



Bend-La Pine Schools School Board Regular Meeting Agenda

February 13, 2024, 5:30 PM

Location:

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

1.	<u>Call to Order</u>		
	Speaker(s): Chair Barnes Dholakia		
2.	<u>Pledge of Allegiance</u>		
	Speaker(s): Chair Barnes Dholakia		
3.	<u>Review of Agenda</u>		4
	Speaker(s): Chair Barnes Dholakia		
	Attachments:		
2.13.24 Agenda - BORRADOR			4
4.	<u>District Recognitions</u>		
	A. Presentation: School Resource Officer and Deputy Recognition		6
	Speaker(s): Scott Bojanowski, Assistant Director of Safety, and Kayla Martin, Safety Systems Supervisor		
	Attachments:		
	Presentation: School Resource Officer and Deputy Recognition		6
	Presentación: Oficial de Recursos Escolares y Reconocimiento Adjunto		15
	School Resource Officer Appreciation Day Proclamation 2024		24
	B. Resolution 1960: Classified Employee Appreciation Week		25
	Speaker(s): Chair Barnes Dholakia		
	Attachments:		
	Resolution 1960 Classified Employee Appreciation Week		25
5.	<u>Student Advisory Council Report</u>		
	Speaker(s): Student Voice Council Leadership		
6.	<u>Public Comment</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.		
7.	<u>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	26
	Description: January 9, 2024, Regular Board Meeting, and January 23, 2024, Work Session; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	Attachments:	
	1.9.24 Minutes - DRAFT	26
	1.23.24 Minutes - DRAFT	31
B.	Approval of Personnel Recommendations	33
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
	Attachments:	
	Certified Board Report 2.13.24	33
	Classified Board Report 2.13.24	35
C.	Bend Education Association (BEA) Collective Bargaining Agreement	38
	Attachments:	
	Settlement Summary: BEA Successor CBA	38
8.	Action Items	
A.	High Desert Education Service District (HDESD) Local Service Plan (LSP) Report	40
	Speaker(s): Paul Andrews, Superintendent HDESD	
	Attachments:	
	High Desert Education Service District 2024-2025 Local Service Plan	40
B.	English Language Arts (ELA) Curriculum Adoption	54
	Speaker(s): Julie Walker, Elementary Director Curriculum, Instruction, and Systems	
	Attachments:	
	Executive Summary: ELA Curriculum Adoption	54
	Presentation: ELA Curriculum Adoption	56
	Presentación: Adopción del plan de estudios de ELA	62
C.	Resolution 1961: Resolution Setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone	68
	Speaker(s): Superintendent Cook	
	Attachments:	
	Executive Summary: Resolution Setting the School Support Fee at 15%	68
	Resolution 1961: Resolution Setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone	69
9.	Reports	
A.	Bend Senior High School (BSHS) Design Project	70
	Speaker(s): Renee Alexander, BBT Architects	
	Attachments:	
	Presentation Bend Senior High School (BSHS) Design Project	70
B.	Local Option Levy	96
	Speaker(s): Superintendent Cook and Scott Maben, Director of Communications	
	Attachments:	
	Executive Summary: Local Option Levy	96
	Local Option Levy Ballot Title - DRAFT	97
	Presentation: Local Option Levy	98
10.	Superintendent's Report	
	Speaker(s): Superintendent Cook	
11.	Board Chair Report	
	Speaker(s): Chair Barnes Dholakia	
12.	Director Comments	
	Description: An opportunity for board members to provide comments or reflections.	
13.	Adjourn	

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for March 12, 2024.



Escuelas de Bend-La Pine Junta Regular de la Mesa Directiva - BORRADOR

13 de febrero de 2024, 5:30 PM

Ubicación:

Centro de Educación, Sala de la Mesa Directiva #314
520 NW Wall Street
Bend, OR 97703

1. **Llamada al Orden**

Orador(es): Presidente Barnes Dholakia

2. **Juramento de Lealtad**

Orador(es): Presidente Barnes Dholakia

3. **Revisión de la Agenda**

Orador(es): Presidente Barnes Dholakia

4. **Reconocimientos del Distrito**

A. Presentación: Reconocimiento al Oficial de Recursos Escolares y al Adjunto

Orador(es): Scott Bojanowski, Subdirector de Seguridad, y Kayla Martin, Supervisora de Sistemas de Seguridad

B. Resolución 1960: Semana de Agradecimiento a los Empleados Clasificados

Orador(es): Presidente Barnes Dholakia

5. **Informe del Consejo Asesor Estudiantil**

Orador(es): Liderazgo del Consejo de Voz Estudiantil

6. **Comentario Público**

Orador(es): Presidente Barnes Dholakia

Descripción: Este es el tiempo previsto para que las personas se dirijan a la Junta. Las solicitudes de comentarios públicos se aceptan por adelantado a través del formulario de Google hasta las 05:00p.m del día de la reunión, tanto para comentarios en persona como virtuales. Las personas también pueden inscribirse para hacer comentarios públicos el día de la reunión en función del espacio disponible, de acuerdo con el Proceso de Gobernanza 6 (GP-6). La inscripción en persona se aceptará en la puerta de la sala de juntas hasta las 05:35p.m del día de la reunión.

7. **Consentimiento para Acción**

Orador(es): Presidente Barnes Dholakia

Descripción: Los elementos de naturaleza rutinaria se colocan en la Agenda de Consentimiento. Cualquier elemento colocado en el Consentimiento para Acción puede ser retirado a solicitud de cualquier miembro de la Mesa Directiva antes de que se tome una votación. Todos los elementos restantes del Consentimiento para Acción se tratan luego en una única moción.

A. Aprobación de Minutos

Descripción: 9 de enero de 2024, Reunión ordinaria de la Junta, y 23 de enero de 2024, Sesión de trabajo;
Referencia: ORS 192.650 y ORS 332.057

B. Confirmación de Recomendaciones de Personal

Descripción: Personal Administrativo, Licenciado, Clasificado y Confidencial Contrataciones, Renuncias y Jubilaciones Recomendadas; *Referencia: ORS 332.505*

C. Convenio colectivo

8. **Acciones**

A. Informe del Distrito de Servicios Educativos del Alto Desierto *High Desert Education Service District (HDESD)* y Plan de Servicio Local *Local Service Plan (LSP)*

Orador(es): Paul Andrews, Superintendente HDESD

B. Adopción del plan de estudios de Artes del Lenguaje Inglés (ELA)

Orador(es): Julie Walker, Directora de Primaria Currículo, Instrucción y Sistemas

9. **Informes**

A. Proyecto de diseño de la Preparatoria Bend High (BSHS)

Orador(es): Renee Alexander, BBT Architects

B. Impuesto de opción local

Orador(es): Superintendente Cook y Scott Maben, Director de Comunicaciones

10. **Discusión**

A. Discusión de la junta directiva

11. **Informe del Superintendente**

Orador(es): Superintendente Cook

12. **Informe del Presidente de la Junta**

Orador(es): Presidente Barnes Dholakia

13. **Comentarios del Director**

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

14. **Se levanta la sesión**

Descripción: Se levanta la sesión con la próxima Reunión Regular de la Junta Escolar programada para el 12 de marzo de 2024.



School Resource Officer and Deputy Recognition

Safety Department
February 13, 2024



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

School Resource Officer (SRO) Appreciation

**National Appreciation Day is
February 15th**

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





Meet the Team



Sergeant Pacheco

Bend PD SRO Supervisor-
Floats throughout all Bend
schools



Lieutenant Husband

Deschutes County Sheriff's
Department SRO
Supervisor



Deputy Woods

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



Deputy Karpstein

Three Rivers K-8,
Buckingham Elementary



Meet the Team Continued



**Officer Cashman-
Caceres**

Mountain View HS, SkyView MS, Pilot Butte MS, Lava Ridge, Ensworth, Ponderosa



Officer Koehnke

Summit HS, Pacific Crest MS, Cascade MS, High Lakes, Miller, Westside Village, Highland



Officer Russell

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



Officer Smelser

Bend HS, Bend Tech Academy, Ed Center, Realms MS & HS, Tamarack, Amity Creek, Bear Creek, Juniper, North Star

Program Mission

Collaborative approach to campus safety

- Evidence-based standardized training for all team members from NASRO
- NASRO Triad of Responsibility
- Not only to respond to incidents, but to support schools with mitigating and preventing issues



Selective Criteria

- SROs are carefully selected (collaborative process between the law enforcement agency and school district), specifically trained, and properly equipped.
- What are the tools we look for when selecting SROs:
 - Strong relationship building skills
 - Excellent communicator
 - Trauma responsive skills
 - Culturally aware
- The ability to “flip the switch.”





Student Impact



"Officer Keely is someone who is super safe to talk to. Her door is always open, and she is the first person who I go to when something happens."

-Lidia Jacobson



"...with Officer Russell at school I always feel like I can perform my best academically without being worried or feeling unsafe."

-Caldera Student



"Deputy Casey is the best. He is so nice. He is like a father figure to me. He is the nicest SRO we have had."

-Topaz Swan (8th Grade)



"[Deputy Woods] He's a great guy. He's there to be awesome. He is a very caring man."

- Justin (8th grade)



"Her sarcasm is my favorite. She has a fantastic sense of humor and is willing to talk about issues outside of her SRO role at MV. I love spending time in her office.."

-Quincy Townsend



"He is a great guy and he truly cares about us and our community, he is always coming to sporting events and performances. It means a lot to all of the Bend High students."

-Spencer Dildine



Thank you to our team
for all that they do!





Reconocimiento de Oficiales de Recursos Escolares

Departamento de Seguridad
13 de febrero del 2024



**B E N D
LA PINE
S C H O O L S**

Apreciación de Oficiales de Recursos Escolares (SRO)

El Día Nacional de Apreciación es el 15 de febrero

Comenzando en el 2022, la Asociación Nacional de Oficiales de Recursos Escolares (NASRO) estableció un día de apreciación para reconocer el valioso trabajo realizado por los SRO.





Conoce al equipo



Sergeant Pacheco

Bend PD SRO Supervisor-
Floats throughout all Bend
schools



Lieutenant Husband

Deschutes County Sheriff's
Department SRO
Supervisor



Deputy Woods

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



Deputy Karpstein

Three Rivers K-8,
Buckingham Elementary



Conoce al equipo (continúa)



**Officer Cashman-
Caceres**

Mountain View HS, SkyView
MS, Pilot Butte MS, Lava
Ridge, Ensworth, Ponderosa



Officer Koehnke

Summit HS, Pacific Crest
MS, Cascade MS, High
Lakes, Miller, Westside
Village, Highland



Officer Russell

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



Officer Smelser

Bend HS, Bend Tech
Academy, Ed Center,
Realms MS & HS, Tamarack,
Amity Creek, Bear Creek,
Juniper, North Star

Misión del programa

Enfoque colaborativo para la seguridad de las instalaciones escolares

- Entrenamiento estandarizado basado en la evidencia para todos los miembros del equipo de NASRO
- Tríada de responsabilidades de NASRO
- No solamente para responder a los incidentes, sino también para apoyar a las escuelas en la mitigación y prevención de los problemas.



Criterios selectivos

- Los SRO se seleccionan cuidadosamente (proceso de colaboración entre la agencia de policía y el distrito escolar), se entrenan específicamente y se equipan apropiadamente.
- Estas son las destrezas que buscamos cuando seleccionamos a los SRO:
 - Buenas destrezas para desarrollar relaciones
 - Excelente comunicador
 - Destrezas de respuesta para el trauma
 - Conciencia cultural
- Habilidad para responder rápidamente a situaciones cambiantes





Impacto en los estudiantes



"La oficial Keely es alguien con quien te sientes muy segura hablando. Su puerta siempre está abierta y es la primera persona a quien acudo cuando pasa algo."

-Lidia Jacobson



"...con el oficial Russell en la escuela siempre siento que puedo dar lo mejor de mí académicamente sin preocuparme o sentirme inseguro."

-Caldera Student



"El oficial Casey es el mejor. Él es muy amable. Es como una figura paterna para mí. Es el mejor SRO que hemos tenido."

-Topaz Swan (8th Grade)



"[El oficial Woods] Es una gran persona. Está ahí para ser increíble. Es un hombre que se preocupa mucho por nosotros."

- Justin (8th grade)



"Su sarcasmo es mi favorito. Ella tiene un fantástico sentido del humor y está dispuesta a hablar de temas fuera de su papel de SRO en MV. Me encanta pasar tiempo en su oficina."

-Quincy Townsend



"Es una gran persona y realmente se preocupa por nosotros y nuestra comunidad, siempre viene a los eventos deportivos y presentaciones. Esto significa mucho para todos los estudiantes de la Preparatoria Bend."

-Spencer Dildine



¡Gracias a nuestro
equipo por todo lo que
hacen!





Administrative School District No. 1
Bend-La Pine Schools

School Resource Officer Appreciation Day Proclamation 2024

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

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

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

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

NOW, THEREFORE, the Bend-La Pine Schools Board of Directors hereby proclaims February 15th as School Resource Officer Appreciation Day.

Adopted this 13th day of February 2024

Signed:

Attest:

Board Chair

Superintendent



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

Resolution No. 1960

Classified Employee Appreciation Week

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools proclaims **March 4-8, 2024**, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

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

Adopted this 13th day of February 2024.

Chair

Superintendent



Bend-La Pine Schools School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: January 9, 2024

Board Members

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

Shirley Olson and Amy Tatom joined the meeting virtually. Carrie McPherson Douglass joined the meeting virtually at 5:39 p.m.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:33 p.m. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Attachments: 1.9.24 Agenda - BORRADOR

Discussion: There were no changes to the agenda.

