



School Board Regular Meeting Agenda

March 11, 2025, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Chair Marcus LeGrand	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Marcus LeGrand	
3.	<u>Review of Agenda</u>	<u>4</u>
	Speaker(s): Chair Marcus LeGrand	
	Attachments:	
	3.11.25 Agenda - DRAFT	4
	3.11.25 Agenda - BORRADOR	6
4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Dr. Steve Cook, Superintendent	
5.	<u>Student Voice Council Report</u>	
	Speaker(s): Student Voice Council Leadership	
6.	<u>Public Comment</u>	
	Speaker(s): Chair Marcus LeGrand	
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<u>Consent Agenda</u>	
	Speaker(s): Chair Marcus LeGrand	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
	A. Approval of Minutes	8
	Description: February 11, 2025, Regular Board Meeting; <i>Reference: ORS 192.650 and ORS 332.057</i>	
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	2.11.25 Minutes - DRAFT	8
	B. Approval of Personnel Recommendations	14
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
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	Certified Board Report 3.11.25 - UPDATED	
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GBNAA/JHFF-BP: Suspected Sexual Conduct with Students & Reporting Requirements - DRAFT 3.11.25	20
D. Elementary Math Curriculum Adoption	23
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8. <u>Consent for Information</u>	
Speaker(s): Dr. Steve Cook, Superintendent	
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Approval of Administrative Policies and Regulations	25
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B. Follow-up to Board Comment	31
Attachments:	
2.11.25 District Follow-up to BLS School Board Meeting Comment.docx	31
9. <u>Reports</u>	
A. Strategic Priorities Update	32
Speaker(s): Dr. Steve Cook, Superintendent	
Attachments:	
Executive Summary: Strategic Priorities Update	32
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B. Climate and Culture Task Force Update	59
Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
Attachments:	
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C. Bullying Prevention within a Culture of Belonging	71
Speaker(s): Kinsey Martin, Executive Director of Policy, Advocacy, and Equity; Jennifer Hauth, Director of Social, Emotional, and Mental Well-Being; and Eric Powell, Director of Special Programs	
Attachments:	
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10. <u>Administrative Policy and Regulation Report</u>	
A. Administrative Policies and Regulations in Review	87
Speaker(s): Dr. Steve Cook, Superintendent	
Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning via Google Form.	
Attachments:	
Executive Summary: Administrative Policies and Regulations for Review	87
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11. <u>Superintendent's Report</u>	
Speaker(s): Dr. Steve Cook, Superintendent	
12. <u>Director Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
13. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for April 8, 2025.	



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1. **Call to Order**
Speaker(s): Chair Marcus LeGrand
2. **Pledge of Allegiance**
Speaker(s): Chair Marcus LeGrand
3. **Review of Agenda**
Speaker(s): Chair Marcus LeGrand
4. **District Recognitions**
 - A. Champion for Students Award
Speaker(s): Dr. Steve Cook, Superintendent
5. **Student Voice Council Report**
Speaker(s): Student Voice Council Leadership
6. **Public Comment**
Speaker(s): Chair Marcus LeGrand
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7. **Consent Agenda**
Speaker(s): Chair Marcus LeGrand
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 - A. Approval of Minutes
Description: February 11, 2025, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*
 - B. Approval of Personnel Recommendations
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; *Reference: ORS 332.505*
 - C. Adoption of Board Policies
 - D. Elementary Math Curriculum Adoption
8. **Consent for Information**
Speaker(s): Dr. Steve Cook, Superintendent
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.
 - A. Approval of Administrative Policies and Regulations
 - B. Follow-up to Board Comment

9. **Reports**

A. Strategic Priorities Update

Speaker(s): Dr. Steve Cook, Superintendent

B. Climate and Culture Task Force Update

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

C. Bullying Prevention within a Culture of Belonging

Speaker(s): Kinsey Martin, Executive Director of Policy, Advocacy, and Equity; Jennifer Hauth, Director of Social, Emotional, and Mental Well-Being; and Eric Powell, Director of Special Programs

10. **Administrative Policy and Regulation Report**

A. Administrative Policies and Regulations in Review

Speaker(s): Dr. Steve Cook, Superintendent

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

11. **Superintendent's Report**

Speaker(s): Dr. Steve Cook, Superintendent

12. **Director Comments**

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

13. **Adjourn**

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for April 8, 2025.



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

11 de marzo de 2025, 5:30 PM

Ubicación:

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

1. **Llamado al orden**

Ponente(s): Presidente, Marcus LeGrand

2. **Juramento a la bandera**

Ponente(s): Presidente, Marcus LeGrand

3. **Revisión de la agenda**

Ponente(s): Presidente, Marcus LeGrand

4. **Reconocimientos del Distrito Escolar**

A. Premio Campeón(a) de los Estudiantes

Ponente(s): Dr. Steve Cook, superintendente

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

Ponente(s): Liderazgo del Consejo de Voz Estudiantil

6. **Comentarios públicos**

Ponente(s): Presidente, Marcus LeGrand

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

7. **Agenda Consensuada**

Ponente(s): Presidente, Marcus LeGrand

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

A. Aprobación de Minutas

Descripción: 11 de febrero de 2025, Reunión ordinaria de trabajo; *Referencia: ORS 192.650 and ORS 332.057*

B. Aprobación de recomendaciones del personal

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

C. Adopción de Políticas de la Junta Directiva

D. Adopción del currículo de matemáticas primaria

8. **Consentimiento para la información**

Ponente(s): Dr. Steve Cook, superintendente

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

- A. Aprobación de políticas y reglamentos administrativos
- B. Seguimiento de los comentarios de la Junta Directiva

9. **Informes**

- A. Actualización de las prioridades estratégicas.

Ponente(s): Dr. Steve Cook, superintendente

- B. Actualización del Grupo de Trabajo sobre Clima y Cultura (Climate and Culture Task Force, por su nombre en inglés)

Ponente(s): Dr. Lisa Birk, superintendente adjunta

- C. Prevención del acoso escolar dentro de una cultura de pertenencia

- D. **Ponente(s):** Kinsey Martin, directora ejecutiva de Política, Abogacía y Equidad; Jennifer Hauth, directora de Bienestar Mental y Socioemocional; y Eric Powell, director de Programas Especiales.

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

- A. Revisión de políticas y reglamentos administrativos

Ponente(s): Dr. Steve Cook, superintendente

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

11. **Informe del superintendente**

Ponente(s): Dr. Steve Cook, superintendente

12. **Comentarios del director**

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

13. **Levantamiento de la sesión**

Descripción: se levanta la sesión con la próxima reunión regular de la Junta Directiva Escolar programada para el 8 de abril de 2025.



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: February 11, 2025

Board Members

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

Vice Chair Carrie McPherson Douglass and Director Amy Tatom joined virtually.

1. Call to Order

Speaker(s): Chair Marcus LeGrand

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

2. Pledge of Allegiance

Speaker(s): Chair Marcus LeGrand

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

3. Review of Agenda

Speaker(s): Chair Marcus LeGrand

Action(s): I move that item #10, action items, be moved earlier in the agenda immediately following item #4, district recognitions, and that we add approval of the HDESD LSP as an action item. This motion, made by Kina Chadwick and seconded by Ross Tomlin, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments: 2.11.25 Agenda and 2.11.25 Agenda - BORRADOR

Discussion: Superintendent Cook noted that an amendment to the agenda was needed to approve the HDESD LSP.

4. District Recognitions

A. Champion for Students Award

Speaker(s): Sean Reinhart, Executive Director of Student Services

Discussion: Sean Reinhart, Executive Director of Student Services, recognized Brettney Bryant for her exceptional dedication and skill as a middle school counselor. He noted that her calm demeanor and gentle approach to tough conversations provide a safe and supportive space for students to express themselves.

B. Resolution 1983: Classified Employee Appreciation Week

Speaker(s): Chair Marcus LeGrand

Action(s): I move to approve Resolution 1983. This motion, made by Ross Tomlin and seconded by Shirley Olson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments: Resolution 1983: Classified Employee Appreciation Week

Discussion: Director Cameron Fischer read Resolution 1983.

C. School Resource Officer Appreciation

Speaker(s): Kayla Martin, Assistant Director of Safety

Action(s): I move to approve Resolution 1984. This motion, made by Shirley Olson and seconded by Kina Chadwick, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments: Presentation: School Resource Officer and Deputy Recognition and Resolution 1984: School Resource Officer Appreciation Day

Discussion: Kayla Martin, Assistant Director of Safety, noted that nationally, February 15th is School Resource Officer (SRO) Appreciation Day, and shared that district schools have been appreciating our local SROs all week. She named the entire SRO team and invited Sergeant Joe Pacheo, Deputy Jeff Woods, and Lieutenant Bryan Husband to accept the recognition on behalf of all district SROs.

Director Ross Tomlin read Resolution 1984.

5. Action Items

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

Speaker(s): Sara Johnson, Superintendent HDESD

Action(s): I move to approve the LSP for this year. This motion, made by Ross Tomlin and seconded by Amy Tatom, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments: 2025-2026 High Desert Education Service District Local Service Plan

Discussion: Sara Johnson, High Desert Education Service District Superintendent, highlighted the services that Bend-La Pine Schools has purchased in previous years noting that the district's services for 2025-26 have not yet been finalized.

