



## School Board Regular Meeting Agenda

May 14, 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 Marcus LeGrand	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
3.	<b><u>Review of Agenda</u></b>	<b>4</b>
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Attachments:</b>	
5.14.24	Agenda - BORRADOR	4
4.	<b><u>District Recognitions</u></b>	
	A. Student Voice Council Seniors	
	<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 Marcus LeGrand	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<b><u>Consent for Action</u></b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.	
	A. Approval of Minutes	6
	<b>Description:</b> April 9, 2024, Regular Business Meeting, and April 23, 2024, Work Session	
	<i>Reference: ORS 192.650 and ORS 332.057</i>	
	<b>Attachments:</b>	
4.9.24	Minutes - DRAFT	6
4.23.24	Minutes - DRAFT	11
	B. Approval of Personnel Recommendations	13
	<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements	
	<i>Reference: ORS 332.505</i>	
	<b>Attachments:</b>	

Certified Board Report 5.14.24	13
Classified Board Report 5.14.24	15
C. Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs	18
<b>Attachments:</b>	
Executive Summary: Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs	18
D. Supplemental Transportation Plan	19
<b>Attachments:</b>	
Executive Summary: Resolution 1964 Approval of Supplemental Transportation Plans	19
Resolution 1964: Approval of Supplemental Transportation Plans	20
Supplemental Transportation Plan LPES	21
Supplemental Transportation Plan LPMS	22
Supplemental Transportation Plan LPHS	23
E. MUPTTE tax exemption for 445 NE Penn Avenue, Bend, Oregon	24
<b>Attachments:</b>	
Executive Summary: Approval of MUPTTE tax exemption for 445 NE Penn Avenue, Bend, Oregon	24
Resolution 1965: Resolution Agreeing to Tax Exemption for a Multiple-Unit Housing project under ORS 307.600 to 307.637 and Sections 12.35.010-12.35.05	26
8. <b><u>Consent for Information</u></b>	
<b>Speaker(s):</b> Superintendent Cook	
<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Report: Executive Limitation 4.5: Student Transportation	27
<b>Attachments:</b>	
Executive Limitation 4.5 Report	27
B. Report: Executive Limitation 4.7: Information Technology	28
<b>Attachments:</b>	
Executive Limitation 4.7 Report	28
C. Approval of Administrative Policies and Regulations	30
<b>Attachments:</b>	
Executive Summary: Administrative Regulations for Adoption	30
DH-AR: Bonded Employees & Officers - delete 5.14.24	31
IGAC-AR: Recognition of Religious Beliefs and Customs - draft 5.2024	32
9. <b><u>Reports</u></b>	
A. South County Boundary Adjustment	36
<b>Speaker(s):</b> Scott Olszewski, La Pine High School Principal & South County Director	
<b>Attachments:</b>	
Executive Summary: La Pine Elementary/Rosland Elementary Attendance Area Adjustment	36
South County Boundary Map	37
B. Secondary Math Curriculum Adoption	38
<b>Speaker(s):</b> Dean Richards, Director of Secondary Curriculum, Instruction and Systems	
<b>Attachments:</b>	
Executive Summary: High School Math 1 Curriculum Adoption	38
Presentation High School Math 1 Curriculum Adoption	39
Presentación: Adopción del plan de estudios de Matemáticas 1 de preparatoria	55
10. <b><u>Action Items</u></b>	
A. HDESD Board of Directors Vacancy	71
<b>Speaker(s):</b> Chair Marcus LeGrand	
<b>Attachments:</b>	
Executive Summary: HDESD Board Member Vacancy	71
Mary Paulson - BLS Application 2024	
B. Action following Executive Session, if needed	

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

11. **Administrative Policy and Regulation Report**

A. Administrative Policies and Regulations in Review 76

**Speaker(s):** Superintendent Cook

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

**Attachments:**

Executive Summary: Administrative Policies and Regulations for Review 76

IB-AP: Freedom of Expression - draft 5.2024 77

IKE-AP: Promotion and Retention of Students - draft 5.2024 79

IKE-AR: Retention/Double Promotion - draft 5.2024 80

12. **Superintendent's Report**

**Speaker(s):** Superintendent Cook

13. **Director Comments**

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

14. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for June 18, 2024.



## Agenda para reunión regular de la Junta Escolar- BORRADOR

14 de mayo de 2024, 5:30 PM

### Lugar:

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

1. **Apertura de la reunión**  
**Ponente:** Vicepresidente Marcus LeGrand
2. **Juramento a la bandera**  
**Ponente:** Vicepresidente Marcus LeGrand
3. **Revisión de la agenda**  
**Ponente:** Vicepresidente Marcus LeGrand
4. **Reconocimientos del distrito**
  - A. Estudiantes del doceavo grado del Consejo de Voz Estudiantil  
**Ponente:** Superintendente Cook
5. **Reporte del Consejo de Asesoramiento Estudiantil**  
**Ponente:** Liderazgo del Consejo de Voz Estudiantil
6. **Comentarios públicos**  
**Ponente:** Vicepresidente Marcus LeGrand
7. **Consentimiento para la acción**  
**Ponente:** Vicepresidente Marcus LeGrand
  - A. Aprobación de actas de la reunión  
**Descripción:** 9 de abril del 2024, reunión de negocios regular y 23 de abril del 2024, sesión de trabajo;  
*Referencia: ORS 192.650 y ORS 332.057*
  - B. Aprobación de recomendaciones del personal  
**Descripción:** Contrataciones recomendadas, renuncias y jubilaciones del personal administrativo, con licencia, clasificado y confidencial; *Referencia: ORS 332.505*
  - C. Adopción del currículo de la Oficina de Programas de Diversidad, Equidad e Inclusión
  - D. Plan de Transporte Suplementario
  - E. Exención fiscal MUPTE para 445 NE Penn Avenue, Bend, Oregón
  - F. Aprobación de políticas de la junta
8. **Consentimiento para información**  
**Ponente:** Superintendente Cook  
**Descripción:** Los aspectos que son rutinarios por naturaleza y para propósitos informativos solamente se colocan en el consentimiento para información.
  - A. Reporte: Limitación ejecutiva 4.5: Transporte de estudiantes
  - B. Reporte: Limitación ejecutiva 4.7: Tecnología de información
  - C. Aprobación de políticas y regulaciones administrativas
9. **Reportes**
  - A. Ajuste de límites del Condado South  
**Ponente:** Scott Olszewski, Director de la Escuela Preparatoria La Pine y Director del Condado South
  - B. Adopción del currículo de matemáticas para escuelas secundarias y preparatorias

**Ponente:** Dean Richards, Director de Currículo, Instrucción y Sistemas para Escuelas Secundarias y Preparatorias

10. **Propuestas de acción**

A. Vacante en la Junta Directiva de HDESD

**Ponente:** Vicepresidente Marcus LeGrand

11. **Discusión**

A. Políticas de la junta en revisión

**Ponente:** Vicepresidente Marcus LeGrand

**Descripción:** Políticas de la junta, procesos de gobierno, limitaciones ejecutivas, fines de la junta y enlaces del personal de la junta que requieren la revisión de la junta escolar. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del \_\_\_\_\_ a través de Google Form.

12. **Reporte de políticas y regulaciones administrativas**

A. Políticas y regulaciones administrativas en revisión

**Ponente:** Superintendente Cook

**Descripción:** Lista de políticas y/o regulaciones que actualmente están bajo revisión por el distrito. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del \_\_\_\_\_ a través de Google Form.

13. **Reporte del Superintendente**

**Ponente:** Superintendente Cook

14. **Comentarios de miembros de la junta**

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

15. **Cierre de la reunión**

**Descripción:** La reunión se cerrará con la programación de la próxima reunión regular de la junta escolar para el 18 de junio, 2024.



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** April 9, 2024

### Board Members

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

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Vice Chair Marcus LeGrand at 5:33 pm. ASL interpreters were Erin Trimble and Hannah Westfall. 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):** Vice Chair Marcus LeGrand

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

#### 3. Review of Agenda

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

**Attachments:** 4.9.24 Agenda - BORRADOR

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

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook presented the Champion for Students award to Chloe Grissen, a sophomore at Caldera High School, for her success with creating and organizing the district's first Life and Career Readiness Night at Caldera High School.

##### B. Resolution 1963: Teacher Appreciation Week

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

**Attachments:** Resolution 1963: Teacher Appreciation Week

**Discussion:** Director Amy Tatom read the resolution.

#### 5. Action Items

##### A. At Large Zone 6 Position

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

**Action(s):** I move to declare the Zone 6 board member position vacant and to adopt the proposed appointment selection process presented with Director Tatom and Director Fischer serving on the

selection team. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

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

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

**Discussion:** Vice Chair Marcus LeGrand noted that on April 4th Board Chair Melissa Barnes Dholakia submitted her letter of resignation to the Board of Directors as she pursues other interests within the District. He noted that with Barnes Dholakia's resignation the Board must take action to declare the Zone 6 At-Large position vacant and adopt an appointment selection process that will garner potential candidates. It was recommended that a selection team comprised of 2 board members review the applications, interview the candidates, and present a final recommendation to the Board at the June 18th meeting. Applications would be due May 29th and the new appointee will be sworn in at the July 9th regular board meeting. LeGrand noted that Directors Amy Tatom and Cameron Fischer had expressed an interest in serving on the candidate selection team.

#### B. Election of Board Officers

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

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

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

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

I move to nominate Carrie McPherson Douglass as Board Vice Chair. This motion, made by Amy Tatom and seconded by Kina Chadwick, Carried.

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

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

**Discussion:** Vice Chair LeGrand noted that with the resignation of the Board Chair, the board will need to elect a Board Chair and Vice Chair to hold office until the next officer election at the July 9, 2024, board meeting.

#### 6. Student Advisory Council Report

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

**Discussion:** Wes McGovern, a senior at Summit High School, shared that last night three members of the Student Voice Council were able to attend a meeting with members of the Oregon Department of Education, specifically, the Director Dr. Charlene Williams, to speak about their experience at their schools and what could be done to make them better. He noted that it was an amazing experience and that the SVC has asked to receive the data ODE has gained from across the state to help aim their work in the future. He noted that the application for incoming SVC members has been shared with all high schools, resulting in 10 applications so far. Council members are assisting with recruitment, and new members will be chosen by May 1st. Wes shared the SVC is hoping that the 2024-2025 council will have a total of at least 20 members with five remaining members that will stay on the council for one more year, to help lead the new students. Quincy Bernahl, a junior at Bend Senior High School, shared that Kinsey Martin attended the last SVC meeting to share insights into the current staff trainings for DEI to help the students deepen their understanding of how staff are prepared to support students and address bias incidents.

#### 7. Public Comment

**Speaker(s):** Board Chair

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

**Discussion:** A parent advocated for a K-12 computer science program in the District.

A parent and staff member spoke to the need to improve and expand the district's TAG program.

## 8. Consent for Action

**Speaker(s):** Board Chair

**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 agenda items as presented. This motion, made by Shirley Olson and seconded by Amy Tatom, Carried.

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

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

### A. Approval of Minutes

**Description:** March 12, 2024, Regular Business Meeting

*Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 3.12.24 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 4.9.24 and Classified Board Report 4.9.24

## 9. Consent for Information

**Speaker(s):** Superintendent Cook

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

**Discussion:** Superintendent Cook noted that the Consent for Information includes items that don't require Board approval, but are rather informational for the Board and the public. He noted there were four items in the Consent: follow up to public comment that was received at the March meeting regarding the facilities department evaluating the need to open District grounds to the public outside of school hours, the annual sustainability update report, the annual report on Executive Limitation 4.4 Facilities, and the third quarter finance report.

