



School Board Regular Meeting Agenda

February 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): Amy Tatom, Board Vice Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Amy Tatom, Board Vice Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Amy Tatom, Board Vice Chair	
4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Dr. Steve Cook, Superintendent	
	B. Resolution 2008: Classified Employee Appreciation Week	4
	Speaker(s): Amy Tatom, Board Vice Chair	
	Attachments:	
	Resolution 2008: Classified Employee Appreciation Week	4
5.	<u>Student Representation Report</u>	
	Speaker(s): Student Representatives	
6.	<u>External Reports</u>	
	A. High Desert Education Service District (HDES) Local Service Plan (LSP) Report	5
	Speaker(s): Dr. Sara Johnson, Superintendent HDES	
	Attachments:	
	2026-2027 High Desert Education Service District Local Service Plan	5
7.	<u>Public Comment</u>	
	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.	
8.	<u>Consent Agenda</u>	
	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.	
	A. Approval of Minutes	19
	Description: January 13, 2026 Regular Board Meeting and January 27, 2026 Board Work Session; <i>Reference: ORS 192.650 and ORS 332.057</i>	
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B. Approval of Personnel Recommendations	26
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
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9. <u>Consent for Information</u>	
Speaker(s): Dr. Steve Cook, Superintendent	
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
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A. Secondary Science (Chemistry) Curriculum Adoption	75
Speaker(s): Dean Richards, Director of Secondary Curriculum, Instruction and Systems	
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B. Naming of New Choice Option High School	84
Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
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A. Budget Committee Vacancy	

Speaker(s): Amy Tatom, Board Vice Chair

Attachments:

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B. Resolution 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being	101
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Speaker(s): Dr. Steve Cook, Superintendent

Attachments:

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Resolution 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being	102
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12. **Superintendent's Report**

Speaker(s): Dr. Steve Cook, Superintendent

13. **Director Comments**

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

14. **Adjourn**

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



Administrative School District No. 1

Resolution No. 2008: Classified Employee Appreciation Week

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools proclaims March 2-6, 2026, to be CLASSIFIED EMPLOYEE APPRECIATION WEEK; and

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

Moved by _____

Second by _____

Yes votes _____ No votes _____

Dated this 10th day of February 2026.

Vice Chair

Director

Attest: _____
Board Secretary

LOCAL SERVICE PLAN 2026-2027



High Desert
Education Service District



High Desert Education Service District
2804 SW 6th Street
Redmond, OR 97756
www.hdesd.org

Approved 12/16/2025

High Desert Education Service District

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

Our Vision

A region where students, families and educators thrive.

Our Mission

We support student success through equitable and specialized services.

Priority Areas and Goal Statements

1. Champion Students

Goal Statement: Provide equitable, innovative and impactful services to our region that ensure all students thrive academically, socially, and emotionally.

2. Champion Relationship

Goal Statement: Foster deep and meaningful collaboration with families, community organizations, district partners, and staff to build shared ownership for student success.

3. Champion Equity

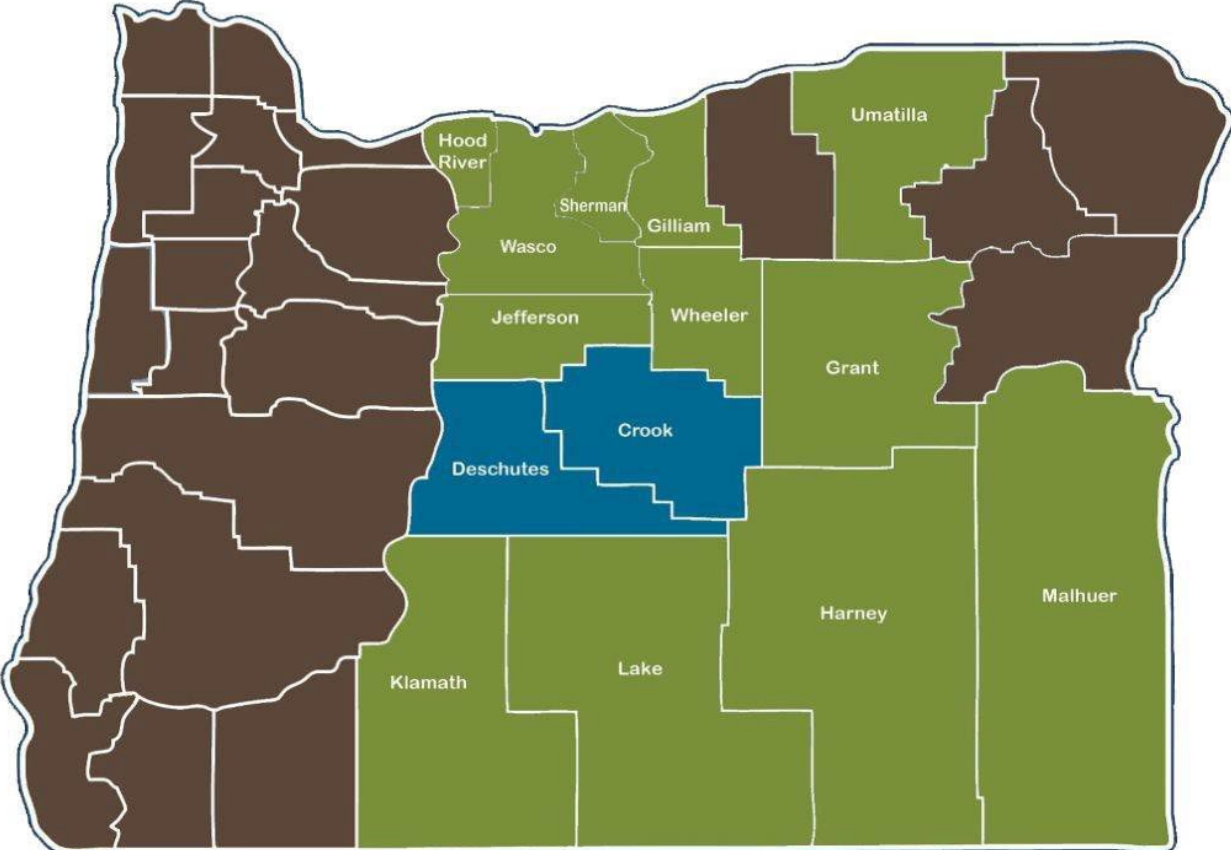
Goal Statement: Advance educational equity by dismantling barriers and expanding access to inclusive, culturally responsive programs, services and supports.

4. Champion Excellence

Goal Statement: Operate with integrity and intentionality by delivering services with excellence, efficiency, and measurable impact.

High Desert Education Service District

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



Organization

Board of Directors

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

Carlos Perez, Board Chair	Elected by Bend-La Pine School District Board of Directors
Gwen Carr, Vice-Chair	Elected by Crook County School District Board of Directors
Anthony Georger	Appointed Business Community Representative
Annemarie Hamlin	Appointed Higher Education Representative
Alex Hinkle	Appointed At Large Representative
Matt McGowan	Elected by Redmond School District Board of Directors
Mary Paulson	Elected by Bend-La Pine School District Board of Directors
Elizabeth Sanchez	Appointed Social Services Representative
Emily Stukel	Elected by Sisters School District Board of Directors

Administration

Dr. Sara Johnson, Superintendent
Debi Brazelton, Chief Human Resource Officer
Jenny Faircloth, Executive Director of Early Intervention/Early Childhood Special Education
Rutila Galvan-Rodriguez, Executive Director of Equity, Diversity and Inclusion
Angella La Fontaine, Chief Financial Officer
Shay Mikalson, Chief Student Success Officer
Jihan Nelson, Executive Director of Special Programs
Rachel Wenthe-Chaney, Chief Information Officer

In addition to the department administrators, HDESD is organized in alignment with the four core service areas outlined in the law. HDESD administrators have been assigned responsibility for each of the four departments:

Administrative and Support Services – Dr. Sara Johnson
Children with Special Needs – Jenny Faircloth and Jihan Nelson
School Improvement Services – Shay Mikalson
Technology Services – Rachel Wenthe-Chaney

Introduction

In collaboration with component school districts and their superintendents, the HDESD has developed the 2026-27 Local Service Plan pursuant to ORS 334.175 and OAR 581-024-0285. The HDESD Local Service Plan includes the following Core Services:

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

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

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

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

The 2026-27 HDESD Local Service Plan includes services required by state and federal law and services contracted to school districts, and other public and private entities.

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

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

Local Service Plan Approval Process

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

- **December 2025:** The 2026-2027 Local Service Plan (including suggested new services) reviewed by the HDESD Executive Council and approved by the HDESD Board of Directors.
- **January-February 2026:** Local Service Plan submitted and presented to component school district Board of Directors for approval.
- **June 2026:** Local Service Plan services and budgets approved by HDESD Budget Committee and HDESD Board of Directors.

Amendment Process

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

Revenues

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

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

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

Annual Performance Measures

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

Student Success Act

The HDESD continues to increase its investment dedicated to supporting our component districts' Integration Plan for Aligned Student Success implementation as required by HB 3427 Section, 25. In this pivotal role, the HDESD serves as the liaison between the Oregon Department of Education and the districts we serve to align for student success through integrating the following list of aligned programs for better coherence and impact: Student Investment Account; High School Success; Career and Technical Education Perkins V; Continuous Improvement Planning; Early Literacy; Every Day Matters; Small and Rural Schools Support; and Early Indicator Intervention Systems. Through regional leadership, coaching, professional development, and technical assistance, the HDESD helps our component districts improve access and opportunities for all students, especially those who have been historically underserved in the education system

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

Administrative and Support Services

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

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

Grant Writing: Assists component districts with grant applications.

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

Legal Services: Provides general counsel legal services to component districts in the areas of school law, public administration, labor and employment relations, civil rights, and special education

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

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

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

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

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

Children with Special Needs

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

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

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

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

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

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

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

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

K-12 Special Programs: K-12 Special Programs is a state contracted program that provides special education services to students with low-incidence disabilities in 7 counties. These include students with autism, vision impairments, severe orthopedic impairments, deaf/hard of hearing, deaf/blind and traumatic brain injuries.

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

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

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

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

Integrated Plan for Aligned Student Success: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Career and Technical Education Perkins V, Continuous Improvement Planning, Early Literacy, Every Day Matters, Small and Rural Schools Support, and Early Indicator Intervention System implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

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

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

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

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

School Improvement Services

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

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

Better Together Central Oregon: Serves as Central Oregon's regional backbone for cross-district collaboration, coordinating community-rooted partnerships that improve student success from cradle to career. By aligning districts, families, and more than 400 cross-sector partners, Better Together strengthens early learning, attendance, and youth voice while reducing fragmentation, building trust, and advancing equitable outcomes.

Career and Technical Education: Consults with local school districts on School-To-Work initiatives, build Career and Technical Education programs in high schools and our community college; and provides state mandated vocational education program evaluations.

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

Career and Technical Education (CTE): CTE provides support to districts with funding from a Carl Perkins grant.

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

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

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

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

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

Integrated Plan for Aligned Student Success: Statewide Education Service Districts grant providing regional leadership, coaching, professional development, and technical assistance for Central Oregon school districts' Student Investment Account, High School Success, Career and Technical Education Perkins V, Continuous Improvement Planning, Early Literacy, Every Day Matters, Small and Rural Schools Support, and Early Indicator Intervention System implementation focused on improving access and opportunities for all students, especially those students who have been historically underserved in the education system.

Programs or funding in addition to Local Service Plan dollars.

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

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

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

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

Technology Services

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

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

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

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

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

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

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

Programs or funding in addition to Local Service Plan dollars.

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

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

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

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

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

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



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: January 13, 2026

Board Members

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

Director Ross Tomlin attended virtually.

1. Call to Order

Speaker(s): Marcus LeGrand, Board Chair

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

2. Pledge of Allegiance

Speaker(s): Marcus LeGrand, Board Chair

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

3. Review of Agenda

Speaker(s): Marcus LeGrand, Board Chair

Discussion: There were no changes to the agenda.

4. District Recognitions

A. Champion for Students Award

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook presented the Champion for Students award to Jaime Kinsella, a 5th grade teacher at Three Rivers K-8 school for her dedication, openness, and a genuine commitment to student success, all while directing and contributing to meaningful events and programs.

B. National Board Certified Teacher (NBCT)

Speaker(s): Michele Oakes, Mentor Program Coordinator

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

Attachments: Executive Summary: National Board Certification and Presentation: 2025-2026 National Board Certification

Discussion: Michele Oakes, NBCT Mentor Program Coordinator, and Heather Anderson, NBCT Teacher, provided an overview of the National Board Certified Teacher program and how the program is supported in Bend-La Pine Schools. It was noted that BLS has 47 national board certified teachers, which is the highest number in the state, and that BLS is a national board distinguished district, the only district in the state. Jackson Blackburn, Pilot Butte Middle School, and Ryan McLaughlin, Pacific Crest Middle School, were recognized as new national board certified teachers. Marci Adams, Elementary

Instructional Coach; Alyssa Kornbrath, Pine Ridge Elementary School; and Jenny Brown, Caldera High School, were recognized for maintaining their national board certifications.

C. School Board Recognition Month

Speaker(s): Dr. Steve Cook, Superintendent

Attachments: Proclamation: State of Oregon School Board Recognition Month

Discussion: Superintendent Cook noted that January is School Board Recognition month. He thanked our volunteer Board members for their service and commitment to the Bend-La Pine Schools community and then read Governor Kotek's proclamation.

5. Student Representation Report

Speaker(s): Student Representatives

Discussion: Paige Hall and Shamayil Alotaibi from Mountain View High School shared a summary of their last Student Voice Council meeting. It was noted that they had the opportunity to work with Sean and Aimee to provide input on the Substance Abuse Prevention Plan, provide feedback on the implementation of the new cell phone policy, brainstorm ideas on breaking the SVC into smaller focus groups to dedicate more time on different topics, develop posters with updated photos and QR codes to advertise the SVC in school, plan visits to feeder middle school to gather additional student input on various topics, and develop plans to work with school administrators to partner and discuss student concerns.

6. Public Comment

Speaker(s): Marcus LeGrand, Board Chair

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

Discussion: The OSEA president, who is also a district staff member, recognized the Board for their work as January is School Board Recognition Month.

A parent and medical practitioner asked questions for the Board to consider regarding the mental health impacts of standards based grading.

A student expressed continued concerns regarding gender free restrooms in high schools.

A parent and employee of the Environmental Center discussed the need for the district to fill the vacant Sustainability Coordinator position.

7. Consent Agenda

Speaker(s): Marcus LeGrand, Board Chair

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

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

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

Voting Summary: Yea: 7, Nay: 0

A. Approval of Minutes

Description: December 9, 2025, Special Board Meeting, and December 9, 2025, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 12.9.25 Minutes - Special Meeting – DRAFT and 12.9.25 Minutes - Regular Meeting – 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 1.13.26 and Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 1.13.26

C. Adoption of Board Policies

Attachments: Executive Summary: Board Policies for Adoption and IF-BP: District Curriculum - DRAFT 1.13.26

D. Revised Board Meeting Calendar 2025-2026

Attachments: Executive Summary: Revised Board Meeting Calendar 2025-2026, Resolution 2005: Annual Meeting Schedule 2025-2026, and 2025-26 Meeting Calendar - UPDATED 1.13.26

8. Consent for Information

Speaker(s): Dr. Steve Cook, Superintendent

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

Discussion: Superintendent Cook noted that there are 21 policies in the consent for information this month. The first 10 policies are a batch of policies related to HR practices. Six policies are being deleted as the language has been incorporated into a new policy, GCAA-AP: Standards for Competent and Ethical Performance of Employees, which is in alignment with OSBA sample policy. There are also three additional policies that were reviewed and updated to align with current district practices and OSBA sample policy. The other batch of policies included are the instructional materials policies that were presented at the December board meeting and were out for public feedback through December 23rd. No feedback was received on any of those policies, so they are being adopted as originally presented.

He noted the consent for information also includes the annual report on Executive Limitation 4.3: Financial Planning and Administration as well as a document that is follow up to public comment that was received at the last board meeting.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, GAA-AR: Personnel Definitions - DELETE 1.13.26, GBC-AP: Staff Ethics - DRAFT 1.13.26, GBC-AR: Staff Ethics - DRAFT 1.13.26, GBCB-AR: Employee Dress and Grooming - DELETE 1.13.26, GBCD-AR: Staff Responsibilities - DELETE 1.13.26, GBCDA-AR: Licensed Staff Confidentiality and Testimony - DELETE 1.13.26, GC-AR: Conditions of Employment - DELETE 1.13.26, GCAA-AP: Standards for Competent and Ethical Performance of Employees - DRAFT 1.13.26, GCAA-AR: Fitness for Duty - DRAFT 1.13.26, GCCE-AR: Assignment - DELETE 1.13.26, IF-AR: Curriculum Development - DELETE 12.9.25, IIA-AP: Instructional Materials - DRAFT 12.9.25, IIA-AR(1): Instructional Materials - DRAFT 12.9.25, IIA-AR(2): Reconsideration of Core Instructional Materials - DRAFT 12.9.25, IIA-AR(3): Reconsideration of Supplemental Instructional Materials - DRAFT 12.9.25, IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library - DRAFT 12.9.25, IIA-AR(5): Request for Reconsideration of Instructional or Library Materials Form - DRAFT 12.9.25, IIA-AR(6): Independent Adoption of Core Instructional Materials - DRAFT 12.9.25, IIAB-AR: Reconsideration of Instructional Materials - DELETE 12.9.25, IIABA-AR: Selection of Projects for Professional Technology and Science Classrooms - DELETE 12.9.25, and IIABB-AP: Use of Feature Films, Videos, or Other Media - DRAFT 12.9.25

B. Report: EL 4.3 - Financial Planning & Administration

Attachments: Executive Summary: EL 4.3: Financial Planning & Administration

C. Follow-up to Comment Received

Attachments: 1.13.26 District Follow-up to BLS School Board Meeting Comment.docx

9. Reports

A. Finance Report

Speaker(s): Dan Emerson, Chief Financial Officer

Description: 2nd Quarter Report

Attachments: Second Quarter Financial Update for FY 2025-26

Discussion: Dan Emerson, Chief Financial Officer, presented the 2nd quarter financial report. He discussed the district's current revenues, expenditures, and investments as well as the impacts of ODE's SSF estimates and the fluctuations in state ADMw on the revenues. He noted that additional information will be available in the coming months as the district moves into meetings with the Budget Committee.

