



Bend-La Pine Schools School Board Regular Meeting Agenda

May 9, 2023, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Chair Barnes Dholakia	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Barnes Dholakia	
3.	<u>Review of Agenda</u>	<u>3</u>
	Speaker(s): Chair Barnes Dholakia	
	Description: Any changes to the Agenda after posting on May 5, 2023, are shown below.	
	Attachments:	
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4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Superintendent Cook	
5.	<u>Public Comment</u>	<u>5</u>
	Speaker(s): Chair Barnes Dholakia	
	Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, May 8, 2023.	
	Attachments:	
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6.	<u>Board Chair Report</u>	
	Speaker(s): Chair Barnes Dholakia	
7.	<u>Superintendent's Report</u>	
	Speaker(s): Superintendent Cook	
8.	<u>Consent for Action</u>	
	Speaker(s): Chair Barnes Dholakia	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.	
	A. Approval of Minutes	6
	Description: April 11, 2023, Regular Board Meeting; and April 25, 2023, Board Work Session	
	<i>Reference: ORS 192.650 and ORS 332.057</i>	
	Attachments:	
4.11.23	Minutes - DRAFT	
4.25.23	Minutes - DRAFT	

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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Speaker(s): Jennifer Hauth, Director of Mental Health and Well-being; Dean Richards, Director of Secondary Curriculum, Instruction and Systems; and Dr. Aimee Snyder, Deschutes County Health Services Supervisor	
Attachments:	
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10. Discussion	
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Speaker(s): Superintendent Cook	
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11. Student Voice Council	53
Speaker(s): Jackie Wilson, Student Voice Council Advisor	
Description: Council Update	
Attachments:	
Presentation: Student Voice Council Update	53
Presentación: Actualización del Consejo de Voces Estudiantiles	58
12. Board 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 June 20, 2023.	



Escuelas de Bend-La Pine Agenda de la Reunión Ordinaria de la Mesa Directiva Escolar - BORRADOR

9 de mayo de 2023, 5:30 P.M.

Ubicación:

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

1. **Llamada al orden**

Ponente(s): presidenta Barnes Dholakia

2. **Juramento a la bandera**

Ponente(s): presidenta Barnes Dholakia

3. **Revisión de la agenda**

Ponente(s): presidenta Barnes Dholakia

4. **Reconocimientos del distrito**

A. Premio Campeón de Estudiantes

Ponente(s): superintendente Cook

5. **Audiencia pública**

Ponente(s): presidenta Barnes Dholakia

Descripción: Este es el tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del lunes 8 de mayo de 2023.

6. **Consejo de Voz Estudiantil**

Ponente(s): Jackie Wilson, asesora del Consejo de Voz Estudiantil

Descripción: Actualización del Consejo

7. **Informe de la presidenta de la Mesa Directiva**

Ponente(s): presidenta Barnes Dholakia

8. **Informe del superintendente**

Ponente(s): superintendente Cook

9. **Consentimiento para la acción**

Ponente(s): presidenta Barnes Dholakia

Descripción: los elementos que son de naturaleza rutinaria se colocan en la agenda de consentimiento. Cualquier elemento incluido en el consentimiento para la acción puede eliminarse a petición de cualquier miembro de la Mesa Directiva antes del momento en que se realiza la votación. Todos los elementos restantes del consentimiento para la acción se eliminan en una sola moción.

A. Aprobación de minutas

Descripción: 11 de abril de 2023, reunión ordinaria de la Mesa Directiva; y 25 de abril de 2023 Sesión de Trabajo de la Mesa Directiva

Referencia: ORS 192.650 y 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*

10. **Informes**

A. Currículo suplementario de Salud

Ponente(s): Jennifer Hauth, director de Salud mental y Bienestar; Dean Richards, director de Currículo de educación secundaria, Instrucción and Sistemas; y Dra. Aimee Snyder, supervisora de Servicios de salud del Condado de Deschutes

11. **Discusión**

A. Limitaciones ejecutivas [Aprendices del idioma inglés (ELs, por sus siglas en inglés)]

Ponente(s): superintendente Cook

12. **Comentarios de la Mesa Directiva**

Descripción: una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios o reflexiones.

13. **Levantamiento de la sesión**

Descripción: se levanta la sesión con la próxima reunión regular de la Mesa Directiva Escolar programada para el 20 de junio de 2023.



PUBLIC COMMENT

May 9, 2023

Non-Agendized Item

1. Jared Larson

- I am going to be addressing the disruptive learning task force that is connected to the ACEs study that we did at the school. These are suggestions that we have for the task force related to this study.

2. Kristy Ebner

- I will be presenting on ACE's and how this research connects to our district and our families. ACE's stands for Childhood Adverse Experiences. I will explain what ACEs are, the researchers and their findings and how those things connect to our school district and the task force we have assembled to address disrupted learning.



Bend-La Pine Schools School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: April 11, 2023

Board Members

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

Marcus LeGrand attended the meeting virtually. He left the meeting at 6:15 p.m. and rejoined at 6:26 p.m. due to technology issues.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:37 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on April 7, 2023, are shown below.

Attachments: 4.11.23 - Agenda - BORRADOR

Discussion: Chair Barnes Dholakia noted that Agenda item 11.A. Education Foundation for Bend-La Pine Schools would be moved up in the meeting agenda and would take place immediately following the public comment portion of the meeting. There were no other changes to the agenda.

4. District Recognitions

A. Champion for Students Award

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook presented the Champion for Students Award to Neve Gerard, a junior at Bend Senior High School, for her commitment to making important improvements to the school community on behalf of all students at Bend Senior High School. Cook noted that her advocacy

demonstrates a passion and purpose for positive change, and that her leadership underscores the value of student voice and action. He shared that she is an inspiration to us all!

5. Public Comment

Speaker(s): Chair Barnes Dholakia

Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, April 10, 2023.

Attachments: 4.11.23 Public Comment

Discussion: Mark Koopman, a health teacher at High Desert Middle School, introduced two leadership students who have been working on improving the building's response to the Menstrual Dignity Act.

Tamara Spalding and Daisy Chavez, students at High Desert Middle School, individually shared why they wanted to participate in the project and the progress the project has made in their school.

Xanthos Fairham, student at Bend Senior High School, asked the Board to publicly oppose several bills that are currently in state legislature that aim to implement transphobic and homophobic policies in Oregon schools.

Jennifer Sawyer, parent and staff member with Bend-La Pine Schools, spoke to the schools' inability to hold students accountable for repeat offenses and the rehabilitation of bullies at the expense of the victims.

Chair Barnes Dholakia encouraged board members to reach out to the student's that provided public comment and asked the district to follow up with Ms. Sawyer on her comments.

6. Education Foundation for Bend-La Pine Schools

Speaker(s): Jamie Goldman, Executive Director, and Odette Adair, President

Description: Annual Update

Attachments: Executive Summary: Education Foundation Annual Update, Presentation: Education Foundation Annual Update, and Presentación: Actualización Anual de la Fundación Educativa

Discussion: Jamie Goldman, Co-Executive Director, and Odette Adair, President, provided an overview of the work the Education Foundation does. They highlighted some of the grants that the Foundation has provided the District as well as the activity fee scholarships offered. Scholarship opportunities for students were also highlighted and it was noted that the Foundation receives zero funding from the government. Goldman noted that all funding is received through fundraising and she shared some of the upcoming events in the community. She asked the Board and the District to "spread the word" about the Foundation to the staff and community.

7. Board Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia noted that the Special Election is May 16th and encouraged the public to vote. She shared that she recently met with leadership students from High Desert Middle School at Bend Senior High School, she met with the Mayor at Jewell Elementary and walked school routes with families to discuss safer routes, she met with families at Pacific Crest Middle School to discuss recent incidents that have taken place and connected them with staff and resources. Barnes Dholakia also shared some of the outreach work the other board members have done recently. Director Chadwick participated in table groups with students at a town hall event; Director McPherson Douglass has been volunteering at her daughter's school; Director Montgomery met with the Design Justice Class at Bend Senior High School alongside Director Chadwick; Director Tatom continues to connect with families everyday in her professional work; Vice Chair LeGrand has participated in multiple forums and has been connecting with several partner agencies; and Director Olson has been attending Chamber and community events in La Pine and Sunriver to build more connection with South County.

