



School Board Regular Meeting Agenda

January 13, 2026, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Dr. Steve Cook, Superintendent	
	B. National Board Certified Teacher (NBCT)	4
	Speaker(s): Michele Oakes, Mentor Program Coordinator	
	Description: Recognition of newly certified staff and staff renewing their certification.	
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	C. School Board Recognition Month	23
	Speaker(s): Dr. Steve Cook, Superintendent	
	Attachments:	
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5.	<u>Student Representation Report</u>	
	Speaker(s): Student Representatives	
6.	<u>Public Comment</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<u>Consent Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
	A. Approval of Minutes	24
	Description: December 9, 2025, Special Board Meeting, and December 9, 2025, Regular Board Meeting; <i>Reference: ORS 192.650 and ORS 332.057</i>	

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Speaker(s): Dr. Steve Cook, Superintendent	
12. Director Comments	
Description: An opportunity for board members to provide comments or reflections.	
13. Adjourn	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for February 10, 2026.	



REPORT: National Board Certification

PRESENTED BY: Michele Oakes, Mentor Program Coordinator & National Board State Lead

EXECUTIVE SUMMARY:

Achieving National Board Certification is a great honor. National Board Certified Teachers have demonstrated the professional knowledge, skills and practices required of an outstanding educator. Board certification allows teachers to reflect on their practice, showcase their teaching in the classroom and demonstrate their dedication to their students and their profession.

National Board Certification is a performance-based and peer-reviewed process with a strong emphasis on content knowledge and impact on student learning. This optional and voluntary process was developed for teachers and by teachers.

Bend-La Pine Schools is a recognized National Board Accomplished District. This honor was given to Bend-La Pine Schools because we have the highest number of Nationally Board Certified Teachers (NBCTs) in Oregon. The district has several resources that support educators in pursuing certification including a yearly stipend, cohort support, National Board readers and district-wide recognition.

National Board Certification is a pathway to teacher leadership. NBCTs gain confidence in their teaching, advocate for their students and support their colleagues. Bend-La Pine's NBCTs are leaders in the district, state and national educational work.

NATIONAL BOARD

for Professional Teaching Standards



National Board Certification

Elevating Teaching and Learning



**Be the best for your students.
Be the best for you.**

Mission of the National Board for Professional Teaching Standards

- Maintain High and Rigorous Standards
- Certify teachers who meet those standards
- Support efforts for accomplished teachers to lead their profession





Direct Impact on Students



Relevant and Impactful
Professional Learning



Created by Teachers for
Teachers



Changes Teacher Practice

What National Board Certified Teachers

Do

FOR STUDENTS

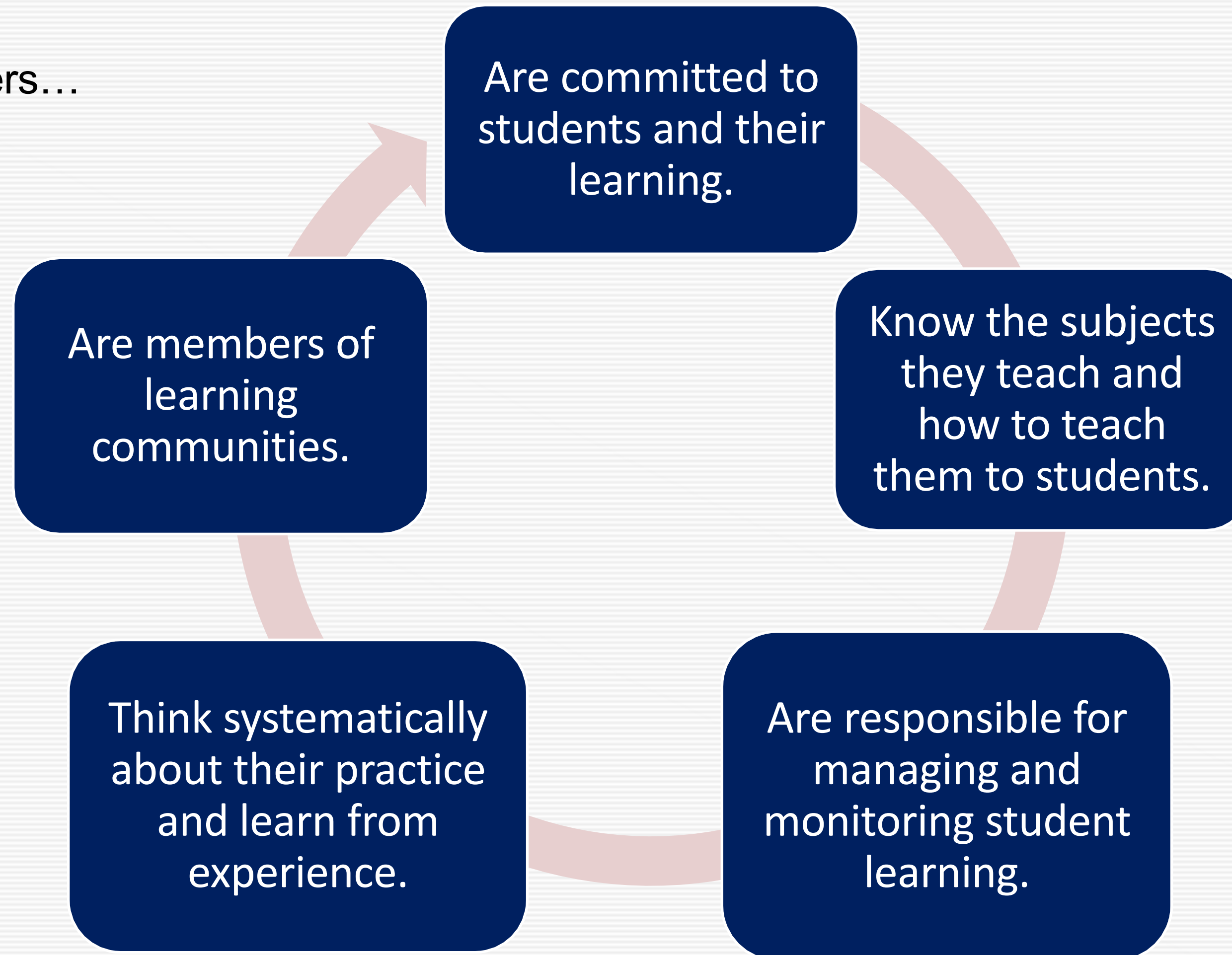
- Foster a deeper understanding of content
- Measurably improve your students learning and achievement
- Provide equitable instruction based on students' needs, strengths and diverse backgrounds
- Help your students demonstrate knowledge through a variety of assessment methods

FOR SCHOOLS

- Build learning communities
- Support mentoring for new or struggling teachers
- Create closer ties among schools, students, families and the community
- Provide public distinction for your school and district

The Five Core Propositions

Accomplished teachers...



National Board Certification Covers a Broad Spectrum of Learning

25 Certificates that :

- Cover 16 content areas and 7 developmental levels
- Apply to more than 95 percent of teachers
- Are based on the Five Core Propositions



What Do Teachers Do?

Component	Name	Evidence
1	Content Knowledge	Assessment Center
2	Differentiation in Instruction	Student Work
3	Teaching Practice and Learning Environment	Video
4	Effective and Reflective Practitioner	Student Assessment Teacher Collaboration

Cost and Time

1-3 years

\$475 per
component = \$1900
(plus \$75 registration fee each year)

Statewide Support



TSPC's licensure

Bend-La Pine Schools' Cohort Support



- Initial Candidates:
- Voluntary once a month from 4:30-8:00pm

- Maintenance of Certification:
- Voluntary 5 sessions from 4:30-6:30pm

2025 New National Board Certified Teachers

Jackson Blackburn, Pilot Butte MS

Ryan McLaughlin, Pacific Crest MS

Celebrate Our
New NBCTs



Jackson Blackburn

Pilot Butte Middle School

"The National Board process added to my strengths and further developed areas in my practice that needed work - not just in teaching, but in other areas of my life. Mostly, the certification process has motivated me, given my role as an educator more purpose, and perhaps added years to my teaching career."



Ryan McLaughlin

Pacific Crest Middle School

“Working towards my National Board Certification allowed me to reflect on my teaching practice and move it to another level. My teaching peers were important supports along the way, and our conversations about National Boards led them to grow as educators, too.”



2025 Maintaining National Board Certified Teachers

Marci Adams, Elementary Instructional Coach

Alyssa Kornbrath, Pine Ridge Elementary

Jenny Brown, Caldera High School



Marci Adams

Elementary Instructional Coach



“Earning National Board certification was a humbling experience but also an opportunity to focus on intentional teaching. The process pushed me to reflect and honestly evaluate whether my instructional practices and decisions were having an impact on students’ learning and invited me to set a laser focus on what instructional moves resulted in learning. The process also helped me to identify where I wanted to grow as a teacher. Completing my maintenance of certification this year provided me an opportunity to reflect on my professional growth in the 5 years since my initial certification and helped me to set new goals for my future learning..”

Alyssa Kornbrath

Pine Ridge Elementary

"The National Board process has given me the opportunity to grow and learn as an educator while taking on new leadership roles. It has helped me continually reflect on and improve my practice to better serve my students."



Jenny Brown

Caldera High School



“Maintaining my National Board certification pushes me to reflect on my practice. It encourages me to both push myself to keep learning and to share what I have learned with others.”

STATE OF OREGON
PROCLAMATION
OFFICE OF THE GOVERNOR

- WHEREAS:** Oregonians rely on public education to ensure a prosperous quality of life and strong economic health for Oregon; and
- WHEREAS:** Locally elected boards fulfill leadership roles and serve as the conduit through which teachers, parents, businesses, and communities demonstrate the care, creativity, and support that lead to student achievement; and
- WHEREAS:** Public school nurtures and trains diverse student populations, with varying resources, to give students the knowledge, skills, and opportunities they need to succeed; and
- WHEREAS:** Board members build the framework that makes it possible for education organizations to educate Oregon's children; and
- WHEREAS:** We thank the committed community members who serve on the boards of Oregon's 197 school districts, 19 education services districts, and 17 community colleges for their dedication to the education needs of Oregonians.

NOW,

THEREFORE: I, Tina Kotek, Governor of the State of Oregon, hereby proclaim January 2026 to be

SCHOOL BOARD RECOGNITION MONTH

in Oregon and encourage all Oregonians to join in this observance.

IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day November 25, 2025.



Handwritten signature of Tina Kotek in black ink.

Tina Kotek, Governor

Handwritten signature of Tobias J. Read in black ink.

