counselor, other school personnel as deemed appropriate, parent/guardian and the student.

The following are requirements for an Oregon Modified Diploma:

<b>English / Language Arts</b>	<b>3.0 credits</b>
<b>Mathematics</b>	<b>2.0 credits</b>
<b>Science</b>	<b>2.0 credits</b>
<b>Social Studies</b>	<b>2.0 credits</b>
<b>Health</b>	<b>1.0 credit</b>
<b>Physical Education</b>	<b>1.0 credit</b>
<b>Career-Technical Ed, Fine / Performing Arts World Second Language</b>	<b>1.0 credits</b>
<b>Electives</b>	<b>12.0 credits</b>
<b>Education Plan and Profile</b> With or without modification determined by building review team	
<b>Extended Application Project</b> With or without modification determined by building review team	
<b>Career-Related Knowledge and Skills</b> With or without modification determined by building review team	
<b>Career-Related Learning Experiences</b> With or without modification determined by building review team	
<b>Essential Skills</b>	
<ul style="list-style-type: none"> <li>• Class of 2012 required proficiency in reading. Class of 2013 required proficiencies in reading and writing. Class of 2014 required proficiencies in reading, writing, and math. Implementation of speaking, critical thinking, technology use, civic and community engagement, global literacy proficiencies to be determined.**</li> <li>• The State Board of Education determines proficiency criteria.</li> </ul>	

\*\* For students on Individual Education Plans (IEPS) and 504 Plans, modifications to Oregon State Assessment (OSA) cut scores or work samples must be consistent with the requirements established in the IEP and any modifications to assessments must be consistent with OAR 581- 022-0610 section 4(d). Oregon Extended Assessment and alternative standards may be used but not modified. For students not on IEPs, modifications can only be made for work samples (not OSA cut scores) and must be the same that have been provided students during their instruction in the content area to be assessed and in the year in which the student is being assessed. Modifications must be approved by the building review team that is responsible for monitoring the student’s progress toward the modified diploma.

The Oregon Modified Diploma is subject to limitations of the guidelines identified below:

1. A student will be considered a candidate for the modified diploma if they ~~s/he~~ can meet all diploma requirements but cannot meet the full set of academic content standards even with reasonable accommodations. In addition, the student must meet at least one the following eligibility criteria:
  - a. Documented history of the inability to maintain grade-level achievement due to significant learning and instructional barriers; or
  - b. Documented history of a medical condition that creates a barrier to achievement.
2. Exceptions to eligibility for the modified diploma include the following:
  - a. Students currently engaged in the use of illegal drugs are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs.
  - b. Students currently engaged in the illegal use of alcohol are not eligible for a modified diploma if the significant learning and instructional barriers are due to alcohol abuse, regardless a student's disability under Section 504 on the basis of alcoholism.

*However, a student may be eligible for a modified diploma if one of the following conditions applies:*

- a. Has successfully completed a supervised drug or alcohol rehabilitation program and is no longer engaged in the illegal use of drugs or alcohol; or
  - b. Has been rehabilitated successfully and is no longer engaged in the illegal use of drugs or alcohol; or
  - c. Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs or alcohol.
3. The building review team decides whether a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school, extenuating circumstances notwithstanding.
4. The building review team establishes the modification of course curricula for the student. Course curriculum is modified when there is a substantial change, lowering or reduction in learning expectations, construct, grade-level standard, and/or measured course outcomes. Course curriculum should be modified for a student only after reasonable alternative instructional strategies (e.g., accommodations, remediation, intensive instruction) are exhausted. Courses that have been modified are designated as such on a student's transcript.
5. The building review team may formally decide to revise a modified diploma decision. If a student changes to an Academic or Oregon Standard Diploma program of study, they ~~s/he~~ must meet all requirements without modification. Credit for courses that were modified must be retaken without modification in order to meet requirements for an Academic or Oregon Standard Diploma. Such a change may extend a student's time in high school.

### **OREGON EXTENDED DIPLOMA**

An Oregon Extended Diploma may be awarded only through the Individualized Education Plan (IEP) team process and only to students on IEPs who complete the required 12 units of credit.

#### **The following are requirements for an Oregon Extended Diploma:**

12.0 credits with no more than 6.0 credits earned in a self-contained special education classroom as follows:

<b>English / Language Arts</b>	<b>2.0 credits</b>
<b>Mathematics</b>	<b>2.0 credits</b>
<b>Science</b>	<b>2.0 credits</b>
<b>Social Studies</b>	<b>3.0 credits</b>
<b>Health</b>	<b>1.0 credit</b>
<b>Physical Education</b>	<b>1.0 credit</b>
<b>Career-Technical Ed, Fine / Performing Arts World Second Language</b>	<b>1.0 credit</b>
<b>Education Plan and Profile</b>	<b>Exempt</b>

<b>Extended Application Project</b>	<b>Exempt</b>
<b>Career-Related Knowledge and Skills</b>	<b>Exempt</b>
<b>Career-Related Learning Experiences</b>	<b>Exempt</b>
<b>Essential Skills</b>	<b>Exempt</b>

This diploma is subject to limitations identified in the guidelines listed below:

1. A student will be considered a candidate for the Oregon Extended Diploma if they ~~s/he~~ cannot meet the full set of academic content standards for an Academic, Oregon Standard, or Oregon Modified Diploma with reasonable accommodations and modifications. In addition, the student must meet the following eligibility criteria:
  - a. Documented history of the inability to maintain grade-level achievement due to significant learning and instructional barriers or documented history of a medical condition that creates a barrier to achievement; and
  - b. Participation in an alternate state assessment beginning no later than grade six and lasting for two or more assessment cycles or have a serious illness or injury that occurs after grade eight and that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments.

#### **HONORARY DIPLOMA**

An Honorary Diploma may be awarded to foreign exchange students who are not enrolled in a diploma- seeking program of study.

#### **TRANSITION (ALTERNATIVE) CERTIFICATE**

A transition (alternative) certificate may be earned by students if they are unable to meet requirements for an Oregon Modified or Extended Diploma, are working on a Life Skills curriculum, and have attended high school for at least four years.

Students earning transition (alternative) certificates are exempt from the requirements of an Education Plan and Profile, Extended Application Project, Career-Related Learning Standards, Career-Related Learning Experiences, and Essential Skills.

Parents/guardians of a student beginning in Grade 5 who participates in an alternate state assessment shall be annually provided information about the transition (alternative) certificate.

#### **ESSENTIAL SKILLS PROFICIENCY**

English Language Learners (ELL) may demonstrate proficiency in the Essential Skills of Reading, Writing and Mathematics in their language of origin if by the end of their 12th-grade year they are on track to meet all other graduation requirements and are unable to demonstrate proficiency using the English language.

#### **DIPLOMA CREDIT ALTERNATIVES**

As set forth in IKA-AR, credit may be awarded for learning experiences independent of the regular school curriculum including, but not limited to college coursework, approved alternative learning options including credit by proficiency, cross-credit coursework, and career-related learning experiences.

Up to 1.0 math and/or science diploma credit may be met with a district-approved cross-credit course. No district-approved math and science cross-credit course meets college admissions and NCAA core subject requirements. A district-approved cross-credit course can only be assigned to one diploma subject category.

#### **EARLY OR DELAYED GRADUATION**

The district may allow waiver of the attendance requirement and grant early or delayed graduation.

#### **TRANSFER GUIDELINES**

Students who transfer to the Bend-La Pine School District during their senior year are expected to meet the 26-credit diploma requirements established by the School Board. If it is not possible for a senior transfer student to meet the requirements of a 26-

credit diploma, the student will be expected to meet the minimum requirements set forth by the Oregon Standard Diploma. If they s/he is unable to meet Oregon Standard Diploma requirements, the student must meet the diploma requirements of the school from which they s/he transferred. In the latter case, a diploma may be awarded by either school based on the previous school's diploma requirements.

#### **ATTENDANCE**

In addition to diploma requirements, a student must fulfill institutional requirements for attendance as set forth by the School Board of Bend-La Pine Schools in order to be eligible for graduation.

#### **GRADUATION EXERCISES**

Appropriate graduation programs are planned by each district high school on the assigned date.

All graduates who achieve an Honors Diploma will be recognized at graduation exercises.

Only students in good standing who have successfully completed the requirements for an Honors, Academic, Oregon Standard, Oregon Modified, Oregon Extended Diplomas, and Transition (Alternative) Certificates may participate in graduation exercises. Students in good standing have paid all fines and are not on suspension or expulsion or they have been approved by the principal to participate in graduation exercises.

Students who believe they have extenuating circumstances beyond their control that warrant their participation in the graduation ceremony may appeal to the principal. Situations that may be considered extenuating include:

1. A lengthy illness that prevented a student from completing diploma requirements.
2. A crisis in the family (death, etc.) that requires the student to miss finals or other required course assignments.

#### **ARMED FORCES**

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces, as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery. This policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
  - a. World War I;
  - b. World War II;
  - c. The Korean Conflict; or
  - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
  - a. Operation Urgent Fury (Grenada);
  - b. Operation Just Cause (Panama);
  - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
  - d. Operation Restore Hope (Somalia);
  - e. Operation Enduring Freedom (Afghanistan); or
  - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the United States.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 12/1/03, 4/3/06, 10/30/06, 11/30/09, 7/18/11, 9/19/12, 4/22/14, 1/9/24  
APPROVED: 12/1/03, 6/5/06, 10/30/06, 12/11/06, 12/7/09, 9/26/11, 10/1/12, 5/5/14

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

ORS 329.451  
OAR 581-022-1130  
OAR 581-022-1131  
OAR 581-022-1133

OAR 581-022-1134  
OAR 581-022-1135

DRAFT 3.13.2024



Policy and Regulation Public Comment  
IKF-AR: High School Diplomas, Graduation Requirements, and Graduation Exercises  
Received by 5:00 p.m. February 13, 2024

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
Definition of capstone classes in honors diploma section (AP+IB+100-Level college courses) not consistent with weighted grades guidelines (AP+IB+300/400-level college courses). Definition of capstone classes omits highest-level CTE classes (currently considered capstone by BLS high school counselling departments).	Curran Jacobus	<a href="#">Thank you for your comment. This issue has been addressed by Bend-La Pine Schools' Director of College and Career Readiness.</a>



No person in district facilities, on district property or grounds, including parking lots, school property will:

#### PERSONAL INTERACTION AND BEHAVIOR IN DISTRICT FACILITIES AND ON DISTRICT PROPERTY

- Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the district to endanger the safety of students, employees, self, or others.
- Use or engage in abusive verbal expression or physical conduct that interferes with the performance of students, event officials or sponsors of approved activities.
- Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe, or other emergency that will take place in or upon a school.
- Use or operate any noise-producing machine, vehicle, device, or instrument in a manner that, in the judgement of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities.
- Impede, delay, or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district.

