



School Board Regular Meeting Agenda

December 9, 2025, 5:30 PM

Location:

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

1. **Call to Order**
Speaker(s): Marcus LeGrand, Board Chair
2. **Pledge of Allegiance**
Speaker(s): Marcus LeGrand, Board Chair
3. **Review of Agenda**
Speaker(s): Marcus LeGrand, Board Chair
4. **District Recognitions**
 - A. Champion for Students Award
Speaker(s): Dr. Steve Cook, Superintendent
5. **Student Representation Report**
Speaker(s): Student Representatives
6. **Public Hearing** 4
Speaker(s): Marcus LeGrand, Board Chair
Description: The regular meeting will be adjourned to allow for a Public Hearing on the Bend International School (BIS) Charter Renewal Request.
Attachments:
Presentation: BIS Charter Renewal Request 4
7. **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.
8. **External Reports**
 - A. High Desert Educational Service District (HDES) Annual Alternative Learning Options (ALO)/Charter School Comprehensive Report 16
Speaker(s): Dr. Lora Nordquist, HDES Director of Alternative Learning Options
Attachments:
Bend-La Pine Schools 2024-2025 ALO Report 16
Presentation: Heart of Oregon Corps YouthBuild 94
9. **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.

A.	Approval of Minutes	99
	Description: November 18, 2025, Regular Board Meeting; <i>Reference: ORS 192.650 and ORS 332.057</i>	
	Attachments:	
11.18.25	Minutes - DRAFT	99
B.	Approval of Personnel Recommendations	104
	Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
	Attachments:	
	Administrative and Licensed Recommended Hires, Resignations, and Retirees 12.9.25	104
	Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 12.9.25	106
10.	<u>Consent for Information</u>	
	Speaker(s): Dr. Steve Cook, Superintendent	
	Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A.	Follow-up to Board Member Questions Received	108
	Attachments:	
	District Follow-up to Board Member Questions Received Prior to November 18, 2025, Board Meeting	108
B.	Report: EL 4.6: Child Nutrition	117
	Attachments:	
	Executive Summary: EL 4.6: Child Nutrition	117
C.	Approval of Administrative Policies and Regulations	118
	Attachments:	
	Executive Summary: Administrative Policies and Regulation for Adoption	118
	CCCAA-AR: Reassignment of Building Administrators - DELETE 12.9.25	119
	CEA-AP: Educational Equity Advisory Committee - DRAFT 12.9.25	120
	IL-AP: Assessment Program - DRAFT 12.9.25	121
	JEC-AP: Admissions - DRAFT 12.9.25	123
11.	<u>Internal Reports</u>	
A.	EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees	125
	Speaker(s): Steve Herron, Chief Human Resources Officer	
	Attachments:	
	Executive Summary: EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees	125
	Presentation EL 4.2 Compensation, Development, Evaluation, & Treatment of Employees	126
12.	<u>Action Items</u>	
A.	Bend-La Pine Schools Student Investment Account Grant Agreement 2025-27	157
	Speaker(s): Dr. Lisa Birk, Deputy Superintendent	
	Attachments:	
	Executive Summary: Approval of SIA Grant Agreement	157
	BLS SIA Grant Agreement 2025-2027	158
B.	2026-27 Budget Committee Vacancies	186
	Speaker(s): Marcus LeGrand, Board Chair	
	Attachments:	
	Executive Summary: 2026-27 Budget Committee	186
13.	<u>Administrative Policy and Regulation Report</u>	
A.	Administrative Policies and Regulations in Review	187
	Speaker(s): Dr. Steve Cook, Superintendent	
	Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted via Google Form.	
	Attachments:	
	Executive Summary: Administrative Policies and Regulations for Review	

IF-BP: District Curriculum - DRAFT 12.9.25	189
IF-AR: Curriculum Development - DELETE 12.9.25	190
IIA-AP: Instructional Materials - DRAFT 12.9.25	191
IIA-AR(1): Instructional Materials - DRAFT 12.9.25	194
IIA-AR(2): Reconsideration of Core Instructional Materials - DRAFT 12.9.25	200
IIA-AR(3): Reconsideration of Supplemental Instructional Materials - DRAFT 12.9.25	203
IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library - DRAFT 12.9.25	206
IIA-AR(5): Request for Reconsideration of Instructional or Library Materials Form - DRAFT 12.9.25	209
IIA-AR(6): Independent Adoption of Core Instructional Materials - DRAFT 12.9.25	211
IIB-AR: Reconsideration of Instructional Materials - DELETE 12.9.25	212
IIBA-AR: Selection of Projects for Professional Technology and Science Classrooms - DELETE 12.9.25	214
IABB-AP: Use of Feature Films, Videos, or Other Media - DRAFT 12.9.25	215
14. <u>Superintendent's Report</u>	
Speaker(s): Dr. Steve Cook, Superintendent	
15. <u>Director Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
16. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for January 13, 2025.	

Bend International School

Charter Renewal
2026 - 2011



Who We Are

K-8 Small School Option
+ International Education
+ Project-based Learning
+ Whole Child Programming
=

BLS High School Ready Students

Student Agency

Academic Growth and Proficiency

Increased BLS Enrollment



Students

Enrollment - 234

Bend 89% – Central Oregon 11%

Homeschool + Private → Public

Diversity

27% BIPOC

21% Socioeconomically Impacted

18% Neurodiverse

2% Non-binary or Transgender

Belonging

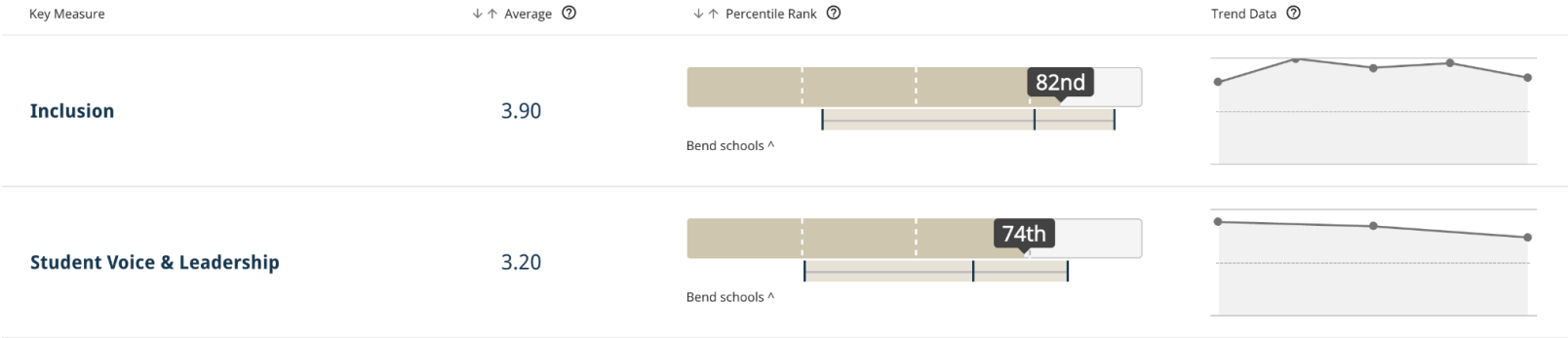
A Place for All Students

+ Addressing Declining Enrollment

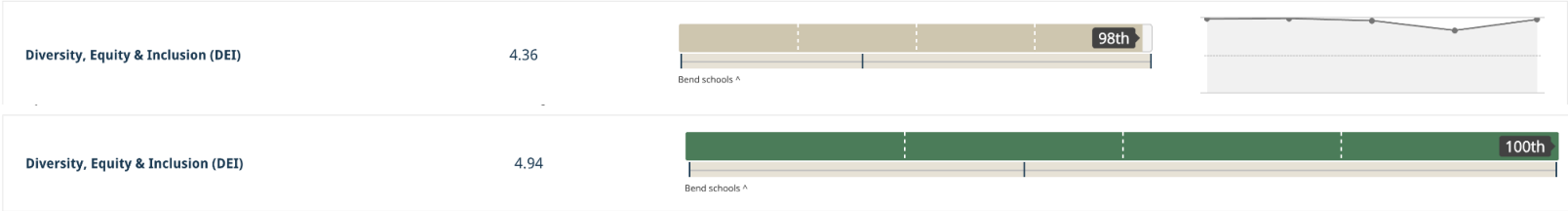


Culture - Youth Truth

Students



Families



Proficiency

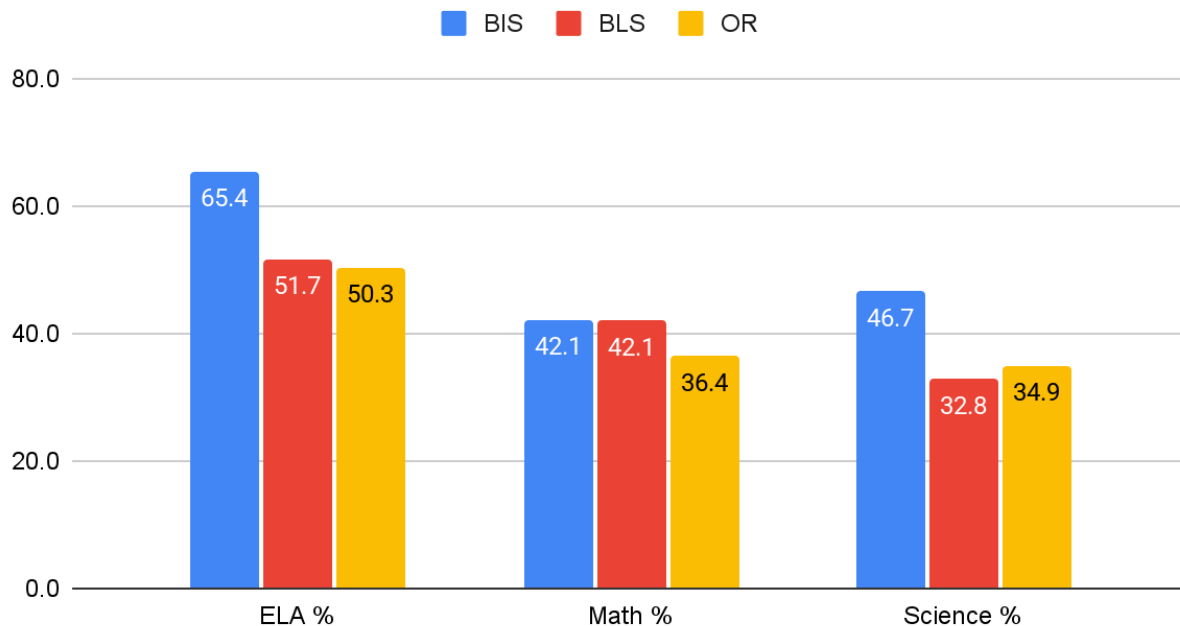
A Focus on Growth

- + Elevating Proficiency and Closing the Gap



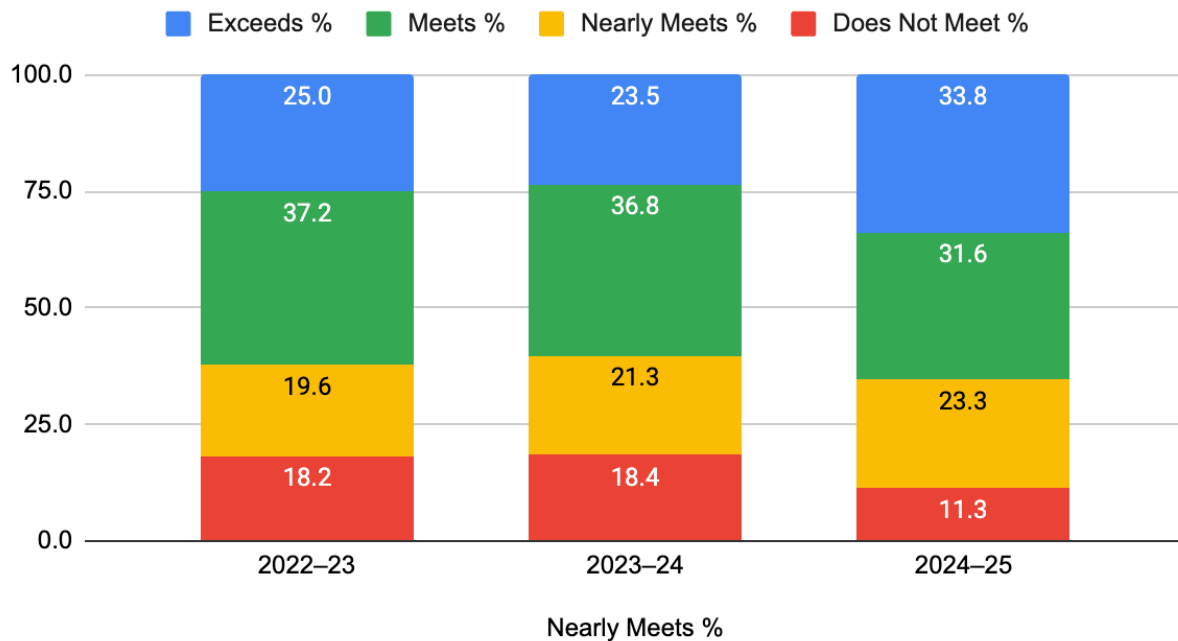
2024-25 - Comparative Data

2024-25 Meets or Exceeds



Three-Year Trend - English Language Arts

English Language Arts



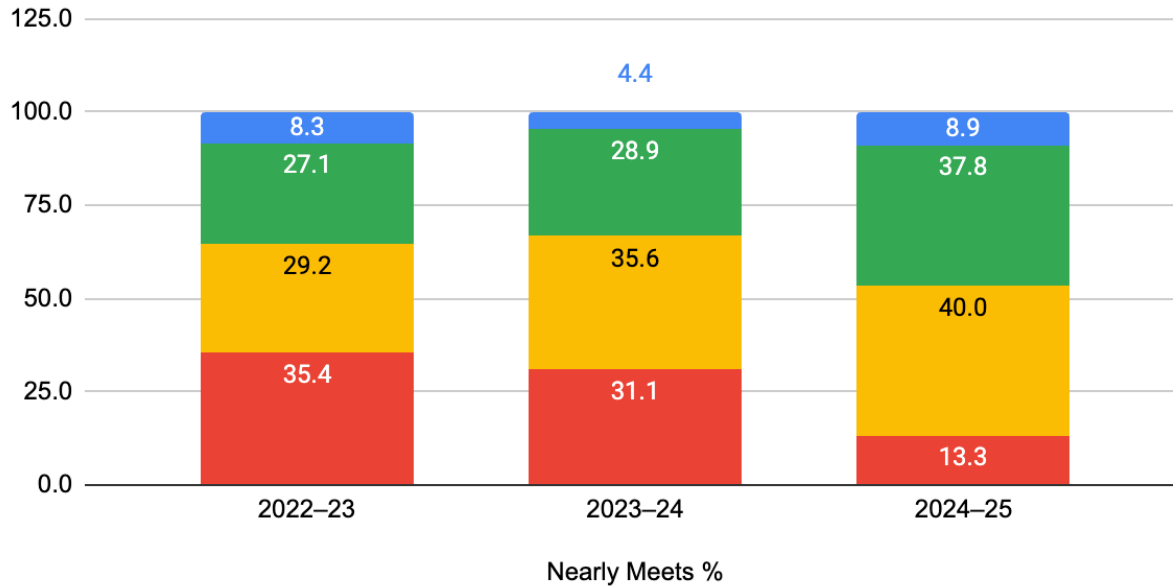
+ 6% Proficient

- 7% Far Below

Three-Year Trend - Science

Science

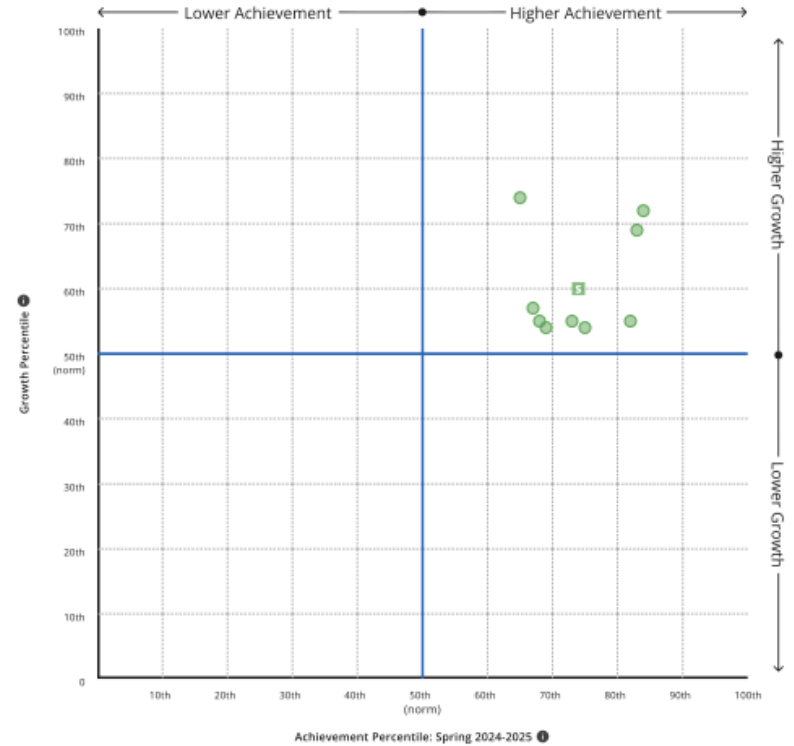
Exceeds % Meets % Nearly Meets % Does Not Meet %



NWEA MAP

Reading

National Norm



Engagement

Where Local Meets Global

- + Elevating Proficiency and Closing the Gap



Questions?

Contract & Charter School Evaluations

2024-2025

Bend-La Pine Schools

November 21, 2025

**Prepared by: Lora Nordquist
Alternative Learning Options/Charter School Coordinator
High Desert Education Service District**

Report Contents

Executive Summary

- ◆ Contract Alternative Education Programs

District Policy

- ◆ IGBHAA-AR Evaluation of Alternative Learning Options

Fiscal Compliance Letter

Evaluations

- ◆ Bend International School (BIS)
- ◆ COIC: Bend Center, La Pine Center, and JDEP
- ◆ Desert Sky Montessori School (DSM)
- ◆ Heart of Oregon Corps (HOC)
- ◆ J Bar J

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY
CONTRACTED ALTERNATIVE EDUCATIONAL PROGRAMS 2024-25
Prepared by Lora Nordquist, HDES

In accordance with OAR 581-022-1350, Bend-La Pine Schools is required to annually evaluate alternative learning programs, i.e., contract schools under ORS 336.615 and charter schools under ORS 338.095. Documentation is required and must be returned to Bend-La Pine Schools no later than 30 days prior to the annual board review. A copy of the district's written evaluation shall be provided to each program coordinator upon completion.

A written statement from the Bend-La Pine Schools' Chief Financial Officer, Daniel Emerson, is part of this report, as well. It confirms that for the fiscal year 2024-25 all the district's contracted Alternative Learning Option (ALO) providers and charter schools have submitted financial and enrollment information as required and that all providers are in compliance with their contracts regarding expenditures.

For the purposes of ORS 336.635, all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Additionally, each private alternative education program must register with the Oregon Department of Education. For Bend-La Pine Schools, these programs include COIC, J-Bar-J, and Heart of Oregon Corps/Youth Build.

These contracted programs have worked during the spring and fall of 2025 with the HDES ALO/Charter School Coordinator to ensure their programs meet state and district requirements for safety and security. This has involved additional staff training through Vector and local providers, new drill training and schedules, and other safety improvements. Additionally, the coordinator makes quarterly visits to each program, meeting with leaders, staff, and students. Site visits have varying areas of emphasis, with classroom/program observations among these. The coordinator commends the dedicated leaders and staff of the contracted programs.

Included are the 2024-25 reports for the following BLS-contracted programs:

- 1) Bend International School (BIS)
- 2) COIC: Bend Center, La Pine Center, and Juvenile Detention Education Program (JDEP)
- 3) Desert Sky Montessori School
- 4) Heart of Oregon Corps
- 5) J Bar J Transitional Program

All ALO's and charter schools evaluated have met the conditions set forth by ORS 336.615 and ORS 338.095.

DISTRICT POLICY

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE REGULATION

Name: Evaluation of Alternative Learning Options
Section: Instruction
Code: IGBHAA-AR

In accordance with OAR 581-022-1350, Bend-La Pine Schools are required to evaluate alternative learning programs i.e.; Contract Schools under ORS 336.615 and Charter Schools under ORS 338.095, annually. Documentation is required and must be returned to Bend-La Pine Schools no later than 30 days prior to the annual board review. A copy of the district's written evaluation shall be provided to the program coordinator upon completion.

The following questions and information requests will be posed during the evaluation documentation.

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607, & 342.232)? Provide a list of individuals subject to criminal records checks and copy of Form 2283 from the Oregon Department of Education (ODE).

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels? Supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district? Attach copy of summary report and sample of information reported to student, parents and the school district.

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments? Attach a copy of report used.

2.4 How are Special Education and other special needs students served? Attach the procedures.

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law - program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)? Attach student enrollment/withdrawal summary based on above criteria.

4. Registration (Private alternative programs only)

4.1 Is the program registered with the ODE? Attach a copy of registration application and approval.

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules? Attach copy of appropriate documentation, including first aid and emergency procedures plan, such as staff/student handbooks, in-service agenda, fire marshal's report, safety inspection reports, etc.

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, & 339.155)? Attach a list of any fees required and explanation.

7. Contract

7.1 The program complies with any state or federal statute, rule or school district policy specified in the contract with the alternative education program. Attach as applicable.

7.2 Does the contract with the alternative program state that noncompliance with a rule or statute may result in termination of the contract? Contract on file with district and program, as applicable.

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures? Attach annual statement of expenditures.

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards? Attach standards.

10. Attendance

10.1 Are students residents of Bend-La Pine Schools as defined in ORS 339.133 – 137? Submit evidence of student residency.

Compliance indicators are intended as examples only. District may modify, as appropriate.

An extension to submit the required documentation for evaluation may be submitted, in writing, 10 working days prior to the annual board review. The District may grant an extension upon reasons deemed sufficient.

Legal References:

ORS 337.150
ORS 338.615 - 338.665
ORS 339.133
ORS 339.134
ORS 339.137
ORS 339.141
ORS 339.147
ORS 339.155
ORS 181.539
ORS 326.603
ORS 326.607
ORS 342.232
ORS 549.850
ORS 659-855
OAR 581-022-1350

Reviewed : 9/19/05, 9/25/06, 07/15/10, 11/16, 5/19/17
Approved: 10/06/05, 9/25/06, 07/15/10, 5/22/17

FISCAL COMPLIANCE LETTER



Business Office
520 NW Wall Street
Bend, OR 97703
Fax: (541) 355-1129
Bend.k12.or.us

November 19, 2025

Lora Nordquist
HDESD
2804 SW Sixth Street
Redmond, OR 97756

Re: Alternative Learning Options Annual Review

Dear Ms. Nordquist,

Bend-La Pine Schools enters into contracts with independent alternative learning option providers and charter schools and these contracts require that the ALO providers and charter schools submit certain financial reports periodically during the year. The District reviews this information for compliance with the contract.

For the FY2024-25, the independent ALO providers and charter schools are substantially in compliance with contractual obligations.

If you have any questions or need additional information, please contact me at 541-355-1122

Respectfully submitted,

By: 

Authorized Signature

Dan Emerson
CFO
Bend-La Pine Schools
541-355-1122
Email: daniel.emerson@bend.k12.or.us

BEND INTERNATIONAL SCHOOL (BIS)

Bend International School

Information for Program

Evaluation November 2025

History

Bend International School (BIS) was founded in 2014 as a K-8 charter school under the authorization of Bend-La Pine Schools. Working together with the authorizer, BIS provides an alternative education model for the community that includes a K-8 continuum of learning, a focus on global competencies, the ability to learn Spanish as an additional language, and a small community where students are known well.

The school was founded by Meera Rupp, who led the school through its authorization, development, and first nine years of operation. This included establishing a location and facility that has grown over time to meet the school's growing needs. On August 1st, 2024, Melissa Barnes Dholakia took over leadership of the school bringing 32 years of experience in education and 23 specifically in the charter sector.

Mission & Vision

The **mission** of BIS is to empower students with an exemplary 21st century education, by challenging them to excel academically and socially through integrated teaching with a global focus.

The **vision** of BIS is to promote a global model for education, one in which a diverse community of learners apply skills and core academic content, based on high academic standards for all, through multi-disciplinary projects that benefit our local and global community. Students develop strong second language skills and global competence, mastery of subject knowledge and skills, and an unwavering strength of character that allow them to become successful citizens and pursue their dreams.

