



## School Board Regular Meeting Agenda

May 13, 2025, 5:30 PM

### Location:

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

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
3.	<b><u>Review of Agenda</u></b>	<b>4</b>
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
	<b>Attachments:</b>	
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4.	<b><u>District Recognitions</u></b>	
	A. Student Voice Council Seniors	
	<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
	B. Champion for Students Award	
	<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
5.	<b><u>Student Voice Council Report</u></b>	
	<b>Speaker(s):</b> Student Voice Council Leadership	
6.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<b><u>Consent Agenda</u></b>	
	<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
	A. Approval of Minutes	8
	<b>Description:</b> April 8, 2025, Regular Meeting, and April 22, 2025, Work Session	
	<i>Reference: ORS 192.650 and ORS 332.057</i>	
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<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	

12. Director Comments

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

13. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for June 17, 2025.



## School Board Regular Meeting Agenda

May 13, 2025, 5:30 PM

### Location:

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

1. **Call to Order**

**Speaker(s):** Marcus LeGrand, Board Chair

2. **Pledge of Allegiance**

**Speaker(s):** Marcus LeGrand, Board Chair

3. **Review of Agenda**

**Speaker(s):** Marcus LeGrand, Board Chair

4. **District Recognitions**

A. Student Voice Council Seniors

**Speaker(s):** Dr. Steve Cook, Superintendent

B. Champion for Students Award

**Speaker(s):** Dr. Steve Cook, Superintendent

5. **Student Voice Council Report**

**Speaker(s):** Student Voice Council Leadership

6. **Public Comment**

**Speaker(s):** Marcus LeGrand, Board Chair

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

7. **Consent Agenda**

**Speaker(s):** Marcus LeGrand, Board Chair

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

A. Approval of Minutes

**Description:** April 8, 2025, Regular Meeting, and April 22, 2025, Work Session; *Reference: ORS 192.650 and ORS 332.057*

B. Approval of Personnel Recommendations

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

C. Resolution 1989: 2024-25 Supplemental Budget

8. **Consent for Information**

**Speaker(s):** Dr. Steve Cook, Superintendent

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

- A. Follow-up to Board Comment
- B. Approval of Administrative Policies and Regulations
- C. REPORT: Executive Limitation 4.5: Student Transportation
- D. REPORT: Executive Limitation 4.7: Technology

9. **Reports**

- A. Math 2 Curriculum Adoption

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

10. **Action Items**

- A. Middle School Science, 9th Grade Science, and Health Curriculum Adoptions

**Speaker(s):** Dr. Steve Cook, Superintendent

11. **Superintendent's Report**

**Speaker(s):** Dr. Steve Cook, Superintendent

12. **Director Comments**

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

13. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for June 17, 2025.



## Orden del día de la reunión ordinaria del Junta Directiva Escolar - BORRADOR

13 de mayo de 2025, 5:30 PM

### Ubicación

Centro de Educación, Board Room #314  
520 NW Wall Street  
Bend, OR 97703

1. **Llamada al orden**

**Ponente (s):** Marcus LeGrand, Presidente

2. **Juramento a la bandera**

**Ponente (s):** Marcus LeGrand, Presidente

3. **Revisión de el orden del día**

**Ponente (s):** Marcus LeGrand, Presidente

4. **Reconocimientos del distrito**

A. Consejo de Voz Estudiantil de estudiantes de ultimo año

**Ponente (s):** Dr. Steve Cook, Superintendente

B. Premio Defensor de los Estudiantes

**Ponente (s):** Dr. Steve Cook, Superintendente

5. **Informe del Consejo de la voz estudiantil**

**Ponente (s):** Liderazgo del Consejo de la voz estudiantil

6. **Comentario público**

**Ponente (s):** Marcus LeGrand, Presidente

**Descripción:** Este es el tiempo provisto para que las personas se dirijan a la Junta. Las solicitudes de comentarios públicos se aceptan por adelantado a través del Formulario de Google hasta las 5:00 p.m. del día de la reunión, tanto para comentarios en persona como virtuales. Las personas también pueden registrarse para comentarios públicos el día de la reunión según el espacio disponible, de acuerdo con el Proceso de gobernanza 6 (GP-6). Se aceptarán registros en persona en la puerta de la sala de juntas hasta las 5:35 p.m. del día de la reunión.

7. **Consentimiento de el Orden del día**

**Ponente (s):** Marcus LeGrand, Presidente

**Description:** Los puntos de carácter rutinario se incluyen en el Orden del día consensuado. Cualquier punto incluido en el orden del día puede retirarse a petición de cualquier miembro del Consejo antes de que se proceda a la votación. Todos los puntos restantes del orden del día se eliminan en una sola moción.

A. Aprobación de actas

**Descripción:** 8 de abril de 2025, Reunión Ordinaria y 22 de abril de 2025, Sesión de Trabajo

**Referencia:** ORS 192.650 and ORS 332.057

B. Aprobación de las recomendaciones de el personal  
**Descripción:** Administrativo, autorizado, Clasificado, y personal confidencial Contrataciones recomendadas, Renuncias, y jubilaciones.  
*Referencia: ORS 332.505*

C. Adopción de las políticas de la junta directiva

D. Adopción del currículo de ciencias de la escuela secundaria y del noveno grado

E. Resolución de 1989

8. **Consentimiento para obtener información**

**Ponente (s):**Dr. Steve Cook, Superintendente

**Descripción:** Los elementos que son de naturaleza rutinaria y solo para fines informativos se colocan en el Consentimiento para información.

A. Seguimiento de los comentarios de la Junta Directiva

B. Aprobación de Políticas y Reglamentos Administrativos

C. INFORME: Limitación Ejecutiva 4.5: Transporte Estudiantil

D. NFORME: Limitación ejecutiva 4.7: Tecnología

9. **Elementos de acción**

10. **Informes**

A. Adopción del currículo de matemáticas de secundaria

**Ponente (s):** Dean Richards, Director de Currículo, Instrucción y Sistemas de Secundaria

11. **Discusión**

A. Revisión de las políticas de la junta directiva

**Ponente (s):** Marcus LeGrand, Presidente

**Descripción:** Políticas de la junta directiva, procesos de gobernanza, limitaciones ejecutivas, fines de la junta directiva y vínculos del personal de la junta que requieren la revisión de la junta escolar. Se aceptan comentarios del público sobre las políticas en revisión comenzando a través del formulario de Google.

12. **Informe de Política y reglamentos administrativos**

A. Revisión de políticas y reglamentos administrativos

**Ponente (s):** Dr. Steve Cook, Superintendente

**Descripción:** Lista de políticas y/o regulaciones del Distrito que actualmente están bajo revisión por el Distrito. Se aceptan comentarios del público sobre las políticas en revisión comenzando a través del Formulario de Google.

13. **Informe del Superintendente**

**Ponente (s):** Dr. Steve Cook, Superintendente

14. **Comentarios del director**

**Descripción:** Una oportunidad para que los miembros de la junta directiva brinden comentarios o reflexiones.

15. **Aplazar**

**Descripción:** La reunión se aplazara y la próxima reunión ordinaria de la Junta Directiva Escolar estará programada para el 17 de junio de 2025.



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** April 8, 2025

### Board Members

Kina Chadwick:	Present
Cameron Fischer:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Present
Shirley Olson:	Present
Amy Tatom:	Present
Ross Tomlin:	Present

Vice Chair Carrie McPherson Douglass joined virtually.

#### 1. Call to Order

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:31 pm.

#### 2. Pledge of Allegiance

**Speaker(s):** Marcus LeGrand, Board Chair

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

#### 3. Review of Agenda

**Speaker(s):** Marcus LeGrand, Board Chair

**Attachments:** 4.8.25 Agenda and 4.8.25 Agenda – BORRADOR

**Discussion:** Superintendent Cook noted that an additional document was added to the Consent for Information that answers questions that board members submitted regarding this month's board packet.

There were no changes to the agenda.

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook recognized Clare Gordon from Bend Park & Recreation for partnering with Bend-La Pine Schools in support of our community's LGBTQ youth and for creating lasting impacts on our students who are welcomed into safe, healthy spaces for physical and social activity.

##### B. Resolution 1987: Teacher Appreciation Week

**Speaker(s):** Marcus LeGrand, Board Chair

**Action(s):** I move to approve resolution 1987 as presented. This motion, made by Kina Chadwick and seconded by Shirley Olson, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson

Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** Resolution 1987: Teacher Appreciation Week

**Discussion:** Director Amy Tatom read Resolution 1987.

5. **Student Voice Council Report**

**Speaker(s):** Student Voice Council Leadership

**Discussion:** Iris Marshall and D. Prescher from Bend Senior High School and Elliot DeMartin from Realms High School joined to discuss the work the group is doing in regard to College and Career Readiness, the data collected from a recent survey regarding this topic and preparedness for the future. They spoke about the sub-committee work regarding bias and the data collected regarding bias lessons. The group has also been reviewing fundraising policies and tech usage in schools.

6. **Public Comment**

**Speaker(s):** Marcus LeGrand, Board Chair

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

**Discussion:** There were no requests to provide public comment.

7. **Consent Agenda**

**Speaker(s):** Marcus LeGrand, Board Chair

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

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

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 7, Nay: 0

A. **Approval of Minutes**

**Description:** March 11, 2025, Regular Business Meeting; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 3.11.25 Minutes - DRAFT

B. **Approval of Personnel Recommendations**

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

**Attachments:** Certified Board Report 4.8.25 and Classified Board Report 4.8.25

C. **Adoption of Board Policies**

**Attachments:** Executive Summary: Board Policies for Adoption, JG-BP: Student Discipline - DRAFT 4.8.25, and JG-BP: Student Conduct and Discipline - REWRITE 4.8.25

D. **Resolution 1986: Authorizing Sale of General Obligation Bonds**

**Attachments:** Resolution 1986: Authorizing Sale of General Obligation Bonds

8. **Consent for Information**

**Speaker(s):** Dr. Steve Cook, Superintendent

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

**Discussion:** Superintendent Cook noted the Consent for Information includes a document that answers questions board members submitted prior to the meeting regarding the board packet. It also includes a document that provides follow up to questions asked at the last board meeting regarding modified diplomas and data from the YouthTruth Survey. There are three reports included as well: Executive Limitation 4.4: Facilities Annual Report, Sustainability Annual Update, and Quarter 3 Financial Report.

Cook noted that there are also three batches of policies the district is adopting. The "G" policies are all

related to use of leave and are required updates due to changes in laws regarding the use of leave. The district is also adopting GCBDC/GDBDC that speaks specifically to "Safe Leave", which is new to the district but the practices that live in the policy are not new to the district. The "JG" policies are discipline policies and include policies that were pulled from JG-BP: Student Discipline that was in the Consent Agenda. The final batch of policies are JHCD-AP and AR: Medications, which include required updates due to changes in law around administration of medication to students.

He also noted that policy IKJ-AP: Artificial Intelligence is still open for feedback. Additional information can be found on the policies page of the district website.

**A. District Follow-up to Board Member Questions Regarding Board Packet**

**Attachments:** 4.8.25 District Follow-up to Board Member Questions Regarding Board Packet

**B. Follow-up to Board Comment**

**Attachments:** 3.11.25 District Follow-up to BLS School Board Meeting Comment.docx

**C. Report: Executive Limitation 4.4: Facilities**

**Attachments:** EL 4.4 Executive Summary

**D. Sustainability Update**

**Attachments:** Executive Summary: Sustainability Update 2024-25

**E. 3rd Quarter Finance Report**

**Attachments:** Third Quarter Financial Update for FY2024-25

**F. Approval of Administrative Policies and Regulations**

**Attachments:** Executive Summary: Administrative Policies and Regulation for Adoption, GCBDA/GDBDA-AP: Family and Medical Leave - DRAFT 4.8.25, GCBDA/GDBDA-AR: Family and Medical Leave - DRAFT 4.8.25, GCBDC/GDBDC-AP: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) - DRAFT 4.8.25, GCBDC/GDBDC-AR: Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave - DRAFT 4.8.25, GCBDD-GDBDD-AP - DRAFT 4.8.25, GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance - DRAFT 4.8.25, JGD-AP: Suspension - DRAFT 4.8.25, JGDA-AP: Discipline of Students with Disabilities - DRAFT 4.8.25, JGDA/JGEA-AP: Discipline of Disabled Students - REWRITE 4.8.25, JGDA-AR: Special Education Discipline - DRAFT 4.8.25, JGE-AP: Expulsion - DRAFT 4.8.25, JGEA-AP: Alternative Education Programs Related to Expulsion - DRAFT 4.8.25, JHCD-AP: Medications - DRAFT 4.8.25, and JHCD-AR: Medications - DRAFT 4.8.25

**9. Reports**

**A. Secondary Curriculum Adoption**

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

**Attachments:** Executive Summary: Secondary Curriculum Adoption and Presentation: Secondary Curriculum Adoption

**Discussion:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems, was joined by Colleen Behrens, Science TOSA, to speak about the science curriculum adoption. They shared the history of the process dating back three years. The backbone of the the Next Generation Science Standards that were adopted by the state in 2013 were discussed. They shared the pathway of the adoption process that began with a review of all Science pathways in the district, culminating with field testing of Lab-Aids for middle school science and developing a sequence of lessons that meet the standards. It was noted that the curriculum leans more heavily on hands-on-work over the use of iPads or other technology. Three science teachers shared their experiences with the curriculum during the field testing as well as teacher and student comments collected during the testing.

Richards discussed how high school science is not currently sequenced across the schools in the district so the adoption process began with developing a district sequence that is in alignment with the common sequence found across the state: 9th grade physics, 10th grade chemistry, and 11th grade biology. The rollout of the new sequence will happen over the next three years with it being in full practice by 2027-28. The Peer Physics curriculum was discussed and examples of how it is implemented in the classroom were discussed. He shared teacher and student comments collected during the field testing as well as strengths and challenges observed during the process were shared. Behrens shared

next steps for the adoption of the physics curriculum noting that chemistry and biology curriculums will be field tested in 2025-26.

Discussion ensued on how to make teachers successful with this curriculum and the potential impacts of the new sequences for students on Advanced Placement tracks.

Aimee Snyder, Deschutes County Health, joined to discuss the health curriculum adoption process that began with developing core beliefs for health instruction and culminated with field testing of Human Kinetics' Live Well curriculum. She shared a list of supplemental materials, all research-backed topic-specific materials, used to fill the gaps to meet state requirements and address local public health concerns. Discussion ensued regarding making the courses meaningful for all students.

Richards noted that public review of the curriculum and feedback would be accepted April 8th through May 1st. Additional information is available on the district website.

#### **B. Healthy Schools Initiative**

**Speaker(s):** Sean Reinhart, Executive Director of Student Services, and Dr. Aimee Snyder, Adolescent and School Health Supervisor, DCBH

**Attachments:** Executive Summary: Healthy Schools Initiative Update and Presentation: Deschutes County Healthy Schools 2025 Annual Report

**Discussion:** Sean Reinhart, Executive Director of Student Services, noted that this is the fourth year of partnership between Bend-La Pine Schools and Deschutes County Health for the Healthy Schools Initiative which has been very successful.

Dr. Aimee Snyder, Adolescent and School Health Supervisor from Deschutes County Behavioral Health, provided a summary of the Healthy Schools Initiative work in the district and how the work aligns with the district's strategic initiatives. She discussed the coordinated whole school approach, which is the foundation of the program, and previewed the preliminary student health outcomes data that will become part of the annual report published in Fall 2025. It was noted that Bend-La Pine Schools is at 100% regarding instruction covering topics required by law such as suicide prevention and healthy relationships.

### **10. Action Items**

#### **A. District Integrated Plan**

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

**Action(s):** I move to approve the district's integrated plan as presented. This motion, made by Amy Tatom and seconded by Cameron Fischer, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** Executive Summary: Approval of the District's Integrated Plan Submission, Presentation: Bend-La Pine Schools 2025 Integrated Plan Application, BLS 2025-27 IP Application – PROPOSED, and Integrated Plan Budgets - 2025-2026

**Discussion:** Deputy Superintendent Birk presented the 2025-27 integrated application. She provided an overview of the plan, the requirements for the application, and a summary of the program purposes. She discussed the required planning process such as community engagement and a comprehensive needs assessment. The artifacts included with the application were highlighted as well as the positives and needs that were learned throughout the process.

#### **B. HDES Board of Directors Vacancy**

**Speaker(s):** Marcus LeGrand, Board Chair

**Action(s):** I move to elect Carlos Perez represent Bend-La Pine Schools as a Bend-La Pine Representative on the High Desert Education Service District Board. This motion, made by Amy Tatom and seconded by Ross Tomlin, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson

Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:** Executive Summary: HDESD Board of Directors Vacancy

#### 11. Superintendent's Report

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook reminded everyone that the district is currently in bargaining with BEA and OSEA and all sides are hopeful that they will conclude by the end of school. He gave a shout out to another successful Life and Career Readiness fair at Caldera High School. He shared that March 13th was the first ever virtual all-staff staff meeting which received positive feedback, that the current legislative session is moving quickly, and that it is expected an accountability bill will come out of this legislative session. Cook noted that he recently testified on HB 3839 regarding sex offender registries and the impact they have on visitor access to schools. He appreciated the partnership with Representatives Levy and Broadman.