Barnes Dholakia shared that the City Club meeting last month focused on gun safety and the importance of

safe gun storage to protect children. She noted that the message was collaborative from groups with varying interests.

8. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook shared that he recently participated in a town hall with RJE and students from the community and is excited to see events like this grow. He noted that the recent regional job fair far exceeded the district's expectations. Cook discussed the development of the climate and culture taskforce, noting that approximately 35 individuals will participate in the work, dates have been set, and participants have been given reading homework to set the groundwork for the group. Cook also noted that there was an editorial in the newspaper regarding MUPT (multi-use property tax exemption). He discussed what the program is and shared that the district team will present the first MUPT application to the Board at an upcoming board meeting.

9. Consent for Action

Speaker(s): Chair Barnes Dholakia

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

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

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

Voting Summary: Yea: 6, Nay: 0, Absent: 1

A. Approval of Minutes

Description: March 14, 2023, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 3.14.23 Minutes - DRAFT

B. Approval of Personnel Recommendations

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

Attachments: Certified Board Report 4.11.23 and Classified Board Report 4.11.23

10. Consent for Information

Speaker(s): Chair Barnes Dholakia

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

Discussion: Chair Barnes Dholakia noted that the district is adopting GBA-AR, GCBD-AP, GCBDB/GDBDB-AP, GCBDD/GDBDD-AP, and JFCM-AP as originally presented. The district is also adopting GCBDA/GDBDA-AP and AR as originally presented with updated titles to reflect protected military leave as was recommended by the Board during the March board meeting and is deleting GCBDD-AR. It was noted that there was no public feedback received on any of the policies.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, GBA-AR: Veteran's Preference - draft 3.14.23, GBCD-AR: Staff Responsibilities - previous version - recommend delete, GCBD-AP: Leaves & Absences - draft 3.14.23, GCBDA/GDBDA-AP: Family Medical & Military Leave - draft 4.11.23, GCBDA/GDBDA-AR: Family Medical & Military Leave - draft 4.11.23, GCBDB/GDBDB-AP: Early Return to Work - draft 3.14.23, GCBDD-AR: Employee Work Attendance - recommend delete 3.14.23, GCBDD/GDBDD-AP: Sick Time - 3.14.23 final, and JFCM-AP: Threats of Violence - 3.14.23 draft

11. Action Items

A. Resolution 1947: Teacher Appreciation Week

Speaker(s): Chair Barnes Dholakia

Action(s): I move to adopt Resolution 1947. This motion, made by Kina Chadwick and seconded by Amy Tatom, Carried.

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

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Attachments: Resolution 1947: Teacher Appreciation

Discussion: Director Amy Tatom read the resolution.

12. Reports

A. Finance Report

Speaker(s): Leah Bibeau, Finance Director

Description: 3rd Quarter Report

Attachments: Q3 Financial Statements

Discussion: Leah Bibeau, Finance Director, provided the third quarter financial update. She noted that the budget is still coming in a little over, but that the numbers are better than reported on the second quarter report.

B. Sustainability Update

Speaker(s): Jackie Wilson, Sustainability and Energy Specialist

Attachments: Executive Summary: Sustainability Update, Presentation: Sustainability Update, and Presentación Educación: Actualización en Sostenibilidad

Discussion: Jackie Wilson, Sustainability and Energy Specialist, provided a review of Bend-La Pine's sustainability efforts dating back to 2002. She noted that only 1% of all school districts nationwide have a sustainability advisor. She discussed the four main focus areas for the program and the goals and strategies to meet those goals. A video by a student at Mountain View High School was shown in which the importance of sustainability work by students was discussed. Wilson shared that 75% of the schools are currently participating in programs such as green teams and have sustainability advisors with the goal of 100% by 2025; it was noted that staff capacity to do the work is the greatest obstacle in reaching 100% accountability. Sustainability education opportunities were shared as well as trends in buildings and operations, transportation, and materials management.

Discussion ensued regarding promoting no idle zones in school areas, the creation of carpooling and commuting groups, and how the composting program in the schools and community work together. Chair Barnes Dholakia reminded the Board that the Climate Resolution, Resolution 1884 from 2019, originally came to the Board from students.

C. Instructional Practices and Professional Development

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

Attachments: Executive Summary Instructional Practices and Professional Development, Presentation: Instructional Practices and Professional Development, and Presentación: Prácticas Instruccionales y Desarrollo Profesional

Discussion: Kinsey Martin, Executive Director of Policy, Advocacy, and Equity noted that the presentation was a specific portion of instructional practices and professional development within the Office of Diversity, Equity, and Inclusion. She discussed the history of LEAD (Leading for Equity and Anti-Racist Dialogue), noting that it is a collection of teacher leaders designing the work for fellow teachers. Martin connected the team's work to each of the board goals.

The four LEAD TOSAs (teacher on special assignment) shared highlights of their work. Ami Zepnewski, teacher at Pacific Crest Middle School, discussed the various ways LEAD TOSAs support staff and administrators in their buildings. Brayan Gonzalez, teacher at Bear Creek Elementary, shared that the priority goal of LEAD is communicating, co-teaching, and co-planning to make things easier, not to add an extra layer of work. Gonzalez shared some examples of the work, such as the dress code policy, anti-bias lessons, and the "Don't Say Gay" mini-lesson. Mark Koopman, teacher at High Desert Middle School, shared some of the professional development that has been provided and how the team works with buildings to develop professional development lessons. Laura Swales, teacher at North Star Elementary, shared quotes from staff members regarding the importance and value of the work.

Martin reiterated that the work is about making the system better as a whole and not having experts in the work telling others what to do. She noted that the team is excited to do more, including increasing the TOSA positions to half-time positions and increasing community conversations with uncomfortable situations and difficult conversations. Discussion ensued regarding how teachers in buildings know where to go for support from the TOSAs and what supports the TOSAs have when working with difficult situations themselves.

13. Discussion

A. Review of Board Executive Limitations

Speaker(s): Superintendent Cook

Attachments: EL 1.1: Instructional Program - draft 4.2023, EL 2.1: Student Success Planning - draft 4.2023, EL 3.1: Treatment of Students, Parents/Guardians, Families & The Public - draft 4.2023, EL 4.1: Legally Required Policies - draft 4.2023, EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees - draft 4.2023, EL 4.3: Financial Planning & Administration - draft 4.2023, EL 4.4: Facilities - draft 4.2023, EL 4.5: Student Transportation - draft 4.2023, EL 4.6: Nutrition Services - draft 4.2023, EL 4.7: Technology - draft 4.2023, EL 4.8: Communications - draft 4.2023, and EL 4.9: Safety - draft 4.2023

Discussion: Superintendent Cook noted that the Executive Limitations are guidelines for which the superintendent operates under the Carver model of policy governance. He shared that the documents provided are the first draft of restructuring the original 13 executive limitations to intentionally align with the revised board goals. There are items in the previous documents that no longer exist due to redundancy covered in other policy or in some cases, the contract for the superintendent. Cook shared that the current EL-13: Equity and Anti-Racism had been incorporated into all of the new documents, in some cases verbatim, which are highlighted in green on the documents. It was also noted that the structure of the documents has been updated with legal references and policy references at the bottom of the page. Cook provided highlights of each of the new ELs, referencing which current ELs had been incorporated. He asked the Board to review the initial drafts and come back for further discussion at the next meeting.

14. Board Comments

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

Discussion: Director Shirley Olson shared that she has been working with the south county coalition to provide continuing support for students in south county and is excited to grow a partnership with the district.

Director Shimiko Montgomery encouraged everyone to review the bills that are currently before the state legislature and the budget that has been proposed to the Governor by the legislature. She asked people to write the legislators asking them to fully fund schools.

