



School Board Regular Meeting Agenda

June 18, 2024, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Chair Marcus LeGrand	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Marcus LeGrand	
3.	<u>Review of Agenda</u>	4
	Speaker(s): Chair Marcus LeGrand	
	Attachments:	
6.18.24	Agenda - BORRADOR	4
4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Superintendent Cook	
	B. Above and Beyond the Call of Duty	
	Speaker(s): Superintendent Cook	
5.	<u>Student Advisory Council Report</u>	
	Speaker(s): Student Voice Council Leadership	
6.	<u>Public Comment</u>	
	Speaker(s): Chair Marcus LeGrand	
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<u>Superintendent's Report</u>	
	Speaker(s): Superintendent Cook	
8.	<u>Reports</u>	
	A. Equity Coalition Update	7
	Speaker(s): Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	
	Attachments:	
	Executive Summary: Equity Coalition Update	7
	Presentation: Equity Coalition Update	8
	Presentación: Actualización de la Coalición por la Equidad	19
9.	<u>Consent for Action</u>	
	Speaker(s): Chair Marcus LeGrand	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.	

A.	Approval of Minutes	30
	Description: May 14, 2024, Budget Committee Meeting; May 14, 2024, Regular Business Meeting; and May 28, 2024, Board Work Session	
	<i>Reference: ORS 192.650 and ORS 332.057</i>	
	Attachments:	
5.14.24	Budget Committee Minutes - DRAFT	30
5.14.24	Minutes - DRAFT	32
5.28.24	Minutes - DRAFT	37
B.	Approval of Personnel Recommendations	40
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
	Attachments:	
	Certified Board Report 6.18.24	40
	Classified Board Report 6.18.24	43
C.	Annual Business and Board Operations Resolutions for 2024-25 School Year	46
	Attachments:	
	Resolution 1966: Annual Meeting Schedule 2024-2025 - Revised	46
	2024-2025 Meeting Calendar - UPDATED	47
	Resolution 1967: Annual Meeting Schedule 2025-2026	48
	2025-2026 Meeting Calendar	49
	Resolution 1968: Parliamentary Procedure	50
	Resolution 1969: Designation of Authority	51
	Resolution 1970: Depositories and Authorized Signatures	52
	Resolution 1971: Salary and Insurance Payments	53
	Resolution 1972: Public Contracting Rules and Procedures Including Class Special Procurements and Exemptions	54
D.	Secondary Math Curriculum Adoption	55
	Attachments:	
	Executive Summary: Math 1 Curriculum Adoption	55
	Community Feedback on Math 1 Curricular Options	56
10.	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.	
A.	Public Comment Follow-up	57
	Attachments:	
5.14.24	District Follow-up to BLS School Board Meeting Comments Received.docx	57
B.	Approval of Administrative Policies and Regulations	58
	Attachments:	
	Executive Summary: Administrative Policies and Regulations for Adoption	58
	IB-AP: Freedom of Expression - draft 5.2024	59
	IKE-AP: Promotion and Retention of Students - draft 5.2024	61
	IKE-AR: Retention/Double Promotion - draft 5.2024	62
C.	4th Quarter Finance Report	64
	Attachments:	
Q4	Financial Statements	64
11.	Action Items	
A.	Resolution 1973: 2024-25 Impose a Tax and Resolution 1974: 2024-25 Resolution Making Appropriations	67
	Speaker(s): Leah Bibeau, Finance Director	
	Attachments:	

Executive Summary: FY2024-25 Budget Resolutions 1973 and 1974	67
Resolution 1973: 2024-25 Budget Appropriations	68
Resolution 1974: 2024-25 Impose Tax	69
B. Resolution 1975: Budget Appropriations Transfer	70
Speaker(s): Leah Bibeau, Finance Director	
Attachments:	
Executive Summary: Resolution 1975 Budget Appropriations Transfer	70
Resolution 1975: 2023-24 Budget Appropriations Transfer	71
C. Zone 6 Board Member Vacancy	72
Speaker(s): Chair Marcus LeGrand	
Attachments:	
Applications for Zone 6 Vacancy - REDACTED	72
12. <u>Administrative Policy and Regulation Report</u>	
A. Administrative Policies and Regulations in Review	99
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 Regulation for Review	99
IGDA-AR: Student Organizations - draft 6.2024	100
IGDAA-AR delete 6.2024	102
13. <u>Director Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
14. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for July 9, 2024.	



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

18 de junio de 2024, 5:30 PM

Ubicación:

Centro educativo, sala de juntas # 314
520 NW Wall Street
Bend, OR 97703

1. **Llamada al orden**

Orador(es): Presidente Marcus LeGrand

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

Orador(es): Presidente Marcus LeGrand

3. **Revisión del orden del día**

Orador(es): Presidente Marcus LeGrand

4. **Reconocimientos del distrito**

A. Premio Campeón de Estudiantes

Orador(es): Superintendente Cook

B. Por encima y más allá del llamado del deber

Orador(es): Superintendente Cook

5. **Informe del Consejo Asesor Estudiantil**

Orador(es): Liderazgo del Consejo de Voz Estudiantil

6. **Comentario público**

Orador(es): Presidente Marcus LeGrand

Descripción: Este es el tiempo previsto para que las personas se dirijan a la Junta. Las solicitudes de comentarios públicos se aceptan por adelantado a través del formulario de Google hasta las 5:00 p. m. el día de la reunión para comentarios tanto presenciales como virtuales. Las personas también pueden inscribirse para recibir comentarios públicos el día de la reunión según el espacio disponible, de conformidad con el Proceso de Gobernanza 6 (GP-6). Se aceptarán inscripciones presenciales en la puerta de la sala de juntas hasta las 17:35 horas. el día de la reunión.

7. **Informes**

A. Actualización de la Coalición por la Equidad

Orador(es): Kinsey Martin, Director Ejecutivo de Política, Defensa y Equidad

8. **Consentimiento para la acción**

Orador(es): Presidente Marcus LeGrand

Descripción: Los puntos que son de naturaleza rutinaria se incluyen en la Agenda de Consentimiento. Cualquier elemento incluido en el Consentimiento para la acción puede eliminarse a solicitud de cualquier

miembro de la Junta antes del momento en que se realice la votación. Todos los elementos restantes del Consentimiento para la acción se eliminan en una sola moción.

A. Aprobación de minutas

Descripción: 14 de mayo de 2024, reunión del Comité de Presupuesto; 14 de mayo de 2024, Reunión Ordinaria de Negocios; y 28 de mayo de 2024, Sesión de Trabajo del Directorio; Referencia: ORS 192.650 y ORS 332.057

B. Aprobación de Recomendaciones de Personal

Descripción: Contrataciones recomendadas, renuncias y jubilaciones del personal administrativo, licenciado, clasificado y confidencial; Referencia: *ORS 332.505*

C. Aprobación de Políticas de la Junta Directiva

D. Evaluación anual del Superintendente Cook

E. Contrato de Superintendente Cook

F. Resoluciones anuales de operaciones comerciales y de la junta directiva para el año escolar 2024-25

G. Adopción del plan de estudios secundaria de matemáticas

9. **Consentimiento para información**

Orador(es): Superintendente Cook

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

A. Seguimiento de comentarios públicos

B. Aprobación de Políticas y Reglamentos Administrativos

C. Informe financiero del cuarto trimestre

10. **Artículos de acción**

A. Resolución 1974: 2024-25 Resolución de Realización de Apropiaciones y Resolución 1973: 2024-25 Imponer un Impuesto

Orador(es): Leah Bibeau, directora financiera

B. Resolución 1975: Transf. de Apropiaciones Presupuestarias

Orador(es): Leah Bibeau, directora financiera

C. Vacante de miembro de la junta directiva de la zona 6

Orador(es): Presidente Marcus Le Grand

11. **Discusión**

A. Revisión de las políticas de la junta directiva

Orador(es): Presidente Marcus Le Grand

Descripción: Políticas de la Junta, Procesos de Gobernanza, Limitaciones Ejecutivas, Fines de la Junta y Vínculos del Personal de la Junta que requieren la revisión de la Junta Escolar. Se aceptan comentarios del público sobre las políticas en revisión comenzando a través del formulario de Google.

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

A. Políticas y reglamentos administrativos en revisión

Orador(es): Superintendente Cook

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

13. **Informe del superintendente**

Orador(es): Superintendente Cook

14. **Comentarios del director**

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

15. **Aplazar**

Descripción: Próxima reunión ordinaria de la Junta directiva escolar programada para el 8 de agosto de 2023.



REPORT: Equity Coalition Update

PRESENTED BY: Kinsey Martin, Executive Director of Policy, Advocacy, and Equity; Civil Rights and Title IX Coordinator

EXECUTIVE SUMMARY:

Objective: This presentation serves as an overview of the purpose, structure, and function of Bend-La Pine Schools' Equity Coalition. Members of the Board of Directors will gain an introductory awareness of the Coalition's focus, successes, and next steps, as well as context for how both district leadership and board members can benefit from the work and partnership of the Equity Coalition.

Purpose and structure: The current iteration of the Bend-La Pine Schools' Equity Coalition launched three years ago, with design and planning occurring for a full year prior to the launch. Last year, the state of Oregon passed a law requiring each district to have an "equity advisory committee." These required committees are charged by the state with serving three purposes for their advice and recommendations to district leadership and the school board: 1) elevating student voice, 2) monitoring district climate, and 3) informing policy decisions. While these required obligations relate to each of our local board goals, the Coalition currently has a particular emphasis on topics most closely relating to Board Goal 3: Wellness, inclusion, and belonging. The state also requires that a member of the Equity Coalition serve as a member of the district's Budget Committee.

The Equity Coalition is made up of middle and high school students; certified, classified, and administrative staff members; parents and caregivers; and community members. Meetings are held monthly for ten months of the year. Initial facilitation of this group was provided by an external consultant, which has shifted into a co-facilitation model between an external co-facilitator and an internal co-facilitator. Accessibility is provided through hybrid virtual and in-person options, bilingual meeting format, and dinner and childcare provided.

Major accomplishments:

- Established group core values and equity commitments
- Drafted the district's first Family Engagement policy
- Advised the district's revision to the Religion in Schools and Cultural Regalia at Graduation policies
- Informed bias incident response, data analysis, and communication efforts
- Provided district leaders with recommendations for Language Arts and Ethnic Studies curriculum adoption efforts
- Created professional development to teachers via a workshop panel of voices, in partnership with other advisories
- Advised the district's professional learning plan based on school visit observations and feedback

Focus for 24-25 school year:

- Finalize recommendations for policies related to advertising, fundraising, and community partnerships and sponsorships
- Strengthen regular communication with the school board of directors and school/department administrators
- Continue aligning the work of this group with that of the district's other advisory structures
- To Be Determined – the Equity Coalition uses a co-design model for assessing needs and selecting group priorities. Future priorities beyond those listed here will be determined collectively by the group at our fall meeting.

Equity Coalition



**B E N D
LA PINE
SCHOOLS**

Neptune Senner

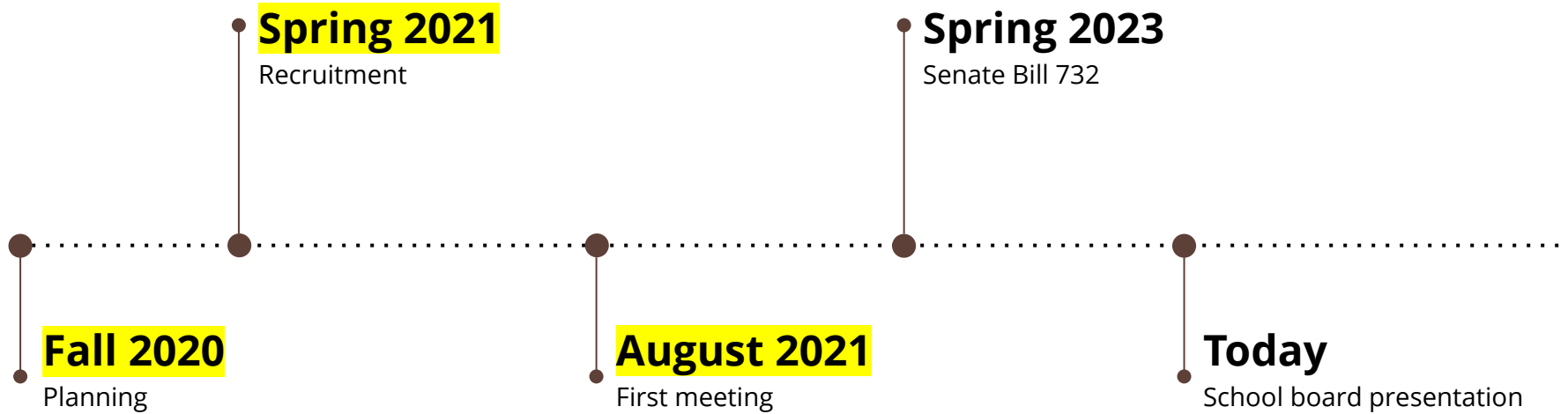
Apolo Aguirre Rodriguez

Kinsey Martin

June 2024



Equity Coalition Timeline



Recruitment

DIVERSITY IS HAVING A SEAT
AT THE TABLE, **INCLUSION** IS
HAVING A VOICE, AND
BELONGING IS HAVING THAT
VOICE BE HEARD.