#### TREATMENT OF DISTRICT FACILITIES AND DISTRICT PROPERTY

- Damage the property of another or of the district.
- Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation to, district property.
- Uproot, pick, cut, mutilate, or remove plant life or other natural resources of any kind. Roots, tubers, flowers, and stems may not be collected. Soil or rock may not be dug up or removed.
- Dump or spill any sewage, wastewater, or other fluids from any vehicle.

#### ACTIVITIES IN DISTRICT FACILITIES OR ON DISTRICT PROPERTY

- Use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property.
- Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway, or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users is prohibited.
- Fly, launch or otherwise operate motorized model airplanes / helicopters / rockets or other similar propulsion devices unless approved in advance by the district.
- Operate an unmanned aircraft system (UAS) or drone, unless granted permission from the Superintendent or designee as described in ECACB-AP: Unmanned Aircraft System (UAS) / Drone.
- Distribute or post circulars, notices, leaflets, pamphlets, or other written or printed material in violation of KJA-AP: Materials Distribution and KJA-AR: Materials Distribution.
- Operate a concession, solicit, sell, or offer for sale any goods, wares, merchandise, food, beverages, or services without prior district approval. Public sales and solicitation on district property will be governed by KGA-AR: Facilities Use Procedure, KI-AP: Public Solicitation in District Facilities, and KI-AR: Advertising in District Facilities.
- Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use. Street legal vehicles shall be driven in a safe and lawful manner, at posted speeds and will only be appropriately parked in areas designated by the district. Motorized vehicles such as minibikes, scooters, go-carts, all-terrain vehicles, snowmobiles, and other similar devices are prohibited on district grounds.
- Operate bicycles, including those riding an E-bikes or E-scooters, in violation of must comply with Oregon motor vehicle and bike regulations and laws. E-bikes and E-scooters are prohibited on district property for persons under age 16.

- Use of a skateboard, rollerblades, non-motorized scooter, or other similar device other than in designated areas during non-school hours at the user's risk.
- Bring an animal into a district building without prior administrator approval as described in ING-AR: Animals in the Classroom or on School Property. The owner is responsible for the animal's behavior and containment and for the removal of the animal's wastes while on district property. Animals serving the disabled are permitted as provided by law.
- Camp, overnight, loiter, or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials.
- Bring, possess, conceal, or use a weapon as prohibited by JFCJ-BP: Weapons in Schools, GBJ-BP: Weapons in Schools, and KGBB-BP: Firearms Prohibited.
- Possess, consume, sell, give, or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give, or deliver drug paraphernalia.
- Use, distribute or sell tobacco products or inhalant delivery systems, in any form, including nicotine or nicotine delivering devices, chemicals or devices the produce the physical effect of nicotine substances or any other tobacco substitute (i.e., e-cigarettes, smokeless inhalers or vaporizer pens). (Pro-Children Act of 1994; ORS 433.835 to -433.990; OAR 581-021-0110).
- Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interest of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.

Additionally, no person in district facilities, on district property or grounds, including parking lots, will violate posted regulatory signs, or willfully violate other board policies, administrative policies, administrative regulations, or school rules designed to maintain public order on district property.

Persons having no legitimate purpose or business on school property, or those violating or threatening to violate the above rules, may be issued a trespass citation warrant, ejected from the premises, excluded from district-approved activities temporarily or permanently, and/or referred to law enforcement officials.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 1/2007, 1/9/2024  
 APPROVED: 1/2007

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

ORS 161.015	ORS 332.172
ORS 164.245	ORS 336.109
ORS 164.255	ORS 339.883
ORS 166.025	ORS 431.840
ORS 166.155 to -166.165	ORS 433.835 to -433.990
ORS 166.210 to -166.370	ORS 806.060 to -806.080

OAR 333-015-00025 to-0090  
 OAR 581-021-0110  
 OAR 584-020-000(4)(e),(g)  
 Gun-Free Schools Act, 20 U.S.C. 7151 (2006)  
 Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).  
 Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921 (a)(25)-(26), 922(q) (2006)



No person on district property or grounds, including parking lots, ~~school property~~ will:

1. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the district to endanger the safety of students, employees, self, or others.
2. Use or engage in abusive verbal expression or physical conduct that interferes with the performance of students, event officials or sponsors of approved activities.
3. Damage the property of another or of the district.
4. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe, or other emergency that will take place in or upon a school.
5. Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation to, district property.
6. Uproot, pick, cut, mutilate, or remove plant life or other natural resources of any kind. Roots, tubers, flowers, and stems may not be collected. Soil or rock may not be dug up or removed.
7. Dump or spill any sewage, wastewater, or other fluids from any vehicle.
8. Use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property.
9. Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway, or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users is prohibited.
10. Fly, launch or otherwise operate motorized model airplanes / helicopters / rockets or other similar propulsion devices unless approved in advance by the district.
11. Operate an unmanned aircraft system (UAS) or drone, unless granted permission from the Superintendent or designee as described in ECACB-AP: Unmanned Aircraft System (UAS) / Drone.
12. Distribute or post circulars, notices, leaflets, pamphlets, or other written or printed material in violation of KJA-AP: Materials Distribution and KJA-AR: Materials Distribution.
13. Operate a concession, solicit, sell, or offer for sale any goods, wares, merchandise, food, beverages, or services without prior district approval. Public sales and solicitation on district property will be governed by KGA-AR: Facilities Use Procedure, KI-AP: Public Solicitation in District Facilities, and KI-AR: Advertising in District Facilities.
14. Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use. ~~Street legal~~ vehicles shall be driven in a safe and lawful manner, at posted speeds and will only be appropriately parked in areas designated by the district. Motorized vehicles such as minibikes, ~~scooters~~, go-carts, all-terrain vehicles, snowmobiles, and other similar devices are prohibited on district grounds.
15. Operate bicycles, ~~including those riding an~~ E-bikes or E-scooters, in violation of ~~must comply with~~ Oregon motor vehicle and bike regulations and laws. E-bikes and E-scooters are prohibited on district property for persons under age 16.
16. Use of a skateboard, rollerblades, ~~non-motorized~~ scooter, or other similar device other than in designated areas during non-school hours at the user's risk.
17. Bring an animal into a district building without prior administrator approval as described in ING-AR: Animals in the Classroom or on School Property. The owner is responsible for the animal's behavior and containment and for the removal of the animal's wastes while on district property. Animals serving the disabled are permitted as provided by law.
18. Camp, overnight, loiter, or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials.
19. Use or operate any noise-producing machine, vehicle, device, or instrument in a manner that, in the judgement of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities.
20. Impede, delay, or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district.

21. Bring, possess, conceal, or use a weapon as prohibited by JFCJ-BP: Weapons in Schools, GBJ-BP: Weapons in Schools, and KGBB-BP: Firearms Prohibited.
22. Possess, consume, sell, give, or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give, or deliver drug paraphernalia.
23. Use, distribute or sell tobacco products or inhalant delivery systems, in any form, including nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (i.e., e-cigarettes, smokeless inhalers or vaporizer pens). (Pro-Children Act of 1994; ORS 433.835 to -433.990; OAR 581-021-0110).
24. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interest of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.
25. Violate posted regulatory signs.
26. Willfully violate other board policies, administrative policies, administrative regulations, or school rules designed to maintain public order on district property.
- ~~27. Injure or threaten to injure another;~~
- ~~28. Damage the property of another or of the district;~~
- ~~29. Violate parking regulations;~~
- ~~30. Drive a vehicle in an unsafe manner;~~
- ~~31. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on school property which has been authorized by the Board, superintendent, principal or other authorized administrator;~~
- ~~32. Enter any portion of school premises at any time for purposes other than those which are lawful and authorized by school officials;~~
- ~~33. Possess an unauthorized loaded firearm or unloaded firearm or any other instrument used as a dangerous weapon or deadly weapon. "Dangerous weapon" is defined as any weapon, device, instrument, material or substance which under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury. "Deadly weapon" is defined as any instrument, article or substance specifically designed for and presently capable of causing death or physical injury. "Firearm" is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any other destructive device including any explosive, incendiary or poisonous gas;~~
- ~~34. Consume, sell, give or deliver tobacco, drugs or alcoholic beverages;~~
- ~~35. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang. Use speech or commit any action or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;~~
- ~~36. Willfully violate other rules and regulations adopted by the Board designed to maintain public order on school property.~~

Persons having no legitimate purpose or business on school property, or those violating or threatening to violate the above rules, may be issued a trespass citation, warrant, ejected from the premises, excluded from district-approved activities temporarily or permanently, and/or referred to law enforcement officials.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 1/2007, 1/9/2024  
APPROVED: 1/2007

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

ORS 161.015	ORS 332.172
ORS 164.245	ORS 336.109
ORS 164.255	ORS 339.883
ORS 166.025	ORS 431.840
ORS 166.155 to -166.165	ORS 433.835 to -433.990
ORS 166.210 to -166.370	ORS 806.060 to -806.080

OAR 333-015-00025 to-0090

OAR 581-021-0110

OAR 584-020-000(4)(e),(g)

Gun-Free Schools Act, 20 U.S.C. 7151 (2006)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921 (a)(25)-(26), 922(q) (2006)

DRAFT 3.2024



**Policy and Regulation Public Comment**  
**KGB-AR: Public Conduct on District Property**  
 Received by 5:00 p.m. February 13, 2024

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>As I read the draft revisions to KGB-AR, I had a couple of thoughts:</p> <ul style="list-style-type: none"> <li>• Under No. 14: Motorized “scooters” could include mopeds, likes Vespas. Like e-bikes, these would be legal to operate by anyone licensed to do so. I’m not sure we could generally prohibit those from school grounds. We may have staff, visitors and older students who ride these to our schools.</li> <li>• Same with “ATVs.” A couple of classes of ATVs (Class II and III) can be street legal in Oregon. Some people regard jeeps and trucks as ATVs. This may be too broad a term for us to include on the list of prohibited vehicles.</li> <li>• For No. 15: To be consistent with the structure of “No person ... will,” perhaps we rephrase this as: “Fail to comply with Oregon motor vehicle and bike regulations and laws, including the operation of e-bikes.”</li> </ul>	<p>Scott Maben</p>	<p>The proposed draft of KGB-AR has been updated, specifically in numbers 14, 15 and 16, to provide further clarity.</p>
<p>For rule 11: the FAA makes clear that any rule trying to regulate airspace at a local or state level is preempted by federal law. I might suggest making the rule more clear that no person may takeoff, land or operate a UAV from district-owned property.</p>	<p>Brad Waler</p>	<p>Thank you for your comment. Information about airspace regulations are defined in <a href="#">ECACB-AP: Unmanned Aircraft Systems (UAS) / Drone.</a></p>
<p>Thank you for reinforcing Oregon state laws. As a public school, it is important to be consistent with and respect all laws as they are written; otherwise this sets a dangerous precedent that laws are not to be followed. The way schools are currently ignoring enforcing this law (no e-bikes for riders under 16) sets a tone that undermines discipline at school and teaches children to</p>	<p>Kelly Peterson</p>	<p>Thank you for your comment. Bend-La Pine Schools does not incorporate editorial comments into policy revision.</p>