### A. Public Comment Follow-up

**Attachments:** 4.9.24 District Follow-up to BLS School Board Meeting Public Comment

### B. Sustainability Update

**Attachments:** Executive Summary: Sustainability 2023

### C. Report: Executive Limitation 4.4: Facilities

**Attachments:** Executive Summary: Executive Limitation 4.4: Facilities

### D. 3rd Quarter Finance Report

**Attachments:** Q3 2023-24 Financial Report

## 10. Reports

### A. Curriculum Adoption

**Speaker(s):** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

**Description:** English Language Development Curriculum (ELL/Title III) and Biliteracy/Spanish Language Arts Curriculum (Dual Immersion)

**Attachments:** Executive Summary: Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs, Presentation Curriculum Adoption ELL and DI, and Presentación: Adopción del plan de estudios

**Discussion:** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, discussed the curriculum adoption for ELL and Dual Immersion Spanish Language Arts that began in the Spring of 2023. Liza Huet, ELL/Title III Director, has been leading the process. Huet shared that after reviewing the packaged programs from the ODE approved list, the District determined it would move forward with an independent adoption process. She shared sample units of the curriculum as well as staff quotes of what they were most proud of in the process. It was noted that the independent adoption process is not easy nor inexpensive.

Dr. Stephanie Boni joined to discuss the Spanish Language Arts curriculum adoption. She discussed the language allocation of the dual immersion program and the curriculum adoption process. Boni noted that Benchmark Adelante was the team's selection to move forward with field-testing. Feedback that was received from staff, students, and parents was shared.

#### **B. TAG Programming**

**Speaker(s):** Deputy Superintendent Nordquist; Stephen DuVal, Director of College and Career Readiness; and Jessica Scott, Assistant Principal Juniper Elementary

**Attachments:** Executive Summary: TAG Programming, Presentation: TAG Programming, and Presentación: TAG y Escuelas de Bend-La Pine

**Discussion:** Deputy Superintendent Lora Nordquist noted that the presentation would focus mainly on the last year as Jessica Scott, Assistant Principal at Juniper Elementary, and Stephen DuVal, Director of College and Career Readiness, transition into their roles as TAG Coordinators. She noted that during the pandemic the TAG programming identification suffered due to lack of state testing availability. Stephen shared demographic data of TAG students by site at each level by race, gender, and SPED/ELL identification. He also shared the dropout and graduation rates for TAG identified students. Jessica Scott shared the focus of the program for 2023-24, highlighting the three areas: systems, calibration, and communication. She discussed the TAG identification steps, the ODE AR for services for TAG students, and parental rights. She also explained what a PEP (personal education plan) is. Stephen shared the program's focus moving forward regarding systems, professional development and the continued work of refining the identification process, building a diverse library of resources and support, and continued analysis of TAG demographics and removal of barriers. Discussion ensued regarding testing and identifying students, differentiation for all students, and rigor for all students.

#### **11. Superintendent's Report**

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook noted that the CORE team is working on strategic planning and because former Board Chair Melissa Barnes Dholakia was part of that team, a Board member would be needed as a replacement. Chair Marcus LeGrand noted that Director Carrie McPherson Douglass would take that role with Director Kina Chadwick supporting and learning. Cook shared that informational sessions on the Levy are ramping up and Board members are highly encouraged to join to advocate. Election day is May 21st.

#### **12. Board Chair Report**

**Speaker(s):** Board Chair

**Discussion:** Board Chair Marcus LeGrand recognized former School Board Member Bill Chase who had recently passed away. He noted that Bill and his wife Nancy raised a family in Bend and are loved tremendously by the Bend Community. LeGrand also thanked former Board Chair Melissa Barnes Dholakia for her guidance, leadership, and fidelity over the past five years.

#### **13. Director Comments**

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

**Discussion:** Director Shirley Olson shared that she recently attended the Oregon State Thespian's conference with the Mountain View High School team. She noted it was a wonderful experience in which over 1,400 students participated.

Director Cameron Fischer thanked SVC member Wes McGovern for his commitment to the council as a senior and to Quincy for his continued work on the council. She also thanked the evening's presenters for sharing areas of strength and areas of growth.

Vice Chair Carrie McPherson Douglass was thankful for the engaging and meaningful conversations. She asked everyone to please vote for the levy as it's the right thing to do to continue to invest in schools. She also asked the public to please apply for the vacant board position.

Director Amy Tatom noted her passion for the presentations comes from an area of caring. She also hopes to see iPad usage lessened in the district. She shared that she plans to be in schools as much as possible for the remainder of the year and asks teachers to reach out if they would like her to visit their classrooms.

Chair Marcus LeGrand shared that he looks forward to serving in the Chair role.

**14. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for May 14, 2024.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 8:34 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



## School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** April 23, 2024

### Board Members

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

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:31 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 Marcus LeGrand

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

#### 3. Review of Agenda

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

**Attachments:** 4.23.24 Agenda - BORRADOR

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

#### 4. Work Session

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

##### A. Executive Limitation 3.1: Treatment of Students, Parents/Guardians, Families & the Public

**Description:** Discussion will be led by Katie Legace, Executive Director of High Schools; Juan Cuadros, Executive Director of Middle Schools; Lisa Birk, Executive Director of Elementary Programs; Tammy Doty, Executive Director of Elementary Programs; Kinsey Martin, Executive Director of Policy, Advocacy, and Equity; and Dave VanLoo, Director of School Improvement.

**Attachments:** Executive Summary: Board Goal #3: Students' and Families Sense of Belonging, Presentation Bias Incident Data Snapshot, Presentación: Datos de Incidentes de Sesgo.pdf, Presentation: Board End 3 YouthTruth, Presentación: Board End 3 YouthTruth, YouthTruth Student Survey Questions - Elementary, Middle, High -2023-24, YouthTruth Family Survey Questions - 2023-24, YouthTruth Staff Survey Questions - 2023-24, BLS District Executive Summary Elementary Staff 2024, BLS District Executive Summary Elementary Family 2024, BLS District Executive Summary Middle School Students 2024, BLS District Executive Summary Middle School Staff 2024, BLS District Executive Summary Middle

School Family 2024, BLS District Executive Summary High School Students 2024, BLS District Executive Summary High School Staff 2024, and BLS District Executive Summary High School Family 2024

**Discussion:** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, discussed bias incident data. She provided the board members with a pre-/post-quiz document to aid in a reflection of the data being presented. Martin reminded the Board that the data being presented is only a small slice of the equity work being done in the district and then discussed the primary purpose of the bias incident reporting tool. She shared a wide range of data that has been collected, noting that the data helps the team ask better questions to guide them in their work. LEAD/Equity Coaches Laura Swales, George Perez, Lynne Tat, and Brayan Gonzalez Celestino shared personal experiences they have had in their work with students.

Dave VanLoo, Director of School Improvement, shared background information on what YouthTruth is and why the district uses the survey. He noted that approximately 80% of staff and students participated in the survey and 30% of families, which is far above average. He shared the survey themes and highlighted the consistent strengths and areas for improvement over the past four years. Tammy Doty, Executive Director of Elementary Programs, led the Board on a data equity walk to review the information; an activity similar to those done in schools by administrators and their staff. Lisa Birk, Executive Director of Elementary Programs, discussed next steps for processing and sharing the results of the surveys to help demystify the process for staff and families. It was noted that by the end of June, the goal for all administrators is to share their building's themes, strengths, and growth areas with stakeholder groups. Katie Legace, Executive Director of High Schools, shared examples of how that information is shared with students at the secondary level. VanLoo noted that he is working to build a public-facing interactive tool so the information can be disaggregated by individual users. Superintendent Cook reminded the Board that the work the district does is data-informed, not data-driven.

#### 5. Director Comments

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

**Discussion:** Director Amy Tatom noted that she spent last Friday at Juniper Elementary with their Student Success Coordinator. She shared that it was amazing to see the work being done with students on a daily basis and encourages all board members to shadow a Student Success Coordinator if they can.

Chair Marcus LeGrand thanked everyone for their continued efforts to support the levy.

#### 6. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 14, 2024.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 8:04 pm.

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: May 7, 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 May 14, 2024. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Butler, Glen	Graduation Coach	Bend Tech Academy	Temporary Full Time	04/22/2024
Kuiper, Kieran	Counselor	Bend Senior High	Temporary Full Time	04/15/2024
Loper, Kellie	CTE Teacher	Bend Tech Academy	Regular Part Time to Temporary Full Time	04/01/2024

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Brown, Sha Marie	Primary Teacher	Ponderosa Elementary	02/09/1993 – 06/30/2024
Campbell, Amy	Primary Teacher	WE Miller Elementary	08/27/2001 – 06/30/2024
Collins, Kelly	Psych Services	Special Education	08/25/2014 – 06/30/2024
Cornish, Mark	Primary Teacher	Three Rivers	10/13/2016 – 06/30/2024
Dales, Danielle	Learning Specialist	North Star Elementary	01/06/2002 – 06/30/2024
Gamlin, Jenna	Language Arts	Pilot Butte MS	08/28/2023 – 06/30/2024
Gilbert, Lindy	Counselor	Bend Senior High	07/01/2021 – 06/30/2024
Gillem, Katie	Learning Specialist	Lava Ridge SPED	08/31/2020 – 06/30/2024
Graham, Seth	Primary Teacher	Bear Creek Elementary	09/01/2003 – 06/30/2024
Greene, Marieka	Primary Teacher	Highland Elementary	08/28/2006 – 06/30/2024
Hill, William	PE Teacher	High Desert Middle School	08/26/1997 – 06/30/2024
Howe, Emily	Primary Teacher	High Lakes Elementary	08/25/2008 – 06/30/2024
Hu, Aichun	Chinese Teacher	Caldera High School	08/29/2022 – 06/30/2024
Keller, Stacie	Intermediate Teacher	La Pine Elementary	01/25/2021 – 06/30/2024
Kepler, Jolene	Primary/Intermediate Teacher	Elk Meadow Elementary	08/31/2023 – 06/30/2024
La Duca, Jennifer	Social Studies/Intermediate Teacher	Sky View Middle School	09/06/2006 – 06/30/2024
Marr, Heather	Language Arts	Caldera High School	08/29/2016 – 06/30/2024
Martinson, Megan	Student Success Coordinator	Silver Rail Elementary	06/26/2022 – 06/30/2024
McKnight, Walter	Primary Teacher	Ponderosa Elementary	08/19/2002 – 06/30/2024
Neal, Julia	Speech Therapist	Elk Meadow Elementary	08/26/2016 – 06/30/2024



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Oelrich, Jonathan	Advance Math Teacher & Activities Director	Summit High School	08/26/2019 – 06/30/2024
Pfister, Callie	Chemistry	Summit High School	08/25/2008 – 06/30/2024
Ranstrom, Madeline	Spanish	Cascade Middle School	08/0/2021 – 06/30/2024
Rice, Laurie	Social Studies/Language Arts	REALMS Middle School	08/31/2015 – 06/30/2024
Shears, Annette	SRC Teacher	Mountain View High School	08/31/2015 – 06/30/2024
Sizemore, Noelle	Primary Teacher	Bear Creek Elementary	01/03/2022 – 06/30/2024
Skosky, Riley	ERC Teacher	Ensworth Elementary	08/31/2020 – 06/30/2024
Smith-Bolle, Kathi	TAG Teacher	Juniper Elementary	12/06/1994 – 06/30/2024
Stenzel, Kendra	Spanish/Grad Coach	La Pine High School	08/30/2010 – 06/30/2024
Tadjiki, Robert	LSC Teacher	Bend Senior High School	07/01/2001 – 06/30/2024
Taylor, Shaylee	Counselor	La Pine Elementary	08/28/2023 – 06/30/2024
Williams, Kayla	Primary Teacher	Elk Meadow Elementary	08/26/2016 – 06/30/2024
Wilson, Spencer	Science Teacher	La Pine Middle School	08/29/2022 – 06/30/2024
Zahniser, Kale	Mathematics Teacher	Pilot Butte Middle School	01/06/2000 – 06/30/2024