10. Action Items

A. Annual Comprehensive Financial Report 2024-25

Speaker(s): Dan Emerson, Chief Financial Officer

Description: Annual Comprehensive Financial Report 2024-25

Action(s): I move to accept Resolution 2006, adopting the corrective action plan as presented, and taking the measures as provided herein. This motion, made by Shirley Olson and seconded by Cameron Fischer, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Action(s): I move to accept the Annual Comprehensive Financial Report as presented. This motion, made by Ross Tomlin and seconded by Amy Tatom, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments: Executive Summary: Annual Comprehensive Financial Report, Corrective Action Plan, and Resolution 2006: Corrective Action Plan

Discussion: Dan Emerson, Chief Financial Officer, presented the annual comprehensive financial report for 2024-25. He shared that the auditors issued an unmodified, clean, opinion which is the best opinion available. He noted that during the audit a deficit was identified related to the district's payroll tax payment procedures. As a result, the district must develop a Corrective Action Plan. Emerson discussed the current staffing situation in the Payroll Department and the process changes that have been made to ensure these errors don't happen again. He also discussed the status of the project that the district is currently working with a consultant on to review the district's need for an ERP system that works with the finance department software. He expects that the district can develop next steps in the May timeframe.

B. Bend International School Charter Contract Renewal Request

Speaker(s): Dr. Steve Cook, Superintendent

Action(s): I move to approve Bend International School's charter contract renewal request, and that the district begin contract negotiations with Bend International School. This motion, made by Kina Chadwick and seconded by Shirley Olson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments: Executive Summary: Bend International School Charter Contract Renewal Request

Discussion: Superintendent Cook noted that Bend International School's charter request was approved by the Board in July 2015 and the initial contract was renewed in July 2021. The current charter contract with the district will expire on June 30, 2026. The district received a request from the school to renew the charter and, in accordance with Oregon law, a public hearing was held on December 10th regarding the renewal request. Cook shared that should the Board choose to renew Bend International School's charter request, negotiations will begin, and a final contract will be presented to the Board for final approval.

11. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook noted that the legislative short session is beginning soon. He also noted that the district's updated cell phone policy has been implemented in alignment with the Governor's executive order and that the district will continue to dialogue with students and staff regarding the implementation. Cook shared that several public meetings and community engagement opportunities will be taking place soon across the district regarding choice schools.

12. Director Comments

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

Discussion: Director Ross Tomlin congratulated the NBCT staff that were recognized.

Director Shirley Olson appreciated the work of the Communications Department over these past few months.

Director Jenn Lynch congratulated the Business Office on their clean audit. She shared that many students recently participated in the Oregon Honor Band and encouraged families to continue to support the participation in performing arts and language courses.

Director Kina Chadwick shared that they attended the groundbreaking for the Verde Pines project across from Caldera High School that supports low income families.

Director Cameron Fischer gave a shoutout to the district for responding to public comment in board packets and encouraged the district to increase its effort to offer world languages in all schools and shared her sense of urgency in filling the district's Sustainability Coordinator vacancy. She encouraged the district to provide additional transparency in regard to standards based grading and to provide more accessibility for safe gun storage across the district.

Vice Chair Amy Tatom encouraged community members to apply for the vacant position on the district's Budget Committee.

Chair Marcus LeGrand noted that February is Black History Month and encouraged the community to take the opportunity to learn something new during the month and encouraged schools to participate in the district's door decorating contest.

13. Adjourn

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

Discussion: Chair Marcus LeGrand adjourned the meeting at 7:04 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: January 27, 2026

Board Members

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

Director Ross Tomlin joined virtually.

1. Call to Order

Speaker(s): Marcus LeGrand, Board Chair

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

2. Pledge of Allegiance

Speaker(s): Marcus LeGrand, Board Chair

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

3. Review of Agenda

Speaker(s): Marcus LeGrand, Board Chair

Discussion: There were no changes to the agenda. Superintendent Cook noted that since originally posted, an amended copy of Resolution 2007 had been uploaded to the board packet.

4. Action Items

A. Action following Executive Session

Speaker(s): Marcus LeGrand, Board Chair

Action(s): I move to uphold the superintendent's notice of proposed discipline dated January 15, 2026.

This decision is made without regard to the Additional Complaints on page 6 of that notice, as those additional complaints have not been investigated and therefore have not been substantiated. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

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

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

Discussion: Chair Marcus LeGrand noted that the Board of Directors met in executive session under ORS 192.660 (2)(b) and (2)(f) prior to the Work Session and had the opportunity to deliberate on the information presented.

B. Resolution 2007: Surplus Property Exchange

Speaker(s): Paul Dean, Chief Operating Officer

Action(s): I move to accept Resolution 2007, approving the exchange of the District Property for the Nonprofit Property as presented. This motion, made by Amy Tatom and seconded by Jenn Lynch, Carried.

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

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

Attachments: Executive Summary: Surplus Property Exchange (Modular Classrooms) and Resolution 2007: Surplus Property Exchange

Discussion: Paul Dean, Chief Operating Officer, presenting Resolution 2007 and discussed the proposed surplus property exchange of modular classrooms at the Bend Tech Academy and La Pine Middle School properties with Heart of Oregon.

5. Work Session

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

A. Review of Executive Limitations

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

Attachments:

EL 4.3: Financial Planning & Administration - DRAFT 10.28.25

EL 4.4: Facilities - DRAFT 10.28.25

EL 4.5: Student Transportation - DRAFT 10.28.25

EL 4.6: Nutrition Services - DRAFT 10.28.25

EL 4.7: Technology - DRAFT 10.28.25

EL 4.8: Communications - DRAFT 10.28.25

EL 4.9: Safety - DRAFT 10.28.25

Discussion: The Board continued its work of reviewing the executive limitations that started at the October work session. They reviewed Executive Limitations EL 4.3-4.9. Superintendent Cook and Board Clerk Bojanowski noted that they would compile all the recommended edits and provide the Board with final drafts to review and approve in an upcoming board packet.

6. Director Comments

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

Discussion: Board Chair Marcus LeGrand reminded the public that applications for the vacancy on the Budget Committee are due Friday, January 30th.

Director Shirley Olson noted that she recently visited the Bethlehem Inn with district staff and had the opportunity to walk through a family unit. She also attended the Choice High School information night and shared that it was well attended.

Board Chair Marcus LeGrand shared that he would not be in attendance at the upcoming board meeting and reminded everyone to celebrate February as Black History Month.

7. Adjourn

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

Discussion: Chair Marcus LeGrand adjourned the meeting at 7:20 PM.



HUMAN RESOURCES

Education Center

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

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

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Boyd, Shawn	Language Arts Teacher	Summit High School	Temp Full Time	02/09/2026
Brandon, Cailey	Elementary Classroom Teacher	La Pine Elementary	Temp Full Time	01/26/2026
Guire, Sydney	Elementary Classroom Teacher	Juniper Elementary	Temp Full Time	02/12/2026
King, Cindy	Home Tutor	Special Programs	Variable Hours	02/12/2026
Pecaut, Candace	Math Teacher	Mountain View HS	Temp Full Time	02/12/2026
Romanowski, Dalton	Home Tutor	Special Programs	Variable Hours	01/29/2026

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Harati, Sorahi	Language Arts Teacher	Mountain View HS	08/29/2011 – 06/30/2025
Kent, Brian	Math Teacher	Cascade MS	08/31/2015 – 06/30/2025

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES



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HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax: (541) 355-1109

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

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(541) 355-1100

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February 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 February 10, 2026.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Beuck, Ally	Nutrition Server I	Mountain View	Reg 3.75 hrs / day	01/12/26
Blair, George	Custodial Crew I	Cascade	Reg 8.0 hrs / day	01/13/26
Bonomo, Jeannette	EA Inclusion	Rosland	Reg 6.5 hrs / day	02/12/26
Bovik, Jamie	DEI Community Specialist I – FAN	Policy & Advocacy	Reg 7.6 hrs / day	02/12/26
Fitzpatrick, Brandon	Campus Safety and Security Monitor	Safety	Reg 8.0 hrs / day	01/29/26
Gamble, Grant	Custodial Crew I	Pilot Butte	Reg 8.0 hrs / day	01/08/26
Goyal, Reetu	Nutrition Server I	Elk Meadow	Reg 3.75 hrs / day	01/20/26
Graves, Aimee	EA Inclusion	Ponderosa	Reg 6.5 hrs / day	02/12/26
Harrel, Margaret	Nutrition Server I	Highland	Reg 3.0 hrs / day	01/20/26
Herrera, Zaira	EA Instruction – Bilingual	Pilot Butte	Reg 7.0 hrs / day	02/12/26
Hill, Kimberly	EA Inclusion	Silver Rail	Reg 6.5 hrs / day	02/02/26
Kerry, Sean	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	01/13/26
Krieger, Julie	EA Inclusion	Elk Meadow	Reg 6.5 hrs / day	01/29/26
Kulikowsky, Heather	EA Inclusion	Transition Co-Op	Reg 7.0 hrs / day	01/29/26
LaFrenz, Matea	EA Inclusion	Ponderosa	Reg 6.5 hrs / day	02/12/26
McCohan, Jennifer	EA Instruction	Elk Meadow	Temp 6.5 hrs / day	01/29/26



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Rozier, Lindsay	EA Instruction	Lava Ridge	Temp 3.0 hrs / day	01/15/26
Seibel, Lauren	EA Inclusion	La Pine Elementary	Reg 6.5 hrs / day	02/12/26
Shand, Kealani	Counseling Secretary II	Cascade	Reg 8.0 hrs / day	01/29/26
Winkler, Matthew	Custodial Crew I	Summit	Reg 8.0 hrs / day	01/08/26

Classified Resignations

Name	Position	Location	Resign Date
Bautista, Laura	Attendance Secretary	Caldera	10/25/23 – 01/29/26
Branscum, Audrey	EA Inclusion	Elk Meadow	10/27/25 – 01/05/26
Davis, Jackie	Bus Driver	Transportation	09/02/24 – 01/16/26
Dodson-Lipton, Robert	EA Inclusion	Pacific Crest	10/20/25 – 04/03/26
Fritz, Stacie	Curriculum Secretary II	Caldera	09/09/24 – 01/16/26
Hartford, Addison	IT Engineer	IT Department	04/19/21 – 01/23/26
Henshaw, Samuel	Bus Driver	Transportation	09/01/25 – 01/29/26
Hollingshead, Thomas	EA Inclusion	Caldera	08/31/22 – 02/20/26
McNulty, Lisa	Administrative Technical Assistant	Student Services	09/25/23 – 01/22/26
Porter, Christie	EA Instruction	La Pine Elementary	09/17/25 – 01/20/26
Scott, Raechel	EA Inclusion	Ponderosa	08/27/24 – 01/29/26
Trapp, Mark	Campus Safety and Security Monitor	La Pine High	10/02/20 – 02/20/26

Classified Retirements

Name	Position	Location	Retire Date



HUMAN RESOURCES

Education Center

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Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date
Martinez Alvarez, Cynthia	DEI Community Specialist I - FAN	Policy & Advocacy	10/22/24 - 01/06/26

Confidential Hiring

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

Confidential Resignations

Name	Position	Location	Resign Date

Confidential Dismissals

Name	Position	Location	Term Date



REPORT: Substance Use Prevention and Intervention Plan

PRESENTED BY: Sean Reinhart, Executive Director Student Services
Jennifer Hauth, Director of Student Well-being
Aimee Snyder, Adolescent and School Health Supervisor, Deschutes County Health Services

EXECUTIVE SUMMARY:

We are presenting the **2026 BLS Substance Use Prevention and Intervention Plan** for your consideration and approval in the Consent Agenda for the February 10, 2026, Board of Directors meeting. Under Oregon's Senate Bill 238 and Division 22 standards, school districts are required to develop a comprehensive plan for substance use prevention and intervention. The purpose of Bend - La Pine School's Substance Use Prevention and Intervention Plan is to comprehensively address substance use and its impacts for students K-12. Plans must address requirements in each of the following categories: K-12 Instruction, policies, rules and procedures, communication with students, staff, and families, community engagement and school board approval, and staff development.

More specifically, the plan must include K-12 substance use prevention education that meets the Health Education Standards including a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School. The intervention plan must also include school policies and procedures on substance use; resources and referral processes; and training and procedures for staff.

This plan was developed in partnership with Deschutes County Public Health, district staff, and with student and parent input through an in-person interactive process with both the Student Voice Council and Equity Coalition. All feedback was considered and integrated into the plan as appropriate.

Moving forward, this plan will be reviewed and updated annually to reflect system improvements, instructional practices, policy shifts, and stakeholder feedback. The plan will be available on the district website, as well as linked under the landing page for IGAEB-AP : Drug, Alcohol & Tobacco Prevention.



Bend-La Pine Schools

Substance Use Prevention and Intervention Plan

2026

Section 1: Plan Introduction and Overview

Executive Summary

The Bend - La Pine School's mission statement is *Educating Thriving Students*. The district has a commitment to partnering with our community to support student-centered systems that best match our region's needs and values, even as they change.

The purpose of Bend - La Pine School's Substance Use Prevention and Intervention Plan is to comprehensively address substance use and its impacts for students K-12. Following the 2024 mandate by Oregon's Senate Bill 238, the plan includes comprehensive prevention resources. It acknowledges the resilience and resourcefulness of school systems, highlighting their crucial role during community crises. Schools provide support and stability, and this document equips staff with the tools and understanding needed to address substance issues effectively.

Data from the district's 2024 Student Health Survey provides important insight into student substance use and related factors, such as school climate and students' overall emotional wellbeing. Bend-La Pine Schools is on par with the state for 30-day (current) substance use for alcohol, cannabis, and vaping/nicotine use at 6th and 8th grades. BLS's 11th grade students are reporting more alcohol and cannabis use compared to the state; however, 11th grade vaping is on par with the state. Students experiencing cognitive difficulties (difficulty focusing, remembering, or completing tasks) report the highest levels of 30-day (current) substance use.

Adolescents are at increased risk for adverse health outcomes related to substance use. Beyond health implications, adolescent substance use is associated with academic disengagement, mental health challenges, and a higher propensity for involvement in the juvenile justice system. Early intervention can reduce the prevalence of alcohol, tobacco, and other drugs, thereby enhancing protective factors and fostering a healthier school and community environment. The default response to substance use policy violations at Bend - La Pine Schools, UpShift, offers early intervention and referral to supports as needed. The most recent evaluation of the Upshift program can be found [HERE](#).

Bend-La Pine Schools is committed to implementing this substance use prevention and intervention plan. Additionally, we;

- Recognizes that physical and mental health underpin all learning. Physical and mental health, including substance use prevention and intervention are integral components of students' academic success and well-being, both while at school and beyond graduation
- Further recognizes that substance use is a leading risk factor for adolescent overdose and death. Synthetic opioids, such as fentanyl, have dramatically increased overdose deaths among youth, underscoring the urgent need for effective prevention and

intervention strategies (Oregon Department of Education, 2024). In Deschutes County, substance use-related deaths remain a major public health concern and are closely tied to broader mental health crises among youth.

- Has an ethical responsibility to take a proactive approach in prevention of substance use related deaths.
- Acknowledges the school's role in fostering a culture that supports positive youth development and resilience, while being sensitive to the individual, community and societal factors that increase youth vulnerability to substance use.
- Acknowledges that comprehensive substance use policies include prevention, intervention, and postvention components.
- Will publish its policy and plan on the district website and will revisit and refine the plan as needed.

The prevention and intervention plan aims to increase understanding of substance use and risks, make sure students and families know what prevention and intervention resources are available, and set a clear K–12 education plan. It also focuses on giving staff the training they need and improving communication with the community. Overall, the district is working hard to build a strong support system that allows students to thrive.

Acknowledgements and Contact Information

Name, Title	Contact Information	Roles and Responsibilities Within This Plan
Sean Reinhart Executive Director Student Services Bend - La Pine Schools	Sean.Reinhart@bend.k12.or.us	<ul style="list-style-type: none"> ● Ensure alignment with district policies and state mandates ● Ensures implementation of programs
Jennifer Hauth Director of Student Well-being Bend - La Pine Schools	Jennifer.Hauth@bend.k12.or.us	<ul style="list-style-type: none"> ● Ensure alignment with district policies and state mandates ● Ensures implementation of programs
Dean Richards Director of Secondary Curriculum, Instruction, and Systems Bend - La Pine Schools	Dean.Richards@bend.k12.or.us	<ul style="list-style-type: none"> ● Ensure alignment with district policies and state mandates ● Ensures implementation of programs
Julie Richards Director of Elementary Curriculum, Instruction, and Systems Bend - La Pine Schools	Julie.Richards@bend.k12.or.us	<ul style="list-style-type: none"> ● Ensure alignment with district policies and state mandates ● Ensures implementation of programs
Eric Powell Director of Student Services Bend - La Pine Schools	Eric.Powell@bend.k12.or.us	<ul style="list-style-type: none"> ● Ensure alignment with district policies and state mandates
Dr. Aimee Snyder Adolescent and School Health Supervisor Deschutes County Health Services	Aimee.Snyder@deschutes.org	<ul style="list-style-type: none"> ● Provide oversight of the Healthy Schools program ● Support the district with collaborative, systemic, and integrative approaches to addressing topics such as substance use ● Support communication of the plan to school staff, families and community partners
Heather Tang Community Health Strategist Deschutes County Health Services	Heather.Tang@deschutes.org	<ul style="list-style-type: none"> ● Provide consultation and education for school staff related to substance use and district

		<p>protocols</p> <ul style="list-style-type: none">● Support with implementation and maintenance of the UpShift program● Support communication of the plan to school staff, families and community partners
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Section 2: Substance Use Prevention and Intervention Plan

Equity Stance

Bend-La Pine Schools is committed to the principle of equity. Equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. This document was created in consideration of and using the lens of our [Equity Stance](#).