**Policy and Regulation Public Comment**  
**KGB-AR: Public Conduct on District Property**  
 Received by 5:00 p.m. February 13, 2024

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>disregard and disrespect for the rule of law. Additionally, it's common sense for children to have to be 16 to ride an e-bike. Many can go as fast as a Vespa, kids rarely wear helmets, often ride recklessly down sidewalks and through traffic, and rarely follow the rules of the road. If schools continue to look the other way, it is only a matter of time before a true tragedy will strike — and the district will be sued for reckless endangerment. Not where I want my tax dollars going. Instead, having the district following this common sense law will prevent needless accidents (and more than a few tragic events). Across the board, the district has gotten very lax with discipline; I take issue that it is “trauma-informed care,” it seems to me there is a district-wide, top down push to remove teacher’s authority to implement appropriate consequences for misbehavior and misconduct. This undermining of teachers’ authority impacts their subsequent ability to teach our children, as the classroom behavior over the last few years has often become unmanageable. We know we have an alarming amount of teachers resigning and/or taking personal leaves; we need to be supporting teachers and allowing them to discipline misbehavior, but if actual laws are being actively ignored on school grounds, what message are we sending?</p>		
<p>I believe that as a parent, I am able to decide whether my child rides an ebike to school. This helps us with transportation and my child is coordinated and careful and we have instructed her regarding the rules. I believe the school should only be involved if kids are seen actively being unsafe on school property. The school is not in a position to be policing bike riders. thank you</p>	<p>Angelee Hoover</p>	<p>Thank you for your comment. Bend-La Pine Schools does not incorporate editorial comments into policy revision.</p>



**Policy and Regulation Public Comment**  
**KGB-AR: Public Conduct on District Property**  
 Received by 5:00 p.m. February 13, 2024

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>Commute Options supports lines 14 and 15 as written in this policy update.</p>	<p>Brian Potwin</p>	<p>Thank you.</p>
<p>The language in #15, does not follow the language of the rest of the document. It should read more like. No person on district property.....will: 15. Ride a bike or e-bike without compliance with Oregon motor vehicle and bike regulations and laws.</p> <p>There is no language about dismount zones on campus. Curious if language should be added such as :District sidewalks are shared use with pedestrians and considered dismount zones. Here is helpful info on Oregon Bike Laws. See 814.410 for sidewalk laws and bikes.  <a href="https://bikeportland.org/resources/bicyclelaws">https://bikeportland.org/resources/bicyclelaws</a>  <a href="https://www.oregonbikelawyer.com/oregon-bicycle-law-quick-guide">https://www.oregonbikelawyer.com/oregon-bicycle-law-quick-guide</a></p>	<p>Jackie Wilson</p>	<p>The proposed draft of KGB-AR has been updated, specifically in numbers 14, 15 and 16, to provide further clarity.</p>
<p>I appreciate the addition of line 15 concerning bicyclists, including e-bicyclists, complying with state laws. I hope that this message is relayed to the throngs of e-bicyclists who ride to middle school who are not old enough to legally ride an e-bike.</p>	<p>Paul Kim</p>	<p>Thank you.</p>



**ACTION ITEM:** Report on Choice Programs

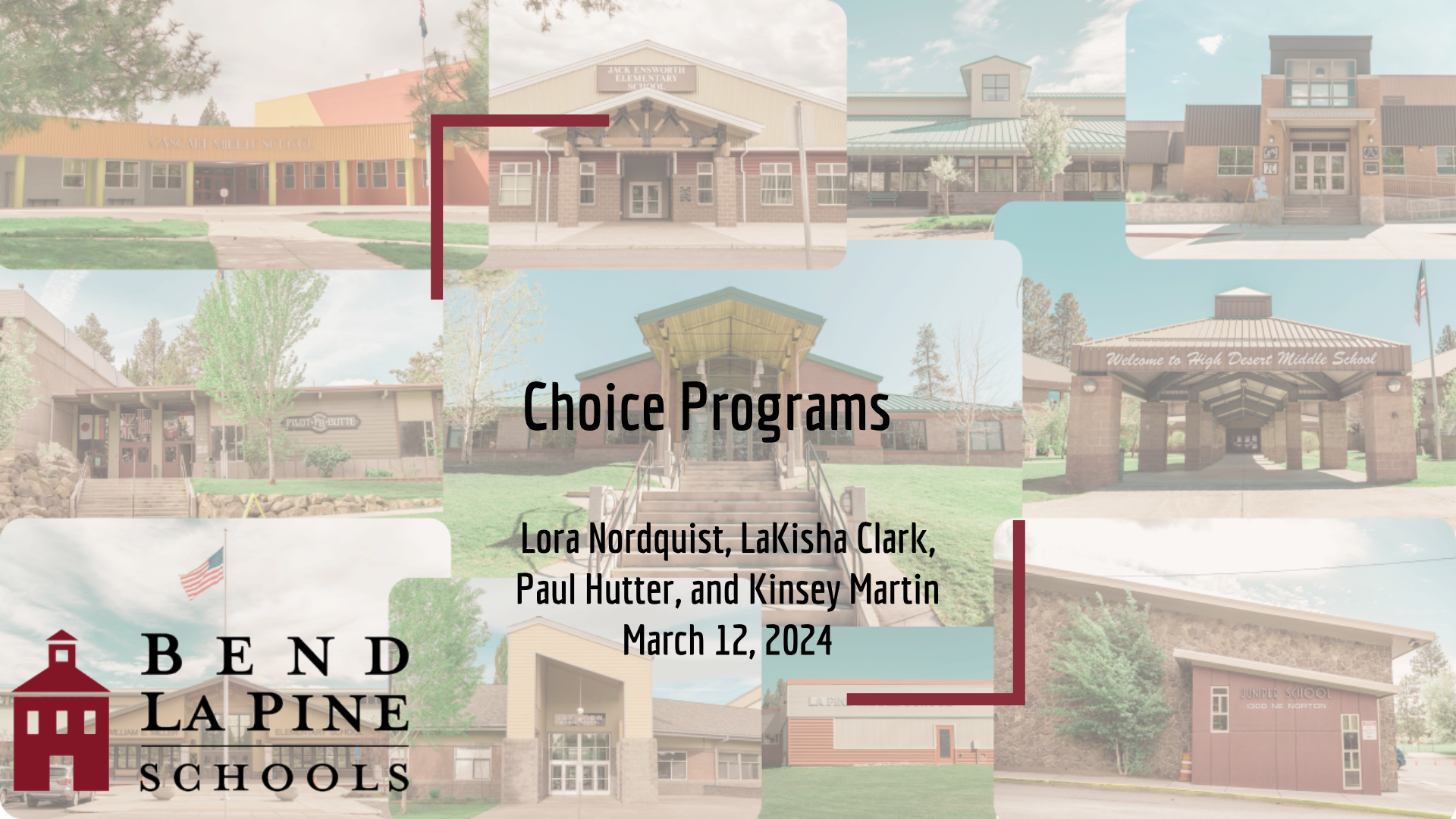
**PRESENTED BY:** Lora Nordquist, Deputy Superintendent  
LaKisha Clark, BTA Principal  
Paul Hutter BSHS Assistant Principal  
Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a long tradition of supporting choice programs, in order to serve the interests and needs of diverse students and families. However, the district does not endorse “choice for choice’s sake.” Instead, the district’s choice programs address unmet needs of students and their families, evidence-based programming, and instructional models with replicable components, for example. Most important, the district endorses choice programs that further its efforts to achieve the goals of the Board of Directors:

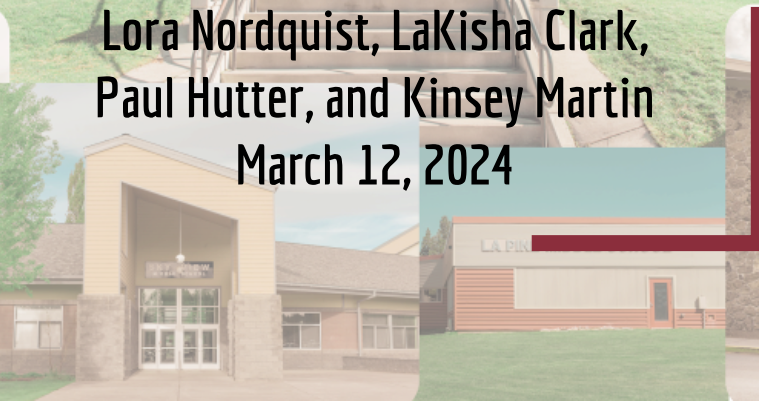
1. Students are engaged and develop a strong academic foundation;
2. Students have a passion, purpose, and plan for their future; and
3. Students, families, and staff experience wellness, inclusion, and belonging in our schools.

The March 12 presentation includes administrators from Bend Tech Academy, Bend Senior High School’s International Baccalaureate Programme, and the district’s dual immersion program. Each presenter will highlight work being done in their programs to promote engagement and rigor for all students.



# Choice Programs

Lora Nordquist, LaKisha Clark,  
Paul Hutter, and Kinsey Martin  
March 12, 2024



# Introduction

1. Board goal/rigorous classrooms
2. Choice programs-rigor and relevance



Board Goal #1: *All students are engaged and develop a strong academic foundation.*

## Characteristics of a Rigorous Classroom

- **Classroom culture**-brave spaces, visible norms, collaboration
- **Students' mindset**-academic mindset
- **Curriculum**-Rooted in meaningful standards, slower/deeper work
- **Instruction**-Active engagement, student ownership of learning, clear learning intentions and success criteria, formative assessment, etc.
- **Teacher's mindset**-warm demander
- **Teacher's knowledge and skills**-content, unit design, authentic assessment, differentiation





**Choice Option School**

**Rigor & Relevance**

**through**

**Career & Technical Education**



# Choice Option High School

- Bend Tech Academy is one of two smaller high schools with innovative and specialized academic programs
- Designed to provide choice and voice for students in our District
- Both BTA and RHS are in person, academically rigorous programs that prepare students for college & career
- Offer innovative and specialized academic opportunities for students interested in our Academy programming