#### 12. Director Comments

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

**Discussion:** Director Ross Tomlin appreciated the presentations and the learning he receives from the board meetings. He noted he is visiting the forestry program at La Pine High School tomorrow to help the students prepare for their state competition.

Director Shirley Olson appreciated everyone's time this evening.

Director Cameron Fischer shared her appreciation for the sustainability report and for the district in adding engagement dates for the Hang up and Drive presentations in our high schools.

Director Kina Chadwick echoed the appreciations already shared. They noted that they recently visited with the GSA group at Bend Senior High School and attended an Oregon legislative assembly in Warm Springs.

Director Amy Tatom recently attended the IT Stakeholder group meeting with Vice Chair McPherson Douglass and appreciated the diversity of the group. She also recently went on a field trip with fifth grade students to the wastewater treatment facility.

Chair Marcus LeGrand thanked everyone for attending and for continuing their adult learning. He also noted that he recently attended the National School Board Association conference in Atlanta.

#### 13. Adjourn

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

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 8:18 pm.

Recorded by: Janet Bojanowski, Board Clerk



## School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** April 22, 2025

### Board Members

Kina Chadwick:	Absent
Cameron Fischer:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Absent
Shirley Olson:	Present
Amy Tatom:	Present
Ross Tomlin:	Present

Director Cameron Fischer joined the meeting at 5:33 pm.

#### 1. Call to Order

**Speaker(s):** Marcus LeGrand, Board Chair

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

#### 2. Pledge of Allegiance

**Speaker(s):** Marcus LeGrand, Board Chair

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

#### 3. Review of Agenda

**Speaker(s):** Marcus LeGrand, Board Chair

**Discussion:** There were no changes to the agenda.

#### 4. Action Items

##### A. Resolution 1988: Authorizing a Lease Purchase Agreement

**Speaker(s):** Dan Emerson, Chief Financial Officer

**Action(s):** I move to approve Resolution 1988 as presented. This motion, made by Amy Tatom and seconded by Ross Tomlin, Carried.

**Voting Detail:** Kina Chadwick: Absent, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Absent, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

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

**Attachments:** Resolution 1988: Authorizing a Lease Purchase Agreement

#### 5. Work Session

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

##### A. Standards Based Instruction and Grading

**Speaker(s):** Stephen DuVal, Executive Director of Middle Schools

**Attachments:** Executive Summary: Standards Based Instruction and Grading and Presentation: Standards Based Instruction and Grading

**Discussion:** Stephen DuVal, Executive Director of Middle Schools, noted that the work session is a review of standards based instruction and grading. DuVal introduced Katie Lyons, Cascade Middle School Science Teacher and Grading TOSA, and Sara Trakselis, Caldera High School Science Teacher, noting they would be sharing in the presentation. Lyons provided an excerpt from the book "Grading for Equity" and provided the Board members time to reflect on it before sharing out their thoughts. She provided a visual roadmap of the plan and progress for the full implementation of standards based instruction and grading by 2026-27. Over the past three years a train-the-trainer model has been used to deliver lessons to staff through professional development opportunities. DuVal shared some of the other supports that have been provided to the staff through the process such as August in-service days, outside facilitators, online digital resource folders, and cross-collaboration SIWs.

Lyons shared some of the goals of the professional development time such as shifting the mindset of those doing the work in regard to points versus performance, addressing concerns around changing practices, sharing tips to adjust and align assessments, and suggested teacher strategies for advanced proficiency options. Discussion ensued regarding the creation of rubrics and how they will be socialized with staff and implemented across the district. Conversation continued regarding helping staff move out of their comfort zones and moving to this more equitable grading practice. Lyons and Trakselis shared their "ah-ha" moments with moving into this practice. Student work samples and rubrics were provided to board members to work through in small groups. The board members then reflected on the process.

Trakselis shared her perspective and experience with standards based instruction and grading noting that she was familiar with the process in another Oregon district she worked in. She noted that teaching and grading for a teacher with this process is a focus on developing student skills, identifying areas for growth, developing an understanding of standards and skills, and working with students instead of teachers having the power. She shared sample grade books for a variety of student types and discussed how those students can be successful with standards based instruction and grading.

## 6. Director Comments

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

**Discussion:** Director Shirley Olson shared that she had an opportunity to judge and score government students at La Pine High School on the constitution and that it was an amazing experience.

Director Cameron Fischer shared that she appreciates the work being done and acknowledges that there is still work to be done.

Director Ross Tomlin is looking forward to how this process continues to develop.

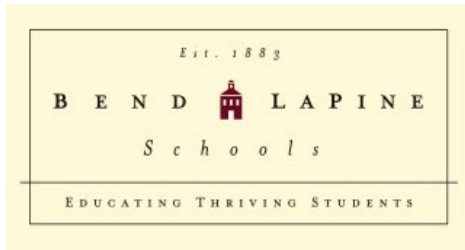
Director Amy Tatom thanked everyone for the work session.

Chair Marcus LeGrand thanked BEA and OSEA for their support in the upcoming election. He also noted that he had the opportunity to celebrate with the Three-Rivers PTO at their recent fundraiser.

## 7. Adjourn

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

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 7:08 pm.



**HUMAN RESOURCES**

*Education Center*

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

DATE: May 7, 2025  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

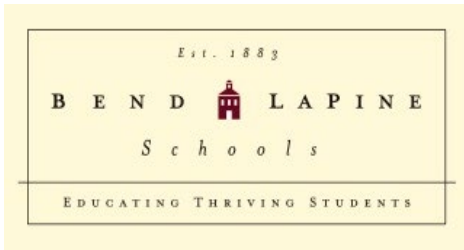
The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on May 13, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Boyd, Shawn	Lang Arts Teacher	Bend High	Temporary Full Time	04/16/2025
Campbell, Megan	Art Teacher	La Pine Middle	Temporary Part Time	04/07/2025
Cheaney, Angela	Learning Specialist	Special Programs	Regular Full Time	08/25/2025
Doster, Madison	Psychologist Internship	Special Programs	Temporary Part Time	08/25/2025
Jones, Cassandra	Learning Specialist	Special Programs	Regular Full Time	08/25/2025
Moran, Nicholas	Learning Specialist	Special Programs	Regular Full Time	08/25/2025
Rueb, David	Learning Specialist	Ensworth Elementary	Regular Full Time	04/18/2025
Utter, Kristin	School Psychologist	Special Programs	Regular Part Time	05/05/2025
Valdivia Camacho, Itzel	School Counselor	Bear Creek Elementary	Regular Full Time	08/25/2025

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Anderson, Stephen	Music Teacher	Bend High School	08/28/2012 – 06/30/2025
Abernethy, Bruce	Grant Writer	Education Center	08/01/2004 – 06/30/2025
Chance, Janelle	Primary Teacher	Silver Rail Elementary	08/29/2005 – 06/30/2025
Flack, Aaron	Athletic Director / Teacher	La Pine High School	08/31/2015 – 06/30/2025
Flores, Raquel	Student Success Coord	La Pine High School	08/29/2022 – 06/30/2025
Frazee, Jill	Primary Teacher	North Star Elementary	09/01/1998 – 06/30/2025
Guyer, Patti	Primary Teacher	High Lakes Elementary	08/25/2008 – 06/30/2025
Henry, Marci	Primary Teacher	Highland Elementary	12/02/2013 – 06/30/2025
Herzog, Jason	Music Teacher	Buckingham Elementary	08/29/2011 – 06/30/2025
Hirsch, Kelly	Learning Specialist	RE Jewell Elementary	08/27/2018 – 06/30/2025
Mazzucchi, Savannah	Learning Specialist	High Desert Middle	08/26/2024 – 06/30/2025
Ouellet, Renee	Social Worker	La Pine Elementary	10/04/2024 – 06/30/2025
Ragnarsson, Kristin	Speech Therapist	High Desert Middle	02/22/2022 – 06/30/2025
Ruff, Christopher	Social Studies	Caldera High School	02/11/2022 – 06/30/2025
Waskom, Jill	Health Teacher	Summit High School	08/26/2013 – 06/30/2025
Wittwer, Susan	Intermediate Teacher	Highland Elementary	08/30/2021 – 06/30/2025



**HUMAN RESOURCES**

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**CERTIFIED RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Johnston, Benjamin	Principal	Elk Meadow	07/01/2023 – 06/30/2025

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

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May 6, 2025

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on May 13, 2025.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Albrinck, John (Nathan)	EA – Inclusion	Bear Creek	Temp 6.5 hrs / day	04/04/25
Alexander, Neil	Nutrition Server I	High Desert	Reg 3.75 hrs / day	04/03/25
Blackburn, Matt	Bus Driver	Transportation	Reg 4.0 hrs /day	05/06/25
Boobar, Emma	EA – Inclusion	Pine Ridge	Temp 6.5 hrs / day	04/21/25
Emerson, Allandra	EA – Inclusion	Sky View	Reg 7.0 hrs / day	04/21/25
Fratto, Rochelle	Nutrition Server I	Bend High	Reg 3.75 hrs / day	04/25/25
Ludwicki, Laurel	EA – Student Success	Juniper	Temp 5.0 hrs / day	04/07/25
Mills, Trent	Custodial Crew I	Bend High	Reg 8.0 hrs / day	04/25/25
Olsen, Karen	Nutrition Server I	Elk Meadow	Reg 3.75 hrs / day	04/30/25
Pitt, Elizabeth	Nutrition Server I	Bend High	Reg 3.75 hrs / day	04/21/25
Simpson, Austin	Outside Services Mechanic	Maintenance	Reg 8.0 hrs / day	05/19/25
Voss, Cecilia	EA – Student Success	RE Jewell	Temp 6.0 hrs / day	04/22/25
Webber, Lauren	Bus Monitor	La Pine Transportation	Reg 4.0 hrs / day	04/24/25
Williams, Jaime	EA – Inclusion	Lava Ridge	Temp 6.5 hrs / day	04/15/25



**HUMAN RESOURCES**

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**Classified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Charlton, Michelle	Nutrition Server I	La Pine Middle	01/06/25 – 03/21/25
Clark, Sandra	School Secretary II	Juniper	10/14/03 – 06/17/25
Formigle, Tonka	Bus Driver	Transportation	09/05/22 – 05/04/25
Funk, Jaime	Office Manager	High Lakes	08/05/24 – 06/13/25
Jacobson, David	Head Custodian CIII	Juniper	04/28/14 – 04/20/25
Larsen, Rachel	School Secretary II	Pacific Crest	08/14/23 – 06/20/25
Leedom, Megan	EA – Instruction	La Pine Elementary	08/27/24 – 04/24/25
Mixell, Brianna	Custodial Crew I	Bend High	11/14/24 – 04/25/25
Moore, Thomas	Bus Driver	Transportation	10/13/21 – 05/01/25
Oliver, Gregory	Online Student Success Monitor	Mountain View	03/08/21 – 06/12/25
Ortman, Lydia	Nutrition Server I	Pilot Butte	11/08/19 – 04/30/25
Pasinetti, Amanda	EA – Inclusion	Pine Ridge	10/11/23 – 06/12/25
Rardin, Christopher	Safety and Security Monitor	Bend High	04/18/17 – 06/12/25
Reynoso, Peggy	EA – Inclusion	Cascade	09/26/22 – 04/07/25
Stirk, Molly	Nutrition Server I	Summit	03/04/25 – 05/08/25
Villanueva, Trista	Nutrition Server I	Elk Meadow	11/19/24 – 04/04/25
Wray, Krystal	EA - Inclusion	La Pine Elementary	03/20/24 – 04/04/25

**Classified Retirements**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Retire Date</b>
Bessey, Mark	Outside Services Crew li	Maintenance	01/10/95 – 06/30/25
Cochran, Susan	Bus Driver	Transportation	11/01/24 – 05/10/25
Olson, Dawn	EA – Inclusion	La Pine Elementary	09/13/00 – 06/12/25

**Classified Retire-Rehires**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Rehire Date</b>
Duren, Kelly	Nutrition Technician II	Westside Village	07/01/25 – 09/01/25



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

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**Classified Dismissals**

Name	Position	Location	Term Date

**Confidential Hiring**

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

**Confidential Resignations**

Name	Position	Location	Resign Date

**Confidential Dismissals**

Name	Position	Location	Term Date



**ACTION ITEM:** FY2024-25 Budget Resolution 1989

**PRESENTED BY:** Dan Emerson, Chief Financial Officer

**EXECUTIVE SUMMARY:**

During a review of our FY2024-25 FAN program, it was determined that Enterprise and Community services requirements will exceed current appropriations in the General Fund. This resolution moves appropriations from Support Services to Enterprise and Community Services to cover unanticipated costs.

There are no changes to aggregate District resources or requirements contained in Resolution 1989.

Oregon Budget Law allows the Board to make changes to Budget, within certain limits, without republishing the budget and holding a hearing.

**RECOMMENDED MOTION:**

Approve Resolution 1989, moving \$100,000 in appropriations from 2000 Support Services to 3000 Enterprise and Community Services in the FY2024-25 Bend La Pine Schools Budget as presented.

**BEND-LA PINE SCHOOLS  
 ADMINISTRATIVE SCHOOL DISTRICT NO. 1  
 DESCHUTES COUNTY, OREGON  
 2024-25 SUPPLEMENTAL BUDGET  
 RESOLUTION NO. 1989**

**BE IT RESOLVED,** the Board of Directors of Administrative School District No. 1, Deschutes County, hereby transfer appropriations for the fiscal year beginning July 1, 2024 for the purposes indicated within the fund listed:

GENERAL FUND

Requirements:

2000 Support Services	\$	(100,000)
3000 Enterprise and Community Services	\$	100,000
Total Requirements	\$	-

Notes: This budget appropriation transfer is necessary to accurately reflect restructuring and job reclassifications within the FAN program.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

YES votes \_\_\_\_\_ NO votes \_\_\_\_\_

**ADOPTED** this 13th day of May, 2025

ATTEST:

\_\_\_\_\_  
 Board Secretary

\_\_\_\_\_  
 Chair

\_\_\_\_\_  
 Vice Chair



District Follow-up to Comment Received at April 8, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Sustainability Program	Paul Dean, Chief Operations Officer	<p><b>Update on District Wide Composting Efforts</b>            Currently, 50% of Bend-La Pine Schools elementary schools are composting both <i>front of house</i> (student food waste) and <i>back of house</i> (kitchen food waste). This represents significant progress in our efforts to reduce landfill waste and promote sustainable practices in our schools.            At the secondary level:</p> <ul style="list-style-type: none"> <li>● <b>Back of house composting</b> has been successfully implemented at:               <ul style="list-style-type: none"> <li>○ REALMS Middle School</li> <li>○ Bend Senior High School</li> <li>○ Caldera High School</li> <li>○ Mountain View High School</li> </ul> </li> <li>● <b>Back of house composting in progress:</b> <ul style="list-style-type: none"> <li>○ Pilot Butte Middle School</li> <li>○ Sky View Middle School</li> <li>○ Pacific Crest Middle School</li> </ul> </li> </ul> <p><b>Challenges:</b>            Expanding <i>front of house</i> composting at middle and high schools poses logistical challenges. Students often eat in multiple locations, including off campus, making consistent sorting and collection difficult.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● Implement <b>back of house composting at all BLS schools by Fall 2025</b></li> <li>● Achieve <b>full front and back of house composting at all elementary schools by Spring 2026</b></li> </ul> <p>These targets support our commitment to sustainability and environmental responsibility throughout the district.</p>



**REPORT:** Administrative Polices and Regulations for Adoption – May 13, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

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

Policy / Regulation Title	Reason for Update
FFA-AR: Memorials	Updated to align with current district practices specifically the placement of physical memorials and the philosophy of “do no harm” in regards to memorials.
IGAEB-AP: Drug, Alcohol, and Tobacco Prevention	Updated with grammatical corrections and reviewed to ensure alignment with current district practices, current laws and regulations, and OSBA sample policy.
IGDB-AR: Student Publications	Updated with grammatical corrections and to align with current district practices.
IKJ-AP: Artificial Intelligence	New administrative policy designed to facilitate actions regarding artificial intelligence.
JBAA-AP: Section 504 – Students	This is a new administrative policy that addresses the requirements of Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008 (ADA). This policy includes required language due to the passage of SB 756 (2023) which includes language for district employees who are assigned to work with students on a 504 Plan.
JBAA-AR: Section 504 – Students	This is a new administrative regulation that addresses the requirements of Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008 (ADA). This policy includes required language due to the passage of SB 756 (2023) which includes language for district employees who are assigned to work with students on a 504 Plan.
JHFC-AR: Personal Student Transportation	Updated to align with current district practices as well as language in KGB-AR: Public Conduct on District Property.
KG-AP: Community Use of District Facilities	Updated to add language regarding prohibited activities for use of district buildings and facilities.