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

Speaker(s): Chair Marcus LeGrand

Action(s): I move to approve resolution 1985 as amended. This motion, made by Shirley Olson and seconded by Ross Tomlin, Carried.

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

Voting Summary: Yea: 7, Nay: 0

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

Discussion: Director Kina Chadwick read Resolution 1985.

Director Cameron Fischer requested that the term "Sexual Identity" be added to the title of the resolution before "Gender Identity".

6. Student Voice Council Report

Speaker(s): Student Voice Council Leadership

Discussion: Ben Schnur, Realms High School, and Clara Kowalski, Caldera High School, noted that the last Student Voice Council meeting focused on streamlining the groups work moving forward on each of the goals the group as designated as their focus. They are working on creating a student survey with more information to come soon.

7. Public Comment

Speaker(s): Chair Marcus LeGrand

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

Discussion: Chair Marcus LeGrand noted that there were no requests to provide public comment.

8. Consent Agenda

Speaker(s): Chair Marcus LeGrand

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

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

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

Voting Summary: Yea: 7, Nay: 0

A. Adoption of Board Policies

Attachments: Executive Summary: Board Policies for Adoption and Executive Limitation (EL) 4.3: Financial Planning & Administration - DRAFT 2.11.25

B. Approval of Minutes

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

Attachments: 1.14.25 Minutes – DRAFT and 1.28.25 Minutes – DRAFT

C. Approval of Personnel Recommendations

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

Attachments: Certified Board Report 2.11.25 and Classified Board Report 2.11.25

D. Approval of Recommendations for Renewal or Non-Renewal

Description:

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

9. Consent for Information

Speaker(s): Dr. Steve Cook, Superintendent

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

Discussion: Superintendent Cook noted that the consent for information includes additional information regarding the caffeine discussion in regard to the Local Wellness policy, EFA-AP. He shared that the district

has asked the Wellness Committee, as well as the Student Voice Council, to review this during upcoming meetings and will report back to the board at a later date.

He also noted that the district is adopting several policies.

- IKA-AR: Grades and Credit has been updated to align with current district practices. The regulation went through review with district advisory committees as well as district and union leadership.
- JECD-AP: Assignment of Students to Courses is a new administrative policy that went out for public feedback last month. No public feedback was received; however, internal feedback was received, and those changes are noted in green font on the document.
- JFG-AR: Student Searches has been updated since the agenda was originally published. It was in the board packet last month and after reviewing feedback from the Board, the district made changes regarding the use of the word sex versus gender throughout the document; these changes are noted in green font.
- JN-AR: Student Fees, Fines, and Charges has been updated to align with current district practices and OSBA sample policy and has also been recoded from an administrative regulation to an administrative policy.
- JNA-AR: Retention of Student Education Records, Grade Reports and/or Diplomas is being deleted as the language has been incorporated into the updated JN-AR.

Director Kina Chadwick appreciated the district for listening to and incorporating Board feedback on policies.

A. Follow-up to Board Comment

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

B. Approval of Administrative Policies and Regulations

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

10. Reports

A. Elementary Math Curriculum Adoption

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

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

Discussion: Julie Richards, Elementary Director of Curriculum, Instruction, and Systems, and Kerry Morton, Lead Math Coach, provided a summary of the work the district has done over the last three years on the elementary math curriculum adoption, noting that this past year has been spent field-testing three different curriculum options. Morton discussed the professional learning opportunities that have been provided to staff over the last two years and Richards shared that Desmos Math has risen to the top after field-testing. Morton walked the Board and members of the audience through a sample math activity before three teachers joined to share their experiences during the field-testing process. Richards noted that the district would be accepting community feedback over the next month on the curriculum and that she would return to the Board at the March meeting for a recommended curriculum adoption. Professional learning for staff on the selected curriculum will begin following the March board adoption.

Board members shared their appreciation for prioritizing the learning of math early for students and for the professional learning that has gone into this work. Discussion ensued regarding digital learning vs paper learning by grade level and differentiated by student ability.

B. Secondary Programs Update

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

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

Discussion: Katie Legace, Executive Director of High Schools, provided an overview of advanced placement, college dual credit, and international baccalaureate programs, including the number of course offerings, listing of courses, and a listing of college partnerships. The outreach and district initiatives to foster greater access and inclusion for all students were highlighted: four-year planning through SchoolLinks, CTE fly-up day for 8th graders, and course fairs.

Lisa Keown, CTE TOSA, highlighted the CTE options available to students noting there are 34 programs with 12 of them having industry certifications. She shared the impact CTE program participation has on graduation rates, noting that it is higher than last year and that 86% of students participated in CTE in 2023-24. It was also noted that the district partners with Youth Career Connect to provide internships for students which is open to all students, not just those participating in CTE.

Lakisha Clark, Bend Tech Academy Principal, was joined by four students who shared their CTE experiences: 12th graders Faith Rue and Phoebe Karpstein and 10th graders Makayla Mitchell and Daniel Jansen.

Chris Boyd, Caldera High School Principal, and Bekki Tucker, Business Program Instructor, were joined by 11th grader Chloe Grissen who shared her experiences with CTE. Tucker discussed the business management foundation of using a project-based approach to learning.

Board members asked for follow-up on providing additional information on enrollment trends, data on enrollment of historically underserved students in dual credit programs, and the availability of arts courses in the IB program.

11. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review

Speaker(s): Dr. Steve Cook, Superintendent

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

Attachments: Executive Summary: Administrative Policies and Regulations for Review and IGBHD-AR: Program and Instructional Activity Exemptions - DRAFT 2.11.25

Discussion: Superintendent Cook noted that the district is seeking feedback on IGBHD-AR: Program and Instructional Activity Exemptions. It has been updated to align with current district practices as well as with OSBA sample policy. It has also been renamed and recoded from an administrative regulation to an administrative policy. Feedback will be accepted until February 25th.

12. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook noted that budget season is beginning and we are hearing positive feedback from the legislative session, especially in regard to special education funding. He shared that the district has a strategic plan to ensure that students and staff are thriving. The district's Learning Council has been working on this plan and the district hopes to present that work to the Board soon. The YouthTruth data will be reviewed by district administrators at Admin PD next week and will be provided to the Board as well.

13. Director Comments

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

Discussion: Director Ross Tomlin appreciated all the presentations tonight, the excellent work being done in the district, and hearing from students. He shared that he is pleased with the passing of Resolution 1985 and that he visited La Pine High School last week and was very impressed with everything he saw.

Director Shirley Olson loved having students in attendance at tonight's meeting and called out the Communications Department for the fact that KTVZ has been sharing their CTE videos.

Director Cameron Fischer echoed all the comments made this evening and shared her gratitude to the SROs for their work in relationship building as well as with safety.

Director Kina Chadwick gave a shout out to the bus drivers for safely getting students to school, especially with the recent weather. They also acknowledged district staff for keeping sidewalks, parking lots, and floors clear of snow and water. Chadwick acknowledged the "whiplash" of recent executive orders, elevated the recently approved Board resolutions regarding immigration and gender diversity, and encouraged everyone to "look for the good" in our every day lives.

Director Amy Tatom read a statement regarding acts of resistance.

Vice Chair Carrie McPherson Douglass thanked everyone for taking their time to speak to the Board.

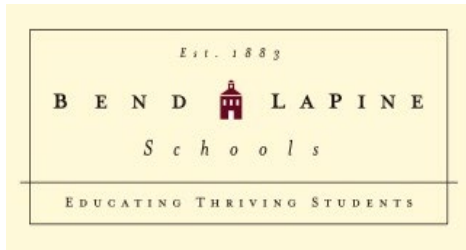
Chair Marcus LeGrand reminded everyone that February is Black History Month and to check out the door decorating contest currently underway in the district.

14. Adjourn

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

Discussion: Chair Marcus LeGrand adjourned the meeting at 7:40 pm.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

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

DATE: March 10, 2025
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on March 11, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Friesen, Daniel	Student Success Clinician	Silver Rail Elem	Temporary Full Time	02/26/2025
Kulinsky, Kira	Primary Teacher	Ensworth Elementary	Temporary Full Time	02/12/2025
McCohan, Jennifer	Primary Teacher	Elk Meadow Elem	Temporary Full Time	02/28/2025
Pendleton, Danett	Student Success Clinician	High Desert MS	Temporary Full Time	02/10/2025
Reid, Ryann	Science Teacher	High Desert MS	Temporary Full Time	02/13/2025
Van Beek, Arden	Physical Science Teacher	Bend Tech Academy	Temporary Full Time	02/18/2025
Victorine, Lisa	Literacy Support Specialist	Silver Rail Elem	Temporary Part Time	03/03/2025

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Brandon, Cailey	Learning Specialist	La Pine Elementary	08/26/2024 – 06/30/2025
Fincham, Nicole	Learning Specialist	Silver Rail	08/29/2022 – 06/30/2025
Gill Paraskevi	Primary Teacher	Buckingham Elementary	11/15/2024 – 06/30/2025
Hillman, Rebecca	Primary Teacher	Silver Rail Elementary	08/25/2008 – 06/30/2025
Lucas, Christina	Learning Specialist	La Pine Elementary	08/28/2023 – 06/30/2025
Marganski, Megan	Student Success Coordinator	Cascade MS	08/29/2022 – 06/30/2025
Quick, Kathleen	Math & Computer Teacher	Summit High School	08/28/1995 – 06/30/2025
Rossi, Sadie	Intermediate Teacher	Buckingham Elementary	08/27/2018 – 06/30/2025
Teixeira, Alisha	Learning Specialist	Pilot Butte Middle School	09/14/2012 – 06/30/2025

