



Bend-La Pine Schools School Board Regular Meeting Agenda

September 12, 2023, 5:30 PM

Location:

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

1.	<u>Call to Order</u>		
	Speaker(s): Chair Barnes Dholakia		
2.	<u>Pledge of Allegiance</u>		
	Speaker(s): Chair Barnes Dholakia		
3.	<u>Review of Agenda</u>		
	Speaker(s): Chair Barnes Dholakia		
4.	<u>Welcoming Week Proclamation</u>		<u>3</u>
	Speaker(s): Chair Barnes Dholakia		
	Attachments:		
	BLS Welcoming Week Proclamation 2023		3
	Proclamación de la Semana de Bienvenida 2023		4
5.	<u>District Recognitions</u>		
	A. Champion for Students Award		
	Speaker(s): Superintendent Cook		
6.	<u>Public Comment</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.		
7.	<u>Board Chair Report</u>		
	Speaker(s): Chair Barnes Dholakia		
8.	<u>Superintendent's Report</u>		
	Speaker(s): Superintendent Cook		
	A. Student Advisory Council Report		
9.	<u>Consent for Action</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.		
	A. Approval of Minutes		

Description: August 8, 2023, Regular Board Meeting and August 22, 2023, Board Retreat

Reference: ORS 192.650 and ORS 332.057

Attachments:

8.8.23 Minutes - DRAFT	5
8.22.23 Minutes - DRAFT	8
B. Approval of Board Policies	10
Attachments:	
Executive Summary: Board Policies for Adoption	10
CBC-BP: Supervision & Evaluation of the Superintendent - draft 8.8.23	11
Board Staff Linkage: BSL-1 - delete 8.8.23	13
Board of Directors and Superintendent Operational Agreement - 9.12.23	15
10. Approval of Personnel Recommendations	17
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements	
<i>Reference: ORS 332.505</i>	
Attachments:	
Certified Board Report 9.12.23	17
Classified Board Report 9.12.23	20
11. Consent for Information	25
Speaker(s): Superintendent Cook	
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
Attachments:	
2023-24 BLS Strategic Initiatives	25
12. Action Items	
A. Recommendation for Termination	
Speaker(s): Chair Barnes Dholakia	
13. Reports	
A. Enrollment Update 2023-2024	31
Speaker(s): Brad Henry, Chief Operations and Financial Officer	
Attachments:	
Enrollment 2023-24	31
B. Secondary Programs Update	32
Speaker(s): Katie Legace, Executive Director of High Schools; Stephen DuVal, Director of College and Career Readiness; and Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	
Description: Advanced Placement (AP), International Baccalaureate (IB), Dual Credit (DC), Career and Technical Education (CTE), and Dual Immersion (DI)	
Attachments:	
Executive Summary: Secondary Programs Update	32
Presentation Secondary Programs & Dual Immersion	33
Presentación Programas de Preparatoria y Doble inmersión	72
14. Board Comments	
Description: An opportunity for board members to provide comments or reflections.	
15. Adjourn	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for October 10, 2023.	



**Administrative School District No. 1
Bend-La Pine Schools**

Welcoming Week 2023 Proclamation

WHEREAS, our community, state and nation are stronger when we work together as a people in seeking the American dream through the shared values of hard work and equitable opportunity; and

WHEREAS, the diverse experiences and perspectives of our students and families are a vital part of our community, enriching and strengthening our schools, community, and collective future; and

WHEREAS, the success of Bend-La Pine Schools depends on making sure that all students and families feel welcome and experience a sense of belonging - including those who are underserved and/or marginalized; who are recent immigrants; who are black, indigenous, and people of color; who are experiencing poverty, houselessness, or foster/kinship care; who are LGBTQ+; who are experiencing disability; and who are linguistically diverse; and

WHEREAS, we honor the spirit of unity during Welcoming Week that is bringing neighbors together across Central Oregon to honor and elevate the voices of all;

NOW, THEREFORE IT IS RESOLVED THAT we, the Board of Directors for Bend-La Pine Schools, hereby proclaim September 10th through 17th, 2023, Welcoming Week. We invite all students and families of Bend-La Pine Schools to join this movement of schools and communities nationwide, renewing our commitment to our core American values and taking action together to build strong and inclusive schools across our community that stand as a beacon of education and opportunity.

Adopted this _____ day of _____, 2023

Signed:

Attest:

Board Chair

Superintendent



**Distrito Escolar Administrativo No. 1
Escuelas Bend-La Pine**

Proclamación de la Semana de Bienvenida 2023

CONSIDERANDO QUE, nuestra comunidad, estado y nación son más fuertes cuando trabajamos juntos como pueblo en la búsqueda del sueño americano a través de los valores compartidos de trabajo duro y oportunidades equitativas; y

CONSIDERANDO QUE, las diversas experiencias y perspectivas de nuestros estudiantes y familias son una parte vital de nuestra comunidad, enriqueciendo y fortaleciendo nuestras escuelas, comunidad y futuro colectivo; y

CONSIDERANDO QUE, el éxito de las escuelas de Bend-La Pine depende de asegurarse de que todos los estudiantes y familias se sientan bienvenidos y experimenten un sentido de pertenencia, incluidos aquellos que están desatendidos y/o marginados; que son inmigrantes recientes; que son negros, indígenas y personas de color; que están experimentando pobreza, falta de vivienda o cuidado de crianza/parentesco; que son LGBTQ+; que están experimentando discapacidad; y que son lingüísticamente diversos; y

CONSIDERANDO QUE, honramos el espíritu de unidad durante la Semana de Bienvenida que reúne a los vecinos de todo el centro de Oregon para honrar y elevar las voces de todos;

AHORA, POR LO TANTO, SE RESUELVE QUE nosotros, la Junta Directiva de Bend-La Pine Schools, proclamamos por la presente del 10 al 17 de septiembre de 2023, Semana de Bienvenida. Invitamos a todos los estudiantes y familias de las escuelas de Bend-La Pine a unirse a este movimiento de escuelas y comunidades en todo el país, renovando nuestro compromiso con nuestros valores estadounidenses fundamentales y tomando medidas juntas para construir escuelas sólidas e inclusivas en toda nuestra comunidad que se mantienen como un faro de educación y oportunidad.

Ha adoptado el presente _____ día de _____, 2023

Firmado:

Certificar:

Board Chair

Superintendent



Bend-La Pine Schools School Board Regular Meeting Minutes

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

Meeting Date: August 8, 2023

Board Members

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

1. Call to Order

Speaker(s): Chair Barnes Dholakia

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

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Attachments: 8.8.23 - Agenda - BORRADOR

Discussion: There were no changes to the agenda.

4. Public Comment

Speaker(s): Chair Barnes Dholakia

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

Discussion: There were no requests to provide public comment.

5. Board Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia shared updates from OSBA noting that there is a shortfall in funding for early intervention, teacher licensure has been streamlined in response to shortages, early literacy funding

passed at half of program costs, school board members can vote to authorize up to \$500 stipends for themselves, and SB 819 passed required parental consent for abbreviated days. She advised board members to stay abreast of human resources items across the district while remaining neutral in the event an item comes to the Board for review. She also shared that she met with several families from Highland Elementary and that she appreciates them sharing their experiences and their excitement about having Scott Edmondson joining as the new principal. Barnes Dholakia asked everyone to support students by helping them get ready for new teams and getting excited about supporting new teachers and principals.

6. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook shared that the Taskforce on Culture and Climate recently met to determine the district's highest priorities for the year: clear expectations of what is expected of students in schools and consistent expectations for the discipline process, including lines of communication. He noted that the Leadership Launch for all district administrators took place over the last two days with the themes of Safety & Belonging and Leading & Learning.

A. Student Voice Council Update

Speaker(s): Jackie Wilson, Student Voice Council Advisor

Attachments: Presentation: Student Voice Council 2023-24 Plan

Discussion: Jackie Wilson, Student Voice Council (SVC) Advisor, was joined by three students on the SVC leadership team. They revisited the group's mission, highlighted the student's role in the group, shared the purpose of monthly meetings, and discussed the goals for the upcoming school year.

7. Consent for Action

Speaker(s): Chair Barnes Dholakia

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

Action(s): I move to approve the Consent for Action as presented. This motion, made by Shirley Olson and seconded by Kina Chadwick, Carried.

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

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

A. Approval of Minutes

Description: July 11, 2023, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 7.11.23 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 8.8.23, Classified Board Report 8.8.23, and 2023-26 Superintendent Cook Contract Revised 7.21.23

8. Consent for Information

Speaker(s): Superintendent Cook

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

Discussion: Superintendent Cook noted that the District is adopting KK-AR: Visitors to District Facilities. The updates to the policy include grammatical corrections and the removal of exceptions to mandatory check in to align with current visitor practices and procedures. No public feedback was solicited as the updates made align with the current district practices and procedures.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption 8.8.23 and KK-AR: Visitors to District Facilities - draft 8.8.23

9. Reports

A. Bend High Design/Construction Update

Speaker(s): Doug Pigman, Executive Director of Facilities

Attachments: Presentation: Facilities Development Office Facilities Projects Update August 2023 and Presentation: BBT Bend Senior High School Reimagined Campus

Discussion: Doug Pigman, Executive Director of Facilities, provided a 2022 Bond update including the status of current projects: updating district-wide door locks and fire alarms, La Pine High School gym and auxiliary gym updates, renovations in Building 100 at Bend Tech Academy, installing LED lights and fans at Highland Elementary, rerouting the traffic flow at Miller Elementary, installing new flooring in the Mountain View High School cafeteria, updating the tennis courts at Summit High School, and installing fans at Juniper Elementary.

Renee Alexander, BBT Architects, joined to discuss the redesign and construction at Bend High School. She showed an overlay map of construction projects at the site by year dating back to 1955. She shared that campus planning meetings occurred from 2018-2021 with input from students, staff, and the community. It was noted that with the redesign, the football field, Maxwell Center, Auditorium, and production kitchen will all remain intact. The three design phases were discussed, noting that the team is currently in the schematic design phase. Discussion ensued regarding building costs increasing over time and the team shared that an extensive cost analysis of construction will take place once the schematic phase has been completed.

10. Discussion

A. Board Policies in Review

Speaker(s): Chair Barnes Dholakia

Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, August 9, 2023, through Tuesday, August 22, 2023, via Google Form.

Attachments: Executive Summary: Board Policies for Review 8.8.23, CBC-BP: Supervision and Evaluation of the Superintendent - draft 8.8.23, and Board Staff Linkage: BSL-1 - delete 8.8.23

Discussion: Chair Barnes Dholakia shared that CBC-BP: Supervision and Evaluation of the Superintendent includes updated language as well as adding the process for monitoring the Superintendent's performance that was previously described in BSL-1. It has also been renamed from an administrative policy to a board policy. She noted that BSL-1: Monitoring Superintendent Performance is being recommended for deletion as the language is now incorporated into the revised version of CBC-BP.

11. Board Comments

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

Discussion: Director Shirley Olson called out the level leaders for their modeling of leadership during the recent Leadership Launch.

Director Cameron Fischer thanked the members of the taskforce for their work and commended the SVC students for attending the meeting during their summer break.

Chair Barnes Dholakia appreciated Skip Offenhauser, Executive Director of Elementary Programs, as he finishes his final month before retirement and called out his work with instructional technology that allowed the District to be successful during the pandemic.

12. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for September 12, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 6:50 p.m.



Bend-La Pine Schools School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: August 22, 2023

Board Members

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

Carrie McPherson Douglass joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:34 p.m. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Attachments: 8.8.23 - Agenda - BORRADOR

Discussion: There were no changes to the agenda.

4. Work Session

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

Attachments: Pre-Read: Board Self-Assessment Standards and BLS Board-Superintendent Operating Agreement - DRAFT

Discussion: Chair Barnes Dholakia shared that an OSBA self-assessment had been provided to the Board prior to the meeting and that they were asked to reflect on the strengths of the Board in relation to the document. She noted that the document is a representation of highly effective boards. She asked the board members to re-read the document rating the Board on a scale of 1-4 for each section. The Board discussed each of the 12 areas, sharing their ratings and rationale for each area. She implored the board members to

think about two things important to them that the Board needs to continue working on.

Superintendent Cook discussed the Board Operating Agreement, noting that it replaces the previous Board Staff Linkage document and is intended to be an annual agreement to be signed by the Board and Superintendent. He asked that the Board submit any feedback and questions to himself or Janet Bojanowski no later than September 1st. The final draft document will be submitted in the September board packet for Board approval.

Cook discussed the district's strategic initiatives document, highlighting ELs 1.1, 2.1, 3.1, 4.2, 4.3, 4.8, and 4.9. He mentioned that each of the new Executive Limitations (ELs) will be reported on annually, either through a presentation to the Board or a written report submitted in the board packet. Discussion ensued regarding how the District will make space for urgent needs that arise mid-year that don't fall within the scope of the strategic initiative for the year.

Cook discussed the importance of elevating the work of the Climate and Culture Taskforce. He noted that much of the work that has come from the taskforce could lead to future strategic initiatives and will also require additional revenue sources. It was shared that during the September Work Session the district will be presenting a Local Levy 101 to further explore options for the Board to consider in regards to asks of the Taskforce and the wants of the community.

5. Board Comments

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

Discussion: Director Shirley Olson shared that the Education Foundation is one of the benefactors of the Duck Race and that ticket sales recently have been very successful.

Director Kina Chadwick shared that they attended the recent City Club Forum on student behavior, noting that the presentations were phenomenal.

Chair Melissa Barnes Dholakia shared that she recently attended the new and all administrator launches and participated in the bi-monthly OSBA Board Chair Cafe.

6. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for September 12, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:37 p.m.

Recorded by: Janet Bojanowski, Board Clerk



REPORT: Board Policies for Adoption (9/12/2023)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

EXECUTIVE SUMMARY:

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

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

Policy Title	Reason for Update
CBC-BP: Supervision & Evaluation of the Superintendent	Updates include language and process for monitoring the Superintendent’s performance that was previously described in BSL-1: Monitoring Superintendent Performance. Renamed from AP to BP No public comment received
BSL-1: Monitoring Superintendent Performance	Recommend deletion of BSL-1. Language is now incorporated into revised version of CBC-BP. No public comment received

RECOMMENDED MOTION:

I move to approve CBC-BP: Supervision & Evaluation of the Superintendent as presented and move to approve the deletion of BSL-1: Monitoring Superintendent Performance.



The Board of Directors will view Superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against superintendent job expectations which are defined as:

- Reasonable progress toward organizational accomplishment of the Board's Ends policies, and
- Organizational operation within the boundaries established in the Board's Executive Limitations.

Accordingly, monitoring determines the degree to which board policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.

The Board will acquire monitoring data on Ends and Executive Limitations policies by one of three methods:

1. By internal report, in which the Superintendent discloses information and demonstrates compliance to the Board;
2. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies;
3. By direct Board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.

The consistent standard for compliance for Executive Limitations policies shall be whether the Superintendent has reasonably interpreted and acted within the scope of the Board policy being monitored. For Ends policies, the standard shall be whether the Superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the Board's described Ends. The Board will make the final determination as to whether the Superintendent interpretation is reasonable, whether the Superintendent is in compliance, and whether reasonable progress is being made.

Executive Limitations will be monitored through a report presented by the Superintendent at a school board meeting. The Board of Directors may request specific evidence or data related to an Executive Limitation report, but shall do so in a timely manner with respect to the time necessary to prepare and data availability. The Superintendent will notify the Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board.

The Board of Directors will conduct a formal summative evaluation of the Superintendent according to the timeline, process and scoring specifications outlined in the Superintendent's contract. Board leadership and the Superintendent shall also meet in November and May of each year to ensure that roles and responsibilities are being properly met by each party.

The summative evaluation will be based on data collected during the year from the monitoring of Ends and Executive Limitations.

As the summative evaluation process described above is based on the prior year's evidence and actions, an incoming Superintendent would not have impacted those results, therefore, Board leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming Superintendent.

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract, or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board of Directors.

~~The superintendent's job performance will be evaluated formally at least annually. The superintendent and/or the Board may base the evaluation on the administrative job description, any applicable standards of performance, examination of the superintendent's portfolio, execution of Board policy, and progress in attaining goals for the year as established.~~

Additional criteria for the evaluation, if any, will be developed at a **public** Board meeting prior to conducting the evaluation. The Superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the Superintendent and **their his/her** performance will be in executive session, unless the Superintendent requests an open session. However, such an executive session will not include a general



evaluation of any district goal, objective, or operation. Results of the evaluation will be written and placed in the Superintendent's personnel file.

The results of the Superintendent's evaluation will be subject to the public records law.

Any time the Superintendent's performance is deemed to be unsatisfactory, the Superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the Superintendent pursuant to Board policy, the [Superintendent's](#) employment contract, [with the superintendent](#) and state law and rules.

END OF POLICY

REVIEWED: 2/8/2011, [8/8/2023](#)

ADOPTED: 2/13/1996, 1/14/1997, 2/22/2011, 9/27/2016

POLICY / REGULATION CROSS REFERENCE

GBL-AP: Personnel Records
GB-AP: General Personnel Policies

LEGAL REFERENCE

ORS 192.660 (2)(8)	ORS 342.815
ORS 332.505	OAR 581-022-1720
ORS 342.513	Hanson v. Culver School District No 5 (1975)

MONITORING SUPERINTENDENT PERFORMANCE

The Board will view superintendent performance as being identical to organizational performance. Superintendent job performance will be monitored systematically against superintendent job expectations which are defined as:

- reasonable progress toward organizational accomplishment of the Board's Ends policies, and
- organizational operation within the boundaries established in the Board's Executive Limitations policies.

Accordingly, monitoring determines the degree to which board policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.

The Board will acquire monitoring data on Ends and Executive Limitations policies by one of three methods:

1. By internal report, in which the superintendent discloses information and demonstrates compliance to the board;
2. By external report, in which an external, disinterested third party selected by the board assesses compliance with board policies;
3. By direct board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.

The consistent standard for compliance for Executive Limitations policies shall be whether the superintendent has reasonably interpreted and acted within the scope of the board policy being monitored. For Ends policies, the standard shall be whether the superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the board's described Ends. The board will make the final determination as to whether superintendent interpretation is reasonable, whether the superintendent is in compliance, and whether reasonable progress is being made.

Executive Limitations Policies will be monitored annually through a report presented by the superintendent at a school board meeting. While some policy language specifies interim updates (e.g. quarterly financial reports), the schedule for complete and formal EL monitoring appears below. Modifications to this schedule are subject to agreement between the superintendent and board leadership.

EL 1: Global Executive Restraint	August
EL 2: Emergency Superintendent Succession	August
EL 3: Treatment of Students, Parents / Guardians and the Public	September
EL 4: Treatment of Staff	September
EL 5: Staff Compensation and Benefits	October
EL 6: Staff Evaluation	October
EL 7: Facilities	June
EL 8: Academic Programs	November, March & May
EL 9: Technology	April

EL 10: Financial Planning and Administration
EL 11: Asset Protection
EL 12: Legally Required Policies

January
April
December

The school board may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the schedule. The superintendent will notify the school board of any material change to an Executive Limitation report that occurred after the report was submitted to the board.

Evaluation of the Superintendent

The board will conduct a formal summative evaluation of the superintendent according to the timeline, process and scoring specifications outlined in the superintendent's contract. Board leadership and the superintendent shall also meet in November and May of each year to ensure that roles and responsibilities are being properly met by each party.

The summative evaluation will be based upon data collected during the year from the monitoring of Ends and Executive Limitations policies.

As the summative evaluation process described above is based on the prior year's evidence and actions, an incoming superintendent would not have impacted those results, therefore, board leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming superintendent.

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or board policy. All employment decisions related to the superintendent remain the sole discretion of the board.

Replaces:

Originally Adopted: 9/27/2016

Monitoring Method:

Monitoring Frequency:



Purpose of Agreement

The Board of Directors and Superintendent must function as a cohesive leadership team. To ensure unity in purpose and clarity in process, effective group agreements must be in place. The following are the group agreements and expectations for the Bend-La Pine Schools' Board of Directors and Superintendent.

Collaborative Governance Agreements

1. Members of the Board and the Superintendent shall work together as a team, modeling lifelong learning and collaboration.
2. Board members shall place the district's mission, vision, and goals above personal interest.
3. Board members agree to follow Carver's Policy Governance model.
4. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
5. Board members shall carefully consider all issues brought to the Board by individuals and district leadership, listening to all perspectives.
6. Board members shall maintain appropriate confidentiality with district information.
7. The Superintendent shall respect the Board's responsibility to establish policy, and the Board shall respect the Superintendent's responsibility to manage the district.

Communication Agreements

1. Board members shall follow the chain of command and communicate directly with the Superintendent when a question, concern, or complaint is voiced by a staff member, student, parent/guardian, or community member.
2. Board members shall communicate directly with the Superintendent or Board Chair prior to meetings of the Board to address questions and/or concerns about agenda items. When possible, they shall communicate at least one business day prior to the meeting.
3. When an individual concern arises with any member of the Board / Superintendent team, Board members and the Superintendent shall communicate individually, as appropriate.
4. The Superintendent will communicate directly with the Board in a regularly established scheduled process for information sharing.
5. The Superintendent will communicate with the Board in anticipation of an adverse event or adverse media coverage, and/or when a serious incident involving staff, students, parents/guardians, or community members occurs.

Board Operation & Decision-Making Agreements

1. The Board and Superintendent will strive to start and end meetings on time. When possible, they will set "actionable" items that require more deliberation earlier in the agenda before "information only" items.
2. Board members will avoid surprises to other Board members or the Superintendent by following established communication agreements and meeting agendas. For an item to be added to a meeting agenda, three or more members must make the request to the Board Chair.
3. The Board will make decisions only as an entire Board and only at officially noticed public meetings.
4. Board members will support the decisions of the majority once a decision is made.

Board Expectations of the Superintendent

1. Work toward becoming a team with Board members.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the school district.
4. Prepare preliminary goals annually for the Board's considerations.
5. Provide data to the Board so that data-driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the Board of critical information, including relevant trends, anticipated adverse issues, or critical external or internal change.
8. Communicate with Board members promptly and effectively.
9. Conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.
10. Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent.