Bend-La Pine Schools recognizes that when a school community experiences the sudden death of a student or staff member, it is important to the school community and to those who are personally affected by the death to acknowledge the event. Additionally, certain traumatic events occurring on a local, state, national or global level may also give rise to the need for district acknowledgement through appropriate activities. Requests for remembering or memorializing a person or event may be approved by the Superintendent or designee, subject to the provisions outlined below.

### MEMORIALS ON DISTRICT PROPERTY

Any memorial display in a school or on district property may only be installed with the approval of the Superintendent or designee. [The physical location of a memorial display in a school or on district property will be determined by the district in alignment with best practices to reduce the re-traumatization of impacted individuals.](#)

Upon installation, a memorial shall become the property of the district. In the discretion of the district, any memorial may be relocated or removed if it interferes with school operations or facility expansions, if it becomes costly or difficult to maintain, or as otherwise noted below. Any memorial may be removed, relocated, taken down, or discarded by the district in the event that the district property on which the memorial is located is sold, transferred or leased.

Bend-La Pine Schools reserves the right to remove a memorial installed without district approval. Bend-La Pine Schools may seek reimbursement for removal costs and/or costs associated to the repair of district property due to a non-approved memorial installation.

### CRITERIA AND PROCESS FOR REQUESTING A PHYSICAL MEMORIAL

[Consideration of requests will balance memorializing or commemorating the individual or event while not creating an atmosphere that glamorizes a traumatic event or self-destructive behavior.](#) Any development of a physical memorial shall meet the following criteria as determined by the Superintendent or designee:-

#### Criteria

1. No memorial request will be considered until one year after the date of the event.
2. The purchase of a physical memorial must be financed without reliance on district revenue.
- ~~3. The physical memorial must fit into the general architectural and landscaping design of the proposed location.~~
- ~~4. The plans for a physical memorial shall be reviewed and approved by the necessary regulatory entities.~~
- ~~5. The ongoing expense of the memorial shall be taken into consideration.~~

#### Process

1. Requests for memorials must be submitted in writing to the Superintendent's Office prior to installment of the memorial.
2. Requests must include, at minimum, the following information:
  - a. Name of person or event being memorialized,
  - b. Information that will be included as part of the memorial: name, dates, etc.,
  - ~~c. Type of memorial: size, materials, colors, etc.,~~
  - ~~d. Desired location for the memorial, and~~
  - e. Brief narrative with the reason(s) for the memorial
3. The request will be reviewed by the Superintendent or designee to ensure it meets all required criteria noted above and [they](#) will approve or deny the proposed memorial. Review will also include evaluation of the proposed memorial to ensure the individual(s) or event being honored will "do no harm" and be physically and emotionally safe for students, staff, and community members.
4. If there are concerns about the proposed memorial, the Superintendent or designee may work with requestor to ensure all criteria have been met. The decision of the Superintendent or [designee](#) shall be final.

All requests to for volunteer facility improvement projects shall follow guidance set forth in [FKA-AR: Guidelines for Volunteer Improvement Projects](#).

### TEMPORARY MEMORIALS

Decorations, displays or collections of objects that are part of a spontaneous memorial should be limited to an area designated by a district administrator. Temporary outdoor memorials should be placed outside of the school campus or district facility [perimeter](#) ~~perimeter~~ to allow for public remembrance to occur. Temporary indoor memorials should be located in a somewhat private space that is not located in high traffic areas. Displays of all remembrances will be temporary in nature and will be removed in a timely manner and offered to the family of the deceased (if appropriate). Displays may not be in place for more than five days after the death or event. The district reserves the right to remove, eliminate, donate or move temporary memorials should those items be considered unsafe, unhealthy or become too much for the designated space.

The district will offer tangible property to the family of the deceased (if appropriate). If memorial items have not been collected by the family of the deceased within 90 days of notification, the district will dispose of the items.

Candles and other flammable items are not permitted on district property without the permission of the Superintendent or designee.

### SUGGESTED ALTERNATIVE MEMORIALS

In lieu of a permanent and/or physical memorial, Bend-La Pine Schools suggests the following alternative means of remembrance:

1. Donated books, music, videos, or other materials recommended by the [Superintendent](#) ~~school-principal~~ or designee. Such donations will become property of Bend-La Pine Schools upon receipt and the district reserves the right to dispose of the donated item(s) due to its being outdated, obsolete, or in disrepair.
2. Non-conditional monetary contributions to a particular school activity, department, or educational foundation.

All donations will be processed in accordance with [KH-AR: Public Gifts to the District](#). Bend-La Pine Schools reserves the right to accept or deny any memorial gift.

### MEMORIAL ACTIVITIES

Memorial activity requests may be made to memorialize an individual or event in school yearbooks, [in accordance with IGDB-AR: Student Publications](#); at graduation ceremonies, and other district sponsored activities. Requests must be submitted to the Superintendent ~~and/or designee~~ ~~school-principal~~, in advance of the desired activity, in writing. Activities that will not detract from scheduled classroom or school activities, or the celebration of student accomplishments may, with prior district administrative approval, may be authorized. District sponsored activities or events may be rescheduled or cancelled with Superintendent approval only.

Schools may observe a moment of silence in memory of an individual or in recognition of certain traumatic events as deemed appropriate by the Superintendent or ~~designee~~ ~~school-principal~~. Deaths will not be announced or memorialized on district reader boards or through the use of district utilities or facilities (i.e. turning on all lights of a stadium). School will not be dismissed early or cancelled on the day of a memorial of funeral service without prior Superintendent approval. Flags may be lowered only in accordance with state and federal law.

In considering memorial activity requests, district administration will balance memorializing or commemorating the individual or event with caution to not create an atmosphere that glamorizes a traumatic event or self-destructive behavior. The district recognizes that the use of district property and facilities for memorial services is generally inappropriate. Any request to use a district facility shall be made in accordance with [KG-AR: Community Use of District Facilities](#) ~~KGA-AR: Facility Use Procedure~~.

### UNACCEPTABLE MEMORIAL GIFTS AND PRACTICES

The following memorials and practices are deemed not acceptable the district:

1. Alteration of school activities or the school schedule.
2. Requiring the retirement or discontinued use of school property.
3. Infringing on the separation of church and state.

4. Requiring the use of public funds for purchase, development, or maintenance.
5. Memorials that highlight the manner of death.
6. Present a potential health and/or safety risk, or violate district policies, regulations and procedures.

#### REQUESTS TO NAME A FACILITY OR PART OF A FACILITY

Requests to name a facility or part of a facility or campus shall follow [Bend-La Pine Schools Naming of Facilities Process](#).

#### EXISTING MEMORIALS

Existing memorials established prior to the implementation of this regulation will be removed and replaced, at no expense to the family, with a district approved memorial at the approved location at the school/district site. The district will offer tangible property of the removed memorial to the family of the deceased (if appropriate). If a memorial has not been collected by the family of the deceased within 90 days of notification, the district will dispose of the memorial. ~~may remain intact. Existing memorials are generally the sole responsibility of the entity or person(s) providing the memorial. Bend-La Pine Schools' staff and/or finances may only be used to maintain current memorials as part of regular maintenance processes and/or to ensure safe conditions. Bend-La Pine Schools reserves the right to remove a memorial if it is not or cannot be maintained, or is falling into disrepair.~~

~~If a memorial is removed, the district will offer tangible property to the family of the deceased (if appropriate). If a memorial has not been collected by the family of the deceased within 90 days of notification, the district will dispose of the memorial. Trees, shrubs, or other living memorials that die or are determined to be unhealthy and/or unsafe, will be removed by the district's maintenance department and oversight of such decisions will be made by the Superintendent, Maintenance Supervisor, Facilities Supervisor, or designee.~~

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 4/2022, 5/13/25  
APPROVED: 5/2022



Students have a right to attend school in an environment conducive to learning. Since student drug, alcohol, and tobacco use is illegal and harmful and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use and to maintain a drug-free educational environment on district property and at all school-sponsored events.

This policy has been adopted after consulting with parents/[guardians](#), teachers, school administrators, local community agencies and persons from the drug, alcohol or health service community who are knowledgeable of the latest research information.

### Drug Prevention Program

The district's drug, alcohol and tobacco policy, rules and curriculum will be age-appropriate, reviewed annually, and updated as necessary to reflect current research [and Oregon's Health Education Academic Content Standards](#).

Drug, alcohol, and tobacco prevention instruction will be integrated in the district's health education courses. Students not enrolled in health education shall receive such instruction through other [designated](#) programs. At least annually, all high school students, [grades 9-12](#), shall receive such instruction [about drug and alcohol prevention](#). Instruction shall minimally meet the requirements set forth in Oregon Administrative Rules [and Statutes](#).

The district will include information regarding the district's intervention and referral procedures, including those for drug-related medical emergencies in student/parent/[guardian](#) and staff handbooks.

### Intervention and Referral Procedures

Intervention is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of prohibited drug, alcohol, and/or tobacco use.

Any staff member who has reason to suspect a student is in possession of, or under the influence of unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the building principal or [his/her](#) designated representative.

The building principal or designee will:

1. Call [law enforcement the police](#) if deemed appropriate;
2. Call the parents for a meeting;
3. Discuss the incident with student, parents/[guardians](#) if available, and [law enforcement police](#) if contacted;
4. Impose the penalty for violations using due process procedures;
5. Tell parents/[guardians](#) about resources, which offer treatment or assistance for young people suffering from drug-, alcohol- or tobacco-related problems.

### Drug- and Alcohol- Related Emergencies

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible.

Parents/[guardians](#) shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district's comprehensive first aid/emergency plan.

### Consequences for Violations

Students possessing, using, and/or selling unlawful drugs, including drug paraphernalia, alcohol, and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. [When considering disciplinary action for a child with disabilities, the district following the requirements of JGDA-AP: Discipline of Students with Disabilities including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting.](#) Students may also be referred to law enforcement officials.

### Program Funding

The district will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies or the education service district for drug-free schools grants.

~~Funds needed to support district activities related to unlawful drug, alcohol and tobacco prevention will be identified by source, particularly the 1986 Drug-Free Schools Act, moneys, or other grants received from federal, state, or local sources.~~

### Staff Development

The district will offer staff development and training on its drug, alcohol, and tobacco prevention and education program, [an explanation of the district’s plan](#), and staff responsibilities within that program. [The input of staff, parents/guardians, and community is encouraged to ensure a staff development program that best meets the needs of district students.](#)

### Coordination with Law Enforcement

The district consults regularly with School Resource Officers assigned to school buildings to coordinate education, prevention, and intervention programs related to drug and alcohol use. The district is also part of the Central Oregon Safe School Alliance that brings together representatives from community organizations including schools, law enforcement agencies, juvenile justice agencies, and health agencies to discuss issues affecting the health and safety of district students, including the use of alcohol and drugs.

### Public Information

The district will develop a public information plan for students, staff, and parents.

[The district’s Drug, Alcohol and Tobacco Prevention, Health Education plan, related board policies, rules and procedures will be reviewed annually and updated as needed.](#)

END OF ADMINISTRATIVE POLICY

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REVIEWED: 8/25/11, 10/11/11, 5/13/25

APPROVED: 9/13/11, 10/11/11

#### POLICY / REGULATION CROSS REFERENCE

JGDA-AP: Discipline of Students with Disabilities

#### LEGAL REFERENCE

[ORS 163.575](#)  
[ORS 336.067](#)  
[ORS 336.222](#)  
[ORS 339.873](#)  
[ORS Chapter 475](#)

[OAR 581-011-0052](#)  
[OAR 581-015-2000](#)  
[OAR 581-015-2040](#)  
[OAR 581-015-2045](#)  
[OAR 581-015-2050](#)  
[OAR 581-015-2055](#)

[OAR 581-015-2060](#)  
[OAR 581-015-2070](#)  
[OAR 581-015-2075](#)  
[OAR 581-015-2205](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)  
[OAR 581-015-2230](#)  
[OAR 581-015-2235](#)  
[OAR 581-015-2240](#)  
[OAR 581-015-2325](#)  
[OAR 581-015-2410](#)  
[OAR 581-015-2415](#)

[OAR 581-015-2420](#)  
[OAR 581-015-2425](#)  
[OAR 581-015-2430](#)  
[OAR 581-015-2435](#)  
[OAR 581-015-2440](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2605](#)  
[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2045](#)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670; 86.1-86.7 (2017).

Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).



The Board bears the responsibility for district financed student publications. The Board believes that these publications must exhibit high standards of student journalism and reflect accurately and fairly the institutions and programs represented. The primary function of a student publication is to provide learning in journalistic skills and publications practices. The Board also believes that the freedom of expression granted to adults should be guaranteed to students as people governed by the U.S. Constitution and the Oregon Constitution. Therefore, the Board has established the following guidelines and responsibilities for the staff and students involved:

#### **THE ADVISOR**

Student publications are produced under direct supervision of the student editors and a faculty advisor. Close contact must be maintained by the advisor to judge quality of work being done by each student and guide class efforts to achieve quality production.

#### **STANDARDS OF PUBLICATION**

1. The publication shall serve as a vehicle for use of knowledge gained in related classes.
2. The publications shall exhibit responsible journalism by being factually accurate and grammatically sound. The publications shall be guided by libel laws and the established standards of proper journalism set forth in classroom instruction.

#### **STUDENT JOURNALISM**

Student journalists have the right to report on crucial events in the school, community, nation, and world. Freedom of expression goes hand-in-hand with responsibility for the published statement. The students should be encouraged through practice to learn to judge journalistic value, newsworthiness, and propriety. The students must observe the legal responsibilities imposed upon all new media. Therefore, student journalists may not expect publication of material that may be:

1. Obscene;
2. Libelous;
3. Pervasively indecent or vulgar;
4. Creating a clear and present likelihood that it will cause a disruption of the proper and orderly operation and discipline of the school or school activities;
5. Factually inaccurate or does not meet journalistic standards established for the publications;
6. Violation of the privacy rights of an individual.

#### **EDITORIAL CONTENT**

1. Student newspapers shall provide space for free, responsible expression of student and faculty views and opinions within the framework of the Board's policy on student freedom of expression.
2. The publication shall provide editorial balance.

#### **ADVERTISING CONTENT**

The publications shall never knowingly publish advertising, which is:

1. Designed to mislead, deceive, defraud;
2. Indecent or offensive;
3. An attack of a personal, racial or religious nature;
4. In violation of local, state or federal laws or encourages violation of laws affecting minors.

## NEWS CONTENT

Significant news space will be dedicated to informing students and parents/guardians of the **goals and ends statements of the School Board's goals and the school's improvement efforts**. **Student publications will be expected to report on the School Improvement Plan for their school, the Site Council work and communication plan, the effects of CIM, CAM, PREP and PASS on the learning of students entering college, training, or the workforce**. Research will be done on ways to help students strive towards excellence in learning, School to Work experiences, service learning, and career and life roles. District recognized alternative education programs, will be advertised and featured from time to time. Special emphasis will be given to helping students chart out career goals for themselves and to seek higher **and higher** levels of performance in their chosen career pathways.

## THE PRINCIPAL

The principal shall establish school rules which:

1. May limit the time of such distribution of material on school property, and circulation of petitions, to periods before school begins, after dismissal and during lunchtime, when such limitation is necessary to prevent interference with the school program;
2. May define the places where such distribution of materials and circulation of petitions may be conducted so as to permit the normal flow of traffic within the school and at exterior doors;
3. May define the places where such distribution of materials and circulating petitions so as to prevent undue levels of noise and to prevent the use of coercion in obtaining signatures on petitions and may establish reasonable requirements for removing litter which results from distribution of materials and circulation of petitions;
4. Shall provide at least one student bulletin board for printed material;
5. May require that material posted on bulletin boards be dated before posting and be removed after a reasonable time to assure continued access to the bulletin board;
6. May describe the manner of identifying the name and address of the individual or organization sponsoring the material, petition or notice;
7. May be necessary for the distribution of publication materials through district electronic communications means consistent with Board policy and procedures governing the use of these devices;
8. Shall inform students of the Board policy and administrative guidelines. Students who violate the Board policy or school rules hereunder shall be subject to such discipline as may be appropriate in view of the nature and circumstances of the violation.

Students who violate the Board policy or school rules hereunder shall be subject to such discipline as may be appropriate in view of the nature and circumstances of the violation.

## OBITUARIES

No newspaper, issue thereof, yearbook, or portion thereof, including a tribute page, shall be dedicated to or in memory of a current or former student or district employee whose death occurs during the school year.

However, their passing may be recognized through an obituary in the school yearbook or issue of the school newspaper. An obituary shall be written in a tasteful and respectful manner according to the following guidelines and with the approval of the Superintendent or designee:

1. Publication of only factual information (date of birth, date of death, notable biographical information, school activities, community organizations, hobbies, interests, and survivors) and, if timely, funeral service arrangements and/or contribution details.
2. Cause of death will not be listed.
3. Accompanying photograph of the deceased will be limited to one 1 inch by 2 inch photograph in a 1/8 inch page space.
4. Permission from the deceased's family to publish an obituary is required.