Structure

Regular meetings

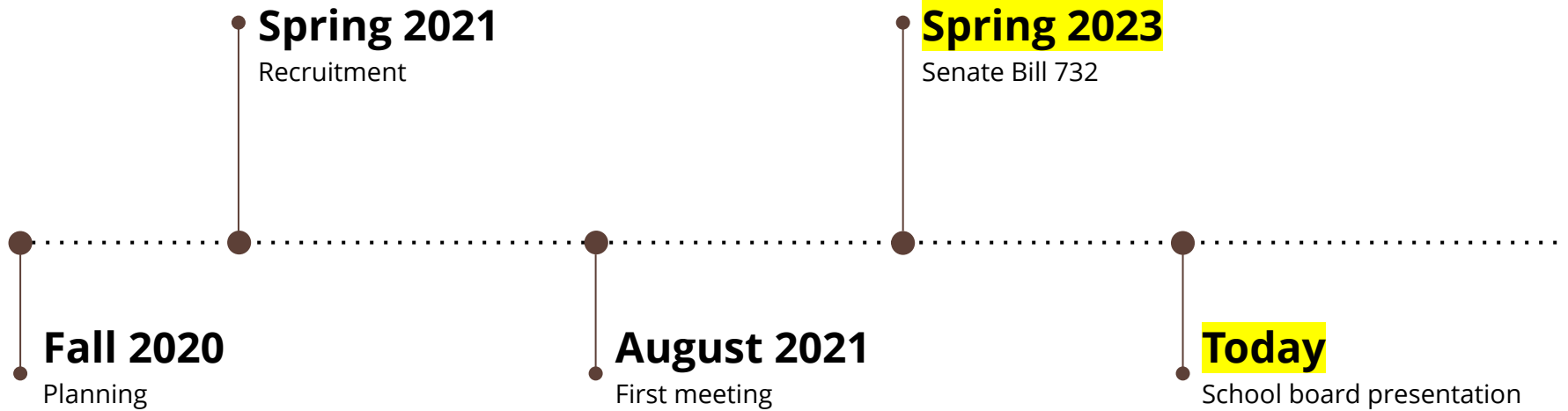
Accessibility considerations

Diverse representation





Equity Coalition Timeline



Purpose:

- 1) Elevate student voice
- 2) Monitor district climate
- 3) Inform policy decisions

(Plus: Budget Committee - Equity Coalition liaison)



Policy work to date

Family Engagement

Treatment of Religion

Cultural Regalia at Graduation

Advertising and Fundraising



Highlights

- **Core values and equity commitments**
- **Policy design work**
- **Bias incident response, communication, analysis**
- **Curriculum adoption input**
- **Professional development guidance**
- **School visits and feedback**



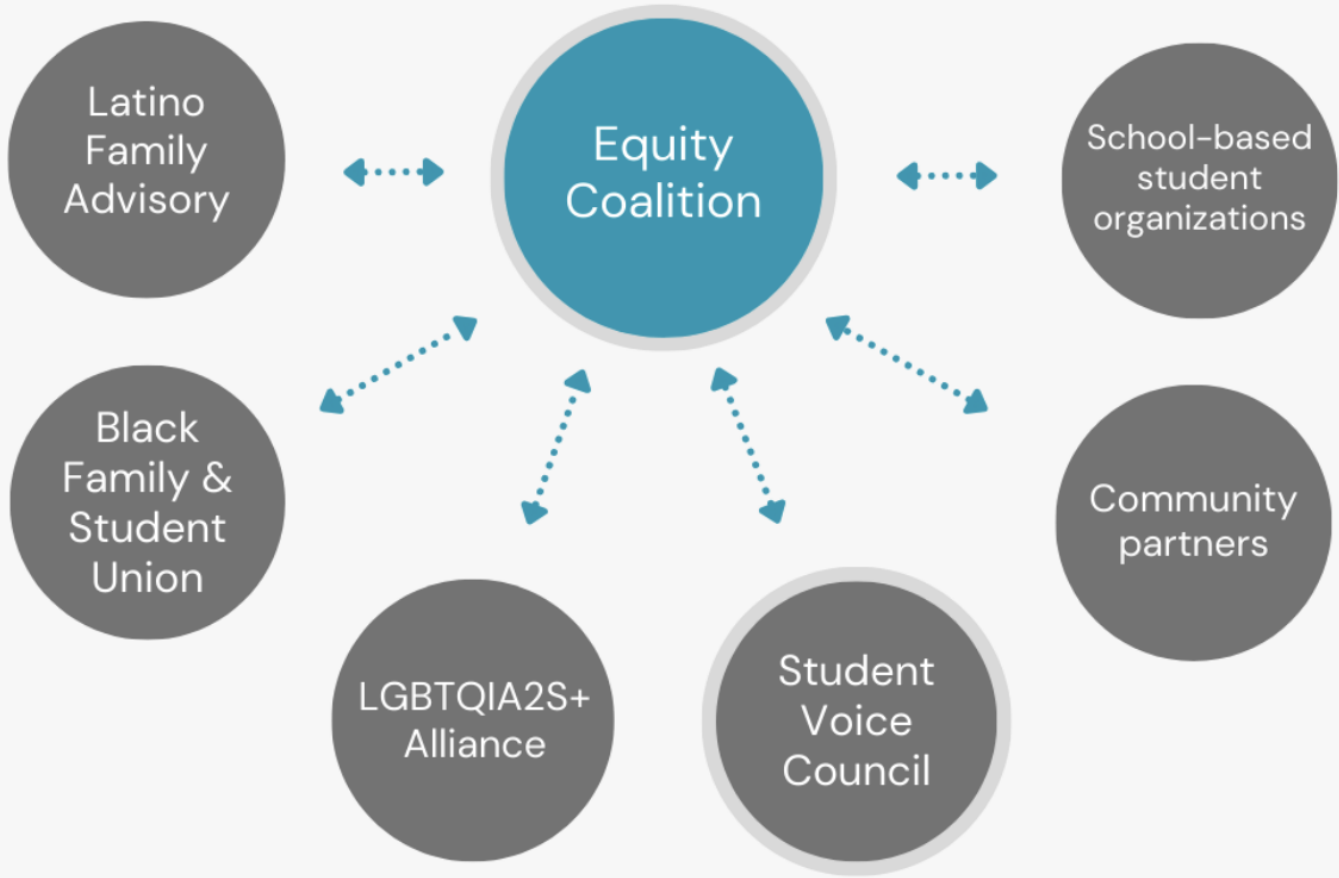
Next steps**

Guidance on upcoming policies

Communication with board and school administrators

System of advisory structures





Equity Coalition



B E N D
LA PINE

S C H O O L S

Thank you!
Questions?

Coalición de Equidad



Neptune Senner

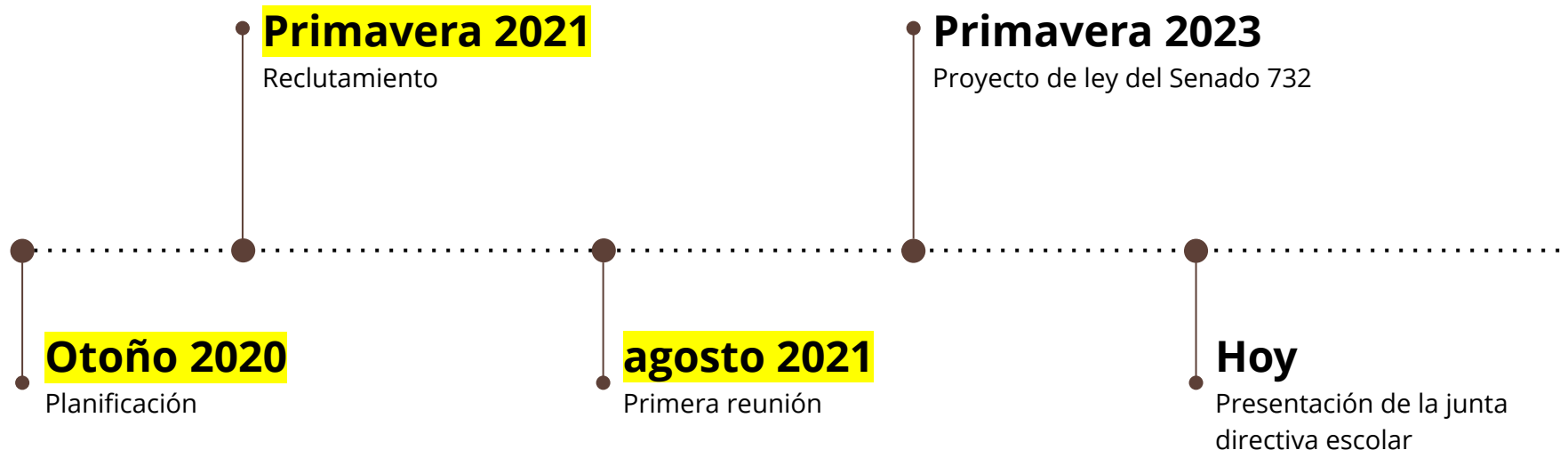
Apolo Aguirre Rodriguez

Kinsey Martin

junio 2024



Cronograma de la Coalición de Equidad



Reclutamiento

DIVERSITY IS HAVING A SEAT
AT THE TABLE, **INCLUSION** IS
HAVING A VOICE, AND
BELONGING IS HAVING THAT
VOICE BE HEARD.



Estructura

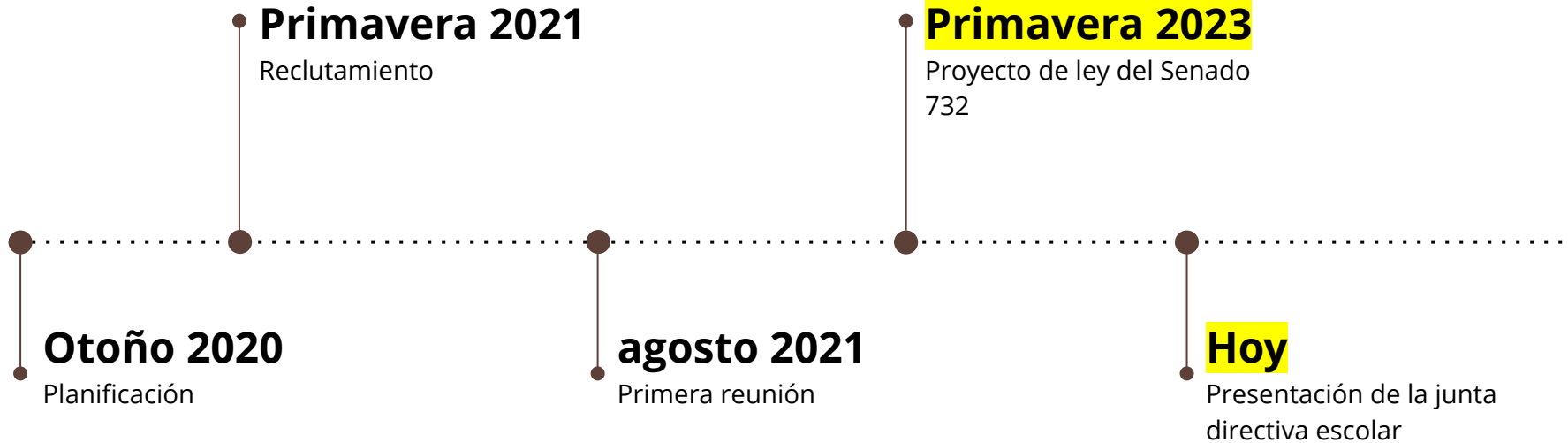
Reuniones regulares

Consideraciones de
accesibilidad

Representación diversa



Equity Coalition Timeline



Propósito:

- 1) Elevar la voz del estudiante
- 2) Monitorear el clima del distrito
- 3) Informar las decisiones de políticas

(Además: Comité de Presupuesto – enlace de la Coalición de Equidad)



