

**Bend-La Pine Schools  
Bend, OR 97703  
August 4, 2020**

**Board Retreat & Regular Meeting 9:00 a.m. – 12:00 p.m.**

**VIRTUAL MEETING NOTICE**

To support Governor Brown’s orders for social distancing, the Board of Directors for Bend-La Pine Schools will conduct the July 31, 2020 School Board Meeting by video or conference. Members of the public may watch or listen to the board meetings via the following options:

**YouTube Live Streaming :** <https://bit.ly/BLSboardmeeting>

**Join by Phone: 408-418-9388 / access code: 120 898 0376**

During the period when meetings are held via videoconference, the Board of Directors will only accept written public comment. Public comment may be submitted the following ways:

- Email to : [school-board@bend.k12.or.us](mailto:school-board@bend.k12.or.us)  
please clearly label the subject line as “public comment” and include the topic
- Mail to : Bend-La Pine Schools Board of Directors, 520 NW Wall Street, Bend, OR 97703  
Mail to : Bend-La Pine Schools Board of Directors, 520 NW Wall Street, Bend, OR 97703

**Agenda**

Call to Order	Chair Douglass
Review of Agenda	Chair Douglass

**Board Retreat**

❖ Workshop & Discussion	Chair Douglass
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**Consent Agenda**

❖ Approval of Personnel Recommendations Reference: ORS 332.505	Chair Douglass
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**Public Input**

Review of written comments received	Chair Douglass
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**Board Comments**

**Adjourn**



# Bend-La Pine School Board

Board Retreat  
August 4, 2020

## Objectives:

In our Board of Directors Retreat, we will use the following guiding questions to focus our strategic work in the 2020-21 School Year:

- *What does meeting our promise look like in terms of outcomes and experiences for students? What actions by adults will support us in achieving this?*
- *What does diversity, equity and inclusion look like in a pandemic and beyond?*
- *What is the role of community voice in key work and decision-making?*

## Pre-work

To prepare for our Board Meeting, we ask you to complete the following with the guiding questions in mind:

1. Review the draft Board Ends.
2. Review the revised Executive Limitation on Equity and Anti-racism
3. Review the draft Excellence and Equity Strategic Priorities

## Meeting

Time	Action
9:00	<b>Opening, Pledge of Allegiance, &amp; Review of Agenda</b>
9:10	<b>Grounding</b> <i>Guest Speaker: Rebecca Easton</i> <u>Topic:</u> Understanding student, family, and staff experience within our schools, from the perspective of an EL Teacher.
9:30	<b>Board Ends</b> <i>Facilitator: Melissa Barnes Dholakia</i> <u>Topic:</u> Exploring a new framework for Board Ends, to include student outcomes, student/family/staff experiences, and adult actions to advance priorities. <u>Action:</u> Establishing next steps for adoption of Board Ends at August 25 Board Meeting.



# Bend-La Pine School Board

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August 4, 2020

10:00	<p><b>Executive Limitation</b>  <i>Facilitator: Melissa Barnes Dholakia</i>  <u>Topic:</u> Presentation of feedback on Executive Limitation and how this informed revision.  <u>Action:</u> Vote on adoption.</p>
10:20	<p><b>Excellence and Equity Strategic Plan</b>  <i>Presentation: Lora Nordquist</i>  <u>Topic:</u> Review of draft strategic priorities to advance work in excellence and equity, with Board discussion.</p>
10:50	<p><b>Equity Coalition</b>  <i>Presentation: Chris Boyd</i>  <i>Guest Panelist: Marcus LeGrand</i>  <u>Topic:</u> Understanding the vision and redesign of the Equity Cadre into an Equity Coalition. Board discussion on role of community body to advise Board.</p>
11:30	<p><b>Closing Activity</b>  <i>Facilitator: Melissa Barnes Dholakia</i>  <u>Topic:</u> What is one commitment you will hold in the coming year to center DEI?</p>
11:45	<p><b>Adjourn</b></p>

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**EQUITY & ANTI-RACISM - DRAFT**

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The Bend-La Pine School District values each and every student, family, and staff member and is committed to creating an equitable and anti-racist system that honors and elevates all. This requires specific actions to promote equitable opportunities, access, experiences, and outcomes in our district for historically underserved and marginalized groups, including but not limited to Black Indigenous Latinx People Of Color (BILPOC); those experiencing poverty, homelessness, or foster/kinship care; those who are LGBTQ+; those experiencing disability; and those who are linguistically diverse.