The news staff may report on the death if it is deemed newsworthy and appropriate.

END OF ADMINISTRATIVE REGULATION

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draft 5.2025



The district believes that artificial intelligence (including generative artificial intelligence) is a useful tool for efficiency and creativity, with valuable instructional as well as operational functions. The district also recognizes that generative artificial intelligence concerns relating to privacy, risk, bias, accuracy, and integrity. This policy is intended to facilitate the safe and responsible use of artificial intelligence (AI) in the instructional and operational functions of the district, and to supplement rather than replace guidance for internet use and other technology policies.

The district recognizes that AI capabilities are built into the functioning of many systems and tools widely used by students, staff, and the general public. For the purposes of this guidance, “AI tools” refers to applications, websites, or other technology whose primary purpose is to use machine learning to generate content (text, images, videos, or other digital artifacts).

### **PRIVACY AND CONFIDENTIALITY**

All laws regarding student and personnel records, confidentiality, privacy, and internet use will be followed at all times. District employees are prohibited from sharing personally identifiable information (PII)<sup>1</sup> with any generative artificial intelligence application.

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

### **APPROVAL AND TRAINING**

AI tools used by employees or students for district business or with district devices must be reviewed and approved before use. The district will maintain a list of approved AI tools available for employee and student use, and will seek out professional development opportunities for employees to learn how to use approved generative artificial intelligence for various work functions.

Decisions regarding the approval and use of new or additional AI tools will be guided by their ability to advance student learning or the operations of the district. If a new AI tool is desired for district business or on district devices, a formal review process will be conducted. The review process will involve multiple viewpoints, technical expertise from district Informational Technology services, and an opportunity for staff or community members to appeal the decision.

### **OPERATIONAL USE**

District employees are authorized to use approved generative artificial intelligence to perform various work functions. Employees are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

In accordance with the district’s Language Access Plan, [IGBI-AR: Bilingual Education](#), and state and federal law such as Title VI of the Civil Rights Act, district staff will not rely solely on AI tools for translation and interpretation services. When communicating with multilingual families, district staff will ensure trained, qualified linguists provide and/or review all translated communications.

To mitigate bias and align decisions with district values and goals, the district will ensure adherence to best practices and industry standards as applicable when using AI use in district operations including but not limited to:

- Recruitment, hiring, and training of personnel
- Financial or contractual agreements or commitments
- Safety and facilities management
- Transportation scheduling and services

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<sup>1</sup> See [JOB-AP: Personally Identifiable Information](#) for additional information.

Supervisors are responsible for monitoring the use and reviewing the outputs of AI tools, and ensuring adherence to district policies and expectations.

**INSTRUCTIONAL USE**

**STUDENT MANAGEMENT SYSTEMS**

Principals or their designees are responsible for monitoring the use and outputs of a AI tools used for developing schedules for academic, athletic, and other school activity calendars. Outputs should be reviewed to mitigate bias and error, and diverse viewpoints shall be included in the review of calendars and related scheduling documents.

Principals are responsible for regular review of the use and outputs of AI tools for student management, discipline, or other monitoring of student activities in their buildings. This review is intended to identify and mitigate potential bias and error that may impact the student experience.

**INDEPENDENT STUDENT USE**

Specific rules for the independent use of generative artificial intelligence for assigned student work shall be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;<sup>2</sup>
2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and
3. The teacher’s ability to accurately and consistently detect usage. Teachers shall require proactive disclosure of AI use rather than rely upon AI detection methods for determining authenticity of student work.

Failure to follow these rules may result in incomplete credit or disciplinary action.

**STUDENT USE AS PART OF CLASS**

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district will be allowed to be used as part of the class. Teachers using or allowing the use of AI tools for learning activities will provide instruction to students on appropriate use of the tool. All Terms of Use will be followed, along with any additional rules as established by the district or the teacher. Students are not allowed to share logins or passwords.

The district will provide notice to parents regarding student use of generative artificial intelligence as part of classes.

**END OF ADMINISTRATIVE POLICY**

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REVIEWED: 3/11/25  
APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**  
[ORS 332.107](#)

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133.  
Children’s Internet Protection Act, 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.  
Children’s Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 C.F.R. § 99.  
Protection of Pupil Rights, 20 U.S.C. § 1232h.

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<sup>2</sup> For example, do all students have access to computers and internet away from school; does the age of the students impact their ability to access generative artificial intelligence?

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>I noted that the previous board conversation about the AI policy focused on the use of AI detection. My personal research on the subject has helped me to understand that universities such as Vanderbilt (1) and University of Kansas (2) suggest great caution when using specific AI detection tools. The Washington Office of Superintendent of Public Instruction (3) offers similar caution. Independent researchers (4) have studied the effectiveness of AI detection and it appears such caution is warranted. The foremost risk of using AI detection is that students are falsely identified as violating rules, without having appropriate recourse. Social media posts (5) contain many examples of students who, despite many efforts to re-write, have their work flagged as AI generated. Some have even publicly admitted to introducing spelling and grammatical errors to their work to avoid their authentic work from being falsely identified as AI generated. Use of generative AI will become a regular feature of student's lives. Our role should be helping them to use these tools well. Product owners of AI detection tools seem to agree. (6)</p> <p>When a teacher has legitimate belief that student's have used generative AI tools in defiance of stated rules, a dialog about authenticity should begin and the student must have a way to defend the authenticity of their submission.</p> <p>Regarding bullet point 3 under the heading Independent Student Use, I submit the following for consideration:          "The teacher's ability to accurately and consistently detect usage. Teachers shall require proactive disclosure of AI use rather than rely solely upon AI detection methods for determining authenticity of student work. Assessment of student work authenticity shall incorporate multiple verification methods, including but not limited to student disclosure, observation of work process, in-class demonstrations of learning, approved plagiarism detection tools, and approved AI detection tools."          -----          (1) <a href="https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/">https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/</a>          (2) <a href="https://cte.ku.edu/careful-use-ai-detectors">https://cte.ku.edu/careful-use-ai-detectors</a>          (3) <a href="https://ospi.k12.wa.us/sites/default/files/2024-01/human-centered-ai-guidance-k-12-public-schools.pdf">https://ospi.k12.wa.us/sites/default/files/2024-01/human-centered-ai-guidance-k-12-public-schools.pdf</a> page 11</p>	<p>Austin James</p>	<p><i>These resources are informative and research-based. We will review them for incorporation into our administrator and teacher training as applicable.</i></p>

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>(4) <a href="https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00140-5">https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00140-5</a>            (5) <a href="https://www.reddit.com/r/college/comments/17x954b/i_was_falsely_accused_of_ai_cheating_and/">https://www.reddit.com/r/college/comments/17x954b/i_was_falsely_accused_of_ai_cheating_and/</a>            (6) <a href="https://www.edweek.org/technology/new-data-reveal-how-many-students-are-using-ai-to-cheat/2024/04">https://www.edweek.org/technology/new-data-reveal-how-many-students-are-using-ai-to-cheat/2024/04</a>            Suggested policy verbiage co-authored by myself and MagicSchoolAI            ZeroGPT and GPTZero both flagged my text as 0% AI generated. (false negative results)</p>		
<p>I don't agree with using AI. I did not grow up with it so I do not see a need for my kid to grow up with it.</p>	<p>Krista Rogers</p>	<p><i>We respect the diverse viewpoints of our community. This policy does not require the use of AI in classrooms, but rather articulates parameters for safe and thoughtful usage.</i></p>
<p>Thank you for your review of the Artificial Intelligence policy. This is something the BLS instructional technology team has long awaited, and we are pleased to see it reach board and public review.</p> <p>This feedback submission is specific to the draft policy line regarding AI detection found under Instructional Use - Independent Student Use - Point Three: "The teacher's ability to accurately and consistently detect usage. Teachers shall require proactive disclosure of AI use rather than rely upon AI detection methods for determining the authenticity of student work."</p> <p>ODE released new AI guidance this week to support the extensive research on the failures of AI detection tools, including false positives, false negatives, and bias against English Language Learners and individuals using highly academic language.</p> <p>ODE's updated guidance states: "At this time, we suggest that educators not use AI-based plagiarism detectors. Research has shown that they often incorrectly report that a student's writing was generated by AI. In fact, AI-based plagiarism detectors have recently been reported to incorrectly identify non-native English writing as AI-generated more often than native English writing, which is one of several ways in which genAI tools have shown bias</p>	<p>Tracy Howk</p>	<p><i>Our draft language allows teachers to use detection tools as one of many sources for monitoring plagiarism, but clearly prohibits a teacher from relying solely on this tool. We will incorporate training for administrators and teachers on both the dangers of plagiarism within AI capabilities as well as the bias and accuracy dangers of AI detection tools when used in isolation. As research and best practice progresses in this area, we will monitor and update the policy accordingly.</i></p>

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>since their inception."</p> <p>In an effort to reflect research and experts in the field, ODE's guidance, and the movement of many reputable universities, perhaps the BLS policy line should be adjusted to more explicitly disallow AI detection because of its dangers to our students and educators. Please find that updated guidance here: <a href="https://www.oregon.gov/ode/educator-resources/teachingcontent/Documents/Generative%20Artificial%20Intelligence%20(AI)%20in%20K-12%20Classrooms%20v2.pdf">https://www.oregon.gov/ode/educator-resources/teachingcontent/Documents/Generative%20Artificial%20Intelligence%20(AI)%20in%20K-12%20Classrooms%20v2.pdf</a></p> <p>Please be assured that our instructional technology team has put extensive work into maintaining a high level of current and quality AI education and knowledge right here in our district. We have been, and continue to be, involved in many national and state AI conferences and workshops for continuing education on the subject. We have also provided current AI training to over 12 schools across all grade levels and many departments, with more scheduled this year. We are providing training for all administrators this spring. Our training evolves to meet student and teacher needs, including ways teachers can check for understanding and student-completed work by methods other than AI detection tools. There has been, and continues to be, a tremendous amount of work put into the successful launch of ethical, responsible, vetted, and efficient use of AI in the Bend-La Pine School District.</p>		
<p>I encourage an addition to the district's artificial policies and regulations language that encourages limited, intentional, responsible use of AI in consideration of its environmental impact. AI models are energy, carbon emission, and water intensive tools. Given the district's other efforts to improve responsibility and conservation in our operations, it seems important to encourage conscientious use. I am not proposing specific language to add but asking the board to consider if language would be appropriate here or elsewhere in district guidance. Many sources and studies reference the lack of sustainability in AI and I've included a couple of articles to suggest considerations. Thank you!</p> <p>those <a href="https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117">https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117</a></p> <p><a href="https://hbr.org/2024/07/the-uneven-distribution-of-ais-environmental-impacts">https://hbr.org/2024/07/the-uneven-distribution-of-ais-environmental-impacts</a></p>	<p>Claire Dickey</p>	<p><i>We will work with our Sustainability staff and our Wellness Committee to review these links and the information provided and offer guidance on how we might minimize the environmental impact of AI use in our schools.</i></p>

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>Thank you for taking the time to review community feedback on the district’s developing policies around artificial intelligence in education. I appreciate the opportunity to contribute to this important conversation. My feedback submission is specific to the draft policy line regarding AI detection found under Instructional Use - Independent Student Use - Point Three: "The teacher’s ability to accurately and consistently detect usage. Teachers shall require proactive disclosure of AI use rather than rely upon AI detection methods for determining the authenticity of student work." I recommend that Bend-La Pine Schools explicitly disallow the use of AI detection tools by teachers.</p> <p>My opposition is rooted in both practical and pedagogical concerns. First, AI detection tools are unreliable and unproven — prone to false positives and known to disproportionately misidentify the writing of English language learners and students using formal academic structures. Oregon Department of Education’s latest guidance reflects this, advising educators not to use AI detectors due to these exact risks.</p> <p>Beyond their inaccuracy, these tools distract educators from what matters. Teachers should not be asked to invest already-limited time and energy into “catching” students. AI detection tools undermine the relationships that are essential to meaningful teaching and learning. When we ask teachers to investigate students instead of guiding them, we create adversarial dynamics that erode trust and diminish the collaborative spirit of the classroom. These tools presume dishonesty and encourage suspicion — sending the message that students must prove their innocence rather than be supported in their learning. In contrast, when students know their teachers believe in them and are invested in their process, they are far more likely to engage authentically and grow as learners.</p> <p>This kind of enforcement-based approach runs counter to decades of best practice in classroom management and instructional design. Fred Jones, known for his work on positive discipline and efficient classroom structures, warned against confrontational strategies that invite power struggles and teacher burnout. More recently, educators like Catlin Tucker and Kelly Gallagher advocate for relationship-centered, process-based instruction — particularly when navigating technology in the classroom. Dr. Tucker emphasizes that strong teacher-student relationships and formative feedback are more effective in supporting learning than</p>	<p>Torie Withers</p>	<p><i>Our draft language allows teachers to use detection tools as one of many sources for monitoring plagiarism, but clearly prohibits a teacher from relying solely on this tool. We will incorporate training for administrators and teachers on both the dangers of plagiarism within AI capabilities as well as the bias and accuracy dangers of AI detection tools when used in isolation, so they can make informed decisions regarding the best use of instructional time and feedback opportunities. As research and best practice progresses in this area, we will monitor and update the policy accordingly.</i></p>

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>surveillance-based tools. Gallagher reminds us that writing instruction must center on voice, revision, and trust — none of which can be measured by AI detection software.</p> <p>The workshop model and process-based writing approach we use in our district at the secondary level is fundamentally incompatible with detection-based approaches. Our instructional model emphasizes teacher engagement throughout the writing process, with regular conferencing and draft reviews providing authentic ways to verify student work. Detection tools, by contrast, focus on final products rather than the learning process.</p> <p>An over-reliance on detection creates missed opportunities to teach ethical AI use in authentic contexts, help students develop critical thinking about when and how to use AI tools appropriately, and prepare them for a future where AI will be ubiquitous in academic and workplace settings. Generative AI is a part of our world that is not going away, and if we don't teach students how to ethically use it with transparency, they will use it without our guidance.</p> <p>For all these reasons, I urge the district to adopt policy language that prevents the use of AI detection tools and instead invests in ethical, transparent, and instructionally sound approaches to AI in education.</p> <p>Thank you for your time and commitment to thoughtful policy review.</p> <p>Sincerely, Torie Withers Secondary Language Arts Coordinator Bend-La Pine Schools</p> <p>Portions of this response were developed with the assistance of generative AI platforms (ChatGPT and Claude AI) under the direction of the author.</p>		
<p>Bend-La Pine School’s Equity Coalition strongly recommends that the district include considerations of the impact of AI on the experience of marginalized populations, particularly</p>	<p>BLS Equity Coalition</p>	<p><i>Our draft language allows teachers to use detection tools as one of many sources for</i></p>

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>students. AI tools are not going away, and our students and staff need to learn how to use and navigate them effectively. As this happens, the district should monitor very carefully the access, use, and impact of AI on marginalized populations, who are usually the last to have access to new tools and the most likely to experience disadvantage from misuse. The policy needs to reflect a careful and equity-based approach as to how educators use AI. We strongly recommend that the policy language regarding avoiding reliance on AI tools to screen potential job candidates be protected in the final draft, to avoid technology bias in hiring processes that may create barriers for a more diverse workforce. We also recommend protecting the language around not relying solely on AI detection tools to determine authenticity of student work, as we have serious concerns about false positives particularly for students with disabilities or those learning English as a new language. We do not want the district using practices that cause further harm and academic barriers for these vulnerable groups of students. We would like to see an explicit equity-focused statement added to the policy, and a commitment to making accessible AI tools that support communication for students with disabilities (adaptive speech tools, for example). And we highly recommend student voice and involvement in any training for principals or teachers once the policy is approved. Finally, we recommend a review of this policy a year after adoption, to monitor the equity impact, alignment to practices, and necessary updates as technology quickly advances.</p>		<p><i>monitoring plagiarism, but clearly prohibits a teacher from relying solely on this tool. We will incorporate training for administrators and teachers on both the dangers of plagiarism within AI capabilities as well as the bias and accuracy dangers of AI detection tools when used in isolation. As research and best practice progresses in this area, we will monitor and update the policy accordingly.</i></p>



**ADMINISTRATIVE POLICY**

**CODE: JBAA-AP**

**TITLE: SECTION 504 – STUDENTS**

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent or designee will ensure all students are identified annually who qualify for Section 504. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district’s responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

**END OF ADMINISTRATIVE POLICY**

REVIEWED: 5/13/25

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

JBAA-AR: Section 504 - Students

**LEGAL REFERENCE**

[ORS 192.630](#)  
[ORS 326.051\(1\)\(e\)](#)  
[ORS 343.068](#)  
[ORS 659.850](#)  
[ORS 659.865](#)

[ORS 659A.103](#)  
[ORS 659A.109](#)

[OAR 581-015-2030](#)  
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)  
[OAR 581-021-0049](#)  
[OAR 581-022-2310](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Rehabilitation Act of 1973, 29 U.S.C. § § 791, 793-794 (2012).