Bend-La Pine Schools recognizes that in order to promote belonging and connectedness for all students, we must continue to identify and disrupt areas of bias, discrimination and racism in our schools. BLS continues to center wellness promotion activities through an equity lens. This means we are committed to continuing to grow in supporting our culturally and linguistically diverse students and families, as well as uncovering and changing systemic inequities for students with persistent patterns of outcome gaps – in particular, our multilingual students, students with disabilities, and students in poverty. We also acknowledge that our schools have felt unsafe to some students more than others – in particular our LGBTQIA2S+ community, and our students and families of color.

Related Legislation, Board Policies, and Funding Sources

Bend - La Pine Schools policies and procedures are grounded in its prevention-focused philosophy, which sees substance misuse prevention as a shared responsibility across schools, families, and the community. Bend - La Pine Schools believes in creating a safe, supportive environment where students are empowered to make informed, healthy choices. Bend - La Pine Schools upholds that substance use is both illegal and harmful, and clear consequences for use or possession follow Oregon Administrative Rules (OAR 581-021-0050 and 581-021-0055). These policies also include intervention and referral processes to ensure students receive the help they need instead of experiencing the harmful consequences of exclusionary discipline. Bend - La Pine Schools incorporated feedback from families, teachers, students, administrators, local agencies, and subject matter experts. Funding for planned activities will be provided

through a combination of general fund allocations, grant monies, District leadership will conduct regular reviews of the plan to ensure effective implementation and progress tracking.

Related Legislation

District Comprehensive Substance Use Prevention Plans are developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- [OAR 581-022-2045](#) (Prevention Education in Drugs and Alcohol)
- [SB 238](#) (Annual Opioid Prevention Lessons)
- [OAR 581-022-2060](#) (Comprehensive School Counseling)
- [OAR 581-022-2220](#) (Health Services)
- [OAR 581-022-2030](#) (District Curriculum)
- [HB 3321](#) (Provides statutory definition of prevention)

Related School Board Policies

- [Drug, Alcohol, and Tobacco Prevention](#)
- [Steroids and Performance Enhancing Substances](#)
- [Medications](#)
- [Adi's Act](#)
- [Life Sustaining Emergency Care](#)

Outline of Prevention and Intervention Strategies

K–12 Instruction

Bend-La Pine Schools provides substance use prevention education through the following service areas:

- Life and Career Readiness
- Health Instruction

Bend-La Pine Schools' K-12 Life and Career Readiness (LCR) combines multiple initiatives into one framework that includes school-wide Social and emotional learning, college and career prep, and positive youth development. The programs include Wayfinder, SchoolLinks, and Sources of Strength, which are implemented through a variety of school structures, such as Advisory, Flex scheduling periods, and the high school Higher Ed/Career Planning course. Life

and Career Readiness works as substance use prevention by enhancing coping skills and providing students with the tools to navigate challenges while cultivating a purpose for abstaining from substances. See the Life and Career Readiness section within each grade band below for more details on what LCR looks like at each level.

Bend-La Pine Schools' K-12 Health Instruction is aligned with the State Board-adoption Health Education Academic Content Standards and complies with Oregon's law related to K-12 substance use prevention education. Beyond meeting the K-12 Health Education requirements, Bend-La Pine Schools' implements multiple substance use prevention education programs that have been proven to be effective at preventing adolescent substance use. Overall, Bend-La Pine Schools Health instruction focuses on progressively building students' health skills, including accessing accurate information and reliable resources, analyzing influences of behaviors, communicating boundaries, making decisions based on goals and values, and managing personal stress and behavior. See the Health Instruction section within each grade band below, or the district-wide [Health Scope and Sequence](#), for details for each level.

K-5 Instruction

Elementary School Life and Career Readiness: Wayfinder

Wayfinder is the district-adopted Life and Career Readiness curriculum, meeting the state's Transformative Social and Emotional Learning Standards. In grades K-5, each classroom teacher is expected to deliver all core lessons in their grade level workbook (listed below).

- Kindergarten: Exploring Feelings + Actions
- 1st Grade: Caring for Ourselves + Others
- 2nd Grade: Growing + Understanding Ourselves
- 3rd Grade: Creating Connections + Fostering Curiosity
- 4th Grade: Confidence + Community
- 5th Grade: Building Empowered + Engaged Leaders

Elementary School Health Instruction

The district has postponed their elementary Health curriculum adoption based on elementary schools' overall curricular needs. A more comprehensive [Health Scope and Sequence](#) will be

established by the 2027-2028 school year. Substance use prevention (including preventing accidental poisonings) was identified as a priority topic to include in the 2027-2028 Health Scope and Sequence. Current Health instruction for substance use prevention includes:

- Grades 3-5: Sources of Strength “Connectors to Help,” delivered by counselors

6-8 Instruction

Middle School Life and Career Readiness: Wayfinder

Each middle school is expected to complete all core lessons in the Wayfinder grade level workbooks (listed below). It is recommended for schools to follow the district’s [Middle School Advisory Scope and Sequence](#) which includes all grade level workbook lessons plus Wayfinder Activities added in to improve school climate and student belonging. Schools may copy and adapt the district’s Advisory Scope and Sequence to meet school needs, but must complete the core lessons.

- Grade 6:
 - Belonging Foundations
 - Chapter 1: Community Building
 - Chapter 2: Self-Awareness + Values
 - Chapter 3: Accepting + Managing Emotions
 - Chapter 4: Conflict + Action
 - Chapter 5: Perspectives + Practice
 - Chapter 6: Closing Reflections
- Grade 7:
 - Belonging 1: Self
 - Chapter 1: Community Building
 - Chapter 2: Exploration + Storytelling
 - Chapter 3: Emotions + Awareness
 - Chapter 4: Goals + Habits
 - Chapter 5: Pressures + Challenges
 - Chapter 6: Closing Reflections
- Grade 8:
 - Belonging 2: Community
 - Chapter 1: Community Building
 - Chapter 2: Community + Connection
 - Chapter 3: Relationships + Support
 - Chapter 4: Communication + Needs
 - Chapter 5: Curiosity + Place

■ Chapter 6: Closing Reflections

Middle School Health Instruction

Middle school Health instruction is expected to be delivered by endorsed Health teachers or a teacher working towards a Health endorsement. Health instruction is expected to follow the district's [Health Scope and Sequence](#) and use the district adopted curriculum, or [district-approved supplementary materials](#) to fill gaps in the adopted curriculum. [District-approved guest speakers](#) can provide Health information in addition to, not in lieu of, district-adopted curriculum.

- Grade 6:
 - Live Well Chapter 6: Emotional Wellness
 - Live Well Lesson 7.1 Managing Stress
 - CATCH My Breath vaping prevention
 - Live Well Chapter 10 Alcohol
 - Erika's Lighthouse Level I
 - ODE Opioid Prevention lesson
 - [Health Resources for Students](#)
- Grade 7:
 - Live Well Chapter 8: Relationships and Social Health
 - SmartTalk Cannabis Awareness and Prevention
 - Project ALERT Core Lessons
 - Erika's Lighthouse Level II
 - ODE Opioid Prevention lesson
 - [Health Resources for Students](#)
- Grade 8:
 - Live Well Chapter 9: Violence and Conflict
 - Live Well Chapter 12: Legal and Illicit Drugs
 - Project ALERT Booster
 - Erika's Lighthouse Level II (One-Day Lesson)
 - ODE Opioid Prevention lesson
 - [Health Resources for Students](#)

9-12 Instruction


High School Life and Career Readiness Curriculum:

Wayfinder

Wayfinder is the district-adopted Life and Career Readiness curriculum, meeting the state's Transformative Social and Emotional Learning Standards. Wayfinder is expected to be delivered by any certified teacher.

- Belonging 3: Action
 - Minimum required is 10 core “fast track” lessons, but recommended to complete the whole workbook. Workbook includes:
 - Chapter 1: Strengths + Growth
 - Chapter 2: Habits + Social Support
 - Chapter 3: Conflicts + Resolutions
 - Chapter 4: Interconnection + Humanity
 - Chapter 5: Reflection + Readiness
 - Recommended for 9th grade, but may be completed any time over 9-12 if needed
- Purpose 1: Self
 - Implemented through Higher Ed and Career Path Skills course (ideally grade 11, but may be completed any time across 9-12)
 - Workbook includes:
 - Chapter 1: Motivation + Inspiration
 - Chapter 2: Character + Values
 - Chapter 3: Routines + Habits
 - Chapter 4: Growth + Learning
 - Chapter 5: Reflection + Readiness

SchoolLinks

- Activities embedded into the Higher Ed and Career Path Skills course (ideally 11th grade, but may be completed any time over grades 9-12)
 -  Higher Education Career Path Skills (HECPS) Activities/Resources by Standa...
- Counselor-delivered Activities (grades 6-12)
 - [Educational Plan and Profile](#)
 - School Counseling Programming: [High](#) and [Middle](#)

High School Health Instruction

High School Health instruction is expected to be delivered by endorsed Health teachers or a teacher working towards a Health endorsement. Health instruction is expected to follow the district's [Health Scope and Sequence](#) and use the district adopted curriculum, or [district-approved supplementary materials](#) to fill gaps in the adopted curriculum. [District-approved guest speakers](#) can provide Health information in addition to, not in lieu of, district-adopted curriculum.

- Health 1 (usually 9th grade)
 - Live Well Chapter 2: Personal and Consumer Health
 - Live Well Chapter 7: Emotional Wellness
 - Live Well Chapter 8: Mental Health
 - Erika's Lighthouse Level III
 - ODE Opioid Prevention Lesson
 - [Health Resources for Students](#)
 - Stanford Safety First
 - CATCH My Breath High School
- Health 2 (usually 10th grade)
 - Stanford You and Me, Together Vape Free
 - Live Well Chapter 12: Tobacco and E-cigarettes
 - Signs of Suicide or Erika's Lighthouse "Booster" (Being a Trusted Peer)
 - [Health Resources for Students](#)

Student-Led Positive Social Norming Campaigns

Sources of Strength Peer Leader programs are encouraged for every secondary school, including K-8 middle grades. Over a school year, Sources of Strength Peer Leaders, with support and mentorship from trained adults in their school, deliver 2-3 school-wide positive norming campaigns with 3-5 activities each. The positive social norming campaigns engage all students in culturally-responsive ways of sharing and building their Strengths (coping resources).

Before delivering peer-to-peer activities, Peer Leaders must complete a Sources training, follow safe messaging guidelines (see "[Checkpoints](#)"), and be supported and mentored by trained Adult Advisors. Adult Advisors, with support from their Healthy Schools Public Health Specialist, must assure that student-led campaigns are safe, effective, and focused on "Hope, Help, and Strength" ([Sources of Strengths Successful Campaign Checkpoints](#)). Whenever possible, the district will provide funding for training and operational costs; Schools are encouraged to integrate Sources of Strength into staffing plans and master schedules when possible.

Intervention, Referral, and Emergency Response

Students may be referred to intervention services through various channels, including self-referral, parent referral, staff referral, identification by Multi-Tiered System of Support (MTSS) teams, or offered following a violation of district drug and alcohol policy (see "[Response to Substances](#)" in the [Student Code of Conduct](#)) UpShift ensures that adolescents are receiving early intervention, including brief intervention or referral to treatment or a mental health provider.

The primary intervention response to substance use at Bend - La Pine Schools is the [UpShift protocol](#). UpShift is an alternative to an out-of-school suspension(OSS) program coordinated in partnership with Deschutes County Health Services-Public Health Department (DCHS-PH). The program is designed to engage students who are using substances or showing signs of substance use disorder to adopt healthy behaviors and stay in school, increase students' and guardians' knowledge of substance use risks, and increase supportive networks within the school community. UpShift ensures that adolescents are receiving early intervention, including brief intervention or referral to treatment or a mental health provider.

1. Observation and Initial Concern

Staff report signs of possible substance use or related risk behaviors. Reports can come from any school employee, including teachers, counselors, or support staff. Students and families are also able to report concerns to any school staff member.

2. Initial Response and Safety Check

A school administrator would be made aware of the situation and conduct further investigation to determine who/what/when/where. Parents/guardians are then contacted and given 24 hours to opt out of UpShift.

If a student appears to be in immediate danger, staff follow the emergency response procedures, including notifying the school nurse and, when necessary, administering opioid overdose reversal medication per the district's [Opioid Overdose Response Protocol](#).

3. Reporting and Documentation

Concerns are documented using established protocols and submitted to a school administrator or counselor. Incidents and response plans are documented via the district's student information system (SIS) platform and/or UpShift tracking.

4. Referral to Support Services

Once a concern is documented, the student is referred to the staff member responsible for screening and/or referral to service.

5. Family Communication and Follow-Up

Families are notified (as appropriate), and a follow-up plan is created.

6. Staff Communication and Follow-Up

When a student violates the district's Student Code of Conduct ([Code #4 - Banned & Illegal Substances](#)), school administration will utilize appropriate interventions and consequences as appropriate to support the student following the incident.

When a substance-related medical emergency occurs in the district or community, the district provides crisis response follow-up and support to staff and students that may include sharing of resources, check-ins with counseling or Human Resources personnel, and support from community partners. An example of a substance-related medical emergency is an overdose that affects students or staff.

Communication

Below is a list of district communications related to substance use prevention and intervention:

[Opioid Overdose PSA](#) and annual notification of Narcan availability and intended uses on campus through Family Spotlight and “News and Events” webpage

Annual notification of UpShift in the [Student Code of Conduct](#), and family newsletter notifications as needed ([example](#))

Health instruction notification letters (recommended, not required, for teachers to email out to parents/guardians of enrolled Health students prior to delivering Opioid Prevention and substance use prevention lessons)

- Sample [Opioid Prevention Family Notification Letter](#)
- Sample family notification letter for general substance use prevention programs: [CATCH My Breath 6th Grade](#) and [Safety First High School](#)

Monthly Healthy Schools “corner” in the district Family Spotlight newsletters and various secondary school newsletters: Public Service Announcements (PSAs) including positive parenting messages, information and tips related to positive parenting or youth behavioral health and development, and a link to a relevant health resource ([example](#))

Bend-La Pine Schools' [Mental Health Resources webpage](#) for families

Bend-La Pine Schools' [Family Handbook](#) (calendar) with mental health information and resource links

Multiple Care Solace promotions a year via district website, Family Spotlight, Health instruction notification letters, and family nights (in secondary schools)

Staff Training

Bend - La Pine Schools will inform staff and their responsibilities within the plan via the newsletter, board communications, and as needed through direct training communications.

Throughout the school year, staff receive professional development related to Transformative Social-Emotional Learning, restorative justice practices, and mental health promotion for students and adults. These practices are integrated throughout the district and are an essential component of upstream substance use prevention.

STAFF		
Training	Description	Cadence
Narcan Training	Annual narcan training to all school staff provided by school nurses (part of training related to all emergency response practices)	Annual
UpShift Trainings	Protocol training for when students are in violation of school substance use policies or support for students who have demonstrated a need for early intervention related to substance use	Biannual or as needed
Prevention Education Best Practices	Best practices and up-to-date information related to substance use prevention, mental health promotion, and/or suicide prevention education for secondary Health teachers	At least once every 2 years

Administrator Horizontal Trainings	Leadership trainings where topics vary as needed (Code of conduct, policy changes, Administrator expectations, etc.)	Annual/Monthly
Tier 3 Teams or Continuum of Services	Professional development or professional learning community collaboration for School Counselors, Student Success Coordinators/Clinicians, and School Psychologists.	Annual
Sources of Strength Adult Advisor	A 4-6 hour training for admin and staff who are working with Peer Leaders in their school. The adults are trained to implement Sources of Strength to fidelity with the evidence-based program, which includes facilitating Peer Leader meetings and mentoring Peer Leaders through implementing school-wide safe messages of hope, help, and strength.	Annual or biannual as a “refresher”

Appendix A: Substance Use Prevention and Intervention Resources

Table B.1 Prevention Education Resources

Resource	Description	Link/Contact Information
2023 Health Education Standards	Grade level health standards adopted by the Oregon Department of Education.	Health Standards Adopted 10.19.23.pdf
ODE Substance Use Prevention Lessons	Instructional materials developed by ODE include annually required opioid prevention lessons and optional K-12 substance use prevention lessons.	Oregon Department of Education: Substance Use Prevention Education
K-5 Health Curriculum	Age-appropriate health curriculum that aligns with K-5 health standards.	Health Scope and Sequence
6-8 Health Curriculum	Age-appropriate health curriculum that aligns with 6-8 health standards.	Health Scope and Sequence
9-12 Health Curriculum	Age-appropriate health curriculum that aligns with 9-12 health standards.	Health Scope and Sequence



ACTION ITEM: Approval of Supplemental Transportation Plans

PRESENTED BY: Kim Crabtree, Executive Director of Transportation

EXECUTIVE SUMMARY:

Generally, the State of Oregon will financially support transportation services for elementary students living one mile or more from an elementary school and for secondary students living one- and one-half miles or more from a secondary school. However, the State of Oregon will support transportation services for elementary students who live within one mile of an elementary school and secondary students who live within one- and one-half miles of a middle or high school when significant safety hazards are present. The attached resolution lists the schools with significant hazards and the number of students affected. Since the Board last approved the plans in 2024, we have added two new areas, revised five areas, and removed one area. Updated counts for added and revised areas are below.

ADMINISTRATIVE RECOMMENDATION:

Approve the attached maps of the hazard zone changes.

