



School Board Regular Meeting Agenda

September 9, 2025, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
4.	<u>Welcoming Week Proclamation</u>	<u>3</u>
	Speaker(s): Marcus LeGrand, Board Chair	
	Attachments:	
	BLS Welcoming Week Proclamation 2025	3
	Proclamación de la Semana de Bienvenida 2025	4
5.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Dr. Steve Cook, Superintendent	
6.	<u>Student Voice Council Report</u>	
	Speaker(s): Student Voice Council Leadership	
7.	<u>Public Comment</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	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.	
8.	<u>Consent Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
	A. Approval of Minutes	5
	Description: August 12, 2025, Regular Business Meeting; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	Attachments:	
	8.12.25 Minutes - DRAFT	5
	B. Approval of Personnel Recommendations	9
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
	Attachments:	

Certified Board Report 9.9.25 - REVISED	9
Classified Board Report 9.9.25	11
9. <u>Consent for Information</u>	
Speaker(s): Dr. Steve Cook, Superintendent	
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Approval of Administrative Policies and Regulations	15
Attachments:	
Executive Summary: Administrative Policies and Regulations for Adoption	15
Administrative Expectation: Gender Diverse Student & Staff Support - DRAFT 9.8.25	16
B. 2025-2026 BLS Organizational Goals	18
Attachments:	
2025-2026 BLS Organizational Goals	18
10. <u>Reports</u>	
A. Enrollment Update	24
Speaker(s): Dan Emerson, Chief Financial Officer	
Attachments:	
Executive Summary: Enrollment Update	24
Enrollment: September Update	25
B. Presentation: Language and Cultural Services	26
Speaker(s): Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	
Description: Dual Language Immersion, Newcomer Program, Family Liaison Services, and ELD Curriculum/Partnerships	
Attachments:	
Executive Summary: Language and Cultural Services	26
Presentation: Language and Cultural Services	27
11. <u>Administrative Policy and Regulation Report</u>	
A. Administrative Policies and Regulations in Review	54
Speaker(s): Dr. Steve Cook, Superintendent	
Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning via Google Form.	
Attachments:	
Executive Summary: Administrative Policies and Regulations for Review	54
JFCEB-AP: Personal Electronic Devices - DRAFT 9.9.25	55
JFCEB-AR: Request for Personal Electronic Devices Exemption - DRAFT 9.9.25	58
12. <u>Superintendent's Report</u>	
Speaker(s): Dr. Steve Cook, Superintendent	
13. <u>Director Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
14. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for October 14th.	



Welcoming Week 2025 Proclamation

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

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

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

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

NOW, THEREFORE IT IS RESOLVED THAT we, the Board of Directors for Bend-La Pine Schools, hereby proclaim September 12th through 21st, 2025, Welcoming Week. We invite all students and families of Bend-La Pine Schools to join this movement of schools and communities nationwide, renewing our commitment to our core American values and taking action together to build strong and inclusive schools across our community that stand as a beacon of education and opportunity.

Adopted this 9th day of September, 2025.

Signed:

Attest:

Board Chair

Superintendent



Proclamación de la Semana de Bienvenida 2025

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

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

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

CONSIDERANDO QUE honramos el espíritu de unidad durante la Semana de Bienvenida que está uniendo a los vecinos de todo Oregón central para honrar y elevar las voces de todos;

AHORA, POR LO TANTO, SE RESUELVE QUE nosotros, la Junta Directiva de Escuelas de Bend-La Pine, por la presente proclamamos la Semana de Bienvenida del 12 al 21 de septiembre de 2025. Invitamos a todos los estudiantes y familias de Escuelas de Bend-La Pine a unirse a este movimiento de escuelas y comunidades de todo el país, renovando nuestro compromiso con nuestros valores estadounidenses fundamentales y tomando medidas juntos para construir escuelas sólidas e inclusivas en toda nuestra comunidad que sean un modelo de educación y oportunidad.

Adoptado este 9 día de septiembre de 2025.

Firmó:

Certificó:

Presidente de la Junta Directiva

Superintendente



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: August 12, 2025

Board Members

Kina Chadwick: Absent
Cameron Fischer: Present
Marcus LeGrand: Absent
Jenn Lynch: Present
Shirley Olson: Present
Amy Tatom: Present
Ross Tomlin: Present

1. Call to Order

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: The meeting was called to order by Vice Chair Amy Tatom at 5:32 pm.

2. Pledge of Allegiance

Speaker(s): Amy Tatom, Board Vice Chair

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

3. Review of Agenda

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: There were no changes to the agenda.

Superintendent Cook noted that the draft minutes document for the June 17th board meeting had been updated. The original document attached inadvertently listed Jenn Lynch as being in attendance as a board member. She was in attendance, but only to be sworn in as a board member effective July 1st. The attendance record for the minutes has been corrected to show that Carrie McPherson Douglass was in attendance for the June 17th meeting.

4. Public Comment

Speaker(s): Amy Tatom, Board Vice Chair

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

Discussion: There were no requests to provide public comment.

5. Consent Agenda

Speaker(s): Amy Tatom, Board Vice Chair

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

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

Voting Detail: Kina Chadwick: Absent, Cameron Fischer: Yea, Marcus LeGrand: Absent, Jenn Lynch: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

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

A. Approval of Minutes

Description: June 17, 2025, Regular Meeting, and July 8, 2025, Regular Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 6.17.25 Minutes - DRAFT – UPDATED and 7.8.25 Minutes – DRAFT

B. Approval of Personnel Recommendations

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

Attachments: Certified Board Report 8.12.25 and Classified Board Report 8.12.25

6. Consent for Information

Speaker(s): Dr. Steve Cook, Superintendent

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

Discussion: Superintendent Cook noted that the first item in the Consent for Information is a follow-up to questions or comments received at the June 17th board meeting. He noted that there is a policy and a regulation regarding driver's education that are being deleted as the language has been incorporated into IKA-AR: Grades and Credit. IKA-AR: Grades and Credit has been updated with language regarding communication of student progress as well as updated for grading in middle and high schools; this is language that was bargained with BEA. JEA-AR: Compulsory Attendance is also included in the Consent for Information. It has been updated to align with OSBA sample policy as well as current district practices. The district worked closely with administrators to capture and standardize attendance practices. The final two documents in the Consent are the annual Executive Limitation reports for the Communications and Safety departments.

A. Follow-up to Comment Received

Attachments: 8.12.25 District Follow-up to BLS School Board Meeting Comment.docx

B. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, IGAJ-AP: Traffic Safety (Driver Education) - DELETE 8.12.25, IGAJ-AR: Traffic Safety (Driver Education) - DELETE 8.12.25, IKA-AR: Grades and Credit - DRAFT 8.12.25, and JEA-AR: Compulsory Attendance Notices -DRAFT 8.12.25

C. Report: Executive Limitation 4.8: Communications

Attachments: Report: Executive Limitation 4.8: Communications

D. Report: Executive Limitation 4.9: Safety

Attachments: Report: Executive Limitation 4.9: Safety

7. Reports

A. Preparing for the 2025-26 School Year: Summer Offerings and Accomplishments

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

Attachments: Preparing for the 2025-26 School Year: Summer Offerings and Accomplishments

Discussion: Deputy Superintendent Birk noted that several district team members would be joining this evening to share summer offerings and accomplishments in preparation for the 2025-26 school year. The annual Leadership Launch for district administrators took place last week and several professional development opportunities were offered by the Teaching and Learning Department. Stephen DuVal discussed the TAG ID process and shared that the district's process has been commended by the State. The process now includes a team at each school to evaluate referrals.

Ryan Kelling, Executive Director of Human Resources, shared system enhancements such as new employee induction, onboarding, and orientation. Onboarding will take place every two weeks throughout the school year to ensure all new hires feel welcomed and prepared.

Scott McDonald, Director of IT, shared operational milestones that took place over the summer, such as the HRIS system review, new website rollout, and inventory and prep of 8,800 new iPads.

Scott Bojanowski, Director of Safety, noted that the 16 district Campus Monitors are now trained to comply with state requirements and fall under the Safety Department. The department added a STAS/SIRC position that was previously managed by the HDESD. They have also been busy onboarding new SROs and implementing new emergency management software through Raptor thanks to an ODE grant.

Kim Crabtree, Executive Director of Transportation, noted that eight drivers worked over the summer to detail all buses. Annual inspections are being completed and new buses are being prepped for routes. The department also has new software for routing that optimizes both the routing and tracking of buses. She noted that all families must register each year for transportation services; there are online tutorials as well as in-person sessions to support families through the process.

Dan Emerson, Chief Financial Officer, noted that financial dashboards have been created for schools and departments that provide more transparency for district leaders; they are expected to go live in mid-September. His department, along with IT and HR, are working with a consultant over the next five months to review an ERP program. The consultant will evaluate the needs of the district to help select the correct product moving forward. The goal is to test the new product by mid-January.