Americans with Disabilities Act Amendments Act of 2008.



In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

### Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if the student:
  - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Education Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
  - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
  - c. Is regarded as having such an impairment. A person can be found eligible under this provision if the student:
    - i. Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
    - ii. Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
    - iii. Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV<sup>1</sup> virus but has no physical effects from it).
  - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; endocrine; or any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities;
3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;
4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
  - a. Attention deficit disorder (ADD);
  - b. Behavior disorders;
  - c. Chronic asthma and severe allergies;
  - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
  - e. Diabetes.

<sup>1</sup> HIV - Human Immunodeficiency Virus

## District Responsibilities

The superintendent or designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district's compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student's needs. Notice will specify the employee designated by the district to coordinate the district's Section 504 compliance efforts;
5. Annually identify and locate students with disabilities who are Section 504 qualified in the district and who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
  - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by Oregon Administrative Rule (OAR) 581-015-2390;
  - b. An opportunity to review relevant records.
8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

## Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and disability and provide the parent with notice of rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

## Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

2. Tests and other evaluation materials will:
  - a. Be validated and administered by trained personnel;
  - b. Tailored to assess educational need and not merely based on IQ scores;
  - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

## Placement

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;
2. Ensure that all relevant information is documented and considered;

3. Ensure that the student is educated with students without disabilities to the maximum extent possible.

#### Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
  - a. Expulsion;
  - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
  - c. Transferring or placing the student in alternative education or other such programs;
  - d. Graduation;
  - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

#### Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
  - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
  - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA-AP: Discipline of Students with Disabilities and the accompanying administrative regulation.

#### Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed in accordance with established district complaint procedures.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 5/13/25

APPROVED:



### Bicycle Use

Students who live within a reasonable distance may ride bicycles to school. Bicycle riders are encouraged to observe safe and lawful practices. All bicycle riders must comply with Oregon helmet laws. Bicycles must be parked in a designated area on school grounds and should be locked. The district assumes no responsibility or liability for loss or damage to bicycles.

### Skateboard/Roller blade/Scooter Use

Students who live within a reasonable distance may ride skateboards, roller blades, and scooters, and other similar devices to school provided they wear appropriate safety equipment, and providing the skateboards, roller blades, and scooters, and other similar devices are stored properly in a manner designated by the principal or designee during the school day. The school district assumes no responsibility for loss or damage to skateboards, roller blades, and scooters, and other similar devices.

Due to the inherent dangers both to participant and non-participant, combined with the potential liability assumption, the use of skateboards, roller blades, and scooters, and other similar devices on district property is not allowed. The district recognizes there may be circumstances when skateboards, roller blades, and/or scooters, and/or similar devices, will be allowed. Such circumstances will be approved by the principal or designee and may require parent/guardian permission for student participation.

### Motorized Bicycle/Motorized Scooter Use

Motorized bicycles (E-bikes) or motorized scooters (E-scooters) are prohibited on district property for persons under age 16.

### Student Vehicle Use

All students who drive vehicles to school are subject to parking and driving rules developed by the school administration.

The district may require students parking vehicles on district property on a regular basis to show evidence:

1. That the student driving the vehicle holds a valid driver's license;
2. That the vehicle is currently registered;
3. That the student driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state;
4. That the vehicle is in compliance with district rules by displaying the appropriate tag/sticker, as applicable.

Parking privileges will be subject to the specific requirements of this regulation and any other applicable policy or regulation and/or rules of the district. Parking privileges, including driving on district property, may be revoked by the principal or designee for violations of policies, regulations or school rules. The district will post appropriate parking signs.

The district assumes no responsibility or liability for stolen or damaged vehicles.

### Non-Licensed Motor Vehicles Not Allowed

Non-licensed motorized vehicles, such as minibikes, go-carts, all-terrain vehicles, snowmobiles, and motorized scooters, and other similar devices are not permitted on district property.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 11/24/81, 1/14/97, 10/11/00, 2/25/20, 5/13/25

APPROVED: 11/24/81, 1/14/97, 10/11/00, 3/24/20



The Board supports the community education concept, which encourages the use of district facilities by community members for recreational, educational, cultural, social, and civic purposes **service activities**. For reasons of health, safety, and appropriate use of district buildings and facilities the following activities, including but not limited to, are prohibited:

1. Weddings;
2. Wedding receptions; and
3. Funerals.

District facility use requests for memorial services/remembrances will be considered on a case-by-case basis. If approved, the specific location will be determined by the Superintendent or designee.

The following categories have been determined in order of priority for building and grounds usage:

1. Activities directly related to the required K-12 school program, including graduation;
2. Activities related to the extracurricular K-12 school program such as sports and seasonal programs;
3. Community school-sponsored programs such as classes and workshops;
4. Youth-related non-school activities;
5. Adult-related non-school activities.

The Board expects the users to treat the facilities with respect. A facility use request must be submitted by the person or group in accordance with [KG-AR: Community Use of District Facilities](#).

District facilities will be available to approved community groups and individuals in line with district administrative procedures. Use of school facilities by district employees will be in accordance with Oregon Ethics laws.

Approval of the use of district facilities for non-school purposes by the Board or its agents shall not constitute endorsement or approval of the groups or organizations sponsoring the activity or the sentiments or purposes they espouse.

END OF ADMINISTRATIVE POLICY

REVIEWED: 10/6/08, 12/10/24, 5/13/25

APPROVED: 10/6/08, 12/10/24

**POLICY / REGULATION CROSS REFERENCE**

KG-AR

**LEGAL REFERENCE**

[ORS Chapter 244](#)

[ORS 260.432](#)

[ORS 332.107](#)

[ORS 332.172](#)



**REPORT:** Executive Limitation 4.5: Student Transportation

**PRESENTED BY:** Kim Crabtree, Executive Director of Transportation

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.5: Student Transportation.

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

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

Notable Evidence for 2024-2025:

- Eight transfer routes are improving services for our McKinney Vento/ Foster students and families. Ridership is continuing to rise.
- We hired an Active Transportation Coordinator, through a grant. She is working directly with our schools to support those in the non-transport zone while collaborating with Commute Options.
- Over 70 transportation staff now CPI certified, to help support students.



**REPORT:** Executive Limitation 4.7: Technology

**PRESENTED BY:** Scott McDonald, Director Information Technology and Operations  
Karen Rush, Executive Director of Elementary Programs/Instructional Technology

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.7: Technology.

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

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

**Notable Evidence for 2024-2025:**

- **Staff Cybersecurity Training**

This year, BLS transitioned from optional to mandatory cybersecurity training for all staff. This shift reflects our commitment to maintaining a secure digital environment across all schools and departments.

As part of this initiative, we have continued to run phishing simulation testing to measure staff awareness and response. Our previously stated goal was to reduce the district's "phish-prone" rate to below 5.1%. As of May 1, we are pleased to report a current rate of 4.8%, indicating significant improvement and increased staff vigilance.

Our cybersecurity efforts extend beyond simulation testing. Our CyberOctober awareness campaign, communication via device pop ups and blogs, and personal Help Desk/Client Service interactions certainly have influenced our progress.

- **MTSS and Analytics Data Solutions**

The IT department continues to serve as an active partner in advancing the district's MTSS (Multi-Tiered System of Supports) framework and data governance efforts. In collaboration with instructional leadership, our goal is to deliver a reliable MTSS Early Warning System to all Bend-La Pine Schools by the end of the 2024-25 school year.

As of now, the Early Warning System is available to all schools. Our System Support team is now assisting with additional MTSS reporting needs as prioritized by the MTSS Governance Team. Additionally, our System Architects have developed several useful analytics tools for our schools, including a high school 10-day absence tracker, Lottery Outcomes, as examples.

These tools are part of our broader commitment to using data to inform decision-making and improve student outcomes.

- **Website Compliance and Modernization**

We are actively maintaining a secure and up-to-date web presence for our district web resources.

In partnership with the Communications team, we are preparing to launch a new district website using Finalsite in the first half of the 2025-26 school year. This upgrade will enhance compliance with accessibility standards, improve user experience, be optimized for mobile, and support effective communication with our families and community.



**REPORT:** Secondary Math 2 (Geometry/Data Reasoning) Curriculum Adoption

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

**EXECUTIVE SUMMARY:**

This executive summary is to share the findings of the Math 2 curriculum team. The team recommends that Math Medic be selected as the curriculum for tenth grade Math, which includes standards in Geometry and Data Reasoning. This curriculum provides continuity between the ninth grade curriculum (algebra) and the tenth grade curriculum in Geometry and Statistics.

**Material Review Process:**

Beginning in the 2022-2023 school year a team of high school teachers, with representation from all high schools, began to look at the beliefs and values that they hold as mathematics teachers. A curriculum team looked at curricular tools and decided that Math Medic was best for Algebra. The curriculum team had many of the same representatives, and added a few more to represent teachers of Geometry/Data Reasoning. After field testing Math Medic, the team agreed that it was the best curriculum and provided the highest level of continuity.

**Key Findings:**

After an evaluation process, the materials review teams have identified the following materials:

Math Medic: Geometry and Statistics

**Next Steps:**

Once approved by the board, teachers will begin to be trained in these instructional tools for implementation in the 25-26 school year.

We invite the public to review the materials between May 13, 2025, and June 2, 2025.

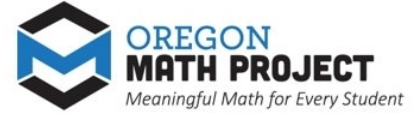
1. Visit [this webpage](#) to see an overview of each Math Medic Geometry lesson for free, no account is required.
2. Visit [this webpage](#) to review the proposed Math 2 materials and submit public comments.
3. Email [Dean.Richards@bend.k12.or.us](mailto:Dean.Richards@bend.k12.or.us) if needing additional support to access for review.



# Math 2 Curriculum Adoption

Dean Richards, Director of Secondary Curriculum, Instruction, and Systems

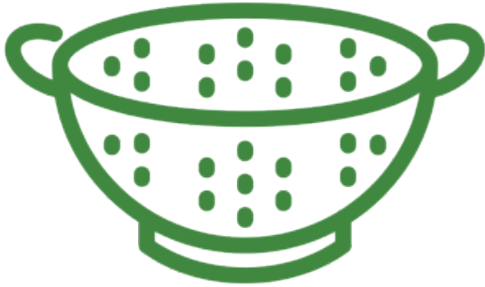
# Oregon Math Project: Four Cornerstones



## Engineering a better system: *Meaningful math for every student*



# The Story of Modern Mathematics Education in the United States



Where We Are:  
Math as a Filter



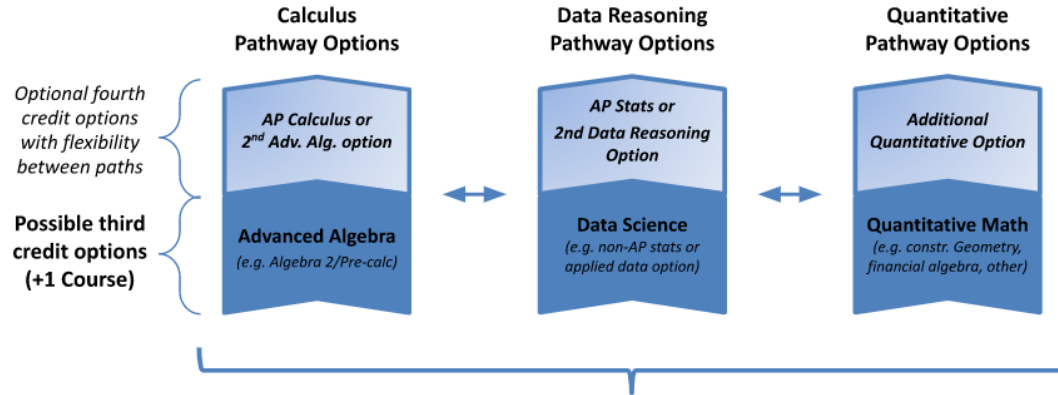
Where We Want to Be:  
Math as a Pump



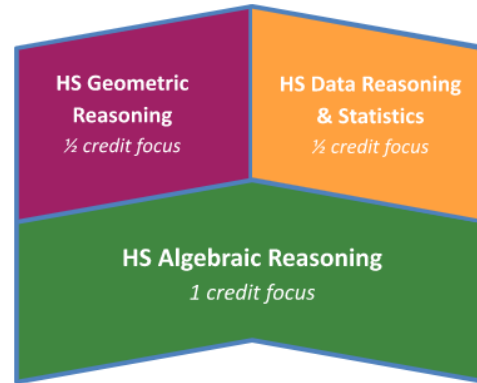
# PATHWAYS

**CORE + 1**

## College and Career Math Opportunities



**High School Core 2 Content -  
balance of algebra, geometry, &  
data content after K-8 math**



**Math 2**

**Math 1**

# Rubric for Material Considerations

- Meets BLP District Values, Vision and Mission
- Equity for all
- Engaging tasks
- Excellent supports for teachers, parents and students
- ELL and math language supports
- Instructional and differentiation strategies
- Editable assessment and progress monitoring tools



# EFFL - Experience First, Formulate Later

**Experience First, Formalize Later** means that students are working collaboratively to think, to discuss, and to construct their own understanding of new content before the teacher helps students to arrive at formal definitions and formulas.



# Lesson by Jackie Greenwood, Summit HS

1. Collect and consider data
2. Analyze, summarize and describe data.
3. Interpret data and answer investigative questions.



# Putting Together a Course for Math 2 (Geometry and Data Reasoning)

Additional to Math Medic EFFL tasks, practice problems and assessments:

- Vocabulary supports and math language skills
- Teacher moves and strategies for ELL and differentiation support (SIOP)
- Additional skills practice materials
- Supports for struggling students
- Additional Data Reasoning Tasks





# 2+1 Roll Out Continued



24-25	<ul style="list-style-type: none"><li>● <b>Math 1 for all 9th Grade will focus on Algebra standards</b></li><li>● Math 2 will be current school practice for 10th grade</li><li>● Other Math courses (these are varied) will be current school practice</li></ul>
25-26	<ul style="list-style-type: none"><li>● <b><i>Math 1 for all 9th Graders will focus on Algebra standards</i></b></li><li>● <b>Math 2 for all 10th Graders will focus on 1 semester of Geometry, 1 semester of Data Reasoning</b></li><li>● Other Math courses (these are varied) will be current school practice.<ul style="list-style-type: none"><li>○ +1 courses (curriculum and standards) will be vetted and developed</li></ul></li></ul>

## Next Steps

- +1 materials course adoptions
- Develop and train teachers to complete pathways for all BLP high schools.
- Continued support in curriculum training
- Creating Common District Assessments





# Public Review and Comment

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## Between May 13 and June 2:

1. The public may see overviews of all lessons at [this link](#)
2. Visit [this webpage](#) to review the proposed materials and submit public comment.
3. Email [Dean.Richards@bend.k12.or.us](mailto:Dean.Richards@bend.k12.or.us) if needing additional supports to access for review.

Questions?

Thank you!





**ACTION ITEM:** Secondary Curriculum Adoption

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

**EXECUTIVE SUMMARY:** This executive summary aims to present the recommendation for instructional materials in 6-9 Science and 6-12 Health. Composed of BLP educator teacher leaders and field testers the team has worked over the last two years to read about best practices and construct core beliefs in order to vet coherent curricular materials.

### **Middle School Science Lab Aids: Issues and Science**

We recommend the school board approve the adoption of *Lab Aids: Issues and Science* as the middle school science curriculum to enhance student learning and engagement. Over the past two years, middle school science teachers have thoroughly vetted multiple instructional resources to find a curriculum that best supports student success.

Through this process, teachers received training in *Lab Aids: Issues and Science* and conducted field testing in classrooms. Both teachers and students found *Lab Aids: Issues and Science* to be engaging and well-aligned with the Next Generation Science Standards (NGSS), providing hands-on, inquiry-based learning experiences.

Based on this positive feedback and its strong alignment with NGSS, we request board approval to formally adopt *Lab Aids: Issues and Science* as the middle school science curriculum.

### **Peer Science for Ninth grade**

To ensure a unified and NGSS-aligned science pathway across our high schools, we propose adopting *PEER Physics* as the instructional resource for freshman physics. Over the past two years, district science teachers have collaborated to develop a structured science sequence that aligns with the Next Generation Science Standards (NGSS). Beginning in the 2025-26 school year, all freshmen will take NGSS Physics. This course is a conceptual physics course that is supported by the mathematics that they have taken as 8th graders and currently enrolled in during their ninth grade year.

The pathway will be a phased rollout of the full science pathway:

- 2025-26: NGSS Physics (all freshmen)
- 2026-27: NGSS Physics & NGSS Chemistry
- 2027-28: NGSS Physics, NGSS Chemistry & NGSS Biology

This pathway provides all students with the Science knowledge to engage with the natural world. Opportunities for advanced coursework are embedded into this pathway and individual plans can be made with a counselor conversation.