Community Population

BIS serves a diverse K-8 student population of 234 students from central Oregon, with 89% of students living in the Bend metro area and 11% coming from the broader central Oregon region. Of note, BIS serves a larger population of students who may not have experienced belonging in traditional district offerings. This includes the following from a total of 230 students:

- Children of color (27% versus 18% in district)
- Transgender and non-binary (3 transgender, 2 non-binary)

BIS has a growing population of students with special needs, with 20% currently having an IEP or 504 plan, with a dedicated learning specialist on site. BIS serves a small group of English learners, five students or 6% of the population, with a dedicated English Language Development (ELD) teacher on site.

Curriculum, Instruction, and Assessment of Student Progress

Overview of academic program.

(250 words)

- *Instructional approach, focus*
- *Primary curricular materials*
- *Alignment to Oregon standards*

The Bend International School program is aligned to the Common Core Standards in ELA, Math, and ELA for Science and Social Studies; the Next Generation Science Standards; and the newly revised Oregon State Standards for Social Studies.

Instructional Approach

BIS holds a dual goal in its instructional model:

- Meeting each child where they are to provide the interventions and/or accelerations to ensure they thrive.
- Providing an authentic and integrated curriculum that develops student agency, locally and globally.

Curriculum is designed to ensure graduates are prepared to be local and global citizens through a combination of:

- Standards based curriculum in core content areas, with dedicated time for each outside of the integrated units

- Integrated quarterly units that bring content together, completed by grade level or schoolwide
- A comprehensive social and emotional learning program, including SEL class at all grade levels taught by a counselor

Curriculum Adoptions

All adopted ELA and Math curriculum have received the highest range of ratings possible from EdReports, an independent reviewer that evaluates standards alignment and usability.¹

- **English Language Arts**
Really Great Reading (K-5), CommonLit 360 (6-8), K-8 Book Studies, Standards-based Quarterly Units of Study
The Really Great Reading and CommonLit 360 are in their third year of adoption, with a focus on implementation and differentiation.
- **Mathematics**
OpenUpResources (K-8) Standards-based Quarterly Units of Study (K-8)
The OpenUpResources curriculum is in its third year of adoption, with a focus on implementation and differentiation.
- **Science**
Mystery Science (K-5), Standards-based Units (6-8) Standards-based Units of Study on Rotation (K-8)
- **Social Studies**
Standards-based Units of Study on Rotation (K-8)
- **Social-Emotional Learning**
Second Step (K-8) BLS Bias Lessons (K-8) Stanford Suicide Prevention
- **Spanish**
Spanish immersion in Electivas (K-8) Spanish integration in core classroom (K-8) Teacher-created Units of Study (K-5) EntreCulturas Pilot Spanish (6-8)
- **PE, Music & Art**
Teacher-created Units of Study

¹More information available at: <https://edreports.org/>

Students' academic progress.

(250-500 words)

(For K-8 programming, this section should focus on OSA results for achievement and other measures of growth used by the program; for secondary programming, this section will focus on grad rates, GED's earned, credits earned for ALO's, and advanced credits earned for RPA.)

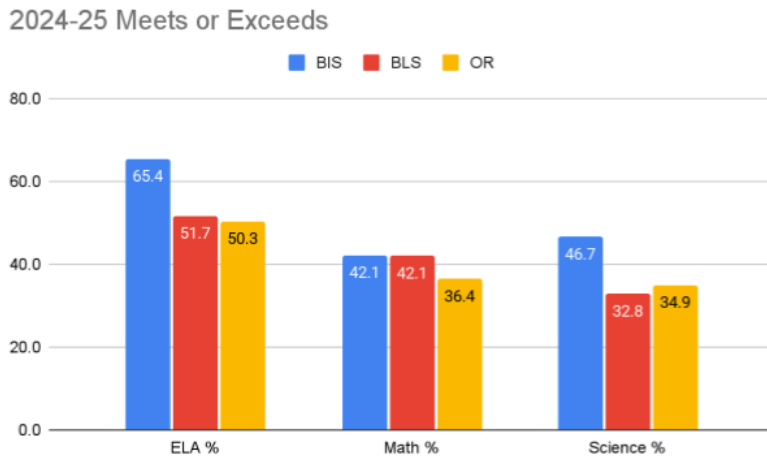
- Achievement highlights
- Growth highlights

Bend International School uses multiple measures of progress to assess student growth across dimensions. This includes OSAS/SBAC, NWEA MAP, DIBELS, and Youth Truth. BIS is interested in participating in the SEED assessment as well as the Healthy Kids Survey moving forward. For this report, I have focused on OSAS and NWEA.

OSAS

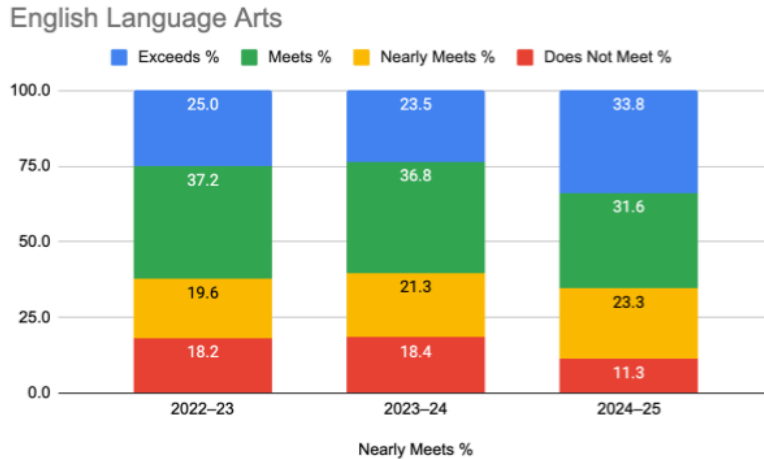
Bend International School outperforms the state and district in terms of preparing students for ELA and science proficiency and matches BLS in math while outperforming the state.

2024-25 - Comparative Data



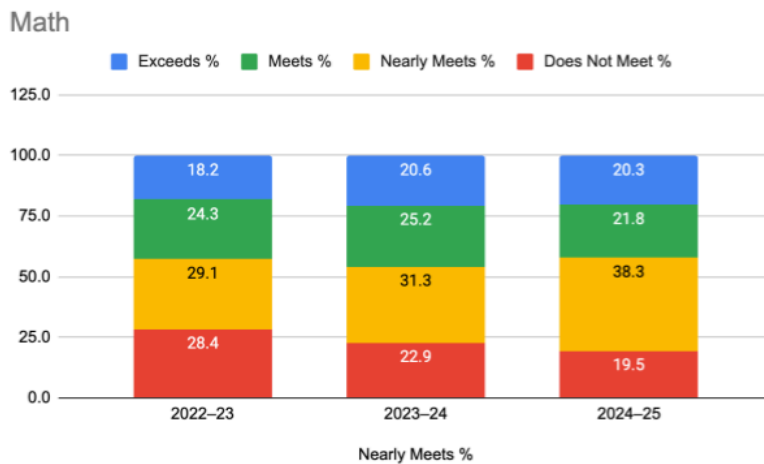
Three-year trends across subjects demonstrate positive movement. In ELA there is an increase in proficiency – 6% last year – and a decrease in students who are far below grade level, again at 6%.

Three-Year Trend - English Language Arts



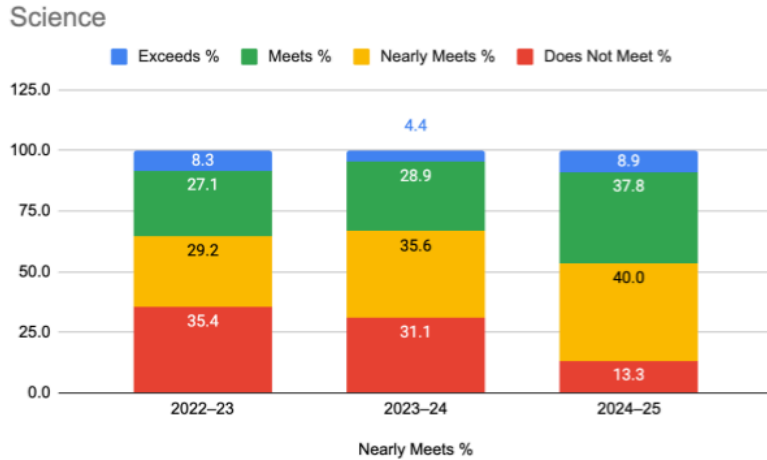
In math, growth has been more flat and BIS experienced a 4% decline in proficiency. Student level data demonstrates that this was largely due to an influx of new students in 4th, 6th, and 8th grade, coupled with the exit of many proficient students in grade 3 and 5 the year prior. There was, however, a decrease of 3.4% of students who are far below grade level.

Three-Year Trend - Math



Science proficiency was a place for celebration last year, with a 12% gain in proficiency and a 27% decrease in students who were far below grade level.

Three-Year Trend - Science



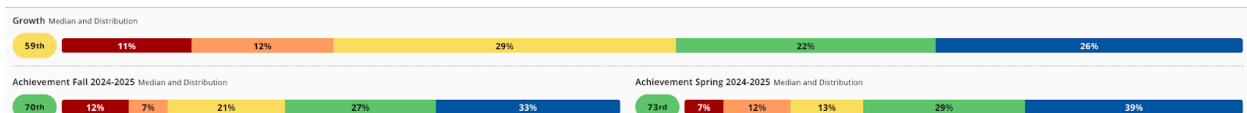
The currently embargoed At-A-Glance information was not available in time for inclusion.

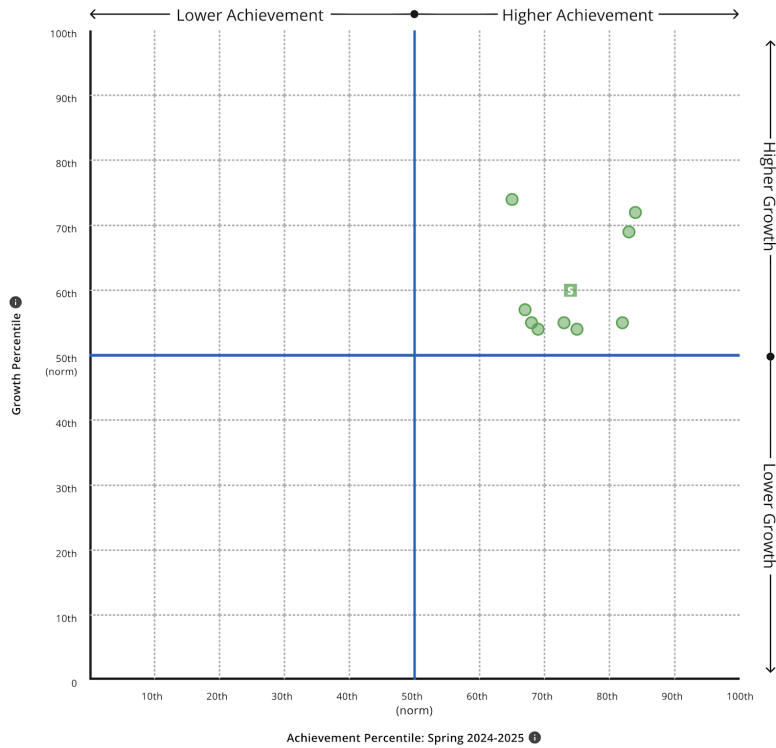
NWEA MAP

BIS administers the NWEA MAP as a vehicle for assessing not only proficiency, but also growth. Proficiency levels align with the end-of-year state proficiency scores.

Reading

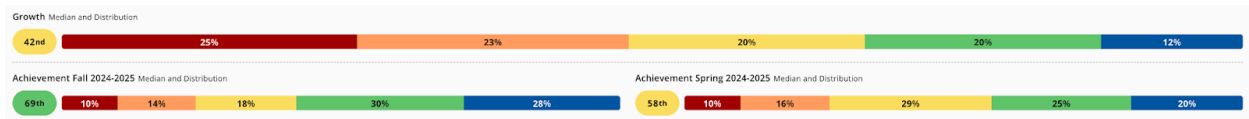
In reading, students at every grade level are “high achievement” with the school at the 73rd percentile overall. Every grade was also “high growth” with BIS at the 59th percentile.

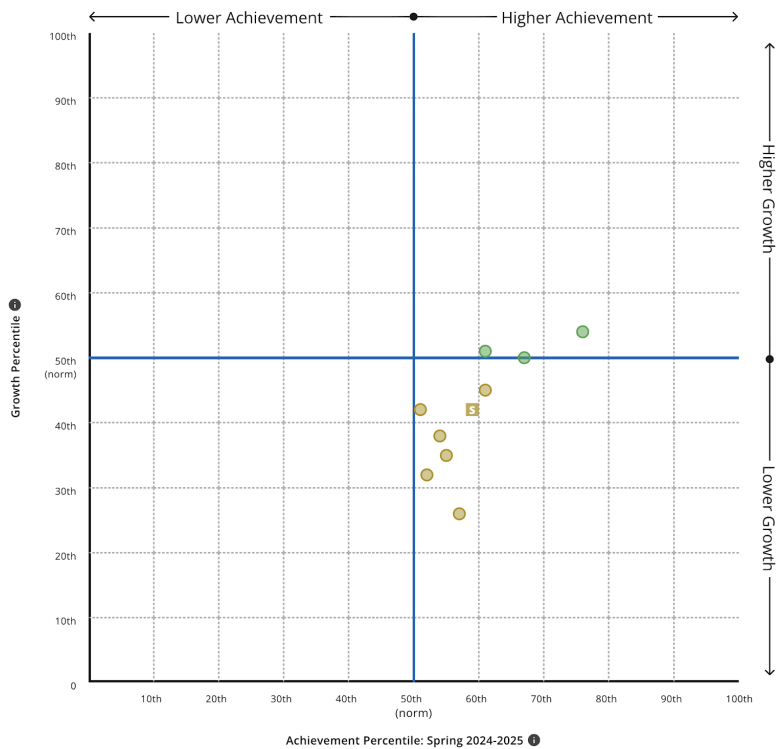




Math

In math, all grade levels fall under “high achievement” with a school achievement percentile of 58th. This said, their growth levels are more scattered with a growth percentile of 42nd overall. Observation and coaching in math instruction will be a focus in 2025-26.





Supports for students with special needs.

(150-250 words)

This section should address interventions and supports for students served by IEP's and 504 plans, as well as students who are multi-lingual learners.

Bend International School operates a Multi-tiered Systems of Supports (MTSS) program to ensure all students receive the interventions and supports needed to promote their optimal progress. BIS utilizes a CARE team protocol to support this work for each band, with a K-2, 3-5, and 6-8 CARE team in place and stipended CARE team coordinators that provide facilitation.

CARE meetings (as well as TAG meetings) happen every six weeks for each band level (K-2, 3-5, and 6-8). These meetings happen in band level groupings, with the exception of the second one which is a deep dive in individual grades to identify interventions and accelerations needed student by student. Meetings are scheduled so that each representative grade level teacher, educational assistant, the learning specialist, the counselor, and the principal are able to attend.

Students with identified learning needs (IEPs) are served through an inclusion model. A learning specialist oversees each student's goals and orchestrates supports through a combination of push-in support from the learning specialists, in class supports by

teachers and aides, and/or pull out supports. A BLS speech pathologist, occupational therapist, and school psychologist support the school in both child find and service. BIS did not have an assigned school psychologist for most of the 2024-25 school year.

Bend International School provides its own English language development program for its subset of English learners (six in 2024-25) through an on staff certified teacher.

Communication of academic progress.

(150-250 words)

This section should address methods used by the program to communicate academic progress to students and/or guardians at least annually, including performance on state assessments (K-8) or progress towards high school diploma or GED, including credits earned.

Bend International School communicates student progress to families through multiple avenues, including but not limited to the following:

- **Informal Communication** - Teachers as well as administration are in regular contact with families, given the small school model. Informal communication on student progress may be through conversations, emails, phone calls, and progress meetings.
- **Student Led Conferences** - These occur twice a year, fall and spring, to share individual student data on current proficiency and identify goals and strategies for future work. The format of being student led was introduced this year, with students presenting strengths as well as goals for their future work.
- **Report Cards** - Provided on a semester basis, report cards communicate student progress in academics and traits. These are available in ParentVue and will also be printed and sent home with students. During conferences, the school supported families in setting up their ParentVue accounts.

In addition, multiple structures are now in place to build family agency and ability to be full partners in their children's education.

- **Weekly Constant Contact** - The Principal sends a weekly Constant Contact to families, which highlights elements of the program, upcoming community events, and announcements. The newsletter averages an 80% open rate.
- **Monthly Classroom Newsletters** - Each teacher sends a monthly newsletter, describing key learning happening in the coming month as well as ways they can support their child at home.

- **Cafecitos** - These monthly meetings, led by the Principal, address areas of interest from families. Data presentations are made quarterly through this venue. To date this year, topics have included a SWOT analysis listening session, a data dive, and an overview of charter school funding.
- **Amigos Meetings** - These monthly meetings, led by the Amigos President, address areas of interest from families. Understanding assessments, data, and how to support their children is a regular agenda item for this program.

Finally, the CARE and TAG teams regularly engage with families about student progress, as they work to ensure all students progress at their optimal rate.

Program Successes and Priorities for Growth

(250-500 words)

The two remaining sections addressing successes and priorities for growth should focus on those directly related to the program's mission, including enhancing students' learning and experiences.

Successes.

As the new administrator I have multiple successes to celebrate:

- **Substantial Academic Growth** - a 6% increase in ELA proficiency and 12% increase in science.
- **Diversity** - Our school community provides a safe space for students in the minority in Bend, as seen in our numbers of students who are BIPOC, transgender, and non-binary. This is hard won.
- **Enrollment** - We are now fully enrolled at 234 students (growing from 210 at the beginning of 2024-25).
- **Staff Retention** - Our full staff returned for the 2025-26 school year, with the exception of two who moved into their next chapters:
 - Our 3rd grade teacher who is completing a masters in wellness and is still on campus subbing often
 - Our part time facility manager, who stepped down in February to pursue a degree in land management mapping.

Priorities for growth.

As the new administrator, I hold the following goals:

- **Early Literacy** - Develop early literacy practices to ensure:

- 80% of students are on grade level by the end of 2nd grade, as measured by DIBELS, at an increase of 2% per year and/or exceeding the district average.
- ELA proficiency continues to meet or exceed SIA goals as measured by OSAS, as well as exceed both the district and state
- Elevate math proficiency so as to continue to exceed the state, as measured by OSAS, and increase by 2% a year until proficiency meets or exceeds the district.
- **ELA and Math**
 - Increase the number of students achieving one year of growth in ELA, as measured by the NWEA MAP, by 2% a year until 80% is met
 - Increase the number of students achieving one year of growth in Math, as measured by the NWEA MAP, by 2% a year until 80% is met
- **Attendance** - Ensure regular attendance, with a goal of 95% attendance rate and 90% regular attenders, improving by 2% per year.
- **Achievement Gap** - Close achievement gaps at twenty percent of the delta between BIS and the district per year, across measures.²

² Will require data support from district for HU percentages.

Appendix A

HIGH DESERT EDUCATION SERVICE DISTRICT Evaluation of Alternative Education Programs 2024-25

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: November 21, 2025

Evaluator: Lora Nordquist, EdD

School/Program: Bend International School

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 Are Special Education and other special needs students served in accordance with state and federal laws?

Meets: _____ X _____

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: _____ X _____

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education? ***Not Applicable***

Meets: _____

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: _____ X _____

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: _____ X _____

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: _____ X _____

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: _____ X _____

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: _____ X _____

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: _____ X _____

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: _____ X _____

Does Not Meet: _____

School/Program

Meets Criteria: _____ X _____

Does Not Meet Criteria: _____

Findings

Bend International School has met all the requirements of their contract with Bend-La Pine Schools. Bend International School has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Appendix B
 Bend International School
 Enrollment and Student Demographics
 2022-2025

	2022-23	2023-24	2024-25
Total number of students enrolled	220	216	225
Students with disabilities	15		49
English Language Learners (ELL)	11	6	6
American Indian/Alaskan native	0	0	0
Native Hawaiian/Pacific Islander	0	1	1
Hispanic/Latino	35	35	40
Asian	2	4	3
White	164	154	166
Black	0	1	1
Multi-racial	19	21	14
Migrant		0	0
Homeless		0	1
Students in foster care		2	0 (in Synergy)
Male		104	100
Female		110	124
Nonbinary		2	1 (2 families removed this gender for their children fearing federal action)

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate with NA that there are "fewer than 10 students or data unavailable."

**CENTRAL OREGON
INTERGOVERNMENTAL
COUNCIL (COIC)**

**BEND CENTER
LA PINE CENTER
JDEP CENTER**

**Central Oregon Intergovernmental Council
Bend, La Pine, and JDEP Programs
November 2025**

Program Overview

Relevant history, background

The COIC partnership with the Bend La Pine School District (BLSD) began in the 1990's and is constantly evolving. Through the joint efforts of district partners and its dedicated teaching staff, COIC's GED-to-Proficiency Program continues to help students succeed and improve the district's graduation and completion rates. COIC currently operates at sites in Bend, La Pine, and at the Deschutes County Juvenile Community Justice Center. COIC's Youth Education Program is currently focused primarily on the GED exam that is given in four parts: math, language arts, social studies, and science. Proficiency credits are awarded to students choosing to continue high school in pursuit of a diploma after the exam. Testing is not free. Total fees per student often run over \$200.00. COIC pays all fees. COIC Bend operates an official, private, Pearson Vue testing center for GED exams.

These exams are proctored with the same level of security as any other testing center and have helped COIC students complete the GED, despite notably reduced testing opportunities at traditional test centers in the region.

The COIC Youth Compass work education component, funded primarily by the Workforce Innovation Opportunity Act (WIOA), provides hands-on training to at-risk youth in the form of a paid outdoor field work-based component, along with wrap-around services with each youth having an assigned employment counselor. The model aligns growth and progress in both the classroom and the workplace. The program also provides potential support service payments for driver's licenses and ID's, fuel vouchers, rent assistance, auto insurance assistance, work tools, clothing for work and interviews, and test and placement fees. Additionally, COIC's Youth Compass program is now facilitating paid internships with students and young adults through Youth Career Connect. COIC's Internship Specialists work directly with all BLSD high schools in developing and placing students into internships with local businesses to provide both work readiness and career exposure training.

COIC's Youth Compass program and BLSLSD have long partnered in delivering a unique Work Ed model that teach youth the value of a strong work ethic while earning high school credits towards their goal of a high school diploma. Historically this program serves Bend La Pine students that have disengaged or dropped out of high school and need a non-traditional setting to get back on track. Students are transported and trained by COIC Youth Compass staff, utilizing a proven model in which COIC staff work alongside the youth on field projects, both mentoring and modeling strong work behavior. Staff work together to identify 6-8 BLSLSD high school students who participate in this paid training model, designed to re-engage students who have exhibited poor school performance and attendance. We currently facilitate two cohorts of youth in Bend, one 10-12 week program during the fall season and another in the spring. Students earn up to 3 credits along with a wage of \$15 per hour while working in the field. These youth are enrolled in both federal and state grants that provide full wrap around services to help them to identify and navigate barriers successfully in order to meet set academic and employment and training goals.

Mission, vision of the program

Each of the three program locations included in this report (**Juvenile Detention Education Program, Bend Alternative High School, La Pine Alternative High School**) share the common goals of keeping at-risk students engaged in learning and moving forward toward successful completion of a high school diploma or GED certification. In addition, the Juvenile Detention Center site provides re- entry and transition services to youth who are released from incarceration.

Characteristics of student and/or family populations

Please see **Appendix B** for demographic data for each location.

JDEP

Our students housed at the Deschutes County Juvenile Community Justice Center are between the ages of 11 and 18. The largest percentage are from Deschutes County, but others come from a variety of school districts inside and outside of Oregon.

Bend and La Pine Programs

Students at the Bend and La Pine alternative programs are referred to us individually by the Bend-La Pine School District. These students have exhausted the educational options within their assigned school. The district and the family determine that their needs can best be met in our program environment. These are at-risk youth between the ages of 16 and 21.

Curriculum, Instruction, and Assessment of Student Progress

Overview of academic program.

Instructional approach, focus

- Review of records and transcripts
- In person meeting with student and guardian
- Acknowledgement of, and agreement with, standards of conduct and attendance
- Collaboration with student's home school district
- Receipt of Special Education records
- Initial assessment / placement testing at entrance: Lets Go Learn, Aztec, GED Ready, Edgenuity
- Establishment of student goals for academic achievement
- Variety of electronic and paper curriculum options available

Due to the unique needs of our population, COIC offers instruction in small group settings where students progress at their own pace toward customized academic goals. Our programs offer rolling enrollment. This enables us to accept referrals from school districts as needed. All learning plans are individualized to fit each student's background, academic needs and goals. This process is the hallmark of the COIC system and is based on the simple idea that every student can make measurable academic progress.

