



## School Board Regular Meeting Agenda

February 11, 2025, 5:30 PM

### Location:

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

1. <b><u>Call to Order</u></b>	
<b>Speaker(s):</b> Chair Marcus LeGrand	
2. <b><u>Pledge of Allegiance</u></b>	
<b>Speaker(s):</b> Chair Marcus LeGrand	
3. <b><u>Review of Agenda</u></b>	<b>4</b>
<b>Speaker(s):</b> Chair Marcus LeGrand	
<b>Attachments:</b>	
2.11.25 Agenda	4
2.11.25 Agenda - BORRADOR	7
4. <b><u>District Recognitions</u></b>	
A. Champion for Students Award	
<b>Speaker(s):</b> Sean Reinhart, Executive Director of Student Services	
B. Resolution 1983: Classified Employee Appreciation Week	9
<b>Speaker(s):</b> Chair Marcus LeGrand	
<b>Attachments:</b>	
Resolution 1983: Classified Employee Appreciation Week	9
C. School Resource Officer Appreciation	10
<b>Speaker(s):</b> Kayla Martin, Assistant Director of Safety	
<b>Attachments:</b>	
Presentation: School Resource Officer and Deputy Recognition	10
Resolution 1984: School Resource Officer Appreciation Day	16
5. <b><u>Action Items</u></b>	
A. High Desert Education Service District (HDESD) Local Service Plan (LSP) Report	17
<b>Speaker(s):</b> Sara Johnson, Superintendent HDESD	
<b>Attachments:</b>	
2025-2026 High Desert Education Service District Local Service Plan	17
B. Resolution 1985: Resolution Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff	31
<b>Speaker(s):</b> Chair Marcus LeGrand	
<b>Attachments:</b>	
Resolution 1985: Resolution Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff	31
Resolución No. 1985: Resolución que afirma la identidad, expresión y equidad de género para estudiantes y personal transgénero y de género expansivo	33
6. <b><u>Student Voice Council Report</u></b>	
<b>Speaker(s):</b> Student Voice Council Leadership	

7.	<b>Public Comment</b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
8.	<b>Consent Agenda</b>	
	<b>Speaker(s):</b> Chair Marcus LeGrand	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
	A. Adoption of Board Policies	35
	<b>Attachments:</b>	
	Executive Summary: Board Policies for Adoption	35
	Executive Limitation (EL) 4.3: Financial Planning & Administration - DRAFT 2.11.25	36
	B. Approval of Minutes	38
	<b>Description:</b> January 14, 2025, Regular Board Meeting, and January 28, 2025, Board Work Session; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	<b>Attachments:</b>	
	1.14.25 Minutes - DRAFT	38
	1.28.25 Minutes - DRAFT	43
	C. Approval of Personnel Recommendations	45
	<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
	<b>Attachments:</b>	
	Certified Board Report 2.11.25	45
	Classified Board Report 2.11.25	47
	D. Approval of Recommendations for Renewal or Non-Renewal	
	<b>Description:</b>	
	<ul style="list-style-type: none"> <li>• Renewal of all listed 1st and 2nd year probationary teachers and administrators</li> <li>• Renewal and granting contract status to all listed 3rd year probationary/temporary teachers and administrators</li> <li>• Contract extension for all contract teachers listed</li> <li>• Contract extension for all 2nd year contract administrators</li> <li>• Non-renewal of listed 3rd year probationary teacher unless resigned</li> <li>• Non-renewal of listed 3rd year temporary teachers, including rehired employees who have retired with PERS</li> </ul>	
9.	<b>Consent for Information</b>	
	<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
	<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
	A. Follow-up to Board Comment	
	B. Approval of Administrative Policies and Regulations	50
	<b>Attachments:</b>	
	Executive Summary: Administrative Policies and Regulation for Adoption	50
	IKA-AR: Grades and Credit - DRAFT 2.11.25	51
	JECD-AP: Assignment of Students to Courses - DRAFT 2.11.25	56
	JFG-AR: Student Searches - DRAFT 2.11.25	57
	JFG-AR: Student Searches and Questioning - REWRITE 2.11.25	62
	JN-AR: Student Fees, Fines, and Charges - DRAFT 2.11.25	
	JNA-AR: Retention of Student Education Records, Grade Reports and/or Diplomas - DELETE 2.11.25	

10. <b><u>Reports</u></b>	
A. Elementary Math Curriculum Adoption	72
<b>Speaker(s):</b> Julie Richards, Elementary Director Curriculum, Instruction, and Systems	
<b>Attachments:</b>	
Executive Summary: Elementary Math Curriculum Adoption	72
Presentation: Elementary Math Curriculum Update	74
B. Secondary Programs Update	90
<b>Speaker(s):</b> Katie Legace, Executive Director of High Schools	
<b>Attachments:</b>	
Executive Summary: Secondary Programs Update	90
Presentation: Secondary Programs Update	91
11. <b><u>Administrative Policy and Regulation Report</u></b>	
A. Administrative Policies and Regulations in Review	117
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
<b>Description:</b> 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.	
<b>Attachments:</b>	
Executive Summary: Administrative Policies and Regulations for Review	117
IGBHD-AR: Program and Instructional Activity Exemptions - DRAFT 2.11.25	118
12. <b><u>Superintendent's Report</u></b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
13. <b><u>Director Comments</u></b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
14. <b><u>Adjourn</u></b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for March 11, 2025.	



## School Board Regular Meeting Agenda

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**Speaker(s):** Chair Marcus LeGrand
2. **Pledge of Allegiance**  
**Speaker(s):** Chair Marcus LeGrand
3. **Review of Agenda**  
**Speaker(s):** Chair Marcus LeGrand  
**Attachments:** 2.11.25 Agenda – BORRADOR
4. **District Recognitions**
  - A. Champion for Students Award  
**Speaker(s):** Sean Reinhart, Executive Director of Student Services
  - B. Resolution 1983: Classified Employee Appreciation Week  
**Speaker(s):** Chair Marcus LeGrand  
**Attachments:** Resolution 1983: Classified Employee Appreciation Week
  - C. School Resource Officer Appreciation  
**Speaker(s):** Kayla Martin, Assistant Director of Safety  
**Attachments:** Presentation: School Resource Officer and Deputy Recognition and Resolution 1984: School Resource Officer Appreciation Day
5. **Student Voice Council Report**  
**Speaker(s):** Student Voice Council Leadership
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.
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**Attachments:** Executive Summary: Board Policies for Adoption and Executive Limitation (EL) 4.3: Financial Planning & Administration - DRAFT 2.11.25
  - B. Approval of Minutes

**Description:** January 14, 2025, Regular Board Meeting, and January 28, 2025, Board Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 1.14.25 Minutes – DRAFT and 1.28.25 Minutes - DRAFT

C. Approval of Personnel Recommendations

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

**Attachments:** Certified Board Report 2.11.25 and Classified Board Report 2.11.25

D. Approval of Recommendations for Renewal or Non-Renewal

**Description:**

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

8. **Consent for Information**

**Speaker(s):** Dr. Steve Cook, Superintendent

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

A. Follow-up to Board Comment

**Attachments:** 1.14.25 District Follow-up to BLS School Board Meeting Comment

B. Approval of Administrative Policies and Regulations

**Attachments:** Executive Summary: Administrative Policies and Regulation for Adoption, IKA-AR: Grades and Credit - DRAFT 2.11.25, JECD-AP: Assignment of Students to Courses - DRAFT 2.11.25, JFG-AR: Student Searches - DRAFT 2.11.25, JFG-AR: Student Searches and Questioning - REWRITE 2.11.25, JN-AR: Student Fees, Fines, and Charges - DRAFT 2.11.25, and JNA-AR: Retention of Student Education Records, Grade Reports and/or Diplomas - DELETE 2.11.25

9. **Reports**

A. Elementary Math Curriculum Adoption

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

**Attachments:** Executive Summary: Elementary Math Curriculum Adoption and Presentation: Elementary Math Curriculum Update

B. Secondary Programs Update

**Speaker(s):** Katie Legace, Executive Director of High Schools

**Attachments:** Executive Summary: Secondary Programs Update and Presentation: Secondary Programs Update

10. **Action Items**

A. Resolution 1985: Resolution Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff

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

**Attachments:** Resolution 1985: Resolution Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff and Resolución No. 1985: Resolución que afirma la identidad, expresión y equidad de género para estudiantes y personal transgénero y de género expansivo

11. **Administrative Policy and Regulation Report**

A. Administrative Policies and Regulations in Review

**Speaker(s):** Dr. Steve Cook, Superintendent

**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 and IGBHD-AR:  
Program and Instructional Activity Exemptions - DRAFT 2.11.25

12. **Superintendent's Report**

**Speaker(s):** Dr. Steve Cook, Superintendent

13. **Director Comments**

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

14. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for March 11, 2025.



## Agenda de la reunión ordinaria de la Junta Directiva Escolar- BORRADOR

11 de Febrero de 2025, 5:30 PM

### Ubicación:

Centro de Educación, Sala de Juntas #314  
520 NW Wall Street  
Bend, OR 97703

1. **Llamado al orden**

**Ponente(s):** Presidente, Marcus LeGrand

2. **Juramento a la bandera**

**Ponente(s):** Presidente, Marcus LeGrand

3. **Revisión de la agenda**

**Ponente(s):** Presidente, Marcus LeGrand

4. **Reconocimientos del Distrito Escolar**

A. Premio Campeón(a) de los Estudiantes

**Ponente(s):** Sean Reinhart, director ejecutivo de Servicios Estudiantiles

B. Resolución 1983: Semana de Agradecimiento a los Empleados Clasificados

**Ponente(s):** Presidente, Marcus LeGrand

C. Resolución 1984: Día de Agradecimiento de los Agente de Recursos Escolares

**Ponente(s):** Kayla Martin, supervisor de sistemas de seguridad

5. **Informe del Consejo de Voz Estudiantil**

**Ponente(s):** Liderazgo del Consejo de Voz Estudiantil

6. **Comentarios públicos**

**Ponente(s):** Presidente, Marcus LeGrand

**Descripción:** Este es el tiempo previsto para que las personas se dirijan a la Junta Directiva. Las solicitudes de comentarios públicos se aceptan por adelantado a través del formulario de Google hasta las 17:00 horas del día de la reunión, tanto para comentarios en persona como virtuales. Las personas también pueden inscribirse para hacer comentarios públicos el día de la reunión en función del espacio disponible, de acuerdo con el Proceso de Gobernanza 6 (GP-6). La inscripción en persona se aceptará en la puerta de la sala de reuniones hasta las 17:35 del día de la reunión.

7. **Agenda Consensuada**

**Ponente(s):** Presidente, Marcus LeGrand

**Descripción:** Los elementos que son de naturaleza rutinaria se incluyen en la agenda consensuada. Cualquier elemento incluido en la agenda consensuada puede eliminarse a petición de cualquier miembro de la Junta Directiva antes del momento de la votación. Todos los elementos restantes de la agenda consensuada se eliminan luego en una sola moción.

A. Aprobación de Minutas

**Descripción:** 14 de enero de 2025, Reunión ordinaria de trabajo; *Referencia: ORS 192.650 and ORS 332.057*

A. Aprobación de recomendaciones del personal

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

B. Aprobación de recomendaciones de renovación o no renovación

8. **Consentimiento para la información**

**Ponente(s):** Dr. Steve Cook, superintendente

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

A. Seguimiento de los comentarios de la Junta Directiva

B. Aprobación de políticas y reglamentos administrativos

9. **Informes**

A. Adopción del plan de estudios de matemáticas de primaria

B. **Ponente(s):** Julie Richards, directora de planes de estudios, instrucción y sistemas de primaria

C. Actualización de los programas de educación secundaria

**Ponente(s):** Katie Legace, directora ejecutiva de escuelas preparatorias

10. **Elementos de Acción**

A. Resolución 1985: Resolución por la que se afirma la identidad y expresión de género y la equidad para los estudiantes y el personal transgénero y con expansividad de género

**Ponente(s):** Presidente, Marcus LeGrand

11. **Informe sobre política administrativa y reglamentación**

A. Revisión de políticas y reglamentos administrativos

**Ponente(s):** Dr. Steve Cook, superintendente

**Descripción:** Lista de políticas y/o reglamentos del distrito que se encuentran actualmente bajo revisión. Se aceptan comentarios públicos sobre las políticas en revisión a través del formulario de Google.

12. **Informe del superintendente**

**Ponente(s):** Dr. Steve Cook, superintendente

13. **Comentarios del director**

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

14. **Levantamiento de la sesión**

**Descripción:** se levanta la sesión con la próxima reunión regular de la Junta Directiva Escolar programada para el 11 de marzo de 2025.



Administrative School District No. 1

Resolution No. 1983: Classified Employee Appreciation Week

**WHEREAS**, the education of youth is essential to the future of our community, state, country and world; and

**WHEREAS**, classified employees are the backbone of our public education system; and

**WHEREAS**, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

**WHEREAS**, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

**WHEREAS**, our community depends upon and trusts classified employees to serve students; and

**WHEREAS**, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors for Bend-La Pine Schools proclaims **March 3-7, 2025**, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Board of Directors for Bend-La Pine Schools strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

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

Second by \_\_\_\_\_

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

Dated this 11<sup>th</sup> day of February 2025.

\_\_\_\_\_  
Chair

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

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



# School Resource Officer and Deputy Recognition

Safety Department  
February 11, 2025



**B E N D  
L A P I N E  
S C H O O L S**

# School Resource Officer (SRO) Appreciation

**National Appreciation Day is  
February 15th**

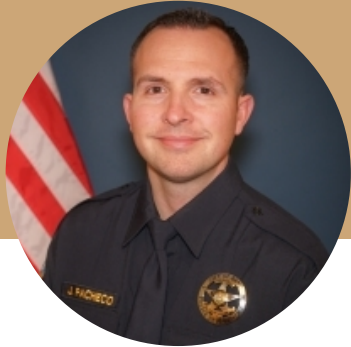
Starting in 2022, the National Association of School Resource Officers (NASRO) established a day of appreciation to recognize the valuable work being done by SROs.

This year we are celebrating during the *week* of February 10th.





# Meet the Team



## **Sergeant Pacheco**

---

Bend PD SRO Supervisor-  
Floats throughout all Bend  
schools



## **Lieutenant Husband**

---

Deschutes County Sheriff's  
Department SRO  
Supervisor



## **Deputy Woods**

---

La Pine HS, La Pine MS, La  
Pine Elementary, Rosland  
Elementary



## **Deputy Westfall**

---

Three Rivers K-8,  
Buckingham Elementary



# Meet the Team Continued



**Officer Cashman-  
Caceres**

---

Mountain View HS, Skyview  
MS, Lava Ridge, Ensworth,  
Ponderosa



**Officer Koehnke**

---

Summit HS, Pacific Crest  
MS, Cascade MS, High  
Lakes, Miller



**Officer Russell**

---

Caldera HS, High Desert  
MS, Jewell, Silver Rail, Pine  
Ridge, Elk Meadow



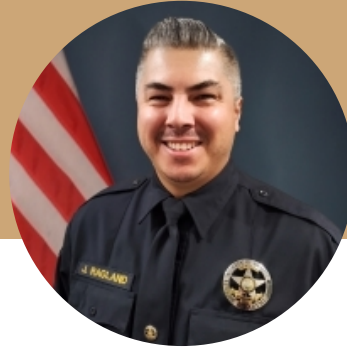
# Meet the Team Continued



**Officer Horvath**

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Bend HS, Education Center,  
Tamarack/Transitions, Amity  
Creek, Bear Creek,  
Highland, Westside Village



**Officer Ragland**

---

Pilot Butte MS, Bend Tech  
Academy, Realms MS/HS,  
Juniper, North Star





Administrative School District No. 1

**Resolution No. 1984: School Resource Officer Appreciation Day**

**WHEREAS**, School Resource Officers (SROs) in Bend-La Pine Schools provide an essential bridge between youth, families, and law enforcement in supporting student safety, wellness, inclusion, and belonging;

**WHEREAS**, the SRO program embraces a triad concept of school-based support, informal counseling and education in healthy choices, and law enforcement to support the students and communities they serve;

**WHEREAS**, SROs are trained to counsel, educate, and protect school communities, and as such lead by example and promote a positive image of law enforcement to children and the communities within Bend-La Pine Schools;

**WHEREAS**, school resource officers are essential members of the Bend-La Pine Schools education community in the pursuit of keeping schools and students safe;

**NOW, THEREFORE**, Bend-La Pine Schools Board of Directors hereby proclaims February 15<sup>th</sup> as **School Resource Officer Appreciation Day**.

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

Second by \_\_\_\_\_

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

Dated this 11<sup>th</sup> day of February 2025.

\_\_\_\_\_  
Chair

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

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

# 2025-2026 High Desert Education Service District Local Service Plan

**Administrative  
and  
Support Services**



**Children with  
Special Needs**



**School  
Improvement**



**Technology**



# High Desert Education Service District

High Desert Education Service District (HDES) provides services to the four component districts in Crook and Deschutes Counties: Bend-La Pine Schools, Crook County, Redmond and Sisters School Districts.

## Vision Statement

Be the state leader in all we do.

## Mission Statement

Improve student outcomes with **EXCELLENCE, EQUITY** and **EFFICIENCY**.

## Core Values and Beliefs

**We put children/students first:** All of High Desert ESD's decisions fundamentally address the questions: Will this decision be best for the children we serve; Will it increase access and lower barriers to the success of all of our students?

- ✓ **We put relationships at the center of all we do.** We are caring, responsive, nurturing and accepting of others. We believe that collaboration is central to all of the work we do and investing in those relationships is critical to improving outcomes for those we serve.
- ✓ **We invest in lifelong learning.** We support and model professional learning to continually improve as an organization and as individuals. Learning can take many forms including taking risks and learning from failure.
- ✓ **We innovate to grow.** We embrace innovation through flexibility, idea testing, risk-taking and empowering those closest to the work.
- ✓ **We are nimble, flexible and data-driven.** We efficiently and effectively respond to data. We are nimble and flexible in addressing the needs of those we serve.