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Cashman, Terry	Director of Nutrition/Distribution	District	08/21/1998 – 06/30/2024
Henry, Brad	Chief Operations & Finance	District	06/15/2004 – 06/14/2024
Pedersen, Dana	Principal	Ensworth Elementary	09/01/1998 – 06/30/2024

**ADMINISTRATIVE RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES



**HUMAN RESOURCES**

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May 7, 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

**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 May 14, 2024.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Allehoff, Trish	Nutrition Tech II	Buckingham	Reg 7.0 hrs / day	04/11/24
Allen, Laura	Nutrition Server I	Pilot Butte	Reg 3.75 hrs / day	04/15/24
Anderson, Ashley	EA – Instruction	La Pine Elementary	Temp 3.95 hrs / day	05/06/24
Arraut-Olsen, Claudia	Nutrition Tech II	Ponderosa	Reg 7.0 hrs / day	04/15/24
Boggess, Meghan	Nutrition Server I	Mountain View	Reg 3.75 hrs / day	04/19/24
Caffro, Amanda	Office Manager I	Rosland	Reg 8.0 hrs / day	04/22/24
Davis, Tabatha	EA - Instruction	Lava Ridge	Temp 6.5 hrs / day	04/18/24
Erdahl, Inga	EA – Inclusion	WE Miller	Temp 6.5 hrs / day	05/06/24
Garcia Barrios, Dulce	Custodial Crew I	Bear Creek	Reg 8.0 hrs / day	04/03/24
Guzman, Laura	Nutrition Server I	Elk Meadow	Reg 3.25 hrs / day	05/01/24
Haddock, Shawna	EA - Inclusion	Rosland	Temp 6.5 hrs / day	04/22/24
Linch, Terry	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	05/01/24
Ludwig, Emily	EA - Inclusion	La Pine Elementary	Temp 6.5 hrs / day	04/22/24
McCoy, Renee	Bus Driver	Transportation	Reg 4.0 hrs / day	05/01/24
Modugno, Danica	EA – Inclusion	Bear Creek	Reg 6.5 hrs / day	04/08/24
Patterson, Heather	EA – Inclusion	Buckingham	Temp 6.5 hrs / day	04/15/24



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Phillips, Jennifer	EA – Instruction	Lava Ridge	Temp 3.0 hrs / day	04/18/24
Sears, Kai	EA – Inclusion	Bear Creek	Temp 6.5 hrs / day	04/15/24

**Classified Resignations**

Name	Position	Location	Resign Date
Ballard, Cara	EA – Inclusion	Student Services	01/19/24 – 06/18/24
Bissada-Smith, Aileen	Kitchen Manager I	La Pine High	07/01/22 – 04/27/24
Colgan, Stacey	Nutrition Server I	Caldera	01/09/24 – 05/03/24
Grover, Trisha	EA – Instruction	High Lakes	08/28/12 – 04/08/24
Hackenbruck, Heidi	Secretary II	Special Programs	08/29/05 – 05/01/24
Hyun, Sookkyung	EA -- Inclusion	Elk Meadow	08/29/23 – 06/18/24
Jacox, Sean	EA – Inclusion	Cascade	08/31/22 – 05/17/24
Ramsden, Tanner	EA – Student Success	Pilot Butte	05/23/22 – 06/18/24
Vardaman, Rene	EA – Inclusion	Buckingham	08/31/21 – 06/18/24
Varner, Ronald	Custodial Assistant II	Mountain View	10/14/23 – 04/08/24
Wilder, Destiny	Secretary II	Cascade	08/21/23 – 04/17/24

**Classified Retirements**

Name	Position	Location	Retire Date
Jolley, Jay	Custodial Crew I	Westside Village	08/03/15 – 06/20/24
Smoldt, Jeanne	EA – Instruction	RE Jewell	11/15/94 – 06/18/24

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date
Carey, Glen	Head Custodian III	WE Miller	05/01/24 – 06/30/24

**Confidential Hiring**

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



**HUMAN RESOURCES**

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**Confidential Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Olson, Nicole	Payroll Specialist II	Business Office	06/20/23 – 05/15/24



**REPORT:** Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs

**PRESENTED BY:** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

**EXECUTIVE SUMMARY:**

**Objective:** This executive summary presents the findings and recommendations of the curriculum design and review teams for Biliteracy/Spanish Language Arts (Dual Immersion) and English Language Development (ELL/Title III). The recommendations identify standards-based curriculum that aligns with best practices in biliteracy and language acquisition, promotes intercultural competence, and prioritizes family partnership in student learning.

**Background:** The English Language Development, or ELD, team (for ELL/Title III instruction) and the Biliteracy/Spanish Language Arts team (for the elementary Dual Immersion classes) were both comprised of many team members from different grade levels and schools—language specialists and bilingual classroom teachers, respectively. The ELD team was charged with determining adopted curriculum for the entire K-12 team of Language Specialists who serve all English Language Learners (ELL students) across every school in the district. The Biliteracy/Spanish Language Arts team was charged with determining curriculum to be used in Dual Immersion elementary classrooms at Bear Creek and RE Jewell Elementary Schools, specifically for Spanish literacy instruction and within a holistic and integrated biliteracy instructional model.

**Materials Review Process:**

1. Anchor in student, family, and community strengths and assets: Both teams engaged in an in-depth analysis of the strengths and assets held by the specific student populations impacted by the curriculum adoption decision, as well as the assets available within their families and the broader community. These resources and strengths were incorporated into the decision-making framework for analyzing potential programs, and will form the basis for the instructional sequence and the application of the curriculum.
2. Identify best practices and core beliefs: The teams reviewed current research regarding language acquisition, biliteracy instruction, authentic Spanish literacy development, and family partnership and developed core beliefs and values based on best practices, which formed the rating tools and rubrics used to evaluate proposed materials and programs.
3. Review of initial state-approved materials: Each team reviewed the state-approved list of current programs and materials available for adoption, using the rubrics and rating tools developed earlier in the process. Based on those scores, the teams immediately disposed of some of the programs, and identified others for further evaluation. For the ELD team, none of the packaged programs on the state list scored high enough to meet minimum satisfaction by the team, so the team brought in the option of internal curriculum design (backward-designing and writing units of study in collaborative teams).
4. Evaluate and field test finalist materials: Finalist programs and materials were analyzed further, and field testing in classrooms occurred. For the ELD team, additional study and professional learning took place regarding backward design and writing units of study, and an initial unit was developed as a field test.
5. Analyze stakeholder feedback and develop recommendation: Student and family input was sought through informal interviews and formal review and feedback sessions. That feedback, in combination with teacher feedback from field-testing, was analyzed by the teams and recommendations for curriculum were developed.

**Key Findings:** For the ELD curriculum, the backward design writing of units of study is strongly supported and preferred based on all stakeholder feedback and team member analysis. For Biliteracy/Spanish Language Arts elementary curriculum, the preferred biliteracy curricular program centers student strengths and assets, authentic Spanish literacy and family engagement, and integrated and coherent biliteracy instruction.

**ADMINISTRATIVE RECOMMENDATION:**

We recommend approval of the proposed curriculum for Spanish/Biliteracy Language Arts and for ELD.

**RECOMMENDED MOTION:**

I move to approve the curriculum adoption for Spanish Language Arts and ELD as presented.



**ACTION ITEM:** Resolution 1964: Approval of Supplemental Transportation Plans

**PRESENTED BY:** Kim Crabtree, Director of Transportation

**EXECUTIVE SUMMARY:**

Generally, the State of Oregon will financially support transportation services for elementary students living one mile or more from an elementary school and for secondary students living one- and one-half miles or more from a secondary school. However, the State of Oregon will support transportation services for elementary students who live within one mile of an elementary school and secondary students who live within one- and one-half miles of a middle or high school when significant safety hazards are present. The attached resolution lists the schools with significant hazards and the number of students affected. Since the Board last approved the plans in 2018, we have added thirteen new areas, revised two areas, and removed six areas. Updated counts for added and revised areas are below.

**ADMINISTRATIVE RECOMMENDATION:**

Support the revised list presented in Resolution 1964 as a supplemental transportation plan for the listed schools.

**RECOMMENDED MOTION:**

I move to approve Resolution 1964 Approval of Supplemental Transportation Plans as presented.



Administrative School District No. 1

RESOLUTION NO. 1964: Approval of Supplemental Transportation Plans

WHEREAS a hazard exists to students attending and potentially walking to the schools listed below and illustrated on the attached maps; and

WHEREAS the State of Oregon will support transportation services for elementary students who live within one mile of an elementary school and secondary students who live within one- and one-half miles of a middle or high school when significant safety hazards are present; then

WHEREAS the approximate number of students affected by the plans is as follows:

School	Approximate Affected students
La Pine Elementary School <b>General Area Description:</b> East of Huntington and South of Caldwell Drive North of Bimart West of 97	19
La Pine Middle School <b>General Area Description:</b> East of Huntington and South of Caldwell Drive North of Bimart West of 97	11
La Pine High School <b>General Area Description:</b> East of Huntington and South of Caldwell Drive North of Bimart West of 97	9

BE IT RESOLVED the Board of Directors of Administrative School District No. 1 (Bend-La Pine Schools) hereby approves the attached supplemental transportation plans.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Yes votes: \_\_\_\_\_ No votes: \_\_\_\_\_

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2024

Signed: \_\_\_\_\_

Chair

\_\_\_\_\_

Vice Chair

Attest: \_\_\_\_\_

Board Secretary



Supplemental Plan for: LAPINE ES

Bend-LaPine School District

Resolution Date: 5/6/24

Approximated number of Students: 19 Date Counted: 5/6/24

Elementary Schools have 1 mile walk boundary. Hazard Boundaries are outlined in Red.  
Secondary Schools have 1.5 mile walk boundary. Hazard Boundaries are outlined in Red.

Hazard Condition:

High speeds no safe crossing for students

General Area Description:

East of Huntington Rd and south of Caldwell Dr. North of Bimart West of Hwy 97.





Supplemental Plan for: LAPINE MS

Bend-LaPine School District

Resolution Date: 5/6/24

Approximated number of Students: 11 Date Counted: 5/6/24

Elementary Schools have 1 mile walk boundary. Hazard Boundaries are outlined in Red.

Secondary Schools have 1.5 mile walk boundary. Hazard Boundaries are outlined in Red.

Hazard Condition:

High speeds no safe crossing for students

General Area Description:

East of Huntington Rd and south of Caldwell Dr. North of Bimart West of Hwy 97.





Supplemental Plan for: LAPINE HS

Bend-LaPine School District

Resolution Date: 5/6/24

Approximated number of Students: 9 Date Counted: 5/6/24

Elementary Schools have 1 mile walk boundary. Hazard Boundaries are outlined in Red.  
Secondary Schools have 1.5 mile walk boundary. Hazard Boundaries are outlined in Red.

Hazard Condition:

High speeds no safe crossing for students

General Area Description:

East of Huntington Rd and south of Caldwell Dr. North of Bimart West of Hwy 97.