To support this transition, teachers across the district have vetted multiple instructional tools for physics, participated in professional development for *PEER Physics*, and field-tested the

curriculum in classrooms. Based on its alignment with NGSS, emphasis on inquiry-based learning, and positive teacher feedback, we recommend adopting *PEER Physics* for implementation in the 2025-26 school year.

### **Middle School and High School Health**

We recommend the school board formally adopt *Live Well* by Human Kinetics as the district's health curriculum for grades 6-12. This state-approved, comprehensive, skills-based textbook aligns with the state adoption timeline and will be implemented across grades 6-8 and Health 1-2, including Bend-La Pine Online courses.

During the adoption process, health educators from across the district collaborated to review state-approved curricula, field-test *Live Well*, and identify areas requiring additional resources to meet state laws in suicide prevention, substance use prevention, and sexual and reproductive health. To address these needs, the following supplemental materials have been selected:

- Suicide Prevention: *Erika's Lighthouse*
  - We have removed Look Listen Link based on community feedback
- Substance Use Prevention: *CATCH My Breath*, *Project ALERT*, *ODE Synthetic Opioid Prevention Lessons*, and the *Stanford Prevention Toolkit*
- Sexual Health Education: *My Future-My Choice*; *Rights, Respect, Responsibility*; and *FLASH*

Teachers are now developing a comprehensive scope and sequence for grades 6-8 and Health 1-2 to ensure effective implementation. We request board approval to formally adopt *Live Well* as the district's health curriculum.

### **ADMINISTRATIVE RECOMMENDATION:**

Based on the comprehensive review and analysis from Science and Health teachers the team recommends the adoption of:

1. Lab Aids: Issues and Science for 6-8 Science
2. PEER Physics for 9th grade Physics
3. Live Well and supplemental materials for 6-12 Health

### **RECOMMENDED MOTIONS:**

1. I move to approve Lab Aids: Issues and Science for 6-8 Science as recommended.
2. I move to approve PEER Physics for 9th grade Physics as recommended.
3. I move to approve Live Well and supplemental materials for 6-12 Health as recommended.

Please select the option that best describes you as a reviewer.	Select the program you reviewed	What are the STRENGTHS of the program or materials?  Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	What are the CHALLENGES or LIMITATIONS of the program or materials?  Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.
Parent./Guardian or other Adult Caregiver of a Student	PEER Physics	<p>The number one strength of this program is that it allows students to discover the science behind the phenomenon in a method of discourse. The other thing that I like about this program is that it allows students to be the scientists instead of teachers telling them what they should know for a test. It seems like this program will be very engaging, and kids will be interested and understand physics.</p>	<p>I think the biggest challenge is just making sure teachers feel like they have enough time to understand the curriculum. Teachers will need opportunities to work together so that they can creatively and fully implement this curriculum. I also think some old school teachers might not buy into the curriculum right away, but I hope they can be open minded enough to allow students learn this way.</p>
Parent, Community Member, Former Educator and science enthusiast	PEER Physics	<p>I am grateful to see that BLS is moving forward with an aligned curriculum across the district, finally beginning to implement curriculum that meets the NGSS standards established over a decade ago. It appears that Oregon, particularly Bend, is significantly behind in advancing educational practices and policies.</p> <p>Having relocated from a top school district from another state, I see that the initiatives BLS is now pursuing—curriculum alignment, standards-based grading, collaborative planning to ensure common access to curriculum/standards, common assessments, and high-quality instruction for all students—began implementation in our previous district 10-15 years ago.</p> <p>While change is challenging, it's essential that BLS prioritize what is truly best for the students, rather than the comfort of teachers, parents, or board members to just continue doing what they have always been doing rather than make proactive change because of fears that are unfounded. This shift towards NGSS and a physics-first approach is crucial for the district's growth and for retaining families like mine, who have been considering leaving due to dissatisfaction with how our specialized populations are served, our low graduation rate and the glaring lack of alignment with best practices in education.</p> <p>I encourage those on the board interested in addressing the needs of students to review research from Equal Opportunity Schools, Stanford's Challenge Success and Harvard's Making Caring Common, along with any relevant research articles regarding de-tracking students but instead providing all students access to high-quality instruction in foundational courses that are consistently aligned across the school district, like 9th grade science curriculum that is being proposed. With that, BLS focus should be on ensuring that every student has access to AP, Honors, and COCC courses, not just some which seems to be the focus of certain board members. BLS must strive to ensure that these programs reflect the diversity of the student population rather than remaining homogeneous. It is essential to avoid categorizing students before they have the chance to engage with high-level curriculum options. Access to these opportunities begins with aligned pathways and curriculum for all students. And we see this across the state and country with the physics first curriculum.</p> <p>It is time for BLS to embrace these changes and move forward to better serve our students.</p>	<p>I was disappointed by the board's questioning of the science curriculum in the board meeting. It appears that some members, coming from a place of privilege and maybe even primarily focused on their own children, prioritized their own perceived stereotypical challenges over the substantial benefits this curriculum offers. They seemed to overlook the insights of the teachers who have used the curriculum, the research behind why so many schools/districts have moved to these models and the value the curriculum brings to the foundational science instruction in the district.</p> <p>This PEER physics program has demonstrated effectiveness in preparing all students for access to Chemistry and Biology, engaging them with the Next Generation Science Standards (NGSS) at a quality level, which provides more students with access to AP and IB courses. Currently, BLS is not aligned with the NGSS standards that were established years ago and that is not okay, and downright embarrassing.</p> <p>Students will continue to have access to AP and IB courses, where they will be challenged beyond the high quality foundation science curriculum we owe all of our students. I don't believe that lack of access should be a worry as the offerings are not going to change as a priority nor does it appear to be the will of the district to limit AP/IB access—all of the schools will have pathways to the same APs with this curriculum.</p> <p>From my understanding the goal of the curriculum alignment process is to expose all students to comprehensive science education which could and should encourage more learners to pursue higher-level science courses. It is alarming that BLS has previously provided numerous "easy" courses for "those other kids" to access "science" but not aligned with NGSS or having students access high quality curriculum. Many of these courses set students off as early as 9th and 10th grade to certain pathways for post secondary. Such tracking is unacceptable, and it appears that teachers who favor certain types of students often get their way, neglecting the fact that all students deserve equitable access to high quality education, regardless of arbitrary barriers.</p> <p>Additionally, BLS is reporting and celebrating an 85% graduation rate, which raises concerns, especially as this is the lowest I have seen across three different districts where we lived. Why is BLS not focusing and addressing ways to improve graduation rates, enhance engagement, and support all students in achieving their goals? The conversations around curriculum tend to focus on the top % of students who will still have access to rigorous coursework beyond the foundational guarantee. BLS should be taking more time to ask questions and worry about the students they so often leave behind with this low graduation rate. During this conversation around science curriculum, the board appeared to spend their time talking about AP/IB access (which kids will still have!) when I would actually like to see them spend the same amount of time or, actually more, on the rest of the student population. This includes the 15% of students whom the district has not adequately supported in earning their high school diplomas and preparing for life after compulsory education.</p> <p>Not approving the 9th-grade curriculum would be a disservice to our district. BLS should really consider implementing the standards and pathways outlined by many districts across the state and nation.</p> <p>It is imperative that BLS catch up and prevent themselves from falling further behind.</p>

Please select the option that best describes you as a reviewer.	Select the program you reviewed. Select only one program per form.	What are the <b>STRENGTHS</b> of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	What are the <b>CHALLENGES</b> or <b>LIMITATIONS</b> of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	[Healthy Schools Responses]
Medical Provider	Erika's Lighthouse - Supplemental Suicide Prevention (grades 6-12)	high quality, substantive material. appreciate that it's offered in Spanish	I don't see any limitations at this time	
Public Health Professional	Erika's Lighthouse - Supplemental Suicide Prevention (grades 6-12)	This program is evidenced-based, easy to understand, free, and seems to require little prep. It offers empowerment club options for students who are further interested in doing suicide prevention work. It offers family engagement strategies which is a huge component to successful suicide prevention work. I appreciate the "whole school culture" component as well as that is vital to implementing systemic changes in schools. There is representation of diverse group of young people in the slides and videos, and offers options for no gender identity disclosure. There are updated resources, such as national crisis line. It's available in English and Spanish!!	I would be <b>concerned teachers only did one lesson</b> , where <b>the full program (4 days) is advisable</b> . It takes some navigating on the website to find lessons, so <b>some prep for teachers would be helpful</b> .	
Public Health Professional	Erika's Lighthouse - Supplemental Suicide Prevention (grades 6-12)	Evidence based, free of cost, stigma-free and peer-centric, diverse reflection of various student populations, flexible, ready-to-use resources, comprehensive suicide prevention content. Also available in Spanish.	<b>may require additional supports for teachers to implement</b>	
Public Health Professional	Erika's Lighthouse - Supplemental Suicide Prevention (grades 6-12)	Evidence based, free of cost, stigma-free and peer-centric, diverse reflection of various student populations, flexible, ready-to-use resources, comprehensive suicide prevention content & curriculum	<b>May require additional supports for teachers to implement</b>	
Student	Erika's Lighthouse - Supplemental Suicide Prevention (grades 6-12)	- seems comprehensive	<b>- not particularly appealing for youth - feels too prescribed</b>	
CAC Child Abuse Preventionist	FLASH - Supplemental Sexual and Reproductive Health (grades 6-12)	FLASH incorporates a lot of useful educational strategies and is really accessible for educators. It includes warm-up activities, exit tickets, and a script that educators can follow when implementing each lesson. The layout of the curriculum is very user friendly. FLASH also has an entire adaptation for special education which is a necessary addition when addressing equitable access to education. As FLASH is a sexual health curriculum, many of the sexual health standards and performance indicators are met in depth, including performance indicators that look at HIV, STD, and STI prevention, anatomy and physiology, and contraception. (Review from SATF curriculum review)	As a sexual health curriculum, FLASH doesn't spend much time, on the root causes of violence oppression. In order to meet more of the violence prevention indicators, <b>we recommend adding conversations about oppression and identity (including race) into the lessons and activities</b> . FLASH does a good job of establishing concepts and definitions. <b>By adding some more skills practice and opportunities for deeper learning</b> , educators will meet more of the skills-based standards. (Review from SATF curriculum review)	
Student	Live Well - Comprehensive Health Textbook (grades 6-12)	graphics and visuals	excessive words per page, make font bigger and increase pages for a better visual appeal.	

Please select the option that best describes you as a reviewer.	Select the program you reviewed. Select only one program per form.	What are the STRENGTHS of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	What are the CHALLENGES or LIMITATIONS of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	[Healthy Schools Responses]
Public Health Professional	Live Well - Comprehensive Health Textbook (grades 6-12)	This is a baseline or introduction to mental health issues for students. It explains signs and symptoms of mental health problems.	<ol style="list-style-type: none"> <li>1. Remove scary/sad images- these can cause vicarious trauma</li> <li>2. Remove word "secret" when talking about mental health/anxiety-secret-keeping is part of the stigma associated with getting help for mental health issues. <b>The chapter on self-harm explains how the student self-harmed AND showed ways to hide it from others- this is very dangerous!!!!</b></li> <li>3. Focus on connecting to a trusted adult- the chapters did not point this out enough! no child should be responsible for dealing with mental health struggles alone, and most prevention work proves that connection to a trusted adult is the biggest indicator to getting help.</li> <li>4. Update crisis line to 988</li> <li>5. Healthy living tips should include options for disabled people and/or in general: practicing gratitude (based on research) practicing generosity (research based), making a self-care card, list community resources and other action-based coping strategies</li> <li>6. Do NOT use "commit" for talking about deaths by suicide- this increases stigma associated with suicide. Proper term is "death by suicide"</li> <li>7. What are cultural considerations? How does culture act as a protective factor against mental health challenges and are there stigmas around mental health and suicide that stem from cultural beliefs?</li> <li>9. text does not explain evidenced-based practices for prevention</li> <li>10. text did not explain chemical imbalance that is true for mental health issues</li> </ol>	<p>#4, 6 have already been submitted to the publisher and the publisher responded that they would make those changes before Oregon's purchases.</p> <p>We will also ask this public health professional to submit these additional concerns to the publisher to request revisions, particularly for anything modeling self-harm or reinforcing stigmas known to prevent help-seeking.</p> <p>We have added Erika's Lighthouse to the adoption and Health Scope and Sequence to be used to supplement the self-harm and suicide prevention lesson in the Live Well textbook in response to these concerns.</p>
Public Health Professional	Live Well - Comprehensive Health Textbook (grades 6-12)	<b>N/A- would not recommend this textbook to meet comprehensive suicide prevention best practice curriculum or safe messaging standards. Messaging and content could inadvertently cause harm.</b>	<b>Not comprehensive, currently not utilizing best practice standards suicide prevention curriculum related to safe messaging, guidance to support others who are engaging in self-harm behaviors and utilizing outdated resources.</b>	We have added Erika's Lighthouse to the adoption and Health Scope and Sequence to be used to supplement the self-harm and suicide prevention lesson in the Live Well textbook in response to these concerns.
Public Health Professional	Live Well - Comprehensive Health Textbook (grades 6-12)	<b>From the perspective of delivering a comprehensive suicide prevention curriculum this textbook does not meet best practices and is not comprehensive.</b>	<b>Not comprehensive, currently not utilizing best practice standards in suicide prevention curriculum related to safe messaging, guidance to support others who are engaging in self-harm behaviors, and utilizing outdated resources.</b>	We have added Erika's Lighthouse to the adoption and Health Scope and Sequence to be used to supplement the self-harm and suicide prevention lesson in the Live Well textbook in response to these concerns.
Culture of Care Coach & Consultant	Live Well - Comprehensive Health Textbook (grades 6-12)	Content is comprehensive	<b>Will there be optional materials/opportunities for guardians to engage with the content and provide dialog with their youth as well as opportunities to connect with other experts &amp; guardians?</b>	

Please select the option that best describes you as a reviewer.	Select the program you reviewed. Select only one program per form.	What are the STRENGTHS of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	What are the CHALLENGES or LIMITATIONS of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	[Healthy Schools Responses]
Student	Live Well - Comprehensive Health Textbook (grades 6-12)	It is pretty positive, and all of the content in there should be taught.	There are some issues with the textbook. First of all, it felt very impersonal because the people in the photos didn't look like real teenagers so it just wasn't very realistic. <b>Also, there was an extremely minimal education on practicing safe sex.</b> The textbook just talked about how one can contract possible diseases, <b>but instead of offering options to prevent these while still being allowed to have safe sex (most teenagers are going to have sex no matter what),</b> they just talked about consent and abstinence. I feel as though teenagers need to be approached from adults in a way that is understanding, but not an adult feeling like they understand everything about teenagers. That makes teenagers less likely to listen to them if they think the teachers are trying to be "relatable." That was a common tone that I felt was presented in the textbook. <b>The textbook also only barely touches on LGBTQ+ teens and just sort of isolates them a bit.</b> It would be helpful to <b>cover physical health for people who identify differently</b> without making them feel weird. Overall, I think that teenagers, including myself, are still going to be confused and have questions about their body that the textbook assumes people already know.	Live Well does not include the sexual health unit in the physical textbook/PDF. For the review period, reviewers could only access the high school sexual health unit through a printed PDF binder through the Education Center. This is a limitation due to the materials supplied by the publisher. Once adopted/purchased, the district will have printed copies of the sexual health units at each school.  I'm not sure if this student had access to the full sexual health unit due to the issue described above.  BLS also has proposed RRR ("3Rs": Rights, Respect, Responsibility) and FLASH to provide supplements for sexual health for high school. RRR and FLASH include risk reduction methods.
Medical Provider	Live Well - Comprehensive Health Textbook (grades 6-12)	Many of the chapters not directly related to nutrition use non-shaming language about food and bodies.	The chapters directly dealing with <b>nutrition and body weight include some elements that are concerning</b> , such as the exercise that asks kids of calculate their daily caloric needs. I am also concerned about the <b>case example of the girl (who looks overweight from the picture) who has diabetes because it makes it sound like she eats poorly and that's why she has diabetes.</b> This is not entirely accurate as much of diabetes, even type 2 is genetic. I also don't like the way the book labels foods as good versus bad or healthy versus unhealthy and makes such a dichotomy between this as this is often language used in disordered eating. I think <b>the instructors teaching from this textbook could use some guidance in modifying some of the lessons</b> and the "black-and-white" language used.	We have the annual Health teacher PD day so we could include a nutrition/body weight best practices session with Spanos Clinic, rolling out the guidance material they compiled for us, and making adaptations to the instructional materials.
Public Health Professional	Look, Listen, Link - Supplemental Suicide Prevention (grades 6-8)	evidence based, adaptable/versatile, quick to implement	cost associated with use, <b>not as comprehensive compared to Erika's Lighthouse &amp; Sources of Strength, low student interaction</b> compared to other curricula's. <b>Outdated. Does not meet standards of inclusivity and representation for students in this population.</b>	
Public Health Professional	Look, Listen, Link - Supplemental Suicide Prevention (grades 6-8)	Evidence based, adaptable/versatile, quick to implement	Cost associated with use, not as comprehensive compared to Erika's Lighthouse & Sources of Strength, low student interaction compared to other curricula's	
Elementary School Nurse	My Future-My Choice - Supplemental Sexual and Reproductive Health (grade 6)	Inclusive language	As an elementary school nurse, I'm interested in curriculum for this age. <b>Is this something that will be adopted in the future?</b>	We will be starting the elementary Health adoption starting at the end of this school year and progressing through next school year. MFMC will be placed at 6th grade, but RRR has age-appropriate lessons at the elementary level.
Student	My Future-My Choice - Supplemental Sexual and Reproductive Health (grade 6)	A strength is Erin's Law, educating students on healthy relationships.	A limitation is the <b>lack of honesty around the issue of human trafficking</b> (modern day slavery) while millions of people fall victim, even people in all of our communities, become a victim so what if they were educated sooner on the topic.	We will share this with our MFMC state liaison.