## Goals

- ✓ Improve the educational, physical and mental well-being of students in our region.
- ✓ Recruit and support and retain an outstanding, engaged, professional and diverse workforce.
- ✓ Be the most effective and sought-after P-20 facilitator of educational services in Central Oregon by bridging gaps and bringing people together and providing excellent services that are innovative and responsive to those we serve.

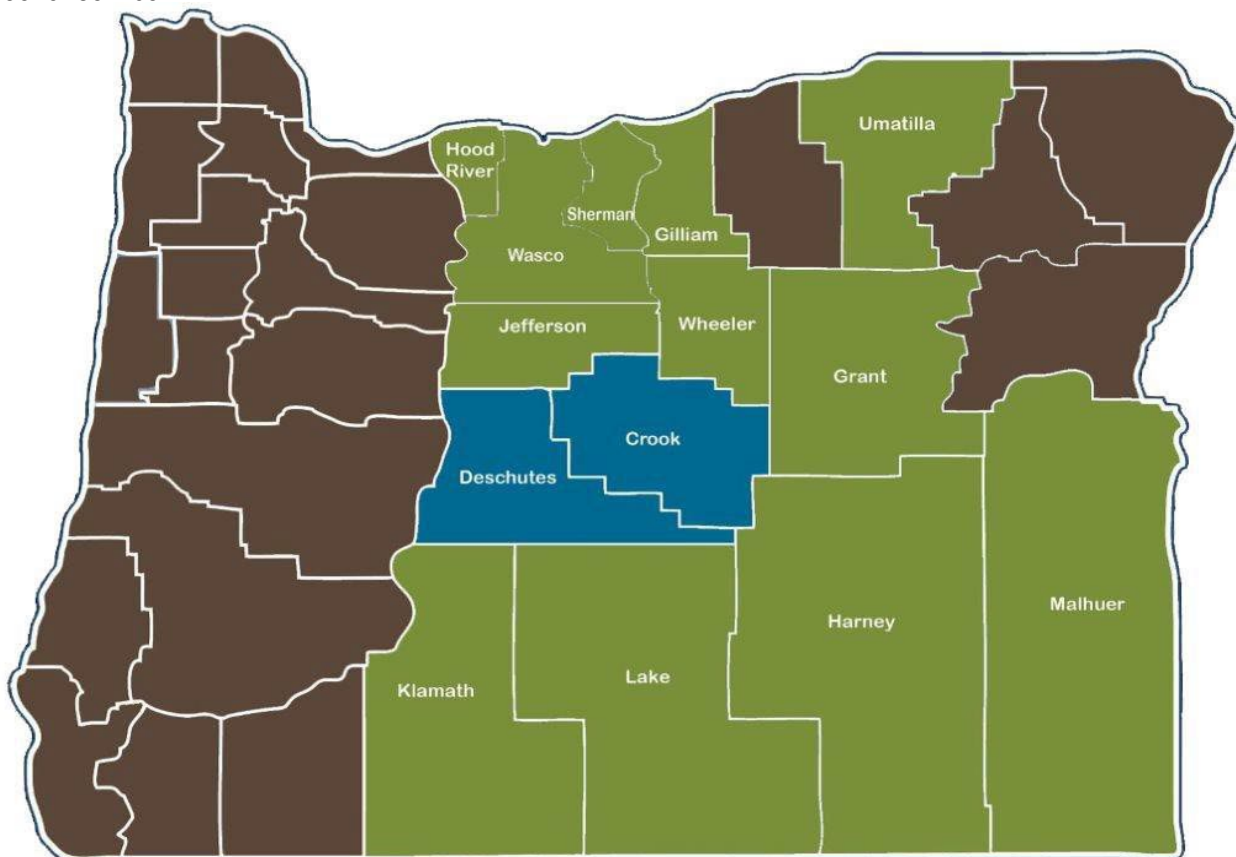
## Strategic Priorities

Implement best practices for educators gleaned from **INVESTIGATION, INNOVATION** and **INCUBATION** of ideas and efforts from the public and private sectors.

- ✓ **Foster education opportunities from birth to career**
  - Increase student access to education
  - Advocate regionally for birth to career education opportunities
  - Garner funds for programs and services
  
- ✓ **Provide value to our school districts, families and other customers**
  - Provide services on behalf of our school districts due to cost, politics or expertise
  - Listen to and meet the needs of our constituents
  - Employ individuals with experience and expertise
  
- ✓ **Bridge gaps and bring people together**
  - Build coalitions and partnerships
  - Look for and respond to unmet needs
  - Enhance state and regional presence - advocate and inform

## High Desert Education Service District

High Desert Education Service District (HDES) provides services to the four component districts in Crook and Deschutes Counties. HDES also provides services in twelve additional counties through regional contracts and fee for service



# Organization

## Board of Directors

HDESD has a nine-member board of directors. Five board members are elected by our component districts (Bend-La Pine 2; Redmond 1; Sisters 1 and Crook County 1) and those five members appoint four more board members each to represent one of the following constituencies within Deschutes and Crook Counties: Social Services, Higher Education, Business and At Large.

Matt McGowan, Board Chair	Elected by Redmond School District Board of Directors
Carlos Perez, Board Vice-Chair	Elected by Bend-La Pine School District Board of Directors
Gwen Carr	Elected by Crook County School District Board of Directors
Anthony Georger	Appointed Business Community Representative
Annemarie Hamlin	Appointed Higher Education Representative
Alex Hinkle	Appointed At Large Representative
Mary Paulson	Elected by Bend-La Pine School District Board of Directors
Elizabeth Sanchez	Appointed Social Services Representative
Emily Stukel	Elected by Sisters School District Board of Directors

## Administration

Dr. Sara Johnson, Superintendent  
Debi Brazelton, Chief Human Resource Officer  
Jenny Faircloth, Executive Director of Early Intervention/Early Childhood Special Education  
Rutila Galvan-Rodriguez, Executive Director of Equity, Diversity and Inclusion  
Angella La Fontaine, Chief Financial Officer  
Shay Mikalson, Chief Student Success Officer  
Jihan Nelson, Interim Executive Director of Special Programs  
Rachel Wente-Chaney, Chief Information Officer

HDESD is organized in alignment with the four core service areas outlined in the law. HDESD administrators have been assigned responsibility for each of the four departments:

**Administrative and Support Services** – Dr. Sara Johnson  
**Children with Special Needs** – Jenny Faircloth and Jihan Nelson  
**School Improvement Services** – Shay Mikalson  
**Technology Services** – Rachel Wente-Chaney

# Introduction

In collaboration with component school districts and their superintendents, the HDESD has developed the 2025-26 Local Service Plan pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

**Administrative and Support Services** consolidate and improve component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

**Services for Children with Special Needs** include special education services, services for at-risk students and professional development for staff who provide these services.

**School Improvement Services** support component school districts in meeting the requirements of state and federal law, allow the HDESD to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, address school-wide behavior and climate issues, and provide professional staff educational opportunities.

**Technology Services** support component school district technology plans, including network services, information systems services, information security services, instructional technology services, distance learning and professional staff development.

The 2025-26 HDESD Local Service Plan includes services required by state and federal law and services contracted to school districts, and other public and private entities.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

HDESD Board of Directors and the component school districts' Board of Directors approve the Local Service Plan annually.

## Local Service Plan Approval Process

The Local Service Plan must be approved by the HDESD Board of Directors and affirmed by at least two thirds of the HDESD component school district's Board of Directors representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

- **December 2024:** The 2025-2026 Local Service Plan (including suggested new services) reviewed by the HDESD Executive Council and approved by the HDESD Board of Directors.
- **January-February 2025:** Local Service Plan submitted and presented to component school district Board of Directors for approval.
- **June 2025:** Local Service Plan services and budgets approved by HDESD Budget Committee and HDESD Board of Directors.

## Amendment Process

The HDESD Local Service Plan can be amended by two thirds vote of the HDESD component school district's Board of Directors, representing at least 50 percent of the total number of students enrolled in component school districts of the HDESD.

## Revenues

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

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

Entrepreneurial Services: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

## Annual Performance Measures

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

HDESD program managers set goals, monitor their progress toward those goals, and report outcomes. Goals are due in August, so they can analyze their progress mid-year. Several programs have been tracking their goals and outcomes long enough to provide the board and component districts with longitudinal data. These goals and outcomes are shared with component district's leadership and available on the HDESD website.

## Student Success Act

The HDESD continues to increase its investment dedicated to supporting our component districts' Integration Plan for Aligned Student Success implementation as required by HB 3427 Section, 25. In this pivotal role, the HDESD serves as the liaison between the Oregon Department of Education and the districts we serve to align for student success through integrating the following list of aligned programs for better coherence and impact: Student Investment Account; High School Success; Career and Technical Education Perkins V; Continuous Improvement Planning; Early Literacy; Every Day Matters; Small and Rural Schools Support; and Early Indicator Intervention Systems. Through regional leadership, coaching, professional development, and technical assistance, the HDESD helps our component districts improve access and opportunities for all students, especially those who have been historically underserved in the education system

For more details, please access the [High Desert ESD's Comprehensive Support Plan](#).

# Administrative and Support Services

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Business Services:** Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

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

**Human Resource Services:** Provides Human Resource services specific to the individual needs of a school district.

**Legal Services:** Provides general counsel legal services to component districts in the areas of school law, public administration, labor and employment relations, civil rights, and special education

**Regional Benefit Support:** Provides services in the enrollment and support of employee health benefits.

**Regional Financial Systems (RFS) – Application Support:** Provides financial application support or direct services to participating districts which could include the following: training, implementations, interfaces, application updates, hosting support, business process and workflow support.

**Substitute Services:** Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

*Programs or funding in addition to Local Service Plan dollars.*

**GOVERNMENT GRANTS AND CONTRACTS:** Federal grants, state grants and contracts and contracts with component districts and agencies.

**Home School Registration:** All Home School families must register their child with HDESD annually.

**Medicaid Administrative Claiming:** Provides a revenue source for four school districts for FAN and Nursing Services.

*Programs or funding in addition to Local Service Plan dollars.*

**ENTREPRENEURIAL: HDES** provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

**Regional Financial Systems (RFS) – Application Support:** Provides financial application support or direct services to participating districts which could include the following: training, implementations, interfaces, application updates, hosting support, business process and workflow support.

**Legal Services:** Provides legal services to district boards and administrators. In an increasingly complex legal environment, this service is provided at a cost that is substantially lower than the going market rate.

**Business Services:** Provides full-service school district business administration services including payroll, accounts payable, grant administration, budget, audit administration and cash management.

**Substitute Services:** Provides an employee absence and substitute management system for certified teachers, classified educational assistants and secretarial substitutes. The program includes recruiting, hiring, scheduling and payroll for licensed and classified substitutes.

# Children with Special Needs

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Alternative, Summer & Extended School Year:** Provides direct and supervisory services for alternative schools, summer schools and/or extended school year programs.

**Applied Behavior Analysis (ABA):** Works with students with severe autism or communication deficits who benefit from Applied Behavior Analysis.

**Behavior Programs:** Provides services to children with emotional and/or behavioral problems that adversely affect the child's education performance.

**Early Intervention and Early Childhood Special Education Evaluation Team:** Provides evaluation for children birth to 5 as a Childfind service identifying children with disabilities.

**Childfind:** Provides free Childfind events in partnership with local educational, health care and social service organizations.

**Professional Development:** Provides professional development to districts supporting children with special needs.

**Sign Language Interpreters K-12:** The Sign Language Interpreter program serves Deaf and Hard of Hearing (DHH) students.

**Special Education:** Provides ancillary special education services to children eligible under IDEA part B and C (children birth to 21). This includes Assistive Technology, Augmentative Communication, Occupation and Physical Therapy, Sign Language Interpretation and Braille/low vision support.

**Traumatic Brain Injury (TBI) Concussion Support:** Provides support to families and districts to help students "return to learn" from a concussion.

*Programs or funding in addition to Local Service Plan dollars.*

**GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.**

**K-12 Special Programs:** K-12 Special Programs is a state contracted program that provides special education services to students with low-incidence disabilities in 7 counties. These include students with autism, vision impairments, severe orthopedic impairments, deaf/hard of hearing, deaf/blind and traumatic brain injuries.

**Early Intervention/Early Childhood Special Education:** Early Intervention (EI) and Early Childhood Special Education (ECSE) are specialized direct services for children, birth to Kindergarten with special needs. These services are offered throughout Crook, Deschutes, Jefferson, Sherman, Gilliam, Wheeler, Harney counties and the Confederated Tribes of Warm Springs.

**Healthy Families of the High Desert:** Healthy Families of the High Desert is modeled after Oregon Healthy Start and funded by Healthy Families America. It is a voluntary home visitation program for families with newborns.

**Transition Network:** Facilitates capacity building to assist districts and community agencies in developing integrated employment for students with intellectual disabilities (ages 16 to 21 years).

**Sagebrush Day Treatment:** Sagebrush Day Treatment serves students in the region with behavior/emotional issues who require day treatment services. Students are placed in this program by an outside agency, with HDES providing the educational services.

**Integrated Plan for Aligned Student Success:** Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Career and Technical Education Perkins V, Continuous Improvement Planning, Early Literacy, Every Day Matters, Small and Rural Schools Support, and Early Indicator Intervention System implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

*Programs or funding in addition to Local Service Plan dollars.*

**ENTREPRENEURIAL: HDES provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.**

**Assistive Technology K-12:** Assistive Technology (AT) refers to any device or piece of equipment that helps a student with disabilities access his or her education. The AT program provides equipment, evaluation, professional development and technical assistance.

**Occupational Therapy/Physical Therapy K-12:** Children/students ranging in age from birth through 21 years of age with identified orthopedic impairments receive direct instruction and/or consultation services from licensed Occupational Therapists (OTs) and Physical Therapists (PTs). In addition, OTs and PTs consult with parents and district staff to provide any needed adaptive equipment.

**Sign Language Interpreters K-12:** The Sign Language Interpreter program serves Deaf and Hard of Hearing (DHH) students.

# School Improvement Services

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Alternative Learning Options:** Provides an annual evaluation of each alternative education program that is presented to the resident school Board of Directors for approval.

**Better Together:** Together with the Early Learning Hub of Central Oregon, improves student success and outcomes by using a Collective Impact approach within the Cradle to Career framework. Brings together institutions in the region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience.

**Career and Technical Education:** Consults with local school districts on School-To-Work initiatives, build Career and Technical Education programs in high schools and our community college; and provides state mandated vocational education program evaluations.

**Culture of Care:** Offers content-specific professional development and coaching services on items such as equity, restorative practices, and trauma-informed practices. This regional team builds tailored tools and resources for districts, schools, and individual educators.

**Language Access Services:** Provides interpretation and translation services for languages other than English to school and district level for family, student and staff needs upon request and interpretation for non-special education purposes.

**Regional School Safety/Safe School Alliance/Student Threat Assessment Team (STAS):** Links school districts with public agencies to discuss and enhance policies and procedures that promote and ensure safety for students, teachers and staff. Provides direct student threat assessment services.

**School Response Team:** Provides the management and deployment of a cooperative, volunteer support team in response to a crisis such as the death of a student or staff person or some other traumatic incident. The team is made up of specially trained teachers, counselors, educational assistants, administrators, human service agency staff and community members who are willing to aid schools' agencies or communities.

**School Social Work Coordination:** Provides professional direction, support and supervision of existing and future (intern) school social workers.

*Programs or funding in addition to Local Service Plan dollars.*

**GOVERNMENT GRANTS AND CONTRACTS: Federal grants, state grants and contracts and contracts with component districts and agencies.**

**Career and Technical Education (CTE):** CTE provides support to districts with funding from a Carl Perkins grant.

**Family Access Network (FAN):** Through family advocates in public schools, the Family Access Network improves lives by ensuring all children in Crook and Deschutes County have access to basic-need services.

**Juntos Aprendemos:** Is a full-family, culturally specific early literacy program designed to increase the literacy and engagement outcomes of Latinx, Spanish speaking children 3-5 years and their families.

**Regional Education Network:** The Central Oregon Regional Educator Network (COREN), through the establishment of the Educator Advancement Council and SB 182, is tasked with bringing equitable access to professional learning opportunities within Crook, Deschutes and Jefferson County and the Confederated Tribes of Warm Springs.

**STEM Hub:** HDESD is the fiscal agent for the regional STEM hub grant, which provides direction, implementation support and all fiscal support to help create a hub for Science, Technology, Engineering and Math in our region.

**Title 1-C Migrant Education Program:** The Migrant Education Program identifies migrant families and helps migrant students with academic needs. All migrant students are eligible for free nutritional services through the schools and free 24-hour accident insurance. Region 11 serves the following school districts: Bend La Pine, Redmond, Sisters, Crook County, Jefferson County, 509J and Culver.

**Integrated Plan for Aligned Student Success:** Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Career and Technical Education Perkins V, Continuous Improvement Planning, Early Literacy, Every Day Matters, Small and Rural Schools Support, and Early Indicator Intervention System implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

*Programs or funding in addition to Local Service Plan dollars.*

**ENTREPRENEURIAL: HDESD provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.**

**Culture of Care:** Offers content-specific professional development and coaching services on items such as equity, restorative practices, and trauma-informed practices. This regional team builds tailored tools and resources for districts, schools, and individual educators.

**Driver Education:** Provides quality driver education and training that meets or exceeds the requirements set by the Oregon Department of Transportation.

**School Social Work Coordination:** Provides professional direction, support and supervision of existing and future (intern) school social workers.

# Technology Services

**DIRECT SERVICES:** Services to HDESD component districts funded by the State School Fund.

**Broadband Connection:** Provides connection to regional broadband access to support bandwidth and technology infrastructure needs for learning and operations.