4. District Recognitions

A. National Board Certified Teacher (NBCT)

Speaker(s): Michele Oakes, Mentor Program Coordinator

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

Attachments: Executive Summary: National Board Certification, Presentation: 2023-2024 National Board Certification, and Presentación: 2023-2024 Certificación de la Junta Nacional

Discussion: Michele Oakes, NBCT Mentor Program Coordinator, provided an overview of the National Board Certification program for teachers. She discussed the benefits a National Board Certified Teacher (NBCT) provides for both students and teachers as well as the four components of the certification

process. Randi Johannsen from Pine Ridge Elementary was recognized as a newly certified teacher. Sarah Barclay, BEA President; Casie Bullock, Bend Senior High School; Kristine Hable, Buckingham Elementary; Jenny Newell, Bend Senior High School; and Eila Overcash, Summit High School, were recognized for maintaining their national board certification.

B. School Board Recognition Month

Speaker(s): Superintendent Cook

Attachments: School Board Appreciation Proclamation 2024

Discussion: Superintendent Cook read a proclamation declaring January School Board Appreciation Month.

5. Student Advisory Council Report

Speaker(s): Student Voice Council Leadership

Discussion: Eleni Adams, a senior at Summit High School, discussed the work the Student Voice Council (SVC) has been doing in regard to policies that have come to the Board over the last few months. She shared specific feedback the SVC shared with Eric Powell, Assistant Director of Student Services, in regard to the cell phone policy and the students' desire for the policy to be less disciplinary and more restorative practice.

6. Public Comment

Speaker(s): Chair Barnes Dholakia

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

Discussion: One student spoke regarding funding for music in schools and one student regarding disruption in classrooms. A teacher joined to speak about the needs of learning specialists. Two individuals spoke in support of the MUPTe resolution and affordable housing. A teacher and the BEA president spoke regarding the bargaining process and another teacher spoke regarding supporting special education teachers.

7. Consent for Action

Speaker(s): Chair Barnes Dholakia

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

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

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

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

A. Approval of Minutes

Description: December 12, 2023, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 12.12.23 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 1.9.24 and Classified Board Report 1.9.24

8. Consent for Information

Speaker(s): Superintendent Cook

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

Discussion: Superintendent Cook noted that the district was adopting GCBDA/GDBDA-AP and AR: Family Medical and Military Leave, GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance, IKFB-AP: Graduation Requirements, and IKFB-AR: Wearing Items of Cultural Significance in Graduation Exercises. He also noted

that the annual report on Executive Limitation 4.3: Financial Planning and Administration was included in the Consent for Information.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, GCBDA/GDBDA-AP: Family Medical & Military Leave - draft 12.12.23, GCBDA/GDBDA-AR: Family Medical & Military Leave - draft 12.12.23, GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance - draft 12.12.23, IKFB-AP: Graduation Exercises - draft 1.9.24, and IKFB-AR: Wearing Items of Cultural Significance in Graduation Exercises - draft 1.9.24

B. Report: EL 4.3 - Financial Planning & Administration

Attachments: Executive Limitation 4.3: Financial Planning & Administration Report

9. Reports

A. ELA Curriculum Adoption

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

Attachments: Executive Summary: Elementary Language Arts Curriculum Adoption, Presentation: Elementary Language Arts Curriculum Adoption, and Presentación: Adopción de artes del lenguaje

Discussion: Julie Walker, Elementary Director Curriculum, Instruction, and Systems, shared that the English Language Arts curriculum adoption process started two years ago and includes approximately 30 members on the review team. She reviewed where the team has been in regards to the process over the last two years noting that the review started with ten different curriculums. Four of the curriculums were field tested, which resulted in a 100% consensus of the team recommending EL Education. Walker shared the various opportunities parents, teachers, and community members have had to provide feedback. Rachel Schendel, Lava Ridge Elementary; Momi Honda, Rosland Elementary; and Kristy Ebner, La Pine Elementary, shared their experiences with the field studies of EL Education. Walker shared next steps in the process, including additional opportunities for community feedback.

10. Action Items

A. Early Literacy Success Initiative Plan

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

Action(s): I move to approve the Early Literacy Success Initiative Grant Plan. This motion, made by Cameron Fischer and seconded by Shirley Olson, Carried.

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

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

Attachments: Executive Summary: Early Literacy Success Initiative Plan, Presentation: Early Literacy Success Initiative, and Presentación: Iniciativa para el éxito de la alfabetización temprana

Discussion: Superintendent Cook noted that recent legislation approved statewide funding for an Early Literacy Success Initiative Plan that requires Board approval of the District plan submitted to the State.

Julie Walker, Elementary Director Curriculum, Instruction, and Systems, noted that the District's plan for the 2023-25 biennium was submitted to the state on January 8th. She shared that Bend-La Pine Schools has been working on these initiatives for the past three years, prior to the state funding becoming available. Walker reviewed the current early literary program and highlighted both its strengths and areas for growth. The allowable uses of the grant were discussed, noting that BLS has prioritized professional development and coaching for the first year of funding. Walker noted that high-dosage tutoring is a required component of the grant and shared what the district is currently doing, as well as noting that for 2024-25 there will be an increased focus on extended learning programs. In conclusion, Walker shared the communication for the District's plan.

B. Annual Comprehensive Financial Report 2022-23

Speaker(s): Leah Bibeau, Finance Director

Action(s): I move to accept the Annual Consolidated Financial Report as presented. This motion, made by Carrie McPherson Douglass and seconded by Amy Tatom, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Absent, Cameron Fischer: Yea, Marcus

LeGrand: Absent, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea

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

Attachments: Executive Summary: Annual Comprehensive Financial Report and Annual Comprehensive Financial Report for Fiscal Year Ended June 30, 2023

Discussion: Leah Bibeau, Finance Director, noted that the annual audit had been completed. The results were a clean, unmodified report, which is the highest rating available.

C. Multiple-Unit Property Tax Exemption (MUPTTE)

Speaker(s): Sharon Smith, Land Use Attorney

Action(s): I move to adopt the Resolution approving the MUPTTE property tax exemption for projects approved by the City of Bend through June 30, 2025. This motion, made by Cameron Fischer and seconded by Amy Tatom, Carried.

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

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

Attachments: Executive Summary: Approval of MUPTTE Tax Exemption and Resolution 1959: Resolution Agreeing to Tax Exemption for Multiple-Unit Housing under ORS 307.600 to 307.637 and Sections 12.35.010-12.35.050 of the B

Discussion: Sharon Smith, Land Use Attorney, shared that the Resolution presented is only for development in the TIF for the next 18 month. Superintendent Cook noted that TIF dollars are not currently coming to the District.

11. Administrative Policy and Regulation Report

Speaker(s): Chair Barnes Dholakia

A. Administrative Policies and Regulations in Review

Speaker(s): Superintendent Cook

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

Attachments: Executive Summary: Administrative Policies and Regulations for Review, IKF-AR: High School Diplomas, Graduation Requirements & Graduation Exercises - draft 1.9.24, and KGB-AR: Public Conduct on District Property - draft 1.9.24

Discussion: Superintendent Cook noted that IKF-AR: High School Diplomas, Graduation Requirements and Graduation Exercises includes language for the Seal of Biliteracy requirements and that the Honor Diploma information, including waiver requirements for small high schools have also been updated. Stephen DuVal, Director of College and Career Readiness, shared the process for gathering feedback and input on the policy which took approximately a year. DuVal also shared that the team is working on a matrix for graduation which shows the different pathways. KGB-AR: Public Conduct on District Property has been updated to include language about appropriate conduct and expectations of the public while on district property and aligns with current district policies, regulations, and practices. Cook noted that the policy includes language regarding the usage of e-bikes on district policy. He shared that IGAC-AR: Treatment of Religion in Schools continues to be in review as the feedback received is being considered.

12. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook noted that with the expansion of meal service based on federal changes to the regulation on the free/reduced meal program, the district has been able to add 12 schools. He shared that the District has begun its strategic planning process for the next five years and that the core team has started meeting. Cook provided a bargaining update, noting that a lot has been done with two more BEA bargaining dates scheduled as well as small committee work that will take place to work on Articles 16 and 18. He shared the District's hope to finalize everything with both BEA and OSEA in the month of January.

13. Board Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia noted that two-thirds of the District's schools now provide free/reduced breakfast and lunch. She shared that the Board has sent a letter to state representatives and senators asking the state to lower the threshold to expand the program to more students and schools. She noted that along with

Director Amy Tatom, she met with Representative Levy regarding e-bike regulations and Alyssa's Law, specifically funding for the installation of panic buttons in schools. Barnes Dholakia shared that the Healthy Schools partnership with the county is in its third year and that the funding is 50/50 with the county. She highlighted some of the work of the partnership over the past few years and thanked the county for their partnership. She noted that the partnership will be coming up soon for renewal with the county and that she will be advocating for its renewal.

14. Director Comments

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

Discussion: Director Carrie McPherson Douglass thanked everyone for the many hours that have gone into the bargaining process and urges both sides to find ways to compromise to finalize the process.

Director Cameron Fischer recognized Principal Sean Keating, Pacific Crest Middle School, for partnering with Commute Options regarding bike safety. She shared how much she values student voice and hopes to see the District honoring those voices. Fischer also expressed hopes for greater support for LGBTQ+ students.

Chair Melissa Barnes Dholakia appreciated Julie Walker for both of her earlier presentations as well as the feedback the Board has received regarding MUPTE.

15. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for February 13, 2024.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:47 p.m.

Recorded by: Janet Bojanowski, Board Clerk



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: January 23, 2024

Board Members

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

Melissa Barnes Dholakia joined the meeting virtually and left at 6:12 pm.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Vice Chair LeGrand at 5:30 pm as Chair Barnes Dholakia was joining the meeting virtually. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the work session was being provided on the BLS SchoolBoard YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Discussion: Vice Chair LeGrand noted that there were no changes to the agenda.

4. Work Session

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

A. Strategic Planning

Speaker(s): Superintendent Cook and Whitney Swander, BLS Consultant

Attachments: Presentation: Strategic Planning

Discussion: Superintendent Cook noted that the work produced by the Culture and Climate Task Force has been the foundation for the strategic planning process. Whitney Swander, a consultant for BLS, has been brought onboard to take the work of the Task Force as well as the Board Goals and Executive Limitations to lead the strategic planning process.

Whitney Swander described her personal approach to the process and then reviewed a timeline dating back to 2019 sharing the District's commitment to authentic engagement. She discussed the formation of the Task Force and how that work has been the catalyst to begin strategic planning. Superintendent Cook noted that some of the hard work yet to come will be to prioritize all the needs that have come from the work of the Task Force. Whitney reiterated that point, noting that prioritization of the identified needs will be built into the strategic planning process. She shared the recurring themes from District engagement with students wanting to feel challenged in their learning, with access to rigorous learning opportunities being a major theme. The process began in November 2023 with gathering of data and reviewing existing assets. Swander shared that the goal is to present a plan to the Board at the June meeting. She shared some of the specific work ahead, such as gathering robust teams to workshop, ensuring voice and focus on those who experience the most marginalization, and co-designing a specific process for the south county schools. The communication process for the plan, which includes an information video for staff and monthly staff newsletters, was discussed. It was also noted that the process would include engagement for vetting of the plan. Swander shared the protocol for context conversations to gather information and shared the initial themes that came up. The highlights of "what's working" were shared as well as areas for improvement based on the themes.

5. Board Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Vice Chair LeGrand noted that there would not be a Board Chair Report in Chair Barnes Dholakia's absence.

6. Director Comments

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

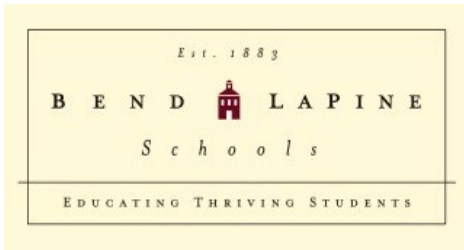
Discussion: Director Shirley Olson thanked the District for the strategic planning work and the other Board members echoed their appreciation for the work.

7. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for February 13, 2024.