Please select the option that best describes you as a reviewer.	Select the program you reviewed. Select only one program per form.	What are the STRENGTHS of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	What are the CHALLENGES or LIMITATIONS of the program or materials? Only comment on one program per form. Please check to make sure your comments are specific to the program selected above.	[Healthy Schools Responses]
Student	My Future-My Choice - Supplemental Sexual and Reproductive Health (grade 6)	This curriculum is not specific to only western culture; it takes into account differences and fluidity between cultures and time periods when it comes to our language and societal norms. The emphasis on inquiry in students' personal lives is important. This curriculum does not exist within a vacuum, and it does a good job of taking that into account. The activities and information regarding media and culture are very helpful.	Some of the content, mainly the Cinderella story, seemed juvenile and a bit patronizing. <b>Much of the language used assumes that all people experience sexual or romantic attraction, and asexual/aromantic identities are not considered as much as would be helpful.</b> The language and rhetoric used to describe one's personal feelings about their identity is vague and confusing. Information about the psychiatric roots of gender identity and gender dysphoria would give clearer understanding on what it means to be transgender. This curriculum does not take into account enough the animosity students may feel about the LGBT community, and does not adequately promote respect for the groups represented in the lessons.	We will share this with our MFMC state liaison.  One consideration may be what is the developmentally appropriate level of information for universal 6th grade sexual health. Was this student aware that this is a 6th grade program?
Student	Rights, Respect, Responsibility - Supplemental Sexual and Reproductive Health (grades 6-12)	I think there is a strong overview of important sexual health issues facing our youth	I think it is important that we ensure teachers are able to accurately portray information with assignments that are informative and help students learn. I feel like oftentimes, students try to just get the assignments over with instead of really trying to get into detail and relate to the topic. I think if we get more students to take sexual health seriously then the curriculum will be much more effective	
Student	Stanford You and Me Together Vape Free - Supplemental Substance Use Prevention (grades 6-12)	<ul style="list-style-type: none"> <li>- slides were colorful</li> <li>- some interactive pieces like the meditation</li> <li>- some interesting content</li> </ul>	<ul style="list-style-type: none"> <li>- not intimidating people about the dangerous effects of vaping.</li> <li>- not engaging to young students.</li> <li>- put in real negative affects that students will understand like, popcorn lung, how much money they cost, how this can get them in trouble in school, ect.</li> <li>- a lot of the key points seemed to focus on science ex: the neurotransmitters and acetylcholine. I think this will bore students and they won't understand what the slides are trying to share.</li> <li>- the colorful slides with emojis don't engage students and seem inappropriate for the topics tone and seriousness.</li> <li>- add conversation pieces where students talk to each other about a friend they know that vapes and negative affects they have seen or show videos of people who have been negativity affected by vaping.</li> <li>- show how vaping has intense negative withdraws through a video or something interactive.</li> </ul>	We will share this with our contact at Stanford.
Student	Stanford You and Me Together Vape Free - Supplemental Substance Use Prevention (grades 6-12)	I thought that some of the material was interesting, like the meditation one. Also, I think that a lot of the content explaining health effects and environmental effects were good to add, they just weren't implemented in a meaningful way.	I think the overall style of the slides were cringe and cheesy, for example the "Community Agreements" slide was extremely cringe and out of context for the tone of the topic, and many of the stock photos of people posing made it seem goofy and fake. Speaking from experience, this will result in students not taking the content seriously. Also, a lot of the lessons had inappropriate information for a high school health class. <b>Students don't care/won't take anything away from a lesson teaching about the science behind vaping, and a lot of this takes away from what I believe the lesson should address: why students start to vape and what it will cause. This lesson needs more content from what vaping will do, and help address the cause.</b>	We will share this with our contact at Stanford.

While I understand the basis of the proposed Science adoptions, I still would like to review the concepts and rationale of changing the typical progression of science curriculum at the high school level. Can we identify the knowledge and skills needed to be successful in these content areas?

- Historically, BLS high schools have not followed a consistent science course progression. Currently, four schools start students in Biology, while two schools start with either Physical Science or Honors Biology and one school starts with Physics. There have been concerns about the current freshmen options, particularly with Biology. Teachers often spend the first 6–8 weeks introducing essential physics and chemistry concepts needed to fully understand biological processes. In addition, Biology is vocabulary-rich and content-heavy, which can be challenging for students early in high school. A strong foundation in conceptual physics supports deeper understanding in both chemistry and biology. Physical Science, while valuable, is not typically recognized as a rigorous course by college admissions. Furthermore, most BLS students have had limited exposure to Earth and Space Science standards, despite their inclusion in the NGSS and Oregon state science standards. **The adoption team saw a clear advantage in all students having a year of physics and chemistry prior to biology—a shift that also reflects a growing trend across Oregon and the nation.** Below are a few of the Oregon Districts with the Physics-Chemistry-Biology pathway.
  - Portland Public Schools
  - Beaverton School District
  - Hillsboro School District
  - Redmond School District
  - McMinnville School District
  - Gresham-Barlow School District
  - Salem Keiser School District
  - Springfield School District
  - Reynolds School District
  - Hood River School District
- **Caldera HS implemented the Physics-Chemistry-Biology pathway when it opened four years ago.** We now have two years of college admission data and Caldera students are being admitted to competitive colleges. **They have found great success**, including a 95.5% passing rate for freshmen in Physics first semester. **They have also concurrently been able to add additional AP sections each year for their students.**
- CHS Biology and AP Biology advocates for this pathway because Physics → Chemistry → Biology sequence improves comprehension of complex scientific processes, strengthens critical thinking and builds on prior knowledge, improving AP/IB and college readiness.
- The new curriculums are aligned with NGSS, a requirement of the ODE. The next step is vertical and horizontal alignment between middle and high school to intentionally sequence NGSS science and engineering practices and content so that students build knowledge and skills coherently and progressively to ensure students are prepared for upper level courses and college readiness.
- Science Leadership Team: January 2023-March 2024

## Science Leadership Team

### BSH

Ron Crawford - Physical Science, IB Physics  
Heidi Friesen - Physics, IB Chemistry  
Casie Bullock - Chemistry, IB Chemistry  
Paul Hutter - Vice Principal, IB Coordinator, former HS Chemistry teacher

### CHS

Laura Gemignani - Biology, Chemistry, Physics  
Kathleen Glogau - Biology, Chemistry, Physics, AP Biology  
Case Bateman - Chemistry, Physics  
Sara Tresalis - Chemistry, Physics

### MVHS

Jon Nichols - Biology  
Todd Andresean - Physics, Physical Science, AP Physics  
Mike Hicks - Principal, former HS science teacher

### BTA

Missie Wikler - Biology, Physics, AP Environmental Science

### LPHS

Suzanne Jones - Biology, Chemistry, AP Biology

### SHS

Greg Lampard - Biology, Chemistry, AP Biology, AP Chemistry  
Steve Platt - AP Physics

Dean Richards: Director of Secondary Curriculum & Instruction

Colleen Behrens: Science Instructional Coach

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- Task: Identify a high school science pathway that ensures equitable access to a guaranteed and viable curriculum for all students.
- February 2023 to November 2023: A team met seven times to review current science pathways, analyze NGSS-aligned best practices, and define core beliefs for equity and coherence; two pathways were identified that met these goals.
- January 2024 to June 2024: Feedback was gathered from administrators, teachers, counselors, and other school districts to evaluate the implications of each pathway on scheduling, staffing, and course access. The year-long Physics-Chemistry-Biology pathway was selected because it best supports the BLS equity stance and foundational science knowledge while minimizing impacts on FTE, AP/IB options, and teacher preps.
- **PEER Physics is researched and validated for effectiveness.** [Link](#) [Year-at-a-Glance](#): Unit order and topics covered. The math topics are listed in blue under the Key Topics column. The document also includes the description of the [Math Modeling Building activities](#). Chemistry and biology curriculums will be chosen based on alignment with the NGSS and the ODE science adoption requirements. Knowledge and skills will be identified in the scope and sequence of each curriculum.
- Resources
  - [Oregon Science Leaders Action Guide: Building an Equitable, NGSS-Aligned K-12 Science Program](#)
  - [Physics First Pamphlet](#)
  - [Physics First? By Leon M Lederman, Nobel Laureate](#)
  - [Why Physics First? By Bob Bellin](#)

How do these requirements match math skills to support the high level science curriculum?

- We reviewed each activity within every unit (chapter). **Our HS Math TOSA confirmed that the math content is drawn from 8th grade Math and Math 1 (Algebra 1).** Many of the concepts are introduced in 8th grade and then explored more deeply in Math 1. The way math concepts are introduced in PEER Physics aligns with and reinforces previously learned material, presenting it in meaningful, real-world contexts. Teachers will introduce the math activities within these contexts, which will help deepen students' understanding.
- Here are the Math standards

8th Grade	Math 1 Algebra	Math 2 Geometry & Data Reasoning ~1 Semester of each
<ol style="list-style-type: none"> <li>1. Work with equations and expressions with both integers and radicals.</li> <li>2. Understand the connections between proportional relationships, lines and linear equations.</li> <li>3. Analyze and solve linear equations and pairs of simultaneous linear equations.</li> <li>4. Define, evaluate and compare functions.</li> <li>5. Use functions to model relationships between quantities.</li> <li>6. Understand that there are numbers that are not rational and learn to approximate irrational numbers by using rational numbers.</li> <li>7. Understand congruence and similarity using physical models, transparencies or geometric software.</li> <li>8. Understand and apply the Pythagorean theorem</li> <li>9. Solve mathematical problems in authentic contexts involving cylinders, cones and spheres.</li> <li>10. Reason about and make sense of data and statistics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use algebraic reasoning to rewrite expressions in equivalent forms</li> <li>2. Use algebraic reasoning to find solutions to an equation, inequality and system of equations.</li> <li>3. Analyze the structure of an equation or inequality to determine an efficient strategy to find and justify a solution.</li> <li>4. Make predictions in different applications using expressions, equations and inequalities.</li> <li>5. Describe functions by using both symbolic and graphical representations.</li> <li>6. Compare and relate functions using common attributes.</li> <li>7. Represent functions graphically and interpret key features in terms of the equivalent symbolic representation.</li> <li>8. Understand and apply the real number system.</li> <li>9. Model a wide variety of authentic situations using functions.</li> <li>10. Attend to units of measure needed to solve problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply geometric transformations to figures.</li> <li>2. Construct and communicate geometric arguments.</li> <li>3. Solve problems and interpret solutions for area and volume.</li> <li>4. Apply concepts of right triangle trigonometry to solve problems.</li> <li>5. Formulate statistical investigative questions.</li> <li>6. Collect and consider data</li> <li>7. Analyze, summarize and describe data.</li> <li>8. Interpret data and answer investigative questions.</li> <li>9. Understand independence and unconditional probability and use them to interpret data.</li> </ol>

I would like to hear from our science teachers....are they confident that this curriculum change will support students at the 9<sup>th</sup> grade level and beyond?

- Teachers overwhelmingly chose the PEER Physics program and are confident that this is best for meeting the NGSS science standards and giving access to advanced level curriculum. Fall 2025 TEAM determined criteria based on teacher feedback and ODE requirements. PEER Physics was chosen to pilot. Seven teachers from six schools (BSH, CHS, LHS, MVHS, SHS, Realms) attended a pilot training. Six of the teachers piloted PEER waves unit with freshman and sophomore students with positive feedback. The teacher from SHS chose not to pilot.
- Below is input from current BLS PEER Physics teachers regarding student math readiness:
  - Case Bateman, PHysics, CHS. 3 years experience with Patterns Science, *"I think math is totally doable for a large group of students and there are many opportunities for differentiation. Please have them reach out to me if they have questions."*
  - Heidi Freisen, BHS Physics and IB Chemistry. 10 years experience with PEER Physics, *"I have taught it to freshmen and ran into no issues mathematically."*
  - Ron Crawford, BHS, IB Physics and Physical Science. *"Peer provides math units that can either be used or not. They always come after the conceptual understanding to give it a foundation. If a teacher (or district) chooses not to do the math portions, the concepts are still*

*covered. Peer physics does an excellent job at building concepts before the math so that students have a construct that the math fits into.”*

Here is a letter from August 25, 2024 that may help answer your questions:

Bend-La Pine Schools is committed to providing an equitable and guaranteed curriculum that empowers all students to graduate with a strong foundation in science, equipping them with the knowledge and skills needed to be ready for college, career, community engagement and life. To enhance equitable outcomes and further this vision, the district took on the challenge of thoughtfully restructuring the alignment of the high school courses. Under the new vertical and horizontal alignment, all students will participate in a comprehensive science education, taking *Physics as freshmen, Chemistry as sophomores, and Biology as juniors*, with Earth and Space Science concepts and STEM skills integrated throughout these core courses. This approach represents a shift from the traditional model and is designed to build on the strengths of every student, ensuring access to a rigorous and consistent science curriculum.

### **Problem with the Current Program**

In conversation with Science teams, the theme of the current science varied pathways has highlighted several issues, particularly in terms of equity and student success. Freshman in Biology lack the foundational knowledge in physics and chemistry, therefore a third of the year is spent learning physical science concepts. Additionally, many students, particularly those from historically underserved backgrounds, graduate with minimal exposure to physics concepts, often not taking a full physics course or only a half year of physical science. Students transferring between schools or into the district often experience gaps in their Science education due to inconsistencies in the programs. Historically underrepresented students are less likely to enroll in advanced science courses such as AP, IB, or dual credit options. Earth and Space Science, crucial for a comprehensive science education, is currently offered only as a specific elective, limiting exposure for many students.

### **Process and Stakeholder Involvement**

The decision to realign the science curriculum was developed through a collaborative process involving a diverse group of stakeholders. Central to this effort was a team of science educators, including teachers from each high school with expertise in physics, chemistry, biology, and advanced courses. Additionally, input was collected from group or individual meetings with science teachers, principals, scheduling secretaries, CTE teachers, and the Counseling Teacher on Special Assignment (TOSA). Three vertically aligned models were evaluated with the district's equity stance at its core. Consideration was given to factors such as student success in science for all, alignment with NGSS standards, teacher workload and preparation, teacher preferences, scheduling, and college readiness. These factors provided valuable insights into the logistical and academic impacts of the proposed alignment. A team of science leaders also spoke with other Oregon and Washington high schools districts to determine the consequences of each course alignment model. Informal feedback was also gathered through polls conducted with students from a Bend High School IB course and a Bend Tech Academy science course.

### **Impacts and Outcomes**

The Physics-Chemistry-Biology course alignment is expected to bring several positive outcomes. Teachers will benefit from common preps with colleagues across the district and will likely lead to fewer course preps. Year-long courses have less scheduling challenges and require less staff. In districts in Oregon that are using this model, there is increased enrollment in IB, AP, and dual credit courses, especially among historically underserved students. Additionally, the alignment facilitates easier access to support from English Language Development and Learning Specialists.

However, there are challenges to consider. The alignment may reduce elective options and may increase the need to double up courses for those choosing to take several advanced Science courses. Another impact is the need for training and support for teachers who may be required to teach outside their usual areas of expertise. The district must also monitor and address any unintended consequences, such as resource disparities across schools.

### Roll-out and Curriculum

The Physics-Chemistry-Biology course alignment will be rolled out over a three-year phase-in period. Starting in the 2025-2026 school year, all freshmen will begin with Physics. Chemistry will be introduced in the 2026-2027 school year, and Biology will follow in 2027-2028. To support this transition, curriculum adoption is currently underway for the 2024-2025 school year. During this time, teams of teachers will be evaluating and field-testing instructional materials for each course, with a strong focus on alignment with NGSS standards, equity, and relevance.

More will be coming on the adoption and roll out of the course alignment throughout the year. If you have questions, please email Colleen Behrens or myself.