Superintendent’s Expectation of the Board

1. Recognize the Superintendent as the instructional leader of the school district, including careful consideration of each recommendation made by the Superintendent.
2. Assist in gaining acceptance and support in the community, in part by sharing the successes and failures of the school system with the Superintendent.
3. In public and at school board meetings, show district staff the respect and consideration due skilled, professional employees.
4. To increase transparency and set the Board and Superintendent up for success, inform the Superintendent of all critical information and issues in a timely manner.
5. Be willing to abide by the Board’s own rules, policies, and code of ethical conduct, displaying integrity of the highest order.
6. Study and evaluate educational issues affecting the school district, and participate in professional development activities at the local, state, and national level.
7. Avoid surprise items at school board meetings.
8. Respect the confidentiality requirement of Board meeting executive sessions.
9. Set clear goals for the Board itself, the Superintendent, and the district.
10. Remain student focused representing the needs and interests of all students in the district.

Bend-La Pine Schools	
Board of Directors	Superintendent
<p><i>GOVERNS</i> Decides What Requests Information Considers Issues Creates, Reviews, and Adopts Policy Establishes Vision, Approves & Reviews Plans Monitors Progress Approves Personnel Contracts Reviews & Approves District Budget Represents Public Interest</p>	<p><i>LEADS</i> Decides How Seeks and Provides Information Provides Recommendations Recommends and Carries Out Policy Implements Vision and Plans Reports Progress Supervises Hiring Processes & Practices Formulates District Budget Acts in Public Interest</p>

Board of Directors Signatures of Agreement, dated on this ____ day of _____ 20__:

 Director Zone 1

 Director Zone 5

 Director Zone 2

 Director Zone 6

 Director Zone 3

 Director Zone 7

 Director Zone 4

Superintendent Signature of Agreement, dated on this ____ day of _____ 20__:

 Superintendent



HUMAN RESOURCES

Education Center

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

DATE: September 6, 2023
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 September 12, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Allison, Rex	School Psychologist	Special Programs	Regular Part Time	08/28/2023
Arnett, Robin	Student Success Clinician	High Desert MS	Regular Full Time	08/28/2023
Baron, Jolene	Math Interventionist	Elk Meadow Elem	Regular Part Time	08/31/2023
Beaudry, Joshua	Design Teacher	Pilot Butte MS	Regular Full Time	08/31/2023
Bjorback, Lisa	Speech & Language Path	Elk Meadow Elem	Regular Full Time	08/28/2023
Boyd, Kelsey	Social Studies Teacher	Cascade MS	Temporary Part Time	08/28/2023
Canja, Adela	K-2 Classroom Teacher	Rosland Elementary	Regular Full Time	08/28/2023
Cassidy, Lisa	Biology Teacher	La Pine HS	Temporary Part Time	08/28/2023
Caughlin, Keegan	K-2 Classroom Teacher	Ensworth Elementary	Temporary Full Time	08/28/2023
Chorlton, Jessica	Elementary Title 1 Teacher	Bear Creek Elem	Regular Full Time	08/28/2023
Claar, Sara	K-8 Classroom Teacher	West Side Village	Regular Full Time	08/28/2023
Clark, Abigail	Counselor	Pacific Crest MS	Regular Full Time	08/28/2023
Cole, Mary	Learning Specialist	Special Programs	Temporary Full Time	08/28/2023
Crabtree, Deidre	Science/PE Teacher	Pacific Crest MS	Regular Full Time	08/28/2023
Dame, Cody	Learning Specialist	Special Programs	Regular Full Time	08/28/2023
Dillon, Ryan	Electives Teacher	La Pine MS	Temporary Part Time	08/28/2023
Dods, Garry	Learning Specialist	Special Programs	Regular Full Time	08/28/2023
Dugan, Erin	3-5 Classroom Teacher	High Lakes Elementary	Regular Part Time to Temporary Full Time	08/28/2023
Enstrom, Kaia	3-5 Classroom Teacher	Rosland Elementary	Regular Full Time	08/28/2023
Ferguson, Trevor	3-5 Classroom Teacher	Rosland Elementary	Regular Full Time	08/28/2023
Franco, Anna	K-2 Classroom Teacher	La Pine Elementary	Regular Full Time	08/28/2023
Frost-McKee, Sarah	3-5 Classroom Teacher	Highland Elementary	Temporary Full Time	08/28/2023
Fulkerson, Madeline	Counselor	Lava Ridge Elementary	Temporary Part Time	08/28/2023
Gallagher, Susanna	Student Success Clinician	North Star Elementary	Regular Full Time	08/28/2023
Gautreau, Nicole	ELL Language Specialist	South County	Regular Full Time	08/28/2023
George, Hillary	Enrichment Teacher	Ensworth Elementary	Temporary Part Time	08/28/2023
Gilbert, McKenna	K-2 Classroom Teacher	La Pine Elementary	Regular Full Time	08/28/2023
Gove, Rachel	Learning Specialist	Special Programs	Regular Full Time	08/28/2023



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Haas, Meagan	Counselor	Mountain View HS	Regular Full Time	08/28/2023
Hasse, Magadalyn	CTE Culinary Teacher	Bend Senior High	Regular Part Time	08/28/2023
Harms, Sydney	Music Teacher	Pacific Crest MS	Regular Part Time	08/28/2023
Hoole, McKenna	Learning Specialist	Special Programs	Regular Full Time	08/28/2023
Hu, Aichun	Chinese Teacher	Calder HS	Regular Part Time	08/28/2023
Iverson, Marissa	Floating Substitute Teacher	South County	Temporary Full Time	08/28/2023
James, Amy	Drama Teacher	Mountain View HS	Temporary Part Time	08/28/2023
James, September	K-2 Classroom Teacher	Three Rivers	Temporary Full Time	08/28/2023
Keyser, Ryne	Learning Specialist	Rosland	Temporary Full Time	08/28/2023
Knight, Molly	K-2 Classroom Teacher	North Star Elem	Temporary Full Time	08/31/2023
Lafrenz, Jackie	Intermediate Teacher	Bear Creek Elementary	Temporary Full Time	08/28/2023
Layton, Thea	Mathematics Teacher	Summit HS	Temporary Full Time	08/29/2023
Levine, Sydney	Mathematics Teacher	La Pine HS	Regular Part Time to Regular Full Time	08/28/2023
Mason, Debbie	Student Success Clinician	Buckingham Elementary	Regular Full Time	08/28/2023
Matylewicz, Brian	Learning Specialist	REALMS HS	Regular Full Time	08/28/2023
Martin, Alyson	Student Success Coordinator	Rosland Elementary	Temporary Full Time	08/31/2023
Mauze, Tracy	K-2 Classroom Teacher	Lave Ridge Elementary	Regular Full Time	08/28/2023
McDermott, Molly	ELL/Language Specialist	High Lakes Elementary	Temporary Full Time	09/01/2023
Michel, Heather	Science Teacher	Cascade MS	Temporary Part Time	08/28/2023
Murphy, Alessandra	K-2 Classroom Teacher	Rosland Elementary	Temporary Full Time	08/28/2023
Myers, Hannah	School Psychologist	Special Programs	Regular Full Time	08/28/2023
Nelson, Jihan	Student Services Coach	District Wide	Temporary Full Time	08/28/2023
Nichelini, Dante	Ceramics Teacher	Caldera HS	Regular Full Time	08/28/2023
Nielsen, Andrea	Speech & Language Pathologist	Rosland Elementary	Regular Part Time	08/28/2023
O'Connor, Chance Scott	SPED Learning Specialist	Bear Creek Elementary	Temporary Full Time	08/28/2023
Parker, Kathleen	School Counselor	Miller Elementary and Highland Elementary	Regular Full Time	08/28/2023
Purdy, Sean	Social Studies/PE Teacher	Pilot Butte MS	Regular Part Time	08/28/2023
Quevedo, Alaina	School Counselor	Buckingham Elementary	Temporary Part Time	08/28/2023
Roberts, Sterling	Choir Teacher	Pacific Crest MS/Cascade MS	Regular Full Time	08/28/2023
Sanchez-Millar, Jessica	Translation/Interpretation Dual Language	Caldera HS	Temporary Part Time	08/28/2023
Schmied, Amber	Learning Specialist	Special Programs	Temporary Full Time	08/28/2023
Shunk, Christopher	Photography Teacher	Caldera HS	Regular Part Time to Temporary Full Time	08/28/2023
Sproba, Kelly	Learning Specialsit	Special Programs	Regular Part Time	08/28/2023



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Stapp, Darren	K-8 Teacher	West Side Village Elementary	Temporary Full Time	08/28/2023
Trendler, Paul	Social Studies/Humanities Teacher	Cascade MS	Regular Full Time	08/28/2023
Waldron, Amanda	3-5 Classroom Teacher	RE Jewell Elementary	Temporary Full Time	08/28/2023
Warren, Brittani	South County Float Sub	South County	Temporary Full Time	08/28/2023
Webster, Caitlyn	K-2 Classroom Teacher	Bear Creek Elementary	Regular Full Time	08/28/2023
Williams Bell, Megan	K-2 Classroom Teacher	Lava Ridge Elementary	Temporary Full Time	08/28/2023
Wittwer, Susan	3-5 Classroom Teacher	Highland Elementary	Regular Full Time	08/28/2023

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Murray, Aubrie	Elementary LSC	WE Miller Elementary	08/27/2018 – 08/01/2023
Stoefen, Lori "Chicken"	Elementary ERC	Rosland Elementary	08/19/2002 – 08/12/2023
Williams, Dawn	K-3 Primary Teacher	RE Jewell	08/29/1995 – 08/18/2023

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Tobolski, Vanessa	Assistant Principal	North Star Elementary	Temporary Part Time	08/15/2023

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES



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*520 N.W. Wall Street
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September 5, 2023

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on September 12, 2023.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Baker, Jessica	EA - Inclusion	Lava Ridge	Reg 6.5 hrs / day	08/29/23
Bannwarth, Aimee	EA - Instruction	Silver Rail	Temp 6.0 hrs / day	08/31/23
Bathey, Lorena	EA – Student Success	Cascade	Reg 7.5 hrs / day	08/29/23
Baxley, Warren	Bus Driver	Transportation	Reg 4.0 hrs / day	09/04/23
Beall, Emmaline	EA - Inclusion	Bear Creek	Reg 6.5 hrs / day	08/29/23
Bench, Charles	EA - Inclusion	Caldera	Reg 7.0 hrs / day	08/29/23
Benesch, Kent	Bus Driver	Transportation	Reg 4.0 hrs / day	09/04/23
Bettencourt, Cami	Reception Secretary II	Mountain View	Reg 7.0 hrs / day	08/18/23
Bianchi, Nicole	EA - Instruction	High Lakes	Reg 5.5 hrs / day	08/29/23
Bull, Carmen	EA - Instruction	Silver Rail	Temp 6 hrs / day	08/29/23
Burger, Heather	EA - Alternative Education	Caldera	Reg 6.0 hrs / day	09/06/23
Cameron, Lisa	School Office Secretary II	La Pine Middle	Reg 8.0 hrs / day	08/14/23
Chapple, Hazel	EA - Instruction	Bear Creek	Temp 3.95 hrs / day	08/29/23
Cupit, Susan	EA - Instruction	High Lakes	Temp 3.5 hrs / day	09/06/23
Currie, Kalena	EA - Inclusion	North Star	Reg 6.5 hrs / day	08/29/23
Dale, Marcus	Assistant Custodian II	Summit	Reg 8.0 hrs / day	08/04/23



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Daprano, Anthony	Media Manager II	Cascade	Reg 7.0 hrs / day	08/28/23
Davis, Tabatha	EA - Instruction	Lava Ridge	Temp 3.0 hrs / day	08/29/23
Dedrick, Diane	EA - Instruction	Amity Creek	Reg 3.75 hrs / day	08/29/23
Dixon, Campbell	Family Liaison	ESL	Reg 1.6 hrs / day	09/11/23
Duffy, Brandy	EA - Inclusion	Lava Ridge	Reg 6.5 hrs / day	09/01/23
Dunham, Cindy	Nutrition Technician II	La Pine Elementary	Reg 7.0 hrs / day	08/21/23
Ehlers, Denise	School Secretary I	Rosland	Reg 6.0 hrs / day	08/29/23
Fettig, Joe	Custodial Crew I	Summit	Reg 8.0 hrs / day	07/27/23
Field, Gabriel	EA - Inclusion	Bend High	Reg 7.0 hrs / day	08/29/23
Frasieur, Daniel	Assistant Custodian II	Summit	Reg 8.0 hrs / day	09/05/23
Gard, Sommer	Curriculum Secretary / Accounting Tech	Realms	Reg 8.0 hrs / day	09/06/23
Gelinas, Hannah	EA - Inclusion	Elk Meadow	Reg 6.5 hrs / day	08/29/23
Godard, Kevin	Custodial Crew I	North Star	Reg 8.0 hrs / day	09/01/23
Golda, Steph	Nutrition Server I	Cascade	Reg 3.0 hrs / day	08/29/23
Goodin, Michelle	EA – Inclusion	Pilot Butte	Reg 7.0 hrs / day	08/29/23
Grant, Candy	EA - Inclusion	Ponderosa	Reg 6.5 hrs / day	08/29/23
Gray, Daniel	Custodial Asst. II	Caldera	Reg 8.0 hrs / day	09/05/23
Gudgel, Jon	Bus Driver	Transportation	Reg 4.0 hrs / day	09/04/23
Hall, Alexander	Safety and Security Monitor	Pilot Butte	Reg 7.0 hrs / day	08/29/23
Hayes, Kaylie	EA – Student Success	Pine Ridge	Reg 6.5 hrs / day	08/29/23
Helton, Ted	IT Analyst	Technology	Reg 8.0 hrs / day	08/23/23
Hickmann, Calah	Office Manager II	RE Jewell	Reg 8.0 hrs / day	08/04/23
Hiebing, Lindsay	EA - Inclusion	North Star	Reg 6.5 hrs / day	08/29/23
Hyun, Sookkyung	EA - Inclusion	Elk Meadow	Reg 6.5 hrs / day	08/29/23



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Jennings, Alexandra	EA - Inclusion	North Star	Reg 6.5 hrs / day	08/29/23
Johnson, Lisa	Attendance Office Secretary II	Realms	Reg 8.0 hrs / day	08/18/23
Jones, Madelynn	EA - Inclusion	Caldera	Reg 7.0 hrs / day	09/05/23
Jorge, Fernando	Bus Driver	Transportation	Reg 4.0 hrs / day	09/04/23
Keola, Dodie	Attendance Office Secretary II	Cascade	Reg 7.5 hrs / day	08/21/23
Ladig, Charles	EA - Inclusion	Sky View	Reg 7.0 hrs / day	08/29/23
Maser, Damion	Client Services Tech 1	IT	Reg 8.0 hrs / day	09/18/23
Mathews, Jim	Custodial Crew I	Pilot Butte	Reg 8.0 hrs / day	08/08/23
Maxey, Shane	Assistant Custodian II	Custodial	Reg 8.0 hrs / day	08/04/23
McVay, Lacey	EA - Instruction	La Pine Elementary	Reg 7.0 hrs / day	08/29/23
Mixell, Brianna	EA - Instruction	RE Jewell	Temp 6.0 hrs / day	08/29/23
Moot, Tyler	Nutritional Specialist III - Cook	Bend High	Reg 8.0 hrs / day	08/29/23
Nelson, Dave	Media Manager	Bear Creek	Reg 7.0 hrs / day	08/28/23
Nichols, Haley	Office Manager I	Lava Ridge	Reg 8.0 hrs / day	08/04/23
Norman, Jessie	Records Clerk	Special Programs	Temp 8.0 hrs / day	09/07/23
Nye, Jamie	EA - Instruction	Silver Rail	Temp 3.95 hrs / day	08/29/23
Panzarella, Lisa	Media Manager I	Silver Rail	Temp 5.6 hrs / day	08/28/23
Parsons, Katherine	EA - Inclusion	Bear Creek	Reg 6.5 hrs / day	08/29/23
Petrus, Joel	Custodial Crew I	Caldera	Reg 8.0 hrs / day	07/28/23
Reinhardt, Shannon	Accounting Tech	Caldera	Reg 8.0 hrs / day	08/10/23
Reisner, Shelagh	EA - Inclusion	RE Jewell	Reg 6.5 hrs / day	09/06/23
Russell, Mary	EA - Inclusion	Rosland	Reg 6.5 hrs / day	08/29/23
Ryder, Eugenia	EA - Instruction	Bear Creek	Temp 3.95 hrs / day	08/29/23
Schneider, Jason	IT Architect	IT	Reg 8.0 hrs / day	07/26/23



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Schumacher, Sunny	EA - Instruction	Elk Meadow	Reg 5.0 hrs / day	08/29/23
Serletic, Chelsea	EA - Inclusion	Westside Village	Reg 6.5 hrs / day	08/29/23
Sidwell, Beau	EA - Inclusion	Caldera	Reg 7.0 hrs / day	08/29/23
Spalding, Scott	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	09/04/23
Sparrow, Monika	Media Manager I	Rosland	Reg 6.0 hrs / day	08/28/23
Stewart, Danielle	Distribution Delivery Driver	Warehouse	Reg 8.0 hrs / day	08/28/23
Tatom, Oliver	Consulting Registered Nurse	Special Programs	Reg 8.0 hrs / day	09/05/23
Therrell, Laurie	EA - Inclusion	Silver Rail	Reg 6.5 hrs / day	08/29/23
Tetherow, Nicole	EA – Student Success	Pacific Crest	Reg 7.5 hrs / day	08/29/23
Tupper, Cody	Repair Technician	Transportation	Reg 8.0 hrs / day	08/14/23
Vargas, Liz	Family Liaison II	ESL	Reg 8.0 hrs / day	08/29/23
Walsh, James	Assistant Custodian II	Bend High	Reg 8.0 hrs / day	09/05/23
Welch, Jayne	EA - Inclusion	Bear Creek	Reg 6.5 hrs / day	08/29/23
Wilder, Destiny	School Office Secretary II	Cascade	Reg 7.5 hrs / day	08/21/23
Wittenburg, Daniel	Custodial Crew I	Bend High	Reg 8.0 hrs / day	08/31/23
Wright, Deborah	EA - Instruction	Amity Creek	Reg 3.75 hrs / day	08/29/23
Wright, Rebecca	IT Client Services Tech 1	Technology	Reg 8.0 hrs / day	09/11/23

Classified Resignations

Name	Position	Location	Resign Date
Benford, Genevieve	EA - Inclusion	Ponderosa	01/31/23 – 06/30/23
Bilbrey, Melissa	EA - Inclusion	Lava Ridge	08/31/21 – 06/30/23
Blackburn, Matt	Bus Driver	Transportation	10/12/20 – 08/23/23
Bruce, Shalayne	EA – Inclusion	Lava Ridge	08/28/18 – 06/30/23
Chapple, Hazel	EA - Instruction	Bear Creek	08/31/21 – 06/30/23
Chase, Sherrie	Nutrition Server I	La Pine Elementary	12/08/21 – 06/30/23
Cox, Jennifer	EA – Alt. Ed	Bend High	09/21/22 – 06/30/23
Feedback, Greg	Bus Driver	La Pine Transportation	03/07/22 – 08/29/23
Gardner, Kaitlyn	EA - Inclusion	Ensworth	08/31/22 – 06/30/23



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Garrett, Michael	Bus Monitor	Transportation	09/14/22 – 06/30/23
Godard, Kevin	Head Custodian CIII	High Lakes	07/22/13 – 08/31/23
Hollenberg, Ann	Consulting Registered Nurse	Special Programs	09/21/15 – 08/28/23
Ingram, Sadie	Office Secretary I	Rosland	11/17/22 – 06/30/23
Keyser, Ryne	EA – Inclusion	Cascade	10/24/22 – 08/28/23
King, David	Bus Driver	Transportation	10/22/20 – 08/14/23
Lee, Jennae	Nutrition Server I	Bend High	11/02/22 – 06/30/23
Londborg-Burkert, Lacey	Attendance Secretary II	Summit	02/21/23 -- 06/30/23
McCoy, Renee	Registrar / Counseling Secretary	Pacific Crest	10/11/18 – 09/22/23
Michell, Adam	Bus Driver	Transportation	09/05/22 – 06/30/23
Moeggenberg, Ryan	Bus Driver	Transportation	06/13/22 – 06/30/23
Pursell, Jack	Bus Driver	Transportation	04/25/23 – 09/04/23
Savage, Sabrina	Nutrition Server I	Nutrition	11/08/19 – 06/30/23
Schmied, Amber	EA - Inclusion	RE Jewell	10/15/19 – 06/30/23
Sicard, Kayla	EA – Student Success	North Star	01/28/21 – 06/30/23
Simmons, April	Nutrition Server I	RE Jewell	10/05/22 – 09/05/23
Stubblefield, Shannon	EA – Inclusion	La Pine Middle	11/01/22 – 06/30/23
Uehara, Anna	Nutrition Server I	Mountain View	10/13/21 – 08/30/23
Underwood, Cheryl	Custodial Crew I	Bend High	01/12/15 – 06/30/23
Wilborn, Donald	Naval Science Instructor	La Pine High	08/31/09 -- 10/31/23

Classified Retirements

Name	Position	Location	Retire Date

Classified Retire-Rehires

Name	Position	Location	Rehire Date
Boise, Anna	EA – Inclusion	Elk Meadow	10/01/23 – 06/14/24
Stuart, Nancy	Office Manager	High Lakes	09/01/23 – 06/28/24

Confidential Hiring

Name	Position	Location	Resign Date

Confidential Resignation

Name	Position	Location	Resign Date

<u>Board Goal</u>	Executive Limitation	Measured by and reported on	Strategic Initiatives 2023-24
<p>Students are engaged and develop a strong academic foundation as measured by the following, overall and for historically underserved subgroups</p>	<p><u>EL-1.1: Instructional Program</u></p>	<ul style="list-style-type: none"> ● Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured by standardized assessments ● ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS) ● ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS) ● The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements ● The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon’s English Language Proficiency Assessment (ELPA) ● Efficacy of academic programs, as measured by surveys and/or focus groups 	<ul style="list-style-type: none"> ● All elementary classroom teachers and interventionists will continue to develop strong instructional practices in their use of the Really Great Reading curricular materials, as well as appropriate intervention strategies and materials. ● Staff at all three levels will continue the development and implementation of priority standards, including the use of high-leverage instructional practices and effective strategies for assessing student progress.
<p>Students have a passion, purpose, and plan for their future as measured by the following, overall and for historically underserved subgroups</p>	<p><u>EL-2.1: Student Success Planning</u></p>	<ul style="list-style-type: none"> ● The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years. ● The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators: <ul style="list-style-type: none"> ○ Two or more credits of Advanced Placement (AP) or International Baccalaureate (IB) ○ Two semester or three quarter hours of college credit eligible coursework ○ Oregon State Seal of Biliteracy ○ Two years of Junior ROTC ○ CTE Concentrator (Two or more credits in a program) 	<ul style="list-style-type: none"> ● Secondary sites will begin implementation of the SchoolLinks college and career platform, which will help students plan for their future as well as build awareness of postsecondary pathways and how they connect to strengths and interests.