Discussion: Vice Chair LeGrand adjourned the meeting at 7:07 pm.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

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

DATE: February 6, 2024
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on February 13, 2024. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

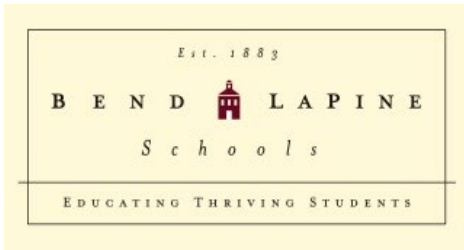
NAME	POSITION	LOCATION	STATUS	HIRE DATE
Buchanan, Elizabeth	Math Teacher	La Pine HS	Temp – Full Time	01/18/2024
Hause, Angela	Student Success Coord	North Star Elem	Temp – Full Time	1/22/2024
Hurst, Ann	Language Arts Teacher	Pacific Crest MS	Temp – Full Time	1/18/2024
Julian, Jacqueline	Intermediate Teacher	La Pine Elementary	Temp – Full Time	2/5/2024

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Caughlin, Jennifer	Language Arts Teacher	Pacific Crest MS	08/14/2023 – 01/03/2024
Enochs, Sierra	Elementary Music	Rosland Elementary	02/08/2021 – 06/17/2024
Hanford, Michelle	Language Arts Teacher	REALMS HS Retire	08/29/1995 – 03/22/2024
Mason, Debbi	Student Success Coordinator	Buckingham Elementary	08/25/2008 – 01/26/2024
Sunitsch, Jodi	Physical Education Teacher	Ensworth Elementary	09/23/2005 – 02/02/2024
Wilson, Aubrey	ERC Teacher	Special Programs	08/30/2021 – 06/17/2024

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Rosado, Jeffrey	Assistant Principal	Caldera HS	07/1/2021 – 06/30/2024

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

Education Center

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 Bend, Oregon 97703-2699
 (541) 355-1100
 Fax (541) 355-1109*

February 6, 2024

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

FROM: Steve Herron, Chief Human Resources Officer
 Paul Dean, Director of Human Resources – 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 February 13, 2024.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Allehoff, Trish	Nutrition Technician II	Buckingham	Temp 6.5 hrs / day	01/17/24
Atkins, Jacob	EA - Instruction	North Star	Reg 4.5 hrs / day	01/26/24
Ballard, Cara	EA - Inclusion	Special Programs	Reg 7.0 hrs / day	01/19/24
Blanchard, Scott	Business Systems Architect	Business Office	Reg 8.0 hrs / day	01/29/24
Bojanowski, Jackson	EA - Inclusion	Silver Rail	Reg 6.5 hrs / day	02/05/24
Boyer, Becky	Nutrition Server I	La Pine High	Reg 3.5 hrs / day	12/15/23
Colgan, Stacey	Nutrition Server I	Pilot Butte	Reg 3.75 hrs / day	01/09/24
Condley, Mollie	Nutrition Server I	WE Miller	Reg 3.75 hrs / day	01/16/24
Fastelin, Carrington	FAN Advocate	Pine Ridge Ponderosa	Reg 7.6 hrs / day	01/30/24
Gifford, Keith	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	01/04/24
Hanson, Caleb	EA - Inclusion	RE Jewell	Temp 6.5 hrs / day	01/22/24
Herrada, Maria	Nutrition Server I	Mountain View	Reg 3.75 hrs / day	02/05/24
Iturbe-Acosta, Leonor	EA - Inclusion	Bear Creek	Reg 6.5 hrs / day	01/19/24
Jones, Mauna	Nutrition Server I	Westside Village	Reg 3.5 hrs / day	01/16/24
Joye, Becky	Media Tech Assistant	Bend High	Temp 7.1 hrs / day	01/16/24
Lovejoy, Jessica	EA – Student Success	Pilot Butte	Temp 1.4 hrs / day	01/24/24



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Otanez, Andres	Campus Safety and Security Monitor	High Desert	Reg 7.95 hrs / day	02/05/24
Palozzi, Shauna	Bus Driver	Transportation	Reg 4.0 hrs / day	01/25/24
Rieken, Nikki	FAN Advocate	North Star Juniper	Reg 7.6 hrs / day	01/29/24
Schnepf, Jenna	EA – Behavior Support	RE Jewell	Temp 3.95 hrs / day	02/08/24
Smith, Jinky	Nutrition Server I	Bend High	Reg 3.75 hrs / day	01/11/24
Underwood, Beth	EA – Instruction	High Lakes	Temp 3.91 hrs / day	01/18/24

Classified Resignations

Name	Position	Location	Resign Date
Castro, Kiki	EA – Behavior Support	Juniper	02/27/23 – 12/16/23
Golda, Stephanie	Nutrition Server I	Cascade	08/29/23 – 02/15/24
Guiney, Daniel	Bus Driver	Transportation	10/25/22 – 03/02/24
Jones, Lisa	Bus Monitor	La Pine Transportation	12/14/23 – 01/23/24
Ruggles, Jennifer	Nutrition Server I	La Pine Elementary	12/06/23 – 02/01/24
Villamor, Victor	Bus Driver	Transportation	09/05/22 – 02/17/24
Williams, Natalie	EA – Inclusion	Bear Creek	09/11/23 – 02/09/24

Classified Retirements

Name	Position	Location	Retire Date
Glenn, Terry	Journeyman Plumber	Maintenance	01/20/13 – 01/31/24

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Confidential Hiring

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



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Confidential Resignation

Name	Position	Location	Resign Date
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Article	Summary of BEA Labor Contract Settlement
Article 1 - Recognition	<ul style="list-style-type: none"> ● CBA printing and digital publication ● Four year term, reopener for 3rd & 4th years
Article 2 - Assoc. Rights	<ul style="list-style-type: none"> ● Incorporation of HB2016 (2019) provisions re: site and staff access, information access, commun. access, etc., into CBA ● Permits BEA to request reimbursed release of a Vice President
Article 4 - Griev. Proc.	<ul style="list-style-type: none"> ● Addresses storage and consideration of info in grievance files ● Extends filing deadline for Level 1 from 10 to 20 days ● Clarifies content of grievance description
Article 5 - Complaints	<ul style="list-style-type: none"> ● Addresses procedural elements of complaint processing
Article 6 - Prof. Dev.	<ul style="list-style-type: none"> ● Establish comm. for determining reimbursement-eligible work ● Increases amount of reimbursement to 75% ● Increases maximum reimbursement an individual may receive ● Adds a mid-year opportunity to submit for schedule advancement
Article 7 - Leaves	<ul style="list-style-type: none"> ● Broadens definition of immed. family member to match ORS ● Revises to reconcile with Sick Time law ● Revises to allow shorter periods of leave use in certain circumstances ● Addresses Paid Leave Oregon ● Clarifies bereavement leave rights ● Revises personal leave carryover/cashout ● Clarifies Unpaid Leave of Absence in certain circumstances
Article 9 - Assign/Trans.	<ul style="list-style-type: none"> ● Addresses posting of vacancies ● Addresses procedural elements of voluntary/involuntary transfer ● Addresses compensatory time or pay for certain moves
Article 10 - RIF	<ul style="list-style-type: none"> ● Incorp. statutory requirements re: cultural/linguistic expertise
Article 12 - Benefits	<ul style="list-style-type: none"> ● BLS contribution to cap - Yr 1: +\$50 Yr 2: +\$45 ● Establishes HSA provisions ● Establishes Opt-Out Stipend provisions
Article 13 - Compensation	<ul style="list-style-type: none"> ● COLA - Yr 1: +6.2% Yr 2: +4.15% ● Eliminates Row 0, creates Column J ● Provides for study of Extra Duty Schedule ● Revises Salary Schedule placement and advancement for Non-Traditional Cert. Employees (e.g., CTE, therapists, etc.) ● Increases stipends for Advanced Certification pay ● Establishes CAFE program in CBA, increases maximum hours and stipend
Article 15 - Work Year	<ul style="list-style-type: none"> ● Clarifies specific work days and holidays ● Allows required attendance of some of events outside of

	<p>school day (e.g., graduation, open house, family engage. events, etc.)</p> <ul style="list-style-type: none"> ● Eliminates extra unpaid day for new hires ● Establishes calendar committee ● Permits off-site work for end-of-term workdays
Article 16 - Work Day	<ul style="list-style-type: none"> ● Clarifies specific provisions for Part-Time, Classroom, Specialists, and Itinerant staff, including instruction minutes, length of prep, supervision limitations, and meeting limitations
Article 18 - Learning Env.	<ul style="list-style-type: none"> ● Addresses procedures for addressing student behavior issues
Article 19 - Personnel Rec	<ul style="list-style-type: none"> ● Establishes procedures for managing working files
Article 22 - Nondiscrim.	<ul style="list-style-type: none"> ● Reorganizes Art. 22 ● Clarifies sex-based discrimination
Article 23 - Acad. Freed.	<ul style="list-style-type: none"> ● Addresses procedures for controversial materials and for responding to complaints
Article 24 - Pers. Freed.	<ul style="list-style-type: none"> ● Revises standard for consideration
Article 25 - Criticism	<ul style="list-style-type: none"> ● Clarifies procedures for criticism
Article 26 - Eval. of Stud.	<ul style="list-style-type: none"> ● Clarifies procedures related to grading and disputed grades
Article 27 - Mentor	<ul style="list-style-type: none"> ● Clarifies release of mentors from regular duties
Article 28 - Site-Based Dec	<ul style="list-style-type: none"> ● Housekeeping re: terms for certified employees
Appendix B	<ul style="list-style-type: none"> ● Provides for mid-term study of schedule

High Desert Education Service District

2024 - 2025 Local Service Plan



High Desert Education Service District

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

Vision Statement

Be the state leader in all we do.

Mission Statement

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

Core Values and Beliefs

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

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

Goals

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

Strategic Priorities

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

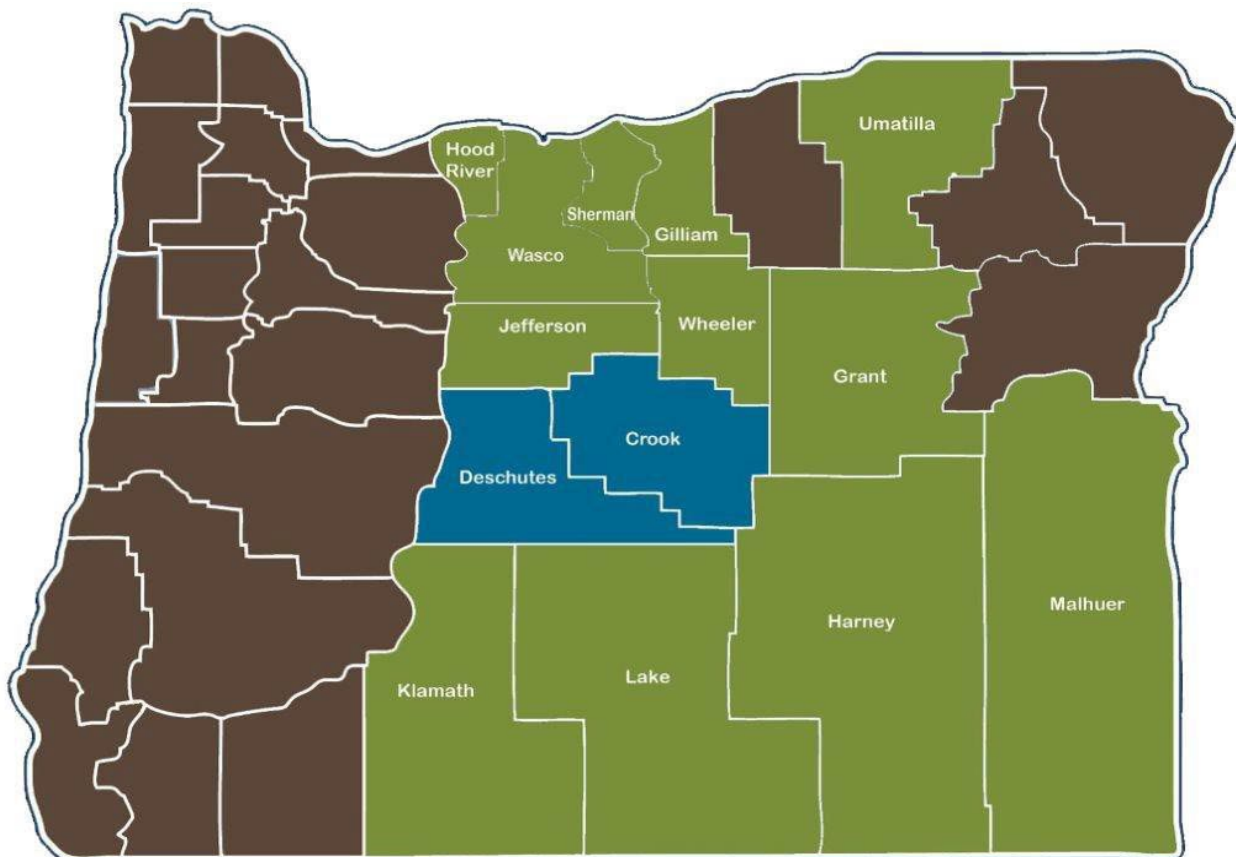
- ✓ **Foster education opportunities from birth to career**
 - Increase student access to education
 - Advocate regionally for birth to career education opportunities
 - Garner funds for programs and services

- ✓ **Provide value to our school districts, families and other customers**
 - Provide services on behalf of our school districts due to cost, politics or expertise
 - Listen to and meet the needs of our constituents
 - Employ individuals with experience and expertise

- ✓ **Bridge gaps and bring people together**
 - Build coalitions and partnerships
 - Look for and respond to unmet needs
 - Enhance state and regional presence - advocate and inform

High Desert Education Service District

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



Organization

Board of Directors

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

Matt McGowan, Board Chair	Elected by Redmond School District Board of Directors
Carlos Perez, Board Vice-Chair	Elected by Bend-La Pine School District Board of Directors
Seana Barry	Appointed At Large Representative
Gwen Carr	Elected by Crook County School District Board of Directors
Anthony Georger	Appointed Business Community Representative
Annemarie Hamlin	Appointed Higher Education Representative
Peggy Kinkade	Elected by Bend-La Pine School District Board of Directors
Edie Jones	Elected by Sisters School District Board of Directors
Elizabeth Sanchez	Appointed Social Services Representative

Administration

Paul Andrews, Superintendent
Anna Higgins, Assistant Superintendent HR, Communication and Innovation
Rochelle Friend, Chief Financial Officer
Shay Mikalson, Chief Student Success Officer
Rachel Went e-Chaney, Chief Information Officer
Kira Fee, Executive Director of Special Programs
Rutila Galvan-Rodriguez, Executive Director of Equity, Diversity and Inclusion
Amy McCormack, Executive Director of Early Intervention/Early Childhood Special Education

In addition to the district office administrators, HDES D is organized into four departments aligned with the four core service areas outlined in the law. HDES D administrators have been assigned responsibility for each of the four departments:

Administrative and Support Services – Paul Andrews and Anna Higgins
Children with Special Needs – Kira Fee and Amy McCormack
School Improvement Services – Shay Mikalson
Technology Services – Rachel Went e-Chaney

Introduction

In collaboration with component school districts and their superintendents, the HDESD has developed the 2024-25 Local Service Plan pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

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

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

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

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

The 2024-25 HDESD Local Service Plan includes services required by state and federal law and services contracted to school districts, and other public and private entities.