**ACTION ITEM:** Approval of MUPTe tax exemption for 445 NE Penn Avenue, Bend, OR

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

**EXECUTIVE SUMMARY:**

The City of Bend adopted code to implement state law allowing a 10-year property tax exemption on the improvements for qualified multiple-unit housing projects to encourage higher density housing that incorporates community benefits, within Bend's Core and transit-oriented areas. The project site is at 445 NE Penn Ave in the High Density Residential (RH) zone, outside the Core Tax Increment Finance (TIF) Area and within the transit-oriented area.

The project proposes a 3-story micro-unit building with 59 dwelling units. Eighteen of the units (30%) will be designated middle income housing and rented at levels affordable to those making 120% Area Median Income (AMI) or less. While the applicant will be required to deed-restrict 18 of the units to middle income levels for the 10-year exemption period, the project's proforma shows a total of 27 units will likely meet middle-income rental levels (\$1,998 per month or less). The City of Bend has reviewed the application and determined the project qualifies for the MUPTe program because the project is planning to include the following three public benefits:

- **Priority benefit:** 18 units of deed restricted housing for renters at 120% AMI
- **Enhanced Stormwater Treatment:** The planned stormwater facilities will be designed to treat a 100-year stormwater event, exceeding the minimum requirement of 25 years.
- **Electric Vehicle Charging Infrastructure** the project will provide 50% of its total provided parking spaces with EV charging infrastructure.

The applicant submitted a proforma income statement both with and without the tax exemption to demonstrate that the project would not be financially viable but for the exemption. These proforma were then reviewed by a third party independent financial consultant hired by the City and the City determined the project would not be financially viable without it.

All the other taxing districts have approved the application or have taken no action.

If the Board approves this resolution, the development will be granted a 10 year property tax exemption for the improvements.

**Recommended Motion:**

I move to adopt the Resolution approving the MUPTe property tax exemption for the project located at 445 NE Penn Avenue Bend, OR.





Administrative School District No. 1

**RESOLUTION NO. 1965: Resolution Agreeing to Tax Exemption for a Multiple-Unit Housing project under ORS 307.600 to 307.637 and Sections 12.35.010-12.35.050 of the Bend Code**

WHEREAS, the City of Bend adopted Sections 12.35.010-12.35.050 of the Bend Code implementing the State's Multiple-Unit Property Tax Exemption (MUPTe) policy pursuant to ORS 307.600 to 307.637; and

WHEREAS, the MUPTe enables the City Council to grant 10-year property tax exemptions to qualified multi-unit housing projects to encourage higher density housing and redevelopment in certain areas within the City of Bend, including in the City's Core Area Tax Increment Finance (TIF) Area and transit-oriented areas; and

WHEREAS, pursuant to ORS 307.606(1), if the combined rates of taxation of the governing body that adopted the exemption policy and the rates of all taxing districts whose governing boards agree to the tax exemption equal 51 percent or more of the total combined rate of taxation on the property granted the exemption, the County Assessor may exempt such property from all property taxes; and

WHEREAS, There is a pending application for a MUPTe project located at 445 NE Penn Avenue Bend, OR in a transit-oriented area.

WHEREAS, All the other taxing districts have approved the application or have taken no action; and

WHEREAS, ORS 307.606(1) is applicable to Bend-La Pine Schools and Bend-La Pine Schools concurs with the exemption for such project.

**NOW, THEREFORE, BE IT RESOLVED THAT** the Bend-La Pine Schools agrees to the policy of the multiple-unit property tax exemption for 445 NE Penn Avenue Bend, OR for a multiple-unit housing project as provided in Sections 12.35.010-12.35.050 of the Bend Code within the TIF Area.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Yes votes: \_\_\_\_\_ No votes: \_\_\_\_\_

Dated this \_\_\_\_\_ day of \_\_\_\_\_ 2024

Signed:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

Attest: \_\_\_\_\_  
Board Secretary



**REPORT:** Executive Limitation 4.5: Student Transportation

**PRESENTED BY:** Kim Crabtree, Director of Transportation

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.5: Student Transportation.

Monitoring Report

The Superintendent shall not fail to establish a transportation program that is safe, timely, and efficient.

Accordingly, the Superintendent shall not fail to:

1. Offer school transportation to students living within the transportation zone of their attendance area school.
2. Maintain a fleet of buses and other vehicles such that they are operationally safe and efficient and maintain a replacement plan for district vehicles and align both the Sustainability Plan.
3. When feasible, provide transportation to and from district sponsored programs, choice option programs, co-curricular and extra-curricular activities, prioritizing students, and families most in need of services.
4. Ensure a review process is performed for Supplemental Plan Transportation to ensure all eligible students have access to transportation within the district.

Notable Evidence for 2023-2024:

- Eight routes were created to provide more timely and efficient service to our Option school families.
- We meet at least quarterly with Commute Options to discuss areas of concerns from our families and build additional walking/rolling maps. We also include the City of Bend and/or La Pine if necessary.
- We pull reports weekly to monitor idling and address any excess idling. Started a "teams" competition for most efficient and safe driving with rewards!

Strategic Initiatives for (2024-2025):

- With a grant funded position, provide a coordinator to develop a program to support our walking/rolling families.
- Bring in a behavior specialist monthly to meet with drivers, supporting and teaching ideas to drivers struggling with student behaviors.
- Implement a new routing/parent app software in late December. Support office staff in trainings for the new software



**REPORT:** Executive Limitation 4.7: Technology

**PRESENTED BY:** Scott McDonald, Director Information Technology and Operations

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent’s compliance with the directives of Executive Limitation 4.7: Technology.

Monitoring Report

The Superintendent shall not fail to establish and maintain a visionary, secure, and equitable technology environment that promotes the best teaching and learning for students and working environment for employees consistent with the Board Ends and policies.

Accordingly, the Superintendent shall not fail to:

1. Provide equitable access to hardware and software technology, as well as connectivity to the greatest degree possible, throughout the district.
2. Establish and support adherence to common expectations for the use of technology by district staff and students, which promote responsibility and a safe, secure, and positive learning environment.
3. Ensure that technology resources of the district are coordinated and managed for long-term sustainability.
4. Protect the digital and information assets of the district, including intellectual property.
5. Protect student and staff data.
6. Ensure that technology implementation is research-based and applies developmentally appropriate best practices in K-12 education.
7. Ensure that hardware and software technology is regularly measured, evaluated, and modified as necessary to ensure continuing effectiveness.

Notable Evidence for 2023-2024:

- All requested apps and services are currently run through both a quality/privacy check. All products that contain student data are required to complete an “Exhibit E” contract for the district. Members of our IT team are also working closely with the HDESD on ways that we can share and streamline this important work. For instance, we are sharing information via the Learn Platform portal for applications used by multiple districts in our region.
- We recently took shipment of our new CISCO switches and other necessary equipment needed for installation. We are on track to replace all existing switches in all district facilities by mid-summer. We are on track to complete this work with our staff rather than contracting out as requested initially in our RFP.
- We are exploring new features in our Student Information System to improve family communication, including the ability to communicate by text. This toolset is expected to be in test by Spring of 2024. Additionally, members of our IT and Communications team

are in the process of performing an accessibility review. This team will implement changes that will improve accessibility for all users who visit our website.

Strategic Initiatives for (2024-2025):

- Provide high quality “required” Cyber Security training to all BLS staff as opposed to the current “optional” model. This change is a requirement from our cyber insurance provider.
- Implement ABC data solution for all schools. Alternately this could be addressed with the implementation of a MTSS framework solution.
- Replace or bring into compliance the infrastructure that supports our current website and data repository.



**REPORT: Administrative Polices & Regulations for Adoption (5/14/2024)**

**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>IGAC-AR: Recognition of Religious Beliefs &amp; Customs</b>	Revisions provide guidance when recognizing religious customs or beliefs in school settings as language updates to reflect current district practices and processes regarding student speech and dress, teaching and learning, celebrations, and decorations. Language specific to employment has been removed as it is addressed in GBA-BP: Equal Employment Opportunity.  <b>No public feedback received.</b>
<b>DH-AR: Bonded Employees</b>	Recommend deletion of DH-AR. Regulation is no longer needed as Bend-La Pine Schools insurance policies now provides employee coverage and fidelity bonds as described in the regulation are not necessary.  <b>No public comment solicited.</b>

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

Name: Bonded Employees and Officers  
Section: Fiscal  
Code: DH-AR

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The district shall secure a clerk's bond in an amount of not less than \$300,000 for the superintendent/clerk of the district.

The district shall maintain fidelity bonds for those officials designated with treasurer responsibilities for the district, consistent with Board Policy DFA – Investments and Portfolio Guidelines.

The district shall maintain a blanket fidelity bond for all employees of the district in an amount not less than \$100,000.

Reviewed: 2/15/08  
Approved: 2/21/08

recommendation deleted

**TITLE: RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS TREATMENT OF RELIGION IN SCHOOLS****TEACHING AND LEARNING**

Religious instruction is a private concern; therefore, district schools must remain neutral regarding religion. District staff should foster respect for each individual's convictions about religion and an understanding and respect for all religions in general. Religious heritage and belief or non-belief is a critical component of human experience, past and present.

The district supports the inclusion of religious literature, music, drama, and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively. The emphasis on religious themes in the arts, literature, and history should only be as extensive as necessary for a balanced and comprehensive study of these areas.

~~Great care shall be taken~~ When studying religious topics in the classrooms, it is important to uphold the dignity and belonging of all students. Factual and objective teaching about religion is to be distinguished from the teaching of religion. For example, religion is often a factor to be considered in history, art, literature, or music. ~~District staff members~~ Teachers may speak of religious holidays but may not advocate the religious observance, or non-observance, of such holidays in the school.

Reading of religious texts for historical or literary instructional purposes is encouraged; however, reading of religious texts may not be used for devotional purposes or to influence religious beliefs. ~~The study of these texts or topics shall be done in a method and manner neutral toward~~ give neither preferential nor disparaging treatment to any religion, to religion in general, or to no religion, and must relate to secular learning standards. District staff members ~~School officials~~ also cannot legally require recitations of prayers in classes. The use of religious symbols as part of this study is permissible if they are used as a teaching aid based on required learning standards; classroom display of religious symbols should not exceed the duration of the respective lesson or unit of study. ~~Individual students, at their personal discretion, may choose to use religious topics or symbols as a vehicle for artistic expression, if relevant to the assignment.~~

Religious music as part of a secular program or concert shall be permitted, so long as a particular religious belief is not favored or promoted above others; care should be taken to ensure a balanced multicultural representation of music selection for study and performance. School choruses, bands, orchestra, etc., may accept invitations to perform at non-school religious functions only on the condition that any member of the group may be excused at their his/her request without penalty.

**STUDENT SPEECH AND DRESS**

Students have the right to speak about religious topics, just as they do with regard to political topics, as described in IB-AP: Freedom of Expression.

Religious speech that constitutes harassment as described in AC-BP: Nondiscrimination and/or ACB-BP: Every Student Belongs; that is aimed at an individual or group of people is not protected speech under this regulation. Students who experience harassment as a result of exercising their right to speak about religious topics may report this to a district staff member, with the Bias Incident Reporting form, or Complaint Reporting form.

Students may wear religious attire or symbols provided they are not disruptive to the educational process, as described in JFCA-AP: Student Code of Dress.

**EMPLOYMENT**

~~Teachers shall be hired on the basis of professional competence and not on the basis of any religious beliefs, nonbeliefs or affiliations. No one shall be barred from employment as a teacher merely because of membership in a religious group.~~

**DUAL ENROLLMENT**

Dual enrollment whereby students who wish may pursue a portion of their studies in the district school and another portion in a nonpublic school is permissible and the district should cooperate with parents and nonpublic school officials in making such arrangements.