Tobias Read, Secretary of State



School Board Special Meeting Minutes

Meeting Location:

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

Meeting Date: December 9, 2025

Board Members

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

Vice Chair Amy Tatom and Director Ross Tomlin attended the meeting virtually. Director Jenn Lynch joined the meeting at 4:05 pm.

1. Call to Order

Speaker(s): Marcus LeGrand, Board Chair

Discussion: The meeting was called to order by Chair Marcus LeGrand at 4:01 pm.

2. Discussion

Speaker(s): Marcus LeGrand, Board Chair

Discussion: Chair Marcus LeGrand noted that the scope of the meeting was to hear a Board-level grievance appeal to address the allegation that the District had violated the terms of the CBA. He provided the format for the meeting that had previously been agreed upon by the grievant. LeGrand shared the statement of issues as: whether the District violated Articles 6.1, 6.3, and/or 6.4 by directing Ms. Russell to not report to work starting on August 26, 2025; whether the District violated Articles 10.2 and 10.5 by placing Ms. Russell on Unpaid Leave; whether the District violated Article 15.5 by involuntarily transferring Ms. Russell; whether the District retaliated against Ms. Russell for reporting work injuries, asserting contractual and legal rights, and filing grievances in violation of Article 17.6.7; and whether the District discriminated against Ms. Russell based on her disability in violation of Article 22.

Brian Hanson, OSEA Field Representative, spoke on behalf of Mary Russell. He provided an overview of Ms. Russell's grievance and shared the requested remedies.

Steve Herron, Chief Human Resources Officer, presented as the District's designee to discuss the District's position in regard to Ms. Russell's claims.

Board members had the opportunity to ask questions of both sides before they adjourned for an Executive Session.

3. **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)(f).

Discussion: The Board adjourned at 4:34 pm pursuant to ORS 192.660 (2)(f), to consider information or records that are exempt by law from public inspection.

4. **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 Jenn Lynch and seconded by Ross Tomlin, Carried.

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

Voting Summary: Yea: 6, Nay: 0

Discussion: Chair Marcus LeGrand called the meeting back to order at 5:18 pm following the Executive Session.

5. **Adjourn**

Speaker(s): Marcus LeGrand, Board Chair

Discussion: Chair Marcus LeGrand adjourned the meeting at 5:20 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: December 9, 2025

Board Members

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

Vice Chair Amy Tatom and Director Ross Tomlin joined the meeting virtually.

Vice Chair Tatom left the meeting at 6:47 pm.

1. Call to Order

Speaker(s): Marcus LeGrand, Board Chair

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

2. Pledge of Allegiance

Speaker(s): Marcus LeGrand, Board Chair

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

3. Review of Agenda

Speaker(s): Marcus LeGrand, Board Chair

Discussion: There were no changes to the agenda; however, Superintendent Cook noted that the reports portion of the agenda had been split into external reports and internal reports to honor the time of our partner agencies that were presenting.

4. District Recognitions

A. Champion for Students Award

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook presented the Champion for Students award to Michelle Dolce, Learning Specialist at Pilot Butte Middle School, for leading with compassion and patience, consistently going the extra mile to support students with special needs, and ensuring students experience a sense of belonging and achievement.

5. Student Representation Report

Speaker(s): Student Representatives

Discussion: Brendan Medina from Mountain View High School, Jack Strycharz from Caldera High School, and Caroline Dersch from Summit High School joined from the Student Voice Council. They shared that they scored their personal traits and strengths at their last meeting and reflected on the last board meeting. They shared the goals of the Student Voice Council and their desire to continue to work with the Board and the District to represent all students.

6. Public Hearing

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

Discussion: Chair Marcus LeGrand adjourned the regular board meeting at 5:40 pm to call a public hearing regarding the Bend International Charter School renewal request. Melissa Barnes Dholakia, Bend International School Executive Director, presented on behalf of the school regarding their request for the charter renewal. A parent and a family member both spoke to share their support of the charter renewal. Chair LeGrand noted that the Board would make a determination regarding this request at the next regularly scheduled board meeting on January 13, 2026. LeGrand called the Regular Meeting back to order at 5:59 pm.

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.

Discussion: A parent joined virtually to speak about the inequities at La Pine High School regarding course opportunities. Four students spoke regarding sustainability in the district and the district's need for a sustainability coordinator.

8. External Reports

A. High Desert Educational Service District (HDES) Annual Alternative Learning Options (ALO)/Charter School Comprehensive Report

Speaker(s): Dr. Lora Nordquist, HDES Director of Alternative Learning Options

Attachments: Bend-La Pine Schools 2024-2025 ALO Report and Presentation: Heart of Oregon Corps YouthBuild

Discussion: Dr. Lora Nordquist, HDES Director of Alternative Learning Options, provided an overview of all programs she oversees as the ALO coordinator. She was joined by staff and a student from Heart of Oregon for a presentation that focused on the YouthBuild program. It was noted that the dedication for their new facility is September 30, 2026.

Discussion ensued regarding assessments for the ALOs and Charters as well as how and what type of credits students can earn in the programs.

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.

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

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

Voting Summary: Yea: 6, Nay: 0

A. Approval of Minutes

Description: November 18, 2025, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 11.18.25 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 12.9.25 and Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 12.9.25

10. 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 Board members submitted several questions to his office prior to last month's board meeting that were referenced during the meeting. He noted that those questions were answered and emailed to the Board on November 17th prior to the board meeting and are included in a document in this month's Consent for Information. Also included is the annual report on EL 4.6: Child Nutrition.

Cook noted that there are also four policies in the Consent for Information that the District is adopting. CCCAA-AR is being deleted as the language was incorporated into the updated GCI/GDI-AP. CEA-AP is a new policy in alignment with SB 731 which requires school districts to create educational equity advisory committees. IL-AP has been renamed from a regulation to a policy and updated to align with current district practices as well as the requirements of SB 602 making a student's choice of opting out of statewide summative assessments permanent. JEC-AP has grammatical corrections that remove duplicative language.

A. Follow-up to Board Member Questions Received

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

B. Report: EL 4.6: Child Nutrition

Attachments: Executive Summary: EL 4.6: Child Nutrition

C. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulation for Adoption, CCCAA-AR: Reassignment of Building Administrators - DELETE 12.9.25, CEA-AP: Educational Equity Advisory Committee - DRAFT 12.9.25, IL-AP: Assessment Program - DRAFT 12.9.25, and JEC-AP: Admissions - DRAFT 12.9.25

11. Internal Reports

A. EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees

Speaker(s): Steve Herron, Chief Human Resources Officer

Attachments: Executive Summary: EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees and Presentation EL 4.2 Compensation, Development, Evaluation, & Treatment of Employees

Discussion: Steve Herron, Chief Human Resources Officer, presented the annual report on Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees. He provided an update on staff demographics and hiring trends and discussed the updates in regard to workforce relations such as the newly established onboarding program, improved evaluation tools, and the next steps in the re-opener negotiations for bargaining. The classification and compensation review project was discussed as well as how risk management has evolved and now resides within the HR department. Discussion ensued regarding the status of the issues with the financial and human capital systems as well as the district's efforts in recruiting diverse staff.

12. Action Items

A. Bend-La Pine Schools Student Investment Account Grant Agreement 2025-27

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

Action(s): I move to approve the SIA Grant Agreement as presented. This motion, made by Ross Tomlin and seconded by Cameron Fischer, Carried.

Voting Detail: Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Jenn Lynch: Yea, Ross Tomlin: Yea

Voting Summary: Yea: 5, Nay: 0

Attachments: Executive Summary: Approval of SIA Grant Agreement and BLS SIA Grant Agreement 2025-2027

Discussion: Deputy Superintendent Birk presented the SIA Grant Agreement for 2025-27, reminding the Board that she presented the annual report at the November Board meeting.

B. 2026-27 Budget Committee Vacancies

Speaker(s): Marcus LeGrand, Board Chair

Action(s): 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. This motion, made by Kina Chadwick and seconded by Jenn Lynch, Carried.

Voting Detail: Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Jenn Lynch: Yea, Ross Tomlin: Yea

Voting Summary: Yea: 5, Nay: 0

Attachments: Executive Summary: 2026-27 Budget Committee

Discussion: Chair LeGrand discussed the current vacancies on the district's Budget Committee noting that both Cara Marsh-Rhodes and Robert Penson's terms expired on June 30, 2025, and that Marsh-Rhodes has expressed a desire to continue to serve on the Budget Committee. LeGrand noted that by law, at least one member of the Budget Committee must be a member of the district's Educational Equity Advisory Committee and that Robert Penson previously held that position in seat 4 and is no longer interested in serving on the Budget Committee. The Equity Coalition has recommended Apolo Aguirre to fill the position 4 seat. Aguirre has been a member of the Equity Coalition for five years, is an Academic Advisor with OSU-Cascades, and is bilingual and bicultural. The final vacancy was created on October 8, 2025, when Seth Isenberg resigned from the position 3 seat due to a move out of the district. LeGrand suggested that the position 3 seat be declared vacant and that the Board accept applications for the vacancy through January 30th.

13. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review

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, IF-AR: Curriculum Development - DELETE 12.9.25, IIA-AP: Instructional Materials - DRAFT 12.9.25, IIA-AR(1): Instructional Materials - DRAFT 12.9.25, IIA-AR(2): Reconsideration of Core Instructional Materials - DRAFT 12.9.25, IIA-AR(3): Reconsideration of Supplemental Instructional Materials - DRAFT 12.9.25, IIA-AR(4): Reconsideration of Library Materials in a School or Classroom Library - DRAFT 12.9.25, IIA-AR(5): Request for Reconsideration of Instructional or Library Materials Form - DRAFT 12.9.25, IIA-AR(6): Independent Adoption of Core Instructional Materials - DRAFT 12.9.25, IIAB-AR: Reconsideration of Instructional Materials - DELETE 12.9.25, IIABA-AR: Selection of Projects for Professional Technology and Science Classrooms - DELETE 12.9.25, and IIABB-AP: Use of Feature Films, Videos, or Other Media - DRAFT 12.9.25

Discussion: Superintendent Cook noted that there are 12 policies and regulations related to curriculum and instructional materials currently in review. He noted that Senate Bill 1098 governs persons responsible for selection, retention, and use of library materials, textbooks, and other instructional materials and to ensure alignment with the bill, OSBA recently provided several policy updates. IF-BP: District Curriculum is a new board policy that replaces IF-AR: Curriculum Development. Also in review is IIA-AP: Instructional Materials and six corresponding regulations for the reconsideration of materials and independent adoption of core instructional materials. In alignment with those policies are the deletion of IIAB-AR and IIABA-AR. IIABB-AP: Use of Feature Films, Videos, and Other Media is also under review. All policies will be out for feedback through December 23rd.

14. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook shared that on November 19th during the Safe Schools Alliance meeting at the HDESD, local school districts and community partners made their annual commitment to safety and community partnership. He noted that, along with several district administrators, he attended the annual law conference in Eugene last week and was invited to participate as a panelist at the Oregon Business

Council Leadership Summit yesterday in Portland. Communication continues to be shared regarding the recent fire in the custodial office at Miller Elementary and a full report on the incident will be released to the public tomorrow.

Deputy Superintendent Birk discussed the merger of Realms High School and Bend Tech Academy as well as the relocation of Realms Middle School to the Buckingham Elementary School campus. She noted that a Q&A document has been uploaded to the school websites and several informational meetings for families have taken place. The district team is deep in the visioning stage, and the major concerns continue to be staffing with those conversations ongoing.

15. Director Comments

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

Discussion: Director Ross Tomlin appreciated the ALO report and the value of alternative programs and wished everyone a safe holiday.

Director Jenn Lynch thanked Dr. Cook for participating in the Leadership Summit, congratulated the district high schools for their fall musicals, and thanked all families that have participated in the various feedback opportunities the district has offered as feedback is crucial to the work of the district.

Director Kina Chadwick thanked the Student Voice Council students for participating in the meeting and the students that provided public comment on sustainability. They also shared that they are happy to connect with any interested parents at any time to discuss topics of interest.

Director Cameron Fischer celebrated the 50th anniversary of IDEA and appreciated the district's work in supporting special education services.

Chair Marcus LeGrand thanked the participants for supporting the Board and its efforts during meetings and shared the importance of DEI work as a whole.

16. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for January 13, 2025.

Discussion: Chair Marcus LeGrand adjourned the meeting at 8:00 pm.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

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

DATE: January 13, 2026
 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 January 13, 2026. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Boyd, Kelsey	Math Teacher	Cascade Middle School	Part Time Temp	01/15/2026
Countryman, Austin	Science Teacher	Pacific Crest Middle School	Part Time Temp	01/15/2026
Nuckolls, Lindsay	PE Teacher	Ensworth Elementary	Part Time Temp	01/15/2026
Winegar, Stephanie	Learning Specialist	La Pine Elementary School	Full Time Temp	12/10/2026

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Franco, Anna	Primary Teacher	La Pine Elementary School	08/28/2023 – 02/13/2025
Scatena, Jason	PE Teacher	Ensworth Elementary School	09/04/2024 – 12/05/2025
Schroedl, Emma	Learning Specialist	La Pine Elementary School	08/21/2025 – 12/05/2025

CERTIFIED RETIRE/REHIRE

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

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Pardo, Kate	Assistant Director of Finance – Payroll Operations Manager	Business Office	Regular Full Time	12/18/2025

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



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January 06, 2026

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 January 13, 2026.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bowman, Daura	EA Inclusion	North Star	Temp 6.0 hrs / day	01/15/26
Gradis, Jack	EA Inclusion	Silver Rail	Reg 6.5 hrs / day	12/18/25
Joseph, Mary Pat	Office Manager	Elk Meadow	Reg 8.0 hrs / day	12/18/25
Kite-Day, Joslyn	EA Inclusion	Cascade	Reg 5.0 hrs / day	01/15/26
Larkin, Grace	EA Instruction	Westside Village	Reg 7.9 hrs / day	01/05/26
Mecey, Rebecca	EA Inclusion	North Star	Temp 6.5 hrs / day	01/15/26
Miller, Sol	Nutrition Server I	Pine Ridge	Reg 3.75 hrs / day	12/12/25
Navigato, Luke	EA Inclusion	Caldera	Reg 7.0 hrs / day	12/18/25
Niles-Trewin, Cheryl	Nutrition Server I	Ponderosa	Reg 3.75 hrs / day	01/05/2026
Nye, Caitlin	EA Inclusion	Buckingham	Reg 6.5 hrs / day	01/05/26
Ramirez, Michelle	EA Inclusion	North Star	Temp 6.5 hrs / day	01/15/26
Rohrbacher, Danielle	Office Manager I	Realms	Temp 8.0 hrs / day	01/15/26
Tipton, Matthew	Repair Technician	Transportation	Reg 8.0 hrs / day	01/15/26



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Classified Resignations

Name	Position	Location	Resign Date
Blaylock, Margaret	Nutrition Server I	Ponderosa	02/14/24 – 12/05/25
Brumitt, James	Apprentice Electrician	Maintenance	01/04/21 – 12/26/25
Gonzalez, Tiana	EA Inclusion	Transition Co-Op	08/26/25 – 12/08/25
Guzman, Laura	Nutrition Server I	Mountain View	05/01/24 – 12/19/25
Hand, Jennifer	EA Inclusion	North Star	11/28/22 – 11/20/25
Hatch, Katlyne	EA Instruction	Buckingham	02/04/22 – 02/06/26
Kirkland, Ty	Custodial Crew I	Cascade	07/08/25 – 12/23/25
Kosct, Faith	Nutrition Server I	Three Rivers	09/06/24 – 12/19/25
McGregor, Alec	Nutrition Server I	Silver Rail	10/25/24 – 12/19/25
Powers-Hall, Jessica	EA Inclusion	Silver Rail	11/06/25 – 11/06/25
Simmons, Mark	Bus Driver	La Pine Transportation	09/02/24 – 01/05/26
Thomas, Brianna	Campus Safety and Security Monitor	Pilot Butte	09/02/25 – 01/16/25
Zeller, Wesley	Bus Driver	Transportation	09/01/25 – 01/09/26

Classified Retirements

Name	Position	Location	Retire Date

Classified Retire-Rehires

Name	Position	Location	Rehire Date



HUMAN RESOURCES

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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
Brinlee, Lisa	Payroll Specialist II	Business Office	07/08/24 – 12/17/25

Confidential Dismissals

Name	Position	Location	Term Date



ACTION: Board Polices for Adoption – January 13, 2026

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
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.

Recommended Motion:

I move to adopt the Board policies as presented.



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 and student outcomes.

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, 1/13/26

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)

draft 1.3.26



ACTION: Revised Board Meeting Calendar 2025-2026

PRESENTED BY: Marcus LeGrand, Board Chair

EXECUTIVE SUMMARY:

In collaboration with the Business Office, the Board of Directors will hold a Work Session on February 24, 2026, to provide training to the Budget Committee. The training will start at 4:00 pm, which is one hour earlier than a standard Board Work Session. The Board has also rescheduled the April 14, 2026, Budget Committee Meeting to March 17, 2026, to allow the Budget Committee more time to review the district's proposed budget.

The changes are reflected on the attached revised Board meeting calendar.

RECOMMENDED MOTION:

I move to approve Resolution 2005.



Administrative School District No. 1

Resolution No. 2005: Annual Meeting Schedule

BE IT RESOLVED that the Board of Directors of Administrative School District No. 1, Deschutes County, shall conduct its Regular Board meetings on the second Tuesday of each month and its Work Session Meetings on the fourth Tuesday of each month, with exceptions, as presented in the attached revised Board meeting calendar for the 2025-2026 school year.

BE IT RESOLVED that Board meetings shall be held at 5:30 p.m. unless otherwise specified.

BE IT RESOLVED that this Board may change meeting dates, time, and locations by majority vote of this body, and subject to proper notice, pursuant to ORS 192.640.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 13th day of January 2026.

Chair

Vice Chair

Board Secretary



Board of Directors Meeting Calendar 2025-2026

The Board of Directors for Bend-La Pine Schools will meet in Regular Session on the second Tuesday of each month at 5:30 p.m. and for a Work Session on the fourth Tuesday of each month at 5:30 p.m. in room 314 of the Education Center, 520 NW Wall Street, Bend. (unless otherwise noted)

Date	Meeting Type	Time	Location
July 8, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
August 12, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
September 9, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
September 23, 2025	Work Session Meeting	5:30 p.m.	Education Center Room 314
October 14, 2025	Regular Business Meeting	5:30 p.m.	Rosland Elementary School
October 28, 2025	Work Session Meeting	5:30 p.m.	Education Center Room 314
November 18, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
December 9, 2025	Regular Business Meeting	5:30 p.m.	Education Center Room 314
January 13, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314
January 27, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
February 10, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314
February 24, 2026	Work Session Meeting	4:00 5:30 p.m.	Education Center Room 314
March 10, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314
March 17, 2026	Budget Committee	4:00 p.m.	Education Center Room 314
March 31, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
April 14, 2026	Budget Committee Regular Business Meeting	4:00 p.m. 5:30 p.m.	Education Center Room 314 Education Center Room 314
April 28, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
May 12, 2026	Budget Committee Regular Business Meeting	5:00 p.m. 5:30 p.m.	Education Center Room 314 Education Center Room 314
May 26, 2026	Work Session Meeting	5:30 p.m.	Education Center Room 314
June 16, 2026	Regular Business Meeting	5:30 p.m.	Education Center Room 314



REPORT: Administrative Policies and Regulations for Adoption – January 13, 2026

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
GAA-AR: Personnel Definitions	Regulation recommended for deletion as language has been incorporated into GCAA-AP.
GBC-AP: Staff Ethics	Updated in alignment with current district practices and OSBA sample policy.
GBC-AR: Staff Ethics	Updated in alignment with current district practices and OSBA sample policy.
GBCB-AR: Employee Dress and Grooming	Regulation recommended for deletion as language has been incorporated into GCAA-AP.
GBCD-AR: Staff Responsibilities	Regulation recommended for deletion as language has been incorporated into GBC-AR and GCAA-AP.
GBCDA-AR: Licensed Staff Confidentiality and Testimony	Regulation recommended for deletion as language has been incorporated into GCAA-AP.
GC-AR: Conditions of Employment	Regulation recommended for deletion as language has been incorporated into recently adopted GCI/GDI-AP.
GCAA-AP: Standards for Competent and Ethical Performance of Employees	New district policy incorporating language from several current district regulations and in alignment with HB 4160 (2024) and OSBA sample policy.
GCAA-AR: Fitness for Duty	Regulation renamed from GBCC-AR to align with current district practices and new district policy GCAA-AP.
GCCE-AR: Assignment	Regulation recommended for deletion as language has been incorporated into GCAA-AP.
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.

Licensed employees are those holding a position that requires a license issued by the Oregon Teacher Standards and Practice Commission (TSPC).