Accordingly, the Superintendent shall not fail, within each of the following areas, to:

1. **Vision**
  - a. Hold an unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being
  - b. Actively articulate the systemic and institutional inequities that undermine historically underserved and marginalized students in achieving this vision
  - c. Adopt and uphold an equity lens in decision-making
2. **Curriculum & Instruction** - Adopt and support consistent implementation across classrooms, schools, and the district of:
  - a. Curriculum that prioritizes diverse viewpoints and cultural relevance
  - b. Anti-racist and culturally-responsive practices that put the assets of students and families at the core of instructional practices
3. **School Culture** - Adopt and support consistent implementation across classrooms, schools, and the district of proactive and positive practices that:
  - a. Nurture healthy relationships and create just and equitable learning environments
  - b. Are actively anti-racist
  - c. Employ restorative justice to repair harm and transform conflict
4. **Staffing** - Promote a highly-skilled, culturally-responsive, and diverse workforce through:
  - a. Recruitment and hiring practices that prioritize reaching workplace diversity reflective of our students and families, at a minimum, and aspirationally of our nation
  - b. Pipeline programs across sectors focused on representation by gender and race/ethnicity

- c. A culture, along with systems and structures, designed to recruit, hire, and retain a diverse workforce
- 5. **Professional Development** - Provide integrated professional development and ongoing coaching across sectors - leading, teaching, counseling, advising, coaching, and service provision - that:
  - a. Develops and deepens awareness of personal and systemic bias and racism
  - b. Informs, develops, and promotes cultural competence
  - c. Empowers staff with the tools to interrupt systemic and historical patterns of oppression
- 6. **Co and Extra-curricular Activities** - Ensures school activities, clubs, and athletics provide:
  - a. Equitable access, regardless of economic means
  - b. An inclusive, welcoming, and safe environment that supports dignity for all
- 7. **Voice** - Promote a school and district culture that:
  - a. Recognizes and values the diverse knowledge and experiences students and families bring to each classroom, school, and our system as a whole.
  - b. Seeks out and centers student and family voice on an annual basis to inform, develop, and maintain a safe and inclusive environment for each and every student and family - and with a focus on our historically marginalized and underserved..
  - c. Develops and implements strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
- 8. **Data** - Collect, disaggregate, analyze, and utilize data on both outcomes and experiences in order to:
  - a. Identify inequities in terms of access, experience, and outcomes
  - b. Develop and implement strategies and allocate resources towards eliminating those inequities and achievement gaps
  - c. Establish and sustain equity-based accountability systems across the district.
- 9. **Budget** - Ensures that the annual budget specifically includes expenditures to support this work

Originally Adopted:

Monitoring Method:

Monitoring Frequency:

**Bend-La Pine Schools**  
**Excellence and Equity Strategic Initiatives 2020-2021**

<b>Strategic Initiative</b>	<b>Key Actions</b>	<b>Possible Data Sources to Reflect Progress</b>
<p>Empower student, family, and community voice; strengthen sense of inclusion and belonging for all students and families</p>	<ul style="list-style-type: none"> <li>• Create an equity coalition that includes staff, community, family and student representatives</li> <li>• Participate in family engagement training at the district level</li> <li>• Create district policy regarding family engagement</li> <li>• Ensure that schools regularly include activities that elevate student and family voices</li> <li>• Ensure that schools systematically collect feedback from families, including strategies that effectively engage underserved families</li> <li>• Improve the usage and quality of translation and interpretation services and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Equity coalition documents</li> <li>• Equity coalition member survey and interviews</li> <li>• Documentation of training completion</li> <li>• Creation of district policy</li> <li>• School design plans that include student/family voice and inclusion strategies</li> <li>• School feedback documents from students and families (district-developed surveys and focus groups)</li> <li>• Translation software data reports</li> </ul>