Director Kina Chadwick thanked the presenters from the meeting and the evening's award recipient, calling out the amazing work being done by both the LEAD staff and the sustainability program.

Director Amy Tatom thanked the presenters and the students who attended and encouraged everyone to listen to our students and what they are saying they need.

Chair Melissa Barnes Dholakia appreciated Tasha McFarland for chairing the budget committee again this year and Vice Chair Marcus LeGrand for his community leadership. She also stated that she does not promote the bills addressed by the student speaker during public comment earlier in the meeting.

Vice Chair Marcus LeGrand thanked everyone in the district for their hard work and thanked teachers and students for their graciousness. He asked everyone to treat others with respect.

15. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for May 9, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 8:02 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



Bend-La Pine Schools School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: April 25, 2023

Board Members

Melissa Barnes Dholakia:	Present
Kina Chadwick:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Present
Shimiko Montgomery:	Present
Shirley Olson:	Present
Amy Tatom:	Present

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:31 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on April 21, 2023, are shown below.

Attachments: 4.25.23 - Agenda de Reunión de la Sesión de Trabajo de la Mesa Directiva Escolar - Borrador

Discussion: There were no changes to the agenda.

4. Work Session

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

Attachments: Pre-Reading: Teaching Well is Relationship Building

A. Student & Family Youth Truth Survey Results & Community Conversations and Report on Board Ends 1.F., 2.C., and 3

Speaker(s): Dave VanLoo, Director of School Improvement

Attachments: Executive Summary: Progress Report Board End 3, Presentation: Board End 3 YouthTruth Results April 2023, and Presentación: Resultados de la Junta Final 3 Youth Truth Abril 2023

Discussion: Dave VanLoo, Director of School Improvement, led a discussion on Board End 3, noting that the focus of the discussion would be the Student and Family YouthTruth data. He noted that although the names of the Ends haven't changed much over time, the measurements have improved. VanLoo reviewed the themes for both the student and family survey, provided a summary of the data over the last two years, and reviewed both the student and family representation of the participants. The Board was provided with a table summary of the 2023 student data and was given five minutes to reflect on what information they see as potentially important and what implications the information might have for the work of the Board. The Board shared their feedback before repeating the process for the 2023 family data.

5. Board Comments

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

Discussion: Director Shirley Olson reminded everyone that the Education Foundation trivia night fundraiser was next Wednesday at Silver Moon Brewing.

Director Carrie McPherson Douglass shared that she recently attended the HDES budget committee meeting and that they are currently working on grant funding to fill the gap with government funding. She also attended the NSBA conference and is writing a summary of the sessions attended to share with the Board and pertinent district staff.

Director Kina Chadwick visited one of the LEAD teacher's classes yesterday and shared how good the student engagement was.

Chair Melissa Barnes Dholakia shared that she recently participated in the staff appreciation breakfast for La Pine High School and La Pine Transportation Department and attended the City Club City Manager Meeting. She thanked Deschutes County for their third year of partnership with Healthy Schools and encouraged everyone to vote in the May 16th election. Barnes Dholakia also shared that the City Club was hosting candidate forums for the upcoming election.

6. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 9, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 6:57 p.m.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

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

DATE: May 1, 2023
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on May 9, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Lackey, Dustin	Physical Education Teacher Job #486956693	High Desert MS	Full Time Regular	08/28/2023
McClure, Shantae	Daycare Coordinator/Teen Parent Program Job #470211508	Bend HS	Full Time Temporary	08/28/2023
Mick, Amy	Middle School Counselor Job #486946249	Middle School	Full Time Regular	08/28/2023

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Akpla, Kara	Student Success Coordinator/Study Skills Teacher	Sky View MS	02/22/2021 – 06/30/2023
Anderson, Amy M	Student Success Coord	REALMS Middle School	08/31/2015 – 06/30/2023
Aplin, Kimberly	K-3 Primary Teacher	Buckingham Elementary	08/31/2020 – 06/30/2023
Blankenship, Donn	K-3 Primary Teacher	Lava Ridge Elementary	08/27/2013 – 06/30/2023
Carlton, Jay	ERC Teacher	Highland Elementary	08/28/2017 – 06/30/2023
Covell, Alicia	School Psychologist	Special Education	08/27/2007 – 06/30/2023
Crawford, Taylor	SRC Teacher	Sky View Middle School	08/31/2020 – 06/30/2023
Davis, Shalom	ESL Teacher	Juniper Elementary	09/08/2015 – 06/30/2023
Diamond, Daniel	Math/Science Teacher	REALMS HS	08/18/2021 – 06/30/2023
Dziurzynski, Cindy	Math Teacher	Pacific Crest Middle School	08/28/2017 – 06/30/2023
Estenson, Libbey	Spanish Teacher	High Desert MS	08/26/2019 – 06/30/2023
Frost, Brenna	Teacher on Special Assgn	Teaching & Learning	01/03/2011 – 06/30/2023
Gillard, Emily	Counselor	Caldera HS	07/01/2021 – 06/30/2023
Goodall, Diane	Teen Parent Program Director	Bend HS	08/26/2019 – 06/30/2023
Haugen, Natalie	K-3 Primary Teacher	Ponderosa Elementary	08/30/2021 – 06/30/2023
Lyon, Lindsay	Spanish Teacher	Caldera HS	08/31/2020 – 05/26/2023
Montgomery, Connie	K-3 Primary Teacher	Three Rivers Elementary	08/25/2008 – 06/30/2023
Murphy, Sydney	K-3 Primary Teacher	Silver Rail Elementary	08/28/2006 – 06/30/2023



HUMAN RESOURCES

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Fax: (541) 355-1109*

Olson, Craig	Instrumental Music Teacher	High Desert MS	08/26/2002 – 06/30/2023
Pfeifer, Ellen	Language Arts Teacher	Mountain View HS	10/26/2009 – 06/30/2023
Riper, Steven	Arts Communication/Business Ed Teacher	Mountain View HS	01/25/1993 – 06/30/2023
Shotton, William	Talented and Gifted Teacher	Juniper Elementary	08/26/1992 – 06/30/2023
Skjersaa, Susan Renee	Math Teacher	Pacific Crest MS	08/30/2004 – 04/08/2023
Smith, Hailey	ERC Teacher	Highland Elementary	08/29/2022 – 06/30/2023
Teson, Joy	Social Studies/Language Arts Teacher	Mountain View HS	10/24/2017 – 06/30/2023
Walsh, Audrey	K-3 Primary Teacher	North Star Elementary	08/31/2012 - 06/30/2023
White, Deborah	SRC Teacher	Pilot Butte MS	09/01/1998 – 06/30/2023

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Cole, Robi	Interim Principal Job# 486958178	Bend Tech Adademy @ Marshall	Temporary	04/24/2023
Silvey, Megan	Principal Job# 486939158	La Pine Elementary	Full Time Regular	07/01/2023

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Timms, Gary	Elementary Assistant Principal	Buckingham Elementary	07/01/2004 – 06/30/2023

ADMINISTRATIVE RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES



HUMAN RESOURCES

Education Center

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

May 02, 2023

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on May 9, 2023.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Amati, Donna	Nutrition Server I 470212618	North Star	Reg 3.0 hrs / day	04/06/23
Dixon, Campbell	Youth Partnership Liaison 470217174	DEI/ELL	Temp (ST) 4.0 hrs / day	04/17/23
Elliott, James	Locksmith 486943201	Maintenance	Reg 8.0 hrs / day	04/24/23
Harris, Brian	Campus Safety & Security Monitor 470216692	Summit	Reg 8.0 hrs / day	04/24/23
Johansen, Christina	Accounting Specialist 470214668	DEI/ELL	Reg 8.0 hrs / day	04/24/23
Marshall, Ronald	Custodial Crew I 470214730	High Lakes	Reg 8.0 hrs / day	04/18/23
Metzler, Sarah	EA – Inclusion 470214420	La Pine Elementary	Reg 7.0 hrs / day	04/03/23
Moreno, Patricia	Nutrition Server I 470212618	Bend High	Reg 3.75	05/02/23
Panzarella, Lisa	Media Manager 486956691	Silver Rail	ST Temp 5.6 hrs / day	04/28/23
Pursell, Jack	Bus Driver 470214666	Transportation	Reg 4.0 hrs / day	04/25/23
Russell, Mary	EA – Inclusion 470214420	Rosland	Temp (ST) 6.5 hrs / day	04/10/23
Simpson, Robert	Distribution Deliver Driver 486938322	Warehouse	Reg 7.5 hrs / day	04/24/23