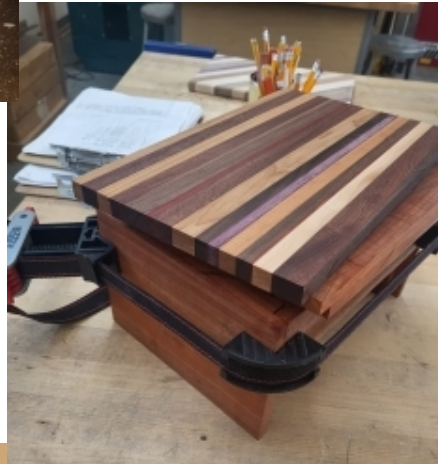
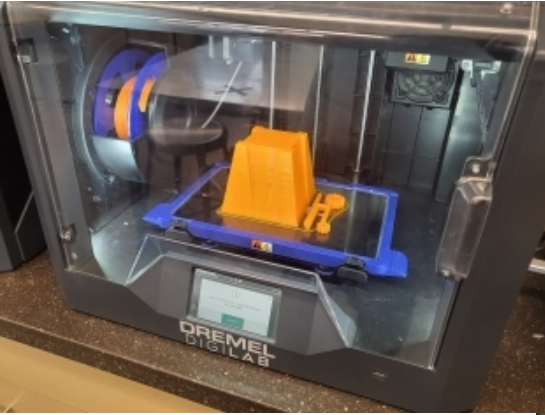
# CTE Programming Offered

- Career and Technical Education (CTE ) is course programming designed to provide students with the academic and technical skills to succeed in specific career areas. These industry areas are considered to be high-demand, high wage career paths by the state and federal Employment department.
- CTE programs help prepare students find their passion, and learn the academic content and technical skills they will need to enter their chosen field upon graduation, either through pursuing further education or entering the workforce directly.
- BTA offers four CTE Academies:
  - Medical
  - STEM/ Engineering
  - Business Management
  - Construction



# Rigor through Programming

- Each Academy offers courses that require students to problem-solve, apply learning, develop technical skill in that area, and interact with community partners



# Rigor through Programming

- **Core Curriculum** (Language Arts, Math, Science, Social Studies) offer challenging courses, including advanced mathematics and AP coursework
- **Medical Academy**
  - Students can participate in Health Occupations Rotations, completing job shadows at St. Charles' Hospital, CORA, veterinary clinics, pediatrician's offices, and others
- **STEM/ Engineering**
  - Students can earn their Drones Pilot's License after completing coursework in the Engineering Program. Students also can take advanced courses in Design Lab, Robotics and Drones
- **Dual Credit Opportunities** offered through BTA courses articulated with COCC/ KCC, in most content areas
- **Extended Options** partnership allows some BTA students to be taking College classes through COCC while still in high school.



# Relevance through CTE

- **Hands on Activities** require context and relevance to be meaningful learning
- **Medical Academy**
  - Students taking CPR/ First Aid practice concepts and skills on a daily basis, earning their certifications by the end of the course.
  - Students learn how to draw blood, intubate, and suture
  - Wilderness First Aid teaches students valuable & relevant skills that they are able to practice in relevant settings
  - Students on Rotations are able to observe in medical facilities, in real-world settings



# Relevance through CTE

- **Construction Academy**

- Students learn how to properly use equipment in a shop, including both standard equipment as well technology-based equipment like a CNC router
- Students practice practical builds like framing, electrical basics, and furniture builds
- Fine woodworking skills are explored in building cutting boards, electrical guitars, skateboards and more.



# Relevance through CTE

- **Business Academy**

- Students learn how to use printing/ production equipment for projects- screen printing, heat press vinyl printing, embroidery machinery, etc



- Business skills- working with community and school partners to design products/ t-shirts and develop cost and timeline for completion. Partners include:

- MVHS, Jewell Elementary, HDESD, Dept of Veteran Affairs



- Opportunities through DECA to develop meaningful learning opportunities and compete at the state and national level



Community based programming, such as Blood Drives and the upcoming BTA Madness 3x3 Middle school Basketball tourney on March 16th



**BTA MADNESS**

*3x3 Tournament*

1291 NE 6TH ST  
MARCH 16TH  
10AM



# Enrollment at Bend Tech Academy

Continuing to educate our community about the changes at BTA.

- No longer an alternative education site
- But we DO provide a creative learning environment through our CTE Academies!

Students and families who are interested in exploring this type of CTE focused education should definitely contact us for a tour!

Still spots available for 2024-25 in Grades 9, 10, 11!

**Visit the Choice Options page on the BLS website for information on how to apply.**





# Dual Language Immersion



# Who are DI high school students?

- English/Spanish balance
  - Heritage and Purépecha
- Late Entry to DI
  - Newcomers
- Commitment 8th → 9th grade



# Bilingual and Biliterate

## Oregon State Seal of Biliteracy (OSSB)

- 2023 (77%)
- 2024 (90% on track)

## Gold Seal of Biliteracy:

- 2023 graduating class (77%)
- 2024 graduating class (100% on track to qualify!)



# AP Spanish Language and Culture Course

- CTE and AP coursework
- 100% of Dual Immersion students take the current AP course:
  - Current 11th grade cohort:
    - 60% Heritage Spanish speakers
  - Current 12th grade cohort:
    - Average AP enrollment: 3.6 AP classes over 3 years at Caldera
    - Range: 1 required AP class to 8 AP classes
- Average weighted GPA: 3.35



# Academics

- “I believe that learning two languages has taught me how to be challenged and use my brain in different ways which allows me to take on more academic challenges and excel in those classes.” —Hannah, 12th grade
- “Having Spanish as my first language, and learning academic Spanish has helped me better understand English and picking up things faster.” —Max, 12th grade
- “The best part of a program is being taught to think in two languages.” —Jordy, 12th grade



# Community and Belonging

- “The incredible teachers who are all super supportive and know how to challenge us, as well as the bond that is formed between all of the students. Having those support systems that have formed over the years is so valuable and so helpful for the students.” —Hannah, 12th grade
- “The best part of the program is the community we have created throughout the years. Most of us have grown up together and have seen each other during our phases.” —Jackie, 12th grade



“I’ve been in it since Kindergarten so now that I feel like it’s a part of my identity.”  
—Jordy, 12th grade

# Agency and Leadership

- “We the students contribute to the success of the DI program. Without us the program would not be as big of a success, we provide feedback to the program so that they can improve later on. Another thing that contributes to the success of the program is the teacher who has stuck with us and the program for years. They taught us the basics so that we could succeed later on.” Jackie, 12th grade
- “The best part about the program is the way all of us students have grown together becoming really close and comfortable with each other.” —Noemi, 12th grade





# Dual Language Immersion

Looking ahead...



# Bend Sr. High School

International Baccalaureate and Career  
Technical Education



# Bend Sr. High School

## New IB Career-Related Programme

IB Subject Offerings for the 2024-2025 School Year:

<b>Group 1:</b>	English Language and Literature HL Year 1 & 2
<b>Group 2:</b>	Spanish SL Year 1 & 2, Spanish HL, French SL Year 1 & 2, French HL
<b>Group 3:</b>	Environmental Systems and Societies SL, Global Politics SL or HL, World Religions SL
<b>Group 4:</b>	Biology HL Year 1 & 2, Chemistry SL or HL, Computer Science SL, Environmental Systems and Societies SL, Physics SL or HL
<b>Group 5:</b>	Math Analysis SL Year 1 & 2, Math Analysis HL, Math applications SL

Creativity,  
Activity &  
Service

Sample IB  
Articulation:

CTM Area	Credit Range	IB Subject	Exam Level	Score	OSU
Math	4 to 10	Mathematics: Analysis and Approaches	Standard Level	4	MTH 112 (4)
				5 and above	MTH 112 (4)
	High Level		4	MTH 251, MTH LDT (12)	
			5 and above	MTH 251, MTH LDT (12)	



**Future Energy/Automotive  
Construction Technology  
Metals/Welding/Fabrication  
Media Arts/Photography  
Engineering  
Education  
Business  
Culinary**

*Explore*  
Your Destination

**CTET**  
Bend Senior High School



# IB Career-Related Programme

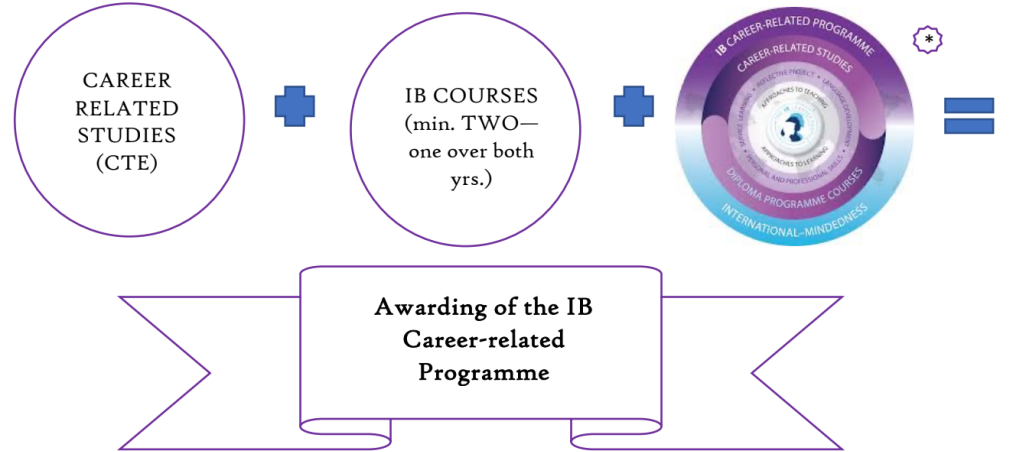
An opportunity for the Bend community

**10 Reasons**  
why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways

- 1 It encourages you to think about others**  
The service learning course allows you to make a positive difference in the world around you.
- 2 Explore, understand and engage in real world issues**  
The CP prepares you to explore, analyse and evaluate global issues from varied perspectives.
- 3 It integrates academic and practical learning**  
The CP combines academic rigour with practical study, and knowledge skills and competences as required for life-long learning.
- 4 It allows you to do what you really want to do**  
You can combine your academic subjects with your interests and skills.
- 5 It gives you more career options**  
With a CP you can secure further education, apprenticeships and employment to take you to the next level in your career, sport, or any other pursuit.
- 6 Learn about different cultures**  
Language development resources give you to engage with other cultures and increase your ambient fluency of the wider world.
- 7 Build friendships and connections**  
Collaborating projects allow you to build friendships as well as working relationships.
- 8 Explore and apply your creativity in innovative ways**  
Personal and professional skills require creative problem-solving techniques.
- 9 Develop essential life skills**  
Skills including critical thinking, communication and personal development are an important focus of the CP.
- 10 Become an independent learner**  
Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.

www.ib.org/cp  
© International Baccalaureate Organization 2014

## The Career-related Programme



The CP Core includes the following FOUR components:

1. The Personal and Professional Skills Course
2. The Reflective Project
3. Service Learning
4. Language Development





Questions?