**Information Security, including Cyber Security:** Provides information security support and direct services to school districts, including policy frameworks, business continuity and disaster recovery planning, network and information security systems, user awareness training services, incident response planning services, and support to ensure the security of district data and individual personally identifiable information (PII).

**Information Services:** Provides services and software that support districts' instructional and operational efficiency, including student information systems, data warehouses and analysis systems, database applications, operational data stores, programming and business analysis services, systems integrations services, workflow and automation services.

**Network Services:** Provides services and software that increase the interconnectivity, safety, and security of districts and schools, including internet access, network security, firewall, wireless networks, web filtering, endpoint security systems, building access hardware and software, security camera and related software systems.

**Software and Systems Services:** Provides services and software that increase the districts' operational efficiency and resilience, including enterprise software, student data privacy software, database applications, operational data stores, productivity tools, asset management systems, endpoint security systems, archiving and retention systems, backup and recovery systems.

**Telecommunications Services:** Provides services and software for regional and districts' communications infrastructure, including Voice over Internet Protocol (VoIP) hardware and software, physical and virtual phone hardware and software, E-Rate planning and consultation, and emergency response systems and services.

*Programs or funding in addition to Local Service Plan dollars.*

**ENTREPRENEURIAL: HDES** provides services to non-component districts if the services are currently provided to component districts and may provide savings or added value to component districts.

**Information Security, including Cyber Security:** Provides information security support and direct services to school districts, including policy frameworks, business continuity and disaster recovery planning, network and information security systems, user awareness training services, incident response planning services, and support to ensure the security of district data and individual personally identifiable information (PII).

**Information Services:** Provides services and software that support districts' instructional and operational efficiency, including student information systems, data warehouses and analysis systems, database applications, operational data stores, programming and business analysis services, systems integrations services, workflow and automation services.

**Network Services:** Provides services and software that increase the interconnectivity, safety, and security of districts and schools, including internet access, network security, firewall, wireless networks, web filtering, endpoint security systems, building access hardware and software, security camera and related software systems.

**Software and Systems Services:** Provides services and software that increase the districts' operational efficiency and resilience, including enterprise software, student data privacy software, database applications, operational data stores, productivity tools, asset management systems, endpoint security systems, archiving and retention systems, backup and recovery systems.

**Telecommunications Services:** Provides services and software for regional and districts' communications infrastructure, including Voice over Internet Protocol (VoIP) hardware and software, physical and virtual phone hardware and software, E-Rate planning and consultation, and emergency response systems and services.



## Administrative School District No. 1

### Resolution No. 1985: Resolution Affirming Gender Identity, Expression, and Equity for Transgender and Gender-Expansive Students and Staff

Bend-La Pine Schools is dedicated to building a school community where each and every individual is welcomed, appreciated, valued, and empowered to thrive. At the heart of this commitment is our recognition of the inherent dignity, humanity, and worth of all students and staff, including those who identify as lesbian, gay, bisexual, transgender, queer or questioning, two-spirit, intersex, asexual, and more (LGBTQ2SIA+).

To honor these commitments the Board of Directors of Bend-La Pine Schools hereby adopts the following resolution:

**WHEREAS**, Bend-La Pine Schools is committed to providing a free, equitable, and affirming education to each and every student, consistent with Oregon state laws including ORS 329.025, ORS 339.115, and ORS 339.347(3);

**WHEREAS**, Bend-La Pine Schools is committed to providing an equitable and affirming work environment to each and every staff member, consistent with Oregon state laws including ORS 419A.260, ORS 419A.262, ORS 659A.030 and ORS 659A.030;

**WHEREAS**, public schools in Oregon must comply with all federal and state laws prohibiting discrimination, including ORS 659.850, whose purpose is to ensure equity in educational programs and activities;

**WHEREAS**, Bend-La Pine Schools unequivocally rejects any effort to diminish, politicize, or label the identities of students, their families, and staff members as controversial or divisive, and affirms that diversity is a profound strength that enriches the district's schools and aligns with its mission and core values;

**WHEREAS**, Bend-La Pine Schools acknowledges and affirms the inherent dignity, humanity, and worth of each and every student, their family, and staff member, emphasizing that respectful communication and behavior are fundamental even when perspectives differ, and commits to fostering an environment where mutual respect and thoughtful dialogue are central;

**WHEREAS**, Bend-La Pine Schools commits to supporting students by implementing initiatives such as inclusive curriculum, equity-focused programs, spaces of support, and comprehensive student services that promote belonging, mental health, and academic success in safe and affirming school environments that honor the dignity and identity of every student; and

**WHEREAS**, Bend-La Pine Schools aligns with the Oregon Department of Education's LGBTQ2SIA+ Student Success Plan, which provides a framework for addressing barriers to success for LGBTQ2SIA+ students and families, and commits to creating schools where every individual feels welcome, seen, valued, and supported.

**THEREFORE, BE IT RESOLVED**, that Bend-La Pine Schools:

1. Reaffirms the principles of Every Student Belongs, ensuring every student experiences a safe, inclusive, and affirming school environment where their unique identities are valued as essential to the community's strength and unity.
2. Commits to implementing equity-based policies and practices that actively dismantle barriers to inclusion and ensure every student, family, and staff member is empowered to thrive.
3. Reaffirms that District practices reflect the District's dedication to equity, inclusion, and belonging, creating environments where every student, family and staff member feels seen, heard, valued, and supported.
4. Reaffirms that every student, family and staff member is honored, celebrated, and uplifted, fostering a community rooted in mutual respect and shared humanity.

This Resolution is intended to be consistent with the District's legal obligations under federal and state law. Accordingly, this Resolution shall be interpreted as not to violate any requirement of federal or state law. We pass this Resolution in recognition of our belief that each and every student, family, and staff member are valued and empowered within the Bend-La Pine school communities.

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

Second by \_\_\_\_\_

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

Dated this 11<sup>th</sup> day of February 2025.

\_\_\_\_\_  
Chair

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

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



## Distrito Escolar Administrativo N.º 1

### Resolución N.º 1985: Resolución que afirma la identidad, expresión y equidad de género para estudiantes y personal transgénero y de género expansivo

Escuelas de Bend-La Pine se dedica a construir una comunidad escolar donde cada individuo sea bienvenido, apreciado, valorado y empoderado para prosperar. En el centro de este compromiso se encuentra nuestro reconocimiento de la dignidad inherente, la humanidad y el valor de todos los estudiantes y el personal, incluidos aquellos que se identifican como lesbianas, gays, bisexuales, transgénero, queer o cuestionándose, de dos espíritus, intersexuales, asexuales y más (LGBTQ2SIA+).

Para cumplir con estos compromisos, la Junta Directiva Escolar de Escuelas de Bend-La Pine adopta la siguiente resolución:

**CONSIDERANDO QUE**, Escuelas de Bend-La Pine se compromete a proporcionar una educación gratuita, equitativa y afirmativa a todos y cada uno de los estudiantes, de conformidad con las leyes estatales de Oregón, incluidas ORS 329.025, ORS 339.115 y ORS 339.347(3);

**CONSIDERANDO QUE**, Escuelas de Bend-La Pine se compromete a proporcionar un entorno de trabajo equitativo y afirmativo a todos y cada uno de los miembros del personal, de conformidad con las leyes estatales de Oregón, incluidas ORS 419A.260, ORS 419A.262, ORS 659A.030 y ORS 659A.030;

**CONSIDERANDO QUE**, las escuelas públicas de Oregón deben cumplir con todas las leyes federales y estatales que prohíben la discriminación, incluida ORS 659.850, cuyo propósito es garantizar la equidad en los programas y actividades educativos;

**CONSIDERANDO QUE**, Escuelas de Bend-La Pine rechaza inequívocamente cualquier esfuerzo por disminuir, politizar o etiquetar las identidades de los estudiantes, sus familias y miembros del personal como controvertidas o divisivas, y afirma que la diversidad es una fortaleza profunda que enriquece las escuelas del distrito y se alinea con su misión y valores fundamentales;

**CONSIDERANDO QUE**, Escuelas de Bend-La Pine reconoce y afirma la dignidad, humanidad, y el valor inherente de todos y cada uno de los estudiantes, sus familias y miembros del personal, enfatizando que la comunicación y el comportamiento respetuosos son fundamentales incluso cuando las perspectivas difieren, y se compromete a fomentar un entorno donde el respeto mutuo y el diálogo reflexivo sean centrales;

**CONSIDERANDO QUE**, Escuelas de Bend-La Pine se compromete a apoyar a los estudiantes mediante la implementación de iniciativas como un currículo inclusivo, programas centrados en la equidad, espacios de apoyo y servicios integrales para estudiantes que promuevan la

pertenencia, la salud mental y el éxito académico en entornos escolares seguros y afirmativos que honren la dignidad y la identidad de cada estudiante; y

**CONSIDERANDO QUE**, Escuelas de Bend-La Pine se alinea con el Plan de Éxito Estudiantil LGBTQ2SIA+ del Departamento de Educación de Oregón, que proporciona un marco para abordar las barreras al éxito de los estudiantes y familias LGBTQ2SIA+, y se compromete a crear escuelas donde cada individuo se sienta bienvenido, visto, valorado y apoyado.

**POR LO TANTO, SE RESUELVE** que Escuelas de Bend-La Pine:

1. Reafirma los principios de Cada Estudiante Pertenece (Every Student Belongs, por su nombre en inglés) asegurando que cada estudiante experimente un entorno escolar seguro, inclusivo y afirmativo donde sus identidades únicas sean valoradas como esenciales para la fuerza y la unidad de la comunidad.
2. Se compromete a implementar políticas y prácticas basadas en la equidad que desmantelen activamente las barreras a la inclusión y aseguren que cada estudiante, familia y miembro del personal esté capacitado para prosperar.
3. Reafirma que las prácticas del Distrito Escolar reflejen la dedicación del Distrito Escolar a la equidad, la inclusión y la pertenencia, creando entornos donde cada estudiante, familia y miembro del personal se sienta visto, escuchado, valorado y apoyado.
4. Reafirma que cada estudiante, familia y miembro del personal es honrado, celebrado y enaltecido, fomentando una comunidad arraigada en el respeto mutuo y la humanidad compartida.

Esta Resolución tiene como objetivo ser coherente con las obligaciones legales del Distrito Escolar según la ley federal y estatal. En consecuencia, esta Resolución se interpretará de manera que no viole ningún requisito de la ley federal o estatal. Aprobamos esta Resolución en reconocimiento de nuestra creencia de que todos y cada uno de los estudiantes, familias y miembros del personal son valorados y empoderados dentro de la comunidad escolar de las Escuelas de Bend-La Pine.

Propuesta por \_\_\_\_\_

Secundada por \_\_\_\_\_

Votos a favor \_\_\_\_\_ Votos en contra \_\_\_\_\_

Fecha el día de hoy, 11 de febrero de 2025.

\_\_\_\_\_  
Presidente

\_\_\_\_\_  
Vicepresidente

Certificado: \_\_\_\_\_  
Secretario(a) de la Junta Directiva



**ACTION:** Board Polices for Adoption – February 11, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

The following Board policies 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
EL 4.3: Financial Planning & Administration	Grammatical corrections.

**Recommended Motion:**

I move to adopt the Board policies as presented.



### FINANCIAL PLANNING

Financial planning shall not deviate materially from the Board Ends and policies, risk fiscal jeopardy, or fail to be derived from long-range planning that adequately considers compensation, programs, and operational costs.

Accordingly, the Superintendent shall not fail to, present to the Board of Directors, a recommended budget which:

1. Is consistent with the Board's priorities as established in the Board Ends.
2. Is completed with input from the Budget Committee.
3. Is in a summary format that is reasonably understandable to the Board of Directors and the community.
4. Contains the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.
5. Plans for the expenditure in any fiscal year or move funds that are conservatively projected to be available during the year unless otherwise approved by the Board of Directors.
6. Proposes a budget in accordance with State Budget Law.
7. Discloses any variance from the targeted 5% ending fund balance.

### FINANCIAL ADMINISTRATION

With respect to the financial health of the district, the Superintendent shall not allow:

1. A material deviation from the annual budget or budget policy adopted by the Board of Directors.
2. Any fiscal condition that is inconsistent with achieving the Board Ends.
3. Any fiscal condition that places the long-term fiscal stability of the district at risk.

Accordingly, the Superintendent shall not fail to:

1. Expend more funds than have been budgeted in the fiscal year unless authorized by the Board of Directors.
2. Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board of Directors.
3. Materially indebt the organization unless authorized by the Board of Directors.

Additionally, the Superintendent shall not fail to:

1. Provide financial reports, at least quarterly, or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall include a recap of changes between the current and previous report.
2. Keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.
3. Arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.

END OF EXECUTIVE LIMITATION

**POLICY / REGULATION CROSS REFERENCE**  
[Policy / Regulation Section D: Fiscal Management](#)  
[BOARD END / GOAL: 4](#)

**LEGAL REFERENCE**

DRAFT 2.2.25



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** January 14, 2025

### Board Members

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

Director Ross Tomlin joined the meeting virtually.

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Director Amy Tatom at 5:33 pm. It was noted that both Chair Marcus LeGrand and Vice Chair Carrie McPherson Douglass were not in attendance.

#### 2. Pledge of Allegiance

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

**Discussion:** The Pledge of Allegiance was led by Director Amy Tatom.

#### 3. Review of Agenda

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

**Attachments:** 1.14.25 Agenda - BORRADOR

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

#### 4. District Recognitions

##### A. School Board Recognition Month

**Speaker(s):** Dr. Steve Cook, Superintendent

**Attachments:** State of Oregon Proclamation: School Board Recognition Month

**Discussion:** Superintendent Cook read Governor Tina Kotek's proclamation for School Board Appreciation Month.

##### B. Champion for Students Award

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook recognized Rod Davis, a teacher at High Lakes Elementary, for his compassion for students and dedication to his classroom. He thanked him for creating an environment in which students engage with the work and each other and for turning lessons into real life purpose.

##### C. National Board Certified Teacher (NBCT)

**Speaker(s):** Michele Oakes, NBCT Mentor Program Coordinator

**Description:** Recognition of newly certified staff and staff renewing their certification.

**Attachments:** Presentation: 2024 National Board Certification

**Discussion:** Michele Oakes, NBCT Mentor Program Coordinator, introduced three newly National Board Certified teachers and seven teachers that were renewing their certification.

## 5. Reports

### A. Education Foundation for Bend-La Pine Schools

**Speaker(s):** Executive Directors Jamie Goldman and Anne Westerhoff

**Description:** Annual Update

**Attachments:** Presentation: 2025 Annual Bend-La Pine Education Foundation Report

**Discussion:** Jamie Goldman and Anne Westerhoff, Executive Directors for the Education Foundation, highlighted the three major areas of support they provide to the district: activity fee scholarships, perseverance awards, and classroom enrichments. They shared the Foundation's goals for 2024-25, noting that their annual trivia night fundraiser was scheduled for May 14th.

### B. Finance Report

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

**Description:** 2nd Quarter Report

**Attachments:** Second Quarter Financial Update for FY 2024-25

**Discussion:** Dan Emerson, Chief Financial Officer, provided the second quarter financial update. He noted that the district's total revenues have declined due to actual tax revenue coming in less than projected. As of January 1, 2025, enrollment for students across the district has also declined. The forecasted personnel expenditures are under budget mostly due to ongoing open positions that are currently unfilled despite recruitment efforts. The Annual Comprehensive Report has been completed with the auditors issuing a clean opinion; the highest opinion that can be provided. Emerson also noted that a report on Investment of Proceeds was included in the board packet.

## 6. Student Advisory Council Report

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

**Discussion:** Quincy Bernahl, from Bend Senior High School, and Elliott DeMartin, from Realms High School, shared that the student voice council will be meeting in three subgroups to focus on the three designated goals. Meeting in smaller groups is easier to schedule, coordinate attendance, and allows for more time to be focused on each of the goals. It was noted that the group now has representatives from each high school on the council.

## 7. 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:** Jennifer Groth, OSEA President, read a statement from the union in support of school board appreciation month.

## 8. Consent Agenda

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

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

**Action(s):** I move to approve the Consent Agenda. This motion, made by Ross Tomlin and seconded by Cameron Fischer, Carried.

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

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

### A. Approval of Minutes

**Description:** December 10, 2024, Regular Business Meeting; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 12.10.24 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 1.14.25 and Classified Board Report 1.14.25

**C. Approval of Board Policies**

**Attachments:** Executive Summary: Board Policies for Adoption and JC-BP: School Attendance Boundary Areas - DRAFT 1.14.25

**9. Consent for Information**

**Speaker(s):** Dr. Steve Cook, Superintendent

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

**Discussion:** Superintendent Cook shared that the consent for information includes the annual report on EL 4.3: Financial Planning and Administration as well as additional information on the sale of caffeinated beverages in our high schools in relation to the EFA (Local Wellness) policy that was adopted at the last board meeting. Cook also noted that last month several TAG policies were included in the consent for Information and that the district will continue the work on IGBBA-AP: Talented and Gifted Students-Identification to ensure alignment with the district's TAG plan. The policies and regulations for adoption in this month's consent for information are related to admissions, attendance areas, transfers, special education evaluation procedures, student searches, and relations with law enforcement agencies. Cook noted that JFE-AP: Pregnant and/or Parenting Students had been included in the board packet for adoption; however, OSBA released guidance last night recommending districts not make changes to this policy due to a recent federal court ruling. At this time, the district will not be adopting any changes to JFE-AP.

Director Amy Tatom expressed continued concerns regarding the sale of caffeinated beverages in high schools. Cook shared that the district would provide additional information at an upcoming meeting.

Director Kina Chadwick expressed concern for language regarding "same sex" in JFG-AR in regard to student searches. Cook noted that the district would continue its work on this policy and bring it back for adoption at a future date.