Classified Resignations

Name	Position	Location	Resign Date
Berry, Lisa	Bus Driver	La Pine Transportation	09/05/22 – 05/20/23
Dieker, Sarah	Media Manager	Lava Ridge	08/28/17 – 04/30/23



HUMAN RESOURCES

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Duncan, Kay (Sharon)	Head Custodian III	Summit	08/05/13 – 04/14/23
Elliott, Amy	EA – Student Success	La Pine Elementary	02/21/23 – 04/29/23
Hager, Stacey	Athletic/Activity Secretary II	Summit	08/17/11 – 04/27/23
Katz, Elizabeth	EA – Instruction	Elk Meadow	10/06/20 – 06/16/23
Miley, Katherine	EA – Inclusion	Rosland	08/27/19 – 04/17/23
Odman, Heidi	FAN Advocate	High Lakes	10/09/02 – 06/20/23
Osowski, Kaylee	Media Manager I	Silver Rail	01/09/23 – 04/14/23
Peterson, Belén	Counseling Secretary II	Pilot Butte	05/02/16 – 04/14/23
Potter, Randi	Bus Driver	Transportation	09/23/21 – 04/21/23
Powell, Carolyn	EA – Inclusion	High Lakes	08/31/22 – 06/16/23
Rieken, Nikki	EA – Student Success	TLC	02/01/23 – 05/09/23
Roberts, Ellery	EA – Inclusion	High Desert	09/28/22 – 06/16/23
Roberts, Jamie	Consulting Registered Nurse	Special Programs	08/28/14 – 04/17/23
Sterzenbach, Makenzie	Attendance Secretary II	Bend High	08/26/15 – 04/12/23
Veek, Joshua	Repair Technician	La Pine Transportation	06/19/17 – 04/21/23
Voige, Jennifer	Nutrition Server I	Summit	05/12/22 – 06/16/23
Youkey, Lydia	EA – Instruction	Lava Ridge	09/29/22 – 04/28/23

Classified Retirements

Name	Position	Location	Retire Date
Nunes, Debbie	Attendance Secretary	Cascade	09/18/17 – 06/23/23
Reeves, Wendy	Staff Accountant Auditor	Business Office	05/20/12 – 06/30/23
Ring, Mona	EA – Inclusion	Buckingham	08/27/07 – 06/16/23



REPORT ITEM: Supplemental Health Curricula

PRESENTED BY: Jennifer Hauth, Director of Mental Health and Well-being; Dean Richards, Director of Secondary Curriculum, Instruction and Systems; and Dr. Aimee Snyder, Deschutes County Health Services Supervisor

EXECUTIVE SUMMARY:

In Kindergarten through 12th grade, supplemental health curricula are needed to fill gaps in the district’s adopted health textbooks (Goodheart-Wilcox), to address emerging student and public health issues, and to assure Bend-La Pine Schools’ health instruction complies with Oregon laws and rules.

We want to inform the board of these proposed supplemental health curricula to fill gaps in our adopted health textbooks in the following areas:

<p>Student Well Being Programs</p> <ol style="list-style-type: none"> 1. Wayfinder (K-12) <ol style="list-style-type: none"> a. Elementary Curriculum b. Middle School Curriculum c. High School Curriculum 2. MindUP 3. Steps to Respect/Second Step <ol style="list-style-type: none"> a. Elementary Program b. Middle School Program c. High School Program 4. Common Sense Digital Citizenship (K-12) <ol style="list-style-type: none"> a. Elementary Curriculum b. Middle School Curriculum c. High School Curriculum 5. Dove Self-Esteem Project - Confident Me (5th-12th grade) 6. BodyKind (9th-12th grades) 7. RESPONSE 8. Signs of Suicide (SOS) 9. Look, Listen, Link 10. Red Flags/Claire’s Story 11. Jason Foundation 	<p>Substance Use Prevention Programs</p> <ol style="list-style-type: none"> 1. CLEAR Alliance Teen Marijuana & E-Cigarettes Course (TMEC) 2. Class Action 3. Botvin Lifeskills
	<p>Healthy Relationships, Violence Prevention, and Human Sexuality Education Programs</p> <ol style="list-style-type: none"> 1. Safe Dates 2. ODE’s Open learning sexual health lessons 3. Rights, Responsibilities, and Respect (3Rs) 4. Safe Touch 5. Making a Difference!
	<p>Safety</p> <ol style="list-style-type: none"> 1. Safe Routes Neighborhood Navigators 2.0 2. ThinkFirst (K-12)
	<p>Comprehensive Curricula or Programs for Other Health Topics</p> <ol style="list-style-type: none"> 1. HealthSmart
<p>Nutrition</p> <ol style="list-style-type: none"> 1. Food Hero: Growing Healthy Kids (2nd-4th) 	<p>Additional Learning Materials</p> <ol style="list-style-type: none"> 1. Scholastic Health Choices: Health and Skills Magazine for Teens (Grades 6-12) 2. Puberty and You video (Grades K-12) 3. Amaze videos (Grades K-12)

With the designation of these materials as supplementary, teachers will not be required to teach all of these curriculum. These are instructional tools that will provide Bend-La Pine teachers with a wide range of optional instructional materials to select from when planning and delivering critical information to students regarding their physical, emotional and mental health. Teachers will select the appropriate tools to create a learning environment that meets the needs of students in their school and class.

The K-12 Life and Career Readiness committee, made up of Bend - La Pine teachers, worked to select Wayfinder as a tool to support teachers to deliver important skills to succeed in the workplace and beyond. The other tools were selected by 6-12 Health teachers through a process that began prior to the pandemic and needed to be updated for today's students' needs.

Our continued partnership with Deschutes County has provided training for 6-12 Health Educators to move to skills-based Health instruction. In cooperation with Deschutes County Public Health, teams of Bend-La La Pine teachers have compiled a list of optional supplemental curricula and are submitting for feedback by the Bend-La Pine Schools' Board of Directors.

We will be reaching out to the community for feedback on these supplemental materials through our website. We will share the outcomes with you at the next board meeting.

To prepare for feedback in June, we are reporting on our process to this point and asking for feedback from the community on the supplemental curriculum recommended by our team of teachers.



REPORT: Revised Executive Limitations – Review of Board Member Feedback

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

At the April 11, 2023, school board meeting, a revised set of Executive Limitations were presented to the Board of Directors. The newly revised Executive Limitations consolidated and aligned the existing Executive Limitations with the Board Ends/Goals.

Board members had an opportunity to review and provide feedback on the revised Executive Limitations.

The following revised drafts were prepared by district staff taking into consideration all board member feedback received. A key to the edits noted in the following documents:

- **Blue font** – accepted grammatical recommendations
- **Green font** – accepted language that supports Board governance and better defines the intent of the Executive Limitation
- **Red font** – proposed deletions
- **Purple font** – language that was rejected because the proposed language crosses out of Board governance and into operational practices and procedures of the district
- **Yellow highlighted text** – proposed language district staff could not make a determination on and are seeking board member clarification and/or opinion

Following tonight’s meeting, the district will share agreed upon drafts and allow time for public feedback. The Board of Directors and district will review public feedback received and revised drafts of the Executive Limitations at an upcoming board meeting.



The Superintendent shall not fail to ensure that the district implements a program of academic, social, and emotional instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and the use of assessments to determine student progress toward achieving or exceeding standards and Board Ends.