Doug Pigman, Executive Director of Facilities, highlighted the projects that are underway or being completed as part of the 2022 Bond. He also shared operational milestones, such as installing high-efficiency water heaters at La Pine High School, mowing over 200 acres of district property, and improving grounds to reduce water damage. The custodial department has completed top-down cleaning of all schools, refinished 21 gym floors, and stripped and waxed over 2 million square feet of floors.

Scott Maben, Director of Communications, shared the new format for the school calendar/family handbook. He also noted that with the rollout of the new district and school websites, school websites will be more personalized for each school and will offer a more user-friendly mobile version. The district will also move to Parent Square in early 2026, which will provide a more unified messaging and engagement platform for families and staff. District staff have been delivering over 400 yard signs to students with top scores in AP, IB, and the Seal of Biliteracy. Back-to-school messaging starts this week and the first family spotlight, which is safety focused, comes out September 3rd. Maben also shared that on September 27th the Education Center building will celebrate its centennial.

8. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent's Cook gave a shoutout to the school office managers for joining this year's Leadership Launch and shared that approximately 180 employees attended this year. He also noted that this state legislative session set a record for the number of proposed bills. He highlighted a couple of the bills that reform the state school fund, provide funding for summer learning, reduce the PERS rate for school districts, and provide for school safety preparedness. He appreciated local legislators for their responsiveness and partnership. Cook shared that the district is working to develop policy to meet the expectations set out in the Governor's executive around student cell phone usage in schools.

9. Director Comments

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

Discussion: Director Shirley Olson thanked everyone for presenting and sharing the work being done across the district.

Director Jenn Lynch appreciated the opportunity to participate in Leadership Launch and thanked everyone in advance for preparing for the first day of school.

Director Ross Tomlin appreciated the tremendous work being done across the district, shared that he recently attended the OSBA Summer Conference with Jenn, and noted that there are so many good things going on in the district and that he is looking forward to this school year.

Director Cameron Fischer gave a shoutout to Leadership Launch and appreciated the "speed dating" with the operational teams.

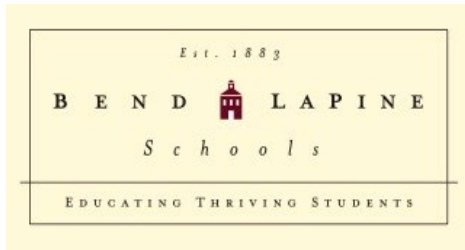
Vice Chair Amy Tatom echoed all the comments made about Leadership Launch and setting the tone for the school year. She encouraged all families to start getting ready for back-to-school routines.

10. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for September 9, 2025.

Discussion: Vice Chair Amy Tatom adjourned the meeting at 7:05 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: September 9, 2025
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

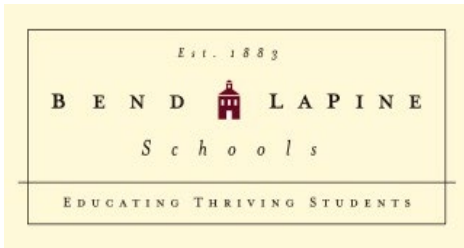
FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on September 9, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Amitin, Ian	Advanced Math Teacher	Caldera High School	Temp Full Time	08/21/2025
Berglund, Erin	Dual Immersion Teacher	Bear Creek Elementary	Regular Full Time	08/21/2025
Brick, Michael	Counselor	La Pine Elementary	Temp Full Time	08/21/2025
Dorr, Scott	Science Teacher	Three Rivers	Regular Full Time	08/21/2025
Drum, Daniel	PE Teacher	La Pine Middle School	Regular Full Time	08/21/2025
Gallup, Monica	Spanish Teacher	Caldera High School	Regular Full Time	08/21/2025
Guerchon, Victoria	Intermediate Teacher	Buckingham Elementary	Regular Full Time	08/21/2025
Hanna, Montana	Student Success Clinician	La Pine High School	Temp Full time	09/02/2025
Hanson, Tess	Intermediate Teacher	Elk Meadow Elementary	Regular Full Time	08/21/2025
Johnson, Andrew	Learning Specialist	Pilot butte Middle School	Regular Full Time	08/21/2025
Lemcke, Katharine	Intermediate Teacher	Highland Elementary School	Regular Full Time	08/21/2025
Lyon, Lindsey	Spanish Teacher	Summit High School	Regular Part Time	08/21/2025
Mages, Anna	School Psychologist	Special Programs	Regular Full Time	08/21/2025
McAndrews, Andrea	PE/Health Teacher	Cascade Middle School	Temp Part Time	08/21/2025
McCarvill, Amy	Primary Teacher	Rosland Elementary School	Temp Part Time	08/25/2025
Mcelyea, Alice	Computer Science CTE Teacher	Caldera High School	Temp Part Time	08/21/2025
Mcelyea, Alice	K-8 Teacher	Westside Village K-8	Temp Part Time	08/21/2025
Mingus, Kelsey	High School Counselor	Teaching & Learning	Regular Full Time	08/21/2025
Perez, George	School Counselor	Teaching & Learning	Regular Part Time to Full Time	08/21/2025
Radomski, Gretchen	Activities Director	Mountain View High School	Temp Part Time	08/21/2025
Scatena, Jason	PE Teacher	Ensworth Elementary School	Temp Part Time	08/21/2025
Starkmann, Holly	Spanish Teacher	Cascade Middle School	Regular Full Time	08/21/2025
Wambaugh, Daniel	Spanish Teacher	Mountain View High School	Regular Part Time	08/21/2025
Ward, Brandon	Learning Specialist	Cascade Middle School	Regular Full Time	08/21/2025
Williams, Jon	Learning Specialist	Sky View Middle School	Regular Full Time	08/21/2025
Wilson, Sarah	Humanities Teacher	Cascade Middle School	Regular Full Time	08/21/2025
Young, Erin	Primary Teacher	WE Miller Elementary School	Temp Full Time	



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CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Evans, Heidi	Reading Specialist	Silver Rail Elementary School	09/07/2011 – 08/11/2025
Foster, Elizabeth	Primary Teacher	La Pine Elementary School	09/28/2020 – 08/20/2025
Hendrix, Lyndsey	Spanish Teacher	Cascade Middle School	08/31/2010 – 08/06/2025
Jacobs, Christopher	Intermediate Teacher	Highland Elementary School	11/17/2014 – 07/22/2025
Johnsen, McKenna	Learning Specialist	Cascade Middle School	08/30/2021 - 08/22/2025
Lefever, Cheyenne	Student Success Clinician	La Pine High School	01/13/2023 – 08/11/2025
Mohr, Hailey	Learning Specialist	Sky View Middle School	08/26/2019 – 08/01/2025

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRED/END DATES
Andresen, Todd	Science Teacher	Mountain View High School	11/01/2025 – 06/30/2025

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRED/END DATES



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September 2, 2025

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on September 9, 2025.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bierman, Courtney	Nutrition Server I	WE Miller	Reg 3.75 hrs / day	07/29/25
Black, Amber	School Office Secretary II	La Pine Middle	Reg 8.0 hrs / day	08/20/25
Blatnick, Tiffany	EA Instruction	Bear Creek	Temp 3.95 hrs / day	08/28/25
Chavez, Francisca	EA Instruction	Bear Creek	Temp 5.5 hrs / day	08/26/25
Gatto, Dominic	Campus safety and Security Monitor	Bend High	Reg 8.0 hrs / day	09/03/25
Grogan, Rhea	EA Student Success	Bear Creek	Temp 6.5 hrs / day	08/26/25
Guilford, Sig	EA Student Success	Buckingham	Temp 4.0 hrs / day	08/26/25
Haigh, Paul	Bus Driver	Transportation	Reg 5.0 hrs / day	09/01/25
Harris, Zoey	Media Manager I	Lava Ridge	Reg 7.0 hrs / day	08/28/25
Hartman, Dale	Catering Manager	Nutrition	Reg 8.0 hrs / day	08/26/25
Henshaw, Samuel	Bus Driver	Transportation	Reg 5.0 hrs / day	09/01/25
Hermanson, Doug	EA Instruction	Silver Rail	Reg 5.5 hrs / day	08/28/25
Holmer, Doug	Bus Driver	Transportation	Temp 6.0 hrs / day	09/01/25
Houser, Michelle	Bus Driver	Transportation	Reg 5.25 hrs / day	09/01/25
Kerry, Michael	Distribution Delivery Driver	Warehouse	Reg 8.0 hrs / day	08/25/25
Kjellin, Cynthia	EA Instruction	Silver Rail	Temp 2.75 hrs / day	09/08/25