1. Teacher is an employee who holds a teacher's license.
2. Contract teacher is one who has completed three consecutive years with at least 135 days of employment, each of the three years as a teacher in the District and has been rehired for a fourth year of teaching in the District.
3. Probationary teacher is one who is employed under regular contract and who works at least 135 consecutive days as a teacher in the District and has not received contract status by Board action according to the provisions of Oregon Law.
4. Temporary teacher is any teacher employed to fill a position designated as temporary or to fill a vacancy that occurs after the opening of school because of unanticipated enrollment or the death, disability, retirement, resignation or dismissal of a contract or probationary teacher.
5. Substitute teacher is any teacher employed to take the place of a probationary or contract teacher who is temporarily absent or to fill a position due to unanticipated student enrollment for a period of time less than 90 contract days. A substitute teacher is employed on a day-to-day basis, without contract, and at the will of the District. The substitute teacher does the work of the regularly assigned teacher during the latter's absence from duty. Substitutes will not be eligible for fringe benefits and will be paid at a rate established annually by the Board in accordance with the provisions of Oregon law.
6. Intern teacher or student teacher is a regular enrolled student of a college or university who teaches under the supervision of the staff of the institution and of the District in order to acquire practical experience in teaching.
7. Administrator is an employee who has been granted an administrative license and who spends at least one-half time in organization, direction, supervision, control or evaluation of District employees or programs.

Classified personnel are those employees in positions for which no teaching or administrative licenses are required by law.

1. Regular classified employees are those employees in positions established by the Board, who meet the hours stipulated by their positions and have successfully completed their probationary period.
2. Probationary classified employees are those newly hired employees who are completing their first 185 workdays in a classified position. The purpose of the probationary period is to train and aid an employee to meet the District's required work standards.
3. Temporary classified employees are those employed to perform seasonal work or to perform in a position created to relieve overload conditions. Temporary classified employees also are assigned to replace a regular employee on approved leave in excess of 80 days.
4. Substitute classified employees are those employed to replace a specific employee who is off work for an excused leave or to fill a position due to unanticipated student enrollment without contract, and at the will of the District. These substitutes are not eligible for fringe benefits and will be paid at a rate established annually by the District.

5. Classified supervisory employees are those who serve in positions that exercise supervisory responsibility over classified employees.

Supervisory employees are those individuals having authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibility to direct them, or to adjust their grievances or effectively to recommend action if the exercise of authority is not of a merely routine or clerical nature but requires the use of independent judgment. No nurse, charge nurse or similar nursing position shall be deemed to be supervisory unless the position has been traditionally classified as supervisory.

Confidential employees are designated in accordance with Oregon Law. Confidential employees will be excluded from any bargaining unit. The Board will establish salaries and benefits for confidential employees. The rationale for appointment as a confidential employee is that the individual designated will be one who assists and acts in a confidential capacity to a person who formulates, determines and effectuates management policies in the area of collective bargaining.

Reviewed: 2007, 12/22/14

Approved: 2007, 12/22/14

recommend delete 1.13.26



Prohibited Use of Official Position or Financial Gain **Conflict of Interest**

No district employee will attempt to use their district position to obtain personal financial gain benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for themselves, relatives, members of household members or for any business with which the employee, a household member or relative is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the district employee's employment with the district.

This prohibition does not apply to any part of an official compensation package as approved by the Board, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

The employee may receive district or school logo apparel as part of the employee's official compensation package.

District employees will not engage in, or have a personal financial interest in, any activity that raises a reasonable question regarding the use of their official position in regards to of conflict of interest with their duties and responsibilities as district employees staff members.

This means that:

1. Employees, relatives or members of the district employee's household will not use the employee's their position to obtain financial gain or avoidance of financial detriment from students, parents or staff;
2. Any device, publication or any other item developed during the employee's paid time shall be district property;
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;
4. No district employee may serve as a Board or budget committee member in the district.
5. An employee will not perform any duties related to an outside job during their his/her regular working hours or during the additional time that they he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work.
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an district employee has a potential or actual conflict of interest, the district employee must notify their his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict. This must be done on each occasion the district employee is met with a conflict of interest.

"Potential conflict of interest" means any action or any decision or recommendation by a district employee that could result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

"Actual conflict of interest" means any action or any decision or recommendation by a district employee that would result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

In order to avoid violation of nepotism provisions and district policy both potential and actual conflicts of interests, district employees must abide by the following rules when an employee's relative or member of the household of the district employee, is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless they he/she complies with the conflict of interest requirements of Oregon Revised Statute (ORS) Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position.
2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee.
3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the superintendent's approval.

In the conflict of interest context, a "Member of the household" means any person who resides with the employee. and

"Relative" means: the spouse¹; parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee's public employment.

1. The employee's spouse

2. Any children of the employee, or his/her spouse,; and

3. Brothers, sisters, half-brothers, half-sisters, brothers-in-law, sisters-in-law, sons-in-law, daughters-in-law, mothers-in-law, fathers-in-law, aunts, uncles, nieces, nephews, stepparents, stepchildren, or parents of the employee, or his/her spouse,;

Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. A gift may be received by the district employee from, but not limited to, another district employee, a student or parent of a student, or a vendor within the \$50 gift limit. Except for exclusions in ORS 244.040(2), an item received by an employee from the district is prohibited.

"Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" in the gift context means the spouse, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee,; any children of the employee or of the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law employee's spouse; siblings, spouses of siblings or parents of the spouse of the employee. or of the employee's spouse; any individual for whom the employee has a legal support obligation; or Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits to the employee, or who provides benefits arising from the

¹ The term spouse includes domestic partner.

² Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

employee's public employment or from whom the employee receives any benefits arising from the employee's public that individual's employment.

"Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees, the employee's relatives or members of the employee's household should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. If the giver does not have a legislative/administrative interest, the \$50 limit ethics rules on gifts does not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A "decision" means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a "decision".

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.

Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.

Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50.00), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees.

1. Gifts from “relatives” and “members of the household” are permitted in an unlimited amount; they are not considered gifts under the ethics rules.
2. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties.
3. Food, lodging, and travel generally count toward the \$50.00 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions :

Organized Planned Events. Employees are permitted to accept payment for travel conducted in the employee’s official capacity, for certain limited purposes:

- a. Reasonable expenses (i.e. food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50.00 aggregate amount IF:
 - i. The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 1. The giver is a unit of a:
 - a. Federal, state, or local government;
 - b. An Oregon or federally recognized Native American Tribe; OR
 - c. Non-profit corporation
 - ii. The employee is representing the district:
 1. On an officially sanctioned trade-promotion or fact-finding mission; OR
 2. Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Superintendent.*

The purpose of the is exception in 1. above is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(7)(b)(i)(i).
6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement.

- 7. An item received by the employee as part of the usual or customary practice of the employee’s private business, employment or position as a volunteer that bears no relationship to the employee’s district employment.
- 8. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the employee.

END OF ADMINISTRATIVE POLICY

REVIEWED: 9/23/08, 8/10/10, 1/13/26
 APPROVED: 10/28/08, 9/14/10

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

ORS 244.010 - 244.400	ORS 659A.309	OAR 199-005-0001 - 199-020-0020
ORS 332.016		OAR 584-020-0040

Or. Ethics Comm’n, Or. Gov’t Ethics Law, A Guide for Public Officials.

draft 1.13.26



~~All district employees are considered public officials in accordance with ORS 244.020(13).~~

District employees are allowed financial benefits as identified in [Oregon Revised Statute \(ORS\) 244.040\(2\)](#), such as their official compensation package, reimbursed expenses, limited honoraria and unsolicited awards for professional achievement. District employees are prohibited from using or attempting to use ~~their his/her district~~ position to obtain a financial gain or to avoid a financial detriment for the district employee, a relative or member of the household of the employee, or any business with which the employee or a relative or member of the household of the employee is associated, if the opportunity for financial gain or avoidance of a financial detriment would not otherwise be available but for the employee's position with the district. Specifically, this means that:

1. Employees will not use district equipment [for personal use, unless it is available to a significant segment of the general public as a replacement for personally owned equipment, to realize financial gain, or in any manner that results in additional cost to the District.](#) This includes, but is not limited to, the personal use of the district's:
 - a. Fax machine;
 - b. [Phones to make long distance personal calls Copiers;](#)
 - c. District vehicles;
 - d. [Professional Technology equipment \(e.g., wood shop, automotive shop, \(CAD\); and network services](#)
 - e. Athletic facilities (e.g., gym or weight room)

Further, the district's supplies, facilities, equipment, employees, records or any other public resources are not to be used to engage in private business interests. For example, the district's computer cannot be used to sell products on an auction website during school hours.

~~Incidental use of district equipment (e.g., local telephone calls), or use that promotes the learning of skills or knowledge that are transferable to the classroom or workplace (e.g., using software or function on a school computer, storing personal work-related files, sending email) is permissible.~~

2. When employees are traveling on official district business, any gift given because of this travel must be either declined or passed on to the district for use for future district travel. For example, if the hotel where the employee is staying gives the employee a free night's stay on a future visit, this must be declined or given back to the district for future district travel. The frequent flyer miles earned when traveling on official district business can only be used for district travel. If the employee's [relative spouse](#) is traveling with the employee, the employee is responsible for all additional charges (i.e., additional room charge).
3. Employees may not use personal credit cards for district travel or other district business and [if the employee](#) receives incentives such as cash reimbursements, frequent flyer miles and other benefits based upon the dollar amount of purchases made.
4. Employees may not use discounts offered by private companies for the employee's personal benefit if the discount is only offered because of the employee's official position. For example, an office supplies store provides all teachers a 10 percent discount. Because the teachers are receiving this discount only because of their official position, a teacher cannot use the discount to purchase personal items. The teachers may use the discount to purchase items for district use. Employees can also accept the discount if it is also available to a substantial segment of the population who are not public officials.
5. ~~Employees in addition to those provided in accordance with collective bargaining agreements, employees~~ may accept free passes to district extracurricular events if they are attending these events in their official capacity (i.e., chaperoning, ticket sales or managing concession sales). [In order to promote employee participation in extracurricular activities, the district may include free passes in employee's official compensation packages or employees may be reimbursed by the district for the cost of admission.](#)
6. The employee's district position is not to be used to take official action that could have a financial impact on a private business with which, [the employee you](#), a relative or member of [the employee's your](#) household are associated. For

example, if the employee's ~~your~~ brother owns a pest-control business which ~~that~~ is seeking a contract with the district, and the employee is part of the decision-making process, the employee ~~you~~ must declare an actual conflict of interest in writing, describing the nature of the ~~your~~ conflict, and provide this to the employee's ~~your~~ supervisor.