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	HIRE/END DATES



HUMAN RESOURCES

Education Center

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

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

Education Center

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

March 4, 2025

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

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

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

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

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Beaty, Makenna	DEI Community Specialist I-FAN	DEI	Reg 7.6 hrs / day	02/24/25
Benton, Sharona	Kitchen Manager	Pacific Crest	Reg 7.5 hrs / day	02/13/25
Creel, Cassidy	EA - Inclusion	Ensworth	Temp 5.0 hrs / day	02/18/25
Cruz, Aumi	Nutrition Tech II	WE Miller	Reg 7.0 hrs / day	02/14/25
Dewolf, Gina	EA - Inclusion	Ponderosa	Reg 6.5 hrs / day	02/28/25
Forbes, John	Custodial Crew I – Rover	Custodial	Reg 8.0 hrs / day	01/31/25
Gilmore, Jim	Bus Driver	Transportation	Reg 5.0 hrs / day	02/06/25
Green, Vanessa	Nutrition Specialist III - Baker	Bend High	Reg 7.75 hrs / day	02/10/25
Harrel, Garr	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	02/25/25
Harris, Brian	Campus Safety & Security Monitor	Realms High	Reg 7.0 hrs / day	02/06/25
Harris, Michael	EA - Inclusion	Bear Creek	Temp 5.0 hrs / day	03/05/25
Jackson, Lisa	Nutrition Server I	Bend High	Reg 3.0 hrs / day	03/03/25
Johnson, Mallory	EA – Inclusion	Lava Ridge	Temp 6.5 hrs / day	02/21/25
Joye, Carrie	Nutrition Server I	Realms HS	Reg 3.75 hrs / day	02/18/25
Maxwell, Dusti	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	02/27/25
Olson, Nicole	Staff Accountant / Auditor	Business Office	Reg 8.0 hrs / day	02/19/25



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Reil, Jessica	Nutrition Server I	Pine Ridge	Reg 3.75 hrs / day	02/10/25
Reil, Jessica	Nutrition Tech II	Pine Ridge	Reg 7.0 hrs / day	02/14/25
Rhoads, Michelle	Active Transportation Coordinator	Transportation	Temp 6.0 hrs / day	03/17/25
Smith, Jennifer	Nutrition Server I	Mountain View	Reg 3.75 hrs / day	02/18/25
Stephens, Jessica	Custodial Crew I	Silver Rail	Reg 8.0 hrs / day	02/20/25
Warburton, Brenna	Kitchen Manager	High Desert	Reg 7.5 hrs / day	02/13/25
Wrather, Stephanie	EA – Inclusion	Lava Ridge	Temp 6.5 hrs / day	02/21/25

Classified Resignations

Name	Position	Location	Resign Date
Beaver, Lindsey	Nutrition Server I	Summit	01/17/25 – 02/26/25
Cole, Charissa	Nutrition Server I	Juniper	03/12/19 – 02/12/25
Coleman, Courtney	EA - Inclusion	High Desert	01/16/25 – 02/15/25
Conley, Elyan	EA - Inclusion	Mountain View	09/18/23 – 02/15/25
Flannigan, Hayley	EA – Inclusion	High Lakes	08/28/18 – 02/11/25
Garcia Barrios, Dulce	Custodial Crew I	Bear Creek	04/03/24 – 03/15/25
Kelley, Jennifer	EA – Inclusion	Ponderosa	10/19/23 – 02/28/25
Lodahl, Emma	EA – Inclusion	North Star	08/27/24 – 03/14/25
Modugno, Danica	EA – Inclusion	Bear Creek	04/08/24 – 03/21/25
Palacios, Victor	Custodial Assistant II	Pilot Butte	11/22/23 – 02/28/25
Paris, Meryll	.2 FTE Accounting Specialist	TLC	02/09/25 – 03/02/25
Stevens, Melissa	EA – Inclusion	High Desert	10/05/22 – 02/18/25

Classified Retirements

Name	Position	Location	Retire Date
Davis, Lori	EA – Inclusion	Summit	09/13/12 – 06/12/25
Struckmeyer, Rich	Bus Driver	La Pine Transportation	10/26/25 – 02/18/25



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Huerd, Denise	Payroll Specialist I	Business Office	Temp 8.0 hrs / day	03/03/2025

Confidential Resignations

Name	Position	Location	Resign Date

Confidential Dismissals

Name	Position	Location	Term Date



ACTION: Board Polices for Adoption – March 11, 2025

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
GBNAA/JHFF-BP: Suspected Sexual Conduct with Students & Reporting Requirements	Updated as a result of House Bill 4160 (2024) which changed the definition of student. Aligned with OSBA sample policy and OSBA Policy Update dated December 2024.

Recommended Motion:

I move to adopt the Board policies as presented.



TITLE: SUSPECTED SEXUAL CONDUCT WITH STUDENTS & REPORTING REQUIREMENTS

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, **and** volunteers, **and students**⁴ are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program and that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated **from high school** within **one calendar year 90 days** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employee(s) designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of a report.

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator (principal) or the alternate designated licensed administrator (assistant principal), in the event the designated administrator is the suspected perpetrator, for their school or building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with [GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements](#).

If the Superintendent is the alleged perpetrator the report shall be submitted to the Board Chair who shall report the suspected sexual conduct to district legal counsel. If an individual board member is the alleged perpetrator the report shall be made to the Board Chair. If the Board Chair is the alleged perpetrator the report shall be submitted to the Board Vice Chair who shall report the suspected sexual conduct to district legal counsel.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee may be disciplined up to and including dismissal.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purpose of reports that are made, investigated and are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation [JHFF/GBNAA/JHFF-AR: Suspected Sexual Conduct Reporting Procedures](#). All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the contact information of the designated licensed administrator and alternate licensed administrator for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to [GCAB-BP: Personal Electronic Devices and Social Media Use & Expectations –Staff](#) regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF BOARD POLICY

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 4160 (2024)

draft 3.2025



ACTION ITEM: Elementary Math Curriculum Adoption

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

EXECUTIVE SUMMARY:

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

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

Materials Review Process:

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

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

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

ADMINISTRATIVE RECOMMENDATION:

Based on the comprehensive review and analysis, the materials review team recommends the adoption of Amplify Desmos Math K-5.

RECOMMENDED MOTION:

I move to approve the adoption of Amplify Desmos Math K-5.



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

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
GBNAB/JHFE-AR: Reporting of Suspected Child Abuse	Updated to align with current district practices.
IGBHD-AR: Program and Instructional Activity Exemptions	Updated to align with current district practices and OSBA sample policy. It has also been renamed and recoded from an administrative regulation to an administrative policy.
IKF-AP: Graduation Requirements	Policy has been completely rewritten to align with current district practices, incorporating language that was previously in IKF-AR, and OSBA sample policy as a result of OSBA Update dated November 2024: SB 992 (2023) replaced “Alternative Certificate”, SB 3 (2023) added .5 credit each of higher education and career path skills and personal finance, State Board of Education adopted .5 credit for civics into OAR 581-022-2000.
IKF-AR: High School Diplomas, Graduation Requirements, & Graduation Exercises	Regulation is being deleted as language has been incorporated into IKF-AP.
JFE: Pregnant and/or Parenting Students	Updated to align with current district practices and OSBA sample policy.



Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall make a report immediately to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report in the same manner.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator or alternate licensed administrator for their school building.

The report must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Deputy Superintendent who shall refer the report to the Board Chair. If an individual board member is the alleged perpetrator the report shall be submitted to the Superintendent who shall refer the report to the district's legal counsel.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the district designee receives a report of suspected child abuse by a district employee, and there is a reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either:

1. An employment policy was violated and the district will take appropriate employment action against the employee, or
2. An employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

³ "Person" could include adult, student, or other child.

⁴ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

suspected abuse has been investigated⁵ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law defines "abuse" in ORS 419B.005(1).
2. "Child" means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.
3. A substantiated report means a report of abuse that law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address, and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected child abuse as provided by this regulation and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected child abuse or fails to maintain confidentiality of records as required by policy or this administrative regulation, the employee will be disciplined up to and including dismissal

Cooperation with Investigator

The district staff shall make every effort in suspected child abuse cases to cooperate with investigating officials as follows:

1. Any investigation of child abuse will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. ~~Upon notification that DHS or law enforcement would like to interview a student at school, the school administrator or designee must request that the investigating official fill out the DHS / Law Enforcement Protocol Investigation of Child Abuse form.~~ If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification, the administrator or designee shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the school office and contact the school administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

⁵ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or law enforcement pursuant to law.

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents/guardians or anyone other than DHS or law enforcement agency and any school or district employee necessary to enable the investigation;
3. The school or district administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 12/12/05, 6/9/08, 3/16/09, 11/1/10, 1/14/13, 4/2/20, 9/20/22, 9/10/24, 3/11/25
APPROVED: 12/12/05, 6/9/08, 3/31/09, 11/1/10, 1/14/13, 4/2021, 10/11/22, 9/10/24

draft 3.2025



The district may excuse students from a state-required program or learning activity for reasons of religion or disability¹. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student’s parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the school principal.