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Longbotham, Sydney	EA Student Success	La Pine High	Reg 7.25 hrs / day	08/29/25
Malloy, Tiffany	Nutrition Specialist III	Bend High	Reg 8.0 hrs / day	08/26/25
Marino, Sara	EA Inclusion	Rosland	Reg 6.5 hrs / day	09/03/25
McClellan, Alison	School to Career Program Mgr	Caldera	Reg 8.0 hrs / day	09/02/25
Mosman, Natalie	DEI Specialist I – Liaison	DEI	Reg 8.0 hrs / day	08/27/25
Naerheim, Linda	EA Student Instruction	Westside Village	Reg 7.3 hrs / day	08/26/25
Oestreich-Tanner, Cynthia	Nutrition Tech II	Bend High	Temp 3.75 hrs / day	08/26/25
Olson, Samuel	Media Manager	La Pine Elementary	Reg 7.0 hrs / day	09/02/25
Parker, Alana	Office Secretary II	Pine Ridge	Reg 8.0 hrs / day	08/14/25
Pedersen, Katharine	EA Student Success	North Star	Temp 5.5 hrs / day	08/28/25
Quirino-Tapia, Yesenia	Office Secretary I & EA Instruction	Rosland	Reg 7.0 hrs / day	08/26/25
Ramirez, Elizabeth	EA Inclusion	Summit	Reg 7.0 hrs / day	08/26/25
Race-Kryger, Keaton	EA Student Success	Silver Rail	Temp 5.5 hrs / day	08/26/25
Rathsack, Haley	Media Manager	Juniper	Reg 7.0 hrs / day	08/25/25
Regan, Molly	Maintenance Construction Crew	Maintenance	Reg 8.0 hrs / day	08/07/25
Rombach, Josh	Campus Safety and Security Monitor	Summit	Reg 8.0 hrs / day	08/26/25
Schubel, Megan	EA Instruction	Bear Creek	Temp 3.95 hrs / day	08/26/25
Schwarzenberger, Emily	Media Manager	Silver Rail	Temp 7.0 hrs / day	08/26/25
Simpson, Kylee	Office Secretary II	La Pine Elementary	Reg 8.0 hrs / day	08/18/25
Skellenger, Haley	Office Secretary II	Pine Ridge	Reg 8.0 hrs / day	08/28/25
Thomas, Brianna	Campus Safety and Security Monitor	Pilot Butte	Reg 8.0 hrs / day	09/12/25
Voss, Cecelia	EA Student Success	RE Jewell	Temp 5.5 hrs / day	08/26/25
Way, Helen	Attendance Secretary II	Mountain View	Temp 7.0 hrs / day	08/28/25
Way, John	Bus Driver	Transportation	Reg 5.5 hrs / day	09/01/25



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Webber, Kevin	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	09/01/25
Wright, Deborah	EA Instruction	High Lakes	Reg 4.0 hrs / day	08/26/25

Classified Resignations

Name	Position	Location	Resign Date
Besser, Ronald	EA Inclusion	Bend Tech	08/27/24 – 06/30/25
Blackburn, Matt	Bus Driver	Transportation	05/06/25 – 09/02/25
Campbell, Anna	Records Clerk (1.6 hours)	Student Services	08/29/22 – 06/30/25
Donohue, Joseph	Custodial Crew I	Juniper	03/30/20 – 09/10/25
Erdahl, Inga	EA Instruction	WE Miller	09/04/24 – 06/30/25
Hagenbach, Alia	Nutrition Server I	Summit	10/27/22 – 6/30/25
Hayes, Kacey	Media Manager	La Pine Middle	08/26/24 – 06/30/25
Higbee, Lorena	EA Instruction (2.5 hours)	Lava Ridge	10/02/24 – 06/30/25
Hoffman, Annabella	EA Inclusion	Bend High	02/28/22 – 06/30/25
Kinnaman, Jessica	Nutrition Server I	Sky View	05/31/24 – 06/30/25
Lawson, Tyrees	Nutrition Server I	Bear Creek	10/15/24 – 06/30/25
Martin, Kristen	EA Inclusion	Pacific Crest	11/15/24 – 08/25/25
Najand, Catherine	Bus Monitor	Transportation	02/27/18 – 06/30/25
Nelson, Quinn	Consulting Registered Nurse	Student Services	01/06/25 – 06/30/25
Nino Teniente, Catalina	Nutrition Server I	Pilot Butte	10/15/24 – 06/30/25
Parker, Alana	Office Secretary II	Pine Ridge	08/14/25 – 08/15/25
Roberts, Jamie	Consulting Registered Nurse	Student Services	08/26/24 – 06/30/25
Scatena, Jason	EA Student Success	Ponderosa	09/04/24 – 06/30/25
Self, Charlene	Attendance Secretary II	Mountain View	08/26/21 – 06/30/25
Stone, Alexandra	EA Inclusion	High Lakes	08/27/24 – 06/30/25
Thier, Christopher	EA Inclusion	Ensworth	08/29/17 – 06/30/25

Classified Retirements

Name	Position	Location	Retire Date
Mills, Malia	EA Inclusion	Bend High	09/24/07 – 06/30/25
Morrell, Denise	EA Instruction	Elk Meadow	10/14/97 – 06/30/25



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date

Confidential Hiring

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

Confidential Resignations

Name	Position	Location	Resign Date

Confidential Dismissals

Name	Position	Location	Term Date



REPORT: Administrative Polices and Regulations for Adoption – September 9, 2025

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
Administrative Expectation: Gender Diverse Student & Staff Support	Updated with grammatical corrections.



Bend-La Pine Schools strives to foster a safe and welcoming environment for our students, staff, and families, free of transphobia and homophobia. This document is meant to identify procedures and provide guidance to district staff so that transgender, nonbinary and gender diverse students are fully included in our learning community and have the necessary supports to actively participate in an educational experience free of discrimination, harassment, or bullying.

When creating a plan of action or making decisions around how best to support a student, within the parameters of this directive, every effort should be made to include the student(s) and families themselves.

This guidance furthers Bend-La Pine Schools' commitment to equal opportunity in all of its education and employment activities. The district prohibits discrimination, harassment, bullying and retaliation based on a person's protected class as stated in [AC-BPAP: Non-Discrimination](#) and [ACB-BP: Every Student Belongs](#).

DEFINITIONS

The definitions below adopt commonly accepted terminology for important concepts relating to gender expression and identity. As definitions evolve over time, this policy will be updated accordingly.

- "LGBTQ2SIA+" is a term that encompasses multiple gender identities and sexual orientations including Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, Intersex, and Asexual. The plus sign ("+") recognizes that there are myriad ways to describe gender identities and sexual orientations. It is also important to recognize that the challenges and barriers for students who identify as lesbian, gay, bisexual, queer can be different from the challenges and barriers faced by students with diverse and/or expansive gender identities and expressions.
- "Asexual" is a person who does not experience sexual attraction, but could still experience other forms of attraction (e.g., emotional, intellectual).
- "Agender" is a person who does not identify with a specific gender or feels neutral when it comes to their gender identity.
- "Bisexual" is a person who is attracted to more than one gender.
- "Cisgender" is a person who feels their gender identity and expression align with the sex they were assigned at birth or by society.
- "Gay" is a person who is attracted to a person of the same gender.
- "Gender diverse" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.
- "Gender expression" is the way a person expresses their gender in ways that make them feel more comfortable and aligned to who they are. Some forms of expression could be clothing, voice, cosmetics, or mannerisms.
- "Gender fluid" refers to a person whose gender expression and/or identity changes over time across or between different genders or presentations.
- "Gender identity" is a person's deeply held knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual.
- "Gender nonconforming" is a person who does not identify with a specific set of traits (behavioral, cultural, community roles) on the male to female spectrum.
- "Gender transitioning" is the process of changing one's gender expression, physical body, and/or legal documentation to align with their gender identity.
- "Intersex" is an umbrella term for unique variations in reproductive or sex anatomy. Variations may appear in a person's chromosomes, genitals, or internal organs like testes or ovaries. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life.
- "Lesbian" is a female-identified person who is attracted to women.