# Programas de Elección

Lora Nordquist, LaKisha Clark,  
Paul Hutter, Kinsey Martin,  
Jessica Scott, Stephen DuVal  
12 de Marzo de 2024



**B E N D  
LA PINE  
SCHOOLS**

# Introducción

1. Objetivo de la Junta/Aulas rigurosas
2. Programas de elección: rigor y relevancia.



Objetivo de la Junta #1: *Todos los estudiantes participan y desarrollan una sólida base académica.*

## Características de un aula rigurosa

- **Cultura del aula** espacios valientes, normas visibles, colaboración
- **Mentalidad de los estudiantes**-mentalidad académica
- **Currículo**-Basado en estándares significativos, trabajo más lento/profundo
- **Instrucción**-Participación activa, propiedad del aprendizaje por parte del estudiante, intenciones de aprendizaje claras y criterios de éxito, evaluación formativa, etc.
- **Mentalidad del maestro**-exigente pero cálido
- **Conocimientos y habilidades del maestro**-contenido, diseño de unidades, evaluación auténtica, diferenciación





**Elección de escuela**

**Rigor y Relevancia**

**A través de**



**Educación Técnica y Profesional (CTE, por sus siglas en inglés)**

# Opción de Preparatoria

- La Academia Bend Tech (BTA) es una de las dos preparatorias más pequeñas con programas académicos innovadores y especializados
- Diseñadas para brindar opciones y voz a los estudiantes en nuestro distrito
- Tanto BTA como RHS son programas rigurosos en persona que preparan a los estudiantes para la universidad y la carrera.
- Ofrecen oportunidades académicas innovadoras y especializadas para estudiantes interesados en nuestros programas de Academia



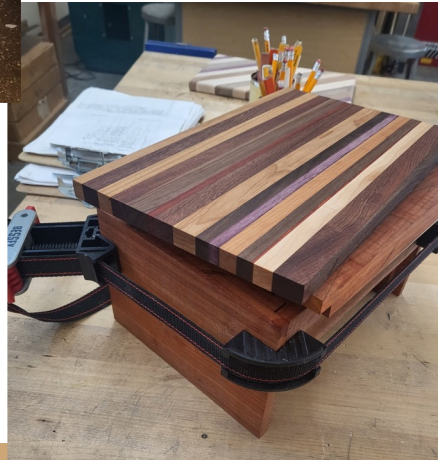
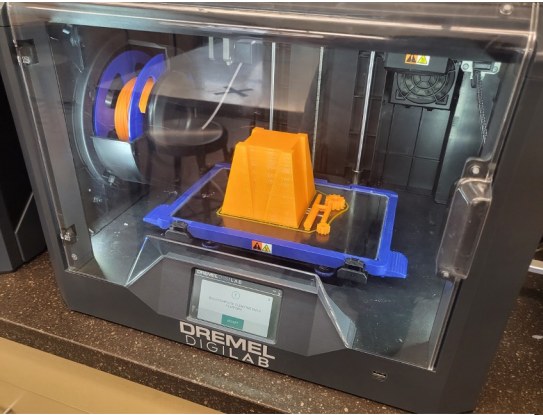
# Programación de CTE Ofrecida

- La Educación Técnica y Profesional (CTE) es una programación de cursos diseñada para proporcionar a los estudiantes las habilidades académicas y técnicas para tener éxito en áreas de carrera específicas. Estas áreas industriales son consideradas como caminos profesionales de alta demanda y alto salario por el departamento de empleo estatal y federal.
- Los programas CTE ayudan a preparar a los estudiantes para encontrar su pasión y aprender el contenido académico y las habilidades técnicas que necesitarán para ingresar a su campo elegido al graduarse, ya sea a través de la educación continua o al ingresar directamente a la fuerza laboral.
- BTA ofrece cuatro academias CTE:
  - Médica
  - STEM/ Ingeniería
  - Administración de Empresas
  - Construcción



# Rigor a través de la Programación

- Cada Academia ofrece cursos que requieren que los estudiantes resuelvan problemas, apliquen el aprendizaje, desarrollen habilidades técnicas en esa área e interactúen con socios de la comunidad.



# Rigor a través de la Programación

- **El Currículo Principal** (Escritura, Matemáticas, Ciencias, Estudios Sociales) ofrece cursos desafiantes, incluyendo matemáticas avanzadas y cursos de AP
- **Academia Médica**
  - Los estudiantes pueden participar en Rotaciones de Ocupaciones de Salud, completando sombras de trabajo en el Hospital St. Charles, CORA, clínicas veterinarias, consultorios pediátricos y otros
- **STEM/Ingeniería**
  - Los estudiantes pueden obtener su Licencia de Piloto de Drones después de completar cursos en el Programa de Ingeniería. También pueden tomar cursos avanzados en Laboratorio de Diseño, Robótica y Drones
- **Oportunidades de Doble Crédito** ofrecidas a través de cursos de BTA articulados con COCC/KCC, en la mayoría de las áreas de contenido
- La asociación con **Extended Options** permite que algunos estudiantes de BTA tomen clases universitarias a través de COCC mientras aún están en la preparatoria.



# Relevancia a través de CTE

- Las actividades prácticas requieren contexto y relevancia para que el aprendizaje sea significativo
- **Academia Médica**
  - Los estudiantes que toman CPR/Primeros Auxilios practican conceptos y habilidades a diario, obteniendo sus certificaciones al final del curso.
  - Los estudiantes aprenden a extraer sangre, intubar y suturar.
  - El curso de Primeros Auxilios en la Naturaleza enseña a los estudiantes habilidades valiosas y relevantes que pueden practicar en entornos pertinentes.
  - Los estudiantes en rotaciones pueden observar en instalaciones médicas, en entornos del mundo real



# Relevancia a través de CTE

- **Academia de Construcción**

- Los estudiantes aprenden a usar adecuadamente equipos en un taller, incluyendo equipos estándar y equipos basados en tecnología como un enrutador CNC.
- Los estudiantes practican construcciones prácticas como enmarcar, conceptos básicos de electricidad y construcción de muebles.
- Se exploran habilidades de carpintería fina en la construcción de tablas de cortar, guitarras eléctricas, patinetas y más



# Relevancia a través de CTE

- **Academia de Negocios**

- Los estudiantes aprenden a usar equipos de impresión/producción para proyectos, como serigrafía, prensa de calor, impresión de vinilo, maquinaria de bordado, etc.
- Habilidades empresariales: trabajar con socios comunitarios y escolares para diseñar productos/camisetas y desarrollar costos y plazos de finalización. Los socios incluyen:
  - MVHS, Primaria Jewell, HDESD, Departamento de Asuntos de Veteranos
- Oportunidades a través de DECA para desarrollar oportunidades de aprendizaje significativas y competir a nivel estatal y nacional.
- Programación basada en la comunidad, como las donaciones de sangre y el próximo torneo de baloncesto BTA Madness 3x3 de la secundaria el 16 de marzo.



**BTA MADNESS**

*3x3 Tournament*

1291 NE 5TH ST  
MARCH 16TH  
10AM



# Inscripción en la academia Bend Tech

Continuando educando a nuestra comunidad sobre los cambios en BTA.

- Ya no es un sitio de educación alternativa
- ¡Pero Sí proporcionamos un entorno de aprendizaje creativo a través de nuestras Academias CTE!

¡Los estudiantes y las familias interesados en explorar este tipo de educación centrada en CTE definitivamente deberían contactarnos para un recorrido!

¡Todavía hay lugares disponibles para 2024-25 en los grados 9, 10 y 11!

**Visite la página de Opciones de Elección en el sitio web de BLS para obtener información sobre cómo aplicar.**





# Inmersión en dos idiomas



# ¿Quiénes son los estudiantes de la preparatoria de DI?

- Equilibrio inglés/español
  - Herencia y Purépecha
- Entrada tarde DI
  - Recién llegados
- Compromiso 8o → 9th grade



# Bilingües y Biletrados

Sello Estatal de Biletraje de Oregón  
(OSSB, por sus siglas en inglés)

- 2023 (77%)
- 2024 (90% en camino)

Sello de Oro de Biletraje:

- clase graduada en 2023 (77%)
- Clase graduada en 2024 (100% en camino para calificar)



# Curso AP de Lengua y Cultura Españolas

- Cursos CTE y AP
- El 100% de los estudiantes de Inmersión Dual toman el curso AP actual:
  - Cohorte actual de 11º grado:
    - 60% Heritage Spanish speakers
  - Cohorte actual de 12º grado:
    - Promedio de inscripción en AP: 3.6 clases de AP en 3 años en Caldera
    - Rango: de 1 clase de AP requerida a 8 clases de AP
- Promedio de GPA ponderado: 3.35



# Académicos

- "Creo que aprender dos idiomas me ha enseñado a enfrentar desafíos y a usar mi cerebro de diferentes maneras, lo que me permite asumir desafíos académicos y destacar en esas clases." Hannah, 12º grado
- "Tener el español como mi primer idioma y aprender español académico me ha ayudado a entender mejor el inglés y a aprender más rápido." Max, 12º grado
- "La mejor parte de un programa es que te enseñan a pensar en dos idiomas."  
Jordy, 12º grado



# Comunidad y Pertenencia

- "Los increíbles profesores que nos apoyan y saben cómo desafiarnos, así como el vínculo que se forma entre todos los estudiantes. Contar con esos sistemas de apoyo que se han formado a lo largo de los años es muy valioso y muy útil para los estudiantes." Hannah, 12º grado
- "La mejor parte del programa es la comunidad que hemos creado a lo largo de los años. La mayoría de nosotros hemos crecido juntos y nos hemos visto durante nuestras fases." Jackie, 12º grado
- "He estado en esto desde el kinder, así que ahora siento que es parte de mi identidad." Jordy, 12º grado



# Agencia y Liderazgo

- "Nosotros, los estudiantes, contribuimos al éxito del programa de Doble Inmersión. Sin nosotros, el programa no sería tan exitoso; proporcionamos retroalimentación al programa para que puedan mejorar más adelante. Otra cosa que contribuye al éxito del programa es el maestro que ha estado con nosotros y con el programa durante años. Nos enseñaron lo básico para que pudiéramos tener éxito más adelante." Jackie, 12º grado
- "La mejor parte del programa es la forma en que todos nosotros, los estudiantes, hemos crecido juntos, convirtiéndonos en amigos cercanos y cómodos entre nosotros." Noemi, 12º grado





# Doble Inmersión

Mirando hacia adelante...



# Preparatoria Bend High

Programa de Bachillerato Internacional y  
Educación Técnica y Profesional



# Preparatoria Bend High

## Nuevo Programa de Carreras del IB

IB Subject Offerings for the 2024-2025 School Year:

<b>Group 1:</b>	English Language and Literature HL Year 1 & 2
<b>Group 2:</b>	Spanish SL Year 1 & 2, Spanish HL, French SL Year 1 & 2, French HL
<b>Group 3:</b>	Environmental Systems and Societies SL, Global Politics SL or HL, World Religions SL
<b>Group 4:</b>	Biology HL Year 1 & 2, Chemistry SL or HL, Computer Science SL, Environmental Systems and Societies SL, Physics SL or HL
<b>Group 5:</b>	Math Analysis SL Year 1 & 2, Math Analysis HL, Math applications SL

Creativity,  
Activity &  
Service

Ejemplo de  
Articulación  
del IB:

CTM Area	Credit Range	IB Subject	Exam Level	Score	OSU
Math	4 to 10	Mathematics: Analysis and Approaches	Standard Level	4	MTH 112 (4)
				5 and above	MTH 112 (4)
	12 to 14		High Level	4	MTH 251, MTH LDT (12)
				5 and above	MTH 251, MTH LDT (12)

**Future Energy/Automotive  
Construction Technology  
Metals/Welding/Fabrication  
Media Arts/Photography  
Engineering  
Education  
Business  
Culinary**

*Explore*  
Your Destination

**CTET**  
Bend Senior High School

**Bend**  
LAVA BEARS



# Programa de Carreras del IB

Una oportunidad para la comunidad de Bend

**10 Reasons**  
why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways

**1 Encourages you to think about others**  
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You can combine your academic subjects with your interests and skills.