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

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

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

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

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

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

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

END OF ADMINISTRATIVE **POLICY REGULATION**

REVIEWED: 2/11/25

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

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

[ORS 336.635](#)

[OAR 581-002-0035](#)

[OAR 581-021-0009](#)

[OAR 581-021-0071](#)

[OAR 581-022-2050](#)

[OAR 581-022-2110](#)

[OAR 581-022-2505](#)

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



A pregnant and parenting student shall be encouraged to continue with an educational program and to participate in all school-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitutes an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and parenting students:

1. Inform pregnant and/or parenting students and their parents/guardians of the availability of such services in the school district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents/guardians of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

~~If a pregnant or parenting student requests to be released from compulsory school attendance or if the student's attendance is so erratic he/she is not benefiting from the regular educational program, alternative programs of instruction shall be recommended, consistent with Board~~

The superintendent will develop guidelines administrative regulations as necessary to ensure compliance with the provisions of state and federal law.

END OF ADMINISTRATIVE POLICY

REVIEWED: 1/14/97, 6/15/11, 1/14/25, 3/11/25

APPROVED: 4/23/91, 1/14/97, 6/15/11

POLICY / REGULATION CROSS REFERENCE

[GBDA-AP](#)

LEGAL REFERENCE

[ORS 336.640](#)

[ORS 339.010](#)

[ORS 339.030](#)

[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)



District Follow-up to Comment Received at February 11, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:																				
Secondary Programs Update 1. Enrollment Trends for EL and SPED 2. Enrollment Trends in Dual Credit Programs for Historically Underserved Students 3. Arts Courses in IB Program	Katie Legace, Executive Director of High Schools	<table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">1. CTE-All Students</td> <td style="width: 10%;">SPED</td> <td style="width: 10%;">Ever ELL</td> <td style="width: 55%;">Historically Underserved Race/Ethnicity</td> </tr> <tr> <td>21-22: 2612</td> <td>261</td> <td>156</td> <td>329</td> </tr> <tr> <td>22-23: 2916</td> <td>285</td> <td>270</td> <td>460</td> </tr> <tr> <td>23-24: 3616</td> <td>420</td> <td>308</td> <td>582</td> </tr> <tr> <td>24-25: 3423</td> <td>368</td> <td>296</td> <td>523</td> </tr> </table> <p>You will note the dip in enrollment between 23-24 and 24-25. It is not unusual for CTE numbers to be cyclical. As students progress in their pathways, advanced classes tend to be smaller, which can lead to fewer large introductory classes in that program for that particular year. We may also have fewer enrolled, but higher numbers of completers.</p> <p>2. All data are 2024. Dual credit data were not accurately captured in Synergy in previous years. All students: 1784, SPED: 295, Ever ELL: 139, HU Race/Ethnicity: 235. Here is a link to the data from COCC, our largest college articulation partner.</p> <p>3. Paul Hutter, Assistant Principal at Bend HS, highlighted three challenges regarding offering IB Art classes at BSHS.</p> <p>*Student interest / schedule constraints / Academic preparation. Many students (especially in 9th and 10th) have very full schedules (1Eng, 2SS, 3Math, 4Sci, 5WL, 6Health/PE) and their elective(s) are split between CTE, VAPA (Visual and Performing Arts), and others. This frequently doesn't allow a student the opportunity to get much foundational knowledge in order to pursue college level art classes.</p> <p>*Class Size. In the past, when we offered IB art and IB music, they were very, very small (under 6 students). The average IB class at BSH is 24-25 students. Running very small classes impacts others in our school.</p> <p>*Teacher preps and course offerings: Our art teacher teaches numerous art classes each semester. In addition to teaching 3 to 4 different art classes and keeping up with materials and supplies, the IB art courses add significant technology challenges needed for tracking the IA. Adding new courses (IB art SL would be broken into 2 years) would add 2 new classes and hence a total of 5 or 6 classes to be taught by the same art teacher.</p>	1. CTE-All Students	SPED	Ever ELL	Historically Underserved Race/Ethnicity	21-22: 2612	261	156	329	22-23: 2916	285	270	460	23-24: 3616	420	308	582	24-25: 3423	368	296	523
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REPORT ITEM: Strategic Priorities Update

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

As we begin the 2025-26 budget season, the first step in building our budget is to communicate the conditions and priorities of our District. This starts with a review of the state funding model for public education, how general fund revenues are allocated, the financial state of the District, and our enrollment trend. It also includes an overview of our goals and strategic priorities, and how general fund dollars are allocated to these goals and priorities.

This process of developing our annual budget articulates how we intend to meet the goals, approved by our Board of Directors, that establish the vision for Bend-La Pine Schools. This budgeting exercise takes place in the spring each year, and this presentation is to establish the budget for fiscal year 2025-26, which begins July 1, 2025.

This presentation officially kicks off the process to align our general fund dollars to the goals that are our focus for the upcoming school year. Additionally, it marks the start of the work of our community Budget Committee to develop the budget and bring it to the Board in June for our recommendation for approval.