#### **RELEASED TIME**

Released time for participation in religious instruction is granted as provided by Oregon Revised Statutes.

#### **ACTIVITIES ON WEDNESDAY EVENING**

An effort will be made to keep Wednesday evenings open to cooperate with the communities' churches for scheduling their student activities.

#### **EXCUSED ABSENCE AND/OR NON-PARTICIPATION BASED ON RELIGIOUS BELIEFS**

The district recognizes its responsibility to provide reasonable accommodation for students' religious observance. Parent/guardian requests for accommodations should be directed to the student's teacher and/or principal. Release time for participation in religious instruction is granted as provided by Oregon Revised Statutes. For secondary students released for a class period, as opposed to a full day absence, under this permission, schools will code the absence as excused in the student information system.

A student may decline to participate in non-instructional school activities that are contrary to their religious beliefs, such as the Pledge of Allegiance. However, there is no expectation that students will be shielded during school activities from exposure to ideas that conflict with their religious beliefs. Parents and guardians may opt their student out of activities that are contrary to their religious beliefs, in accordance with OAR 581.021.0009.

Students may occasionally miss a state-required program or learning activity because of religious beliefs, when excused by a parent/guardian. For example, a parent/guardian may request that a student be excused from school to observe a religious holiday that occurs on a regular school day. In such situations the student shall not be penalized for the absence. A student who is excused must still fulfill their academic requirement and will be provided opportunities to make up any missed work, assignment, or test for absences due to religious accommodation.

The district and each school will make reasonable efforts to develop the school calendar and plan major instructional activities to avoid major religious holidays when possible. avoid scheduling calendar conflicts when planning special co- or extra-curricular activities, field trips, or exams on major religious holidays when possible. This effort will include procedures for identifying major cultural or religious holidays with community input, which will be communicated to staff for planning purposes.

A student may, of their own violation, engage in private, non-disruptive prayer at any time not in conflict with learning activities. District staff shall neither encourage nor discourage a student from engaging in non-disruptive prayer or devotional activity.

#### **RELIGIOUS SERVICES, COMMENCEMENT, AND BACCALAUREATE**

Religious services or programs shall not be conducted in district facilities during school hours or in connection to school-sponsored or related activities. Religious organizations wishing to use district facilities will follow the procedures outlined in DFD-AR: Facility Rental and Usage, KG-AR: Community Use of District Facilities and KGA-AR: Facility Use Procedure.

Promotion and commencement / graduation ceremonies shall be free from sectarian influence, including invocations and benedictions, exempting culturally-specific events in which invocations are embedded within the cultural event. The school or program must make reasonable efforts to preview student or guest speakers' messages in advance of the event and ensure their subject matter and purpose align with district policies and regulations. and do not promote a specific religion, religion in general, or non-religion.

Baccalaureate services shall not be organized by school staff or sponsored by district schools. A community group may hold a baccalaureate service on district property or in a district facility only when they follow district facility use procedures.

#### **RELIGIOUS CELEBRATIONS AND DECORATIONS HOLIDAY DISPLAYS**

Religious celebrations and use of religious symbols are personal and private decisions; therefore, district schools must remain neutral regarding religious celebrations. District staff should foster a respect for each individual's convictions about religion and an understanding and respect for all religions celebrations and symbols in general.

Seasonal holiday displays are permitted, including religious symbols as part of an educational role of increasing student's knowledge of culture, heritage, and diversity. Care must be taken so that the school is not seen to be advancing or inhibiting a particular religion, or religion in general, as the primary purpose of the display. Care must be taken with regards to written material accompany to holiday displays. The message may not overtly promote or favor a particular encourage any-one religion.

Religious holiday displays should play the educational role of increasing a student's knowledge regarding our cultural, ethnic, and religious heritage and diversity. Therefore, religious holiday displays should be more inclusive than exclusive.

END OF REGULATION

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REVIEWED: 3/1/2004, 6/15/2009, 1/4/2010, 10/10/2023, 5/14/2024  
ADOPTED: 3/1/2004, 6/15/2009, 1/4/2010

**POLICY / REGULATION CROSS REFERENCE**  
ACB-AR: Bias Incident Complaint Procedure  
ACB-BP: Every Student Belongs  
AC-AP: Non-Discrimination

AC-AR: Discrimination Complaint Procedure  
DFD-AR: Facility Rental & Usage  
IB-AP: Freedom of Expression  
JED-BP: Student Absences and Excuses

JFCA-AP: Student Code of Dress  
JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing,  
Cyberbullying, Teen Dating Violence or Domestic Violence - Student  
KG-AR: Community Use of District Facilities  
KGA-AR: Facility Use Procedure  
KL-BP: Public Complaints

ORS 332.107  
ORS 336.035  
OAR 581.021.0009

- U.S. Const. amend. I.
- OR. CONST., art I.
- Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 (2022)

**LEGAL REFERENCE**

DRAFT 5.2024



**REPORT:** La Pine Elementary/Rosland Elementary Attendance Area Adjustment

**PRESENTED BY:** Scott Olszewski, Director of South County Schools

**EXECUTIVE SUMMARY:**

During the 2022-23 school year, Rosland Elementary school experienced overcrowding. With its enrollment for the 2023-24 school year, the school once again had adequate classroom space, but the district decided to move ahead with shifts in attendance areas between Rosland and La Pine Elementary to prevent overcrowding at Rosland for the near future. The goal established by the district was to shift approximately 50-80 students from Rosland attendance area to the La Pine attendance area, beginning with the 2024-25 school year.

The district established an attendance area review team composed of staff and parents from both schools, along with district staff. Scott Olszewski, the Director of South County Schools, assisted district leaders in facilitating the process.

Over the course of several meetings, the review team worked in groups to design three different maps that accomplished the needed shift in student population. These three maps were shared with families from both schools during spring conferences, and families were asked to complete a survey. Over 70 individuals completed the survey.

After the survey, committee members met again to review the results and comments. With this information, the committee chose one map as the best option. Committee members made some minor modifications to this map and again sent it out to the school communities for feedback on a survey. 17 individuals responded to the second survey.

At their final meeting in early May, committee members reached strong consensus to make this map (with no further adjustments) their recommendation to the superintendent. In addition, the committee recommended to the superintendent that all current fourth graders requesting an attendance area change for the 24-25 school year be granted their requests. Siblings of these students will also be allowed to attend the requested school, but for the 24-25 school year only. Families of all students attending a school on an area change request must provide their students' transportation.



# BEND LA PINE SCHOOLS

**Rosland/La Pine Elementary Schools**  
 Red lines are existing boundaries  
 Blue lines are proposed new boundaries

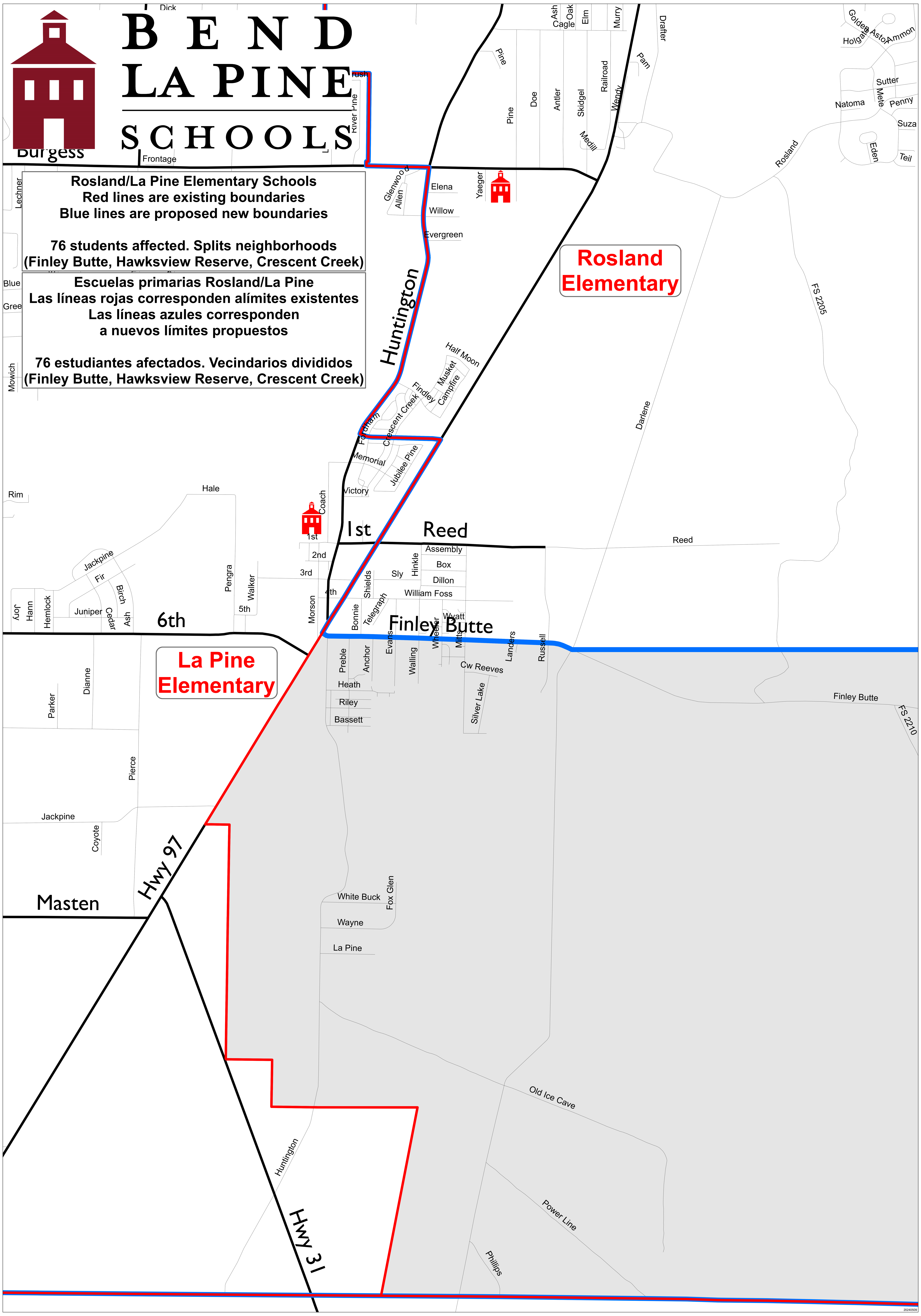
**76 students affected. Splits neighborhoods**  
 (Finley Butte, Hawksview Reserve, Crescent Creek)

**Escuelas primarias Rosland/La Pine**  
 Las líneas rojas corresponden a límites existentes  
 Las líneas azules corresponden a nuevos límites propuestos

**76 estudiantes afectados. Vecindarios divididos**  
 (Finley Butte, Hawksview Reserve, Crescent Creek)

**Rosland Elementary**

**La Pine Elementary**





**Report Item:** High School Math 1 Curriculum Adoption

**Presented By:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems  
Linda Adams, 6-12 Mathematics Instructional Coach  
Amy Romero, Math Teacher and ICCL Mountain View High School

**EXECUTIVE SUMMARY:**

We believe that mathematics should be accessible and engaging to all students. In alignment with the Oregon Department of Education, Bend La Pine Schools is moving to the “2+1” model for high school mathematics. This model gives a solid foundation of mathematics to freshman and sophomores. Ninth grade students will take a year of Algebra. Tenth grade students will take a semester/trimester of Geometry and a semester/trimester of Data Reasoning and Statistics. Beginning in 11th grade, students will have options to take courses in three pathways, calculus, data reasoning and quantitative. Students may choose courses in any pathway given the foundational knowledge gained in their first 2 years of high school.