- "Misgender" occurs when a person wrongly assumes a student's gender and uses the wrong pronouns and/or inaccurate gendered language such as "ladies, miss, boys, Mr., etc." while referring to a student or group.
- "Non-binary/genderqueer" are terms are often used to describe people whose gender is not exclusively male or female, including those who identify Administrative Directive 4.30.061-AD Transgender, Nonbinary and Gender Diverse Students with a gender other than male or female, as more than one gender, or as no gender.
- "Pronouns" or set of pronouns that a person identifies with and would like to be called when their proper name is not being used. Examples include "she/her/hers," "he/him/his," "ze/hir/hirs," and "they/them/theirs." Some people prefer no pronouns at all, or some combination such as "she/they."
- "Queer" is a person who does not subscribe to dominant social norms to define their sexual orientation, gender identity, or gender expression. While it is used as a neutral, or even a positive term among many LGBTQ2SIA+ people today, historically "queer" has been used as a derogatory slur. It is sometimes still used as a slur by those who do not identify as part of the community.
- "Sex assigned at birth" The assignment and classification of people as male, female, intersex, assigned at birth often based on physical anatomy at birth and/or karyotyping.
- "Sexual orientation" is a person's romantic and/or physical attraction to people of the same and/or another gender, such as being straight, gay, bisexual, or asexual. Transgender and gender nonconforming people may have any sexual orientation.
- "Transgender" or "Trans" describes any person whose gender identity does not correspond with the sex assigned at birth. "Trans" also often is used as an umbrella term for those who do not identify as cisgender, and can include nonbinary people.
- "Two-Spirit" is used within some Indigenous communities, encompassing cultural, spiritual, sexual and gender identity. The term reflects complex Indigenous understandings of gender roles, spirituality, and the long history of sexual and gender diversity in Indigenous cultures. Individual terms and roles for Two-Spirit people are specific to each nation.

PROCEDURES

When a student enrolls at a Bend-La Pine Schools' school and:

- the student or their family indicates they are transgender, nonbinary, or transitioning; **and**
- the **student** is willing and interested in a team meeting with the family and key staff members, **then:**
- the Gender Support Team Protocol will be initiated. If the student *declines* a team meeting, the Rights and Considerations under Part B of the protocol still apply.

The complete Gender Support Protocol can be accessed [here](#).

The Gender Support Team will include:

- Student
- Counselor
- Building administrator
- Office of ~~Policy and Advocacy~~ Diversity, Equity & Inclusion district representative
- Parent / Guardian, and other family members invited at student / family discretion
- Relevant teachers, coaches, staff invited at student / family discretion

END OF ADMINISTRATIVE EXPECTATION

REVIEWED: 6/2022, 9/8/25

APPROVED: 7/19/22

2025-2026 BLS Organizational Goals

<p>Vision</p>	<p>In Bend-La Pine Schools, students are known by name, strength, and need, and graduate ready for college, career, community engagement, and life.</p>		
<p>Mission</p>	<p><u>Educating Thriving Students</u>: Students know that they are part of a community of learners. Students feel safe, welcome, and know that they are cared for within this community. Adults lead students on a learning path that fosters their growth and supports progress toward their chosen path following graduation.</p> <p><u>Thriving Adults</u>: As we focus our work on students, we must also ensure that everyone contributing to this endeavor also thrives. Thriving means that employees have what they need to do their jobs well, their experiences at work reflect concern for their well-being, and they are part of a professional space where they are provided opportunities to grow and learn in order to achieve goals.</p>		
<p><u>Organizational Goals</u>: <i>The board defines which human needs are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related goals embody the board's long-range vision.</i></p>	<p>Goal 1</p>	<p>Students are engaged and develop a strong academic foundation.</p>	
	<p>Goal 2</p>	<p>Students have a passion, purpose, and plan for their futures.</p>	
	<p>Goal 3</p>	<p>Students, families, and staff experience wellness, inclusion, and belonging in our schools.</p>	
	<p>Goal 4</p>	<p>Operational systems align and support an academically effective and sustainable organization.</p>	
<p>Executive Limitations: <i>The board establishes the boundaries of acceptability within which staff methods and activities can responsibly be left to staff. These limiting policies apply to staff means rather than ends.</i></p>	<p>EL 1.1 Instructional Program</p>	<p>EL 2.1 Student Success Planning</p>	<p>EL 3.1 Treatment of Students, Families, and the Public</p>
	<p>EL 4.1 Legally Required Policies</p>	<p>EL 4.2 Compensation, Development, Evaluation, Treatment of Staff</p>	<p>EL 4.3 Financial Planning and Administration</p>
	<p>EL 4.4 Facilities</p>	<p>EL 4.5 Student Transportation</p>	<p>EL 4.6 Nutrition Services</p>
	<p>EL 4.7 Technology</p>	<p>EL 4.8 Communications</p>	<p>EL 4.9 Safety</p>
<p><u>Strategic Initiatives</u></p>	<p>The Superintendent and assigned district staff create plans to meet the Organizational Goals as described in the Executive Limitations. Often, several initiatives are moved forward to meet a single goal. These are outlined in a Project Plan accessed by each clickable icon. Project Plans describe the Problem of Practice, the Theory of Action, the connection to our district Equity Stance, and a continuously updated Task List related to execution of the Initiative.</p>		

August: Organizational Goals and Strategic Initiative Outlines

EL-1.1: Instructional Program

1. New Curricula

- a. All elementary classroom teachers and interventionists:
 - i. Continue to develop use of the Really Great Reading curricular materials, Expeditionary Learning Language Arts materials, as well as appropriate intervention strategies and materials.
 - ii. Will be trained in and develop their understanding of Amplify Desmos Math curricular materials and practices.
- b. Shared History/ Tribal Studies Module for all 4th grade teachers will be rolled out during the fall and teachers will teach in the spring.
- c. English Language Development
 - i. ELEM Language Specialists will begin auditing and revising our year one ELD units of study as part of our curriculum design process. Three elementary schools will begin their second year of piloting “co-teaching” using the new curriculum. The co-teaching pilot includes professional development and planning time for teams.
 - ii. MS/HS Language Specialists will complete year three of curriculum design process with a goal of creating two to three units of study. Two middle schools and one high school will begin their second year of piloting “co-teaching”. The co-teaching pilot includes professional development and planning time for teams.
- d. Secondary schools will
 - i. Roll out and provide training for curriculum adopted in the 24-25 school year: health, MS science, and ninth grade science (physics)
 - ii. Adopt new curriculum in the 25-26 school year: social sciences, “+1” courses in math, and tenth grade science (chemistry)

2. Priority Standards and Equitable Grading

- a. Parent/Community engagement will ramp up focusing on the grading shift and its benefits.
- b. Early adopters across our sites will receive training on implementation and will provide critical feedback before full-scale launch in 26-27
- c. Training with administrators and ICCL will focus on assessment creation, scoring, calibration, and feedback that moves learning forward.
- d. English Language Development
 - i. ELEM Language Specialists will begin working on rubrics tied to the performance tasks and the English Language Proficiency standards in our year one units of study.
 - ii. MS/HS Language Specialists will begin working on general rubrics for each of the English Language Proficiency Standards.

3. Instructional Techniques

- a. Teachers will engage in using common techniques based on curriculum roll-out and best practices training. This includes partner-talk practices, SIOP studios, math studios, etc.
- b. Some schools will pilot use of facilitated SIW to focus on teacher-chosen instructional techniques employed within the five strategies for formative assessment.
- c. Training on techniques of differentiation within new curriculum.
- d. English Language Development
 - i. SIOP training in the fall will include three full professional development days and two half-day SIOP labs. Follow-up SIOP coaching, up to three coaching sessions, is included in the training. The goal is to launch another one day SIOP refresher course in the winter.
 - ii. Co-Teaching training will continue all year with cohort one, six K-12 teams of teachers. This includes a Language Specialist and a Content Teacher working together to plan lessons, co-teach and assess students. The goal is to launch a second cohort of teachers in the fall.

Other Associated Projects:

TAG Coordinator Focus

- For 2025, TAG coordinators will begin using an updated identification process that focuses on referral by anyone. Qualitative and Quantitative data will be required. Additionally, schools will form a TAG review team to consider identification. We will also be integrating a new qualitative data point for teachers and parents, called the [SIGS-2](#) which will give a more complete picture when trying to determine eligibility.

EL-2.1: Student Success Planning

1. **Life and Career Readiness**: District staff will receive ongoing training and support on SchoolLinks and Wayfinder as part of our Tier One curriculum.
 - a. Elementary school teachers will use Wayfinder daily by prioritizing "community connect time," teaching 20 lessons per year, and reinforcing those skills throughout the day. Counselors will support Sources of Strength in grades 3-5.
 - b. Middle school teachers will continue to teach Wayfinder lessons during their Advisory periods.
 - c. High school teachers will implement Wayfinder and SchoolLinks through the new Higher Education Career Paths course.
2. **MTSS Synergy Module**
 - a. Next steps in the development of Synergy data tools will include ongoing refinement of last year's releases of Early Warning Systems (EWS) and Majors/Minors. Key projects for 2025-26 will include the release of Activity Tracker, a documentation tool for counselors and social workers, and significant development in Synergy Analytics, which is used to develop a wide range of custom reporting tools for staff throughout the organization. Small scale projects focused on enhancing record keeping and positive behavior interventions and supports (PBIS) are planned as well.