STRATEGIC PRIORITIES & BUDGET UPDATE, 2025-26

Dr. Steven Cook, Superintendent

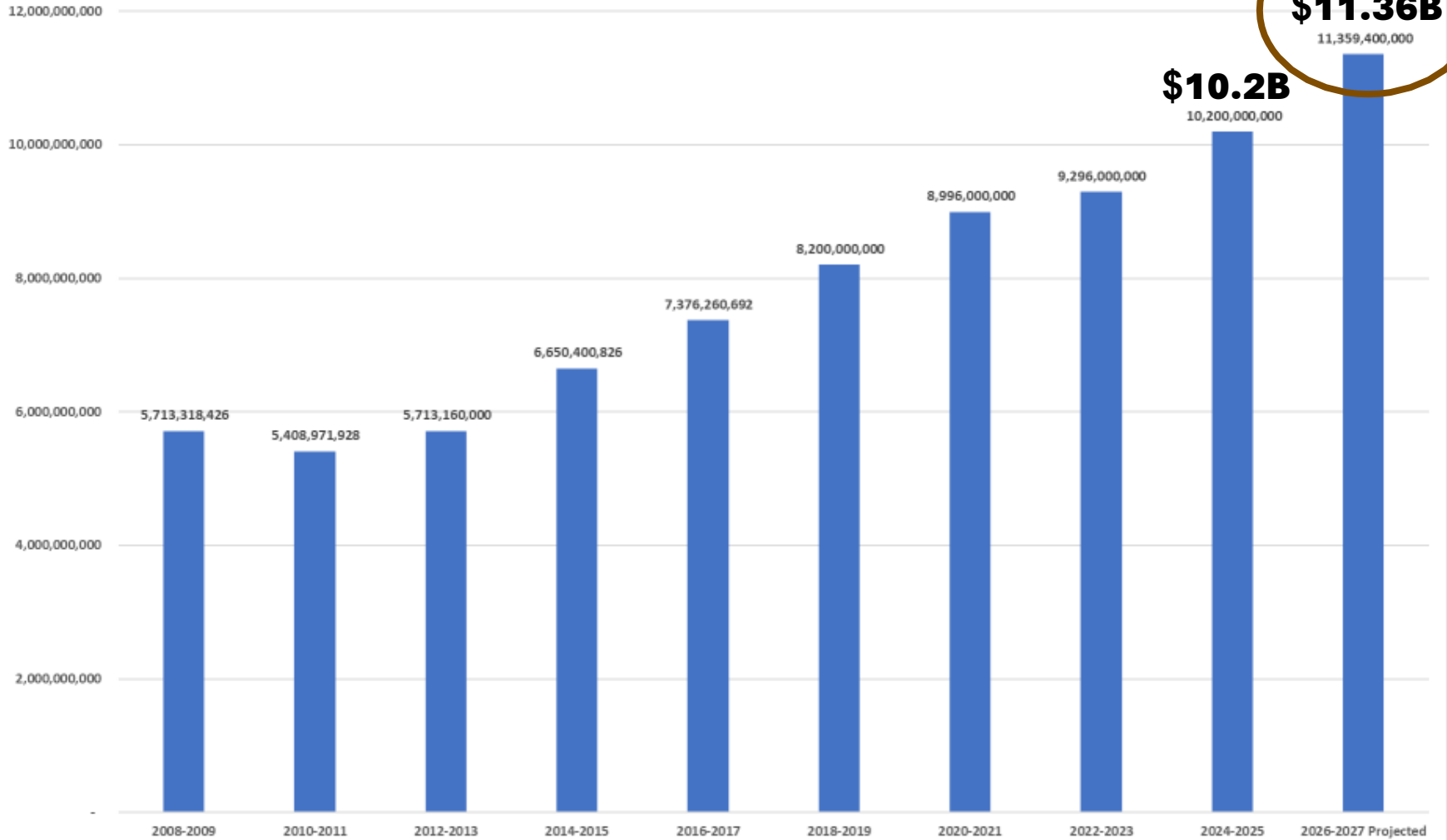


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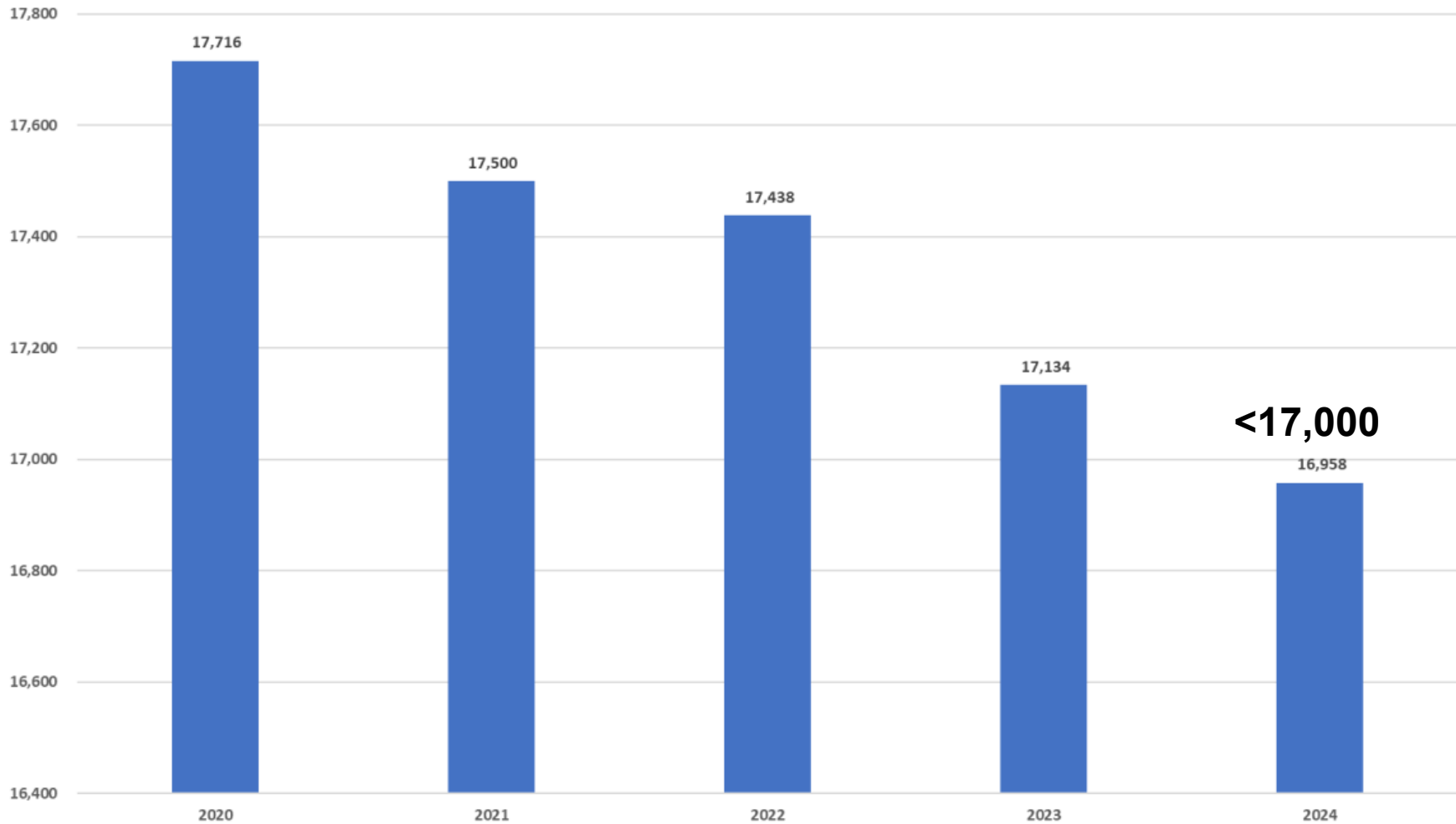
A High-Level Look Back



Biennial SSF Funding



October First Enrollment



Operating Budget

General Fund 2024–25

\$237 million in resources available

Student Investment Account/High School Success

Funding for 2024–25: \$21.5 million

Every student in
Bend-La Pine Schools
is known

By name,
strengths and needs,
and graduates

ready

for college, career and
civic engagement.





We strive to provide an
environment where
**all students
and staff**
are able to
THRIVE
in their education,
work and lives.

Board of Directors



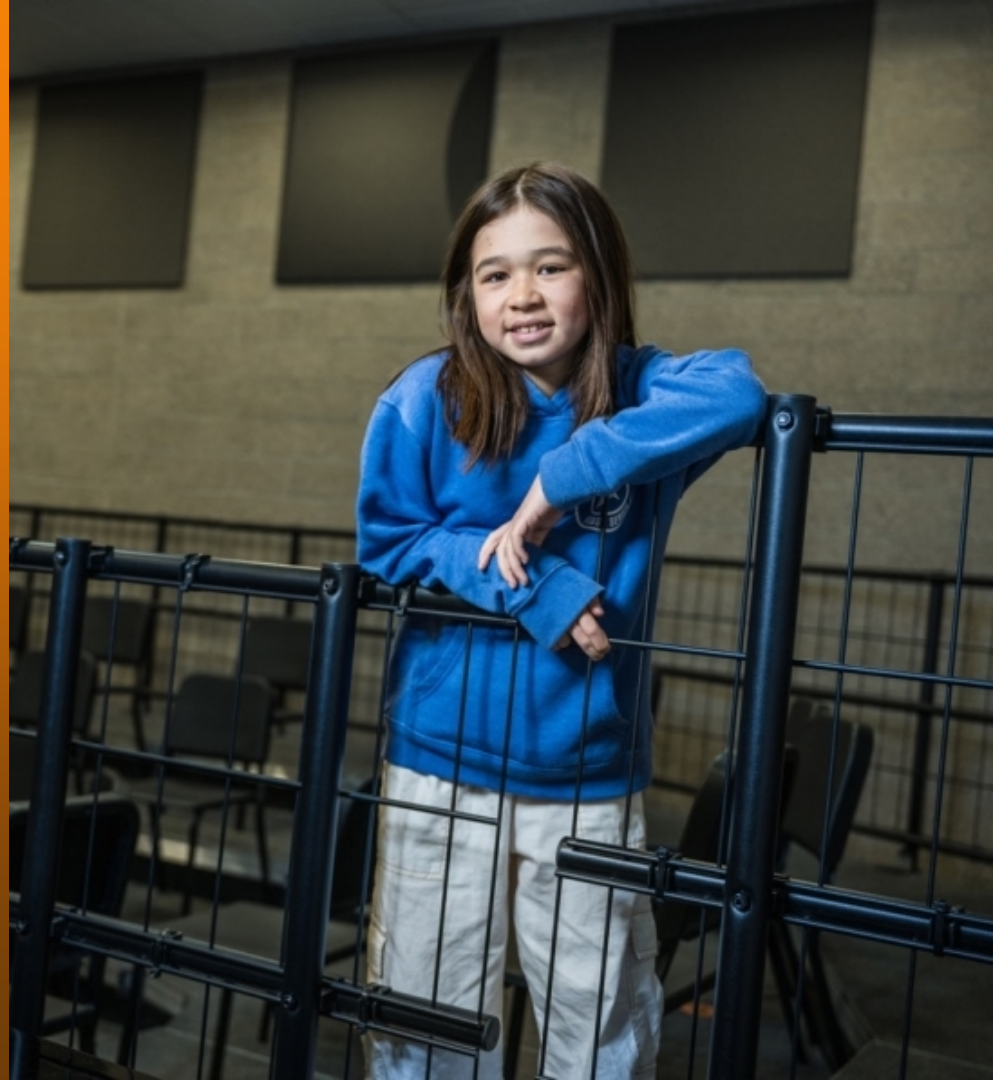


Goal #1

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

Goal #2

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





Goal #3

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

Goal #4

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



Investing in People

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



General Fund Factors

- Decreasing enrollment
- Increasing costs for staffing, public employee retirement, health care
- Forecasted use of ending fund balance



Student Investment Account (SIA)

Allowable Use

→ Expand Instructional Time

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

→ Address Student Health and Safety

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

→ Reduce Class Size and Caseloads

→ Provide a Well-Rounded Education

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

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

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

SIA Plan & Resource Allocations

Strategy (Budget)

Salaries, Payroll Costs and Benefits

➤ \$15.1M

Other Operating Costs

➤ \$1.3M


High School Success (HSS)



High School Success

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

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

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

HSS Current Plan & Resource Allocations

Strategy (Budget)