<u>Board Goal</u>	Executive Limitation	Measured by and reported on	Strategic Initiatives 2023-24
		<ul style="list-style-type: none"> ○ Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments ○ Meets full admission requirements for all Oregon Public Universities ● Students' preparedness for their future, as measured by surveys and/or focus groups 	
<p>Students, families, and staff experience wellness, inclusion, and belonging in our schools as measured by the following, overall and for historically underserved subgroups</p>	<p><u>EL-3.1: Treatment of Students, Parents/ Guardians, & The Public</u></p>	<ul style="list-style-type: none"> ● Bias incident data and trends ● The gap in student, family, and staff experiences by subgroups of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by survey and/or focus groups 	<ul style="list-style-type: none"> ● Schools at all three levels will calibrate around a system of consistent behavior expectations and responses that are taught and reinforced explicitly across classrooms and schools (Tier one MTSS). ● School and district staff will prioritize student voices, as well as the voices of our staff, families, and community members using systems of coordinated advisory structures and groups. These voices will inform policy development, decision making, and strategic planning. ● Students at all three levels will begin implementation of the Wayfinder curriculum, which aims to increase belonging and purpose by improving relationships and connections at all levels (Goal #2 & #3)
<p>Board Goal: Operational systems align and support an academically effective and sustainable organization</p>			
	<p><u>EL-4.1: Legally Required Policies</u></p>	<p>Seasonal monitoring of State legislation, with corresponding review and revision of district policies to maintain legal compliance.</p> <ul style="list-style-type: none"> ● Annual review and analysis of K-12 education and employment legislation ● Annual revision of district policies to reflect legislative updates ● Intermittent review of district policies for revision and change based on latest best practices 	<ul style="list-style-type: none"> ● Policy team will create a process for district staff and community members to request a policy or regulation be reviewed, and establish a system of response and review for such requests. ● Policy team will work to establish a process with various committees (equity, student voice, etc.) on policy creation and revision that are of special interest. ● Policies and regulations will be evaluated and monitored for updates to reflect legal compliance and alignment with district standards of practice.

<u>Board Goal</u>	Executive Limitation	Measured by and reported on	Strategic Initiatives 2023-24
	<u>EL-4.2: Staff Compensation, Development, Evaluation, and Treatment of Staff</u>	<p>Efficient Human Resources systems and processes that produce an inclusive and representative workforce at attractive yet sustainable compensation and working conditions.</p> <ul style="list-style-type: none"> ● Annual audit of candidate pool demographics, and analysis of change over time ● Annual audit of staffing across sectors by race/ethnicity, and gender ● Annual audit of leadership positions by race/ethnicity and gender ● Maintain systems for staff feedback ● Ongoing review of Exit Interview data regarding causes of voluntary termination 	<ul style="list-style-type: none"> ● Begin building and utilizing UKG reports and reporting capability to establish new real-time baseline data for demographic reporting to Board ● Assess use of staff feedback for informing organizational initiatives ● Completion of process design and full implementation of Exit Interview process
	<u>EL-4.3: Financial Planning & Administration</u>	<p>Financial systems and processes that encourage stakeholder feedback, provide transparency, and result in efficient and timely financial planning and administration.</p> <ul style="list-style-type: none"> ● Annual independent audit will result in an unqualified (clean) auditor's opinion on our financial statements ● Budgeting process that aligns goals and strategies with resources available ● Provide financial information that promotes decision-making that aligns with goals and strategies ● Provide reserves that balance the need to protect from future negative financial events with the need to provide maximum services today ● Reasonably and adequately insure against property and casualty losses, and against losses to the district and the district's Board members and staff 	<ul style="list-style-type: none"> ● Consider appropriate level for reserves using information gathered through research and from peers ● Continue to adjust budget narratives to better explain key assumptions ● Continue to work with agent of record to define changing risk environment and adjust coverage as necessary
	<u>EL-4.4: Facilities</u>	<p>Facilities Maintenance and Development will provide facilities that are instructionally ready and operationally efficient at a standard that allows for decades of use serving our communities. (Can cover Maintenance, Facilities, Custodial)</p>	<ul style="list-style-type: none"> ● Evaluate waste services across the District looking for opportunities to reduce waste and/or reduce costs ● Continual update of the District construction and design standards for sustainability, safety, maintenance and technology improvements ● Develop strong partnerships with operations

<u>Board Goal</u>	Executive Limitation	Measured by and reported on	Strategic Initiatives 2023-24
		<ul style="list-style-type: none"> ● Take reasonable steps to ensure that facilities are clean, secure and not subject to improper wear and tear or insufficient maintenance ● Maintain a facility plan to address student capacity needs, evolving instructional needs in facilities, operational and maintenance needs, changing technology and aligns with a sustainability plan ● Manage land inventory to meet current and future needs ● Manage public use of district buildings and grounds ● Develop and adhere to a formal Naming of School Facilities Process 	<p>departments to efficiently provide a safe and healthy learning environment</p>
	<u>EL-4.5: Student Transportation</u>	<p>Student transportation will provide safe, reliable transportation services to qualified students each year while expanding the fleet of alternative fuel buses in service where feasible.</p> <p>Look for opportunities to:</p> <ul style="list-style-type: none"> ● Increase and/or improve service to all students ● Increase and/or improve service to HU students ● Increase and/or improve service to our choice school students ● Increase alternative fuel fleet as a percent 	<ul style="list-style-type: none"> ● Create more effective routes to better serve our students in choice schools ● Work with Commute Options regarding Safe Routes to Schools and “walking school buses” ● Continue the “no idling” campaign for buses with more training and information for drivers
	<u>EL-4.6: Child Nutrition</u>	<p>Child Nutrition program will enhance the health of our students by providing nutritious and delicious meals as part of the complete instructional day.</p> <ul style="list-style-type: none"> ● Look for opportunities to: ● Increase meals served as a percent of student body ● Communicate meal nutrition information to families ● Maintain or improve efficient nutrition operations district-wide while providing a high level of service at each site 	<ul style="list-style-type: none"> ● Continue work to reduce food waste and increasing the number of schools composting ● Expand food options available to secondary students ● Continue focus on utilizing local products and sharing this information with families

<u>Board Goal</u>	Executive Limitation	Measured by and reported on	Strategic Initiatives 2023-24
	<u>EL-4.7: Information Technology</u>	<p>Information Technology will develop, maintain and support systems and devices that allow our staff to excel and our students to thrive.</p> <ul style="list-style-type: none"> ● The maintenance and protection of data is a high priority ● Our network, software systems and physical infrastructure are effective and reliable for all user groups at all times ● Clients from all departments can get the support they need to be successful in their duties 	<ul style="list-style-type: none"> ● Promote and perform student data privacy agreements with all new services and applications. Work to backfill agreements with previously acquired services and applications ● Continue to improve on our state-of-the-art school network by updating and replacing network switch hardware for all sites and facilities ● Continue work to improve the end user experience and consider accessibility options for support applications
	<u>EL-4.8: District Communication</u>	<p>We will measure the success of our District communications by evaluating the reach, frequency, quality of content, and effectiveness of engagement, using both quantitative and qualitative metrics.</p> <p>Quantitative (numerical) data include:</p> <ul style="list-style-type: none"> ● Social media/podcast engagement rates (i.e., impressions, click-through rates) ● Internal and external newsletter engagement data (i.e., open rates, click-through rates) ● Website traffic (i.e., sessions, page clicks, analytics on inside pages) <p>Qualitative data include:</p> <ul style="list-style-type: none"> ● Structured feedback from constituent groups (i.e., via surveys, focus groups) ● Informal stakeholder feedback (i.e., anecdotal, subjective evaluations) ● Review of local news coverage (i.e., stories generated from news releases) <p>Using these measurement tools, we intent to provide insights generally about the quality and effectiveness of our communication strategies, and specifically about these areas of focus for improvement:</p> <ul style="list-style-type: none"> ● Outreach to those most disconnected ● Internal staff communications (evaluating how well staff feel informed and heard) 	<ul style="list-style-type: none"> ● Through internal and external communications, the superintendent and other district leaders will increase their public profiles and share the vision for the district using a variety of platforms. ● The communications team will keep district staff and the families we serve well informed of the goals, objectives, plans, programs, and activities of the district. ● The team will amplify and center student voice and build capacity for school leaders and staff to communicate more effectively with families. ● The team will strengthen and diversify the district's media relations and broaden our outreach to community stakeholders and partners.

<u>Board Goal</u>	Executive Limitation	Measured by and reported on	Strategic Initiatives 2023-24
		<ul style="list-style-type: none"> ● Crisis communications ● Response to questions, concerns, requests for assistance directed to Communications team 	
	<u>EL-4.9: District Safety</u>	<ul style="list-style-type: none"> ● The number of safety site visits in the district conducted during the year. ● The percentage of schools that complete all of their monthly and annual emergency drills as required by state law and district policies. ● The response time of school administration teams to Safe Oregon tips that are reported. ● The analysis of Safe Oregon tips annually by category, to track areas that need proactive support from internal or external resources. ● Efficacy of community partner relationships to promote safe learning environments, as measured by safety representatives at 100% of regional meetings. 	<ul style="list-style-type: none"> ● Safety department staff will conduct at least one safety site visit to each school during the school year to evaluate the implementation of safety initiatives and policies, while establishing strong collaborative relationships with school administrators and staff to promote a culture of safety within the district. ● Safety department staff will monitor the Safe Oregon Tip Line program to ensure that the appropriate administrator(s) are receiving tips for their schools and the tips are being handled in a timely manner, and will provide support and training in the correct process for actioning on tips and how to record required actions taken in the system. ● Safety department staff will establish a tracking system and monitor the completion of state required emergency drills for each school, while providing guidance on drill expectations and development of partnerships with law enforcement to evaluate and provide feedback on drill planning and execution.

Bend-La Pine Schools Enrollment, 2023/24

09/12/23

ELEMENTARY SCHOOLS

	A CREEK	B CREEK	B HAM	ELK MDW	ENSWORTH	HIGH LAKES	HIGHLAND	JUNIPER	LA PINE	L RIDGE	NORTH STAR	P RIDGE	POND	JEWELL	ROSLAND	SILVER RAIL	3 RIVERS	WS VILL	MILLER	TOTAL	Proj	Diff
KG	24	74	47	61	30	49	65	63	69	59	55	90	57	65	51	67	37	24	73	1,060	1,183	(123)
GRADE 1	24	81	61	71	18	58	66	70	61	90	41	80	96	72	46	73	45	13	73	1,139	1,164	(25)
GRADE 2	24	98	55	81	26	77	65	78	68	56	62	107	79	73	31	73	42	16	68	1,179	1,160	19
GRADE 3	25	75	74	73	24	88	62	69	83	75	48	95	72	81	41	75	49	30	114	1,253	1,240	13
GRADE 4	24	92	72	81	25	82	66	80	69	73	49	88	84	69	29	75	56	26	79	1,219	1,212	7
GRADE 5	21	83	59	85	25	81	61	75	65	71	54	83	82	81	36	73	40	24	97	1,196	1,195	1
TOTAL	142	503	368	452	148	435	385	435	415	424	309	543	470	441	234	436	269	133	504	7,046	7,153	(107)
Projections	144	524	403	468	154	410	392	445	414	472	289	527	500	446	264	435	268	121	477	7,153		
Over (under)	(2)	(21)	(35)	(16)	(6)	25	(7)	(10)	1	(48)	20	16	(30)	(5)	(30)	1	1	12	27	(107)		

MIDDLE SCHOOLS

	CMS	HDMS	LPMS	PCMS	PBMS	SVMS	REALMS	3 RIVERS	WS VILL	TOTAL	Proj	Diff
GRADE 6	209	230	90	204	191	183	54	53	31	1,245	1,251	(6)
GRADE 7	204	232	100	188	227	219	52	43	22	1,287	1,272	15
GRADE 8	201	233	84	236	223	190	48	55	27	1,297	1,297	0
TOTAL	614	695	274	628	641	592	154	151	80	3,829	3,820	9
Projections	589	694	290	648	650	577	147	144	81	3,820		
Over (under)	25	1	(16)	(20)	(9)	15	7	7	(1)	9		

HIGH SCHOOLS

	BSH	CHS	LPMS	BTA	MVHS	REALMS	SHS	TOTAL	Proj	Diff
GRADE 9	291	332	128	27	298	44	281	1,401	1,428	(27)
GRADE 10	314	317	117	27	306	41	344	1,466	1,462	4
GRADE 11	284	349	120	34	301	33	357	1,478	1,477	1
GRADE 12	293	245	119	25	308	42	345	1,377	1,393	(16)
TOTAL	1182	1243	484	113	1213	160	1327	5722	5,761	(39)
Projections	1,237	1,254	459	123	1,208	183	1,297	5,761		
Over (under)	(55)	(11)	25	(10)	5	(23)	30	(39)		

Year to Year change	09/12/23	9/13/2022	Change
Enrolled in schools	16,597	16,689	(92)
Students enrolled in programs	560	630	(70)
Total enrollment District-wide	17,157	17,319	(162)

Year to Year change - PY	9/13/2022	9/14/2021	Change
Enrolled in schools	16,689	16,440	249
Students enrolled in programs	630	1,008	(378)
Total enrollment District-wide	17,319	17,448	(129)

Change to Oct 1	09/12/23	10/1/22	Change
Enrolled in schools	16,597	16,664	(67)
Students enrolled in programs	560	631	(71)
Total enrollment District-wide	17,157	17,295	(138)

Change prior year	09/13/22	10/1/21	Change
Enrolled in schools	16,689	16,256	433
Students enrolled in programs	630	1,116	(486)
Total enrollment District-wide	17,319	17,372	(53)

Oregon Youth Challenge not included in any counts

Students enrolled in programs			
	09/12/23	09/13/22	Projected
BIS	215	221	221
DSMS	168	177	178
Others	81	82	65
J Bar J	40	38	38
COIC	56	112	117
Total Other	560	630	619
	Proj 10/1	09/12/23	Diff
Elem	7,153	7,046	(107)
MS	3,820	3,829	9
HS	5,761	5,722	(39)
Programs	619	560	(59)
	17,353	17,157	(196)

Same day last year	9/12/23	9/13/22	Change
Elementary	7,046	7,072	(26)
Middle	3,829	3,872	(43)
High	5,722	5,745	(23)
Programs	560	630	(70)
Total enrollment District-wide	17,157	17,319	(162)

Change same period - PY	09/13/22	9/14/21	Change
Elementary	7,113	6,951	162
Middle	3,950	3,876	74
High	5,832	5,710	122
Programs	612	979	(367)
Total enrollment District-wide	17,507	17,516	(9)

Change since October 1	9/12/23	10/1/22	Change
Elementary	7,046	7,091	(45)
Middle	3,829	3,871	(42)
High	5,722	5,702	20
Programs	560	631	(71)



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

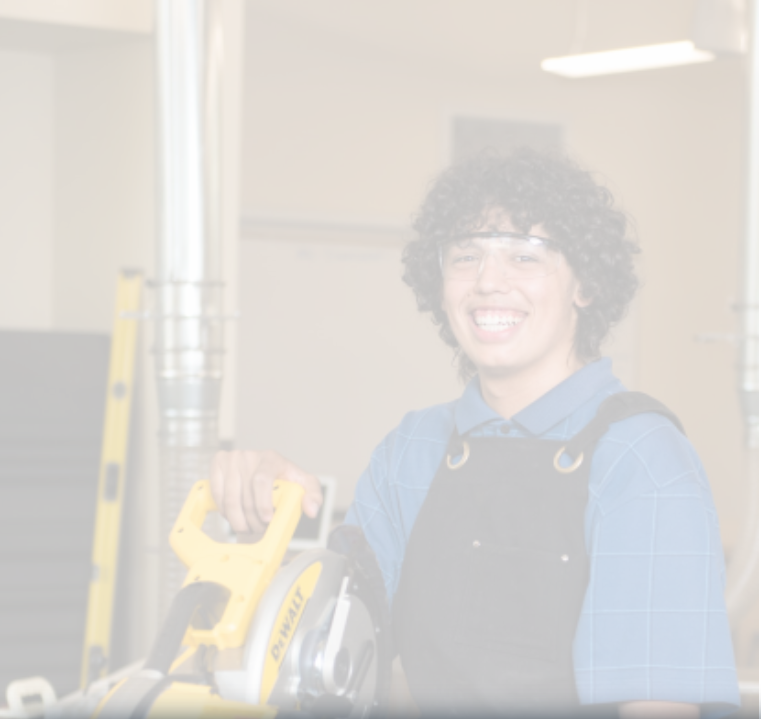
PRESENTED BY: Katie Legace, Executive Director of High Schools
Stephen DuVal, Director of College and Career Readiness
Kinsey Martin, Executive Director of Policy, Advocacy and Equity

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 41 college dual credit programs through articulation agreements with eight colleges. This presentation will highlight participation and credits earned in these programs as well as student enrollment. Students who participate in these programs can earn college credit in high school while benefiting from valuable experience with rigorous coursework before they graduate.

The district also offers 34 Career Technical Education programs across all seven high schools. This overview will breakdown participation data by both student background and level of participation as well as programs to educate rising ninth grade students about the benefits of CTE.

The K-12 Spanish Dual Immersion Program provides opportunities for students to earn the Seal of Biliteracy as well as college credit through Advanced Placement courses. This overview will highlight student enrollment and the academic success of students in Dual Immersion.



Secondary Programs & Dual Immersion

Katie Legace, Executive Director of High Schools

Stephen DuVal, Director of College and Career Readiness

Kinsey Martin, Executive Director of Policy, Advocacy and Equity

Advanced Placement, College Dual Credit and International Baccalaureate

- 165 total course offerings across seven high schools
 - 94 AP Courses (33 courses)
 - 30 IB Courses
 - 41 Dual Credit Courses
 - 27 with COCC
 - 14 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 Veterinarian Medicine

Ag Leadership 1, 2, or 3

Plant Science

Natural Resources 1

Plant Science

AP Courses with Embedded College Dual Credits (8)

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



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

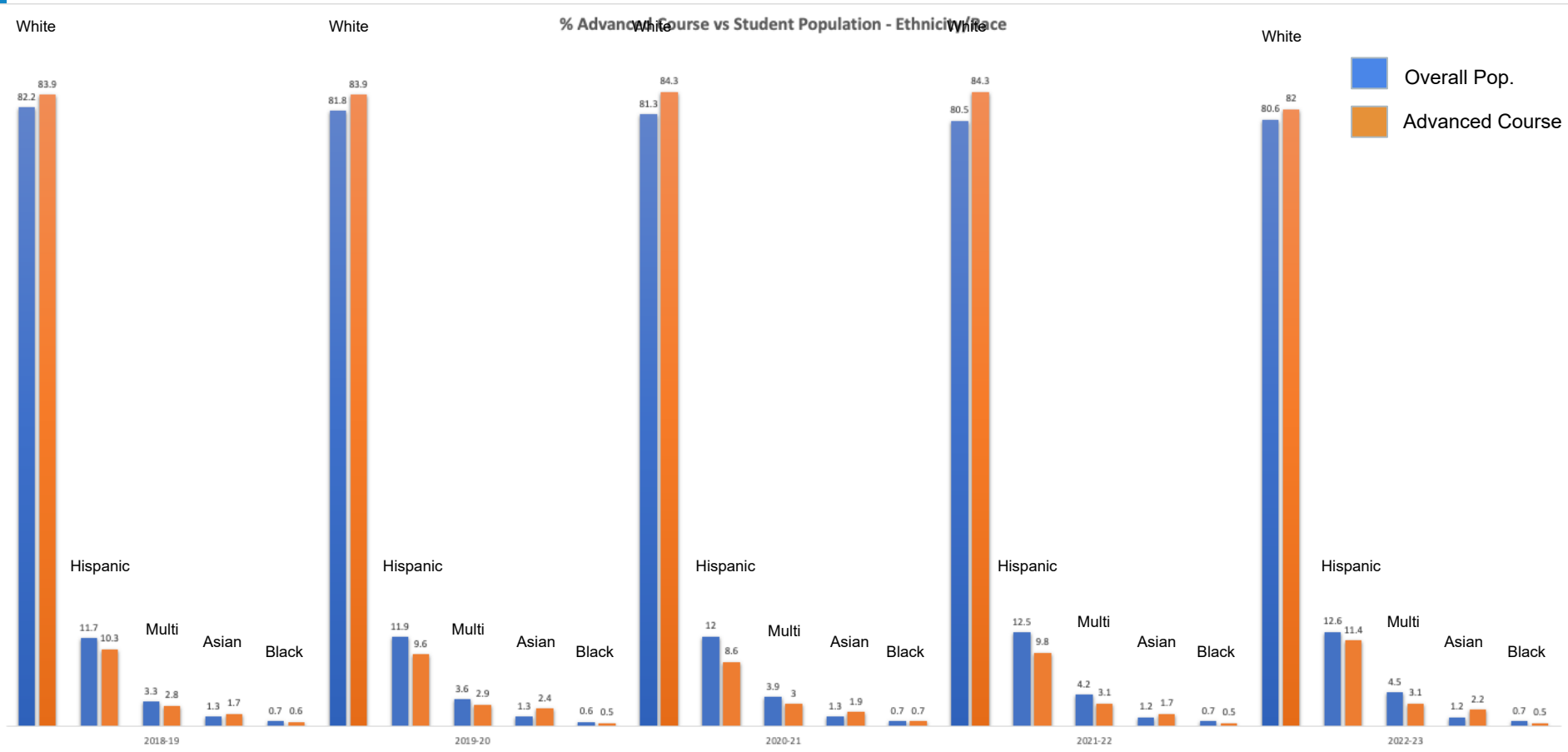
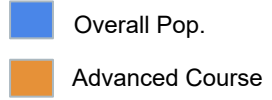
IB World Religions SL

Advanced Placement, International Baccalaureate, and College Dual Credit Combined Data