<p>Create safer, healthier, more equitable school environments for students and families from underserved populations</p>	<ul style="list-style-type: none"> <li>• Train leadership teams at all secondary schools in restorative practices</li> <li>• Partner with community organizations to provide school coaches in restorative practices for ongoing feedback</li> <li>• Continue staff training in diversity, equity, and inclusion, including <i>Taking It Up</i>, Matt Kay training, etc.</li> <li>• Provide ongoing training for staff on how to interrupt and respond to racism and other forms of hatred while cultivating a culture of anti-racism in BLS</li> <li>• Partner with BRYT to include leadership training in serving students' social &amp; emotional needs, as well as combatting racism and discrimination</li> <li>• Continue working with Culture of Care coaches to promote trauma-informed practices in all schools K-12</li> <li>• Continue to grow the district's bilingual education model to expand access to native language instruction for more Spanish-speaking families</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregated discipline data: referrals, suspensions, expulsions</li> <li>• Chronic absenteeism data</li> <li>• Title VI data</li> <li>• School feedback documents from students and families (surveys, focus groups)</li> <li>• Documentation of participation in trainings</li> <li>• Staff feedback surveys</li> <li>• School design plans that include a focus on restorative practices, SEL, etc.</li> <li>• Dual language family and student surveys, as well as student achievement data</li> </ul>
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<p>Review and redesign curriculum to include anti-racist resources and diverse perspectives in all content areas</p>	<ul style="list-style-type: none"> <li>• Create LEAD team to curate anti-racist resources, pilot curricula, and implement effective instructional practices</li> <li>• Begin English language arts adoption process with an emphasis on culturally relevant instructional practices, as well as other highly effective practices to engage all learners</li> <li>• Ensure that participants in ELA adoption process review research on highly effective, culturally appropriate and diverse curricula</li> <li>• Form elementary teams to create culturally relevant, standards-based social studies units K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Documents from LEAD team's work</li> <li>• Documents from ELA team's meetings</li> <li>• Observations of LEAD teachers and their colleagues</li> <li>• Surveys/focus groups with LEAD teachers, as well as student feedback and classroom videos</li> <li>• District-developed staff surveys</li> </ul>
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<p>Focus on core curricula, instruction, and assessment practices that elevate learning for all students, but especially those from underserved populations</p>	<ul style="list-style-type: none"> <li>• Train administrators K-12 in core instructional and assessment practices, beginning with a summer academy and extending throughout the year</li> <li>• Create standards of practice for remote and hybrid learning, K-12, based on best practices and feedback from students, families, and staff</li> <li>• Develop and provide training for K-12 teachers so that they can effectively implement standards of practice</li> <li>• Provide content-area resources for teachers K-12, using Canvas and Google Classroom</li> <li>• Beginning with English language arts (ELA), adopt aligned K-12 curriculum that carefully, coherently, and sequentially builds important knowledge and vocabulary over time</li> <li>• Continue research into most effective instructional practices for ELA</li> <li>• Review EBISS process at elementary level to incorporate data from newly-adopted programs and systems (i.e. <i>Dreambox</i> and <i>Lexia</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of practice documents</li> <li>• District-developed teacher surveys</li> <li>• Content-area resources</li> <li>• Documented training for administrators</li> <li>• School design plans for 21-22 that include professional learning in targeted instructional practices</li> </ul>
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<p>Diversify staff in all classifications to bring multiple perspectives to our work and to better reflect the student and family demographics of Bend-La Pine Schools</p>	<ul style="list-style-type: none"> <li>• Hire a human resources director/assistant director whose focus will be on developing systems and relationships that attract diverse candidates</li> <li>• Create affinity groups facilitated by staff to safely address issues and promote retention</li> <li>• Develop and promote “grow our own” initiatives among classified staff interested in certified positions and certified staff interested in administrative positions</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregated data on race, ethnicity, and gender of staff in all categories</li> <li>• Reflections/surveys from affinity group members</li> <li>• Exit interviews/surveys for staff</li> </ul>
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DATE: July 31, 2020

TO: Shay Mikalson, Superintendent  
Board of Directors for Bend-La Pine Schools

FROM: Debbie Watkins, Director of Human Resources – Classified  
Jon Lindsay, Director of Human Resources – Certified

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 August 4, 2020. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Aplin, Kimberly	K-2 Teacher PS108213	Buckingham Elementary	Regular Full Time	08/31/2020
Girard, Sarah	Counselor PS108378	Pacific Crest MS	Temporary Full Time	08/31/2020
Hertz, Rachel	K-2 Teacher PS108213	North Star Elementary	Regular Full Time	08/31/2020
Himes, Jacquelyn	K-2 Teacher PS108213	Silver Rail Elementary	Regular Full Time	08/31/2020
Hughes, Amy	K-2 Teacher PS108215	Buckingham Elementary	Temporary Full Time	08/31/2020
Kajikawa, Michelle	Music Teacher PS108316TMP	North Star Elementary	Temporary Part Time .45 FTE	08/31/2020
Lavoie, Sierra	SPED Teacher PS108199	Special Programs	Regular Full Time	08/31/2020
Lind-Krumvieda, Kayla	K-2 Teacher PS108217	Rosland Elementary	Regular Full Time	08/31/2020
Lewis, Kellie	Construction Technology Teacher PS108361	Marshall HS	Regular Part Time .50 FTE	08/31/2020
Lundy, Kelly	K-2 Teacher PS108213	Ensworth Elementary	Regular Full Time	08/31/2020
McGowan, Sara	K-2 Teacher PS108318	Amity Creek Elementary	Regular Full Time	08/31/2020
Mueller, Matthew	Music Teacher PS108347	High Lakes Elementary	Regular Full Time	08/31/2020
Neese, Malie	Counselor PS108240	Three Rivers Elementary K-8	Regular Part Time .50 FTE	08/31/2020
Ramina, Adrianna	SPED Teacher PS108200	Special Programs	Regular Part Time .50 - .995	08/31/2020