Salaries, Payroll Costs and Benefits

➤ \$4.4M

Supplies

➤ \$481,000

Professional Technical Services and Staff Development

➤ \$177,000

Our Commitments



Elementary Curriculum Adoption





Standards-based Instruction & Grading

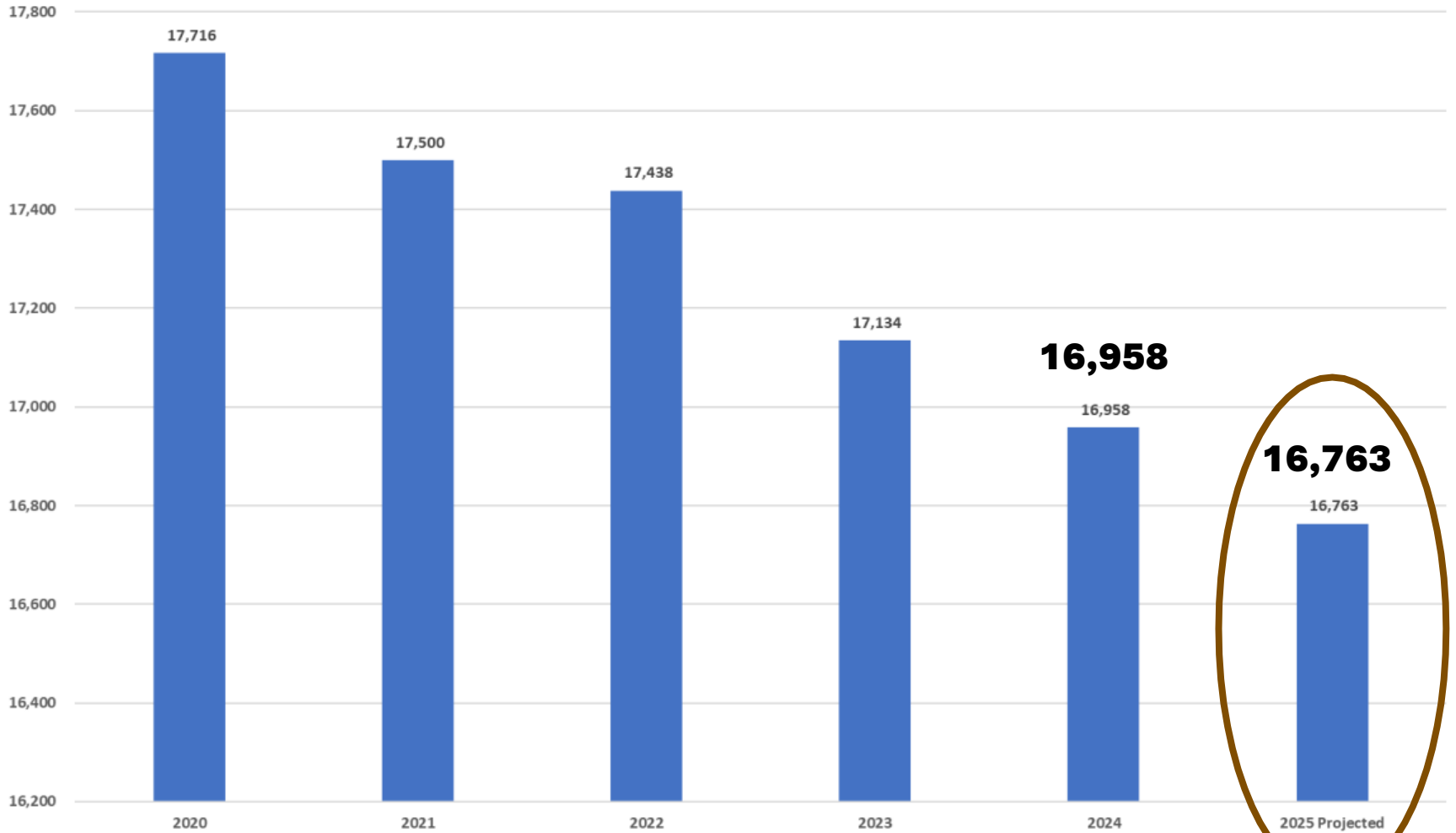
A young man with brown hair, wearing a black hoodie, is smiling as he works on a blue robot. A bearded man in a brown t-shirt is looking at the robot with a focused expression. They are in a classroom or workshop setting with other people and flags in the background. The text "Life & Career Readiness" is overlaid in white on the image.

Life & Career Readiness

Tier 1 Common Expectations



October First Enrollment



Timeline for Budget

- **April 8** – Proposed budget to committee
- **May 13** – Second Budget Committee meeting and committee approval
- **June 17** – Budget adoption at School Board meeting



Thank you!
Questions?





REPORT: Climate and Culture Task Force Update

PRESENTED BY: Tammy Doty, Executive Director of Elementary Programs
Lisa Birk, Deputy Superintendent
Sarah Barclay, BEA President
Brian Barringer, Principal, La Pine Middle School
Amanda Johnson, Educational Assistant, Rosland Elementary School
Jessica Colburn, Secondary TOSA, Social Studies

EXECUTIVE SUMMARY:

The Culture and Climate Task Force formed in the spring of 2023 in response to increasing needs related to disrupted learning in classrooms. This group consists of many stakeholders throughout the district to create common practices, expectations, and practices related to supporting positive behavior in our schools.

This overview is to highlight what has been accomplished by this team and the greater BLP system during these three years. We will highlight current implementation levels, promising practices, and discuss what work remains to be done.

Diverse voices will share about their perspectives and participation during their time with the task force.



CLIMATE AND CULTURE TASK FORCE UPDATE

3/11/25



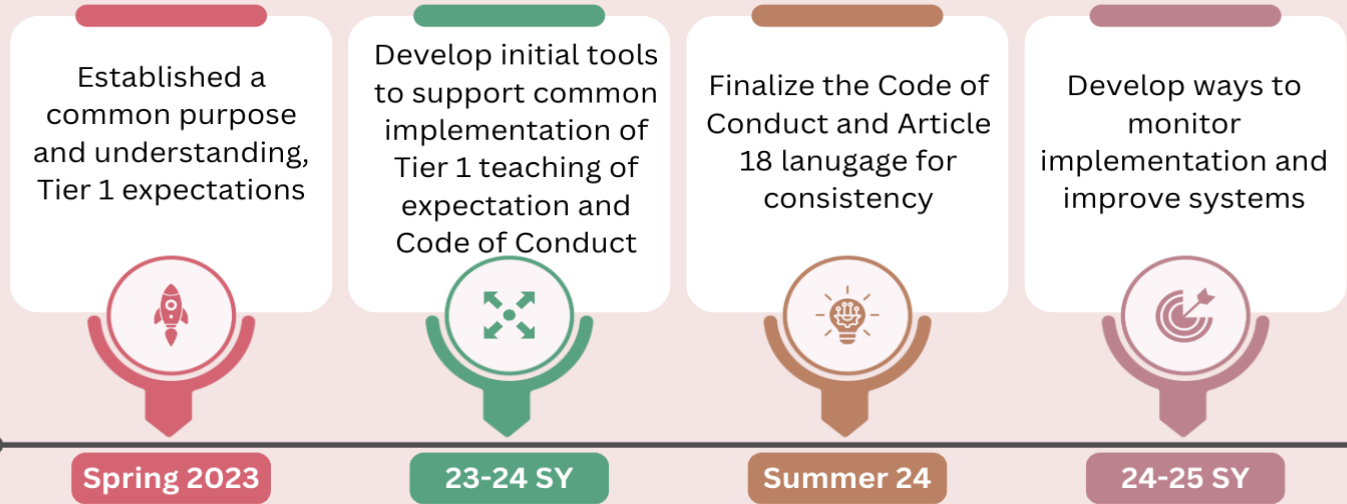
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S C H O O L S

History of the Task Force

The Culture and Climate Task Force was created in response to a request to collaboratively support the “disrupted learning” that was taking place across our schools.

The Task Force is made up of Certified staff, Classified staff, school administrators, and district leadership. It is organized and run by an outside neutral facilitator.



Expectations and Code of Conduct

- Rolled out to Admin in August
- Handbook to families
- Tier 1 Teaching in classrooms and schools (reviewed in fall with board)



Schoolwide Expectations–Elem

- Classroom
- Building wide

We are safe
 We are responsible
 We are kind

At Highland We are ...

	Kind ♥	Safe +	responsible ★
HALL	♥ Quiet (others are working!)	+ walking + hands to self + calm + feet to self	* help others * eyes forward * be an upstander
CARPET	♥ respect others think time (lay not blaming) ♥ Show thumbs ♥ keep pinks away ♥ eyes on speaker	+ Walking + sit on risers only + bubble space	* 3-2-3 on risers * criss cross/feet forward * raise your hand * face forward
IN LINE	♥ Quick + Quiet ♥ don't cut ♥ level 0	+ bubble space + walk to line + calm body + eyes forward + walk on stairs	* hands/feet to self * Straight lines
Must Time	♥ level 0	+ stay in one spot	* Work the whole time * eye on work

Everywhere
 Pine Ridge
 EXPECTATIONS

We are SAFE

- We have calm bodies.
- We have calm voices.
- We can manage big emotions.
- We make the safest choice.

We are RESPONSIBLE

- We use appropriate language.
- We accept feedback.
- We have pride in what we do.
- We take care of personal/school property.

We are KIND

- We use kind words and actions
- We listen to each other.

WE ALL BELONG

We resolve conflicts.
 We celebrate others.
 We understand feelings and reactions.
 We identify and manage emotions.

Bear Creek
Community Agreements

We are safe.

We are kind.

We are responsible.

We work hard to learn more.

Schoolwide Expectations—MS/HS

- Classroom
- Building wide

PACK Norms

Clarity and Consistency

P PURPOSE

A ACCOUNTABILITY

How will I show up for others and my school?

C CHOOSE SAFETY

How do my choices promote safety in our community?

K KINDNESS

How do I want to be treated? How do others want to be treated?

Making our purpose and our routines explicit by combining the work of teams and Tier I expectations.

S	School Wide Expectations - STUDENTS		
	Technology	Social	Routines
Hallways	<ol style="list-style-type: none"> 1. No personal devices (cell phones, tablets, etc.) in hallways during instructional time 2. Personal devices ON During/Training 3. Only take Photo/Videos of Those Who Agree 	<ol style="list-style-type: none"> 1. Respectful language on appropriate topics 2. Positive interactions w/peers & adults 3. Maintain personal space & boundaries 	<ol style="list-style-type: none"> 1. Move with purpose Be on time 2. Be aware of traffic flow, clear space for others 3. Carry and show full pass 4. Pick up after yourself
Restrooms	<ol style="list-style-type: none"> 1. All personal devices off and away 2. No photos or videos for any reason 	<ol style="list-style-type: none"> 1. Respectful language and appropriate topics 2. Quick conversations 3. Maintain personal space & boundaries 4. Give privacy to others 	<ol style="list-style-type: none"> 1. Be your business and go 2. Stay per stall 3. Keep it clean 4. Report and stop vandalism 5. Take only what you need (If Personal product) 6. No vaping/tobacco/ing use
Commons	<ol style="list-style-type: none"> 1. Personal devices ON (if assigned open period) 2. Only take photos/videos of those who agree 3. Textbooks in when listening to music 	<ol style="list-style-type: none"> 1. Respectful language on appropriate topics 2. Be positive and supportive 3. Maintain personal space & boundaries 	<ol style="list-style-type: none"> 1. Keep it clean 2. Walk your lane in cubicles
Parking Lot/Outdoor Areas	<ol style="list-style-type: none"> 1. Personal devices ON (during open period & lunch) 2. Only take photos/videos of those who agree 3. Technology away when operating a vehicle 	<ol style="list-style-type: none"> 1. Respect others' vehicles 2. Move and witness low 3. Be respectful of our neighbors (speed, sound, language, health) 	<ol style="list-style-type: none"> 4. Keep it clean 5. No loitering buses 6. Move safely and watch out for others 7. Lock your vehicle 8. Parking Pass/Registration: Required 9. Park only in student designated parking spaces
Assemblies & Events	<ol style="list-style-type: none"> 1. Personal devices off and away 	<ol style="list-style-type: none"> 1. Pay attention 2. Use appropriate volume level for activity 3. Show appreciation & encouragement 	<ol style="list-style-type: none"> 1. Stay in assigned area 2. Move safely and promptly when entering/exiting
Office Spaces	<ol style="list-style-type: none"> 1. All personal devices off and away 2. Turn over personal devices to adult if directed 	<ol style="list-style-type: none"> 1. Greet and smile 2. Cabin Conversations 3. Respectful language on appropriate topics 	<ol style="list-style-type: none"> 1. Walk your lane 2. Use check-in system when arriving late
Drills/Safety Protocols	<ol style="list-style-type: none"> 1. Personal devices stay off and away unless directed by an adult 2. Personal devices stay in classroom during drills 	<ol style="list-style-type: none"> 1. Pay attention 2. Cabin conversations 3. Respectful language on appropriate topics 4. Help others as appropriate 	<ol style="list-style-type: none"> 1. Remain student(s) with you every day 2. Respond safely and calmly to drills and emergency situations
Extracurricular Activities & Spectator Protocols	<ol style="list-style-type: none"> 1. Only take photos/videos of those who agree 	<ol style="list-style-type: none"> 1. Respectful language on appropriate topics 2. Maintain personal space & boundaries 3. Use appropriate volume level for activity 4. Positive support for fans, coaches, opponent, and referees 5. Hold pens accountable in respectful conduct 	<ol style="list-style-type: none"> 1. No backpacks and outside beverages 2. Sit in assigned areas 3. Follow NCAA spectator guidelines (supportive cheers, no taunts/yells, no signs/banners, no direct target of individual players or referees, etc.) 4. Show respect and encouragement for national anthem



Monitoring Implementation

Data Review:

- BEA survey (November)
- Task Force survey (February)



Promising Practices

Closing the Loop & Ensuring Use:

- LPMS–Brian Barringer
- All Stakeholder Roll Out with Staff, Student, and Families
- Code Of Conduct usage–
Canvas/staff/parent communication
- Common Resource for Admin practices
- Code of Conduct data Review Quarterly with staff



Promising Practices

Ensuring Understanding & Common Language:

- Amanda Johnston- Rosland Elementary
 - Clear expectations and systems in each area of our school.
 - Expectations in classrooms that include student voice.
 - Student Code of Conduct.
 - *transparency of its use and processes is building trust.
 - Feedback communications implemented and evolving.





Parallel Development

EWS

- Common Data
- Tier II Interventions

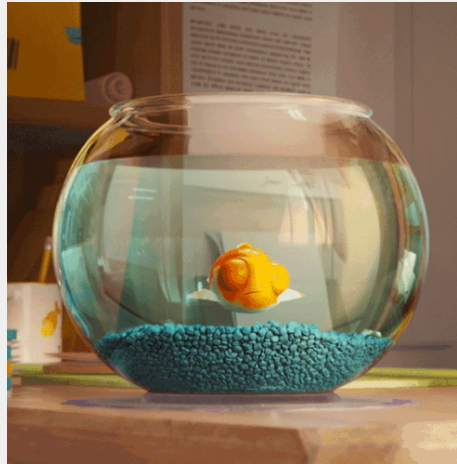
MTSS

- Common Language



Next Steps

- Common Tool Building
- Common Calendars
- Continued Monitoring
- Individual vs. Collective
- What we can control (ICEL)



Key Domains of Learning

I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways, including: level of instruction, rate of instruction, and presentation of instruction.
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, and relevance.
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardiness, and management.
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are appropriate and the environment accommodating. Variables include motivation, prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.



Thank you!



REPORT: Bullying Prevention within a Culture of Belonging

PRESENTED BY: Kinsey Martin, Executive Director of Policy, Advocacy, and Equity
Jennifer Hauth, Director of Social, Emotional, and Mental Well-being
Eric Powell, Director of Special Programs

EXECUTIVE SUMMARY:

Bullying Prevention is a topic that frequently is addressed in school communities in a variety of ways. In this presentation, presenters will share what policies and definitions shape our understanding of bullying, what practices and tools we use in schools to teach about this topic, and what mechanisms and protocols are in place to respond to bullying when it occurs. Presenters will review current data related to this topic as well as best practices. This topic review is presented as part of Board Goal #3: Belonging, Inclusion, and Wellness in BLP Schools



Bullying Prevention within a Culture of Belonging

3/11/25



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S C H O O L S

Agenda

- Policy and Bias Incidents
- Data from Youth Truth
- Overview of Tier 1 Curriculum and Prevention
- Student Code of Conduct



Policy

→ Executive Limitations

→ Board Policies

→ Administrative Policies and Regulations

→ District Procedural Guidance

→ = **Clear and consistent prohibition of bullying**

-
- *Treatment of Students, Parents/Guardians, Families, and the Public (EL 3.1)*
 - *Treatment of Staff (EL 4.1)*
 - *Non-Discrimination (AC-BP, AR)*
 - *Every Student Belongs (ACB-BP, AR)*
 - *Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence (JFCF-BP = student, GBNA-AR = staff)*
 - *Harassment (GBN/JBA-BP, GBEA-BP)*
 - *Code of Conduct*

Bias Incidents

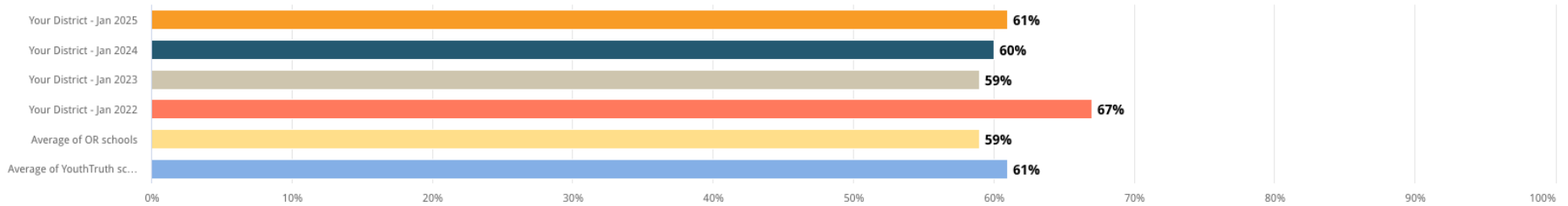
- Commitment
- Scope
- Data
- Invitation



In the past year, have other students bullied or harassed you? Youth Truth Data

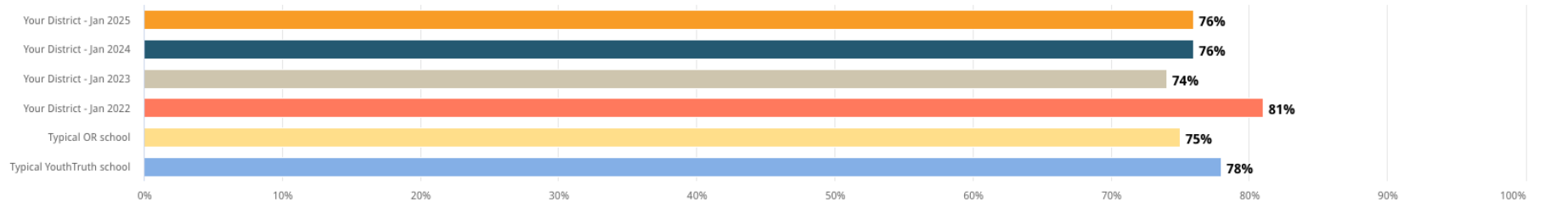
Middle School

No



High School

No



Belonging and Peer Collaboration - Youth Truth Data

Middle School

In the past year, 52% of students report that they feel welcome at their school and have collaborative relationships with their classmates. 53% last year.