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

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

Local Service Plan Approval Process

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

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

Amendment Process

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

Revenues

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

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

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

Annual Performance Measures

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

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

New This Year

There were no requests for new services this year. Instead, we removed many proposed services that are not currently purchased by our districts. This included: Cascades Commitment, Chronic Absenteeism, First Step, Grant Administration and Compliance, Oregon Mexico Education Partnership, Positive Behavior Interventions & Supports, Procurement and Contracting, Regional PreK-3rd Initiative and Service Integration.

Student Success Act

In addition to continuing approved services from prior years, the HDES continues to increase its investment dedicated to supporting our component districts' Integration Plan for Aligned Student Success implementation. In this pivotal role, the HDES serves as the liaison between the Oregon Department of Education and the districts we serve to align for student success through integrated six aligned programs for better coherence and impact: High School Success; Student Investment Account, Continuous Improvement Planning; Career and Technical Education Perkins V; Every Day Matters, and Early Indicator Intervention Systems. Through regional leadership, coaching, professional development, and technical assistance, the HDES will help our component districts improve access and opportunities for all students, especially those who have been historically underserved in the education system.

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

Administrative and Support Services

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

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

Grant Writing: Assists component districts with grant applications.

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

Legal Services: Provides legal services to component districts in the areas of employment relations, general school law, pay equity, special education and investigation.

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

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

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

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

Integrated Guidance for Aligned Student Success: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Every Day Matters, and Every Student Succeeds Act implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

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

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

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

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

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

Student Success Act: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Children with Special Needs

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

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

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

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

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

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

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

Regional Inclusive Services: Regional Inclusive Services (RAY) is a state contracted program that provides special education services to students with low-incidence disabilities in 7 counties. These include students with autism, vision impairments, severe orthopedic impairments, deaf/hard of hearing, deaf/blind and traumatic brain injuries.

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

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

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

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

Student Success Act: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

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

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

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

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

School Improvement Services

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

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

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

Career and Technical Education: Consults with local school districts on School-To-Work initiatives, build Career and Technical Education programs in high schools and our community college; and provides state mandated vocational education program evaluations. CTE also provides support to districts with funding from a Carl Perkins grant. Additionally, regional CTE future program development has been added to the menu in the 23-24 school year.

Children's Forest of Central Oregon: Creates a network of outdoor places and programs dedicated to moving all children along a continuum of learning, exploration, and healthy living through engagement with nature. Outdoor School is a component of Children's Forest of Central Oregon.

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

Drivers Education: The High Desert Drivers Education Program is a certified program through the Oregon Department of Transportation (ODOT) dedicated to offering Central Oregon teens the knowledge and skills to be safe, confident, and considerate drivers. Classes are located at local high schools within each district during the evening and, in some instances, as part of the regular school day.

Family Engagement Services: Supports districts' requirements (and best practices) for SIA and state programs to fully engage district families, especially those who have traditionally been underserved.

i4Education: Provides innovation process (ThinkUp), tools and services that work to unlock the great ideas and insights of educators and systematically connect them with local entrepreneurs to workshop, prototype and test.

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

Emergency Preparedness: Provides training and technical assistance to public districts and schools in Crook, Deschutes, Jefferson, Lake, Grant, Harney and Malheur counties to assist them in developing and implementing new, or strengthening existing, and exercising high-quality, all-hazards emergency operations plan customized to their unique schools', districts' and community partners' philosophies and response capabilities.

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

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

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

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

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

Student Success Act: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

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

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

Technology Services

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

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

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

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

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

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

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



Action Item: Elementary Language Arts Curriculum Adoption

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

EXECUTIVE SUMMARY:

Objective: This executive summary aims to present the findings and recommendations of the materials review team regarding the language arts adoption for grades K-5. Comprising of 25 educators, administrators, and specialists, the team has dedicated the past two years to researching and identifying core beliefs and practices in the realm of language comprehension, evaluating various language arts materials, and assessing instructional practices for elementary classrooms.

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

Materials Review Process:

1. Initial Research Review and Drafting of Core Beliefs: The team engaged in a literature review of the most current research regarding structured literacy, drafted a set of key core beliefs for materials and instruction in the area of language comprehension, gathered feedback and revised and finalized core beliefs.

Language Arts Core Beliefs: [English/Spanish](#)

2. Initial Selection: Identified potential language arts materials aligned with the criteria set by the core beliefs and the Oregon Department of Education instructional materials list.
3. In-depth Evaluation: Conducted a thorough review of materials, considered factors such as alignment with standards, a knowledge-building approach, and adherence to the science of reading and structured literacy philosophy.
4. Field Study: Implemented a field study in select classrooms to gather feedback from teachers and students on the effectiveness of materials.
5. Analysis and Recommendations: Synthesized feedback, analyzed data, and developed recommendations based on the materials' impact on student engagement, learning outcomes, and teacher input.

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

1. Knowledge Building Focus: The recommended materials emphasize building a robust academic foundation in language comprehension, with a focus on mastery of knowledge and skills, character development, and the production of high-quality student work while exploring essential questions about the world.

2. **Structured Literacy Philosophy:** The recommended materials adopt a structured literacy philosophy by separating phonics and comprehension instruction, providing extensive opportunities to engage with topically connected texts, with an emphasis on text-centered instruction rather than isolated skill practice and a focus on systematic, explicit and cumulative instruction.
3. **Teacher Support:** The materials offer substantial support for teachers, including professional development resources, lesson plans, and assessment tools to facilitate effective implementation.

ADMINISTRATIVE RECOMMENDATION:

Based on the comprehensive review and analysis, the materials review team recommends the adoption of EL Education from Imagine Learning for language arts instruction in grades K-5.

RECOMMENDED MOTION:

I move to approve the adoption of EL Education as the language arts curriculum for grades K-5.

Elementary Language Arts Curriculum Recommendation



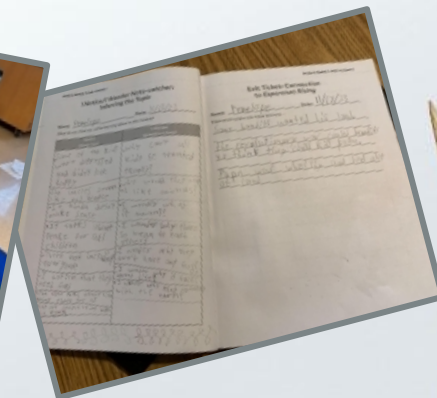
WHERE HAVE WE BEEN?



Curriculum Recommendation

EL Education- Expeditionary Learning

- EL Education builds students' capacity for three dimensions of student achievement: Mastery of Knowledge and Skills, Character, High-Quality Student Work



Feedback

- + Two community viewing events
 - + 1/24
 - + 1/29

Field Study



Question and Answer



Recomendación para el currículo de Artes del Lenguaje en escuelas primarias



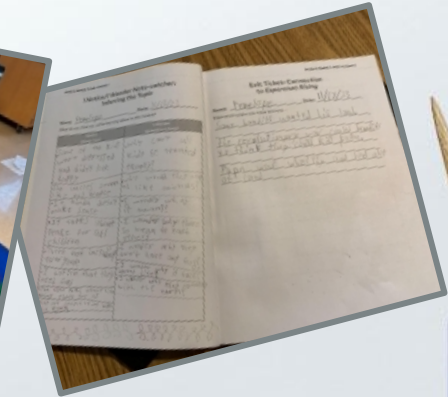
WHERE HAVE WE BEEN?



Recomendación de currículo

EL Education- Expeditionary Learning

- EL Education desarrolla la capacidad de los estudiantes en tres dimensiones del desempeño estudiantil: dominio de conocimientos y habilidades, carácter y trabajo de alta calidad de los estudiantes.



Comentarios

- + Dos eventos comunitarios para ver el currículo
 - + 1/24
 - + 1/29

Estudio de campo



PREGUNTAS Y RESPUESTAS





ACTION: Resolution setting the School Support Fee at 15%

PRESENTED BY: Dr. Steven Cook, Superintendent

EXECUTIVE SUMMARY:

During the 2023 Legislative Session, House Bill 2009 was passed and signed into law. The bill included provisions that created a new “School Support Fee” to be paid to school districts by businesses who are granted property tax exemptions in both standard enterprise zones (SEZ) and long-term rural enterprise zones (LTREZ). These support fees are a payment in lieu of property tax that applies to years 4 and 5 of a SEZ and years 6 to 15 of a LTREZ.

The School Board must take action to set the school support fee. The Superintendent recommends the “School Support Fee” rate be set at 15% of the amount that the qualifying business would have otherwise paid in property taxes. In other words, if the business would have paid \$10,000 in school district property taxes, but is in year 4 of an SEZ exemption (for example), that business would have to pay \$1500 in the form of a “School Support Fee” instead. The school support fee will be paid to the school district and count as district local revenue in the State School Funding formula. There will be no collection of any “fee” until the 2027 property tax year at the earliest.

There are two enterprise zones: Bend Enterprise Zone and Deschutes County Rural Enterprise Zone.

RECOMMENDED MOTION:

I move to adopt the Resolution setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone.



Administrative School District No. 1
Bend-La Pine Schools
RESOLUTION NO. 1961

Resolution Setting the School Support Fee at 15% for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone.

WHEREAS, HB 2009 (2023) was passed in 2023 and became part of ORS 285C.067;

WHEREAS, HB 2009 (2023) requires the governing body of each school district along with the governing body of the zone sponsor to set a rate for the school support fee imposed pursuant to Sections 48 (2) and 51 (2) of HB 2009 (2023);

WHEREAS, this rate must be at least 15 percent and not more than 30 percent;

WHEREAS, the district has coordinated with the governing bodies of the City of Bend (Bend Enterprise Zone) and Deschutes County and City of La Pine (Deschutes County Rural Enterprise Zone) to set the rate;

WHEREAS, by November 1 in any applicable year, the governing body of the zone sponsor will provide the district will all information necessary for the district to collect the fee directly from the business firm;

WHEREAS, by December 1 in any applicable year, the district shall send to the business firm a notice of the required fee, with a due date not later than December 31 of the same year;

WHEREAS, the district shall be responsible for making refunds to business firms of overpayments;

WHEREAS, if a fee payment is delinquent for more than 60 days following the date of delinquency or any later date allowed for curing the delinquency, the Board shall give written notice of the delinquency to the business firm and the assessor of the county;

BE IT THEREFORE RESOLVED that the Bend-La Pine School Board establishes the rate of the school support fee of 15 percent for the Bend Enterprise Zone and the Deschutes County Rural Enterprise Zone .

Moved by: _____

Seconded by: _____

Yes votes: _____ No votes: _____

Dated this 13th day of February 2024

Signed:

Chair

Vice Chair

Attest: _____
Board Secretary

Bend Senior High Modernization



Bend Senior High Modernization Site Plan



LEGEND

- A WEST PARKING LOT
- B ADA PARKING
- C ADMIN ENTRY
- D NORTH COURTYARD
- E NEW HIGH SCHOOL BUILDING
- F SOUTH COURTYARD
- G MAIN SCHOOL ENTRANCE
- H BIKE RACKS
- I BIKE RACKS
- J ADA PARKING
- K HALF PRACTICE FIELD
- L PARENT DROP OFF
- M EAST PARKING LOT
- N BUS DROP-OFF



Bend Senior High Modernization Building Phasing

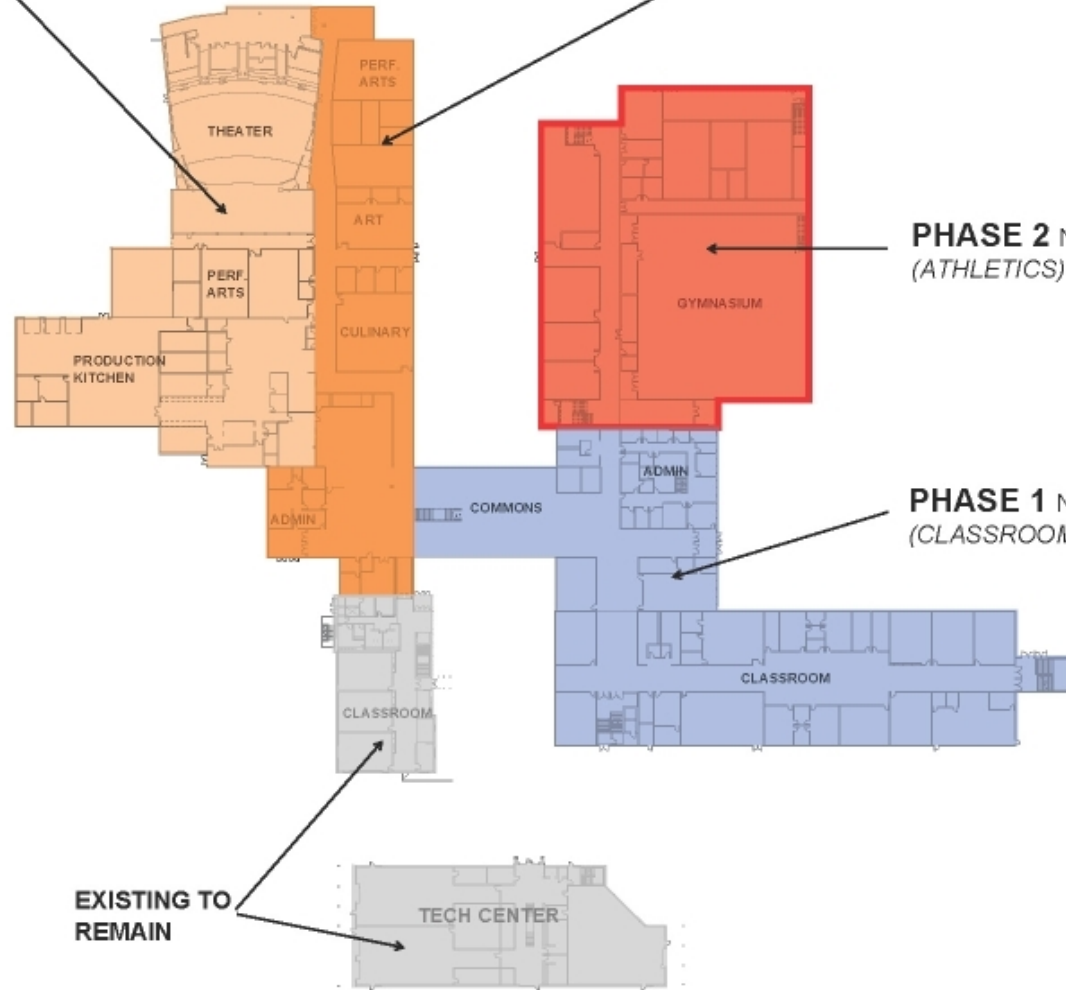
PHASE 3 RENOVATION
(THEATER, PRODUCTION KITCHEN)