RECOMMENDED MOTION:

I move to approve Resolution 2009 as presented.



Administrative School District No. 1

Resolution No. 2009: Supplemental Transportation Plan

WHEREAS, a hazard exists to students attending and potentially walking to the schools listed below and illustrated on the attached maps; and

WHEREAS, the State of Oregon will support transportation services for elementary students who live within one mile of an elementary school and secondary students who live within one and one half miles of a middle or high school when significant safety hazards are present; then

WHEREAS, the approximate number of students affected by the plans is as follows:

School	Approximate Affected Students
Pilot Butte Middle School – Revised #1	-6
High Lakes Elementary – Add #2	10
Juniper Elementary – Revised #2	-4
Lava Ridge Elementary – Revised #1	-23
Ponderosa Elementary – Revised #2	-2
Ponderosa Elementary – Removed #4	-2
Silver Rail Elementary – Revised #1	-23
Silver Rail Elementary – Revised #2	-15
Silver Rail Elementary – Add #3	11

BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools hereby approves the attached supplemental transportation plans.

Moved by _____

Second by _____

Yes votes _____ No votes _____

Dated this 10th day of February 2026.

Vice Chair

Director

Attest: _____
Board Secretary

Bend LaPine School District

Supplemental Plan for: High Lakes Hazard 2

Resolution Date:

Approximate Number of Students: 10 Date Counted: 01/12/2026

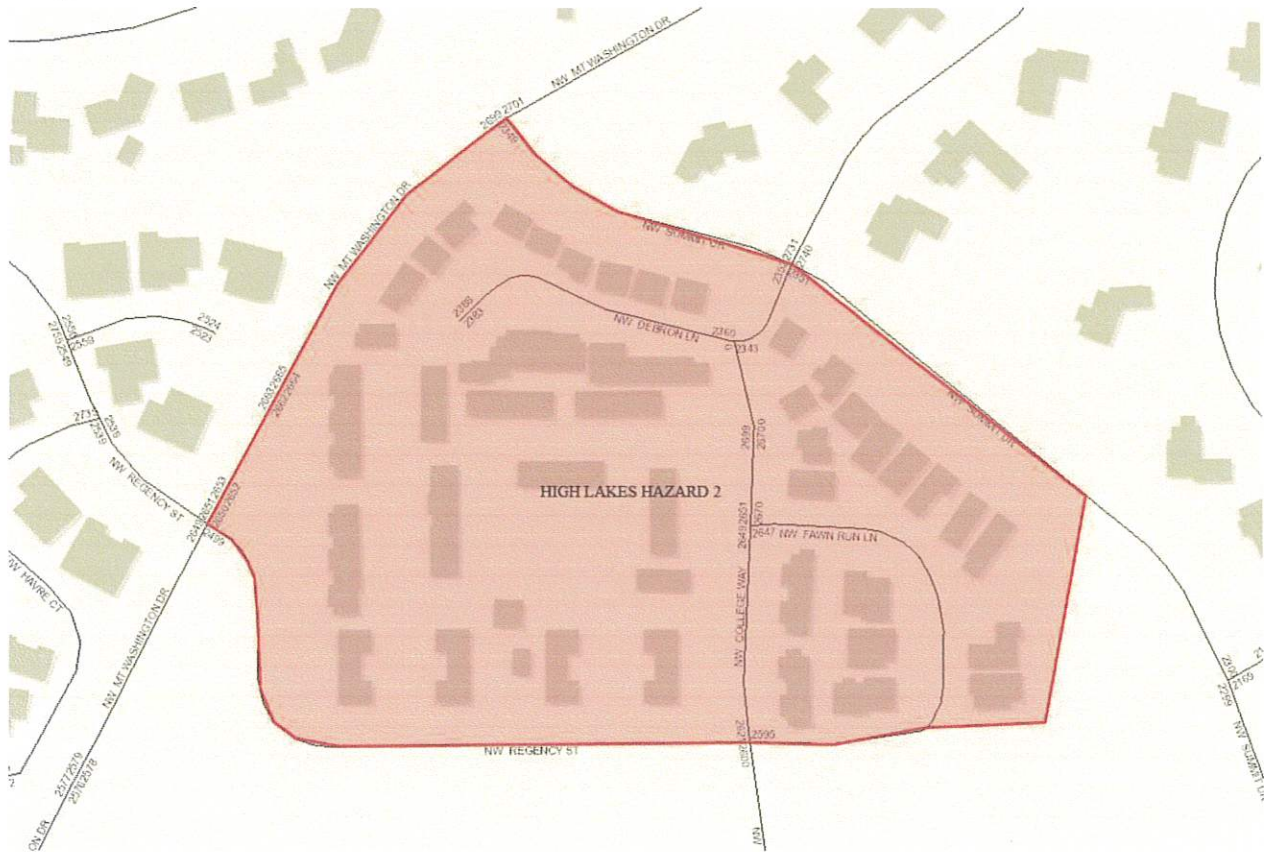
Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

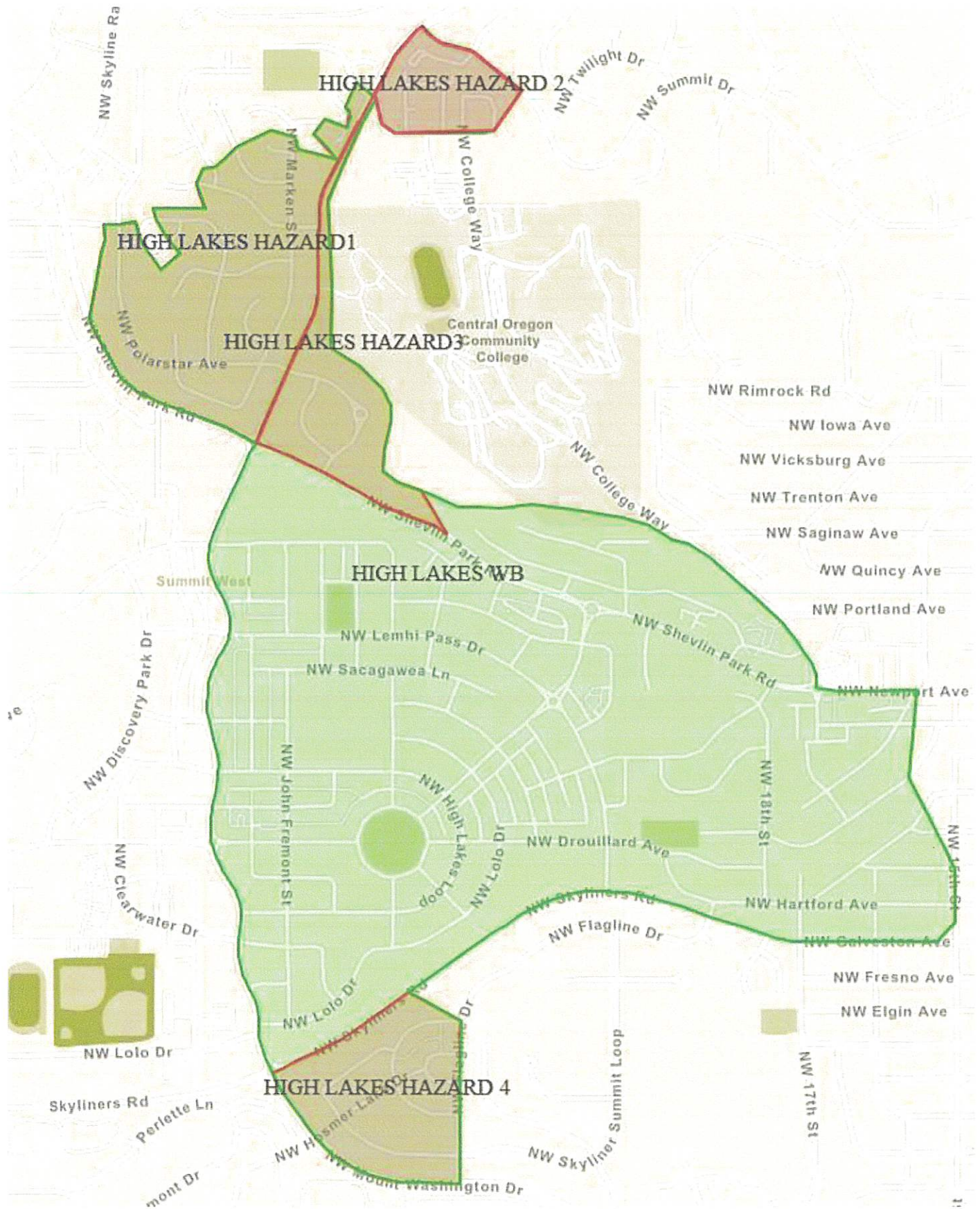
Hazard Condition: Area is north east of the Shevlin Park/ Mt Washington roundabout which has been deemed a hazard for elementary to cross due to traffic conditions

General Area Description:

Area is north east of the Shevlin Park/ Mt Washington roundabout

Image:





Bend LaPine School District

Supplemental Plan for: High Lakes Hazard 2

Resolution Date:

Approximate Number of Students: 10 Date Counted: 01/12/2026

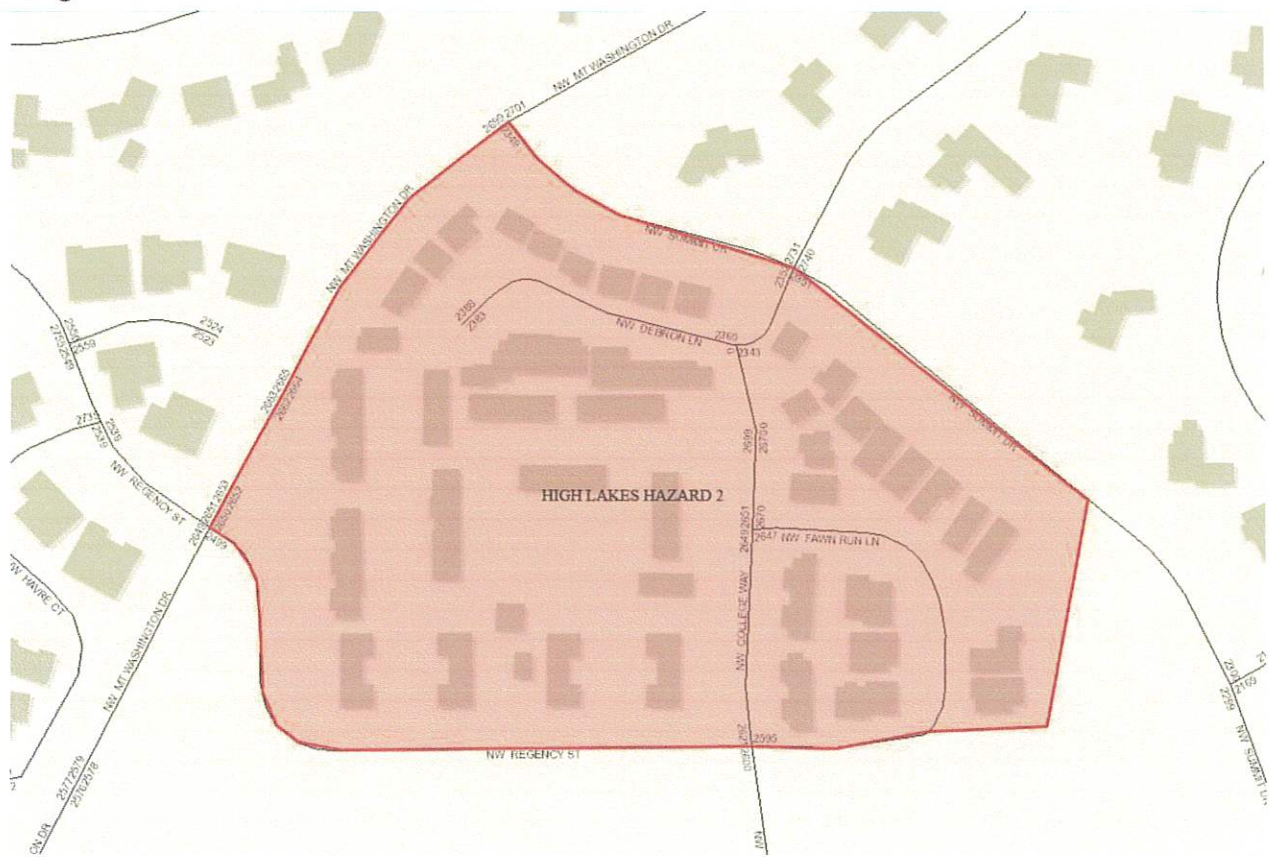
Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

Hazard Condition: Area is north east of the Shevlin Park/ Mt Washington roundabout which has been deemed a hazard for elementary to cross due to traffic conditions

General Area Description:

Area is north east of the Shevlin Park/ Mt Washington roundabout

Image:



Bend LaPine School District

Supplemental Plan for: Juniper Elementary Hazard 1

Resolution Date:

Approximate Number of Students: 2

Date Counted: 1/15/26

Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

Hazard Condition:

No safe walk path along 8th st

General Area Description:

West Side of 8th St North of Vail to Butler Market

Image:



Bend LaPine School District

Supplemental Plan for: Lava Ridge Hazard 1

Resolution Date:

Approximate Number of Students: 20 Date Counted: 3/1/24

Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

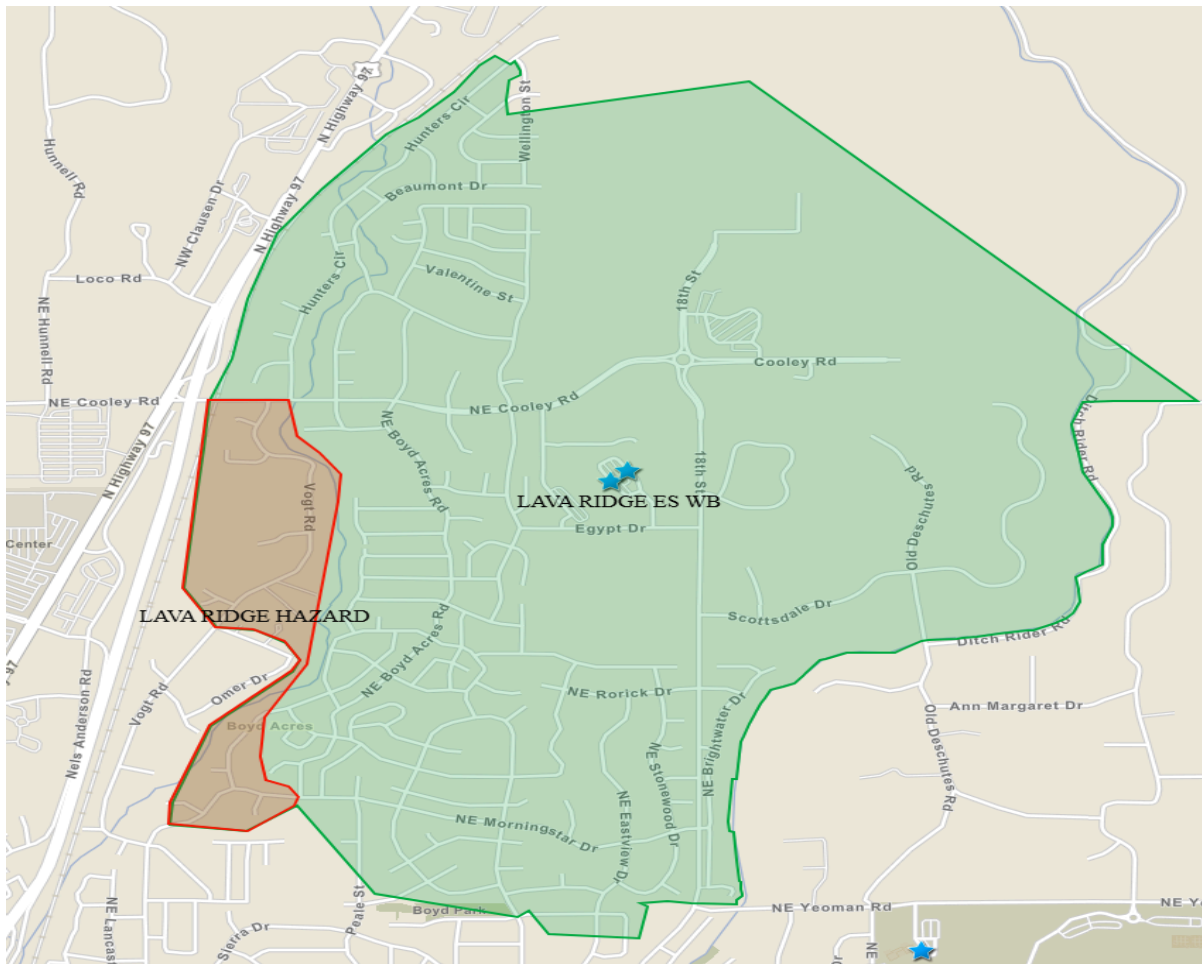
Hazard Condition:

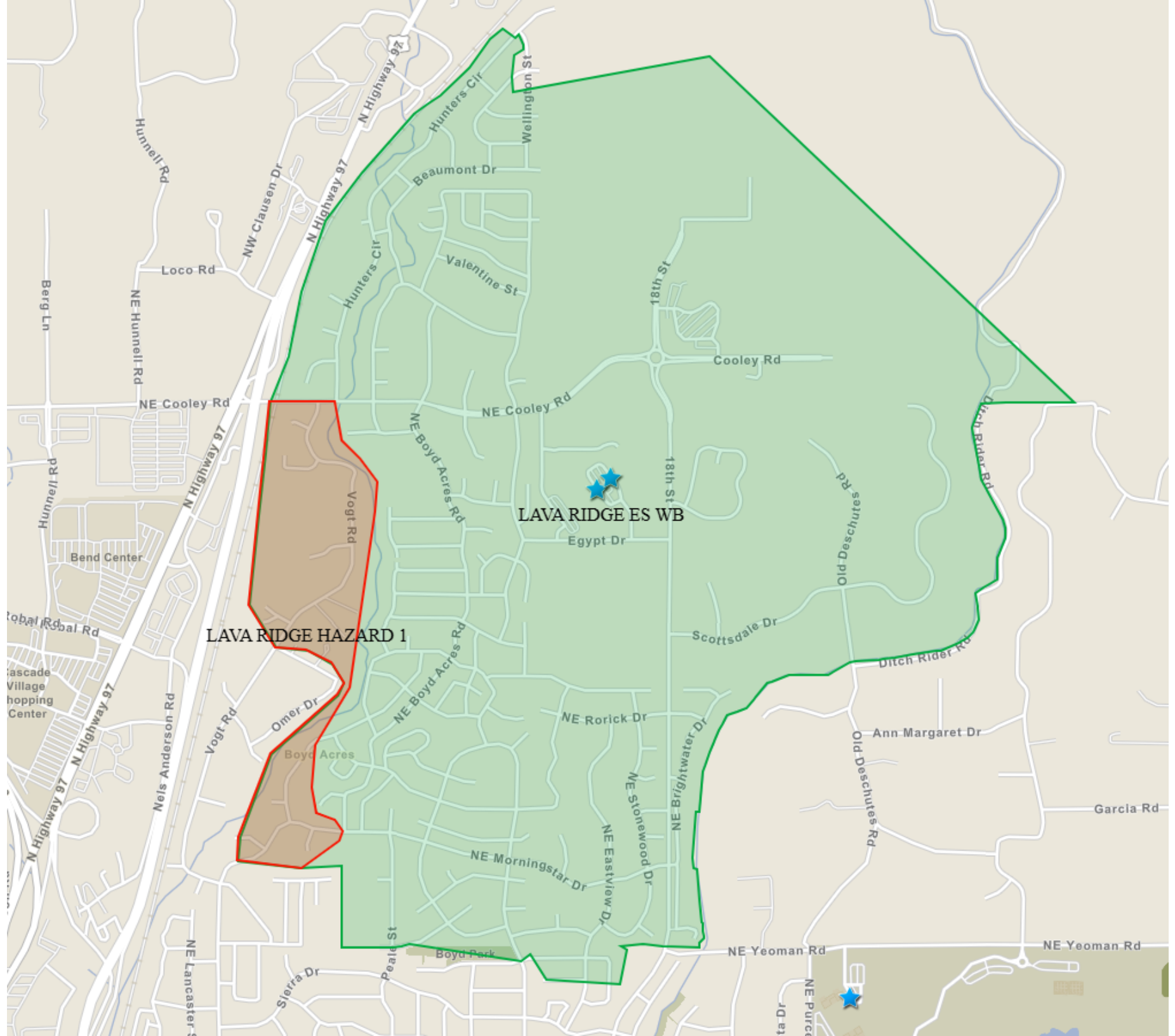
Cooley has no sidewalk or walkable shoulder from Vogt to Hunter Cir

General Area Description:

Area of Vogt rd from Cooley to Morning Star and across the street

Image:





LAVA RIDGE HAZARD 1

LAVA RIDGE ES WB

**Bend LaPine School District
Supplemental Plan for: Pilot Butte Middle School Hazard 1**

Resolution Date:

Approximate Number of Students: 1 Date Counted: 1/12/26

Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

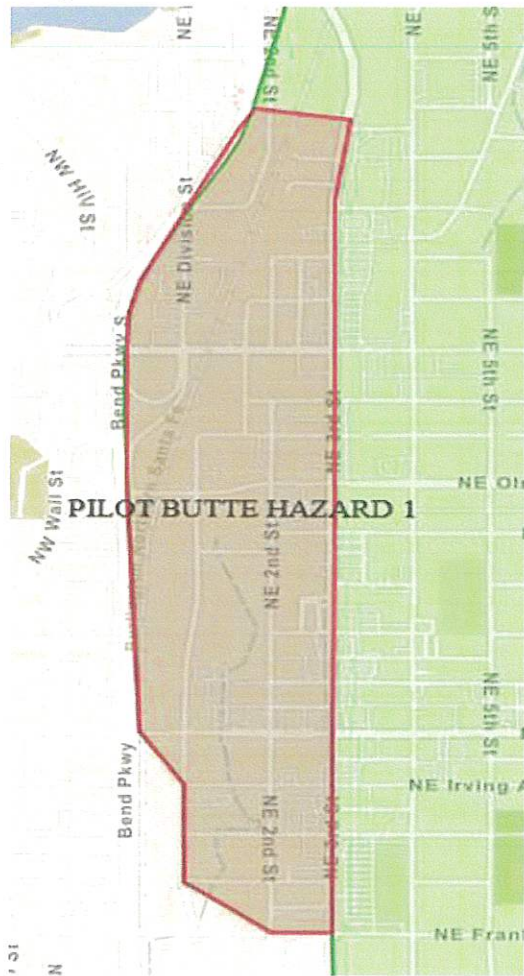
Hazard Condition:

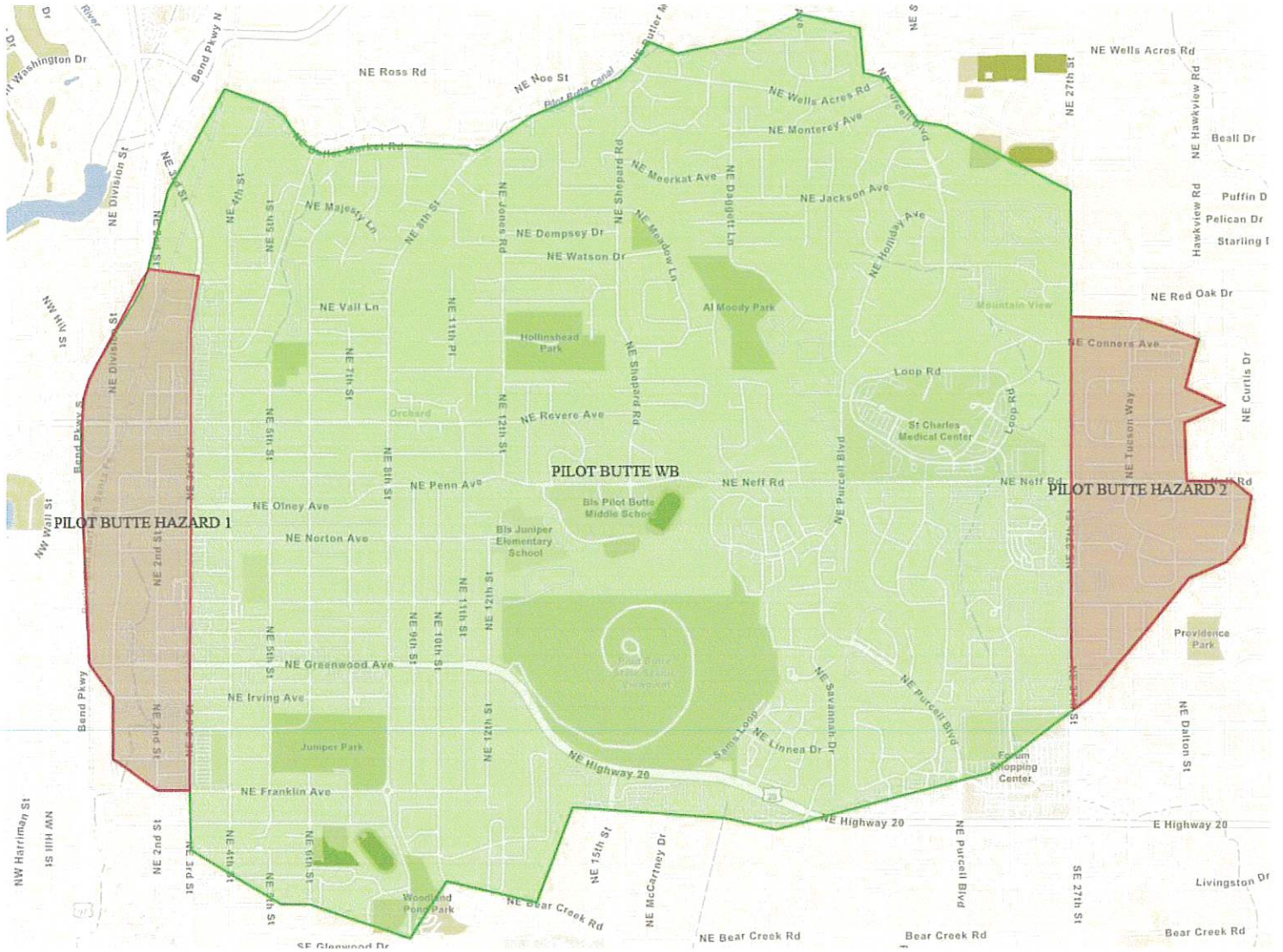
No safe areas to cross 3rd st

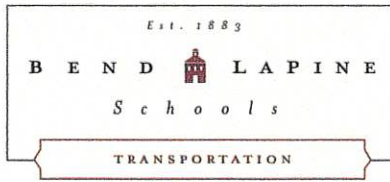
General Area Description:

West of 3rd street east of parkway and north of Franklin

Image:







Removed
9-1-25

Supplemental Plan for: Ponderosa Hazard 4

Bend-LaPine School District

Resolution Date:

Approximated number of Students: 2 Date Counted: 10/06/2023

Elementary Schools have 1 mile walk boundary. Hazard Boundaries are outlined in Red.

Secondary Schools have 1.5 mile walk boundary. Hazard Boundaries are outlined in Red.

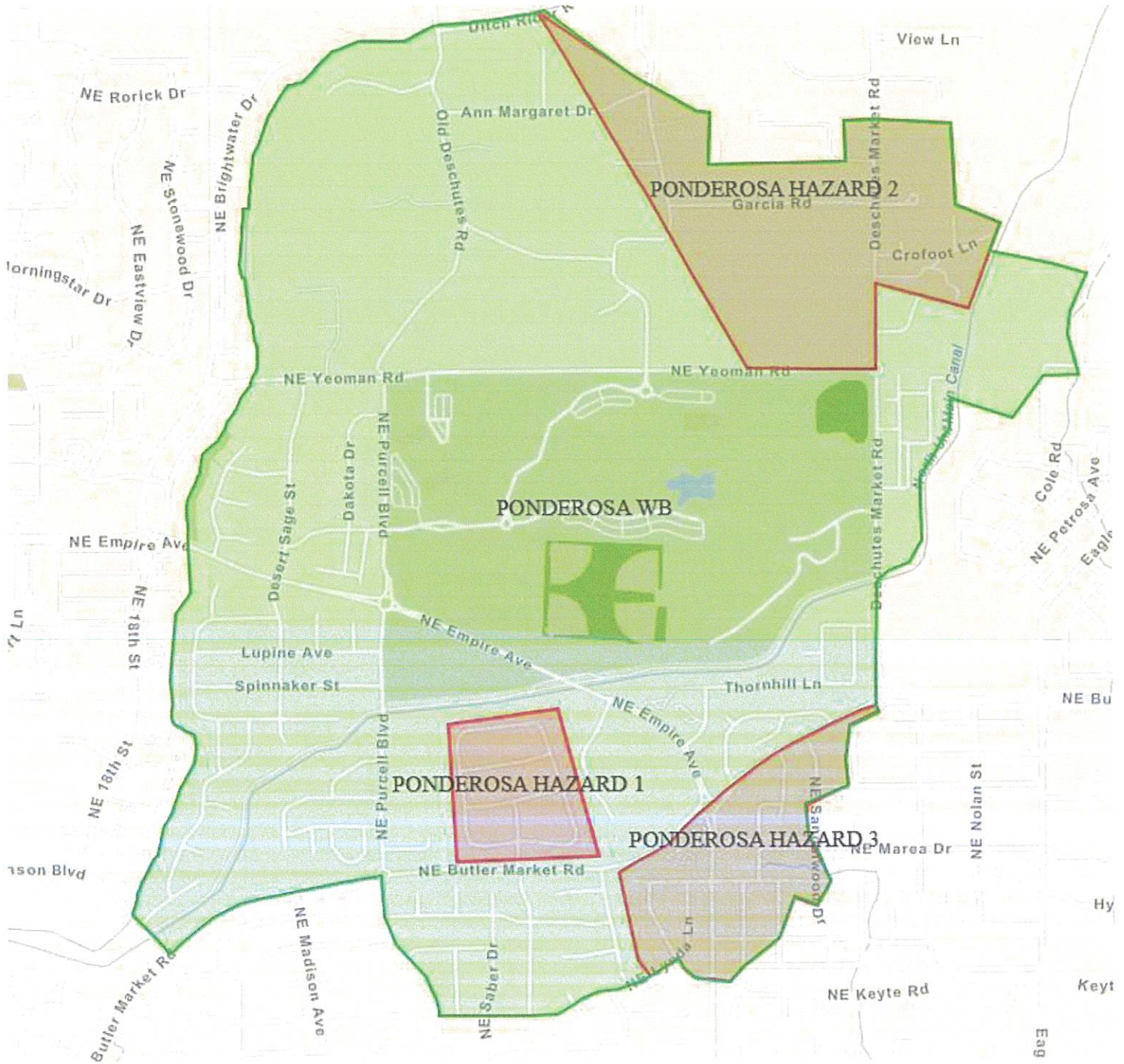
Hazard Condition:

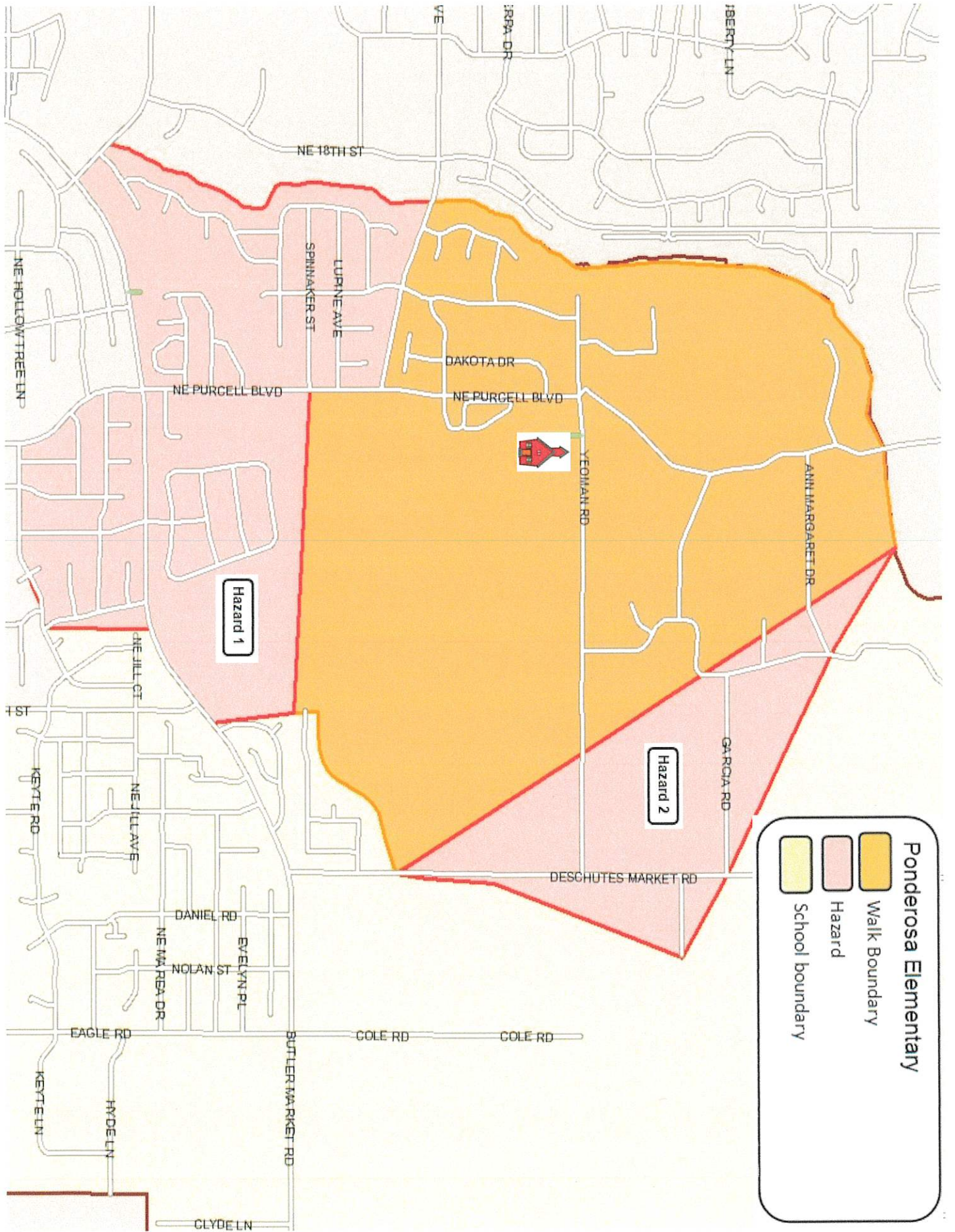
High Speeds of 45MPH on Deschutes Market

General Area Description:

East of Deschutes Market RD South of Yeoman RD to just North of Montecello DR







Ponderosa Elementary

-  Walk Boundary
-  Hazard
-  Hazard
-  School boundary

Bend LaPine School District

Supplemental Plan for: Ponderosa Hazard 2

Resolution Date:

Approximate Number of Students: 1

Date Counted: 1/12/26

Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

Hazard Condition:

No safe crossing on Yeoman

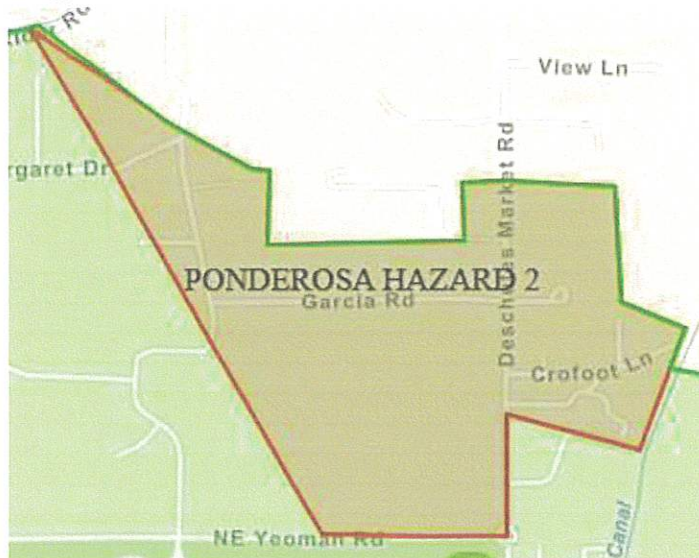
No safe walk path along Deschutes Market or North side of Yeoman

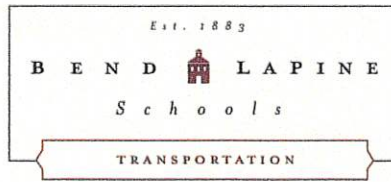
General Area Description:

North of Yeoman, West of Deschutes Market, Between Yeoman and Garcia

North of Yeoman on Deschutes Market

Image:





Removed
9-1-25

Supplemental Plan for: Ponderosa Hazard 4

Bend-LaPine School District

Resolution Date:

Approximated number of Students: 2 Date Counted: 10/06/2023

Elementary Schools have 1 mile walk boundary. Hazard Boundaries are outlined in Red.

