

Regular Board Meeting
Wednesday, April 9, 2025 6:00 PM

Triangle Lake Charter School--Library
20264 Blachly Grange Rd.
Blachly, OR 97412

Agenda

1. **CALL TO ORDER**
2. **WELCOME GUESTS AND VISITORS**
3. **CHANGES OR ADDITIONS TO THE AGENDA**
4. **PUBLIC FORUM/COMMUNICATIONS**
5. **CONSENT AGENDA**
 - 5.1. **BOARD MINUTES**
 - 5.2. **FINANCIAL REPORT**
 - 5.3. **FIRST READ DISTRICT CALENDAR FOR 2025-2026**
 - 5.4. **SECOND READ BOARD POLICIES**
 - 5.5. **MOTION**
6. **REPORTS**
 - 6.1. **ENROLLMENT**
 - 6.2. **FACILITIES REPORT**
 - 6.3. **TRANSPORTATION & TECHNOLOGY REPORT**
 - 6.4. **STUDENT SERVICES REPORT**
 - 6.5. **PRINCIPAL'S REPORT**
 - 6.6. **INTERIM SUPERINTENDENT'S REPORT**
7. **UNFINISHED BUSINESS**
 - 7.1. **BOARD GOALS**
 - 7.2. **INTERIM SUPERINTENDENT CONTRACT REVIEW & DISTRICT SUPERINTENDENT STAFFING OPTIONS**
8. **NEW BUSINESS**
 - 8.1. **INTRODUCTION TO KITS**
 - 8.2. **INTEGRATED GUIDANCE PRESENTATION**
9. **ANNOUNCEMENTS**
 - 9.1. **UPCOMING BOARD MEETING**
10. **ADJOURN THE REGULAR MEETING**

Blachly School District #90

Code: BDDH-AR
Revised/Reviewed: 2/21/18; 11/17/21; 10/09/24

Public Comment at Board Meetings

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To provide public comment in person, if the opportunity is available on the Board agenda, please complete and submit the Intent to Speak card to the Board secretary prior to the meeting. Those attending virtually and want to provide public comment should notify the Board secretary by submitting an email to comments@blachly.k12.or.us as directed prior to the start of the meeting.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints published complaint procedures for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee’s rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.”

SEE FORM ON REVERSE

INTENT TO SPEAK

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board secretary prior the start of the meeting.

Name: _____ Phone: _____

Name of organization (if applicable): _____

Address: _____

Email (optional): _____

Topic or comment to be presented (brief description): _____

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure NX published complaint procedures. A hearing conducted by the Board regarding personnel may take place in an executive session.

The Board requests that a topic or comment is limited to three minutes or less.

Blachly School District #90

Code: BDDH
Adopted: 12/13/93
Revised/Readopted: 1/16/08; 11/19/08; 2/21/18;
1/19/22; 10/09/24

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to comments@blachly90.com . Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Regular Board Meeting
Wednesday, March 12, 2025 6:00 PM

Triangle Lake Charter School--Library, 20264
Blachly Grange Rd., Blachly, OR 97412

Attendance Taken at 6:00 PM.

Ciara Clark: Absent
Dwight Coon: Present
Meleah Drago: Present
Jeff Eastburn: Present
Derek Pennel: Present
Bev Schiesser: Present
Lenae Sjostrom: Absent

Present: 5, Absent: 2.

Attendance

Staff: Molly Rust, Katherine Tripp, Dustin Reese, Kelly Goodwin, Shane Benscoter, Sadie Mooney, Dennis Boyd,
Community: George Chagollan,
Attendance Update Taken at 6:38 PM.

Ciara Clark: Present

Present: 6, Absent: 1.

Attendance

Staff: Molly Rust, Katherine Tripp, Dustin Reese, Kelly Goodwin, Shane Benscoter, Sadie Mooney, Dennis Boyd,
Brooklyn Gilbert, Amanda Gast, Gwen Coon, Aariah Richardson, Kristin Dunten
Community: George Chagollan, Julie Nowacki

1. **CALL TO ORDER**

Board Chair Pennel called the meeting to order at 6pm.

2. **WELCOME GUESTS AND VISITORS**

3. **CHANGES OR ADDITIONS TO THE AGENDA**

Board Chair Pennel adds to the agenda, under new business, Item 10.4, subject: May Board Elections.

4. **PUBLIC FORUM/COMMUNICATIONS**

Public comments are accepted until the start of each meeting. To submit a comment, turn it in to the board secretary or email it in advance. A fillable Public Comment form, referred to in the attached AR, can be downloaded by clicking the menu/settings button. Written comments sent to comments@blachly.k12.or.us will be read during the meeting and should take less than three minutes. Verbal comments are limited to three minutes per person, with a total maximum of 15 minutes for all comments.

There was one public comment submitted from Julie Nowacki. She asked that the board chair read it aloud. The topic was communication.

5. **THE BOARD WILL RECESS THE REGULAR MEETING AND CONVENE EXECUTIVE SESSION**

The board will convene an Executive session pursuant to ORS 192.660(2):
(d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations.

Board Chair Pennel convenes the regular session at 6:05 pm.

6. **RECONVENE REGULAR SESSION**

Board Chair Pennel moved to ratify the TLEA contract for the 2024/2025 and the 2025/2026 school years as presented. This motion, made by Derek Pennel and seconded by Dwight Coon, Carried.

Ciara Clark: Absent

Dwight Coon: Yea

Meleah Drago: Yea

Jeff Eastburn: Yea

Derek Pennel: Yea

Bev Schiesser: Yea

Lenae Sjostrom: Absent

Yea: 5, Nay: 0, Absent: 2

Board Chair Pennel reconvened the regular session at 6:28pm.

7. **CONSENT AGENDA**

7.1. **BOARD MINUTES**

February 2024 board meeting minutes are attached for review.

There were no changes to the February minutes.

7.2. **FINANCIAL REPORT**

Business Manager Molly Rust has provided a financial report, the February check register and February Pro-Card Statements for the board to review.

Business Manager Molly Rust answers questions with regard to the check register. She presents the ProCard statements as well. Ms. Rust goes over the change summary and explains how the state budget works and how they fund the schools including how they use ADMr. The state had not done an update since last June. Ms. Rust gives the breakdown of the ADMr and why we had changes. She discusses the timber revenue.

Board Chair Pennel asks if this report includes the TLEA contract we just approved. Ms. Rust says no, she couldn't include that because it hadn't been approved yet. She does share that we are doing a deep dive on spending to the end of the year, as well as the salary expected.

Board Chair Pennel asks, we are seeing a number of contracts to entities at the federal level getting reduced, are we at risk for any of these we accounted for? Or is there any way of knowing that? Ms. Rust answers, we just can't know that, we haven't been informed of any changes whatsoever.

7.3. **SECOND READ BUDGET CALENDAR**

Interim Superintendent Bottensek shares there were no changes made from the first read of the budget calendar.

7.4. **FIRST READ BOARD POLICIES**

Board policies for first read include:

GBNAA_JHFF--Suspected Sexual Conduct with Students and Reporting Requirements--Required

GCAA--Standards for Competent and Ethical Performance of Oregon Educators--Optional

JHFF/GBNAA--Suspected Sexual Conduct with Students and Reporting Requirements--Required

Interim Superintendent Bottensek goes over the policies presented, and the changes made for our district.

7.5. **RESIGNATION**

Interim Superintendent Bottensek presents the retirement of JoAnn Angell from Blachly SD as of June 13, 2025.