High School

In the past year, 56% of students report that they feel welcome at their school and have collaborative relationships with their classmates. Up 5% from last year.

Tier 1 Curriculum & Prevention

- Wayfinder
- Secondary Health Curriculum
- Comprehensive School Counseling Program
- Source of Strength



**K-5
Foundations**

**Wayfinder K-12
Curriculum**

6th Grade
Belonging Foundations

**6-9
Belonging**

5th Grade
Building Empowered + Engaged
Leaders

7th Grade
Belonging 1: Self

4th Grade
Building Confidence + Community

8th Grade
Belonging 2: Community

3rd Grade
Creating Connections + Fostering Curiosity

9th Grade
Belonging 3: Action

**10-12
Purpose**

2nd Grade
Growing + Understanding Ourselves

10th Grade
Purpose 1: Self

1st Grade
Caring for Ourselves + Others

11th Grade
Purpose 2: Community

Kindergarten
Exploring Feelings + Actions

12th Grade
Purpose 3: Action

Tier 1 Health Curriculum

- Comprehensive Skills-based Health Instruction in Grades 6–8, Health 1 & 2
- Prevention through building health skills:
 - Ex: Conflict resolution skills
- Primary bullying prevention is in Sexuality Education units:
 - Healthy v unhealthy relationships
 - Assertive communication
 - Recognizing and escaping unhealthy relationships or social situations

Translatable Health Skills

Comprehend Concepts	01	
Analyze Influences	02	
Access Valid & Reliable Resources	03	
Interpersonal Communication	04	
Decision-Making	05	
Goal-Setting	06	
Self-Management	07	
Advocacy for Self & Others	08	

Tier 1 – Prevention



- Research-tested Prevention Program:
 - Improves student belonging, engagement in school, connection to a caring adult, referring peers for help, and help seeking and acceptance
- Model:
 - Trained Peer Leaders: 1. Agents of Change and 2. Connectors to Help
 - Trained Adult Advisors: Mentor and support Peer Leaders
 - Peer Leaders lead school-wide positive norming campaigns
- Reach in BLS Secondary Schools:
 - Students Trained: 468
 - Adults Trained: 111
 - Last Year: 90 campaigns resulting in 35,332 “doses” of positive social norming

Comprehensive School Counseling Program (CSCP) K-12

- 57 School Counselors K-12, addition of Elementary counselors over the last four years plus additional FTE in La Pine at secondary
- Commitment to building a CSCP that provides academic, personal & social and post-secondary lessons and interventions for all students



BLS Code of Conduct

Defining Bullying

Investigating Instances

Determining Outcomes

Bullying (Definition)

“Ongoing interactions with real or perceived power differential causing harm and/or intimidation”



Investigations & Outcomes

Administration Investigates

Multiple Interviews/Witnesses

Intervention(s) &
Consequence(s)





Communication



CODE #5

BULLYING, HARASSMENT, & TEASING JFCF-BP (Board Policy)

Teasing, Intimidating, Bullying, Bias, Cyberbullying, Harassing, Hazing, Menacing, Racial Discrimination

RESPONSE LEVEL	INFRACTION LEVEL DETERMINATION
	*Teasing and some peer conflict
	*Teasing, physical contact and/or differential in perceived influence/power *Hurtful comments and/or joking/mockng
	*Bias Incidents, Bullying, Cyberbullying, Harassment, Hazing, Intimidation, Menacing, Racial Discrimination, Title VI or Title IX Incidents <u>Major Violation</u> (Bias Incident, Harassment - Disability, Physical, Racial, Religious, Verbal)
	*Pattern of repeated events/instances of Bias Incidents, Bullying, Cyberbullying, Harassment, Hazing, Intimidation, Menacing, Racial Discrimination, Title VI or Title IX Incidents *Domestic or Teen Dating Violence <u>Major Violation</u> (Bias Incident, Harassment - Disability, Physical, Racial, Religious, Verbal)

Interventions

- Intervention Plan
- Restorative Opportunity (When Appropriate)
- Conference/Re-Entry
- Bias Incident Report

Consequences

- Loss of Privileges
- In-School Suspension
- Out-of-School Suspension
- Recommendation for Expulsion

Moving Forward

- Ongoing Staff Supports/Interventions
- Family Outreach & Team Meetings
- Strategic Grouping & Scheduling
- District Tier 3 Team Referrals & Requests



THANK YOU



B E N D
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SCHOOLS



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

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
IKJ-AP: Artificial Intelligence	New administrative policy designed to facilitate actions regarding artificial intelligence.

To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens March, 12, 2025.



The district believes that artificial intelligence (including generative artificial intelligence) is a useful tool for efficiency and creativity, with valuable instructional as well as operational functions. The district also recognizes that generative artificial intelligence concerns relating to privacy, risk, bias, accuracy, and integrity. This policy is intended to facilitate the safe and responsible use of artificial intelligence (AI) in the instructional and operational functions of the district, and to supplement rather than replace guidance for internet use and other technology policies.

The district recognizes that AI capabilities are built into the functioning of many systems and tools widely used by students, staff, and the general public. For the purposes of this guidance, “AI tools” refers to applications, websites, or other technology whose primary purpose is to use machine learning to generate content (text, images, videos, or other digital artifacts).

PRIVACY AND CONFIDENTIALITY

All laws regarding student and personnel records, confidentiality, privacy, and internet use will be followed at all times. District employees are prohibited from sharing personally identifiable information (PII)¹ with any generative artificial intelligence application.

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

APPROVAL AND TRAINING

AI tools used by employees or students for district business or with district devices must be reviewed and approved before use. The district will maintain a list of approved AI tools available for employee and student use, and will seek out professional development opportunities for employees to learn how to use approved generative artificial intelligence for various work functions.

Decisions regarding the approval and use of new or additional AI tools will be guided by their ability to advance student learning or the operations of the district. If a new AI tool is desired for district business or on district devices, a formal review process will be conducted. The review process will involve multiple viewpoints, technical expertise from district Informational Technology services, and an opportunity for staff or community members to appeal the decision.

OPERATIONAL USE

District employees are authorized to use approved generative artificial intelligence to perform various work functions. Employees are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

In accordance with the district’s Language Access Plan, [IGBI-AR: Bilingual Education](#), and state and federal law such as Title VI of the Civil Rights Act, district staff will not rely solely on AI tools for translation and interpretation services. When communicating with multilingual families, district staff will ensure trained, qualified linguists provide and/or review all translated communications.

To mitigate bias and align decisions with district values and goals, the district will ensure adherence to best practices and industry standards as applicable when using AI use in district operations including but not limited to:

- Recruitment, hiring, and training of personnel
- Financial or contractual agreements or commitments
- Safety and facilities management
- Transportation scheduling and services

¹ See [JOB-AP: Personally Identifiable Information](#) for additional information.

Supervisors are responsible for monitoring the use and reviewing the outputs of AI tools, and ensuring adherence to district policies and expectations.

INSTRUCTIONAL USE

STUDENT MANAGEMENT SYSTEMS

Principals or their designees are responsible for monitoring the use and outputs of a AI tools used for developing schedules for academic, athletic, and other school activity calendars. Outputs should be reviewed to mitigate bias and error, and diverse viewpoints shall be included in the review of calendars and related scheduling documents.

Principals are responsible for regular review of the use and outputs of AI tools for student management, discipline, or other monitoring of student activities in their buildings. This review is intended to identify and mitigate potential bias and error that may impact the student experience.

INDEPENDENT STUDENT USE

Specific rules for the independent use of generative artificial intelligence for assigned student work shall be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;²
2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and
3. The teacher’s ability to accurately and consistently detect usage. Teachers shall require proactive disclosure of AI use rather than rely upon AI detection methods for determining authenticity of student work.

Failure to follow these rules may result in incomplete credit or disciplinary action.

STUDENT USE AS PART OF CLASS

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district will be allowed to be used as part of the class. Teachers using or allowing the use of AI tools for learning activities will provide instruction to students on appropriate use of the tool. All Terms of Use will be followed, along with any additional rules as established by the district or the teacher. Students are not allowed to share logins or passwords.

The district will provide notice to parents regarding student use of generative artificial intelligence as part of classes.

END OF ADMINISTRATIVE POLICY

REVIEWED: 3/11/25
APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 332.107](#)

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133.
Children’s Internet Protection Act, 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.
Children’s Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 C.F.R. § 99.
Protection of Pupil Rights, 20 U.S.C. § 1232h.

² For example, do all students have access to computers and internet away from school; does the age of the students impact their ability to access generative artificial intelligence?