Primary curricular materials

- Aztec GEDr Kaplan Prep Series

- Imagine Learning, Edgenuity
- Imagine Learning, Odysseyware
- GED Testing Service
- GED Ready Official Practice Testing
- Steck-Vaughn Complete GED Test Preparation (paper)
- Kaplan GED Test Prep Plus (paper)
- Scoreboost for GED (paper)
- English and Spanish (Aztec, SteckVaughn, Kaplan)

Alignment to Oregon standards

Each of our locations is registered with the State of Oregon and Accredited by Cognia. Curriculum used at our sites aligns with Oregon Standards.

Students' academic progress

JDEP

Student academic progress is measured by testing at entrance and every subsequent 90 days. *Let's Go Learn* software is used to determine placement and measure growth in reading and math. Students continue to work in their standard academic subjects on Imagine Learning Odysseyware. In addition, Oregon Food Handler Training, Driver Education curriculum and driving simulation are available. In accordance with Senate Bill 1552, JDEP provides Re-entry and Transition services to youth leaving incarceration. When students exit, their student records and credits earned are sent to the receiving school district.

Bend and La Pine Programs

Students are assessed at entrance and regularly thereafter. Practice testing shows progress toward readiness for official testing. Students who work solely on credit recovery are monitored through their successful completion of modules in the curriculum software, or on paper.

Supports for students with special needs.

JDEP

School districts send special education or special support service documents to JDEP. These can include IEPs, 504 plans, or ELL participation documentation. JDEP staff coordinates with districts to provide IEP meetings and services via zoom or in-person by utilizing a space in the detention facility for the specialist and student to meet. The classroom teacher follows the specifications within the IEP for accommodations and modifications.

Bend and La Pine Programs

The Bend-La Pine School District provides special education support for students in our programs. IEP documents are shared with our teaching staff. Special services, accommodations and modifications are provided.

Communication of academic progress.

JDEP

When a student exits our facility, an "Exit Notification & Credits Earned" document goes to the school of last enrollment (prior to JDEP). The school is required to accept credits that were earned by the student while incarcerated and transfer them to the official high school transcript. Enacted through SB 1522, this requirement creates greater opportunity for students to continue coursework while enrolled, ensuring they continue to make progress toward graduation requirements. While students are housed at the facility, students' academic standing and progress are measured using Let's Go Learn adaptive assessment software.

Bend and La Pine Programs

When students enter our program, a meeting with parent/guardian, student, and teacher is required. When students exit our programs, records of credits recovered, GED tests passed, and academic progress are passed to the students' home school district. Parent/Family contact is

maintained throughout the period of enrollment. Teachers contact parents daily for any unexcused absence.

Testing progress is communicated frequently with parents as students approach each test opportunity. A “Last Chance” agreement (contract) may be given to the student and family if the student’s attendance or performance is not satisfactory. During the most recent Cognia accreditation, parent surveys indicated that parents were positive about the frequency and content of communication from the school.

Program Successes and Priorities for Growth

Successes.

Many students who enter our programs have exhausted the options for high school completion at their home school. Our programs provide an opportunity for individualized curriculum delivery with small group supervision and assistance. Every student who completes a GED or earns high school credits in our program is increasing their future career readiness and improving completion rates for the school district.

Priorities for growth.

We look forward to serving additional youth from outlying areas and growing our programs in response to the needs of the district.

Does Not Meet: _____

2.4 Are Special Education and other special needs students served in accordance with state and federal laws?

Meets: _____ X _____

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: _____ X _____

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: _____ X _____

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: _____ X _____

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: _____ X _____

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: _____ X _____

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: _____ X _____

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: _____ X _____

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: _____ X _____

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: _____ X _____

Does Not Meet: _____

School/Program

Meets Criteria: _____ X _____

Does Not Meet Criteria: _____

Findings

Central Oregon Intergovernmental Council (COIC) has met all the requirements of their contract with Bend-La Pine Schools. COIC has met all of the evaluation criteria set forth in IGBHAA-AR, Evaluation of Alternative Education Programs.

**Appendix B
Enrollment and Student Demographics
2022-2025**

COIC Bend Classroom

	2022-23	2023-24	2024-25
Total number of students enrolled	181	178	150
Students with disabilities	58 (SPED or 504)	53	32
English Language Learners (ELL) new	NA	NA	20
American Indian/Alaskan native	9	4	2
Native Hawaiian/Pacific Islander	5	3	0
Hispanic/Latino	36	33	40
Asian	2	0	2
White	130	120	95
Black	9	8	1
Multi-racial	NA	10	10
Migrant	NA	NA	NA
Homeless	10	0	18
Students in foster care	0	2	4*
Male	97	106	87
Female	80	71	59
Nonbinary	4	1	4

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate with NA that there are “fewer than 10 students or data unavailable.”

**Likely under reported as our data relies on self-identification.*

COIC La Pine Classroom

	2022-23	2023-24	2024-25
Total number of students enrolled	75	59	51
Students with disabilities	8 (SPED or 504)	7	11
English Language Learners (ELL) new	NA	NA	2
American Indian/Alaskan native	4	0	0
Native Hawaiian/Pacific Islander	0	0	0
Hispanic/Latino	4	3	5

Asian	0	1	1
White	63	51	44
Black	3	0	0
Multi-racial	NA	4	1
Migrant	NA	NA	NA
Homeless	0	0	4
Students in foster care	0	1	1*
Male	36	30	26
Female	36	29	24
Nonbinary	3	0	1

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate with NA that there are “fewer than 10 students or data unavailable.”

**Likely under reported as our data relies on self-identification.*

COIC JDEP Classroom

	2022-23	2023-24	2024-25
Total number of students enrolled	82	72	87
Students with disabilities	15	16	27
English Language Learners (ELL) new	NA	NA	NA
American Indian/Alaskan native	6	8	13
Native Hawaiian/Pacific Islander	0	0	0
Hispanic/Latino	9	9	10
Asian	1	0	0
White	59	51	57
Black	2	2	3
Multi-racial	5	2	4
Migrant	NA	NA	NA
Homeless	NA	1	NA
Students in foster care	NA	1	NA
Male	65	51	69
Female	16	21	18
Nonbinary	1	0	0

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate with NA that there are “fewer than 10 students or data unavailable.”

Appendix C
Student Progress, 2022-2025

Bend and La Pine Student Achievement 2022/2023

Outcomes	Bend	La Pine
GED	74	16
Diplomas	31	NA
GED subject tests passed	NA	NA
Credits earned	559.45	285.5

Bend and La Pine Student Achievement 2023/2024

Outcomes	Bend	La Pine
GED	67	9
Diplomas	26	14
GED subject tests passed	313	51
Credits earned	708.5	145.5

Bend and La Pine Student Achievement 2024/2025

Outcomes	Bend	La Pine
GED	55	9
Diplomas	26	5
GED subject tests passed	260	45
Credits earned	616.5	137

DESERT SKY MONTESSORI

**Desert Sky Montessori
Information for Program Evaluation
November 2025**

Program Overview

Nearly ten years ago, our school began as a grassroots initiative fueled by the dreams and hopes of Central Oregon parents who recognized the profound impact of a Montessori education. The vision was simple yet powerful- to create an environment where children can flourish, learn, and explore their passions in a supportive community. Together, we have created a place where students are celebrated for their individuality, creativity, and potential.

Our success is a testament to the unwavering support of our families, educators, and the surrounding community. Together, we have created a place where students are celebrated for their individuality, creativity, and potential. This nurturing environment allows us to provide for about 180 students and families throughout Central Oregon.

At Desert Sky Montessori, our vision is **to empower students to share their unique gifts with the world**. We believe in fostering an environment where every student can discover and nurture their unique talents. By encouraging creativity, critical thinking, and collaboration, we empower our learner to not only express their individuality but also contribute positively to their communities. Through a supportive and hands-on educational experience, we prepare students to confidently share their gifts with the world and inspire others along the way.

Desert Sky Montessori, as a charter school, conducts an annual lottery for student placement, attracting families from across Central Oregon who seek a tuition-free Montessori education for their children. Our student body represents a wide range of communities, including Bend, La Pine, Sunriver, Sisters, and Redmond. We proudly serve learners from diverse backgrounds and varied learning styles, with many families choosing our school because their children have faced challenges in more traditional educational environments.

Curriculum, Instruction, and Assessment of Student Progress

Overview of Academic Program

The Montessori method of education was developed by Dr. Maria Montessori and has been time tested for over 100 years. It is a child-centered approach to education based on scientific observations of children. It is a pedagogy that views children as naturally eager for knowledge and capable of self-initiating their learning. It is a style that looks at the whole child, which includes cognitive, social, emotional and physical development.

Desert Sky Montessori's program included the following essential elements:

1. Multi-age groupings that foster peer teaching and learning;

2. A three- hour work cycle that enables the children to have uninterrupted blocks of work time; and
3. A full set of specially designed Montessori learning materials in every classroom, that are methodically arranged and available in a beautiful and orderly environment.

The Desert Sky Montessori curriculum encompasses and aligns both Montessori curriculum and the Oregon state standards. While the Oregon standards are organized into learning standards within content strands, much of the Montessori curriculum is based on the Five Great Lessons, which present the emergence of the universe and the progression of human civilization. The DSM curriculum covers the state standards while adhering to the Montessori principle of presenting information in a whole-to-part progression. Desert Sky’s Montessori curriculum is re-evaluated and modified as needed to meet Oregon’s grade-level standards. DSM plans and records the children's progress using the online program Transparent Classroom. This tool is shared with families so that they are aware of student progress. We also share data from assessments during parent conferences and as necessary throughout the year.

Students’ Academic Progress

Achievement Highlights

This year we are proud to report academic growth in language arts increasing the percentage of students meeting OSAS benchmarks in ELA by 7% between the 23/24 and 24/25 school years. Many learners have experienced growth, demonstrating that the enhancements that we have put in place are allowing for a deeper understanding of language concepts. Building on this success, we are committed to further expanding our program to sustain and accelerate the momentum.

OSAS ELA Data

	Level 1	Level 2	Level 3	Level 4
2024-2025	24%	22%	31%	24%
2023-2022	33%	18%	18%	30%
2022-2023	10%	40%	10%	40%

Growth Highlights

OSAS Math Data

	Level 1	Level 2	Level 3	Level 4
2024-2025	36%	36%	16%	12%
2023-2022	45%	24%	15%	15%
2022-2023	20%	60%	10%	10%

Between the 23/24 and 24/25 school years we have been able to reduce the number of students performing at Level 1 by 9%.

While Desert Sky has shown slight growth in our OSAS scores, we are deeply committed to improving math assessment data across all grade levels. In response to our challenge to improve, we are implementing a robust annual Math Improvement Plan, which was approved by the BLPD. The plan reflects meaningful effort from staff and students. We have actively engaged staff in a robust data analysis process and are committed to implementing a highly structured plan that includes formative and summative assessment and an increase in rigor. Staff continue to engage in level and cross-level collaboration to align instruction and identify student learning gaps from routine assessment and spiral review.

Additionally, staff are engaged in remedial instruction and intervention in response to meeting assessment data results. We have also transitioned to using i-Ready as our math interim assessment tool for capturing student progression in the Common Core math standards. We have already seen how this transition is already positioning us to assess data and make meaningful gains in student response to instruction.

Supports for Students with Special Needs

At Desert Sky Montessori, we are committed to providing comprehensive support for students. To ensure that every learner thrives, we have employed our learning specialist for additional time outside of her contract with BLPD so that she can collaborate with our on-site interventionist, who works four days per week. This collaborative approach allows us to tailor individualized learning plans, implement effective interventions, and create a nurturing environment that addresses each student's unique needs. Our goal is to empower all students to thrive and reach their full potential within our inclusive community.

For multilingual learners, the Montessori environment provides an immersive space where students can thrive through interactive language experiences and culturally relevant materials. The approach encourages peer collaboration and communication, allowing learners to engage and develop their language skills organically. Teachers are also able to personalize their learning to meet their individual needs. This approach fosters not only linguistic growth but also a deeper appreciation for diversity, ensuring that all students feel valued and empowered in their educational journey.

Program Successes and Priorities for Growth

Successes

We are proud to report academic success in the areas of language and reading development. 35% of our students in reading intervention advanced from “well below grade level” to either “below” or “at benchmark” on our Acadience data between the beginning of the year data from 2023 to beginning of the year data from 2024. We attribute this performance growth to our dedicated focus on early literacy, which has yielded improvements among students, particularly with those who attended summer school here on campus. Through engaging activities, students have demonstrated increased phonemic awareness, vocabulary expansion, and comprehension skills.

Targeted interventions and personalized learning experiences, both at the Tier I and Tier II levels, have enabled growth and enhanced confidence. We celebrate these achievements as a testament to the early literacy initiatives and the hard work of our educators and families, who have supported our students’ academic journeys. It is our hope that together we can continue to lay a strong foundation for lifelong learning and a passion for reading.

Priorities for Growth

Despite hurdles, our team remains committed to implementing our Math Plan of Improvement. By engaging key staff members in the process as program leads, there is additional staff buy in and engagement. Here is our math improvement plan:

DSM 2025-2026 Math Plan of Improvement

1. Assess Current Practices and Needs/Review current math curriculum:

Analyze how well the current Montessori math materials and methods align with state math standards and address identified areas of weakness.

- **Montessori Math Materials:**

Ensure the school has a comprehensive collection of Montessori math materials that cover all relevant math concepts.

- **Standard Alignment:**

Ensure that the Montessori math curriculum aligns with state math standards and benchmarks.

- **Scope and Sequence:**

Utilize Scope & Sequence Pacing Guides for K and 1st-3rd and 4th-6th grades organized into 6-week blocks, including missing Key Lessons and lesson extensions to meet the standards.

2) Monitor Progress and Evaluate Effectiveness/Data Analysis:

Examine student data, including state test scores, classroom assessments, and progress monitoring, to identify specific areas where students are struggling.

- **Data Tracking:**

Regularly track student progress and evaluate the effectiveness of the math program.

- **Data Collection:**

Use of i-Ready Diagnostic Assessment for Beginning, Middle and End of Year (replacing easyCBM). Weekly exit tickets on materials covered in lessons, and 6-week snapshot quizzes.

- **Data Analysis:**

Analyze data monthly to identify areas for further improvement and make adjustments to the math program as needed in monthly child study teams.

3. Enhance Montessori Math Instruction:

Improve the student ability to transfer gained knowledge from procedural to conceptual understanding of math concepts.

- **Differentiated Instruction:**

Provide differentiated instruction to meet the diverse needs of learners, including providing extra support for struggling students and challenging advanced learners.

- **Explicit Instruction:**

Incorporate explicit instruction in math concepts, ensuring students understand the underlying principles and strategies.

- **Collaborative Learning:**

Encourage collaborative learning and peer support to promote deeper understanding and engagement.

- **Real-World Applications:**

Connect math concepts to real-world applications to make learning more relevant and engaging.

- **Intervention Programs:**

Develop and implement targeted intervention programs for students who are struggling with specific math concepts (Tier II and Tier III), to be reassessed on, at minimum, a 6-week cycle.

- **Test Preparation:**

Incorporate test preparation strategies and practice activities to help students build confidence and skills for state assessments.

4. Provide Targeted Teacher Support:

- **Professional Development:**

Provide professional development opportunities for teachers to enhance their math instruction skills and student engagement.

- **Teacher Feedback:**

Conduct surveys and focus groups with teachers to gather their perspectives on the current math program and identify areas for improvement.

5. Parent Involvement

Engage parents in math progression of learning by providing resources and support.

- **Communication:**

Communicate regularly with parents and stakeholders about student progress and the math program (sharing iReady data, etc.).

6. Accountability

Below is the DSM Math timeline for the first 6 weeks of math instruction and data collection. A similar process will be followed every 6 weeks for data collection, analysis and planning.

1. DSM Math coach will develop a uniform template for the six-week snapshot quiz which will encompass math standards covered in the 6-week scope and sequence. This will be presented to staff on Sept. 10, 2025.
2. The grade level teams will then create grade level snapshot quizzes to be used in classrooms. These will be completed by Sept. 17, 2025. Staff will meet to review and finalize these by September 24, 2025.
3. The snapshot quiz will be given to students on October 13 and 14, 2025.
4. The 6-week diagnostic data will be discussed by teachers in grade level data team meetings. Teachers will plan changes in grouping and instruction. This is scheduled for October 15, 2025.

Teachers will also administer the i-Ready diagnostic at the beginning, middle and end of year to coincide with the reading diagnostic window.

1. The beginning of the year assessment will be given in the weeks of September 8 and 15th.
2. The Administrative team will meet with each teacher to discuss their iReady baseline data the weeks of Sept. 22 and 29, 2025. Intervention groups will be created at the Tier II and Tier III levels.

Additionally, we are focusing on writing programs this school year. By implementing targeted programs and active learning strategies, we aim to empower students in these critical areas, ensuring that they continue to develop the foundational skills necessary for their academic success and future endeavors.

Appendix A

HIGH DESERT EDUCATION SERVICE DISTRICT Evaluation of Alternative Education Programs 2024-25

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: November 21, 2025

Evaluator: Lora Nordquist, EdD

School/Program: Desert Sky Montessori

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 Are Special Education and other special needs students served in accordance with state and federal laws?

Meets: _____ X _____

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: _____ X _____

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education? ***Not Applicable***

Meets: _____

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: _____ X _____

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: _____ X _____

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: _____ X _____

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: _____ X _____

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: _____ X _____

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: _____ X _____

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: _____ X _____

Does Not Meet: _____

School/Program

Meets Criteria: _____ X _____

Does Not Meet Criteria: _____

Findings

Desert Sky Montessori has met all the requirements of their contract with Bend-La Pine Schools. Desert Sky Montessori has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

**Appendix B
Enrollment and Student Demographics
2022-2025**

	2022-2 3	2023-2 4	2024-2 5
Total number of students enrolled	161	159	182
Students with disabilities	9	13	8
English Language Learners (ELL)	2	6	2
American Indian/Alaskan native	1	1	
Native Hawaiian/Pacific Islander		4	4
Hispanic/Latino	9	11	10
Asian	7	5	3
White	140	127	146
Black	3	4	4
Multi-racial	9	7	13
Migrant			
Homeless	1	1	3
Students in foster care	0	0	0
Male	79	74	74
Female	81	81	101
Nonbinary	1	4	7

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate with NA that there are “fewer than 10 students or data unavailable.”



OREGON AT-A-GLANCE SCHOOL PROFILE

Desert Sky Montessori

PRINCIPAL: Jodie Borgia | GRADES: K-6 | 150 NE Bend River Mall Dr Ste 260, Bend 97703 | 541-350-2090



Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	2%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	6%
Teachers	0%
Multiracial	
Students	9%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	83%
Teachers	100%

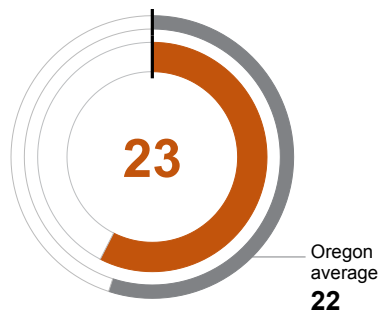
* Ever English Learners	4 Languages Spoken
* Students with Disabilities	0% Required Childhood Vaccinations
	>95% Free/Reduced Price Lunch

* <10 students or data unavailable

School Environment

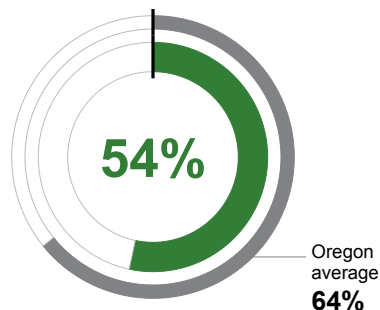
CLASS SIZE

Median class size.



REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

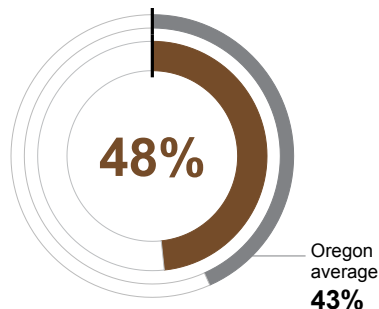
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

Academic Success

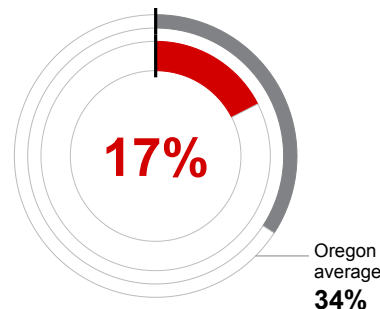
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



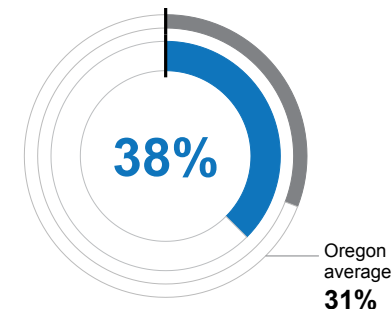
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

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State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

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Outcomes

Our Staff (rounded FTE)



7

Teachers



9

Educational assistants



0

Counselors/
Psychologists



87%

Average teacher retention rate



63%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	60%
Multiracial	21%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	56%
Free/Reduced Price Lunch	54%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	55%
Male	52%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	54%
Free/Reduced Price Lunch	48%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	50%
Male	46%
Non-Binary	<10 students or data unavailable

MATHEMATICS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	22%
Free/Reduced Price Lunch	17%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	20%
Male	14%
Non-Binary	<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

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EXTRACURRICULAR ACTIVITIES

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PARENT ENGAGEMENT

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COMMUNITY ENGAGEMENT

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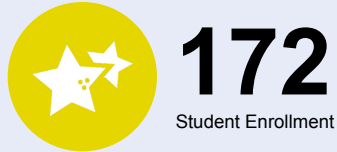
OREGON AT-A-GLANCE SCHOOL PROFILE

Desert Sky Montessori

PRINCIPAL: Heather Phillips | GRADES: K-6 | 63175 O B Riley Rd, Bend 97703 | 541-350-2090

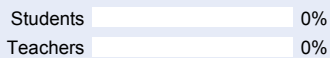
2022-23

Students We Serve

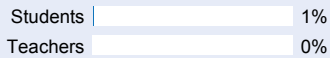


DEMOGRAPHICS

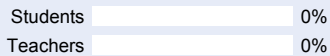
American Indian/Alaska Native



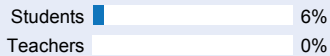
Asian



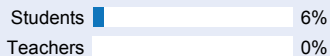
Black/African American



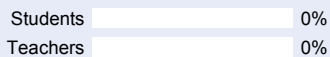
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



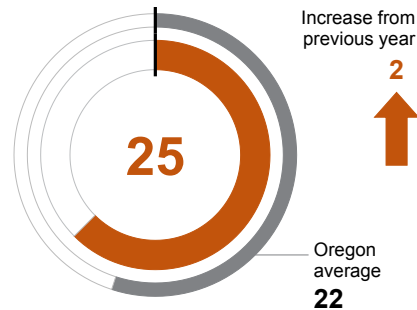
*		5
Ever English Learners	Languages Spoken	
*	0%	19%
Students with Disabilities	Required Childhood Vaccinations	Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

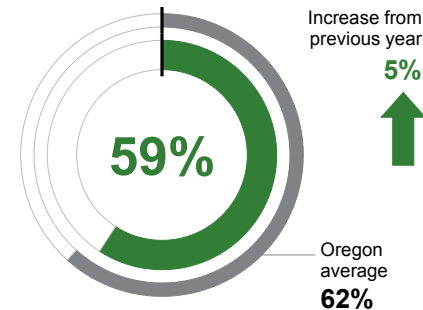
CLASS SIZE

Median class size.



REGULAR ATTENDERS

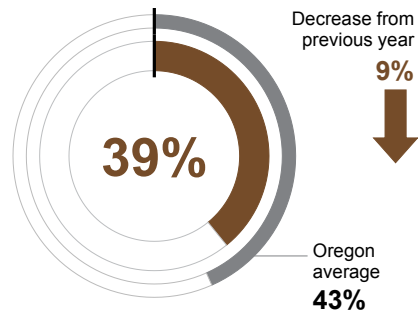
Students who attended more than 90% of their enrolled school days.