**A. Report: EL 4.3 - Financial Planning & Administration**

**Attachments:**

EL 4.3: Financial Planning & Administration

**B. Follow-up to Board Comment**

**Attachments:**

12.10.24 District Follow-up to BLS School Board Meeting Comment

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

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption, IGBAH-AP: Special Education - Evaluation Procedures - DRAFT 1.14.25, IGBAH-AR: Special Education - Evaluation and Eligibility Procedures - DRAFT 1.14.25, IGBHAB-AR: Choice Option Programs - DRAFT 12.10.24, IKFB-AP: Graduation Exercises - DRAFT 1.14.25, JC-AR: Attendance Areas & In-District Transfers - DELETE 12.10.24, JEC-AP: Admissions - DRAFT 12.10.24, JEC-AR: Admission of Resident Students - DRAFT 12.10.24, JECB/JECF-AP: Interdistrict Transfer of Students - DRAFT (2) 12.10.24, JECB/JECF-AR: Interdistrict Transfer of Students - DRAFT (2) 12.10.24, JECBA-AR: Admission of Exchange Students - DRAFT 12.10.24, JECBB-AR: Intradistrict Transfer of Students - DRAFT (2) 12.10.24, JECBC-AR: Student Transfers-High School Athletics - DELETE 12.10.24, JFE-AP: Pregnant and/or Parenting Students - DRAFT 1.14.25, JFE-AR: Individualized Plan for Pregnant and/or Parenting Students - DRAFT 1.14.25, JFG-AP: Student Searches - DRAFT 1.14.25, JFG-AR: Student Searches - DRAFT 1.14.25, JFG-AR: Student Searches and Questioning - REWRITE 2025, JFG-AR DHS Law Enforcement Protocol - DELETE 2025, KN-AR: Relations with Law Enforcement Agencies - DRAFT 1.14.25, and KN-AR (2): Investigations Conducted on District Premises - DRAFT 1.14.25

**10. Action Items**

**A. Annual Comprehensive Financial Report 2023-24**

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

**Action(s):** I move to accept the Annual Comprehensive Financial Report as presented. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

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

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

**Attachments:** Executive Summary: Annual Comprehensive Financial Report and Annual Comprehensive Financial Report

**Discussion:** Dan Emerson, Chief Financial Officer, presented the Annual Comprehensive Financial Report noting that the district received the best opinion available and asked for Board approval of the report.

**B. Resolution No. 1982: Resolution to Affirm Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools**

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

**Action(s):** I move to approve Resolution 1982, to Affirm Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools. This motion, made by Cameron Fischer and seconded by Shirley Olson, Carried.

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

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

**Attachments:** Executive Summary: Resolution 1982: Resolution to Affirm Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) and Resolution 1982: Resolution to Affirm Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE)

**Discussion:** Director Kina Chadwick read Resolution 1982.

**11. Administrative Policy and Regulation Report**

**A. Administrative Policies and Regulations in Review**

**Speaker(s):** Dr. Steve Cook, Superintendent

**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 and JECD-AP: Assignment of Students to Classes - DRAFT 1.14.25

**Discussion:** Superintendent Cook shared that the district is reviewing JECD-AP: Assignment of Students to Classes. The policy is new to the district and was created based on current district practices and OSBA sample policy. It defines the building administrator's role in assigning students to classes and outlines the process for changes in classroom placement. It will be out for public feedback until January 28th.

**12. Superintendent's Report**

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook noted that the legislative long session begins next week and the district continues its advocacy work. The South County Advisory Committee meeting takes place tomorrow, which completes the second round of advisory committee meetings and next month the district plans to hold an all-district virtual staff meeting. He noted that the SPED stipend information was submitted to the state last Friday and the stipend payments are expected to be paid to eligible staff after May. Cook shared that next week district staff will be meeting with Pilot Butte Middle School staff to present the After Action Review for the October incident. The report will be available to the public the day after the meeting with staff. He also shared that the interviews for the Middle School Executive Director position will be held on January 27th.

**13. Director Comments**

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

**Discussion:** Director Ross Tomlin appreciated the presentations heard tonight and loves learning more about the district. He is also proud of the district for approving Resolution 1982.

Director Shirley Olson appreciated that BLS has the highest number of NBCT in the state.

Director Cameron Fischer echoed Shirley and Ross's comments and called out the hard work and energy it entails to become a NBCT. She gave a shoutout to the BLS team for the work on updating district policies and appreciated community members for sharing their thoughts on the use of devices in schools.

Director Kina Chadwick shared their thoughts and prayers for the family of Bradley Hughes, their gratitude for both Elliott and Quincy from the Student Voice Council, and echoed Ross's comments.

Director Amy Tatom echoed all of the appreciations shared tonight and noted the the Board welcomes all in our district schools.

#### 14. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for February 11, 2025.

**Discussion:** Director Amy Tatom adjourned the meeting at 7:06 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



## School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** January 28, 2025

### Board Members

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

Director Kina Chadwick left the meeting at 6:13 pm.

### 1. Call to Order

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

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

### 2. Pledge of Allegiance

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

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

### 3. Work Session

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

**Discussion:** Chair Marcus LeGrand asked for a quick check in of those in attendance in light of recent events across the country.

#### A. Characteristics of an Effective Board

**Speaker(s):** Dr. Lisa Birk, Deputy Superintendent

**Discussion:** Deputy Superintendent Dr. Lisa Birk noted that she would be facilitating the conversation this evening to discuss Board best practices and how our Board is working. She noted that there would be a lot of time for reflection during the meeting. She provided the Board with a document regarding professional development for school boards and gave board members time to reflect on one page each before sharing out. Board members shared words, phrases, or sentences that resonated with them on their assigned pages. She also provided board members with a copy of the Board Ends, District Strategic Initiatives, and the district's equity stance pamphlet. The final document she provided the Board was from the National School Boards Association (NSBA) and provides 12 areas of focus for Board reflection. She provided the Board with a digital survey to complete in reflection. Board members shared which standard resonated with them as a strength and as a weakness. The overall strength was Board and Superintendent relationship, while the overall weaknesses were accountability and two-way communication with the community.

In closing Birk asked board members to share what they would feel would be one step forward. She also invited board members to share their individual feedback with her regarding the meeting and the process.

#### 4. Director Comments

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

**Discussion:** Director Cameron Fischer thanked Lisa for the work session. She shared her desire to have the "hang up and drive" assembly sponsored free of charge by ODE to be brought to our secondary schools.

Director Shirley Olson appreciated the process.

Director Ross Tomlin enjoyed the process and engagement with others.

Director Amy Tatom thanked Lisa.

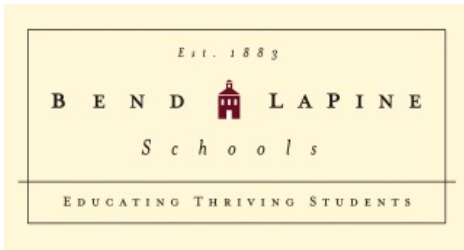
Chair Marcus LeGrand called out that February is Black History month. He also thanked Kinsey's team and department for their support in celebrating black americans.

#### 5. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for February 11, 2025.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 7:04 pm.

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: February 4, 2025  
 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 February 11, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

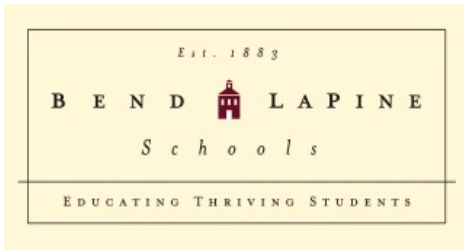
NAME	POSITION	LOCATION	STATUS	HIRE DATE
Hobbs, Miranda	Social Studies Teacher	Mountain View HS	Temporary Part Time	2/5/2025
Knox, Samuel	Intermediate Teacher	RE Jewell Elem	Temporary Full Time	1/13/2025
Kruska, Erin	Learning Specialist	Pacific Crest MS	Temporary Full Time	2/3/2025
Lovejoy, Jessica	Learning Specialist	Bear Creek Elementary	Temporary Full Time	1/27/2025
Luis, Amy	Language Arts Teacher	Mountain View HS	Temporary Full Time	02/03/2025
Pfeffer, Valerie	Learning Specialist	REALMS HS	Temporary Full Time	01/29/2025
Sanchez-Millar, Jessica	Translator/Interpreter Instructor for DI Program	Caldera HS	Temporary Part Time	02/03/2025

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Allison, Rex	School Psychologist	Student Services	08/28/2023 – 01/31/2025
Caswell, Trevor	Primary Teacher	Lave Ridge Elementary	08/27/2007 – 06/30/2025
Kurth, Victoria	Primary Teacher	Buckingham Elementary	08/28/2023 – 04/17/2025
Wikler, Melissa	Physical Science/Grad Coach	Bend Tech Academy	10/0/2017 – 02/14/2025

**CERTIFIED RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



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**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
White, Roger	Principal	REALMS Middle and High	07/01/2015 – 01/03/2025

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

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

February 4, 2025

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on February 11, 2025.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Beaver, Lindsey	Nutrition Server I	Summit	Reg 3.75 hrs / day	01/17/25
Bennett, TJ	Executive Chef	Bend High	Reg 8.0 hrs / day	01/27/25
Burge, Bren	Bus Driver	Transportation	Reg 4.0 hrs / day	02/03/25
Carbo, Joann	EA Inclusion	Elk Meadow	Temp 5.0 hrs / day	01/21/25
Charlton, Michelle	Nutrition Server I	La Pine Elementary	Reg 3.75 hrs / day	01/06/25
Colgan, Stacey	Nutrition Server I	RE Jewell	Reg 3.75 hrs / day	01/23/25
Duck, Alex	EA Inclusion	Elk Meadow	Temp 6.5 hrs / day	01/24/25
Fletcher, Trisha	Nutrition Server I	Cascade	Reg 3.75 hrs / day	01/06/25
Grubb, Ashley	Outside Services I	Maintenance	Reg 8.0 hrs / day	01/27/25
Jeffers, Jessica	EA Inclusion	North Star	Temp 6.5 hrs / day	02/03/25
Kaps, Andy	Custodial Crew I	Elk Meadow	Reg 8.0 hrs / day	01/10/25
McClellan, Alison	Counseling Secretary II	High Desert	Temp 8.0 hrs / day	01/21/25
Palozzi, Shauna	Bus Driver	Transportation	Reg 4.0 hrs / day	01/16/25
Paquette, Madalyn	Energy and Sustainability Specialist	Custodial	Reg 6.5 hrs / day	01/27/25
Regan, Molly	Maintenance Construction Crew	Maintenance	Temp 8.0 hrs / day	02/03/25
Requa, Amy	EA Student Success	North Star	Temp 4.0 hrs / day	02/06/25



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Rogers, Julie	Nutrition Server I	Cascade	Reg 3.75 hrs / day	01/17/25
Rohrsen, Sydney	EA Inclusion	Sky View	Temp 1.33 hrs / day	01/14/25
Schubel, Megan	EA Instruction	Bear Creek	Temp 3.95 hrs / day	02/05/25
Schutz, Cassidy	EA Student Success	Lava Ridge	Temp 6.0 hrs / day	01/06/25
Shepherd, Andrea	EA Inclusion	Special Programs	Temp 7.0 hrs / day	02/04/25
Simpson, Steve	EA Inclusion	Transition CoOp	Temp 7.0 hrs / day	01/27/25
Weaver, Heidi	Curriculum Secretary II	High Desert	Temp 8.0 hrs / day	01/21/25

**Classified Resignations**

Name	Position	Location	Resign Date
Bogges, Meghan	Nutrition Server I	Mountain View	04/19/24 – 01/10/25
Burrows, Jim	Outside Services Shop Foreman	Maintenance	07/02/24 – 02/01/25
Chambers, Jonathan	Custodial Crew I	La Pine High	09/22/14 – 01/28/25
Curfew, David	Distribution Delivery Driver	Warehouse	06/09/16 – 01/24/25
Knox, Sam	EA Inclusion	North Star	12/05/24 – 01/10/25
Gochez, Jessica	Community Specialist I FAN	DEI	09/11/23 – 02/01/25
Hailey, Amber	EA Inclusion	Ensworth	12/13/24 – 01/30/25
Larmel, Carrie	EA Inclusion	Lava Ridge	08/27/24 – 01/22/25
Larmel, Jeffrey	EA Inclusion	Lava Ridge	08/27/24 – 01/22/25
Palacios, Maria	Custodial Crew I	Caldera	10/30/23 – 01/17/25

**Classified Retirements**

Name	Position	Location	Retire Date

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date



**HUMAN RESOURCES**

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*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

**Classified Dismissals**

Name	Position	Location	Term Date

**Confidential Hiring**

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

**Confidential Resignations**

Name	Position	Location	Resign Date

**Confidential Dismissals**

Name	Position	Location	Term Date
Ostrom, Jenny	Payroll Process Manager	Business Office	10/02/07 – 02/01/25



**REPORT:** Administrative Polices and Regulations for Adoption – February 11, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

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

Policy / Regulation Title	Reason for Update
<b>IKA-AR: Grades and Credit</b>	Updated to align with current district practices.
<b>JECD-AP: Assignment of Students to Courses</b>	New administrative policy based on current district practices and OSBA sample policy.
<b>JFG-AR: Student Searches</b>	Regulation has been rewritten to align with current district practices and OSBA sample policy.
<b>JN-AR: Student Fees, Fines, and Charges</b>	Updated to align with current district practices and OSBA sample policy. It has also been recoded from an administrative regulation to an administrative policy.
<b>JNA-AR: Retention of Student Education Records, Grade Reports and/or Diplomas</b>	Recommended for deletion as language has been incorporated into updated JN-AR.



### PROGRESS REPORTING

Grades will be used to report student progress on grade-level or content area learning standards and/or meeting course requirements and will be shared with parents/[guardians](#) at the end of each grading cycle, during the District's regularly scheduled parent-teacher conference days or throughout the year based on reasonable parent or teacher request.

Assessment of a student's progress will be by one or more of the following:

1. A letter grade, symbol, or number score following the district's existing report forms.
2. Yearly written narratives that reports the student's progress over the course of the school year.
3. A portfolio system that contains work samples collected and reviewed over time and used for ongoing assessment purposes.

Alternative reporting forms to the above must be pre-approved for school use by the Teaching and Learning Department.

At the beginning of the reporting period students and parents/[guardians](#) will be informed regarding the basis of the grades and the methods to be used in determining them.

### CROSS-CREDIT COURSEWORK

Some career-technical or professional-technical coursework may serve as an alternative to core academic study and be applied to diploma requirements based on the equivalency of meeting academic content standards. Students may opt to cross credit District-approved courses for a core academic diploma requirement under the following conditions:

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

### WEIGHTED GRADES

Some advanced coursework is weighted on a 5-point scale. Included are [100-level and above 300-/400-level](#) college math, science, Language Arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades. [College level courses transferred from a postsecondary institution are subject to the limitation listed below under "High School Transfer Credit"](#). A student ~~or~~ parent/[guardian](#) may appeal additional advanced coursework for consideration of weighed status to the Deputy Superintendent, overseeing high school programs.

### AWARDING CREDIT FOR A COURSE TAKEN MORE THAN ONCE

A student may repeat any course in order to improve [their his/her](#) knowledge when a grade of "D" or "F" has been earned. A "D" or "F" indicates course completion, will be recorded on the transcript, [but not and](#) used in the GPA calculation [if the course was remediated](#). In the event a course is retaken, the higher grade earned will count for required credit on the transcript; [while the original course remains on the transcript, the GPA and credit are not factored in and the lower grade will be counted as elective credit on the transcript.](#)

[This does not apply to electives, such as but not limited to band, yearbook, or leadership, that are designed to be repeatable.](#)

### PROCEDURES FOR TRANSCRIPTION OF GRADES WHEN A CLASS IS DROPPED

If a student is enrolled in a course and decides to drop that course within the first ten (10) [school days class-sessions](#), there will be no record of enrollment in that class on the transcript. This is considered a withdrawal.

If a student withdraws from a course after the first ten (10) [school days class-sessions](#), the student will receive an ["W"](#) on their transcript. ["F." This grade will remain on the transcript and will be factored in the student's GPA.](#)

If a student withdraws from a course after six (6) weeks in trimester schools or nine (9) weeks in semester schools, the student will receive an "F".

If a student drops a course to transfer to a corresponding course in the district's virtual instruction program within the first six (6) weeks of a term, the dropped course will be listed on the student's transcript with a "W," no credit, and no grade penalty. The virtual instruction course, grade, and credit will also be recorded on the student's transcript. Failure to enroll in the corresponding virtual instruction course within 10 days of dropping a course will result in an "F" in the dropped course.

In the district's virtual instruction program, students must enroll within the prescribed windows for the courses. Any course not completed or dropped after ten (10) days will result in an "F." The virtual course, grade, and credit will be recorded on the student's transcript.

The principal has the authority to approve on a case-by-case basis appeals to an "F" resulting from a course drop and to assign a "W" with no grade penalty based on extenuating circumstances. Extenuating circumstances include death in the student's family; a documented medical condition resulting in the student's inability to attend class or do the required work; change in the student's educational placement pursuant to IDEA, ELL, and/or 504; substance abuse treatment; and significant family disruption/hardship, such as homelessness, abuse or violence in the home, and incarceration. The principal will review the appeal with the teacher and counselor before making a decision.

#### **PROCEDURES FOR AWARDING AN INCOMPLETE GRADE**

A student can be given an Incomplete grade (INC) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher not to exceed the following six (6) weeks of the next semester/trimester. If an Incomplete grade is awarded at the end of the school year, the student will need to complete required coursework and the grade recorded by the end of the first semester/trimester of the new school year.

If the required coursework is not completed within the first six (6) weeks of the following semester/trimester agreed upon time, the "INC" grade will change revert to an "F".