PHASE 3 NEW CONSTRUCTION
(PERFORMING ARTS, ART, CULINARY, ADMIN)

PHASE 2 NEW CONSTRUCTION
(ATHLETICS)

PHASE 1 NEW CONSTRUCTION
(CLASSROOM, COMMONS, ADMIN)

EXISTING TO REMAIN



PHASE 1:
CONSTRUCTION START - JUNE 2024
COMPLETION - JUNE 2026

PHASE 2/3:
CONSTRUCTION START (EST.) - JUNE 2026
COMPLETION (EST.) - AUGUST 2028



Bend Senior High Modernization Building Phasing



AERIAL VIEW

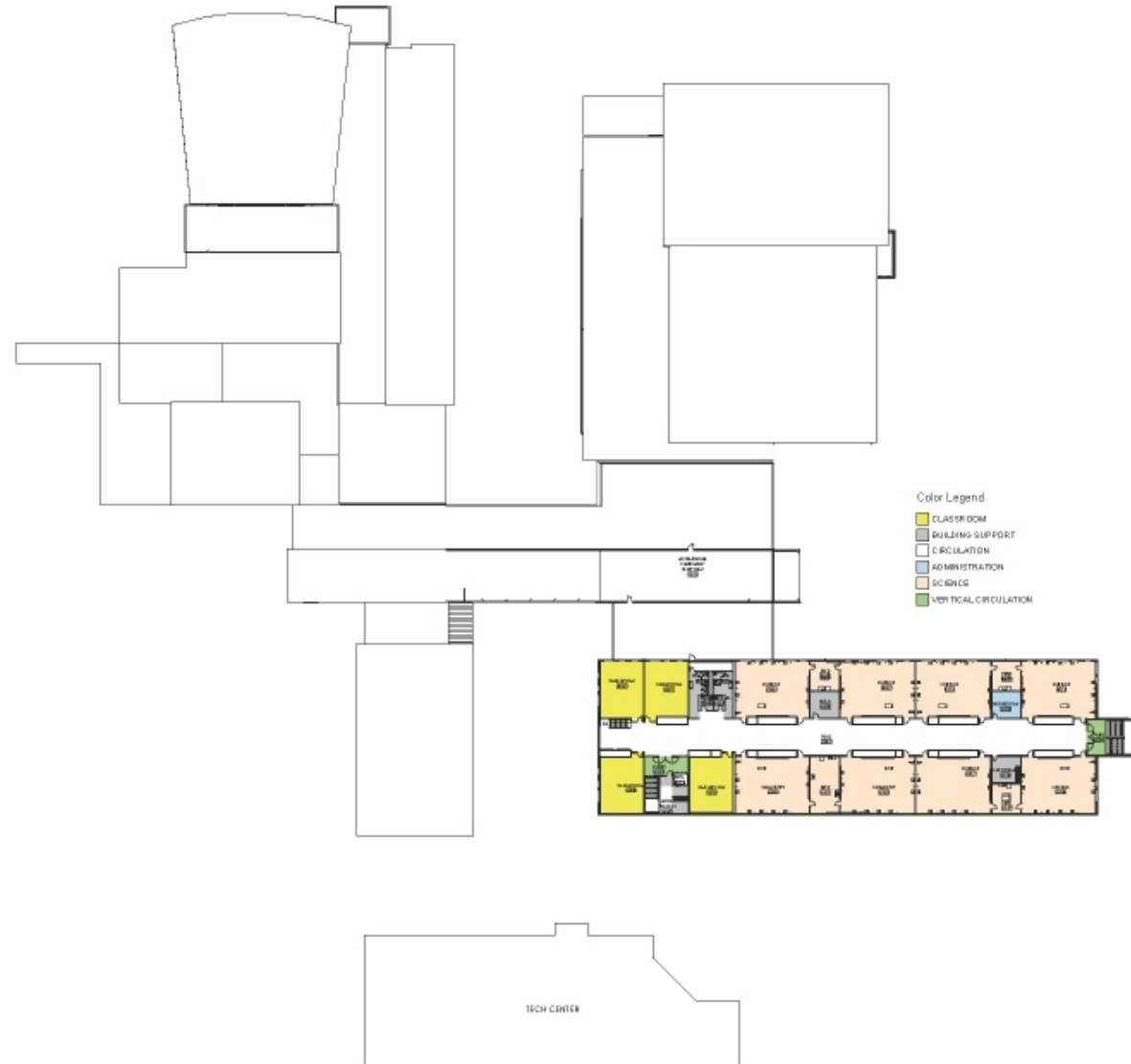
Bend Senior High Modernization Level 1 Floor Plan



Bend Senior High Modernization Level 2 Floor Plan



Bend Senior High Modernization Level 3 Floor Plan



Bend Senior High Modernization 9th Street



Bend Senior High Modernization South Courtyard



Bend Senior High Modernization North Courtyard



Bend Senior High Modernization



Bend Senior High Modernization

COMMONS + LEARNING STAIR

Bend Senior High Modernization Commons



View of Commons - Looking to North Courtyard

Bend Senior High Modernization

Learning Stair



PRESENTATION SCREEN
OPPORTUNITY ON NORTH
WINDOW WALL OF COMMONS

View of Learning Stair in Commons

Bend Senior High Modernization

COLLABORATION SPACES +
HALLWAY DESIGN

Bend Senior High Modernization Future Center Collabs

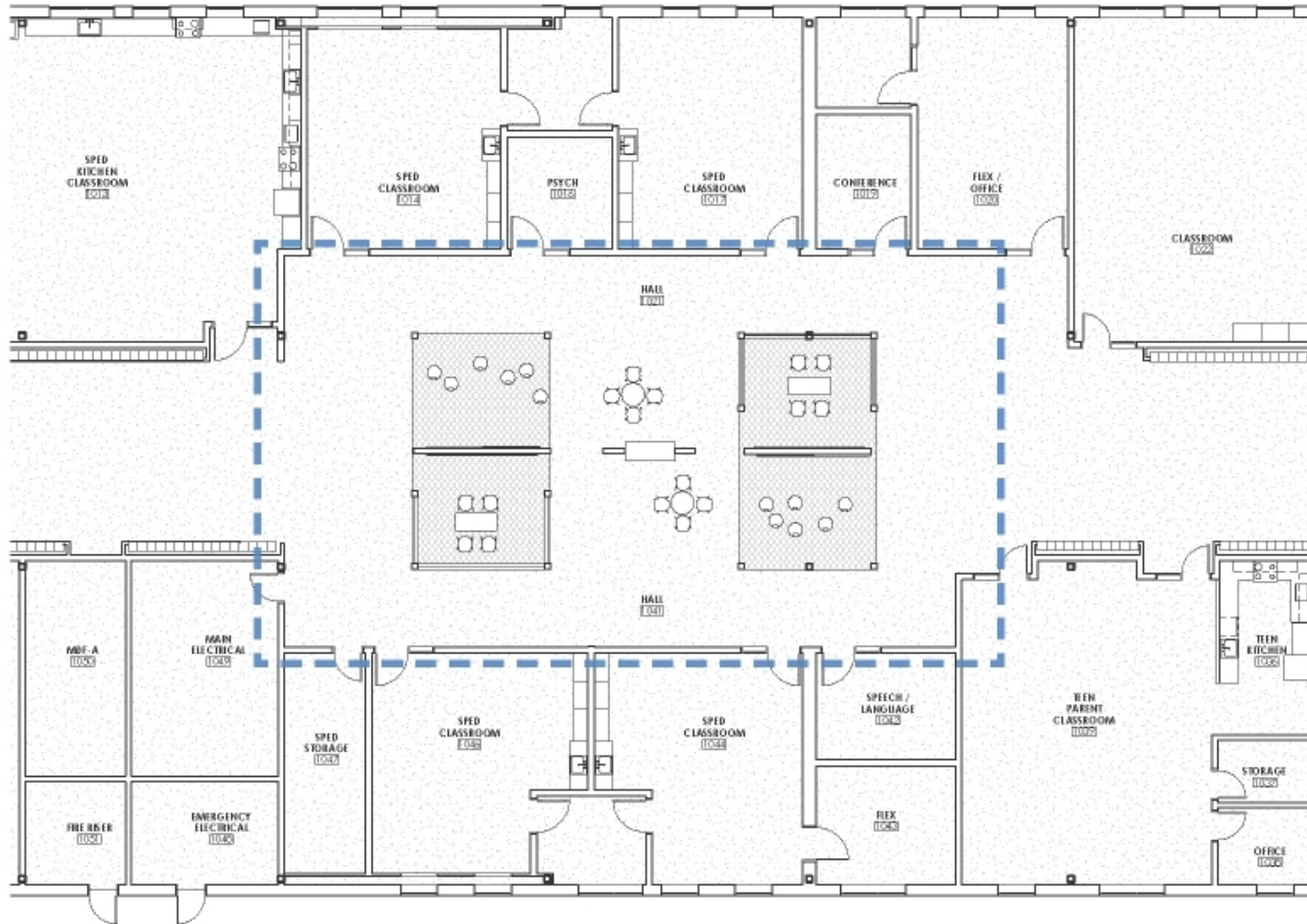


2nd Floor - Future Center / Commons Collabs



Bend Senior High Modernization

Hallway Collaboration Spaces (1st Floor)



1st Floor - Hallway Collaboration Spaces

Important Considerations:

- Supervision
- Used frequently by SPED & general classrooms nearby
- Acoustics

Notes from SPED Focus Group:

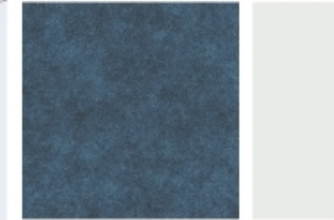
- Inclusion of all students
- Media and/or screen
- Open space for exercises

Bend Senior High Modernization

Hallway Collaboration Spaces (1st Floor)



Wood Column Partitions



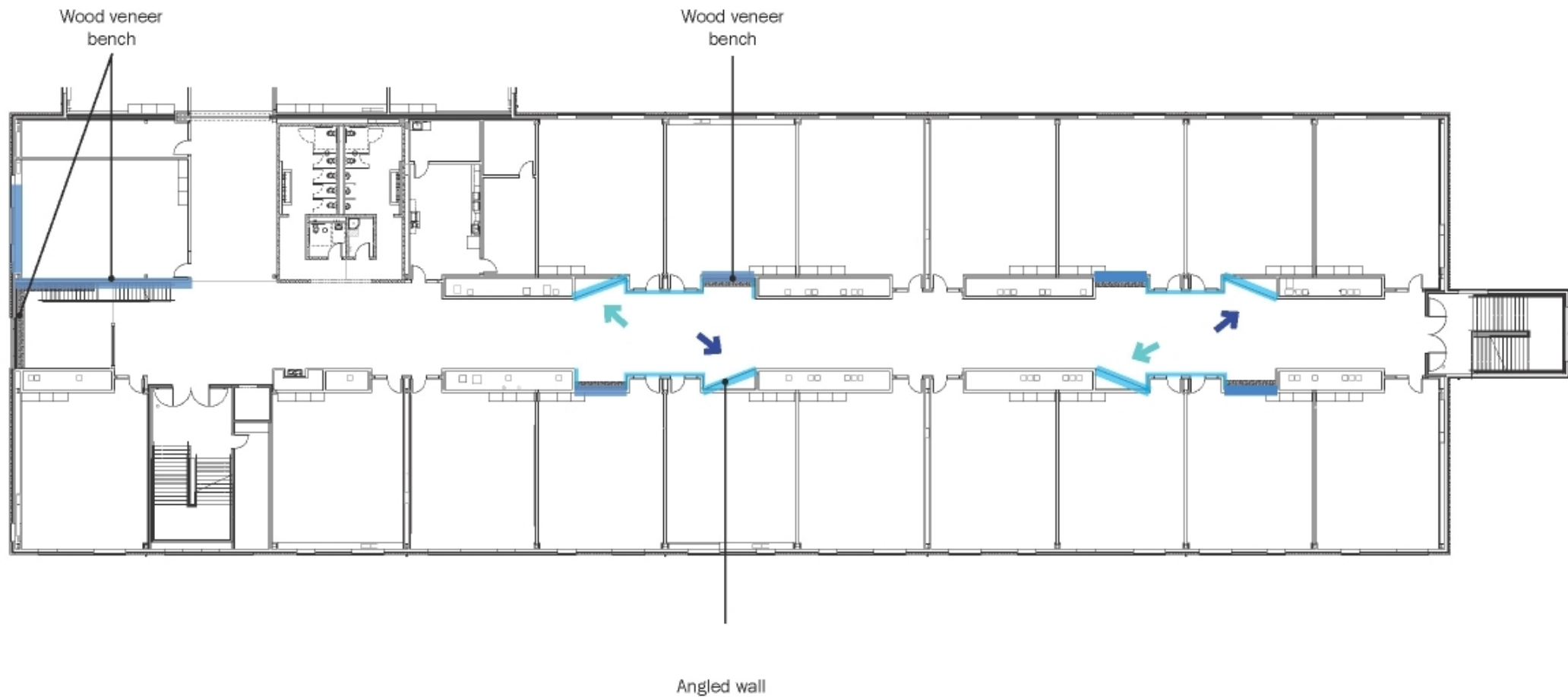
Felt Acoustic Panel / Recycled PET Panels
+ Field wall paint color