Academic Success

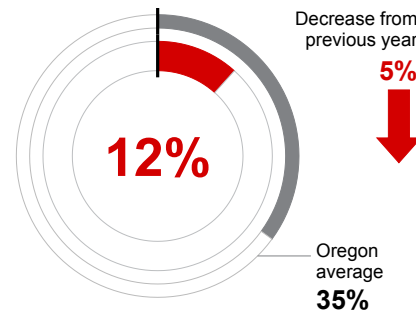
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



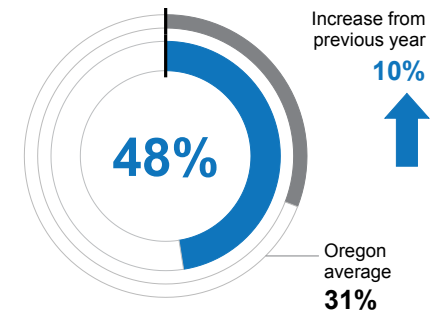
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

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Outcomes

Our Staff (rounded FTE)



5

Teachers



9

Educational assistants



0

Counselors/
Psychologists/
Social Workers



84%

Average teacher retention rate over the past three years



83%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable	
Asian	<10 students or data unavailable	
Black/African American	<10 students or data unavailable	
Hispanic/Latino	90%	
Multiracial	36%	
Native Hawaiian/Pacific Islander	<10 students or data unavailable	
White	60%	
Free/Reduced Price Lunch	30%	
Ever English Learner	<10 students or data unavailable	
Students with Disabilities	<10 students or data unavailable	
Migrant	<10 students or data unavailable	
Homeless	<10 students or data unavailable	
Students in Foster Care	<10 students or data unavailable	
Military Connected	<10 students or data unavailable	
Talented and Gifted	<10 students or data unavailable	
Female	65%	
Male	53%	
Non-Binary	<10 students or data unavailable	

ENGLISH LANGUAGE ARTS

<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
40%	
31%	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
41%	
37%	
<10 students or data unavailable	

MATHEMATICS

<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
12%	
<5%	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
<10 students or data unavailable	
14%	
10%	
<10 students or data unavailable	

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OREGON AT-A-GLANCE SCHOOL PROFILE

Desert Sky Montessori

PRINCIPAL: Heather Phillips | GRADES: K-6 | 63175 O B Riley Rd, Bend 97703 | 541-350-2090



Students We Serve



DEMOGRAPHICS

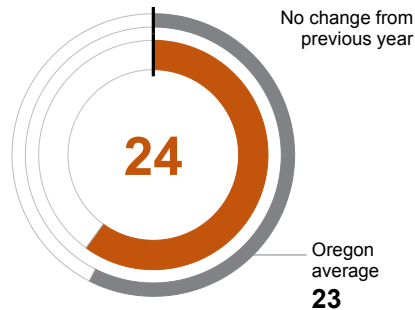
American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	1%
Teachers	0%
Black/African American	
Students	1%
Teachers	0%
Hispanic/Latino	
Students	6%
Teachers	0%
Multiracial	
Students	8%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	85%
Teachers	100%

*		3
Ever English Learners	Languages Spoken	
9%	0%	18%
Students with Disabilities	Required Childhood Vaccinations	Students Experiencing Poverty

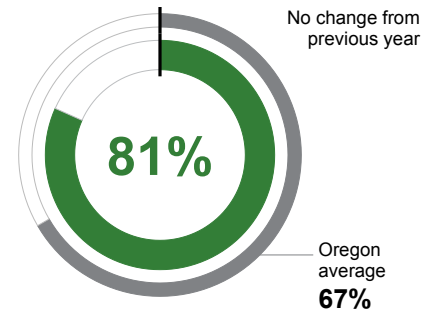
* <10 students or data unavailable

School Environment

CLASS SIZE
Median class size.



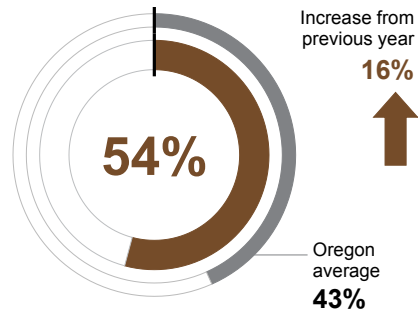
REGULAR ATTENDERS
Students who attended more than 90% of their enrolled school days.



Academic Success

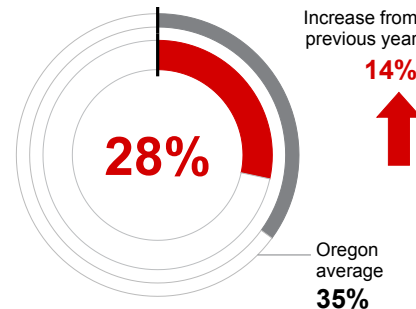
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



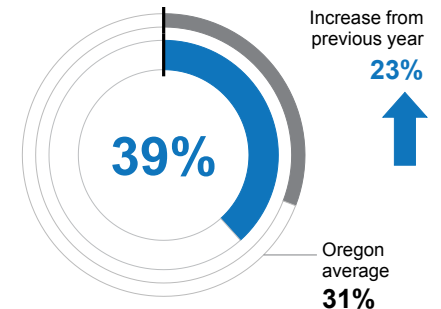
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

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State Goals

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Outcomes

Our Staff (rounded FTE)



8

Teachers



7

Educational assistants



0

Counselors/
Psychologists/
Social Workers



57%

Average teacher retention rate over the past three years



86%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	77%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	81%
Students Experiencing Poverty	82%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	64%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	83%
Male	80%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
54%
46%
<10 students or data unavailable
18%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
59%
49%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
30%
20%
<10 students or data unavailable
<5%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
23%
36%
<10 students or data unavailable

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HEART OF OREGON CORPS

Heart of Oregon Corps Information for Program Evaluation November, 2025

Program Overview

Heart of Oregon Corps (HOC) empowers youth and young adults ages 16–24 through employment, job training, education, and community service across Central Oregon. Using a WORK, EARN, LEARN model, HOC helps youth build pathways to success and move toward self-sufficiency in Deschutes, Jefferson, and Crook counties. Each year, HOC trains approximately 225 young people in conservation, construction, and early childhood education.

Since its founding in 2000, HOC has evolved to meet the shifting needs of youth and the regional labor market. Initially focused on conservation corps programming, HOC has expanded to include YouthBuild and AmeriCorps. Launched in 2009 with support from the U.S. Department of Labor, Heart of Oregon Corps YouthBuild (HOCYB) has become a regional model for re-engaging Opportunity Youth through academic recovery, career technical education, leadership development, and service learning. The organization has received national recognition for innovation and program quality, and it continues to adapt its offerings to align with workforce demands and educational equity goals.

Each year, HOCYB serves 35 Opportunity Youth ages 16–24, offering a two-year model that includes one year of intensive, evidence-based programming followed by one year of follow-up support. Youth alternate between field-based work weeks and classroom education weeks. Field work provides hands-on job training in construction (building affordable housing from the ground up) or child and youth development (supporting children in early education settings to address regional childcare shortages).

Classroom weeks focus on academic achievement through individualized, trauma-informed instruction led by licensed educators. Programming is aligned with Oregon Department of Education standards, enabling youth to earn GEDs and/or recover high school credits toward diploma completion. Participants also engage in leadership development, including youth-led policy councils, intensive community service, and national peer exchange with other YouthBuild programs.

HOCYB integrates wraparound supports, including case management, counseling, and mentoring, to ensure youth are prepared for long-term success. Students earn industry-recognized certifications and have access to internships, apprenticeships, job shadowing, and scholarships.

HOC prioritizes serving Opportunity Youth, young people who are not working or attending school and who face significant barriers such as poverty, homelessness, disabilities, or involvement with the juvenile justice or child welfare systems. Many have experienced trauma, substance use, teen parenting, or foster care placement. The program is specifically designed to re-engage these youth by addressing both their academic and socio-emotional needs while preparing them for future employment and postsecondary education.

Curriculum, Instruction, and Assessment of Student Progress

Overview of academic program.

Heart of Oregon Corps YouthBuild (HOCYB) offers an alternative education pathway for youth who have disengaged from traditional schooling. The program re-engages students in learning while preparing them for GED attainment or high school diploma completion. The approach is trauma-informed and student-centered, focusing on consistency, relevance, and individualized support.

HOCYB operates on a rotating cohort model, enrolling two to three cohorts annually. Unlike the traditional school year, these cohorts run continuously throughout the year. This year-round model ensures small class sizes, allowing for personalized instruction, enhanced student engagement, and stronger relationships between youth and staff. The staggered entry supports smoother onboarding and maintains continuous program flow.

The program follows an alternating-week schedule: one week in the classroom and the next in hands-on job training, either in construction or early childhood education. This format reinforces academic learning through real-world application, increasing retention and motivation.

Academic instruction is competency-based and aligned with Oregon Department of Education standards. All high school credits are issued through a school district and are awarded based on demonstrated proficiency in subject-area standards. Students earn credits through a combination of direct instruction, independent study, and project-based learning. Credit attainment is closely monitored and assessed by credentialed teachers to ensure mastery of content. In addition to working toward high school credit, youth also pursue GED completion using materials such as GED Testing Service resources, GED Ready Official Practice Tests, Steck-Vaughn Complete GED Test Preparation, and Kaplan GED Test Prep Plus. Progress is individualized and supports both academic achievement and postsecondary readiness.

Students' progress is monitored through quarterly CASAS Math and Reading GOALS assessments, as well as through GED practice tests and industry-recognized certifications. Youth work toward obtaining certifications, such as NCCER for construction or CYCCB for childcare, within their first three months.

Licensed educators deliver instruction in small-group settings, assessing progress through practice testing, informal evaluation, and ongoing educator feedback.

Students' academic progress.

The following outcomes represent three academic years of data. Due to the program's year-round and rolling cohort structure, student completion dates do not always align precisely with the traditional academic calendar.

HOCYB provides a structured alternative pathway to academic success and workforce readiness for youth who have disengaged from traditional education systems. The program emphasizes re-engagement, individualized instruction, and measurable progress toward graduation and employment.

During the reporting period, HOCYB students achieved strong academic outcomes. A total of 922 high school credits were earned, including 581.5 core academic credits and 256 Career and Technical Education (CTE) credits. Fifty-Eight students earned their high school diploma, and 28 students earned their GED, successfully completing all required subject tests.

In total, HOCYB students passed 158 GED tests. These test results reflect both academic growth and readiness for postsecondary education or employment. In addition, sixteen students recovered enough credits to return to their home high schools, where they are now on track to graduate on time.

Career readiness was also a key area of achievement. Ninety-nine percent of students earned at least one industry-recognized credential, including the following:

- 57 OSHA-10 certifications
- 87 NCCER (construction) or CYCCB (childcare) certifications
- 53 First Aid/CPR certifications
- 29 Oregon Food Handler cards

These outcomes highlight the success of HOCYB's integrated model, which combines academic instruction, credential attainment, and wraparound support to help youth make meaningful progress toward self-sufficiency.

Supports for students with special needs.

Heart of Oregon Corps YouthBuild (HOCYB) provides individualized support for students with IEPs and 504 Plans by offering small class sizes, flexible instruction, and trauma-informed practices that help meet diverse academic and behavioral needs. When students enter the program with an existing plan, HOCYB staff work to implement accommodations to the extent possible within the alternative learning setting and maintain communication with the school district regarding student progress and any concerns that may arise. Staff document observations, share academic and behavioral data, and participate in support meetings when appropriate. While HOCYB does not directly administer special education services, the program partners closely with districts to ensure alignment and continued access to supports.

Although HOCYB currently serves a limited number of English Language Learners (ELL), we coordinate with the districts when these needs are identified and support collaborative planning and accommodation.

Communication of academic progress.

HOCYB ensures consistent communication with students and their guardians about academic progress. Prior to enrollment, information sessions are held for parents and students, offering a detailed overview of the program's structure, goals, and expectations.

Biannual progress conferences are conducted, lasting approximately 20 minutes. These meetings involve the student, their support team, and YouthBuild staff, including the teacher, case manager, and work experience trainer. During these conferences, updates are provided on academic progress, including

credits earned and work performance. Any necessary adjustments to the academic plan are discussed collaboratively.

Teachers also provide bi-monthly academic progress reports to the student's counselor at their home school, ensuring regular updates on the student's academic performance. Students are regularly given their individualized education plans, helping them stay informed of their progress and academic goals.

Additionally, students continue to receive notifications from their home schools about state testing and assessments. If a student has an unexcused absence, HOCYB staff reaches out to parents or guardians daily to ensure they are informed and can support their child's attendance. This proactive communication fosters engagement and provides a support system for both students and parents.

Program Successes and Priorities for Growth

Successes.

HOCYB stands out because of its Work, Earn, Learn model, which effectively blends education, career technical training, leadership development, and paid service. This integrated approach keeps students engaged and offers them real-world experience while earning educational credentials and certifications. Our rotating cohort model, with 2–3 smaller cohorts per year, allows for personalized instruction, stronger relationships between staff and students, and smoother program delivery throughout the year.

The effectiveness of this model is supported by the national success of YouthBuild, which has decades of demonstrated outcomes. Nationally, YouthBuild students have been shown to increase their educational attainment, reduce justice system involvement, and achieve higher employment rates compared to peers. Locally, HOCYB mirrors those outcomes: 99% of participants earned at least one workforce development credential; 28 students earned GEDs, and 51 students earned high school diplomas. Over 900 academic credits were earned, and students passed 158 GED subject tests, demonstrating academic growth.

In alignment with the YouthBuild national model, follow-up services continued to support students after program completion, emphasizing sustained progress in education and employment. During the one-year follow-up period, 67 young people achieved successful employment placements, and sixteen students re-enrolled in high school to complete their diplomas, reflecting continued engagement and growth beyond program completion.

YouthBuild's focus on leadership and service also plays a key role. Our youth participate in service-learning projects, build affordable housing, and engage in community events, all of which develop soft skills, confidence, and civic engagement that are crucial to long-term success.

Priorities for growth.

As HOCYB looks ahead, we remain focused on deepening the impact of our programming and strengthening outcomes for students. One area of ongoing reflection is how we can continue to meet the needs of students who would benefit from our alternative learning approach.

We value the strong partnerships we have with local school districts and appreciate the thoughtful collaboration that supports student placement. As we see continued interest in our program, we welcome future conversations about how to increase access for eligible youth, when feasible. We are committed to working together to support student success and remain aligned with district priorities.

Heart of Oregon Corps YouthBuild remains committed to empowering young people through education, service, and employment, ensuring that every participant has a pathway to success beyond our program.

Appendix A

HIGH DESERT EDUCATION SERVICE DISTRICT Evaluation of Alternative Education Programs 2024-25

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to Bend-La Pine Schools for review.

A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: November 21, 2025

Evaluator: Lora Nordquist, EdD

School/Program: Heart of Oregon Corps/YouthBuild

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district? **Not Applicable**

Meets: _____

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 Are Special Education and other special needs students served in accordance with state and federal laws?

Meets: _____ X _____

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: _____ X _____

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: _____ *In progress-will be complete by Spring, 2026* _____

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: _____ X _____

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: _____ X _____

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: _____ X _____

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: _____ X _____

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: _____ X _____

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: _____ X _____

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: _____ X _____

Does Not Meet: _____

School/Program

Meets Criteria: _____ X _____

Does Not Meet Criteria: _____

Findings

Heart of Oregon Corps/Youthbuild has met all the requirements of their contract with Bend-La Pine Schools. Heart of Oregon Corps/Youthbuild has met all of the evaluation criteria (or is in process) set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Appendix B
Enrollment and Student Demographics
2022-2025

For 2024-25	TOTAL	Redmond	Jefferson	Bend-La Pine	Sisters
Total number of students enrolled	92	32	10	15	35
English language learners (ELL)	NA				
Students with disabilities	39	13	1	7	18
American Indian/Alaskan native	7	0	7	0	0
Native Hawaiian/Pacific Islander	1	1	0	0	0
Hispanic/Latino	32	8	0	9	15
Black/African American	2	1	0	0	1
Asian	0	0	0	0	0
White	49	22	2	6	19
Multi-racial	1	0	1	0	0
Migrant	NA				
Homeless	9	1	2	5	1
Students in foster care	9	3	5	0	1
Male	61	22	8	8	23
Female	31	10	2	7	12
Nonbinary	0	0	0	0	0

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate that there are “fewer than 10 students or data unavailable.”

Appendix C
Student Progress, 2022-2025

(ALO's) High school credits earned, GED's earned, and high school diplomas earned.

Heart of Oregon Corps – YouthBuild Student Achievement 2024/2025

Outcomes	Total	Redmond	Jefferson	Bend-La Pine	Sisters
GED	28	12	2	3	11
GED Subject Tests Passed	158	51	11	22	74
Diploma	51	13	5	5	28
High School Credits Earned	922	278	57	135	452
CTE Credits Earned	256	75	14.5	40.5	126
Industry Recognized Certifications	226	80	20	39	87

J BAR J

ALO Report

J BAR J Learning Center – Ranch and J5

2024-2025

Program Overview

The J BAR J Boys Ranch was established in 1968 and promotes innovative options for at-risk students toward self-sufficiency and personal responsibility. The J BAR J Learning Center has 2 accredited high schools, one located at the J BAR J Boys Ranch and the other at J5, our short-term stabilization center. The Learning Center's two schools currently have four certified classroom teachers, one certified special education teacher, and three educational assistants.

The Mission of the J BAR J Learning Center is to promote integrity and develop critical thinking in an atmosphere of positive relationships and mutual respect. All students are capable of being confident, self-directed lifelong learners.

J BAR J Boys Ranch and the J5 Parole and Probation Revocation Program (J5) are accredited schools through Cognia and contract with the Bend-LaPine School District as alternative programs. J BAR J Learning Center provides a standard-based, project-oriented curriculum, career planning, authentic assessment, and an integrated curriculum fitting the needs of our students' emotional intelligence. The schools operate year-round for residents of the J BAR J Boys Ranch and J5. All teachers are licensed and highly qualified.

At J BAR J Boys Ranch, educational services are provided for adjudicated male offenders between the ages of 13-18 who have been placed there through the Oregon Youth Authority. J BAR J students who are at a higher risk are referred to J5, a short-term stabilization program that is housed in the Deschutes County Detention Facility. Students in the program have chronic criminal histories in Oregon and sometimes the local community. They have frequently missed school and are behind in credits, with relatively low academic skill levels as a result of inconsistent attendance. Many come from disrupted homes with parents/families who are also in a cycle of criminal history or poverty.

Our program is known to be an effective facility in working with young criminals and sex offenders, and every student in our Learning Center is receiving treatment related to their offenses while attending our school. In recent years, the demographics of the students who attend J BAR J have changed. Students are older, tend to have a more extensive criminal history with serious offenses, are in need of greater special education

support/services, and are more credit deficient, resulting in the need for a higher degree of academic support.

Overview of Academic Program

We believe that regardless of students' background or circumstances, ALL of our students are capable learners. We work with students who have academic struggles but with our small class sizes, dynamic instruction, and multiple pathways to demonstrate learning, we have found our success rate to be commendable.

J BAR J Learning Center offers a full range of curriculum for our students. School is comprised of four 9-week quarters with an additional quarter of summer school due to predominantly credit-deficient students. Our school combines direct and project-based instruction with individualized plans to offer a range of basic skills classes, along with electives, all of which are aligned with Oregon state standards for curriculum and grade levels. The curriculum is delivered in a variety of ways, and instruction is differentiated based on academic and emotional needs of students in our mixed-ability classrooms. We utilize textbooks, Edgenuity for online math and credit recovery courses, and IXL Math and Paxton Patterson for on-line Vocational (VOC) instruction. Students in the classrooms also have the opportunity (also a requirement) to work on a Career Path (YouScience) program in tandem with other academic requirements. The schools operate year-round for residents of the J BAR J Boys Ranch and J5.

Students' academic progress

The academic progress for students in the J BAR J Boys Ranch and J5 programs is measured, reviewed, and discussed regularly with students, teachers, a treatment team, and probation officers. Once enrolled in our programs, students are given the STAR reading and STAR math assessments. Students are then re-tested at the start of every quarter or just before transitioning out of the program. Data from 2024/2025 shows that there were 26 students who tested below grade level in reading upon entry. Of those 26 students, 18 averaged a reading level increase by more than one full grade level. In addition, there were 35 students who tested below grade level in math upon entry. Of those 35 tested, 17 students' average math level increased by more than one full grade level.

Out of the 105 non-duplicated students served by the Learning Center (Ranch and J5), 103 of those students received high school credit. During the course of the 2024/25 school year J BAR J Learning Center had 12 students from the Ranch graduate with a high school diploma and 1 student from J5 graduate with a high school diploma. GED proficiency credits have been advantageous for many of our credit deficient students. We had 35 students taking GED for proficiency credits with a total of 10 students earning their GED certificate.

Supports for students with special needs

J BAR J's educational model addresses the needs of both mainstream students and students in need of special education supports and services. Our program offers small class sizes with general education curriculum and special education provided within the classrooms. These support services include the following: IEP's, differentiated instruction, assistive technology (including Duolingo for ELL students), direct instruction, visual supports, behavior intervention strategies, progress monitoring, small group instruction, one-on-one instruction, related services (speech/counseling), IEP triennial maintenance, IEP accommodations implementation, and a full-time licensed special education teacher, who meets with students on a daily basis both individually and in small groups.

Students labeled as ELL are serviced under the "Consult Model" (meeting with students and staff every week), provided by Bend-La Pine school staff. Students are provided with the opportunity to STAMP test (through the BLSA and J BAR J assigned staff) in an attempt to gain credits, as well as the Seal of Biliteracy. During the 2024/25 school year, J BAR J Ranch and J5 served 50 students with disabilities and 16 students with limited English Proficiency.

Communication of Academic Progress

The J BAR J Learning Center Team is committed to communicating academic progress, not only with our students but with guardians such as case managers and probation officers (and parents when available) to ensure academic achievement. Student Personal Education Plans are developed by teachers for each student upon registration at the J BAR J Learning Center. This plan addresses their current transcript, academic classes, pre- and post-reading and math testing, academic strengths/weaknesses, academic observations by the teacher, current academic goals, and long-term post-secondary academic or vocational goals. The Personal Education Plan is revisited every 30/90 days, with teacher and student meeting together to go over academic progress, credits earned/needed and graduation requirements. An updated transcript is presented to students every quarter and is also available to students at any time when requested.

Program Successes and Priorities for Growth

Highlights of success include 98% of our total students (2 students left the program within 1 week) earning high school credits. A total of 538.1 high school credits (more than any other year) were earned during the 2024/2025 school year. Teachers customize each student's studies for maximum learning and credit earning. Our teachers strongly instill in students the importance of a positive culture of education and the value of a high school diploma for post-secondary and vocational success.

For many of our credit-deficient students, the utilization of the GED test for proficiency credits continues to be advantageous for students who previously felt so far behind they would often give up or state, “What’s the point?” Now they have motivation, or better yet, they have “hope” in completing their credits to obtain a high school diploma that they once felt was out of reach. Again, 35 students earned GED proficiency credits, and 10 students earned their GED certificate.

An additional staff success would be the work done with students with IEP’s, 504’s and ELL designations, which totaled 66 students or 63% of our total population. Success with this group came through small group and individualized instruction provided by our special education teacher, as well as the work/accommodations of the individual classroom teachers.

For the 2024/2025 school year we are thrilled to have hired a VOC educational assistant. Staffing was a concern last year with the number of activities, off-campus volunteering/work opportunities, and overall safety. Also, the VOC classes offered for high school students have expanded to include COCC Construction (with ongoing hands-on projects), COCC Automotive (3 courses) and Wildland Firefighter training.

Priorities for Growth

The Learning Center is meeting the challenge of an increase in ELL students entering both our Ranch and J5 programs this coming year. We have seen a greater number of Spanish speaking students, with four students recently arriving with little or no English language skills. We are committed to making strides in offering the best educational services we can despite not having a bilingual teacher. Our language arts teacher is currently translating materials and incorporated Duolingo (digital translating device) and Pocket Talk (audio device) to assist in the language barrier. We are also strongly advocating to hire a bilingual educational assistant to help in the classroom. Currently we have a BLSD ELL representative meeting with both students and teachers (SIOP training) once a week and a staff member who administers the STAMP test to ELL students who might qualify.

Math growth continues to be a priority, as a significant number of students enroll with below grade level scores and are also credit deficient in math. Math success in the GED is also lower than any other subject testing area. At the start of the school year our Learning Center Team emphasized a greater need for math intervention. Our math instructor is teaching a math concepts “mini lesson” to start each day with an assessment each Friday to increase math success in the above areas.

To increase student success and prioritize student efficiency in obtaining applicable credits, the Learning Center teachers have emphasized better customization of student learning. Areas of desired growth include 30/90 Day Education Reports (education

progress, learning styles, behaviors, education goals, etc.) Education Plans (courses of study, credit checks, timelines etc.) and Student Snapshots for IEP's (Behaviors, accommodations, goals, timelines, etc.). Weekly Monday morning staff meetings (as well as after-school meetings) currently highlight student progress/achievement or any concerns in the classroom and the VOC.

Appendix A

J Bar J Learning Services

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs 2024-25

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review.

A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: November 12, 2025
EdD

Evaluator: Lora Nordquist,

School/Program: J Bar J Learning Services

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents, and the school district? *Not Applicable*

Meets: _____

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 Are Special Education and other special needs students served in accordance with state and federal laws?