Trabajo político hasta la fecha

Compromiso familiar

Trato de la religión

Regalía cultural en la graduación

Publicidad y recaudación de fondos



Destacar

- **Valores fundamentales y compromisos de equidad**
- **Trabajo de diseño de políticas**
- **Respuesta, comunicación y análisis de incidentes sesgados**
- **Aportes sobre la adopción del plan de estudios**
- **Orientación para el desarrollo profesional**
- **Visitas escolares y comentarios**



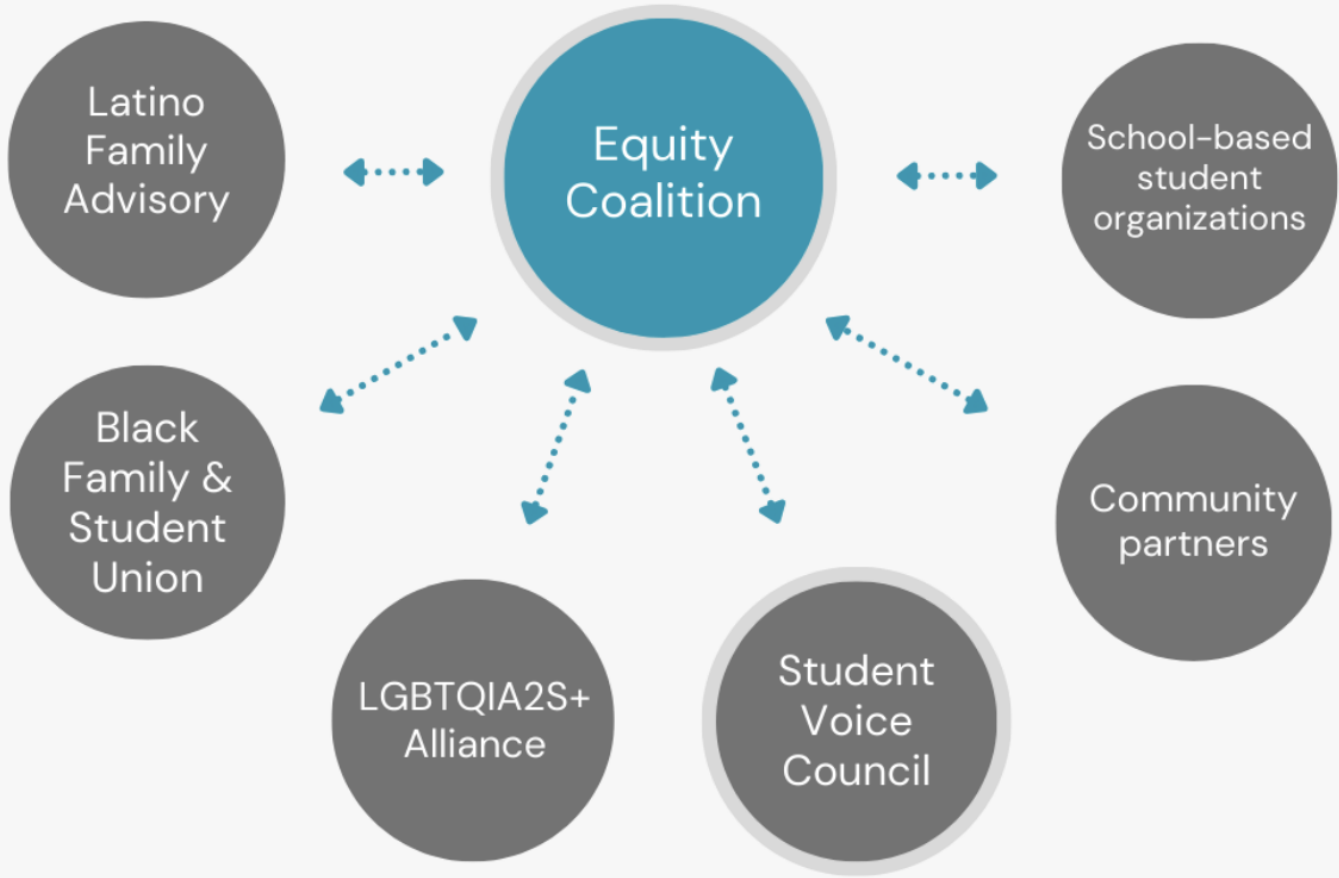
Próximos pasos**

Orientación sobre las próximas políticas

Comunicación con la junta directiva y los administradores escolares.

Sistema de estructuras consultivas.





Coalición de Equidad



¡Gracias!

¿Preguntas?



School Board Budget Committee Meeting Minutes

Meeting Location:

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

Meeting Date: May 14, 2024

Board Members

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

Budget Committee Members in Attendance:

Cara Marsh-Rhodes
Natasha McFarland
Seth Isenberg
Ned Lutz
Sharon Bellusci - joined virtually

1. Call to Order

Speaker(s): Budget Committee Chair Marsh Rhodes

Discussion:

The meeting was called to order by Budget Committee Chair Cara Marsh-Rhodes at 5:05 pm.

2. Review of Agenda

Speaker(s): Budget Committee Chair Marsh Rhodes

Attachments: 5.14.24 Agenda - BORRADOR

Discussion: There were no changes to the agenda.

3. Public Comment

Speaker(s): Budget Committee Chair Marsh Rhodes

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 5:00 p.m. on the day of the meeting.

Discussion: There were no requests to provide public comment.

4. Consent for Action

Speaker(s): Budget Committee Chair Marsh Rhodes

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.

Discussion: Seth Isenberg made the motion to approve the consent for action as presented. Marcus LeGrand seconded the motion. Unanimous approval.

A. Approval of Minutes

Description: April 9, 2024, Budget Committee Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 4.9.24 Minutes - DRAFT

5. Reports

A. Budget Information Update

Speaker(s): Leah Bibeau, Finance Director

Discussion: Leah Bibeau, Finance Director, reviewed the proposed budget highlights, noting that the appropriations have been included in the event the local option levy is passed by voters on May 21st.

6. Action Items

A. Budget Committee Approval of 2024-2025 Budget

Speaker(s): Budget Committee Chair Marsh Rhodes

Discussion: Tasha McFarland made the motion to approve the assessment of the permanent tax rate of \$4.7641 per \$1,000 of assessed value for the permanent tax rate levy, \$1.00 per \$1,000 of assessed value for the local option tax levy and to approve a tax of \$40,305,249 in the Debt Service Fund for the purpose of the payment of bonded debt owed by the school district, and to approve the budget in the aggregate amount of \$490,810,672. Amy Tatom seconded the motion. Unanimous approval.

7. Adjourn

Discussion: Budget Committee Chair Cara Marsh-Rhodes adjourned the meeting at 5:12 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: May 14, 2024

Board Members

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

1. Call to Order

Speaker(s): Chair Marcus LeGrand

Discussion: The meeting was called to order by Chair Marcus LeGrand at 5:29 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 School Board 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: 5.14.24 Agenda - BORRADOR

Discussion: There were no changes to the agenda.

4. District Recognitions

A. Student Voice Council Seniors

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook recognized the graduating seniors from the Student Voice Council (SVC). He noted that the SVC was formed in February 2023 and thanked the students for their contribution in building the council.

5. Student Advisory Council Report

Speaker(s): Student Voice Council Leadership

Discussion: Liam Williams, a senior at Mountain View High School, shared some of the challenges he sees students facing at his high school and appreciated his time serving on the SVC. He also noted that tomorrow Bella Callfas and Wes McGovern, fellow SVC seniors, would be joining a state-wide meeting of students with Dr. Williams from the Oregon Department of Education to share ideas and perspectives statewide about the student experience in Oregon schools.

6. Public Comment

Speaker(s): Chair Marcus LeGrand

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

Discussion: Two students from Pilot Butte Middle School spoke regarding chronic absenteeism. They provided the Board with a handout for a plan on addressing the issue.

A parent shared concerns for the performing arts programs in the district, specifically the theater program at Summit High School.

Eight community members spoke regarding the use of technology in classrooms. One group provided the Board with a handout that contained 350 comments from parents and community members regarding this topic.

7. Consent for Action

Speaker(s): Chair Marcus LeGrand

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

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

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

Voting Summary: Yea: 4, Nay: 0, Absent: 1

A. Approval of Minutes

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

Attachments: 4.9.24 Minutes – DRAFT and 4.23.24 Minutes – DRAFT

B. Approval of Personnel Recommendations

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

Attachments: Certified Board Report 5.14.24 and Classified Board Report 5.14.24

C. Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs

Attachments: Executive Summary: Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs

D. Supplemental Transportation Plan

Attachments: Executive Summary: Resolution 1964 Approval of Supplemental Transportation Plans, Resolution 1964: Approval of Supplemental Transportation Plans, Supplemental Transportation Plan LPES, Supplemental Transportation Plan LPMS, and Supplemental Transportation Plan LPHS

E. MUPTe tax exemption for 445 NE Penn Avenue, Bend, Oregon

Attachments: Executive Summary: Approval of MUPTe tax exemption for 445 NE Penn Avenue, Bend, Oregon and 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

8. 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 annual reports on Executive Limitation 4.5: Student Transportation and Executive Limitation 4.7: Information Technology. It also includes DH-AR: Bonded Employees and Officers, which the district is deleting as it is no longer needed as the district's insurance policies now provide employee coverage and fidelity bonds. Cook also noted that the district is also adopting IGAC-AR: Recognition of Religious Beliefs and Customs. The revisions to the

regulation provide guidance when recognizing religious customs or beliefs in school settings and reflect current district practices and processes. Language specific to employment has been removed from the regulation as it is addressed in GBA-BP: Equal Employment Opportunity. In addition to soliciting public comment, of which none was received, both the Equity Coalition and District and school administrators reviewed this policy.

Amy Tatom inquired about the report on EL 4.7 and how the district is meeting the expectations in light of the public comment received earlier. Cook noted that the district is invested in researching the impact of technology in classrooms and that it is in the midst of a technology review. The district will present a full report at a later date.

A. Report: Executive Limitation 4.5: Student Transportation

Attachments: Executive Limitation 4.5 Report

B. Report: Executive Limitation 4.7: Information Technology

Attachments: Executive Limitation 4.7 Report

C. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Regulations for Adoption, DH-AR: Bonded Employees & Officers - delete 5.14.24, and IGAC-AR: Recognition of Religious Beliefs and Customs - draft 5.2024

9. Reports

A. South County Boundary Adjustment

Speaker(s): Scott Olszewski, La Pine High School Principal & South County Director

Attachments: Executive Summary: La Pine Elementary/Rosland Elementary Attendance Area Adjustment and South County Boundary Map

Discussion: Scott Olszewski, La Pine High School Principal and South County Director, noted that an attendance area review team for both Rosland and La Pine Elementary has been meeting as historically Rosland Elementary has been over capacity while La Pine Elementary has available space. The goal was to move 50-80 students. The process for gathering community feedback was shared as well as a map of the new recommended boundaries.

B. Secondary Math Curriculum Adoption

Speaker(s): Dean Richards, Director of Secondary Curriculum, Instruction and Systems

Attachments: Executive Summary: High School Math 1 Curriculum Adoption, Presentation High School Math 1 Curriculum Adoption, and Presentación: Adopción del plan de estudios de Matemáticas 1 de preparatoria

Discussion: Dean Richards, Director of Secondary Curriculum, Instruction, and Systems, noted his team would be presenting the secondary math curriculum adoption. Linda Adams, 6-12 Math Instructional Coach, shared the background of math education in the United States. ODE's proposed changes to college and career math opportunities and the pathways in Bend-La Pine Schools were discussed. She shared the rubric for material considerations as well as the adoption process, noting the process started in 2021. Adams shared that the curriculum is based on the EFFL (Experience First, Formulate Later) model.

Amy Romero, Mountain View High School Math Teacher, walked the Board through a sample lesson plan.

Dean Richards shared the rollout process for the Math Medic curriculum over the next few years that will ensure students in current classes don't have their learning paths disrupted. He noted that by 2026-2027 all curriculum will be caught up. Next steps for district staff and training opportunities were shared as well as the opportunity for community feedback on materials.

10. Action Items

A. HDES Board of Directors Vacancy

Speaker(s): Chair Marcus LeGrand

Action(s): I move to elect Mary Paulson to serve as Bend-La Pine Schools' District Representative on the High Desert Education Service Board of Directors. This motion, made by Amy Tatom and seconded by

Shirley Olson, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Attachments: Executive Summary: HDESD Board Member Vacancy and Mary Paulson - BLS Application 2024

Discussion: Chair LeGrand noted that Peggy Kinkade has represented Band-La Pine Schools on the HDESD Board since 2019 and had decided not to run for re-election. The HDESD advertised the elected board position and only one application was received.

