



## School Board Regular Meeting Agenda

November 18, 2025, 5:30 PM

### Location:

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

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
3.	<b><u>Review of Agenda</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
4.	<b><u>District Recognitions</u></b>	
	A. Champion for Students Award	
	<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
	B. Bend-La Pine Education Foundation	
	<b>Speaker(s):</b> Jamie Goldman, Executive Director, Bend-La Pine Education Foundation	
	<b>Description:</b> Classroom Enrichment Grants	
5.	<b><u>Student Representation Report</u></b>	
	<b>Speaker(s):</b> Student Representatives	
6.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<b><u>Consent Agenda</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
	<b>Description:</b> 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	4
	<b>Description:</b> October 14, 2025, Regular Board Meeting, and October 28, 2025, Work Session; <i>Reference:</i> ORS 192.650 and ORS 332.057	
	<b>Attachments:</b>	
	10.14.25 Minutes - DRAFT	4
	10.28.25 Minutes - DRAFT	9
	B. Approval of Personnel Recommendations	11
	<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference:</i> ORS 332.505	
	<b>Attachments:</b>	

Administrative and Licensed Recommended Hires, Resignations, and Retirees 11.18.25	11
Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 11.18.25	13
C. Adoption of Board Policies	16
<b>Attachments:</b>	
Executive Summary: Board Policies for Adoption	16
Board Mission, Vision, & Organizational Goals - FINAL DRAFT 10.28.25	17
Board Mission, Vision, & Organizational Goals - REDLINED DRAFT 10.28.25	18
GP-1: Governance Commitment and Style - DRAFT 11.18.25	20
GP-3: Individual Board Member Authority, Responsibility, and Code of Conduct - DRAFT 11.18.25	21
8. <b>Consent for Information</b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
<b>Description:</b> 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	23
<b>Attachments:</b>	
Executive Summary: Administrative Policies and Regulations for Adoption	23
CPA-AP: Layoff and Recall for Administrators - DRAFT 11.18.25	24
GCC/GDC-AP: Recruitment/Selection of Staff - DRAFT 11.18.25	27
GCI/GDI-AP: Assignments and Transfers - DRAFT 11.18.25	28
GCI/GDI-AR: Notice of Employment - DELETE 11.18.25	29
GCIA/GDIA-AR: Assignments and Transfers - DELETE 11.18.25	30
GCPA-AP: Reduction or Recall of Licensed Staff - DRAFT 11.18.25	31
JBB-AP: Educational Equity - DRAFT 11.18.25	35
B. Elementary Commitments	37
<b>Attachments:</b>	
Executive Summary: Elementary Commitments	37
Commitments to Learning 3.0 2025-2026	38
C. Follow-up Email Regarding Affordable Housing	42
<b>Attachments:</b>	
Follow-up Email Regarding Affordable Housing	42
D. Follow-up to Comment Received	45
<b>Attachments:</b>	
11.18.25 District Follow-up to BLS School Board Meeting Comment	45
E. Emergency Declaration Regarding Pilot Butte Middle School	47
<b>Attachments:</b>	
Emergency Declaration PBMS Gym Demolition	47
9. <b>Action Items</b>	
A. Oregon School Boards Association (OSBA) Legislative Policy Committee Position 3 Election	48
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Attachments:</b>	
LPC Position 3 Gallagher Candidate Questionnaire	48
LPC Position 3 Gallagher Nomination Form	50
10. <b>Reports</b>	
A. Integrated Programs Annual Report	51
<b>Speaker(s):</b> Dr. Lisa Birk, Deputy Superintendent	
<b>Attachments:</b>	
Executive Summary: Integrated Programs Annual Report, Fall 2025	51
Presentation: 2024-2025 Integrated Programs Annual Report	52
B. Presentation: Student Services and Special Programs Update	
<b>Speaker(s):</b> Sean Reinhart, Executive Director of Student Services	

**Attachments:**

Executive Summary: Student Services and Special Programs Update 56

Presentation: Supporting All Students 57

11. **Superintendent's Report**

**Speaker(s):** Dr. Steve Cook, Superintendent

12. **Director Comments**

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

13. **Executive Session**

**Speaker(s):** Marcus LeGrand, Board Chair

**Description:** The Board of Directors of Bend-La Pine Schools will meet in an Executive Session pursuant to ORS 192.660 (2)(b) and (2)(f).

Representatives from the news media are permitted to attend this session for the items stated and are reminded that matters discussed in Executive Session are confidential and not to be reported on.

A. Discussion

B. Adjourn

14. **Action following Executive Session**

**Speaker(s):** Marcus LeGrand, Board Chair

15. **Adjourn**

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



## School Board Regular Meeting Minutes

### Meeting Location:

Rosland Elementary School  
52350 Yaeger Way  
La Pine, OR 97739

**Meeting Date:** October 14, 2025

### Board Members

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

#### 1. Call to Order

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:35 pm.

#### 2. Pledge of Allegiance

**Speaker(s):** Marcus LeGrand, Board Chair

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

#### 3. Review of Agenda

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** There were no changes to the agenda; however, Superintendent Cook noted that the action items had been split on the agenda. There will be three action items followed by four presentation reports with the Board discussion item and action on the governance process policies and Board/Superintendent operating agreement at the end of the meeting.

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook presented the Champion for Students award to Dr. Luke Donahue, a math and language arts teacher at La Pine High School, for his outstanding commitment to his classes and for consistently providing a high level of support and compassion for students.

#### 5. Student Representation Report

**Speaker(s):** Student Representatives

**Discussion:** Kayla Brandon, Caldera High School, Olivia Scott, La Pine High School, and Brodie Smith, La Pine High School shared that during their October 7th Student Voice Council (SVC) meeting they welcomed their new members and shared their excitement about joining the Educational Technology Team that meets at Juniper Elementary. It was noted that a common concern in schools is the Standards Based Grading system and that they would be meeting with Stephen DuVal to answer common questions. They shared that overall

school spirit is improving, some schools are in need of better wi-fi, and that at their next SVC meeting they will be discussing the new cell phone policy.

## 6. Public Comment

**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.

**Discussion:** Several community members voiced their support for the property tax exemptions before the Board. Others joined to speak regarding private funding from community partnerships, the fundraising policies, and efforts to increase graduation rates.

## 7. Consent Agenda

**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.

**Action(s):** I move to approve the Consent Agenda. This motion, made by Jenn Lynch and seconded by Amy Tatom, Carried.

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

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

### A. Approval of Minutes

**Description:** September 9, 2025, Regular Board Meeting, and September 23, 2025, Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 9.9.25 Minutes – DRAFT and 9.23.25 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 10.14.25 and Classified Board Report 10.14.25

### C. Adoption of Board Policies

**Attachments:** Executive Summary: Board Policies for Adoption and JED-BP: Student Absences and Excuses - DELETE 10.14.25

### D. Request to Postpone K-5 Science Instructional Materials Adoption

**Attachments:** Executive Summary: Postponement of K-5 Science Curriculum Adoption

### E. Revised Board Meeting Calendar 2025-2026

**Attachments:** Executive Summary: Revised Board Meeting Calendar, Resolution 2000: Annual Meeting Schedule 2025-2026 – Revised, and 2025-26 Meeting Calendar – UPDATED 9.24.25

### F. Resolution 2002: A Resolution Approving and Ratifying a Purchase and Sale Agreement for Surplus Property at Silver Rail Elementary

**Attachments:** Executive Summary: Approving and Ratifying a Purchase and Sale Agreement for Surplus Property at Silver Rail Elementary, Resolution 2002: A Resolution Approving and Ratifying a Purchase and Sale Agreement for Surplus Property at Silver Rail Elementary, and Sale Agreement: Habitat for Humanity v6 Final

## 8. Consent for Information

**Speaker(s):** Dr. Steve Cook, Superintendent

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

**Discussion:** Superintendent Cook noted that the annual report on Executive Limitation 4.1: Legally Required Policies is included in the Consent for Information. The District reviewed and adopted changes to 126 policies in 2024-25 in an effort to align policies with practices. He shared that it could take six to seven years to review all policies. The cell phone policy, JFCB-AP, must be adopted by October 31st per the Governor's

Executive Order. The district received a lot of feedback on the policy and removed the word possession from the beginning of the document in alignment with the current district practice of off and away. In regard to the regulation, which is the exemption form, the District will work diligently with school administrators to adhere to fidelity of implementation. Board members expressed concern about misinformation and the need for strong clarification, specifically in high schools. Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, shared that she is finalizing a student-facing rollout for November/December of the what and why of the policy.

**A. Approval of Administrative Policies and Regulations**

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption, DLBA-AR: Advance Salary Payments - DRAFT 10.14.25, GCBD/GDBD-AP: Sick Leave-Personal Illness and Injury Leave - DRAFT 10.14.25, IKF-AP: Graduation Requirements - DRAFT 10.14.25, JFCEB-AP: Personal Electronic Devices - DRAFT 10.14.25, JFCEB-AR: Request for Personal Electronic Devices Exemption - DRAFT 9.9.25, JFCEB-AP: Personal Electronic Devices - Policy Public Feedback 9.9.25-9.23.25, JFCEB-AR: Request for Personal Electronic Devices Exemption - Policy Public Feedback 9.9.25-9.23.25, and JHCA-AP: Immunization, School Sports Participation, Concussions and Other Brain Injuries - DRAFT 10.14.25

**B. Report: Executive Limitation 4.1: Legally Required Policies**

**Attachments:** Executive Summary: EL 4.1: Legally Required Policies and 2024-25 Policy and Regulation Adoption Summary

**9. Action Items**

**A. Property Tax Exemption**

**Speaker(s):** Dan Emerson, Chief Financial Officer

**Discussion:** Dan Emerson, Chief Financial Officer, shared that the Bend City Council has the final vote on the property tax exemptions before the Board, noting that the school district is the largest taxing district authority. He referred the Board to the materials in the board packet.

**1. Cascade Landing Apartments**

**Action(s):** I move that the Board of Directors of Bend-La Pine Schools approve the request for a property tax exemption for the Cascade Landing affordable housing project located at the end of Ponderosa Avenue abutting Highway 97 as presented, in accordance with ORS 307.515 - 307.523, by adopting the provisions of ORS 307.515 - 307.523. This motion, made by Cameron Fischer and seconded by Shirley Olson, Carried.

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

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

**Attachments:** Executive Summary: Cascade Landing Tax Exemption, City of Bend Staff Report: Cascade Landing Property Tax Exemption Application, Applicant Supplemental Information and Visual: Cascade Landing Property Tax Exemption Application, and Resolution 2003: Property Tax Abatement - Cascade Landing Apartments

**2. Verde Pines**

**Action(s):** I move that the Board of Directors of Bend-La Pine Schools approve the request for a property tax exemption for the Verde Pines affordable housing project located at the corner of Knott Road and SE Ledger Lane, as presented, in accordance with ORS 307.515 - 307.523, by adopting the provisions of ORS 307.515 - 307.523. This motion, made by Kina Chadwick and seconded by Cameron Fischer, Carried.

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

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

**Attachments:** Executive Summary: Verde Pines Tax Exemption, City of Bend Staff Report: Verde Pines Property Tax Exemption Application, Verde Pines Applicant Supplemental Information, Verde Pines Applicant Supplemental Information Visual, and Resolution 2004: Property Tax Abatement - Verde Pines

**B. FY 2025-26 Supplemental Budget**

**Speaker(s):** Dan Emerson, Chief Financial Officer

**Action(s):** I move to approve Resolution 2001, recognizing appropriation reductions in the amount of \$477,704 in the General Fund and \$749,704 in the Special Revenue fund in the FY2025-26 Bend La Pine Schools Budget as presented. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

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

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

**Attachments:** Executive Summary: FY 2025-26 Supplemental Budget and Resolution 2001: 2025-26 Supplemental Budget

**Discussion:** Dan Emerson, Chief Financial Officer, discussed the changes, noting that revenue is down from the adopted budget presented in June.

## 10. Reports

### A. South County Update

**Speaker(s):** Scott Olszewski, La Pine High School Principal & South County Director

**Attachments:** Executive Summary: South County Spotlight and Presentation: South County Spotlight

**Discussion:** Scott Olszewski, La Pine High School Principal and South County Director, shared the improved school spirit in south county schools and the engagement of families in academic progress and celebrations. Highlights shared were high school students mentoring elementary school students, increased enrollment at La Pine Middle School, the STRIVE credit recovery program at La Pine High School, and administrators visiting classrooms to talk about dignity and belonging. Board members shared their excitement about the growth and increase in parent and community engagement.

### B. Division 22 Assurances

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

**Attachments:** Executive Summary: Division 22 Assurances Report for 2024-25, Presentation: Division 22, and 2024-25 Compliance Report Division 22 BLS

**Discussion:** Deputy Superintendent Birk provided the annual Division 22 report. She noted the district is focused on getting better aligned with performance assessments across elementary schools, substance abuse prevention, and material use.