Interim Superintendent Bottensek shares the retirement letter given to the board by Ms. Angell. She plans to retire at the end of this year's contract, but hopes to still be able to come back and help in different roles, such as subbing.

7.6. MOTION

Director Coon moved to approve the consent agenda as presented. This motion, made by Dwight Coon and seconded by Jeff Eastburn, Carried.

- Ciara Clark: Yea
 - Dwight Coon: Yea
 - Meleah Drago: Yea
 - Jeff Eastburn: Yea
 - Derek Pennel: Yea
 - Bev Schiesser: Yea
 - Lenae Sjostrom: Absent
- Yea: 6, Nay: 0, Absent: 1

8. REPORTS

8.1. ENROLLMENT

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
On Campus	16	14	20	11	20	21	8	19	21	13	17	17	11	208
TLCS Online	19	21	23	21	21	31	20	15	16	8	3	4	3	204
Out of District Placement														2

Total Enrollment: 414

The board reviews the enrollment, there were no questions.

8.2. FACILITIES REPORT

Maintenance Director, Shane Benscoter provided a maintenance update to the board.

Director Coon asks, when the seismic grant happened, did they give us a rating of the facility. Mr. Benscoter answers, the gym is rated for occupancy.

Board Chair Pennel asks if we know how the gym door got broken? Mr. Benscoter answers we never did find out.

Director Eastburn asks if more lights will be installed? Mr. Benscoter shares that yes, but he is not sure when that project will continue.

8.3. TRANSPORTATION & TECHNOLOGY REPORT

Transportation & Technology Director, Dennis Boyd provided an update to the board.

Director Schiesser asks if we are looking at putting a new bus in the budget? Mr. Boyd answers that he would like to, but right now we don't have the funds to do it. Director Eastburn asks how much we are paying per mile on the rental 4J bus? Mr. Boyd answers a lot per mile, but we don't use it except as a backup option. We just bought a bus last year and are still making payments.

Director Drago asks how much new routers are? Mr. Boyd answers \$10,000-

\$15,000. Our current one is LESD's and they are going away from this type of support, so eventually we will need our own.

Board Chair Pennel asks about backing up data? Mr. Boyd shares what he backs up nightly and how it is backed up. These are living files that people are in regularly.

Every 6 months Mr. Boyd tests this to make sure it is still working properly.

8.4. STUDENT SERVICES REPORT

Assistant Principal Katherine Tripp provided a report for the board.

Director Schiesser asks if the refresher of expectations is done class by class or as a large group? Ms. Tripp shares she will be visiting recesses and some of the classrooms for these refreshers.

Director Eastburn gives a shout-out to Ms. Tripp and Mr. Carl for coordinating tours as well as planning the state events. Student behavior was excellent, and we heard several compliments on our student behavior.

8.5. PRINCIPAL'S REPORT

Principal Brittany Bottensek shares a report with the board.

Director Schiesser asks what TNTP is? Ms. Bottensek answers it is the science of reading program that our elementary teachers are going through thanks to a grant that LESD has and is providing to districts.

Board Chair Pennel asks about the upcoming Health Adoption. Ms. Bottensek shares that, yes, we are moving forward with the health adoption. We are going to try to shift the approach this time, by providing the one ODE state approved curriculum at the elementary and secondary levels. The one that is approved for elementary is the one that we are already using in our elementary. Mr. Carl as the health teacher on campus attended the caravan show and was able to review the curriculum. Mr. Carl and Daniel from LESD plan to run a town hall type of curriculum review, where they can review and ask questions. This will happen later in Spring.

Director Drago asks how we are doing with diseases on campus? Ms. Bottensek shares we are not going through anything out of the ordinary. She would like to thank the board for supporting the nurse through LESD. Having her once a week is invaluable. Yes, we have had Hand, Foot and Mouth, but we have been told by Lane County Public Health that this is not a communicable disease that you have to report on, per the county. Director Schiesser asks if updates on what is going around, or this is seasonal, could be reported to parents? Ms. Bottensek says her and Ms. Erica have talked about this. We don't want to create alarm, but provide information that is educational. Ms. Erica also has information in the health room that is provided to the family and a phone call home from our nurse is happening to offer support.

Board Chair Pennel asks if we have noticed more illnesses affecting attendance? Ms. Bottensek says yes, we have periodically through this winter season, but we have not been to a number where the state considers closure. ParentVue use has been helping a lot with attendance reports from parents this year.

Ms. Bottensek shares a correction to the time of the student of the month assembly: It is at 3pm, not 8am.

8.6. INTERIM SUPERINTENDENT'S REPORT

Interim Superintendent Brittany Bottensek will give a report to the board.

Interim Superintendent Bottensek shares that we got our report that our School Nutrition Audit has been approved. We should be getting the final approval report soon.

Board Chair Pennel asks what Ms. Bottensek's approach to rolling up the budget will be? Are you doing a tops-down approach with the teacher supplies and staff projects? Interim Superintendent Bottensek shares that the staff can put in requests if they have budget requests above the norm, but there is no guarantee that those requests will be fulfilled. The most expensive thing we have in our budget is people. We start looking there, then we work our way down the requests.

Interim Superintendent Bottensek shares that we will be budgeting on a much more conservative number this year.

Director Schiesser asks about the stakeholder groups needed for the Accreditation?

Ms. Bottensek shares the required groups are students, staff and parents. The bulk of the information is being provided by a district group with some input from teachers.

The LESD service plan will get finished before budget so that this can be planned for during the budget process.

9. UNFINISHED BUSINESS

9.1. BOARD GOALS

The board will review their goals for the 2024-2025 school year and discuss progress and/or follow up needed.

Board Chair Pennel reviews the board goals and they discuss items that have been worked on or completed so far.

He gives an update on the Grange property discussions and what next steps are.

They are hoping to go over potential solutions from the county on doable solutions.

He shares the response from the audit firm. The response from the auditors' firm was essentially that those gaps were not the areas they were looking for. Their job is to make sure that the stipulations we receive around different grants or federal funds are handled appropriately. They do not help districts in the area of theft or fraud concerns.

Board Chair Pennel asks if we are at the right time to send out an RFP. Ms. Rust answers that we are probably too late with the summer audit approaching. Winter would be a better time to do it. The board agrees to plan to do this next cycle.

Director Schiesser asks when we will have our final audit. Ms. Rust says she has been told it is with the final reviewer. We were expecting to have it for this meeting.

She will continue to follow up and try to get it by the end of the month.

The board discusses if it would be worthwhile to meet with the auditors to discuss further how to have the right controls and protections in place. The board agrees they would like to meet with a representative from the audit firm. Board Chair Pennel will bring them in for a future board meeting, along with a presentation of what they provide for the cost.

Board Chair Pennel shares that they will be adding an agenda item to April's agenda to review and discuss the model moving forward next year with regard to admin/staffing plans for next school year.

Director Eastburn asks if all seniors are currently on track. Interim Superintendent Bottensek shares that, yes, as of first semester, every senior is on track to graduate.

10. NEW BUSINESS

10.1. APPROVE RENEWAL OF CONTRACT TEACHERS

All contract teachers are recommended for contract extension for the 2025-26 school year.

Board Chair Pennel moved to approve the contract extension for all contract teachers for the 2025-26 school year. This motion, made by Derek Pennel and seconded by Jeff Eastburn, Carried.