Accordingly, the Superintendent shall not fail to:

1. Anchor the instructional program in best practices of high-performing schools, districts, and educational systems.
2. Promote school and classroom practices that comprehensively prepare students for success, including the following:
 - a. Rigorous academic content.
 - b. Learning activities that emphasize creativity, collaboration, critical thinking, and communication, as well as develop student agency.
 - c. Purposeful attention to and development of social and emotional learning skills.
3. Maintain cohesive, aligned, research-based curriculum across all grade levels K-12 that builds vertically from K-12 and is consistent, horizontally, across each grade level.
4. Adopt and support consistent implementation across classrooms, schools, and the district of:
 - a. Curriculum that prioritizes diverse viewpoints and cultural relevance.
 - b. Anti-racist and culturally responsive practices that put the assets of students and families at the core of instructional practices.
5. Address individual learning styles and diverse student needs and interest. Encourage and support viable innovative practices and programs.
6. Establish and support the implementation of standards of practice for instructional technology for staff.
7. Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness. This includes:
 - a. Disaggregated data in order to identify inequities in terms of access, experiences, and outcomes.
 - b. Developing and implementing strategies and allocating resources toward eliminating inequities.
 - c. Establishing and sustaining equity-based accountability systems across the district.
8. Inform the Board of Directors about significant modifications to the instructional program.
9. Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board of Directors for approval.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 1

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 8 – Instructional Programs & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)

[LBE-AP: Public Charter Schools](#)

[LBE-AR: Public Charter Schools Application](#)

LEGAL REFERENCE

OAR 581-022-1350

ORS 336.615 – 338.665

ORS 338.095



The Superintendent shall not fail to ensure that the district’s instructional program includes a K-12 focus on students’ life and career readiness. As part of this program, students will develop self-awareness and self-advocacy skills, understanding of their own strengths and areas for growth, knowledge of post-high school education/training opportunities, and strong foundational knowledge and skills to ensure their access to multiple pathways.

Accordingly, the Superintendent shall not fail to:

1. Promote a safe and inclusive learning environment at schools and within programs across the district.
2. Adopt and support consistent implementation across classrooms, schools, and the district of proactive and positive practices that:
 - a. Nurture healthy relationships and create just and equitable learning environments.
 - b. Are actively anti-racist.
 - c. Employ restorative justice to repair harm and transform conflict.
3. Understand post-secondary education requirements, training, and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future.
4. Ensure that district high schools prepare all students for success in post-secondary education through their achievement of one or more college/career ready indicators.
5. Offer a variety of diplomas as identified by the State Board of Education.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 2

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL’S: 3 – Treatment of Students, Parents/Guardians & The Public & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE



The Superintendent shall not fail to act in ways that demonstrate the district values each and every student, family, and staff member and is committed to creating an equitable and anti-racist system that honors and elevates all.

Further, the Superintendent shall not cause or allow conditions, procedures, actions, or decisions which are unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethic and practices and Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Promote a school and district culture that will:
 - a. Recognize and value diverse knowledge and experiences students and families bring to each classroom, school, and system as a whole.
 - b. Seek out and center student and family voice on an annual basis to inform, develop, and maintain a safe and inclusive environment for each and every student and family – and with a focus on historically marginalized and underserved.
 - c. Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
2. Communicate a vision that includes the following:
 - a. An unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being.
 - b. Articulation of the systemic and institutional inequities that undermine historically underserved and marginalized students in achieving this vision.
 - c. An equity lens that is reflected in decision-making.
 - d. A learning environment free from disruptions to students, regardless of immigration status.
3. Involve diverse stakeholders in an advisory capacity regarding district-level matters.
4. Survey secondary students and K-12 parents/guardians on at least an annual basis to assess their educational experience in alignment with Board Ends.
5. Ensure school activities, clubs, and athletics provide an inclusive, welcoming, and safe environments that support dignity for all, as well as equitable access for students, regardless of economic means.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 3

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



The Superintendent shall not fail to take all necessary steps to assure that all previously approved Board Policies, which are legally required, are addressed by Administrative Policies and Administrative Regulations. The Board of Directors acknowledges its responsibility to approve or adopt certain policies according to state and federal law.

Accordingly, the Superintendent shall not fail to:

1. Amend Board Policies, Administrative Policies, and Administrative Regulations to comply with local, state, and federal laws.
2. Provide the Board of Directors with information regarding any substantive changes made to Board Policies, Administrative Policies, and Administrative Regulations.
3. Create Board Policies, Administrative Policies, and/or Administrative Regulations consistent with new laws.
4. Inform the Board of Directors when the law necessitates the adoption of new Board Policies required of school boards.

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 12 – Legally Required Policies

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section A/B: Board Governance](#)
[Policy / Regulation Section C: General Administration](#)
[Policy / Regulation Section D: Fiscal Management](#)
[Policy / Regulation Section E: Support Services](#)
[Policy / Regulation Section F: Facilities](#)
[Policy / Regulation Section G: Personnel](#)
[Policy / Regulation Section I: Instruction](#)
[Policy / Regulation Section J: Students](#)
[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



TITLE: COMPENSATION, DEVELOPMENT, EVALUATION, & TREATMENT OF EMPLOYEES

With respect to compensation and benefits for employees, the Superintendent shall not fail to employ the highest qualified staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system that complies with Oregon laws and district policies and measures employee performance in terms of achieving the Board's Ends. With respect to the treatment of employees, the Superintendent shall not cause or allow any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethics and practices, collective bargaining agreements, or Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Establish policies and procedures to assure an organizational culture that aligns with the following values:
 - a. Open, honest, and effective communication in all written and interpersonal interactions.
 - b. Respect for others and their opinions that models civil discourse.
 - c. Intentional elevation of historically and currently underrepresented voices.
 - d. A focus on common organizational goals as expressed in the Board Ends and policies.
 - e. Commitment to the integrity and positive image of the district, its leaders, and staff.
 - f. Recognition of innovative and outstanding work.
2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Board Ends, including:
 - a. Recruitment and hiring practices that prioritize reaching workplace diversity reflective of students and families, at a minimum, and aspirationally of the nation.
 - b. Pipeline programs across sectors focuses on representation by gender and race/ethnicity.
 - c. A culture, along with systems and structures, designed to recruit, hire, and retain a diverse workforce.
3. Provide ongoing professional development for staff in all classifications that is:
 - a. Aligned with exemplary practices.
 - b. Includes job-embedded coaching.
 - c. Develops and deepens awareness of systemic bias and racism.
 - d. Informs, develops, and promotes cultural competence.
 - e. Empowers staff with tools to interrupt systemic and historical patterns of oppression.
4. Prepare staff to deal with emergency situations.

Regarding compensation and the treatment of staff, the Superintendent shall not fail to:

1. Limit terms of financial obligations to reasonably projected revenues.
2. Invite Board member participation in contract negotiations with all employee groups.

Regarding evaluation of staff, the Superintendent shall not fail to:

1. Develop and administer an evaluation system for all employees that links performance with continued employment.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 4 – Treatment of Staff, 5 – Staff Compensation & Development, 6 – Staff Evaluation & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation G: Personnel](#)

LEGAL REFERENCE

draft



FINANCIAL PLANNING

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

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

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

FINANCIAL ADMINISTRATION

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

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

Accordingly, the Superintendent shall not fail to:

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

Additionally, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 10 – Financial Planning & Administration

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section D: Fiscal Management](#)

LEGAL REFERENCE

draft



The Superintendent shall not fail to assure that the district's physical facilities support the accomplishment of Board Ends and polices.

Accordingly, the Superintendent shall not fail to:

1. Take reasonable steps to ensure that district facilities are clean, safe, and not subject to improper wear and tear or insufficient maintenance.
2. Ensure a Sustainability Plan is developed, reviewed, and revised every five years or more.
3. Refresh the district's 20-year long-range Facilities Plan every five years to address student capacity, site-specific instructional needs, operational and maintenance needs, changing technology, and the Sustainability Plan.
4. Build new facilities without approval from the Board of Directors. For new facilities programming, the Superintendent shall not fail to ensure the programming and construction teams:
 - a. Invite Board member participation for any project which requires architectural services.
 - b. Get approval from the Board of Directors for change orders which alter the scope and purpose of the planned project (i.e., add or subtract from planned square footage or are in excess of \$300,000). The Superintendent shall inform the Board of Directors of any change orders which exceed \$100,000 but are less than \$300,000.
 - c. Regularly update the Board of Directors on construction progress.