The principal has the authority to approve on a case-by-case basis appeals to the "F" and extend the deadline based on extenuating circumstances. The principal will review an appeal with the teacher and counselor before making a decision.

#### **PE CREDIT FOR CHALLENGE TESTS AND OSAA ATHLETIC PARTICIPATION**

~~Students have the opportunity to challenge required credit in PE. Challenge tests will be scheduled once a semester/trimester at home schools. Students will be given one chance to take a challenge test and must achieve 80% or above to have successfully challenged the course. "P" grades and required diploma credit will be awarded and recorded on transcripts for successful challenges.~~

Students who participate in OSAA sports and complete an entire season may be eligible to receive one-quarter PE credit (0.25) per sport as defined in IKAA-AR.

#### **CREDIT FOR DRIVER'S EDUCATION**

Any time after enrolling in high school, and successfully completes an approved Driver's Education Program, a student can submit to the high school counselor principal an Application for Driver's Education Credit for one-half (.5) elective credits as a "pass" credit.

#### **HIGH SCHOOL COURSE CREDIT FOR MIDDLE SCHOOL STUDENTS**

Any time after enrolling in high school, a student can submit to the high school principal an Application for High School Transcript Credit. This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. Approved courses will be considered using the following criteria:

- Math credit should be limited to two (2.0) credits total
- World Language credit should be limited to two (2.0) credits total
- Any other classes outside of Math and World Language that students wish to have listed on their transcript should be codes as an elective credit.

- Math and World Language credits must be aligned and taught to the High School standards.

If approved, the course title, credit and grade will be added permanently to a student's transcript and cannot be changed or deleted at a later date. All courses included on a student's high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online.

### **HIGH SCHOOL TRANSFER CREDIT**

#### **STANDARD SCHOOL**

A designation given by the Oregon State Board of Education to Chapter 581, Division 22. This term also applies to similar designations given by other states to schools under their jurisdiction.

#### **ACCREDITED SCHOOL**

A school that has received accreditation from and/or recognized by international or national accrediting agencies.

#### **TRANSFER CREDIT(S)**

Students may take courses at an accredited non-district high school or postsecondary institution and have the courses placed on the high school transcript. Non-district secondary postsecondary courses may not supplant core graduation requirements. This may be done under all the following conditions:

- The course(s) has been pre-approved by the School Counselor and Principal, or designee, using the Non-District Secondary and Postsecondary Course Pre-Approval Form. Through the approval process, students will meet with their school counselor and/or administrator to discuss the course and how it aligns with their course progression plan.
- The institution of instruction must issue a grade and credit for the course(s) and Bend-La Pine Schools staff will determine equivalency of credits. College course credit will be issued using the conversion chart listed below.
- No more than four (4.0) total high school credits will be transferred to a student towards graduation from these institutions. This does not apply to students who transfer into Bend-La Pine Schools during their high school career and already have community college credit issued from another school, students enrolled in Bend-La Pine Schools Online, or any Dual Credit courses on their high school campus.
  - Students who transfer into Bend-La Pine Schools during their high school career and already have community college credit issued from another school will be allowed a maximum of 4.0 credits weighted on the 5.0 scale for their GPA.
- Any fees charged by the non-district secondary and postsecondary institution are the responsibility of the student and parent/guardian, unless they are part of the Expanded Options program.
- Once the course is completed, the student must request an official transcript from the institution to be sent to the Bend-La Pine Schools high school they attend. Submission of an official transcript from the postsecondary institution is required for credit to appear on the Bend-La Pine Schools transcript.

Courses offered at the high school site through dual credit programming are not eligible to be transcribed from non-district high school or postsecondary institutions.

Note: High School transcripts do not need to reflect all college courses that the student has taken. When students apply to college, they must submit all high school transcripts as well as transcripts from all post-secondary institutions.

When transferring into a District high school from an accredited high school or from a high school which has been declared "standard" by its respective state department of education, accreditation agency, or Department of Defense Education Activity School, whether public, private, religious or alternative high school, students will receive credit for previously completed classes

Students transferring from a high school which is neither accredited nor "standard" will not be granted credit for classes completed at that school, except for credits earned through an accredited correspondence or online school as allowed for other Bend-La Pine high school students.

Transfer students will not receive Bend-La Pine high school credit for classes taken via home school except for credits earned through an accredited correspondence or online school as allowed for other Bend-La Pine high school students. Students may receive credit for home school programs sponsored by the Bend-La Pine School District.

Students may apply credit by proficiency, independent study, correspondence, online, and college coursework from accredited agencies and institutions toward graduation. Coursework must be approved by the principal or ~~their~~ his/her designee.

## COLLEGE CREDIT

College quarter- and semester-hour credits will be converted to the following high school units of credit:

Quarter-Hour Conversion		Semester-Hour Conversion	
College	High School	College	High School
5	1.00	5	1.50
3-4	0.50	3-4	0.75
1-2	0.25	1-2	0.40

## ALTERNATIVE LEARNING EXPERIENCES FOR CREDIT

~~Students may develop and propose learning experiences independent of the regular school curriculum. This proposal for alternative crediting shall be developed under the guidance and approval of a counselor or a supervising teacher endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present his/her proposal to a review committee consisting of the vice-principal in charge of alternative credit options, the supervising teacher, the student's counselor, and other personnel as designated by the principal. This committee shall approve the proposal and award final credit and grade based on the student's submission of required documentation of performance.~~

## CONDITIONS FOR ALTERNATIVE CREDIT LEARNING EXPERIENCES

Students in atypical situations (i.e., homelessness, foster care, hospitalization, care of the state, migrant education, Title III recent arriver, homebound, previous dropout, etc.) will be offered educational opportunities with the goal of increasing credit flexibility. ~~Except as described below for the 2020-21 and 2021-22 school years,~~ The details of the alternative credit learning experience must be documented and pre-approved by a supervising teacher, school counselor and school administrator. The proposal must include the means by which the student will demonstrate performance standards in the subject area requested. Performance standards include state academic content standards and essential skills, recognized by industry standards, or other national or international standards of knowledge and skills. Students are encouraged to enroll in a full schedule of classes. An approved alternative learning experience may be designated as independent study and scheduled as a class period. Credits earned through this alternative means will be reflected on students' transcripts in the same way as traditional credits.

Credit options may include, but are not limited to:

- ~~1. Partial credit based on seat time using the formula 7 clock hours = .1 credits~~
2. Documentation of proficiency in or mastery of standards may include one or any combination of the following as defined in OAR 581-022-1131:
  - a. Successful completion of classroom or equivalent coursework (i.e., career-related learning experiences, project-based learning) in or out of class.
  - b. ~~Qualifying based on district guidance and p~~Passing score on an exam designed to measure proficiency or mastery of identified standards. As an example, a passing score on the GED exam will serve as the equivalent of ~~nine (9)~~ core subject credits (~~three (3)~~ Language Arts, ~~two (2)~~ math, ~~two (2)~~ science and ~~two (2)~~ social studies).
  - c. Collection of ~~assigned~~ work or other assessment evidence ~~for credit recovery~~.
  - d. ~~Pre-approved independent study~~.
  - e. Documentation of prior learning activities or experiences.
  - ~~f. For the 2020-21 and 2021-22 school years, students may earn credit for a course in which the student did not initially pass at semester / trimester, but did pass the following semester / trimester. The original grade shall not be changed but course passage denoted via alternative credit. A "P" for "pass" will be added to the transcript. This applies to the courses in the same content area or sequence. For example, if a student did not pass Semester 1 of Biology, but did pass Semester 2 of Biology; the student may earn 1 credit of Biology science credit. Or, if a student did not pass Health 1, but passes Health 2, the student may earn .5 credit for Health 1. Approval may be granted by the building principal or designee.~~

## MIDDLE & HIGH SCHOOL GRADING

Traditional letter grades A, B, C, D and F will be issued to middle and high school students unless an alternative method is approved by the superintendent or their designee. For the 2023-24 school year, Bend-La Pine Schools will use a grading floor of 50% on the traditional 100-point scale. A 50% represents an F, or half the points possible on a traditional 100-point scale, and will be the lowest possible grade reflected on any assignment or assessment. The 50% floor does not apply to classrooms using an equal interval scale such as 0-4, 0-8, or 1-6. Peer grading can be used for formative feedback, but will not be used as official grades for any assignment, activity, or exam. Beginning with the 2026-27 2024-25 school year, Bend-La Pine Schools will no longer use the 100-point scale and will instead use a 0-4 standards-based grading system scale in classes. Note: Middle Years Programme (MYP) and International Baccalaureate (IB) schools may use the MYP/IB grade scale for their sites. Dual-credit high school courses may be subject to the grading requirements of the partnering institution.

## END OF ADMINISTRATIVE REGULATION

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REVIEWED: 4/3/06, 5/19/08, 11/30/09, 7/18/11, 3/5/12, 4/22/14, 8/4/14, 2/27/17, 10/2020, 11/30/2020, 6/10/2021, 12/2021, 7/2022, 2/11/25  
APPROVED: 12/11/06, 6/9/08, 11/30/09, 9/9/11, 3/12/12, 5/5/14, 8/13/14, 2/27/17, 10/13/2020, 11/30/2020, 6/17/2021, 1/11/22, 8/9/22



The assignment of students to courses and classes to teachers is the responsibility of the building administrator or their designee. However, the Superintendent or designee may determine a student's placement in a course or grade level class. In all assignment and placement decisions, student welfare, skill level or level of proficiency, and the overall positive learning environment shall be the priority.

If a change in classroom or course placement is requested and/or necessary for a student:

1. The student and/or their parent/guardian may provide input as to the student's unique needs or level of proficiency.
2. The building administrator shall consult with classroom/course teacher(s) and any relevant specialists regarding the specific needs of the student.

Final decisions regarding the placement of students in a classroom or course remain the responsibility of the building administrator. Decisions for student placement shall adhere to Oregon laws and reflect the district's goals, values, and equity stance.

END OF ADMINISTRATIVE POLICY

REVIEWED: 1/14/25, 2/11/25

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[OAR 581-021-0019](#)

[OAR 581-022-0705](#)



1. Definitions

- a. "Reasonable suspicion" is based upon specific and articulated facts to believe that the student personally possesses or is in possession of some item that poses a risk of immediate and serious harm to the student, school officials and/or others at the school. The official's knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.
  - i. "Past experience" may provide the school administrator or designee with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another person.
  - ii. "Credible information from another person" may include information which the school administrator or designee reasonably believes to be true provided by another district employee, a student, a law enforcement or other government official or some other person.
- b. "Reasonable in scope" means that the manner and extent of the search are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and limited to the particular student or students most likely to be involved in the infraction and the area(s) which could contain the item(s) sought, and not excessively intrusive in light of the student's age, gender sex, maturity and the nature of the infraction.

2. Routine Inspection of District Property Assigned to Students

- a. Lockers, desks and other storage areas provided by the school and assigned to a particular student(s) are the property of the district, remain in the possession of the district and are under the control of the school administration. Students have no expectation of privacy regarding these items/areas.
- b. Students may use district-owned storage areas for the limited purpose of temporarily keeping items needed for attendance and participation in school instructional and activity programs only. No other purpose is permitted.
- c. Students shall be provided notification that district-owned storage areas assigned to students are subject to routine inspection without prior notice for the following reasons:
  - i. Ensure that no item which is prohibited on district premises is present;
  - ii. Ensure maintenance of proper sanitation;
  - iii. Ensure mechanical condition and safety;
  - iv. Reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district.

3. Voluntary Consent

- a. When a school administrator or designee has the requisite justification to search either a particular district-owned storage area assigned to a student or the clothing or the personal property of a student, the administrator or designee has the option of making a search or asking the student to voluntarily provide the item(s) sought. Before making a search, the administrator or designee should ordinarily ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. If the student refuses consent for their personal property, the administrator or designee may elect to contact the student's parents/guardians to obtain consent for the search of personal property.

4. Search Procedures

- a. With the requisite justification, a school administrator or designee may search an individual student, a district-owned storage area assigned to a student or the personal property of a student. Personal property of a student includes, but is not limited to, wallets, purses, lunch boxes/sacks, book bag, backpack or other containers used to carry belongings.
- b. All searches of a student or a student's personal property shall be based on the required reasonable suspicion/risk of immediate and serious harm and shall be reasonable in scope. A "strip search," requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the district.

- c. Searches will generally be conducted by an administrator, or designee. In certain circumstances an administrator may be assisted by a law enforcement official(s).
  - d. The student will generally be permitted to be present during a search of a district-owned storage area assigned to the student or during a search of the student's personal property. The student's presence is not required, however.
  - e. Search of a student's clothing will be limited to the student's "outer clothing" only. "Outer clothing" means the student's coat, jacket or other such outerwear garments worn by a student. A search of the clothing may include the search of a container inside the clothing, provided that the container is of a size and shape to hold the object of the search.
  - f. Searches of a student's outer clothing will be conducted by a school administrator or designee of the same gender sex as the student identifies.
  - g. Where the object of the search may be felt by a "pat down" of clothing or personal property, the school administrator or designee may first pat the clothing or property in an attempt to locate the object before searching inside the clothing or property.
    - i. In this case, documentation of the search must be documented using the attached form and is required to be stored in the student's education records and retained in accordance with applicable Oregon Administrative Rules governing records' retention.
    - ii. Searches will be conducted in privacy, out of the view of other students, staff and others and in the presence of an adult witness of the same gender sex as the student identifies.
  - h. Any item removed from the student as a result of the above procedures which is not evidence of a violation of a law, Board policy, administrative regulation or school rule may be returned to the student, as appropriate.
5. Other Searches
- a. Student vehicles may be parked on district property on the condition that the student and their parent(s)/guardian(s) allow the vehicle and its contents, upon reasonable suspicion/risk of immediate serious harm, to be examined.

If a student or parent(s)/guardian(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student's privilege of bringing a vehicle onto district property will be terminated for the remainder of the school year. Law enforcement officials may be notified.

- b. Metal detectors, including walk-through and hand-held devices, may be used when the superintendent, or designee, determines that there is a need for such detectors based upon reasonable information of a history of:
  - i. Weapons or dangerous objects found at school, on district property, at a school function or in the vicinity of the school; or
  - ii. Incidents of violence involving weapons at a school, on district property, at a school function or in the vicinity of the school.

Upon positive detection, a student will be asked to voluntarily remove the metal item. If the student refuses consent, the student will be held and any personal property will be seized and secured while the parent(s)/guardian(s) and law enforcement officials are summoned.

- c. Drug-detection dogs may be used when the superintendent, or designee, determines that there is a need for use of such dogs based upon reasonable information of a history of:
  - i. Drugs and/or drug paraphernalia use/possession at school, on district property, at a school function or in the vicinity of the school; or
  - ii. Incidents of violence or health emergencies involving drugs and/or drug paraphernalia at a school, on district property, at a school function or in the vicinity of the school.

After such need has been determined, drug-detection dogs may be used to sniff out contraband in district-owned storage areas or in student vehicles parked on district property upon reasonable suspicion to believe that contraband is in the area or vehicle.

Drug-detection dogs will not be used for general or "dragnet" searches.

- d. Body fluid searches of students for the presence of alcohol or drugs are prohibited by the district unless specifically authorized by the Board as part of its athlete drug-testing program.

- e. Breathalyzers may be used on students in the following situation:
    - i. A Breathalyzer may be utilized when there is reasonable suspicion that a student has been using alcohol at school, off school grounds then coming/returning to school, or at student activities that do not have required attendance.
    - ii. A school official that has been trained in the use of the Breathalyzer must perform the test and the Breathalyzer must be properly calibrated.
    - iii. When there is reasonable suspicion that a student has consumed alcohol and a Breathalyzer is available, school administrators will follow disciplinary procedures.
  - f. The district may deploy breathalyzer devices at extracurricular events and activities. Students may be subject to testing procedures as a prerequisite to attending the event/activity. If a student refuses testing, they will be detained, and parents/guardians will be contacted to come and take the student home.
6. Discipline
- a. Possession or use of unauthorized, illegal, unhealthy or unsafe materials will result in the following:
    - i. Seizure of the material:
      - 1. Property, the possession of which is a violation of law, Board policy, administrative regulation or school rule will be returned to the parent/guardian or, if also a violation of law, turned over to law enforcement officials or destroyed by the district as deemed appropriate by the administrator, or designee;
      - 2. Stolen property will be returned to its rightful owner;
      - 3. Unclaimed property may be disposed of in accordance with Board policy [DN - Disposal of Real Property](#).
    - ii. Discipline up to and including expulsion and notification given to law enforcement officials as appropriate or as otherwise required by law or Board policy.
7. Notice
- a. Notice of the District's policy and this administrative regulation will be provided to staff, students and their parent(s)/guardian(s).
8. Cooperation with Law Enforcement Officials
- a. Administrators will meet with law enforcement officials annually to review:
    - i. Official contact protocols;
    - ii. Applicable Board policies and administrative regulations;
    - iii. Circumstances in which the district will generally be requesting local law enforcement involvement in student searches and suspected crimes;
    - iv. Handling searches and evidence when involving law enforcement officials.

## Student Search Form

1. Name, age and gender sex of student: \_\_\_\_\_  
\_\_\_\_\_
2. Date, time and location of search: \_\_\_\_\_  
\_\_\_\_\_
3. Basis for search and nature of reasonable suspicion. What factors caused you to have a reasonable suspicion that the search of this student, their person or property or property assigned by the district for student use, would turn up evidence of some item that posed a risk of immediate and serious harm to the student, school officials and/or others at the school? Describe.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Describe areas and items searched: \_\_\_\_\_  
\_\_\_\_\_
5. What did the search yield? Were any prohibited items/materials seized? Were seized items/materials turned over to police? Parents/guardians? Other? Why or why not? Explain and include name(s)/position(s) of law enforcement contacts. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Was discipline imposed? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
7. Name and title/position of the witness to the search: \_\_\_\_\_  
\_\_\_\_\_
8. Name and title/position of district official conducting the search: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of District Official  
Conducting Search

\_\_\_\_\_  
Date

**END OF ADMINISTRATIVE REGULATION**

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REVIEWED: 5/26/04, 6/7/04, 10/11/10, 11/29/10, 10/10/11, 4/2014, 4/10/18, 1/14/25, 2/11/25

draft 2.2025

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The district seeks to ensure a learning environment, which protects the health and safety of students and staff. To assist in attaining these goals, district officials may search a student's person and property, including property assigned by the district for the student's use. District officials may seize an item which is evidence of a violation of law, district policy or rules, or which the possession or use of is prohibited by law, policy or rules.

1. A search may be conducted when there is reasonable suspicion to believe that evidence of a prohibited item is present in a particular place and/or a particular student has possession of a prohibited item at school. District officials may seize prohibited items and evidence.
2. A search of district property assigned to students, including but not limited to lockers or desks, may occur from time to time if district officials have reason to believe that the property contains items which may be hazardous to the safety or health of students or contains items which may belong to someone else.
  - At the time the district property is assigned to students for their uses, the district shall inform students of conditions for the use of such property and of the intent of the district to conduct random searches from time to time.
  - When possible or practical, the student should be present when a search of personal possessions is conducted.
  - Students may be notified that a search of assigned district property has occurred and will be notified of any evidence or prohibited item seized, as appropriate.
  - Strip searches are prohibited.
  - However, students may be required to remove outerwear and empty pockets or other areas where prohibited items may be hidden.
  - Pat-down searches may be conducted when reasonable under the circumstances.
3. Vehicular Search
  - Student vehicles may be parked on district property on the condition that the student and his/her parent(s) allow the vehicle and its contents, upon reasonable suspicion, to be examined.
  - Student vehicles on another school district's property at activities under the jurisdiction of the district, including interscholastic activities sponsored by the Oregon School Activities Association (OSAA) or other such voluntary organizations approved by the State Board of Education, shall also be subject to such condition.
  - If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student's privilege of bringing a vehicle onto district property will be terminated for the remainder of the school year.
  - A refusal will subject the student to discipline up to and including expulsion and law enforcement officials may be notified.
4. Use of drug dogs may be utilized for generalized, exploratory searches on an unannounced basis.

- The purpose of the use of a police drug dog on Bend-La Pine School sites is to help provide a safe environment for all students.
  - The use of such dogs is to help deter people from bringing drugs and other prohibited items on to Bend-La Pine School sites.
  - Police drug dogs may search lockers.
    - In the generalized, exploratory searches, students will not be present when lockers are searched and will be denied access until the search is concluded.
    - Any locker that is identified by the dog will be searched by the administrative staff with/without the student present at the time of the search.
    - If drugs are found in the locker or on the personal affects of the student in the locker, the student will be suspended per district policy and the police notified.
5. The drug dog may be utilized to search the parking lot and cars parked on any campus of Bend-La Pine Schools.
- Cars will be subject to search at any time.
  - If the dog hits on a car, the following procedures will be utilized:
    - The student who owns the car will be summoned and ask to open his/her car.
    - The car will be searched.
    - If drugs are present, the student will be cited and district disciplinary procedures will be enforced.
    - If no drugs are present but the dog detects odors, parents will be informed. No disciplinary action will occur to the student.
    - Bend-La Pine Schools will not be responsible for damages to an auto as a result of a search done by the drug dog.
6. Procedural Safeguards
- Students, parents, and staff will be informed of this procedure prior to the implementation of the policy.
  - A student will not be subject to a random individual search by the dog. Whenever a search of a student's locker or car results from the use of a police dog, the affected student's parents will be notified by letter and/or telephone.
  - Additional Use of Drug Dogs
    - Where reasonable suspicion exists that a student or students posses drugs, in addition to the exploratory search by a drug dog, the school may utilize a drug dog to conduct individual searches.
7. Breathalyzers may be used on students in the following situation:
- A Breathalyzer may be utilized when there is reasonable suspicion that a student has been using alcohol at school, off of school grounds then coming /returning to school, or at student activities that do not have required attendance.
  - A school official that has been trained in the use of the Breathalyzer must perform the test and the Breathalyzer must be properly calibrated.
  - When there is reasonable suspicion that a student has consumed alcohol and a Breathalyzer is available, school officials will:
    - Isolate the student as quickly as possible.
    - Conference with the student in private.
    - Observe the student for signs of alcohol consumption or intoxication.
    - Ask the student if he/she has been drinking.

- If the student says “no”, he/she will be offered the opportunity to confirm his or her innocence by use of the Breathalyzer.
- If the student agrees to use the Breathalyzer and alcohol is not detected, no further action is taken.
- If the Breathalyzer is used and alcohol is detected, disciplinary action proceeds as per district policy.
- If the student declines to use the Breathalyzer, the decision is made to proceed with disciplinary action, as per district policy, will be made as if no Breathalyzer were available.
- If the student says “yes”, disciplinary action as per district policy proceeds.

#### 8. Attendance at Activities

- In the case where students are attending student activities that are considered a privilege such as school dances; the school may test students for alcohol prior to allowing their admission.
- Students will be notified that every student wishing to attend the activity will be given a Breathalyzer test. The school will make a reasonable attempt to test all students attending. Those who test positive will be evaluated further, may not be granted admission and may suffer additional consequences.

#### 9. Student Interviews by Law Enforcement

On occasion, students may have information concerning developing situations which may compromise the health, safety or welfare of students or school employees, or which involve dangerous or criminal conduct. In such situations, law enforcement officials may interview students on district property at their own request, or at the request of a school administrator. The provisions of this section do not apply when the interview request is based on allegations of child abuse, or when an arrest or search warrant has been issued. In such situations, the provisions of Sections 10 and 11 below apply.

Situations arising under this section are often fluid and dynamic, and require flexibility and the exercise of discretion by the responding school administrator. The school administrator shall attempt to facilitate interviews under this section so that each student is afforded as much audio and visual privacy as possible under the circumstances. The student's parents will be notified of the interview as soon as reasonable under the circumstances.

#### 10. Release of Student to Law Enforcement

In all cases, other than child abuse cases, where a student is to be taken from the building by a law enforcement official, the administrator will verify the official's identity and make a reasonable effort to notify the student's parent(s). Law enforcement officials have the primary responsibility for notifying the parent(s) in such instances.

#### 11. Investigation of Child Abuse on District Property

- Law Enforcement Documentation and Procedure  
Any investigation of child abuse will be directed by the Oregon Department of Human Services, Community Human Services, or law enforcement officials as required by law. A school administrator must be notified that a child abuse investigation is going to take place. The administrator or designee will request adequate identification (i.e.; agency-issued photo identification and employee identification number) from the investigating official. After the department or law enforcement agency conducting the investigation presents adequate identification, the administrator or designee shall provide access to the to the child requested

to be interview for the investigation and a private space to conduct the interview of the child.. The administrator or designee shall inform the investigator of the child's disabling condition prior to the interview. The administrator or designee may be present at the interview of the student at the discretion of the investigating official. When the subject matter of the interview or investigation involves child abuse, administrators and school employees shall not notify, any person, including the parent or guardian, excepting DHS or law enforcement. The administrator or designee must complete the DHS/Law Enforcement Protocol form with each investigation request and maintain a record of the request in a separate secure file that is seperate of the student's school records.

## 12. Protocol

When the Oregon Department of Human Services or law enforcement officials request to interview a student under the circumstances described in Section 11 above, and the child is not a suspect in the commission of a crime, school administrators are directed to use the "Bend-La Pine Schools DHS/Law Enforcement Protocol" to evaluate the district's obligations to comply with the request. School administrators shall obtain the signature of the caseworker or law enforcement official acknowledging that the school administrator has followed the protocol when determining whether or not to make the student available for an interview. If the DHS casework or law enforcement official refuses to sign the form, the refusal must be noted on the Protocol form.

Reviewed: 5/26/04, 6/7/04, 10/11/10, 11/29/10,  
10/10/11, 4/2014, 4/10/18

Approved: 6/7/04, 10/11/10, 11/29/10,  
10/10/11, 4/28/14, 4/10/18

rewrite 2.2015



The Board recognizes the need for student fees to fund certain school activities, which are not sufficiently funded by the district.

No student will be denied an education because of ~~their~~ his/her inability to pay supplementary fees; ~~however, n~~No student, ~~however,~~ is exempt from charges for lost or damaged books, locks, materials, supplies, and equipment.

Students qualifying for McKinney-Vento services at the time the fee is due will be exempt from all charges for lost or damaged books, locks, materials, supplies, and equipment.

~~All student fees and charges, both optional and required, will be listed and described annually in the student/parent handbook, or in some other written form, and distributed to each student.~~ Students and families will be advised of all fees and charges, the due dates for such fees and charges, and the ~~as well as of~~ possible penalties for failure to pay them.

In accordance with the law and with Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid. Students or parents/guardians will receive written notice at least ten (10) days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines, or damages owed and the right of parents/guardians to request a hearing. The district may pursue fees, fines, or damages through a private collection agency or other method available to the district. ~~The District may also pursue all remedies provided by law, including an action against the student or parent or guardian of the student in a court of competent jurisdiction for the amount owed to the district, plus costs and reasonable attorney fees.~~

The district may waive all or a portion of the debt if one of the following conditions are met:

1. The district determines that the student or the parent/ ~~or~~ guardian of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The cost to notify the student and ~~their~~ his/her parents/guardian would cost more than the potential total debt collected relating to the notice; or
4. There are mitigating circumstances as determined by the superintendent or designee of the district that preclude the collection of the debt.

Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in Oregon Revised Statute (ORS) 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Prior to collection of debts, the superintendent or designee will ensure that notice has been provided as required by ORS 339.270.

~~The following fees, fines, or charges shall not be considered as conditions for admission, but may be assessed subject to the conditions described:~~

1. ~~Charges for standard, prescribed textbooks, but a security deposit may be required which may be refunded if the textbook is returned in usable condition. Supplemental texts shall be made available on loan.~~
2. ~~The District may require payment of fees for the use of musical instruments owned or rented by the District, the fee not to exceed the rental cost to the District or the annual depreciation plus actual maintenance cost for each instrument; except that children exempt from tuition under ORS 339.147 shall be loaned musical instruments by the District without charge.~~

~~Subject to ORS 339.147, the District may require payment of fees for the following items, provided that they are not required to satisfy minimum course requirements. As used in this section, minimum course requirements means any product that must be produced by a student to meet the goals of a course.~~

- 1.—In any program where the resultant product, if in excess of minimum course requirements and at the pupil's option, become the personal property of the student. If the resultant product is calculated into a student's grade, such fees may not be charged to the student.
- 2.—Admission fees or charges for extracurricular activities where pupil attendance is optional.
- 3.—A security deposit conditioned on the return of materials, supplies, or equipment including athletic equipment.
- 4.—Items of personal use or products which a pupil may purchase such as student publications, class rings, annuals, graduation announcements, graduation caps and gowns, or any item which becomes the student's personal property.
- 5.—Field trips considered optional to the District's regular school program. The District shall not charge fees for field trips that are required or for which student attendance is calculated into a student's grade.
- 6.—Any authorized voluntary pupil health and benefit plan.

END OF ADMINISTRATIVE POLICY REGULATION

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REVIEWED: 9/27/10, 1/9/12, 2/11/25  
 APPROVED: 9/27/10, 1/9/12

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 326.565](#)  
[ORS 326.575](#)

[ORS 339.115](#)  
[ORS 339.155](#)

[ORS 339.270](#)

draft 2.2025

- 
- 1.0 It is the intent of this district to collect the cost of property which has been lost, stolen or willfully damaged or injured by a student from such student or the parent or guardian of the student. The district shall collect fees due by a student from each student or the parent or guardian of the student.
- 1.1 Except as otherwise provided by law, the district will withhold the grade reports, diploma and records of a student or former student who owes a debt of \$50 or more to the district until the debt is paid in full or is reduced as a result of the appeals process.
- 1.2 Prior to pursuing the collection of a debt owed to the district by a student or former student and prior to withholding any grade reports, diploma or records of a student or former student, the following notification and process shall apply:
- 1.2.1 The parent or guardian of the student and the student will be notified in writing of the basis for the district's claim for payment, the amount owed, that the district intends to withhold the grade reports, diploma and records of the student until the debt is paid, that the district may pursue the matter through a private collection agency or other method available to the district, and that the student and/or parent or guardian has ten days in which to pay the debt prior to the district taking the action described above.
- 1.2.2 Notification described in Paragraph 1.2.1 will also notify the parent or guardian and student of the right to a hearing on the district's claim, including notice of when and where the hearing will take place and the right to be represented by an attorney or other spokesperson. A district official shall deliver written notice, either by certified mail or personally. Such notice shall be delivered at least seven calendar days prior to the hearing.
- 1.2.3 The superintendent or Hearings Officer shall conduct the hearing to the extent applicable in accordance with Oregon Revised Statutes, Oregon Administrative Rules and this district's policies applicable to expulsion hearings.
- 1.2.4 At the hearing, the student will be permitted to hear the evidence relating to the district's claim and will be afforded the right to present, by way of oral testimony, affidavits or exhibits, contrary evidence and evidence as to why the student's grade reports, diploma and/or records should not be withheld.
- 1.2.5 The Hearings Officer and/or the student or student representative may make a record of the hearing.
- 1.2.6 The Hearings Officer shall determine the facts of each case on the evidence presented at the hearing. The Hearings Officer will submit his/her findings and recommendations to the superintendent. The Hearings Officer may recommend any of the following:

- 1.2.6.1 Waiver of the amount owed when the student or the parent or guardian of the student is unable to pay, or when payment of the debt could impact the health or safety of the student.
- 1.2.6.2 Acceptance of partial or installment payments from the student or parent or guardian of the student if proposed by the student or the student's representative.
- 1.2.6.3 The withholding of grade reports, records and/or the diploma of the student until payment of the amount owed.
- 1.2.7 Upon receipt of the Hearings Officer's findings and recommendations, the superintendent or designee shall render a decision selecting one of the courses of action prescribed above. If the superintendent's or designee decision differs from the Hearings Officer's recommendations, the superintendent shall explain in writing the reasons for the difference. The parent or guardian of the student, or the student if emancipated, married or of the age of majority, will be notified in writing of the superintendent's decision within 14 calendar days of the hearing. Such notice shall be delivered either by certified mail or personally by a district official.
- 1.2.8 The superintendent's or designee's decision shall be final except the student and/or the student's representative may appeal the superintendent's or designee's decision to the Board. The Board may choose to review any and all decisions made by the superintendent pursuant to this policy. The Board's decision on review of a decision by the superintendent or designee shall be final. Any claims for payment by the district against one or more student or students may be consolidated for hearing.
- 1.2.9 Following a date that is at least ten days after the date of the notice given in 1.2.1 above, if the student or the parent or guardian of the student has not paid the debt the school district:
- 1.2.9.1 Shall, if the debt is \$50 or more and was incurred on or after July 1, 2004, withhold the grade reports, diploma and records of the student or former student;
- 1.2.9.2 May, if the debt is less than \$50 or if the debt was incurred before July 1, 2004, withhold the grade reports, diploma, and records of the student or former student; and
- 1.2.9.3 May pursue the matter through a private collection agency or other method available to the district, however, the district will not pursue the matter through a private collection agency or other method until a final decision has been rendered through the hearing and appeal process described above.
- 1.2.10 If the debt is overturned through the hearing process, the district shall release grade reports, diploma and records.

- 1.2.11 If the debt is reduced through the hearing process to an amount less than \$50 and was incurred on or after July 1, 2004, the district may withhold grade reports, diploma and records of the student.
- 1.3 Such person's designee may perform any act required to be performed by the superintendent under this regulation.
- 1.4 If the debt owed to the district is not paid as demanded, the school district board, in addition to any other remedy provided by law, may bring an action under ORS 339.270(3) against the student or parent or parent of the student in a court of competent jurisdiction for the amount owed to the school district plus costs and reasonable attorney fees.
- 1.5 The school district shall notify students about ORS 339.260 and 339.270 at least once each school year.
- 1.6 When a student changes schools within the district, including moving up to the next academic level, any unpaid debts will be transferred between schools and the receiving school will make all reasonable attempts to collect the unpaid amount. Debt payments will be retained by the collecting school.
- 1.7 Students owing money to the school district will not be allowed to participate in extra curricular activities, fee based programs such as Drivers Education, or culminating activities such as 8<sup>th</sup> grade Recognition Ceremonies or High School Graduations until all debts have been paid.
- 1.8 The district shall release the grade reports, diploma and records upon payment of the debt.
- 2.0 Notwithstanding the foregoing, the Superintendent or designee may waive all or a portion of debt owed to the District by a student if:
- 2.1 The District determines that the student or parent/guardian of the student is unable to pay the debt.
- 2.2 The payment of debt could impact the health or safety of the student.
- 2.3 The creation of the notice required above would cost more than the potential total debt collected relating to the notice.
- 2.4 There are mitigating circumstances as determined by the Superintendent that preclude the collection of the debt.
- 3.0 Notwithstanding Paragraph 1.0 above, a district shall not withhold the educational records of a student in the circumstances described in ORS 326.575 and applicable rules of the State Board of Education, or when such records are requested for use in the appropriate placement of a student.

Legal Reference

ORS 339.260  
ORS 339.270

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<sup>1</sup> ORS 339.260 provides the district discretion to withhold the grade reports, diploma and records of a student or former student who owes a debt of less than \$50 to the district incurred on or after July 1, 2004, or who owes a debt to the district incurred before July 1, 2004. The district has elected to withhold the grade reports, diploma and records of a student or former student in all such cases except as otherwise provided by law.

recommend delete 2.2025



**REPORT:** Elementary Math Curriculum Adoption

**PRESENTED BY:** Julie Richards, Director of Elementary Curriculum, Instruction, and Systems

**EXECUTIVE SUMMARY:**

This executive summary aims to present the findings and recommendations of the materials review team regarding the math adoption for grades K-5. Comprising of educators, field testers, administrators, and specialists, the team has dedicated the past three years to researching and identifying core beliefs and practices in the realm of equitable and effective teaching practices, access to grade-level heterogeneous mathematics, guaranteed, coherent curricular materials, integrated assessment systems and professional learning.

**Background:** Recognizing the pivotal role that high-quality mathematics materials play in developing critical math skills and fostering academic success, the school district initiated a comprehensive review of available mathematics materials for grades K-5. The objective was to identify resources aligning with Oregon standards, emphasizing core beliefs, and instilling a love for mathematics among students.

**Materials Review Process:**

1. Initial Research Review and Drafting of Core Beliefs: The team engaged in a literature review of the most current research regarding the teaching of mathematics, drafted a set of key core beliefs for materials and instruction, gathered feedback, revised and finalized core beliefs.
  - a. Mathematics Core Beliefs: [English/Spanish](#)
2. Professional Learning Year: The team engaged in a 3-day math seminar centering on Equitable and Mathematically Productive Engagement followed by 3 math studios focusing on equitable math practices.
3. Initial Selection: Identified potential mathematics materials aligned with the criteria set by the core beliefs and the Oregon Department of Education instructional materials list.
4. In-depth Evaluation: Conducted a thorough review of materials, considered factors such as alignment with standards, core beliefs, and established rubric
5. Field Study: Implemented a field study in select classrooms to gather feedback from teachers and students on the effectiveness of materials.
6. Field Study Professional Learning: The team engaged in a 2-day math seminar focusing on Responding to Students Current Understanding followed by a math studio for each set of field test materials analyzing how the materials support or hinder teaching equitable practices.
7. Analysis and Recommendations: Synthesized feedback, analyzed data, and developed recommendations based on the materials' impact on student engagement, learning outcomes, and teacher input.

**Key Findings:** After a rigorous evaluation process, the materials review team has identified mathematics materials demonstrating excellence in the following areas:

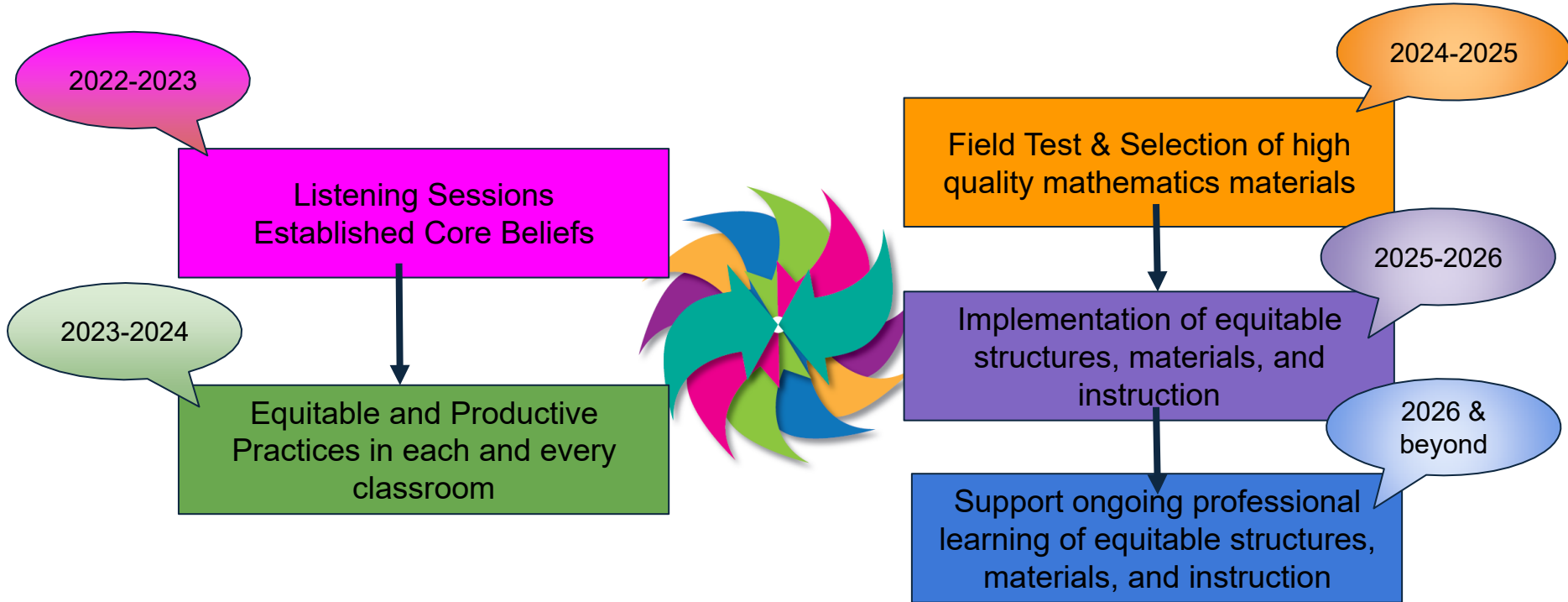
1. Going Deep with Mathematics - The materials support instruction to promote close analysis of math concepts, procedures, and reasoning.

2. Leverage multiple math competencies - The materials support instruction to identify and support mathematical contributions from students with varied strengths and levels of confidence.
3. Affirming math identities - The materials support structures, persistence and perseverance with complex math problems.
4. Challenge spaces of marginality - The materials widely distribute math knowledge authority in the classroom through centering student lived experiences as spaces for math investigations; maximizing student-generated math questions, and minimizing *status* differences among students.
5. Drawing on multiple resources of knowledge (culture, language, family, community) -The materials support instruction to affirm and support students' previous mathematics knowledge, cultural/family/community-based funds of knowledge and multilingualism to learn mathematics.
6. Usability the materials support teachers

# Elementary Math Curriculum Update

February 11, 2025

# Math Curriculum Review Process



# Professional Learning for Team

3-days focusing on  
Equitable and  
Mathematically  
Productive  
Engagement

2-days focusing on  
Responding to  
Students Current  
Understanding



# Professional Learning for Team

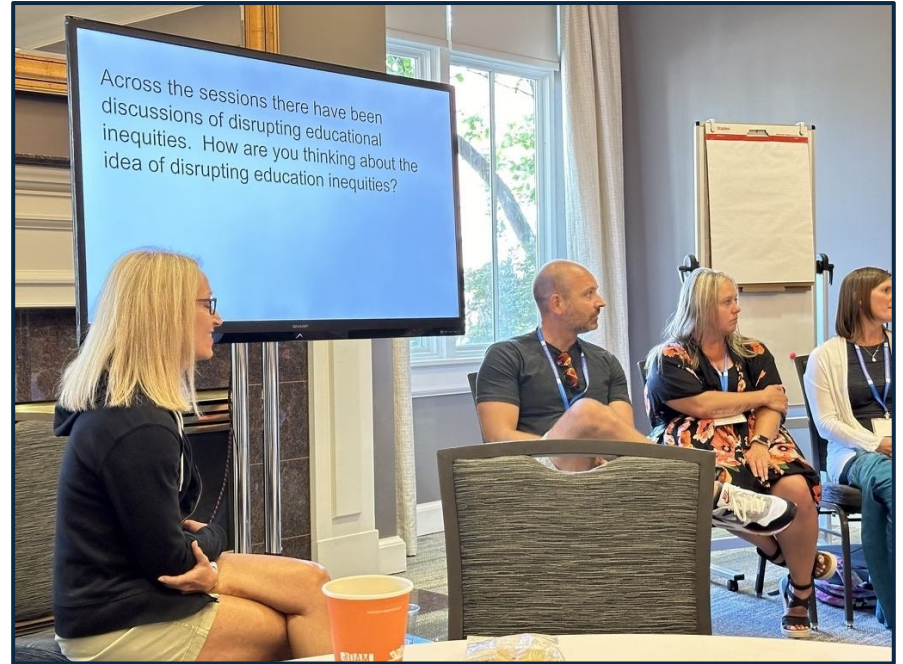
Math Studio during the 2023-2024 and 2024-2025 school years

- doing work with students in classroom



# Accelerated Learning K-8 Summit

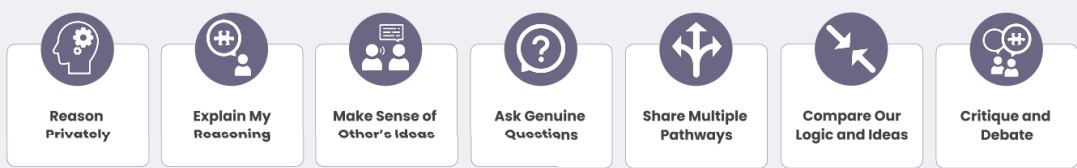
The team shared their experience during the Summit in Corvallis August 2024.



## HABITS OF MIND



## HABITS OF INTERACTION



## TEACHING ROUTINES

## CATALYTIC TEACHING ACTIONS

Generates student engagement in mathematically productive thinking & discourse by purposefully:		Uses purposeful, genuine questions & actions to elicit students':	Orients students to ideas for analysis by focusing discourse on:
Structuring Mathematically Worthwhile Student Math Talk	Conferring To Understand Student Thinking	Purposeful Private Reasoning	Analyze Contradictions or Stuck Points
Working With Selected & Sequenced Student Math Ideas	Orchestrating Productive Whole Class Discussions	Meanings of Specific Math Concepts, Ideas, or Properties	Analyze a Strategy or Argument
Working With Public Records of Students' Mathematical Thinking	Making Meaning of Tasks, Concepts and/or Language	Noticing, Wondering, and Conjecturing About Mathematical Structure	Compare and Connect Across Strategies or Arguments
		Metacognition	Reason with Visual Representations
		Mathematical Strategies, Reasoning, or Justification	Revoice Each Other's Ideas

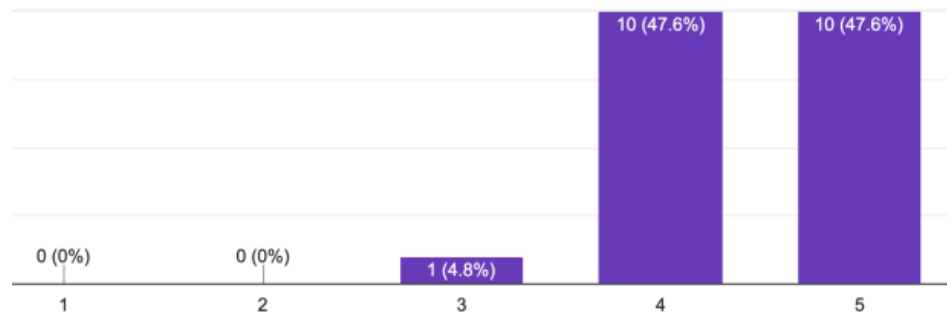
Amplify Desmos Math

A new curiosity driven program  
that builds lifelong math  
proficiency.



# Strength from Math Curriculum Review Team

## Student Feedback



4 - Partial understandings are noted as strengths and opportunities to build understanding.

*The majority of suggested student feedback is constructive focusing on math ideas and strategies rather than errors only.*

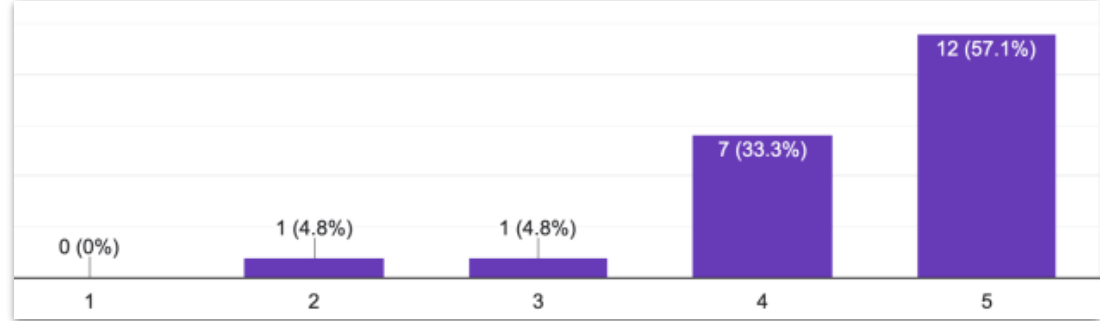
Suggested feedback includes strengths and needs.

5 - *Partial understandings are noted as strengths and opportunities to build understanding.*

*Suggested student feedback is constructive, focuses on math ideas and strategies, addresses strengths and needs; provides opportunities to revise thinking.*

# Strength from Math Curriculum Review Team

## Student Understanding

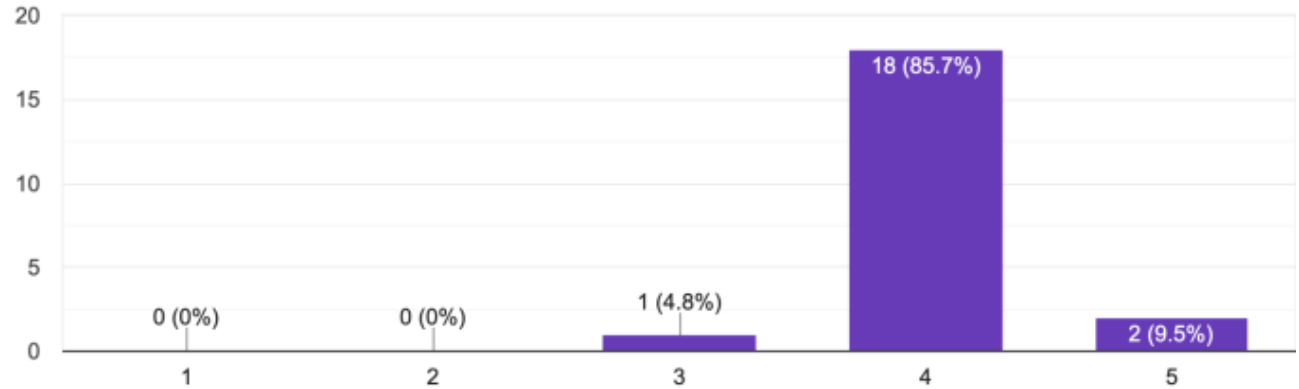


4 -There are many sustained episodes of sharing and developing collective understandings about mathematics.

5 -The creation and maintenance of collective understandings permeates the entire lesson.

# Strength from Math Curriculum Review Team

## Student Engagement



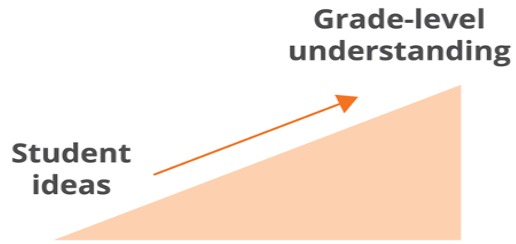
*4 - Student engagement is high and sustained for the majority of the lesson.*

*5 - Student engagement is high and sustained throughout the lessons.*

# Lesson Design



Warm-up



Activities  
Launch → Monitor → Connect



Synthesis



Reinforcement

# Built into the program

**I can be all of me in math class.**  
What makes you a good math partner?

## Math Language Routines

[MLR1: Stronger and Clearer Each Time](#)

[MLR2: Collect and Display](#)

[MLR3: Critique, Correct, Clarify](#)

[MLR5: Co-Craft Questions](#)

[MLR6: Three Reads](#)

[MLR7: Compare and Connect](#)

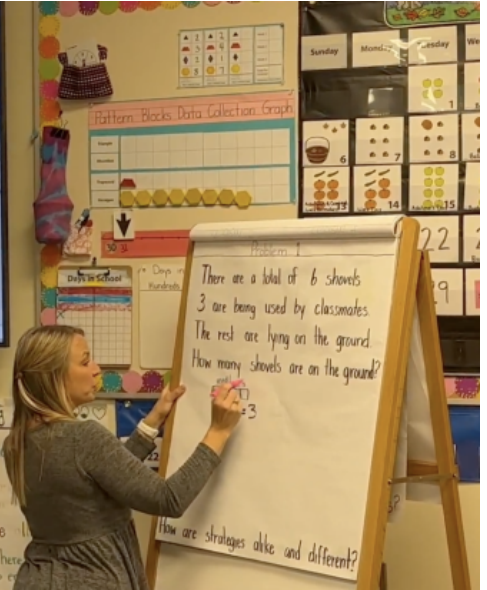
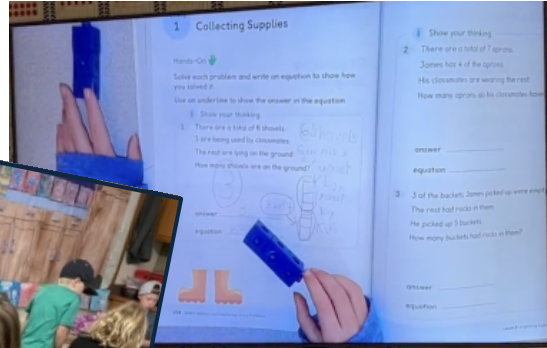
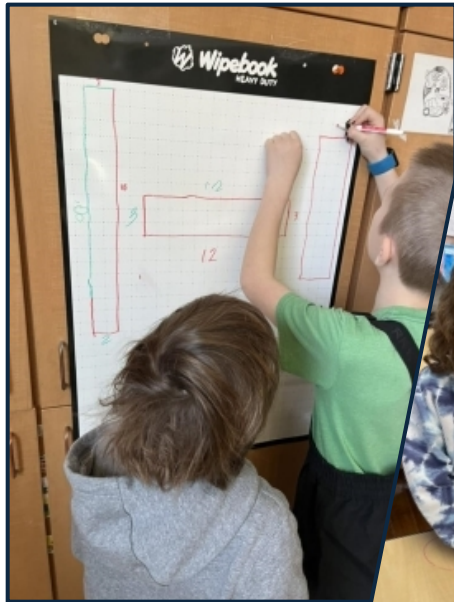


# Amplify Warm-up

Which one  
doesn't  
belong?  
Why?

A 4	B 17
C 28	D 33

# Field Study Stories....



# Next Steps...

- + Community Feedback- 2/12-3/10
- + Professional Learning Planning
  - + Launch during Educator Network Day - April 24
  - + June and August professional learning

Questions...



**REPORT:** Secondary Programs Update: Advanced Placement (AP), College Dual Credit (DC), International Baccalaureate (IB), Career and Technical Education (CTE)

**PRESENTED BY:** Katie Legace, Executive Director of High Schools  
Lisa Keown, CTE Teacher on Special Assignment  
LaKisha Clark, Principal, Bend Tech Academy  
Chris Boyd, Principal, Caldera High School

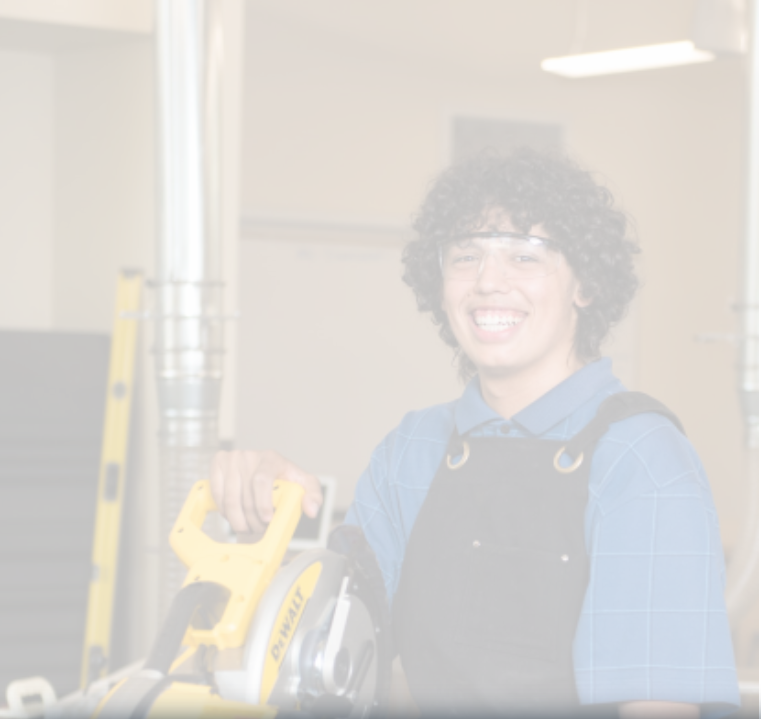
**EXECUTIVE SUMMARY:**

Bend-La Pine Schools currently offers extensive accelerated programming available to all students. The district offers 33 different Advanced Placement courses, 30 International Baccalaureate courses and 42 college dual credit programs through articulation agreements with eight colleges. Additionally, the district offers 34 Career Technical Education (CTE) programs across all seven high schools.

This overview will share courses offered and breakdown participation data by student demographics. Students who participate in these programs can earn college credit in high school while benefiting from valuable experience with rigorous coursework before they graduate.

This presentation will highlight our program to foster participation in internship opportunities through our partnership with COIC, as well as, educate current high school students, and rising ninth grade students, about the benefits of CTE.

Principals, teachers and students from two of our high schools will share about the impact of these programs on student learning and experiences.



## Secondary Programs Update

Katie Legace, Executive Director of High Schools  
Lisa Keown, Career Technical Education (CTE) TOSA  
LaKisha Clark, Principal, and students Bend Tech Academy  
Chris Boyd, Principal, and students Caldera High School

# Advanced Placement College Dual Credit and International Baccalaureate

- 166 total course offerings across seven high schools
  - 94 AP Courses (33 courses)
  - 30 IB Courses
  - 42 Dual Credit Courses
    - 27 with COCC
    - 15 with other postsecondary partners



# Advanced Placement

AP Art History  
AP Art Studio  
AP Art Studio: 2D Design  
AP Biology  
AP Calculus  
AP Calculus AB  
AP Calculus BC  
AP Capstone Research  
AP Chemistry  
AP Computer Science A  
AP Computer Science Principles  
AP Environmental Science  
AP European History  
AP French Language and Culture  
AP Human Geography

AP Japanese Language and Culture  
AP Language and Composition  
AP Literature and Composition  
AP Macroeconomics  
AP Music Theory  
AP Physics  
AP Physics 1  
AP Physics 2  
AP Pre-Calculus  
AP Psychology  
AP Seminar  
AP Spanish Language and Culture  
AP Statistics  
AP US Government and Politics  
AP US History  
AP World History

# College Dual Credit

Automotive Technology 3 (CTE)

Biomedical Foundations

Civil Engineering and Architecture (CTE)

Criminal Justice (CTE)

Criminal Law (CTE)

Culinary Arts 1 (CTE)

Culinary Arts 3 (CTE)

Culinary Arts 4 (CTE)

Graphic Arts 2 (CTE)

Introduction to Business 1 (CTE)

Human Anatomy/Physiology

Math 105: Math in Society

Mechanical Systems 1 (CTE)

Mechanical Systems 2 (CTE)

Metals Technology 3 (CTE)

Metals Technology 4 (CTE)

Narrative and Composition Studies

Personal Finance

Photography 1 (CTE)

Photography 2 (CTE)

Principles of Engineering

Restaurant Business Management

Sculpture/Ceramics 1

Sculpture/Ceramics 2

Sports and Exercise Psychology

WR 121: English Composition

WR 122: English Composition

Yearbook

## FFA/Ag and Mechanical Systems:

Intro to Animal Science

Pre Veterinary Medicine

Ag Leadership 1, 2, or 3

Plant Science

Natural Resources 1

Plant Science

# AP courses with embedded College Dual Credits (8)

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP European History
- AP Human Geography
- AP Language and Composition
- AP Literature
- AP Pre-Calculus
- AP Psychology
- AP US History



# College Partnerships

- Central Oregon Community College
- Blue Mountain Community College
- Chemeketa Community College
- Lane Community College
- Linn-Benton Community College
- Klamath Community College
- Mt Hood Community College
- Oregon Institute of Technology



# International Baccalaureate

IB Biology HL Y1 & Y2

IB Chemistry SL & HL

IB Computer Science SL Y1 & Y2

IB Environmental Systems/Societies

IB French HL Y1 & Y2

IB Global Politics SL

IB History of the Americas

IB Language A1 English HL Y1 & Y2: Lang  
and Lit

IB Language B French SL Y1 & Y2

IB Language B Spanish SL Y1 & Y2

IB Math Analysis HL Y1 & Y2

IB Math Analysis SL Y1 & Y2

IB Math Applications and Interpretations SL

IB Physics SL & HL Y1

IB Psychology HL

IB Spanish HL Y1 & Y2

IB Theory Of Knowledge 1 & 2

IB World Religions SL

## Outreach and initiatives to foster greater access and inclusion for all students

Four Year planning through SchoolLinks

- Information presented to all students, including 8th graders at their middle schools, during class meetings and forecasting
- CTE -Elective Exploration Fly Up Day
  - **March 3 10-12pm**
- “Course Fair” events for current HS students
- Equal Opportunity Schools Equity Initiative (MVHS)
- Equal-access to AP, IB, College Dual Credit coursework





# Bend-La Pine Schools CTE Programs

-  Agriculture - 
-  Automotive -  
-  Business -    
-  Computer Science -  
-  Construction -     
-  Criminal Justice -  
-  Culinary -  
-  Education - 
-  Engineering -     
-  Forestry/Nat Resources - 
-  Graphic Design and Media -    
-  Health Science -  
-  Manufacturing Technology -  



# CTE Programs

- 34 programs in seven high schools
- All aligned with community college partners
- 12 have industry certifications.

## Examples include

- Automotive Service Excellence
- BOLI Pre-Apprenticeship
- American Welding Society
- 1st Aide/CPR
- Wildland Firefighter
- ServeSafe Food Handlers
- Working to expand certifications with our staff and ODE



# Why CTE?

**BLSD CTE participants** (students who took at least one CTE class) **graduated at a 91.3% rate.**  
(Up from 90.2% last year)

**BLSD CTE concentrators** (students who took two or more CTE classes in one program) **graduated at > 95% rate**

For 23-24, BLPSD had 1122 (n=1306) students (86%) who graduated earned .5+ credits in CTE, and 357 earn 2+ credits



# CTE Programs

- Student learning in CTE dissolves boundaries between school and community.
  - CTE Showcase – Bend and Caldera
  - CTE Think Tank – Lapine
  - Mt. View Industry Pop-in
  - Community Support and collaboration through Advisory committees
  - Support through Field trips, Guest speakers and Donations.
- Students are provided varied opportunities to participate in Student Leadership Organizations.
  - DECA – Build on skills gained in the class and provides students a platform to test their skills, collaborate with peers and get feedback from industry professionals



# Youth Career Connect

- Partnership with Central Oregon Intergovernmental Council (COIC)
- Two YCC internship staff members connect students with work-based internship opportunities
- Open to all students
- Internships, Job Shadows, Field Trips, Guest Speakers



# Program Enrollment Trends

(Students taking at least one class)

	2021-22	2022-23	2023-24	2024-25	4-Year Avg (Change)
AP	1399	1488	1730	1876	1623 (+331)
IB	430	393	370	418	403 (-12)
CTE	2612	2916	Not Available	Not Available	

# Program Enrollment Trends

(Students with disabilities taking at least one class)

	2021-22	2022-23	2023-24	2024-25	4-Year Avg (Change)
AP	27	42	53	60	46 (+33)
IB	7	5	10	19	10 (+12)
CTE	261	285	Not Available	Not Available	

# Program Enrollment Trends

(Ever ELL students taking at least one class)

	2021-22	2022-23	2023-24	2024-25	4-Year Avg (Change)
<b>AP</b>	72	94	101	131	100 (+59)
<b>IB</b>	33	32	32	42	35 (+9)
<b>CTE</b>	156	270	Not Available	Not Available	

# Program Enrollment Trends

(Students from historically underserved racial/ethnic groups taking at least one class)

	2021-22	2022-23	2023-24	2024-25	4-Year Avg (Change)
AP	158	188	214	239	200 (+81)
IB	62	52	63	71	62 (+9)
CTE	329	460	Not Available	Not Available	

# Teacher & Student Experiences Bend Tech Academy

Introducing the Business Leadership Academy  
& Medical Academy

Student Representatives:

- KB Licitra, Senior (Business Leadership Academy)
- Faith Rue, Senior (Business Leadership, Medical Academy)
- Phoebe Karpstein, Senior (Medical Academy)
- Makayla Mitchell, Sophomore (Business Leadership, Medical Academy)
- Daniel Jansen, Sophomore (Business Leadership Academy)



# Teacher & Student Experiences Bend Tech Academy

## BTA Business Leadership Academy

- DECA (1 student in 2022-23, 10 students in 2024-25)
- BTA Production
- Business connections/ experiences



# Teacher & Student Experiences Bend Tech Academy

## Medical Academy

- Course Opportunities
- Certifications
- Career exploration



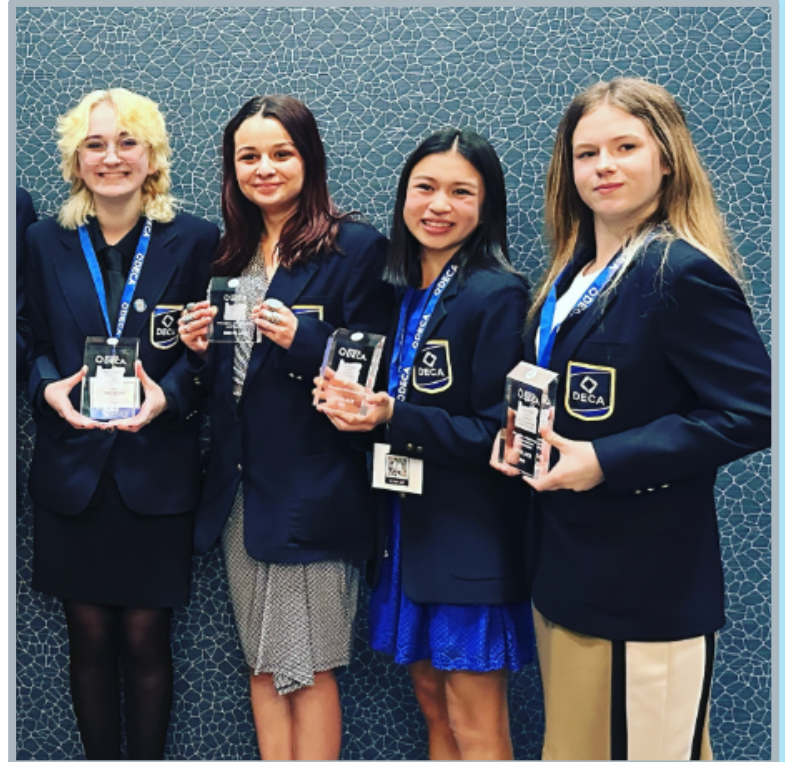
# Teacher & Student Experiences Caldera High School

Chloe Grissen - 11th grader at CHS

Currently enrolled in:

- AP Language and Composition
- AP Pre-Calculus
- Business Management 4 (COCC Dual Credit)

Why I chose this CTE program/AP class/ College Dual Credit option and how I see this experience impacting my future.



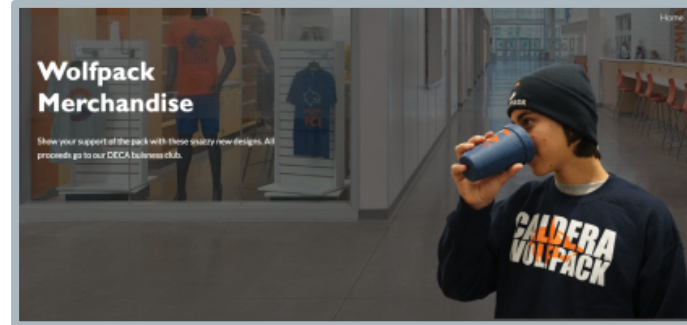
# How has my CTE experience shaped by HS experience?

## Business Management Classes:

- Use a Project-Based Approach to learning
- Students create “playbooks” that outline the process for planning, marketing, and implementing a business plan or hosting a community event
- Based on YouthTruth data, I decided to plan a district-wide **Life & Career Readiness** Event at Caldera High School



Go **Pack!** 



# YouthTruth – 2024 Data

# YouthTruth

— LISTEN. LEARN. IMPROVE. —

Within the College & Career Readiness theme, compared to other participating high schools, the **highest rated question** for Caldera HS was:

- *My school has helped me understand the steps I need to take in order to apply to college.*

and the **lowest rated question** was:

- *My school has helped me figure out which careers match my interests and abilities.*

*\*College & Career Readiness is an area of continued growth at CHS as we progress through year-two with all grade levels.*



# Life & Career Readiness Event



## LIFE AND CAREER READINESS NIGHT

Held at Caldera High School

**MARCH 12TH**

**5-7PM**

### WHY GO?

- ✓ Hear from all Oregon Public Universities
- ✓ Learn about trade schools
- ✓ Listen to speakers from our community
- ✓ Meet employers and build connections



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For Life & Career Readiness Night



# Career Technical Education Pathway to Post-Graduation



# Thank you!



**REPORT:** Administrative Policies and Regulations for Review – February 11, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

The following administrative policies and regulations are currently in review. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
<b>IGBHD-AR: Program and Instructional Activity Exemptions</b>	Updated to align with current district practices and OSBA sample policy. It has also been renamed and recoded from an administrative regulation to an administrative policy.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on February 25, 2025. 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, February 12, 2025.



The district may excuse students from a state-required program or learning activity for reasons of religion or disability<sup>1</sup>. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student’s parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the school principal.

The district will determine if credit will be granted for any alternative activity.

~~Students may be excused from a program of instruction or learning activity consistent with Oregon Administrative Rules as specified below:~~

~~Students shall be excused for absence from school to accommodate religious beliefs. Students shall not be penalized for such excused absences. (Also see Board Policy IGAC—Treatment of Religion in Schools for release time for religious instruction consistent with Oregon Revised Statutes.)~~

~~Students shall be excused for inability to perform due to a temporary disabling condition in a program of instruction or learning activity. In such situations, teachers shall provide an alternative learning activity. Students shall not be penalized for their inability to perform based upon a temporary disabling condition.~~

~~Students shall be excused from dissection of invertebrate or vertebrate animals upon their or a parent/guardian’s request. Students shall be provided without penalty an alternative method to dissection to demonstrate competency in the coursework. Alternatives may include videos, DVDs, CD-ROMs, films, computer programs, models, books, clay modeling or transparencies. Teachers of curricula which include dissection as part of the coursework shall notify students and their parents/guardians about these provisions.~~

~~Elementary Schools Principals are authorized to excuse students pursuant to these provisions:~~

~~Secondary School Principals are authorized to excuse students pursuant to these provisions. Such exemption for a high school student does not reduce the total credits required for graduation, as provided in Board Policy IKF Graduation Requirements.~~

END OF ADMINISTRATIVE **POLICY REGULATION**

REVIEWED: 2/11/25

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 336.035\(2\)](#)  
[ORS 336.465](#)  
[ORS 336.615](#)  
[ORS 336.625](#)

[ORS 336.635](#)

[OAR 581-002-0035](#)

[OAR 581-021-0009](#)

[OAR 581-021-0071](#)

[OAR 581-022-2050](#)

[OAR 581-022-2110](#)

[OAR 581-022-2505](#)

<sup>1</sup> If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.