Resilient Flooring - Two-toned to define space
Or Stained Concrete

Bend Senior High Modernization

Hallway Design - 2nd Floor



Bend Senior High Modernization

Hallway Design - 2nd Floor



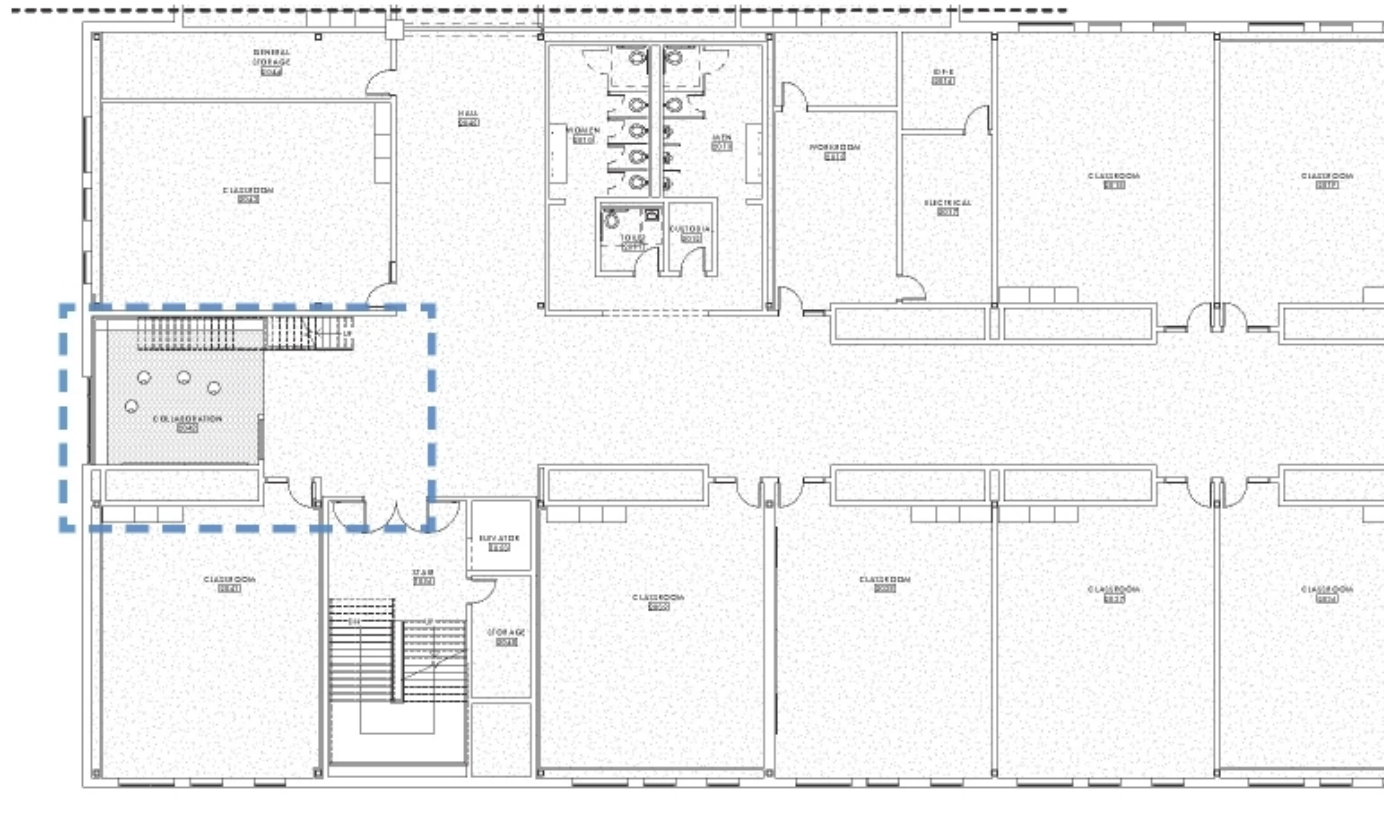
Bend Senior High Modernization

Hallway Design - 2nd Floor



Bend Senior High Modernization

Stairway Collaboration Space (2nd + 3rd Floors)



Important Considerations:

- Supervision
- Cane detection (under stair structure)
- Acoustics
- Bookend for the Classroom Corridor

Bend Senior High Modernization

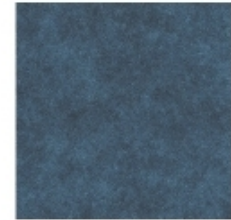
Stairway Collaboration Space (2nd + 3rd Floors)



View inside 2nd floor Stairway Collaboration Space



Wood Column Partitions, Benches



Felt Acoustic Panel / Recycled PET Panels



Wall Graphic / Paint Accent



Resilient Flooring

Bend Senior High Modernization

Java Bear + Student Store



Verticality, depth, height of basalt columns



Vertical wood slats with varied depths



Basalt-look solid surface counter



Cut metal sign example

Bend Senior High Modernization

Admin + Student Resource



Main Entry Reception



Student Resource Entry

Bend Senior High Modernization

Classrooms



Science Classrooms





REPORT: Local Option Levy

PRESENTED BY: Scott Maben, Director of Communications

EXECUTIVE SUMMARY:

On June 20, 2023, Board Chair Barnes-Dholakia encouraged District administration to actively investigate the possibility of establishing a Local Option Levy, a short-term property tax levy, for Bend-La Pine Schools. On July 11, 2023, the Board of Directors voted to authorize District administration to investigate options for a Local Option Levy ballot measure.

Administration presented a general overview of the Local Option Levy at the September 26, 2023, Board workshop. The presentation covered the purpose and general use of this supplemental revenue option to support Oregon school districts; how local option levies differ from general obligation bonds; and the process for referring a levy question to the ballot.

Following the September board meeting, the Communications Department retained Nelson Research, a public opinion survey research firm based in Salem, Oregon, to work with the District to develop questions on a potential levy measure for surveys of registered voters in the Bend-La Pine School District. A preliminary survey was conducted in November 2023. Results from that were used to develop a second voter survey, conducted in January 2024.

Survey results indicate a Local Option Levy question is viable for the May 21, 2024, primary election ballot. The Superintendent's Office and Communications Department developed a draft Ballot Title, Question and Summary, consistent with state election guidelines. The proposed measure (attached) is a 5-year Local Option Levy with a fixed rate of \$1.00 per \$1,000 assessed property value. To refer the Local Option Levy question for the May ballot, Board-approved ballot language must be submitted to the Deschutes County Clerk's Office no later than March 1, 2024.

Tonight's presentation will include findings and recommendations from our two public opinion surveys, and an overview of the proposed ballot language and tax rate.

Local Option Levy Ballot Title

Caption

5-Year Local Option Levy to Improve, Support Student Learning

Question

Shall District levy \$1.00 per \$1,000 assessed value for five years beginning 2024-25 to bridge funding gap, support priorities? This measure may cause property taxes to increase more than three percent.

Summary

The Bend-La Pine School District is unable to fully fund student focused programs and services with revenues received under the state funding model. This proposed 5-year local option levy would allow the District to bridge the funding gap and dedicate resources to important programs and services, including the following:

- Protect and maintain class sizes
- Strengthen and add Career Technical Education pathways
- Recruit and retain teachers and support staff
- Increase advanced academic offerings for students
- Improve support systems for struggling students
- Enhance elective offerings in music, art, technology, business, world languages

Passage of the levy would help the District focus on strategies that prepare students for lifelong learning and career success. The district serves over 17,000 students in 33 schools.

If approved, the levy would establish a tax rate of \$1.00 per \$1,000 of assessed property value. The estimated cost for a home with a median assessed value of \$238,750 is about \$239 a year. The levy would provide approximately \$23 million in the first year.

February 13, 2024

Local Option Levy

Scott Maben, Director of Communications

TONIGHT

- 01** OVERVIEW
- 02** SURVEY QUESTIONS
- 03** SURVEY RESULTS
- 04** BALLOT TITLE
- 05** TIMELINE
- 06** RECOMMENDATION



Overview

- Request to consider a levy
- Levy basics recap
- Levies in largest districts
- Public opinion surveys



Direction

June 20, 2023

Initial discussion

July 11, 2023

Board direction



Levy basics

- Local property tax to support a school district
- Must be approved by voters
- May be a fixed dollar amount or rate-based levy
- Fixed amount/rate each year



Levy basics

- Not to exceed 5 years
- Supports operations needs
(programs, services, staff)
- Not a construction bond
- Statutory limits on amount
raised



Largest Districts with Local Option Levy

DISTRICT	ENROLLMENT	LEVY RATE	ANNUAL AMOUNT
1. Portland	43,979	\$1.99	\$99.9 million
3. Beaverton	37,988	1.25	40 million
6. North Clackamas	16,874	1.63	25 million
7. Eugene	16,318	1.50	19 million
9. Tigard-Tualatin	11,620	1.00	10.6 million
13. West Linn-Wilsonville	9,049	1.50	13.7 million
19. Lake Oswego	6,826	1.64	16 million



Largest Districts without Local Option Levy

DISTRICT	ENROLLMENT
2. Salem-Keizer	38,787
4. Hillsboro	18,716
5. Bend-La Pine	17,075
8. Medford	13,750
10. Gresham	11,371
11. Reynolds	9,613
12. Springfield	9,460



Central Oregon Districts

DISTRICT	ENROLLMENT	LEVY RATE	ANNUAL AMOUNT
Bend-La Pine	17,075	—	—
Redmond	7,065	—	—
Crook County	3,382	—	—
Jefferson County	2,739	—	—
Sisters	1,173	\$0.75	\$1.8 million



RESEARCH

Listening & learning from our community



Excellence & Equity



Community
Conversations



Youth Truth Survey



PRIORITIES

Areas of need and opportunity



Class Sizes



Career Technical
Education



Teacher & Staff
Recruitment



PRIORITIES

Areas of need and opportunity



Advanced Academic Offerings



Student Support



Art, Music & Other Electives



WHAT DO VOTERS THINK?

- Nelson Research, public opinion research
- Developed questions for voter surveys
- November, January voter surveys



Are voters willing to support a levy here?

What initiatives are important?

What is a viable cost?



NR NELSON RESEARCH

Est. 1883

B E N D  L A P I N E

S c h o o l s

E D U C A T I N G T H R I V I N G S T U D E N T S

Information

Nelson Research is a public opinion survey research firm based in Salem, Oregon. We specialize in public opinion polling for school districts, local governments, businesses, and trade associations. Nelson Research has been conducting public opinion research since 1980.

- Website: nelson-research.com
- Company email: info@nelson-research.com
- Firm Principal: jlwilson@nelson-research.com

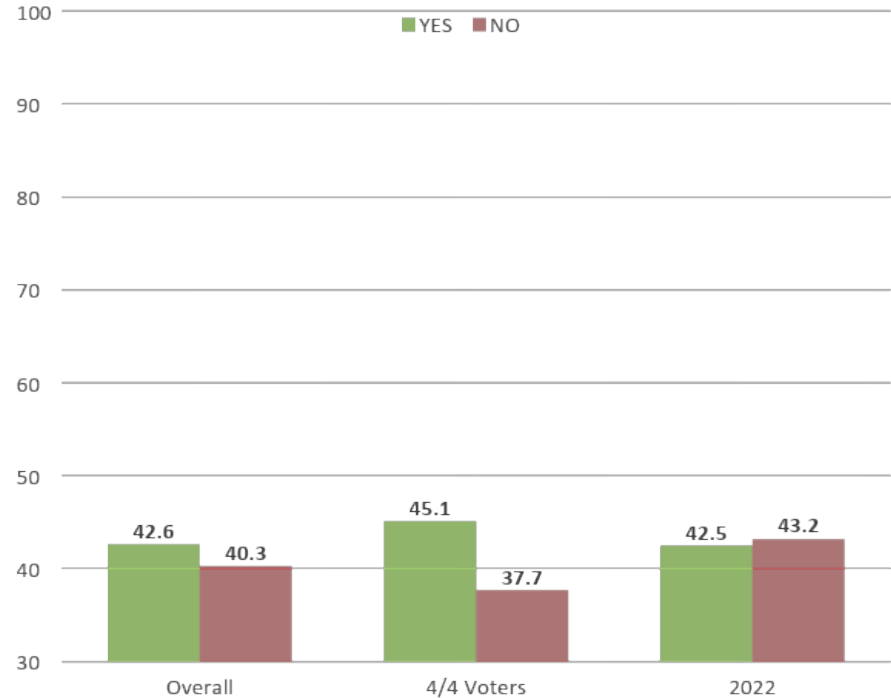
November 2023 Pre-Levy Survey Objectives

Determine willingness of Bend-La Pine Schools residents to support a Local Option Levy to support additional district education initiatives, including:

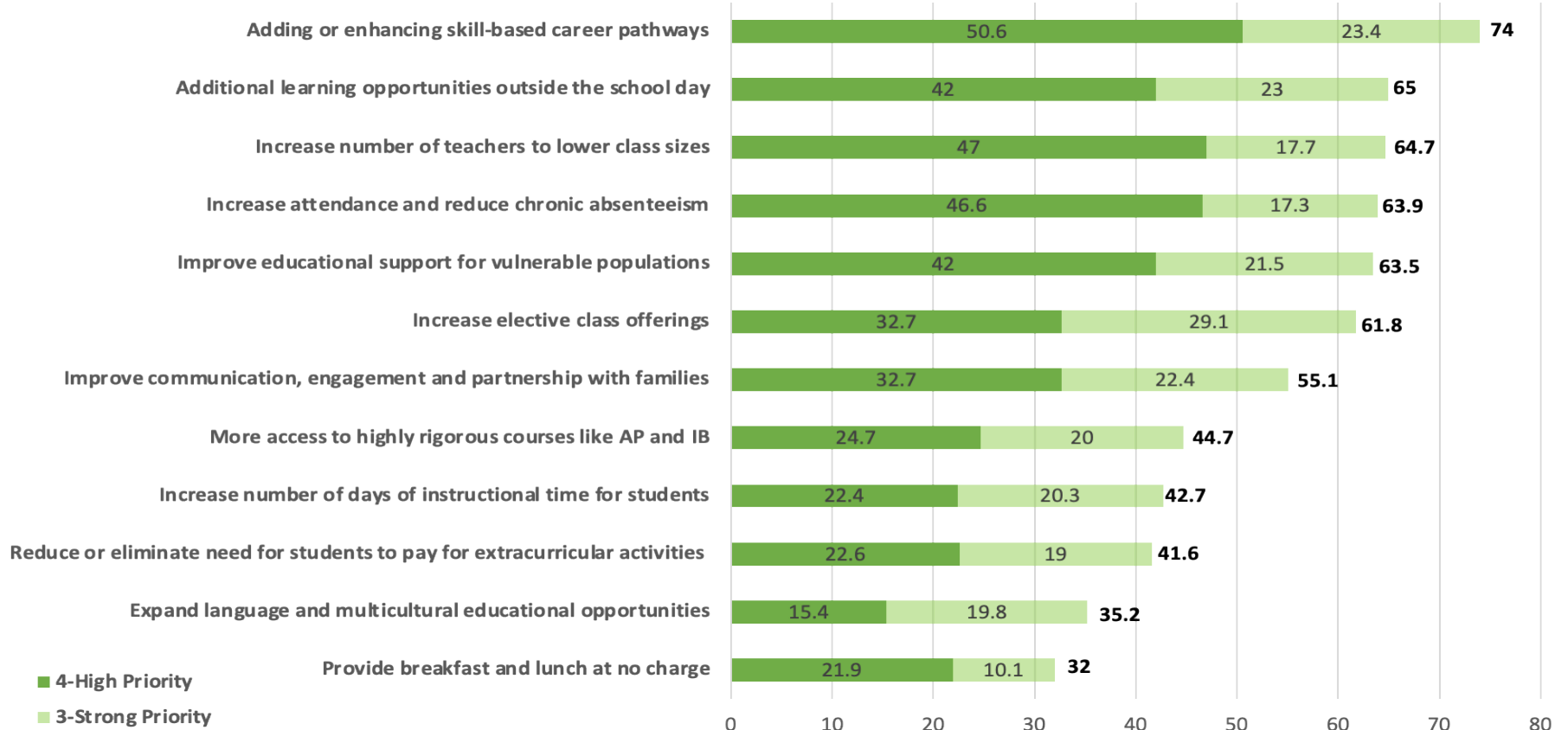
- ID of potential price point for Local Option Levy
- ID of community prioritization for potential education initiatives
- ID of critical resistance for voter support of Local Option Levy

Would you be willing to pay more in property taxes to improve programs and educational opportunities?

- 42.6% of Bend-La Pine residents would be willing to pay more in property taxes, compared to 40.3% who are not, a **+2.3** point margin.
- Amongst high propensity voters, 45.1% would be willing to pay more in property taxes compared to 37.7% who are not, a **+7.4** point margin.

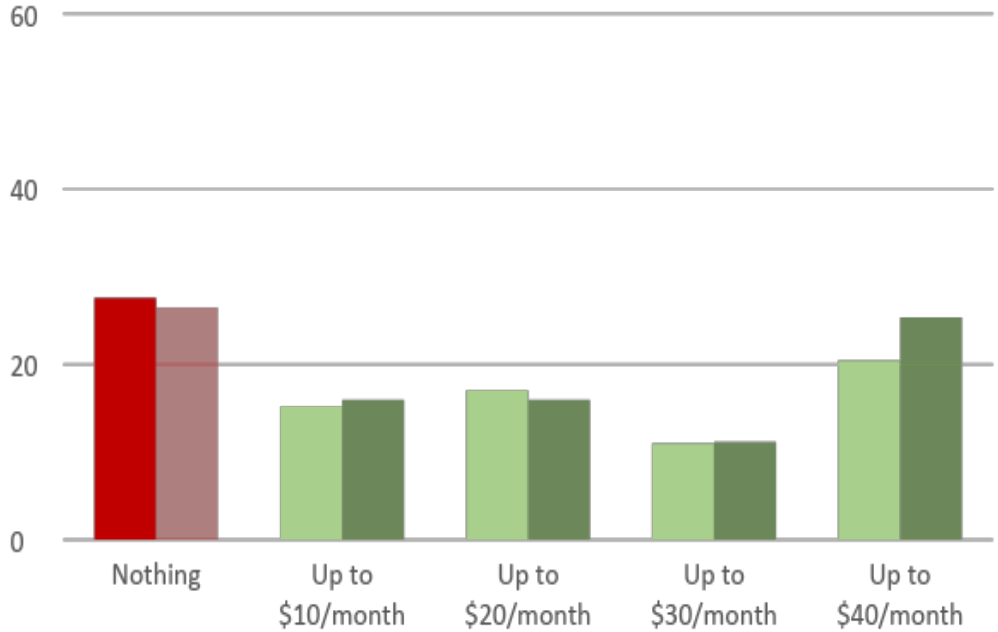


2023 Priority Rankings for Bend-La Pine SD Program Initiatives

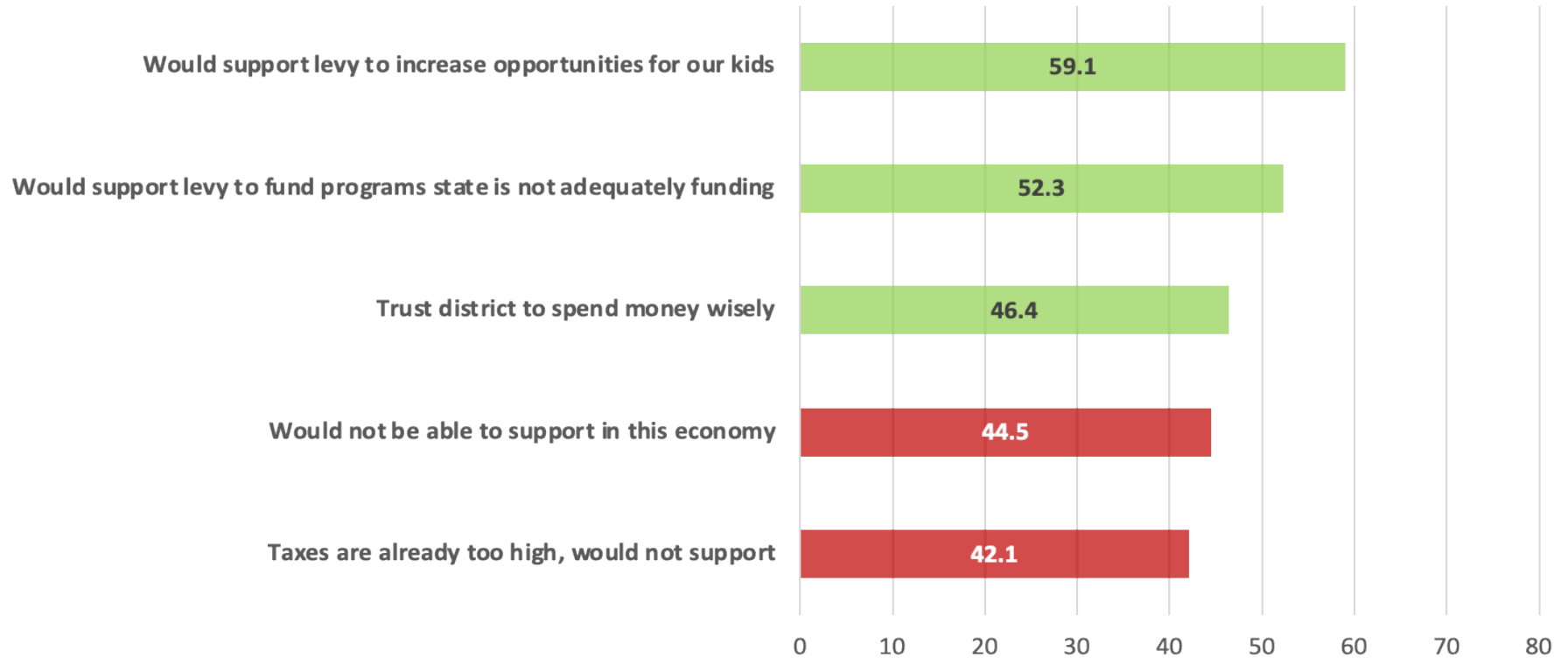


What Bend-La Pine Residents are Willing to Pay

- The “Nothing” response is most important indicator – only 27.6%.
- Over 63% of respondents will support “something”
- Over 52% of 4/4 voters would support up to \$20/mo.



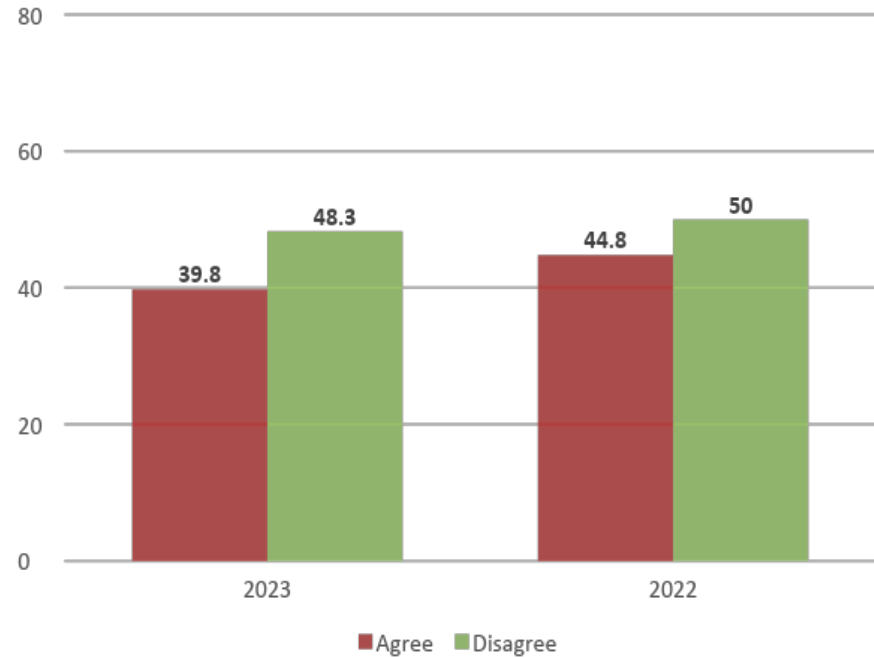
2023 Bend-La Pine Residents Agree with...



4/4 Voters in 2022 vs 2023

“In this economy, I cannot afford an increase in property taxes...”

- In 2022, 39.8% of high propensity voters indicated that they would not be able to afford a local option levy in this economy. In 2023 that number increased to 44.8% - a 5 point increase.
- In 2023, a full 50% of high propensity voters disagreed that they would not be able to afford an increase in property taxes.



Recommendations

Does Bend-La Pine Schools have opportunity to successfully craft a Local Option Levy to support additional education initiatives? **YES!**

Indicators:

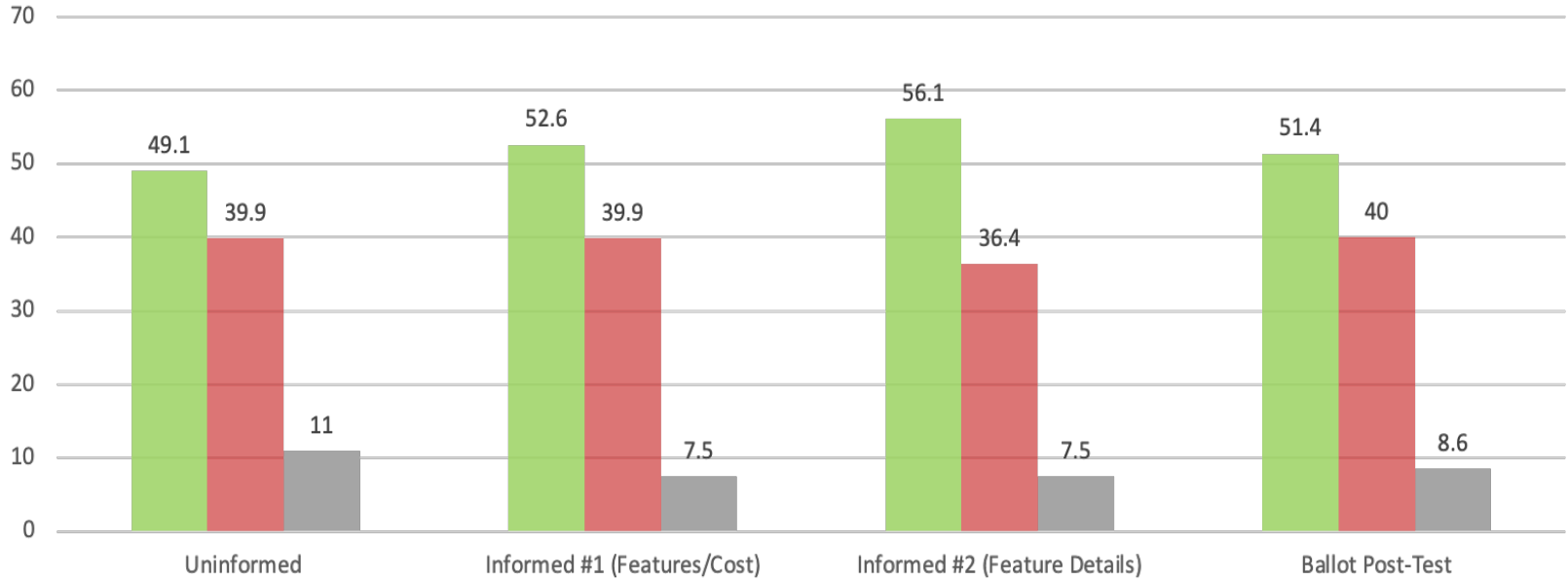
1. Critical resistance 45%. Support ceiling of 55%.
2. 63% of voters (and 68% of 4/4 voters) would support “something.”
3. Identified price point – around \$20/mo – based on 52% support from 4/4’s.
4. Only 27% indicated they would support “nothing.”