EL-3.1: Treatment of Students, Parents/ Guardians, & The Public

1. **Common Tier I Expectations**
 - a. Tier 1 behavioral and social emotional expectations will be explicitly taught to all admin, staff, and students K-12. Use of Tier 1 Playbook will capture how and when schools teach common expectations during the year.
 - b. Schoolwide expectations signage is utilized and advisory lessons are taught consistently regarding school expectations.
2. **Stakeholder Engagement**
 - a. Articulate a list of stakeholder engagement opportunities available across the system
 - b. District staff will partner with advisory groups and community partners to identify and diagnose barriers to staff and families' sense of belonging and dignity and collectively brainstorm solutions.
 - c. Consistent meeting protocols for advisory groups
 - d. Establish administrative feedback at leadership launch and share outcomes
 - e. Seek employee input on wellness needs. Use feedback to produce and provide content and resources that align with employee want and need using:
 - i. A monthly wellness newsletter that rotates in focus and provides resources for employees on various domains (i.e. EAP Program, Care Solace, ErgoPoint, etc.)
 - ii. Wellness section added to the Staff Spotlight newsletter and updated resources on the benefits web page / HR staff portal
 - f. Safety committees at site and district level will continue to meet with structured agendas and feedback mechanism for safety related issues or concerns
 - g. Creation of an Educational Technology Stakeholder Group made up of students, teachers, administrators, parents, school board members, community members, and community partners such as Deschutes County Healthy Schools and Central Oregon Community College.
 - i. Will convene one time per quarter during the 2025-26 school year.

EL-4.1: Legally Required Policies

Initiatives & Tasks for 2025-2026

1. Reduce the number of outdated policies (those last revised 15 years ago or more) to under 20% of our total policy system.
2. Complete the full adaptive-track engagement, co-design, feedback, and revision process and adopt final board policy, administrative policy and regulation, and related guidance documents for the fundraising policy series.
3. Provide monthly policy training and feedback sessions to all school leaders.

EL-4.2: Staff Compensation, Development, Evaluation, and Treatment of Staff

Initiatives & Tasks for 2025-2026

1. Participate in process analysis, configuration planning, and configuration of HCM element of ERP; begin employing reporting capability as progress permits.
2. Continue participation in assessment of staff performance evaluation tools throughout organization and initiate revisions to individual tools..
3. Complete drafting of Employee Handbook and Administrator/Supervisor Guidance and implement communication plan.
4. Complete analysis and improvement of Onboarding and Orientation processes.

EL-4.3: Financial Planning & Administration

Initiatives & Tasks for 2025-2026

1. Continue to promote future financial stability, ensuring core services remain funded in upcoming years.
2. Increase agency financial transparency and departmental budgetary management.
3. Provide reserves that balance the need to protect from future negative financial events with the need to provide maximum services today.
4. Prioritize revenue enhancement.
5. Evaluate tools and systems for increasing operational efficiencies and automation of financial reporting

EL-4.4: Facilities

Initiatives & Tasks for 2025-2026

1. Improve facility use process through implementation of new facility use software.
2. Review feedback on the new work order system to continue to improve work order process
3. Technical/leadership training for facilities and maintenance and custodial departments.

EL-4.5: Student Transportation

Initiatives & Tasks for 2025-2026

1. Partner with FDO on the South County transportation remodel: design and implementation
2. Implementation of the new routing platform (Traversa) and parent app (My Bus K-12).
3. Research “dead-head” and idling data for the purpose of future reduction.
4. Continued integration of SRTS funded Active Transportation Coordinator position in collaboration with Commute Options to facilitate more Walk and Roll events, encourage “active transportation”, and collaborate with city, county, and state officials to improve walk/ride access near schools.
5. Continued support of CPI deescalation training.
 - Formally introduce Student Code of Contact to staff.
 - Collaborate with SEL coaches to offer training that aligns with district goals.

EL-4.6: Child Nutrition

Initiatives & Tasks for 2025-2026

1. Implementing a new software program for the back of the house to streamline systems within our department.
2. Build budgeting for site level tracking
3. Onboard Catering Manager, to increase revenue.
4. Meet with the Leads/Managers individually to communicate specific goals for 2025/2026.
5. Implement staff training in culinary 101 with a 10 month program, and bi-annual knife skills.
6. Update New-Hire Onboarding, including additional training hours

EL-4.7: Information Technology

Initiatives & Tasks for 2025-2026

1. Enhance Cybersecurity Threat Intelligence
Transition from MS-ISAC to K12Six to improve the timeliness, relevance, and accessibility of cybersecurity threat intelligence, ensuring proactive protection aligned with K-12 specific threats and industry best practices. Deliver and familiarize district executive leadership upon completion.
2. Modernize Web Platforms for Families and Staff
 - a. For families: Complete the district-wide transition to Finalsite for all essential school and district websites, improving accessibility, mobile responsiveness, and user experience.
 - b. For staff: Redesign and streamline the SharePoint-based staff portal by removing outdated content, improving navigation, and making critical resources easier to find.
3. Implement Districtwide Behavior Reporting Tool
Move the District Behavior Form from development to full implementation across all schools. This integrated tool will allow staff to document behavior incidents directly into the SIS, replacing inconsistent and non-compliant site-based solutions with a secure, unified, and student-centered approach.

EL-4.8: District Communication

Initiatives & Tasks for 2025-2026

1. Complete migration of district/school websites to new website platform, to improve visitor experience, accessibility and navigability, and remove outdated or unnecessary content. (Target launch date of new websites is Nov. 1, 2025)
2. Adopt a new family communication/engagement platform for district and school use, providing for a standard and consistent messaging approach; simpler, flexible user experience; improved family engagement. (Target launch date of ParentSquare is Jan. 5, 2026)
3. Improve internal communication initiatives to facilitate district efforts to support and inform staff, strengthen connections between departments and school teams, and build trust and understanding among all district employees.
4. Expand efforts to strengthen communication and collaboration with community partners, such as leveraging communication channels to mutually share relevant information. (This initiative is in tandem with the Department of Policy & Advocacy)

EL-4.9: District Safety

Initiatives & Tasks for 2025-2026

1. Continue to strengthen the culture of safety across the school district through site visits, feedback mechanisms, and community partner collaboration.
2. Build upon current safety-related policies and procedures to develop resources that can be shared with staff to reflect district best practices.
3. Provide professional development opportunities for staff to enhance their understanding of safety expectations and emergency response procedures.



REPORT ITEM: Enrollment Update

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

Student enrollment plays a critical role in District finances. It is the primary driver of our state funding and also directly impacts staffing allocations at each school site. Due to the importance enrollment plays in our operations, we report initial enrollment data as soon as students return to school and our school communities start to take shape. While this data is preliminary due to the sheer volume of enrollment changes that occur at the beginning of the school year, it provides the first opportunity to compare our actual enrollment to the enrollment projections developed last Spring during the budget process. It also provides the first glance into enrollment patterns by grade level.

Our first enrollment report to ODE is submitted in October and will reflect enrollment as of October 1. We will present a more accurate and detailed enrollment analysis once the October enrollment report is prepared for ODE.

Bend - La Pine Schools
 Enrollment Actuals v Projections
 Actuals to: 09/09/2025

ELEMENTARY SCHOOLS																						
GRADE	AMITY CREEK	BEAR CREEK	BUCKINGHAM	ELK MEADOW	ENSWORTH	HIGH LAKES	HIGHLAND	JUNIPER	LA PINE	LAVA RIDGE	NORTH STAR	PINE RIDGE	PONDEROSA	R.E. JEWELL	ROSLAND	SILVER RAIL	THREE RIVERS	WEST SIDE VILLAGE	W.E. MILLER	Actual	Projected	Variance
KG	25	72	42	60	22	34	66	52	78	73	52	65	43	61	19	71	31	22	68	956	1,007	-51
GRADE 1	25	76	46	67	14	56	66	54	63	50	51	69	75	61	30	67	33	27	73	1,003	993	10
GRADE 2	25	94	50	52	25	68	66	64	85	69	64	95	63	75	36	71	37	21	88	1,148	1,139	9
GRADE 3	25	84	52	73	17	64	64	71	83	88	47	82	92	69	26	82	48	14	88	1,169	1,181	-12
GRADE 4	23	91	48	87	19	78	62	104	72	59	61	95	83	71	23	83	45	12	73	1,189	1,243	-54
GRADE 5	22	75	66	78	17	87	59	85	92	82	47	94	72	85	26	92	53	23	122	1,277	1,287	-10
TOTAL	145	492	304	417	114	387	383	430	473	421	322	500	428	422	160	466	247	119	512	6,742	6,850	-108
PROJECTED	148	517	318	449	126	400	389	415	485	386	327	512	460	424	171	450	253	131	489	6,850		
VARIANCE	-3	-25	-14	-32	-12	-13	-6	15	-12	35	-5	-12	-32	-2	-11	16	-6	-12	23	-108		