Meets: _____ X _____

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: _____ X _____

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: _____ X _____

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: _____ X _____

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: _____ X _____

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: _____ X _____

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: _____ X _____

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: _____ X _____

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: _____ X _____

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: _____ X _____

Does Not Meet: _____

School/Program

Meets Criteria: _____ X _____

Does Not Meet Criteria: _____

Findings

J Bar J Learning Services has met all the requirements of their contract with Bend-La Pine Schools. J Bar J Learning Services has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Appendix B
Enrollment and Student Demographics
2022-2025

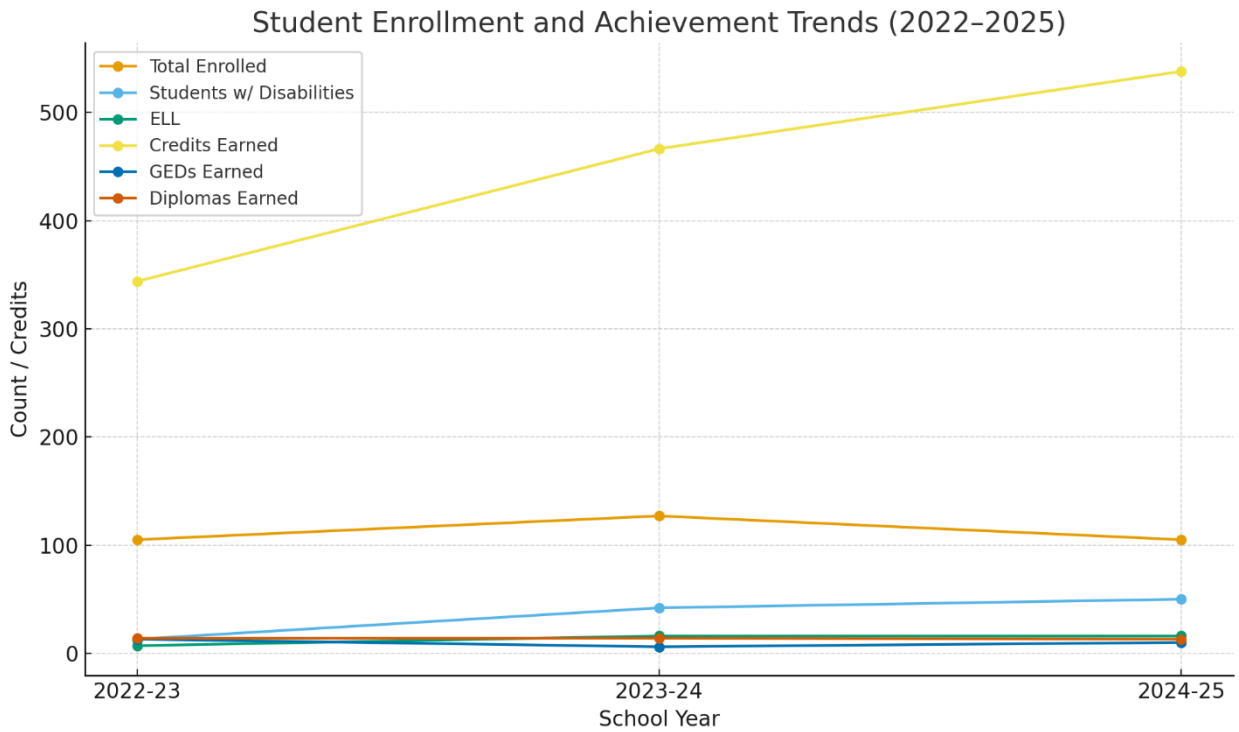
	2022-23	2023-24	2024-25
Total number of students enrolled	105	127	105
Students with disabilities	13	42	50
English Language Learners (ELL)	7	16	16
American Indian/Alaskan native	0	1	3
Native Hawaiian/Pacific Islander	1	1	0
Hispanic/Latino	28	36	38
Asian	0	3	0
White	61	65	42
Black	5	9	11
Multi-racial	10	12	11
Migrant	0	0	0
Homeless	0	0	0
Students in foster care	0	0	0
Male	105	126	104
Female	0	0	0
Nonbinary	0	1	1

Note: Groups of students listed above represent categories used by the Oregon Department of Education in demographic profiles of students. For some categories, programs may delineate with NA that there are “fewer than 10 students or data unavailable.”

Appendix C

Student Progress, 2022-2025

	2022-23	2023-24	2024-25
High School Credits Earned	343.864	466.496	538.035
GEDs Earned	13	6	10
High School Diplomas Earned	14	14	13



What Do Youth Gain From YouthBuild?



YOUTHBUILD

HEART OF OREGON CORPS

Empowering Young Leaders

- Ages 16–24
 - Students behind on credits, disengaged from school, or seeking career pathways
- Core pillars:
- Academic support (diploma / GED, credit recovery)
 - Job training & pre-apprenticeships
 - Community service / leadership projects



What is unique about YouthBuild?



- Pre-apprenticeships → gateway to union jobs
- Career counseling & mentorship
- Wraparound services → Barrier support, goal setting, & mental health resources
- Earn stipends
- Leadership and Community Service

Real Outcomes – 2022-2025

- Students Served: **92**
- High School Diplomas/GEDs: **79**
- Industry Recognized Certifications: **226**
- Re-engaged in their home school this year: **10**



Alignment with District Goals / Next Steps



- Supports graduation and credit recovery targets
- Provides career & technical education pathways
- Develops social-emotional skills, confidence, and leadership
- Next Steps: Refer students who could benefit; Partner on projects or worksites; Advocate for program support



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: November 18, 2025

Board Members

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

Director Ross Tomlin attended the meeting virtually.

1. Call to Order

Speaker(s): Marcus LeGrand, Board Chair

Discussion: The meeting was called to order by Chair Marcus LeGrand at 5:33 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 Jennifer McGee, La Pine Middle School teacher, for her leadership and service as a coordinator of key programs and as a valued Instructional Coach and Curriculum Leader.

B. Bend-La Pine Education Foundation

Speaker(s): Jamie Goldman, Executive Director, Bend-La Pine Education Foundation

Description: Classroom Enrichment Grants

Discussion: Jamie Goldman and Anne Westerhoff from the Bend Education Foundation presented a check to the district for the classroom enrichment grants the Foundation awarded this year.

5. Student Representation Report

Speaker(s): Student Representatives

Discussion: Sam Brooksbank from Caldera High School, Paige Press from Mountain View High School, and Harper Warne from Bend Senior High School joined from the Student Voice Council. They thanked the Board for working with them to meet the goals they've set forth this year. They shared that the topic during their

last meeting was the outstanding questions surrounding standards-based grading and shared some of their concerns. Lauren Shein and Rowan Roberts from Alliance also joined. They shared the make-up and purpose of Alliance as well some of their upcoming events.

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: A parent and member of the Equity Coalition shared their appreciation of the district's efforts surrounding trans awareness. A community member spoke regarding gun safety and encouraged the district to continue to promote gun locks and gun safety measures. A parent spoke regarding mental health and the importance of music education.

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 Ross Tomlin and seconded by Amy Tatom, Carried.

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

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

A. Approval of Minutes

Description: October 14, 2025, Regular Board Meeting, and October 28, 2025, Work Session; *Reference:* ORS 192.650 and ORS 332.057

Attachments: 10.14.25 Minutes – DRAFT and 10.28.25 Minutes – DRAFT

B. Approval of Personnel Recommendations

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

Attachments: Administrative and Licensed Recommended Hires, Resignations, and Retirees 11.18.25 and Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 11.18.25

C. Adoption of Board Policies

Attachments: Executive Summary: Board Policies for Adoption, Board Mission, Vision, & Organizational Goals - FINAL DRAFT 10.28.25, Board Mission, Vision, & Organizational Goals - REDLINED DRAFT 10.28.25, GP-1: Governance Commitment and Style - DRAFT 11.18.25, and GP-3: Individual Board Member Authority, Responsibility, and Code of Conduct - DRAFT 11.18.25

8. Consent for Information

Speaker(s): Dr. Steve Cook, Superintendent

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

Discussion: Superintendent Cook noted that the Consent for Information includes a batch of HR-related policies that were updated to align with our current district practices, current CBAs, and OSBA sample policy. He noted the district has also updated JBB-AP: Educational Equity to align with a recent OSBA policy update. Also included is the district's 2025-26 Elementary Commitments document, which outlines the expectations for curriculum use and instruction time for each grade level.

Cook noted that there are two documents included that are follow-up to the October 14th board meeting. The first is an email sent to the Board by the City of Bend regarding affordable housing and a response to public comment that was received during that meeting regarding bond expenditure equity and

fundraising. The final document in the Consent for Information is an emergency declaration regarding the damages to the gym at Pilot Butte Middle School due to water damage received during a storm on August 10th. Cook noted that the district's maintenance and facilities departments will be working to assess mitigation, demolition and repairs.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, CPA-AP: Layoff and Recall for Administrators - DRAFT 11.18.25, GCC/GDC-AP: Recruitment/Selection of Staff - DRAFT 11.18.25, GCI/GDI-AP: Assignments and Transfers - DRAFT 11.18.25, GCI/GDI-AR: Notice of Employment - DELETE 11.18.25, GCIA/GDIA-AR: Assignments and Transfers - DELETE 11.18.25, GCPA-AP: Reduction or Recall of Licensed Staff - DRAFT 11.18.25, and JBB-AP: Educational Equity - DRAFT 11.18.25

B. Elementary Commitments

Attachments: Executive Summary: Elementary Commitments and Commitments to Learning 3.0 2025-2026

C. Follow-up Email Regarding Affordable Housing

Attachments: Follow-up Email Regarding Affordable Housing

D. Follow-up to Comment Received

Attachments: 11.18.25 District Follow-up to BLS School Board Meeting Comment

E. Emergency Declaration Regarding Pilot Butte Middle School

Attachments: Emergency Declaration PBMS Gym Demolition

9. Action Items

A. Oregon School Boards Association (OSBA) Legislative Policy Committee Position 3 Election

Speaker(s): Marcus LeGrand, Board Chair

Action(s): I move to nominate Sean Gallagher for OSBA LPC Position 3. 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: Absent, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

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

Attachments: LPC Position 3 Gallagher Candidate Questionnaire and LPC Position 3 Gallagher Nomination Form

Discussion: Chair LeGrand shared that in odd-numbered years, member boards vote to elect regional representatives to the Oregon School Boards Legislative Policy Committee. The Central Region, Region 3, only had one candidate, Sean Gallagher. LeGrand noted that Gallagher's nomination form and candidate questionnaire are included in the board packet.

10. Reports

A. Integrated Programs Annual Report

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

Attachments: Executive Summary: Integrated Programs Annual Report, Fall 2025 and Presentation: 2024-2025 Integrated Programs Annual Report

Discussion: Deputy Superintendent Birk presented the 2024-2025 annual Integrated Programs Report. She provided an overview of the programs covered as well as the goals. She discussed two annual report narratives which include progress markers/reflections as well as barriers/challenges towards meeting the goals. She noted that grant approval for the next school year will be presented to the Board at the December 9th meeting.

B. Presentation: Student Services and Special Programs Update

Speaker(s): Sean Reinhart, Executive Director of Student Services

Attachments: Executive Summary: Student Services and Special Programs Update and Presentation: Supporting All Students

Discussion: Sean Reinhart, Executive Director of Student Services, shared the number of students served by the Student Services department and discussed the strategic partnerships the district collaborates with to support students. Tami Pike, Director of Health Services, spoke about the various services provided by school nurses. Jen Hauth, Director of Student Well-Being, highlighted school counselors, life and career readiness, student success intervention, as well as suicide prevention and crisis response.

Eric Powell, Director of Student Services, discussed student management (Code of Conduct), attendance, and alternative programs. Sara Young, Colleen Funderburg, and Josh Marks, Directors of Special Education, provided an overview of what the special education services department encompasses, an overview of services provided, and a highlight of the district's inclusion practices. Throughout the presentation, the various directors showed "videos from the field" highlighting students and staff sharing their experiences. Discussion ensued regarding community frustrations around special education support and services as well as district policies and practices in regard to class rank for students.

11. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook shared that on October 29th district administrators visited the Giving Plate to learn more about the program and the services provided. He invited the Board to join on a future visit.

The District had a power outage at 7:40 pm. The meeting was adjourned and called back to order at 7:54 pm. Livestreaming capabilities were lost; however it was noted that the meeting would be recorded and posted following the meeting.

Cook continued his superintendent's report, noting that the state economic forecast would be released on November 19th and that it will give the district a look at what to expect for the budget process in the spring. He noted that several schools participated in Ruby Bridges walk to school events last week and thanked everyone that was able to support those events. The second virtual staff meeting of the year was completed earlier today and the presentation of the Excellence in Education awards began with Administrator of the Year being presented to Chris Boyd. The Support Person of the Year is scheduled to be awarded tomorrow and Teacher of the Year on Friday.

Deputy Superintendent Birk appreciated her experience during the Ruby Bridges walk to school event and as well as Chris Boyd for his Administrator of the Year award. She added another note regarding the presentation from the Student Services team, saying that special education is under-funded by approximately \$10 million which comes out of the district's general fund.

12. Director Comments

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

Discussion: Director Ross Tomlin appreciated the evening's presentations and the student input on standards based grading, of which he is highly supportive. He wished La Pine High School good luck with their timber sports competition this week.

Director Kina Chadwick noted that November is Native American Heritage Month and that November 19th is Red Shawl Day, which brings attention to the crisis of missing and murdered Indigenous people, especially women and children. They also noted that this week is Trans Awareness week and read a letter to trans students in support of Transgender Day of Remembrance.

Director Cameron Fischer noted that she went to the state legislators in the spring to discuss special education funding. She shared that several Board members attended the OSBA conference and budget was a big topic of concern. She shared her gratitude to the district and Stephen DuVal for continuing to provide information, training, and transparency on standards based grading.

Vice Chair Amy Tatom reiterated the need for the state to reimburse district's for special education services and shared again that the District is spending \$10 million from its general fund to cover the disparity. She appreciated the public comment received regarding the importance of music in schools as a tool for mental health support.

Chair Marcus LeGrand thanked Kina for the letter they read and reminded everyone that the Board passed a

resolution in February supporting LGBTQ. He encouraged the public to advocate for funding of public education.

13. Executive Session

Speaker(s): Marcus LeGrand, Board Chair

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

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

Discussion: At 8:13 pm, Chair Marcus LeGrand called an executive session pursuant to ORS 192.660 (2)(b) and (2)(f), to:

- Consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing and
- To consider information or records that are exempt by law from public inspection.

The Board and grievant moved to the Superintendent's Office for the Executive Session.

A. Discussion

B. Adjourn

14. Action following Executive Session

Speaker(s): Marcus LeGrand, Board Chair

Action(s): I move to uphold the district's level 3 decision. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

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

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

Discussion: Chair Marcus LeGrand called the meeting back to order at 9:19 pm, noting that the Board of Directors met in executive session under ORS 192.660 (2)(b) and (2)(f), had the opportunity to deliberate on the information presented, and would issue a written decision in accordance with the CBA requirements.

15. Adjourn

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

Discussion: Chair Marcus LeGrand adjourned the meeting at 9:20 pm.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax: (541) 355-1109

DATE: December 9, 2025
 TO: Dr. Steven Cook, Superintendent
 Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

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

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Hoole, Mckenna	Learning Specialist	Bend Senior High School	08/28/2023 – 12/2025
Sayre, Debra	Learning Specialist	La Pine Elementary School	08/21/2025 – 11/11/2025

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Houser, Jessica	Assistant Director of Finance	Business Office	02/26/2024 – 12/31/2025



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HUMAN RESOURCES

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Bend, Oregon 97703-2699

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Fax: (541) 355-1109

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

December 02, 2025

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on December 09, 2025.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Dowty, Bryna	EA Inclusion	Silver Rail	Reg 6.5 hrs / day	12/04/25
Hill, Christi	EA Inclusion	Elk Meadow	Reg 6.5 hrs / day	12/01/25
Jordan, Danielle	Attendance Secretary II	Pilot Butte	Reg 8.0 hrs / day	12/04/25
Manon, Shawn	Media Tech Assistant	Caldera	Reg 8.0 hrs / day	12/04/25
Palmer, Evan	EA Inclusion	Rosland	Temp 6.5 hrs / day	12/01/25
Rogers, Heather	EA Inclusion	North Star	Reg 6.5 hrs / day	12/04/25
Scalley, Jennifer	IT Operations Manager – Regular	IT	Reg 8.0 hrs / day	12/01/25
Smart, Cathleen	School Secretary I	Westside Village	Temp 3.0 hrs / day	11/20/25
Spalding, Scott	Transportation Specialist	La Pine Transportation	Reg 8.0 hrs / day	11/17/25
Willard, Maralisa	EA Inclusion	Pacific Crest	Reg 7.0 hrs / day	12/04/25

Classified Resignations

Name	Position	Location	Resign Date
Bolen, Kelsey	Counseling Secretary II	Cascade	08/22/22 – 01/30/26
Hill, Christi	Office Manager	Elk Meadow	10/11/21 – 11/30/25
Pallozzi, Albert	Bus Driver	Transportation	02/21/24 – 11/21/25



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Palozzi, Shauna	Bus Driver	Transportation	01/16/25 – 12/17/25
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Classified Retirements

Name	Position	Location	Retire Date

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date

Confidential Hiring

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

Confidential Resignations

Name	Position	Location	Resign Date
Uhart, Patricia	Payroll Specialist II	Payroll	3/13/06 – 12/12/25

Confidential Dismissals

Name	Position	Location	Term Date

Responses by Executive Directors of Elementary Programs Dr. Karen Rush and Tammy Doty:

Question 1: Please clarify how we are measuring proficiency as we work towards the goal ("at least 95% of students are proficient readers by the end of second grade.") – what is the instrument we are using? Is it the OSAS ELA summative test?

Answer: The OSAS ELA summative assessment is first administered at the end of third grade. To understand where students are on the path to being proficient readers *before* that point, we use Acadience (DIBELS) and ROAR (Rapid Online Assessment of Reading) with all K–2 students three times per year. These measures help us monitor progress, identify needs early, and ensure students are on track by the end of second grade.

Question 2: Where is this 2nd grade data published now? ODE only publishes grade 3 and up as far as I know.

Answer: We store the Acadience and ROAR assessment data in our databases that we have access to and can download into our system.

Question 3: What in the "Early Literacy (K-2): Essential Foundational Practices" page is new this year (or new as of full implementation of Really Great Reading)?

Answer: There is nothing new this year since the implementation of Really Great Reading in terms of curriculum materials. What is new? The explicit definition of what is included in a "foundational skills" block and a focus on the importance of instructional minutes being protected. The block has the most important and prioritized skills to learn to be a reader.

Question 4: How fast should we expect the proficiency rate to grow annually in order to get from "just above 51%" to "at least 95%"?

Answer: Although our ultimate target is for all students to be proficient readers by the end of second grade, the data in kindergarten and first grade matter just as much. To reach our second-grade goal, we must see steady improvement in K and 1 so students enter second grade with stronger foundational skills.

Because lasting improvement takes time, we are beginning with the state's earlier recommendation: improve proficiency by 10% of the number of students currently not meeting. With 49% of students not meeting, our initial target is a 4.9% (rounded to 5%) gain.

As instruction strengthens and K and 1 students make larger gains, first- and second-grade cohorts will begin each year at a higher starting point. Over time, this should lead to annual improvement rates that exceed the initial 5% target. Using that information, we estimate it will take around 6-7 years to reach the goal of 95% readers by third grade.



**District Follow-up to Board Member Questions Received
Prior to November 18, 2025, Board Meeting**

Question 5: What would you change about the resources your elementary instructors are given in order to get to the goal more quickly?

Answer: We believe the curriculum we have in place is strong. What will accelerate our progress toward our goals is every K–5 teacher developing and applying a deeper, shared understanding of evidence-based reading practices. When teachers are confident in their ability to identify the precise skills each student needs—and believe in their power to close those gaps through intentional instruction—students thrive. Knowing what each learner needs to become proficient, and having the protected time to deliver that instruction, is essential to ensuring every child becomes a successful reader.

Responses by Dr. Lisa Birk, Deputy Superintendent:

Question: *I could find the prior two years' versions of this report in past meeting packets. But where is the plan referred to on pages 3 and 4 (it says "progress toward your Outcomes and Strategies in your plan")? Where are the Outcomes and Strategies? Who sets those, and how do they align with our board ends and/or ODE's accountability measures? If this is all easily answerable by emailing me something that's totally fine.*

Answer: These are set by me with input from our team and advisory groups during the needs assessment portion of the Integrated Plan. These align with our current board goals and aligned initiatives. These are approved by the board in the spring prior to a new biennium. As you can see, the majority of these initiatives continue to be works in progress that also came from the work that was gathered during the Excellence and Equity audit process about 5 years ago.

Outcome A	Academic Success: Students are engaged due to high quality instruction and develop a strong academic foundation. The district has examined and addressed systems, structures, policies, and procedures to close long-standing achievement gaps.		Continue from 2023-25 through 2025-27
	A1	K-5 classroom teachers and interventionists will be trained in teaching foundational literacy skills using the district's newly adopted materials and receive coaching and ongoing support.	Edited from 2023-25 for 2025-27
	A2	Increase the quality and rigor of classroom curriculum and instruction through a deep implementation of grade-level content standards and best practices in instructional strategies.	Continue from 2023-25 through 2025-27
	A3	Improve teacher support systems, including feedback and coaching loops, curriculum resources, instructional technology and professional learning.	Continue from 2023-25 through 2025-27
	A4	Promote adult understanding of responsive educational practices and universal design for learning principles in order to support each and every student.	Continue from 2023-25 through 2025-27
	A5	Grow educators' skills and knowledge in both informal and formal assessment strategies and systems.	Continue from 2023-25 through 2025-27
	A6	Develop strong pipelines for confidence and leadership, including internal cultivation, preparation programs and focused mentorships.	Continue from 2023-25 through 2025-27

**District Follow-up to Board Member Questions Received
Prior to November 18, 2025, Board Meeting**

Outcome B	Future Ready: Students have a passion, purpose, and plan for their future after graduation. The district has examined and addressed systems, structures, policies, and procedures to improve opportunity for all.		Continue from 2023-25 through 2025-27
	B1	Work with District and regional CTE leaders to develop and improve CTE pathways and opportunities.	Edited from 2023-25 for 2025-27
	B2	The Director of Student Well-being will work with high school staff (counselors, TOSA, career center, graduation coaches) to grow students' awareness of opportunities across CTE pathways and enrollment in programs.	Edited from 2023-25 for 2025-27
	B3	Empower schools to support graduation rates through flexible, school-based decision-making, including the use of resources.	Continue from 2023-25 through 2025-27
	B4	Work with community partners to expand access to internships and site-based learning opportunities.	Continue from 2023-25 through 2025-27
	B5	Provide a variety of supports to help students overcome academic barriers and challenges.	Continue from 2023-25 through 2025-27
Outcome C	Supportive Culture: Students, families, and staff experience a sense of wellness, inclusion, caring and safety in our schools. The district has examined and addressed systems, structures, policies and procedures to ensure every student feels a sense of belonging.		Continue from 2023-25 through 2025-27
	C1	Provide staffing that is trained and supported to best meet the academic, social/emotional and health needs of our students.	Continue from 2023-25 through 2025-27
	C2	Provide schools and teachers with opportunities to innovate and create environments that best meet the academic and social/emotional needs of their at-risk students.	Continue from 2023-25 through 2025-27
	C3	Work with community partners to identify and address mental and physical health issues with a focus on prevention.	Continue from 2023-25 through 2025-27
	C4	Foster positive, empowering, and inclusive cultures in our schools that embrace all families and communities.	Continue from 2023-25 through 2025-27

**District Follow-up to Board Member Questions Received
Prior to November 18, 2025, Board Meeting**

	C5	School staff, in partnership with District family engagement team members and family advisory groups, will design and offer culturally- and linguistically-responsive family events and engagement opportunities.	Continue from 2023-25 through 2025-27
	C6	Create a district-wide culture built on open communication, trust, reflection, and accountability.	Edited from 2023-25 for 2025-27
Outcome D	Strengthened Systems and Capacity District has developed and supported key staff to strengthen capacity for the whole District.		Continue from 2023-25 through 2025-27
	D1	Attract, develop and retain strong, values-based leaders who demonstrate a commitment to the growth and success of each and every student.	Continue from 2023-25 through 2025-27
	D2	Maximize safety for students, staff, and the community.	Continue from 2023-25 through 2025-27
Outcome E	Students will read proficiently by grade 2.		New for 2025-27
	EL1	All K-3 classroom teachers and interventionists will be trained in teaching foundational literacy skills and knowledge building using the district's newly adopted materials and receive coaching and ongoing support.	New for 2025-27
	EL2	Utilize quality curricular tools for early literacy	New for 2025-27
	EL3	High Dosage Tutoring and Extended Learning	New for 2025-27

Question: And to the point about staffing – could you specifically tell us the gaps that would ideally be filled to provide a high-fidelity service model? Like, how many more substitutes do we need and what will that cost per school year or biennium? And/or do we need dollars to train existing substitutes to become these special substitutes (if so how much)?