### C. October Enrollment Report

**Attachments:** Executive Summary: October Enrollment Report and Enrollment Summary 2025-26 as of October 8, 2025

**Discussion:** Dan Emerson, Chief Financial Officer, shared that current enrollment is at 16,068, which is close to forecast numbers. He also noted that historically underserved has increased by a small amount.

### D. First Quarter Financial Update for FY 2025-26

**Speaker(s):** Dan Emerson, Chief Financial Officer

**Attachments:** First Quarter Financial Update for FY 2025-26

**Discussion:** Dan Emerson, Chief Financial Officer, provided the first quarter financial report noting it is on track. Superintendent Cook provided a deeper insight into the overall budget.

## 11. Board Policies for Adoption

**Speaker(s):** Marcus LeGrand, Board Chair

**Description:** Board Policies, Governance Processes, Executive Limitations, and Board Ends that require School Board approval.

**Action(s):** I move to approve the revised Governance Process policies and Board Operating Agreement. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

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

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

**Attachments:** Executive Summary: Revised Board Policies, GP-1: Governance Commitment and Style - FINAL DRAFT 10.14.25, GP-1: Governance Commitment and Style - REDLINED DRAFT 10.14.25, GP-2: Board Member Qualifications - FINAL DRAFT 10.14.25, GP-2: Board Member Qualifications - REDLINED DRAFT 10.14.25, GP-3: Individual Board Member Authority, Responsibility, and Code of Conduct - FINAL DRAFT 10.14.25, GP-3: Individual Board Member Authority, Responsibility, and Code of Conduct - REDLINED DRAFT 10.14.25, GP-4: Board Member Ethics, Nepotism, and Conflicts of Interest - FINAL DRAFT 10.14.25, GP-4:

Board Member Ethics, Nepotism, and Conflicts of Interest - REDLINED DRAFT 10.14.25, GP-5: Board Member Roles and Board Committees - FINAL DRAFT 10.14.25, GP-5: Board Member Roles and Board Committees - REDLINED DRAFT 10.14.25, GP-6: Board Organization and Governance - FINAL DRAFT 10.14.25, GP-6: Board Organization and Governance - REDLINED DRAFT 10.14.25, Board of Directors & Superintendent Operational Agreements and Expectations - FINAL DRAFT 10.14.25, and Board of Directors & Superintendent Operational Agreements and Expectations - REDLINED DRAFT 10.14.25

## 12. Superintendent's Report

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook noted that there was a good turnout for the Ed Center's 100th year anniversary celebration, the first round of advisory group meetings with staff were just completed, the first Task Force meeting is on Thursday, and the OSBA Annual Convention is November 6th-8th. Cook discussed the Oregon state assessment data that were recently in local media. Overall, he is pleased with the district's performance despite the negative culture of declining student performance assessment data nationally. There is about a 45% participation rate in our high schools.

## 13. Director Comments

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

## 14. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for November 18, 2025.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 7:50 pm.

Recorded by: Marta Broberg, Executive Assistant



## School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** October 28, 2025

### Board Members

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

#### 1. Call to Order

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:30 pm.

#### 2. Pledge of Allegiance

**Speaker(s):** Marcus LeGrand, Board Chair

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

#### 3. Review of Agenda

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** There were no changes to the agenda.

#### 4. Work Session

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

##### A. Review of Board Ends/Goals and Executive Limitations

**Description:** Evaluate and create a thoughtful approach to all aspects of the Board's role: governance responsibilities, general operating guidance, Board Ends/Goals, Superintendent evaluation, and Superintendent contract.

##### **Attachments:**

Board Ends - DRAFT 10.28.25

Board Ends - FINAL 12.13.22

EL 1.1: Instructional Program - DRAFT 10.28.25

EL 2.1: Student Success Planning - DRAFT 10.28.25

EL 3.1: Treatment of Students, Parents/Guardians, Families, and the Public - DRAFT 10.28.25

EL 4.1: Legally Required Policies - DRAFT 10.28.25

EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees - DRAFT 10.28.25

EL 4.3: Financial Planning & Administration - DRAFT 10.28.25

EL 4.4: Facilities - DRAFT 10.28.25

EL 4.5: Student Transportation - DRAFT 10.28.25

EL 4.6: Nutrition Services - DRAFT 10.28.25

EL 4.7: Technology - DRAFT 10.28.25

EL 4.8: Communications - DRAFT 10.28.25

EL 4.9: Safety - DRAFT 10.28.25

**Discussion:** Superintendent Cook reminded the Board that the Ends document is the "what" and the executive limitations are the "how". He noted that we will continue to work through the Bend-La Pine Schools Carver flowchart document that was provided at the last meeting. Deputy Superintendent Birk reminded the Board that the Ends document has had many names over the years and that this document shouldn't have to change every year as it should be what the district stands for, year after year. The Board discussed the draft document provided to them and did not make any additional changes.

Superintendent Cook provided a brief review of what executive limitations are designed to be and how they should work in defining the edges of how the superintendent should operate. The Board reviewed Executive Limitations 1.1, 2.1, 3.1, 4.1, and 4.2. They shared their individual feedback and recommended edits. Cook and Board Clerk Janet Bojanowski will compile all recommended edits and provide the Board with final draft copies to review prior to submitting them to a board packet for approval.

The Board agreed to begin the January Work Session with a review of Executive Limitation 4.3.

#### 5. Director Comments

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

**Discussion:** Director Cameron Fischer shared that she felt the work session was very productive.

Vice Chair Amy Tatom and Chair Marcus LeGrand encouraged everyone to be safe while participating in Halloween activities.

#### 6. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 18, 2025.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 7:20 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: November 18, 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 November 18, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Conrad, Charles	Art Teacher	Pilot Butte Middle School	Temp Part Time	10/16/2025
Heinrich, Janelle	Middle School Counselor	Cascade Middle School	Temp Part Time	11/06/2025
Hernandez, Claudia	Spanish Teacher	Caldera High School	Temp Full Time	11/20/2025
Knoster, Megan	Clinician TOSA	Special Programs	Regular Full Time	08/21/2025
Simpson, Steven	Elementary School Counselor	Buckingham Elementary School	Temp Full Time	10/23/2025
Williams, Jenn	Individuals & Societies Teacher	Pilot Butte Middle School	Temp Part Time	10/15/2025

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRED/END DATES

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax: (541) 355-1109*

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**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

November 11, 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 November 18, 2025.

**Classified Hiring**

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Bennett, Deidra	EA – Student Success	La Pine Elementary	Temp 6.0 hrs / day	10/13/25
Branscum, Audrey	EA - Inclusion	Elk Meadow	Reg 6.5 hrs / day	10/27/25
Cleveland, Jason	Repair Technician	La Pine Transportation	Reg 7.6 hrs / day	10/29/25
Dodson-Lupton, Robert	EA - Inclusion	Pacific Crest	Reg 7.0 hrs / day	10/20/25
Evans, Alex	Nutrition Server I	Bear Creek	Reg 3.0 hrs / day	10/13/25
Flattery, Ethan	EA – Inclusion/Adapted PE	Special Programs	Reg 7.0 hrs / day	11/06/25
Garcia, Samantha	IT Client Services Tech I	IT	Temp 8.0 hrs / day	11/17/25
Heinrich, Janelle	EA – Inclusion	Cascade	Reg 7.0 hrs / day	10/10/25
Henry, Adam	IT Client Services Tech I	IT	Temp 8.0 hrs / day	11/03/25
Jensen, Dany	Behind the Wheel Trainer	Transportation	Reg 7.75 hrs / day	11/04/25
Popp, Jason	Bus Driver	Transportation	Reg 4.0 hrs / day	10/27/25
Powers-Hall, Jessica	EA – Inclusion	Silver Rail	Reg 6.5 hrs / day	11/06/25
Quigley, Shondra	Nutrition Server I	Elk Meadow	Reg 3.75 hrs / day	10/24/25
Valencia, Hilda	EA – Instruction (Dual Immersion)	DEI	Reg 4.0 hrs / day	10/22/25
Valencia, Hilda	DEI Community Specialist I - Liaison	DEI	Reg 4.0 hrs / day	10/22/25
Weiser, Ajani	Nutrition Server I	WE Miller	Reg 3.75 hrs / day	10/16/25



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

Zurovsky, Kerrie	Counseling Secretary II	Summit	Temp 8.0 hrs / day	10/27/25
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**Classified Resignations**

Name	Position	Location	Resign Date
Boyer, Becky	Nutrition Server I	La Pine High	12/15/23 – 10/28/25
Garrott, Angela	EA – Inclusion	North Star	08/31/22 – 12/19/25
Gelinas, Hannah	EA – Inclusion	Elk Meadow	08/29/23 – 11/21/25
McNab, Patricia	EA – Inclusion	Pacific Crest	05/20/25 – 10/10/25
Rankin, Jeff	School to Work Program Manager	Summit	08/30/21 – 10/17/25
Reisner, Shelagh	EA – Inclusion	Caldera	12/20/24 – 10/24/25
Wise, Bridget	EA – Instruction	Buckingham	08/26/25 – 10/31/25

**Classified Retirements**

Name	Position	Location	Retire Date
Donohue, Margaret	School Secretary II	Buckingham	08/08/06 – 01/31/26

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date
Shelden, Lisa	EA – Inclusion	Elk Meadow	11/01/25 – 06/30/25

**Classified Dismissals**

Name	Position	Location	Term Date

**Confidential Hiring**

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



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

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***Confidential Resignations***

Name	Position	Location	Resign Date

***Confidential Dismissals***

Name	Position	Location	Term Date



**ACTION:** Board Polices for Adoption – November 18, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

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

Policy / Regulation Title	Reason for Update
<b>Mission, Vision, and Organizational Goals</b>	Rewritten and renamed from Board Ends to reflect mission, vision, and goals of the Board.
<b>GP-1: Governance Commitment and Style</b>	Aligning language throughout with newly titled Mission, Vision, and Organizational Goals from Board Ends.
<b>GP-3: Individual Board Member Authority, Responsibility, and Code of Conduct</b>	Aligning language throughout with newly titled Mission, Vision, and Organizational Goals from Board Ends.

**Recommended Motion:**

I move to adopt the Board policies as presented.



**PURPOSE STATEMENT**

The Bend-La Pine Schools Board of Directors operates under a Policy Governance framework inspired by a modified version of the Carver model. This approach ensures clarity of roles, accountability, and alignment with the district’s mission. The Board governs by establishing broad policy direction and desired outcomes for students and the community, while delegating operational authority to the Superintendent. Through this model, the Board maintains focus on long-term vision and student success, reflects community values, and monitors progress toward goals while empowering the Superintendent to manage day-to-day operations.

**MISSION**

“Educating Thriving Students”

**VISION**

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

**ORGANIZATIONAL GOALS**

The Organizational Goals define the Board’s highest priorities and provide a clear framework for guiding its work throughout the year. These goals translate the district’s mission and values into focused outcomes for students and the community, ensuring that Board actions remain strategic, accountable, and aligned with long-term vision. By centering decision-making and oversight on these goals, the Board maintains clarity of purpose, fosters transparency with the community, and supports the Superintendent in advancing the success and well-being of all students.

1. Students are engaged and develop a strong academic foundation.
2. Students have a passion, purpose, and plan for their future.
3. Students, families, and staff experience wellness, inclusion, and belonging in our schools.
4. Operational systems align and support an academically effective and sustainable organization.

END OF GOVERNANCE POLICY

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REVIEWED: 10/28/25  
APPROVED: 10/11/22, 12/13/22



## PURPOSE STATEMENT

The Bend-La Pine Schools Board of Directors operates under a Policy Governance framework inspired by a modified version of the Carver model. This approach ensures clarity of roles, accountability, and alignment with the district's mission. The Board governs by establishing broad policy direction and desired outcomes for students and the community, while delegating operational authority to the Superintendent. Through this model, the Board maintains focus on long-term vision and student success, reflects community values, and monitors progress toward goals while empowering the Superintendent to manage day-to-day operations.

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Measures are defined to ensure that the best available evidence is used to report progress on these goals.

## MISSION

"Educating Thriving Students"

## VISION PROMISE

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

## ORGANIZATIONAL GOALS

The Organizational Goals define the Board's highest priorities and provide a clear framework for guiding its work throughout the year. These goals translate the district's mission and values into focused outcomes for students and the community, ensuring that Board actions remain strategic, accountable, and aligned with long-term vision. By centering decision-making and oversight on these goals, the Board maintains clarity of purpose, fosters transparency with the community, and supports the Superintendent in advancing the success and well-being of all students.

1. Students are engaged and develop a strong academic foundation.
2. Students have a passion, purpose, and plan for their future.
3. Students, families, and staff experience wellness, inclusion, and belonging in our schools.
4. Operational systems align and support an academically effective and sustainable organization.

## Outcomes and Experiences

1. Students are engaged and develop a **strong academic foundation** as measured by the following, overall and for historically underserved subgroups:
  - a. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
  - b. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
  - c. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
  - d. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
  - e. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
  - f. Efficacy of academic programs, as measured by surveys and/or focus groups
2. Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:
  - a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years

- b.—The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
  - i.—Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
  - ii.—Oregon State Seal of Biliteracy
  - iii.—Two years of Junior ROTC
  - iv.—CTE Concentrator (Two or more credits in a program)
  - v.—Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
  - vi.—Meets automatic admission requirements for all Oregon Public Universities
- c.—Students' preparedness for their future, as measured by surveys and/or focus groups
- 3.—Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups:
  - a.—Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
  - b.—Bias incident data and trends
- 4.—Operational systems align and support an academically effective and sustainable organization.