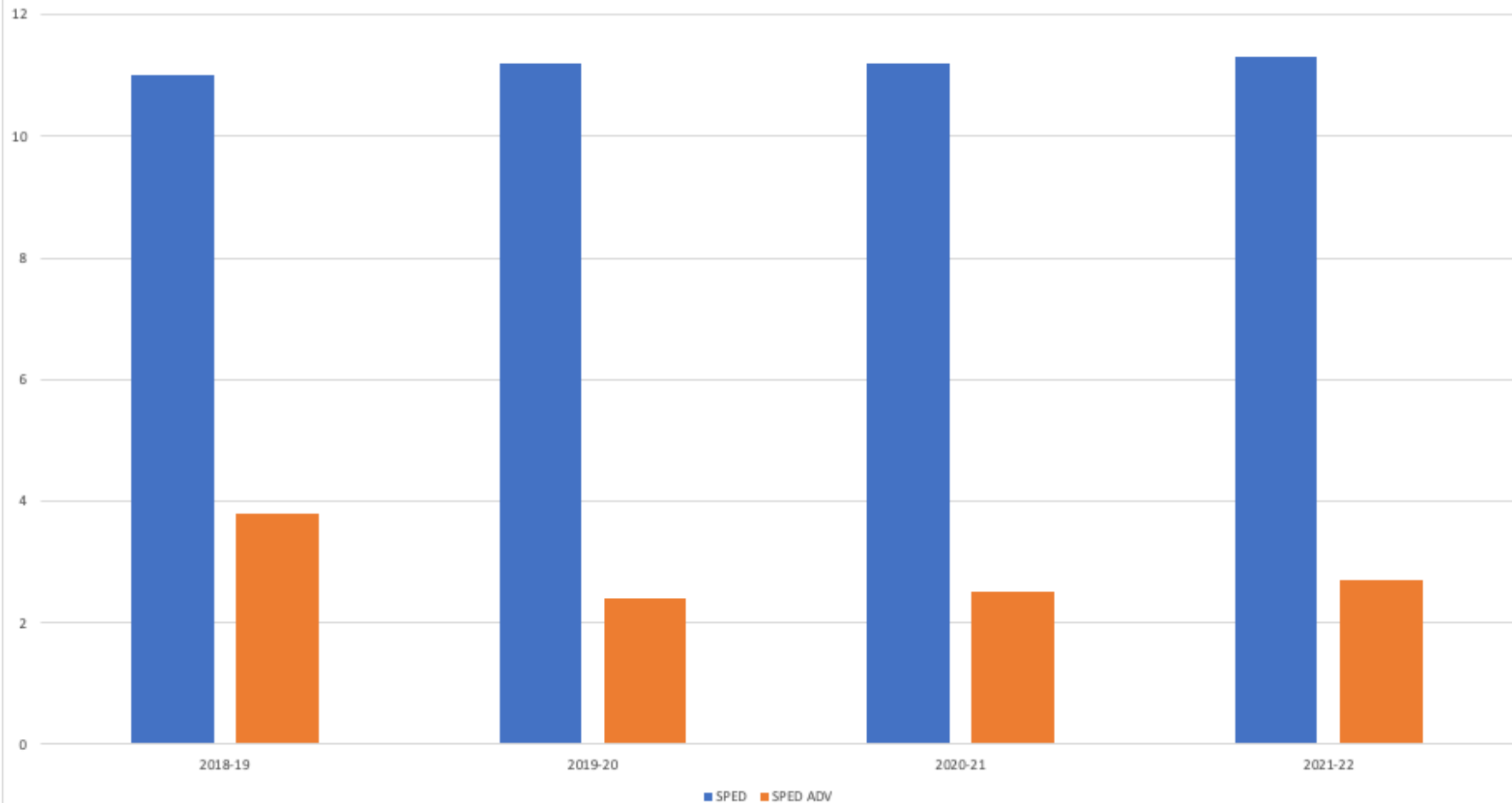
0.5 credits earned by HS
students in their high school
career



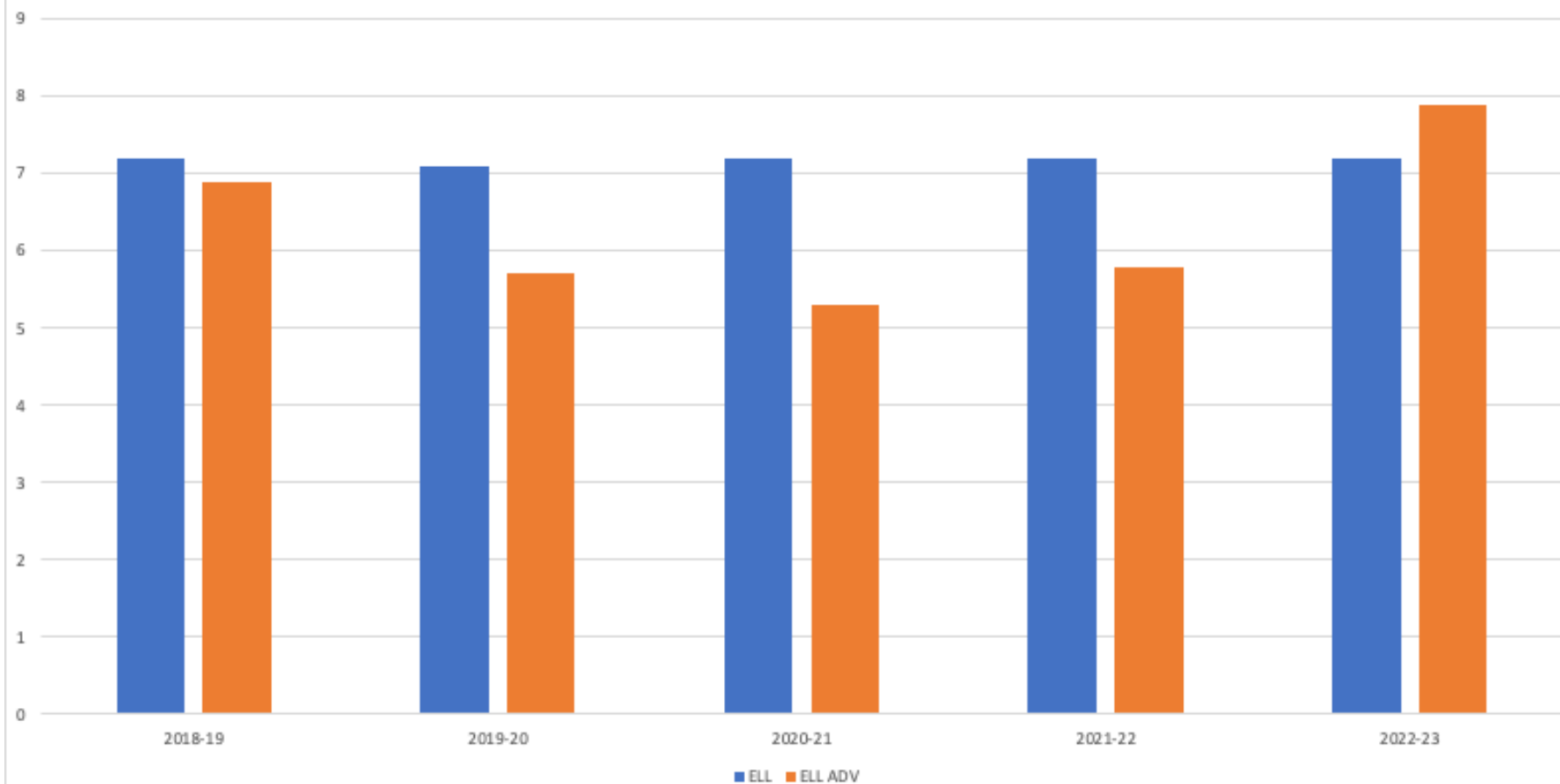
% Advanced Course vs Student Population - Ethnicity/Race



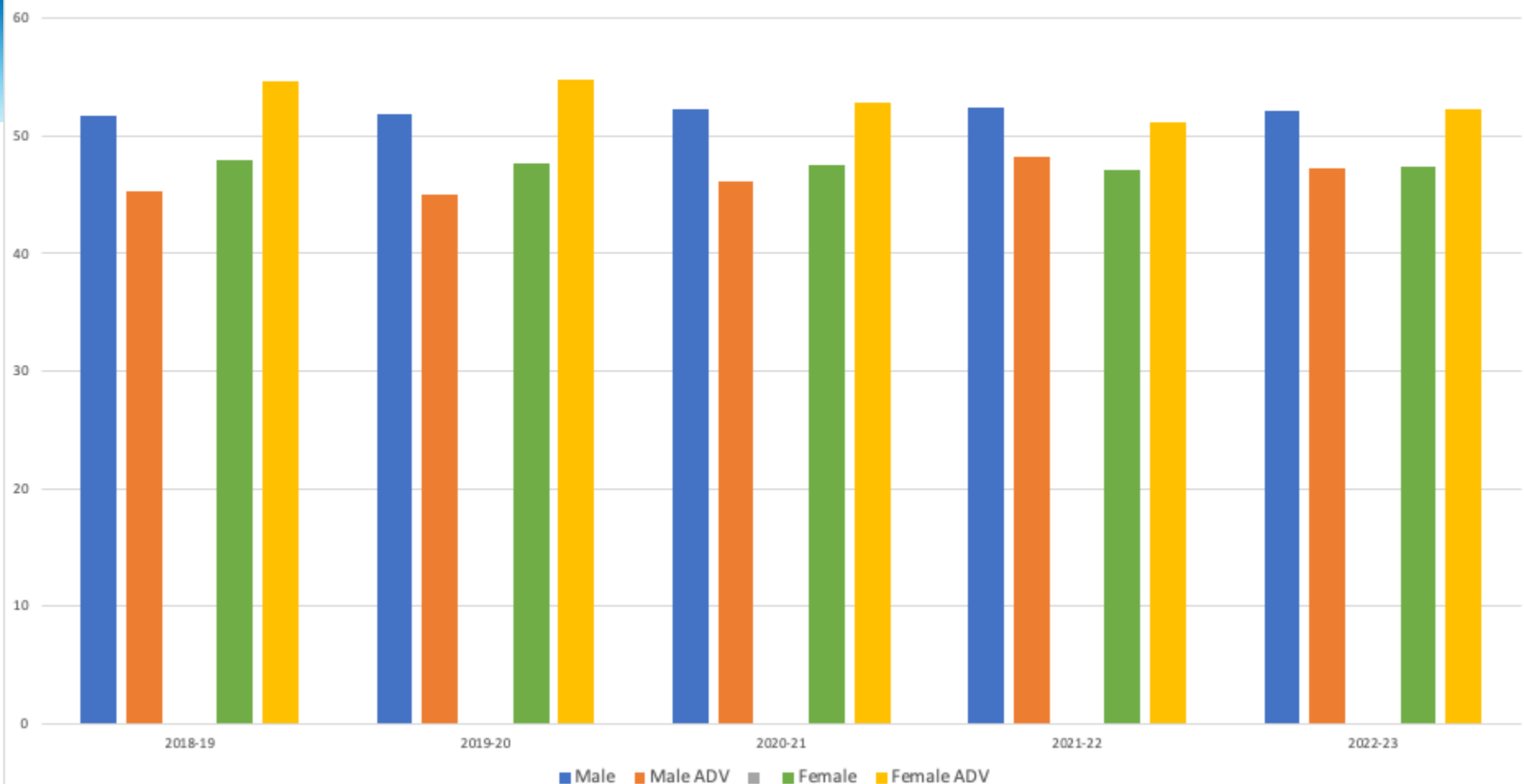
% Advanced Course vs Student Population - SPED



% Advanced Course vs Student Population - ELL



% Advanced Course vs Student Population - Gender



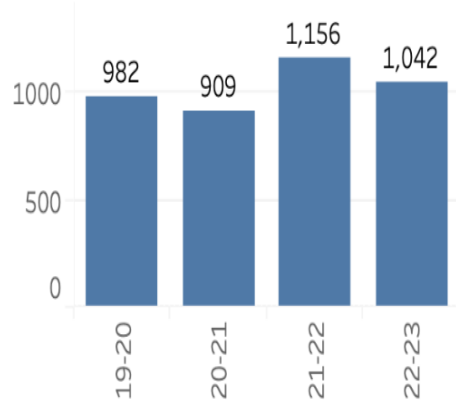
College Partnerships

- 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

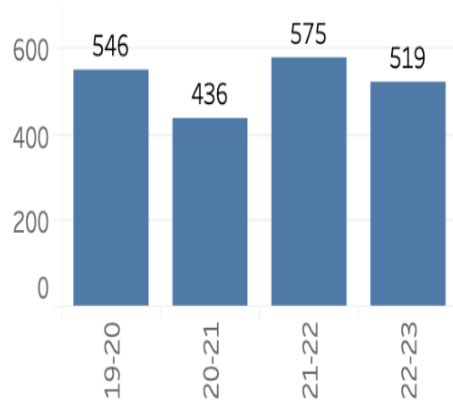


Dual Credit Data from COCC

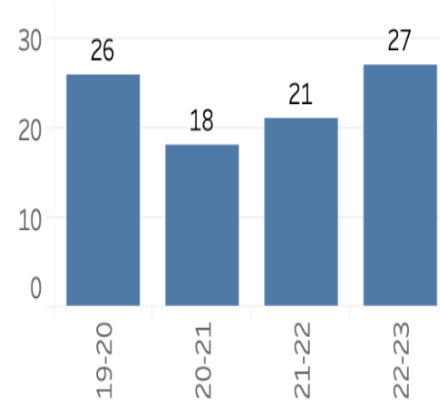
Overall Enrollment



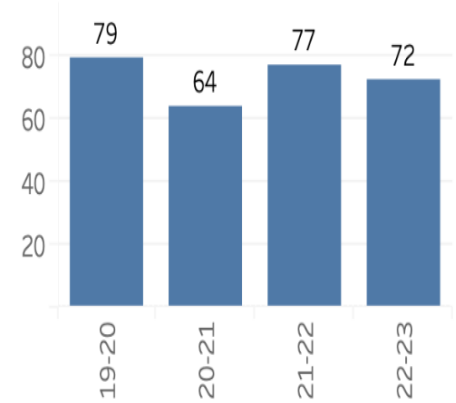
Students Participating



Courses Offered



Sections Offered



International Baccalaureate

IB Diploma Student Performance 2022-2023

IB Diploma Students 38

IB Diplomas earned: 34 out of 38 (89.5%)

Average test score: 4.82 (4 out of a possible 7 is considered passing)

Highest IB score: 38 points out of a possible 45

Bend High Student Performance 2022-2023

Registered test takers: 205 (an increase of 29% from 2022)

Number of exams: 544 (an increase of 39% from 2022)

Overall passing rate 84.5% (compared to 87% in 2022)

Classes and teachers exceeding the world average 2022-2023:

English Language and Literature (Christen Kitt, Megan Bowerman, Matt Viles, Sally Pressler)

French SL (Kirsten Larwin)

Environmental Systems and Societies (Jenny Newell)

History (Jeff Anderson)

Psychology (Lisa Nye, Nate Neil)



Outreach and Initiatives to Foster Greater Access and Inclusion for All Students

- Information outreach to all middle schools
- Information presented to all students during class meetings and forecasting
- “Walk-about” course information event for current HS students
- Equal Opportunity Schools Equity Initiative (MVHS)
- Information and outreach with Future Center, Cross-Cultural Club, and Counseling Department (IB)
- Equal-access policy does not require an application or admission to access AP, IB or College Dual Credit coursework.
- Exploration of IB Career-related program to increase participation and coordination with students taking CTE classes



Dual Immersion Program: Participation

Gender:

Female 53%

Male 47%

Ability:

Special Education 7.2%



Dual Immersion Program: Participation

Race:

Asian

Hawaiian/Pacific Islander

Black/African American

American Indian/Alaskan Native

White



Dual Immersion Program: Advanced Coursework

Current

Translation/Interpretation

AP Spanish Language

- 64% Latino representation in this year's AP Spanish course
- 90% score of 3 or higher (compared to 80% across Oregon)



Career Technical Education Programs





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
 - First Aide/CPR
 - Wildland Firefighter
 - ServeSafe Food Handlers
- Working to expand certifications with our staff



Youth Career Connect

- Program refresh with Central Oregon Intergovernmental Council (COIC)
- Two YCC internship staff members to pair students with work-based internship opportunities
 - Bigger presence in South County
- Natural tie to CTE programs but open to all students
- Internships, Job Shadows, Field Trips, Guest Speakers



Other Opportunities

- Regional Trades Fair (November)
- STEM HUB (ESD)
- Partnership with COCC
 - Health Careers Day
 - Manufacturing Tech Field Trip
 - Career Connected Learning Systems Navigator
- Direct business internship to employment pathways



CTE Fly Up

- 1300+ students
- 29 buses
- All seven high schools
- Students were given hands-on activities in the actual CTE space
- Qualitative data from counselors shows an increase in CTE forecasting for incoming freshman
- Goal was exposure and pathway awareness



Why CTE?

State Dashboard

CTE Participators (0.5 credits) - 90.2%
graduation rate, class of 2022

CTE Concentrators (2.0 credits in one program)
- 93.6% graduation rate, class of 2022



Pathway Funding

Our CTE programs get funding back from the State for student participation

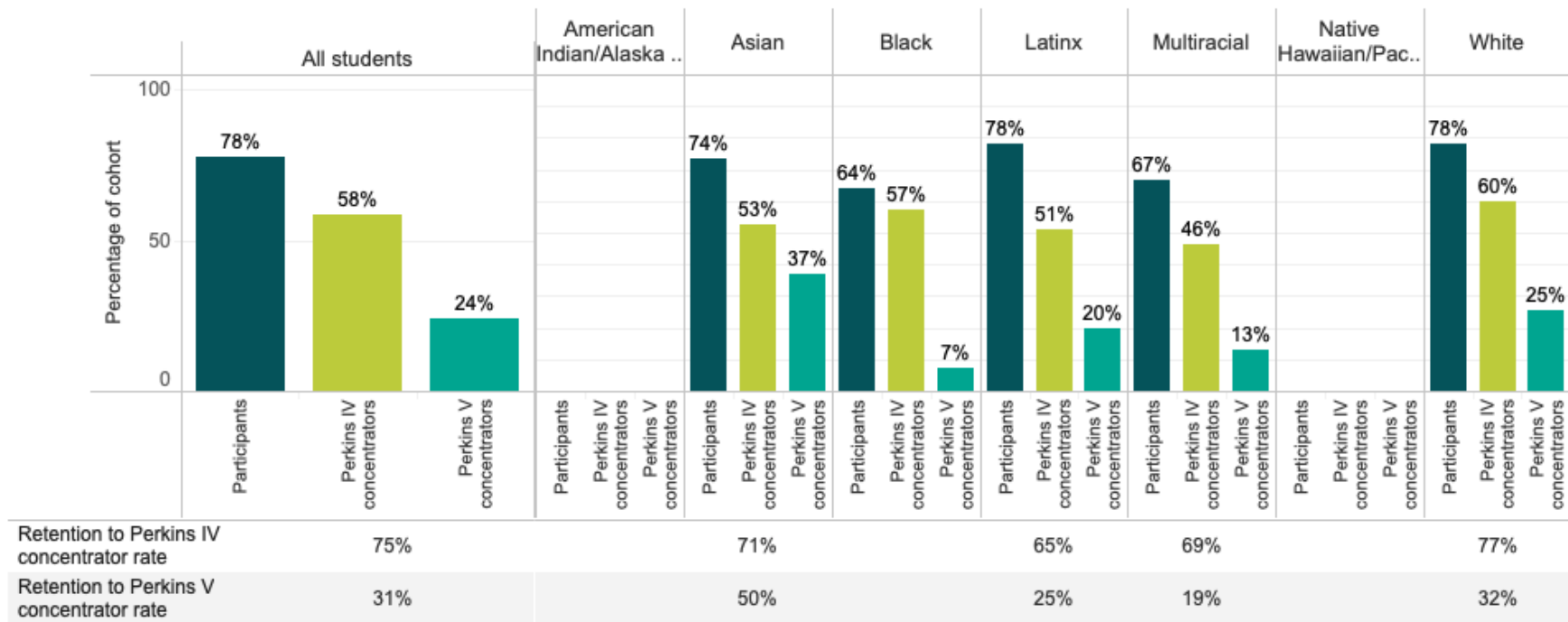
- 1 point for any student who has earned 3.0 or more credits in a high wage and high demand CTE program of study.
- 1 point if that student is historically underserved.
- 1 point if a student has earned an approved Industry Recognized Credential.