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 7 – Facilities

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section F: Facilities](#)

LEGAL REFERENCE



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

Accordingly, the Superintendent shall not fail to:

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

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 11 – Asset Protection

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE



POLICY TYPE: EXECUTIVE LIMITATION

CODE: EL 4.6

TITLE: NUTRITION SERVICES

The Superintendent shall not fail to establish a nutrition services program that enhances the health of students by providing nutritious meals, allowing students to fully focus on their instructional day.

Accordingly, the Superintendent shall not fail to:

1. Offer each student appealing, well prepared foods that provide high nutritional value and promote physical well-being.
2. Operate a nutrition program that assists in teaching appropriate nutritional behaviors.
3. Ensure that all meals that are part of the National School Meal Program meet all the USDA requirements.

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: n/a

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE



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

Accordingly, the Superintendent shall not fail to:

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

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 11 – Asset Protection, 9 – Technology

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section G: Personnel](#)

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE

draft



POLICY TYPE: EXECUTIVE LIMITATION

CODE: EL 4.8

TITLE: COMMUNICATIONS

The Superintendent shall not fail to ensure that the district provides for internal and external communications to inform the Board of Directors, district staff, students and families of the district vision, goals, initiatives, programs, events and opportunities. This includes district communications that occur on a regular basis in forms that are accessible and coherent, with the objective of promoting transparency, understanding and engagement among all district stakeholders.

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 4 – Treatment of Staff

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



The Board of Directors recognizes that effective learning and productive work take place in a safe, secure, and welcoming environment. Safety and security are priorities of the district, and the district is committed to providing a safe and secure environment in all district facilities, on district vehicles, and at district-sponsored activities.

Accordingly, the Superintendent shall produce and maintain a District Emergency Operations Plan (EOP) and shall not fail to provide for a safe and secure learning and working environment free from unnecessary disruption that includes procedures to address:

1. The supervision and security of schools, district buildings and grounds.
2. The safety and supervision of students during school hours and at school-sponsored activities.
3. The sharing of information with partner agencies, in accordance with applicable state and federal laws.
4. Regular assessments to evaluate the security needs of district facilities.

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 4 – Treatment of Staff

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section F: Facilities](#)

[Policy / Regulation Section J: Students](#)

[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



The Superintendent shall not fail to ensure that the district implements a program of academic, social, and emotional instruction that includes clearly defined **academic** standards, a comprehensive and cohesive curriculum to help students achieve the standards, and the use of assessments to determine student progress toward achieving or exceeding standards and Board Ends.

Accordingly, the Superintendent shall not fail to:

1. Anchor curriculum and instruction in the Oregon State Standards.
2. Communicate an unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being.
3. Align **Anchor** the instructional program to **in research and** best practices of high-performing schools, districts, and educational systems.
4. Promote school and classroom practices that comprehensively prepare students for success, including the following:
 - a. Rigorous academic content.
 - b. Learning activities that emphasize creativity, collaboration, critical thinking, and communication. ~~, as well as develop student agency.~~
 - c. Engaging, authentic, and culturally relevant curriculum that develops student agency.
 - d. Purposeful attention to and development of social and emotional learning skills.
 - e. An asset-based orientation that addresses individual learning styles, culturally responsive practices, and diverse student needs, viewpoints, and interests. *(Could this be considered operational practice?)*
 - f. Differentiated programming to address inequities in access, experiences, and/or outcomes for student subgroups.
5. Maintain cohesive, aligned, research-based curriculum and instructional practices across all grade levels K-12 that builds vertically ~~from K-12~~ and is consistent, horizontally, ~~across each grade level.~~
6. ~~Adopt and support consistent implementation across classrooms, schools, and the district of:~~
 - a. ~~Curriculum that prioritizes diverse viewpoints and cultural relevance.~~
 - b. ~~Anti-racist and culturally responsive practices that put the assets of students and families at the core of instructional practices.~~
7. ~~Address individual learning styles and diverse student needs and interests.~~ Encourage and support viable innovative practices and programs.
8. Establish and support the implementation of standards of practice for instructional technology for staff.
9. Ensure that all instructional programs, including both **curricular content** and instructional practice, are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness **for students overall and in each disaggregated subgroup. This includes:**
 - a. ~~Disaggregated data in order to identify inequities in terms of access, experiences, and outcomes.~~
 - b. ~~Developing and implementing strategies and allocating resources toward eliminating inequities.~~
 - c. ~~Establishing and sustaining equity-based accountability systems across the district.~~
10. Inform the Board of Directors about significant modifications to the instructional program.
11. Establish a transparent, inclusive procedure for the **review, selection, and** recommendation of instructional materials to the Board of Directors for approval.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 1

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 8 – Instructional Programs & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)

[LBE-AP: Public Charter Schools](#)

[LBE-AR: Public Charter Schools Application](#)

LEGAL REFERENCE

OAR 581-022-1350

ORS 336.615 – 338.665

ORS 338.095

draft



The Superintendent shall not fail to ensure that the district’s instructional program includes a K-12 focus on students’ life and career readiness. As part of this program, students will develop self-awareness and self-advocacy skills, understanding of their own strengths and areas for growth, knowledge of post-high school education/training opportunities, and strong foundational knowledge and skills to ensure their access to multiple pathways.

Accordingly, the Superintendent shall not fail to:

1. Anchor the academic program in the Oregon State graduation requirements.
2. Promote school and classroom practices that comprehensively prepare students for life and career through:
 - a. Safe, inclusive, and equitable learning environments.
 - b. Development of positive self-identity and healthy relationships.
 - c. Reparation of harm and transformation of conflict.
 - d. A K-12 continuum that exposes students to a wide variety of careers and fields of study.
- ~~3. Promote a safe and inclusive learning environment at schools and within programs across the district.~~
- ~~4. Adopt and support consistent implementation across classrooms, schools, and the district of proactive and positive practices that:
 - a. Nurture healthy relationships and create just and equitable learning environments.
 - b. Are actively anti-racist.
 - c. Employ restorative justice to repair harm and transform conflict.~~
5. Align the K-12 instructional program to ~~Understand~~ post-secondary education requirements, training, and work opportunities to ~~ensure that the K-12 instructional program helps~~ prepare graduates for their future.
6. Ensure that district high schools prepare all students for ~~in post-secondary education~~ post-secondary success through their achievement of one or more college/career ready indicators.
7. Offer a variety of diplomas as identified by the State Board of Education.
8. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 2
ORIGINAL ADOPTION DATE:
UPDATED:
MONITORING METHOD: Report to Board
MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL’S: 3 – Treatment of Students, Parents/Guardians & The Public & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)
[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE



TITLE: TREATMENT OF STUDENTS, PARENTS/GUARDIANS, FAMILIES & THE PUBLIC

The Superintendent shall not fail to act in ways that demonstrate **that** the district values each and every student, family, and staff member and is committed to creating an equitable and anti-racist system that honors and elevates all.