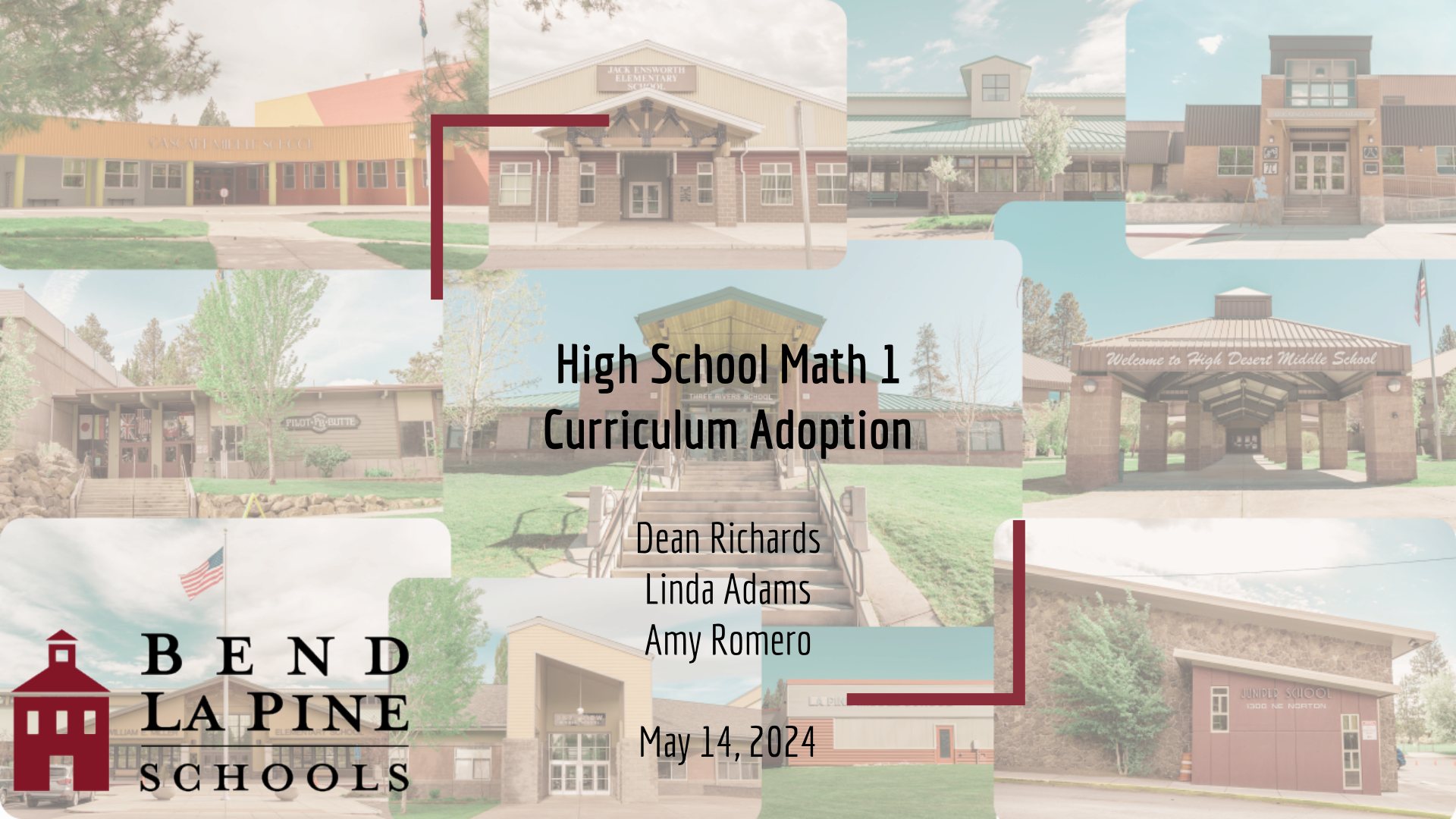
In preparation for this shift, several teams of mathematics teachers have met. The Leadership team met to determine values, visions, and mission of mathematics in Bend La Pine Schools. A Curriculum team, which included members of the Leadership team reviewed instructional tools provided by the Department of Education. Finding no materials that met the scope and sequence and our values, a pilot of Math Medic was suggested.

Through the pilot, Math Medic emerged as a curriculum that could be a solid foundation for the Math 1 curriculum as it addressed all of the targeted priority standards. It was determined by the curriculum team that more support should be available to students and teachers. Over this summer, a team of teachers who piloted Math Medic will develop a Canvas course to share with all Math 1 teachers for the 24-25 school year. This Canvas course can be continuously updated as teachers develop more practice problems, vocabulary, and inclusive instructional moves.

We will be providing a full day training for teachers of Math 1 in the Fall to prepare them for teaching Math Medic. Additionally, several Math Studios will occur over the course of the school year. These Math Studios will build on the ones that have been occurring over the years. This will have specific focus such as supporting multilingual students, extending, and remediating learning, and digging into the “Experience First, Formalize Later” concepts within Math Medic.

Schools will do a phased roll out of the 2+1 pathway and curriculum. Next year, all 9th graders will engage in Algebra content. In 25-26 Math 2 will be rolled out (Geometry and Data Reasoning/statistics). A team will begin looking for a curriculum for Math 2 and the “+1” courses in the 25-26 school year.

We will be reaching out to the community for feedback on Math Medic through our website. We will share the outcomes with you at the next board meeting when we come asking for your approval of Math Medic as our Math 1 (Algebra) curriculum.



# High School Math 1 Curriculum Adoption

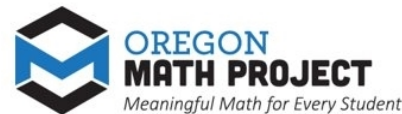
Dean Richards  
Linda Adams  
Amy Romero

May 14, 2024



**B E N D  
LA PINE  
SCHOOLS**

# Oregon Math Project: Four Cornerstones



## Engineering a better system: *Meaningful math for every student*



**PATHWAYS**



**ENGAGEMENT**



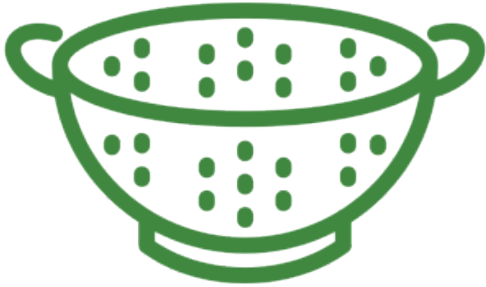
**FOCUS**



**BELONGING**



# The Story of Modern Mathematics Education in the United States



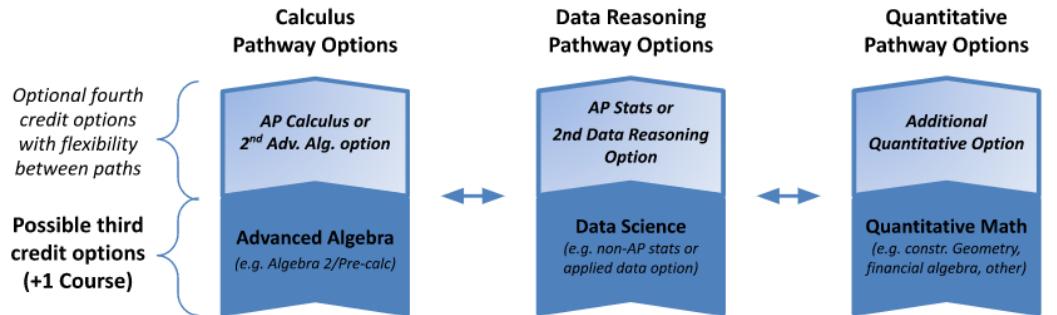
Where We Are:  
Math as a Filter



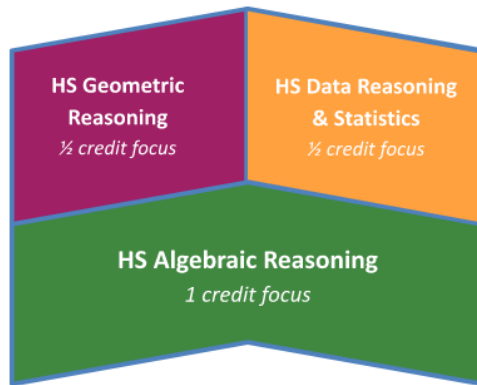
Where We Want to Be:  
Math as a Pump



# College and Career Math Opportunities



High School Core 2 Content -  
balance of algebra, geometry, &  
data content after K-8 math



**Math 2**

**Math 1**



# Bend-La Pine School District + 1 Current Courses

## Calculus Pathway Options

- Advanced Algebra/Pre Calculus
- Math 111z College Algebra/Functions
- Math 112z College Algebra/Trig
- AP Pre-Calc
- AP Calc
- IB Math Series Coursework

## +1 Articulated Capstone Courses:

Math 111z  
Math 112z  
AP Pre-Calc  
AP Calc  
AP Stats  
Math 101  
Math 143  
Math 105z

## Data Reasoning Pathway Options

- Math 101 Explorations in Data Science
- Math 143 Stats
- AP Stats

## Quantitative Pathway Options

- Financial/Business Algebra
- Intro to Discrete Mathematics
- Applied Geometry
- Math for Industry
- Math 105z Math in Society



# Rubric for Material Considerations

- Meets BLP District Values, Vision and Mission
- Equity for all
- Engaging tasks
- Excellent supports for teachers, parents and students
- ELL and math language supports
- Instructional and differentiation strategies
- Editable assessment and progress monitoring tools



# The Adoption Process

1. Formed Curriculum Adoption/Leadership Committee  
September 2021.
2. Read NCTM's "Catalyzing Change in High School Mathematics"
3. Reviewed and scored the ODE State Approved Materials List
4. Decided to pilot Math Medic
5. Based on feedback from teachers we will build a canvas course with more practice materials and differentiation supports.



# EFFL - Experience First, Formulate Later

**Experience First, Formalize Later** means that students are working collaboratively to think, to discuss, and to construct their own understanding of new content before the teacher helps students to arrive at formal definitions and formulas.



# Demonstration of a lesson

Amy Romero, Math Teacher, Mountain View High School



MATH  
MEDIC



## How Much for a Bagel and Cream Cheese?



Panera Bread is known for their delicious bagels, a popular choice for breakfast or a mid-afternoon snack. Peyton, Kelly, and Carter work together and take turns bringing food from Panera for their department each Friday.



1. Peyton's Panera Bread order is shown below. What is a *possible* cost for a single bagel and what is a *possible* cost for one tub of cream cheese? Explain your thinking.



Cinnamon Crunch Bagel

Individual · 420 Cal

Customize · Special Instructions



Qty 8 ▾



Plain Cream Cheese  
Spread Tub

8 oz

110 Cal per 1 oz

· Special Instructions



Qty 2 ▾

Subtotal

\$19.50

2. Kelly bought 4 Cinnamon Crunch bagels and 1 tub of plain cream cheese. How much should Kelly's order cost? How do you know?
3. Find the cost of a single bagel and a single tub of plain cream cheese or explain why this is not possible.

4. When it was Carter's turn to bring food, he ordered more bagels than Peyton and double the amount of cream cheese. His order is shown.

a. Should Carter's subtotal be exactly double Peyton's subtotal?

Explain.

b. Carter's subtotal was \$34.53. Can you figure out the cost of a single bagel?

c. What is the cost of a single tub of cream cheese?