Pathway Breakdown

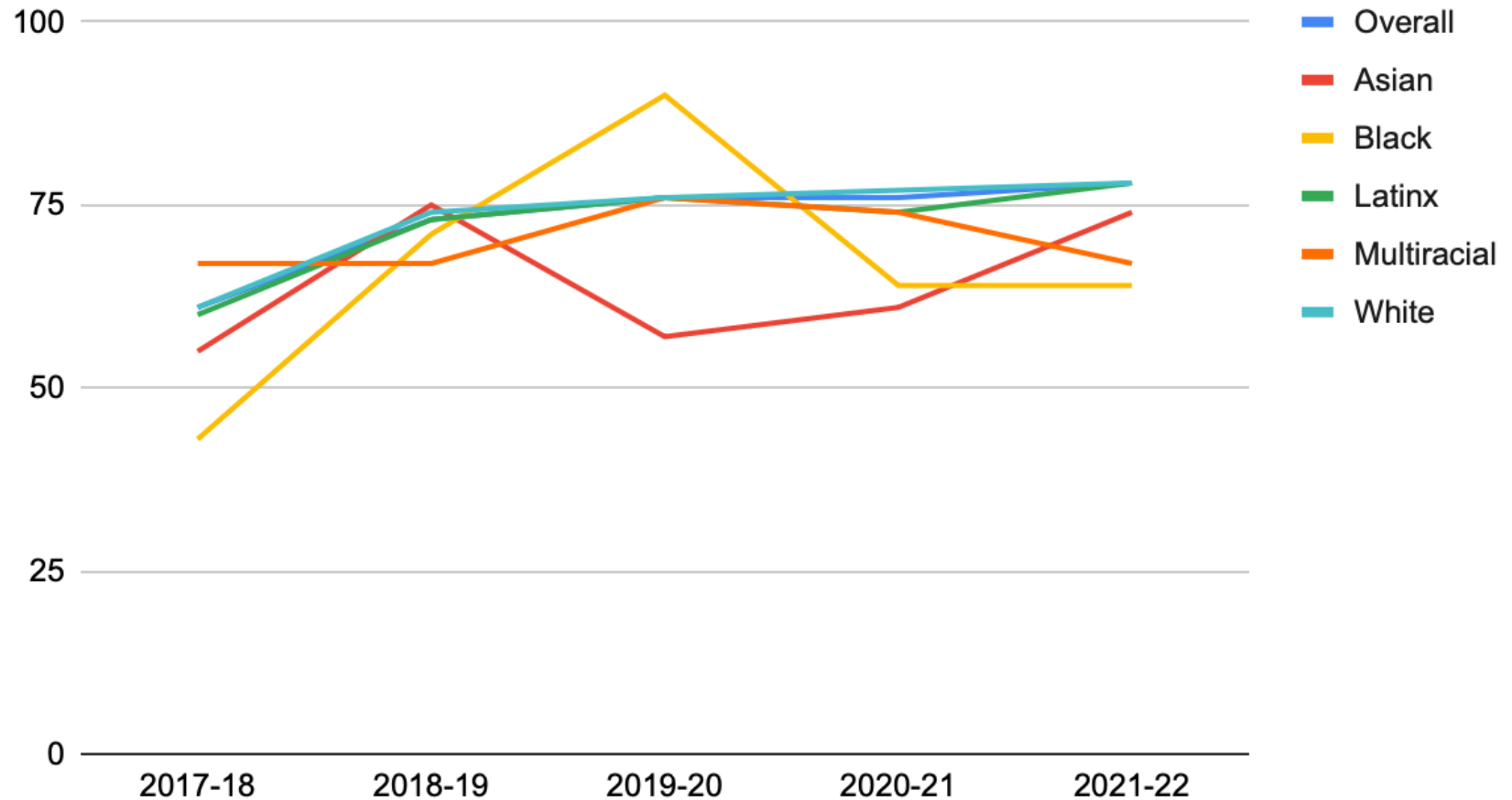
School Name	POS Name	Total 22-23 CP Grant
Bend Senior High School	Engineering Technology, General	\$ 13,450.82
Mountain View Senior High School	Agriculture, General	\$ 7,045.67
Mountain View Senior High School	Automotive Service Technology	\$ 5,978.14
Summit High School	Information & Technology, General	\$ 4,697.11
Bend Senior High School	Business, Management & Administration, General	\$ 3,416.08
Marshall High School	Architecture & Construction, General	\$ 2,989.07
Bend Senior High School	Restaurants, Food & Beverage Services	\$ 2,775.57
Mountain View Senior High School	Architecture & Construction, General	\$ 2,775.57
Bend Senior High School	Digital Arts, General	\$ 2,348.56
Bend Senior High School	Automotive Service Technology	\$ 2,000.00
LaPine Senior High School	Manufacturing, General	\$ 2,000.00
Marshall High School	Health Sciences, General	\$ 2,000.00
Mountain View Senior High School	Business, Management & Administration, General	\$ 2,000.00
Mountain View Senior High School	Digital Arts, General	\$ 2,000.00
Mountain View Senior High School	Law, Public Safety & Security, General	\$ 2,000.00
Mountain View Senior High School	Restaurants, Food & Beverage Services	\$ 2,000.00
Summit High School	Digital Arts, General	\$ 2,000.00