January 2024 Benchmark Survey Objectives

Determine willingness of Bend-La Pine Schools residents to support a Local Option Levy to fund additional district education initiatives, including:

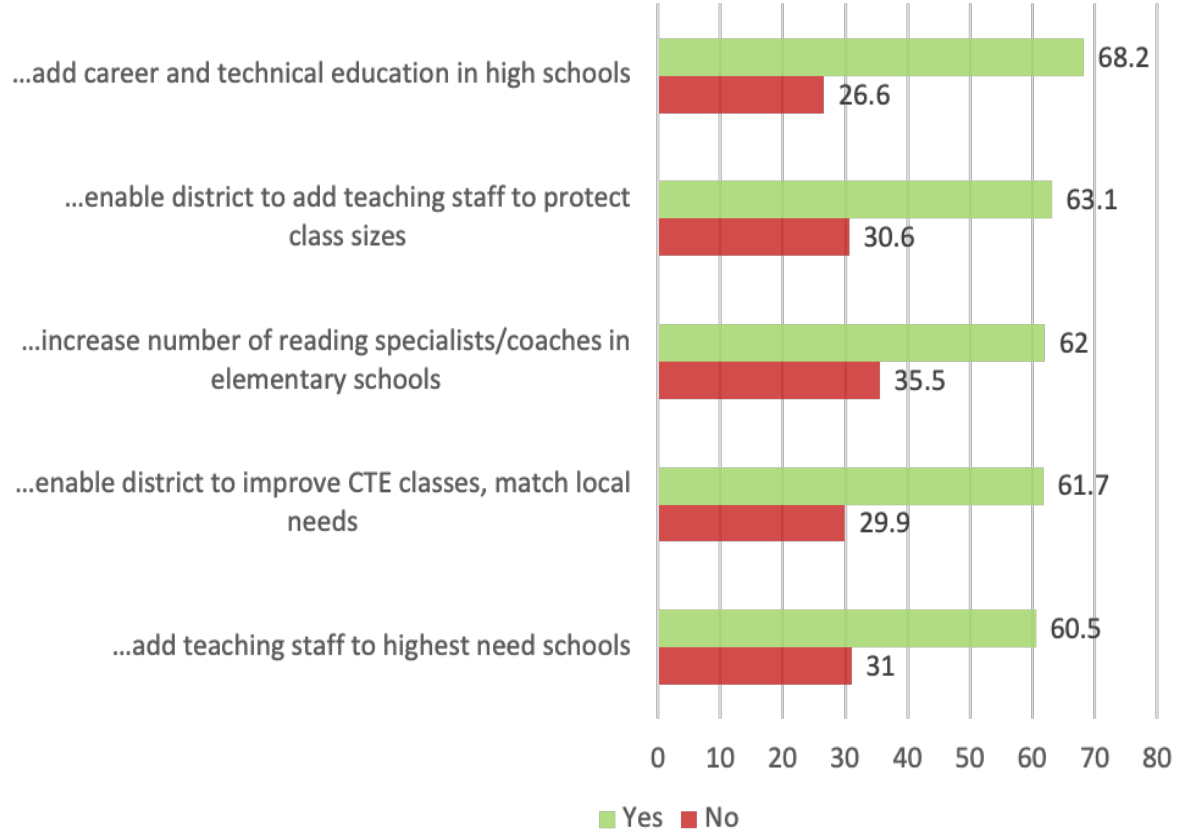
- ID of critical resistance to cost;
- ID of perceived benefits;
- ID of key messaging;
- ID of measure viability.

Findings at a Glance



If You Knew...

There are five features of the local option levy proposal that move support of the proposed levy above 60%, led by adding career and technical education in high schools across the district.



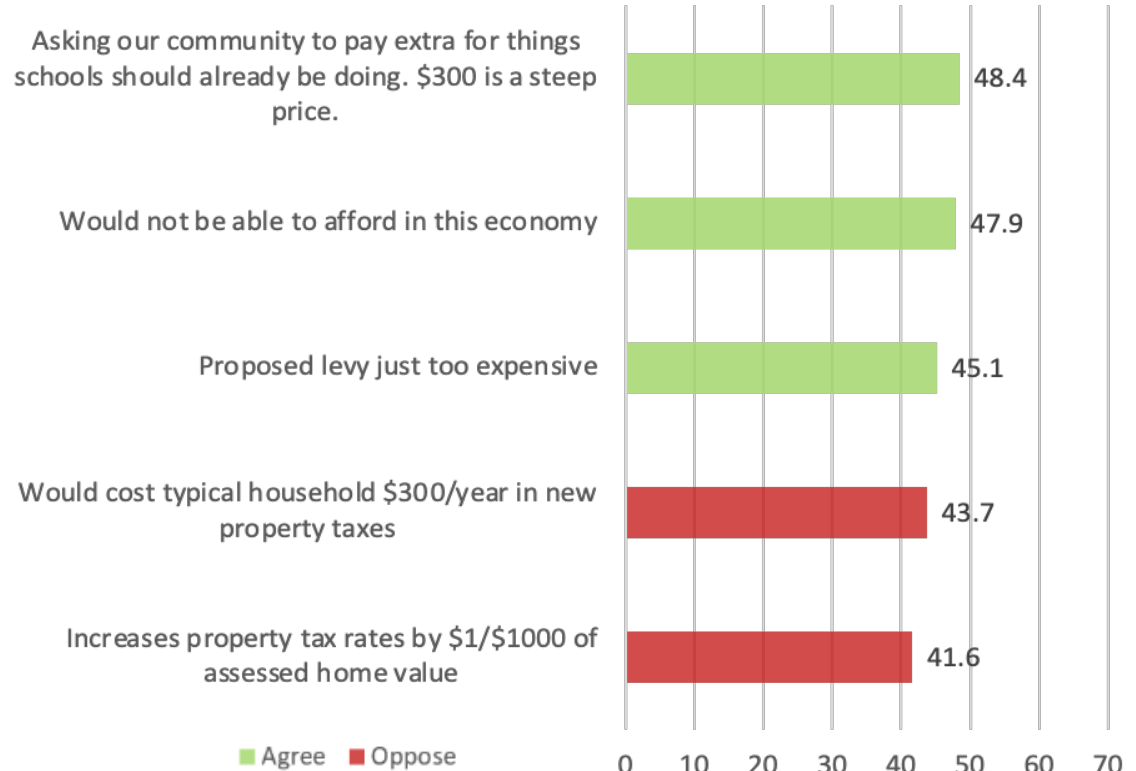
Perceived Benefits

- **62%** of respondents believe that the students and families in their area would benefit by the proposed investments.
- **62%** of respondents believe that the proposed levy will benefit students, local businesses, and the community.

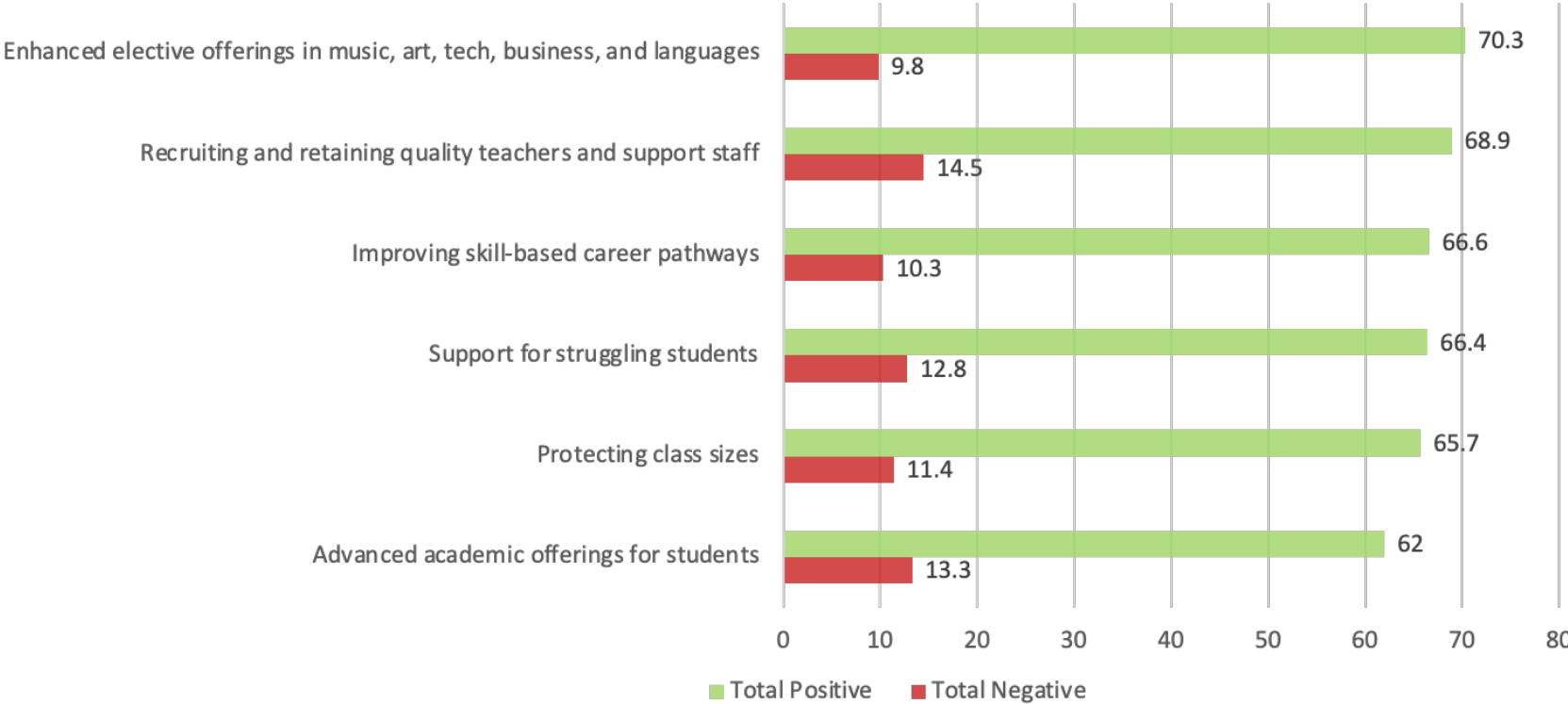
Critical Resistance

Several questions were asked to gauge resistance. The most resonant message in opposition to the proposed levy gained **48%** agreement.

None of the arguments achieved 50% opposition to the measure.



Program support



Recommendations

- Emphasis on features and benefits that add to educational offerings or experiences
- Emphasis on Career Technical Education and class size benefits
- Emphasis on benefits to students throughout district
- Emphasis on benefits to students, community, local businesses

The proposed measure presents a reasonable opportunity for success.

Questions?



BALLOT TITLE

Caption - 10 words which reasonably identify the subject of the measure.

Question - 20 words which plainly phrase the chief purpose of the measure.

Summary - 175 words which concisely and impartially summarize the measure and its major effect.



CAPTION

**5-Year Local Option Levy to
Improve, Support Student Learning**



QUESTION

Shall District levy \$1.00 per \$1,000 assessed value for five years beginning 2024-25 to bridge funding gap, support priorities? This measure may cause property taxes to increase more than three percent.



SUMMARY

The Bend-La Pine School District is unable to fully fund student focused programs and services with revenues received under the state funding model. This proposed 5-year local option levy would allow the District to bridge the funding gap and dedicate resources to important programs and services, including the following:

- Protect and maintain class sizes
- Strengthen and add Career Technical Education pathways
- Recruit and retain teachers and support staff
- Increase advanced academic offerings for students
- Improve support systems for struggling students
- Enhance elective offerings in music, art, technology, business, world languages



SUMMARY

Passage of the levy would help the District focus on strategies that prepare students for lifelong learning and career success. The district serves over 17,000 students in 33 schools.

If approved, the levy would establish a tax rate of \$1.00 per \$1,000 of assessed property value. The estimated cost for a home with a median assessed value of \$238,750 is about \$239 a year. The levy would provide approximately \$23 million in the first year.



TIMELINE

FEBRUARY

February 27 - Board action on ballot request

MARCH

March 1 - Last day to file text of referral and ballot title for challenge period

March 21 - Last day for a measure and Explanatory Statement to be filed

March 25 - Measure arguments filing deadline

APRIL

Public information effort

MAY

May 1 - Ballots mailed to voters

May 21 - Election Day





RECOMMENDATION

Dr. Steven Cook, Superintendent





QUESTIONS?
THANK YOU!

SCOTT MABEN

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