MIDDLE SCHOOLS												
GRADE	CASCADE	HIGH DESERT	LA PINE MIDDLE	PACIFIC CREST	PILOT BUTTE	SKY VIEW	REALMS MS	THREE RIVERS	WEST SIDE VILLAGE	Actual	Projected	Variance
GRADE 6	243	209	105	159	183	194	52	56	19	1,220	1,248	-28
GRADE 7	259	205	99	194	161	195	51	48	24	1,236	1,225	11
GRADE 8	220	228	105	210	196	181	44	56	25	1,265	1,268	-3
TOTAL	722	642	309	563	540	570	147	160	68	3,721	3,742	-21
PROJECTED	740	653	284	577	519	576	160	148	85	3,742		
VARIANCE	-18	-11	25	-14	21	-6	-13	12	-17	-21		

PROEJECTED COMPARISON		
DATE	ACTUAL	PROJECTED
SCHOOLS		
ELEM	6,742	6,850
MIDDLE	3,721	3,741
HIGH	5,677	5,591
Total Sch	16,140	16,182
PROGRAMS		
BIS	225	217
DSMCS	182	168
J BAR J	21	36
OTHER	10	13
Total Prog	438	434
Total Dist	16,578	16,616
Enrollment Decrease		(38)

HIGH SCHOOLS										
GRADE	BEND HIGH	CALDERA	LA PINE HIGH	BEND TECH	MOUNTAIN VIEW	REALMS HS	SUMMIT HIGH	Actual	Projected	Variance
GRADE 9	345	339	93	39	333	17	284	1,450	1,415	35
GRADE 10	341	340	93	26	284	23	314	1,421	1,400	21
GRADE 11	278	350	136	29	276	36	293	1,398	1,365	33
GRADE 12	315	308	105	28	298	27	327	1,408	1,411	-3
TOTAL	1,279	1,337	427	122	1,191	103	1,218	5,677	5,591	86
PROJECTED	1,225	1,339	419	113	1,117	148	1,230	5,591		
VARIANCE	54	-2	8	9	74	-45	-12	86		

YEAR OVER YEAR COMPARISON		
DATE	09/09/25	09/10/24
SCHOOLS		
ELEM	6,742	6,939
MIDDLE	3,721	3,755
HIGH	5,677	5,603
Total Sch	16,140	16,297
PROGRAMS		
BIS	225	211
DSMCS	182	161
J BAR J	21	37
OTHER	10	7
Total Prog	438	416
Total Dist	16,578	16,713
Enrollment Decrease YOY		(135)



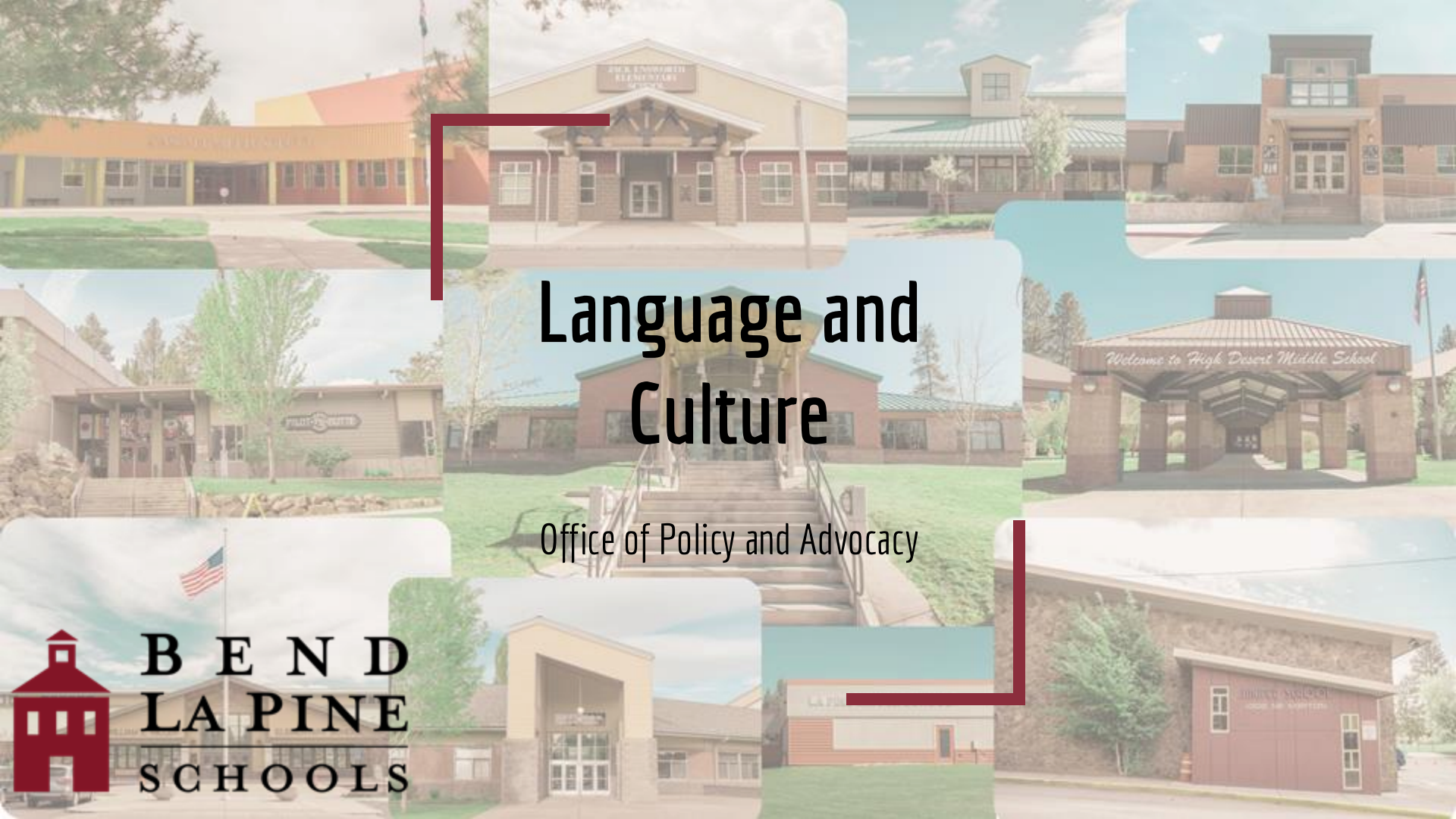
REPORT: Language and Cultural Services

PRESENTED BY: Kinsey Martin, Executive Director of Policy and Advocacy
Steph Boni, Dual Immersion Program Coordinator
Carlos Armijo Alarcón, Dual Immersion graduate, Translator/Interpreter
Chelsea Jennings, Newcomer Program Specialist
Carolina Cruz Mendoza, Family Liaison, Newcomer Educational Assistant
George Pérez, Newcomer Support Specialist, Advocacy Coach
Liz Vargas, Family Liaison Team Lead
Liza Huet, Director of ELL/Multilingual Services

EXECUTIVE SUMMARY:

Our school district recognizes the diverse strengths and needs within our student and family population, and strives to provide services that are tailored specifically to the unique academic, social-emotional, and community-based context that different students experience. In particular, our multilingual students and families have distinct experiences, assets, strengths, and needs that affect their education and engagement with our schools.

Teams within our Office of Policy and Advocacy strive to implement language and cultural programming designed specifically for our local multilingual community. We offer a variety of evidence-based instructional models, professional development opportunities, and family partnerships. This presentation will provide an overview of those programs and services. The board of directors will hear from students as well as administrative, certified, and classified staff members regarding their experiences and efforts to provide language and cultural services to our community.



Language and Culture

Office of Policy and Advocacy



Agenda

- Policy and Advocacy Context
 - Language and Cultural Services
 - Dual Language Immersion
 - Newcomer Program
 - Family Liaison Services
 - ELD Curriculum/Partnerships



Office of Policy and Advocacy

- Honoring Diversity
- Examining Systems
- Amplifying Voices
- Delivering Outcomes
- Acknowledging Impact
- Affirming Inclusion



Multilingual Services Team

- Coaches and Coordinators
- Dual Language Teachers
- Language Specialists
- Translator/Interpreters
- Family Liaisons
- CAFE Program Members



Multilingual Learners in Bend-La Pine Schools

- Number of Students
- Number of Languages
- Top 5 Languages
- Number of Recent Arrivers
- In Native-Language Instructional Models



There is a significant difference between 'All are welcome here' and 'This was created with you in mind'.