2021-22 CTE Race/Ethnicity

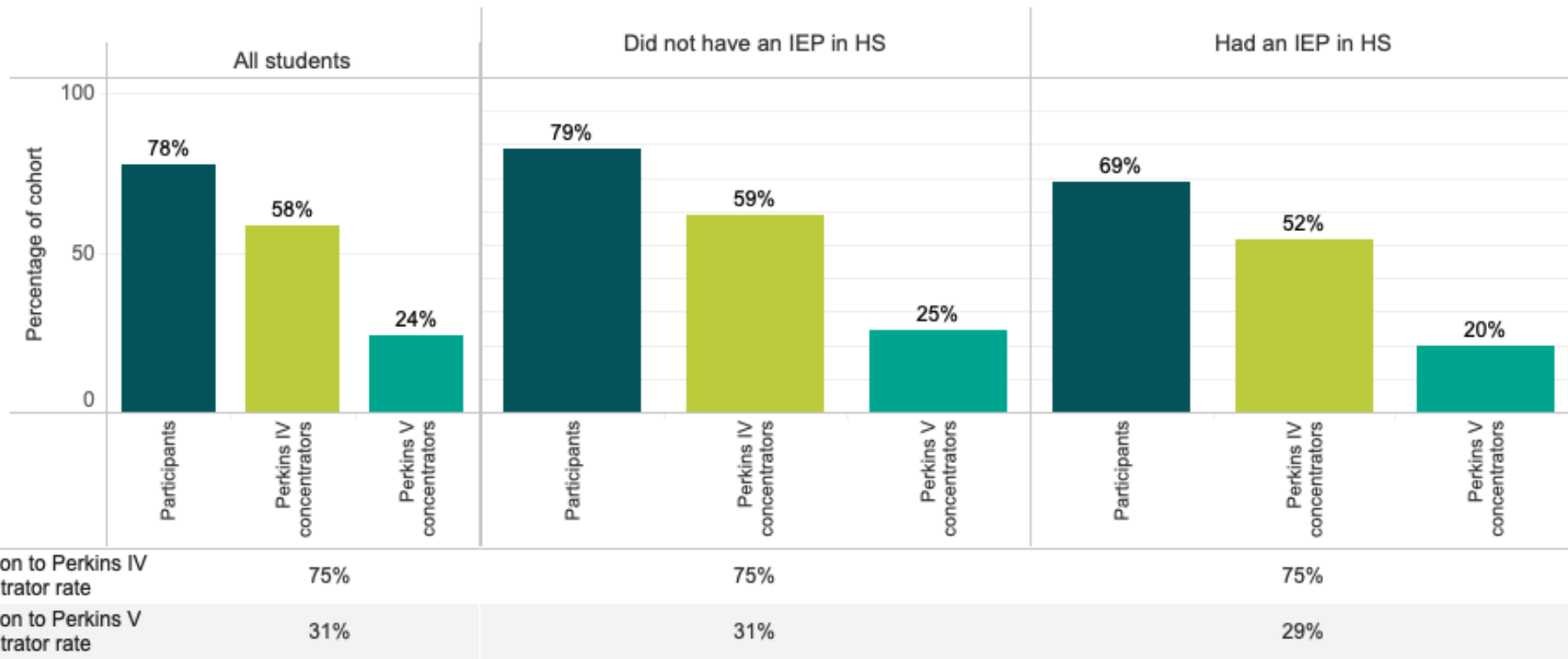


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - Race/Ethnicity

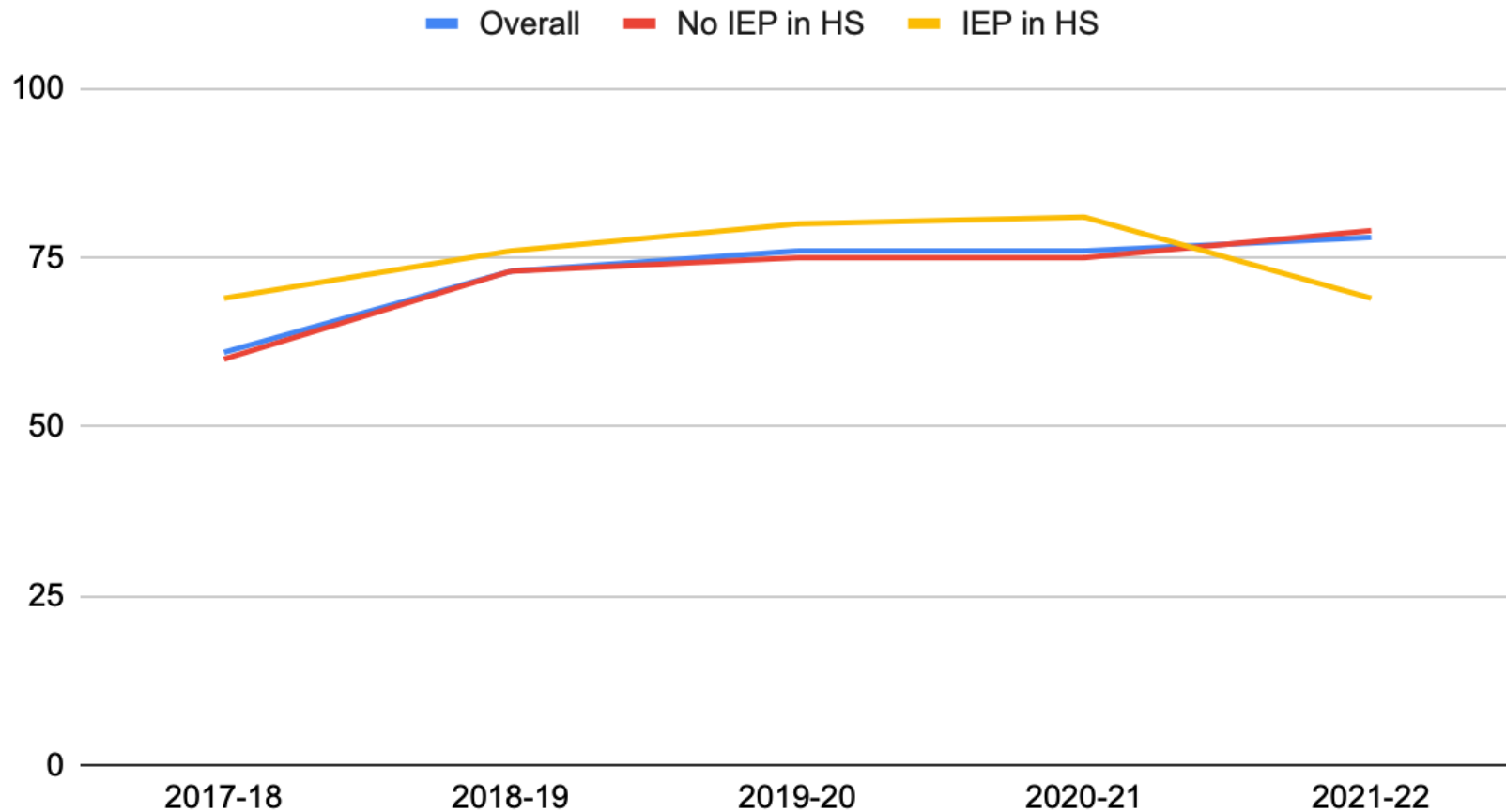


2021-22 CTE – IEP

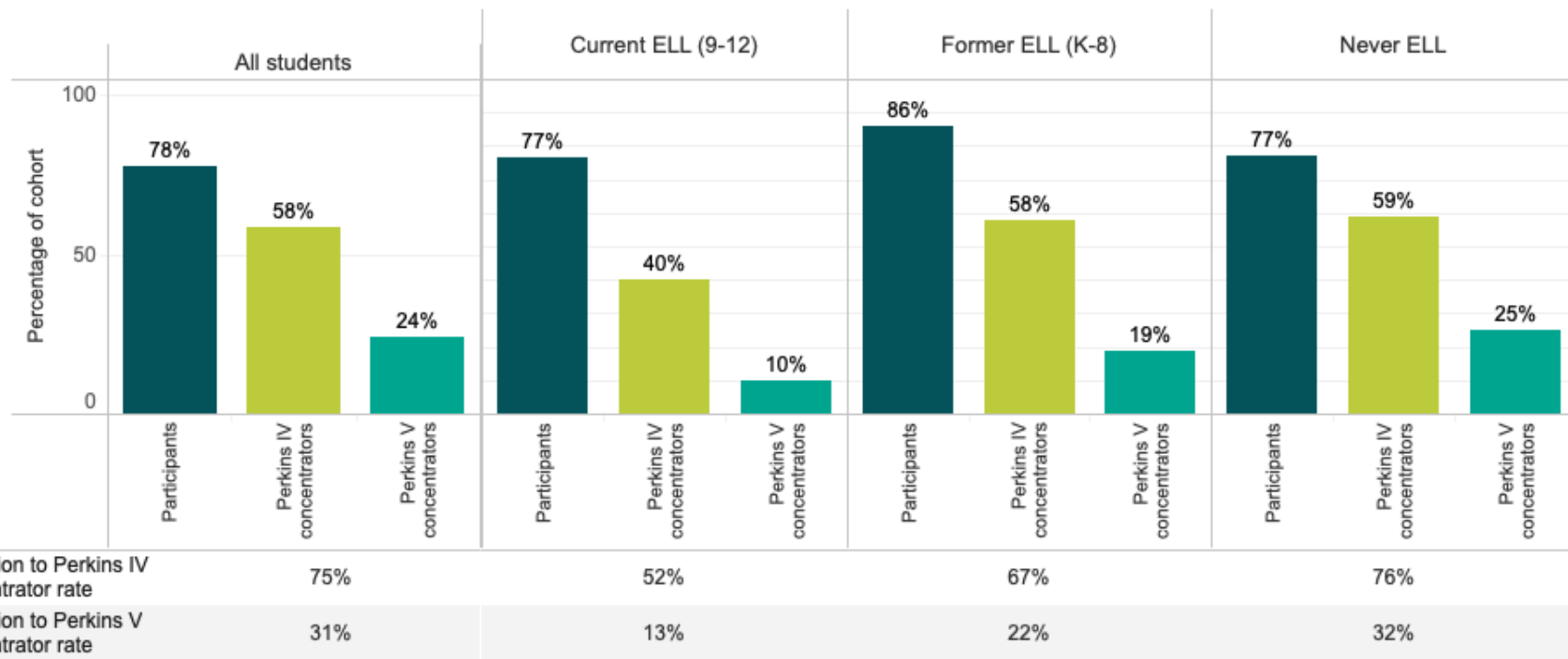


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - IEP

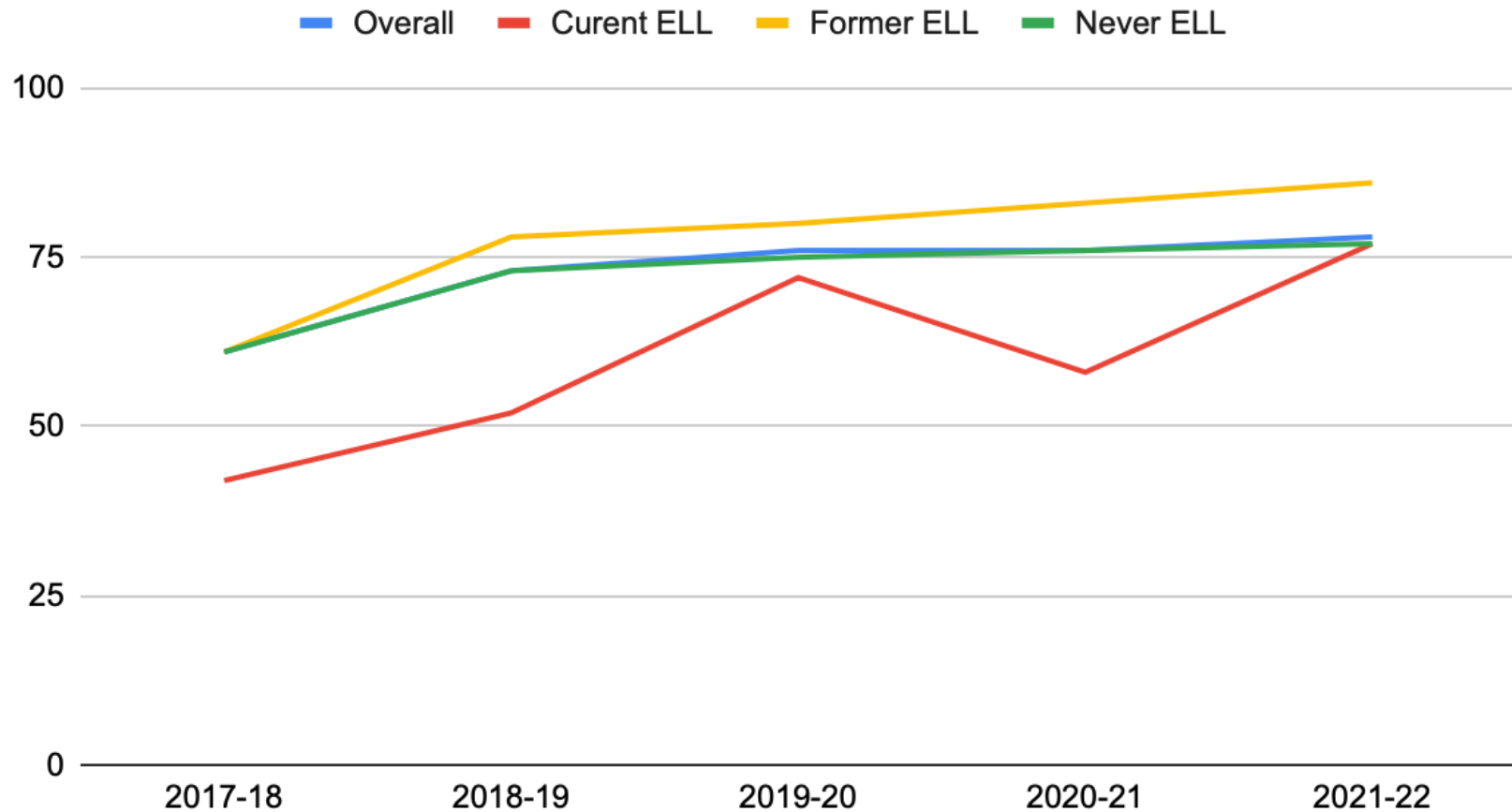


2021-22 CTE – ELL

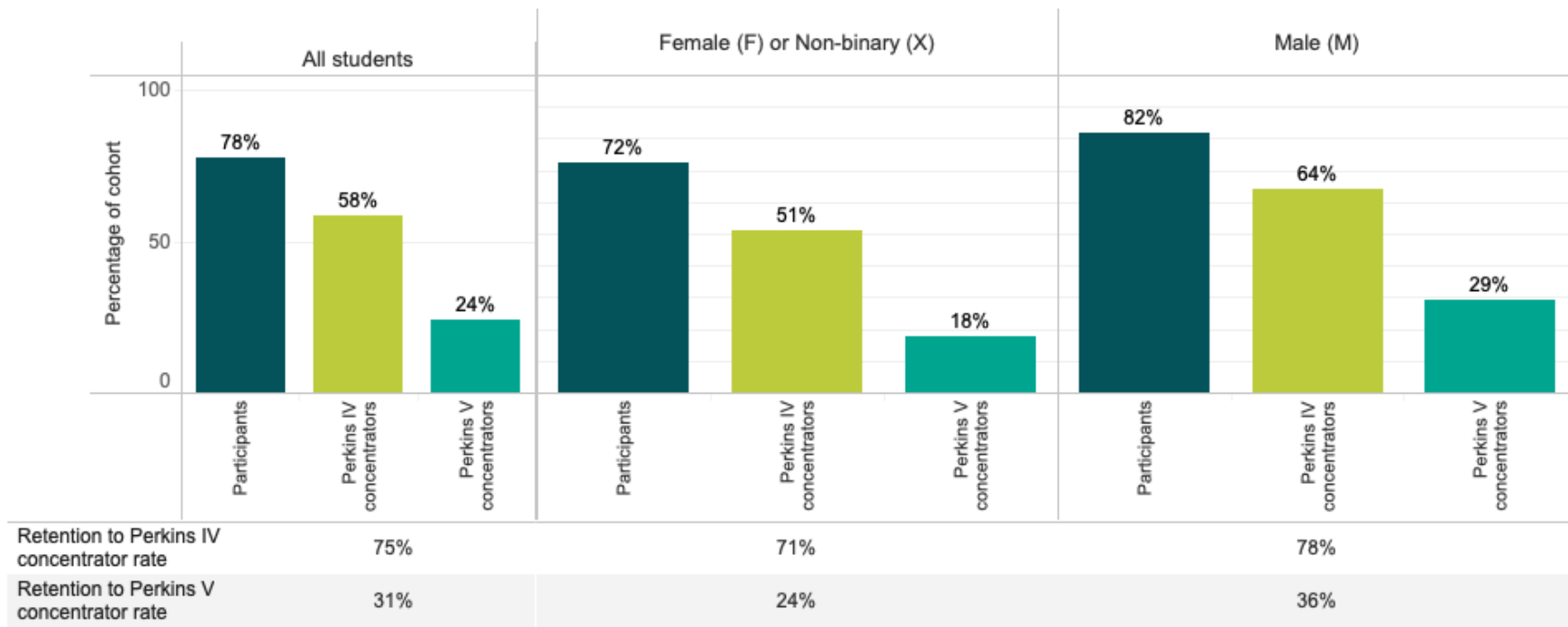


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - ELL

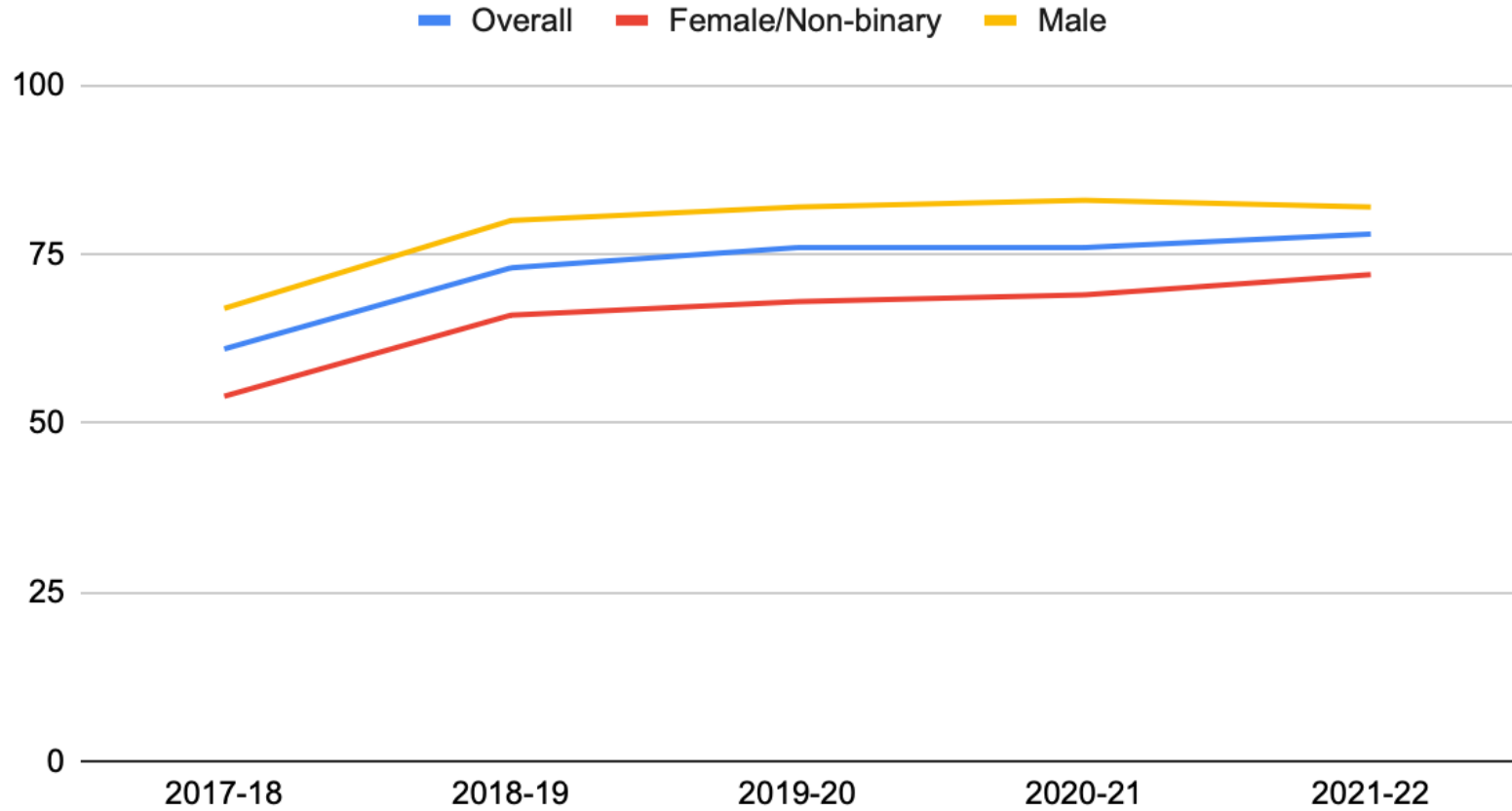


CTE 2021–22 Male/Female/Non-Binary

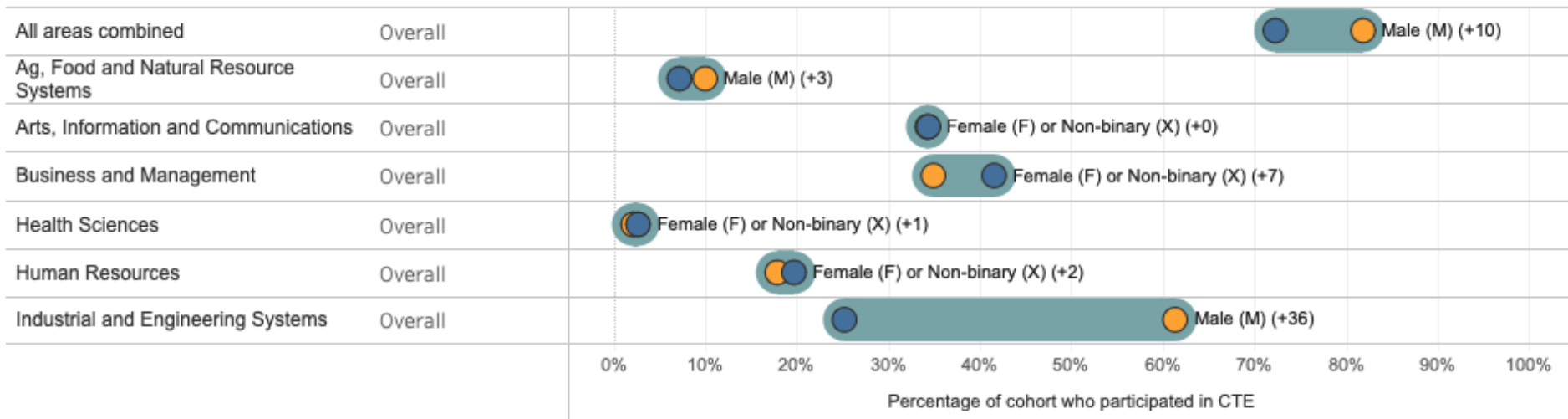


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - Male/Female/Non-binary



2021-22 CTE – Male/Female/Non-Binary by Program



A CTE Story

Tyler Zimmerman - LPHS - Class of 2023

- His father Matt Zimmerman is the LPHS welding instructor.
- During school Tyler received several welding certificates and became a program completer.
- After graduation, Tyler left Oregon to pursue his goals of becoming a full-time welder.
- Currently working in Reno, NV as a welding apprentice.
- In September he will move forward in his next goal which is attending Western Welding Academy in Wyoming.



A CTE Story

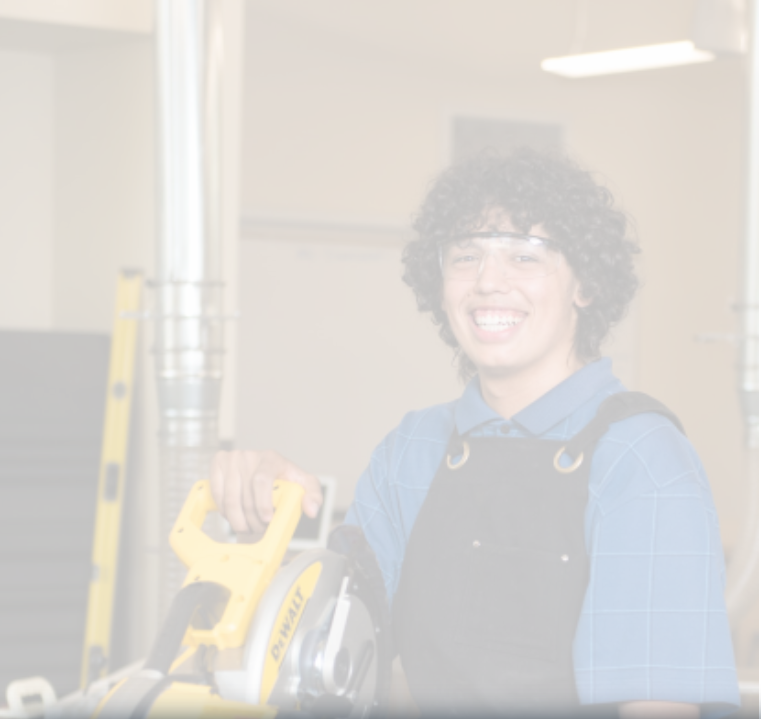
Tyler Zimmerman

“The program helped me focus on my dream while still in school and bettering my skills. Having my dad there to teach me along the way meant a lot to me. I am really proud of the welding program for helping kids find their passion and getting us prepared for careers with certifications we can use.”



Questions?

Thank you!



Programas de Preparatoria y Doble inmersión

Katie Legace, Directora ejecutiva de las escuelas Preparatorias
Stephen DuVal, Director de preparación para el colegio y carreras
Kinsey Martin, Director ejecutivo de normas, defensa e igualdad

Ubicación avanzada, Créditos dobles para el colegio y Bachiller Internacional

- 165 cursos en total ofrecidos a través de todas las escuelas preparatorias
 - 94 cursos AP (Ubicación avanzada por sus siglas en inglés) (33 cursos)
 - 30 cursos IB (Bachiller Internacional por sus siglas en inglés)
 - 41 cursos de doble crédito
 - 27 con COCC
 - 14 con otros colaboradores post preparatoria



Ubicación avanzada (AP por sus siglas en inglés)

AP Historia del arte

AP Taller de arte

AP Taller de arte: Diseño 2D

AP Biología

AP Cálculo

AP Cálculo AB

AP Cálculo BC

AP Investigación sobre proyecto final

AP Química

AP Ciencias de informática A

AP Fundamentos de las Ciencias de informática

AP Ciencias del medio ambiente

AP Historia europea

AP Francés idioma y cultura

AP Geografía humana

AP Japonés idioma y cultura

AP Lenguaje y composición

AP Literatura y composición

AP Macroeconomía

AP Teoría musical

AP Física

AP Física 1

AP Física 2

AP Pre cálculo

AP Psicología

AP Seminario

AP Español idioma y cultura

AP Estadística

AP Gobierno y política de los Estados Unidos

AP Historia de los Estados Unidos

AP Historia universal

Doble crédito para el colegio

Tecnología automotriz 3 (CTE Educación para carreras y tecnología por sus siglas en inglés)

Fundamentos biomédicos

Ingeniería civil y Arquitectura (CTE)

Justicia penal (CTE)

Derecho penal (CTE)

Artes culinarias 1 (CTE)

Artes culinarias 3 (CTE)

Artes culinarias 4 (CTE)

Artes gráficas 2 (CTE)

Introducción a comercialización 1 (CTE)

Anatomía humana/Fisiología

Matemáticas 105: Matemáticas en la sociedad

Sistemas mecánicos 1 (CTE)

Sistemas mecánicos 2 (CTE)

Tecnología de metales 3 (CTE)

Tecnología de metales 4 (CTE)

Estudios de narración y composición

Finanzas personales

Fotografía 1 (CTE)

Fotografía 2 (CTE)

Fundamentos de ingeniería

Gestión empresarial gastronómica

Escultura/Cerámica 1

Escultura/Cerámica 2

Deportes y Psicología de la actividad física

WR 121: Composición en inglés

WR 122: Composición en inglés

Anuario

FFA/Agricultura y Sistemas mecánicos:

Introducción a ciencias veterinarias

Medicina pre veterinaria

Liderazgo en Agricultura 1, 2 o 3

Botánica

Recursos naturales 1

Botánica

Cursos AP con Créditos dobles integrados para el colegio (8)

AP Lenguaje y composición UA Pre cálculo
AP Cálculo AB
AP cálculo BC
AP Psicología
AP Historia de los Estados Unidos
AP Historia europea
AP Geografía humana



Bachillerato Internacional

BI Biología HL Y1 y Y2

BI Química SL y HL

BI Ciencias de informática SL Y1 y Y2

BI sistemas del medio
ambiente/sociedades

BI francés HL Y1 y Y2

BI Políticas universales SL

BI Historia de las Américas

BI Idioma A1 inglés HL Y1 y Y2: Lenguaje y
literatura

BI Idioma B francés SL Y1 y Y2

BI Idioma B español SL Y1 y Y2

BI Análisis matemático HL Y1 y Y2

BI Análisis matemático SL Y1 y Y2

BI Aplicaciones e interpretaciones
matemáticas SL

BI Física SL y HL Y1

BI Psicología HL

BI Español HL Y1 y Y2

BI Teoría del conocimiento 1 y 2

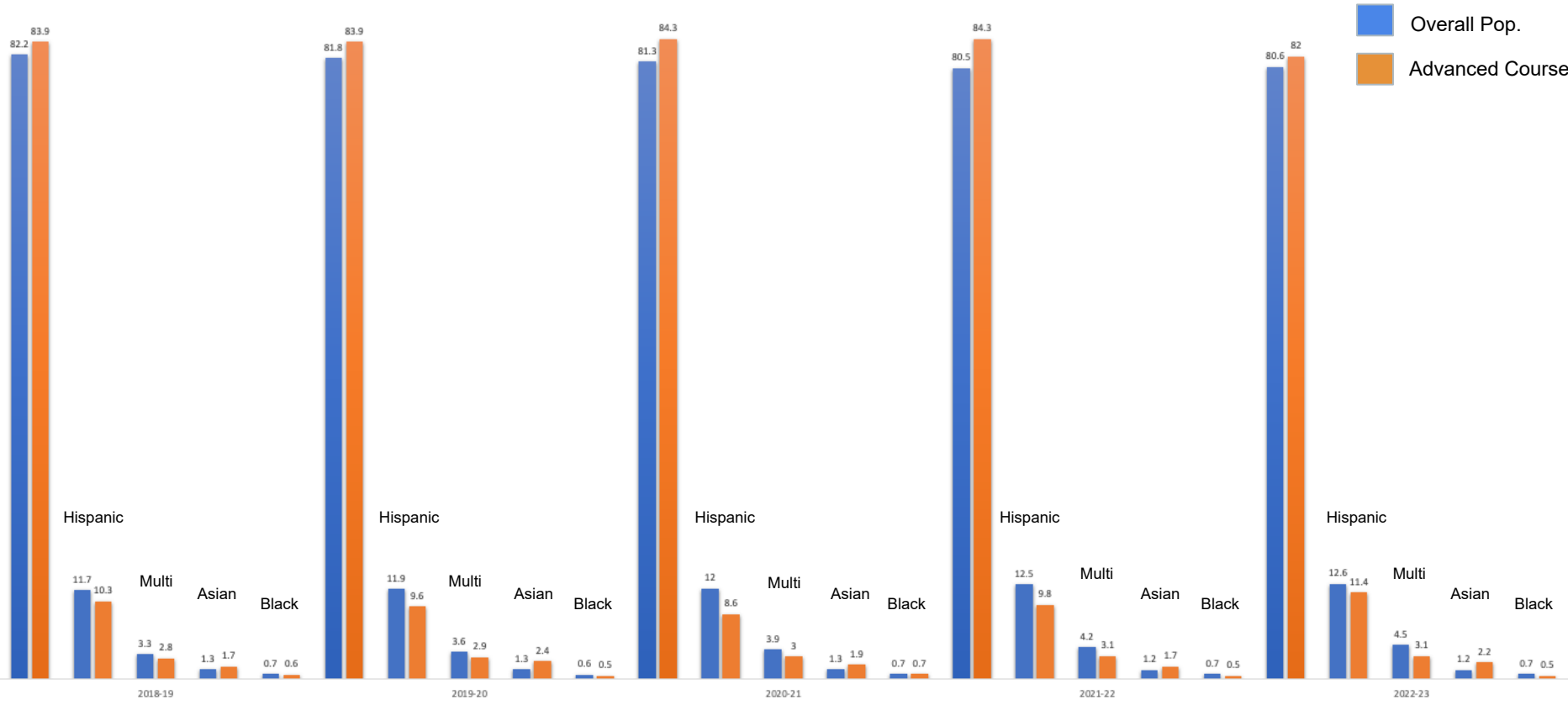
BI Religiones universales SL

Ubicación avanzada, Bachillerato Internacional y Datos sobre créditos dobles para el Colegio Comunitario de Oregón del Centro (COCC por sus siglas en inglés)

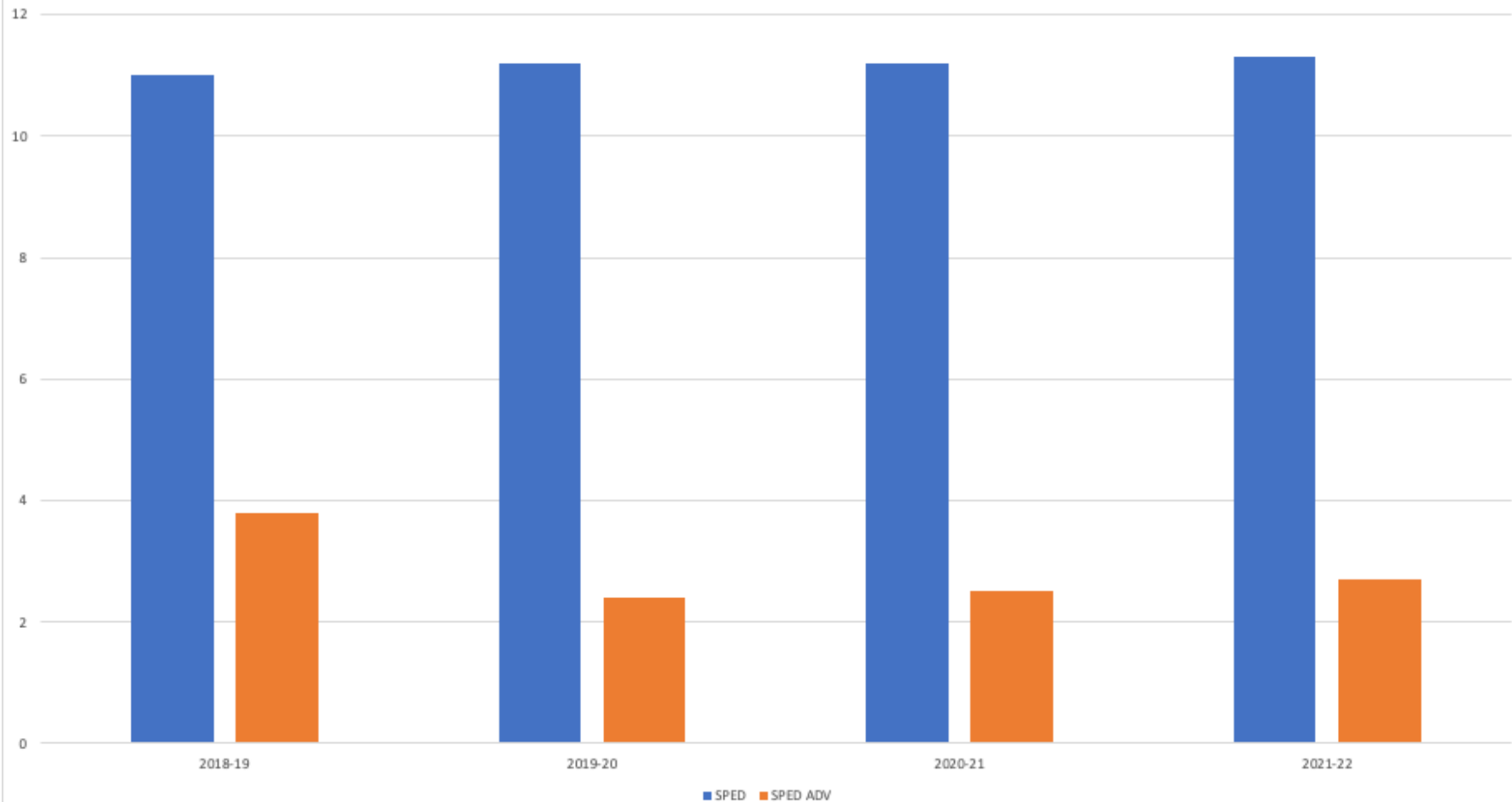
0.5 créditos obtenidos por estudiantes de preparatoria (HS por sus siglas en inglés) en sus carreras de la preparatoria



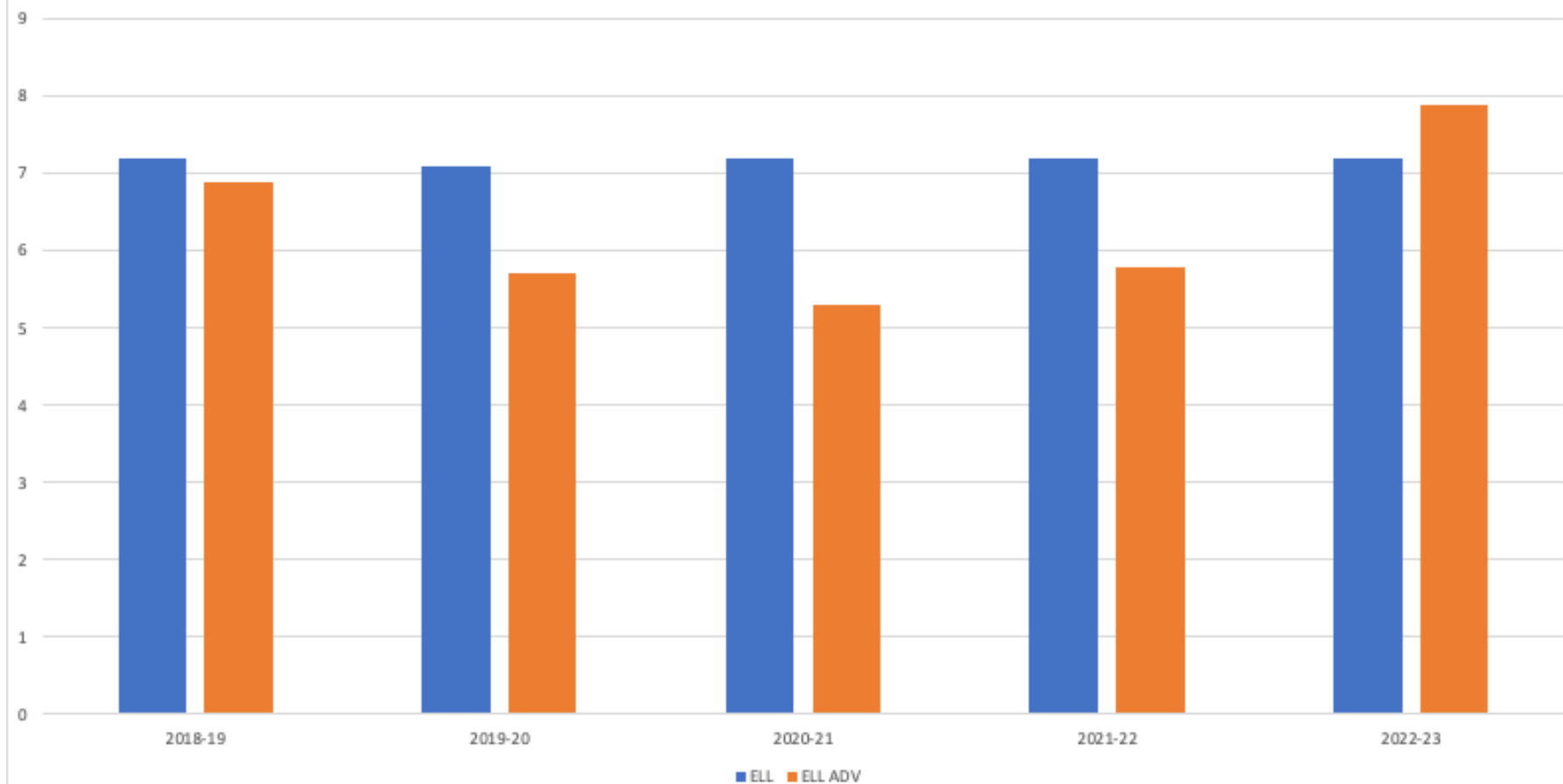
% Advanced Course vs Student Population - Ethnicity/Race