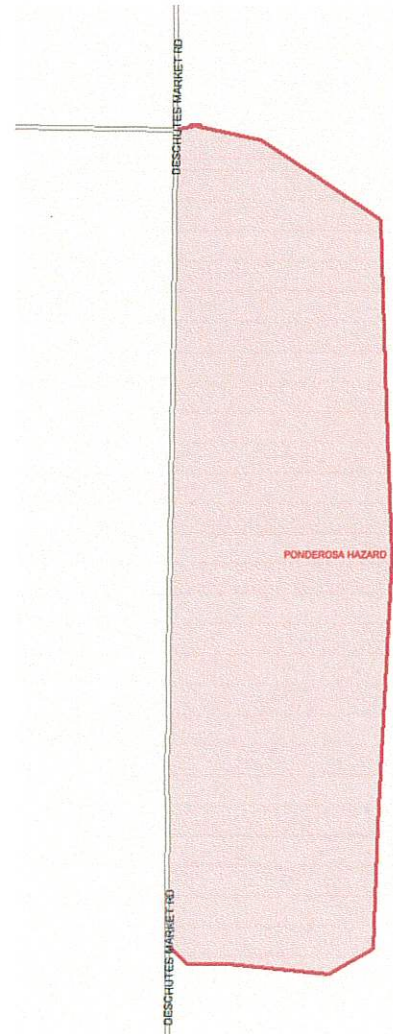
Secondary Schools have 1.5 mile walk boundary. Hazard Boundaries are outlined in Red.

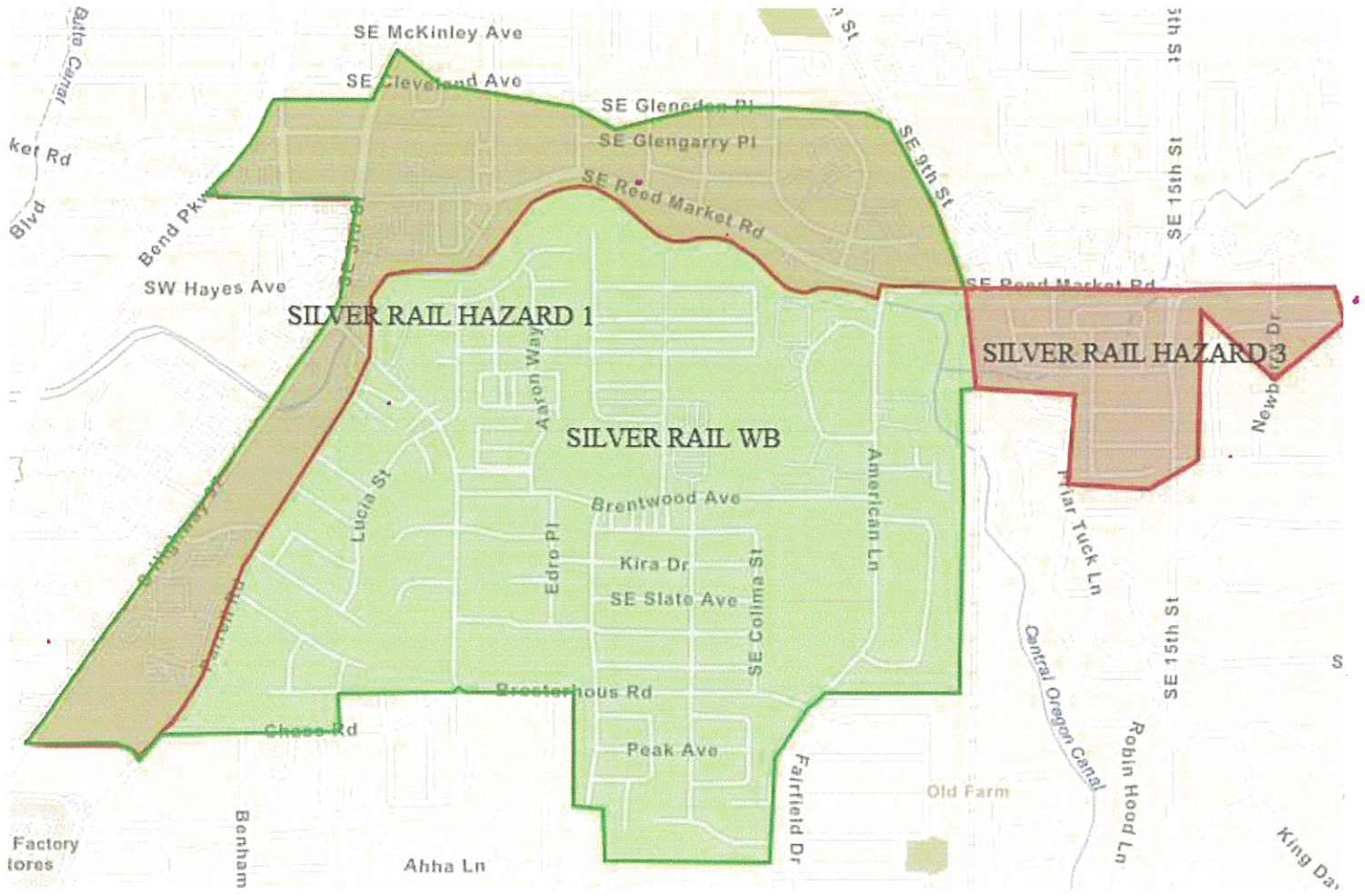
Hazard Condition:

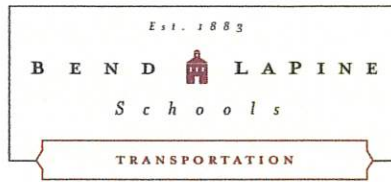
High Speeds of 45MPH on Deschutes Market

General Area Description:

East of Deschutes Market RD South of Yeoman RD to just North of Montecello DR







*Removed
8-1-24*

Supplemental Plan for: Silver Rail Hazard 2

Bend-LaPine School District

Resolution Date:

Approximated number of Students: 15 Date Counted: 11/6/23

Elementary Schools have 1 mile walk boundary. Hazard Boundaries are outlined in Red.

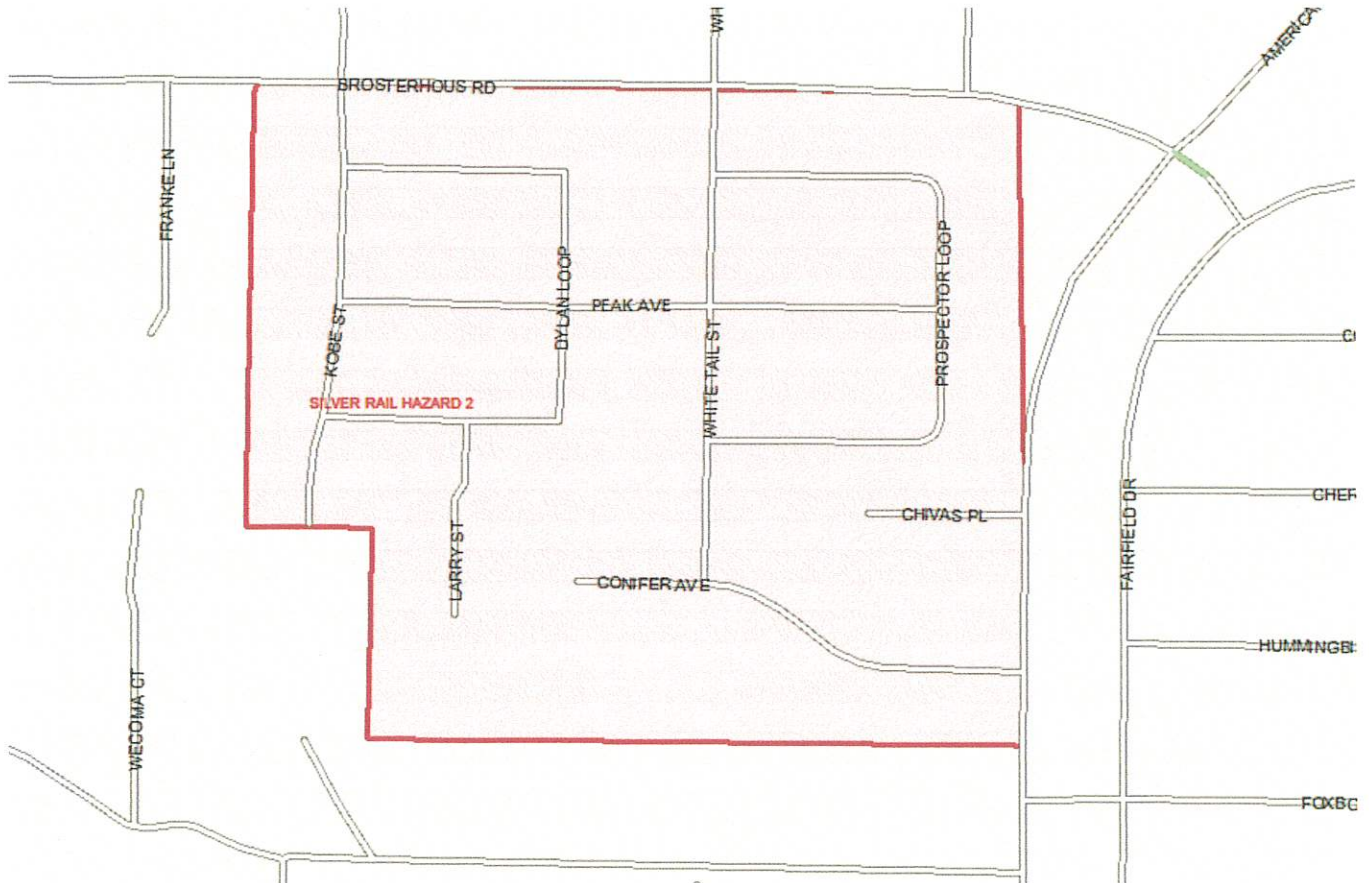
Secondary Schools have 1.5 mile walk boundary. Hazard Boundaries are outlined in Red.

Hazard Condition:

No safe crosswalk and high traffic area.

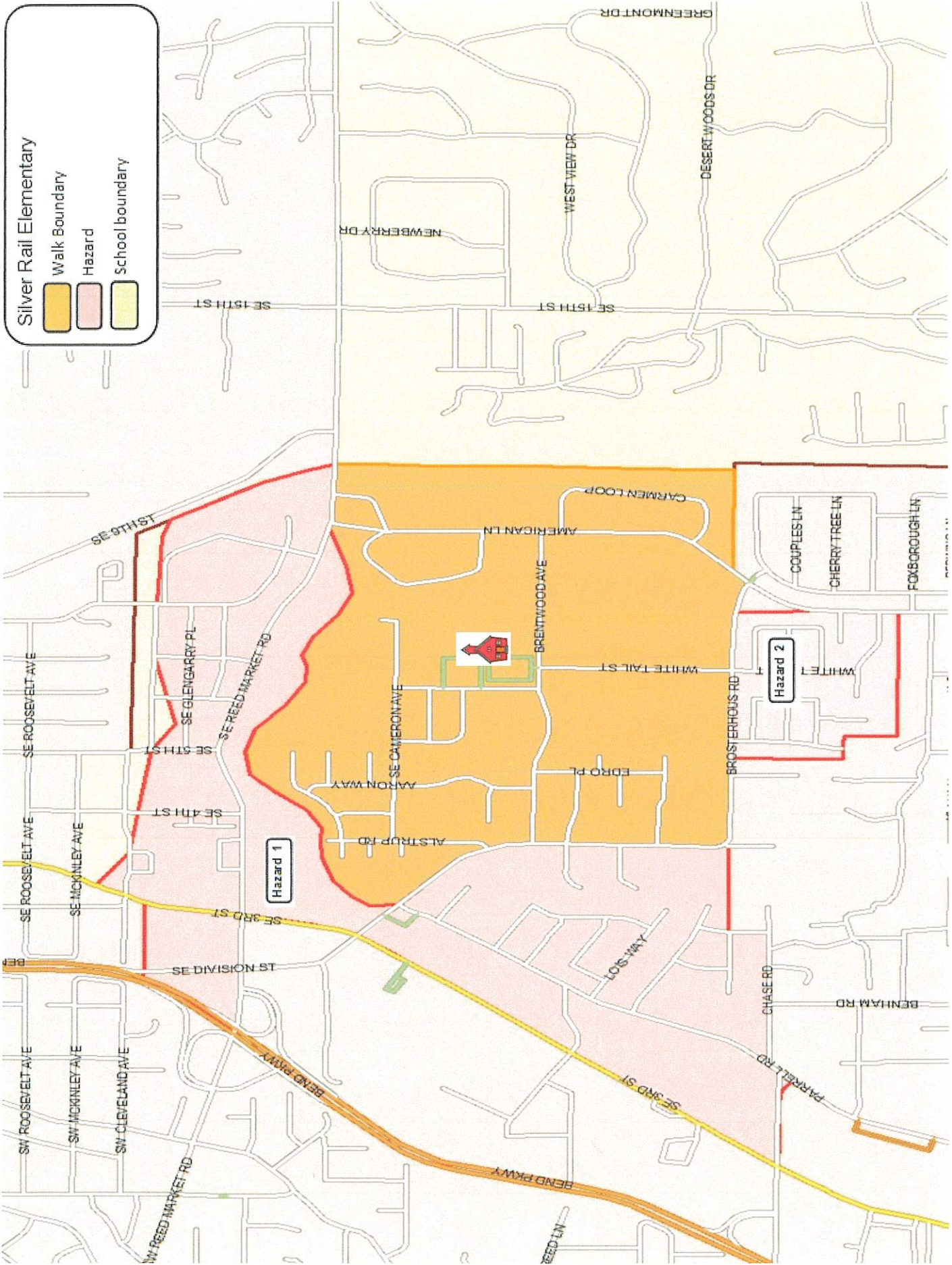
General Area Description:

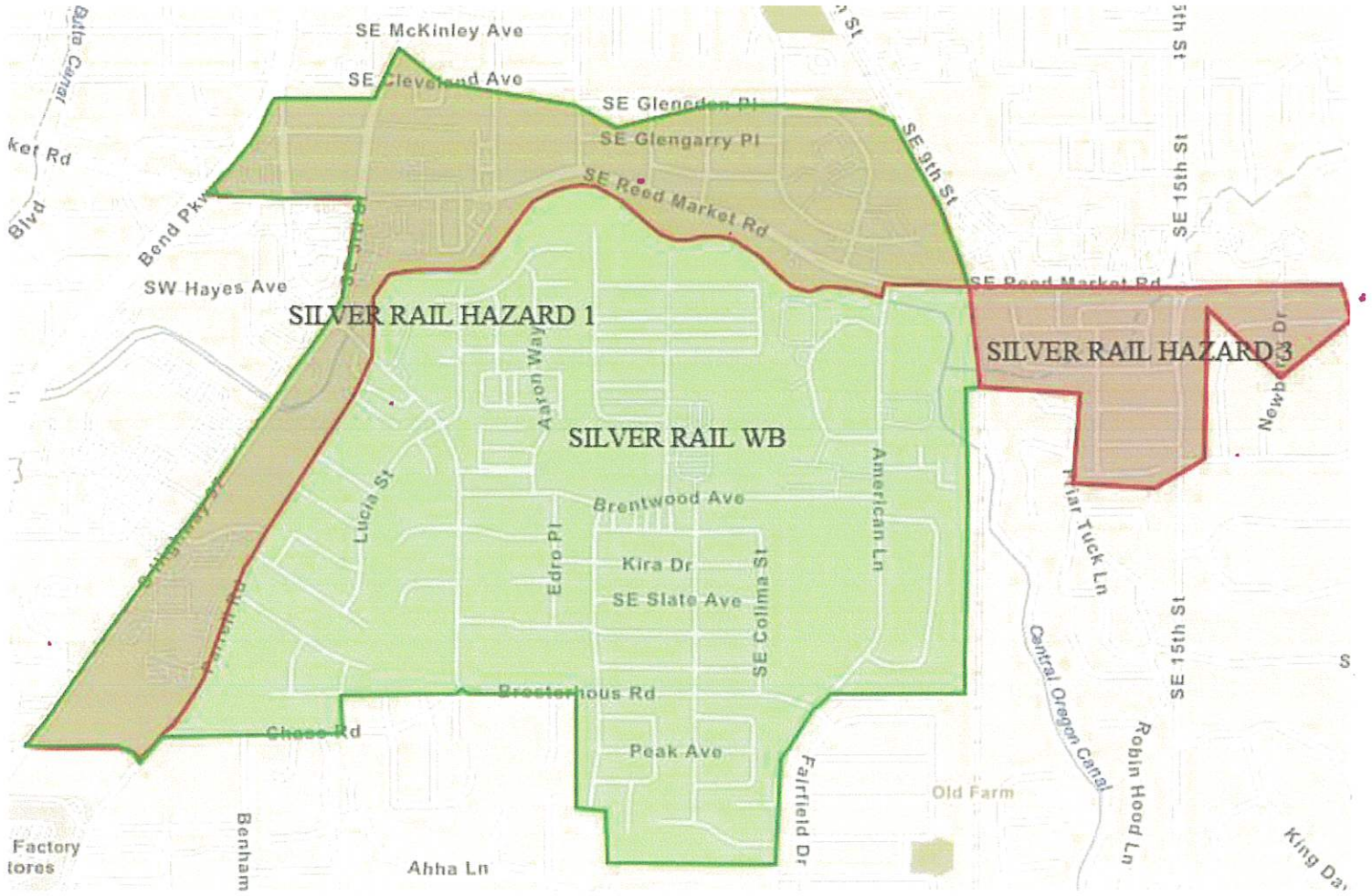
Brosterhous Between Kobe and American Ln.