–Dr. Crystal Young



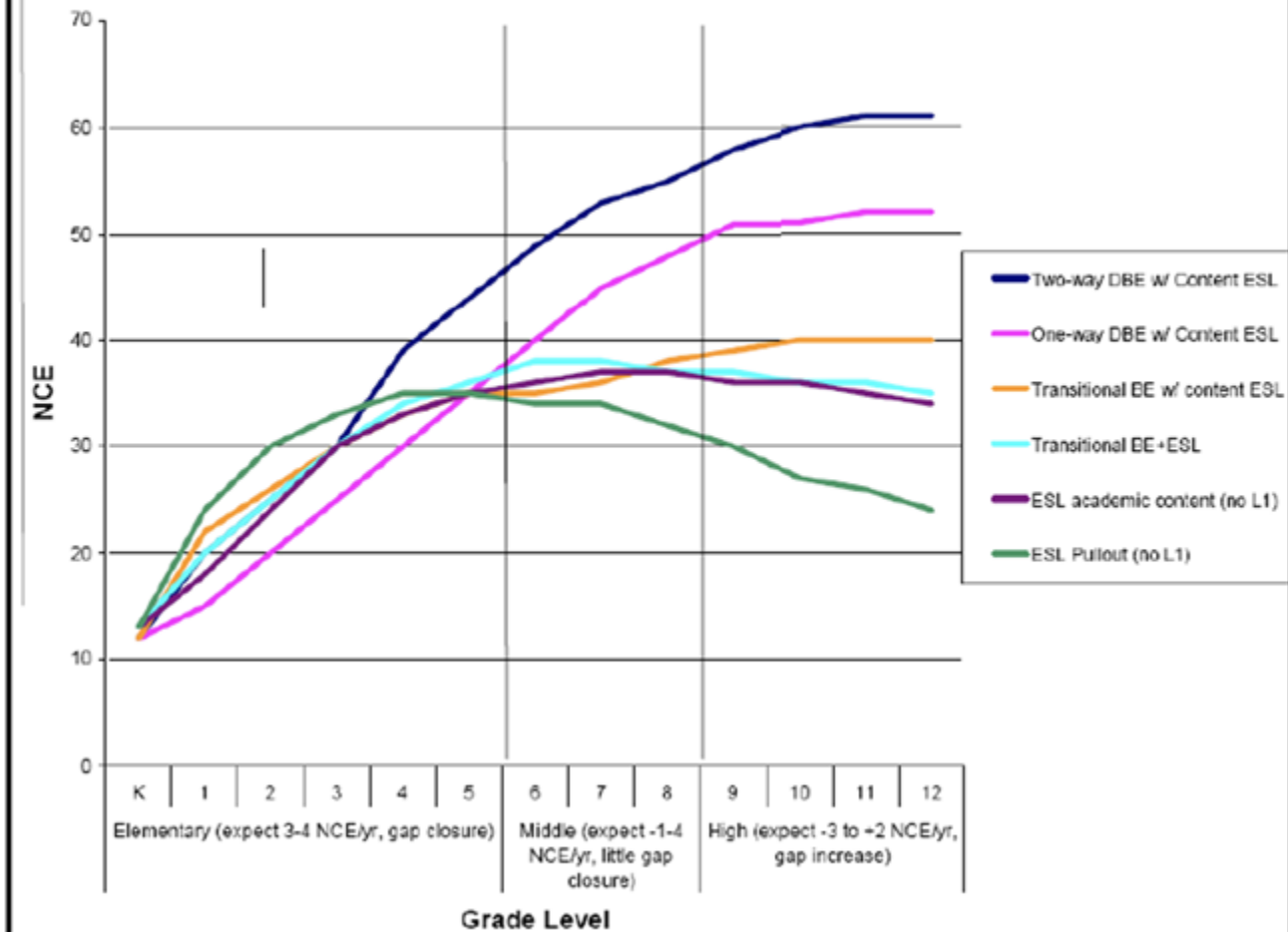


Dual Language Immersion

K-12 Program



Thomas & Collier Long Term Comparison Achievement Graph For ELLs



Fostering a thriving community through bilingualism, biliteracy, and intercultural competence



Elementary Stage: Bear Creek and RE Jewell

We serve 526 students in the elementary stage of the program



From Kindergarten, students are learning to read, write and do math in both languages.



We are committed to bringing our families together to build community.



We have welcomed 15 newcomers into our program in the last year!



Secondary Stage: HDMS and CHS





Newcomer Program



Assets to our Schools and Community



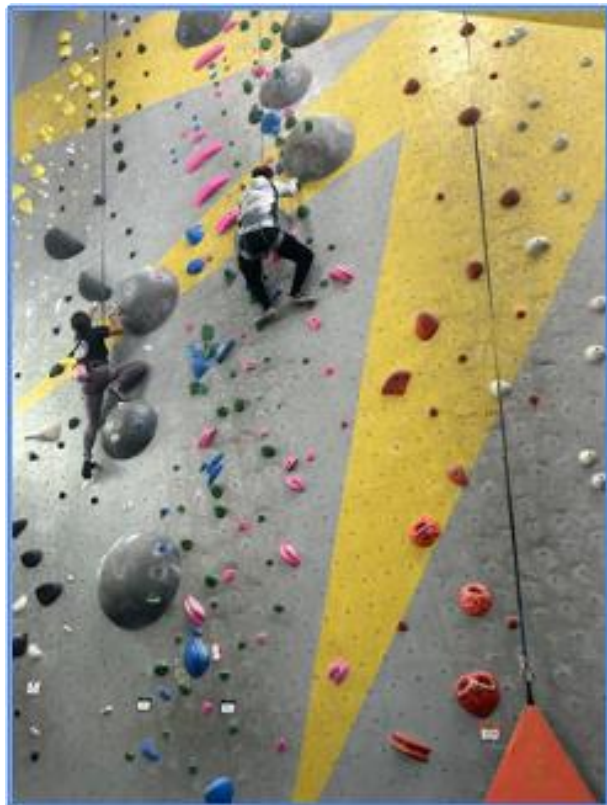
Whom does the Newcomer Program serve?



Community and Connection

- Community Connection and Resources
- Mountain View High School Community
- Newcomer Program Community





Academic Success

- English Language Development
- Develop academic skills, tailored to student needs
- Support in content classes
- Technology
- College and Career