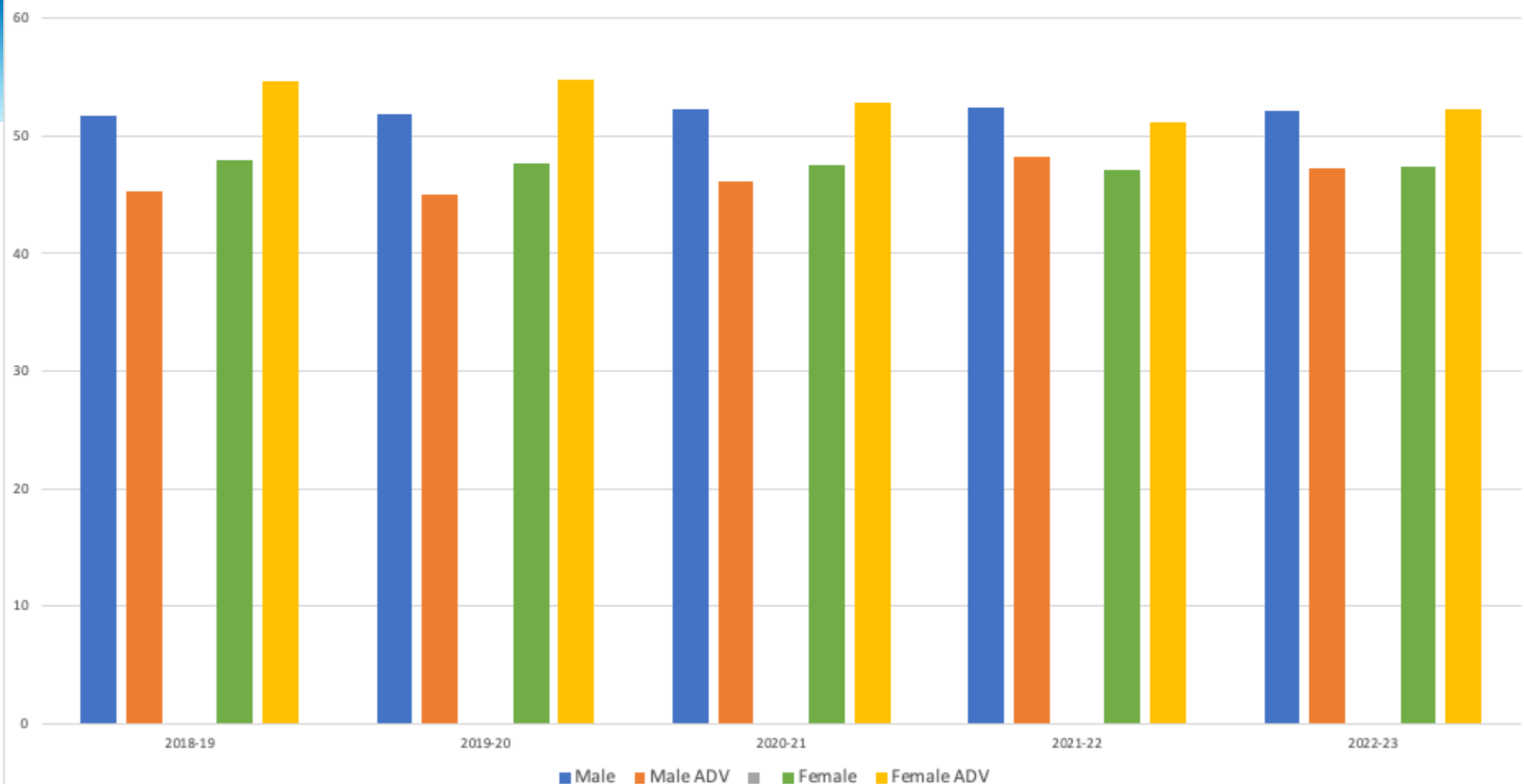
% Advanced Course vs Student Population - SPED



% Advanced Course vs Student Population - ELL



% Advanced Course vs Student Population - Gender



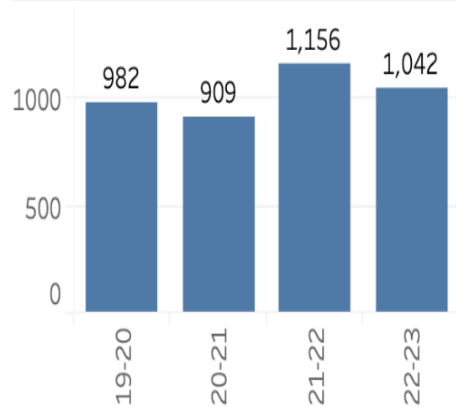
Colaboraciones con colegios

- Colegio comunitario de Oregón del Centro
- Colegio comunitario Blue Mountain
- Colegio comunitario Chemeketa
- Colegio comunitario Lane
- Colegio comunitario Linn-Benton
- Colegio comunitario Klamath
- Colegio comunitario Mount Hood
- Instituto de Tecnología de Oregón

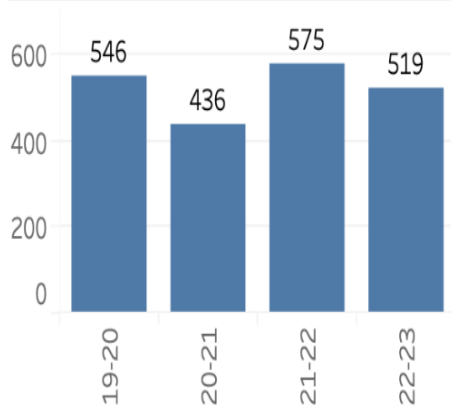


Datos de créditos doble del COCC

Inscripción general



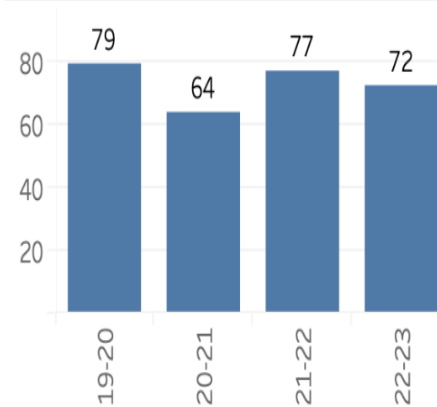
Estudiantes que participaron



Cursos ofrecidos



Secciones ofrecidas



Bachillerato Internacional

BI Desempeño de los estudiantes hacia el diploma 2022-2023

BI Estudiantes candidatos al diploma 38

BI Diplomas obtenidos: 34 de 38 (89.5%)

Puntaje promedio obtenido: 4.82 (4 de posibles 7 se considera aprobado)

Puntaje más alto de BI: 38 puntos de 45

Desempeño de los estudiantes de la preparatoria Bend High 2022-2023

Estudiantes registrados para rendir la prueba: 205 (un aumento del 29% con respecto al año 2022)

Número de pruebas: 544 (un aumento del 39% con respecto al año 2022)

Índice general de aprobados 84.5% (comparado con el 87% en 2022)

Clases y maestros que excedieron el promedio mundial en 2022-2023:

Idioma y literatura inglesa (Christen Kitt, Megan Bowerman, Matt Viles, Sally Pressler)

Francés SL (Kirsten Larwin)

Sistemas del medio ambiente y sociedades (Jenny Newell)

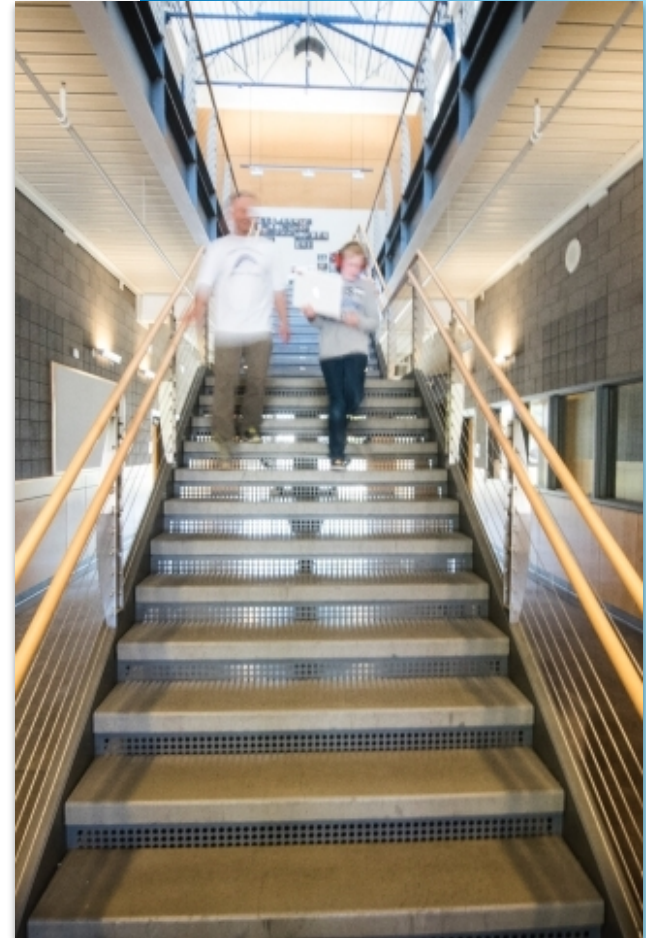
Historia (Jeff Anderson)

Psicología (Lisa Nye, Nate Neil)



Divulgación e iniciativas para Promover Amplio Acceso e Inclusión a todos los estudiantes

- Información y divulgación en todas las escuelas secundarias
- Información presentada a todos los estudiantes durante los encuentros de clase y durante la elección avanzada (forecasting)
- “Walk-about”, evento sobre información de cursos para los actuales estudiantes de preparatoria
- Iniciativa de equidad para oportunidades igualitarias en las escuelas preparatorias (Preparatoria Mountain View)
- Información y divulgación con Centro del Futuro, Club cros cultural y el Departamento de Consejería (BI)
- La norma de acceso igualitario no requiere una solicitud o admisión para acceder a los cursos de AP, IB o Crédito doble para el colegio.
- Exploración de programas relacionados con BI Carreras-para aumentar la participación y coordinación con los estudiantes que cursan clases de CTE



Programa de doble inmersión: participación

Género:

Femenino 53%

Masculino 47%

Habilidad:

Educación especial 7.2%



Programa de doble inmersión: participación

Raza:

Asiáticos

Hawaianos/Habitantes islas del Pacífico

Negros/americanos africanos

Indios americanos/Nativos de Alaska

Blancos



Programa de doble inmersión: Cursos avanzados

Actual

Traducción/Interpretación

UA Idioma español

- 64% representación latina este año en el curso UA de español
- 90% calificaciones de 3 o más alto (comparado con el 80% en todo Oregón)



Programas de Carrera en Educación Técnica





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 -  



Programas de Carreras y Educación Técnica (CTE por sus siglas en inglés)

- 34 programas en 7 escuelas preparatorias
- Todos alineados en colaboración con colegios de la comunidad
- 12 están certificados por la industria. Los ejemplos incluyen:
 - Excelencia en Servicio Automotriz
 - BOLI Preformación
 - Sociedad americana de soldaduras
 - Primeros auxilios /Reanimación cardiopulmonar (CPR por sus siglas en inglés)
 - Bombero forestal
 - ServeSafe certificación para manipuladores de alimentos (Food Handlers)
- Estamos trabajando con nuestro personal para ampliar las certificaciones



Youth Career Connect (YCC por sus siglas en inglés)

- Actualización del programa con el Consejo Intergubernamental de
- Oregón del Centro (COIC por sus siglas en inglés)
- Dos pasantías de YCC para combinar empleados con estudiantes par oportunidades de pasantías relacionadas con el trabajo.
 - Presencia más populosa en el Condado Sur.
- Vínculo natural con los programas de CTE, pero abierto a todos los estudiantes
- Pasantías, Aprendizaje por observación (Job Shadows), excursiones escolares, oradores invitados



Otras oportunidades

- Feria regional de oficios (noviembre)
- Centro de Ciencia, Tecnología, Ingeniería y Matemáticas (STEM por sus siglas en inglés) (ESD -Distrito de servicios de educación- por sus siglas en inglés)
- Colaboración con COCC
 - Día de carreras para la salud
 - Excursión escolar sobre tecnología de producción
 - Navegador conectado al aprendizaje de los sistemas de la carrera (Career Connected Learning Systems Navigator)
- Pasantía en comercialización dirigida directamente a un empleo para el trayecto



Avances de CTE

- 1300+ Estudiantes
- 29 buses
- Todas las 7 escuelas preparatorias
- A los estudiantes se les dieron actividades prácticas en el sitio actual de CTE
- Datos cuantitativos de los consejeros demuestran un aumento en la selección de cursos (forecasting) de CTE en los alumnos que ingresan a noveno grado
- La meta fue exposición y conocimiento del trayecto a seguir



¿Por qué CTE?

Tablero de información sobre el Estado

Participantes en CTE (0.5 créditos) - 90.2%
índice de graduación, clase de 2022

Concentradores CTE (2.0 créditos en un
programa) - 93.6% índice de graduación, clase
de 2022



Subvenciones para el trayecto a seguir

Nuestros programas de CTE obtienen financiación del Estado por la participación de los estudiantes

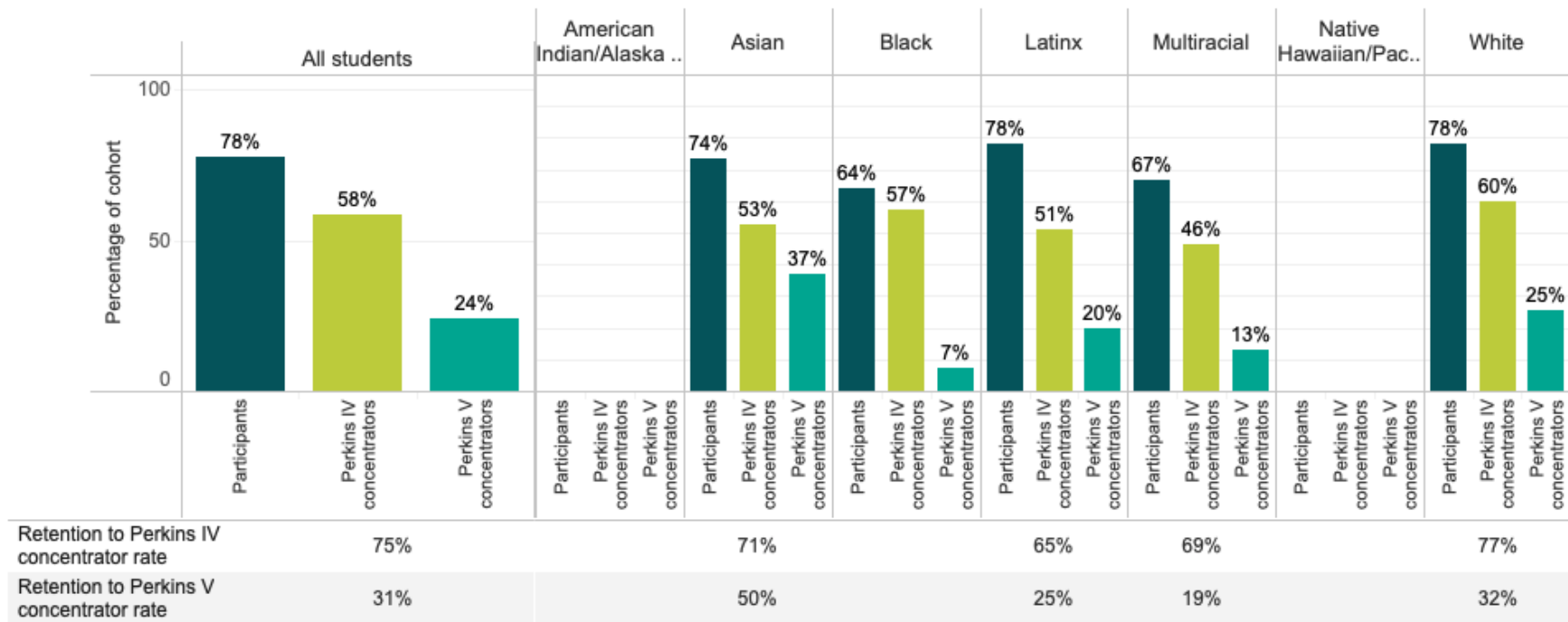
- 1 punto para cualquier estudiante que haya obtenido 3.0 o más créditos en un programa de estudio de CTE de salario elevado y alta demanda.
- 1 punto si tal estudiante es históricamente de bajos recursos.
- 1 punto el estudiante ha ganado una Credencial aprobada y reconocida por la industria.



Distribución del trayecto a seguir

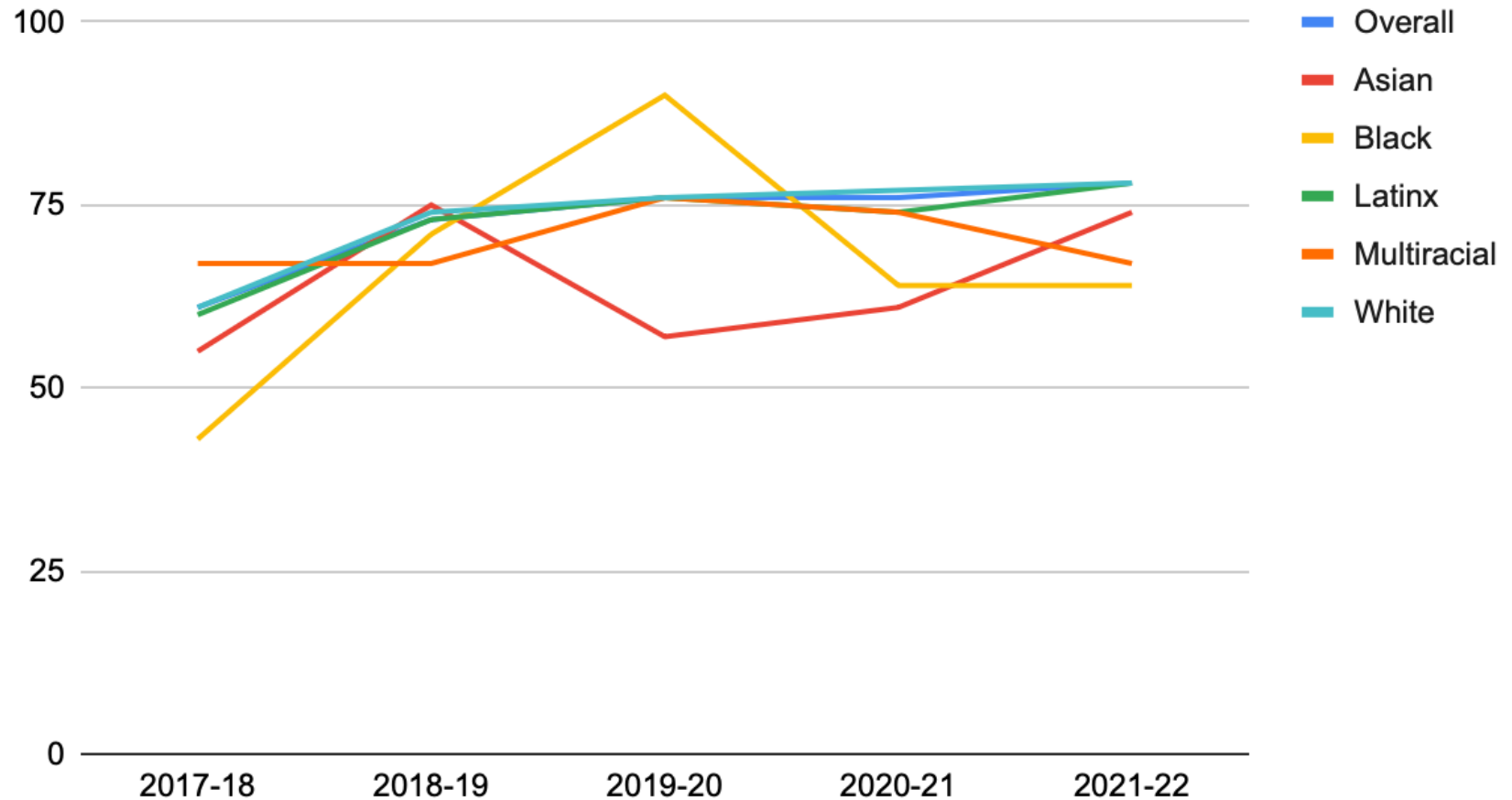
School Name	POS Name	Total 22-23 CP Grant
Bend Senior High School	Engineering Technology, General	\$ 13,450.82
Mountain View Senior High School	Agriculture, General	\$ 7,045.67
Mountain View Senior High School	Automotive Service Technology	\$ 5,978.14
Summit High School	Information & Technology, General	\$ 4,697.11
Bend Senior High School	Business, Management & Administration, General	\$ 3,416.08
Marshall High School	Architecture & Construction, General	\$ 2,989.07
Bend Senior High School	Restaurants, Food & Beverage Services	\$ 2,775.57
Mountain View Senior High School	Architecture & Construction, General	\$ 2,775.57
Bend Senior High School	Digital Arts, General	\$ 2,348.56
Bend Senior High School	Automotive Service Technology	\$ 2,000.00
LaPine Senior High School	Manufacturing, General	\$ 2,000.00
Marshall High School	Health Sciences, General	\$ 2,000.00
Mountain View Senior High School	Business, Management & Administration, General	\$ 2,000.00
Mountain View Senior High School	Digital Arts, General	\$ 2,000.00
Mountain View Senior High School	Law, Public Safety & Security, General	\$ 2,000.00
Mountain View Senior High School	Restaurants, Food & Beverage Services	\$ 2,000.00
Summit High School	Digital Arts, General	\$ 2,000.00