END OF GOVERNANCE POLICY

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REVIEWED: 10/28/25  
APPROVED: 10/11/22, 12/13/22

**GOVERNANCE COMMITMENT**

The Board, supporting the work of staff, the welfare of students and the interests of the community, holds itself accountable to the constituents of the district by ensuring that all action taken is consistent with Oregon law and the Board's policies. The Board governs using a modified Carver Policy Governance® Model that emphasizes clarity of roles, focus on student outcomes, and accountability of the Superintendent, while also adopting general board policies to ensure effective oversight and responsive governance.

The Board's purpose is to assure that Bend-La Pine Schools achieves the results described within its [Mission, Vision, and Organizational Goals](#) **Board-Ends** and operates within the parameters described in its Executive Limitations policies.

**GOVERNANCE STYLE**

The Board shall govern with emphasis on its stated [Mission, Vision, and Organizational Goals](#) **Board-Ends**, respect diversity in viewpoints, focus on strategic leadership rather than administrative detail, observe clear distinction between the Board and Superintendent roles, make collective rather than individual decisions, and govern proactively rather than reactively.

1. The Board shall commit to excellence in governing. The Board shall use the expertise of individual Board Members to enhance the ability of the Board as a body, but shall not substitute individual judgments for the Board's collective values. Accordingly, Members shall:
  - a. respect decisions of the full Board,
  - b. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other, and
  - c. make every reasonable effort to protect the integrity and promote the positive image of the District and one another.
2. The Board shall exercise self-discipline as it applies to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.
3. The Board shall lead the district through the careful establishment of policies reflecting the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Accordingly, Members shall not:
  - a. assume responsibility for resolving operational problems or complaints, or
  - b. give personal direction to any part of the operational organization.
4. Continuous Board development shall include orientation of new Members in the Board's governance process. All Board Members shall participate in ongoing professional development.
5. The Board shall monitor its process and performance on an annual basis.
6. The Board, by majority vote, may revise or amend its policies at any time.

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**END OF GOVERNANCE POLICY**

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REVIEWED: 9/23/25, 10/14/25, 11/18/25

APPROVED: 2/23/16, 10/14/25



## TITLE: INDIVIDUAL BOARD MEMBER AUTHORITY, RESPONSIBILITY, AND CODE OF CONDUCT

The Board commits itself and its Members to ethical, respectful, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board Members. Board Members shall demonstrate commitment to the District's constituents. This commitment shall supersede commitments to staff, other organizations, and personal interests. Members shall act in a manner consistent with the conflict of interest provisions in Board policy [GP-4: Board Member Ethics, Nepotism, and Conflicts of Interest](#) and Oregon law.

Members shall at all times endeavor to act as a part of the Board as a whole and avoid circumstances or actions that may be interpreted as an exercise of individual authority. A Board Member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of the Members of the Board is required to transact any business. An individual Member's interactions with public, press, or other entities shall accurately represent Board positions or decisions. When expressing personal opinions in public, the Board Member shall clearly identify the opinion as their own. The Board Chair is authorized to speak for the Board; Board Members shall inform the Chair of interview requests from the media.

Board Members shall recognize the Superintendent as the chief executive officer to whom the Board has delegated authority to establish regulations and oversee the implementation of Board policy. Board Members may visit schools or other facilities to gain information, and may request information from the Superintendent, but no individual Board Member may direct the Superintendent to action without Board authorization. Board Members shall not intervene in the management of the District or its schools.

Board Members shall abide by appropriate Oregon public meetings law and shall conduct the public's business in open meetings. Expected conduct includes the following:

1. Board Members shall be properly prepared for Board Meetings and shall discharge the duties of the office as prescribed by statute.
2. Members shall contribute to thoughtful governance discussions and decisions by being well informed, open minded and deliberative.
3. Members shall protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District.
4. Board discussions appropriately conducted in executive session under Oregon public meetings law shall be kept confidential by members outside of executive session.
5. Members shall respect the decision of the final vote of the Board.
6. Board members may choose to publicly express dissenting opinions after a vote and following the conclusion of a Board meeting, but shall be respectful of the majority decision and the desire of the Board to move on to other matters.

### RESPONSIBILITIES

The responsibility of the Board of Directors is to represent the constituents of Bend-La Pine Schools by providing visionary leadership through policy and practice that ensures the best possible education for students with respect to local, state, national and international standards of excellence while adhering to all legal requirements.

To distinguish the Board's work from that of the Superintendent and staff, the Board shall concentrate its efforts on the following:

1. Advocating on behalf of the school district, students, and the constituency it serves.
2. Interacting with students, staff, and parents/guardians, both as individual members of the Board and as a whole Board, to gather feedback that may help guide decisions facing the Board.
3. Developing written governing policies that, at the broadest levels, address:
  - a. **Board Mission, Vision, and Organizational Goals Ends:** Organizational impacts, benefits, and **goals results** for specified recipients and their relative worth (**what end result is desired for whom and at what cost**);

- b. **Executive Limitations:** Boundaries of acceptability within which staff methods and activities can be responsibly left to staff. These limiting policies, therefore, apply to staff means rather than to ends;
  - c. **Governance Process:** How the Board shall conceive, carry out, and monitor its own work;
4. Ensuring the Superintendent's performance through monitoring [the District's Organizational Goals Board-Ends](#) and Executive Limitations policies.
  5. Ensuring Board performance through monitoring Governance Process policies.
  6. Ensuring that the Board [Mission, Vision, and Organizational Goals Ends](#) are the focus of organizational performance.

When Board Members receive complaints or request for action from staff, students, or members of the public, the Board Members shall direct the individuals to [KL-AR: Public Complaints](#). Such information shall be conveyed to the Superintendent.

If a Board Member chooses to create social media account(s) associated with their role as a Board Member, they shall be responsible for maintaining such account(s) and following the suggested guidelines for use of social media below:

- Members should clarify that they are communicating as an individual member of the Board and that their statements reflect their own views and not necessarily the official position of the district or Board. Board members shall only post on behalf of the district if they have been delegated to do so by the Board.
- Board Members shall keep in mind that they may be perceived by the public as official district spokespersons. As such, Board Members shall avoid posting information that has not been verified or has not been made available to the public and shall never post anonymously about District business.
- Board members shall encourage community input be provided through the appropriate channels. Individual Board Member's social media sites shall not be used to conduct discussion or decisions of Board business.
- Board Members shall avoid posting content that indicates they have already formed an opinion on matters pending before the Board.
- When attempting to communicate about matters from a previous Board meeting, Board Members shall clarify that the posting is not an official record of the Board meeting and only share information from the open portions of the meeting.
- Board Members shall report communications that are harassing, discriminatory, bullying or defamatory to the Superintendent or designee if the communications involve District officials, staff, students or business.
- Board Members are considered mandatory reporters and are required to abide by the same reporting responsibilities in a social media context.
- Board Members are reminded that they are subject to the District's records retention requirements and must retain their own posts and the content posting to their social media sites when required to do so by the District's record retention policy.

## CODE OF CONDUCT

Board Members shall not publicly express individual judgments of staff performance.

### Process for Addressing Board Member Violations

The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a Member's violation of policy, the Board may seek remedy by the following process:

1. Conversation in a private setting between the offending Member and the Board Chair or other individual Member(s);
2. Removal of the offending Member from a committee or other Board-designated responsibility, if appropriate;
3. Public censure of the offending Member of the Board.

END OF GOVERNANCE POLICY

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REVIEWED: 9/23/25, 10/14/25  
 APPROVED: 4/12/16, 5/2022, 6/2022, 10/14/25



**REPORT:** Administrative Policies and Regulations for Adoption – November 18, 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
<b>CPA-AP: Layoff and Recall for Administrators</b>	New administrative policy in alignment with current district practices and OSBA sample policy.
<b>GCC/GDC-AP: Recruitment/Selection of Staff</b>	Updated to align with current district practices in regard to funding for staffing allocations.
<b>GCI/GDI-AP: Assignments and Transfers</b>	New administrative policy in alignment with current district practices and OSBA sample policy incorporating language in current GCI/GDI-AR and GCIA-GDIA-AR.
<b>GCI-GDI-AR: Notice of Employment</b>	Regulation deleted as language has been incorporated into GCI/GDI-AP.
<b>GCIA/GDIA-AR: Assignments and Transfers</b>	Regulation deleted as language has been incorporated into GCI/GDI-AP.
<b>GCPA-AP: Reduction or Recall of Licensed Staff</b>	Policy has been rewritten from an administrative regulation in alignment with current district practices and OSBA sample policy.
<b>JBB-AP: Educational Equity</b>	Updated to align with current district practices and OSBA sample policy.



This administrative policy applies to all licensed administrators below the rank of deputy superintendent who are not considered teachers under ORS 342.934.<sup>1</sup>

The superintendent retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The superintendent or designee will consider license, seniority, qualifications, merit and/or competence in the layoff process.

The superintendent will retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

When the district determines that a layoff of licensed administrators is necessary, the superintendent or designee will use the procedures described in Section II of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section III. The superintendent or designee may combine remaining positions, if it meets district curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

#### SECTION I - DEFINITIONS

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years.
2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.
3. "Seniority" is calculated from the first day of actual service as an administrator in the district inclusive of approved leaves of absence. If necessary, ties in length of service shall be broken by drawing lots.
4. "License" means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public school district.
5. "Qualifications" mean training, experience, skill and other attributes in addition to the individual's license.

#### SECTION II – LAYOFF PROCEDURES

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.
2. The superintendent or designee may use the following job groups as a guideline:
  - a. School Administrators
    - i. Group 1: Principals
    - ii. Group 2: Assistant principals
  - b. Central Office Administrators
    - i. Group 3: Directors (e.g., transportation, maintenance, special education, etc.)
    - ii. Group 4: Coordinators (e.g., talented and gifted (TAG), special education, curriculum, etc.)
    - iii. Group 5: Others
3. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.
4. The superintendent or designee may eliminate one or more administrative positions within a job group or groups.

<sup>1</sup> Prior to laying off any administrators, the district will work with legal counsel to determine if the procedures in ORS 339.934, including cultural or linguistic expertise criteria, apply to any impacted employees.

5. The superintendent or designee may layoff within job groups based on license, seniority, qualifications, merit and/or competence.
6. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.
7. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section III below or as provided for in state law given the option of a classroom teaching assignment provided the administrator is licensed and determined by the district to be qualified based on merit and/or competence for the assignment.

### **SECTION III – REASSIGNMENTS AND TRANSFERS**

1. The superintendent or designee will review an administrator’s personnel file, and from consultation with the administrator’s supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit, and/or competence .
2. An administrator may voluntarily accept a classroom teaching assignment in lieu of a layoff.
  - a. The administrator may accept a classroom teaching assignment which is currently vacant.
  - b. If the administrator previously taught and was a contract teacher in the district, the administrator may displace (“bump”) a probationary or contract teacher with less seniority.
  - c. If the administrator never taught in the district, the administrator may displace (“bump”) a probationary teacher with less seniority.
3. While an administrator retains rights to recall to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

### **SECTION IV - RECALL**

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the district for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person’s previous position, thereby waives any further recall rights, and the administrator’s employment terminates effective the date of rejection of the job offer.
4. Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The district retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit, and/or competence.
6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the district. The individual shall be allowed seven (7) calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the seven (7)-day period or fails to report for duty on the date specified in the recall notice, the individual’s name will be removed from the recall pool. The individual will be considered to have resigned employment with the district and waived any further right of recall.
7. An administrator who wishes to remain eligible for recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the district. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the district.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the district will apply any sick leave accrued from another school district employment during the recall time as allowed by state law.
10. An employee who has been laid off has the option of continuing the employee’s health insurance program at the employee’s expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).

11. Nothing in this regulation shall be construed so as to interfere with the district’s right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.

**SECTION V – ANNOUNCEMENTS OF DECISIONS**

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

**SECTION VI – APPEAL PROCEDURE**

An appeal from a layoff decision shall be by arbitration pursuant to the employee’s individual employment contract, administrator group contract (employment agreements or meet and confer agreements) or rules of the Employment Relations Board.

**SECTION VII – FUTURE CHANGES IN PROCEDURE**

The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the “recall pool” at the time these procedures are amended, revised or repealed. The district will also consult with employees covered by this administrative regulation prior to making any decisions regarding changes to this procedure.

END OF ADMINISTRATIVE POLICY

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REVIEWED: 11/18/25  
APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 332.107](#)

[ORS 342.934](#)



It is the responsibility of the Superintendent, with the assistance of other appropriate district staff members, to determine the personnel needs of the district and to locate suitable candidates to recommend for employment. The Superintendent or designee will develop and maintain a recruitment program designed to attract personnel to the district.