7. Confidential information gained as a district employee is not to be used to obtain a financial benefit for the employee, a relative or member of the employee's ~~public official's~~ household or a business with which any are associated. For example, the employee ~~you~~ should not use the information that a student in their ~~your~~ class is falling behind in math to provide the parents a referral to the employee's ~~your~~ sister's tutoring business.
8. District employees shall not manipulate or unduly pressure or use a student in any manner for purposes that would result in personal or financial gain for the employee or would further the employee's political, religious, or social beliefs or goals.
9. District employees who mentor student teachers may not receive direct payments from sponsoring colleges or universities. The payment may be provided by the college or university to the district, which can then distribute the compensation to the teachers as an element of their official compensation package.
10. District employees must follow Oregon Government Ethics Commission guidelines for outside employment if the employee acts as a chaperone for student group trips on personal time and the district employee accepts compensation in the form of travel expenses from a private business or organization. Specifically, district employees must conduct all activities related to the trip on personal time and cannot use the classroom, ~~or~~ school environment, or district properties to plan the off-campus trip. Employees may use district facilities for this purpose only if they comply with the district's public use of facilities policy. It is not an ethics violation for the employee to accept reasonable expenses for accompanying students on an education trip. [Oregon Government Ethics Commission Opinion](#)

These restrictions do not apply if the educator ~~teacher~~ is chaperoning students on a fact-finding mission that is officially sanctioned by the Board. ~~The definition of a fact-finding mission is, in part, any activity related to a cultural or educational purpose. See OAR 199-005-0020(43)(a). The district employee must be directly and immediately associated with the event or location being visited. If a district employee only acts as a chaperone and does not provide instruction or guidance for the students in language usage or cultural events, the trip may not meet the requirements of ORS 244.020(5)(b)(H)(I). Further, the employee can only accept the reimbursement of reasonable travel expenses from the private company, not any further compensation. These restrictions do not apply if the district compensates the district employee for chaperoning the trip.~~

~~In all instances, employees are subject to Oregon ethics laws and regulations.~~

END OF ADMINISTRATIVE REGULATION

REVIEWED: 3/16/09, 7/6/10, 8/9/10, 1/13/26

APPROVED: 3/16/09, 8/9/10

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

Name: Employee Dress and Grooming
Section: Personnel
Code: GBCB-AR

The District recognizes the right of employees to free expression through choices in dress and grooming.

The District also recognizes the need to provide for the health and safety of employees as well as students.

Therefore, the District establishes the following guidelines:

1. Dress and grooming shall be clean and in keeping with health, sanitary and safety practices;
2. Dress and grooming shall not constitute a threat to the health and safety of the employee, coworkers and/or students;
3. Dress and grooming shall not be such as to disrupt the effective performance of job responsibilities.
4. As of July 1, 2011, district employees shall be permitted to wear religious clothing while performing official duties, except when doing so would hinder the legal obligation of the District to:
 - a) Maintain religious neutrality in the educational environment; or
 - b) Refrain from endorsing religion.

Legal Reference:

HB 3686 Enrolled (2010; Chapter 105, Oregon Laws 2010 Special Session, Section 1(5))

Reviewed: 1/31/11, 3/7/11
Approved: 3/28/11

recommend delete 1.13.26



General Responsibilities

1. The district expects all employees to adhere to the following general principles:
 - a. Observe the highest standards of professionalism at all times;
 - b. Perform responsibilities in a manner consistent with the district mission;
 - c. Fulfill responsibilities identified in the job description and performance standards;
 - d. Comply with all laws applicable to the district;
 - e. Comply with all policies and administrative regulations established by the District;
 - f. Treat others with dignity and respect.
2. District employees, as adults with responsibility for and extensive contact with students as part of their jobs, are expected to conduct themselves as appropriate role models for students. They are also expected to follow acceptable professional principles in matters of workplace and personal conduct; to accept responsibility for the appropriateness of their own conduct; and to exhibit a high degree of personal and professional integrity at all times. Examples of conduct that might be considered inappropriate includes behaviors such as theft, fighting, threats of violence, violation of the alcohol and drug policy, insubordination, falsification of records, failure to cooperate with other employees, harassing or intimidating others, and rudeness.
3. Unsatisfactory performance, work habits, overall attitude, conduct or demeanor; violation of district policies, regulations, procedures or guidelines; or any other behavior or conduct deemed inappropriate by the district may lead to disciplinary action up to and including termination of employment in accordance with the appropriate collective bargaining agreement, policies, or procedures.

Health and Safety

1. District employees are responsible for the health and safety of students and fellow employees and shall follow emergency procedures outlined in building rules and regulations and in district policies and regulations.
2. Generally pets are allowed on school premises when their presence is for educational purposes. Employees shall not bring their pets, nor allow pets in their work area, if the animal's presence jeopardizes the health or safety of students or staff. Steps must be taken to ascertain potential health or safety risks. When pets are brought to school the employee is responsible for attending to all physical welfare and cleanliness needs of the animal.
3. All employees shall safeguard and protect the properties of the district. Windows and doors shall be properly secured before leaving any district building at any time outside of regular business hours.

Supervision of Children

1. School employees are responsible for the control and supervision of all students who are involved in school or school functions. Teachers are directly responsible for proper control and supervision of students within the classroom, the school building or at any authorized function of the school. Classified personnel shall be responsible for such control and supervision of students in non- instructional situations as may be required by the job description or assigned to them by the building principal.
2. Collective bargaining agreements with the licensed and classified staff allow employees to enroll their own children in the school where they work. When this option is exercised it is expected that the employee's children will follow all general rules of the school and not be granted special privileges other than attendance.
3. The district understands that upon occasion employees, as parents, may have need for their children to be with them in the workplace on a short-term temporary basis. Likewise, when an employee is working during off-duty hours, it may be necessary for their child to accompany them. When this occurs employees are expected to assure that the child is not disrupting them or other employees in completing job responsibilities, while assuring the child is under supervision at all times.

Confidentiality

1. Employees shall not involve students or discuss with students any personal employment dispute that the employee may have with the district or a supervisor, including any dispute about rate of pay, evaluation, disciplinary matter or continuation of employment. Nor shall any employee discuss with students or involve students in any matter regarding a collective bargaining dispute or grievance (except as students are called as witnessed in a grievance matter where they can furnish first hand testimony essential for either party). Students with questions concerning an employee's personal employment situation or issues in a local collective bargaining dispute should be referred to the building principal.
2. Employees shall not disclose to unauthorized persons any confidential information which the employee has received in the course of employment with the district, including personal (non-directory) information about students and other staff members.
3. Employees shall not use for non-school purposes or furnish any list of names of students, employees or patrons involved with the school to any individual, group or company without the advance approval of the superintendent or designee and consistent with Board policy, JOB - Personally Identifiable Information.

Undo Influence

Students shall not be manipulated, or unduly pressured or used in any manner by an employee of the district for purposes that would result in personal or financial gain for that employee or would further the employee's political, religious or social beliefs or goals.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 3/12/01
APPROVED: 3/12/01

recommend delete 1.13.26

Confidentiality

All licensed employees of the District are expected to keep the confidence entrusted in the teaching profession as it relates to confidential information concerning a student and the student's family.

Testimony:

No licensed staff member shall testify as to any conversation with a student which relates to the personal affairs of the student or family which, if disclosed, would tend to damage or incriminate the student or family. Any violation of this policy may result in the suspension of certification of the licensed staff member.

Subpoenas:

Any licensed staff member who, in his or her capacity as an employee of the district, receives a subpoena to provide testimony in any civil, criminal, or administrative proceeding shall immediately consult with the principal of the school where the staff member is employed. The school principal shall give a copy of the subpoena to the superintendent or designee. When the subpoena demands testimony from licensed staff member concerning a specific student, the school principal shall determine whether the staff member has information about the student the disclosure of which may be prohibited by law. The school shall then consult with either the superintendent or designee, or school legal representative, for guidance on the bounds of the staff member's testimony.

Mandatory Child Abuse Reporting:

This policy shall not apply to a staff member's responsibility to report and respond to cases of suspected child abuse.

Legal References:

ORS 40.245
ORS 326.565
ORS 336.187

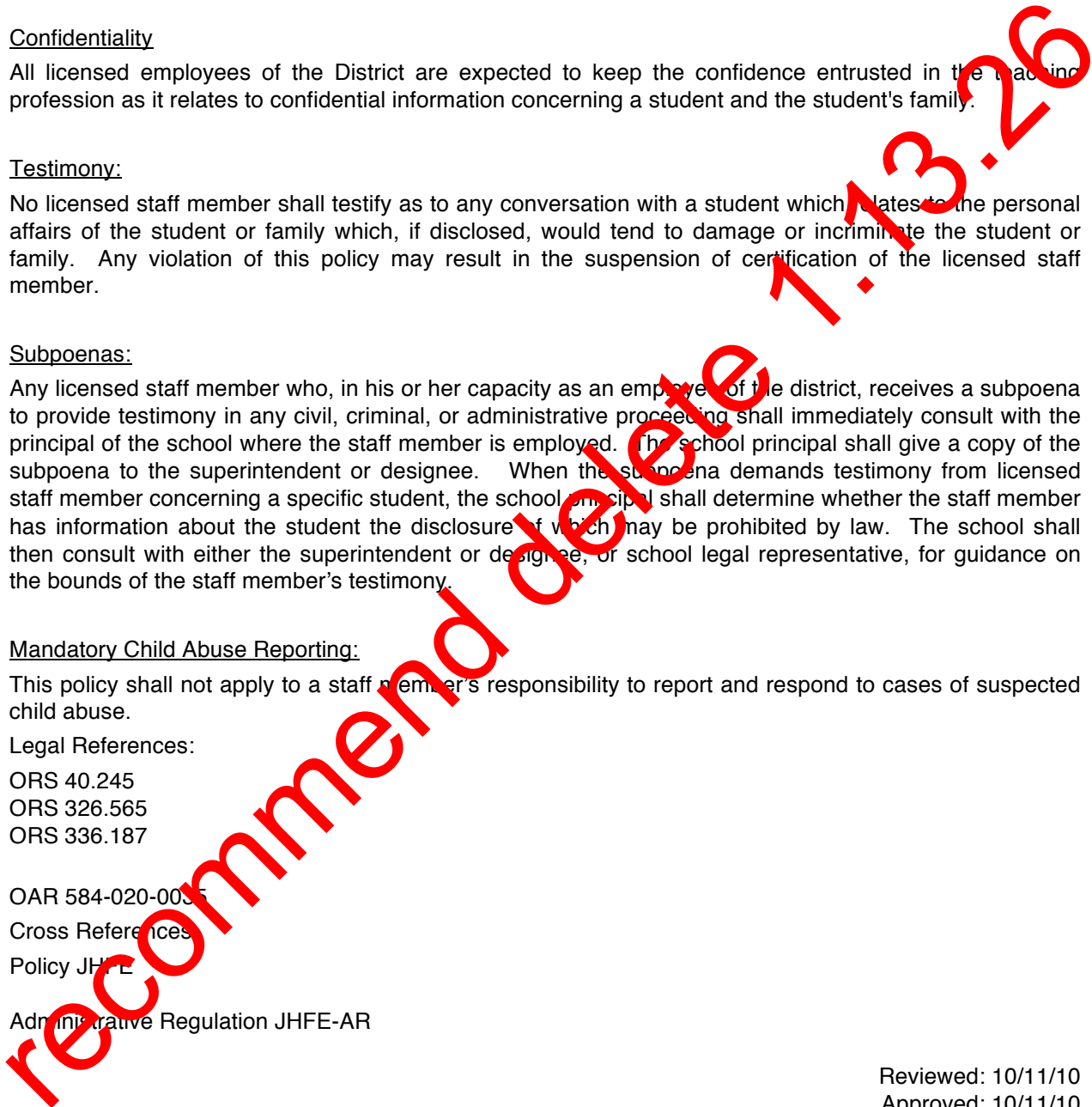
OAR 584-020-0035

Cross References:

Policy JHFE

Administrative Regulation JHFE-AR

Reviewed: 10/11/10
Approved: 10/11/10



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

CODE: GC-AR

DATED:

REVISED:

REVIEW DATE:

REVIEWED BY:

CONDITIONS OF EMPLOYMENT

The human resource director shall determine the personnel needs of the district and shall have the responsibility to select and recommend the assignment, promotion, demotion and discharge of personnel in accordance with the adopted policies of the Board, collective bargaining agreements and Oregon law.

The human resource director shall establish conditions of employment in compliance with state and federal law and bargained employment agreements.

Employees are not required to live in the district as a condition of employment.

recommend delete 1.13.26



Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;
3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": conforming to the professional standards of conduct set forth in these rules;
5. "Sexual conduct": means verbal or physical conduct or verbal, written or electronic communications by a district employee, a contractor, an agent or a volunteer that involve a student that are:
 - a. Sexual advances or requests for sexual favors directed toward the student; or
 - b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating or hostile educational environment.

"Sexual conduct" does not include:

- c. Touching or other physical contact:
 - i. That is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - ii. For which there is no sexual intent
 - d. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
 - e. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - i. Arise out of a consensual relationship between students;
 - ii. Do not create an intimidating or hostile educational environment; and
 - iii. Are not prohibited by law, any policies of the district or any applicable employment agreements.
6. "Sexual harassment": any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature in accordance with [GBN/JBA-BP: Sexual Harassment](#).
 7. "Student": means any person who is:
 - a. In any grade from kindergarten through grade 12; or
 - b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
 - c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.
 8. "Supervisor": any person who has authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them, or to adjust their grievances or effectively to recommend action if the exercise of authority is not of a merely routine or clerical nature but requires the use of independent judgment.
 9. "Teacher": any person who holds a teacher's license as provided in ORS 342.125.

The Competent Employee

The employee demonstrates a commitment to:

1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;

4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities; and
7. Adhere to the district's [Equity Stance](#).

Assignment

The employee accepts employment agreeing to perform the responsibilities of their position as assigned by the superintendent or designee. Such assignment is understood to include, but not be limited to, administration, supervision, teaching or support service duties and all the job responsibilities defined in the job description. Supervision of appropriate clubs and school/department activities is also considered a part of assignment responsibilities. Assignments and job responsibilities are subject to change by the superintendent or designee.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

The competent educator demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator or supervisor demonstrates:

1. Skill in assisting individual staff members to become more competent educators by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent educator demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator or supervisor demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator or supervisor is responsible for evaluating.

Management Skills

The competent employee is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent employee establishes and maintains good rapport. The competent employee maintains and uses records as required and as needed to assist the growth of students.

The competent educator demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school/department business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

In addition to the above, the competent administrator or supervisor demonstrates:

1. Leadership skills in managing the school/department, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

Human Relations and Communications

The competent employee works effectively and flexibly with others — students, staff, parents/guardians, and patrons. The competent employee is aware of the ways the community identifies with the school/department, as well as community needs and ways the school/department is designed to meet these needs. The competent employee can communicate with knowledge, clarity and judgment about educational matters, the school/department, and the needs of students.

Subpoenas

The employee who, in their capacity as an employee of the district, receives a subpoena to provide testimony in any civil, criminal, or administrative proceeding shall immediately consult with the principal or designee of the building in which they are assigned. The building principal or designee shall give a copy of the subpoena to the superintendent or designee. When the subpoena demands testimony from an employee member concerning a specific student, the superintendent or designee shall determine whether the employee has information about the student the disclosure of which may be prohibited by law. The superintendent or designee shall then consult with district legal counsel for guidance on the bounds of the employee's testimony.

In addition to the above, the competent administrator or supervisor demonstrates:

1. Skill in helping students, staff, parents/guardians and other patrons to learn about the school/department, the district and its programs;
2. Skill in communicating district and school/department goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Employee

The ethical employee is a person who accepts the requirements of membership in the education profession and acts at all times in ethical ways. In so doing the ethical employee considers the needs of the students, the district, and the profession.

The ethical employee, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. The professional employee shall not use for non-district purposes or furnish any list of names of students, employees, or patrons involved with the district to any individual, group, or company without the advance approval of the superintendent or designee and in alignment with **JOB-AP: Personally Identifiable Information**.
3. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
4. Maintain an appropriate professional student-employee relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;

- b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
- c. Reporting to the employee’s supervisor if the employee has reason to believe a student is or may be becoming romantically attached to the employee; and
- d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical employee, in fulfilling obligations to the district, will:

- 1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
- 2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
- 3. Strive for continued improvement and professional growth;
- 4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties in alignment with [GBC-AP: Staff Ethics](#); and
- 5. Not use the district’s or school’s name, property or resources for noneducational benefit without approval of the employee’s supervisor or the appointing authority.

The ethical employee, in fulfilling obligations to the profession, will:

- 1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
- 2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- 3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and

The ethical educator, in fulfilling obligations to the profession, will:

- 1. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

Professionalism

The professional employee will fulfill responsibilities identified in the job description and performance standards. Unsatisfactory performance, work habits, overall attitude, conduct or demeanor; violation of district policies, regulations, procedures or guidelines; or any other behavior or conduct deemed inappropriate by the district may lead to disciplinary action up to and including termination of employment in accordance with the collective bargaining agreement, policies, or procedures.

The professional employee’s dress and grooming shall be clean and in keeping with health, sanitary, and safety practices and shall not disrupt the effective performance of their job responsibilities.

The district understands that upon occasion employees, as parents, may have need for their children to be with them in the workplace on a short-term temporary basis or may need to for their children to accompany them while working during off-duty hours. The professional employee is expected to assure that their children are not disrupting them or other employees in completing their job responsibilities, while assuring the child is under supervision at all times.

The professional employee will not involve students or discuss with students any personal employment dispute that the employee may have with the district or a supervisor, including any dispute about rate of pay, evaluation, disciplinary matter or continuation of employment. The professional employee shall not discuss with students or involve students in any matter regarding a collective bargaining dispute or grievance (except as students are called as witnessed in a grievance matter where they can furnish firsthand testimony essential for either party). Students with questions concerning an employee’s personal employment situation or issues in a local collective bargaining dispute should be referred to the building principal or designee.

END OF ADMINISTRATIVE POLICY

REVIEWED: 1/13/26
APPROVED:

POLICY / REGULATION CROSS REFERENCE
[GBN/JBA-BP: Sexual Harassment](#)
[JOB-AP: Personally Identifiable Information](#)

LEGAL REFERENCE
[OAR 584-0020-0000 - 0035](#)

House Bill 4160 (2024).



ADMINISTRATIVE REGULATION

CODE: **GBCC** **GCAA-AR**

TITLE: FITNESS FOR DUTY

All employees are expected to report to work mentally and physically fit to perform duties listed on their respective job descriptions and to fulfill the mission of the district. Employees who are not mentally and/or physically able to perform the duties of their positions are eligible to use ~~any paid or unpaid sick~~ leave provided by collective bargaining agreement, policy or law. Application for and use of leave does not preclude the district from disciplining or dismissing employees who are unfit for duty during assigned work hours.

The ~~building~~ principal/~~designee~~ or immediate supervisor shall bring to the attention of the ~~Chief Human Resource Officer or designee~~ ~~personnel director or superintendent~~ any instance in which there is a question about an employee's ability to perform job requirements because of physical or mental health problems. Employees may be required by the district to submit to an examination by a physician or psychiatrist selected and paid for by the district.

Any employee who has been absent from duty because of illness or other reasons and who, in the judgment of the supervisor, does not appear able to resume service, may be queried by the ~~Chief Human Resource Officer or designee~~ ~~human resource director or superintendent~~, upon the recommendation of the supervisor, to submit to a health examination by a physician or psychiatrist selected and paid for by the district.

Any employee absent on sick leave may be required by the ~~Chief Human Resource Officer or designee~~ ~~personnel director or superintendent~~ to submit a statement from the employee's attending physician or psychiatrist ~~practitioner~~ that the illness or injury prevents the employee from working. The physician or psychiatrist may be asked by the district to identify those job duties that the employee cannot perform or can perform only with modification. The district reserves the right to require a second examination by a physician or psychiatrist of its choice, at the district's expense, to confirm the opinion of the employee's physician or psychiatrist.

Where the district has requested a medical examination, a written report of the examination shall be forwarded to the district by the physician or psychiatrist and shall be kept confidential in accordance with ~~with access governed by Board Policy~~ [GBL-AP: Personnel Records](#).

Any employee required to submit to a physical or psychiatric examination by a doctor selected by the district may submit a report from their ~~his/her~~ private physician or psychiatrist on the same subject for consideration by the district.

An applicant for a position in the district may be required to pass a medical examination after an offer of employment has been made. A physician selected by the district shall conduct the examination.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 1/13/26

APPROVED:

BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: GCCE-AR
DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:

ASSIGNMENT

Individuals accepting employment agree to perform the responsibilities of their position as assigned by the superintendent. Such assignment is understood to include, but not be limited to, administration, supervision, teaching or support service duties and all of the responsibilities defined in the job description. Supervision of appropriate clubs and school activities is also considered a part of assignment responsibilities. Assignments and job responsibilities are subject to change by the superintendent.