- Ciara Clark: Yea
 - Dwight Coon: Yea
 - Meleah Drago: Yea
 - Jeff Eastburn: Yea
 - Derek Pennel: Yea
 - Bev Schiesser: Yea
 - Lenae Sjostrom: Absent
- Yea: 6, Nay: 0, Absent: 1

Interim Superintendent Bottensek recommends the extension of all the current contract teachers except for Ms. Angell who put in her retirement.

10.2. PROBATIONARY RENEWAL TEACHER CONTRACTS

The attached list of probationary teachers are recommended for probationary renewal for the 2024-25 school year.

Director Eastburn moved to approve probationary renewals of the teachers as presented on the list provided. This motion, made by Jeff Eastburn and seconded by Dwight Coon, Carried.

- Ciara Clark: Yea
 - Dwight Coon: Yea
 - Meleah Drago: Yea
 - Jeff Eastburn: Yea
 - Derek Pennel: Yea
 - Bev Schiesser: Yea
 - Lenae Sjostrom: Absent
- Yea: 6, Nay: 0, Absent: 1

Interim Superintendent Bottensek shares some information about the recommendation to rehire the staff presented. With moving everyone to the next year or on to contract as presented. As well as the recommendation of the rehire of the admin listed.

10.3. APPOINT CHATT COMMITTEE MEMBERS

The following individuals are presented as appointees to the Chatt Scholarship Committee positions:

- Teacher: JoAnn Angell
- Community Member: Linda Avery
- Counselor: Kara Severino

Interim Superintendent: Brittany Bottensek
Financial Advisor/Secretary-Molly Rust (Non-Voting Member)
Board Member: *Board needs to appoint*

Director Schiesser moved to appoint the named individuals to the Chatt Committee positions as amended with Director Drago. This motion, made by Bev Schiesser and seconded by Derek Pennel, Carried.

Ciara Clark: Yea
Dwight Coon: Yea
Meleah Drago: Abstain (With Conflict)
Jeff Eastburn: Yea
Derek Pennel: Yea
Bev Schiesser: Yea
Lenae Sjostrom: Absent
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

The Interim Superintendent reminds the board that this is a continuous scenario that the board has done in the past. Director Drago has filled this in the past, and is willing to serve again.

10.4. **MAY BOARD ELECTIONS**

The board will discuss the upcoming May elections and the intention of those who currently sit in the seats coming up for re-election.

We have 4 seats coming up for re-election this May. Board Chair Pennel feels we should discuss formally everyone's intentions. Names must be submitted to the Lane County Elections office by March 20th to get on the ballot.

Zones coming up for election are two At Large Zones, Zone 2 and Zone 5.

Director Coon states he will not be running again after 30 years of service. This vacancy will be an At Large position.

Director Eastburn states he is still thinking about his choice, but he is leaning towards stepping down. He is occupying zone 2.

Director Drago states she plans to run again, and will be registering herself for the ballot. This is an At Large zone.

Board Chair Pennel states he will not be putting himself on the ballot again. That being said, if it so happens that he is written in or appointed, he will serve one more year, but won't commit to three more years. He is occupying zone 5.

11. **ANNOUNCEMENTS**

11.1. **UPCOMING BOARD MEETING**

The next Regular Board Meeting will be held on Wednesday, April 9th, at 6 pm.

12. **ADJOURN THE REGULAR MEETING**

Board Chair Pennel adjourned the meeting at 8:02pm.

Blachly School District
December 31, 2024

	Original Budget	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Estimate	Apr Estimate	May Estimate	Jun Estimate	Final Total	Over/ (Under)
Revenue															
State School Fund	5,423,724	903,626	451,542	451,542	451,542	451,542	451,542	-	-	-	448,382	296,302	-	3,906,019	(1,517,705)
State Timber Sales	100,000	-	100,000	-	-	54,986	-	314,673	564,464	-	-	-	-	1,034,123	934,123
Property Taxes	389,787	-	948	725	420	292,881	64,130	3,794	2,970	8,278	1,347	1,304	7,492	384,287	(5,500)
Federal Forest Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Earnings	70,000	4,361	7,568	8,702	8,522	7,943	9,226	8,006	5,670	4,542	4,200	3,600	3,161	75,500	5,500
Common School Fund	60,003	-	-	-	-	-	-	33,207	-	-	-	-	33,207	66,414	6,411
Other County Revenue	800	-	-	87	-	-	117	-	-	92	-	96	408	800	-
Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Small Grants	-	-	-	-	-	3,780	-	-	-	-	6,000	-	-	9,780	9,780
Lane ESD Flex Dollars	77,904	-	-	-	-	-	-	24,875	-	-	-	-	24,874	49,749	(28,155)
Miscellaneous	8,000	1,863	313	1	-	812	37	-	2,969	-	669	669	669	8,000	-
County School Fund	2,000	-	-	-	-	-	-	-	-	-	-	-	2,000	2,000	-
Indirect	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Fund Balance	132,561	79,359	-	-	-	-	-	-	-	-	-	-	-	79,359	(53,202)
Total Revenue	6,264,779	989,208	560,370	461,057	460,483	811,943	525,052	384,555	576,072	12,912	460,597	301,970	71,811	5,616,031	(648,748)
Expenditures															
Salaries	2,665,264	75,692	82,278	216,235	222,258	202,354	196,268	196,551	207,173	256,585	207,422	211,288	450,674	2,524,779	(140,485)
Benefits	1,708,730	37,159	43,301	128,077	136,613	124,951	124,840	128,216	132,463	148,035	131,605	133,155	288,873	1,557,288	(151,442)
Purchased Services	578,160	43,964	33,546	56,859	42,914	71,329	48,035	43,580	57,037	62,322	46,374	42,871	70,689	619,519	41,359
Supplies and Materials	386,177	36,517	21,136	27,097	22,419	33,201	27,654	10,948	27,748	18,110	43,163	44,259	39,924	352,177	(34,000)
Other	147,919	117,872	3,979	3,767	3,557	4,258	7,228	1,870	10,411	2,026	1,500	1,500	985	158,953	11,034
Transfers	278,315	-	-	-	-	-	-	-	-	-	-	-	228,315	228,315	(50,000)
Contingency	500,214	-	-	-	-	-	-	-	-	-	-	-	-	-	(500,214)
Total Expenditures	6,264,779	311,205	184,240	432,035	427,761	436,093	404,026	381,165	434,831	487,077	430,064	433,073	1,079,460	5,441,031	(823,748)
Ending Fund Balance	-													175,000	175,000

GENERAL FUND CHANGES

Adopted Budget Ending Fund Balance		<u>\$ 500,214</u>
REVENUE		
Common School Fund	6,411	
Gen Fund Grant	9,780	
Misc. revenue	-28,155	
State School Fund	-1,517,705	
State timber sales	934,123	
Beginning Fund Balance	-53,202	
TOTAL CHANGE TO REVENUE		<u>\$ (648,748)</u>
EXPENDITURES		
Salaries	140,485	
Benefits	151,442	
Services	(41,359)	
Supplies	34,000	
Dues, insurance	(11,034)	
Transfers	50,000	
TOTAL CHANGE TO EXPENDITURES		<u>\$ 323,534</u>
ROUNDING ADJUSTMENT	-	<u>\$ -</u>
CURRENT ENDING FUND BALANCE		<u>\$ 175,000</u>

NET CHANGE \$- 325,214



Triangle Lake Charter School 2025-2026 Year at a Glance

2025-26 will be a 4 day school week. Classes will be Monday-Thursday *unless otherwise noted

Semester 1

Semester 2

25 All staff report
 26 PD/No School
 27/28 Teacher Planning Day
 1 Holiday/No School
 2 **First Day of School 1st-12th Kindergarten ½ start**
 3 **Kindergarten ½ start**
 5 **MS/HS Only on Friday**