2021-22 CTE Raza/Etnia

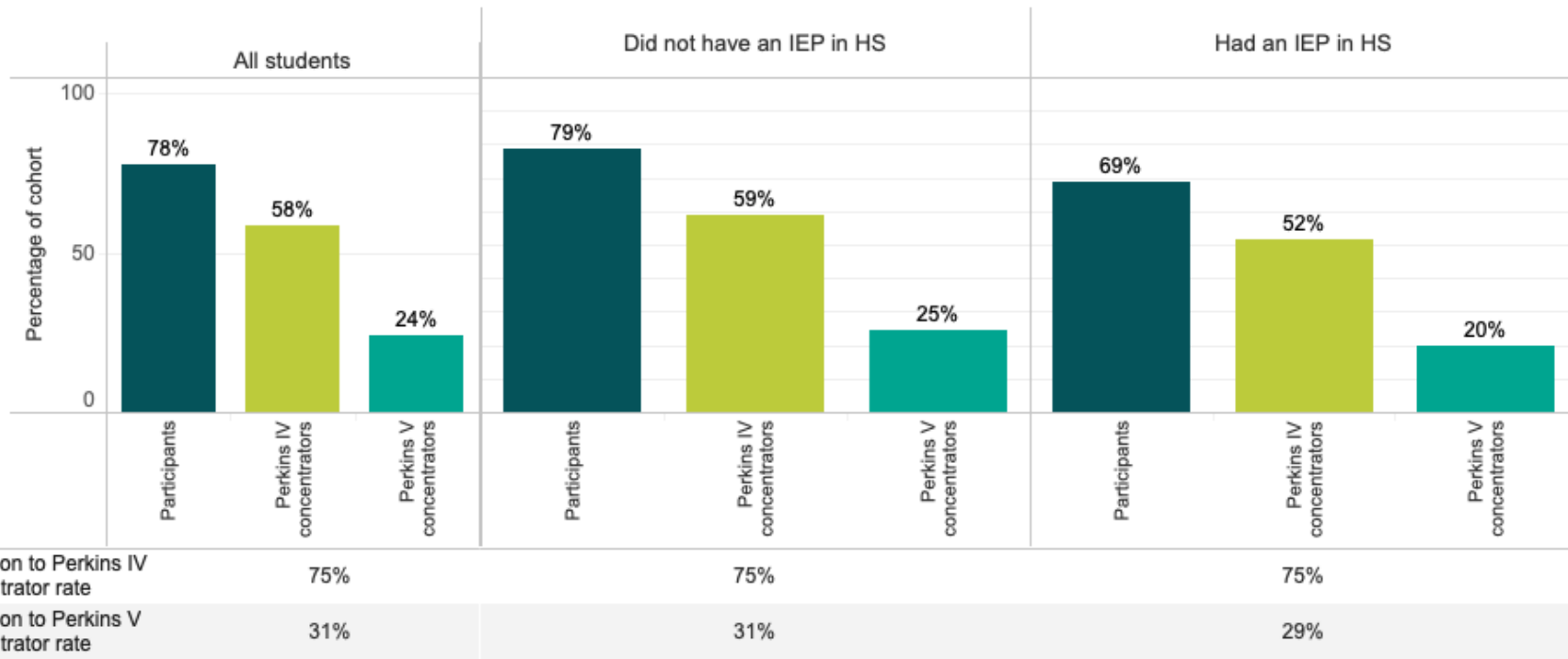


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - Race/Ethnicity

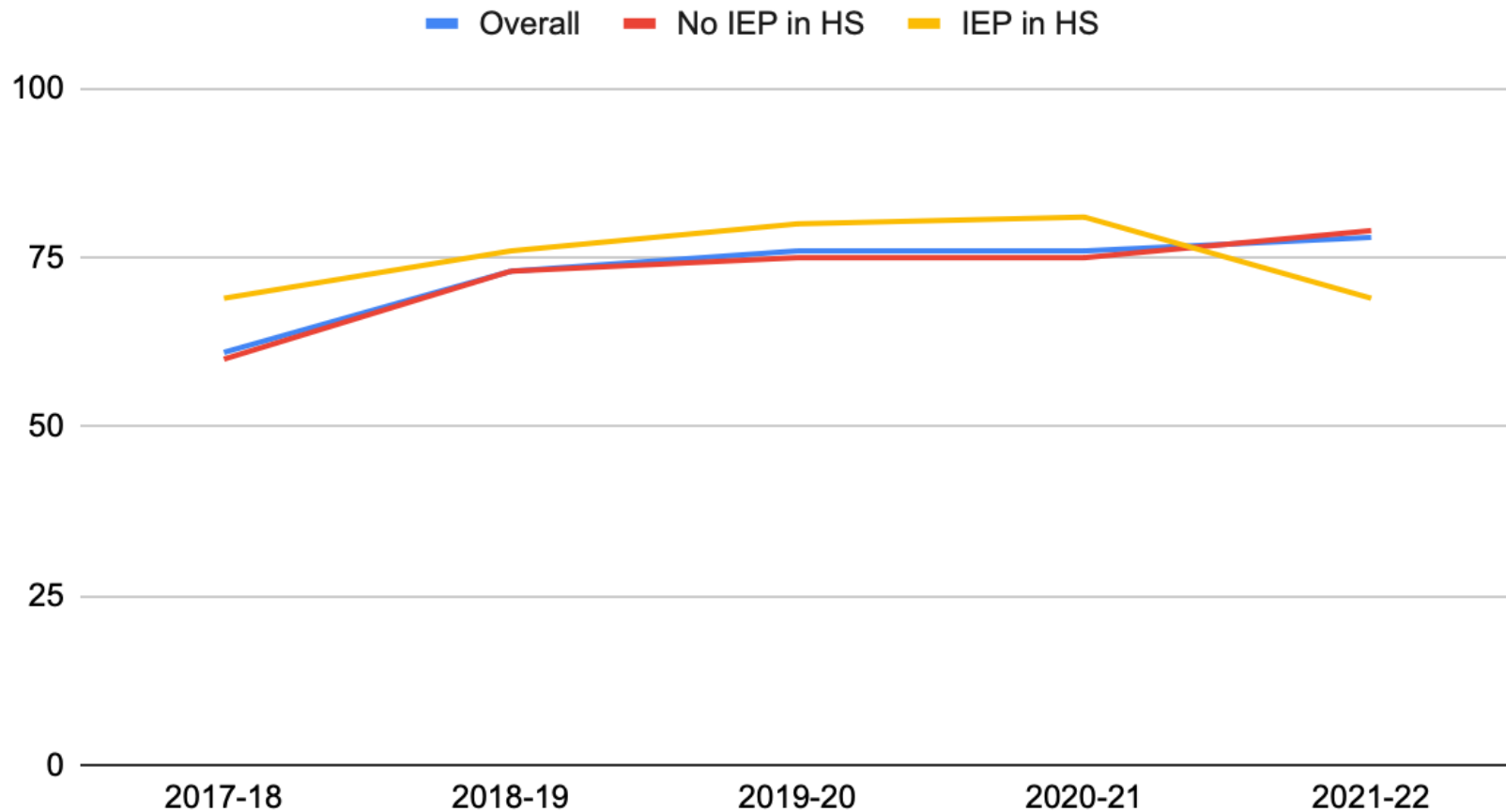


2021-22 CTE – Plan Individual de Educación (IEP por sus siglas en inglés)

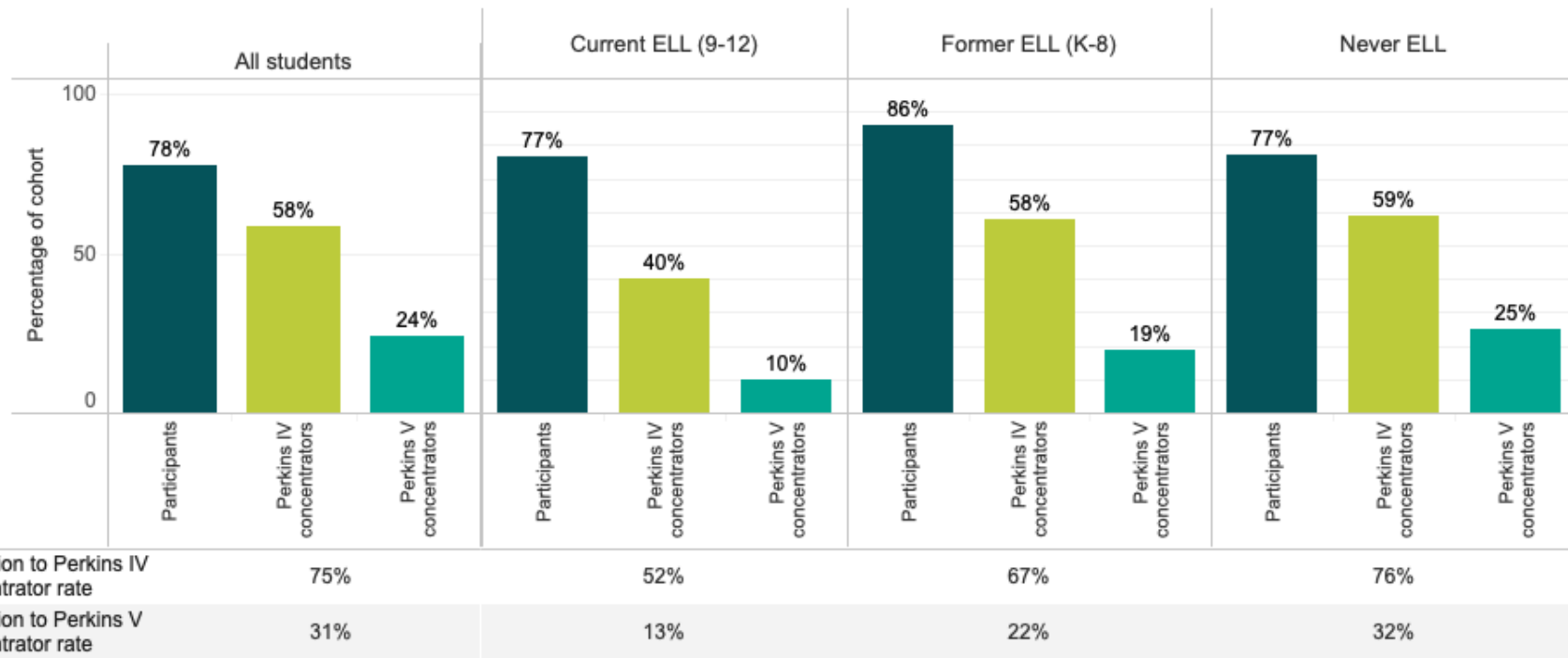


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - IEP

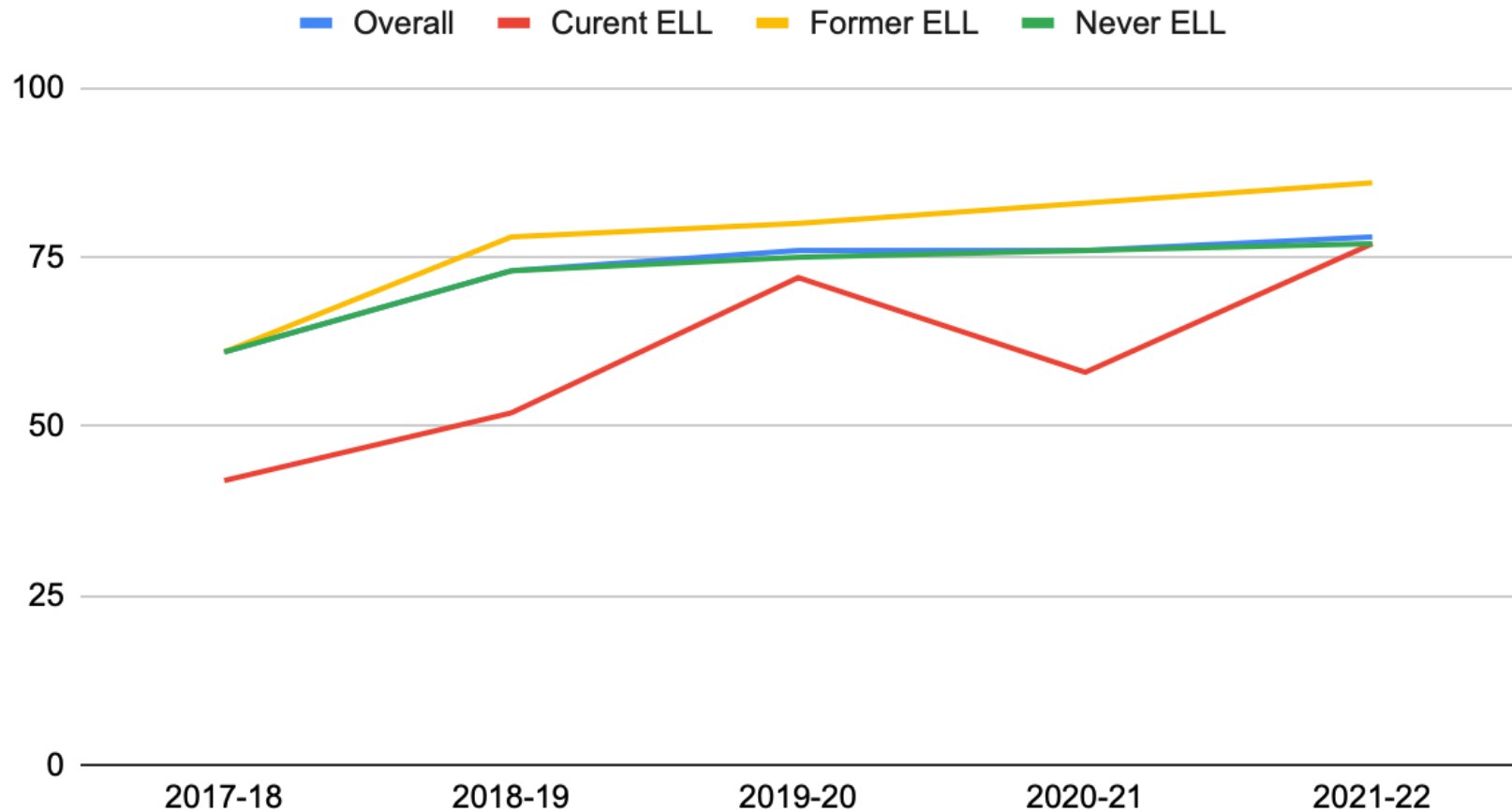


2021-22 CTE – Aprendices del idioma inglés (ELL por sus siglas en inglés)

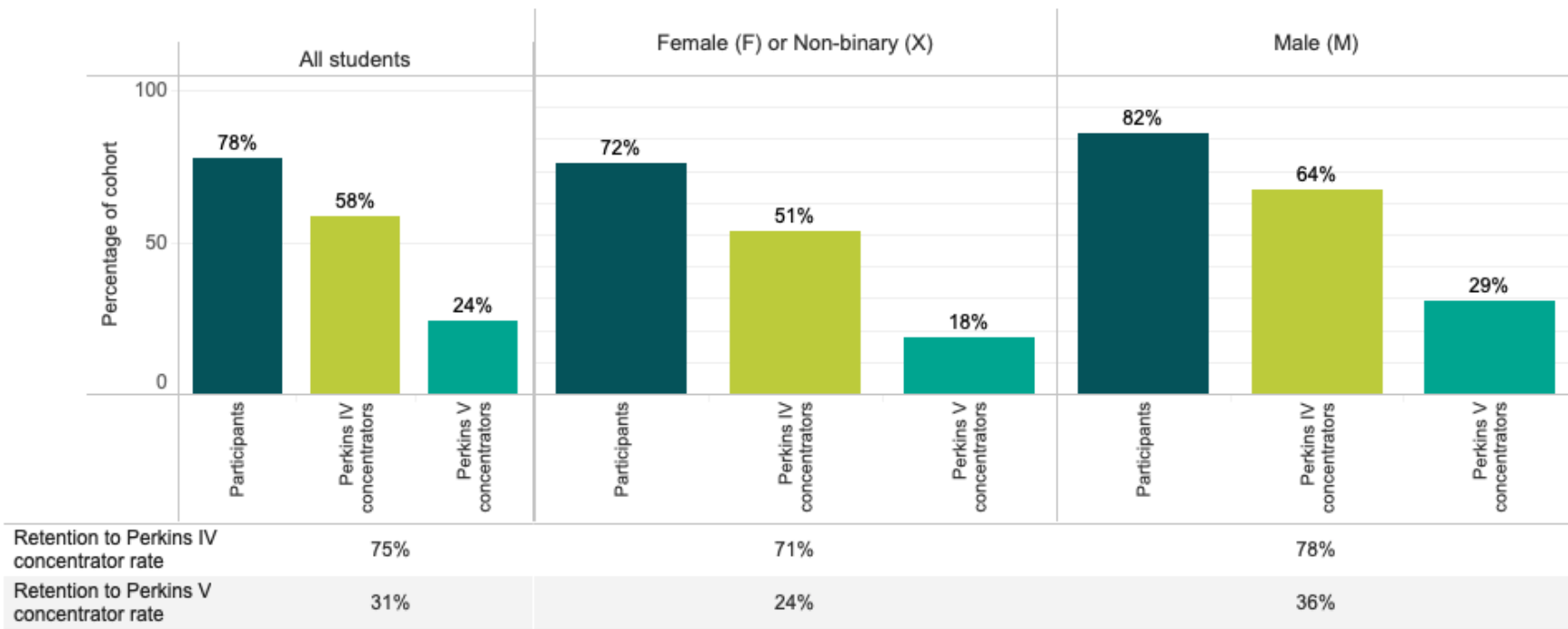


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - ELL

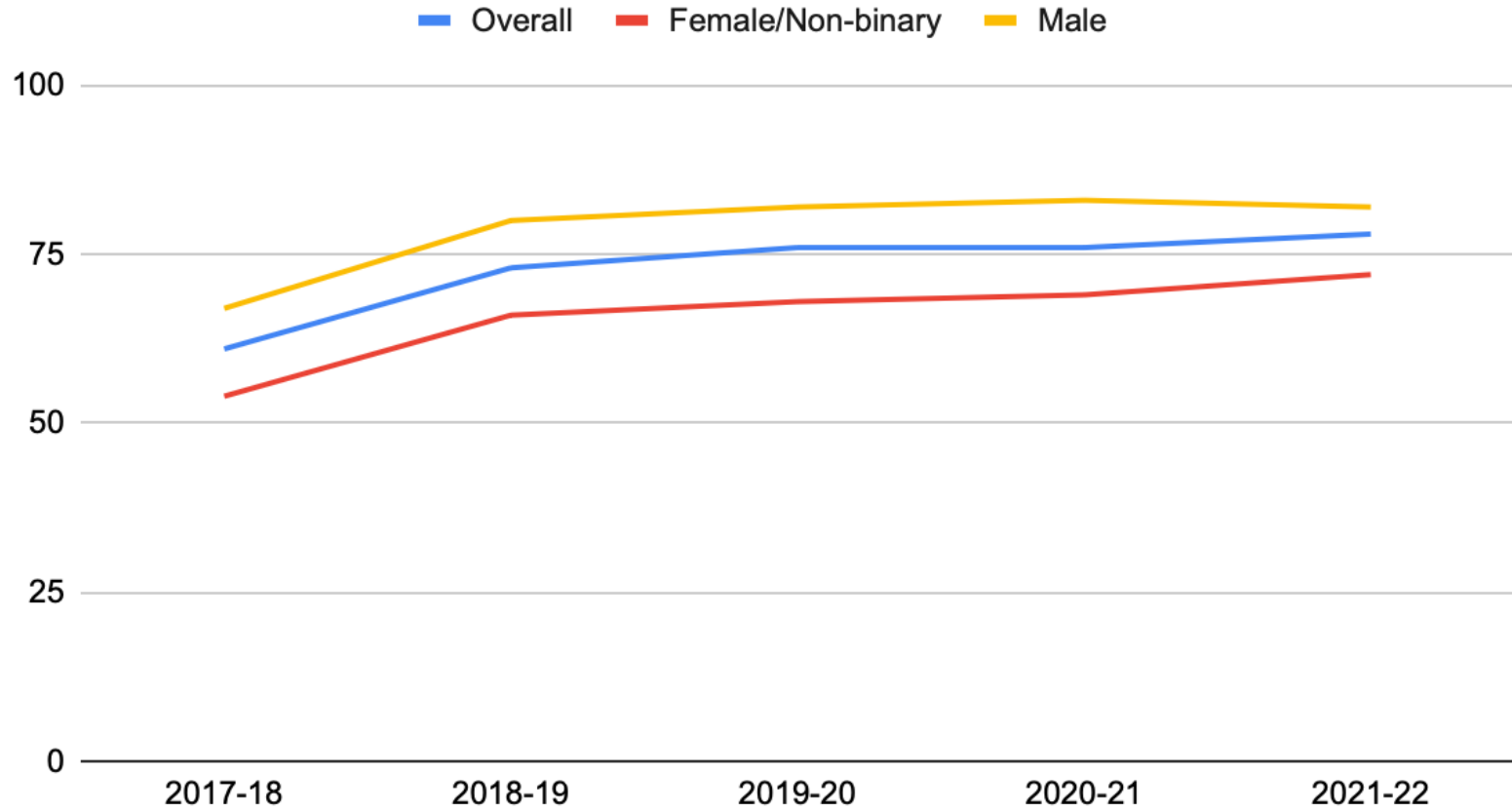


CTE 2021–22 Masculino/Femenino/No-Binario

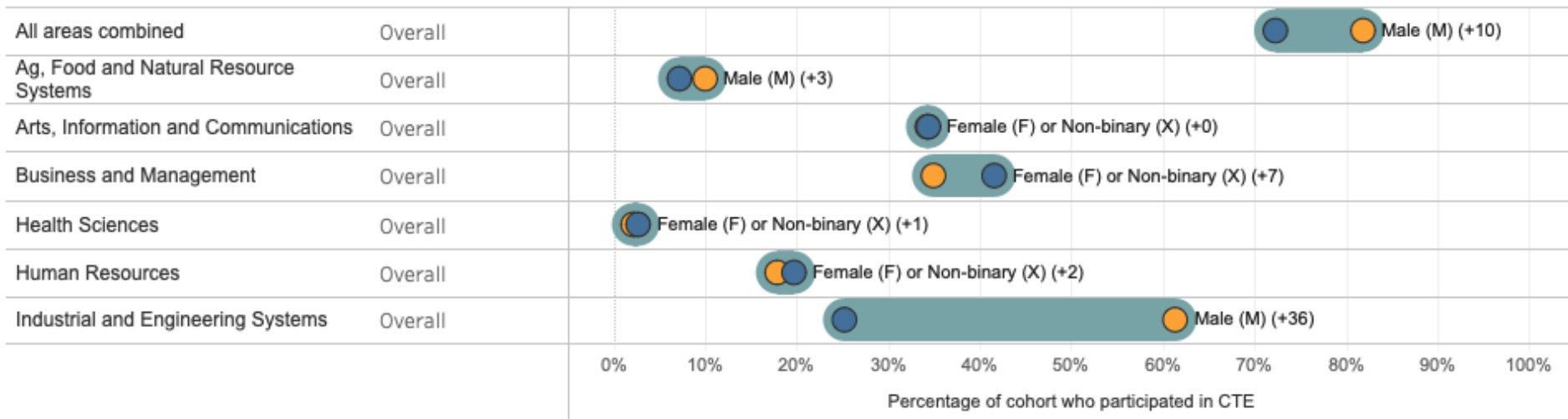


Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE Participation - Male/Female/Non-binary



2021-22 CTE – Masculino/Femenino/No-Binario por programa



Una historia de CTE

Tyler Zimmerman - Preparatoria La Pine (LPHS por sus siglas en inglés) – Clase de 2023

- Su padre Matt Zimmerman, es el instructor de soldaduras de la Preparatoria La Pine.
- Durante su escolaridad Tyler recibió varios certificados de soldadura y completó su programa.
- Después de la graduación Tyler se fue de Oregón para proseguir con sus metas de convertirse en un soldador de tiempo completo.
- En la actualidad está trabajando en Reno, NV como aprendiz de soldadura.
- En septiembre seguirá hacia adelante para obtener su próxima meta que es asistir a la Western Welding Academy en Wyoming.



Una historia de CTE

Tyler Zimmerman

“El programa me ayudó a concentrarme en mi suelo cuando todavía estaba en la escuela mejorando mis habilidades. Tener a mi padre allí enseñándome a lo largo del camino significó mucho para mi. Estoy realmente orgulloso del programa de soldadura por que ayuda a los estudiantes a encontrar su pasión y a prepararnos para carreras con certificaciones que podemos usar”.



¿Preguntas?

¡Muchas gracias!