**5 It gives you more career options**  
With a CP you can access further education, opportunities and employment in areas such as business, IT, health care, sports and many others.

**6 Learn about different cultures**  
Language development encourages you to engage with other cultures and increase your understanding of the wider world.

**7 Build friendships and connections**  
Collaborative projects allow you to build friendships as well as working relationships.

**8 Explore and apply your creativity in innovative ways**  
Personal and professional skills courses provide creative thinking techniques.

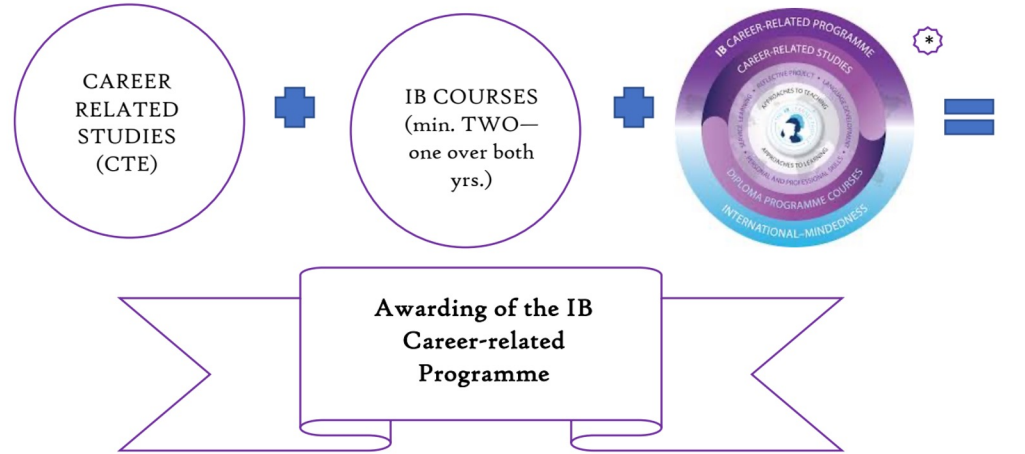
**9 Develop essential life skills**  
Skills including critical thinking, communication and personal development are an important focus of the CP.

**10 Become an independent learner**  
Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.

**International Baccalaureate®**  
Baccalauréat International®  
Diploma Programme

[www.ibo.org/cp](http://www.ibo.org/cp)  
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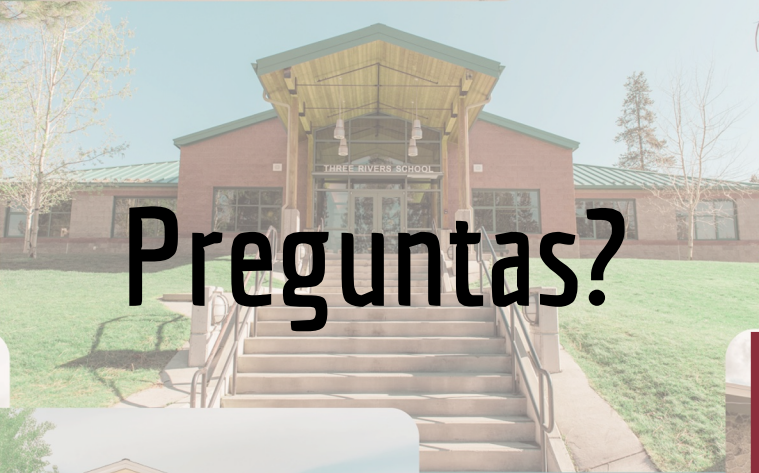
## The Career-related Programme



The CP Core includes the following FOUR components:

1. The Personal and Professional Skills Course
2. The Reflective Project
3. Service Learning
4. Language Development





Preguntas?





**REPORT ITEM:** Strategic Priorities Update

**PRESENTED BY:** Superintendent Cook

**EXECUTIVE SUMMARY:**

As we begin the 2024-2025 budget season, the first step into the budget building process is to communicate the conditions and priorities of the district. This starts with some background on the funding model of the state, how the general fund revenues are allocated, the current financial state of the district, including our goals and priorities and how general fund dollars are being allocated towards these goals and priorities.

This budget building process articulates how we intend to meet the board approved goals that establish the vision for our district. The budget building exercise takes place every year, and this presentation is to establish the budget for the next fiscal year, 2024-2025.

This presentation officially kicks off the process to align our general fund dollars to the goals that are our focus for the upcoming school year. Additionally, it signals to our Budget committee for the beginning of the budget building exercise that terminates in the final presentation of the budget to the board and potential approval in June.



# STRATEGIC PRIORITIES UPDATE 2024-25

Dr. Steven Cook, Superintendent



**B E N D**  
**LA PINE**  

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**S C H O O L S**

# A High-Level Look Back



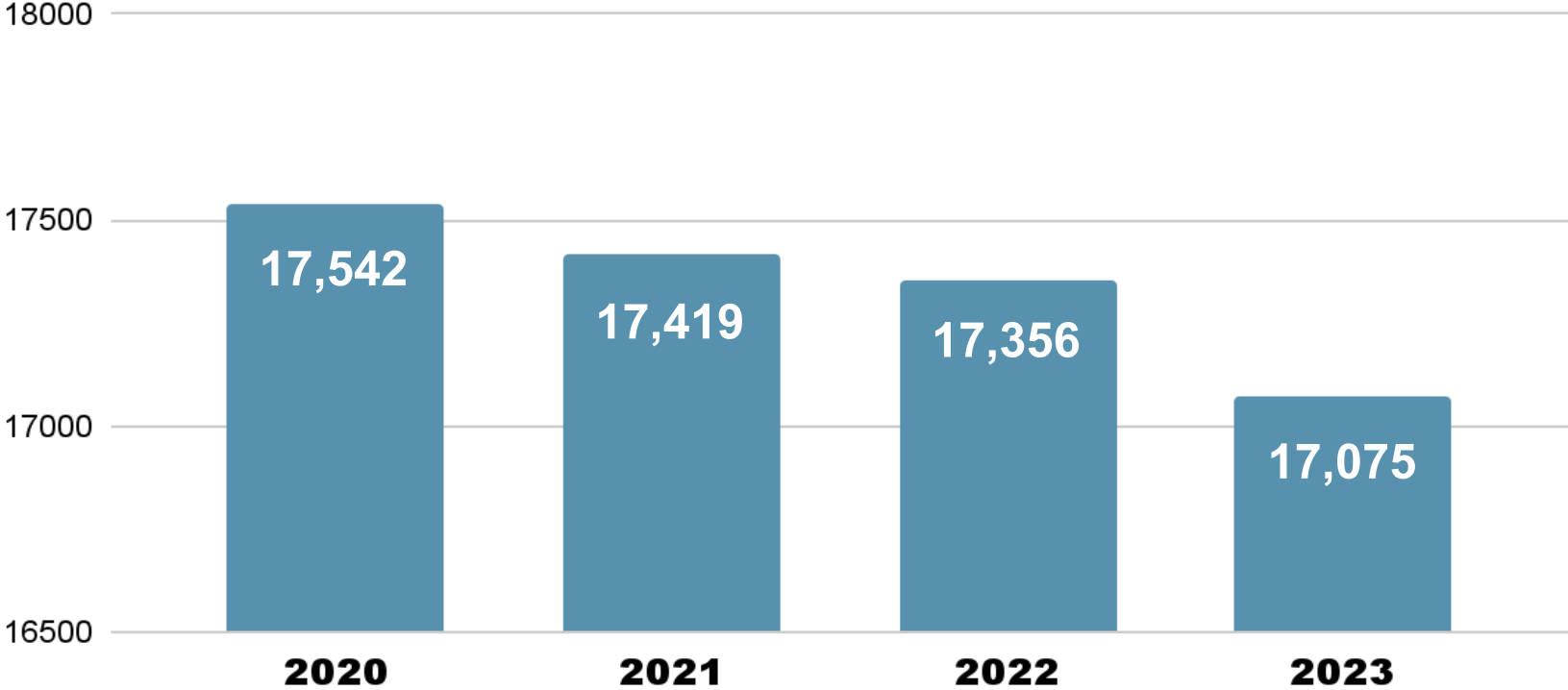
State School Fund - state-wide

By biennium and by year

2007-2025

Year	Biennial amount	biennial increase	Biennial split	Annual amount
2007-08	5,713,318,426		51/49	2,917,574,671
2008-09				2,795,743,755
2009-10	5,408,971,928	-5.3%	51.4/48.6	2,780,096,041
2010-11				2,628,875,887
2011-12	5,713,160,000	5.6%	50/50	2,867,830,000
2012-13				2,845,330,000
2013-14	6,650,400,826	16.4%	49/51	3,209,696,405
2014-15				3,440,704,421
2015-16	7,376,260,692	10.9%	49/51	3,629,130,346
2016-17				3,747,130,346
2017-18	8,200,000,000	11.2%	50/50	4,100,000,000
2018-19				4,100,000,000
2019-20	8,996,000,000	9.7%	49/51	4,408,040,000
2020-21				4,587,960,000
2021-22	9,296,000,000	3.3%	49/51	4,555,040,000
2022-23				4,740,960,000
2023-24	10,200,000,000	9.7%	49/51	4,998,000,000
2024-25				5,202,000,000

# Fall Enrollment



October enrollment report

# Operating Budget

**General Fund 2023–24: \$218 million resources available**

**Student Investment Account/High School Success  
Funding 2023–24: \$20.6 million**

Every student in Bend-  
La Pine Schools is  
known

**by name,**  
strengths and needs,  
and graduates

**ready**  
for college, career  
and civic  
engagement.



# Board Goals



# Goal #1

Students are engaged and develop a strong academic foundation ... overall and for historically underserved subgroups.





## Goal #2

Students have a passion, purpose, and plan for their future ... overall and for historically underserved subgroups.

## Goal #3

Students, families,  
and staff experience  
wellness, inclusion,  
and belonging in our  
schools ... overall  
and for historically  
underserved  
subgroups.





## Goal #4

Operational systems align and support an academically effective and sustainable organization.

# Investing in People

- 85% of our budget is invested in the people who serve our students.
- 15% of our budget provides services and materials: textbooks, computers, power and water, and more.