Silver Rail Elementary

- Walk Boundary
- Hazard
- School boundary





Bend LaPine School District

Supplemental Plan for: SILVER RAIL HAZARD 1

Resolution Date:

Approximate Number of Students:22

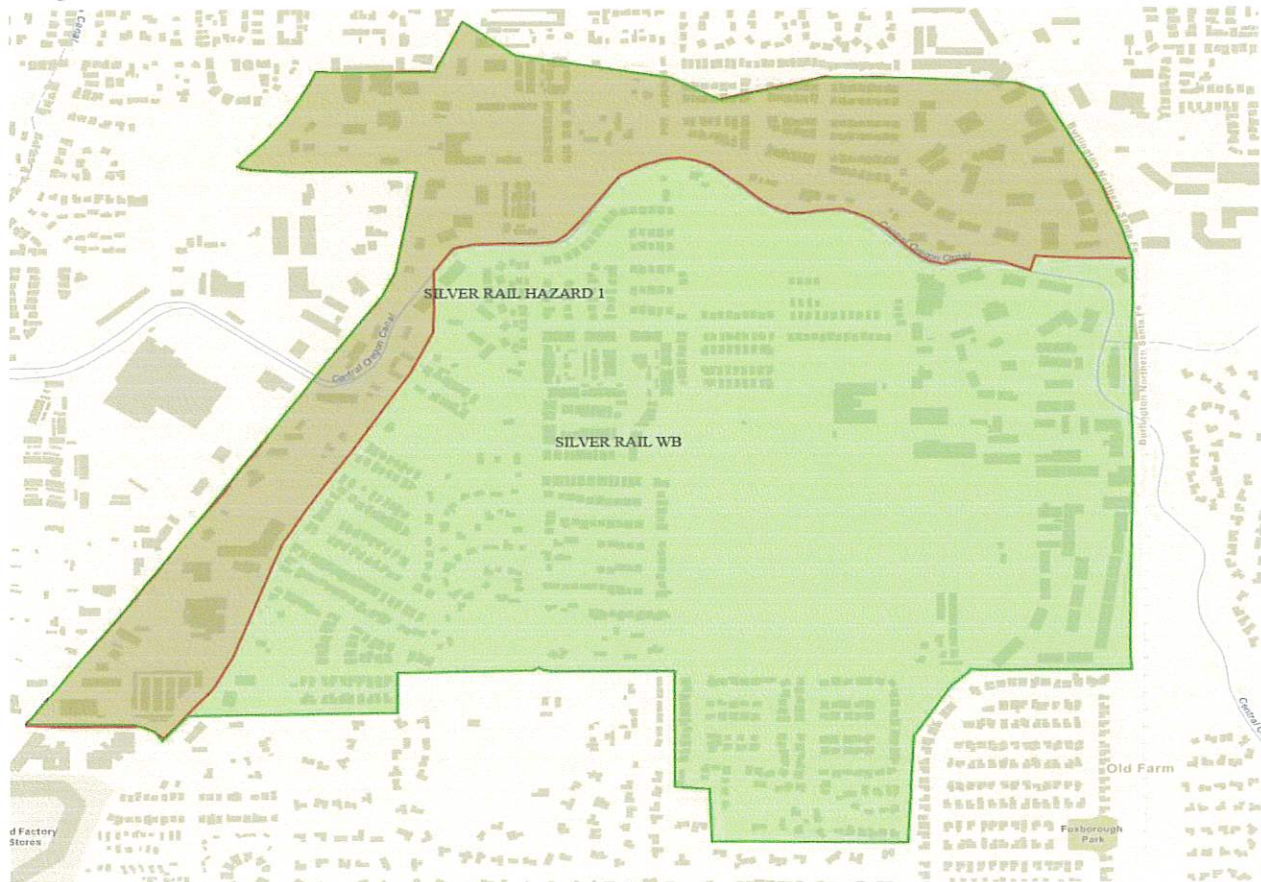
Date Counted: 1/12/26

Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

Hazard Condition: No safe crossing on Parrell Rd or Reed Market,
No safe walk path over bridge on Brosterhous or along a portion of Reed Market and American In.

General Area Description:West side of Parrell RD Reed Market and area North of Reed Market to Glen Eden.

Image:



Bend LaPine School District

Supplemental Plan for: SILVER RAIL HAZARD 3

Resolution Date:

Approximate Number of Students:11

Date Counted: 1/12/26

Elementary Schools have a 1 mile walk boundary. Hazard boundaries are outlined in Red.
Secondary Schools have a 1.5 mile walk boundary. Hazard boundaries are outlined in Red.

Hazard Condition: Rail Road crossing

General Area Description:

South East of Reed Market Rail road track to twin lakes lp

Image:





District Follow-up to Comment Received at January 13, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
<p>Public Comment: Standards Based Grading</p>	<p>Lisa Birk, Deputy Superintendent; Katie Legace, Executive Director of High Schools; and Stephen DuVal, Executive Director of Middle Schools</p>	<ol style="list-style-type: none"> 1. The system has a decaying average, which means homework doesn't contribute to grade, the most recent test or summative counts for 65% of the students grade. This is a fabulous opportunity for students who have not done well up to that point in the semester to demonstrate what they have learned, but it puts students with test anxiety at a great disadvantage. Repeated testing just increases the anxiety. Do you have any contingencies in place for these students in particular? And for protecting the mental health of students during times of uncertainty. <ol style="list-style-type: none"> a. It is not quite accurate to say that a test counts for 65% of the grade. An exam would count toward 65% of that particular standard. If there are 8 standards, it would count to 65% of 1/8th of their grade. Test corrections are common practice and in most instances, it does not mean retesting in the same environment. Additionally, we are encouraging teachers to not just use tests as evidence. Many use projects, speeches, and classwork as evidence toward a standard. We do not recommend our teachers only use tests as evidence. b. Many teachers allow for test corrections and multiple opportunities for retakes and redos on any assignment. Because of these opportunities to demonstrate mastery, we feel that this takes into account a student's well-being. Additional clarity with where you need additional practice for mastery helps a student focus on areas to improve which refines which parts of the material to focus on. We have strong mental health support as part of our continuum of care at each secondary school. We have more support in our schools than we have ever had. These are all protective factors for students' wellbeing. 2. Parents support grading practices that focus on learning and mastery. The district website says a student must demonstrate "Advanced knowledge or extended learning beyond grade level expectation." To earn a 4, which is required for an A. Clearly the system would mathematically suppress GPA's of high achieving students unless there is careful consideration to this matter. I'm sure education, like medicine, promises to first do no harm. A lot of parents are here tonight because they're worried their child's future opportunities for scholarships and college admissions will be harmed. It's a liability to the school district if plans are not made to protect high achieving students' opportunities during this challenging transition. What are your plans to make sure this change doesn't put students at a disadvantage during applications to college and scholarships-both of which rely heavily upon GPA. <ol style="list-style-type: none"> a. There is an expectation that our staff clearly communicate to students <i>before</i> they complete an assessment on what is needed to earn a 4 via a rubric. Our intention is to be more transparent about how a student earns a grade in each class and more clearly communicate the skills needed to be successful in each course. We have been reviewing grade books and working with teachers on ensuring that the number of As in their class matches historical experience. b. Additionally, colleges accept students from around the world with hundreds of different grading systems. We can even look to other districts in our state who use standards based grading and have students attending elite colleges.



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		<p>3. I was told the teachers had a training workshop earlier this year and they were encouraged to use AI to form their grading rubrics. I would love to hear directly from the school board what and when the training for teachers will be and will it create consistency for the students in this grading system?</p> <p>a. Teachers have had ongoing training dating back years in anticipation of this work. Rubrics are set at the district level for the overall standards. Teachers were encouraged to use our own education based AI to help expand on those rubrics for the specific assignment a student is to submit. This provides even more clarity for students. The foundation of every rubric still goes back to the teacher developed rubrics created for the entire district.</p> <p>4. A cornerstone of SGB is consistent feedback to promote improvement. Could we conduct a little standard base grading on this plan? Do you have feedback mechanisms in place from students, parents, teachers and administrators? And would you be willing to share that feedback? And how can we continue a conversation between the school district and parents going forward?</p> <p>a. We have been collecting feedback from teachers, administrators and students so far this year. We are using that feedback to develop next steps and potentially make adjustments before full implementation next year.</p> <p>5. Could the district sponsor an education night for parents to explain what exactly will be included in the school profile sent to colleges and if the profile explicitly explains how standards scores convert to GPA? Will the students be allowed to review those profiles prior to them being sent to colleges?</p> <p>a. We do not plan to hold a night to gather input on the school profile as colleges dictate what should be included on the school profile. The issue about how standard scores are converted to GPA is a teacher training approach and one where we are supporting teachers around the transition to SBG. Colleges do not have any concerns about the "How" a grade is earned they just want the grade, the scale and if classes are weighted. We have already updated the "How we Grade" section to say that we use a standards based grading system on a 0 - 4 scale. We still use an A-F system on a 4.0 scale on our transcripts. Colleges understand that there are different grading approaches all over the world. Adding anything in addition to the profile is not necessary. They take the information we provide on the transcript and calculate the GPA with the courses they want to use for their admission requirements. Here is a link to the school profile at Summit for your reference.</p>
Public Comment: Accessibility of Gender-Free Restrooms at Bend High School	Katie Legace, Executive Director of High Schools	Principal Chris Reese watched the public comment given by the BSHS student and he and Counselor Seth McCracken met with the student January 14 to follow up on the student's concerns. Mr. Reese ensured that the student knew the locations of all of the single stall bathrooms. Mr. Reese explained that one set of bathrooms were locked but that the locks were changed and they can now be locked from the inside. He apologized for the inconvenience. Mr. Reese explained that when the classroom wings open in the fall, there will be 10 single stall bathrooms available for all students and staff. Mr. Reese encouraged the student to come to him in the future if there are questions or concerns. The student told Mr. Reese that he is comfortable doing so.



District Follow-up to Comment Received at January 13, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Public Comment: District Sustainability Coordinator and Repurposing of Building Materials at the Realms Campus	Paul Dean, Chief Operating Officer	<p>Sustainability Coordinator: We appreciate the community’s continued interest in the sustainability work underway in Bend-La Pine Schools. As part of the process of examining and refining the responsibilities and scope of this role, we are engaging key stakeholders, including Green Team advisors and student leaders, to inform our thinking and ensure a thoughtful, inclusive approach.</p> <p>Repurposing building materials at the Realms campus (Brinson building): The plan is intentionally staged to minimize waste and maximize reuse. First, a new tenant may be able to utilize all or most of the upgrades already made at the Realms campus (Brinson building). If that occurs, there may be little to no material that needs to be removed or disposed of. Second, prior to turning the building over, Bend-La Pine Schools will have a salvage team evaluate remaining materials to identify items that can be repurposed within the district. This includes fixtures, furniture, and materials that still have useful life and value. Finally, any materials not needed by a future tenant or by BLS will be handled in accordance with the district’s Surplus Property Disposal Procedure, which prioritizes internal reuse, redistribution to other schools, public sale or donation, and recycling before disposal. Overall, the approach is to avoid unnecessary disposal, reduce storage impacts, and maximize the value of district investments.</p>
Board Comment: Can we make gun locks more accessible to our families?	Scott Maben, Director of Communications	We are currently working with district and school administrators to develop a plan to make gun locks available in more locations across the district.
Board Comment: What can we do to improve our communication methods regarding Standards Based Instruction and Grading?	Lisa Birk, Deputy Superintendent; Katie Legace, Executive Director of High Schools; and Stephen DuVal, Executive Director of Middle Schools	<p>Beginning in February, the district is launching a landing page on our website specifically designed to answer questions related to Standards-Based Instruction and Grading. This will be advertised via social media outlets, Family Spotlights, and school-based communication.</p> <p>For teachers, our team has a weekly drop-in session for all early adopters to surface challenges, receive support, and make recommendations. The information gathered or referenced during this session is then sent out to all adopters (regardless of their attendance) along with recordings of the meetings. This allows for sharing to occur and for our district support team to best understand the real-time needs that staff are encountering during the transition. We also continue to utilize Educator Network Days for specific training related to SBG as well as ICCL/Admin training to support roll-out at each building.</p> <p>We have noticed that there is inconsistent messaging that students receive despite asking that staff directly share common messaging with students. For this reason, we are likely moving toward sending these messages directly to students via e-mail in secondary schools so common messaging is ensured.</p>



District Follow-up to Comment Received at January 13, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
<p>Board Comment: What steps are we taking to ramp up recruitment efforts for world language teachers in South County and how do students meet the language requirements for graduation without teachers on site?</p>	<p>Ryan Kelling, Executive Director Human Resources and Lisa Birk, Deputy Superintendent</p>	<ol style="list-style-type: none"> 1. Each year we spend time connecting with University programs to identify potential candidates interested in moving to La Pine. We continue this strategy as well as expand education programming options in our High Schools related to future “grow-your-own” educators with multilingual and multicultural skills and identities. 2. Bend-La Pine Online, while not a perfect solution, is programming that meets requirements for language. An in-person instructor is our primary goal.



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 in the Bend La Pine 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.

We invite the public to review the materials between February 11th to March 2nd

1. Visit this [webpage](#) for an overview. To review the proposed Chemistry materials, please visit the main office of the Education Center at 520 NW Wall Street.
2. Email Dean.Richards@bend.k12.or.us if needing additional support to access for review.
3. Feedback will be accepted on this [form](#)

February 10, 2026
Chemistry Curriculum Adoption

Dean Richards, Director of Secondary Curriculum, Instruction and Systems

Colleen Behrens, 6-12 Science Instructional Coach



High School Science Adoption Team

January 2024 to Present

BSH

- Ron Crawford - Physical Science, IB Physics
- Heidi Friesen - Physics, IB Chemistry
- **Casie Bullock** - Chemistry, IB Chemistry
(Joined Winter 2025)

BTA

- Missie Wikler - Biology, Chemistry (Fall 2025)

CHS

- Kathleen Glogau - Biology, AP Biology
- **Case Bateman** - Physics, Chemistry
- **Sara Trakselis** - Physics, Chemistry

LPHS

- **Suzanne Jones** - Biology, Chemistry, AP Biology

MVHS

- **Jon Nichols** - Biology, Chemistry
- **Gillian Kellock** - Chemistry, Biology

SHS

- Greg Lampard - Biology, Chemistry, AP Biology, AP Chemistry (Fall 2025)
- Lisa Lamb - Chemistry, AP Chemistry

Chemistry Pilot Team

BSH - Casie Bullock

BTA - Arden Van Beek

MVHS - Gillian Kellock, Andy Young, **Jon Nichols**

CHS - Sara Trakselis, Julie McCabe, Case Bateman

LPHS - Suzanne Jones

Realms - Elinor Wilson

Dean Richards: Director of Secondary Curriculum & Instruction

Colleen Behrens: Secondary Science Instructional Coach



Core Beliefs: All Students, All Sciences

Because we believe the scientific process is a critical way of understanding the natural world we commit to:

- Creating an **engaging and equitable** science pathway.
- Provide all students—regardless of background—with access to **high-quality, rigorous science materials and instruction.**
- **Empowering students** with the skills to **explore, wonder and be curious** about the world.
- **Fostering perseverance, critical thinking, and collaboration.**
- Ensuring that every student **builds a strong science foundation** that prepares them for **success in both life and diverse careers.**



2024-2025

- Presentation from five instructional materials companies

Fall 2025

Agreed to piloted 1 unit from:

- Savvas: Experience Chemistry
- Patterns Chemistry

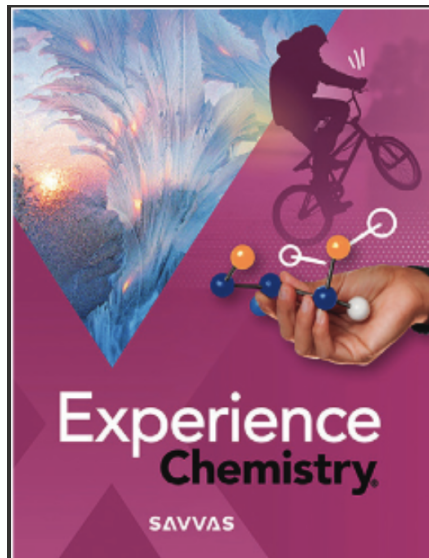
Winter - Spring 2026

- Savvas: *Experience Chemistry* selected
- Product training
- Develop Scope and Sequence
- Planning for 2026-2027

Adoption TIMELINE



5E Instructional Model



Reasons for Savvas Experience Chemistry

Engaging
Phenomena

Differentiated
including
extensions

Science Literacy

Rigor and
accessibility

5E learning cycle

Embedded Earth
Space Science
Standards

Flexible for local
application

Engaging
Phenomena

Coherent
progression

Teacher needs:

- Time to create common assessments and plan for unit
- Budget for lab materials
- Professional development for instructional strategies



Implementation

Scope and Sequence & Common Assessment Development

- Jan 21 3pm to 6pm
- March and April dates TBD
- Summer planning team

Training with Savvas

- May 2026
- August 2026

26-27 School year ongoing unit planning with chemistry teachers

- Dates TBD





QUESTIONS?
THANK YOU!