3 PD/No School
 31 Grading

6 4pm-8pm Parent Conferences
 7 8am-12pm Parent Conferences & PD
 24-28 Holiday/No School

12 PD/No School
 22-31 Winter Break/Holiday/No School

1-2 Holiday/No School
 19 Holiday/No School
 23 **School on Friday**
 29 End of Semester 1
 30 Teacher Grading Day

AUGUST/ SEPTEMBER 2025						
S	M	T	W	Th	F	S
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 Start of Semester 2
 6 PD/No School
 16 Holiday/No School
 21 **School on Friday**

13 PD/ No School
 23-26 Spring Break/No School

3 Grading
 9 4pm-8pm Parent conferences
 10 8am-12pm Parent conferences & PD
 24 Make up day if needed

8 PD/ No School
 15 Make up day if needed
 25 Holiday/No School
 29 **School on Friday**

4 **Last Day for Seniors**
 6 Graduation @ 1pm
 11 **Last Day for all Students**
 End of Semester 2
 12 Grading Day

1	All Staff Report	2	Make up days if needed
7	Teacher Professional Development	16	School Breaks- Non Holiday
	School Start/Stop	1	MS/HS Only
**	Kinder half starts 9/2-9/3	7	Holiday
2	Parent Conferences	5.5	Teacher Grading/ Planning Days
	No School		148 Total Student Days - 170.5 Total Contract Days

OSBA Model Sample Policy

Code: GBNAA/JHFF

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students⁴ are subject to this policy.

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or 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.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the Building Administrator or the Superintendent, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Building Administrator who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation GBNA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 4160 (2024).

OSBA Model Sample Policy

Code: GCAA
Adopted:

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC will promptly investigate complaints:
 - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

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 school 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:

- a. Touching or other physical contact:
 - (1) 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
 - (2) For which there is no sexual intent.
- b. 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
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) 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 when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.

8. “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.

The Competent Educator

The teacher or administrator 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.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. 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 teacher 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 demonstrates:

1. Skill in assisting individual staff members to become more competent educator 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 teacher 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 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 is responsible for evaluating.

Management Skills

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

The competent teacher 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 business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, 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 educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can

communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

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

The Ethical Educator

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

The ethical educator, 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. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator 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 educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, 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; and
5. Not use the district's or school's name, property or resources for non-educational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, 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
4. 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.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

House Bill 4160 (2024).

OSBA Model Sample Policy

Code: JHFF/GBNAA

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students⁴ are subject to this policy.

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or 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.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the Building Administrator or the Superintendent, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Building Administrator who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 4160 (2024).

BOARD MAINTENANCE REPORT FOR MARCH 2025

GYMNASIUM LIGHTING

Four LED Emergency lights were installed in the Gymnasium over spring break. The remainder of the Lighting upgrade is planned over the summer.

SPRING BREAK 2025

Spring Break cleaning was a bit of a challenge with the lack of staff. We were able to get some mowing and weed eating and outside chores done during the few dry days, but then we had to concentrate on the inside to get a moderate cleaning done on campus with the available help that we had.

The irrigation systems.... We haven't needed yet, but we did check the lower system for the Football Field and its primed and ready to go when we do.

We also have plans to get some fertilizer on the upper fields and lawns as we get deeper into spring.

BUDGET

I have been working budget items and a priority list for upcoming projects for the upcoming year.

Technology and Transportation

Board Report for April 2025

1. Processing new applicant for bus driver position.
2. Requested pricing on used 4J bus that we are currently renting from them.
3. Our google suite has been upgraded to Education Plus- This incorporates new capabilities that were not available in the basic. We have improved ability to recover data from every facet of the google suite. Increased investigative abilities and data protection modules. We also have access to Google AI and NotebookLM. These two features are enabled only for faculty as it is a fully functioning AI that is capable for solving an uploaded page of Algebra problems in about 2 seconds (yes, I tested it).
4. Beginning this summer, it is our intention to move away from Zoom online meetings and use the newly added capabilities of Google Meet. Part of the upgrade includes all the features required for classroom application (including complete operability with Google Classroom). This will also streamline our official district meetings, conversion to available viewable video on our website immediately following the meeting (usually next day availability).
5. With increased google classroom function, we will no longer need Canvas Gradebook as the classroom gradebook interfaces with Synergy (both ways).

Board Report – Student Services

April 2025

This month, our work centered on elevating student voices and strengthening collaboration with other small schools to enhance overall student services and support.

Joint Student Listening Session:

Triangle Lake hosted a student voice listening session with a large group of our middle and high school students in partnership with administrators from other small schools in our region. The focus of this session was to hear directly from students about their experiences with academic support, school culture, relationships with staff, and overall well-being. The feedback gathered was thoughtful, honest, and incredibly valuable in helping us identify opportunities to better meet student needs.

Collaboration with Small School Leaders:

Following the student session, we continued the conversation with fellow small school administrators, discussing common strengths and challenges we face in providing comprehensive student services in a small school setting. Key topics included strategies for improving student engagement, increasing access to supports, and creating more inclusive and responsive environments for all students.

We are excited to use the input from these sessions to guide future planning and to continue building strong, student-centered practices at Triangle Lake and beyond.

District Board Meeting: Triangle Lake Charter School Report

April 2025 Meeting

- **Parent-Teacher Conferences:**
 - **Thursday, April 10th 4pm-8pm & Friday, April 11th 8am-12pm**
 - **Zoom and in-person conferences are available for all grades K-12.**
 - **K-5 scheduled by appointment with teachers**
 - **6-12 drop-in, arena style with teachers**
 - **Zoom: 4/10/25 4pm-6pm & 4/11/25 10am-noon**
 - **In-person: 4/10/25 6pm-8pm & 4/11/25 8am-10am**
- **Oregon State Testing:**
 - **State testing in grades 3-8 & 11 will begin later this month.**
 - **April 28th-May 1st: Science State Testing (Grades: 5th, 8th & 11th)**
 - **May 5th-May 8th: Language Arts State Testing (Grades: 3rd-8th & 11th)**
 - **May 12th-May 15th: Math State Testing (Grades: 3rd-8th & 11th)**
 - **Opt-out forms are available on the website and printed copies in the office**
- **Outdoor School:**
 - **5th grade campers (in-person & online students) will be attending an overnight camp with TLCS high school counselors is rapidly approaching. I will have a full report and recap at the May meeting.**
- **Science Fair:**
 - **We are excited to be hosting a K-12 science fair again this year. Mark your calendar for Thursday, April 24th from 6pm-7:30pm, this is a drop-in event for families and community members. All projects will be displayed in the gym.**
- **Open House:**
 - **Thursday, May 8th from 5pm-7pm**
 - **Open House planning is underway. We plan to feed families and have a scavenger list happening around campus to get families to all areas of the campus.**
- **Natural Resources (LOLE) Field Trips:**
 - **Classes have begun taking their LOLE (Landmark Outdoor Learning Experience) trips and more are scheduled in the coming weeks.**
- **Upcoming Dates:**
 - **Sunday, 4/13-Thursday, 4/17: Outdoor School Camp (5th Grade)**
 - **Thursday, 4/24: K-12 Science Fair 6:00-7:30pm**

- **Saturday, 4/26: Family Dance 5pm-7pm**
- **Wednesday, 4/30: Student of the Month Assembly @ 8am**
- **Friday, 5/2: JR/SR Banquet @ 6pm**
- **Tuesday, 5/6: Health Curriculum Community Night 6pm-7:30pm (Library)**
- **Thursday, 5/8: Open House 5:30pm-7:30pm, Kindergarten Information Night in Room 23 @ 5:30-6:00pm**
- **Saturday, 5/10: Prom @ 8pm**

April 2025 District Board Meeting

Interim Superintendent Report - Ms. Bottensek

Center for Educational Leadership (CEL) Administrator PD

- **School Administrators continues our professional development with other rural school administrators. We hosted three other districts on Thursday, April 3rd as we participated in Focused Listening Sessions with TLCS students. We will continue to work with this group next school year.**

Rural School Districts Common PD Days

- **The five rural school district superintendents have aligned four common PD dates to support meaningful cross county professional development and PLCs.**
 - **October 3rd**
 - **December 12th**
 - **February 6th**
 - **May 8th**

Accreditation Update:

- **Our accreditation process is complete! Our district team met with our Cognia reviewer on the morning of Wednesday, April 2nd for our Introductory Presentation. Later in the day our reviewer met separately with a group of high school students, staff members and parents. On Monday, April 7th our district team had our exit meeting and learned we “passed” and will be re-accredited for the next five school years. Year one of our next accreditation cycle is the 2025-26 school year.**

2025-26 Budget Process Update

- **We are in the middle of preparing the budget document. Our plan is still to have budget books available for anyone who would like to review them prior to the first Budget Committee Meeting on April 30, 2025.**

Board Goals 2024-2025

Blachly School District #90

1. Focus on addressing and/or completing key operational tasks of the District
 - Accreditation renewal
 - TLEA contract
 - Triangle Grange property boundary resolution
 - Address control gaps identified in District investigation
 - Long-term superintendent/admin staffing model/plan in place

2. Provide the needed focus, resources, and training to improve (and maintain) District graduation rates above Oregon state averages (81.3% for most recent cohort.)



BLACHLY
SCHOOL DISTRICT 90
EDUCATIONAL EXCELLENCE

2025-27 Integrated Application Presentation to Governing Board

Contents

- Purpose of Presentation
- Background & Context
- Community Engagement & Needs Assessment
- Plan Overview
- What's Next

Purpose for Presentation

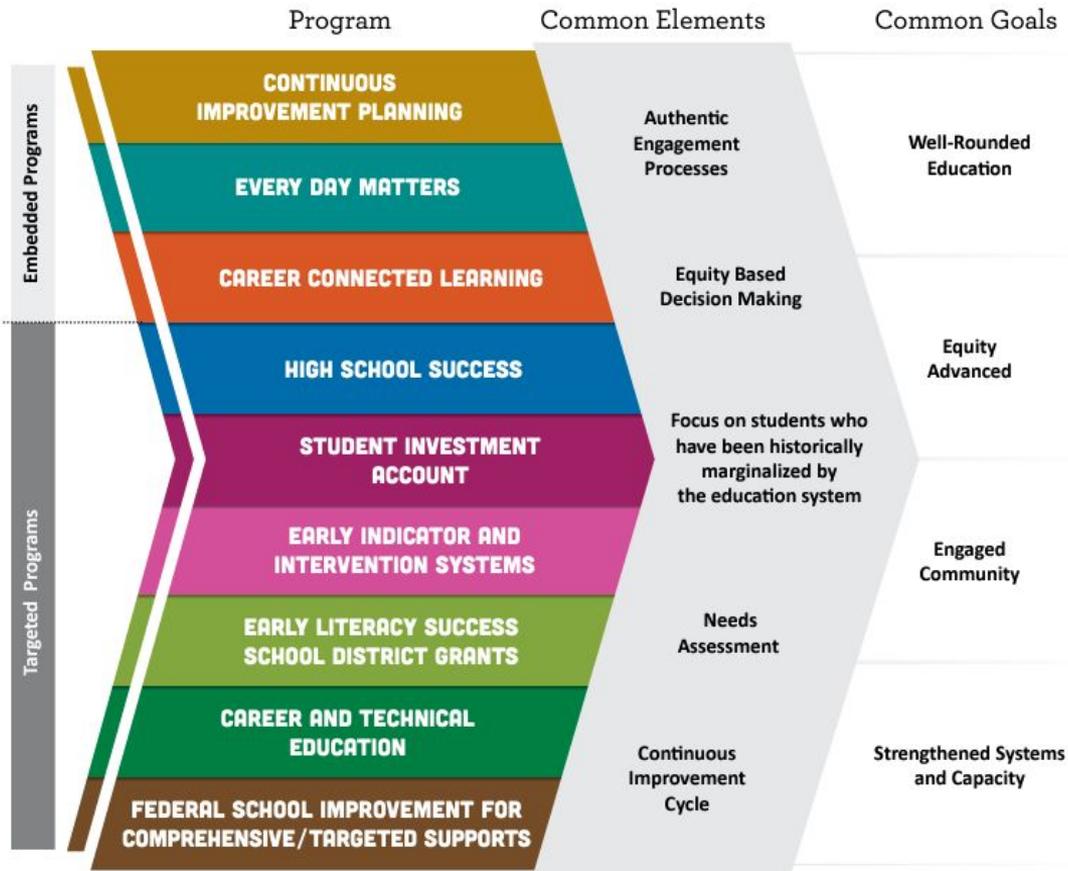
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Reviewing and Using Regional CTE Consortia Inputs

Needs Assessment Highlights

Our needs assessment process:

1. analyzing disaggregated data,
2. reflecting on progress towards our 23-25 integrated plan
3. setting priorities for the next four years.

We reviewed the following data sources:

- student climate survey,
- disaggregated CTE enrollment data,
- longitudinal and disaggregated state assessments
- attendance,
- graduation and
- 9th grade on track data.

- ★ we have consistently better attendance than state average, although our high school attendance has been lower lately
- ★ we are consistently underperforming in mathematics and participation in state testing is dropping;
- ★ our graduation rate generally tracks with the state average, although 22-23 was a hard year;
- ★ our student climate survey data shows MS and HS students feel supported but many students felt teachers did not take time to get to know them.
- ★ MS students lacking a future-ready orientation.
- ★ when students have choice in their course enrollment, their performance is significantly better.
- ★ Students with disabilities are attending and performing at lower rates than like peers in the state.

Community Engagement Highlights

- Accreditation Events
- Student Climate Survey
- Community Events
- Athletic Events
- Staff Surveys
- Portrait of a Graduate

- ★ students generally feel safe, although students identifying as an underserved race feel less safe.
- ★ our staff is proud of relationships with students
- ★ our families and community still place a high priority on facility improvements

Outcomes A & B

A	Promote a culture of college and career readiness to increase opportunities around career technical education and ensure academic excellence for all.
A1	Improve core instruction using AVID strategies across all academic classes.
A2	K-12 data teams meet monthly to create deeper tiered intervention systems to ensure all students receive inclusive instruction with special attention to students receiving special education services .
A3	Expanding the diversity of college and career knowledge and opportunities in grades 6-12 .
A4	Implement portrait of a graduate through rubric development and backwards design curriculum K-12.
A5	Implement transition plans for grades 6-7 and 8-9.
B	Establish future ready facilities to ensure students have access to safe, inclusive environment and modern facilities.
B1	Expand academic spaces to support project based learning and other curricula.
B2	Expand early childhood education opportunities.

Outcomes C & D

C	Cultivate a school culture where every person feels safe and a sense of belonging reflected through increased attendance and positive climate data.
C1	Focus on supporting staff and students Social Emotional Learning in order to create a safe and inclusive environment.
C2	Support student engagement with PBIS
C3	Build connections between brick and mortar and online education opportunities
C4	Create ongoing opportunities for student and community engagement and feedback.
D	Improve early literacy outcomes by implementing research-based curriculum and instructional strategies aligned with Oregon's Early Literacy framework.
D1	Targeted interventions, scaffolded instruction, and integrated reading and writing activities.
D2	Ongoing professional development for educators on utilizing formative assessments to monitor student progress.
D3	Implement research-based elementary literacy curriculum and assessments.

Our aligned budget

- Early Literacy
 - \$62,546.20
- Early Indicator Intervention System (EIS)
 - \$1211.31
- High School Success (HSS)
 - \$68,956.79
- Student Investment Account (SIA)
 - \$430,993.43
- **TOTAL 2025-26 Allocation Budget: \$563,707.73**

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

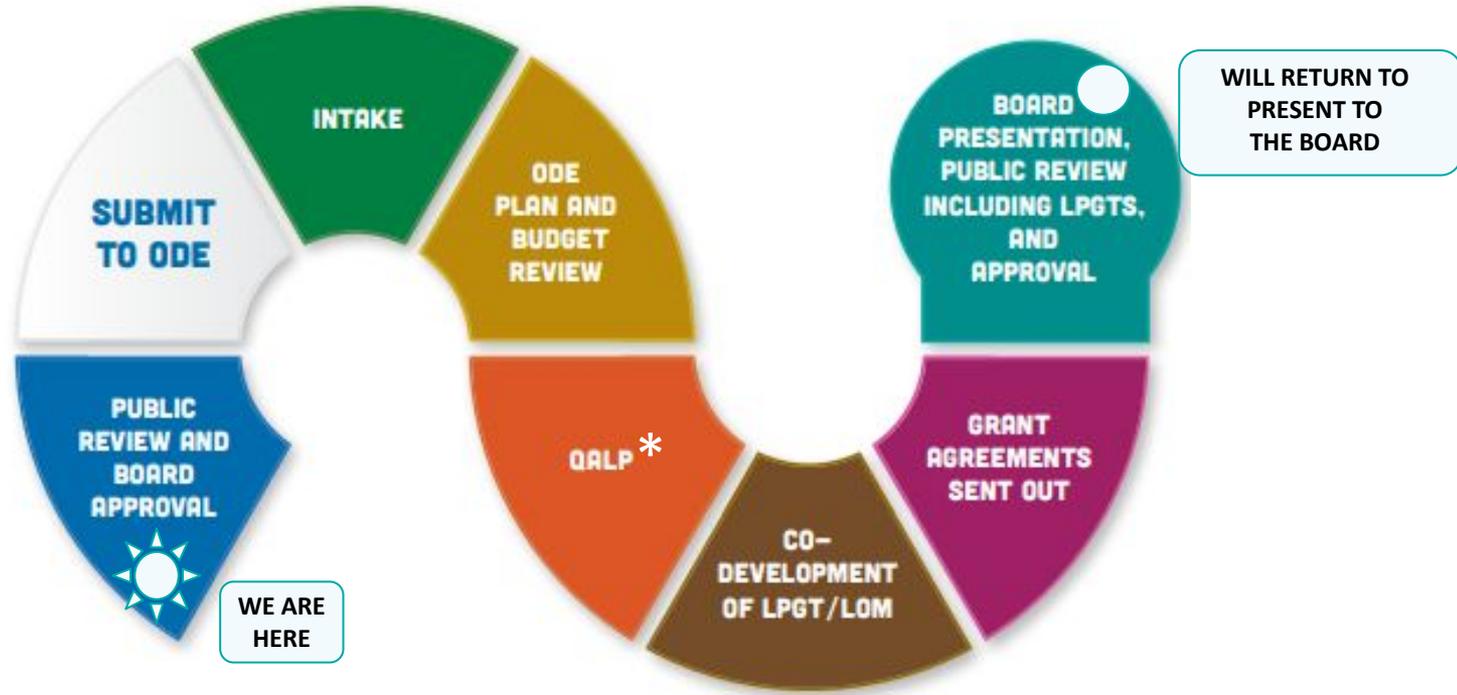
Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

*Grantees may also set local optional metrics

What Happens Next?



Questions & Comments



Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Our needs assessment team consisted of our district leadership team: superintendent/principal, our building administrator, administrative staff, special education staff and both classified and certified educators. Our needs assessment process involved analyzing disaggregated data, community engagement feedback, reflecting on progress towards our 23-25 integrated plan and setting priorities for the next four years. We reviewed the following disaggregated data sources: course grades, student survey data, special education student interview data, CTE enrollment data, longitudinal state assessment, attendance, graduation and 9th grade on track data.

We noticed the following trends across all students: we have consistently better attendance than state average, although our high school attendance has been lower lately; we are consistently underperforming in mathematics and participation in state testing is dropping; our graduation rate generally tracks with the state average, although 22-23 was a hard year; our student climate survey data shows MS and HS students feel supported but many students felt teachers did not take time to get to know them. We also noticed our MS students lacking a future-ready orientation. Additionally, we noticed when students have choice in their course enrollment, their performance is significantly better.

Students receiving special education services report positive feedback around receiving help when they need it and that they feel safe. These students consistently perform lower than like peers across the state on state assessments and attend school at lower rates.

For students navigating poverty we noticed similar patterns in academic performance and attendance. On climate survey data, 33% of students who identify with an underserved race said school was unfriendly (11% for white), 39% of White identifying students said school was “warm” compared to 9% for students identifying as an underserved race.

As a result of our needs assessment process we have shifted the following priorities in our plan: we have focused our efforts under outcome A to improve core instruction through AVID strategies and implement our data teams regularly and with intentional focus on our intervention systems for students receiving special education services. We plan to leverage

student performance in choice-based courses and respond to MS students lack of future orientation by expanding the diversity of college and career knowledge and opportunities in grades 6-12, implement transition plans for grades 6-7 and 8-9; implement portrait of a graduate through rubric development at K-8 and backwards design curriculum to increase coherence and engagement; and, expand academic spaces to support project based learning and other curricula.

Equity Advanced

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support [prioritized focal student groups](#). **(250 words)**

Our equity lens was used throughout our planning and budgeting process by consistently asking ourselves who was being served and who was not. We prioritized student navigating poverty and students receiving special education services in our planning process because these students are consistently being underserved. The following strategies in our district's plan demonstrate our prioritization of these groups of students: K-12 data teams meet monthly to create deeper tiered intervention systems to ensure all students receive inclusive instruction with special attention to students receiving special education services; targeted interventions, scaffolded instruction, and integrated reading and writing activities; ongoing professional development for educators on utilizing formative assessments to monitor student progress; and focus on supporting staff and students Social Emotional Learning in order to create a safe and inclusive environment.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students? **(250 words)**

To address the cultural, social, emotional, and academic needs of students, including those of our focal students, we plan on offering social emotional learning professional development for teachers, staff, and administrators throughout the biennium 2025-2027 focused on our Wayfinder curriculum. Additionally, we added the strategy "create ongoing opportunities for student and community engagement and feedback" this year and we intend to respond to these on-going engagements with student and community responsive/led professional learning experiences for staff.

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?**(250 words)**

Students navigating houselessness in our district have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations is designated by the district to carry out duties as required by law. Our district ensures that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to our district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, our district's liaison for homeless students.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. **(250 words)**

We ensure that students who receive specialized services are able to continue to participate in CTE courses ranging from beginner to advanced classes. Our IEP teams are creative with when and where services are being provided to students throughout their school day allowing students to both engage in their CTE program of study and receive their specialized services.

We continue to provide academic groups after school to support learning in CTE. Additionally, we are part of a strong consortium that provides multiple activities throughout the county that has identified participants in non-traditional fields and provide exposure and opportunity. Through our Lane ESD CTE Consortium, we receive support through female leadership/representation with instruction in Construction/Manufacturing career learning area via HOPE Factory and recruitment of industry partners that reflect non-dominant gender representation in CTE learning areas historically and currently dominated by a single gender.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and [Oregon's Early Literacy Framework](#). **(250 words)**

We have made no updates to our Program Review Tool.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *[No narrative response required. A Smartsheet link will be provided.](#)*

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?(250 words)

Our district only uses instructional materials from the State Approved list which is aligned to state and national standards. We have PLC vertical alignment with our K-5 grade curriculum meetings as well as our secondary content area teachers that do vertical alignment in all subject areas.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. (250 words)

We have an AVID site team that determines the instructional focus for the year that is set on a 5-year implementation plan. Once this is determined by the team, it is determined the necessary professional development for staff. The professional development we offer teachers is UDL, SEL, AVID, and rubric work related to Portrait of Graduate skills. Our elementary staff are consistently engaged with TNTP early literacy professional development.

We also use the Danielson Framework in our Evaluation process for certified teachers. Staff are provided ongoing evaluation feedback through the tools developed in formal and informal observations and post-observation meetings. Teachers that need additional support related to the Danielson standards are provided additional professional development through the ESD.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?(250 words)

We have continued to share detailed information about the school through monthly newsletters and weekly at a glance through ParentSquare posts. We also hold community events at our school, as it is the only central location for events in our community. We also share our vision and stance on safety and encouraged participation with our local community on how we can provide a safe environment for all.

6. How do you ensure students have access to strong school library programs?(250 words)

Blachly SD uses Lane ESD to provide our Library Assistant with the tools they need to help our students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our staff on collection development, and helps with our library computer system. Our K-5 students visit our library on a weekly basis with their teacher for library instruction and book selection. Our 6-12 have access to the library throughout their school day. Additionally, our "graphics anonymous" club meets weekly in the library; this club is a wonderful place for students to find both community and safety to share across identities with support from our library assistant.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation? **(250 words)**

Our intervention for students who experience depression, anxiety, stress, and challenges with dysregulation include access to social emotional learning curriculum and access to a school-based counselor. We monitor the effectiveness of these interventions through family communication, one-on-one meetings with students and through whole school student climate surveys.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**(250 words)**

By implementing AVID district-wide, there is a focus on supporting the academic success of all students, specifically focal group students, and providing interventions as needed. Our monthly data teams monitor the effectiveness of these interventions. Those that are exceeding state and national standards are provided extension opportunities within their content areas, as well as PBL in all subject areas. Our district offers a myriad of services to enhance the learning of students who have exceeded state and national standards during and after school. We provide enrichment opportunities during the school day such as (Battle of the Books, Lego Robotics, Family TAG Nights). Our secondary students are offered advanced courses in the areas in ELA and Computer Science through Dual Credit and paid credits paid through public Community Colleges.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.**(250 words)**

We are not planning to develop any new CTE Programs of Study.

10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.**(250 words)**

Our teachers will work across schools, buildings, and regions to find the resources to build partner networks, create WBL programs, and support students as they enter into these opportunities, and support businesses as they take in and train students. We engage with the Regional Advisory Committee meetings happening in partnership with industry partners, our CTE teachers, and Lane CC by career area. Through our Lane ESD CTE Consortium, we will receive support with the development of classroom Workplace Simulations as an equitable and accessible WBL option and with 'Real World' a Lane ESD sponsored program for teachers

and industry partners to co-develop in-classroom industry connected project based learning units or workplace simulations.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. **(250 words)**

We have partnerships with our Lane ESD and consortium to provide integrated opportunities through internships during the summer, industry tours and postsecondary opportunities. With support from LESD, we have opportunities to access alternative dual credit certification options (Lane Regional Promise). Through the Lane Career Academy, our students have the opportunity to earn up to (12) Lane CC credits towards Construction/Manufacturing.

We currently offer early college opportunities with 5 different Community Colleges across the state. Our students that are in our county can attend Lane Community College in their Early College program. College Now opportunities are available in every CTE career learning area through Lane CC and other community colleges around the state. Additionally, we participate in High School Promise locally and Willamette Promise that provides Dual credit for students. Students can also attend UO and Ducklink and receive postsecondary credit through that program. Our students that are virtual in our TLCS online program are able to attend their local Community College and we have partnerships with LCC, MHCC, and Clackamas Community College.

Engaged Community

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced? **(250 words)**

Over the past year we significantly strengthened our community engagement through the development of our Graduate Profile, a process designed to identify the skills and dispositions necessary for students to thrive in college, career, and life. This initiative brought together diverse stakeholders and empowered their voices to shape a shared vision for student success.

We convened a Graduate Profile Task Force, which included district and school leaders, teachers, and community partners. The Task Force explored the purpose and promise of a Graduate Profile and led the process of gathering meaningful feedback from all stakeholders. Focus groups were held with high school students, families, staff, and community members, ensuring focal student voices were prioritized alongside broader perspectives. Task force members were passionate advocates for focal student populations to ensure all student needs were met through the plan.

During these focus groups, participants reviewed examples of future-ready skills and provided valuable insights on those most relevant to our students' success. This data, combined with research on the evolving demands of college and career, guided the Task Force in drafting our Graduate Profile. The draft was then shared districtwide for additional input, ensuring stakeholders remained at the heart of the process. This collaborative effort reflects our commitment to inclusive engagement, elevating the voices of our students, families, and staff to create a shared, forward-looking vision for learning and success. The barriers that remain include ongoing community commitment to engage over a period of time, as opposed to getting community members to respond to a one-off survey.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.) **(250 words)**

When writing the integrated plan, we engaged focal students and families in the following ways: disaggregated student climate survey, targeted K-5 special education student interviews, 6-12 special education student surveys and special education family surveys.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.) **(250 words)**

When writing the integrated plan, we engaged both classified and certified staff in the following ways: data dive on disaggregated student climate survey data with goal setting that informed our district plan and a staff climate survey that district leadership used in plan formation. Classified and certified staff were a part of our district strategic planning team that ultimately created our integrated plan.

Outcome of Engagement

7. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning. **(250 words)**

When we reflect on all of our community engagements during the 2023-2025 school years, we have learned that our students generally feel safe, although students identifying as an underserved race feel less safe. We have learned that our staff are proud of their individual relationships with students but strive to create more individualized lessons to meet students needs. We have learned that our families and community still place a high priority on facility improvements. In light of this learning, we are maintaining our focus on facilities in Outcome B and on school climate in Outcome C and we have made edits to Outcome A and the aligned strategies to more create more responsive learning experiences for students.

Strengthened Systems and Capacity

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?(250 words) ☒

Blachly SD believes in supporting our new teachers by connecting them with a mentor for the first year of hire. These mentors were provided with facilitation resources and trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being. Our beginning teachers also participate in our Summer AVID Institute that provides them 4 days of team-building with staff, and best practices in classroom instruction. They also receive a day of SEL training for new staff. Finally, we have been intentional in looking at ways to recruit educators of color to represent and expose our students to educators of different backgrounds.

In all of our schools at each level, whether in-person or virtual online program we have data teams in place that meet monthly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The data team then works to identify what interventions they might implement for those students. We also have a push-in and pull-out combined model where our Special Education program IAs push-in to support students and general education teachers, where our Special Education teachers pull-out and provide focused 1-1 or small group instructional support.

Secondary data teams also track our 9th grade on-track success and discuss interventions and strategies in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track. Additionally, the administrator and team lead use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

2. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.(250 words) ☒

TLCS is currently using PBIS in our school. Our assistant principal and our academic counselor are working on a more consistent process and evidence-based behavior-management strategies from Restorative Practices. Additionally, a small team regularly engages in behavior data analysis, including disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data.

3. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. **(250 words)**☒

Our District is connected to a regional network of industry partners who are ready and eager to engage with classrooms (K-12) in a variety of ways - from classroom presentations to support with student projects via a regional database, Grouptrail. We have opportunities to engage in regional events and programs in partnership with industry and Lane CC collaboration that build student skills related to careers e.g. SLICE (regional Culinary event at Lane CC), Fire School, MedSplash (intensive health career exploration), Youth Trades Academy, and other LCC and Connected Lane County career-connected learning events, such as Hands on Career Day (LCC), Diesel Day (LCC), Sand and Gravel Day, Middle School Career Expos (CLC), job shadows (CLC), and internships (CLC). We have access to a regional program of 'Educator Externships' which supports teachers to learn about current trends and opportunities in career areas so as to better prepare their students for those careers and connect to classroom learning. All students have access to the BOLI Lane Pre-Apprenticeship Programs in Construction Trades (PACT) and Manufacturing (PAM).

Our academic counselor meets with every student to review their interests and provide direction for the CTE course offerings. Additionally, if we have students that have additional career exploration interests, they can attend Lane Community College full-time or UO Ducklink program to pursue those interests. We also hold a curriculum night with our MS families and students to share all of the pathway opportunities for students in the Spring for fall enrollment. We will hold a curriculum night with our MS families and students to share all of the pathway opportunities for students in the Spring for fall enrollment. This will be connected to our Spring Parent Conferences and AVID Family night. We also ensure our focal group students will meet with our academic counselor, senior AVID advisor and college and career counselor to support their interests in non-traditional fields. These focal groups are our students by gender, students of disabilities and students of poverty.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date

information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy?

- General Fund
- Student Investment Account (SIA)
- State School Fund SSF
- Title I
- Title II
- Title III
- Title IV
- N/A (less than 50 ADMw, no match required)
- Other

If you answered "Other" on #2, please describe below:

3. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes

If you answered "Other" on #3, then please describe below:

Feedback

1. How can ODE support your continuous improvement process? **(250 words)**

To support our district in engaging with a continuous improvement process, ODE can maintain the personalized coaching grant that supports our TNTP early literacy professional development, reduce the amount of duplicative reporting required on grant-in-aid and adequately fund early literacy so that we can implement all the required components of this grant.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for

growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. **(500 words or less) Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Over the next four years, our district looks forward to working towards the following outcomes using the aligned strategies: develop a culture of college and career readiness to increase opportunities around career technical education and ensure academic excellence for all through improving core instruction using AVID strategies across all academic classes; K-12 data teams meeting monthly to create deeper tiered intervention systems to ensure all students receive inclusive instruction with special attention to students receiving special education services; expanding the diversity of college and career knowledge and opportunities in grades 6-12; implementing portrait of a graduate through rubric development and backwards design curriculum K-12 and implementing transition plans for grades 6-7 and 8-9. Create future ready facilities to ensure students have access to safe, inclusive environments and modern facilities through expanding academic spaces to support project based learning and other curricula and expanding early childhood education opportunities. Cultivate a school culture where every person feels safe and a sense of belonging reflected through increased attendance and positive climate data by focusing on supporting staff and students Social Emotional Learning in order to create a safe and inclusive environment; supporting student engagement with PBIS; building connections between brick and mortar and online education opportunities and creating ongoing opportunities for student and community engagement and feedback. Improve early literacy outcomes by implementing research-based curriculum and instructional strategies aligned with Oregon's Early Literacy framework through targeted interventions, scaffolded instruction, and integrated reading and writing activities; ongoing professional development for educators on utilizing formative assessments to monitor student progress and implementing research-based elementary literacy curriculum and assessments.

Our rationale for this approach is because it represents continuity with current work while also being responsive to the results of our needs assessment and the feedback we received through our community engagements. These efforts will work towards addressing the co-developed LPGTs because they target academic needs from our needs assessment with targeted supports for focal students who have been underserved. We believe this plan addresses both our strengths and areas for growth identified in our needs assessment in that it leverages existing systems, like PBIS and AVID, while being responsive to the results of our needs assessment.

Outcome and Strategy	<u>Proposed Activity</u>	Early Lit Activity Budget (25-26)	EIIS Activity Budget (25-26)	HSS Activity Budget (25-26)	SIA Activity Budget (25-26)	Total Activity Budget (25-26) (Autosum)
--	Total Allocation 2025-26:	\$62,546.20	\$1,211.31	\$68,956.79	\$430,993.43	\$563,707.73
--	Total Budgeted Amounts (Autosum):	\$62,546.20	\$1,211.31	\$68,956.79	\$430,993.43	\$563,707.73
--	Unbudgeted (Autocalculate):	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
S3	Sample		\$2,500.00		\$65,000.00	\$70,750.00
--	Indirect/Administration	\$3,127.31		\$3,447.84	\$21,549.67	\$28,124.82
C3	Certified Online Teacher				\$81,911.00	\$81,911.00
C3	Certified Online Teacher - Benefits				\$54,908.84	\$54,908.84
A5	Certified Counseling Services				\$94,759.00	\$94,759.00
A5	Certified Counseling Services - Benefits				\$38,376.89	\$38,376.89
A1	AVID, Career, Transition instruction - Salary				\$41,671.04	\$41,671.04
A1	AVID, Career, Transition instruction - Benefits				\$20,135.25	\$20,135.25
C1	Attendance Secretary - salary				\$25,489.80	\$25,489.80
C1	Attendance Secretary - benefits				\$10,341.72	\$10,341.72
A2	Student Information System		\$1,211.31		\$23,353.69	\$24,565.00
A3	Certified CTE Teacher - Construction			\$32,767.99		\$32,767.99
A3	Certified CTE Teacher - Construction - Benefits			\$11,200.53		\$11,200.53
A3	Certified 8th Grade STEAM Teacher			\$10,200.00		\$10,200.00
A3	Certified 8th Grade STEAM Teacher - Benefits			\$3,366.00		\$3,366.00
A3	College Industry Field Trips			\$2,000.00		\$2,000.00
A3	Dual Credit Course Opportunit			\$3,011.00	\$6,989.00	\$10,000.00
A3	Supplies - Well-Rounded Education			\$2,963.43		\$2,963.43
C4	Community Engagement Nights	\$1,000.00			\$3,007.53	\$4,007.53
C1	Wayfinder				\$8,500.00	\$8,500.00

D1	Literacy Intervention Teacher k-3	\$43,671.50				\$43,671.50
D3	Additional Intervention Curriculum	\$9,747.39				\$9,747.39
D1	Early Literacy Supplies	\$500.00				\$500.00
D1	Classified staff for Literacy Testing	\$2,500.00				\$2,500.00
D2	Early Literacy Professional Development	\$2,000.00				\$2,000.00