Further, the Superintendent shall not cause or allow conditions, procedures, actions, or decisions which are unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethic and practices and Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Communicate a vision that includes the following:
 - a. An unwavering belief in the ability of all students and commitment to their academic achievement and social-emotional well-being.
 - b. Articulation of the systemic and institutional barriers that marginalized students face in achieving this vision.
 - c. An equity lens that is reflected in decision-making.
2. Promote school and classroom practices that ensure:
 - a. Safe, inclusive, and equitable learning environments.
 - b. Development of positive self-identity and healthy relationships.
 - c. Ownership of actions, reparation of harm, and transformation of conflict.
3. Nurture a culture of family engagement that:
 - a. Employs best practices for effective partnership between home, school, and the district.
 - b. Is asset-based, valuing the diversity of student and family experience.
 - c. Centers student voice, experience, and outcomes.
- ~~4. Promote a school and district culture that will:
 - a. Recognize and value diverse knowledge and experiences students and families bring to each classroom, school, and system as a whole.
 - b. Seek out and center student and family voice on an annual basis to inform, develop, and maintain a safe and inclusive environment for each and every student and family—and with a focus on historically marginalized and underserved.
 - c. Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.~~
5. Communicate a vision that includes the following:
 - a. An unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being.
 - b. Articulation of the systemic and institutional inequities that undermine historically underserved and marginalized students in achieving this vision.
 - c. An equity lens that is reflected in decision-making.
 - d. A learning environment free from disruptions to students, regardless of immigration status.
6. Involve diverse stakeholders in an advisory capacity regarding district-level matters, **including academic, social and emotional problems of practice.**
7. Survey secondary students, **and** K-12 parents/guardians, **and staff** on at least an annual basis to assess their **educational** experience in alignment with Board Ends, **overall, and in each subgroup.**
8. Ensure school activities, clubs, and athletics provide an inclusive, welcoming, and safe environments that supports dignity for all, as well as equitable access for **all students, regardless of economic means, gender, race, and sexual orientation.** *(one suggestion was to delete the highlighted section of the sentence / one suggestion was to keep the sentence with updated language in green)*

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 3](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE

draft



The Superintendent shall not fail to take all necessary steps to assure that all previously approved Board Policies, which are legally required, are addressed by Administrative Policies and Administrative Regulations. The Board of Directors acknowledges its responsibility to approve or adopt certain policies according to state and federal law.

Accordingly, the Superintendent shall not fail to:

1. Amend Board Policies, Administrative Policies, and Administrative Regulations to comply with local, state, and federal laws.
2. Provide the Board of Directors with information regarding any substantive changes made to Board Policies, Administrative Policies, and Administrative Regulations.
3. Create Board Policies, Administrative Policies, and/or Administrative Regulations consistent with new laws.
4. Inform the Board of Directors when the law necessitates the adoption of new Board Policies required of school boards.

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 12 – Legally Required Policies

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section A/B: Board Governance](#)
[Policy / Regulation Section C: General Administration](#)
[Policy / Regulation Section D: Fiscal Management](#)
[Policy / Regulation Section E: Support Services](#)
[Policy / Regulation Section F: Facilities](#)
[Policy / Regulation Section G: Personnel](#)
[Policy / Regulation Section I: Instruction](#)
[Policy / Regulation Section J: Students](#)
[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



TITLE: COMPENSATION, DEVELOPMENT, EVALUATION, & TREATMENT OF EMPLOYEES

With respect to compensation and benefits for employees, the Superintendent shall not fail to employ the highest qualified staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system that complies with Oregon laws and district policies and measures employee performance in terms of achieving the Board's Ends. With respect to the treatment of employees, the Superintendent shall not cause or allow any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethics and practices, collective bargaining agreements, or Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Establish policies and procedures to assure an organizational culture that aligns with the following values:
 - a. A shared commitment to the best interest of students.
 - b. Develop an inclusive and welcoming program for existing teachers and staff that includes training in cultural competence in an effort to fulfill Bend-La Pine Schools' employee value proposition. (i.e., setting up diverse candidates for success once hired into the District or leveraging a Buddy system in which an existing staff member and new hire share on or more commonality).
 - c. Creation of unbiased job descriptions in multiple languages that are strategically posted in places or sites that candidates of diverse backgrounds frequent (i.e., LGBTQ+ centers, historically Black universities, Latin@ Community Association).
 - d. Open, honest, and effective communication in all written and interpersonal interactions.
 - e. Respect for others and their opinions that models civil discourse.
 - f. Intentional elevation of ~~historically and currently~~ underrepresented voices.
 - g. ~~A~~ Focus on common organizational goals as expressed in the Board Ends and policies.
 - h. Commitment to the integrity and positive image of the district, its leaders, and staff.
 - i. Recognition of innovative and outstanding work.
2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Board Ends, including:
 - a. Recruitment, ~~and~~ hiring, ~~and~~ retention practices that yield the highest quality staff, which by definition includes ~~prioritize reaching~~ workplace diversity reflective of students and families, at a minimum, and aspirationally of the nation.
 - b. Pipeline programs across sectors ~~focuses on~~ that promote full staffing and balanced representation by gender, ~~and~~ race/ethnicity, ~~and~~ sexual orientation.
 - c. A culture, along with systems and structures, designed to recruit, hire, and retain a high-quality and diverse workforce. (one suggestion was to delete this sentence /other suggestion was to keep sentence and add the green text)
3. Provide ongoing professional development for staff in all classifications that is:
 - a. ~~Is a~~ Aligned with best exemplary practices.
 - b. Includes job-embedded coaching.
 - c. ~~Develops and deepens awareness of systemic bias and racism.~~
 - d. Informs, develops, and promotes cultural competence, awareness of systemic bias and racism, and the ability to interrupt patterns of oppression.
 - e. ~~Empowers staff with tools to interrupt systemic and historical patterns of oppression.~~
4. Prepare staff to deal with emergency situations.
5. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for staff overall, and in each disaggregated subgroup.

Regarding compensation and the treatment of staff, the Superintendent shall not fail to:

1. Limit terms of financial obligations to reasonably projected revenues.
2. Invite Board member participation in contract negotiations with all employee groups.

Regarding evaluation of staff, the Superintendent shall not fail to:

1. Develop and administer an evaluation system for all employees that links performance with continued employment.

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 4 – Treatment of Staff, 5 – Staff Compensation & Development, 6 – Staff Evaluation & 13 – Equity & Anti-Racism

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation G: Personnel](#)

LEGAL REFERENCE



FINANCIAL PLANNING

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

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

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

FINANCIAL ADMINISTRATION

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

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

Accordingly, the Superintendent shall not fail to:

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

Additionally, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 10 – Financial Planning & Administration

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section D: Fiscal Management](#)

LEGAL REFERENCE

draft



The Superintendent shall not fail to assure that the district's physical facilities support the accomplishment of Board Ends and policies.

Accordingly, the Superintendent shall not fail to:

1. Take reasonable steps to ensure that district facilities are clean, safe, and not subject to improper wear and tear or insufficient maintenance.
2. ~~Ensure all schools contain designated restrooms for non-binary or gender non-conforming people, and they are unlocked, allowing them usable, and are reasonably accessible as with the "boys" and "girls" restrooms.~~
3. Ensure a Sustainability Plan is developed, reviewed, and revised every five years or more.
4. Refresh the district's 20-year long-range Facilities Plan every five years to address student capacity, site-specific instructional needs, operational and maintenance needs, changing technology, **and safety enhancements**, and the Sustainability Plan.
5. Build new facilities without approval from the Board of Directors. For new facilities programming, the Superintendent shall not fail to ensure the programming and construction teams:
 - a. Invite Board member participation for any project which requires architectural services.
 - b. Get approval from the Board of Directors for change orders which alter the scope and purpose of the planned project (i.e., add or subtract from planned square footage or are in excess of \$300,000). The Superintendent shall inform the Board of Directors of any change orders which exceed \$100,000 but are less than \$300,000.
 - c. Regularly update the Board of Directors on construction progress.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 7 – Facilities

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section F: Facilities](#)

LEGAL REFERENCE



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

Accordingly, the Superintendent shall not fail to:

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

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 11 – Asset Protection

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE



The Superintendent shall not fail to establish a nutrition services program that enhances the health of students by providing nutritious meals, allowing students to fully focus on their instructional day.

Accordingly, the Superintendent shall not fail to:

1. Offer each student appealing, well prepared foods that provide high nutritional value, **and** promote physical well-being, **and reflect diversity**.
2. Operate a nutrition program that **assists in**:
 - a. **Teaching** appropriate nutritional behaviors.
 - b. **Supports the Sustainability Plan**.
 - c. **Develops student agency**.
3. Ensure that all meals that are part of the National School Meal Program meet all the USDA requirements.