Ray, Amy	3-5 Intermediate Teacher PS108218	Rosland Elementary	Regular Full Time	08/31/2020
Session, Sarah	SPED Teacher PS108199	Special Programs	Regular Full Time	08/31/2020

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Boyd, Gabrielle	Health/ PE Teacher	La Pine MS	08/27/2018 – 06/30/2020
Burden, Lindsay	Language Arts/Drama Teacher .167 of .50 FTE for 20/21	Mountain View HS	08/27/2018 – 06/30/2020
Conger, Holly	Life Skills Teacher	Special Programs	08/28/2017 – 06/30/2020
Erickson, Danielle	Primary Teacher	La Pine Elementary	08/27/2018 – 06/30/2020
Gross, Linda	Primary Teacher	Highland Elementary	12/11/2001 – 06/30/2020
Morris, Tara	Life Skills Teacher	Special Programs	08/29/2019 – 06/30/2020
Schrader, Aaron	Industrial Engineer Systems Teacher	Mountain View HS	10/01/2009 – 06/30/2020

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Kennedy, Nole	Assistant Principal PS108394	High Desert MS	Regular Full Time	08/01/2020
Page, Lorin	Assistant Principal PS108393	Three Rivers Elementary	Regular Full Time	08/01/2020

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Etnier, Jay	Assistant Principal	Summit HS	07/01/2013 – 07/10/2020



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

July 30, 2020

TO: Lora Nordquist, Superintendent  
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Director of Human Resources – Licensed Staff  
Debbie Watkins, Director of Human Resources – Classified Staff

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on August 4, 2020.

**Classified Hiring**

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Case, Timothy	#108129 Bus Driver	Transportation	Reg 4.0 hrs / day	07/08/20
Driscoll, Kathleen	#108315 Office Secretary I	Rosland	Reg 5.5 hrs / day	07/07/20
Gregory, Kellie	#108385 Office Manager II	R.E. Jewell	Reg 8.0 hrs / day	07/20/20
Koslick, Rachelle	#108129 Bus Driver	Transportation	Reg 4.0 hrs / day	07/08/20
Kruse, Melinda	#108289 Accounting Technician	Business Office	Reg 8.0 hrs / day	06/16/20
Marty, Kelly	#108295 Reception/ Office Secretary II	Education Center	Reg 7.5 hrs / day	06/22/20
Umbenhower, Janice	#108314 Office Manager I	Rosland	Reg 8.0 hrs / day	07/07/20

**Classified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Atkinson, Arlene	EA – Student Instruction	Buckingham	09/17/18 – 06/11/20
Borja, Zavir (Zavi)	EA – Alternative Education	Summit	08/27/19 – 06/11/20
Fraley, Jessica	EA – Student Instruction	W.E. Miller	08/29/11 – 06/11/20
Harrington, Deirdre (Deedee)	Special Programs Secretary III	SPED	03/19/07 – 08/28/20
Horn, Darryl	Custodian Foreman	Ensworth	03/08/90 – 06/30/20
Meskill, Elizabeth	School Secretary II	Highland	08/27/18 – 06/15/20
Myll, Donald (Don)	Bus Driver	Transportation	09/04/19 – 06/11/20
Nielsen, Rene	Bus Driver	Transportation	10/01/09 – 06/11/20
Trefry, Sonia	Nutrition Server I	High Lakes	10/23/18 – 07/22/20



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

**Classified Retirements**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Graves, Kathy	FAN Intake Manager	La Pine High & Middle	10/09/02 – 06/11/20
Joye, Carrie	Bus Driver	Transportation	05/06/04 – 06/17/20
Nowak, Debra	EA – Inclusion	Lava Ridge	11/19/97 – 06/11/20

**Confidential Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Catalla, Kara	Confidential Secretary II	Human Resources	04/17/17 – 07/15/20