B. Action following Executive Session, if needed

Speaker(s): Chair Marcus LeGrand

Action(s): I make a motion that the board will review the record on the complaints that were discussed in executive session today, May 14, 2024. The board will delegate this review to two board members Amy Tatom and Cameron Fischer who will provide a recommended decision to the board after their review. This motion, made by Kina Chadwick and seconded by Shirley Olson, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Discussion: Chair LeGrand noted that the Board met in executive session prior to the business meeting and would now take action.

11. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review

Speaker(s): Superintendent Cook

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

Attachments: Executive Summary: Administrative Policies and Regulations for Review, IB-AP: Freedom of Expression - draft 5.2024, IKE-AP: Promotion and Retention of Students - draft 5.2024, and IKE-AR: Retention/Double Promotion - draft 5.2024

Discussion: Superintendent Cook noted the district has three policies under review. IB-AP: Freedom of Expression 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. It has also been renamed from an administrative regulation to an administrative policy. IKE-AP: Promotion and Retention of Students includes updates to reflect current district practices and its philosophical approach to student retention and/or promotion and IKE-AR: Retention/Double Promotion includes updates to reflect current district practices and process for identifying and determining if a student should be retained at their current grade level or promoted to another grade level.

12. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook shared that the Task Force met last week with a focus on dialing in on a student handbook with the goal to have the handbook in place by the fall. The Strategic Planning Core Team continues to meet with Vice Chair McPherson Douglass and Director Chadwick now representing the Board. Levy presentations in both schools and in the community have provided many opportunities for questions to be asked by staff and community members. The energy statewide is on the upcoming spring legislative session regarding funding for schools.

Director Tatom asked Superintendent Cook to address cutting of programs that were spoke to during public comment. Cook noted that in many cases regarding elective courses, the number of sections are determined by student interest and shared how the funding is allocated to schools, positions, and programs.

13. Director Comments

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

Discussion: Director Shirley Olson shared that the district's Excellence in Education awards ceremony would take place tomorrow night recognizing many district staff. She also shared that on May 22nd, all south county schools' staff will be together for their annual celebration.

Director Cameron Fischer thanked the Student Voice Council and looks forward to the end of the year celebration for the students next week. She also noted the election for the Local Option Levy was next week.

Director Kina Chadwick gave a shoutout to the lead family liaison, Liz Vargas, for her work with the newcomer program and for the newcomer program team for all the work they do for our families.

Director Amy Tatom encouraged everyone to vote for the Levy to ensure the district grows positively.

Chair Marcus LeGrand appreciated all of the public comment received earlier in the meeting.

14. Adjourn

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

Discussion: Chair Marcus LeGrand adjourned the meeting at 7:24 pm.

Recorded by: Janet Bojanowski, Board Clerk



School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: May 28, 2024

Board Members

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

Director Cameron Fischer left the meeting at 6:27 pm.

1. Call to Order

Speaker(s): Chair Marcus LeGrand

Discussion: The meeting was called to order by Chair Marcus LeGrand at 5:30 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): Chair Marcus LeGrand

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

3. Review of Agenda

Speaker(s): Chair Marcus LeGrand

Action(s): I move to add an action item to the agenda following agenda item 4 to take action on items discussed during executive session. This motion, made by Kina Chadwick and seconded by Amy Tatom, Carried.

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

Voting Summary: Yea: 6, Nay: 0

4. Public Hearing

Speaker(s): Chair Marcus LeGrand

Description: The regular meeting will be adjourned to allow for a Public Hearing on the Annual Budget.

Public Comment is accepted via Google Form until 5:00 p.m. on the day of the meeting.

Discussion: Chair Marcus LeGrand recessed the work session at 5:33 pm for the budget public hearing. Gregg Heacock, community member, addressed the Board regarding funding for Battle of the Books. The work session was reconvened at 5:37 pm.

5. Action following Executive Session

Action(s): I move that the Board authorize Carrie Douglass and district legal counsel to negotiate an amendment to the board's contract with Dr. Cook, consistent with the advice of counsel and direction given in executive session. The proposed contract amendment is subject to board approval at a future meeting of the board. This motion, made by Amy Tatom and seconded by Shirley Olson, 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

6. Work Session

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

Attachments:

Instrutions for Pre-Read Materials
Thought, Question, Epiphany (TQE) instructions
TQE Graphic Organizer
Giving Educators Permission to Feel
Insights into Teacher Morale
Ed Week Teacher Morale InfoGraphic
Mood Meter Data Educators 2024 Marc Brackett
2024 YouthTruth Staff Survey Summary Data One-Pager
Leave Trends & Usage

A. Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees

Speaker(s): Steve Herron, Chief Human Resources Officer

Attachments: Executive Summary: Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees, Presentation: Executive Limitation 4.2: Compensation, Development, Evaluation, and Treatment of Employees, Bend Education Association (BEA) Collective Bargaining Agreement (CBA) Article 16, and Bend Education Association (BEA) Collective Bargaining Agreement (CBA) Article 18

Discussion: Steve Herron, Chief Human Resources Officer, noted that the work session would focus on Executive Limitation (EL) 4.2 as well as the fourth Board Goal and what the Human Resources Department is doing to meet the EL and Board Goal. Ryan Kelling, Director of Recruitment and Retention, shared that the presentation's focus on data is related to teaching staff. He asked the Board to take two minutes to note questions that came to mind from the pre-read documents that were shared. Board members were then asked to partner up to share their thoughts on what resonated with them on the readings. Kelling then asked the Board to share their epiphanies from the readings.

Tammy Doty, Executive Director of Elementary Programs, discussed the most recent bargaining process with BEA highlighting the key areas and focus of the process: compensation, opportunities for collaborative processes for staff, and working conditions. Doty noted that Articles 16 and 18 were processed differently during the bargaining process by working in small teams listening to understand and written collaboratively. The Culture and Climate Taskforce continues to meet to develop a shared understanding of how to administer Article 18.

Paul Dean, Human Resources Director, discussed the most recent bargaining process with OSEA highlighting the key areas and focus of the process: Association rights to allow more time to be spent with staff, wage placement schedule, inclement weather and remote work considerations, and unique needs for groups such as consulting nurses and trip drivers. Dean also noted that because of the diversity of the Association, it's hard to focus on just a few highlights from the process.

Lisa Birk, Executive Director of Elementary Programs, discussed how we support our staff and employee relations with a focus on "where do we go from here and how do we get there".

Andrea Wilson, Human Resources Supervisor, discussed employee wellness, the tools for assessing employee needs, current wellness offerings for all employees, and future planning in areas of securing

wellness grants and risk management mitigation.

Steve Herron summarized that the District is actively moving to an engagement model in regards to labor relations and is focused on modernizing processes.

7. Director Comments

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

Discussion: Director Kina Chadwick gave a shutout to the Student Voice Council (SVC). They noted they attended the SVC meeting last week and thanked the students for their time and dedication.

Vice Chair Carrie McPherson Douglass shared her disappointment that the Local Option Levy did not pass noting that we need to find the best path forward even if it's not easy. She also shared her gratitude for the good work the District is doing in moving forward positively.

Chair Marcus LeGrand encouraged staff to "heal" in the final weeks of school.

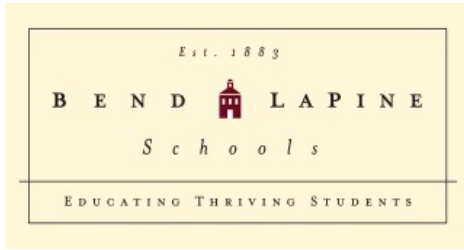
8. Adjourn

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

Discussion: Chair LeGrand adjourned the meeting at 7:24 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



HUMAN RESOURCES

Education Center

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

DATE: June 11, 2024
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

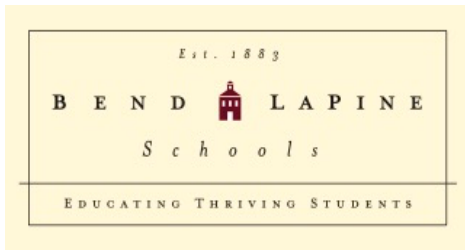
FROM: Steve Herron, Chief Human Resources Officer

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 June 18, 2024. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Calloway, Jordyn	Counselor	Bear Creek	Regular Full Time	08/26/2024
Cassidy, Lisa	Science Teacher	La Pine High School	Temporary Full Time	08/26/2024
Crumrine, Gregory	ROTC Teacher	La Pine High School	Temporary Full Time	08/26/2024
Dewes, Nicole	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Duncan, Haley	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Everson, Bonnie	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Filkins, Kaily	Counselor	North Star Elementary	Regular Full Time	08/26/2024
Fulkerson, Madeline	Counselor	Juniper Elementary	Regular Full Time	08/26/2024
Glantz, Sean	CTE Teacher	Bend High School	Regular Part Time	08/26/2024
Hause, Angela	Student Success Clinician	North Star Elementary	Regular Full Time	08/26/2024
Hill, Charles	CTE Teacher	Bend High School	Temporary Part Time	08/26/2024
Howard, JJ	Elementary Teacher	Highland Elementary	Temporary Full Time	08/26/2024
Jennings, Alexandra	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Johnson, Matthew	Psychologist	Special Programs	Regular Full Time	08/26/2024
Kaye, Noreen	Student Success Clinician	Pilot Butte Middle	Regular Full Time	08/26/2024
Knoster, Megan	Student Success Coach	Teaching & Learning	Regular Full Time	08/26/2024
Kuiper, Kieran	Counselor	La Pine Elementary	Regular Full Time	08/26/2024
Lefever, Cheyenne	Family Engagement Specialist	La Pine High School	Temporary Full Time	08/26/2024
McClure, Shantae	Daycare Coordinator/Teen Parent Program	Bend High Scholl	Temporary Part Time	08/26/2024
McGuire, Daniel	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Quevedo, Alaina	School Counselor	Buckingham Elementary	Regular Full Time	08/26/2024
Rodriguez, Fernando	Athletic Director	Bend High School	Regular Full Time	08/19/2024
Sanchez, Matthew	School Psychologist Internship	Special Programs	Temporary Part Time	08/26/2024
Schmied, Amber	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Seiffert, Kaia	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Smith, Elizabeth	Speech Pathologist	Special Programs	Temporary Part Time to Regular Full Time	08/26/2024
Stapp, Darren	Learning Specialist	Special Programs	Temporary Part Time	08/26/2024



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Swanson, Dayna	Learning Specialist	Special Programs	Regular Full Time	08/26/2024
Tallon, Chetana	School Psychologist	Special Programs	Regular Full Time	08/26/2024
Weber, Morgan	Advanced Mathematics	Bend High School	Regular Part Time	08/26/2024
Whitworth, Jeanne	CTE Business Teacher	Bend High School	Regular Part Time	08/26/2024

CERTIFIED RESIGNATIONS

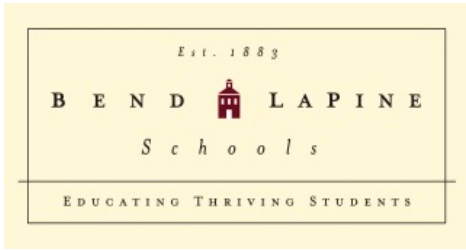
NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Dasen, Stephany	Primary Teacher	North Star Elementary	05/04/2024 – 06/30/2024
Elmore, Matthew	PE/Health Teacher	La Pine Middle School	08/27/2018 – 06/30/2024
Enstrom, Kaia	Intermediate Teacher	Rosland Elementary	08/28/2023 – 06/30/2024
Frye, Lisa	Biology Teacher	Bend Senior High	08/30/2021 – 06/30/2024
Kardy, Bethany	School Psychologist	District Wide	08/31/2020 – 06/30/2024
Lee, Jeffrey	Mathematics Teacher	Pilot Butte Middle School	08/30/2010 – 06/30/2024
McDonald, Lauren	ERC Teacher	Silver Rail Elementary	08/27/2019 – 06/30/2024
Nielsen, Andrea	Speech Therapist	Rosland Elementary	08/28/2023 – 06/30/2024
Sacamano, Aimee	Primary Teacher	Highland Elementary	07/01/2021 – 06/30/2024
Schlaefel, Mary	Speech Therapist	Lava Ridge/North Star Elementaries	08/28/2006 – 06/30/2024
Sieh, Nicole	Intermediate Teacher	Elk Meadow Elementary	01/15/1998 – 06/30/2024
Smith, Elizabeth	Speech Therapist	High Lakes Elementary	09/27/2023 – 06/30/2024
Williams, Edward	Drama Teacher	Bend Senior High School	08/28/2023 – 06/30/2024