Cinnamon Crunch Bagel

Individual · 420 Cal

[Customize](#) · [Special Instructions](#)

X Qty 13



Plain Cream Cheese  
Spread Tub

8 oz

110 Cal per 1 oz

· [Special Instructions](#)

X Qty 4

# Putting Together a Course for Math 1 (Algebra)

Additional to Math Medic EFFL tasks, practice problems and assessments:

- Vocabulary supports and math language skills
- Teacher moves and strategies for ELL and differentiation support (SIOP)
- Additional skills and procedural practice materials (by teacher request)
- Supports for struggling students



# 2+1 Multi Year Roll out

24-25	<ul style="list-style-type: none"><li>● <b>Math 1 for all 9th Grade will focus on Algebra standards</b></li><li>● Math 2 will be current school practice for 10th grade</li><li>● Other Math courses (these are varied) will be current school practice</li></ul>
25-26	<ul style="list-style-type: none"><li>● <i>Math 1 for all 9th Graders will focus on Algebra standards</i></li><li>● <b>Math 2 for all 10th Graders will focus on 1 semester of Geometry, 1 semester of Data Reasoning</b></li><li>● Other Math courses (these are varied) will be current school practice.<ul style="list-style-type: none"><li>○ +1 courses (curriculum and standards) will be vetted and developed</li></ul></li></ul>
26-27	<ul style="list-style-type: none"><li>● <i>Math 1 for all 9th Graders will focus on Algebra standards</i></li><li>● <i>Math 2 for all 10th Graders will focus on 1 semester of Geometry, 1 semester of Data Reasoning</i></li><li>● <b>+1 courses formally in place for all 11th Graders</b></li></ul>



# Next Steps

- Math 2-Geometry and Data Reasoning materials
- +1 materials course adoptions
- Develop and train teachers to complete pathways for all BLP high schools.
- Curriculum training for all middle and high school math teachers 2024 and 2025





# Adopción del plan de estudios de Matemáticas 1 de preparatoria

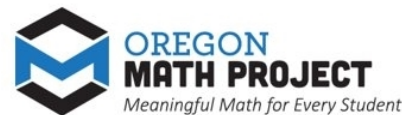
Dean Richards  
Linda Adams  
Amy Romero

14 de mayo 2024



**B E N D  
LA PINE  
SCHOOLS**

# Proyecto de matemáticas de Oregón: cuatro pilares



## Diseñando un mejor sistema: *Matemáticas significativas para cada estudiante*



**PATHWAYS**



**ENGAGEMENT**



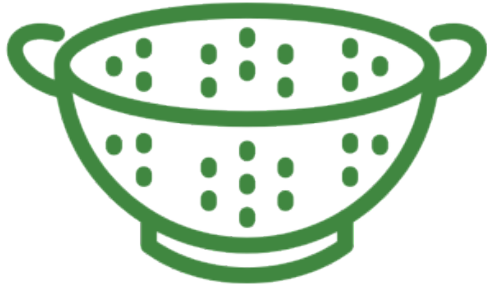
**FOCUS**



**BELONGING**



# La historia de la educación matemática moderna en los Estados Unidos



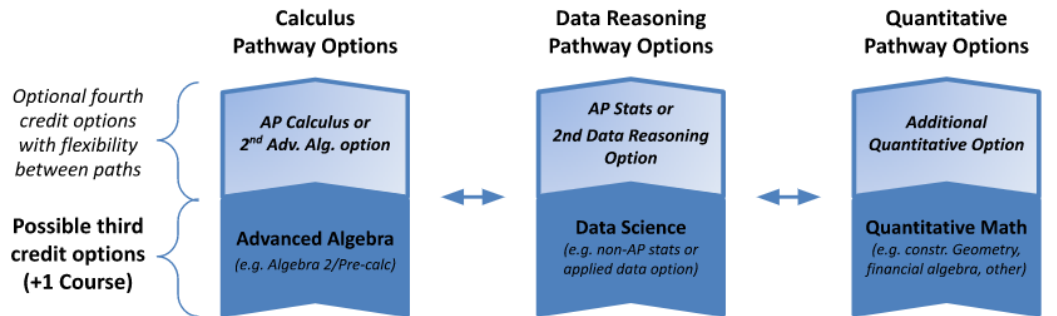
Donde estamos:  
Matemáticas como filtro



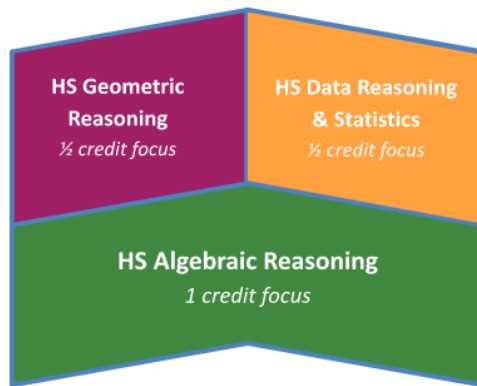
Dónde queremos estar:  
Matemáticas como una  
bomba de agua



# College and Career Math Opportunities



High School Core 2 Content -  
balance of algebra, geometry, &  
data content after K-8 math



**Math 2**

**Math 1**



# Distrito Escolar Bend-La Pine Cursos Actuales +1

## Calculus Pathway Options

- Álgebra avanzada/precálculo
- Matemáticas 111z Álgebra universitaria/Funciones
- Matemáticas 112z Álgebra/Trigonometría universitaria
- Precálculo AP
- Cálculo AP
- Trabajos de curso de la serie de matemáticas IB

## Data Reasoning Pathway Options

- Exploraciones de Matemáticas 101 en ciencia de datos
- Matemáticas 143 Estadísticas
- Estadísticas AP

## Quantitative Pathway Options

- Álgebra financiera/empresarial
- Introducción a las matemáticas discretas
- Geometría Aplicada
- Matemáticas para la industria
- Matemáticas 105z Matemáticas en la sociedad

## Cursos finales articulados +1:

Matemáticas 111z

Matemáticas 112z

Precálculo AP

Cálculo AP

Estadísticas AP

Matemáticas 101

Matemáticas 143

Matemáticas 105z



# Rúbrica para consideraciones materiales

- Cumple con los valores, la visión y la misión del distrito de BLP
- Equidad para todos
- Tareas interesantes
- Excelentes apoyos para profesores, padres de familia y estudiantes.
- Apoyos para ELL y lenguaje matemático
- Estrategias de instrucción y diferenciación.
- Herramientas editables de evaluación y de seguimiento del progreso.



# El proceso de adopción

1. Comité de Liderazgo/Adopción del Currículo formado, septiembre de 2021.
2. Leer “Catalyzing Change in High School Mathematics” (“Catalizando el cambio en las matemáticas de preparatoria”) del NCTM
3. Se revisó y calificó la lista de materiales de ODE aprobados por el estado
4. Se decidió poner a prueba Math Medic
5. Basándonos en los comentarios de los profesores, crearemos un curso de canvas con más materiales de práctica y apoyos para la diferenciación.



# EFFL - experimentar primero, formular después

**Experimentar primero, formalizar después** significa que los estudiantes trabajan en colaboración para pensar, discutir y construir su propia comprensión de nuevos contenidos antes de que el profesor los ayude a llegar a definiciones y fórmulas formales.



# Demostración de una lección

Amy Romero, Math Teacher, Mountain View High School



MATH  
MEDIC



## How Much for a Bagel and Cream Cheese?



Panera Bread is known for their delicious bagels, a popular choice for breakfast or a mid-afternoon snack. Peyton, Kelly, and Carter work together and take turns bringing food from Panera for their department each Friday.



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Cinnamon Crunch Bagel

Individual · 420 Cal

[Customize](#) · [Special Instructions](#)

X Qty 13



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Spread Tub

8 oz

110 Cal per 1 oz

· [Special Instructions](#)

X Qty 4

# Elaborar un curso de Matemáticas 1 (Álgebra)

Además de las tareas, problemas de práctica y evaluaciones de Math Medic EFFL:

- Apoyos de vocabulario y habilidades de lenguaje matemático.
- Movimientos y estrategias de los maestros para ELL y apoyo a la diferenciación (SIOP)
- Materiales adicionales de práctica de procedimientos y habilidades (a solicitud del maestro)
- Apoyos para estudiantes con dificultades



# Lanzamiento multianual 2+1

24-25	<ul style="list-style-type: none"><li>● <b>Matemáticas 1 para todos los de 9° grado se centrará en los estándares de álgebra</b></li><li>● Matemáticas 2 será una práctica escolar actual para 10° grado</li><li>● Otros cursos de Matemáticas (estos son variados) serán la práctica escolar actual</li></ul>
25-26	<ul style="list-style-type: none"><li>● <i>Matemáticas 1 para todos los estudiantes de 9° grado se centrará en los estándares de álgebra</i></li><li>● <b>Matemáticas 2 para todos los estudiantes de 10° grado se centrará en 1 semestre de Geometría, 1 semestre de Razonamiento de datos</b></li><li>● Otros cursos de Matemáticas (estos son variados) serán la práctica escolar actual.<ul style="list-style-type: none"><li>○ Los cursos +1 (plan de estudios y estándares) serán examinados y desarrollados</li></ul></li></ul>
26-27	<ul style="list-style-type: none"><li>● <i>Matemáticas 1 para todos los estudiantes de 9° grado se centrará en los estándares de álgebra</i></li><li>● <i>Matemáticas 2 para todos los estudiantes de 10° grado se centrará en 1 semestre de Geometría, 1 semestre de Razonamiento de datos</i></li><li>● <b>Cursos +1 formalmente implementados para todos los estudiantes de 11° grado</b></li></ul>



# Próximos pasos

- Materiales de Matemáticas 2- Geometría y Razonamiento de Datos
- Adopciones de materiales de cursos +1
- Desarrollar y capacitar a maestros para completar caminos para todas las escuelas preparatorias de BLP.
- Capacitación curricular para todos los docentes de matemáticas de secundaria y preparatoria 2024 y 2025





**ACTION ITEM:** High Desert Education Service District (HDES) Bend-La Pine Schools Board Position Vacancy

**PRESENTED BY:** Chair Marcus LeGrand

**EXECUTIVE SUMMARY:**

The HDES Board of Directors is a nine-member board, of which five seats are elected by a school district. Peggy Kinkade has represented Bend-La Pine Schools on the HDES Board since 2019 and chose not to run for re-election. Kinkade's current term runs through June 30, 2024.

The HDES advertised the elected board position with a request for applications to be filed with the HDES by April 19, 2024. The HDES provided Bend-La Pine School Board Members applicant materials to review and ultimately cast their votes to elect their representative in a public meeting.

The newly elected HDES board member representing Bend-La Pine Schools will take office effective July 1, 2024.

**RECOMMENDED MOTION:**

I move to elect \_\_\_\_\_ to serve as Bend-La Pine Schools' District Representative on the High Desert Education Service Board of Directors.

Mary Paulson

[REDACTED]  
Bend, Oregon 97703

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April 16, 2024

Paul Andrews, Superintendent  
High Desert Education Service District  
2804 SW Sixth Street  
Redmond, Oregon 97756

Dear Superintendent Andrews:

I respectfully submit my application for appointment to the HDESD Board of Directors for the Bend-Lapine Schools Representative #1.

I am interested in a position on the board of directors because it is a unique opportunity to serve the students of Central Oregon and to work with an organization that has earned a reputation for its focus on student achievement. My experience and leadership skills are an excellent match for this position, and I will be an asset to your organization.

I retired after spending 30 years working in public education. I was with Salem-Keizer School District for 25 years and then finished my public service at the Oregon School Boards Association. Prior to coming to the school district, I spent five years in human resource management in private business. Additionally, I have had the pleasure of serving as a board member on two non-profit boards.