Dean Richards

### New questions 4/25:

Is there a plan to mitigate loss of access to AP/IB coursework, which our administration is acknowledging is a likely consequence of this science pathway adoption?

- [AP Science Course Offerings Comparison](#) This is a comparison of 24-25 AP Science sections compared to projected AP Science offering for the 25-26 school year. Overall, we will be adding two additional sections at Caldera High School which is already running the Physics first model, while the other schools will remain the same in their AP/IB offerings for the 25-26 school year.
- Course offerings at all sites are based on teacher licensing, FTE and student interest.

### Possible Course Pathway

Grade	Standard Pathway	Accelerated Pathway			
		Option 1	Option 2	Option 3	Option 4, 2025-26
9th	NGSS <b>Physics</b>	NGSS <b>Physics</b>	NGSS <b>Physics</b>	AP <b>Physics 1</b> *	NGSS <b>Chemistry**</b>
10th	NGSS <b>Chemistry</b>	NGSS <b>Chemistry</b>	NGSS <b>Chemistry</b> + NGSS <b>Biology</b>	NGSS <b>Chemistry</b>	AP <b>Physics 1</b> *
11th	NGSS <b>Biology</b>	AP <b>Biology</b>	AP Chemistry AP Biology AP Physics 1	AP Biology	AP Biology
12th	AP Chemistry AP Biology AP Physics 1 AP Physics 2 AP Physics C AP Envir Sci Ant & Phys Electives	AP Chemistry AP Physics 1 AP Physics 2 AP Physics C AP Envir Sci Ant & Phys Electives	AP Physics 2 AP Physics C AP Envir Sci Ant & Phys Electives	AP Chemistry AP Physics 2 AP Physics C AP Envir Sci Ant & Phys Electives	AP Chemistry AP Physics 2 AP Physics C AP Envir Sci Ant & Phys Electives

### College Board Recommended Prerequisites for AP Courses:

- AP Biology: Completed Chemistry and Biology

- AP Chemistry: Completed Chemistry & Algebra 2
- AP Physics 1: Algebra-based: completed Geometry and be concurrently taking Algebra 2.
- AP Physics C: Students should have taken or be concurrently taking calculus.
- AP Environmental Science: 2 years of HS science (Biology and Chemistry or Physics) and Algebra
- As always, Advanced Placement offering depends on student interest, teacher credentials and FTE.
- \*Available for incoming freshmen that complete Math 1 and 2 by fall of the school year, with parent and counselor permission. Students will be concurrently enrolled in Math 3 or AP Pre-calc freshman year.
- \*\*Available for the 2025-2026 school year only for incoming freshmen that did not have the opportunity to complete Math 2 by Fall 2025, with parent and counselor permission.

There was a brief mention at our board meeting that it would have to look different at Bend High because of the IB program? Will IB students have access to advanced science coursework as Juniors that students at other high schools will not? If so, how is this equitable?

- Yes, IB students will be able to fully engage in the 2 year IB Science program, which begins the junior year. Students will take a lab forward Chemistry course as sophomores that will prepare students for rigorous coursework and labs needed.

What number of AP/IB classes are offered at each of our high schools currently (not just in science, but in all disciplines)? How do we assure equity in access to advanced coursework in high schools given what I assume is variability, particularly among our Bend vs La Pine sites?

AP Courses taught during the 25-26 School year. Some AP courses alternate years at some sites due to enrollment and trained teachers. We budget \$10,000 a year for AP teacher training.

<u>School</u>	<u>Class Name</u>
Bend Tech Academy	AP Language and Composition
Bend Tech Academy	AP Seminar 10
Caldera High School	AP Calculus AB
Caldera High School	AP Statistics
Caldera High School	AP Biology
Caldera High School	AP Language and Composition
Caldera High School	AP Literature and Composition
Caldera High School	AP Pre-Calculus
Caldera High School	AP Spanish Language and Culture
Caldera High School	AP Human Geography
Caldera High School	AP Art Studio
Caldera High School	AP Physics
Caldera High School	AP Seminar
Caldera High School	AP Computer Science Principles

Caldera High School	AP US Government and Politics
Caldera High School	AP US History
La Pine High School	AP Calculus
La Pine High School	AP Literature and Composition
Mountain View High School	AP European History
Mountain View High School	AP Human Geography
Mountain View High School	AP Physics 1
Mountain View High School	AP Physics 2
Mountain View High School	AP Music Theory
Mountain View High School	AP Language and Composition
Mountain View High School	AP Literature and Composition
Mountain View High School	AP Psychology
Mountain View High School	AP Art Studio
Mountain View High School	AP Pre-Calculus
Mountain View High School	AP Computer Science Principles
Mountain View High School	AP French Language and Culture
Mountain View High School	AP Pre-Calculus
Mountain View High School	AP Statistics
Mountain View High School	AP Spanish Language and Culture
Mountain View High School	AP Calculus AB
Mountain View High School	AP Calculus BC
Mountain View High School	AP Pre-Calculus
Mountain View High School	AP US Government and Politics
Mountain View High School	AP Chemistry
Mountain View High School	AP US History
Realms High School	AP Psychology
Realms High School	AP Literature and Composition

Realms High School	AP Environmental Science
Summit High School	AP Human Geography
Summit High School	AP Psychology
Summit High School	AP US Government and Politics
Summit High School	AP Calculus AB
Summit High School	AP Language and Composition
Summit High School	AP US Government and Politics
Summit High School	AP Japanese Language and Culture
Summit High School	AP Art Studio
Summit High School	AP Pre-Calculus
Summit High School	AP Literature and Composition
Summit High School	AP Spanish Language and Culture
Summit High School	AP Biology
Summit High School	AP Language and Composition
Summit High School	AP Capstone Research
Summit High School	AP Seminar
Summit High School	AP US History
Summit High School	AP Physics 1
Summit High School	AP Physics C: Mechanics, Electricity and Magnetism
Summit High School	AP Calculus BC
Summit High School	AP Computer Science A
Summit High School	AP Computer Science Principles
Summit High School	AP French Language and Culture
Summit High School	AP Statistics
Summit High School	AP Literature and Composition
Bend Senior High School	IB Biology HL Y1
Bend Senior High School	IB Biology HL Y2

Bend Senior High School	IB Chemistry HL
Bend Senior High School	IB Chemistry SL
Bend Senior High School	IB Computer Science SL Year 1
Bend Senior High School	IB Computer Science SL Year 2
Bend Senior High School	IB Environ Systems/Societies
Bend Senior High School	IB French HL Y1
Bend Senior High School	IB French HL Y2
Bend Senior High School	IB Global Politics HL
Bend Senior High School	IB Global Politics SL/American Government
Bend Senior High School	IB Global Politics SL/American Government
Bend Senior High School	IB Language A1 English HL Y1: Lang and Lit
Bend Senior High School	IB Language A1 English HL Y1: Lang and Lit
Bend Senior High School	IB Language A1 English HL Y2: Lang and Lit
Bend Senior High School	IB Language B French SL Y1
Bend Senior High School	IB Language B French SL Y2
Bend Senior High School	IB Language B Spanish SL Y1
Bend Senior High School	IB Language B Spanish SL Y1
Bend Senior High School	IB Language B Spanish SL Y2
Bend Senior High School	IB Math Analysis HL Y1
Bend Senior High School	IB Math Analysis HL Y2
Bend Senior High School	IB Math Analysis SL Y1
Bend Senior High School	IB Math Analysis SL Y2
Bend Senior High School	IB Math Applications and Interpretations SL
Bend Senior High School	IB Physics HL Y1
Bend Senior High School	IB Physics SL
Bend Senior High School	IB Spanish HL Y1
Bend Senior High School	IB Spanish HL Y2

Bend Senior High School	IB Theory Of Knowledge 1
Bend Senior High School	IB Theory Of Knowledge 1
Bend Senior High School	IB Theory Of Knowledge 1
Bend Senior High School	IB Theory Of Knowledge 2
Bend Senior High School	IB Theory Of Knowledge 2
Bend Senior High School	IB Theory Of Knowledge 2
Bend Senior High School	IB World Religions SL

What is the maximum GPA at each of our high schools? How would this adoption reduce GPA potential if it reduces access to AP credits? Are we concerned about how this impacts a student's ability to access college, particularly elite universities?

- The science pathway will allow for students to take up to 2 to 3 AP Science courses. The highest GPA at CHS is expected to be 4.5. For the other schools: BSHS 4.5051, MVHS 4.375, SHS 4.46, LPHS 4.153, BTA 4.119, and RHS 4.1020. The new science progression will not impact our student's ability to access competitive colleges as competitive colleges do a holistic review of the application and consider the student's application based on their local context and what is available to them at their high school. For example, a Summit student is only reviewed in relation to other Summit students and what courses are available in the curriculum guide and on their school profile. We have two years of college attendance data that we are tracking through Schoolinks and we will continue to monitor college applications and acceptances each year.
- From the IAK-AR :WEIGHTED GRADES  
Some advanced coursework is weighted on a 5-point scale. Included are 100-level and above college math, science, Language Arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades. College level courses transferred from a postsecondary institution are subject to the limitation listed below under "High School Transfer Credit". A student or parent/guardian may appeal additional advanced coursework for consideration of weighted status to the Deputy Superintendent, overseeing high school programs.

In these responses, you state the need of current freshmen biology teachers to do several weeks of introductory physics prior to being able to teach bio. Was there any consideration in aligning the middle school science curriculum? Ie teaching these introductory physics concepts in 8<sup>th</sup> grade, so students are ready to jump right into bio as freshman? If not, why not?

- The concepts introduced at the middle school level provide a basic overview of chemistry and physics appropriate for the middle school level. The courses do not cover the depth needed to fully understand energy transformations, molecular interactions, and the physical processes within living systems. Caldera High School Biology teachers observe that students grasp biological processes more deeply when they have already learned key concepts from high school physics and chemistry.
- Currently, the middle school curriculum is not aligned across the district. The new adoption will establish both vertical and horizontal alignment to ensure all students gain the foundational science knowledge and skills needed to be ready in high school science.

I'm concerned that in a 3 year adoption process we do not have chemistry or bio. Given the district was unable to agree on chemistry or biology curriculum in this time period, how can we be assured there will be chemistry and biology curriculum that doesn't duplicate intro physics concepts? Why wasn't curriculum fitting this found over the course of 3 years? Does it exist?

- Historically, high school science curriculums are designed as standalone courses and do not integrate Earth and Space Science Standards or provide a three-year coherence. The adoption team reviewed materials on the adoption list and chose to review other instructional material for independent adoption. Since our pathway is being implemented over three years, the team identified PEER Physics curriculum for 2025–26, and will continue to review Chemistry and Biology. The goal is to pilot and adopt materials during the 2025–26 school year. April 9, 2025 three vendors presented to the adoption team. The team is choosing the programs to pilot next school year.

High School Science Adoption Team.

High School Science Adoption Team Fall 2024 to Present	
<p><b>BSH</b></p> <ul style="list-style-type: none"> <li>Ron Crawford - Physical Science, IB Physics</li> <li>Heidi Friesen - Physics, IB Chemistry</li> <li>Casie Bullock - Chemistry, IB Chemistry (Joined Winter 2025)</li> </ul> <p><b>BTA</b></p> <ul style="list-style-type: none"> <li>Missie Wikler - Biology, Chemistry (Fall 2025)</li> </ul> <p><b>CHS</b></p> <ul style="list-style-type: none"> <li>Kathleen Glogau - Chemistry, Biology, AP Biology</li> <li>Case Bateman - Physics</li> <li>Sara Trakselis - Physics, Chemistry</li> </ul> <p><b>LPHS</b></p> <ul style="list-style-type: none"> <li>Suzanne Jones - Biology, Chemistry, AP Biology</li> </ul>	<p><b>MVHS</b></p> <ul style="list-style-type: none"> <li>Jon Nichols - Biology</li> <li>Gillian Kellock - Chemistry, Biology</li> </ul> <p><b>SHS</b></p> <ul style="list-style-type: none"> <li>Greg Lampard - Biology, Chemistry, AP Biology, AP Chemistry (Fall 2025)</li> <li>Lisa Lamb - Chemistry</li> </ul> <p>Dean Richards: Director of Secondary Curriculum &amp; Instruction</p> <p>Colleen Behrens: Science Instructional Coach</p>

Can we choose to adopt Peer Physics as an alternative to our Physical Science class that we want to phase out rather than as a pathway that may reduce access to advanced coursework, as I have not heard an assurance that this pathway does not reduce this access?

- By offering Physics First as the foundational course, we ensure all students have access to a more advanced, college-preparatory science pathway—supporting readiness for a wide range of postsecondary options. The science leaders advisory team recognized that the traditional Physical Science course is often perceived by colleges as less rigorous and may limit future opportunities for students. Freshman physics is recognized as a year long physics course for college admission.
- PEER Physics is a conceptual physics course that covers all the concepts in a traditional high school physics course and includes Earth and Space Science phenomena. It does not include the chemistry concepts covered in a physical science course. Conceptual physics focuses on understanding core ideas and principles before introducing math. Understanding the concepts increases access to chemistry, biology and upper level courses.

One comment from our previous questions: Most BLS students are not exposed to the Earth and Space Science standards even though they are part of the state standards. Why not? When should students be exposed to

these? Middle or high school? Is Peer Physics how we're doing this or through a different curriculum? Given we have yet to adopt biology or chemistry, is Peer Physics the only way to do this?

- Middle schools provide a strong foundation in Earth and Space Science (ESS) standards. At the high school level, ESS has traditionally been offered as an elective for students needing an additional science credit. With Oregon's adoption of the Next Generation Science Standards (NGSS), students are expected to engage with four years of science content, even though only three years are required for graduation. In a three-year model, integrating ESS into core science courses—Physics, Chemistry, and Biology—ensures comprehensive coverage of the standards. PEER Physics includes ESS integration, and we are actively exploring Chemistry and Biology materials that do the same.

We know we run the lowest cost academic program at the middle school level by essentially not offering advanced course work at the majority of our sites. Does this plan reduce operational costs at the high school by reducing course offerings and how much was this taken into consideration? And if it does, do you feel this is impacting college readiness, including the ability of students to be competitive at elite universities?

- **The Framework for K-12 Science Education is the basis for the NGSS and the Oregon State Science Standards.** Following is an AI summary of the Framework's stance about middle school honors coursework. It emphasizes that **all students**, regardless of background or future plans, deserve access to high-quality science education that prepares them for college, careers, and citizenship. Instead, it advocates for **common, rigorous learning experiences** for all students through middle school, with appropriate support and extensions to meet diverse learning needs without lowering expectations.
- Summary using AI of the Framework's stance on alignment for rigor, access, equity and advance study:
  - The Framework envisions a system where **equity and rigor go hand in hand**, and where **AP/IB science courses are inclusive, relevant, and accessible** to every student prepared through a thoughtfully designed K–12 experience.
  - **Encouragement of Advanced Study:** The framework explicitly states that it should not be interpreted as limiting advanced coursework and recommends that “all students at the high school level should have opportunities for advanced study in areas of interest to them.”
  - **Commitment to Rigor and High Expectations:** It aims to set common expectations in science and engineering for all students—on par with literacy and mathematics—emphasizing that students should graduate with deep understanding of core ideas and scientific practices. This kind of foundation prepares students for advanced coursework and competitive college applications.
  - **Support for Equity of Access:** The framework acknowledges disparities in access to quality science education and identifies them as “opportunity gaps.” It insists that rigorous standards must be accompanied by equitable opportunities to learn—meaning that schools should provide adequate resources, qualified teachers, and early science exposure to ensure all students, including those from underrepresented or disadvantaged backgrounds, can pursue advanced study.
  - **Alignment with College Expectations:** The framework builds on and aligns with benchmarks and standards used by organizations like the College Board, which develops AP courses and assessments. This alignment ensures that students using the framework are being prepared for the kinds of knowledge and thinking expected by selective post-secondary pursuits.

The letter from August 2024 states: Informal feedback was also gathered through polls conducted with students from a Bend High School IB course and a Bend Tech Academy science course.

-Were AP science teachers given an opportunity to give feedback on this and are they aware this pathway potentially reduces the ability to offer AP science coursework to all students?

- The science leadership team included six of the seven high schools and represented all subject areas including AP and IB teachers. They collaborated with their school science departments to evaluate the advantages and disadvantages of two different course pathways and to provide feedback. Additionally, Dean Richards and Colleen Behrens met individually with each high school science team and individual teachers, and principals, including AP teachers, to discuss questions and concerns. BSH, BTA, MVHS, Realms and LHS met as a PLC team. SHS did not hold a PLC meeting, most teachers provided feedback individually. The Physics-Chemistry-Biology (P-C-B) pathway was viewed to provide core science knowledge with the least impact on FTE, teacher preps and upper level course offerings.
- Portland Public School, shared this data with the P-C-B pathway showing an increase in AP enrollment. It also shows an increase in historically underserved students taking more advanced courses.