# General Fund Cost Factors

- Decreasing enrollment
- Increased costs of staffing, PERS increases, increased health care costs
- End of ESSR funding
- Use of ending fund balance



# Student Investment Account (SIA)

## Allowable Use

### → Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

### → Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

### → Reduce Class Size and Caseloads

### → Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

**Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:**

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics

# SIA Plan & Resource Allocations

## Strategy (Budget)

Support Students' Social, Emotional and Mental Health Needs  
\$5.2 million

Expand Students' Access to a Well-Rounded Education  
\$5.5 million

Reduce Class Size at Schools with Largest Numbers of HU Students  
\$4 million

Promote Student and Staff Safety  
\$1 million


# High School Success (HSS)



## High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

- 
- Dropout Prevention
  - Career & Technical Education
  - College-Level Education Opportunities

# HSS Current Plan & Resource Allocations

## **Strategy (Budget)**

Support Teaching and Learning (includes HU building allocations)  
\$2.4 million

Provide Mental Health/SEL Support and Safety  
\$1 million

Support Life and Career Readiness Programming  
\$1.5 million

# Our Investments



# Strategic Class Size Reductions





# Mental Health and Safety Investments



# Increased Opportunities for Students



What's Next



# Student Opportunities

- CTE Pathways
- Elective offerings
- Advanced academic options
- Support systems

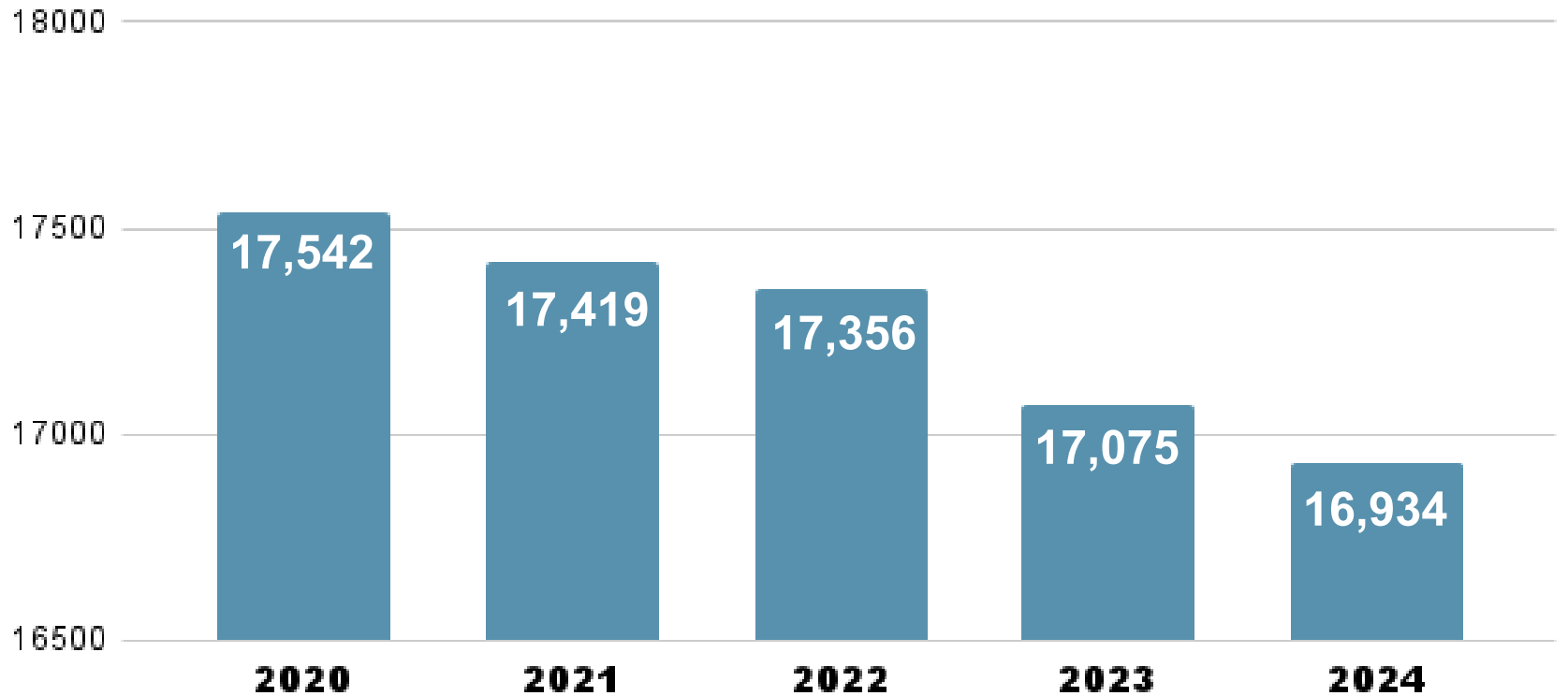


# Staff Support

- Recruiting & retaining teachers, support staff
- Protect & maintain class sizes



## Fall Enrollment: 2024 Forecast



October enrollment report

# Timeline for Budget

- **April 9** – Proposed budget to committee
- **May 14** – Second Budget Committee meeting and committee approval
- **May 28** – Budget hearing at School Board meeting
- **June 18** – Budget adoption at School Board meeting



**Thank you!**  
**Questions?**





# MENSAJE PRESUPUESTARIO 2024-25

Dr. Steven Cook, superintendente



**B E N D**  
**LA PINE**  

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**SCHOOLS**

# Una mirada retrospectiva al nivel de la preparatoria



State School Fund - state-wide

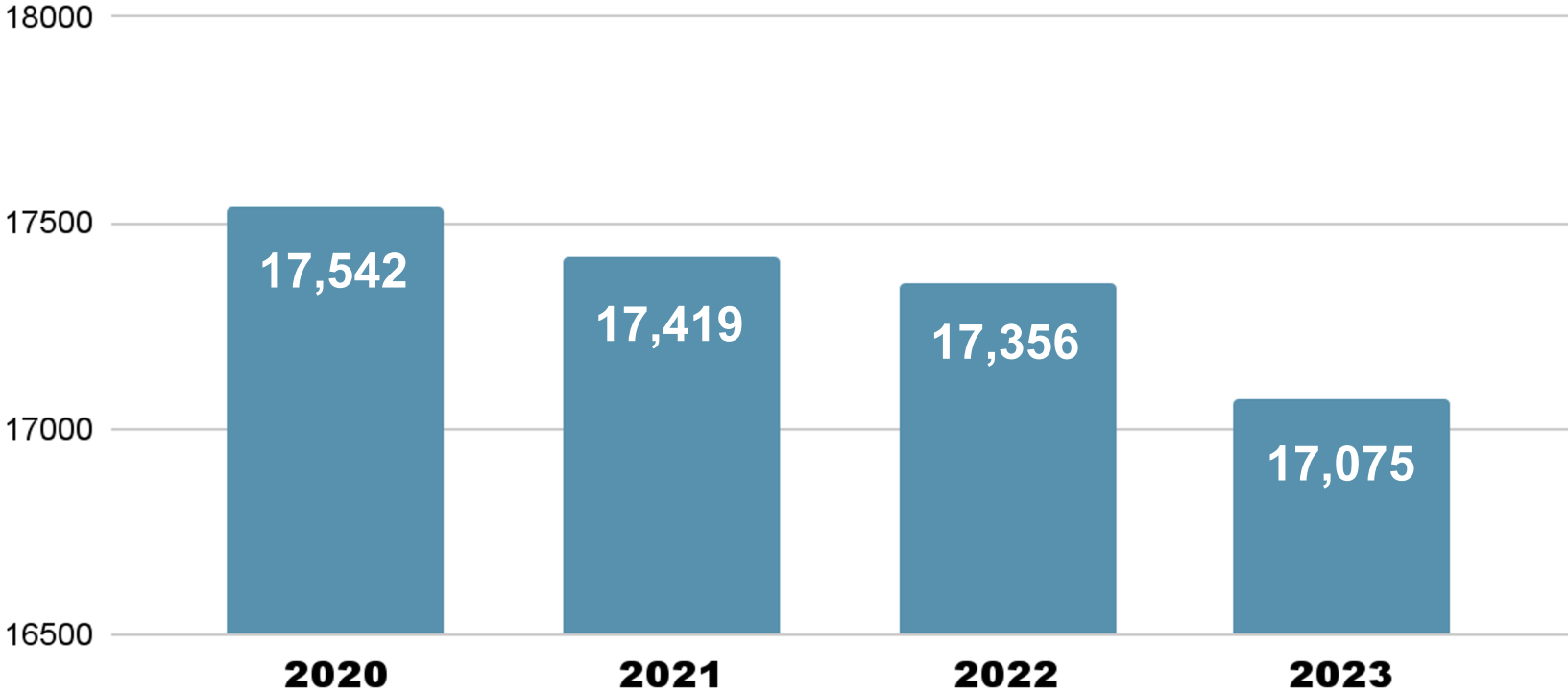
By biennium and by year

2007-2025

Year	Biennial amount	biennial increase	Biennial split	Annual amount
2007-08	5,713,318,426		51/49	2,917,574,671
2008-09				2,795,743,755
2009-10	5,408,971,928	-5.3%	51.4/48.6	2,780,096,041
2010-11				2,628,875,887
2011-12	5,713,160,000	5.6%	50/50	2,867,830,000
2012-13				2,845,330,000
2013-14	6,650,400,826	16.4%	49/51	3,209,696,405
2014-15				3,440,704,421
2015-16	7,376,260,692	10.9%	49/51	3,629,130,346
2016-17				3,747,130,346
2017-18	8,200,000,000	11.2%	50/50	4,100,000,000
2018-19				4,100,000,000
2019-20	8,996,000,000	9.7%	49/51	4,408,040,000
2020-21				4,587,960,000
2021-22	9,296,000,000	3.3%	49/51	4,555,040,000
2022-23				4,740,960,000
2023-24	10,200,000,000	9.7%	49/51	4,998,000,000
2024-25				5,202,000,000



# Fall Enrollment



October enrollment report

# Presupuesto operativo

**Fondo General 2023-24:** \$218 millones de recursos disponibles

**Cuenta de inversión estudiantil/Financiamiento para el éxito de la escuela preparatoria 2023-24:** \$20,6 millones



Todos los estudiantes  
de Escuelas de Bend-La  
Pine son conocidos

**por nombre,**

fortalezas y  
necesidades, y  
egresados

**preparados**

para la universidad, la  
carrera y la  
participación cívica.



# Metas de la Mesa Directiva



# Meta #1

Los estudiantes participan y desarrollan una base académica sólida... en general y para los subgrupos históricamente desatendidos.





## Meta #2

Los estudiantes tienen pasión, propósito y plan para su futuro... en general y para subgrupos históricamente desatendidos.

# Meta #3

Los estudiantes, las familias y el personal experimentan bienestar, inclusión y pertenencia en nuestras escuelas... en general y para los subgrupos históricamente desatendidos.