Answer: The challenge that we are seeing in Certified is that if they leave for any reason after the hiring season (Feb-April), they are very difficult to replace. We end up hiring people on emergency licenses who are less trained and require much support. Their ability to step into a system, supervise staff, create efficient schedules, collaborate effectively with general education staff, and create quality learning groups is very challenging. Additionally, the need for trained classified staff is acutely challenging in that they are often not filled. When this happens, other staff are pulled from their typical duties to make systems work; learning is highly impacted.

In terms of numbers, I will check with the ESD for rates of filled positions. It is not just a dollars game- it is a training impact as well as making this a desirable position to fill.

Responses by Student Services Department:

Question: Please tell everyone how many (what %) of our students require these interventions and services and how that number compares to the state’s 30+ year old 11% cap policy. I’d like the actual expenditures vs. our reimbursements over the last few school years read into the record at the meeting if possible.

Answer:

The table below tracks the number of students with IEPs compared to the total student population as of December 1st for each year.

Year	Total District Enrollment	Total December Child Count Numbers	% of Sped
07-08	15,837	2,198	14%
08-09	15,951	2,277	14%
09-10	15,834	2,312	15%
10-11	16,161	2,287	14%
11-12	16,300	2,193	13%
12-13	16,586	2,120	13%
13-14	16,818	2,036	12%
14-15	17,139	1,962	11%
15-16	17,534	1,903	11%
16-17	17,883	1,942	11%
17-18	18,034	1,873	10%
18-19	18,366	1,884	10%
19-20	18,668	1,885	10%
20-21	17,474	1,814	10.30%
21-22	17,450	1,768	10.10%
22-23	17,390	1,837	11%
23-24	16,639	1,931	11.60%
24-25	16,887	2,029	12%

**District Follow-up to Board Member Questions Received
Prior to November 18, 2025, Board Meeting**

Students with IEPs by Gender

Gender	25-26	24-25	23-24	22-23	21-22	20-21	19-20	18-19
Female		737	694	635	629	638	685	683
Male		1281	1220	1192	1132	1172	1200	1200
Non Binary		11	17	10	7	3	na	na

Students with IEPs by Race/Ethnicity

Race/Ethnicity	25-26	24-25	23-24	22-23	21-22	20-21	19-20	18-19
Asian		21	18	17	15	17	20	23
Black		29	26	18	18	17	20	19
Hispanic		296	281	273	242	249	269	264
Multi-Racial		91	73	73	69	68	63	51
Native American		17	15	11	14	12	20	20
Pacific Islander		1	2	3	4	4	4	5
White		1574	1799	1449	1406	1446	1489	1501

IEPs by Eligibility Category:

Eligibility Category	25-26	24-25	23-24	22-23	21-22	20-21	19-20	18-19
Autism Spectrum Disorder		275	248	226	208	208	200	190
Speech/Language Impairment		284	290	290	262	247	247	284
Deaf-Blindness		0	0	0	0	0	1	2
Developmental Delay 3-9yr		109	85	69	53	35	19	0
Emotional Behavior Disability		88	77	84	74	73	71	83
Deaf or Hard of Hearing		6	9	12	11	10	10	14
Intellectual Disability		73	71	69	70	71	75	63
Orthopedic Impairment		9	8	10	10	12	11	11
Other Health Impairments		542	517	465	452	485	492	476
Specific Learning Disability		628	605	592	604	654	722	741
Traumatic Brain Injury		9	11	10	12	8	10	11
Visual Impairment		8	10	10	12	9	8	8

**District Follow-up to Board Member Questions Received
Prior to November 18, 2025, Board Meeting**

IEPs by Placement in the continuum of settings:

Federal Placement	25-26	24-25	23-24	22-23	21-22	20-21	19-20	18-19
SA - 40% to 79% of the Day in Regular Class		170	186	159	162	196	201	206
SA - 80% or More of the Day in Regular Class		1688	1562	1506	1413	1396	1463	1483
SA - Correctional Facility		0	1	0	0	2	2	2
SA - Home-Schooled		2	0	2	4	13	1	0
SA - Homebound		6	0	3	3	0	7	3
SA - Less Than 40% of the Day in Regular Class		131	145	128	158	186	185	164
SA - Parentally Placed in Private School		31	37	39	28	20	25	23
SA - Public Residential Facility		1	0	0	0	0	1	1
SA - Public Separate School		0	0	0	0	0	0	1

IEPs by Enrollment Type:

Enrollment Type	25-26	24-25	23-24	22-23	21-22	20-21	19-20	18-19
Charter Schools		31	24	25	25	25	22	28
Home-Schooled		2	0	2	4	13	1	0
Homeless		41	60	34	36	20	39	31
Inter-District Agreement/Transfer		54	38	39	32	32	32	31
Jail / ACEP / JDEP / YCEP		0	1	0	0	2	2	2
Normal District Enrollment		1868	1768	1696	1638	1696	1758	1740
Open Enrollment		1	2	2	5	5	6	8
Other		1	1	0	0	0	0	20
Private or Parochial School		31	37	39	28	20	25	23

**District Follow-up to Board Member Questions Received
Prior to November 18, 2025, Board Meeting**

The table below shows the number of students with 504s by grade level starting in SY19/20:

Grade	19-20	20-21	21-22	22-23	23-24	24-25	25-26
KG	4	3	12	4	5	6	1
1	17	10	17	17	28	32	22
2	26	26	20	23	51	49	47
3	36	33	37	24	55	67	65
4	40	48	55	43	39	71	79
5	35	52	69	57	69	64	88
6	69	46	68	71	82	95	70
7	81	66	56	73	97	100	109
8	81	79	81	65	96	113	112
9	84	99	93	82	83	130	124
10	100	93	119	97	100	117	135
11	83	97	95	124	107	142	123
12	61	82	94	98	128	145	118
Totals	717	734	816	778	940	1131	1093



REPORT: Executive Limitation 4.6: Child Nutrition

PRESENTED BY: Garra Schluter, Director of Nutrition

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.6: Nutrition Services.

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

1. Offer each student appealing, well prepared foods that provide high nutritional value, promote physical well-being, and reflect diversity.
2. Operate a nutrition program that:
 - a. Teaches appropriate nutritional behaviors.
 - b. Supports the Sustainability Plan.
 - c. Develops student agency.
3. Ensure that all meals that are part of the National School Meal Program meet all the USDA requirements.

Notable Evidence for 2024-25/2025-26:

- Nutrition Services has placed an emphasis on providing students with a variety of food choices, made from scratch options, local products, and fresh foods and ingredients. Some of our scratch items include meatballs, pizza, bread, all bakery items, meatloaf, turkey dinner including real mashed potatoes, salad dressing, jams, baked ziti, and chili
- Nutrition Services is designed to encourage students to enjoy a healthy balanced meal, providing students with an abundance of fruits and vegetables.
- Ensure low-impact environmental food practices child nutrition program.
- Menus provide a wide variety of healthy options for students. Menus are developed with student choice as a driving factor.
- Working with schools to have reusable silverware in all elementaries
- Nutrition Services continues to seek out local food products.

Strategic Initiatives for 2025-26:

- District-wide food refuse will remain below 8%
 - Working closely with our teams to ensure offering carts and food waste are being closely monitored
- Implement some marketing strategies to increase meal participation
 - Working on a promo for the students to learn more about foods around the world
 - Implementing a new software program to help with more efficiencies within the program



REPORT: Administrative Policies and Regulations for Adoption – December 9, 2025

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
CCCAA-AR: Reassignment of Building Administrators	Deleted as language has been incorporated in the updated GCI/GDI-AP.
CEA-AP: Educational Equity Advisory Committee	New administrative policy in alignment with OSBA sample policy, SB 731 (2021) requiring school districts to create educational equity advisory committees (EEAC), and HB 2453 (2025) which removes some of the requirements of the EEAC allowing them to function as a superintendent committee instead of a board committee.
IL-AP: Assessment Program	Renamed from an administrative regulation to an administrative policy, updated to align with current district practices, OSBA sample policy, and requirements in SB 602 (2021) which made a student's choice of opting out of taking a statewide summative assessment permanent and requiring them to opt-out annually.
JEC-AP: Admissions	Updated with grammatical corrections to remove duplicative language.

REASSIGNMENT OF BUILDING ADMINISTRATORS

Assignment shall be subject to the following guidelines:

1. For the purposes of this policy, the term principals shall include assistant principals;
2. Principals shall normally be allowed a minimum of five years in a position before being considered for reassignment;
3. Principals selected for reassignment shall, if possible, be notified a minimum of thirty (30) days in advance;
4. A principal who has been reassigned to a new position shall normally assume responsibility for that position on July 1;
5. A principal who is reassigned to another principalship or another administrative position shall receive a salary, during his/her first year of reassignment, that is not less than that which he/she received during the prior year;
6. Principals shall not be reassigned to positions for which they are not qualified or for which they do not hold appropriate licenses;
7. Individual principals may request reassignment. Such requests shall be submitted prior to February 15;
8. When a principalship becomes vacant or when a new principalship is established, principals currently employed by the district may request reassignment to the vacant or new position;
9. Principals shall be eligible to apply for other administrative and supervisory positions or request reassignment to a teaching position.

recommend delete 12.9.25

DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:



The duties of the district's Equity Coalition (educational equity advisory committee) shall include:

1. Advising the Superintendent about the educational equity impacts of policy decisions; and
2. Informing the Superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Superintendent on how best to handle that situation.

The Superintendent may act within the Superintendent's authority on any recommendations of the Equity Coalition without approval from the Board.

The Equity Coalition may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the Superintendent, and the actions that were taken in response to those recommendations; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the Superintendent; and
 - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents/guardians of district students;
 - b. Posted on the district's website; and
 - c. Sent to the State Board of Education.

The Equity Coalition shall be selected and appointed by the Superintendent or designee and must be composed of parents/guardians, employees, students, and community members from the district. For the purposes of selecting members, the Superintendent or designee:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the Superintendent to the Equity Coalition; and
5. Must ensure that the composition of the Equity Coalition elevates underrepresented parent/guardian, employee, student, and community member voices.

The district will provide sufficient support to Equity Coalition members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the Equity Coalition will also serve on the school district budget committee.¹

END OF ADMINISTRATIVE POLICY

REVIEWED: 12/9/25

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 328.542](#)

[ORS 328.542](#)

[OAR 581-022-2307](#)

[ORS 329.711](#)

[ORS 329.711](#)

House Bill 2453 (2025)

¹ The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.



The assessment program in the district shall be designed for the purpose of determining district and school program improvement for the district as a whole and for individual students needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state, and local achievement requirements.

Assessments shall be used to measure the academic content standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Performance based level tests in grades 4, 6, 7, and 9, annually. Results reported to the Board and parents;
2. Annual statewide benchmarks in grades 3, 5, 8 and 10. Results reported annually to the Board, parents and community;
3. Criterion referenced assessments, including performance-based assessments, content-based assessments, and other valid methods as may be required by state and federal requirements in selected areas/programs;
4. Individual diagnostic and ability evaluations in all grades when students individuals have been referred and parental/guardian permission obtained;
5. Individual teacher A assessments by individual teachers;
6. Other District and grade level wide approved optional assessments.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents/guardians to know whether the student is making progress toward meeting or exceeding academic content standards. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

~~The results of such assessments shall be used to identify individual student's learning strengths and weaknesses and as a basis for planning learning activities. Results shall also be a factor in determining the educational progress of students and the success of school programs.~~

~~Assessment scores shall be disseminated to students, parents, and the general public within administrative rules of the State Board of Education and applicable state and federal laws.~~

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating, and counseling students on the basis of sex, race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status creed, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent/guardian on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form¹ to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents/guardians and adult students will be provided the required notices² and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's/guardian's right to request an exemption from taking the statewide summative assessments.

¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

² Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent or designee shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF ADMINISTRATIVE POLICY REGULATION

REVIEWED: 1/30/07, 12/9/25
APPROVED: 1/30/07

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

ORS 40.245	OAR 581-021-0009	OAR 581-022-2250
ORS 326.565	OAR 581-021-0030	OAR 581-022-2270
ORS 326.575	OAR 581-022-2030	OAR 581-022-2310
ORS 329.479	OAR 581-022-2060	House Bill 3041 (2021)
ORS 329.485	OAR 581-022-2100	Senate Bill 602 (2021)
ORS 336.187	OAR 581-022-2110	
ORS 659.850	OAR 581-022-2115	

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).



The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

State law requires students to be age six on or before September 1 to enter first grade; and age five on or before September 1 to enter kindergarten. **Students enrolled in the district shall comply with Oregon laws related to age, residence, health and immunization.** All new students must register. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent/guardian.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education to receive a high school diploma or a modified diploma.

The district shall admit an otherwise eligible person who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

1. Has not yet received a regular high school diploma; or
2. Has received a modified diploma, an extended diploma, or a certificate of attendance.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care¹ and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

Students who are military children² are considered resident of the district, if the district is the district of military residence³ for the military child. Parents/guardians of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

² "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

REVIEWED: 12/10/24, 12/9/25
APPROVED: 1/14/25

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[OAR 581-022-2220](#)
[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

draft 12.9.25



REPORT: Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees

PRESENTED BY: Steve Herron, Chief Human Resources Officer

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information on various directives in EL 4.2, including providing information regarding BLS staffing demographics; hiring trends; workforce & labor relations including posting/hiring/onboarding, evaluation, and labor negotiations; classification and compensation analysis improvements; and current challenges with the organization's Enterprise Resource Planning system.

The District's Chief Human Resources Officer will examine: 1) current demographic data and trends, 2) current hiring trends, 3) areas of work undertaken on posting, hiring, and onboarding; 4) areas of work undertaken on evaluation system improvement, 5) the status of collective bargaining negotiations, 6) areas of work undertaken on classification and compensation systems improvement, 7) areas of work undertaken on risk management and mitigation, and 7) an update regarding the current state, challenges to, and actions addressing Enterprise Planning System issues.

BLS Staffing Report

December 9, 2025

Steve Herron, Chief Human Resources Officer



EL 4.2:

- Foster Values-Aligned Organizational Culture
- Internally Develop, Externally Recruit, and Retain Highest Quality Staff
- Provide Ongoing Professional Development
- Prepare Staff To Deal With Emergency Situations
- Ensure Programs Are Regularly Measured, Evaluated, and Modified As Necessary
- Limit Financial Obligations To Projected Revenues
- Invite Board Participation In Labor Negotiations
- Administer An Evaluation System Linking Performance To Continued Employment





Staffing Levels and Demographics



Staffing Levels

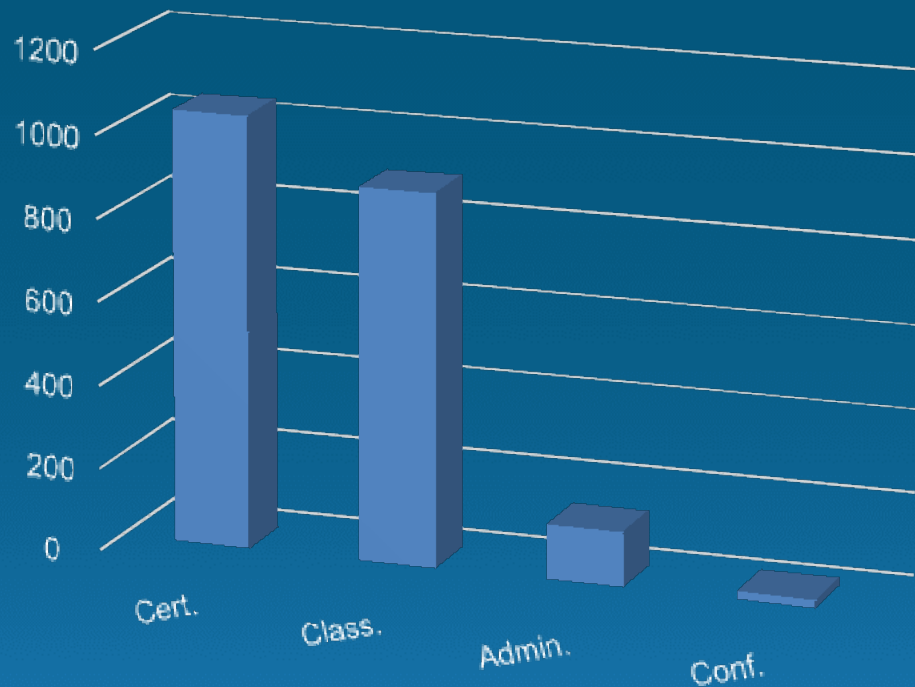
Regular Staff: 2,092

Certified: 1,043

Classified: 897

Administrative: 133

Confidential: 19



Demographic Data

Sex:

<u>2018</u>	<u>2020</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>
29.7%	34.5%	33%	32.3%	32.3%	31.5%
<u>Female</u>	<u>Female</u>	<u>Female</u>	<u>Female</u>	<u>Female</u>	<u>Female</u>
70.3%	65.5%	67%	67.3%	67.3%	68.2%
			<u>Non-Binary</u>	<u>Non-Binary</u>	<u>Non-Binary</u>
			.4%	.4%	.3%

Sources: 2018, 2020, and 2022 EEO-5 Reports; 2023, 2024, and 2025 Business Plus



Demographic Data

Race/Ethnicity:

<u>2018</u>	<u>2020</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
<u>White</u>	<u>White</u>	<u>White</u>	<u>White</u>	<u>White</u>	<u>White</u>
93.5%	92.8%	91.2%	90.2%	89.2%	88.9%
<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>
4.0%	4.8%	5.6%	5.8%	6.5%	6.6%
<u>Black</u>	<u>Black</u>	<u>Black</u>	<u>Black</u>	<u>Black</u>	<u>Black</u>
0.2%	0.4%	0.7%	0.6%	0.8%	0.9%
<u>Other</u>	<u>Other</u>	<u>Other</u>	<u>Other</u>	<u>Other</u>	<u>Other</u>
2.3%	2.0%	2.4%	3.4%	3.5%	3.6%

Sources: 2018, 2020, and 2022 EEO-5 Reports; 2023, 2024, and 2025 Business Plus



Demographic Data by Employee Group

	Male	Female	Non-Binary
All	31.5%	68.2%	0.3%
BEA	29.5%	70.2%	0.3%
OSEA	31.4%	68.1%	0.5%
Admin	50.4%	49.6%	--
Conf	5.3%	94.7%	--

	White	Latinx	Black	Other
All	88.9%	6.6%	0.9%	3.6%
BEA	91.5%	5.2%	0.4%	2.9%
OSEA	85.6%	8.7%	1.5%	4.2%
Admin	90.2%	3.0%	2.3%	4.5%
Conf	89.5%	10.5%	--	--



Administrative Staffing by Sex

Sex:

2020

2022

2023

2024

2025

Male

Male

Male

Male

Male

61.0%

57%

51.0%

48.8%

50.4%

Female

Female

Female

Female

Female

39%

43%

49.0%

51.2%

49.6%

Non-Binary

Non-Binary

Non-Binary

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Comparative Racial/Ethnic Demographics: Students-Staff

Students: 2024-25	
White	78%
Latinx	14%
Black	1%
Other	7%

Staff: November 2025	
White	88.9%
Latinx	6.6%
Black	0.9%
Other	3.6%

Sources: Student '24-'25: ODE At-A-Glance; Staff 2025: Business Plus





Staffing Levels and Hiring Trends



Staffing Levels

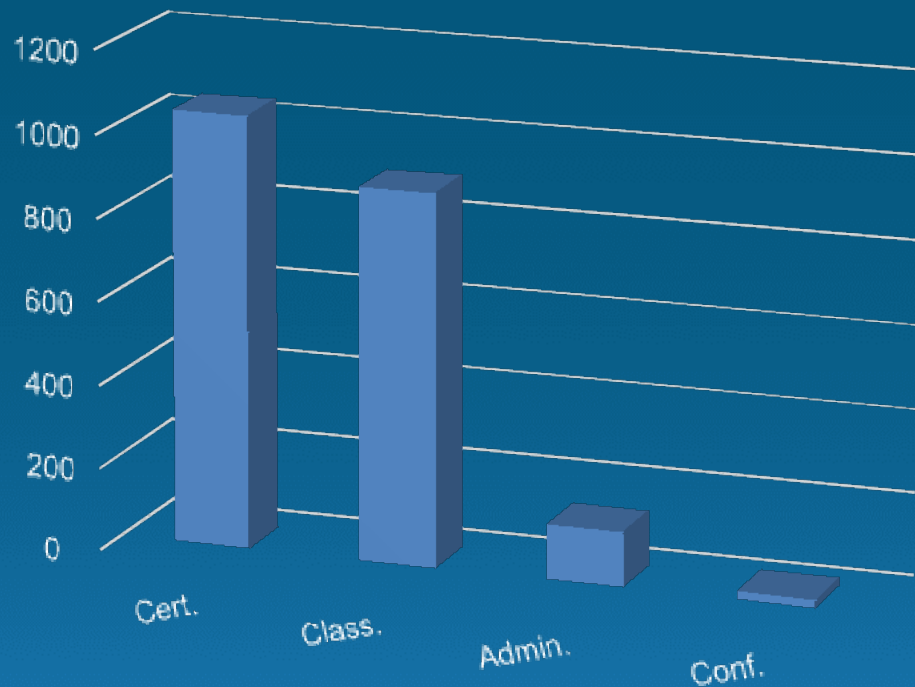
Regular Staff: 2,092

Certified: 1,043

Classified: 897

Administrative: 133

Confidential: 19



Staffing Levels: Year-Over-Year Change

2024

Regular Staff:	1,993
Certified:	1,008
Classified:	844
Administrative:	123
Confidential:	18

2025

Regular Staff:	2,092
Certified:	1,043
Classified:	897
Administrative:	133
Confidential:	19



Year-Over-Year Hiring Comparison

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Regular hiring actions:	1,221	1,058 <13.3%>	793 <25%>	670 <15.5%>	658 <1.8%>
Outside hires:	519 (24.0%)	530 (24.9%)	374 (18.5%)	305 (15.3%)	248 (11.9%)
Outside Certified hires:	247 (21.5%)	142 (12.8%)	82 (7.9%)	93 (9.2%)	59 (5.7%)
Outside Classified hires:	261 (29.5%)	381 (42.7%)	278 (32.8%)	206 (24.4%)	182 (20.3%)
Outside Admin & Conf:	11 (9.0%)	7 (5.3%)	14 (9.9%)	6 (4.2%)	6 (3.9%)





Workforce Relations and Labor Relations



Workforce Relations & Labor Relations

- **Philosophy & Relationships**
- **Posting, Hiring, & Onboarding**
- **Evaluation Processes**
- **Bargaining**



Workforce Relations & Labor Relations

- **Posting, Hiring, & Onboarding**
- **Vacancy Posting metrics**
- **Process Improvements**
 - **Systematized consistency from initial notification call background check to offer, with communication re: where at in process**
 - **Establishment of New Hire Orientation**
 - “Confident and Connected”
 - **Presentations from Payroll, Benefits, Policy & Advocacy, Labor Associations**
 - **Job-specific training**



Workforce Relations & Labor Relations

- **Evaluation**
- **Process Structure Improvements**
 - Checklists & schedules for processes
 - Improved forms and analogs
- **BLAST Evaluation Tool**
 - Revised content
 - Streamlined documentation
- **Certified Evaluation Tool**
 - Undertaking review in January



Workforce Relations & Labor Relations

- **Bargaining**
- **Re-opener Negotiations**
 - Financial Terms for 2025-26 & 2026-27
 - Two language items each
- **Interim Negotiations**
 - SpEd, Virtual Instruction, Medicaid Billing
- **Successor negotiations preparation will commence Winter '26 and bargaining in Spring '27**





Classification & Compensation Project



Classification & Compensation Project

- **Systematized Classification/Reclassification and Compensation/Market Adjustment processes**
- **Revising classification structures**
- **Comparator model**



Classification & Compensation Project

- **Systematized Classification/Reclassification and Compensation/Market Adjustment processes**
- **Conversion from “Job Type” to Classification and Position**
- **Classification Nomenclature**
 - Functional Area * Nature of Work * Level of Work



Classification & Compensation Project

- **Revising classification structures**
- **Examples**
 - Education Assistant
 - Secretary
 - IT Engineer



