



School Board Regular Meeting Agenda

March 10, 2026, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
5.	<u>Student Representation Report</u>	
	Speaker(s): Student Representatives	
6.	<u>Public Comment</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<u>Consent Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
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	Description: February 10, 2026, Regular Meeting; February 24, 2026, Special Meeting; and February 24, 2026, Work Session; <i>Reference: ORS 192.650 and ORS 332.057</i>	
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	2.24.26 Minutes - Special Meeting - DRAFT	9
	2.24.26 Minutes - Work Session - DRAFT	10
	B. Approval of Personnel Recommendations	12
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
	Attachments:	
	Administrative and Licensed Recommended Hires, Resignations, and Retirees 3.10.26	

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3.10.26	
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CB-BP: Superintendent - DRAFT 3.10.26	19
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ECACA-AP: Radio Frequency Identification Device - DRAFT 3.10.26	25
JGD-AP: Suspension - DRAFT 3.10.26	27
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9. <u>Action Items</u>	
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Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
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11. <u>Discussion</u>	
A. Board Policies in Review	69
Speaker(s): Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	
Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted via Google Form.	
Attachments:	

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C. Educational Technology	
Speaker(s): Amy Tatom, Board Vice Chair	
12. <u>Superintendent's Report</u>	
Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
13. <u>Director Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
14. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for April 14, 2026.	



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: February 10, 2026

Board Members

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

Director Shirley Olson and Director Ross Tomlin joined the meeting virtually.

1. Call to Order

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: The meeting was called to order by Vice Chair Amy Tatom at 5:30 pm.

2. Pledge of Allegiance

Speaker(s): Amy Tatom, Board Vice Chair

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

3. Review of Agenda

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: There were no changes to the agenda.

4. District Recognitions

A. Champion for Students Award

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook presented the Champion for Students award to Marie Perez, a driver in the La Pine Transportation Department, for her outstanding dedication, reliability, patience, and care as a bus driver for the La Pine community ensuring students arrive safely and on time, creating a strong sense of trust and stability for families and staff alike.

B. Resolution 2008: Classified Employee Appreciation Week

Speaker(s): Amy Tatom, Board Vice Chair

Action(s): I move to approve Resolution 2008. This motion, made by Jenn Lynch and seconded by Cameron Fischer, Carried.

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

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

Attachments: Resolution 2008: Classified Employee Appreciation Week

Discussion: Director Cameron Fischer read Resolution 2008: Classified Employee Appreciation Week.

5. Student Representation Report

Speaker(s): Student Representatives

Discussion: Brendan Medina, Mountain View High School, and Anna Beaudry and Mari Yonan from Bend Senior High School shared that during their last meeting they had photos taken for posters that will be put in schools so students know who to contact for the Student Voice Council. They also started creating subcommittees to focus on School to Career Readiness, Sustainability, Mental Health, School Climate and Belonging, and the inequities of La Pine High School. Members were able to sign up for the committee that they had the most interest in. It was noted that the goals for each student in the subcommittees before the next meeting include understanding the issue from a student perspective, finding one priority problem, recommending one realistic action, and then sharing that action. The upcoming projects include debriefing the first semester of standard based instruction and grading at their next meeting and exploring the idea of adding feeder schools.

6. External Reports

A. High Desert Education Service District (HDES) Local Service Plan (LSP) Report

Speaker(s): Dr. Sara Johnson, Superintendent HDES

Action(s): I move to approve the 2026-27 High Desert Education Service District Local Service Plan as presented. This motion, made by Ross Tomlin and seconded by Cameron Fischer, Carried.

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

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

Attachments: 2026-2027 High Desert Education Service District Local Service Plan

Discussion: Dr. Sara Johnson, High Desert Education Service District (HDES) Superintendent, presented the 2026-27 Local Service Plan (LSP). She noted the LSP is an outline of services offered to component districts and that the Board's role is to approve the plan before the HDES Board votes to approve the plan. After approval of the plan, component districts choose from the menu of services during the budgeting process. Superintendent Cook acknowledged the valuable partnership the HDES offers Bend-La Pine Schools.

7. Public Comment

Speaker(s): Amy Tatom, Board Vice Chair

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

Discussion: A student shared their personal experience and the value of allowing 9th graders to volunteer at Camp Tamarack.

A student spoke regarding gender neutral restroom accessibility in high schools and the design process for the rebuild of Bend Senior High School.

A parent and mental health specialist spoke regarding the impact of educational technology in schools and presented a letter to the Board signed by parents and community members.

A parent and pediatrician spoke regarding the impact of educational technology in schools.

A legal guardian of students in the district shared concerns with allowing students to legally change their own names in the school's official records and the impacts that has on other legal documents.

Vice Chair Amy Tatom thanked everyone for their comments and encouraged those that did not have the opportunity to speak to submit their comments to the Board via email.

8. Consent Agenda

Speaker(s): Amy Tatom, Board Vice Chair

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

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

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

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

A. Approval of Minutes

Description: January 13, 2026 Regular Board Meeting and January 27, 2026 Board Work Session; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 1.13.26 Minutes - Regular Meeting – DRAFT and 1.27.26 Minutes - Work Session – DRAFT

B. Approval of Personnel Recommendations

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

Attachments: Administrative and Licensed Recommended Hires, Resignations, and Retirees 2.10.26 and Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 2.10.26

C. Substance Use Prevention and Intervention Plan

Attachments: Executive Summary: Substance Use Prevention and Intervention Plan and Bend-La Pine Schools Substance Use Prevention and Intervention Plan 2026

D. Supplemental Transportation Plans

Attachments: Executive Summary: Approval of Supplemental Transportation Plans, Resolution 2009: Supplemental Transportation Plans, Supplemental Plan for: High Lakes Elementary Hazard 2, High Lakes Elementary Updated Non-Transport Zone, Supplemental Plan for: Juniper Elementary Hazard 1, Supplemental Plan for: Lava Ridge Elementary Hazard 1, Lava Ridge Elementary Walk Boundary, Supplemental Plan for: Pilot Butte Middle School Hazard 1, Pilot Butte Middle School Non-Transport Zone, Supplemental Plan for: Ponderosa Elementary Hazard 4, Ponderosa Elementary Master Walk Zone, Supplemental Plan for: Ponderosa Elementary Hazard 2, Silver Rail Elementary Non-Transport Zone, Supplemental Plan for: Silver Rail Elementary Hazard 2 and Old Non-Transport Map, and Silver Rail Elementary Walk Boundary and Supplemental Plan for: Silver Rail Elementary Hazard 1 and Hazard 3

9. 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 during the January board meeting there were several comments made during public comment as well as questions and comments brought by Board members throughout the meeting and this month's Consent for Information includes a document that addresses those comments.

A. Follow-up to Comment Received

Attachments: 2.10.26 District Follow-up to BLS School Board Meeting Comment

10. Reports

A. Secondary Science (Chemistry) Curriculum Adoption

Speaker(s): Dean Richards, Director of Secondary Curriculum, Instruction and Systems

Attachments: Executive Summary: Secondary Science (Chemistry) Curriculum Adoption and Presentation: Chemistry Curriculum Adoption

Discussion: Dean Richards, Director of Secondary Curriculum, Instruction, and Systems, and Colleen Behrens, Science TOSA, presented the chemistry curriculum adoption for high school 10th graders in 2026-2027. They reviewed the adoption team process and shared the core beliefs/foundation of the team. Teachers piloted a unit from Savvas: Experience Chemistry and three teachers joined to share the reasons they selected this curriculum to pilot. Richards shared the implementation plan and discussed

how the curriculum is in alignment with NGSS. It was noted that the program is textbook-based and hands on supplemented with digital resources, whereas other curriculum considered were digital based.

B. Naming of New Choice Option High School

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

Attachments: Executive Summary: Naming of New Choice Option High School and Presentation: Naming of New Choice Option High School

Discussion: Deputy Superintendent Birk was joined by Lakisha Clark, Bend Tech Academy Principal; Zach Harju, Realms High School Assistant Principal; and Katie Legace, Executive Director of High Schools, to share the process for the naming of the new choice high school that will come as a result of the merging of Bend Tech Academy and Realms High School. It was noted that Clark and Harju would be the administrators at the new school. Clark shared the three pillars of the new school that were developed in conjunction with focus groups. Harju discussed the process for the naming committee over the last two months and the criteria used by the committee. The goal of the committee was to find names that honor both schools and would be timeless. Clark shared the three top school names and the rationale behind them. It was noted that the group would present to the Board at the March meeting with their recommendation for the name of the new choice high school.

11. Action Items

A. Budget Committee Vacancy

Speaker(s): Amy Tatom, Board Vice Chair

Action(s): I move to nominate Bryce Johnson to fill the vacant position 3 seat on the Budget Committee. This motion, made by Cameron Fischer and seconded by Jenn Lynch, Carried.

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

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

Attachments: Executive Summary: 2026-27 Budget Committee, Johnson, Bryce, and Prizzia, James

Discussion: Vice Chair Tatom noted that at the December 9th board meeting, the Board voted to post the vacancy of seat 3 created by the resignation of Seth Isenberg. The application window was open until January 30th and two applications were received. It was noted that over the last week, Board members had the opportunity to individually review the applications. Director Jenn Lynch noted that Board members were provided a rubric by the district to guide them in the process of reviewing the applications. Board members provided their input and feedback on both candidates.

B. Resolution 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being

Speaker(s): Dr. Steve Cook, Superintendent

Action(s): I move to approve Resolution 2010. This motion, made by Jenn Lynch and seconded by Cameron Fischer, Carried.

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

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

Attachments: Executive Summary: Resolution 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being and Resolution 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being

Discussion: Superintendent Cook shared the rationale for presenting Resolution 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being to the Board and then read the resolution.

12. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook noted that February 17th is Education Advocacy Day in Salem and that he plans to participate on behalf of the district to discuss effective ways to communicate with legislators. Other upcoming dates of interest are February 24th for the Budget Committee Training Workshop and February 27th to tour the construction progress of the Bend Senior High School rebuild. Cook noted that DECA districts were held on January 30th, and it was an amazing opportunity for students and encourages the

community to participate in the future if available. The Climate and Culture Task Force met on January 27th with many new members joining. It is clear from the work that classified staff continue to need additional training and support. The most recent update regarding SB 141 is that three programs have been selected as assessment tools. The next update is expected on February 19th. We are currently in the short legislative session and schools continue to advocate for additional funding to protect education.

Cook appreciated the comments received during public comment regarding educational technology and noted that the district is committed to working with all stakeholders to find responsible ways for students to access digital educational technology. Vice Chair Tatom reiterated the concerns shared by parents that technology is often a distraction in schools and shared her desire that intentional use of technology be a strategic initiative for the upcoming school year and encouraged the district to create a task force focused on this work. Director Fischer appreciated the concerns of community members and acknowledged the benefits of technology when used properly. Brendan from the Student Voice Council shared his thoughts on technology in his classes and the need for a healthy balance when it comes to using it in class. Director Lynch shared her desire to see a district policy regarding the use of technology for non-educational purposes during class time.

13. Director Comments

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

Discussion: Director Ross Tomlin thanked all classified employees for the crucial roles they play in the district.

Director Shirley Olson reiterated the importance of naming the new choice high school, ensuring the name models the curriculum and experience it will offer students, and noted that the name should be special. Olson also thanked classified employees for their work.

Director Jenn Lynch shared her gratitude for being able to participate in the DECA competition on January 30th and shared a message of good luck for all students competing in various events and activities across the district.

Director Cameron Fischer shared her gratitude for the hard work of classified employees; appreciated those that gave public comment, especially the students; and gave a shout out to the district for their positive approach to merging Bend Tech Academy and Realms High School into a new choice high school.

Vice Chair Amy Tatom shared that she recently participated in Career Day at High Desert Middle School. She acknowledged that there is a lot of work going on related to educational technology and reiterated that we're all on the same team acknowledging that we're all passionate about this topic.

14. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for March 10, 2026.

Discussion: Vice Chair Amy Tatom adjourned the meeting at 7:26 pm.

Recorded by: Janet Bojanowski, Board Clerk



School Board Special Meeting Minutes

Meeting Location:

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

Meeting Date: February 24, 2026

Board Members

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

Director Ross Tomlin joined virtually.

1. Call to Order

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: The meeting was called to order by Vice Chair Amy Tatom at 3:50 pm.

2. Pledge of Allegiance

Speaker(s): Amy Tatom, Board Vice Chair

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

3. Review of Agenda

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: There were no changes to the agenda.

4. Action Items

A. Annual Personnel Report

Speaker(s): Dr. Steve Cook, Superintendent

Action(s): I move to approve the personnel report as presented. This motion, made by Jenn Lynch and seconded by Shirley Olson, Carried.

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

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

Attachments: Executive Summary: Annual Personnel Report

Discussion: Vice Chair Amy Tatom noted that during the February 10th Executive Session, the Board was presented with the documentation for the annual personnel report and during the past two weeks, they had the opportunity to individually review the information. Tatom noted that the district is recommending that the Board approve the personnel report as presented.

5. Adjourn

Discussion: Vice Chair Amy Tatom adjourned the meeting at 3:52 pm.

Recorded by: Janet Bojanowski, Board Clerk



School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: February 24, 2026

Board Members

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

Director Ross Tomlin joined virtually.

Director Cameron Fischer left the meeting at 5:57 pm.

Budget Committee Members in Attendance:

Cara Marsh-Rhodes
Natasha McFarland
Sharon Bellusci
Ned Lutz
Apolo Aguirre

1. Call to Order

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: The meeting was called to order by Vice Chair Tatom at 5:01 pm.

2. Pledge of Allegiance

Speaker(s): Amy Tatom, Board Vice Chair

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

3. Review of Agenda

Speaker(s): Amy Tatom, Board Vice Chair

Discussion: There were no changes to the agenda.

4. Work Session

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

A. Financial and Budget Assumptions

Speaker(s): Dan Emerson, Chief Financial Officer

Attachments: Executive Summary: Financial and Budget Assumptions and Presentation: FY 27 Bend-La Pine Schools Finances

Discussion: Dan Emerson, Chief Financial Officer, noted that the budget training being provided is a new process for the district that will provide an in-depth look at the budgeting processes, especially in light of the current fiscal situation across the state. Nick Shein, Assistant Director of Finance/Budget,

provided an overview of the non-general funds: special revenue, debt service, and capital funds. Emerson shared a 15-minute video that provided a deeper dive into the funding of the State School Fund.

Emerson discussed the district's enrollment trends, noting they are still trending down. The district recently commissioned a statistical analysis of future enrollment trends which will be shared at a future board meeting. It was noted that almost all districts across the state are facing the same issues as Bend-La Pine and many are already making staffing cuts. Emerson reviewed the general fund expenditures related to personnel as well as the long term forecast for personnel.

Shein discussed the general fund sub funds and then Emerson discussed the factors contributing to why the fund balance is decreasing. Emerson provided the general fund operations graphical long term forecast looking out to five years, noting that without staffing cuts the district would not be able to maintain the required 5% reserve fund balance required by policy and still be fiscally responsible.

Emerson shared potential financial solutions the district is considering and evaluating and provided the key takeaways from the workshop presentation.

5. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for March 10, 2026.

Discussion: Vice Chair Amy Tatom adjourned the meeting at 7:00 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: March 10, 2026
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Ryan Kelling, Executive Director of Human Resources

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 March 10, 2026. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Countryman, Austin	Science Teacher	Pacific Crest MS	Temp Part Time to Temp Full Time	03/30/2026
Hasse, Magadalyn	Culinary Teacher	Mountain View HS	Reg Part Time to Temp Full Time	02/25/2026
Hopwood, Maya	Language Arts Teacher	Caldera HS	Temp Full Time	03/12/2026
Kampen, Jade	Counselor	Ponderosa Elementary	Part Time Temp	03/03/2026
Remer, Steven	Design Teacher	Pacific Crest Middle School	Part-Time Teacher w/ Temp FTE	03/30/2026
Rojas, Natalie	Home Tutor	Special Programs	Varies	02/13/2026
Schlaefer, Mary	Speech & Language Pathologist Sub	Special Programs	Varies	02/12/2026

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Dewey, Jill	Speech & Language Pathologist Sub	Special Programs	11/12/2024 – 02/18/2026
Kelsch-Bangert, Lisa	Intermediate Teacher	Lava Ridge Elementary	08/26/1997 – 06/30/2026
Layne, Donna	Librarian Substitute	Teaching & Learning	07/01/2025 – 02/17/2026
Munson, Karen	Speech & Language Pathologist Sub	Special Programs	10/06/2025 – 02/18/2026
Standen, Monica	ESL Language Specialist	Juniper Elementary School	08/26/2013 – 06/30/2026

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES
Kelsch-Bangert, Lisa	Intermediate Teacher	Lava Ridge Elementary	01/01/2026 – 06/30/2026



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Reilly, Jessica	Assistant Principal II	Silver Rail Elementary School	07/01/2023 – 06/19/2026

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES

ADMINISTRATIVE RETIRE

NAME	POSITION	LOCATION	HIRE/RETIRE DATES
Catterson, Brooke	Assistant Principal	Ponderosa	08/30/1999 – 06/30/2026



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

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March 03, 2026

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

FROM: 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 March 10, 2026.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Barney, Amber	Attendance Secretary II	Pacific Crest	Temp 8.0 hrs / day	02/26/26
Costa, Rich	Bus Driver	Transportation	Reg 5.25 hrs / day	02/18/26
Mines, Michael	Bus Driver	Transportation	Reg 5.25 hrs / day	02/06/26
Page, Jennifer	Nutrition Server I	Pacific Crest	Reg 3.75 hrs / day	02/26/26
Portier, Jordan	EA Instruction	Highland	Temp 3.00 hrs / day	02/26/26
Potter, Jonalee	EA Instruction	La Pine Elementary	Temp 3.99 hrs / day	02/12/26
Schulte, Breann	Nutrition Server I	Silver Rail	Reg 3.75 hrs / day	02/12/26
Seitz, Jill	Nutrition Server I	Three Rivers	Reg 3.75 hrs / day	02/09/26
Whittington, Brittany	EA Inclusion	La Pine Middle	Reg 7.0 hrs / day	02/06/26
Wilborn, Donald	Campus Safety and Security Monitor	La Pine High	Temp 8.0 hrs / day	02/23/26
Wright, Autumn	EA Instruction	Ensworth	Temp 6.0 hrs / day	02/26/26

Classified Resignations

Name	Position	Location	Resign Date
Bierman, Courtney	Nutrition Server I	WE Miller	07/29/25 – 02/24/26
Creel, Cassidy	EA Inclusion	Ensworth	09/03/25 – 03/17/26



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Flattery, Ethan	EA Inclusion	Student Services	11/06/25 – 03/17/26
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Classified Retirements

Name	Position	Location	Retire Date
Baxter, Brooke	Counseling Secretary II	Bend High	08/13/01 – 06/22/26

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Davis, Katie	Payroll Specialist II	Business Office	Reg 8.0 hrs / day	03/16/26
Everitt, Shelby	HR Classified Specialist II	Human Resources	Reg 8.0 hrs / day	02/26/26
Schneider, Timothy	Payroll Specialist II	Business Office	Reg 8.0 hrs / day	02/12/26

Confidential Resignations

Name	Position	Location	Resign Date

Confidential Dismissals

Name	Position	Location	Term Date



ACTION: Board Polices for Adoption – March 10, 2026

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
AC-BP: Nondiscrimination	Updated to align with the OSBA sample policy language and ODE civil rights guidance.
CB-BP: Superintendent	Updated to include language regarding a succession process in alignment with ORS 332.505.

Recommended Motion:

I move to adopt the Board policies as presented.



~~Bend-La Pine Schools is committed to ensuring the right of every student and employee to a safe, positive, and productive learning and working environment, and it is the policy of the Board to comply fully with the requirements of Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations as well as applicable state law. To that end, T~~he district ~~does not discriminate on any basis listed below and prohibits and will not tolerate~~ discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, ~~or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status~~ of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students ~~including student work based student learning business partners;~~ student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

~~The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.~~

~~The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students, and parents/guardians.~~

The Superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents/guardians, and staff with their names, office addresses and phone numbers. The district will publish complaint procedures providing for a prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office as well as the home page of the district's website.

Bend-La Pine Schools prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under the state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation [AC-AR: Discrimination Complaint Procedure](#). Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

¹Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001.

Civil Rights Coordinator

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3)

END OF BOARD POLICY

REVIEWED: 12/12/16, 6/4/18, 10/16/19, 9/20/22, 9/10/24, 3/10/26
APPROVED: 6/8/18, 10/28/19, 10/11/22, 9/10/24

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 332.505](#)

[ORS 408.230](#)

[ORS 659.805](#)

[ORS 659.815](#)

[ORS 659.850 - 659.860](#)

[ORS 659.865](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.009](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.040](#)

[ORS 659A.103 - 659A.145](#)

[ORS 659A.230 - 659A.233](#)

[ORS 659A.236](#)

[ORS 659A.309](#)

[ORS 659A.321](#)

[ORS 659A.409](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0047](#)

[OAR 581-021-0650 – 0665](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

[OAR 581-075-0001 – 075-0005](#)

[OAR 581-075-0901](#)

[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.



The superintendent¹ is the district's chief executive officer. Under the Board's direction, the superintendent exercises general supervision of all district schools, personnel, and departments. The superintendent is responsible for managing the schools in accordance with the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state, or federal law² that applies to school districts.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

In the event the superintendent is unable to perform the duties of the office due to illness, disability, absence, suspension, resignation, termination, death, or other incapacity, the Board of Directors shall have the authority to appoint an individual to serve as Acting Superintendent on a temporary basis. The Acting Superintendent shall serve at the pleasure of the Board and shall exercise all powers and perform all duties of the superintendent as authorized by law and Board policy, unless otherwise limited by the Board.

The Board may make such appointment by majority vote at a regular or special meeting. The appointment shall remain in effect until the superintendent resumes the duties of the office or until the Board appoints an interim or permanent superintendent in accordance with applicable law.

If the superintendent has previously designated, in writing, an administrator to serve in the superintendent's absence, the Board may consider such designation but retains sole authority to confirm, modify, or make an alternative appointment.

Any individual appointed under this section shall be accountable to the Board and shall comply with all applicable local, state, and federal laws, as well as Board policies.

Nothing in this section shall limit the Board's authority to initiate and conduct a search for, and to appoint, an interim or permanent superintendent consistent with applicable law.

END OF BOARD POLICY

REVIEWED: 4/30/09, 9/10/24, 3/10/26

APPROVED: 4/30/09, 9/10/24

POLICY / REGULATION CROSS REFERENCE
CBG

LEGAL REFERENCE

[ORS 332.505](#)
[ORS 332.515](#)

[OAR 581-022-2405](#)

[OAR 584-005-0005\(51\)](#)

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.



REPORT: Secondary Science (Chemistry) Curriculum Adoption

PRESENTED BY: Dean Richards, Director of Secondary Curriculum, Instruction, and Systems

EXECUTIVE SUMMARY:

This executive summary is to share the findings of the Chemistry curriculum committee of the Bend-La Pine Schools secondary teachers working to provide curricular tools for instructional purposes.

Chemistry

Instructional Material Review Process:

The high school team had an extensive conversation about aligning the Science pathways across all schools. Over the course of the next several years we will be rolling out an aligned pathway of Physics (9th), Chemistry (10th), and Biology (11th) for all students.

A team of Chemistry teachers engaged in a vetting process, beginning with state approved materials in presentations by publishers. The team reduced the list to two curricula. Members of the Chemistry Pilot team ran a field test of a unit from each of the choices. It was important that teachers tried both curriculum choices so they could speak about teacher and student experience in each instructional tool.

Key Findings:

The team selected Savvas: Experience Chemistry as the curriculum to bring to the board. Bend-La Pine Chemistry teachers are now interested in created a shared scope and sequence with common assessments.

Next Steps:

Once approved by the Board, teachers will begin to be trained in these instructional tools for implementation in the 2026-27 school year.

RECOMMENDED MOTION:

I move to approve the adoption of Savvas: Experience Chemistry.



REPORT: Administrative Polices and Regulations for Adoption – March 10, 2026

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
AC-AR: Discrimination Complaint Procedure	Updated to align with OSBA sample policy language and ODE civil rights guidance.
ECACA-AP: Radio Frequency Identification Device	New administrative policy in alignment with current district practices and OSBA sample policy as a result of the updated OAR 581-021-0505.
JGD-AP: Suspension	Updated language regarding the appeal process to align with district best practice.



Complaints regarding discrimination or harassment, on any basis protected by law, can be filed by students, employees and third parties, and shall be processed in accordance with the following procedures:

STEP 1

~~Any information or complaints shall be presented to the building principal, site administrator, Superintendent or designee. Complaints may be oral, or in writing, preferably using Bend-La Pine Schools' [Complaint Reporting Form](#). Students and volunteers may make anonymous complaints. Any staff member that receives an oral or written complaint shall report the complaint using the Bend-La Pine Schools' [Complaint Reporting Form](#) to the appropriate person.~~

The building principal, site administrator, Superintendent or designee shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 20 school days of receipt of the complaint.

~~Complaints against a building principal or site administrator shall be filed with the Superintendent or designee. Complaints against the Superintendent shall be filed with the Board Chair. Complaints against an individual board member should be made to the Board Chair, who will act on behalf of the board. Complaints against the Board Chair should be made directly to the Board Vice Chair or district legal counsel on behalf of the Board. The Board may refer the investigation to a third party.~~

STEP 2

If the complainant wishes to appeal the decision, the complainant may submit a written appeal to the superintendent or designee within 10 school days after receipt of the response to the complaint.

The superintendent or designee shall review the decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

~~The district official receiving the complaint shall conduct, or cause to have conducted by an appropriate impartial investigator, a prompt, thorough, and equitable investigation of the complaint. An investigation is a detailed inquiry into the factual allegations of a report of a potential violation of AC BP: Non-Discrimination, based on interviews with the complainant, witnesses, and the person who is the subject of the report; and review of relevant documents and/or recordings. Each party to the investigation will be given an equal opportunity to present evidence to the investigator. The investigator will complete the investigation by determining, as promptly as possible:~~

- ~~1. whether the complaint is substantiated based on the same standard of evidence the district would apply to any other misconduct allegation against the respondent, and~~
- ~~2. if substantiated, any action to be taken.~~

~~Complaints shall be fully investigated in no more than 60 calendar days. Complaints involving allegations of sexual harassment will be processed as described in GBN/JBA-AR(1): Sexual Harassment Complaint Procedure, or GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure. If the complexity of a complaint necessitates a longer period of time for investigation, the investigator shall inform the complainant that more time is needed and give an estimate of the time needed to fully investigate. The investigator shall provide the parties to the complaint with an update on the status of the investigation if one of the parties requests an update. District personnel shall cooperate with an investigation and respond truthfully, promptly, and fully. Failure to do so may result in disciplinary action, including but not limited to termination. Investigators must also protect any collective bargaining agreement rights of the respondent. If a respondent or the complainant is a student with a disability, the investigator must follow the procedural safeguards in the IDEA as well as the requirements of Section 504 of the Rehabilitation Act of 1973 when processing the complaint.~~

The investigator may also order reasonable temporary relief to protect the respective interests of the alleged victim and/or respondent prior to the time of any final decision by the investigator. Temporary relief should be designed to prevent any continuing harassment, to correct the discriminatory effects of harassment, to promote a non-hostile environment, and to prevent any person involved in the complaint from receiving inappropriate consequences related to the complaint prior to a final determination being made. This temporary relief shall be made on a case-by-case basis, will be based on available facts, and will not disproportionately impact the complainant. At the request of a party to the complaint, the investigator will also provide the party with information regarding local sources of counseling, advocacy, and support. If the complaint includes an allegation of sexual conduct, the district will take necessary actions as provided in ORS 339.388 to ensure the student's safety after a report is received, including placing an employee on paid administrative leave pending an investigation or prohibiting a contractor, agent, or volunteer from providing services to the district.

STEP 3

If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 school days of receipt of the superintendent or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 45 days of receipt of the appeal by the Board.

Upon concluding the investigation, within 10 business days, the investigator shall notify both parties of the outcome of the complaint, (including whether a violation of AC-BP: Non-Discrimination was found to have occurred), and, if appropriate, that remedial action has been taken. The investigator will not disclose any information, punishments, or remedial actions that are ordered in the notification of the investigator's findings to the extent that any such information may be protected from disclosure by FERPA, employment laws, or any other relevant laws, rules, or regulations. The notification must be in writing, must be provided to both parties, and must include a description of the appeal process set forth in Step 4 below. The complainant must also be informed as to any individual remedies offered or provided to the complainant and other steps the district has taken to eliminate the hostile environment, if the district finds one to exist, and prevent recurrence. The perpetrator is not notified of the individual remedies offered or provided to the complainant.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to the Board Clerk.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, or a parent/guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within the timelines set out above or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Charter Schools of which the District Board is a Sponsor

The district Board, through its charter agreements with public charter schools sponsored by the district board, will not review an appeal of a decision reached by the Board of the public charter school on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of the public charter school as the district Board's

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

STEP 4

If either party to a complaint is not satisfied with the decision at Step 3, he or she may submit a written appeal to the Superintendent or designee. If the complaint is against the Superintendent, an appeal must be directed to the Board chair or designee. Such appeal must be filed within 10 calendar days after receipt of the Step 3 decision, otherwise the parties' appeal rights will be deemed waived. The person hearing the appeal will arrange such meetings with the complainant and other affected parties as deemed necessary to process the appeal and will give both parties an equal opportunity to present evidence on appeal. The person hearing the appeal shall provide a written decision to both parties within 10 business days of receiving the appeal unless the person hearing the appeal needs additional time based on the complexity of the complaint or the need for additional investigation. If the person hearing the appeal needs additional time, they will inform the parties that additional time is needed and will provide the parties with an estimate of how long they will need.

If the complainant is not satisfied with the response of the Superintendent or designee, a written appeal may be filed with the Board chair within 10 calendar days of receipt of the Superintendent or designee's response. The Board will review the complaint and response and at its discretion, may schedule a hearing. After review of the complaint and response, or following any hearing, the Board will notify the complainant whether it affirms the response of the Superintendent or designee, or whether further action is appropriate. If the complainant is not satisfied after exhausting local complaint procedures, or 90 days has elapsed, or whichever occurs first, they may appeal in writing to the Oregon Department of Education per OAR 581-002-0001—581-002-0023.

Nothing in this procedure shall limit the authority of district officials to resolve any matter through informal processes, such as mediation, before or during the formal process outlined above. Complainants must be notified of the right to end the informal process at any time.

Documentation related to the incident may be maintained as a part of the student's education records or employee's personnel file.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 12/17/12, 5/5/14, 6/5/18, 3/15/19, 10/16/19, 6/2022, 9/20/2022, 3/10/26

APPROVED: 12/17/12, 5/6/14, 6/8/18, 9/5/19, 10/28/19, 6/2022, 10/11/2022



The district may operate a Radio Frequency Identification Device (RFID) program to locate, track or take attendance of students. The district shall provide notice to parents/guardians and students at least 30 days¹ before the district implements a RFID program or makes a modification to the current RFID program.

This notification shall:

1. Specify the purpose for the RFID program;
2. Specify where the RFID readers will be located;
3. Outline the expectations of participation in the program, including any possible disciplinary actions, which may be imposed on a student, for not following the RFID program rules;
4. Inform parents/guardians and students of the right to not participate in the RFID program and how to opt-out;
5. Outline the procedure to opt-out of the RFID program; and
6. Communicate to parents/guardians and students in at least two formats, one of which shall be the district website, if available.

Voluntary Opt-In RFID Program

The district may create the RFID program without notification, if the district creates a form allowing parents/guardians to voluntarily opt-in to the RFID program.

The form created under this section shall:

1. Require a parent/guardian signature, or signature of a student if the student is 14 years of age or older, for consent to join the RFID program;
2. Specify the purpose for the RFID program;
3. Specify where the RFID readers will be located;
4. Outline the expectations of participation in the program including any possible disciplinary actions for not following the RFID program rules;
5. Outline the procedures to discontinue participation in the RFID program; and
6. Expire one year from the date that the form is signed by the parent/guardian.

Voluntary Opt-In RFID programs shall not require any student to use RFID who does not have a consent form on file.

Districts wishing to expand the Opt-In RFID program to students without a valid consent form on file, must provide the same 30-day notification as with any RFID program.

Opt-Out RFID Provisions

Parents/guardians, or students who are 14 years of age or older, may provide notice in writing that they no longer wish to participate in any RFID program.

The district shall:

1. Not ask for the reason or justification for the request;
2. Not impose a time restriction for a request to be made;
3. Ensure that the request is completed within three school days; and
4. Not initiate or continue any disciplinary action against the student for not following the RFID program rules.

¹A district that establishes a RFID program before the start of the school year, shall provide notice to parents/guardians and students annually, and at least 30 days prior to the first day of classes.

Privacy and Security

The following privacy and security standards shall apply:

1. No personally identifiable information may be stored on the RFID (“Personally identifiable information” means data that could potentially identify a specific individual.);
2. The RFID may not have a readable range of more than 10 feet;
3. All data collected as part of the RFID program shall be considered part of the student record and shall be retained in accordance with state and federal student record laws and data privacy and security standards;
4. Data collected as part of the RFID program shall be retained for no more than 72 hours, except records for the purpose of taking attendance; and
5. The RFID reader locations must be conspicuously marked.

END OF ADMINISTRATIVE POLICY

REVIEWED: 3/10/26

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 339.890](#)

[OAR 581-021-0505](#)



Suspension from school is a significant disciplinary action that the school district takes seriously and utilizes in accordance with an [equity lens](#). The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations, or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other student, or staff members;
4. Willful conduct which endangers, damages, or injures district property.

Students and parents/guardians are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the [BLS Student Code of Conduct](#) made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, and a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents/guardians of suspended students. The district may require a student to attend school during non-school hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent/guardian, or participate in activities directed or sponsored by the district.

Suspensions may be appealed [in writing](#) to the [superintendent or designee within 10 days of receipt of the suspension notice](#). [If the determination is not satisfactory, the decision can be appealed in writing to the Board within 10 days of the superintendent's or designee's decision.](#)

END OF ADMINISTRATIVE POLICY

REVIEWED: 4/8/25, 3/10/26

APPROVED: 4/8/25

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 339.115](#)
[ORS 339.250](#)

[OAR 581-021-0050 – 021-0075](#)



District Follow-up to Comment Received at February 10, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Public Comment: Camp Tamarack Volunteer Options for 9th Graders	Katie Legace, Executive Director of High Schools	Our high school principals have actively advocated to recruit 10th-12th graders to serve as Camp Counselors at Tamarack. Our principals want to ensure that 9th graders have a positive start to their HS tenure and attendance is a key indicator of success. The first camp session in the fall is soon after school starts and our principals are concerned about our newest HS students missing several days at the beginning of their ninth grade year.
Public Comment: Gender-Free Restrooms and redesign of Bend High School	Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	In 2023, we conducted focus groups with middle and high school student clubs and district advisory groups intentionally reflective of diverse gender identities, to inform future facility design. While some students expressed interest in fully gender-neutral, mixed-gender multi-stall restrooms, the majority indicated they still preferred gendered restroom options to be available in each school. Students raised thoughtful considerations related to supervision, peer safety and comfort, auditory and visual privacy, and the importance of maintaining choice for all students of different comfort levels, gender identities, and safety needs. Where strong consensus did emerge, however, was around expanding choice-based access to single-user, gender-neutral restrooms (i.e. via unlocking existing spaces and/or providing additional spaces, such as by converting more staff bathrooms for individual student use). Our most recently designed facility (BSHS) reflects that input by significantly increasing the number and accessibility of single-user gender-neutral spaces while continuing to provide gendered options, ensuring we honor both inclusion and broad student preference.
Public Comment: Educational Technology Policies	Kinsey Martin, Executive Director of Policy, Advocacy, and Equity and Karen Rush, Executive Director of Elementary Programs	<p>We are currently in the process of revising several technology-related policies. Many of those are Information-Tech (IT) specific such as cyber security or web services regulations, rather than Educational Tech (EdTech) specific such as instructional tools and use of tech in the classroom. However, one policy related to appropriate use of technology is included in this batch—this policy seems like a very reasonable place to clarify the district’s values and expectations regarding appropriate use of technology in the classroom. We will draft some language around this and bring the proposed changes to our community stakeholders and several advisory groups for their feedback this spring.</p> <p>In addition, please see the letter here that was shared as response to the most recent outreach to the Board from parents and guardians who have expressed concerns about student screen time and use of educational technology apps and generative AI tools in classrooms.</p>



District Follow-up to Comment Received at February 10, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Public Comment: District Policy and Process for Student Name Changes	Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	Our protocol for changing student names includes a meeting with the student's support team (including the family), as applicable. A review of this situation indicates that step was not taken, so we will work with the relevant school and department staff on re-training to ensure adherence to best practices for student support and transparent communication. All other steps in the process were followed and align with state guidance on this topic. At the time of the public comment, the name of the student in question had been corrected, and school and district leaders had processed the experience with the family and received the family's feedback, so the matter is resolved as related to that specific individual.



ACTION ITEM: FY2025-26 Budget Resolution 2011

PRESENTED BY: Daniel Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

During a review of our FY2025-26 Trust Fund appropriations, it was determined that two new scholarship donations have been received, and scholarships from the newly established endowments were omitted from our budget document. This resolution will increase Trust Fund appropriations so that we may issue additional scholarships. The additional appropriations are covered by recognizing revenue from the donations.

In cases where a supplemental budget changes fund expenditures by ten percent or less, Oregon Budget Law allows the Board to make changes to the Budget by resolution and without republishing the budget or holding a hearing. As Enterprise and Community Services appropriations in the Trust Fund are \$22,417 and the appropriations change in this resolution are \$2,200, this resolution complies with Oregon Budget Law.

RECOMMENDED MOTION:

I move to approve Resolution 2011, recognizing revenue and increasing Enterprise and Community Services appropriations by \$2,200 in the FY2025-26 Bend La Pine Schools Budget as presented.



Administrative School District No. 1

Resolution No. 2011: 2025-26 Supplemental Budget

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby increases the 2025-26 Trust Fund budget in the amount of \$2,200

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2025 that the adopted appropriations are hereby increased by the amounts shown below for the purposes indicated within the funds listed:

TRUST FUND

Resources:

1920 Contributions and Donations
Total Resources

\$	2,200
<u>\$</u>	<u>2,200</u>

Requirements:

0374 Other Tuition
Total Requirements

\$	2,200
<u>\$</u>	<u>2,200</u>

Notes: This budget appropriation increase is necessary to disburse scholarships from recently received endowments. The district is using the donations received as the resource.

Moved by _____

Second by _____

Yes votes _____ No votes _____

Dated this 10th day of March 2026.

Chair

Vice Chair

Attest: _____
Board Secretary



ACTION ITEM: Naming of New Choice Option High School

PRESENTED BY: Dr. Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY: At the February 10, 2026. school board meeting, the naming committee for the new choice high school presented their process and three names for consideration to the board: Central Bend High School, Deschutes High School, and Deschutes River High School. As the Naming of Facilities Process describes; the list of names presented will include names, rationale and a summary of the naming committee's process. Discussion of the recommended names shall take place in a public meeting at least one board meeting prior to the board voting on the name. The final decision of a facility name rests with the board.

RECOMMENDED MOTION: I move to approve the new choice high school be named

_____.



REPORT: Secondary Math Curriculum Adoption

PRESENTED BY: Dean Richards, Director of Secondary Curriculum, Instruction, and Systems

EXECUTIVE SUMMARY:

This executive summary is to share the findings secondary Math teachers who are teaching our "+1" courses, traditionally taken by juniors and seniors.

Instructional Material Review Process

Findings for Math 3:

We recommend Big Ideas as our Math 3 curriculum. This curriculum is well aligned with ODE standards and district targets. Its scope and sequence effectively prepare students for the functions they will encounter and need to master in Pre-Calculus or equivalent math courses. In addition, the curriculum's strong emphasis on transformational graphing equips students to better understand and adapt to new functions and concepts they will encounter in future AP or IB classes.

Big Ideas offers a robust selection of digital resources, including scaffolding exercises, Spanish-language materials, editable assessments, and performance tasks, all of which support equitable access to learning for all students. The textbook is also easy for students, parents, and support staff to navigate, with clear examples that are explicitly connected to problem sets. Finally, the instructional style and expectations embedded in the curriculum closely mirror those found in most college-level courses and both the Advanced Placement and International Baccalaureate programs, helping students build readiness for both postsecondary instruction and testing required by AP & IB.

Key Findings for Explorations in Data Science:

CourseKata ABC was the early recommendation for this course as it was rolled out by the state. ODE has continued to develop curriculum for this course and now has more curriculum in development. As demand for this course grows and matures over time, we will continue to provide curricular supports for our teachers.

Key Findings for Applied Mathematics:

Mathematics for the Trades and Electrical Math Principles and Applications has been the preferred text for this course for several years. It develops the mathematical knowledge for those who plan to work in Career and Technical Education courses including forestry and construction.

Key Findings for Math in Society:

Math in Society is a Text recommended by our community college partners on this course. This open source text allows students to explore the variety of ways that mathematics shows up in our world, including business, statistics, and functions. Content may be extended to include mathematics in music, art and computer science.

Note:

We do not have adopted materials for AP and IB courses. These courses require specialized training that occur outside of Bend-La Pine Schools. Teachers who attend AP and IB trainings are given options of texts for instruction. We allow teachers to use AP and IB approved text for the courses that they teach. At times, this means that teachers use different AP text for the same course at different schools. However, the AP experience is maintained through instruction and assessment.

March 10, 2026

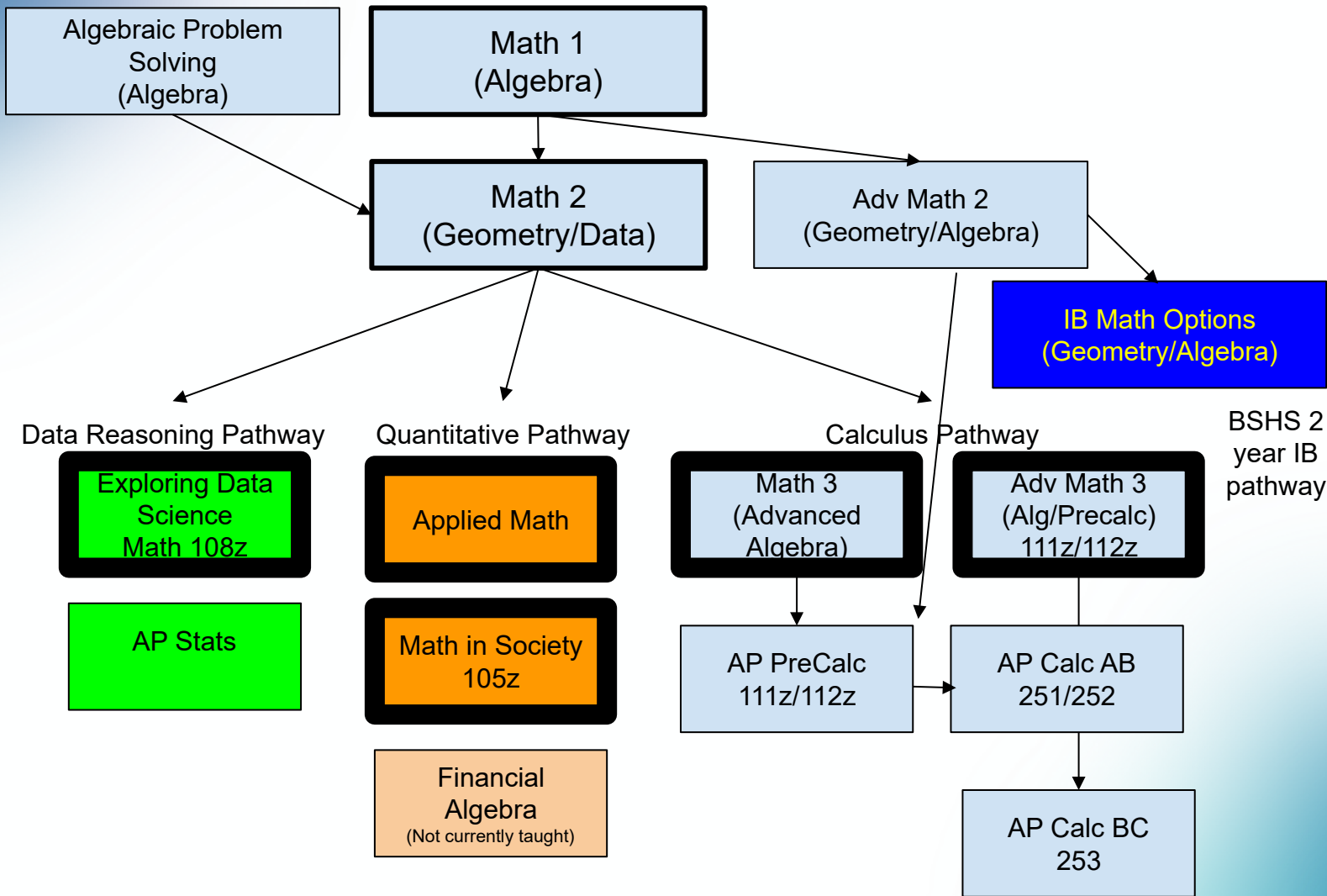
+1 Math Courses

Dean Richards, Director of Secondary Curriculum, Instruction and Systems

Linda Adams, 6-12 Math Instructional Coach

Aaron Johnson, Math Teacher, BSHS





Core Beliefs

We Believe.....

- **All students can** and should be independent learners, thinkers and doers of mathematics.
- All students should have access to **grade level math**.
- In supporting a curriculum that has **low floor/high ceiling tasks** that allows all students to engage. This is an equitable teaching practice.
- That students will be more successful if teachers create a safe environment to **take risks and make mistakes**. Rough draft math thinking makes for more meaningful learning and is an equitable practice.
- All students want to feel successful and will work hard if the work is **meaningful to them**. What success looks like is an individual personal experience.
- All students should have access to **rigorous** math.
- Our curriculum should be **adaptable and useful** for all.
- **The Math Practices** should be a central part of our instruction..
- To get the most from a good forward thinking curriculum teachers must practice a **fidelity** to it.
- Quality instruction is connected to **standards and outcomes**.
- A commitment to **collaboration** is best for teachers and students.
- Students can see **relevance** in math if teachers can support them with problems that are interesting and relevant.
- In addition to the relevance we must highlight the **joy and beauty of mathematics** for our students.
- Students should have some **voice and choice** around how they learn and how they show what they have learned.
- That we can pursue higher ideals and better solutions/answers when we collaborate on problem-solving.
This includes **sharing resources** to support our students.



Current Math Adoptions

Math 1 (Algebra) Math Medic - Adopted 23-24

Math 2 (Geo/Data) Math Medic - Adopted 24-25

We do not have district adopted text for AP/IB

- Teachers attend trainings and learn about text that are fit for the course



+1 Curriculum

- Math 3/Advanced Math 3
 - **Big Ideas Math**
- Applied Math
 - **Mathematics for the Trades, A Guided Approach**
 - **Electrical Math Principles and Applications**
- Math in Society
 - **Math in Society (open source) from community college**
- Explorations in Data Science
 - **CourseKata ABC, Version 5.6.2**
 - **Blueprint from Oregon Department of Education**



Professional Learning Plan

- **Big Ideas Math** - None needed as this curriculum has been in use
- **Applied Math** - None needed as this curriculum has been in use
- **Math In Society** - Training comes as teachers align with community colleges
- **Data** - Training comes as teachers align with community colleges





QUESTIONS?
THANK YOU!





REPORT ITEM: Strategic Priorities Update

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

As we begin the 2026-27 budget season, the first step in building our budget is to communicate the conditions and priorities of our District. This starts with a review of the state funding model for public education, how general fund revenues are allocated, the financial state of the District, and our enrollment trend. It also includes an overview of our goals and strategic priorities, and how general fund dollars are allocated to these goals and priorities.

This process of developing our annual budget articulates how we intend to meet the goals, approved by our Board of Directors, that establish the vision for Bend-La Pine Schools. This budgeting exercise takes place in the spring each year, and this presentation is to establish the budget for fiscal year 2026-27, which begins July 1, 2026.

This presentation officially kicks off the process to align our general fund dollars to the goals that are our focus for the upcoming school year. Additionally, it signals the focal point of our work of our community Budget Committee to be engaged in the development of the budget and bring it to the Board in June for our recommendation for approval.



STRATEGIC PRIORITIES & BUDGET UPDATE, 2026-27

Dr. Steven Cook, Superintendent

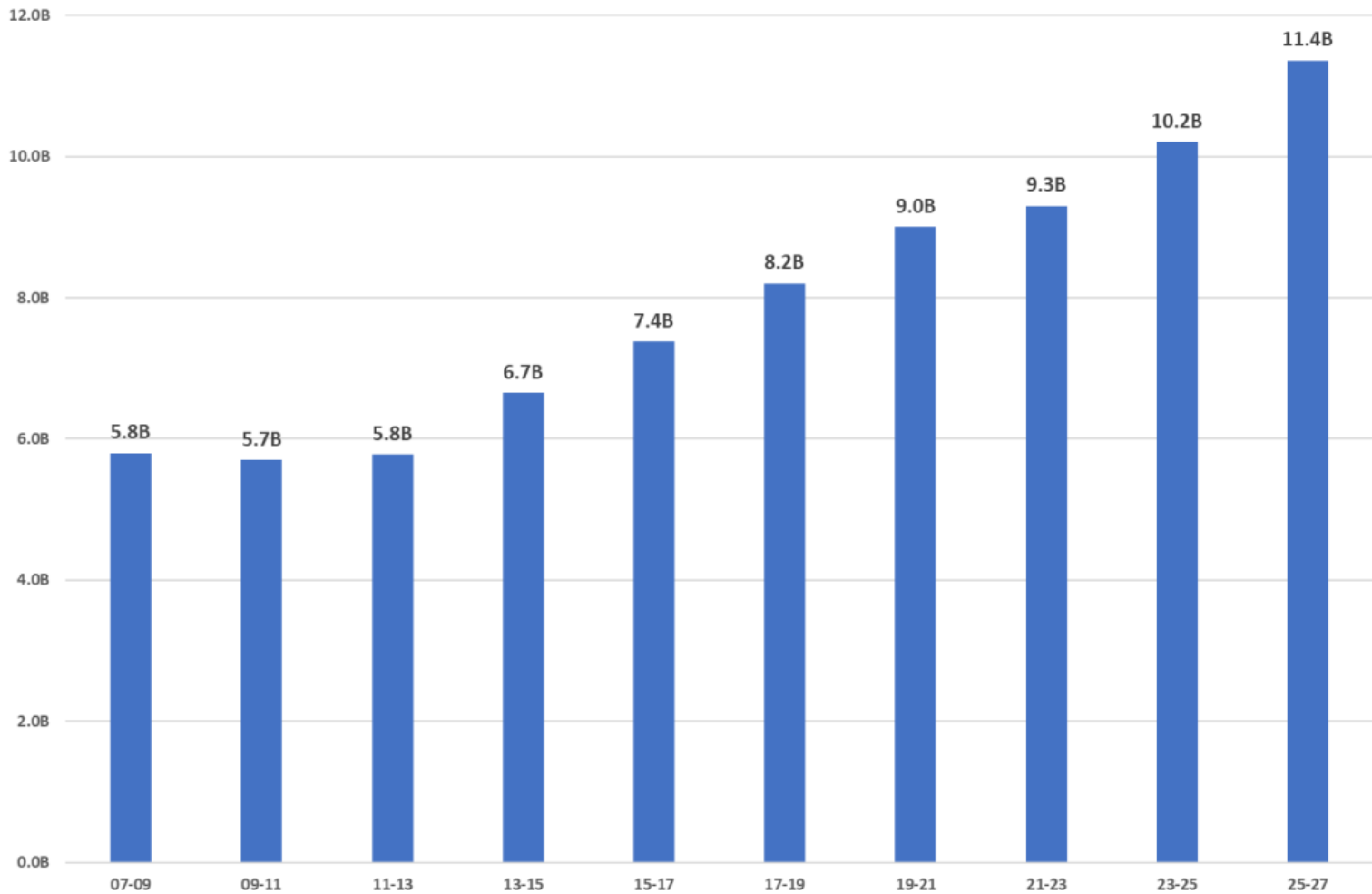


B E N D
LA PINE
SCHOOLS

A High-Level Look Back



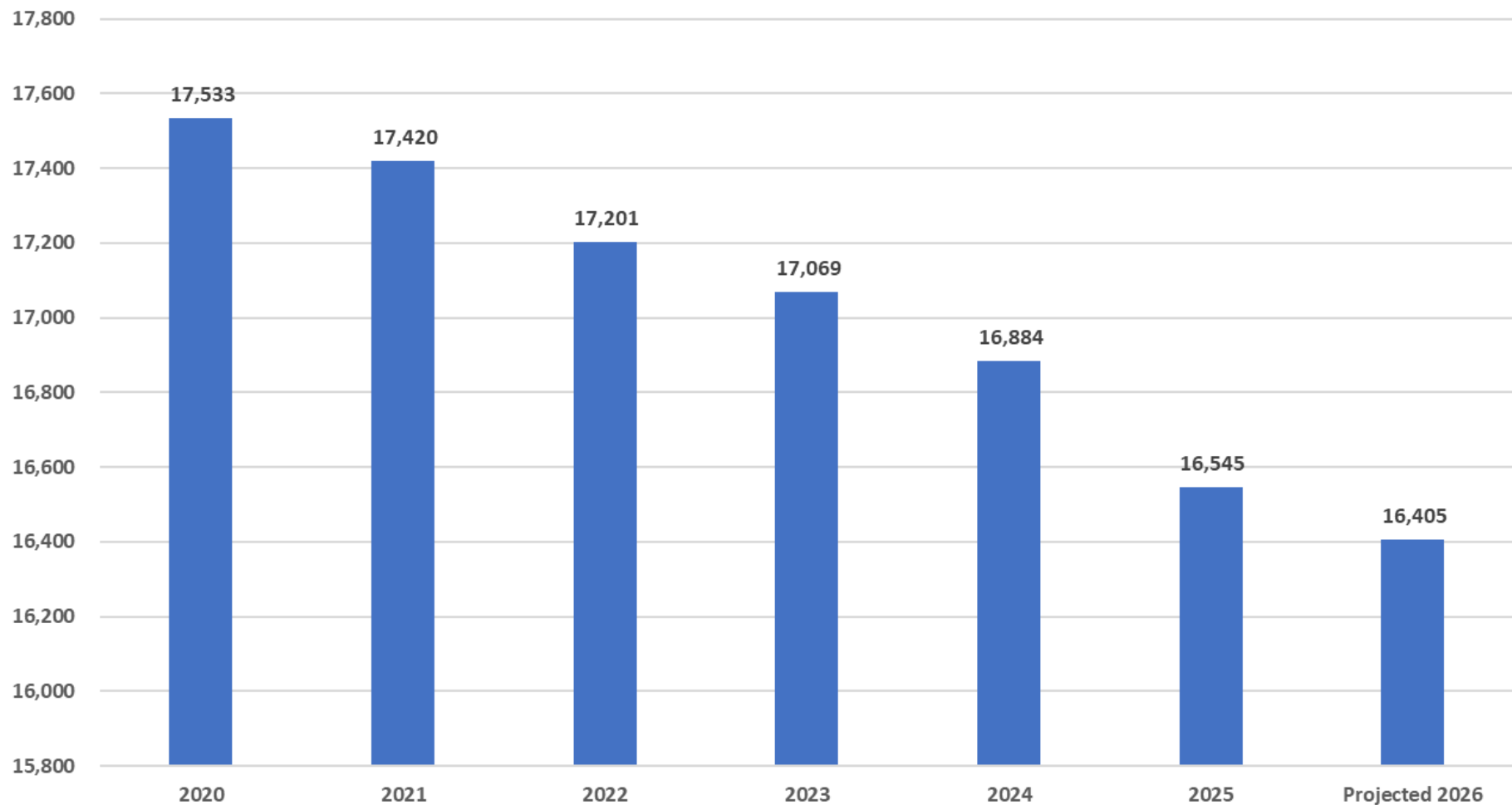
Historical Biennial SSF Funding



SSF Biennial Allocation Details

- First year of the biennium districts receive 49% of the total SSF funding
- Second year of the biennium districts receive 51% of the total SSF funding
- This works out to be a 4.1% increase year over year
- $((51-49)/49) = 2/49 = 4\%$

Historical October 1st, Enrollment



Operating Budget

General Fund 2026–27

\$246 million in resources available (anticipated)

Integrated Programs Funding for 2026–27: \$22.7 million

Every student in
Bend-La Pine Schools
is known

By name,
strengths and needs,
and graduates
ready
for college, career and
civic engagement.





We strive to provide an
environment where
**all students
and staff**
are able to
THRIVE
in their education,
work and lives.

Board of Directors

Zone 1



Jenn Lynch

Zone 2



Marcus LeGrand

Board Chair

Zone 3



Cameron Fischer

Zone 4



Shirley Olson

Zone 5



Amy Tatom

**Board Vice
Chair**

Zone 6



Ross Tomlin

Zone 7



Kina Chadwick



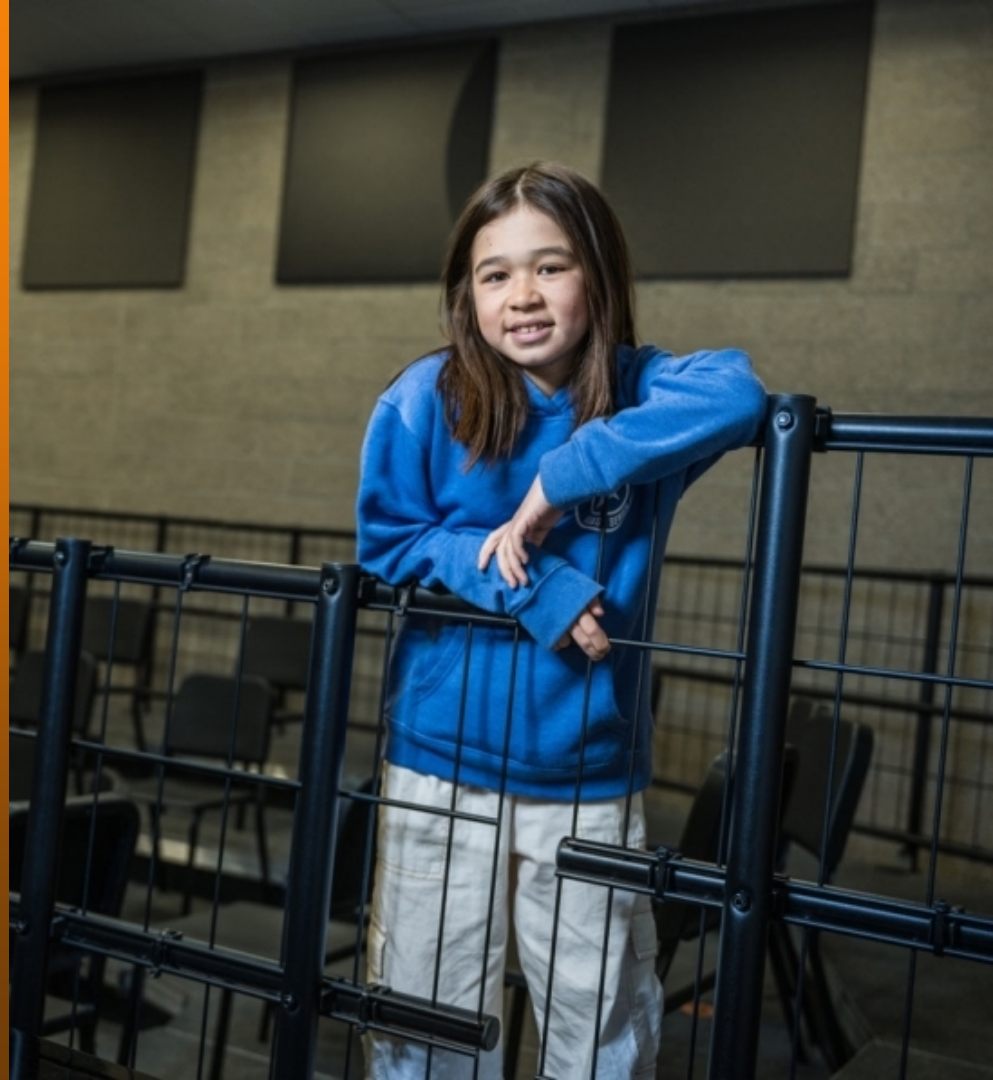


Goal #1

Students are engaged and develop a strong academic foundation.

Goal #2

Students have a passion, purpose, and plan for their future.





Goal #3

Students, families,
and staff experience
wellness, inclusion,
and belonging in our
schools.

Goal #4

Operational systems align and support an academically effective and sustainable organization.



Investing in People

- 85% of our budget is invested in the people who serve our students.
- 15% of our budget provides services and materials: curricular licenses, utilities, debt services.



General Fund Factors

- Increasing costs for staffing
- PERS cost increases
- SPED costs outpacing revenue
- Unfunded mandates
- Declining enrollment



Student Investment Account (SIA)

Allowable Use

→ Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

→ Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

→ Reduce Class Size and Caseloads

→ Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics

SIA Plan & Resource Allocations

Strategy (Budget)

Salaries, Payroll Costs and Benefits

➤ \$16.3

Other Operating Costs

➤ \$600K


High School Success (HSS)



High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

- 
- Dropout Prevention
 - Career & Technical Education
 - College-Level Education Opportunities

HSS Current Plan & Resource Allocations

Strategy (Budget)

Salaries, Payroll Costs and Benefits

➤ \$4.6M

Non Personnel Operational costs

➤ \$117K

Our Commitments



K-8 Assessment implementation





Standards-based Instruction & Grading

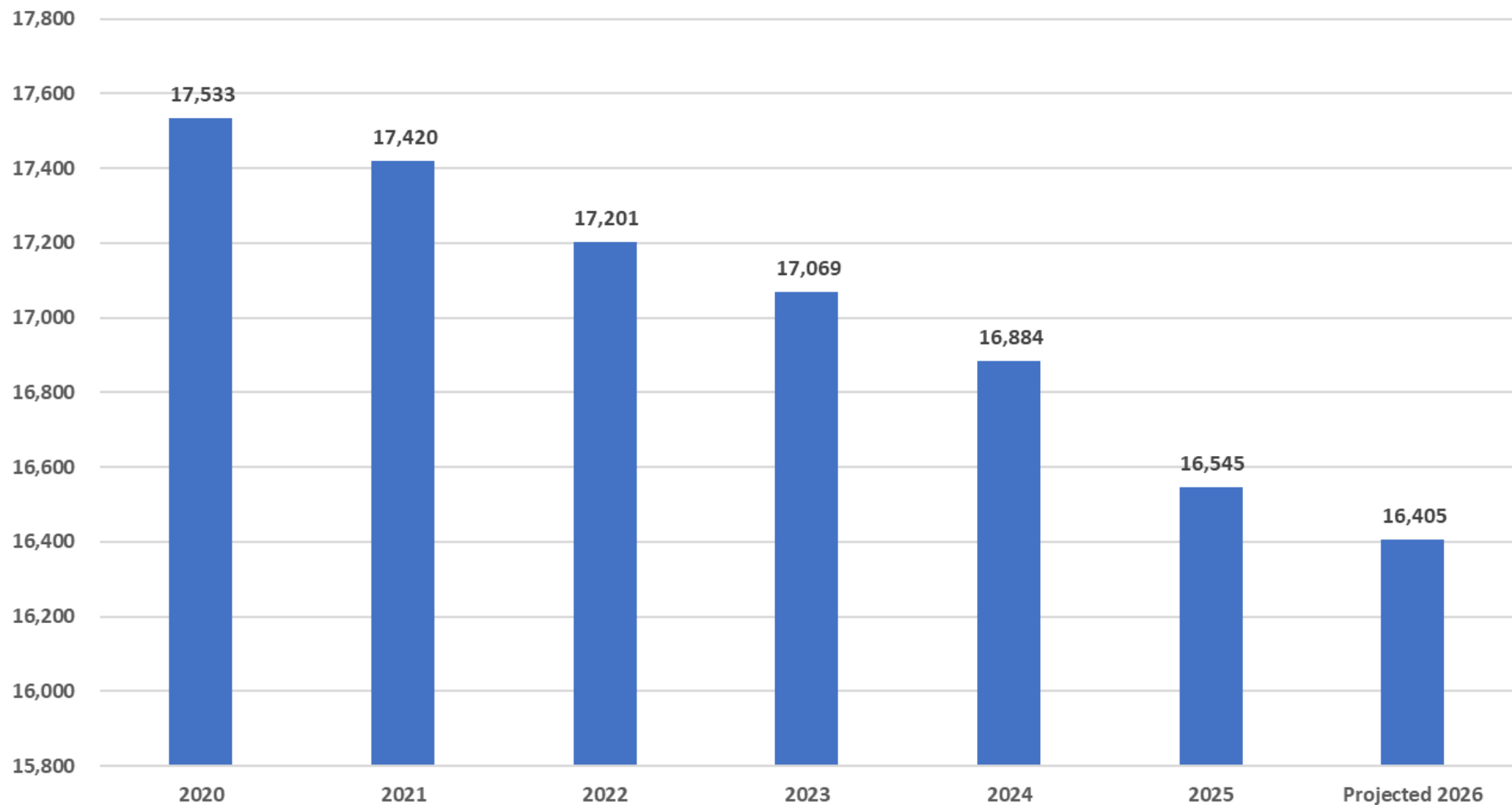
A young man with brown hair, wearing a black hoodie, is smiling as he works on a blue robot. A bearded man in a brown t-shirt is looking at the robot with a focused expression. They are in a classroom or workshop setting with other people and flags in the background. The text "Life & Career Readiness" is overlaid in white on the image.

Life & Career Readiness

MTSS Implementation



Historical October 1st, Enrollment



Timeline for Budget

- **March 17** – Proposed budget to committee
- **May 12** – Second Budget Committee meeting and committee approval
- **June 16** – Budget adoption at School Board meeting



Thank you!
Questions?





ACTION: Board Polices for Review – March 10, 2026

PRESENTED BY: Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

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

Policy / Regulation Title	Reason for Update
KMC-BP: Community-Funded Programs and Activities	New Board policy governing the community funding of programs and activities in Bend-La Pine Schools in alignment with OSBA sample policy supporting the inclusion of Board-level policy as part of the regulations governing fundraising and donations. This is a matter of substantial interest to the community at large, and is directly connected to budget, curriculum, and student outcomes, all of which are considerations under the Board’s governance. A Board policy such as the draft included here would allow the Superintendent and district staff to manage fundraising regulations and operations in accordance with the Board’s overarching guidance and direction.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on March 24, 2026. To provide comment on any of the policies in review, please complete the comment form linked [here](#). Comment form opens Wednesday, March 11, 2026.



The Board recognizes the important role that families, community members, local businesses, and partner organizations play in supporting the districts' schools and programs. Local generosity enhances educational opportunities, reflects shared commitment to student success, and enriches our broader community.

The Board also recognizes that fundraising capacity varies across schools and programs. In alignment with the district's [Equity Stance](#) and [Educational Equity policy \(JBB-AP\)](#), fundraising systems should be designed to eliminate predictable disparities in the access, experiences, and outcomes students have across different schools and programs. The Board commits to ensuring that all fundraising, donations, sponsorships, and public gifts align with district values of equity, transparency, accountability, and responsible stewardship.

The Board establishes the following expectations:

1. Supplemental Funding
Fundraising and donations shall supplement, not supplant, district funding of core educational programs and services. The district shall define baseline standards for programs and facilities to promote equitable student opportunity.
2. Equity and Compliance
Fundraising activities and acceptance or allocation of donations shall promote equitable student access and comply with Title IX and all applicable nondiscrimination and fiscal requirements.
3. Transparency and Accountability
The district shall maintain clear and consistent processes for the approval, tracking, reporting, and allocation of funds raised on behalf of its schools and programs.
4. Consistent Oversight
Fundraising, sponsorships, advertising, naming opportunities, and public gifts shall be subject to standardized approval processes, defined roles and responsibilities, and established guardrails.
5. Sustainability and Alignment
Fundraising activities and acceptance of gifts shall align with district priorities and long-term planning, including consideration of ongoing operational obligations and lifecycle costs.

The superintendent shall develop and implement administrative policies and regulations necessary to carry out this policy, including procedures for approval, financial accounting, equity review, sponsorship standards, and Board review thresholds when appropriate.

Nothing in this policy is intended to discourage community partnership or local initiative. This policy is intended to ensure that community-supported programs advance districtwide equity, transparency, and student opportunity.

END OF BOARD POLICY

REVIEWED: 3/10/26

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 294.305](#) to [-294.565](#)

[ORS 328.441](#) to [-328.470](#)

[ORS 332.505](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).



ACTION: Executive Limitation Policies for Adoption – March 10, 2026

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

During the October 28, 2025, and January 27, 2026, Work Sessions, the Board had the opportunity to review its Executive Limitation policies to ensure alignment with all aspects of the Board’s role regarding governance responsibilities and general operating guidance as well as alignment with the Board Mission, Vision, and Organizational Goals. District staff compiled the notes from the two meetings and updated each of the Executive Limitations policies accordingly.

Recommended Motion:

I move to adopt the Executive Limitation policies as presented.



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

Accordingly, the Superintendent shall not fail to:

1. Anchor curriculum and instruction in high-quality instructional in alignment with Oregon Department of Education guidelines and The Oregon Diploma ~~the Oregon State Standards.~~
2. Communicate an unwavering belief that all students can ~~and will~~ reach high levels of academic growth and achievement ~~and social-emotional well-being.~~
3. Align the instructional program to research and best practices of high-performing schools, districts, and educational systems.
4. Promote school and classroom practices that comprehensively prepare students for success, including the following:
 - a. Rigorous academic content.
 - b. Learning activities that emphasize creativity, collaboration, critical thinking, and communication.
 - c. Engaging, authentic, and culturally relevant curriculum that develops student agency.
 - d. Purposeful attention to and development of social and emotional learning skills.
 - e. Instructional practices that address individual learning styles, culturally responsive practices, and diverse student needs, viewpoints, and interests.
 - f. Differentiated programming to address inequities in access, experiences, and/or outcomes for student subgroups.
5. Maintain cohesive, aligned, research-based curriculum and instructional practices across all grade levels K-12 that builds vertically and is consistent, horizontally.
6. Encourage and support viable innovative practices and programs.
7. Establish and support the implementation of standards of practice for instructional technology for staff.
8. Ensure that all instructional programs, including both curricular and instructional practice, are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.
9. Inform the Board of Directors about significant modifications to the instructional program.
10. Establish a transparent, inclusive procedure for the review, selection, and recommendation of instructional materials to the Board of Directors for approval.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23



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

Accordingly, the Superintendent shall not fail to:

- ~~1. Anchor the academic program in the Oregon State graduation requirements.~~
2. Promote school and classroom practices that comprehensively prepare students for life and career through:
 - a. Safe, inclusive, and equitable learning environments.
 - b. Development of positive self-identity and healthy relationships.
 - c. Reparation of harm and transformation of conflict.
 - d. A K-12 continuum that exposes students to a wide variety of careers and fields of study.
3. Align the K-12 instructional program to post-secondary education requirements, training, and work opportunities to prepare graduates for their future.
4. Ensure that district high schools prepare all students for post-secondary success through their achievement of one or more college/career ready indicators.
5. Offer a variety of diplomas as identified by the State Board of Education.
6. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23



The Superintendent shall not fail to act in ways that demonstrate that the District values each and every student, family, staff member, and constituent the public, and is committed to the pillars of the District's Equity Stance creating an equitable and anti-racist system that honors and elevates all.

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

Accordingly, the Superintendent shall not fail to:

1. Communicate a vision that includes the following:
 - a. An unwavering belief in the ability of all students and commitment to their academic achievement and social-emotional well-being.
 - b. Articulation of the systemic and institutional barriers that marginalized students face in achieving this vision.
 - c. An equity lens that is reflected in decision-making.
2. Promote school and classroom practices that ensure:
 - a. Safe, inclusive, and equitable learning environments that are centered on wellness and belonging.
 - b. Development of positive self-identity and healthy relationships.
 - c. Ownership of actions, reparation of harm, and transformation of conflict.
 - d. Systemwide consistent adherence to a published Student Code of Conduct.
3. Nurture a culture of family engagement that:
 - a. Employs best practices for effective partnership between home, school, and the District.
 - b. Is asset-based, valuing the diversity of student and family experience.
 - c. Centers student voice, experience, and outcomes.
4. Involve diverse constituents stakeholders, including the public, in an advisory capacity regarding District-level matters, including academic, social and emotional problems of practice.
5. Survey secondary students, K-12 parents/guardians, and staff on at least an annual basis to assess their experience in alignment with the Organizational Goals Board Ends, overall, and in each subgroup.
6. Ensure school activities, clubs, and athletics provide an inclusive, welcoming, and safe environments that supports dignity for all, as well as equitable access for all students.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23



EXECUTIVE LIMITATION

CODE: EL-4.1

TITLE: LEGALLY REQUIRED POLICIES

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

Accordingly, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23



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

Accordingly, the Superintendent shall not fail to:

1. Establish policies and procedures to assure an organizational culture that aligns with the following values:
 - a. A shared commitment to the best interest of students.
 - b. Develop an inclusive and welcoming program for existing teachers and staff that includes training in cultural competence in alignment with the District's Equity Stance and an effort to strive to be an employer of choice fulfill Bend-La Pine Schools' employee value proposition.
 - c. Open, honest, and effective communication in all written and interpersonal interactions.
 - d. Respect for others and their opinions that models civil discourse.
 - e. Intentional elevation of underrepresented voices.
 - f. Focus on common organizational goals as expressed in the Board Ends and policies.
 - g. Commitment to the integrity and positive image of the District, its leaders, and staff.
 - h. Recognition of innovative and outstanding work.
2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Organizational Goals Board Ends, including:
 - a. Recruitment, hiring, and retention practices that yield the highest quality staff, which by definition includes workplace diversity reflective of students and families, at a minimum, and aspirationally of the nation.
 - b. Pipeline programs across sectors that promote full staffing and balanced representation by gender, race/ethnicity, and sexual orientation.
3. Provide ongoing professional development for staff in all classifications that is:
 - a. Is aligned with best practices.
 - b. Includes job-embedded coaching.
 - c. Informs, develops, and promotes cultural competence, awareness of systemic bias and racism, and the ability to interrupt patterns of oppression.
- ~~4. Prepare staff to deal with emergency situations.~~
5. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for staff overall, and in each disaggregated subgroup.

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

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

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

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

END OF EXECUTIVE LIMITATION



FINANCIAL PLANNING

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

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

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

[Additionally, the Superintendent shall not fail to provide projections of revenues and expenditures during the budget process.](#)

FINANCIAL ADMINISTRATION

With respect to the financial health of the [District](#), the Superintendent shall not allow:

1. A material deviation from the annual budget or budget policy adopted by the Board of Directors.
2. Any fiscal condition that is inconsistent with achieving the [Organizational Goals Board Ends](#).
3. Any fiscal condition that places the long-term fiscal stability of the [District](#) at risk.

Accordingly, the Superintendent shall not:

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

Additionally, the Superintendent shall not fail to:

1. Provide financial reports, at least quarterly, or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall include a recap of changes between the current and previous report.
2. Keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education’s Program Budgeting and Accounting Manual and Oregon budget law.
3. Arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.
4. [Annually report to the Board of Directors expenditures over \\$500,000 not previously approved.](#)
5. [Monitor and annually report to the Board of Directors on spending in accordance with state reporting requirements on accountability measures.](#)

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 2/11/25, 10/28/25, 3/10/26
APPROVED: 6/20/23, 2/11/25



The Superintendent shall not fail to assure that the district's physical facilities support the accomplishment of the [Organizational Goals Board Ends](#) and policies.

Accordingly, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23



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

Accordingly, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23

draft 3.10.26



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

Accordingly, the Superintendent shall not fail to:

1. Offer each student nutritious, well-prepared meals that reflect the cultural diversity of the community and exceed National School Lunch Program and/or the School Breakfast Program standards and advance student wellness, inclusion, and belonging in alignment with the Organizational Goals ~~appealing, well-prepared foods that provide high nutritional value, promote physical well-being, and reflect diversity.~~
2. Operate a nutrition program that:
 - a. Models and promotes Teaches appropriate nutritional behaviors.
 - b. Supports the Sustainability Plan.
 - c. Develops student agency.
3. Ensure that all meals that are part of the National School Lunch Meal Program and/or the School Breakfast Program meet all the USDA requirements.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26
APPROVED: 6/20/23



EXECUTIVE LIMITATION**CODE: EL-4.7****TITLE: TECHNOLOGY**

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

Accordingly, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23



EXECUTIVE LIMITATION

CODE: EL-4.8

TITLE: COMMUNICATIONS

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26
APPROVED: 6/20/23

draft 3.10.26



EXECUTIVE LIMITATION

CODE: EL-4.9

TITLE: SAFETY

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

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

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25, 3/10/26

APPROVED: 6/20/23