The search for staff members may extend to a variety of educational institutions and geographical areas. The diverse characteristics of the district will be considered in the recruitment program. The district shall attempt to recruit the most suitably qualified applicants when filling vacancies. Announced vacancies will be posted to ensure effective communications with all individuals, including those with disabilities. Job postings will notify applicants that equal employment opportunity and treatment shall be practiced by the district. The employer's duties under the Americans with Disability Act, including the duty to reasonably accommodate upon request and with appropriate advanced notice, will also be clearly stated.

Notice of all job openings will be made available to current staff members according to contract provisions. Staff are encouraged to apply for open positions for which they meet the stated duties and/or requirements.

The Human Resources Department will be responsible for the announcement of all job vacancies and all applications for employment shall be received and managed by the Human Resources Department. The Human Resources Department will develop a process and train hiring administrators in best practices for screening, interviewing and selecting candidates for employment. It will be the responsibility of the hiring administrator to interview and recommend a candidate for employment to the Chief Human Resources Officer or designee. Once a candidate has been approved for hire, the hiring administrator or designee shall notify the candidate as well as any unsuccessful candidates who also interviewed for the vacancy.

If two hiring administrators recommend the same candidate for hire, the Chief Human Resources Officer or designee will confer with the candidate to determine which vacancy the candidate is most qualified for.

The Human Resources Department will be responsible for maintaining application, recruitment, interview and personnel selection records for each vacancy according to applicable records retention laws and requirements. [The Business Office will be responsible for ensuring that there are adequate funds for staffing allocations; private dollars may not used to fund positions within the district.](#)

END OF ADMINISTRATIVE POLICY

REVIEWED: 1/31/11, 3/7/11, 2/14/23, 11/18/25

APPROVED: 1/31/11, 3/28/11, 3/14/23

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

ORS 326.051	ORS 659A.009	ORS 659A.233
ORS 332.107	ORS 659A.029	ORS 659A.236
ORS 332.505	ORS 659A.030	ORS 659A.309
ORS 342.934	ORS 659A.109	ORS 659A.409
ORS 659.805	ORS 659A.142	
ORS 659.850	ORS 659A.145	OAR 581-021-0045

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012)

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012)

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2012).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).

Title II of the Genetic Information Nondiscrimination Act of 2008.

Section 503 of the Rehabilitation Act of 1973.

Americans with Disabilities Act Amendments Act of 2008.



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**ADMINISTRATIVE POLICY**

**CODE: GCI/GDI-AP**

**TITLE: ASSIGNMENTS AND TRANSFERS**

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Initial assignment of employees will be made by the superintendent or their designee. Assignment of all licensed, classified, and confidential personnel employed by the district will be under direction of the superintendent.

The superintendent will develop procedures for voluntary and involuntary transfer of employees within the district in accordance with collective bargaining agreements.

These procedures will be based on filling the district's personnel needs.

END OF ADMINISTRATIVE POLICY

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REVIEWED: 11/18/25  
APPROVED:

POLICY / REGULATION CROSS REFERENCE

**LEGAL REFERENCE**

[ORS 236.610 to -236.630](#) | [OAR 581-022-1720](#) |

draft 11.18.25

**BEND - LA PINE SCHOOL DISTRICT NO 1  
ADMINISTRATIVE REGULATIONS  
CODE: GCI/GDI-AR  
DATED:  
REVISED:  
REVIEW DATE:  
REVIEWED BY:**

**NOTICE OF EMPLOYMENT**

The Board recognizes the need to inform each regular classified and licensed employee of his/her position assignment. Each year all regular classified and licensed employees will receive a position assignment notification reaffirming their position with the district. This notification will indicate the position assigned, length of the work year, salary and/or other terms and conditions. The personnel services department is responsible for issuing these position assignment notifications.

recommend delete 11.18.25

**BEND - LA PINE SCHOOL DISTRICT NO 1  
ADMINISTRATIVE REGULATIONS  
CODE: GCIA/GDIA-AR  
DATED:  
REVISED:  
REVIEW DATE:  
REVIEWED BY:**

**ASSIGNMENTS AND TRANSFERS**

The superintendent or designee will make initial assignment of employees. Assignment of all licensed and classified personnel employed by the district will be under the superintendent's direction and subject to Board approval.

The superintendent will develop procedures for voluntary and involuntary transfers of employees within the district in accordance with collective bargaining agreements.

These procedures will be based on filling the district's personnel needs.

recommend delete 1.18.25



- A. The superintendent or designee District shall determine when reductions in force are necessary and which programs and teachers shall be affected. Provisions of this policy article shall apply when a bargaining unit member is laid off for reasons non-personal to the teacher such as actual or prospective reduction in staff, uncertainty in funding, administrative adjustments or reorganization, elimination of courses and programs, or declining enrollment. The district shall consider cultural or linguistic expertise and seniority, and may consider merit and competence, in accordance with Oregon law.<sup>1</sup> Reductions in force will be accomplished by application of the provisions set forth below.

Nothing in this policy is intended to contradict the Collective Bargaining Agreement (CBA) in effect between the district and the BEA. The definitions and provisions of this policy are intended to be construed as harmonious with the language and agreements of the CBA. Nothing in this policy is intended to interfere with the right of the District to discharge, remove, or fail to renew the contract of a probationary teacher, or to not extend the contract of or dismiss a contract teacher to the provisions of the Accountability for Schools for the 21<sup>st</sup> Century Law<sup>2</sup>.

#### DEFINITIONS

1. "Competence" means the ability of a teacher to teach a subject or grade level based on consideration of any of the following:
  - a. Teaching experience within the past five years related to the subject or grade level;
  - b. Educational attainments, which may not be based solely on being licensed to teach; or
  - c. The teacher's willingness to undergo additional training or pursue additional education.
2. "Cultural or linguistic expertise" means the expertise of one teacher, as measured against the expertise of another teacher, based on consideration of any of the following factors:
  - a. A teacher's linguistic ability in relation to an in-district language, as determined by the district using a method of verification or attestation of fluency for all in-district languages;
  - b. A teacher's completion of a teacher pathway program that is implemented by a teacher pathway partnership at the national, state, regional or local level and that has the primary focus of increasing the number of culturally or linguistically diverse teachers; or
  - c. A teacher's current work assignment that requires the teacher to work at least 50 percent of the teacher's work assignment time:
    - i. At a school where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to one school; or
    - ii. At programs, schools or school districts where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to multiple programs, schools or school districts.
3. "In-district language" means a heritage language or a language other than English that is spoken:
  - a. By five percent or more of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the students enrolled in the schools of the district; or
  - b. At five percent or more of the homes of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the homes of the students enrolled in the schools of the district."Merit" means the measurement of one teacher's ability and effectiveness against the ability and effectiveness of another teacher.
4. "Qualified" means the measurement of the teacher's ability to teach the particular grade level or subject matter in which the teacher is placed after the reduction in force.
5. "Qualified teacher with cultural or linguistic expertise" means a teacher who:
  - a. Has more cultural or linguistic expertise than a teacher with more or equal seniority; and

<sup>1</sup> See ORS 342.934 (HB 2001 (2021)) for definitions and requirements.

<sup>2</sup> ORS 342.805 to 342.937.

- b. Holds proper licenses or other credentials to fill a remaining position.
- 6. "Student from a historically underserved background" includes a student who:
  - a. Is an English language learner;
  - b. Is from a racial or ethnic group that has historically experienced academic disparities, including racial or ethnic groups for which a statewide education plan has been developed under ORS 329.841, 329.843 or 329.845 for students who are black, African-American, American Indian, Alaska Native, Latino or Hispanic;
  - c. Is economically disadvantaged; or
  - d. Has a disability.
- 7. "Teacher" has the meaning given that term in ORS 342.120.

**B.—Criteria for Reduction in Force and Recall:**

Teachers shall be considered for retention and recall based upon the following criteria:

- 1.—Certification required for remaining positions.
- 2.—Length of service with the District.
- 3.—Competence
- 4.—Merit

**C.—Definitions of Criteria for Reduction in Force:**

For purposes of application of paragraph B above, the following definitions will apply:

- 1.—Length of Service shall be defined as the total length of continuous service with the District since the most recent date of actual service with the District. Authorized leaves of absence will not be considered a break in service but length in service will not accumulate while a teacher is on an authorized leave of absence for more than one full year. If two or more employees began their service in a bargaining unit position on the same date, the length of service will be computed by drawing lots.

Teachers working half time or more but less than full time will receive full length of service credit if they accept such assignments to meet the needs of the District rather than at the employees' written request.

2.—Competence

- a.—Competence shall be defined as the ability to teach a subject or grade level based upon recent teaching experience related to that subject or grade level as defined in C. 3, and successful evaluation and/or educational attainment, but not based solely on being licensed to teach.

Recent teaching experience shall be defined as teaching experience related to that subject or grade level (as defined in C.3.) within the last five (5) years.

- b.—A teacher shall be considered to have successful evaluation if he/she is not currently on a Program of Assistance for Improvement.
- c.—The District may consider a teacher's willingness to undergo additional training or pursue additional education in deciding competence.
- d.—Teachers who wish to establish competence may develop a plan approved by their administrator and the Human Resource Director, which upon completion prior to reduction in force shall establish competence for five (5) years.

3.—Subject or grade level shall be defined as one or more of the following categories of teaching:

- K-5 with proper license or subject matter endorsement
- Grades 5-8 with proper license or subject matter endorsement
- Grades 8-12 with proper license or subject matter endorsement
- Special education endorsement areas K-12
- Counselors (K-12)
- Instrumental music (band K-12)
- Instrumental music (strings K-12)
- Vocal music (K-12)
- General music (K-6)
- Physical education (K-12)
- Library (K-12)
- Foreign language (K-12)

4. ~~Merit is defined as a measurement of one teacher's ability and effectiveness against the ability and effectiveness of another teacher. The merit shall be determined on the basis of materials in the teacher's personnel file and the professional judgment of the supervisors of those teachers being considered for layoff.~~

## PROCEDURES

When determining which teachers will be retained when the district reduces staff, the district shall prioritize seniority, except as follows:

1. A district shall retain a qualified teacher with cultural or linguistic expertise who has less seniority if the release of the less senior teacher would result in a lesser proportion of teachers with cultural or linguistic expertise compared to teachers without cultural or linguistic expertise.
2. If a qualified teacher with cultural or linguistic expertise is retained as described above and the district is determining which teachers to retain who do not have cultural or linguistic expertise, the district shall prioritize:
3. Seniority<sup>3</sup>; or
  - a. Competence or merit in accordance with law.
  - b. The district may retain a teacher with less seniority than a teacher being released if the district determines that the teacher being retained has more competence or merit than the teacher with more seniority who is being released.
4. The district shall not agree in any collective bargaining agreement to waive the right to consider competence in making decisions about reduction in staff or recall of staff. Retained teachers will be properly licensed and qualified, as defined in Oregon statutes, for the positions they fill.

The district will develop criteria and procedures for identifying in-district languages, verifying teacher language abilities, reviewing teacher pathway programs and determining which teachers teach in schools with 25 percent or more students from a historically underserved population. Procedures and timelines will be communicated to teachers.

### D. ~~Application of Criteria for Reduction in Force.~~

1. ~~The District shall make every reasonable effort to transfer permanent teachers of classes scheduled to be discontinued to other positions for which they are qualified and properly certified. Qualifications shall be determined on the basis of competency and merit as defined above.~~
2. ~~After application of 1 above (and assuming affirmative action requirements have otherwise been met as may be required by law), necessary reductions in force shall be based on length of service, competency and merit. If the District decided to retain a teacher with less service than a teacher being laid off, the District shall determine that the teacher being retained has more competency or merit than the teacher who is released.~~
3. ~~An administrator shall retain status and length of service as a permanent teacher in the District and voluntarily may return to teaching in a reduction in staff situation. However, an administrator who has never been employed as a non-administrative teacher in the District shall not be eligible to become a non-administrative teacher in the District if the effect is to displace a non-administrative permanent teacher.~~

E. ~~Notice: The Superintendent will notify the Council and teacher(s) as to which positions and individuals will be affected. Such notice will be in writing. The District will make every reasonable effort to provide twenty (20) working days' notice. The Council will be provided with a list of teachers who will be affected by the proposed layoff and the following information for each employee:~~

- ~~First day of actual service in a bargaining unit position~~
- ~~Certification~~
- ~~Current teaching assignment~~

### F. **RECALL Recall:**

1. ~~A t~~Teachers who was released due to a reduction in staff ~~have been laid off~~ will be eligible for recall for ~~given first right of refusal for all teaching openings for which they are qualified which occur within~~ twenty-seven (27) months after the last date of release, unless waived by a rejection of a specific position ~~of the date of layoff.~~

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<sup>3</sup> Seniority shall be calculated from the first day of actual service as teachers with the district, inclusive of approved leaves of absence. In the event there is a tie in calculating seniority, it shall be broken by drawing lots.

The district shall notify teachers on the recall list of a position opening by registered letter, return receipt requested, at their last known address. Teachers shall have five (5) calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional twenty (20) days from date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

If the teacher rejects any position offered for which the teacher is licensed and qualified, or the teacher fails to respond within the specified timeline, the teacher shall forfeit all recall rights.

Staff returning to work shall have all previously accrued sick leave and seniority reinstated but shall not receive benefits for the period of the release.

Teachers will have recall rights for a maximum 27-month period. If they choose, released teachers may maintain their district insurance and health plans by paying their own premiums as prescribed by law, subject to the rules of the insurance carrier.

- ~~2.—Recall of the teachers shall be in the inverse order of layoff, assuming that the teacher is qualified for the vacancy giving rise to the recall after application of the criteria in paragraph B above. When recalled, the teacher will retain accumulated sick leave and years of experience as of the time of layoff for salary schedule placement and contract teacher status. A contract teacher who is recalled shall retain the contract status obtained before the layoff. A probationary teacher who is recalled shall have years taught for the District counted as if that employment had been continuous until the layoff for the purposes of obtaining contract teacher status.~~
  - ~~3.—The District will notify the teacher and the Council of recall by certified letter at the last address given to the Board by the teacher. The teacher shall have five (5) calendar days from the receipt of the letter to notify the Board of his or her intent to return and must be able to return within twenty (20) calendar days of such receipt. Failure of the teacher to meet the time limits above shall be considered voluntary resignation of the teacher. In the event a teacher cannot return within the above specified time without losing his or her certificate because of notice requirements of Oregon Revised Statutes (sic), the teacher must give the legally required notice to his or her employer within seven (7) calendar days of notification of recall and must return to the District no later than the first workday following the date such notice requirement expires. The teacher shall also make a formal request to his/her employer for waiver of such notice requirement and, if granted, will return within seven (7) calendar days of the date such waiver is granted.~~
  - ~~4.—Full-time teachers who have accepted part-time employment may, at their request, be placed on the recall list. If, when recalled, the part-time teacher(s) refuse a full-time teaching position, the District shall have no further obligation to recall the teachers to future full-time openings and the teachers shall give up their full-time tenure with the District.~~
- ~~G.—Teachers who are laid off may, subject to the approval of the insurance carrier, continue insurance coverage by paying the group rate at their own expense for a period not to exceed twenty-seven (27) months from the date of layoff.~~
- ~~H.—Any appeal from a decision of the District regarding a reduction in force or recall shall be subject to arbitration as set forth in ORS 342.934.~~
- ~~I.—Nothing in this article is intended to interfere with the right of the District to discharge, remove, or fail to renew the contract of a probationary, temporary or part-time teacher as authorized by law or to dismiss a contract teacher in accordance with the terms of the Fair Dismissal Law.~~
- ~~J.—This article does not apply to those teachers who have been hired (1) to temporarily replace another teacher on leave, (2) to replace teachers who resign during the school year, (3) to replace teachers who are reassigned during the school year, or (4) to fill unanticipated enrollment needs during the school year.~~

## END OF ADMINISTRATIVE POLICY REGULATION

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REVIEWED: 1/29/09, 11/18/25  
APPROVED: 1/29/09

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 342.805 - 342.910](#) | [ORS 342.934](#) |



Bend-La Pine Schools is a community of learners committed to the success of each and every student. ~~This~~ For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student ~~must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, disabilities, or religion.~~

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

~~To achieve this goal, the district will pursue equity: a commitment to ensure that all students receive what they need to succeed. The principle of equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. The principle of equity will inform all district policies, regulations, programs, operations, practices, and resource allocations.~~

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

~~The district has identified the following foundational beliefs:~~

- ~~1. Each student can learn at the highest level when staff hold high expectations for all and provide appropriate support.~~
- ~~2. Maximizing the success of all students requires allocating resources equitably.~~
- ~~3. Every adult in the district shares the moral imperative and collective ownership to eliminate disparities and ensure each student's current and future success.~~
- ~~4. We honor the cultures and background experiences of all families and members of our community, recognizing them as critical partners in supporting students' educational success.~~

In order to achieve educational equity for each and every student ~~our beliefs, the district shall:~~

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.

6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.
- ~~9. Ensure that Bend-La Pine Schools' policies and practices embrace the principle of equity, identifying, eliminating, or modifying practices that perpetuate achievement disparities and lead to disproportionate levels of student success, including inequitable discipline and exclusionary practices.~~
- ~~10. Systemically use district and school data, disaggregated by race, ethnicity, language, special education, gender, socioeconomic background, and mobility to inform district decision making in our pursuit of equitable outcomes.~~
- ~~11. Provide all students with equitable access to curricula, programs, instruction, extracurricular activities, and support services.~~
- ~~12. Support the continuing development of personnel at all organizational levels in the mindset, beliefs, knowledge, and skills, including understanding of implicit bias and racial identity, to ensure the success of all students.~~
- ~~13. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to support success for all students; and affirm these differences to create a sense of belonging for all.~~
- ~~14. At all organizational levels, recruit, hire, support, and retain culturally proficient, highly capable staff that reflect the diversity of our students.~~

The superintendent shall include equity practices in the district's strategic plan strategies to implement this policy. The superintendent will report to the Board the progress of the strategic plan.

*The superintendent, district leadership staff, and school leaders share accountability for demonstrating measurable, ongoing progress:*

- ~~• In implementing the key actions outlined in this policy, and~~
- ~~• In ensuring the success of all students.~~

END OF ADMINISTRATIVE POLICY

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REVIEWED: 6/14/18, 11/18/25  
 APPROVED: 1/14/25

**POLICY / REGULATION CROSS REFERENCE**

House Bill 3041 (2021).

**LEGAL REFERENCE**

[ORS 174.100](#)  
[ORS 332.075](#)

[ORS 332.107](#)  
[ORS 342.437 – 342.449](#)



**REPORT:** Elementary Commitments

**PRESENTED BY:** Tammy Doty, Executive Director of Elementary Programs  
Karen Rush, Executive Director of Elementary Programs

**EXECUTIVE SUMMARY:**

**The Commitments to Learning 3.0** enters its second year in Bend-La Pine Elementary Schools. The guiding belief behind this work is that *all students—when provided with an effective teacher, strong curriculum, and the right amount of time—can learn and grow.*

The Commitments outlines expectations for curriculum use and establishes the minimum instructional time needed for students at each grade level to successfully engage with core content. It also includes recommended time for both interventions and enrichment opportunities. These time recommendations represent minimums; many teachers choose to spend additional time based on the specific needs of their students.

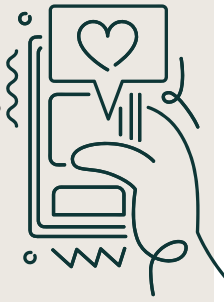
This year's expanded version reflects our shared commitment to ensuring that at least 95% of students are proficient readers by the end of second grade. It also now includes guidance for Life and Career Readiness content, our Dual Immersion program, and clearer direction for students receiving diverse services—such as English Language Development (ELD), Talented and Gifted (TAG), and those with Individualized Education Programs (IEPs) or 504 Plans.

We believe that building consistency across our schools is an act of equity. Regardless of which school a student attends, they deserve access to the same high-quality education, learning experiences, and opportunities to thrive across Bend-La Pine Schools.

# Commitments to Learning 3.0 2025-2026



We know that with an effective teacher, a strong curriculum, and the right amount of time, all students can learn. This document is designed to support you in setting up the appropriate balance of core instruction and additional supports each student needs to succeed. It aims to bring clarity to the scheduling process—whether students' needs are fully met through core instruction alone or they also require support for IEP goals, ELD services, TAG enrichment, or 504 accommodations and more.



## A Student's Core Learning Time vs. Flex Time

A student's day is built around core instructional blocks that include Foundational Skills (RGR), Language Comprehension and Writing (EL—Expeditionary Learning), Math (Amplify/Desmos), Social Emotional Learning (Wayfinder), Walk to Skill, PE, and Music (Art/STEM). These core times should be protected to ensure students have the opportunity to maximize their learning. This document also provides guidance on how to best support students receiving ELD and/or Special Programs services while maintaining access to core instruction. Time outside the core, referred to as “flex time,” should include 20 Wayfinder lessons, science, social studies, art, health, and other content areas. Whenever possible, integration of these subjects into the core is strongly encouraged.

## Life and Career Readiness

*Transformative Social  
Emotional Learning*

### K-5 Inclusive Welcome

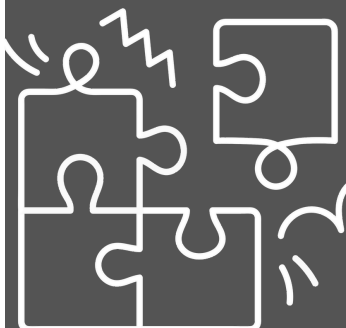
- Community Circle 10-15 min at the start of every day

### K-5 Wayfinder Lessons

- One, 20-30 minute skill lesson per week (20 total lessons for the year). This is part of flex time

### K-5 Tier 1 Expectations

- Explicitly taught and reinforced throughout the year



## Language Arts

### K-2 Foundational Skills (Really Great Reading curriculum)

- 60 minutes a day, 5 days a week
- In addition, 15 minutes a day of Really Great Handwriting (foundational writing skills)

### 3-5 Foundational Skills (Really Great Reading curriculum)

- 30 minutes a day, 4 days a week

### K-2 Language comprehension (Expeditionary Learning curriculum)

- 60 minutes a day, 4 days a week

### 3-5 Language comprehension (Expeditionary Learning curriculum)

- 75 minutes a day, 5 days a week and this includes 15 minutes for independent reading

## Mathematics

### K-5 Core Amplify-Desmos

- 60 min/day, 5x week Core Lessons

### K-5 In-Class Differentiation

- 20 min/day, 4x week DreamBox, Mini Lesson, Extensions, Centers, and/or Boost

# Early Literacy (K-2): Essential Foundational Practices

BLP's goal is at least 95% students proficient readers by the end of 2<sup>nd</sup> grade. Currently we are just above 51%. Below are the essential practices that need to happen everyday in K-2 classrooms.

**September/October Kindergarten Foundational Skills Block Guidelines**  
60 minutes of Really Great Reading and 15 minutes of Really Great Handwriting 5 days per week

**Aa**  **ABC CHANT**  
5 minutes


 **Heggerty**  
5 minutes


 **RGR AND RGH LESSON**  
40 minutes


 **DECODABLES**  
15 minutes


 **DICTIONATION**  
10 minutes


**September/October First Grade Foundational Skills Block Guidelines**  
60 minutes of Really Great Reading and 15 minutes of Really Great Handwriting 5 days per week


**Aa**  **ABC CHANT**  
5 minutes

 **Heggerty**  
5 minutes

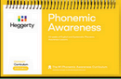
 **RGR AND RGH LESSON**  
40 minutes

 **DECODABLES**  
15 minutes


 **HEART WORD PRACTICE**  
5-10 minutes


 **DICTIONATION**  
10 minutes


**September/October Second Grade Foundational Skills Block Guidelines**  
60 minutes of Really Great Reading and 15 minutes of Really Great Handwriting 5 days per week


 **Heggerty**  
5 minutes

 **RGR LESSON**  
15 minutes

 **DECODABLES**  
20 minutes

 **INDEPENDENT PRACTICE**  
10 minutes

 **RGH LESSON**  
15 minutes

 **DICTIONATION**  
10 minutes

## Walk to Skill

Walk to Skill time is skill based reading instruction that provides intervention or enrichment for all students. In K-5 it happens for 30 minutes 4x per week.

This is also a time in which students can have their IEP minutes met in reading, as it can be an intervention for students needing additional support. For students receiving ELD services, Walk to Skill is also important, but on a rare occasion for certain students, it may not be as beneficial and ELD services may be more appropriate at this time.

Walk to Skill is also a time in which students who are TAG in language arts can receive foundational skills enrichment (morphology) to meet their accelerated needs.



### Lexia Expectations

- Required for students below benchmark on Acadience or ROAR
- Use for classroom differentiation or Tier 2 Intervention (Walk to Skill)
- Most effective with coaching, feedback, and timely lessons

### DreamBox Expectations

Minimum 12 lessons per 6 weeks (2/week). Best results at 5 lessons/week.

A 2024-25 study of Bend La Pine student data confirmed; Lexia and DreamBox improve student outcomes.

# Supporting Students Who Receive Diverse Services

## English Language Development (ELD)

ELD is a federally required instructional program designed to help students identified as English Language Learners develop their English proficiency in reading, writing, listening, and speaking. The purpose of ELD is to support students in language acquisition to ensure meaningful access to grade level content.

### K-5 ELD Required Time for Students Qualifying for Services

- 30 min/day, 4x week

### K-5 ELD Program Models:

- **Pull-out ELD:** The student is pulled out of their classroom to receive ELD services with the Language Specialist assigned to the building. “FLEX Time” is the recommended pull-out time frame over “Walk to Skill” as some students may be dually identified.
- **Push-in “Co-Teach” ELD:** The Language Specialist pushes into the classroom to co-teach with the grade level partner teacher during a content time. The Language Specialist ensures the English Language Proficiency standards are taught alongside the specific content standards. \*Pre-approval, a common planning time and training is required for both teachers.
- **Push-in ELD for Dual Immersion:** In a Dual Immersion program model, all students are language learners. ELD is pushed into the classroom and taught by the DI teacher. The Language Specialist can support in a variety of ways such as co-teaching, instructional coaching and provide specific targeted interventions.

**Optional:** In addition to one of the required program models above, push-in content support can be provided for newcomer students by the Language Specialist. \*This depends on the caseload, availability and schedule of the Language Specialist.

## Special Education (IEP Services)

Individual student needs and goals dictate how the student will best receive their services. The students case manager will communicate with the students team about the model of service that will be used for each child they serve. Here are the most common models:

- Pull-out: the student is pulled out of the general education classroom to receive services
- Push-in: an adult pushes in to the general education classroom to support the student(s)
- Services provided by the classroom teacher: the students needs/goals can be served by the classroom teacher

## Talented and Gifted (TAG)

We seek to identify, encourage, and respond to the diverse needs of our academically talented and intellectually gifted students at all levels. At the heart of our TAG programming is the need to meet TAG students’ rates and levels of learning. At the elementary level, the following classroom strategies can be done to address this (For a TAG student, include these in a PEP. They are also good for high achieving students not identified TAG as well):

- compact curriculum--identifying and eliminating content that students have already mastered, allowing them to focus on more challenging and enriching learning experiences
- cluster grouping--within a mixed ability classroom, group students with like abilities for certain activities
- give students voice and choice regarding units of study or assignments
- differentiated assignments and/or expectations for mastery, etc.

For students identified as TAG in 4<sup>th</sup> and 5<sup>th</sup> grade, a self contained program is also available at Juniper Elem.

# Dual Immersion Classrooms

## DI Language Arts



### K-2 Foundational Skills

- 60 minutes a day, 5 days a week of Benchmark Adelante

### 3-5 Foundational Skills

- 30 minutes a day, 5 days a week of Benchmark Advance
- 30 minutes a day, 5 days a week of Benchmark Adelante

### K-2 Language Comprehension

- 60 minutes a day, 5 days a week of Benchmark Adelante

### 3-5 Language Comprehension

- 30 minutes a day, 5 days a week of Benchmark Advance
- 30 minutes a day, 5 days a week of Benchmark Adelante

## DI Weekly Language Allocation

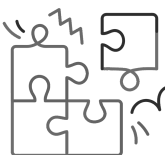
	Community Building/ SEL	Literacy		Math		Sci/Soc. Studies (60/90 min)	ELD (30 min daily)	Specials (30 min daily)	Language Minutes 1576 total minutes E= English S= Spanish  K-2= 1525 3-5= 1600	
K	90 min	600 min 300 foundational skills, 300 language comprehension and writing		375 min		60 min	120 min	150 min	E= 20% S= 80%	
1	90 min	600 min 300 foundational skills, 300 language comprehension and writing		375 min		60 min	120 min	150 min	E= 20% S= 80%	
2	90 min	150 min	450 min		375 min		60 min	120 min	150 min	E= 30% S= 70%
3	90 min	300 min	300 min		375 min		90 min	120 min	150 min	E= 40% S= 60%
4	90 min	300 min	300 min		225 min	150 min	90 min	120 min	150 min	E= 50% S= 50%
5	90 min	300 min	300 min		225 min	150 min	90 min	120 min	150 min	E= 50% S= 50%

Rotate English and Spanish

Minutes of Spanish

Minutes of English

### Need Help?



Teaching is hard, but you don't have to do it alone. Each building has access to an Instructional Coach, Student Services Coach, English Language Development Coach and Student Success Coach to support. They are skilled in planning for the variety of student needs that a teacher may have in their class as well as providing professional development as we continue to learn and grow to best meet the needs of all students.

**Subject:** Follow up email regarding affordable housing - Thank you!  
**Date:** Wednesday, October 22, 2025 at 4:06:07 PM Pacific Daylight Time  
**From:** Melanie Kebler  
**To:** School Board  
**CC:** Steve Cook, Eric King, Racheal Baker, Kerry Bell, Elizabeth Oshel  
**Attachments:** Outlook-City of Be.png

**WARNING: This email is not from a Bend-La Pine Schools email address.**  
**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Good afternoon Chair LeGrand and members of our school board,

I wanted to write today and first express my thanks for your support for the Qualified Property Tax Exemption applications that came before you at your meeting last week in La Pine. Our staff were present to watch the meeting, and I also watched that part of the meeting afterward. I truly appreciate your commitment to affordable housing in our community, and I believe the developments that both our boards supported will have a very positive impact on families and students in Bend.

We then had a regularly scheduled meeting last Friday with Chair LeGrand, Vice Chair Tatom, Dr. Cook, myself, City Manager Eric King, and we included housing staff Racheal Baker and Kerry Bell. I again want to say thank you for the conversation that we had, addressing some of the concerns expressed during your meeting, and talking about some ideas for how we can coordinate more closely in the future to smooth the path for 100% affordable housing projects in Bend when these type of asks come before our respective policy boards. There will be more to come on this going forward, and I will let your Chair and Vice Chair take the lead on relaying some of the new ideas we had. I also did want to send some follow up information about the affordable housing projects you heard about last Tuesday, and about the City's work on housing overall.

### **Information about Verde Pines and Cascade Landing**

Based on a couple of comments made by school board members during the meeting, staff wanted to send some clarifying information:

- Both Verde Pines and Cascade Landing are ready to move forward, as they have already submitted site plans that have been approved, and permits that have been approved or will be approved very shortly. That means there will be no waiting period of years for the projects to get going. With the exemption now secured, these affordable housing developers are ready to build. Shovels will be in the ground ASAP.
- The property tax exemption you approved requires a deed restriction and annual compliance, which the City administers. This ensures the units are rented only to income-qualified tenants.

Tyson O'Connell also sent the following information after your meeting regarding how quickly they were able to move on their project:

"I also suggest that we highlight how quickly the City of Bend has moved on Verde Pines, which we started in May and will be closing and starting construction in November. I will happily and truthfully testify this is the fastest we've ever got from start to finish on an affordable project...and Verde Pines included a PLA and re-plat, which would typically add months to site plan and building permit approval.

Racheal asked me how our other projects are going and we are having the opposite experience in Bozeman where we've been working on an affordable project for more than 2 and a half years and we're still hung up in red tape and entitlement delays. The project will take 36 months to close vs the 6 months to Verde Pines. This shows how focused and dedicated Bend is for building more deed restricted affordable housing."

### **Information about the process**

The process for Qualified Property Tax Exemption programs is dictated by Oregon statute. ([ORS 307.515 through 307.537](#)). The City of Bend enacted a local code ([link](#)) that states that if projects meet the statutory requirements, they shall receive city support. This means that when the city is bringing a project to you for this exemption, it is because staff believe the project meets the requirements and therefore the project has city support.

Because the statute requires taxing districts controlling 51% or more of the total tax levy to agree in order for the project to get the full tax exemption, other taxing districts have in the past received presentations about these projects and have taken a vote. Before this year, all of the Qualified Property Tax Exemption projects that have ever been presented have been approved by all the taxing districts they were presented to. This exemption has been in place since 2003, with the first approved by Council and the School Board in 2006, so we have been providing this exemption for affordable housing together for almost 20 years.

This year, BPRD did not make a decision, with a 2-2 vote and one member absent. Deschutes County, despite the urging of myself and City Manager King directly to the Chair and County Administrator, declined to even have the project presented. We understand this resulted in a frustrating process for your board, and I believe we can work on how to make this process smoother. I want to once again recognize that despite these frustrations, your board continues to support affordable housing that our community needs, and this is commendable as well as a strong foundation on which to build better procedural paths for this exemption.

### **Information about the City's housing efforts**

Housing, including affordable housing, has been a priority for the City for many years, and I want to share some facts you may or may not already be aware of. We began our affordable housing fund in 2006 and supplemented this fund with our Construction Excise fund in 2020. We have leveraged many millions of state and federal dollars, like those you saw involved in Verde Pines and Cascade Landing, with our local funds that our Affordable Housing Advisory Committee helps us to

distribute. We are the only city in Central Oregon that exempts affordable housing developments from system development charges, and we also expedite their permitting.

We have also committed to improving our processes when it comes to regulation and permitting overall. We have increased staff, readjusted fees, convened developers for feedback, and made many code updates over the years. We now have a development navigator position, similar to other large cities, to help applicants through the process. We also are using \$1million of our PRO Housing grant to bring in a third party to dive into our processes and find even more ways we can improve. All of these efforts, and the efforts of taxing districts like yours who support housing not only with exemptions but by putting out your own land for affordable housing, are why we are a leader in Oregon, producing more market rate housing and more affordable housing per capita than any other city.

We have recently created some amazing [housing data dashboards](#) that you can dive into to learn more about how we are doing on housing. We have set an ambitious goal to reduce private engineering permitting times by 20% this biennium, and we will be tracking that goal so we can report out whether we were able to achieve it - and if not, why not. We will continue to be accountable to you and to our community when it comes to our housing work, and we welcome constructive feedback from you or other community members who speak to you about housing.

I think you all have my number and I welcome your call any time with questions or concerns. Our staff are also happy to answer further questions or provide details about our programs, and projects that may be coming your way in the future. I recognize that this issue is not the core service that the School District provides, but I am grateful that you recognize that housing affects all of our community, including our educators, families, and kids. The Council really values your partnership and shared commitment, and we look forward to continuing to work on this together.

Sincerely,  
Melanie



**Melanie Kebler**

*Mayor of Bend*

My Pronouns: She, Her, Hers [Why Pronouns?](#)

Office: 541-749-0917

[mkebler@bendoregon.gov](mailto:mkebler@bendoregon.gov)

**CITY OF BEND**

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**Disclosure:** Messages to and from this email address are a public record subject to disclosure under the Oregon Public Records Law unless an exemption applies.



## District Follow-up to Comment Received at October 14, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
<p>Public Comment: Bond Expenditure Equity and Fundraising Discussion</p>	<p>Paul Dean, Chief Operations Officer</p>	<p>Ms. Cochran and South County Collaborative,</p> <p>Thank you for taking the time to share your thoughts during the October Board meeting and for your ongoing advocacy for students in La Pine. I want to acknowledge the concerns you raised regarding the distribution of 2022 Bond funds and how this relates to the temporary pause on private fundraising while the district’s policy review process is underway. I understand that this has been a point of frustration, particularly given that there are private donors in La Pine eager to contribute to the high school CTE program and support student learning opportunities. I share that appreciation for community generosity, and I want to assure you that the intent of the current review is not to restrict such partnerships but to ensure a consistent, transparent, and equitable framework for all district schools once fundraising resumes.</p> <p>Regarding the bond expenditures, the figures published on our district’s website represent the anticipated project costs as they were understood when the bond was approved in 2022. Since that time, as projects have progressed, we have refined those estimates to reflect actual construction costs, reallocation of funds to emergent needs, and other bond-compliant adjustments made in the best interest of students and facilities districtwide. For example, funds initially allocated for a roof replacement at a Bend elementary school were redirected to a La Pine school, where a roof was determined to be in greater need of immediate attention. Similarly, IT infrastructure dollars were shifted to support the installation of a redundant fiber optic loop in South County, improving system reliability and connectivity for La Pine schools. These shifts are part of a standard capital management process that ensures taxpayer dollars are used effectively as conditions evolve.</p> <p>It’s also worth noting that, with some remaining 2017 bond dollars, we were able to construct a multipurpose room (north side of gym for wrestling &amp; exercise) at La Pine High School—the school’s top-identified priority during the 2022 bond cycle. Their second priority, renovation of the CTE space, remains important and continues to be part of our facilities planning discussions. This history underscores how La Pine’s identified needs have been both recognized and acted upon across multiple bond efforts.</p> <p>When using these updated figures rather than the 2022 projections, the per-pupil investment picture changes significantly. Based on the most recent reconciled data:</p>



**District Follow-up to Comment Received at October 14, 2025, Board Meeting**

<b>Agenda Item/Topic:</b>	<b>District Staff Assigned to:</b>	<b>Notes/Comments:</b>
		<ul style="list-style-type: none"> <li>● The Bend region, including the Bend Senior High School (BSHS) rebuild, represents approximately \$244 million in bond investment, or about \$16,702 per student.</li> <li>● When the BSHS rebuild is excluded—given that it represents a once-in-a-generation replacement project—the remaining Bend-area bond investment totals approximately \$66 million, or \$4,540 per student.</li> <li>● By comparison, the La Pine bond projects represent approximately \$7.4 million or about \$6,200 per student.</li> <li>●</li> </ul> <p>When viewed in this updated context, the apparent disparity in bond spending largely disappears and, in fact, reflects a slightly per-pupil investment in La Pine once the major Bend Senior High project is removed from the analysis.</p> <p>I fully recognize how these fiscal discussions intersect with broader community feelings about equity and local support. Our shared goal is to create a balanced approach that honors both the district's commitment to equitable investment and the community's willingness to contribute directly to enhancing student opportunities. Once the policy review is complete, I'm optimistic that we'll have a clearer and more supportive framework for engaging the community in the CTE program and other local initiatives.</p> <p>Thank you again for your engagement and for caring so deeply about your community's schools.</p>



The Superintendent has the authority to determine when emergency conditions exist sufficient to warrant the issuance of an emergency contract, pursuant to DJ-AR: Public Contracting Rules & Guidelines and OAR 137-049-0150.

On September 17, 2025, the Maintenance and Facilities Development Office (FDO) teams conducted an inspection of the Pilot Butte Middle School gymnasium with an Executive General Property Adjustor from the Special Districts Association of Oregon (SDAO). The inspection followed a significant flooding event that occurred as a result of a severe hail and rainstorm on August 10, 2025.

The August 10 storm event was unforeseeable and resulted in extensive water damage to Pilot Butte Middle School's gymnasium and several classrooms, causing a substantial interruption to normal school operations. The continued use of the gymnasium poses a potential threat to the health and safety of students and staff and prevents the facility from being used as intended for physical education classes and school activities.

The Maintenance and FDO Teams have proposed the following course of action to ensure timely and appropriate completion of restoration work under these emergency conditions:

- Immediate engagement of qualified contractors to assess and begin mitigation, demolition and repair.
- Coordination with SDAO and PACE, the district's insurance provider, to ensure coverage and documentation of all expenditures.
- Ongoing oversight by the Maintenance and FDO teams to verify progress, quality, and compliance with applicable safety and construction standards.

Accordingly, the Superintendent has determined that emergency conditions exist and that it is necessary to authorize an emergency procurement to expedite repairs under the provisions of OAR 137-049-0150.

Date: October 21, 2025

A handwritten signature in blue ink, appearing to read "Dr. Steven Cook", is written over a horizontal line.

Dr. Steven Cook, Superintendent

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date September 3, 2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Central Region, Position # 3.

**LPC CANDIDATE INFORMATION**

Name: Sean Gallagher  
District/ESD/Community College: Jefferson County ESD  
Address: 1911 SE Sasebrush Dr.  
City: Madras Oregon ZIP: 97741  
E-mail: ~~sgallagher@jcesd.k12~~ sgallagher@jcesd.k12 Phone: 541-412-0326  
or. us

This nomination was approved by official action of our board of directors at a duly called meeting on 9/03/2025  
(date)

Heidi Casper  
(Board Chair signature)

Board Chair name: Heidi Casper  
District: Jefferson County ESD  
Address: 295 SE Buff Street  
City, State, Zip: Madras, OR 97741



**REPORT:** Integrated Programs Annual Report, Fall 2025

**PRESENTED BY:** Lisa Birk, Deputy Superintendent

**EXECUTIVE SUMMARY:**

in 2019, the Oregon legislature passed the Student Success Act, including the Student Investment Account (SIA). SIA, along with five other programs receive funds that are to be used in four areas to support students. Funds must be used to support the common goals of providing a Well-Rounded Education, Advancing Equity, Engaging Community, and Strengthening Systems and Capacity in our schools. During the 2024-2025 school year, Bend-La Pine Schools received approximately \$21,988,335.00 enabling the district to fund its prioritized strategies. These are listed below:

- Funding our student success program and supporting our students' behavioral, emotional, and mental health needs
- Providing additional certified staff to schools, especially in our schools with the largest numbers of historically and currently underserved (HU) students
- Supporting our multi-lingual students and families
- Supporting our students with disabilities
- Providing high school supports for CTE programming and opportunities
- Supporting teachers' continuing professional learning with embedded instructional coaching

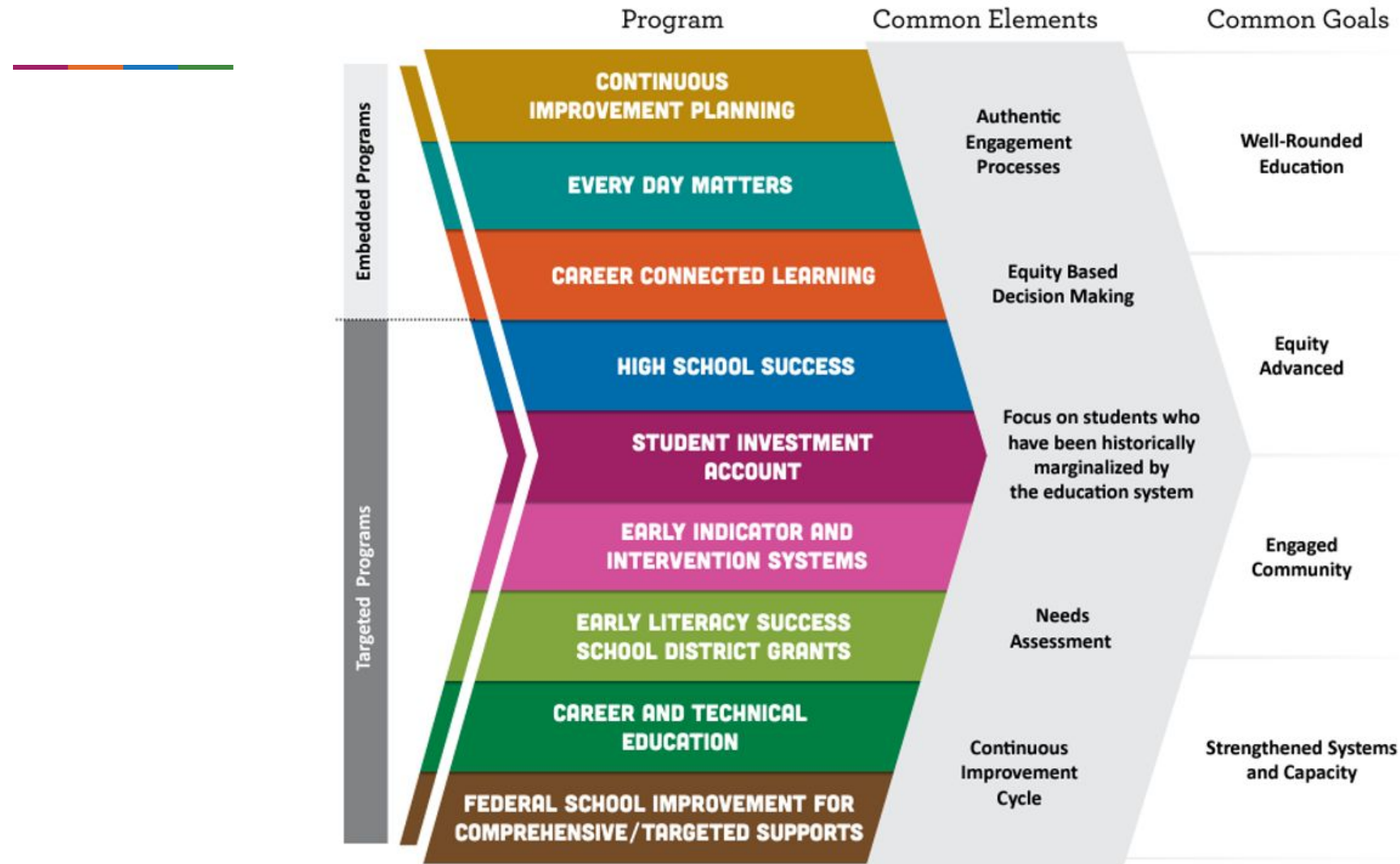
These additional supports have been critical in helping the district make steady progress in elevating students' experiences and learning. In fact, access to trained school counselors is at an all-time high and our partnerships with technical professionals to support mental health needs continue to strengthen. However, barriers that we have noticed over the past several years remain: 1) with continued growth in the number of students experiencing behavioral, emotional, and mental health struggles, the additional resources provided are not nearly sufficient; 2) we continue to face challenges to recruit and retain staff in some of these positions, particularly in special programs and student support programs; and 3) because the vast majority of our SIA funds are spent on employees, as salaries and benefits increase, maintaining our current levels of service becomes increasingly difficult.



# 24-25 Integrated Programs Annual Report Presentation

Bend-La Pine Schools

# Summary of Integrated Programs Performance Measures



# Annual Report Narrative #1

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***As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan?***

***Discuss at least one Outcome where you have seen progress in implementation.***

There have been several success points during the last year.

- Continued advancement on CTE initiatives within our schools has continued to develop during the year.
- Several school staff began early adoption of the standards-based grading and instructional model
- New reading curriculum (Expeditionary Learning) was implemented throughout the year with ongoing professional development
- Social and Emotional Learning curriculum implementation was strengthened as high schools created new advisory models
- Newcomer programming needs are at an all-time high

One area continues to stand out: supporting students with mental health challenges. The work of counselors, social workers, and student success coordinators is becoming more solidified each day throughout our schools. We have created partnerships with individuals and the county in the form of UpShift, Sources of Strength, and the Forward Project.

# Annual Report Narrative #2

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***Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?***

***Discuss at least one Outcome where you have seen challenges or barriers to implementation.***

In general, the areas where BLP has grown continue to be areas where we need to focus. The increased needs we are experiencing in our schools continue to outpace the resources and expertise that we have to tackle these challenges. Three notable areas stand out:

- a shortage of professionals in the area of special education
- an acute need for training and supports related to supporting students with limited language proficiency
- continued need for supports for students experiencing high needs that manifest in dysregulation

Because most of our funding is spent on staff, as staff wages increase, the dollars continue to be stretched thin. Substitute shortages and at times unpredictable behavior in classrooms has added to a difficulty to provide needed training for staff. It is frequent that substitutes are not available for positions which means that students with high needs cannot always depend on having support from trusted adults. Additionally, this pulls other adults into new positions to cover these needs causing shortages in coverage, programming, relationships, and expertise.



**REPORT:** Student Services and Special Programs Update

**PRESENTED BY:** Sean Reinhart, Executive Director Student Services  
Tami Pike, Director Health Services  
Jennifer Hauth, Director Student Well-Being  
Eric Powell, Director Student Services  
Sara Young, Director Special Education  
Colleen Funderburg, Director Special Education  
Josh Marks, Director Special Education

**EXECUTIVE SUMMARY:**

The Student Services Department ensures every student has the support and resources needed to thrive academically, physically, socially, and emotionally. Our integrated network includes special education, mental health and well-being services, school health and nursing, and alternative programs for students requiring individualized pathways. In partnership with community organizations, we've expanded access to mental and physical health supports and strengthened our capacity to meet diverse student needs. Together, these services promote equity, inclusion, and student dignity across the district.

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 a student-centered system that supports the well-being and achievement of all learners.



# Supporting All Students: Stories of Impact from Student Services

11/18/25



# Student Services Admin

Sean Reinhart - Executive Director

Tami Pike - Director of Health Services

Jennifer Hauth - Director of Student Well-Being

Eric Powell - Director of Student Services

Colleen Funderburg - Director of Special Education

Josh Marks - Director of Special Education

Sara Young - Director of Special Education



# Who We Are

## Certified

- 94 Learning Specialists
- 19 School Psychologists
- 22 Speech-language pathologists
- 6 Occupational Therapists
- 8 Coaches
- 32 SSC/SSIs
- 55 School Counselors



# Who We Are

## Classified

- 18 Nurses
- 138 Educational Assistants
- 6 Records Clerks
- 15 Student Success EAs
- 1 Skills Trainer
- 2.5 Speech-Path Assistants
- 3 Admin support (medicaid, accounting)





# What We Do

## Strategic Partnerships

- Healthy Schools
- Alternative Learning Organizations/  
Charters
- Behavioral Health Contracting
- Medicaid Reimbursement Program
- Medical Service Partners



# Mosaic and Healthy Schools

Ellie Milan, Mosaic Community Health





# Health Services



# HEALTH SERVICES

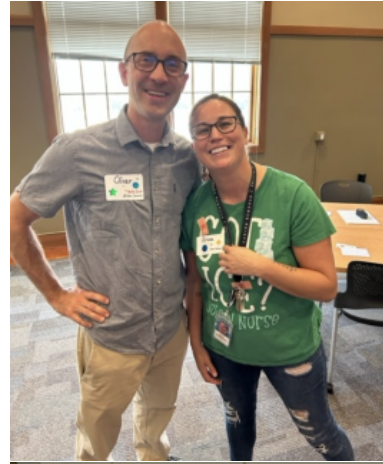
Dedicated to supporting the physical, mental,  
and emotional well-being of all students

**Healthy Students Are Better  
Learners**

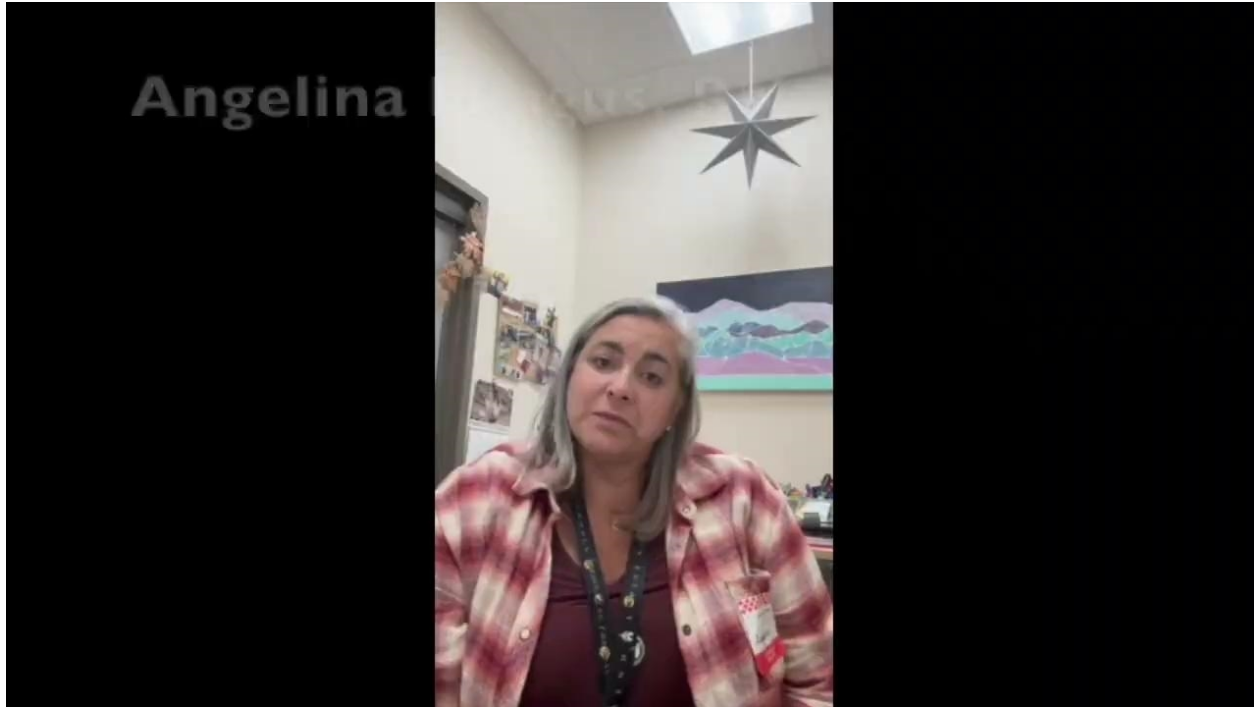


# Health Services

- Bridge the gap between healthcare and education
- Support outside of school



# Voices from the Field



# EVERY DAY

Looks a little different

Requires careful attention and nursing judgement

A student needs reassurance and understanding

A student attends school brings them one step closer to a successful and meaningful educational experience

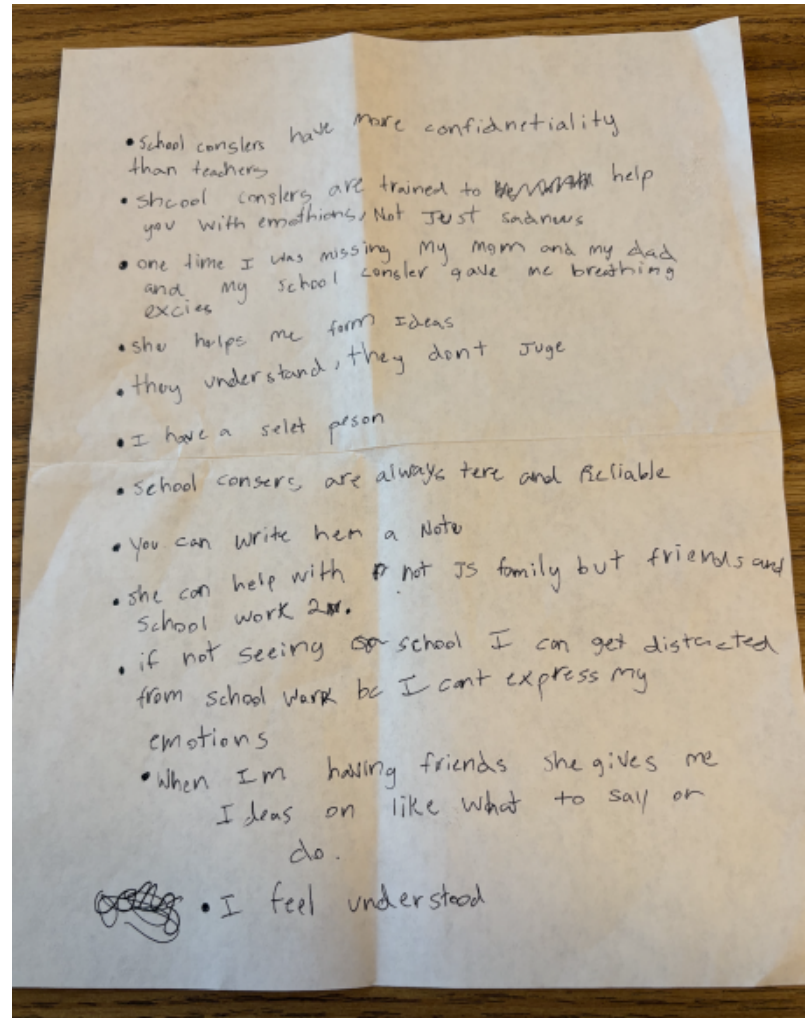




# What We Do

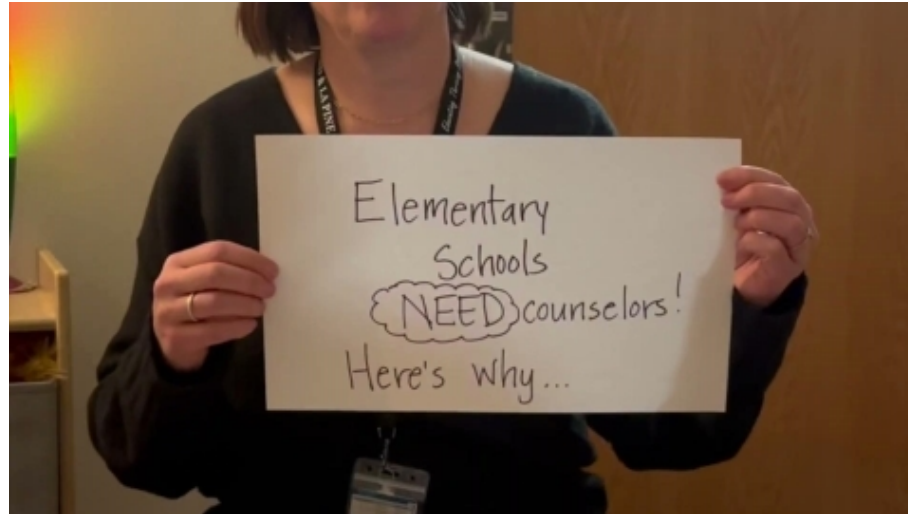
## Student Well-being

- School Counselors
- Life and Career Readiness
- Student Success Intervention
- Suicide Prevention and Crisis Response



- School counselors have more confidentiality than teachers
- School counselors are trained to ~~be~~ help you with emotions, Not just academics
- one time I was missing My Mom and my dad and my school counselor gave me breathing excises
- she helps me form Ideas
- they understand, they dont judge
- I have a select person
- School counselors are always there and reliable
- You can write her a Note
- she can help with ~~it~~ not js family but friends and school work ~~2~~
- if not seeing ~~at~~ school I can get distracted from school work bc I cant express my emotions
- when I'm having friends she gives me Ideas on like what to say or do.
- I feel understood

# Elementary School Counselors at every school!





# Alternative Learning & Student Support



# What We Do

## Student Management

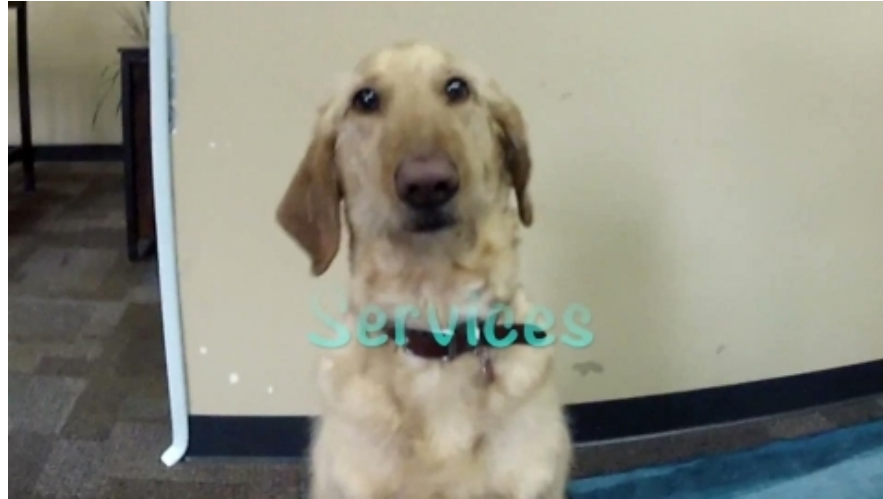
## Attendance

## Alternative Programs

- NEST (K-5th)
- Special Programs Secondary (6th - 12th)
- Sagebrush - Partial Hospitalization (K-12)



## Staff Member Interview: Luna





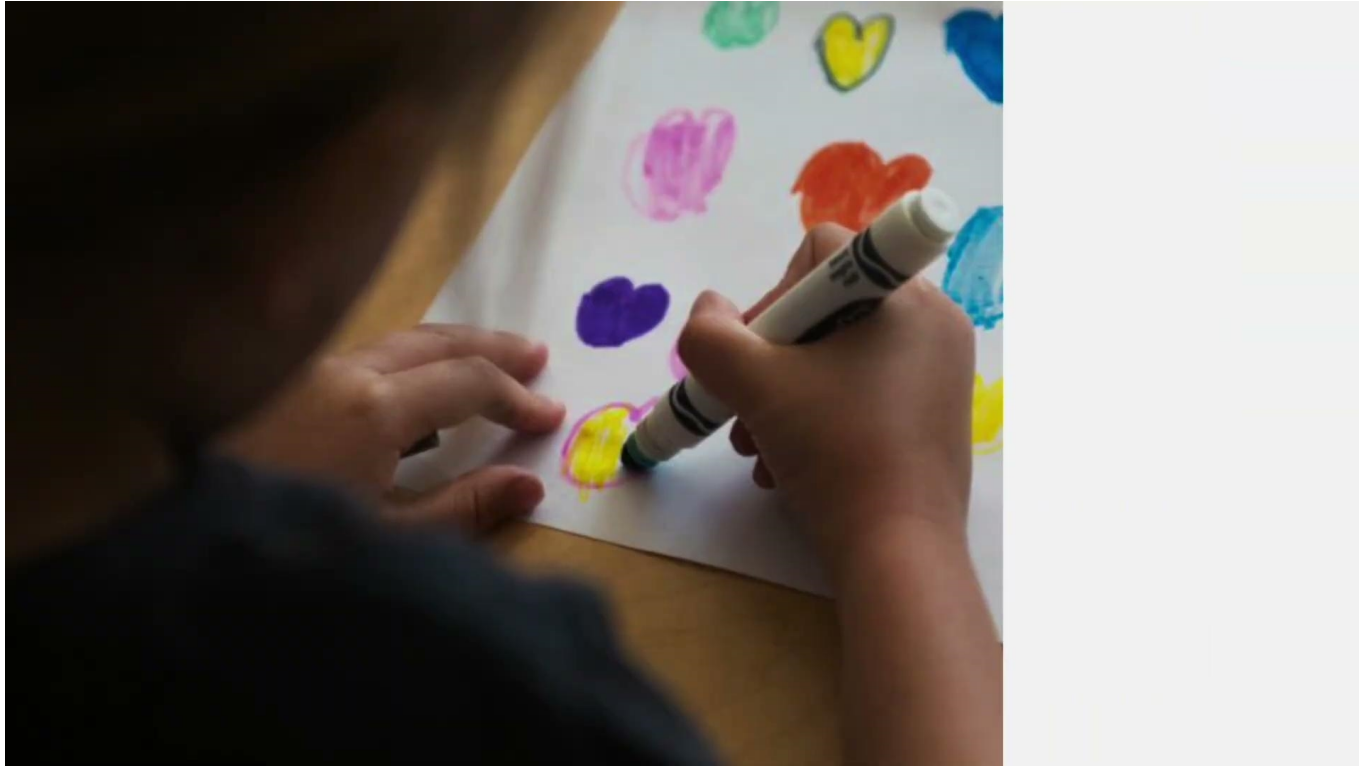
# What We Do

## Special Education

- Identify & evaluate students with suspected disabilities through Child Find.
- Develop & implement Individualized Education Programs (IEPs) and 504 Plans.
- Provide specialized instruction & services (academic, behavioral, speech, OT/PT, psychological, etc.).
- Collaborate with families & staff to create inclusive, supportive learning environments.
- Ensure legal compliance & equity under IDEA, Section 504, and state law.
- Build capacity through professional development and coaching for general education partners.



Here's a look inside our schools.



# Questions?

Thank you!