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Birk, Lisa	Deputy Superintendent	District Office	Full Time Regular	07/01/2024
Donegan, Kathryn	Principal	Ensworth Elementary	Full Time Regular	07/01/2024
Harmon, Leah	Assistant Principal	Caldera High School	Full Time Regular	07/01/2024
Johnston, Benjamin	Principal	Elk Meadow Elementary	Full Time Regular	07/01/2024
Martin, Elizabeth	Principal	North Star Elementary	Full Time Regular	06/03/2024
Rasmussen, Jesse	Principal	RE Jewel Elementary	Full Time Regular	07/01/2024
Servignat, Donna	Principal	Summit High School	Full Time Regular	06/10/2024
Zollinger, Marc	Principal	Bear Creek Elementary	Full Time Regular	07/01/2024



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ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Burdsall, Timothy	Principal	North Star Elementary	08/27/2007 – 06/30/2024
McDonald, Michael	Summit Principal	Summit High School	08/26/2002 – 06/30/2024
Nordquist, Lora	Deputy Superintendent	District Office	07/01/2008 – 06/30/2024

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES

ADMINISTRATIVE DISMISSALS

NAME	POSITION	LOCATION	REHIRED/END DATES
Repman, Julianne	Director of Safety	District Office	08/01/2006 – 04/15/2024



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June 11, 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 June 18, 2024.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Cornils, Erica	EA - Instruction	Three Rivers	Temp 7.5 hrs / day	05/15/24
Dale, Marcus	Head Custodian III	Bear Creek	Reg 8.0 hrs / day	06/05/24
Doughty, Alissa	Nutrition Server I	High Desert	Reg 3.25 hrs / day	05/20/24
Earwicker, Virginia	EA - Instruction	Lava Ridge	Temp 6.5 hrs / day	05/14/24
Grier, Chris	Bus Driver	Transportation	Reg 4.0 hrs / day	05/09/24
Holland, Matt	Head Custodian III	Juniper	Reg 8.0 hrs / day	06/05/24
Holweg, Faith	Nutrition Server I	La Pine Elementary	Reg 3.25 hrs / day	06/07/24
Jansen, Hester	EA - Instruction	Lava Ridge	Temp 6.0 hrs / day	06/04/24
Keitzman, Suzanne	Accounts Payable Technician	Business Office	Reg 8.0 hrs / day	06/24/24
Kinnaman, Jessica	Nutrition Server I	Sky View	Reg 3.5 hrs / day	05/31/24
Mathews, Jim	Assistant Custodian II - Event	Mountain View	Reg 8.0 hrs / day	06/03/24
Meliton, Casimiro	Nutrition Server I	Bear Creek	Reg 2.8 hrs / day	06/07/24
Patranabis, Sroddha	Nutrition Server I	Summit	Reg 3.5 hrs / day	05/31/24
Uribe, Ruth	School Secretary II	Cascade	Reg 8.0 hrs / day	05/28/24
Webber, Tyler	Custodial Crew I	Sky View	Reg 8.0 hrs / day	05/15/24



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Classified Resignations

Name	Position	Location	Resign Date
Akins, Jacob	EA -- Instruction	North Star	01/26/24 – 06/18/24
Bojanowski, Jackson	EA – Inclusion	Silver Rail	02/05/24 – 06/18/24
Borman, Sara	EA -- Inclusion	Elk Meadow	09/28/21 – 06/18/24
Brakeman, Kimberly	Nutrition Server I	La Pine High	09/27/23 – 06/18/24
Brown, Kathryn	EA -- Instruction	High Lakes	09/12/23 – 04/01/24
Burger, Avery	EA -- Inclusion	Lava Ridge	09/18/23 – 06/18/24
Coates, Denise	Nutrition Server I	Caldera	10/13/21 – 06/01/24
Cröse, Gordon	Head Custodian III	Bear Creek	10/29/18 – 06/01/24
Deschweinitz, Teressa	EA -- Instruction	Bear Creek	01/21/21 – 06/19/24
Eisler, Nicole	EA -- Instruction	WE Miller	10/18/18 – 06/18/24
Gast, Maddie	EA -- Inclusion	Special Programs	08/31/22 – 05/17/24
Gudgel, Jon	Bus Driver	Transportation	09/04/23 – 03/23/24
Herrada, Maria	Nutrition Server I	Mountain View	02/05/24 – 06/11/24
Hopkins, Caitlin	Media Manager II	La Pine Middle	08/13/18 – 06/11/24
Maxey, Shane	Assistant Custodian II	Three Rivers	03/30/20 – 06/28/24
Mendoza, Veronica	EA – Behavior Support	Pilot Butte	09/15/23 – 06/18/24
Nelson, Dave	Media Manager	Bear Creek	08/28/23 – 06/24/24
Payfer-Lockling, Melissa	Nutrition Server I	Elk Meadow	02/06/20 – 06/18/24
Rogers, Heather	EA – Instruction	Lave Ridge	10/01/21 – 06/18/24
Sears, Kai	EA – Inclusion	Bear Creek	04/15/24 – 05/30/24
Skaufel, Kassi	EA – Inclusion	Lava Ridge	08/31/21 – 06/18/24
Sudul, Maranda	Nutrition Server I	La Pine High	11/01/22 – 05/31/24
Umfrid, Jon	Custodial Crew I	Caldera	02/09/21 – 06/05/24
Zahniser, Jody	EA – Inclusion	RE Jewell	01/30/18 – 06/18/24

Classified Retirements

Name	Position	Location	Retire Date
Connet, Donna	FAN Advocate	Ensworth, High Lakes, WE Miller, Pacific Crest	10/12/17 – 06/21/24
Rood, Gerard	Outside Services Crew II	Maintenance	07/11/07 – 07/17/24
Silcocks, Mark	Outside Services Foreman	Maintenance	11/03/03 – 07/31/24



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Smejkal, LaVonne	EA – Inclusion	Pine Ridge	11/29/00 – 06/18/24
Steinbach, Nicholas	Bus Driver	Transportation	09/24/03 – 06/18/24
Woodbury, Kelly	Custodial Crew I	Bend High	07/05/05 – 06/21/24

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date
Love, Christopher	EA – Inclusion	La Pine Elementary	08/27/19 – 05/29/24

Confidential Hiring

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

Confidential Resignations

Name	Position	Location	Resign Date



Administrative School District No. 1

Resolution No. 1966: Annual Meeting Schedule

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, shall conduct its Regular Board meetings on the second Tuesday of each month and its Work Session Meetings on the fourth Tuesday of each month, with exceptions, as presented in the attached revised Board meeting calendar for the 2024-2025 school year.

BE IT RESOLVED that Board meetings shall be held at 5:30 p.m. unless otherwise specified.

BE IT RESOLVED that this Board may change meeting dates, time, and locations by majority vote of this body, and subject to proper notice, pursuant to ORS 192.640.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



Board of Directors Meeting Calendar 2024-2025

The Board of Directors for Bend-La Pine Schools will meet in Regular Session on the second Tuesday of each month at 5:30 p.m. and for a Work Session on the fourth Tuesday of each month at 5:30 p.m. in room 314 of the Education Center, 520 NW Wall Street, Bend. (unless otherwise noted)

Date	Meeting Type	Time	Location
July 9, 2024	Regular Business Meeting	5:30 p.m.	Education Center Room 314
August 13, 2024	Regular Business Meeting	5:30 p.m.	Education Center Room 314
September 10, 2024	Regular Business Meeting	5:30 p.m.	Education Center Room 314
September 24, 2024	Work Session Meeting	5:30 p.m.	Education Center Room 314
September 25, 2024	Board Retreat	1:00 p.m.	TBD
October 8, 2024	Regular Business Meeting	5:30 p.m.	La Pine High School Auditorium
October 22, 2024	Work Session Meeting	5:30 p.m.	Education Center Room 314
November 12, 2024	Regular Business Meeting	5:30 p.m.	Education Center Room 314
December 10, 2024	Regular Business Meeting	5:30 p.m.	Education Center Room 314
January 14, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
January 28, 2025	Work Session Meeting	5:30 p.m.	Education Center Room 314
February 11, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
March 11, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
April 8, 2025	Budget Committee Regular Business Meeting	4:00 p.m. 5:30 p.m.	Education Center Room 314 Education Center Room 314
April 22, 2025	Work Session Meeting	5:30 p.m.	Education Center Room 314
May 13, 2025	Budget Committee Regular Business Meeting	5:00 p.m. 5:30 p.m.	Education Center Room 314 Education Center Room 314
May 27, 2025	Work Session Meeting	5:30 p.m.	Education Center Room 314
June 17, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314



Administrative School District No. 1

Resolution No. 1967: Annual Meeting Schedule

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, shall conduct its Regular Board meetings on the second Tuesday of each month and its Work Session Meetings on the fourth Tuesday of each month, with exceptions, as presented in the attached Board meeting calendar for the 2025-2026 school year.

BE IT RESOLVED that Board meetings shall be held at 5:30 p.m. unless otherwise specified.

BE IT RESOLVED that this Board may change meeting dates, time, and locations by majority vote of this body, and subject to proper notice, pursuant to ORS 192.640.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



Board of Directors Meeting Calendar 2025-2026

The Board of Directors for Bend-La Pine Schools will meet in Regular Session on the second Tuesday of each month at 5:30 p.m. and for a Work Session on the fourth Tuesday of each month at 5:30 p.m. in room 314 of the Education Center, 520 NW Wall Street, Bend. (unless otherwise noted)

Date	Meeting Type	Time	Location
July 8, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
August 12, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
September 9, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
September 23, 2025	Board Retreat	5:30 p.m.	Education Center Room 314
October 14, 2025	Regular Business Meeting	5:30 p.m.	La Pine High School Auditorium
November 18, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
December 9, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
January 13, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314
January 27, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
February 10, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314
March 10, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314
April 14, 2026	Budget Committee Regular Business Meeting	4:00 p.m. 5:30 p.m.	Education Center Room 314 Education Center Room 314
April 28, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
May 12, 2026	Budget Committee Regular Business Meeting	5:00 p.m. 5:30 p.m.	Education Center Room 314 Education Center Room 314
May 26, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
June 16, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314



Administrative School District No. 1

Resolution No. 1968: Parliamentary Procedure

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, adopts Robert's Rules of Order, current edition, as the parliamentary law governing the procedure of this Board in the conduct of its meetings.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



Administrative School District No. 1

Resolution No. 1969: Designation of Authority

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby designates Superintendent, Steve Cook, as the Chief Administrative Officer, District Clerk and Budget Officer of the school district and hereby ratifies the adoption of all legally required policies.

BE IT FURTHER RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby designates the Superintendent, Steve Cook, or the Chief Financial Officer, Dan Emerson, as Deputy Clerk and Chief Financial Officer.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



Administrative School District No. 1

Resolution No. 1970: Depositories and Authorized Signatures

BE IT RESOLVED that deposit accounts up to deposit insurance limits may be held at any insured financial institution with a head office or branch in Oregon.

BE IT FURTHER RESOLVED that deposit accounts in excess of deposit insurance limits may only be maintained at financial institutions designated as “qualified depositories for public funds” by the Oregon State Treasurer’s Office.

BE IT FURTHER RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that all District accounts with depositories shall have four authorized signors.

BE IT FURTHER RESOLVED that the following persons are designated as Custodian of Funds and authorized to execute financial instruments: Superintendent, Deputy Superintendent, Chief Financial Officer, and Finance Director.

BE IT FURTHER RESOLVED that, in compliance with ORS 332.525, the persons designated as Custodian of Funds will be bonded.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



Administrative School District No. 1

Resolution No. 1971: Salary and Insurance Payments

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, hereby authorizes the District Clerk and/or designees to make salary payments, as well as workers' compensation, health, liability, and other insurance payments according to the provisions of the District Budget, Board Executive Limitations and State Law.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



Administrative School District No. 1

Resolution No. 1972: Public Contracting Rules and Procedures Including Class Special Procurements and Exemptions

WHEREAS, Bend-La Pine School District No. 1 (“District”) is an Oregon school district which is subject to Oregon’s public contracting laws; and

WHEREAS, the District’s Board of Directors (the “Board”), serves as the District’s Local Contract Review Board (“LCRB”); and

WHEREAS, ORS 279A.065(5) provides that a local contracting agency may adopt its own rules of procedure for public contracting that:

- (A) Specifically, state that the model rules adopted by the Attorney General do not apply to the contracting agency; and
- (B) Prescribe the rules of procedure that the contracting agency will use for public contracts, which may include portions of the model rules adopted by the Attorney General; and

WHEREAS, the Board, with required notice, did on February 14, 2023, adopt with Resolution No. 1943 public contracting rules and procurement guidelines including certain exemptions and class special procurements described in administrative regulation DJ-AR; now therefore

BE IT HEREBY RESOLVED, that the Board of Directors appoints the Superintendent, Chief Operations Officer, Chief Financial Officer, Finance Director, or Procurement and Contract Manager to determine whether or not a particular contract or purchase is exempt by virtue of meeting criteria in the adopted public contracting rules and procurement guidelines.

BE IT FURTHER RESOLVED, that the Board of Directors appoints the Superintendent or Superintendent’s designee to approve contracts and purchases on behalf of the District unless otherwise restricted by law or in the Board’s Executive Limitations.

Moved by _____

Second by _____

Yes votes _____ No votes _____

Dated this 18th day of June 2024.

Chair

Vice Chair

Board Secretary



ACTION ITEM: Math 1 Curriculum Adoption

PRESENTED BY: Dean Richards, Director of Secondary Curriculum, Instruction and Systems

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 have reached out to the community for feedback on Math Medic through our website. Attached are the results.

RECOMMENDED MOTION:

I move to adopt Math Medic as our Math 1 curriculum.

Community Feedback on Math 1 Curricular Options

What are the strengths of the Math Medic?	What will be challenging?	What questions do you have?	Other feedback?
Unknown, the lesson requires permission access to open.	Not all students work well in group settings. For those that do not, they will lack the started idea of foundational experience first. But since I was not able to open the sample lesson this is all I can state.	I would like to be able to see the sample lesson.	
When students ask, "Why do I need to learn this?" The answer is already situated into a local experience.	This approach goes against cultural norms around math. Most instructors are not equipped with the ability to identify local issues and develop math from them.	None.	I am providing feedback as a kudos to your team for taking a step in right direction. The status quo of isolated, abstract content is a problem for democratic societies. Next step, history. Start with a local issue situated in our communities and identify the key historical reasons for how those issues developed rather than teaching arbitrary events tied to historical eras in time. If you ask, "Why are there so few black folks in Oregon?" historical reasons emerge. Look at Vanport or Oregon's Constitution. Then, the history matters because it began with a local question about our communities. With math, start with the Deschutes river, the need for bridges, recreation, power, and other aspects of community life and then connect the importance of mathematical topics like weight displacements, suitable designs, dams, etc. As Dewey noted, "There is a divorce between the head and the hand" in modern educational classrooms.
Experience first approach is phenomenal! Please trying the teacher well in this and the Building Thinking Classrooms approach.	Having the kids unlearn how a traditional math class runs.	Is this a teacher created curriculum like something I'd find on TPT? How will this prepare students for standardized tests? Will this be used in middle school algebra classes too?	



District Follow-up to Comment Received at May 14, 2024, Board Meeting

Agenda Item/Topic:	Submitted by:	District Staff Assigned to:	Notes/Comments:
Non-Agendized Item: District communications regarding acts of hate and terrorism	Matt Fox	Dr. Steve Cook, Superintendent	Following the Board Meeting, Dr. Cook communicated via email to Mr. Fox that much of the District communication that was sent internally in October was constructed in response to incidents of bias and hate that our local Jewish families were experiencing in Central Oregon at the time. Additionally, feedback received from that initial, internal messaging prompted the District to send a second, revised message in October that was sent both internally and externally. The revisions to the messaging established our commitment to a caring and inclusive community that stands in solidarity with Muslim, Jewish and other families in Israel, along with a broader callout of acts of hate and terrorism by any group.
Student Voice Council Leadership Report		Michael Hicks, Mountain View High School Principal	Following the board meeting, Mr. Hicks was surprised to learn what was shared about the restrooms and the parking process at Mountain View High School. Mr. Hicks had staff record accessibility, privacy and functionality of all restrooms in the building, and reviewed building-wide messaging of the MVHS student parking protocols. Across campus, only a couple of restrooms had doors that did not lock. The MVHS student parking protocol was highlighted to parents and families in the school's February monthly newsletter. MVHS administration posted this information to all students in Canvas, and made PA announcements during the school day on multiple days. MVHS shared at least 8 public announcements during the two weeks prior to enacting the parking protocol.



REPORT: Administrative Polices & Regulations for Adoption (6/18/2024)

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
IB-AP: Freedom of Expression	<p>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).</p> <p>No public feedback received.</p>
IKE-AP: Promotion and Retention of Students	<p>Updates reflect current district practices and philosophical approach to student retention and/or promotion.</p> <p>No public feedback received.</p>
IKE-AR: Retention / Double Promotion	<p>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.</p> <p>No public feedback received.</p>



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

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 (3rd 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

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



Business Office
520 NW Wall Street
Bend, OR 97703

June 18, 2024

To: Dr. Steve Cook, Superintendent

From: Leah Bibeau, Finance Director

RE: Q4 Financial update for FY2023-24

Dr. Cook,

This is the 4th Quarter financial report on General Fund Operations for FY2023-24. The financial information is based on actual data through May 31, 2024 with projections to June 30, 2024, the end of the current fiscal year.

For the FY2023-24 school year, we began the year with a beginning fund balance of \$17,439,101.

The Oregon Department of Education has completed another rebalancing of the state school fund. The District's revenue projections have been updated to reflect these impacts, and includes final projections of other revenues. Our overall revenue for year ending June 30, 2024 is projected to be approximately \$6.5 million more than budgeted. This additional revenue is primarily from the state school fund and a culmination of a number of factors including May true-up for FY2022-23, the result of the governor's biennial budget increase from \$9.9 billion to \$10.2 billion, as well as the offset for lower than anticipated enrollment.

The projected expenditures in the 4th quarter financial report are projected to be \$5.5 million less than budget and in alignment with previously reported amounts.

The resulting ending fund balance for FY2023-24 is projected to be \$24.4 million, this is approximately \$1.4 million greater than our proposed beginning fund balance for the 2024-25 school year.

Also included in your financial statement package is the 4th Quarter report on Investment of proceeds. Our policy allows for investment of cash balances to achieve greater earnings on our cash balances. During this year we have continued to initiate short term investment of Operating funds when possible and continue to hold investments of the 2023 Bond issuance. Maturities of these investments are scheduled to align with our spending needs.

If you have any questions or would like additional information, please let me know.

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended June 30, 2024 with Year-End Projections
General Fund - Operations Sub-fund
FY 2023-24

	Adopted Budget	June 2024	Budget Variance
Resources:			
Beginning fund balance	15,900,000	17,439,101	1,539,101
Revenue			
Formula revenue:			
Tax revenue	103,643,000	103,843,000	200,000
State school fund	88,864,456	95,384,282	6,519,826
Common school fund	2,314,006	2,289,066	(24,940)
County school fund	270,000	261,527	(8,473)
Total formula revenue	195,091,462	201,777,875	6,686,413
Earnings on investments	900,000	1,551,923	651,923
Local sources - other	2,770,493	2,979,579	209,086
Intermediate sources	2,100,000	1,815,010	(284,990)
State non-formula resources	785,000	-	(785,000)
Federal non-formula resources	310,000	291,397	(18,603)
Total revenues	201,956,955	208,415,784	6,458,829
Total resources	217,856,955	225,854,885	7,997,930
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	65,998,927	62,411,021	3,587,906
Classified	28,254,499	28,405,114	(150,615)
Administrators and supervisors	11,697,398	12,968,878	(1,271,480)
All other salaries	2,783,619	3,489,575	(705,956)
Total salaries	108,734,443	107,274,588	1,459,855
Payroll costs & benefits	59,516,640	56,355,149	3,161,491
Total salaries, payroll costs and benefits	168,251,083	163,629,737	4,621,346
Other operating costs			
Utilities & purchased services	22,447,977	21,367,977	1,080,000
Supplies, texts, tools	7,193,791	7,322,971	(129,180)
Equipment	155,566	155,566	-
Dues, fees and liability insurance	1,876,915	1,876,915	-
Debt service	651,667	711,491	(59,824)
Transfers	6,387,108	6,387,108	-
Total other operating costs	38,713,024	37,822,028	890,996
Total expenditures	206,964,107	201,451,765	5,512,342
Excess of revenues over expenditures	10,892,848	24,403,120	13,510,272
Fund balance, ending	10,892,848	24,403,120	13,510,272
As budgeted			
Contingency	500,000	500,000	
Fund balance	10,392,848	23,903,120	
Fund balance, ending	10,892,848	24,403,120	
Fund Balance as a percent of resources			
Contingency	0.2%	0.2%	
Fund Balance	4.8%	10.6%	
Total reserve	5.0%	10.8%	

Investment of Proceeds

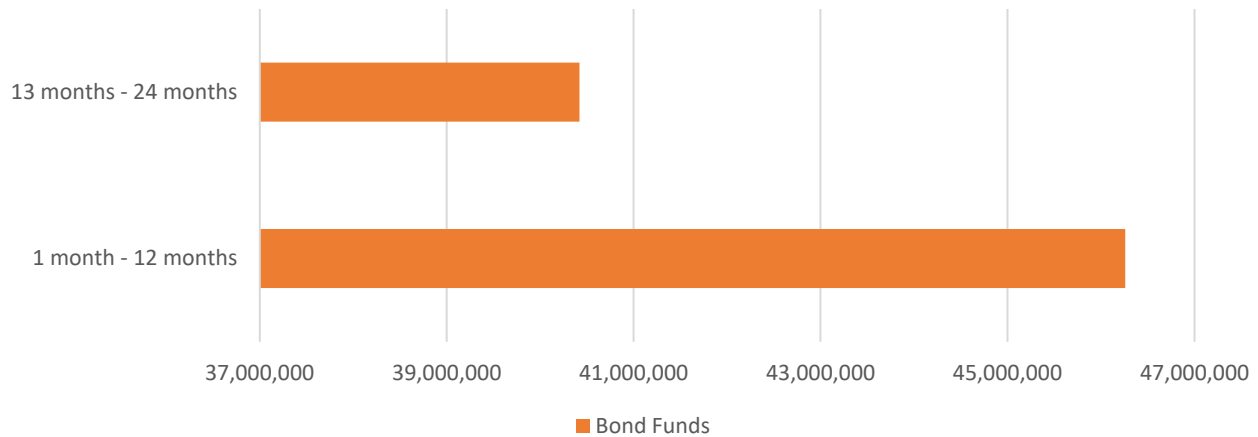
May 31, 2024

Distribution by Maturity

2023 Bond Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
1 month - 12 months	4	46,260,180	53%	5.3%
13 months - 24 months	3	40,421,815	47%	5.2%
Total	7	86,681,995		

Distribution by Maturity



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+u	7	86,681,995	5.1%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	7	86,681,995	5.1%

Issuer	Market Value	% Assets	Yield
<u>United States Treasuries Notes</u>	<u>86,681,995</u>	100.0%	5.2%
Total	86,681,995		



ACTION ITEM: FY2024-25 Budget Resolutions 1973 and 1974

PRESENTED BY: Leah Bibeau, Finance Director

EXECUTIVE SUMMARY:

Each year the Board adopts two separate resolutions to impose taxes and make appropriations, which is the final step in our budgeting process. On May 28, 2024, the Budget Committee approved the FY2024-25 proposed budget in the amount of \$490,810,672. Resolutions 1973 and 1974 are presented to you this evening to conclude our budget process and formally adopt the budget.

The budget we are asking the Board to adopt contains a change from the budget approved by the budget committee. Oregon Budget Law allows the Board to make changes to Budget Committee approved appropriations, within certain limits, without republishing the budget and holding a hearing.

With the failure in passing of the 2024 Learning Levy, the budget presented for Adoption has been revised to exclude those appropriations. The changes are as follows:

GENERAL FUND			
	As Approved	Offered for Adoption	Change
1000 Instruction	148,733,744	133,216,244	15,517,500
2000 Support Services	101,597,985	96,105,485	5,492,500
3000 Enterprise and Community Services	670,622	470,622	200,000
Total Requirements			21,210,000

The permanent tax rate and amount for debt service in resolution 1974 are unchanged, while the tax amount for the local option levy has been removed from the amount approved by the Budget Committee.

RECOMMENDED MOTION:

To approve Resolutions 1973 and 1974, to adopt the FY2024-25 budget and impose a tax as presented.

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION MAKING APPROPRIATIONS
RESOLUTION NO. 1973**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby adopts the 2024-25 budget in the amount of \$469,600,672

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2024 the amounts shown below are hereby appropriated for the purposes indicated within the funds listed:

GENERAL FUND		
1000	Instruction	\$133,216,244
2000	Support Services	96,105,485
3000	Enterprise and Community Services	470,622
5100	Debt Service	2,213,658
6000	Contingencies	500,000
	Total General Fund Appropriation	\$232,506,009
7000	Unappropriated Ending Fund Balance	23,452,520
	Total General Operating and Sub-General Funds	\$255,958,529
SPECIAL REVENUE FUND		
1000	Instruction	\$25,137,412
2000	Support Services	19,297,581
3000	Enterprise and Community Services	12,904,188
5100	Debt Service	130,000
5200	Transfer of Funds	500,000
	Total Special Revenue Appropriation	\$57,969,181
7000	Unappropriated Ending Fund Balance	4,799,631
	Total Special Revenue Funds	\$62,768,812
LONG TERM DEBT SERVICE FUND		
2000	Support Services	\$3,000
5100	Debt Service	49,472,299
	Total Long Term Debt Service Appropriation	\$49,475,299
7000	Unappropriated Ending Fund Balance	3,370,224
	Total Long Term Debt Service Funds	\$52,845,523
CAPITAL PROJECTS FUND		
4000	Facilities Acquisition and Construction	\$70,483,388
5100	Debt Service	17,300
	Total Capital Projects Appropriation	\$70,500,688
7000	Unappropriated Ending Fund Balance	27,410,320
	Total Capital Projects Funds	\$97,911,008
TRUST FUND		
3000	Enterprise and Community Services	\$25,000
	Total Trust Appropriation	\$25,000
7000	Unappropriated Ending Fund Balance	91,800
	Total Trust Funds	\$116,800

Unappropriated Ending Fund Balances are not appropriated.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 18th day of June, 2024

Chair

Board Secretary

Vice Chair

**BEND-LA PINE SCHOOLS
 ADMINISTRATIVE SCHOOL DISTRICT NO. 1
 DESCHUTES COUNTY, OREGON
 RESOLUTION TO IMPOSE TAX
 RESOLUTION NO. 1974**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby imposes the taxes provided for in the adopted budget at the rate of \$4.7641 per \$1,000 of assessed value for the permanent tax rate and in the amount of \$40,305,249 for bonds; and that these taxes are hereby imposed and categorized for tax year 2024-25 upon the assessed value of all taxable property within the district.

	Education	Excluded from Limitation
Permanent Tax Rate	\$4.7641/\$1,000	
General Obligation Debt Service		\$40,305,249

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 18 day of June 2024.

 Chair

 Vice Chair

 Board Secretary



ACTION ITEM: Resolution 1975: Budget Appropriations Transfer

PRESENTED BY: Leah Bibeau, Finance Director

EXECUTIVE SUMMARY:

In anticipation of year end commitments and needed expenditures, the District is recommending this Budget appropriations transfer for the year 2023-24.

The proposed appropriations budget transfer will not increase the District's appropriations for the 2023-24 school year or make any change to our projected total expenses or ending fund balance. It will, however, transfer appropriations within the General Fund , allowing the District to proceed with required year end expenditures in the appropriate category, as required by budget law.

RECOMMENDED MOTION:

I move to approve Resolution 1975 to transfer appropriations within the General Fund for the 2023-24 school year.

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
2023-24 BUDGET APPROPRIATIONS TRANSFER
RESOLUTION NO. 1975**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby transfer appropriations for the fiscal year beginning July 1, 2023 for the purposes indicated within the fund listed:

GENERAL FUND

Requirements:	
1000 Instruction	\$ (2,500,000)
2000 Support Services	\$ 2,500,000
Total Requirements	<u>\$ -</u>

Notes: This budget appropriation transfer is to provide appropriations approval for anticipated final year end expenditures.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 18th day of June, 2024

ATTEST:

Board Secretary

Chair

Vice Chair

Subject: Letter of Interest in serving as a member of the Bend-La Pine Board of Education, plus attachments
Date: Wednesday, May 29, 2024 at 3:46:46 PM Pacific Daylight Time
From: Gregg Heacock <[REDACTED]>
To: Janet Bojanowski <janet.bojanowski@bend.k12.or.us>
Attachments: Attestation of Residency.eml.eml, img20240529_15391325.pdf, Gregg Heacock Resumé.pdf

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

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

Dear Janet Bojanowski, Members of the Board, and Superintendent Steve Cook:

Once a teacher, always a teacher—I have discovered that retirement has freed me to reflect on almost all of my past shortcomings and to give serious attention to what I can learn from this that could be applied to helping to address today's challenges that face our students, their families, teachers, and staff to achieve what I know can be done. You can see from my resume that I have been a teacher of teachers, of adults whose first language isn't English, and of students at every level of education. I have developed classes and put on workshops to teach what is now called Active Playful Learning, using inductive and dialogical approaches to puzzling out grammar, poetry, short stories, plays, films, essays, and art. During retirement, I have studied how the brain and nervous system function, which influences perception and appreciates ambiguities that call upon deep thinking when reading and writing. The more I reflect on my own experiences growing up and struggling with understanding the tasks set before me, I see strong evidence that I suffered and benefited from Dyslexia, Attention Deficit Disorder, Obsessive Compulsive Disorder, and a mild case of Tourette's Syndrome, giving me sympathy and some appreciation for what many students and family members have struggled with in school. Having worked with Black and Latinx students in inner-city Los Angeles, having a brother who died of AIDS in '85 when food was left outside his hospital room, having a gay son, and a friend who wasn't able to attend his college graduation party because he was Black, I know all too well the suffering that children experience from a deficit approach to helping them fit into a society resistant to change. Knowing how much of my own education was influenced by indoctrination, I believe it is healthy for us to see life as presenting puzzles for us to figure out and solve without being influenced by those unwilling to question their own beliefs. In other words, I am not offended by those whose beliefs might be different from my own and would not promote the politicization of education spread by those who would undermine public education. I have always been willing to talk to others respectfully and enter meaningful discussions with those who do not share my beliefs.

Given all of that, I believe it is a mistake not to share information with the public, as this district has done in the past, letting people know the names of teachers and staff and allowing for more public comment that 2-minute addresses to the board allows. I know full-well how challenging these times have been, but it is important that our district listen to what others have to say. The Youth Truth surveys have revealed a lack of engagement that increases when districts don't invite teachers, students, and families to discuss these matters in follow-up sessions.

Though I have created an Oregon Public Education Directory to facilitate communication among districts dealing with similar problems, I have not been in a position to use it to benefit the district in which my grandchildren often struggle to find outlets for developing the interests that they have. Though I often zoom with legislative leaders on bills they have passed and others they are considering, I haven't the influence that others have who are most affected by this legislation. I believe strongly in communicating

with all of those who could benefit this district, including the community colleges that could hold classes to educate family members and older students approaches to studying reading and writing that would allow them to serve as educational aides. This would financially benefit our district as well as our community college. Finding the right solution to problems calls for thinking outside the box. I have taught classes to prepare graduates to pass the GMAT Verbal Exam, and my lessons have always been directed to get them to think outside the box and see how language truly operates. Our teachers need to have a greater voice in how lessons are delivered. We need more reliance on reading printed text rather than scanning text on computers.

I have always been an activist, but I know from experience not to get carried away. It is important to be a team-player, especially when that team is made up of people like those now serving on our board. I am at a point in my life where I want greater recognition for what I might have to offer. I love being in classrooms, except when i see that no real learning is taking place. Life is a puzzle, and it is a joy to work with others to discover what steps to take going forward. We all want access to a meaningful future and build alliances to open doors that otherwise would be closed. I want to be an ally to those I have met in this district who want greater access to opening minds to possibilities unrealized in the past.

That is why I am applying to be a member of the board that represents the public and all of those served by our district.

Sincerely yours,

Gregg Heacock

A large black rectangular redaction box covering the signature area of the letter.

Gregg Charles Heacock

Work Highlights:

- (1969-1972) Torrance High School, 11th & 12th grade regular & theme-based English Classes in Film Studies, and Science Fiction, and debate coach.
- (1973-1974) J.A.I.L. (Justice for Americans Imprisoned and Lost): Lobbied Congress & State Dept. & helped London Release advocate for Americans jailed abroad on drug charges.
- (1975-1977) Willard Elementary School: Served as an aide in 3rd & 2nd grade classes, assessing phonemic awareness & teaching 1st-grade students having trouble focusing on instruction.
- (1977) Laemmle *Los Feliz Theatre*: Produced a 10-week film "Retrospective on the Hollywood Blacklist" with panels, radio rebroadcast, and 3 university classes formed around it.
- (1977-1978) Roosevelt High School: Filled position mid-semester, teaching 9th & 10th grade English and Journalism, putting out monthly issues of *The Rough Rider*.
- (1978-1980) Garfield High School: Taught Journalism, served as school liaison-reporter for East LA local papers, taught 9th & 10th grade English classes, leaving in January 1980 to work on MA.
- (1981-1983) LAUSD Substitute teacher in East LA and South Central middle & high schools while taking classes at Cal State LA & and running for an open seat the LAUSD School Board. In the fall, as long-term sub at Garfield HS, assisted principal, taking charge of "Girls Day Event."
- (1982-1990) KPFK, Pacifica Radio: Co-produced & co-hosted "Catch-222: Growing Up in L.A. Schools," researchers and educational leaders, Dr. Robert Peterson Founder of Academic Decathlon, Paulo Freire, El Salvador Univ. President, Garfield AP Math teacher, Jaime Escalante.
- (1984-1985) Compton School District, Willowbrook Middle School, long-term English sub, Centennial High School, 10th & 11th grade English, mentored by Jackie Goldberg in group work reading skills.
- (1986-1993) Manual Arts High School: Taught English, regular & remedial, at over 7 years, Leader of Humanitas (multi-class integrated writing program), coached Academic Decathlon team, taught 16-hour Inservice Class, "Poetry: A CLAS Act," advocated CLAS in *L.A. Times* editorial, with Community Team reviewed CLAS texts & defended CLAS before CA Assembly.
- (1991-2008) Teaching ESL Adult School evening classes at Jefferson & University High Schools & GED Prep Class & subbing for ESL night school classes.
- (1995-2003) Dorsey High School: Taught English, remedial reading, English 9, 10, 11, 12 AP composition, selected YA-books for Silent-Sustained Reading classroom libraries, Pen-Author coach sponsor, Testing Coordinator, Professional Development Regional Workshop Presenter.
- (2003-2008) Venice High School: ESL 9th & 10th grade, English 9, 10, and Honors 9th grade English. Served on Site Council & took course of Grant Writing for Educators.
- (2009-2010) Barton Hill Elementary School: Taught ESL portion of Even Start Family Literacy Class with 35 predominantly Spanish Speaking caretakers learning English instruction their children receive as it would apply to Spanish, then transitioning to English, developing reading, writing, and speaking skills to support children in their classrooms and at home.

- (2009) Hill Street Voices for Change: Helped organize and served as Chair of this Santa Monica Political Advocacy Group, engaging in community work to follow-up on objectives of the Obama Campaign, holding Speaker Events on working with homeless populations, improving Santa Monica's energy conservation and supporting Universal Health Care.
- (2010-2014) Santa Monica Mid-City Neighbors: Of all the community associations representing Santa Monica Neighborhoods, Mid-City Neighbors had ceased to exist. I helped revitalize it, making it a viable organization, representing and protecting interests of Mid-City residents.
- 2011-2014) Santa Monica Patch: I served as education editor for on-line newspaper and later contributor of articles on local Neighborhood Political News.
- (2016-2020) Oregon Battle of the Books advocate: Coached elementary team, created coupon incentives for participants, served on OBOB High School Title Selection Committee, extended OBOB participation to Oregon Youth Authority classrooms, supported incarcerated youth OBOB competition via Skype & continue to encourage expanding competition at high school level. This year I created a spreadsheet showing all schools with teams participating as preparation for writing an article for the Oregon Council of Teachers of English Journal relating books read to Kieran Egan's Cognitive Tools and Stages of Educational Development.
- (2020-2024) Oregon Public Education Network (OPEN): Invited to join their steering committee, meeting with legislators and supporting legislation to improve education in Oregon. Recently, I have put together a directory of all Oregon public education school board members and one for all legislators serving on committees related to education to encourage sharing ideas.
- (2021-2024) High Desert Education Service District: Substitute teacher, working so far in elementary and middle schools in La Pine, Bend, and Redmond.
- (2024) Oregon Literacy Leaders Network: Attending Break-Out Sessions on Methods

Education:

- (1964-1965) Westminster College: Highlights—Inter-collegiate debate competitions & Wesley Craven's Comparative Literature class.
- (1965-1969) The Ohio State University: Highlights—Matthew Broccoli's American Literature class, Dr. Lura Jane Stewart's Teaching Literature in Secondary School, winter-quarter at Universidad de las Americas, Mexico, D.F. Degrees: B.A. English; B.S. in Education.
- (1984-1987) California State University, Los Angeles: Highlight—Dr. Constance Amsden's course on Teaching Grammar in Elementary School. Degrees: Master's in Secondary Instruction; Special Credential as Reading Specialist.
- (1992) UCLA Writing Project Invitational Summer Institute: Highlight—Writing to be read.
- (1998) UCLA Center X: St. John's College's "Socratic Approach to Analyzing Literature and Art"
- (1999) UCLA Center X: "Writing an I-Search Paper"
- (2002) UCLA Center X: "Race Matters" where teachers discussed how to address race in class.
- (2024) WestEd classes on Teaching Reading, Writing, and Critical Thinking



Attestation of Residency

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

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

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

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

Gregg Charles Heacock

Signature

May 29, 2023

Date

Subject: School Board Vacant Zone 6 App
Date: Tuesday, May 28, 2024 at 10:35:06 AM Pacific Daylight Time
From: Nicole Hughes <[REDACTED]>
To: Janet Bojanowski <janet.bojanowski@bend.k12.or.us>
Attachments: School Board - Attestation.pdf, School Board Vacancy - Letter of Interest.pdf

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

Dear Ms. Bojanowski,

I'm pleased to submit my application for the vacant Zone 6 At-Large seat. My Letter of Interest and signed Attestation Form are attached. I've included a link to my LinkedIn Profile in my Letter of Interest, but it can also be found [here](#). Also included in the Letter is an endorsement from Rep Emerson Levy for this appointment. Please let me know if I can provide any other information.

Thank you,
Nicole Hughes

May 29, 2024
Bend-La Pine Schools
Superintendent's Office
Attn: Jane Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Dear Bend-La Pine Schools Board of Directors,

My interest in appointment to the vacant Zone 6 At-Large seat stems from my love of raising children in Central Oregon and the desire to see our community provide the necessary educational foundation for the children of ALL families to succeed. Bend is a special place full of kind, innovative, and intelligent problem solvers who are eager to work together in the best interest of our community, and I'm excited to collaborate on advancing initiatives such as Well Wired, early literacy, and more. This includes figuring out next steps in lieu of the failed 2024 Learning Levy.

With two children of my own poised to enter the public school system here in Bend, I am highly motivated to engage in the educational system in a volunteer capacity. I believe my past experiences - National Council for Accreditation of Teacher Education (NCATE) Specialist; University Lecturer; Acting Director of The Center for Literary Arts, an award-winning non-profit reading series; and a multitude of other positions in the non-profit, literary, and education sectors - would help to advance the goals of the board, especially around the recent initiatives for early literacy.

I currently serve on the Board of Directors of Raising Littles Bend, a 501(c)(7) membership organization for those who identify as moms who share core values of kindness, diversity, inclusivity, and support. I strongly believe that parenthood is not something we're meant to do in isolation. My experience with this organization has prepared me to make sure families in the Bend-La Pine school district receive a quality education regardless of gender identity, race, religion, culture, ethnic origin, sexual orientation, disabilities, socioeconomic status, marital status, or employment status. I believe I have a very good understanding of the values, beliefs and priorities of the majority of the families in our community.

My support of operational systems will be especially beneficial in any areas of marketing, public relations, communications, and event management. Many of my past employment roles have required these skills. In my former careers, I was responsible for cultivating and nurturing key relationships, including media; maintaining and organizing administrative information; planning, booking, and MCing celebrity speaker events for audiences upwards of 3,000 people; and creating and editing original content. One of my favorite parts of the program was our partnership with the Ravenswood School District in East Palo Alto, where we brought award-winning authors to each of the district's public school campuses to spark a love of reading in the over 15,000 student participants and donated over 5,000 books to libraries and schools in an effort to bridge the wide socioeconomic gap.

Listening to and staying informed on the many challenges ahead has me prepared to work with the board on the following issues, among others:

- Declining enrollment
- Mental health and the impact of social media
- Outcomes, including the new early literacy program passed by Governor Kotek

- Budgets and the rising cost for the district
- Increasing career tech and different pathways for high school students

Since moving to Bend in 2016, I've already seen so much change, many of it good. It's our job as a community to make sure Central Oregon's educational resources continue to successfully serve our growing community. I'm lucky to have bandwidth and a strong support network, and I want to use these strengths - along with my background - to serve others, most notably children and families, who may not have the same. Rep Emerson Levy has endorsed me for this appointment, and I am eager and ready to represent voters and students in the Bend La-Pine School District. I look forward to discussing my interest in person.

Sincerely,

Nicole Hughes



Attestation of Residency

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

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

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

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

Nicole Hughes
Signature

5/29/24
Date

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

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

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

Eilean Karpstein
[REDACTED]

May 19, 2024

To Whom It May Concern:

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

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

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

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

Sincerely,

Eilean Karpstein

EILEAN KARPSTEIN

✉ [REDACTED]

☎ [REDACTED]

📍 [REDACTED]

PROFESSIONAL SUMMARY

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

SKILLS

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

EDUCATION

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

WORK HISTORY

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

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

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

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

Bend Lapine School District - Classroom & Kindergarten Educational Assistant
Bend, OR • 02/2013 - 06/2016

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

J Bar J Youth Services - Coordinator: Youth & Family Programs (various)
Bend, OR • 11/2001 - 04/2023

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



Attestation of Residency

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

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

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

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

Eileen M Karpstein

Signature

5/24/2024

Date

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

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

Ms. Bojanowski,

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

Ross Tomlin, Ed.D.

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

Ross Tomlin, Ed.D.



Dear Ms. Bojanowski:

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

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

Ross Tomlin, Ed.D.



Attestation of Residency

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

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

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

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

Signature

May 18, 2024

Date

Ross L. Tomlin, Ed.D.

FORMAL EDUCATION

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

PROFESSIONAL EXPERIENCE

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

Activities:

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

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

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

Responsibilities:

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

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

Accomplishments:

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

2013-2017

Vice President of Instruction and Student Services

Southwestern Oregon Community College

Coos Bay, OR

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

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

Responsibilities:

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

Accomplishments:

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

CIA chair in 2016-17.

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

2010- 2012 President Quinebaug Valley Community College Danielson, CT

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

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

Responsibilities:

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

Accomplishments:

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

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

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

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

Responsibilities:

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

Accomplishments:

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

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

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

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

Responsibilities:

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

Accomplishments:

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

2001 – 2004

Dean for the Center of Science, Industry and Natural Resources

Shasta College Redding, CA

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

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

Responsibilities:

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

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

Accomplishments:

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

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

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

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

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

Responsibilities:

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

Accomplishments:

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

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

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

FACULTY/TEACHING EXPERIENCE

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

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

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

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

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

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

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

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

COMMUNITY ACTIVITIES

2017-2024 Member, Northwest Regional Education Service District Board

2023-2024 Served as Board Chair for the Northwest Regional Education Service District Board

2017-2024 Member, Tillamook County Economic Development Council Board

2017-2024 Member, COL/PAC Regional Economic Development Board

2017-present Member, Tillamook County Tides of Change (Domestic Violence) Board

2022-2024 Served as Board Chair for the Tillamook County Tides of Change Board

2017-2024 Member, Adventist Hospital Citizen's Advisory Board

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

AWARDS

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

GRANTS/PROPOSALS FUNDED

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

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

PROFESSIONAL ACTIVITIES

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

COLLEGE COMMITTEES

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

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

SELECTED PRESENTATIONS and PUBLICATIONS

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

Chronological Employment & Education Summary

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



REPORT: Administrative Policies & Regulations for Review (6/18/2024)

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
IGDA-AR: Student Organizations	Updates reflect current district practices as well as grammatical corrections.
IGDAA-AR: Noncurriculum-Related Student Meetings at Secondary Schools	Regulation is being recommended for deletion as language has been incorporated into IGDA-AR.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on July 2, 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, June 19, 2024.



All members of the Bend-La Pine Schools school community including employees faculty, administrators and the Board of Directors are responsible for the activities that are conducted in district facilities the schools. It is important, therefore, to the orderly use of district school facilities that the use of all space be approved and planned in advance. An attempt shall be made to present a balance of viewpoints.

Students may be permitted to hold meetings on district school property during non-instructional time before or after the regular student school day under the following conditions.

The meeting shall be scheduled in advance following Board "Use of School Building and Facilities" policies.

1. The site administrator building principal or designee must approve all meetings.
2. District School officials may sponsor the meeting, official co-curricular school club, or organizations and non-school organizations.

In addition to the rules and regulations of "Use of School Building and Facilities," the following restrictions shall apply:

1. Normal class activities shall not be interrupted.
2. The meeting shall not incite hazard to person or property.
3. No group, which encourages or advocates the violation of federal laws, state laws or district policies and regulations school laws shall be granted use of district school facilities.

No speaker who encourages or advocates breaking the law shall be invited to speak.

If a crowd is anticipated, a safety crowd control plan shall be filed with the site supervisor in the building administration office two days in advance of the meeting for final approval.

Students may have the right to gather informally during the regular student school day, provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process;
2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

Student organizations may be curriculum related or voluntary student initiated clubs that are not curriculum related.

1. "Co-curricular Curriculum-related" student organizations must meet one of the following;
 - a. Group's subject matter is actually taught (or will soon be taught) in a regularly offered course;
 - b. Group's subject matter concerns the body of courses as a whole; or
 - c. Participation in the group is required for a particular course or results in academic credit.
2. Voluntary student initiated clubs must:
 - a. Be voluntary and student initiated;
 - b. Not be sponsored by the school, the government or its agents or employees;
 - c. Not materially and substantially interfere with the orderly conduct of educational activities within the school; and
 - d. Not be directed, controlled, conducted or regularly attended by "non-school" persons (i.e., visitors, volunteers, and community members).
3. Definitions:

- a. "Non-instructional time" - time refers to any time that is not specifically dedicated to instruction, such as lunch breaks, recess, and before and after school ~~set aside by the school before actual classroom instruction ends.~~
- b. "Sponsorship" - act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other ~~district school~~ employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

Equal Access Act preserves the authority of the ~~district school~~, its agents and employees to maintain order and discipline on ~~district school~~ premises, to protect the well being of students and faculty, and to assure that their attendance at meetings is voluntary.

The ~~district Schools~~ may prohibit meetings, which would materially and substantially interfere with the orderly conduct of educational activities within the ~~district school~~.

In an "open forum" situation, ~~the district schools~~ may not deny equal access of fair opportunity to, or discriminate against student initiated clubs on the basis of religious, political, philosophical or other content of the speech at such meetings.

If the meetings are religious, the ~~district school~~ may not influence the form of any religious activity.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 1/2007, 6/18/2024

APPROVED:

**BEND - LA PINE SCHOOL DISTRICT NO
1 ADMINISTRATIVE REGULATIONS**

CODE: IGDAAR-AR

DATED:

REVISED:

REVIEW

DATE:

REVIEWED

BY:

mw 12/29/99

NONCURRICULUM-RELATED STUDENT MEETINGS AT SECONDARY SCHOOLS

The Equal Access Act prohibits a public secondary school, as defined by state law, with a limited open forum from denying equal access to students who wish to conduct a meeting within that forum, on the basis of the religious, political or philosophical content of the speech at such meetings. A limited open forum exists and thus, the Equal Access Act applies, whenever a school grants an opportunity for one or more non-curriculum related student groups to meet on school premises during noninstructional time.

The high schools of this district are authorized to offer non-curriculum related student groups the opportunity to meet on school premises during non-instructional time. (Non-instructional time for noncurriculum-related student group meetings shall be set by the school administrator, and may occur before school, during the lunch period, during an activity period or after school). If such authority is granted, a limited open forum exists and student groups may not be denied access to meet on school premises during non-instructional times because of the religious, political or philosophical content of the speech at such meetings, provided that:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting by the school, the district or its agents or employees.

("Sponsorship" includes the act of promoting, leading or participating in a meeting, but does not include assigning of a school employee to a meeting for custodial purposes only).

3. Employees or agents of the school or district may be present at religious meetings in a non-participatory capacity only. The school may assign staff for supervision.

4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.

5. Nonschool persons may not direct, conduct, control or attend activities of such

student groups.

This policy does not authorize the school or the district, its employees or agents to:

1. Influence the form or content of any prayer or other religious activity;
2. Require any person to participate in prayer or other religious activity.
3. Expend public funds beyond the incidental cost of providing the space for student-Initiated meetings.
4. Compel any school agent or employee to attend a meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
5. Sanction meetings that are otherwise unlawful.

A school with a limited open forum shall not discriminate against a student group in its use of school media for announcements of meetings on the basis of the religious, political or philosophical content of the speech at the student group's meetings. Such meeting announcements shall be permitted in the same form as is permitted for the announcement of other noncurriculum-related student meetings.

Neither the Equal Access Act nor this policy applies to public elementary schools.

This policy shall not be construed to permit prayer, a "moment of silence" or the distribution of religious, political or philosophical materials, or printed or announced information of any other meetings or activities outside of the meetings authorized by the Equal Access Act and this policy.

Nothing in the Equal Access Act or this policy shall be construed to limit the authority of the school, the district, its agents or employees to maintain order and discipline on school premises, to protect the well being of students, faculty and staff and to assure that attendance of students at meetings is voluntary.