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: n/a

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE

draft



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

Accordingly, the Superintendent shall not fail to:

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

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 11 – Asset Protection, 9 – Technology

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section G: Personnel](#)

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

LEGAL REFERENCE



POLICY TYPE: EXECUTIVE LIMITATION

CODE: EL 4.8

TITLE: COMMUNICATIONS

The Superintendent shall not fail to ensure that the district provides for internal and external communications to inform the Board of Directors, district staff, students and families of the district vision, goals, initiatives, programs, events, and opportunities. This includes district communications that occur on a regular basis in forms that are accessible and coherent, with the objective of promoting transparency, understanding, and engagement among all district stakeholders ~~in multiple languages, and shared on sites or places that different community members frequent.~~

draft

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 4

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 4 – Treatment of Staff

POLICY / REGULATION CROSS REFERENCE

[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



The Board of Directors recognizes that effective learning and productive work take place in a safe, secure, and welcoming environment. Safety and security are priorities of the district, and the district is committed to providing a safe and secure environment in all district facilities, on district vehicles, and at district-sponsored activities.

Accordingly, the Superintendent shall produce and maintain a District Emergency Operations Plan (EOP) and shall not fail to provide for a safe and secure learning and working environment free from unnecessary disruption that includes procedures to address:

1. The supervision and security of schools, district buildings and grounds.
2. The supervision and safety and supervision of students during school hours and at school-sponsored activities.
3. The sharing of information with partner agencies, in accordance with applicable state and federal laws.
4. Regular assessments to evaluate the security needs of district facilities.
5. ~~Regularly scheduled and coordinated safety drills that include all response resources.~~

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 4 – Treatment of Staff

POLICY / REGULATION CROSS REFERENCE

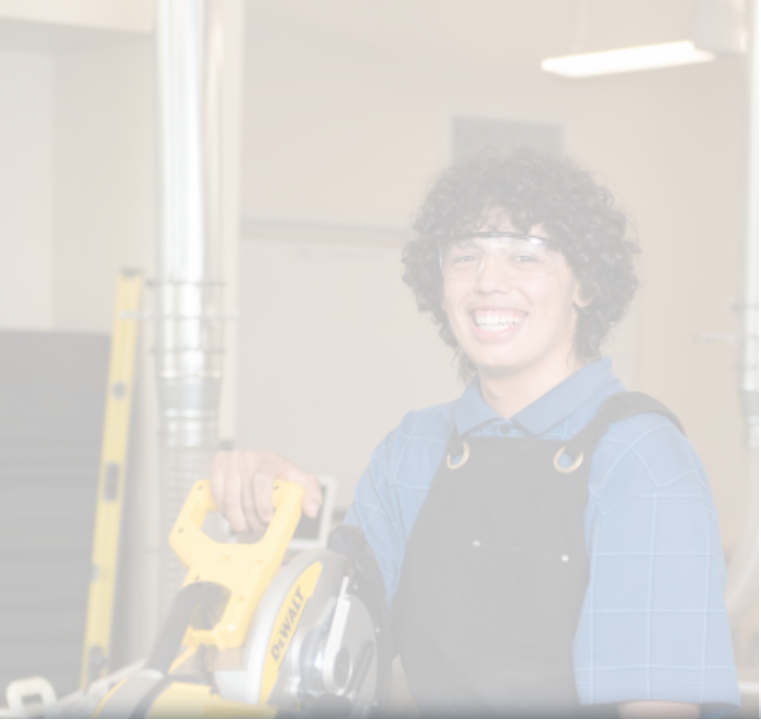
[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section F: Facilities](#)

[Policy / Regulation Section J: Students](#)

[Policy / Regulation Section K/L: Community Relations](#)

LEGAL REFERENCE



Student Voice Council Update

Leadership Team of SVC

Building a Foundation

Mission

The Student Voice Council will integrate student perspectives into decision making at the highest levels of the district to create positive changes for student learning, district policies and school improvement.



The Beginning

20 students, 7 high schools
creating authentic student
voice and perspective

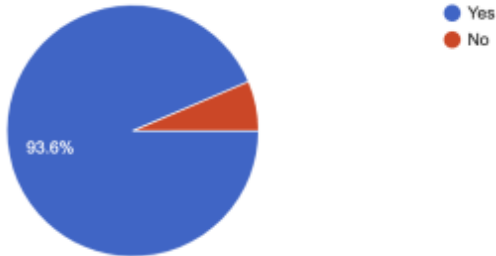


Board Meetings and Feedback

Learning how the board meetings run, gaining new insight, bringing student voice to decisions

Should capstone class opportunities be expanded to include CTE and the Arts?

109 responses

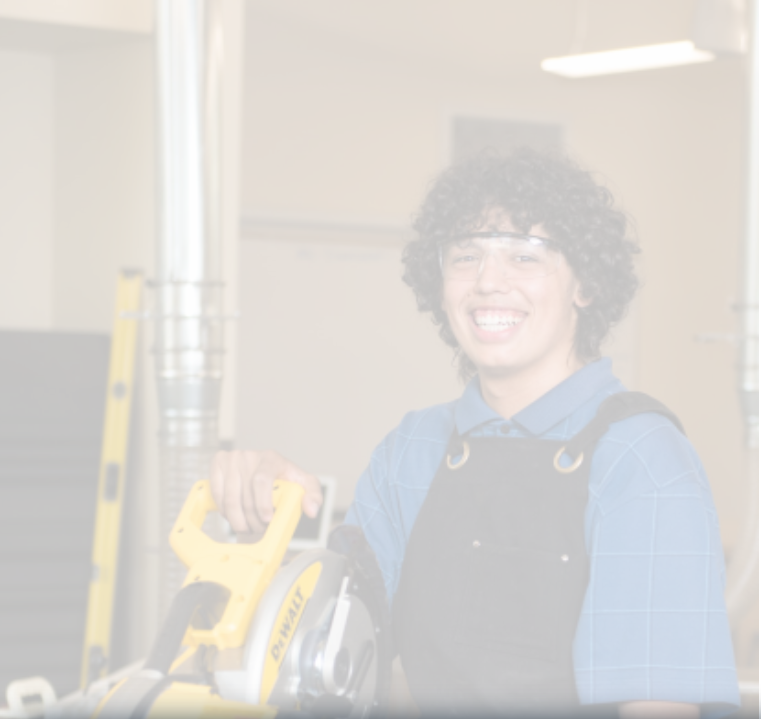


Preparing for the Next School Year

Leadership team evolving and group goal setting.

As a team, we are inspired to work collectively to make BLS the best it can be for all students.





Actualización del Consejo de Voz Estudiantil (SVC, por sus siglas en inglés)

Equipo de liderazgo de SVC

Construyendo una base

Misión

El Consejo de Voz Estudiantil (Student Voice Council, por su nombre en inglés) integrará las perspectivas de los estudiantes en la toma de decisiones en los niveles más altos del distrito para crear cambios positivos para el aprendizaje de los estudiantes, las políticas del distrito y la mejora escolar.



El comienzo

20 estudiantes, 7 escuelas preparatorias creando una voz y perspectiva estudiantil auténtica

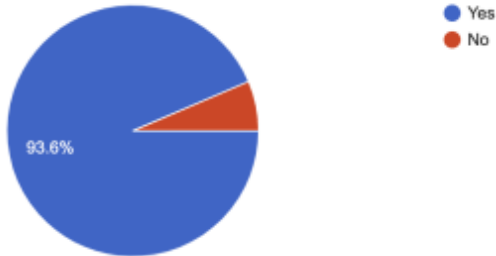


Reuniones de la Mesa Directiva y retroalimentación

Aprender cómo se desarrollan las reuniones de la Mesa Directiva, obtener nuevos conocimientos, llevar la voz de los estudiantes a las decisiones

Should capstone class opportunities be expanded to include CTE and the Arts?

109 responses



Preparación para el próximo año escolar

Evolución del equipo de liderazgo y establecimiento de objetivos grupales.

Como equipo, estamos inspirados para trabajar colectivamente para hacer que Escuelas de Bend-La Pine (BLS, por sus siglas en inglés) sea lo mejor posible para todos los estudiantes.