REPORT ITEM: Naming of New Choice Option High School

PRESENTED BY: Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY: This report provides an overview of the process used by the Naming Committee to develop recommended names for the District's new high school scheduled to open in the fall of 2026. The committee, composed of students, staff, parents, and community members created criteria, gathered input, and evaluated submissions over several weeks. The committee is presenting its recommended names for Board review, with the intent to approve a final name at the next Board meeting.

new choice high school

School Naming Process & Final Recommendations



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

What is the New Choice High School About?



Character,
Community,
and Service



Excellence
Through
Purposeful Work



Industry &
Higher Education
Readiness

Naming Committee

In January, the two school communities formed a volunteer school naming committee to help lead the name selection process.

The Naming Committee consisted of:

- Students from BTA and RHS (7)
- Family members from BTA and RHS (4)
- Staff from BTA and RHS, Certified and Classified (4)
- Principal and Assistant Principal for the new high school
- Executive Director of High Schools
- Deputy Superintendent

TOTAL = 19 people



Naming the New Choice High School

January - February, 2026

Initiate



Solicit Ideas

A survey was sent to the students, families and staff at Realms High School and Bend Tech Academy. The survey solicited names for the new choice high school and recruited volunteers for the naming committee.

JANUARY 9, 2026

Refine



Narrow Options

The naming committee held its first meeting. After discussions, the committee narrowed the initial list of names submitted to 48. A second survey was sent to students, families and staff for feedback.

JANUARY 14, 2026

Define



Create Criteria

The naming committee reviewed the data from the survey. They co-created selection criteria to evaluate names. The criteria was applied to the list of names, narrowing it to the top 10 options. A third survey was sent to students, families and staff for feedback.

JANUARY 21-28, 2026

Decide



Evaluate

The naming committee reviewed the data from the final survey. Using the selection criteria and striving for consensus decision making, the committee narrowed the list to the final three options to name our new high school.

FEBRUARY 4, 2026

Goal - Submit new name to ODE in March, 2026





Naming Committee Criteria

- The new name will **honor** both of the current choice high schools.
- The name will be **simple and easy to say.**
- The name will be **timeless.** It will allow the school to grow and evolve as needed.

Three Voting Rounds

ROUND ONE

74 Name Suggestions Received
Committee Voted on Top Names
48 Names Identified for Round Two

ROUND TWO

180 Votes Received
Committee Voted Using Naming Criteria
10 Names Identified for Round Three

ROUND THREE

252 Votes Received
3 Names Identified for Board Recommendation



Top Name Recommendations

- Central Bend High School
- Deschutes High School
- Deschutes River High School



ACTION ITEM: 2026-27 Budget Committee

PRESENTED BY: Amy Tatom, Board Vice Chair

EXECUTIVE SUMMARY:

The Bend-La Pine Schools' (BLS) Budget Committee is comprised of the seven elected members of the School Board and seven members of the community. The Budget Committee works with district staff to review and approve the school district's budget each year. A Budget Committee member's term is three years.

On October 8, 2025, Seth Isenberg resigned from the position 3 seat due to a move out of the district. At the December 9, 2025, board meeting, the Board of Directors voted to post the vacancy to the public with an application deadline of January 30, 2026. All applications received are included in the board packet. Board members have had the opportunity to individually review all applications and can choose to nominate and appoint a new Budget Committee Member or vote to determine next steps in the process.

RECOMMENDED MOTION:

I move to appoint _____ to the vacant position 3 seat on the Budget Committee.

Dear Bend-La Pine School Board,

I am writing to express my interest in the budget committee vacancy. I believe my background in finance, my professional experience working with large projects and budgets, and my commitment to our local community would allow me to contribute in a meaningful and practical way.

I am a good fit for this role because I am willing to dedicate the time needed to understand the responsibilities of the budget committee and to support the board's work. I care about our community and want to see our schools continue to serve students and families well. I am comfortable asking questions, engaging in discussion, and working collaboratively.

I hold a degree in finance and have experience reviewing budgets and financial materials, which would allow me to contribute quickly. In my professional work, I have been involved in large projects and system implementations that required careful planning, attention to detail, and accountability. That experience would inform how I review the district's budget and long term plans.

This opportunity is a good fit for me at this point because it would be my first formal volunteer role with the school district, and I am able to commit the time needed to participate. With funding challenges ahead, I would like to contribute to the work of finding responsible and sustainable solutions.

I am motivated to serve as a volunteer because I believe in participating in the systems that support our community. We have a strong public school system supported by people who care deeply about students, and I want to be part of that effort. My children attend public schools, and serving on the budget committee would also allow me to demonstrate the importance of community involvement and service.

Thank you for considering my application for the budget committee vacancy. I appreciate your time and consideration.

Sincerely,
Bryce Johnson

Bryce Johnson

Bend, Oregon 97701
[REDACTED]

ACCOMPLISHMENTS

- Oversaw operations at Apple data center including budgets and policy updates
- Led cross site process improvements across all Apple data centers to improve warranty claims accuracy and improve hard drive security resulting in millions of dollars in savings
- Managed ISO 9001:2015 warehouse as primary chemical supplier for largest semiconductor manufacturing factory in Arizona
- Reduced overtime from 13% to less than 3% for Rinchem Arizona operations by designing and implementing a new labor staffing plan
- Designed layout and operational procedures for new 75,000 square foot logistics warehouse. Relocated operation consisting of 12 million pounds of chemicals

CORE COMPETENCIES

- | | | |
|----------------------|------------------------------|----------------------------------|
| • Budget creation | • Oversight & Accountability | • Purchasing |
| • Cost control | • Process design | • Hiring, training, and coaching |
| • Project management | • Labor planning | • Process improvement |
| • Excel | • Operations | • Strategic planning |

EXPERIENCE

Apple Inc.

September 2018 - Present

Data Center Operations Manager, Prineville Oregon

February 2022 – Present

- Led and supported team of 25+ people in environment prioritizing safety, training, and accountability
- Oversaw expansion of new networks and deployment of servers into 20-megawatt data center building
- Oversaw documentation and training for all Apple data center operations
- Implemented employee engagement initiative which gave employees input into processes and documentation
- Collaborated with developers to design new programs and tools

Data Center Logistics Manager, Prineville Oregon

October 2018 – February 2022

- Implement warranty claims processes which resulted multimillion dollar savings
- Designed and implement hard drive storage processes and controls for all Apple data centers, trained over 200 employees on new processes
- Implemented SAP inventory management system

Rinchem Company Inc.,

June 2010 – September 2018

Chemical logistics company providing storage, delivery, and inventory management for hazardous materials employing approximately 500 employees nationally.

Manager, Chandler Arizona

April 2014 – Present

- Managed 30+ employees at ISO 9001 facility providing logistics services for semiconductor manufacturers
- Served as Rinchem project manager for construction of 75,000 square foot \$10 million warehouse
- Created annual budgets and forecasts for over \$8 million in annual sales
- Hired, trained, and mentored over 20 new employees
- Implemented processes and standards which improved on time delivery by 30%
- Designed storage layout for over 10,000 pallets of chemical inventory
- Updated and implemented new warehouse management system
- Facilitated internal and 3rd party audits including ISO audits

Assistant Manager, Chandler Arizona

April 2011 – April 2014

- Oversaw operations and workflow, moving over 500,000 pounds of chemicals per day
- Directed site purchasing and expenses of \$400,000 per year to control costs
- Created staff planning models to establish labor needs by analyzing profitability and throughput
- Managed maintenance schedule for \$1.5 million in equipment to reduce maintenance cost
- Developed hazardous waste management program for Arizona operations

Project Lead, Albuquerque New Mexico

June 2010 – April 2011

- Developed and implemented internal accuracy program across 10 locations
- Reported directly to corporate executives as part of team specialized in improving high risk operations
- Coordinated design of container tracking system with IT department to monitor service level agreement success

EDUCATION

Brigham Young University, Provo, Utah,

September 2004 – April 2010

- Bachelor of Science in Management: Finance
- Worked 25+ hours a week throughout college education to achieve goal of graduating debt free
- International community service experience in Cape Verde Africa, proficient in Portuguese as a second language



Bend-La Pine Schools Board of Directors
Budget Committee Vacancy

Attestation of Residency


Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.

I affirm that my name is Bryce Johnson and that I meet all the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. BZ (initial here)

I understand that all documents submitted become part of a public record and will be included in the board packet for Board review. BZ (initial here)


Signature

1-29-2026
Date

Subject: Budget Committee Member Application
Date: Wednesday, January 28, 2026 at 11:00:58 AM Pacific Standard Time
From: James Prizzia [REDACTED]
To: Janet Bojanowski [REDACTED]
Attachments: James Prizzia Teaching Resume (1).pdf, Prizzia Attestation of Residency.pdf

You don't often get email from [REDACTED]. [Learn why this is important](#)

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Members of the Bend-La Pine School District Board,

I am writing to express my interest in serving in this role and to share why I am well suited to support the Board's organizational goals. As a current teacher at Ridgeview High School in the Redmond School District, I bring both firsthand classroom experience and a collaborative approach that aligns with the Board's focus on student success, effective governance, and responsible stewardship.

I believe I am the right fit to support this work because I offer a practitioner's perspective while valuing respectful, productive collaboration. In addition to my role as a classroom teacher, I serve as a building representative for the teachers' union. This experience has strengthened my ability to listen carefully, work with diverse viewpoints, and engage in disagreement without being abrasive, always keeping shared goals at the forefront.

My professional experience equips me to advance the Board's goals in meaningful ways. As a teacher, I have direct insight into what educators need to be successful and how district-level decisions affect classrooms and students. Prior to entering education, I worked as a project manager and operations manager, where I was responsible for managing budgets, timelines, and operational priorities to meet organizational objectives. These roles developed my understanding of fiscal responsibility, long-term planning, and accountability—skills that translate directly to board service.

This work is the right fit for me because it allows me to bring a balanced perspective. My experience outside of education offers a valuable lens when addressing budgetary and operational challenges, while my current role within the education system ensures decisions remain grounded in classroom realities.

I am motivated to serve as a volunteer public servant because I believe deeply in public education's role in developing engaged, contributing citizens. I entered the public sector to serve my community, and I value opportunities to directly impact individuals and support their growth. Serving in this role would allow me to extend that commitment beyond my classroom and support the broader school community. I have attached my letter of attestation and my resume to this email, I look forward to hearing from you soon.

Sincerely,

James Prizzia

James Prizzia

[REDACTED] Bend, OR | [REDACTED]
[REDACTED]

LICENSURE

Oregon Preliminary Teaching License | July 2023

- Authorization: Secondary
- Endorsement: Social Studies

EDUCATION

Oregon State University – Cascades | Bend, OR

- Master of Arts in Teaching | June 2023

Appalachian State University | Boone, NC

- Bachelor of Science in Geology with an environmental concentration | August 2013

TEACHING EXPERIENCE

Ridgeview High School | Teacher | Redmond, OR

[August 2023 – present]

- Teaching AP U.S. History, Global World History, and AVID
- Align AP U.S. History curriculum with Southern Oregon University HST 250/251
- Collaborate with SOU Assistant Director of Pre-College programs
- Design and plan curriculum for AVID classes 9th - 12th grade
- Identify academically underperforming freshmen as a representative of the C.A.R.E. team -
- Member of C.T.E Pathways team created to expose incoming students to various elective options -
- REA onsite Union representative

Elton-Gregory Middle School | Teacher Candidate | Redmond, OR

[December 2022 – June 2023]

- Taught Ancient World History to 48 students in 7th grade (full-time)
- Established and built rapport with students while modeling positive communication and interaction
- Differentiated instruction to accommodate students with IEPs and 504s
- Used backward design to create and execute lesson plans
- Collaborated and planned with grade level team
- Incorporated technology into classroom to engage students
- Worked with cooperating teacher to design assessments that gauge student learning

Sisters High School | Teacher Candidate | Sisters, OR

[September 2022 – December 2022]

- Taught lessons in AP US History and AP Government
- Planned instructional activities that aligned with Oregon State and Common Core Standards
- Calibrated grading rubrics for assessments
- Implemented instructional strategies following Classroom Law Projects guidelines

Universidade Federal Rural de Pernambuco | Student Teacher | Garanhuns, Brazil

[May 2012 - July 2012]

- Taught assessment strategies to 12 university students (full-time)
- Provided opportunities for substantial L2 language output to students in a classroom setting
- Designed assessments that accurately gauge students CALP
- Maintained and cataloged student grades for submission to the Science Without Borders program
- Differentiated instruction to students entering different fields of study
- Balanced language input with desired curriculum outcomes



Bend-La Pine Schools Board of Directors
Budget Committee Vacancy

Attestation of Residency

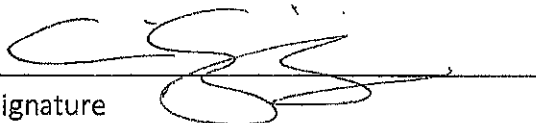
Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors Budget Committee vacancy.

I affirm that my name is James Prizzia and that I meet all the following requirements to apply for the Bend-La Pine Schools Board of Directors Budget Committee vacant position.

- I am a resident within the Bend-La Pine Schools attendance area
- I am a registered voter in a Deschutes County Voting Precinct
- I am not an employee of Bend-La Pine Schools

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. JP (initial here)

I understand that all documents submitted become part of a public record and will be included in the board packet for Board review. JP (initial here)


Signature

01/28/2026
Date



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

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

Bend-La Pine Schools has made meaningful progress toward our core commitment that every student is known by name, strength, and need. Our educators have accelerated learning recovery, expanded mental health and student wellness supports, strengthened career-technical pathways, and continued to raise graduation and postsecondary readiness outcomes. These gains are the result of focused investments in instruction, student belonging, and whole-child supports.

However, the financial outlook for the 2026-27 school year threatens this momentum. Like other districts across Oregon, Bend-La Pine faces rising personnel and operational costs that are outpacing projected state funding. Inflation, special education cost growth, and uncertainty in federal revenue streams are creating a structural gap that cannot be closed without reducing services. Without state stabilization, districts will be forced to consider even larger class sizes, reductions in student supports, and fewer academic and enrichment opportunities — directly affecting students and families.

The Education Stability Fund (ESF) was created in 2002 for exactly this kind of moment. The fund is designed to help Oregon avoid harmful cuts to public education during periods of fiscal strain. Since its inception, the ESF has been accessed 9 separate times, most recently in 2020-2021 to stabilize the budget. Using a responsible portion of ESF reserves would help stabilize the 26-27 k-12 budget, protect instructional programs, and preserve the student supports that school communities depend on.

Accessing the ESF now is fiscally responsible and consistent with its purpose as a renewable reserve. Failing to act would shift the burden to local schools and result in reductions that disproportionately impact students with the greatest needs.

Stability in school funding is essential to maintaining the progress Oregon students are making. Strategic use of the Education Stability Fund will help ensure that Bend-La Pine and districts across the state can continue delivering strong, equitable educational opportunities for every student.

ADMINISTRATIVE RECOMMENDATION:

We recommend approving Resolution 2010 urging the strategic use of the Oregon Education Stability Fund to protect student learning and well-being.

RECOMMENDED MOTION:

I move to approve Resolution 2010.



Administrative School District No. 1

Resolution No. 2010: A Resolution Urging Strategic Use of The Oregon Education Stability Fund to Protect Student Learning and Well-Being

WHEREAS, Bend-La Pine Schools has made meaningful progress toward its commitment to ensuring that every student is known by name, strength, and need through accelerated learning recovery, expanded mental health and student wellness supports, strengthened career-technical education pathways, and improved graduation and postsecondary readiness outcomes; and

WHEREAS, these gains are the result of focused investments in high-quality instruction, student belonging, and whole-child supports; and

WHEREAS, Bend-La Pine Schools faces a challenging financial outlook for the 2026–27 school year, as rising personnel, operational, and special education costs continue to outpace projected state funding; and

WHEREAS, inflationary pressures and uncertainty in federal revenue streams have created a structural funding gap that cannot be closed without reductions to educational services, without state stabilization, school districts across Oregon, including Bend-La Pine Schools, will be forced to consider larger class sizes, reductions in student supports, and fewer academic and enrichment opportunities, directly impacting students and families; and

WHEREAS, the Oregon Education Stability Fund (ESF) was established by voters in 2002 for the express purpose of stabilizing public education funding during periods of fiscal strain and the ESF has been responsibly accessed nine times since its inception, including during the 2020–21 biennium, to prevent harmful reductions to K-12 education; and

WHEREAS, strategic use of a portion of ESF reserves for the 2026–27 K-12 budget would help preserve instructional programs, protect student supports, and maintain educational progress statewide and failure to access the ESF would shift the burden of fiscal instability to local school districts and disproportionately impact students with the greatest needs;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Bend-La Pine Schools affirms that stability in school funding is essential to sustaining student achievement, equity, and well-being; and

BE IT FURTHER RESOLVED, that the Board of Directors of Bend-La Pine Schools urges the Oregon Legislature and Governor to make strategic, responsible use of the Education Stability Fund to stabilize the 2026–27 K-12 education budget; and

BE IT FURTHER RESOLVED, that such action will help ensure Bend-La Pine Schools and districts across Oregon can continue delivering strong, equitable educational opportunities for every student.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 10th day of February 2026.

Vice Chair

Director

Board Secretary