My professional roles gave me the opportunity to work in leadership positions, which required me to understand and implement policies and procedures, state and federal laws, strategic planning, and budgeting at all levels.

Additionally, I was a key communicator for both organizations and interacted regularly with constituents, staff, superintendents, legislators, key community leaders, and the media. I served as a staff liaison and facilitator for board subcommittees and citizen involvement committees such as the Facilities Task Force, Citizen's Bond Advisory Team, Chamber Bond Advisory Committee, and the Budget Advisory Team.

Finally, I have extensive experience working with school boards. I have firsthand knowledge of the impact a school board can have on both student achievement and the organization. I believe that a high functioning board, along with the superintendent, sets the tone for the organization, which ultimately impacts student achievement.

I offer my application with professional and personal commitment, and am prepared to dedicate myself to the work, bringing a strong work ethic, extensive skills and experience, and an unwavering belief in the value of public education. I look forward to the opportunity to work on behalf of the students of Central Oregon.

Thank you for your consideration.

Respectfully,

  
Mary Paulson

# Mary Paulson

Bend, Oregon 97703

---

## Professional Experience

- 2/17 – 6/22 OREGON SCHOOL BOARDS ASSOCIATION (OSBA)  
Deputy Executive Director
- 11/92– 2/17 SALEM-KEIZER SCHOOL DISTRICT  
Chief Of Staff, Executive Administration  
Management Coordinator, Executive Administration  
Executive Assistant, Communications and Community Relations
- 3/91 – 11/92 MEIER & FRANK DISTRIBUTION CENTER  
Manager, Human Resources
- 11/89 – 3/91 RIEDEL ENVIRONMENTAL TECHNOLOGIES, INC.  
Manager, Human Resources
- 5/84 – 11/89 MEIER & FRANK  
Manager, Human Resources  
Coordinator, Training and Staff Development

## Education:

- 2008 – 2010 PORTLAND STATE UNIVERSITY  
Masters: Public Administration
- 2007/2008 HARVARD UNIVERSITY EXECUTIVE LEADERSHIP PROGRAM  
Summer Institute I and II - Certificate
- 1981 –1985 WESTERN OREGON STATE COLLEGE  
Bachelor of Science: Secondary Education

## Community:

- 2022 – Current Volunteer, Central Oregon Community College - Clothing Connection
- 2024 - Current Bend-LaPine School District – Central Oregonians for Responsible Education (CORE)
- 2018-2022 Board Member, WOU Smith Fine Arts Series
- 2003-2016 Committee Member, Salem-Keizer Education Foundation – Crystal Apple Awards
- 2010-2014 Board Member, United Way of the Mid-Willamette Valley



## DECLARATION AND AFFIDAVIT OF CANDIDACY

For membership on the High Desert Education Service District Board of Directors

### Declaration

I, Mary Paulson, solemnly swear (or affirm): that I have resided, for at least one year, within the boundary of High Desert Education Service District and within the boundary of Bend-Lapine School District. That I am a registered voter of High Desert Education Service District; that I am not an employee of the High Desert Education Service District for which I am seeking election; that I understand if elected I will serve for a four-year term on the High Desert Education Service District Board of Directors beginning July 1, 2024; and, I hereby request my name be placed on the ballot of the High Desert Education Service District.

Mary Paulson  
Signature

April 4, 2024  
Date

**BIOGRAPHICAL INFORMATION**  
**Required Information**  
**(Prepared by candidate)**

**1. Occupation (please give present employment, and previous employment)**

Employer	Title/Position	Years of Service (from - to)
Retired		July 1, 2022 - Current
OR School Boards Assoc.	Deputy Executive Director	February 2, 2017 - June 30, 2022
Salem-Keizer School District	Chief of Staff	November 15, 1992 - January 31, 2017

**2. Educational Background (list schools attended)**

Name of School	Last Grade Completed	Diploma/Degree/Certificate (Diploma AA, BA, BS, MA, Ph.D., etc.)
Portland State University	18	Masters Degree
Western Oregon University	16	Bachelor of Science
North Eugene High School	12	Diploma

By signing this document, I hereby state: That I qualify for said office if elected; that all information provided by me on this form is true to the best of my knowledge.

  
 Candidate's Signature

April 4, 2024  
 Date Signed



**REPORT:** Administrative Polices & Regulations for Review (5/14/2024)

**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 are currently in review. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
<b>IB-AP: Freedom of Expression</b>	Policy has been rewritten to capture the most current process and procedures that are in place surrounding a student’s freedom of expression. House Bill 3041 (2021) revised the statutory definition of sexual orientation and created a new definition for gender identity which are now included. Renamed from an administrative regulation (AR) to an administrative policy (AP).
<b>IKE-AP: Promotion and Retention of Students</b>	Updates reflect current district practices and philosophical approach to student retention and/or promotion.
<b>IKE-AR: Retention / Double Promotion</b>	Updates reflect current district practices and process in identifying, and determining if a student should be retained at their current grade level or promoted to another grade level.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on May 22, 2024.

To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, May 15, 2024.



Students have a general right to freedom of expression within the school system. Bend-La Pine Schools requires that students exercise their rights fairly, responsibly, and in a manner not disruptive to other individuals or to the educational process.

**Freedom of Student Inquiry and Expression**

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

**Freedom of Association**

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, sexual orientation or gender identity. Each student organization must have a staff adviser to counsel, and when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules, and procedures. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

**Publications K-8, Displays and Productions**

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or may be restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased, or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, i.e., if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents/guardians, and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

**High School Student Journalists**

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists; that are distributed or generally made available, either free of charge for a fee, to members of the student body; and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place, and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent, or vulgar;

3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
  - a. The commission of unlawful acts on or off school premises;
  - b. The violation of district policies; or
  - c. The material and substantial disruption of orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing, by the student, to the Superintendent. The Superintendent shall schedule a meeting within 10 business days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials, and the Superintendent. At the Superintendent’s discretion, the district’s legal counsel may also attend the meeting. The Superintendent shall make a decision within 10 business days of the meeting. The Superintendent’s decision shall be final and binding on all parties.

END OF ADMINISTRATIVE POLICY

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REVIEWED: 1/2007, 5/2024

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

IB-AR

**LEGAL REFERENCE**

ORS 174.100  
 ORS 332.072  
 ORS 332.107

ORS 336.477  
 ORS 39.880  
 ORS 339.885

ORS 659.850  
 OAR 581-021-0050  
 OAR 581-021-0055

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018)  
 Westside Cmty. Bd. Of Educ. v. Merens, 496 U.S. 226 (1990)  
 Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)  
 U.S. CONST. amend. I; U.S. CONST. amend. XIV.  
 OR. CONST., art. I § 8.  
 House Bill 3041 (2021)



TITLE: PROMOTION AND RETENTION OF STUDENTS RETENTION / DOUBLE PROMOTION

The district Bend-La Pine Schools is dedicated to total and continuous development of each student enrolled and believes it is in the best interest of students to be placed in the grade level best suited to them academically, socially, and emotionally. ~~for which they are best adjusted by reason of age, maturity, ability and achievement.~~ Students will normally progress annually from grade to grade, however, in some cases, a student may profit by staying in the same grade or being double promoted. When considering either option, the overriding concern is the welfare of the student.

A student who cannot demonstrate proficiency in each subject area or who are not making adequate progress toward demonstrating proficiency in their grade levels, may be considered for retention. A student may be considered for promotion if the student has satisfied the requirements for the student's current grade level.

A recommendation for retention or promotion of a student will be made only after prior notification and explanation to the student's parent or guardian.

~~When a student is not achieving academically and learning progress is questionable, retention may be an appropriate option. However, the district feels that lack of academic performance is almost always a result of physical, emotional, social and/or psychological difficulties. Retention should occur only after other options have been examined.~~

The responsibility to identify students for ~~retention/double~~ promotion or retention lies primarily with the classroom teacher(s). The student, parent/guardian(s), principal and/or other indicated referral resources (i.e., special education department, counselor, and education service district) should be involved to assist the teacher in meeting the individual needs of the students. The final decision for promotion or retention will rest with the building administrator. ~~placement recommendation will be the responsibility of the building administrator.~~

END OF ADMINISTRATIVE POLICY

REVIEWED: 3/29/2011, 5/14/2024

APPROVED:

POLICY / REGULATION CROSS REFERENCE  
IB-AR

LEGAL REFERENCE  
OAR 581-022-2000

OAR 581-022-2270



Bend-La Pine Schools expectation and belief for student progress within the K-12 program is that the student be placed in the grade level for which they are best adjusted by reason of age, maturity, ability, and achievement.

In some rare cases, grade promotion may be considered. This applies only to currently identified talented and gifted (TAG) students. The decision to accelerate a given student in grades 1-7 will only be considered by a Multi-Tiered System of Support Team (MTSS team), which may include a variety of educational professionals (school administration, school psychologist, school counselor, classroom teachers, learning specialists, interventionists, English language development teacher, etc.) using the MTSS framework. When considering retention or double promotion, the overriding concern is the social-emotional wellbeing of the student.

The timeline and process below outline the considerations for retention and double promotion that will be used by Bend-La Pine Schools.

~~In general, the district supports placing students at the grade level for which they are best adjusted by reason of age, maturity, ability, and achievement. However, in some cases a student may benefit from retention or double promotion. The district requires schools to use the process provided in this Administrative Regulation when considering students for retention or double promotion, except in extraordinary cases determined by the school principals in which students are retained or double promoted during the course of an academic year.~~

- **September-January**

1. The teacher, parent/[guardian](#), student, and/or school team expresses concerns about a student's academic progress. The team works with the teacher to make adjustments to the student's academic program. The teacher and/or the school team continue to collect data on the student's performance.
2. As soon as concerns have surfaced, the teacher makes contact with parents/[guardians](#) to share these concerns, explain the school's plan to support the student, and seek parents/[guardians'](#) insights or ideas.

- **January-April**

1. When concerns about a student's academic struggles or lack of appropriate academic challenge remains, the school team collects additional data regarding the student: academic scores, attendance records, observational notes, work samples, etc.
2. Parents/[Guardians](#) may also formally indicate their interest in retention or double promotion for their child by completing the "Parent/Guardian Request for Retention/Double Promotion Consideration" form (see Appendix A).
3. At the elementary level, the school administers the Light's Retention Scale (2006) or the Iowa Acceleration Scale (3<sup>rd</sup> Edition) to help inform the team's consideration of retention or double promotion.
4. If the student involved is on an IEP or is identified as ELL, the student's case manager or ELL teacher is part of all team discussions of the possibility of retention or double promotion.

- **April-May**

1. A team is formed, including all relevant teachers, the school psychologist, other learning specialists, the building principal, and the parents/[guardians](#).
2. Members of this team gather all relevant data regarding the student for the team meeting.
3. At the team meeting, all relevant data is shared, and each team member indicates [their](#) ~~his/her~~ individual recommendation on the "Retention/Double Promotion Recommendation and Final Decision" form (see Appendix B).

4. In the event that the team cannot reach consensus in a recommendation, the final decision for promotion or retention will rest with the building administrator ~~is the building principal's~~, according to ~~School Board Policy~~ IKE-AP: Promotion and Retention of Students.
5. The school will send the parents/guardians a copy of the form and place the original in the student's cumulative file.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 2/6/2012, [5/14/2024](#)

APPROVED:

POLICY / REGULATION CROSS REFERENCE  
IKE-AP

LEGAL REFERENCE  
[OAR 581-022-2000](#)

| [OAR 581-022-2270](#) |

DRAFT 5.2024