## Meta #4

Los sistemas operativos apoyan y están alineados con una organización académicamente eficaz y sustentable.

# Invertir en las personas

- El 85% de nuestro presupuesto se invierte en las personas que atienden a nuestros estudiantes.
- El 15% de nuestro presupuesto se destina a servicios y materiales: libros de texto, computadoras, energía y agua, y más.



# Factores de costo del fondo general

- Inscripción decreciente
- Mayores costos de contratación de personal, aumentos de PERS, mayores costos de atención médica
- Fin de la financiación de la ESSR
- Uso del saldo final del fondo



# Cuenta de inversión para estudiantes (SIA)

## Allowable Use

### ➔ Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

### ➔ Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

### ➔ Reduce Class Size and Caseloads

### ➔ Provide a Well-Rounded Education

- Early literacy
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- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

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- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics



# Plan SIA y asignación de recursos

## Estrategia (Presupuesto)

Apoyar las necesidades de salud emocional, mental y social de los estudiantes

\$5,2 millones

Ampliar el acceso de los estudiantes a una educación integral

\$5,5 millones

Reducir el tamaño de las clases en las escuelas con mayor número de estudiantes históricamente desatendidos (HU)

\$4 millones

Promover la seguridad de los estudiantes y el personal

\$1 millón




# Éxito en la escuela preparatoria (HSS)



## High School Success

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Funding is provided to establish or expand programs in three specific areas:

- 
- Dropout Prevention
  - Career & Technical Education
  - College-Level Education Opportunities



# Plan actual de HSS y asignaciones de recursos

## Estrategia (Presupuesto)

Apoyar la enseñanza y el aprendizaje (incluye asignaciones de edificios HU)

\$2,4 millones

Proporcionar apoyo y seguridad de salud mental/SEL

\$1 millón

Apoyar la programación de preparación para la vida y la carrera

\$1,5 millones



# Nuestras inversiones



# Reducciones estratégicas en el tamaño de las clases





# Inversiones en seguridad y salud mental



Mayores  
oportunidades  
para los  
estudiantes

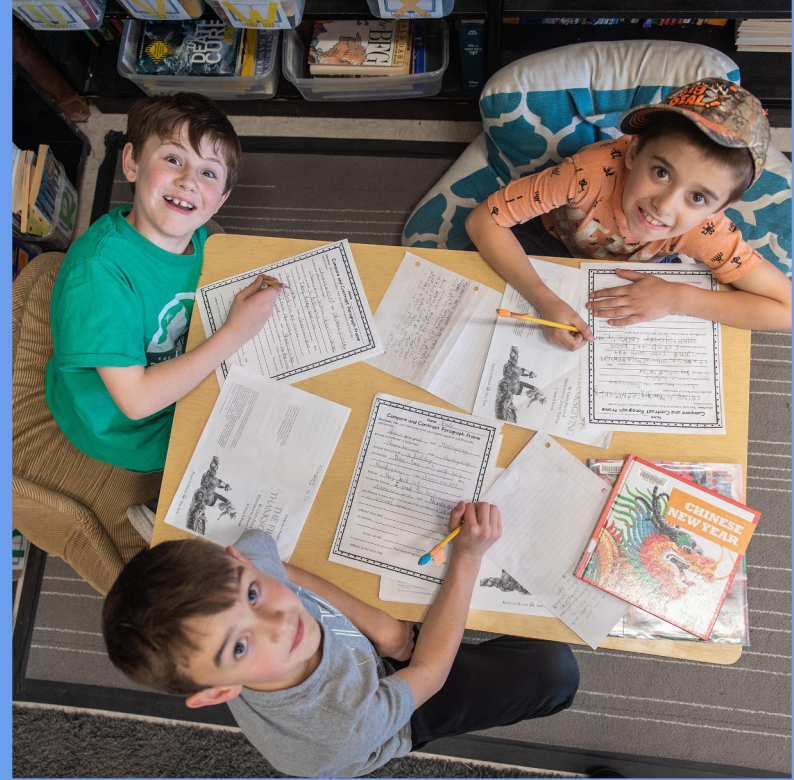


¿Qué sigue?



# Oportunidades para estudiantes

- Vías CTE
- Ofertas electivas
- Opciones académicas avanzadas
- Sistemas de apoyo

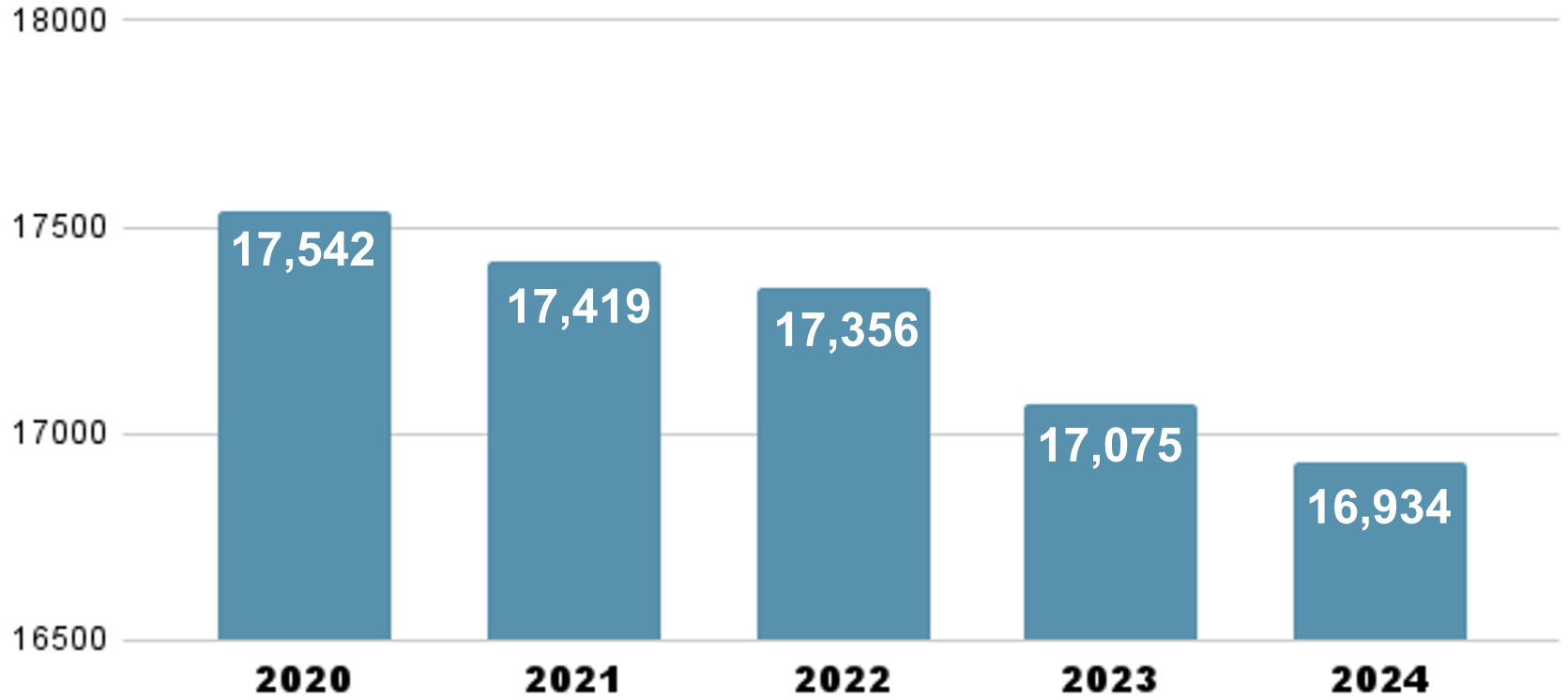


# Apoyo del personal

- Reclutamiento y retención de docentes y personal de apoyo.
- Proteger y mantener tamaños de clase



## Fall Enrollment: 2024 Forecast



October enrollment report

# Cronograma del presupuesto

- **9 de abril** – propuesta de presupuesto al comité
- **14 de mayo** – Segunda reunión del Comité de Presupuesto y aprobación del comité
- **28 de mayo** – audiencia sobre el presupuesto en la reunión de la Mesa Directiva Escolar
- **18 de junio** – adopción del presupuesto en la reunión de la Mesa Directiva Escolar



¡Gracias!  
¿Preguntas?





**ACTION:** Approval of Property Tax Exemption

**PRESENTED BY:** Sharon Smith, Land Use Attorney

**EXECUTIVE SUMMARY:**

On June 1, 2022, Bend’s City Council adopted a Nonprofit Property Tax Exemption under Bend Code Chapter 12.30. Oregon’s legislature enacted the Nonprofit Property Tax Exemption in 1985 (ORS 307.540 – 307.548) to ease property tax burdens on organizations providing affordable rental housing.

Under Bend Code Chapter 12.30, a nonprofit organization or charitable corporation may annually apply for a property tax exemption for affordable housing developments. The housing must be limited to households at 60 percent Area Median Income (AMI) or less for the first year and up to 80 percent AMI each subsequent consecutive year of occupancy. If approved by 51 percent of the taxing districts, then the exemption applies to 100 percent of the property taxes.

Central Oregon Veteran and Community Outreach (COVO) submitted an application for eight tax lots, where deed restricted affordable rental housing units house veterans and their families. All funds not paid in taxes will benefit low-income renters by maintaining low rents and property maintenance costs. The total property tax for these tax lots is projected below:

Property	Total Amount	Schools	City	County	Parks	Other
1407 NE 10 <sup>th</sup> Street	\$7,512.44	\$3,040.59	\$1,618.58	\$1,718.04	\$736.23	\$399.00
466 NE Dekalb Avenue	\$4,594.00	\$1,859.54	\$989.88	\$1,069.05	\$450.22	\$225.32
61172 Larkwood Drive	\$3,587.00	\$1,451.92	\$772.89	\$834.71	\$351.53	\$175.95
475 Emerson Avenue	\$1,765.00	\$714.46	\$380.33	\$410.75	\$172.97	\$86.49
1985 NE Monroe Lane	\$2,941.00	\$1,190.38	\$633.67	\$684.35	\$288.22	\$144.38
20900 Spinnaker Street	\$4,438.00	\$1,796.29	\$956.21	\$1,032.69	\$434.93	\$217.88
3079 NE Wells Acres Rd	\$4,232.00	\$1,712.71	\$911.72	\$984.64	\$414.74	\$208.19
476 NE Dekalb Avenue	\$4,547.00	\$1,840.33	\$979.65	\$1,058.01	\$445.61	\$223.40
<b>Total</b>	<b>\$33,616.44</b>	<b>\$13,606.22</b>	<b>\$7,242.93</b>	<b>\$7,792.24</b>	<b>\$3,294.44</b>	<b>\$1,680.61</b>

**RECOMMENDED MOTION:**

I move to adopt the Resolution approving the property tax exemption for COVO.