In addition to the regular and routine aspects of assignments, there are additional services which qualified members of the professional staff may be asked to perform. Where possible and feasible, adjustments in the usual workload may be made to permit the additional responsibility to be performed as a part of the basic daily schedule. When it is not practical to do so, additional compensation may be paid. Specific amounts paid by the district for extra duty assignments are subject to negotiation and are published for given periods of time in agreements between the district and the association's representative recognized by the Board.

recommend delete 11.15.26

**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 and 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

REVIEWED: 8/9/10, 5/7/12, 4/2021, 12/9/25
APPROVED: 8/9/10, 5/14/12, 10/12/21

draft 12.9.25



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

REVIEWED: 12/9/25
APPROVED:

draft 12.9.25



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

REVIEWED: 12/9/25
APPROVED:

draft 12.9.25



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



REPORT: Executive Limitation 4.3: Financial Planning & Administration

PRESENTED BY: Daniel Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.3: Financial Planning & Administration.

Monitoring Report

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

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

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

Financial Administration: With respect to the financial health of the district, the Superintendent shall not allow:

1. A material deviation from the annual budget or budget policy adopted by the Board of Directors.
2. Any fiscal condition that is inconsistent with achieving the Board Ends.
3. Any fiscal condition that places the long-term fiscal stability of the district at risk.

Accordingly, the Superintendent shall not:

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

Accordingly, the Superintendent shall not fail to:

1. Provide financial reports, at least quarterly, or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected

ending fund balance. Reports shall include a recap of changes between the current and previous report.

2. Keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon Budget Law.
3. Arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.

Notable Evidence/Major Accomplishments FY 26:

- Staff proposed a budget for FY 26 year in compliance with Local Oregon Budget Law, that reflected the Board Ends and Priorities and which was consistent with the State School Fund (SSF) formula revenue and included the required five percent ending fund balance in the general fund operations sub-fund. State School Fund revenue allocations were not completed by the State until June and staff did a great job of preparing multiple reduction scenarios for District leadership and working in collaboration with those leaders to identify actual reductions when SSF revenue came in less than anticipated at the end of the Fiscal Year.
- Staff have updated and significantly enhanced the long-term forecast for FY 26 to help inform financial decision making in the current budget year and to proactively plan and prioritize long range goals for future years.
- The Business Office is committed to increasing financial transparency within the District and the larger community and has taken major steps in that direction this Fiscal Year. These steps include completion of district-wide financial dashboards which enable all leaders and office managers to access financial data across the organization in an easy to use and understand format. Separately, staff have added an additional comprehensive preliminary budget meeting for the budget committee and we are excited about the increased transparency this brings to our community regarding our budget process and financials.
- Financial reports were provided to the Board quarterly during FY 26 and included any significant changes in revenues or expenditures.
- The annual independent audit for FY 25 is complete and the auditors have issued a "clean" (unqualified) opinion on the financial statements. This reflects the highest opinion an auditor can provide.
- Staff participated in multiple trainings to better understand the changes to generally accepted accounting principles and standards adopted by the Governmental Accounting Standards Board.

Strategic Initiatives for FY26:

- Continue to promote future financial stability, ensuring core services remain funded in upcoming years. *Implementation of the long-term forecast was completed in FY26 and has provided invaluable insights to executive leaders with respect to strategic financial decisions revolving around budget, bargaining, and longer-term financial stability. The forecast is central to the FY27 budget process and is currently being updated with new projections based on FY26 enrollment trends, actual current year expenditures, known increased PERS costs, and new relevant "what-if" scenarios including potential adjustments to SSF revenue forecasts.*
- Increase agency financial transparency and departmental budgetary management. *Discretionary dashboards have been completed and are available district-wide. Feedback throughout the District was positive. We are excited about the greater level of financial*

transparency and increased decision support that these dashboards allow site and executive leaders. In FY26 Finance staff met individually with many executive leaders, level leaders, and department heads to go over financials and assess operational funding needs for departments. Feedback for this process proved to be affirming and Finance looks to build on this success in FY27 by starting the operations budget process earlier (January) and to allow additional feedback and conversations with leaders throughout the District. We also believe that an earlier process will allow more time for strategic decision making regarding expenditure reductions and grant us more time to effectively communicate to staff and residents budgetary impacts.

- Provide reserves that balance the need to protect from future negative financial events with the need to provide maximum services today. Analysis of K-12 best practices with respect to reserve balances is underway. We have gathered data from other large Oregon school districts and will be assessing our cashflow and long-term forecast to provide a reserve recommendation to the Board. With the completion of the long-term forecast, the district-wide financial dashboards, and an earlier budget process we are hopeful to allocate more time to this goal and bring a recommendation to the Board in the Spring of 2026.
- Prioritize revenue enhancement. The District has been proactive in investigating new revenue sources and seeking to optimize current revenue streams. Fiscal analysis showed that Medicaid billing was one area where the organization could significantly improve its revenue. To mobilize and implement an effective agency-wide Medicaid billing revenue stream we invested in a Medicaid Program Manager position to project manage and lead this initiative. The finance department is currently evaluating the viability of land sales to developers and a potential local option levy as additional revenue streams. The work of revenue optimization is never complete, and the finance department continues to actively examine new funding sources.
- Evaluate tools and systems for increasing operational efficiencies and automation of financial reporting. Finance is working with a cross functional team and outside consultants (Plante Moran) to identify system and process improvements across operations, including the evaluation of an enterprise resource planning solution. This is a major BLS project that will modernize our District's operations, provide large scale increases in efficiency, allow for reporting of impactful data related to HR and Finance, and seek automation. Included in this work is the analysis of automated or partially automated systems relating to position control and budgeting/FTE reporting, digital procurement/contracts, digital AP, automated contracts and AP workflows, and digital purchase card uploads. This process will not be completed in a single FY, however the District is optimistic that a re-mapping of processes, identification of optimal systems and some testing of those systems as a first phase towards implementation can occur in FY 26. As of January 2026 the District's outside consultants (Plante Moran) have complete all current process and system state interviews across all functions and aspects of HR and Finance as well as an IT assessment related to system viability and network preparedness. Consultants are now in the process of conducting two months of intensive structural interviews within HR and Finance, seeking to identify optimal job descriptions and assignment of duties for staff, providing feedback related to specialization vs. generalization of workforce, and looking for areas of synergistic and efficiency growth across HR and Finance. At the conclusion of this important work (likely April/May) we expect to see full recommendations for future state processes, systems (ERP recommendation), and personnel/structure deployment. This work is a very large process but we are excited that we have successfully completed current state and cross functional interviews and eagerly awaiting the next phase of implementation.



District Follow-up to Comment Received at December 9, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Public Comment: Inequities of Course Opportunities at LPHS	Scott Olszewski, LPHS Principal	La Pine High School and Bend-La Pine Schools share the goal of restoring in-person World Language instruction at La Pine High School. After losing an excellent teacher two years ago to an out-of-state move, we posted both full time and part time positions for a World Language teacher and made a number of recruiting efforts. We also looked at creating a position that would be a combination of assignments at LPHS and other sites, but this did not work out. Our candidate pool over these past two years has been a total of one applicant who declined to interview for the position. As we enter another staffing and hiring season in 2026, it continues to be our goal to hire a World Language teacher.
Public Comment: District Sustainability Coordinator	Ryan Kelling, Executive Director of Human Resources	The District has heard and appreciates the public input shared at the previous board meeting regarding the Sustainability Coordinator position. We are currently reviewing the responsibilities of the role in advance of a new recruitment to fill the vacancy, and this work will include a classification and compensation review to ensure appropriate alignment with the scope and expectations of the position.



Business Office
520 NW Wall Street
Bend, OR 97703

January 13, 2026

To: Bend La-Pine School Board and Dr. Steve Cook, Superintendent

From: Dan Emerson, Chief Financial Officer

RE: Second Quarter Financial Update for FY2025-26

Dr. Cook,

This is the second quarter financial update for FY 25-26. The financial information presented is based on actual data through December 31, 2025, with projections through the end of the FY 25-26.

Estimates of the District's overall total general fund revenues have declined by \$1.8M since the first quarter financial report. The newest Oregon Department of Education (ODE) State School Fund (SSF) estimates reflect a total funding of \$100.6M for Bend-La Pine Schools, a decrease of \$650K in SSF revenues from budget. This variance is due to fluctuations in our proportion of the total Oregon Average Daily Membership Weighted (ADMw). Additionally, we forecast actual interest earnings to be \$420K less than budgeted due to Federal Reserve interest rate cuts.

In the second quarter major expenditure trends become more discernable and we have accordingly made estimates to our payroll and other operating costs. Significantly, we forecast total personnel expenditures to be \$191M, which is \$4M below the appropriated adjusted budget. This savings is due to on-going open positions that are currently unfilled despite recruitment efforts. While we strive as an organization to have low vacancy rates, this savings, should it come to fruition, is valuable in offsetting the projected long-term forecast trend which shows expenditures quickly outpacing revenues.

With the known impacts to budget we project the FY 25-26 ending fund balance to be \$21.4M. This is a reduction of \$6.9M from the current FY 25-26 actual beginning fund balance, indicating that revenues are no longer covering the costs of core services, and necessitating the utilization of reserves to balance the budget. We expect this estimate will change as the year progresses, becoming more accurate as early year expenditure variability subsides.

Also included in your financial statement package, you will find a report on Investment of proceeds. Our policy allows for investment of cash balances to achieve greater earnings on our cash. Large tax revenue payments came in November, and our cash balance in the Local Government Investment Pool (LGIP) went over the pool limit. This is completely normal and occurs every year due to the influx of tax receipts. To rectify the cash balance being over the LGIP limit we moved \$59.5M in operational cash to short term treasury bill investments which will mature between January and April of 2026, and will be used to meet our operational needs in those months. We also have longer term investments of the 2025 Bond issuance. Maturities of these investments are scheduled to align with our spending needs, and the total market value of our capital portfolio is \$146 million.

Sincerely,
Dan Emerson

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended June 30, 2026 with Year-End Projections
General Fund - Operations Sub-fund
FY 2025-26

	Adjusted Budget	January 2026	Budget Variance
Resources:			
Beginning fund balance	28,274,271	28,274,271	-
Revenue			
Formula revenue:			
Tax revenue	114,171,157	113,922,172	(248,985)
State school fund	101,266,687	100,610,391	(656,296)
Common school fund	2,385,000	2,385,000	-
County school fund	250,000	298,395	48,395
Total formula revenue	218,072,844	217,215,958	(856,886)
Earnings on investments	1,500,000	1,076,657	(423,343)
Local sources - other	3,010,000	2,685,986	(324,014)
Intermediate sources	3,548,102	3,534,949	(13,153)
State non-formula resources	-	-	-
Federal non-formula resources	610,000	530,006	(79,994)
Transfers In	557,111	436,298	(120,813)
Total revenues	227,298,057	225,479,854	(1,818,203)
Total resources	255,572,328	253,754,125	(1,818,203)
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	69,793,482	71,826,460	(2,032,978)
Classified	33,436,786	32,024,997	1,411,789
Administrators and supervisors	15,548,824	15,669,524	(120,700)
All other salaries	4,477,577	4,551,765	(74,188)
Total salaries	123,256,669	124,072,746	(816,077)
Payroll costs & benefits	71,563,027	66,774,710	4,788,317
Total salaries, payroll costs and benefits	194,819,696	190,847,456	3,972,240
Other operating costs			
Utilities & purchased services	22,424,889	21,286,630	1,138,259
Supplies, texts, tools	8,067,339	6,616,211	1,451,128
Equipment	292,500	768,099	(475,599)
Dues, fees and liability insurance	2,380,394	2,765,439	(385,045)
Debt Service	456,846	1,815,574	(1,358,728)
Transfers	8,041,556	8,251,927	(210,371)
Total other operating costs	41,663,524	41,503,880	159,644
Total expenditures	236,483,220	232,351,336	4,131,884
Excess of revenues over expenditures	19,089,108	21,402,789	2,313,681
Fund balance, ending	19,089,108	21,402,789	2,313,681
As budgeted			
Contingency	500,000	500,000	
Fund balance	18,679,108	20,902,789	
Fund balance, ending	19,179,108	21,402,789	
Fund Balance as a percent of resources			
Contingency	0.2%	0.2%	
Fund Balance	7.3%	8.2%	
Total reserve	7.5%	8.4%	

Investment of Proceeds

January 1, 2025

Distribution by Maturity

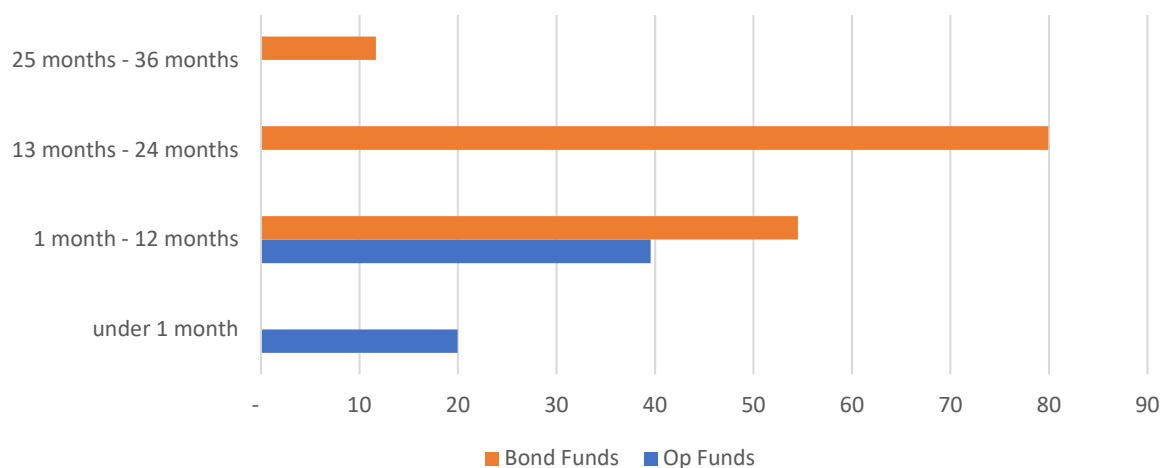
Operating Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	1	19,970,169	34%	3.40%
1 month - 12 months	4	39,574,793	66%	3.25%
Total	5	59,544,962	100%	3.33%

2025 Bond Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	-	-	0%	0.00%
1 month - 12 months	4	54,527,776	37%	3.68%
13 months - 24 months	4	79,943,384	55%	3.53%
25 months - 36 months	3	11,660,182	8%	3.49%
Total	11	146,131,342	100%	3.57%

Distribution By Maturity (Millions)



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+u	16	205,676,304	3.47%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	16	205,676,304	3.47%

Issuer	Market Value	% Assets	Yield
United States Treasuries	59,544,962	29.0%	3.33%
United States Treasuries Discount Notes	-	0.0%	0.0%
<u>United States Treasuries Notes</u>	<u>146,131,342</u>	<u>71.0%</u>	<u>3.57%</u>
Total	205,676,304		



ACTION ITEM: Annual Comprehensive Financial Report

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

The annual audit of the Bend – La Pine Schools’ financial statements for the year ending June 30, 2025, has been completed. Our auditors, Sensiba LLP have issued an unmodified (“clean”) opinion. This is the best opinion available.

Included in the Annual Comprehensive Financial Report you will find the Independent Auditor’s Report on page 1, the Independent Auditor’s Report Required by State Regulations on page 147, the Independent Auditor’s Report on Internal Control over Financial Reporting on page 150 the Independent Auditor’s Report on Compliance for Each Major Federal Program on page 152, and the Schedule of Findings and Questioned Costs on page 157.

During the audit, a significant deficiency was identified related to the District’s payroll tax payment procedures. The District overpaid approximately \$1.9 million in payroll taxes in April 2025 and approximately \$5.0 million in payroll taxes in June 2025. The payroll processing errors were due to rapid turnover within the department and subsequent insufficient training for staff and inadequate review procedures. The District has recovered the \$5.0 million June overpayment and fully expects to recover the remaining \$1.9 million from the April overpayment. While payroll staff identified the overpayments quickly, the related accounting entries were not corrected promptly, resulting in an audit finding.

While an audit finding is disappointing, this is ultimately the reason we have an external audit process, to ensure strong internal controls and transparency with public funds. It should be noted that our accounting staff did identify the error during the audit and self-disclosed to the auditors. As a result of this finding, we have created a more robust internal control process and have engaged staff in comprehensive internal and external training related to payroll tax processing and reconciliation.

Legally, audit findings require a corrective action plan, which is a document prepared by staff detailing a plan for addressing the finding and bolstering internal controls. The corrective action plan is attached to this agenda item and Resolution 2006 adopts the corrective action plan as presented to the Board. Signature of the Board Chair and one other member of the Board is also required for the adoption of the corrective action plan.

As part of today’s meeting, we are also asking the board to accept the presented Annual Comprehensive Financial report.

ADMINISTRATIVE RECOMMENDATION:

We recommend approval of the Annual Comprehensive Financial Report for year ending June 30, 2025.

RECOMMENDED MOTION:

I move to accept Resolution 2006, adopting the corrective action plan as presented, and taking the measures as provided herein.

I move to accept the Annual Comprehensive Financial Report as presented.



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

January 13, 2026

Oregon Secretary of State
Audits Division
255 Capitol St. NE, Suite #180
Salem, OR 97310

Plan of Action for Administrative School District #1, Deschutes County

Bend La Pine Schools respectfully submits the following corrective action plan in response to deficiencies reported in our audit of fiscal year ended June 30, 2025. The audit was completed by the independent auditing firm Sensiba and reported the deficiency listed below. The plan of action was adopted by the members of the governing body at their meeting on January 13, 2026, as indicated by signatures below.

The deficiencies are listed below, including the adopted plan of action and timeframe for each.

1. Deficiency 2025-001

- a. *Type of deficiency* - Significant deficiency - During the course of our auditing procedures, we identified a deficiency in controls where the District had not performed timely reconciliations of its payroll liabilities during the year. After year end, various errors in payroll tax submissions were discovered to both Internal Revenue Service and Oregon agencies. The errors resulted in an approximate \$1.9 million net overpayment receivable which the District is actively pursuing for recovery. An additional error resulting in an approximate \$5.0 million overpayment for the quarter ended June 30, 2025 has been recovered.
- b. *Auditor Recommendation* - The District should strengthen its internal controls over payroll liabilities by implementing timely reconciliations of payroll tax accounts. Management's formal procedures should include monthly reconciliations performed within 10 days of month end, independent review of the reconciliations by a supervisor or qualified finance staff to detect errors, and additional training for staff responsible for payroll tax submissions to reinforce compliance with federal and state requirements.

- c. *Plan of action and timeframe* - Payroll staff responsible for processing payroll taxes will undergo payroll tax process and submission training prior to January 31, 2026. Beginning January 1, 2026, monthly payroll tax liabilities will be reconciled within 10 business days of month-end, with a formal review performed by the Payroll Operations Manager. Also, beginning January 1, 2026 the Payroll Operations Manager will review all payroll tax submissions for accuracy prior to payment to ensure correct amounts are remitted and errors are identified and corrected promptly. The District will maintain written procedures to support these requirements and ensure consistent application.

Governing Body Chair, name and title

Signature

Another Board Member, name and title

Signature

Chief Executive Officer, name and title

Signature



Administrative School District No. 1

Resolution No. 2006: Corrective Action Plan

WHEREAS, Bend-La Pine Schools has received its annual audit report pursuant to the requirements outlined in ORS 328.465;

WHEREAS, according to ORS 328.467, the Board of Directors for Bend-La Pine Schools is required to determine the corrective measures needed to address any deficiencies disclosed in the audit report;

WHEREAS, Bend-La Pine Schools has presented and explained proposed corrective measures to the Board of Directors as described in the document titled, " Corrective Action Plan";

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools authorizes Bend-La Pine Schools to proceed with taking action on the corrective measures outlined in the document titled " Corrective Action Plan" and gives Bend-La Pine Schools two (2) months to complete the measures.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 13th day of January 2026.

Chair

Vice Chair

Board Secretary



ACTION: Bend International School Charter Contract Renewal Request

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

Bend International School's charter request was approved by the Board in July 2015 and the initial contract was renewed in July 2021. Bend International School's current charter contract with the district will expire on June 30, 2026.

Oregon law has set the following timelines for the charter renewal process:

- A charter school must submit a written renewal request to the district at least 180 days prior to the extension of the charter.
- Within 45 days after receiving a renewal request, the district must hold a public hearing regarding the request for renewal.
- Within 30 days after the public hearing, the district must either approve the renewal or state in writing the reasons for denying the renewal.
- Should the district choose to renew the charter, the charter school and district must negotiate a new charter contract within 90 days after the date on which the district approved the renewal, unless both parties agree to an extension of time.

Bend International School has submitted their written request to renew their charter and a public hearing was held on December 10, 2025. Should the Board choose to renew Bend International School's charter request, negotiations will begin and a final contract will be presented to the Board for final approval within the designated timelines above.

RECOMMENDED MOTION:

I move to approve Bend International School's charter contract renewal request and that the district begin contract negotiations with Bend International School.