Classification & Compensation Project

- Comparator Model

Multi-BANDS Job Description Comparison		3 Districts Equal to BLS												3 Districts Smaller than BLS												Avg		Big Low - High Comparison	
Comparator Job		District 1				District 2				District 3				District 4				District 5				Avg		Big Low - High Comparison					
Range	Head of Staff	Low	High	Step	Low	High	Step	Low	High	Step	Low	High	Step	Low	High	Step	Low	High	Step	Low	High	Low	High	Low	High				
Min/Max	6	6	10		1	10	1	9	1	9	1	10	2	9	1	9	1	11	1	11	1	11							
Grade	J	20.89	27.26		19.79	24.56	24.61	19.79	23.47	17.55	24.45	17.48	22.80	21.80	20.37	19.10	25.18	18.00	23.62										
Comparator					Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Supervisor/Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator									
Head of Staff	K	21.39	27.84		20.80	26.84	21.10	27.05	19.86	25.07	21.65	30.40	18.19	23.20	22.22	30.46	21.17	27.70	19.38	25.44									
Head of Staff	L	22.36	29.11		20.64	27.60	22.07	28.30	21.10	27.05	19.68	25.07	21.65	30.40	18.19	23.20	22.22	30.46	21.17	27.70	19.38	25.44	20.72	27.31	18.68	24.88			
Head of Staff	M	24.08	32.13		21.43	30.20	24.50	33.43	21.19	27.20	21.43	30.40	22.05	30.20	22.05	30.20	22.05	30.20	22.05	30.20	22.05	30.20	22.05	30.20	22.05	30.20	22.05	30.20	
Head of Staff	N	25.78	34.47		22.50	34.47	23.56	36.81	21.43	28.80	23.65	33.31	24.40	30.00	23.58	32.31	23.20	30.50	22.85	27.30	23.56	30.70	23.56	30.70	23.56	30.70	23.56	30.70	
Head of Staff	O	28.36	36.41		24.50	36.41	25.50	38.40	21.43	28.80	25.77	36.27	25.54	32.67	26.29	33.20	25.71	33.74	23.80	27.30	24.01	32.81	24.01	32.81	24.01	32.81	24.01	32.81	
Head of Staff	P	30.94	39.99		26.50	39.99	27.44	40.27	21.43	28.80	26.50	36.40	26.54	33.67	26.29	33.20	25.71	33.74	23.80	27.30	24.01	32.81	24.01	32.81	24.01	32.81	24.01	32.81	
Head of Staff	Q	33.52	42.57		28.50	42.57	29.34	42.90	21.43	28.80	28.50	38.40	28.54	35.53	28.29	34.70	28.51	35.54	24.80	28.80	25.21	34.81	25.21	34.81	25.21	34.81	25.21	34.81	
Head of Staff	R	36.10	45.15		30.50	45.15	31.34	45.51	21.43	28.80	30.50	40.40	30.54	37.43	30.29	36.90	30.51	37.44	26.80	30.30	26.81	35.81	26.81	35.81	26.81	35.81	26.81	35.81	
Head of Staff	S	38.68	48.23		32.50	48.23	33.38	48.65	21.43	28.80	32.50	42.40	32.54	39.33	32.29	38.80	32.51	39.34	28.80	32.60	28.81	37.61	28.81	37.61	28.81	37.61	28.81	37.61	
Head of Staff	T	41.26	50.81		34.50	50.81	35.34	51.21	21.43	28.80	34.50	44.40	34.54	41.29	34.29	40.80	34.51	41.22	30.80	34.90	30.81	39.81	30.81	39.81	30.81	39.81	30.81	39.81	
Head of Staff	U	43.84	53.39		36.50	53.39	37.38	53.75	21.43	28.80	36.50	46.40	36.54	43.13	36.29	42.70	36.51	43.14	32.80	36.00	32.81	41.01	32.81	41.01	32.81	41.01	32.81	41.01	
Head of Staff	V	46.42	55.97		38.50	55.97	39.36	56.33	21.43	28.80	38.50	48.40	38.54	45.09	38.29	44.60	38.51	45.10	34.80	38.90	34.81	43.01	34.81	43.01	34.81	43.01	34.81	43.01	
Head of Staff	W	49.00	58.55		40.50	58.55	41.38	58.95	21.43	28.80	40.50	50.40	40.54	47.03	40.29	46.50	40.51	47.04	36.80	40.10	36.81	45.01	36.81	45.01	36.81	45.01	36.81	45.01	
Head of Staff	X	51.58	61.13		42.50	61.13	43.38	61.51	21.43	28.80	42.50	52.40	42.54	49.03	42.29	48.50	42.51	49.04	38.80	42.00	38.81	47.01	38.81	47.01	38.81	47.01	38.81	47.01	
Head of Staff	Y	54.16	63.71		44.50	63.71	45.38	64.05	21.43	28.80	44.50	54.40	44.54	51.03	44.29	50.50	44.51	51.04	40.80	43.90	40.81	49.01	40.81	49.01	40.81	49.01	40.81	49.01	
Head of Staff	Z	56.74	66.26		46.50	66.26	47.38	66.59	21.43	28.80	46.50	56.40	46.54	53.03	46.29	52.50	46.51	53.04	42.80	45.90	42.81	51.01	42.81	51.01	42.81	51.01	42.81	51.01	
Head of Staff	AA	59.32	68.81		48.50	68.81	49.38	69.07	21.43	28.80	48.50	58.40	48.54	55.03	48.29	54.50	48.51	55.04	44.80	47.90	44.81	53.01	44.81	53.01	44.81	53.01	44.81	53.01	
Head of Staff	AB	61.90	71.36		50.50	71.36	51.38	71.61	21.43	28.80	50.50	60.40	50.54	57.03	50.29	56.50	50.51	57.04	46.80	50.00	46.81	55.01	46.81	55.01	46.81	55.01	46.81	55.01	
Head of Staff	AC	64.48	73.91		52.50	73.91	53.38	74.09	21.43	28.80	52.50	62.40	52.54	58.53	52.29	58.00	52.51	58.54	48.80	52.00	48.81	57.01	48.81	57.01	48.81	57.01	48.81	57.01	
Head of Staff	AD	67.06	76.46		54.50	76.46	55.38	76.67	21.43	28.80	54.50	64.40	54.54	60.53	54.29	60.00	54.51	60.54	50.80	54.00	50.81	59.01	50.81	59.01	50.81	59.01	50.81	59.01	
Head of Staff	AE	69.64	79.01		56.50	79.01	57.38	79.17	21.43	28.80	56.50	66.40	56.54	62.53	56.29	62.00	56.51	62.54	52.80	56.00	52.81	61.01	52.81	61.01	52.81	61.01	52.81	61.01	
Head of Staff	AF	72.22	81.59		58.50	81.59	59.38	81.73	21.43	28.80	58.50	68.40	58.54	64.53	58.29	64.00	58.51	64.54	54.80	58.00	54.81	63.01	54.81	63.01	54.81	63.01	54.81	63.01	
Head of Staff	AG	74.80	84.17		60.50	84.17	61.38	84.31	21.43	28.80	60.50	70.40	60.54	66.53	60.29	66.00	60.51	66.54	56.80	60.00	56.81	65.01	56.81	65.01	56.81	65.01	56.81	65.01	
Head of Staff	AH	77.38	86.75		62.50	86.75	63.38	86.87	21.43	28.80	62.50	72.40	62.54	68.53	62.29	68.00	62.51	68.54	58.80	62.00	58.81	67.01	58.81	67.01	58.81	67.01	58.81	67.01	
Head of Staff	AI	80.00	89.37		64.50	89.37	65.38	89.47	21.43	28.80	64.50	74.40	64.54	70.53	64.29	70.00	64.51	70.54	60.80	64.00	60.81	69.01	60.81	69.01	60.81	69.01	60.81	69.01	
Head of Staff	AJ	82.58	91.95		66.50	91.95	67.38	92.03	21.43	28.80	66.50	76.40	66.54	72.53	66.29	72.00	66.51	72.54	62.80	66.00	62.81	71.01	62.81	71.01	62.81	71.01	62.81	71.01	
Head of Staff	AK	85.16	94.52		68.50	94.52	69.38	94.59	21.43	28.80	68.50	78.40	68.54	74.53	68.29	74.00	68.51	74.54	64.80	68.00	64.81	73.01	64.81	73.01	64.81	73.01	64.81	73.01	
Head of Staff	AL	87.74	97.09		70.50	97.09	71.38	97.21	21.43	28.80	70.50	80.40	70.54	76.53	70.29	76.00	70.51	76.54	66.80	70.00	66.81	75.01	66.81	75.01	66.81	75.01	66.81	75.01	
Head of Staff	AM	90.32	99.66		72.50	99.66	73.38	99.77	21.43	28.80	72.50	82.40	72.54	78.53	72.29	78.00	72.51	78.54	68.80	72.00	68.81	77.01	68.81	77.01	68.81	77.01	68.81	77.01	
Head of Staff	AN	92.90	102.21		74.50	102.21	75.38	102.31	21.43	28.80	74.50	84.40	74.54	80.53	74.29	80.00	74.51	80.54	70.80	74.00	70.81	79.01	70.81	79.01	70.81	79.01	70.81	79.01	
Head of Staff	AO	95.48	104.75		76.50	104.75	77.38	104.83	21.43	28.80	76.50	86.40	76.54	82.53	76.29	82.00	76.51	82.54	72.80	76.00	72.81	81.01	72.81	81.01	72.81	81.01	72.81	81.01	
Head of Staff	AP	98.06	107.31		78.50	107.31	79.38	107.37	21.43	28.80	78.50	88.40	78.54	84.53	78.29	84.00	78.51	84.54	74.80	78.00	74.81	83.01	74.81	83.01	74.81	83.01	74.81	83.01	
Head of Staff	AQ	100.64	110.87		80.50	110.87	81.38	110.91	21.43	28.80	80.50	90.40	80.54	86.53	80.29	86.00	80.51	86.54	76.80	80.00	76.81	85.01	76.81	85.01	76.81	85.01	76.81	85.01	
Head of Staff	AR	103.22	113.43		82.50	113.43	83.38	113.45	21.43	28.80	82.50	92.40	82.54	88.53	82.29	88.00	82.51	88.54	78.80	82.00	78.81	87.01	78.81	87.01	78.81	87.01	78.81	87.01	
Head of Staff	AS	105.80	116.00		84.50	116.00	85.38	116.03	21.43	28.80	84.50	94.40	84.54	90.53	84.29	90.00	84.51	90.54	80.80	84.00	80.81	89.01	80.81	89.01	80.81	89.01	80.81	89.01	
Head of Staff	AT	108.38	118.57		86.50	118.57	87.38	118.57	21.43	28.80	86.50	96.40	86.54	92.53	86.29	92.00	86.51	92.54	82.80	86.00	82.81	91.01	82.81	91.01	82.81	91.01	82.81	91.01	
Head of Staff																													



Risk Management



Risk Management

- **Awareness**
- **Strategy**
- **Proactivity**



Risk Management

- **Proactivity**
- **Walk-throughs w/ PACE Risk Mgmt consultant**
 - CTE Classrooms, Labs, and Fine Arts
 - All H.S. campuses have been completed;
Scheduling M.S. campuses now.
 - Assessed on Severe/Moderate/Advisory scale
 - Sample: MVHS: 31 items
- **Establishment of District-Level Committee and Re-initiation of Site-Based Committees**
 - Sharing Risk data with sites





ERP System



HCM System Update

UKG System Implementation

- Personnel Actions
- Recruit & Hire (February 2023)
- **Time & Leave**
- Learning (August 2023)
- Evaluation (November 2023)



HCM System Update

Product and Configuration Challenges

- Current state: Finance System and HCM System did not “talk to” one another as had been expected
- Current state: Configuration elevated one module’s functionality at the expense of other functionality
- Process: Attempted many “fixes” ... have pivoted to full analysis and redress



HCM System Update

Project, Sponsorship, & Team

- Employment of consultant (Plante Moran) to assess current processes, current systems, and recommend both process/structure changes and system acquisition
- In assessment phase
- Anticipate completion of assessment and receipt of recommendations in Summer '26
- Next step will be acquisition, configuration, testing, and Go Live





QUESTIONS?





ACTION ITEM: Approval of SIA (Student Investment Account) Grant Agreement

PRESENTED BY: Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY:

The Oregon legislature passed the Student Success Act, including the Student Investment Account (SIA), in 2019 and the District has been a recipient of these funds since then. For the 2025-26 school year, Bend-La Pine School is slated to receive up to \$15,804,187.71, enabling the district to fund its prioritized strategies, a partial listing of which are highlighted below:

- Funding our student success program, which was designed to support our students' behavioral, emotional, and mental health needs: 35.8 FTE certified counselors and 12.75 FTE classified staff/EAs;
- Providing additional staff to schools, especially in our schools with the largest numbers of historically and currently underserved (HU) students: 21.32 FTE across all grade levels (certified) and 6.21 FTE (classified);
- Supporting our students with disabilities: 18.5 FTE certified staff (Learning Specialists) and 17.6 FTE classified staff;
- Supporting teachers' continuing professional learning with embedded instructional coaching: 6.25 FTE certified staff;
- Expanding our mental health partnership with Deschutes County (Healthy Schools): \$578,000

These additional supports continue to be critical to help the district continue to create a positive and inclusive learning environment.

ADMINISTRATIVE RECOMMENDATION:

We recommend approval of the proposed SIA Grant Agreement.

RECOMMENDED MOTION:

I move to approve the SIA Grant Agreement as presented.

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39157**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Bend-LaPine Administrative SD 1** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Steven Cook
 520 NW Wall St
 Bend, OR 97703
 steve.cook@bend.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$32,905,201.40
Less: 2025–27 Q1 projected amount made available under Agreement number [34331] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$4,214,721.00)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$11,908,827.69
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$16,781,652.71
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$4,307,439.68
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$32,997,920.08

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency’s obligation to disburse Grant Funds to

Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed

above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless

of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute

short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any

limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- 18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for

identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 1: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Bend-LaPine Administrative SD 1

By: Dr. Steven Cook
Authorized Signature
Dr. Steven Cook
Printed Name
93-6000393
Federal Tax ID Number

12/9/2025
Date
Superintendent
Title

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025 via email
Date

EXHIBIT A

THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

Charter School Participation

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Bend International School and Desert Sky Montessori**, which are district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

The Grantees allocation includes funding attributable to the ADMw of these participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement , established under the Integrated Guidance, and the requirements of ORS 327.185(4).

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“**Act**” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;
 - Electives that are engaging to students;
 - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
 - Dropout prevention programs and transition supports;
 - Life skills classes;
 - Talented and gifted programs;
 - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i>)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (<i>ensures Q1 + Q2 equals 25% of TBA</i>)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK BEND-LAPINE ADMINISTRATIVE SD 1

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	86.0%	86.9%	87.8%
Stretch Target: All Students	88.6%	90.4%	92.2%
Gap-Closing Target: All Focal Group Students	76.1%	77.6%	79.2%
Five Year Cohort Completion			
Baseline Target: All Students	93.2%	94.2%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	88.9%	90.7%	92.5%
9th Grade on-Track			
Baseline Target: All Students	89.0%	89.9%	90.8%
Stretch Target: All Students	91.7%	93.5%	>95%
Gap-Closing Target: All Focal Group Students	84.1%	86.7%	89.3%
3rd Grade ELA Proficiency			
Baseline Target: All Students	54.2%	54.7%	55.3%
Stretch Target: All Students	57.5%	59.2%	61.0%
Gap-Closing Target: All Focal Group Students	34.8%	36.6%	38.4%
Regular Attenders			
Baseline Target: All Students	60.2%	60.8%	61.4%
Stretch Target: All Students	62.0%	63.2%	64.5%
Gap-Closing Target: All Focal Group Students	32.9%	33.9%	34.9%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



DISCUSSION ITEM: 2026-27 Budget Committee

PRESENTED BY: Marcus LeGrand, Board 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.

The following Budget Committee member's terms expired on June 30, 2025:

- Cara Marsh-Rhodes
- Robert Penson

Cara Marsh-Rhodes has expressed a desire to continue to serve on the Budget Committee in the position 5 seat. The Board may choose to reappoint Marsh-Rhodes by majority vote for a three-year term ending on June 30, 2028, or may choose to post the position as vacant.

By law, at least one member of the Budget Committee must be a member of the district's Educational Equity Advisory Committee. Robert Penson previously held that position in seat 4 and is no longer interested in serving on the Budget Committee. The Equity Coalition is recommending Apolo Aguirre to fill the position 4 seat. Apolo has been a member of the Equity Coalition for five years, is an Academic Advisor with OSU-Cascades, and is bilingual and bicultural. The Board may choose to appoint Aguirre by majority vote for a three-year term ending on June 30, 2028, or may choose to post the position as vacant.

On October 8, 2025, Seth Isenberg resigned from the position 3 seat due to a move out of the district. The Board of Directors must appoint a replacement to the vacant position, term ending June 30, 2027. Details regarding the vacancy will be posted on the Board page of the district website.

RECOMMENDED MOTION:

I move to reappoint Cara Marsh-Rhodes in the position 5 seat, to appoint Apolo Aguirre in the position 4 seat, and to advertise the vacant position 3 seat to the community.



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

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
IF-BP: District Curriculum	New Board policy replacing administrative regulation IF-AR. The changes are in alignment with SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IF-AR: Curriculum Development	Regulation recommended for deletion with adoption of IF-BP in alignment with SB 1098 (2025).
IIA-AP: Instructional Materials	New administrative policy to align with OSBA Policy Update dated November 2024. OSBA policy staff worked collaboratively with a work group comprised of school district and ESD staff and professionals from the State Library of Oregon and Intellectual Freedom Committee to revise policy and administration regulations regarding instructional, supplemental, school library, and classroom library materials.
IIA-AR(1): Instructional Materials	Updated to align with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IIA-AR(2): Reconsideration of Core Instructional Materials	New administrative regulation to align with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IIA-AR(3): Reconsideration of Supplemental Instructional Materials	New administrative regulation to align with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library	New administrative regulation to align with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection,

	retention, and use of library materials, textbooks and other instructional materials.
IIA-AR(5): Request for Reconsideration of Instructional or Library Materials Form	New administrative regulation form for use with the new IIA-AR(2), IIA-AR(3), and IIA-AR(4).
IIA-AR(6): Independent Adoption of Core Instructional Materials	New administrative regulation to align with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IIAB-AR: Reconsideration of Instructional Materials	Regulation recommended for deletion with addition of IIA-AR(2) in alignment with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IIABA-AR: Selection of Projects for Professional Technology and Science Classrooms	Regulation recommended for deletion in alignment with OSBA sample policy and SB 1098 (2025) governing persons responsible for selection, retention, and use of library materials, textbooks and other instructional materials.
IIABB-AP: Use of Feature Films, Videos, or Other Media	Renamed from an administrative regulation to an administrative policy in alignment with current district practices and OSBA sample policy.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on December 23, 2025. To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, December 10, 2025.



The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes. Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs.

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF BOARD POLICY

REVIEWED: 12/9/25

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)



**BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS**

CODE: IF-AR

DATED:

REVISED:

REVIEW DATE:

REVIEWED BY:

CURRICULUM DEVELOPMENT

The District recognizes that to improve the quality of instructional programs and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The District deems it essential that the district develop and implement an instructional management system which will modify curricula to meet changing needs, ensuring quality educational programs serving each individual student's interests.

While the Board retains its full rights and responsibilities under the laws and regulations of the state of Oregon with regard to determining curriculum, it authorizes the administration to organize committees and other structures which would be responsive and representative in planning curriculum improvements and be effective at implementing approved changes.

Decision making within the curriculum improvement process should be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent and community perceptions and professional staff recommendations.

recommended delete 12.9.25



The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials in school and classroom libraries and that those materials should be inclusive of populations represented in a global society. Decisions regarding textbooks and instructional materials shall adhere to the value as described in the district's Equity Stance.

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term "instructional material" includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

"Core instructional material,"¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

"Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

"Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents/guardians, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2): Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6): Independent Adoption of Instructional Materials)

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, school/district administrators, librarians, and/or others, as determined appropriate. Decisions regarding the use of, or refusal to approve the use of, supplemental materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3): Reconsideration of Supplemental Instructional Materials.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others. The selection or retention of library materials in a classroom shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library.

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 174.100](#)
[ORS 332.107](#)
[ORS 336.035](#)
[ORS 336.082](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)

[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)
[ORS 659.850](#)
[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-021-0045](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

draft 12.9.25



Core Instructional Materials¹

The School Board delegates the responsibility for selecting instructional materials for Board approval to the superintendent. The superintendent or ~~his/her~~ designee shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task and making the final decision when instructional materials are selected. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Any person responsible for the adoption of textbooks may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply and are represented in administrative regulation IIA-AR(6): Independent Adoption of Core Instructional Materials.

Supplemental Instructional Materials²

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, school/district administrators, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

Anyone responsible for the approval of supplemental instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

² "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

School Library Materials³

1. When making decisions on selection or retention of materials for the school library⁴ or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels. The librarian or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials⁵

1. When selecting or retaining materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students. The teacher or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

~~Policy also states that teachers, administrators and residents of the community shall be involved in a process designed to ensure that each student will be educated to the fullest by means of a wide variety of materials which will be provided to meet curricular needs and the greatest possible diversity of student interests. Final decisions on instructional materials will be made by the superintendent subject to official adoption by the Board.~~

~~When selecting all instructional and library materials, it is the responsibility of the district to:~~

- ~~1.—Provide materials that are representative of the contributions of all people, regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veteran's status;~~
- ~~2.—Identify, mitigate, and/or eliminate culturally-biased materials;~~
- ~~3.—Provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served;~~
- ~~4.—Provide materials that will simulate growth in knowledge, literacy appreciation, aesthetic values and ethical standards;~~
- ~~5.—Provide a background of information that will enable students to make informed decisions in their lives;~~
- ~~6.—Provide materials on opposing sides of controversial issues so that students develop, under guidance, the practice of analytical reading and thinking (see INB-AR: Studying Controversial Issues);~~
- ~~7.—Provide materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage;~~
- ~~8.—Distribute curriculum materials and instructional supplies to the schools of the district in such a manner to ensure that equivalence of such materials exists among the schools;~~
- ~~9.—Maintain a procedure to address concerns with the appropriateness of instructional / library media materials; and~~
- ~~10.—Ensure adherence to all copyright laws regulating the use of such material.~~

³ "School library materials" means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

⁴ "School library" means any collection of library materials (as defined in policy), made available to students at school, either at a central location of the school, at a common area for one or more grades of school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

⁵ "Classroom library materials" means any collection of library materials (as defined in policy) made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Instructional Materials Selection and Adoption

Instructional materials will be selected upon recommendation of professional staff and will be approved by the Board. In determining selections, the perspective and input of parents / guardians and other members of the community will be considered.

Language Arts Individual Texts

Teachers will have a diverse list of options. These options will be reviewed and approved by a district-appointed committee on a regular basis. Both the committee process and its recommendations will be approved by the superintendent and designee. It will be the responsibility of teachers to offer students a diverse and inclusive reading experience that includes authors from a variety of social and cultural backgrounds, genders and ethnicities.

- 1.—Temporary Variance Option—in the event that a teacher missed the deadline for district text review, but wishes to engage students with an unapproved text in their classroom, the site principal can review the request and grant temporary approval limited to the school year. The text can then be submitted to the district committee for long-term approval.

Supplementary Materials

The district allows instructional staff to use a variety of supplementary materials, both commercial and teacher made, in order to meet the district's established educational goals. Teachers may use supplementary materials such as news articles, blog posts, podcasts, models, videos, pictures, charts, exhibits, writing samples, and websites for educational purposes with the approval of the principal. It shall be the responsibility of the principal to ensure that any supplementary materials are appropriate to the particular instruction objectives and to students' ages.

Library Instructional Materials

All libraries have the responsibility for providing access to information and ideas. The primary goal of libraries in the district is to provide materials to implement, enrich, and support the instructional program, as well as to prepare each student with the knowledge, skills, confidence, and personal integrity to contribute as a thriving participant in our ever-changing global society.

The district affirms the following concepts, which are adapted from the Library Bill of Rights:

- 1.—Age-appropriate books and other library resources should be provided for the interest, information, and enlightenment of students, parents, and staff served by the school library. Materials should not be excluded merely because of origin, background, or views of those contributing to their creation.
- 2.—Libraries should provide materials and information presenting multiple points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
- 3.—A person's right to use a library should not be denied or abridged.

Gifts to the library may be accepted if they meet the criteria established for the selection of instructional materials.

Selection of Adopted Core and Supplemental Instructional Materials

While the specific procedure may vary depending upon the particular subject area under study, the following elements shall be present:

- 1.—As a part of the district's curriculum review process, a curriculum review team consisting of teacher and administrators will be established. The team shall be given the charge to review current curriculum and to recommend instructional practices, professional development, and instructional materials. Throughout the process, team members are responsible for communicating with their building staff. Such processes must be consistent with the following:
 - a.—Existing state and board policies and administrative regulations,
 - b.—State achievement standards for students,
 - c.—The curricular and instructional philosophy of the district,
 - d.—State and district selection criteria (see pages 3-5) for instructional materials,
 - e.—Any guidelines unique to the curricular area that are established through the review process by the team.
- 2.—The team will oversee the review of available materials and recommend materials that meet the developed criteria.
- 3.—The materials under consideration shall be available for a period of time for interested residents to review, study and make suggestions if they wish. Comments and recommendations from community residents will be given thorough consideration by the team. In addition, appropriate notices will be placed in district publications sent to area residents concerning the curriculum review process and timeline.

- 4.—The team shall prepare a budget for purchase of the recommended materials. Costs shall reflect the per-pupil expenditure needed to provide the materials that are essential, in line with the state recommendation. In the event that an independent adoption is recommended, the above detailed cost guidelines still apply.
- 5.—The team shall make recommendations about staff development necessary to support teachers in using materials effectively.
- 6.—The Board will review, discuss and approve the instructional materials to be used in schools during the ensuing adoption cycle for each curricular area.
- 7.—Teachers will choose instructional materials for use from among the materials approved by the Board.
- 8.—Every student must have access to the adopted materials necessary for instruction and be able to access such materials at home as needed.
- 9.—Upon request, parents / guardians shall have access to all adopted instructional materials for review.
- 10.—The district may revise content standards between state adoption years, prompted by changing state standards, emerging research, or program changes. Should the district find that adopted materials and staff development do not adequately facilitate student learning as evidenced by lack of achievement growth, the superintendent or his/her designee may:
 - a.—Authorize further data gathering and analysis.
 - b.—Authorize further targeted staff development.
 - c.—Form a committee to consider potential additional supplemental materials adoptions that address standards based upon data gathered and analyzed.
- 11.—Should a school or program within a school find that adopted materials are not meeting the needs of students as evidenced by the lack of achievement growth on state standards, the school or program may, after the initial two years of implementation using adopted materials, apply for a waiver to use alternative materials.
- 12.—A variance book list has been created to account for titles historically studied at specific grade levels at specific schools but are not included on the Board-adopted core/supplemental materials list. Additional titles may be added to this list through completion of Request for Variance from the Board-Adopted Core/Supplemental Book List for Whole Class Instruction.
- 13.—Principals may delegate the responsibility of selecting library materials to media specialists and media managers, who will accept input from faculty, students and families. They shall select materials by examining literary reviews, lists of recommended books and standard bibliographic tools. The selection of library materials shall reflect the educational philosophy, instructional goals and the selection criteria for instructional materials. In addition, the District endorses the American Library Association Bill of Rights and the American Association of School Librarians statement of Access to Resources and Services.

Waiver Process

The process for obtaining such a waiver will involve the principals submitting a request to the superintendent or designee. The request needs to cite the following:

- 1.—Student data showing evidence of need;
- 2.—History of the school's implementation efforts (including staff development) of the adopted materials;
- 3.—The proposed alternative materials (including a checklist demonstrating their compliance with state and district selection criteria and their suitability for the targeted population and goals);
- 4.—Budget information demonstrating the school's ability to purchase and sustain use of the alternative selection; and
- 5.—A statement of impact of other levels of schooling (including plans for articulation with other levels and agreements between levels for non-duplication of materials in use). Costs of purchasing and maintaining use of those alternative materials are the school's responsibility. Only district-adopted textbooks will be purchased using Central Office funding, since providing "equivalent funding" of such alternative materials in year three (or later) of an adoption cycle would be similar to purchasing a new adoption for a school; no other school would have this mid-cycle funding available to them.

Teacher-Selected Additional Instructional Materials

Teachers may use their professional judgment to select additional learning materials in accordance with selection criteria for instructional materials contained within this document to supplement and enrich the instructional program. All teacher-selected additional materials required by the teacher for student use shall be carefully previewed by the teacher and approved by the principal to ensure the instructional value is appropriate to student age level and classroom subject matter. These materials must be used within legal copyright limits and publisher licensing agreements. Parents and guardians are to be informed of the use of supplementary materials, whether in a course syllabus or through direct communication; and to the extent possible, upon

request, all supplementary instructional materials shall be available for review by the parents or guardians of the students prior to their use.

Selection of Library Materials

The school library program, as an integral part of the total curriculum, provides opportunities for students to develop lifelong interests in reading and to become effective users of ideas and information. Students should learn to locate, access, use, and evaluate information in a clear, concise manner. The library program reflects the curriculum and needs of the school community to educate students for civic engagement.

Library materials are defined as electronic, print and non-print resources used by students and teachers for the educational program. Materials are selected to support and enrich the educational program. It is the obligation of the district to provide for a wide range of interests and abilities and reflect diverse points of view.

Responsibility for Selection

Responsibility for selection of library materials and media center equipment shall be delegated to professionally trained personnel who know curriculum, teaching methods and individual differences and interests of students. Certified librarians will work collaboratively with school staff to guide selection. Media Managers will receive assistance from the District librarian and will work with school staff to guide selection.

Criteria for Selection

Materials shall meet the following criteria:

- Enrich and support the curriculum, taking into consideration the varied interest, abilities and maturity levels of the students served;
- Meet the high standards of quality in factual content, artistic and literary value, and presentation;
- Meet the needs and interests of students and staff;
- Enable students to make intelligent judgments in their daily lives;
- Present opposing sides of controversial issues, which enable students to use critical analysis of all media. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel;
- Are current and reliable;
- Represent a diverse society including materials of many religious, ethnic, cultural, socio-economic background, diverse ability or disability; and
- Are of the highest quality, appropriate for the users, and places evaluative criteria above personal opinion.

Media personnel may consult recommended lists in the selection of material, including, but not limited to:

1. Standard bibliographies:
 - American Library Association's "Best Books" lists
 - Wilson's Standard Catalogs
2. Reviewing media:
 - ALA's Booklist
 - School Library Journal
 - Wilson Library Bulletin
 - Horn Book
 - Bulletin for the Center of Children's Books
 - Publications of professional journals

Position on Intellectual Freedom

The District's selection process should be consistent with the:

- American Library Association's Library Bill of Rights
- OASL Intellectual Freedom Policy Statement
- Oregon State Standards for Media Centers

Updating of Library Books and Materials

All media staff is encouraged to review their collections annually in order to maintain materials that are useful and timely, as well as remove those that are not. Removing materials from a library collection in a systematic and deliberate

way is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.

The following should be considered:

- **Copyright:** Evaluate the relevance and accuracy of the information. Check the guidelines by Dewey numbers for copyright markers.
- **Circulations:** Determine how many times the book has been checked out. It may be irrelevant to the collection. If it is 0 in five years then consider removing it.
- **Condition:** Look for broken spines, mold, or just worn-out materials to be removed.
- **Superseded:** Is there a newer edition or better source?
- **Multiple Copies:** Do you have more copies of a book than needed?

END OF ADMINISTRATIVE REGULATION

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The Board, a staff member of the district or a parent/guardian of a student of a school of the district may raise concern about core instructional materials¹ used in the district's educational program. Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

- a. Concerns about core instructional materials should be submitted to the school administrator or designee. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the school administrator or designee.
- b. Any concern made to the school administrator or designee about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
- c. The school administrator or designee will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 10 days of receipt of the concern.
 - i. The school administrator or designee initially receiving a concern will explain to the person the district's selection procedure.
 - ii. The school administrator or designee initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
- d. The school administrator or designee will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within 10 days of the conclusion of 1.c. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the school administrator or designee.

2. Request for Reconsideration

- a. A staff member of the district or a parent or guardian of a student of a school of the district wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. Only requests for reconsideration from the Board, committee or administrator responsible for the adoption of textbooks or instructional materials, a staff member of the district or a parent or guardian of a student of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request, and must be submitted to the superintendent or designee. All school offices will make forms available.
- c. Upon receipt of a written request for reconsideration, the superintendent or designee will appoint a reconsideration committee.

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

- d. The reconsideration committee will be made up of at least five members. Recommended representation includes a certified teacher, school media manager, school/district administrator, student representative, and member of the community (i.e., Equity Coalition).
 - e. The use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.
 - f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.
3. Procedures for the Reconsideration Committee
- a. The procedures for the reconsideration committee are as follows:
 - i. Designate a committee member to keep minutes of the committee.
 - ii. Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; adhering to established policies, procedures and guidelines; and preparing and representing the recommendations to the superintendent;
 - iii. Review copies of the request for reconsideration;
 - iv. Review applicable materials such as a copy of the district or school mission statement, equity statement, and equity lens; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;
 - v. Review copies of material being reconsidered, as available;
 - vi. Consider the material's suitability in the context of the original use and the context in which the request for reconsideration was made;
 - vii. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:
 - 1. The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - 2. The material's level of difficulty; and
 - 3. The age group(s) with which it was used.
 - b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.
 - c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
 - d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
 - e. Review and discuss possible options for decision, including:
 - i. Continued use of the material as used, with no restrictions;
 - ii. Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
 - iii. Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- f. The reconsideration committee's final recommendation will be issued and communicated in writing by the superintendent or designee to the requestor within 60 days of receipt of the request by the district.

4. Appeal

- a. If the individual wishes to appeal the written decision, they may appeal to the superintendent or designee in writing within 10 days. The superintendent or designee's decision shall be final.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least two calendar years following issuance of a decision on said material.

END OF ADMINISTRATIVE REGULATION

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TITLE: RECONSIDERATION OF SUPPLEMENTAL INSTRUCTIONAL MATERIALS

A staff member of the district or a parent/guardian of a student of a school of the district may raise concern about supplemental instructional materials¹ used in the district's educational program. Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

- a. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the school administrator or designee.
- b. The school administrator or designee will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 10 days of receipt of the concern.

The school administrator or designee will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

- c. The school administrator or designee will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the school administrator or designee.

2. Request for Reconsideration

- a. A staff member of the district or parent or guardian of a student of a school of the district wishing to file a request for reconsideration of supplemental instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. Only requests for reconsideration from district staff or parent or guardian of a student of a school of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request, and must be submitted to the superintendent or designee. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a written reconsideration request, the superintendent or designee will appoint a reconsideration committee that includes a certified teacher, school media manager, school/district administrator, student representative, and member of the community (i.e., Equity Coalition).
- d. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.
- e. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Reconsideration Committee

¹ "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

- a. The reconsideration committee will be made up of at least five members. Recommended representation includes a certified teacher, school media manager, school/district administrator, student representative, and member of the community (i.e., Equity Coalition).
4. Procedures for the Reconsideration Committee
- a. Designate a committee member to keep minutes of the committee.
 - b. Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; adhering to established policies, procedures and guidelines; and preparing and representing the recommendations to the superintendent;
 - c. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
 - d. Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.
 - e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - i. The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - ii. The alignment of the material with the standards and curriculum;
 - iii. The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
 - iv. The suitability of the material for the students it was used with; and
 - v. Professional review sources for the title/material, when available.
 - f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
 - g. The person who made the request will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
 - h. Review and discuss possible options for decision, including:
 - i. Continued use of the material as used, with no restrictions;
 - ii. Restricted or modified use of the material in terms of subject area, grade level, districtwide, related to the specific request;
 - iii. Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- i. The reconsideration committee's final recommendation will be issued and communicated in writing by the superintendent or designee to the requestor within 60 days of receipt of the request by the district.
5. Appeal
- a. If the individual wishes to appeal the written decision, they may appeal to the superintendent or designee in writing within 10 days. The superintendent or designee's decision shall be final.

An item approved for removal shall not be removed until a written explanation from the committee (if the committee agreed to removal) is made available to the public.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least two calendar years following issuance of a decision on said material.

END OF ADMINISTRATIVE REGULATION

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TITLE: RECONSIDERATION OF LIBRARY MATERIALS IN A SCHOOL OR CLASSROOM LIBRARY

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.

A staff member who was responsible for the selection or retention of library material¹, a staff member of the school or a parent or guardian of a student of the school may raise concerns about the library materials available to students through district' school and classroom libraries. Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Concerns and requests for reconsideration alleging a material constitutes protected-class discrimination may be submitted through and will be processed in accordance with the district's discrimination complaint policy and procedures.

Meetings of the reconsideration committee may be subject to Public Meeting Law.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person filing the request may withdraw their reconsideration request at any time during the process.

1. Concerns about Library Materials

- a. Any concern made regarding library materials by any staff member of the school or parent or guardian of a student of the school will be made known to the person responsible for the selection or retention. For library materials in school libraries, share concerns with the building's media manager. For library materials in classroom libraries, share concerns with the classroom teacher.
- b. The person responsible for the selection or retention of the material in question will respond and attempt to resolve the issue informally. Alternatively, the person responsible for selection or retention may move the concern to the school administrator or designee in 1.d. An initial response will be provided within 10 days of receipt of the concern.
- c. If the person who made the inquiry is not satisfied, they can request a meeting with the school administrator or designee.
- d. The school administrator or designee will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection or retention may be requested to attend this meeting. The administrator or designee will issue a follow-up communication about the outcome of the meeting to the person who made the informal inquiry and relevant staff within 10 days of receipt in 1.c.
- e. If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.d. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the school administrator or designee.
- f. No library materials will be removed or restricted from use because of an informal concern by anyone other than the person responsible for selection or retention.

2. Request for Reconsideration of School or Classroom Library Materials

- a. A staff member of the school or a parent or guardian of a student of the school wishing to file a request for reconsideration of library materials in a school or classroom library must complete Step 1 above, prior to filing a request.
- b. Only requests for reconsideration from a staff member responsible for the selection or retention of the material, a staff member of the school or a parent or guardian of a student of the school will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request, and must be submitted to the school administrator or designee. If a request for

¹ "Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" do not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.

- c. Upon receipt of a request for reconsideration, the school administrator or designee will notify all staff member(s) who are directly involved in the request and forward the request to the district librarian.
 - d. The school administrator or designee will appoint a reconsideration committee that includes a certified teacher, school media manager, school/district administrator, student representative, and member of the community (i.e., Equity Coalition).
 - e. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.
3. Reconsideration Committee
- a. The reconsideration committee will be made up of at least five members. Recommended representation includes a certified teacher, school media manager, school/district administrator, student representative, and member of the community (i.e., Equity Coalition).
4. Procedures for the Reconsideration Committee
- a. Designate a committee member to keep minutes of the committee.
 - b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
 - c. Review applicable materials such as a copy of the district or school library mission statement and professional reviews of the materials being reconsidered, when available.
 - d. Be responsible for documenting all proceedings; adhering to established policies, procedures and guidelines; and preparing and presenting the recommendation of the committee to the [principal].
 - e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - i. The material's availability for student selection from the school or classroom library;
 - ii. The alignment of the material with the school or classroom library material selection criteria;
 - iii. The material's reading level and intended audience (literary level to comprehend the words as opposed to controversial topics);
 - iv. The suitability of the material for the students it is available for; and
 - v. Professional review sources for the title/material, when available.
 - f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
 - g. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
 - h. Review and discuss possible options for a decision, including:
 - i. Continued use of the material as used, with no restrictions;
 - ii. Restricted or modified use of the material in terms of subject area, grade level, districtwide related to the specific request; or
 - iii. Removal of the material from the educational setting.

Any decision to prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability is prohibited.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- i. The reconsideration committee's final recommendation will be issued and communicated in writing by the superintendent or designee to the requestor within 60 days of receipt of the request by the district.

5. Appeal

- a. If the individual wishes to appeal the written decision, they may appeal to the superintendent or designee in writing within 10 days. The superintendent or designee's decision shall be final.

An item approved for removal shall not be removed until a written explanation for removal from the committee is made available to the public (if the committee recommended removal).

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who requested the reconsideration and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 12/9/25
APPROVED:

draft 12.9.25



TITLE: REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR LIBRARY MATERIALS FORM

Submit to School Administrator or Designee

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Requests for reconsideration will be processed in accordance with the following:

1. Core instructional materials: IIA-AR(2): Reconsideration of Core Instructional Materials
2. Supplemental instructional materials: IIA-AR(3): Reconsideration of Supplemental Instructional Materials
3. School and classroom library materials: IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library

People who wish to file a request for reconsideration of supplemental and/or school or classroom library materials must follow the informal process for concerns related to those instructional materials prior to filing this request for reconsideration.

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Email: _____

Book or other material:

Title: _____ Author _____

Publisher: _____ Publication Date: _____

Type of material: Article Audio recording Book Textbook Video Website

Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

1. Did you discuss your concerns with the teacher or other involved staff? Yes No

If no, you must first discuss your concerns with the teacher or other involved staff before filing a request for reconsideration.

If yes, on what date? _____

Please provide a summary of the conversation: _____

What is the name of the staff member(s)? _____

2. Did you review the entire material? Yes No

If not, what sections did you review? _____

3. How was the material acquired by the student (i.e., required reading, free choice selection, etc.)?

4. To what in the material do you object and why? (Please be specific and cite pages, frames, etc.)

5. What material do you recommend in its place which would provide information on the subject?

6. What action are you requesting the reconsideration committee consider? _____

7. Do you wish to provide oral or written testimony to the reconsideration committee?

Yes, oral testimony Yes, written testimony No

If yes, please call the school office.

Signature

Date

Received by school administrator or designee: _____

Date: _____

References:

END OF ADMINISTRATIVE REGULATION

REVIEWED: 12/9/25

APPROVED:



TITLE: INDEPENDENT ADOPTION OF CORE INSTRUCTIONAL MATERIALS

This administrative regulation applies to independent adoption of core instructional materials—materials which are not included on the state-approved list and are not supplemental, school library, or classroom library materials. The committee will include relevant subject area criteria published by the Oregon Department of Education.

1. Prior to an adoption study, teachers, administrators, parents, community members, and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator/curriculum administrator or designee of the content area to be reviewed.
2. The curriculum coordinator/curriculum administrator or designee will compile and present all suggestions listed in Step 1 to a review committee. The review committee will be comprised of at least five members including the curriculum coordinator/curriculum administrator or designee, certified teachers, parents/guardians of students in the district selected by the curriculum coordinator/curriculum administrator or designee to represent elementary and secondary levels and a district administrator or media manager, as deemed appropriate.
3. In order to inform constituents who may wish to volunteer for the review process, an announcement will be made at a regular Board meeting, a public notice will be written, and affected parents will be notified at each building within one month of the committee's first meeting.
4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations.

The decision to use, or refuse to approve the use of, materials on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender is prohibited.

The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.

5. After a trial use or pilot in the classroom and/or committee review, the committee will release results of its evaluation of the instructional materials studied to the [superintendent]. Specific recommendations will be prepared and forwarded to the [superintendent]. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
6. The superintendent or designee will review the recommended adoption and ensure that:
 - a. Appropriate procedures have been complied with;
 - b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
 - c. The cost is within budgeted amounts.The superintendent or designee will issue a recommendation either endorsing the adoption proposal and forwarding it to the Board for approval or referring it back to the committee for revision or further study.
7. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.

It is a principal's responsibility to implement and maintain the district-adopted instructional materials. The district must not prohibit the use of, or refuse to approve the use of, materials on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1).

END OF ADMINISTRATIVE REGULATION

REVIEWED: 12/9/25

APPROVED:

The suitability of particular instructional materials, which includes library materials, may be questioned by parents/guardians of students who attend the school in which the instructional materials are located.

Such cases shall be handled by the following procedure:

1. Any parent/guardian who wishes to request reconsideration of any instructional material used in the school that their student attends shall contact the principal of the school. The principal shall conduct a meeting with the parent and the district employee using the instructional material. The district employee shall explain the reason for the purchase and/or use of the instructional material.
2. If the parent/guardian still wishes to request reconsideration of the instructional materials, the principal shall provide the parent/guardian with the "Citizen's Request for Reconsideration of Instructional materials."
3. Upon receipt of a formal request, the superintendent/designee shall appoint a district instructional materials review committee and designate a chairperson. Members shall consist of at least the following:
 - a. The Chief Officer for the appropriate grade level and one licensed district employee other than the employee using the material. It is also recommended that one employee be from a department where the material in question may be used;
 - b. One media specialist other than the librarian or certified staff member from the school where the material in questioned is located;
 - c. Two laypersons;
 - d. One Board member.
4. Within ten days after a formal request for reconsideration has been received in the office of the superintendent, the review committee shall meet and consider the material with the specific objections in mind. If deemed necessary, the parent/guardian questioning the instructional material and/or the district employee using the material shall be invited to present their opinions objectively. The best interests of the students, community, school, and curriculum shall be paramount considerations. The review committee shall do the following:
 - a. Distribute copies of challenged materials,
 - b. Form Distribute copies of written request form;
 - c. Distribute reputable, professionally prepared reviews of the material when available;
 - d. opinions based on the material as a whole and not on passages pulled out of context.
5. Within 15 days of the review committee's initial meeting, the review committee shall submit a written report of their findings and decision regarding the questioned materials to the superintendent. The superintendent may grant an extension of this timeline if special circumstances warrant such action.

The material in question shall remain available for use at the school. If two-thirds of the committee agrees, the superintendent may temporarily withdraw instructional materials until such time as the particular issue has been resolved.

The complainant shall be kept informed by the superintendent concerning the status of the complaint throughout the committee reconsideration process.

6. The committee will decide on one of the following actions:
 - a. To take no removal action;
 - b. To remove all or part of the challenged material from the total school environment;
 - c. To limit the educational use of the challenged material.
7. An appeal of the committee's decision may be made to the superintendent and/or Board.
8. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
9. Requests to reconsider materials that have previously been before the committee must receive approval of a vote of two-thirds of committee members before the materials will again be considered. The committee shall act upon every Reconsideration Request Form.

Reviewed: 10/05/09
Approved: 10/05/09

delete 12.9.25

ADMINISTRATIVE REGULATION

The delivery of professional technology and science instruction appropriately includes the use of classroom projects to reinforce and expand student understanding of subject matter. In addition to meeting curricular objectives, student and staff safety is of paramount importance.

In order to maintain a safe environment for learning the following guidelines must be used for selection of student projects that are not already authorized within district-approved subject-area curricula.

Before the project is started:

1. Specific skills or concepts students will learn must be clearly defined.
2. These skills and concepts must be directly related to and further district-adopted subject-area curricula goals and objectives.
3. Potential safety hazards must be minimized by using proper safety equipment and safe operating procedures.

Generally, projects should be restricted to commercially available products or designs obtained from nationally recognized educational or professional organizations, such as the International Technology Education Association. Further, principal approval is required for projects not authorized in approved curriculum.

The local office of Oregon OSHA may be accessed with appropriate lead time to provide consultative services to review any potential safety hazards related to a proposed project.

Revised Date: September 13, 2004
Review Date: September 13, 2004
Reviewed by: Leadership Council



The Board recognizes the showing of commercially produced and rated feature films and videos may have a legitimate purpose in a school's educational program. Since the content of these feature films or videos customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of particular films or videos is consistent with the educational values espoused by the district.

All copyright laws must be followed.

~~Videos and films are effective teaching tools and valuable supplements to other curricular materials. The appropriate use of film and video fosters critical thinking skills and provides for the learner to construct meaning through media other than printed text. The aural and visual qualities of the film and video medium have a strong appeal to young people and help teachers accommodate a variety of student learning styles.~~

~~In addition to using films and videos specifically designed for educational use, teachers may also supplement instructional materials with commercially produced feature films designed for general audience viewing and rated by the Motion Picture Association of America. Care should be taken in selecting a particular film/video to ensure that it is consistent with the district's educational values and Criteria for Selection specified in IIA-AR: Instructional Materials Selection. Respect for the intellectual freedom of teachers must be balanced with a concern for the developmental needs of students and parental preferences for their children.~~

Only films rated G, PG, PG-13, R, or other non-rated media may be shown as part of the school program. The district has developed the following guidelines to accomplish this objective, including the provision that parents or guardians have the opportunity to preview a film when practicably possible: ~~The Motion Picture Association of American rating system will be used as a guideline in determining whether a film or video may be viewed as a part of the instructional program:~~

1. G films/videos may be used in grades K-12 as long as they are directly linked to the curriculum and fit the scope and sequence of the class.
2. PG films/videos may be used in grade four and five only with permission of the ~~school administrator or designee principal~~ and of the parent or guardian. PG and PG-13 films/videos may be used in grades 6 – 8 only with permission of the ~~school administrator or designee principal~~ and of the parent or guardian. The films must be directly linked to the curriculum and fit the scope and sequence of the class.
3. G, PG, and PG-13 films/videos may be used in grades 9-12 as long as they are directly linked to the curriculum and fit the scope and sequence of the class.
4. R or non-rated films/videos may be used in grades 9-12 only with permission of the ~~school administrator or designee principal~~ and of the parent or guardian. The films must be directly linked to the curriculum and fit the scope and sequence of the class.
5. NC-17 films/videos will not be used in Bend-La Pine Public Schools.
6. X is no longer used by the Motion Picture Association of America. X rated films/videos, however, will not be used in Bend-La Pine Public Schools.

~~For principal approval, use IIA-AR Teacher Selected Supplemental Instructional Materials Approval form. For parent/guardian notification and approval, use IIA-AR Parental Permission Form for Teacher Selected Supplemental Instructional Materials.~~

~~Opportunity for a parent or guardian to preview any film/video requiring parental permission is available upon request.~~

~~Appropriate alternative educational activities must be provided for students whose parent or guardian denies consent to view a film/video requiring parental permission.~~

The use of all media, including commercially produced and rated feature films/videos, must adhere to existing copyright laws as described in EGAAA-AR, V.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 8/2001, 5/14/12, 12/9/25

APPROVED: 8/2001, 5/14/12

draft 12.9.25