Specialized Supports



Testimonial Videos





Family Liaisons

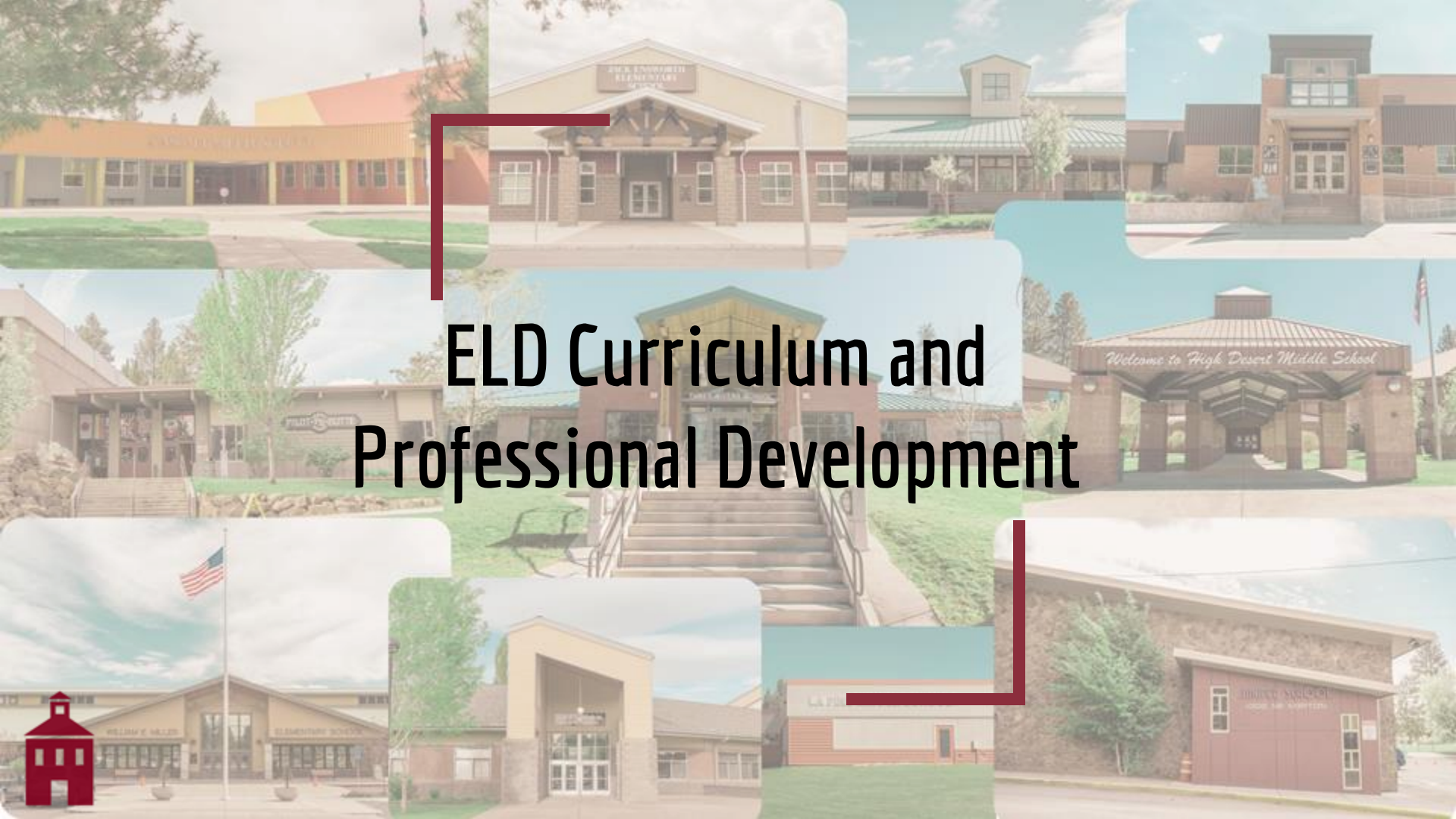


HIGH SCHOOL
JUNIOR HIGH BUILDING

The Team

- Latino Family Liaisons
- Asian American Pacific Islander Family Liaison
- Black/African American Family Liaison
- Youth Partnerships Family Liaison





ELD Curriculum and Professional Development



ELD Curriculum Design

ROOTED IN PURPOSE	STEADY IN GROWTH
<ul style="list-style-type: none">● Engaging● Hands-on● Relevant● Rooted in content	<p>ELEM TEAM:</p> <ul style="list-style-type: none">● 2 year design cycle● In audit/revisions <p>MS/HS TEAMS:</p> <ul style="list-style-type: none">● 3 year design cycle● In year 3



"I am most proud of connecting language learners across the district with each other. Students from around Bend and La Pine have had the opportunity to meet each other while engaging in fun, meaningful, culturally relevant activities. By building relationships between these students, I can say with certainty that we are creating bonds and memories that will last a lifetime!"

-Jess Major, Language Specialist



Community Partnerships

- Bend Science Station
- Bend Parks and Rec
- BLP Production Kitchen & BLP Culinary Programs
- COREN
- KTVZ
- Mt. Bachelor
- Street Dog Hero
- Think Wild
- Vámonos Outside



Professional Development



ROOTED IN PURPOSE	STEADY IN GROWTH
<ul style="list-style-type: none">● Research based● Sheltered Instruction● Equitable Access	<p>Learn and Grow your SIOP</p> <p>SIOP Intensive</p> <p>Co-Teach Pilot</p> <p>Teaching Smarter: Science Driven Techniques</p>



“The SIOP and Co-Teaching projects are deeply rooted in providing equitable access to quality instruction and to helping teachers feel well-prepared to guide their students to academic success. My favorite part of these programs is that they go beyond instructing educators about practices, to coaching and trouble-shooting implementation of those practices. It has been so rewarding to watch these programs grow and thrive.”

-Kimberly Strong, Director of Teacher and Student Engagement, COREN



Questions?

Thank you!





REPORT: Administrative Policies and Regulations for Review – September 9, 2025

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
JFCEB-AP: Personal Electronic Devices	Regulation has been rewritten to an administrative policy to align with current district practices, OSBA sample policy, and to ensure compliance with ORS 336.840 and EO 25-09.
JFCEB-AR: Request for Personal Electronic Devices Exemption	New administrative regulation form to align with updated JFCEB-AP to ensure compliance with ORS 336.840 and EO 25-09.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on September 23, 2025. To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, September 9, 2025.



Student possession or use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;¹
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);²
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within twenty (20) school days.³

Students in violation of this policy will be subject to disciplinary action in accordance with the district’s Code of Conduct disciplinary procedures. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.

Necessary communications during the school day while on school grounds between students and parents/guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents/guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁴ that support academic activities and independent communications⁵, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR: Request for Personal Electronic Devices Exemption. Appeals can be filed in accordance with [KL-AR: Public Complaints](#).

¹ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

² If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

³ JFCEB-AR must be submitted for consideration to the building administrator.

⁴ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

⁵ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

STUDENT USE OF PERSONAL COMMUNICATION DEVICES

~~Students may be allowed to use and possess personal communications devices on district property and at district sponsored activities provided that such devices are not used in any manner that may disrupt the learning environment or district sponsored activities, or that violates district policies, administrative regulations, school or classroom rules, or state or federal law⁶.~~

~~Personal communications devices which have the capability to take “photographs” or videos shall not be used for such purposes while on district property or while a student is engaged in school sponsored activities, unless as expressly authorized in advance by the building principal or designee.~~

~~The use of personal communication devices to send or receive messages, data or information in any manner that would pose a threat to academic integrity, disrupt or interfere with school investigations, contribute to or constitute academic dishonesty is strictly prohibited.~~

~~The use of personal communication devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited. This includes but is not limited to “sexting.”~~

~~Personal communication devices may only be used during non-instructional time such as during lunch, passing periods, or before or after school. Personal communication devices shall be stowed away and in silent mode turned off during instructional time, unless a district representative specifically authorizes the use of such a device during instructional time.~~

EXCEPTIONS FOR STUDENT USE OF PERSONAL COMMUNICATION DEVICES

~~Exceptions to the prohibitions set forth in this regulation may be made for health, safety or emergency reasons with prior building principal or designee approval or when use is provided for in a student’s individualized education program (IEP).~~

VIOLATION OF REGULATION ON STUDENT USE OF PERSONAL COMMUNICATION DEVICES

~~Students are subject to disciplinary action up to and including expulsion for using a personal communication device in any manner that is academically dishonest, illegal or violates the terms of this regulation. A referral to law enforcement officials may also be made.~~

~~Personal communication devices used in violation of this regulation are subject to confiscation and will be released to the student’s parent or property owner, as appropriate. The data contained within personal communication devices that have been confiscated will not be searched unless the district has reasonable suspicion that it contains evidence of a violation of a school policy, regulation, or state or federal law.~~

DISTRICT DISCLAIMER OF LIABILITY

The district will not be liable for personal **electronic communication** devices, or any data contained within personal **electronic communications** devices brought onto district property or to district sponsored activities. The district will also not be liable for any unauthorized electronic content posted by, or exchanged among or between, students using personal **electronic communication** devices while on school property or during district sponsored activities.

DEFINITIONS

As used in this administrative regulation, a “personal communication device” is a device that emits an audible signal, vibrates, displays messages, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie-talkies, long- or short-range portable radios, portable scanning devices, cellular telephones, pagers,

⁶The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~personal digital assistants (PDAs), laptop computers, digital audio devices (such as iPods or MP3 players), iPads, electronic readers, or similar devices with wireless capability.~~

~~As used in this administrative regulation, “social media” means interactive websites that allow electronic communication among and between its users, such as but not limited to Facebook, MySpace, Twitter, or Formspring.~~

~~As used in this administrative regulation, “sexting” means the exchange of sexually explicit messages or images via text or instant messaging features on personal communications devices.~~

This policy takes effect on January 1, 2026.

END OF ADMINISTRATIVE **POLICY REGULATION**

REVIEWED: 6/5/06, 5/18/09, 10/11/10, 9/9/25

APPROVED: 6/12/06, 5/18/09, 10/22/10

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 332.107](#)

Oregon Executive Order 25-09

[ORS 336.840](#)

draft 9.9.2025



TITLE: REQUEST FOR PERSONAL ELECTRONIC DEVICES EXEMPTION

A parent/guardian may request an exemption to the personal electronic device prohibition by submitting the following form to the school principal or designee:

Name of Student _____ School _____ Date _____

If the reason for the request is included in the student’s individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- In compliance with the student’s medical provider’s order for the care and treatment of a medical condition (attach a copy of the order);
- To accommodate the individual circumstances of the student;
- To further specific education outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption): _____

Duration for Requested Exemption (maximum duration is end of current school year): _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____

Parent/Guardian Phone _____ Email _____

FOR COMPLETION BY SCHOOL ADMINISTRATION:

This request is:

- Granted: Expiration End of Current School Year Expiration Date _____
- Denied: Accommodation Available via District iPad School-Based Supports Available
- Other _____
- More information needed. Within 10 days please: _____

School Principal/Designee Signature _____ Date _____

School administration decisions will be issued and communicated to the parent/guardian within twenty (20) school days of receipt and can be appealed in accordance with [KL-AR: Public Complaints](#). Denied requests may be resubmitted if circumstances change or after twelve (12) months, whichever is earlier.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/9/25

APPROVED: