



## School Board Regular Meeting Agenda

May 12, 2026, 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 Representation Report**  
**Speaker(s):** Student Representatives
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 4  
**Description:** April 14, 2026, Regular Meeting and April 28, 2026, Work Session; *Reference: ORS 192.650 and ORS 332.057*  
**Attachments:**
    - 4.14.26 Minutes - Regular Meeting - DRAFT 4
    - 4.28.26 Minutes - Regular Meeting - DRAFT 10
  - B. Approval of Personnel Recommendations 12  
**Description:** Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; *Reference: ORS 332.505*  
**Attachments:**
    - Administrative and Licensed Recommended Hires, Resignations, and Retirees 5.12.26

Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements	14
5.12.26	
C. Secondary Social Science Materials Adoption	17
<b>Attachments:</b>	
Executive Summary: Social Science Materials Review and Adoption	17
D. Approval of Oregon Department of Education Institution Request Forms	19
<b>Attachments:</b>	
ODE Institution Request Form: Bend Senior High School Change of Address	19
ODE Institution Request Form: Merge of BTA and Realms HS and Renaming of BTA to Deschutes River High School	27
ODE Institution Request Form: Realms MS Change of Address	37
E. Adoption of Superintendent Evaluation Policy and Tools	45
<b>Attachments:</b>	
Executive Summary: Superintendent Evaluation Process and Tools	45
CBG-BP: Supervision & Evaluation of the Superintendent - DRAFT 5.12.26	46
Timeline for Superintendent Evaluation	48
Evaluation Criteria - TEMPLATE	50
Superintendent Self-Assessment for Performance Evaluation - TEMPLATE	52
Superintendent Annual Performance Evaluation - TEMPLATE	56
F. Approval of Superintendent Employment Contract	60
<b>Attachments:</b>	
Superintendent Employment Contract - Dr. Steven Cook	60
8. <b><u>Consent for Information</u></b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Approval of Administrative Policies and Regulations	67
<b>Attachments:</b>	
Executive Summary: Administrative Policies and Regulations for Adoption	67
AC-AR: Discrimination Complaint Procedure - DRAFT 5.12.26	68
B. Follow-up to Comment Received	70
<b>Attachments:</b>	
5.12.26 District Follow-up to BLS School Board Meeting Comment.docx	70
C. Annual Report - Executive Limitation 4.5: Student Transportation	73
<b>Attachments:</b>	
Executive Limitation 4.5: Student Transportation	73
9. <b><u>Reports</u></b>	
A. Annual Report - Executive Limitation 4.7: Technology	74
<b>Speaker(s):</b> Dr. Karen Rush, Executive Director of Elementary Programs, and Scott McDonald, Director of Information Technology	
<b>Attachments:</b>	
Annual Report - Executive Limitation 4.7: Technology	74
Presentation: EL 4.7: Purposeful and Responsible Use of Educational Technology	78
Addendum to May 2026 EL 4.7 Report	95
10. <b><u>Discussion</u></b>	
A. Board Policies for Adoption	100
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Description:</b> Board Policies, Governance Processes, and Executive Limitations that require School Board review. Public feedback regarding the policies in review is accepted via Google Form.	
<b>Attachments:</b>	
Executive Summary: Board Policies for Adoption	

KMC-BP: Community-Funded Programs and Activities - DRAFT 5.12.26	101
KMC-BP 3.11.26-4.3.26 Policy Public Feedback with District Responses	103
11. <b><u>Superintendent's Report</u></b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
12. <b><u>Director Comments</u></b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
13. <b><u>Adjourn</u></b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for June 16, 2026.	



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** April 14, 2026

### Board Members

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

Board Chair Marcus LeGrand left the meeting at 6:52 pm and Director Kina Chadwick left the meeting at 8:35 pm.

#### 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

**Action(s):** I move to add the Mountain Laurel Lodge exemption to the agenda. This motion, made by Cameron Fischer and seconded by Kina Chadwick, Carried.

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

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

**Attachments:** 4.14.26 Agenda

**Discussion:** After the motion was passed, Board Clerk Janet Bojanowski suggested that the item be added as agenda item 11.B. Board Chair Marcus LeGrand agreed the newly added item would be added as agenda item 11.B.

#### 4. District Recognitions

##### A. Champion for Students Award

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

**Discussion:** Acting Superintendent Birk shared that the Champion for Students award was being presented to Doug Hermanson, educational assistant at Silver Rail Elementary. As Doug was unable to attend, a video from the day Dr. Cook surprised him at school with the award was shared.

##### B. Above and Beyond the Call of Duty Award

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

**Discussion:** Dr. Birk presented the Above and Beyond the Call of Duty award to Darci Michaud, Caldera High School Athletics and Activities Secretary, for her daily efforts to build meaningful connections and for the welcoming space she provides to help students feel cared for. Birk shared that Michaud's resilience has inspired students and staff, modeling courage and perseverance.

**C. Resolution 2012: Teacher Appreciation Week**

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

**Action(s):** I move to approve Resolution 2012 as presented. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

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

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

**Attachments:** Resolution 2012: Teacher Appreciation Week

**Discussion:** Director Jenn Lynch read Resolution 2012.

**5. Student Representation Report**

**Speaker(s):** Student Representatives

**Discussion:** Esi Voelz, Summit High School, and Sam Brooksband, Caldera High School, shared that they were invited by the mayor to participate in a youth summit on May 4th. During their last Student Voice Council meeting, they had the opportunity to review and discuss fundraising policies with Kinsey Martin. The students shared the recommended model for distributing funds raised and discussion ensued on the process students used to select the model. It was noted that members of the Student Voice Council would soon be visiting middle schools to gather additional student voice.

**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:** Three individuals spoke in favor of proposed Resolution 2013: Educational Technology.

One parent shared their experience with requesting speech pathology supports at Desert Sky Montessori.

Two community members shared their support of approving the tax exemption for Mountain Laurel Lodge.

**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 Jenn Lynch and seconded by Cameron Fischer, Carried.

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

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

**A. Approval of Minutes**

**Description:** March 10, 2026, Regular Business Meeting, and March 31, 2026, Work session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 3.10.26 Minutes - Regular Meeting – DRAFT and 3.31.26 Minutes - Work Session – DRAFT

**B. Approval of Personnel Recommendations**

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

**Attachments:** Administrative and Licensed Recommended Hires, Resignations, and Retirees 4.14.26 and Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 4.14.26

**C. Secondary Math Curriculum Adoption**

**Attachments:** Executive Summary: Secondary Math Curriculum Adoption

**8. Consent for Information**

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

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

**Discussion:** Dr. Birk noted that this month's Consent for Information includes the annual report on EL 4.4: Facilities, the third quarter finance report, and two documents that are district follow-up to comments and questions received from board members and members of the public.

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

**Attachments:** Executive Summary: Executive Limitation 4.4: Facilities

**B. 3rd Quarter Finance Report**

**Attachments:** Executive Summary: Third Quarter Financial Update for FY2025-26, Financial Statements April 2026, and Investment Report April 2026

**C. Follow-up to Comment Received**

**Attachments:** 4.14.26 District Follow-up to BLS School Board Meeting Comment and 4.14.26 District Follow-up to BLS School Members Comments and Questions following Budget Committee Training Work Session

**9. Reports**

**A. Secondary Social Science Materials Review and Adoption**

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

**Attachments:** Executive Summary: Social Science Materials Review & Adoption and Presentation: Social Science Materials Review and Adoption

**Discussion:** Dean Richards, Director of Secondary Curriculum, Instruction, and Systems, was joined by Monica Freeman, Social Studies TOSA; Kolina Watt-Garcia, Dual Immersion teacher at Caldera High School; and Jessica Colburn, teacher at Pacific Crest Middle School. The guiding principles used during the curriculum adoption process were shared, as well as the timeline and adoption process. Pathways and elective courses that will be available to students were also shared; it was noted that electives vary by school. It was also noted that the district would be deferring the Modern World History and American Government curriculum adoptions. Watt-Garcia and Colburn discussed how supplemental materials are used in their classes and discussion ensued on the availability and process for teachers to use supplemental materials.

**B. Standards Based Instruction and Grading**

**Speaker(s):** Stephen DuVal, Executive Director of Middle Schools, and Katie Legace, Executive Director of High Schools

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

**Discussion:** Stephen DuVal, Executive Director of Middle Schools, and Katie Legace, Executive Director of High Schools, provided an update on Standards Based Instruction and Grading (SBIG). The grading data for the early adopter teachers was shared, and it was noted that there has not been a significant difference in the grading, i.e., number of As, Bs, etc. Professional development opportunities available to staff, such as weekly drop-in meetings, weekly Friday notes and recordings of the drop-in meetings, teacher leadership groups, and administrator trainings were discussed. It was noted that although next year is the implementation year, the professional development will continue for years to come, "lessons learned" will continue to be discussed, and feedback will continue to be gathered through early adopter meetings, Student Voice Council meetings, and future listening sessions at secondary schools. Legace noted that in discussion with our college partners, we have their full support and the district will work with them on a future joint statement in support of SBIG. The early adopter's positive takeaways and concerns were shared. Discussion ensued regarding the number of early adopters in the district and the

training and work all staff have put in for professional development, even if they aren't early adopters. Reporting of grades and why Synergy will be used as the official grade book were also discussed.

Chair Marcus LeGrand left the meeting at 6:52 pm.

**C. Policy Revision Update: Fundraising, Donations, and Public Gifts**

**Speaker(s):** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

**Attachments:** Executive Summary: Policy Revision Update - Fundraising, Donations, and Public Gifts, Presentation: Re-Imagining Fundraising and Donations Policies and Procedures, Fundraising Feedback, and Listening Session Feedback

**Discussion:** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, provided an update on the district's review of fundraising and donations policies and procedures. Martin shared that the problems the district is trying to solve in the full review process are: different access for students; exhaustion felt by students, families, and community members from constant fundraising; and lack of common standards for basic needs across schools and programs. It was noted that the consensus has been that although change is hard, the current system is not working. The district's equity lens has been a crucial tool in the process, and it has become apparent that an over-arching Board policy is needed that speaks to the values. The anticipated timeline was discussed, noting that optimizing the policies and procedures will continue for the next several years.

**10. Discussion**

**A. Board Policies for Adoption**

**Speaker(s):** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

**Description:** Board Policies, Governance Processes, and Executive Limitations that require School Board review.

**Action(s):** I move to table the conversation about board policy KMC-BP until a future work session. This motion, made by Jenn Lynch and seconded by Kina Chadwick, Carried.

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

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

**Attachments:** Executive Summary: Board Policies for Adoption, KMC-BP: Community-Funded Programs and Activities - DRAFT 3.10.26, and 3.11.26-4.3.26 Public Feedback

**Discussion:** Directors Jenn Lynch and Shirley Olson expressed an interest in a deeper review of the public feedback received on the policy. Brief discussion ensued regarding wordsmithing the document during the meeting or tabling it for a future meeting before a motion was made.

**B. Resolution 2013: Educational Technology**

**Speaker(s):** Amy Tatom, Board Vice Chair

**Action(s):** I move to approve Resolution 2013 as presented. This motion, made by Kina Chadwick and seconded by Jenn Lynch, Carried.

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

**Voting Summary:** Yea: 4, Nay: 1, Absent: 2

**Attachments:** Resolution 2013: Educational Technology

**Discussion:** Vice Chair Amy Tatom read a statement providing the rationale for the drafting of Resolution 2013: Educational Technology and then read the proposed resolution.

Tatom shared that the resolution was written so as to not impact the district financially. Acting Superintendent Birk shared that the district is in favor of the content of the resolution but shared that a large bulk of the language within it as written is operational and not within the Carver governance model. Birk further noted that the report on EL 4.7 at the May board meeting will address the on-ramp that comes with the language in this new resolution. Director Cameron Fischer expressed concerns regarding the lean of the resolution into the operational side of the district.

**11. Action Items**

**A. Action following Executive Session**

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

**Action(s):** In regard to the appeal received on March 5, 2026, I move that the Board hear the appeal. This motion, made by Cameron Fischer and seconded by Kina Chadwick, Carried.

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

**Voting Summary:** Yea: 4, Nay: 1, Absent: 2

**Action(s):** In regard to the appeal received on March 6, 2026, I move that the Board hear the appeal. This motion, made by Kina Chadwick and seconded by Cameron Fischer, Carried.

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

**Voting Summary:** Yea: 3, Nay: 2, Absent: 2

**Discussion:** Vice Chair Tatom shared that earlier this evening during executive session, the Board had an opportunity to review appeals on two complaints that were filed with the district and the Board would now vote to decide what action, if any was warranted. Following the votes, Tatom noted that Board Clerk Bojanowski would schedule the hearings on behalf of the Board.

#### B. Mountain Laurel Lodge Property Tax Exemption

**Speaker(s):** Cameron Fischer, Board Member

**Action(s):** I move that the Board of Directors of Bend-La Pine Schools approve the request for property tax exemption for the Mountain Laurel Lodge. This motion, made by Jenn Lynch and seconded by Cameron Fischer, Carried.

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

**Voting Summary:** Yea: 4, Nay: 1, Absent: 2

**Attachments:** Mountain Laurel Lodge Application Documents and Mountain Laurel Lodge Property Tax Exemption City Staff Report

**Discussion:** Vice Chair Tatom invited representatives from the City of Bend and Pacific Crest Housing to provide the Board with additional information on the tax exemption application that had been added to the agenda for approval. Discussion ensued about the implications on both the district and the residents if the exemption were either approved or denied. The City representatives noted that this is the first tax exemption renewal application since the original application was submitted approximately 20 years ago.

Following the motion, Director Shirley Olson expressed concern that approving this sets a precedent that is not fiscally responsible, and she will therefore be voting no. Director Kina Chadwick asked for clarification on any other alternatives in these instances for the developers to reach a 51% majority vote of the taxing districts. Director Cameron Fischer shared her opinion on the importance of supporting our partners and members of the community as a whole. Vice Chair Tatom noted that Board Leadership has been having ongoing discussions with the city to develop a standard for future tax exemption applications.

#### 12. Superintendent's Report

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

**Discussion:** Acting Superintendent Birk shared that the Life and Career Readiness Night will be held from 5:00-7:00 pm at Caldera High School on April 30th. She gave props to the local Robotics teams for their recent accomplishments and noted that the Summit High School team is headed to Worlds in Houston in the coming weeks. Birk recently had the opportunity to attend a tour of the Latino Community Association (LCA) and shared that they are in need of volunteers. Birk also gave props to the district IT and communications departments for the rollout of the new website that goes public within the week; the new domain name is blschools.org. She also shared that she is excited about the educational technology work and involving more teacher input in the work.

Director Kina Chadwick left the meeting at 8:35 pm.

#### 13. Director Comments

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

**Discussion:** Director Jenn Lynch appreciated Kinsey and her team for the fundraising policy work. She also shared that although the Summit High School robotics team is excited about going to the Worlds competition, they must now raise \$6,000 to attend. Lynch encouraged district staff to keep as many electives as possible for students even though curriculum mandates are continuous and funding is limited.

Director Cameron Fischer gave kudos to the technology team for the new website and to the district for the work on fundraising. She appreciated the SBIG discussion and looks forward to continued conversations. Fischer also gave a shoutout to the community for the public comments and the emails the Board had recently received.

Vice Chair Amy Tatom shared a message from Chair LeGrand that he recently attended the annual NSBA conference and appreciated the experience.

#### 14. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for May 12, 2026.

**Discussion:** Vice Chair Amy Tatom adjourned the meeting at 8:43 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



## School Board Work Session Meeting Minutes

### Meeting Location:

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

**Meeting Date:** April 28, 2026

### Board Members

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

Director Kina Chadwick joined the meeting virtually.

#### 1. Call to Order

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

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

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

#### 4. Work Session

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

##### A. Review of Superintendent Evaluation Policy and Procedures

**Description:** Evaluate and create a thoughtful approach to all aspects of the Board's role regarding the Superintendent evaluation.

**Attachments:** CBG-BP: Supervision & Evaluation of the Superintendent - DRAFT 4.28.26, Timeline for Superintendent Evaluation – DRAFT, Evaluation Criteria Template – DRAFT, Annual Superintendent Performance Evaluation - TEMPLATE – DRAFT, and Annual Superintendent Self-Assessment for Performance Evaluation - TEMPLATE - DRAFT

**Discussion:** Superintendent Cook noted that there were five documents for the Board to review and discuss during the work session and provided a brief overview of each document: CBG-BP: Supervision & Evaluation of the Superintendent, Timeline for Superintendent Evaluation, Evaluation Criteria Template, Annual Superintendent Performance Evaluation Template, and Annual Superintendent Self-Assessment for Performance Evaluation Template. He noted that with the new timeline, goals set in June that could have financial impacts wouldn't most likely be put into action for approximately 18 months due to the budget planning process.

Discussion ensued regarding the formats the District would use for providing reports to the Board. Cook reminded the Board that they have the authority at any time to amend agendas, request additional reports on specific topics, etc. Conversation continued regarding the goal setting process for the Board and reporting mechanisms for providing updates to the Board. Board members shared a desire for the information presented to be visual and public facing.

The 360-review process was discussed, and it was asked that Cook build a 360-review into his self-assessment process and that it include those closest to his work. Board members shared a desire to receive a summary or narrative of the feedback received, not the actual feedback. It was agreed that the language would be added to both CBG-BP and to the Annual Superintendent Self-Assessment for Performance Evaluation Template.

#### 5. Director Comments

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

**Discussion:** Director Jenn Lynch wished the Summit High School robotics team good luck as they compete in the upcoming World's championship.

Director Kina Chadwick thanked the tech crew for providing virtual accessibility for the meeting.

Chair Marcus LeGrand thanked Dr. Birk for advocating for the Board to participate in a self-assessment process.

#### 6. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 12, 2026.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 6:50 pm.

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: May 12, 2026  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

FROM: Susan Rodriguez, Interim 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 12, 2026. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Kulinsky, Kira	Kindergarten Teacher	North Star Elementary	Temporary	02/26/2026
Mercer, Rachael	Speech & Language Pathologist	Special Programs	Temporary	04/23/2026

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Beauchamp, Lynda	Math Teacher	REALMS Middle School	08/31/2015 – 06/30/2026
Boehme, Joshua	School Counselor	Sky View Middle School	07/01/2012 – 06/30/2026
Brines, Krista	Science Teacher & Activities Director	Summit High School	08/30/2010 – 06/30/2026
Burch, Alexis	Intermediate Teacher	Rosland Elementary School	10/06/2020 – 06/30/2026
Cassidy, Lisa	Science Teacher	La Pine High School	08/23/2023 – 06/30/2026
Clements, Michele	Secondary TOSA	Teaching and Learning	08/30/1999 – 06/30/2026
Fleming, Julie	Registered Nurse	Special Programs	11/01/1999 – 06/30/2026
Harms, Sydney	Music Teacher	Pacific Crest Middle School	08/29/2022 – 06/30/2026
Holler, Cindy	Counselor	Sky View Middle School	10/19/2012 - 06/30/2026
Ingram, Jill	PE & Health Teacher	Cascade Middle School	08/28/2006 – 06/30/2026
Jones, Cassandra	Learning Specialist	Elk Meadow Elementary School	08/21/2025 – 05/18/2026
Kandle, Edith	Math Teacher	Caldera High School	08/28/2023 – 06/30/2026
Knight, Margaret Anne	Primary Teacher	Ponderosa Elementary School	08/29/2002 – 06/30/2026
Korman, Heather	Primary Teacher	Elk Meadow Elementary School	09/01/1998 – 06/30/2026
Pecaut, Candace	Math Teacher	Mountain View High School	02/12/2026 – 04/03/2026
Quevedo, Alaina	Counselor	Buckingham Elementary School	08/28/2023 – 06/30/2026
Smith, David	Intermediate Teacher	Sky View Middle School	08/26/1997 - 06/30/2026
Thompson, Greig	Science & Engineering Teacher	Summit High School	08/31/2015 – 06/30/2026
Thoms Daprano, Emily	Primary Teacher	Pine Ridge Elementary School	08/30/2004 – 06/30/2026
Wambaugh, Daniel	Spanish Teacher	Mountain View High School	08/25/2025 – 06/30/2026
Watters, Shannon	SPED Behavior Coach	Special Programs	08/25/2008 – 05/01/2026
Weiler, Kelly	Learning Specialist	Buckingham Elementary School	12/02/2020 – 06/30/2026
Wicker, James	Learning Specialist	Sky View Middle School	08/27/1996 – 06/30/2026
Young, Kelsey	Learning Specialist	Silver Rail Elementary School	08/21/2025 – 06/30/2026



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax: (541) 355-1109*

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRED/END DATES

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Holler, Richard	Assistant Principal VI	Mountain View High School	09/18/2017 – 06/30/2026

**ADMINISTRATIVE RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

May 5, 2026

TO: Dr. Steven Cook, Superintendent  
Bend-La Pine School Board of Directors

FROM: Susan Rodriguez, Interim Chief Human Resources Officer

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 12, 2026.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Bays, Eric	Custodial Crew I	Elk Meadows	Reg 8.0 hrs / day	04/09/26
Elliott, Wayne	Custodial Crew I	Westside Village	Reg 8.0 hrs / day	04/09/26
Henkel, Pat	EA Inclusion	Rosland	Reg 6.5 hrs / day	04/27/26
King, Cindy	EA Instruction	Rosland	Temp 6.0 hrs / day	04/29/26
Norman, Jessica	Attendance Secretary II	Pacific Crest	Temp 8.0 hrs / day	04/27/26
Sharp, Jamie	Nutrition Server I	Pilot Butte	Reg 3.75 hrs / day	05/01/26
Vetterick, Michael	Custodial Crew I	Bear Creek	Reg 8.0 hrs / day	04/09/26
Wardius, Petra	Bus Monitor	La Pine Transportation	Reg 4.0 hrs / day	04/13/26
Zerbe, Anthony	Custodial Crew I	Cascade	Reg 8.0 hrs / day	04/09/26

***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Barney, Amber	Attendance Secretary II	Pacific Crest	02/26/26 – 04/17/26
Bellotti, Nicki	Counseling Secretary II	Summit	08/29/23 – 06/23/26
Brooks, Lisa	Client Services Tech I	IT	08/29/16 – 04/30/26
Delgado, Hernandez	EA Inclusion	Caldera	12/04/23 – 06/11/26



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

Gaylor, Felicia	Nutrition Server I	Pilot Butte	12/05/24 – 04/16/26
Hensley, Jenna	EA Instruction	La Pine Elementary	08/29/25 – 04/17/26
Hodges, Lauren	EA Student Success	Ponderosa	02/08/21 – 04/30/26
Home Kaiser, Laura	Media Manager	William E. Miller	08/28/17 – 06/16/26
Honey, Catherine	EA Student Success	Sky View	01/04/23 – 06/11/26
Knox, Sam	EA Inclusion	R.E. Jewell	12/05/24 – 06/11/26
Miller, Victor	Bus Driver	Transportation	05/19/23 – 06/11/26
Quigley, Shondra	Nutrition Server I	Elk Meadow	10/24/25 – 04/29/26
Simpson, Kylee	Secretary II	La Pine Elementary	08/18/25 – 06/16/26
Thoms Daprano, Emily	EA Inclusion	Pine Ridge	08/30/04 – 06/11/26
Van Coutren, Lauren	Media Manager I	Elk Meadow	08/28/23 – 06/16/26

**Classified Retirements**

Name	Position	Location	Retire Date

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date

**Classified Dismissals**

Name	Position	Location	Term Date



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

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***Confidential Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>

***Confidential Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>

***Confidential Dismissals***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Term Date</b>



**REPORT:** Social Science Materials Review and Adoption

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

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools conducted a review of social science instructional materials across grades 6–12 to assess alignment with standards, instructional priorities, and student learning needs. This process supports the district’s commitment to ensuring all students experience high-quality, engaging, and inclusive social science instruction.

**Materials Review Process**

The review followed a structured 2025–2026 timeline and included an analysis of currently adopted materials at both the middle and high school levels. Educators evaluated materials for alignment to standards, coherence across grade levels, and their ability to support critical thinking, multiple perspectives, and meaningful student engagement.

Teacher input was central to the process, ensuring that findings reflect both instructional priorities and current classroom realities. The review focused on identifying strengths of current adoptions as well as opportunities to improve consistency and coherence across the system.

***Key Findings: Middle School***

The current Middle school social science program, TCI, supports a clear and coherent instructional pathway across grades 6–8.

Key strengths include:

- Strong alignment to standards and course progression
- Consistent use of core instructional materials across grade levels
- Ongoing instructional support for teachers through coaching and professional learning

The primary need at the middle school level is continued investment in professional learning and implementation support to ensure consistent, high-quality use of adopted materials in all classrooms.

***Key Findings: High School***

High School teachers are largely satisfied with the current materials.

Key findings include:

- Core materials for required courses were largely adopted in 2020, with some areas deferred for future review
- Importance of Supplemental Materials

Supplemental materials play a critical role in social science instruction across all grade levels, but especially in high school instruction. Teachers regularly incorporate resources from multiple perspectives and reputable sources to enhance core curriculum such as primary source documents.

These materials are essential for:

- Promoting critical thinking and inquiry through primary and secondary sources
- Connecting learning to current events and timely real-world contexts
- Ensuring culturally relevant and inclusive instruction
- Supporting student engagement and deeper understanding

**Note:** We do not have adopted materials for AP and IB courses. These courses require specialized training that occur outside of Bend La Pine. Teachers who attend AP and IB trainings are given options of texts for instruction. We allow teachers to use AP and IB approved text for the courses that they teach. At times, this means that teachers use different AP texts for the same course at different schools. However, the AP experience is maintained through instruction and assessment.

**Conclusion:**

Across the system, high-quality instruction depends not only on core materials but also on the effective use of supplemental resources and ongoing professional learning. Continued focus in these areas will support equitable, engaging, and rigorous learning experiences for all students.

We will move forward with the adoption of materials at the middle school level, building on the strong momentum and effectiveness of the current resources. At the high school level, we will defer adoption for one year.

**RECOMMENDED MOTION:**

I move to approve the adoption of TCI for Middle School Social Studies and a deferral of high school until 26-27.

## Oregon Department of Education

Accountability Reporting  
255 Capitol Street NE  
Salem, Oregon 97310  
[ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov)  
Fax: 503.378.5156

# Institution Request Form

Form 581-1380-A

**Instructions for submitting institutional changes with the Oregon Department of Education:** This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. See [Appendix B](#) for supplemental material to be submitted with this form. All Institution Request Forms must be physically signed and dated to be processed. New institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For questions and submission, please email [ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov).

Registered Private Schools, Registered Private Alternative Programs, and Approved Private Special Education Providers in the state of Oregon must provide information to the Oregon Department of Education prior to receiving an Institution ID. Information about these schools changes frequently. For the latest applications and listings, visit the appropriate web pages at <http://www.oregon.gov/ode> (Search for Private Schools, Private Alternative Programs, Special Education Service, or Charter Schools).

### Non-Accountable Institution Requests

Entities that are required to have an ID that are not Oregon Public Schools must complete their requests on the appropriate online form. Below are the appropriate forms for specific ODE Application access.

- [Electronic Grant Management System \(EGMS\) Requests](#)
- [Fingerprinting Requests](#)
- [School Bus Driver Portal Requests](#)
- [Sexual Misconduct Verification System \(SMVS\) Requests](#)

### Institution Classification:

Select your [Virtual School Status](#) (only required for public schools):

Full Virtual       Focus Virtual     Supplemental Virtual     Not Virtual

**Sector:** (Select only one)

- Public  
 Private  
 Private Non-Profit

**Primary Function:** (Select only one)

- School       Program  
 University     Community College  
 College       Organization/Other  
 Child Nutrition Program Site

**Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).**

**Instructional Type:** (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

- Regular       Alternative  
 Charter       Career/Technical  
 Special Ed.     Recovery School

**Program Type:** (Only complete if the function type is "Program". Not applicable for schools.)

- ACEP     CTE     JDEP     LTCT  
 PNF     YCEP     YDD  
 Head Start     Even Start     EI/ECSE  
 Tribal       Hospital       Special Ed.  
 Private Alternative

**Type of Request (check one):**

*Note: If the change affects more than one institution, please complete a separate form for each institution.*

- New Institution (Non-EGMS)(Effective 7/1 of the approved school year)  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Merging of Two Institutions into one institution  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Splitting of One Institution into two institutions  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Institution Close (Effective 6/30 of the approved school year)  
Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)
- Other Information Changes
  - Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))
  - Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix A](#) (if major grade change)
  - Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))
  - Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix A](#))
  - Name Change (Complete Sections: [All information above](#), [A](#), [E](#), [N](#), [O](#))
- Directory/Staff Changes  
Complete sections: [All information above](#), [A](#), [N](#), [O](#)
- Child Nutrition Program  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G\\*](#), [H](#), [K\\*\\*](#), [L](#), [N](#), [O](#)
- New YDD Data Manager (YDD – Only) Institution  
Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

\* Optional

\*\* Complete if the child nutrition program site has a grant through EGMS as well

**A: Institution Identifiers:** (If merging/splitting, put the name of the single institution that will be merged into/split from. Only use the 'New' name fields for name changes. If you are unsure of your ID, you can search for it on the [Institution Lookup Tool](#) – it is **required**.)

Institution ID# (Leave blank for new institution requests and mergers): 251

Current Name (Doing business as): Bend Senior High

New Name (Doing Business as):

Current Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

New Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

**B: Merging/Splitting Institution Identifiers:**

Institution A ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name:

Institution B ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name:

**C: Demographic Information:** (For address changes, give the new information. For merges, this address should reflect the final location.)

Street address (include City, State, and Zip+4):

County: Deschutes

245 NE 9<sup>th</sup> St., Bend OR 97701

Mailing address (include City, State, and Zip+4):

245 NE 9<sup>th</sup> St., Bend OR 97701

Primary web address: <https://bendhigh.blschools.org/> Primary email address: [Christopher.reese@bend.k12.or.us](mailto:Christopher.reese@bend.k12.or.us)

Primary Phone: 541-355-3700

Primary Fax: 541-355-3910

**D: Institution Merge/Split Addresses:** (Use the same institution (A & B) as in Section B.)

Institution A Name:

Institution A Address:

Institution A Phone: Web: Email:

Institution B Name:

Institution B Address:

Institution B Phone: Web: Email:

**E. Federal Identification Numbers:** (**DO NOT WRITE SOCIAL SECURITY NUMBERS ON THIS FORM.** If you use a Social Security Number for your Taxpayer Identification Number, **DO NOT WRITE IT ON THIS FORM**, instead write "Using SSN" in the U.S. Employer ID# (Federal Tax ID#):

Does your institution receive grant funding from ODE (not through the district):  Yes or  No

If Yes, I certify that:

I have updated our name with the IRS and Oregon Secretary of State (if applicable).

I have sent an updated [W9](#) via Secure File Transfer to [billing@ode.oregon.gov](mailto:billing@ode.oregon.gov) with a copy of this form.

My U.S. Employer ID# (Federal Tax ID#) is: **(NO SS#s)**

I receive Federal Funds and my Unique Entity Identifier from [SAM.gov](#) is: **(NO SS#s)**

**F. Institution Administrator Information:**

District Superintendent                       School Principal                       Head Administrator or Director

Name:

Phone:                      Email:

**G. Effective Date:** (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date:                      and/or Close Date:                      and/or Split/Merge Date:

**H. Grade Range Offered:** (If splitting/merging, this is the single institution that the two are splitting from/merging into.)

Low:                      High:                       PreK    Elementary    Jr. High    Middle    High    District

**I. Splitting/Merging/Change Grade Range Offered:** (These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B. Provide a number value in the "Low" and "High" fields and select the appropriate grade range box.)

Inst. A: Low:                      High:                       Elementary    Jr. High    Middle    High    District

Inst. B: Low:                      High:                       Elementary    Jr. High    Middle    High    District

**J. Administrative/Fiscal Parent:**

**Administration Parent:**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

**Institution Name:**                      **ID#:**

**Fiscal Parent:**

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

**Institution Name:**                      **ID#:**

**K. Electronic Grants Management System (EGMS) and YDD Administration:**

**Fiscal Agent Name:**

**Email:**                      **Telephone:**

**Business Manager (if different) Name:**

**Email:**                      **Telephone:**

Please submit your W-9 form and the EGMS Access Request Form to [ode.EGMS@ode.oregon.gov](mailto:ode.EGMS@ode.oregon.gov) at the time of submitting this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).

**L. Child Nutrition Programs:**

Sponsor  Site (May check both if applicable)

**Sponsor Name:**

**Site Name:**

**CNP Sponsor Agreement Number\*:**

**CNP Site Number\*:**

**Programs:** (Check all that apply)

SNP

CACFP

SFSP

\*These numbers can be found in [CNPweb](#).

**M. YDD Programs:**

**Administration:**

**Governance Type:**

DM Jurisdictional Lead

City Government

Committee

Tribal Agency

School District

County Agency

School District

Service Provider

State Agency

**N. Submitted By:** (A **physical** signature is required.)

**Name:** Dr. Steven Cook **Title:** Superintendent

**Email:** [steve.cook@bend.k12.or.us](mailto:steve.cook@bend.k12.or.us)

**Signature:**



**Date:**

05/05/26

**O. Additional Information:** (Optional space to provide further information about the institution request.)

Email Institution Request Forms and other supporting documentation (see page 8 for possible required supporting documentation) required for the request to:

Institutions Specialist

[ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov)

## Appendix A: Information Worksheet

All questions relevant to the institution request should be addressed.

### Physical Location:

Is the entity physically located within the existing school district boundary? If no, explain the circumstances.

•

Is the entity located within the same physical facility occupied by other schools or programs within the district boundary? If yes, explain the situation.

•

### Enrollment Process:

Can any student within the district enroll in the entity by personal choice when grade levels offered at the entity match a student's grade level?

•

Is there a separate student intake procedure/process than for a regular school? Explain.

•

Who determines which students attend the entity? Explain.

•

Do students, who are enrolled in the entity, remain members of the school that referred them?

•

Will the institution enroll students from outside of the responsible district? (Open Enrollment? Interdistrict Transfer?)

•

Do all students enroll on a part-time basis?

•

### Curriculum:

Will the curriculum be comprehensive (Does it offer all courses necessary to allow students at all grade levels to complete all state and district requirements for graduation as per Oregon state statute and administrative regulation: Division 22)? If yes, provide the school year course catalog and master schedule.

•

Does the entity offer supplemental course work offered to students who attend classes at a non-district entity or another school/program within the district's physical boundary? Explain the situation.

•

Are all courses offered and taught by district staff at the entity's physical location? Explain the situation.

Which entity issues grades to students?

•

Will the entity offer online courses from an entity with which there is a contract or agreement with the district to supplement the district's curriculum offerings or provide the entire curriculum? If yes, explain in detail the arrangement.

•

If online courses are offered, which vendor/s will be used?

•

**Diploma:**

Will the entity issue a regular diploma indicating students have successfully completed all state and district graduation requirements offered by the entity?

- 

**Student Population:**

Is the student population changing to or from other school district or non-school district schools or programs? Explain.

- 

**Staffing:**

Will the entity have a full time principal/administrator or share administrator duties between multiple locations and/or teaching entities? What is the arrangement?

- 

Is the principal/administrator certified for this responsibility with the Teachers Standards Practice Commission (TSPC)?

- 

Is the entity's staff currently teaching at the entity? Explain the situation.

- 

Is the entity's staff changing teaching assignments from previous assignments? If so, to what extent. Explain.

- 

Are all teaching staff licensed by TSPC to teach the curriculum they are assigned to teach?

- 

Who evaluates teaching staff?

- 

Whose staff meetings do teaching staff attend?

-

## Appendix B: Institution Request Requirements Matrices

An "X" indicates that the document is required for approval. When submitting a change to the IDAT, supporting documentation is often necessary. These matrices outline the documentation/process required for approval of the requested change in the ODE's Institutions Database. Please follow these matrices to know which items are required for each type of change. IDAT and DGC approval occur within ODE after the required documentation has been submitted.

<b>Schools, School Districts/ESDs and Other Organizations</b>											
Documents and Approvals	New ODE ID Number	New Private School (Reg. or Alt.)	Name Change	Street Address Change	Street Address Change	Fiscal Agent Change	Grade Level Change	Institution Mergers/Splits	Closure	Type Change	EGMS Only
Institution Request Form	X	X	X	X	X		X	X	X	X	X
Official Board Minutes	X	X	X	X	X		X	X	X	X	--
Enrollment Calculator	X	--	--	--	X		X	X	--	X	--
Information Worksheet	X	X	--	--	X		X	X	--	X	--
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--	X		X	X	X	--	--

<b>Charter Schools</b>										
Documents and Approvals	ODE ID Number	Name Change	Street Address Change	Street Address Change	Fiscal Agent Change	Grade Change	Closure	Type Change		
School Application OAR 581-026-0050(1)	X	--	--	--		--	--	--		
Charter Contract or Contract Amendment ORS 338.035 (2)(a)(C)	X	X	X	X	X	X	--	--		
EIN Document ORS 338.035(2)(a)(C)	X	--	--	--		--	--	--		
All annual reports on file at ODE ORS 338.095(2)	--	X	X	X	X	X	X	X		
All municipal audits on file at ODE ORS 338.095 (3)	--	X	X	X	X	X	X	X		
Institution Request Form	X	X	X	X	X	X	X	X		
Charter School Board Minutes	--	--	--	--		--	X	--		
Enrollment Calculator	X	--	X	X		X	--	--		
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--		--	X	--		

<b>YCEPs, JDEPs, HOSPITALS, and LTCTs</b>										
Documents and Approvals	New ODE ID Number	Name Change	Street Address Change	Grade Level Change	Institution Mergers	Institution Splits	Closure	Type Change		
Needed in Contract or Contract Amendment	X	X	X	--	X	X	--	--		
Service Plan or Written Notice	--	X	X	LTCT Only	YCEP/JDEP	--	X	--		
Institution Request Form	X	X	X	X	X	X	X	X		

## Oregon Department of Education

Accountability Reporting

255 Capitol Street NE

Salem, Oregon 97310

[ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov)

Fax: 503.378.5156

# Institution Request Form

Form 581-1380-A

**Instructions for submitting institutional changes with the Oregon Department of Education:** This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. See [Appendix B](#) for supplemental material to be submitted with this form. All Institution Request Forms must be physically signed and dated to be processed. New institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For questions and submission, please email [ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov).

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### Non-Accountable Institution Requests

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- [Fingerprinting Requests](#)
- [School Bus Driver Portal Requests](#)
- [Sexual Misconduct Verification System \(SMVS\) Requests](#)

### Institution Classification:

Select your [Virtual School Status](#) (only required for public schools):

Full Virtual       Focus Virtual       Supplemental Virtual       Not Virtual

### Sector: (Select only one)

- Public  
 Private  
 Private Non-Profit

### Primary Function: (Select only one)

- School       Program  
 University       Community College  
 College       Organization/Other  
 Child Nutrition Program Site

### Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).

**Instructional Type:** (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

- Regular       Alternative  
 Charter       Career/Technical  
 Special Ed.       Recovery School

**Program Type:** (Only complete if the function type is "Program". Not applicable for schools.)

- ACEP     CTE     JDEP     LTCT  
 PNF     YCEP     YDD  
 Head Start     Even Start     EI/ECSE  
 Tribal       Hospital       Special Ed.  
 Private Alternative

**Type of Request (check one):**

*Note: If the change affects more than one institution, please complete a separate form for each institution.*

- New Institution (Non-EGMS)(Effective 7/1 of the approved school year)  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Merging of Two Institutions into one institution  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Splitting of One Institution into two institutions  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Institution Close (Effective 6/30 of the approved school year)  
Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)
- Other Information Changes
- Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))
  - Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix A](#) (if major grade change))
  - Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))
  - Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix A](#))
  - Name Change (Complete Sections: [All information above](#), [A](#), [E](#), [N](#), [O](#).)
- Directory/Staff Changes  
Complete sections: [All information above](#), [A](#), [N](#), [O](#)
- Child Nutrition Program  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G\\*](#), [H](#), [K\\*\\*](#), [L](#), [N](#), [O](#)
- New YDD Data Manager (YDD – Only) Institution  
Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

\* Optional

\*\* Complete if the child nutrition program site has a grant through EGMS as well

**A: Institution Identifiers:** (If merging/splitting, put the name of the single institution that will be merged into/split from. Only use the 'New' name fields for name changes. If you are unsure of your ID, you can search for it on the [Institution Lookup Tool](#) – it is **required**.)

Institution ID# (Leave blank for new institution requests and mergers):

Current Name (Doing business as): Bend Tech Academy

New Name (Doing Business as): Deschutes River High School

Current Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

New Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

**B: Merging/Splitting Institution Identifiers:**

Institution A ID#: 1338 (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name: Bend Tech Academy

Institution B ID#: 5428 (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name: Realms High School

**C: Demographic Information:** (For address changes, give the new information. For merges, this address should reflect the final location.)

Street address (include City, State, and Zip+4):

County: Deschutes

1291 NE 5<sup>th</sup> St., Bend, OR 97701-4302

Mailing address (include City, State, and Zip+4):

1291 NE 5<sup>th</sup> St., Bend, OR 97701-4302

Primary web address: <https://deschutesriver/blschools.org> Primary email address: [Lakisha.clark@bend.k12.or.us](mailto:Lakisha.clark@bend.k12.or.us)

Primary Phone: 541-355-3500 Primary Fax: 541-355-3510

**D: Institution Merge/Split Addresses:** (Use the same institution (A & B) as in Section B.)

Institution A Name: Bend Tech Academy

Institution A Address: 1291 NE 5<sup>th</sup> St., Bend, OR 97701-4302

Institution A Phone: 541-355-3500 Web: <https://bendtech.blschools.org/> Email: [Lakisha.clark@bend.k12.or.us](mailto:Lakisha.clark@bend.k12.or.us)

Institution B Name: Realms High School

Institution B Address: 20730 Brinson Blvd., Bend, OR 97701-7407

Institution B Phone: 541-355-5500 Web: <https://realms.blschools.org/> Email: [mary.thomas@bend.k12.or.us](mailto:mary.thomas@bend.k12.or.us)

**E. Federal Identification Numbers:** (**DO NOT WRITE SOCIAL SECURITY NUMBERS ON THIS FORM.** If you use a Social Security Number for your Taxpayer Identification Number, **DO NOT WRITE IT ON THIS FORM**, instead write "Using SSN" in the U.S. Employer ID# (Federal Tax ID#):

Does your institution receive grant funding from ODE (not through the district):  Yes or  No

If Yes, I certify that:

I have updated our name with the IRS and Oregon Secretary of State (if applicable).

I have sent an updated [W9](#) via Secure File Transfer to [billing@ode.oregon.gov](mailto:billing@ode.oregon.gov) with a copy of this form.

My U.S. Employer ID# (Federal Tax ID#) is: 93-6000393 (**NO SS#s**)

I receive Federal Funds and my Unique Entity Identifier from [SAM.gov](#) is: PAS2E9PNJNM9 (**NO SS#s**)

**F. Institution Administrator Information:**

District Superintendent                       School Principal                       Head Administrator or Director

Name: Dr. Steven Cook

Phone: 541-355-1001    Email: steve.cook@bend.k12.or.us

**G. Effective Date:** (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date:                      and/or Close Date:                      and/or Split/Merge Date: 07/01/2026

**H. Grade Range Offered:** (If splitting/merging, this is the single institution that the two are splitting from/merging into.)

Low: 9 High: 12  PreK  Elementary  Jr. High  Middle  High  District

**I. Splitting/Merging/Change Grade Range Offered:** (These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B. Provide a number value in the "Low" and "High" fields and select the appropriate grade range box.)

Inst. A: Low: 9 High: 12  Elementary  Jr. High  Middle  High  District

Inst. B: Low: 9 High: 12  Elementary  Jr. High  Middle  High  District

**J. Administrative/Fiscal Parent:**

**Administration Parent:**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

**Institution Name:** Bend-La Pine SD 1    ID#: 1976

**Fiscal Parent:**

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

**Institution Name:** Bend-La Pine SD 1    ID#: 1976

**K. Electronic Grants Management System (EGMS) and YDD Administration:**

**Fiscal Agent Name:**

**Email:**                      **Telephone:**

**Business Manager (if different) Name:**

**Email:**                      **Telephone:**

*Please submit your W-9 form and the EGMS Access Request Form to [ode.EGMS@ode.oregon.gov](mailto:ode.EGMS@ode.oregon.gov) at the time of submitting this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).*

**L. Child Nutrition Programs:**

Sponsor  Site (May check both if applicable)

**Sponsor Name:**

**Site Name:**

**CNP Sponsor Agreement Number\*:**

**CNP Site Number\*:**

**Programs:** (Check all that apply)  SNP  CACFP  SFSP

\*These numbers can be found in [CNPweb](#).

**M. YDD Programs:**

**Administration:**

**Governance Type:**

DM Jurisdictional Lead

City Government

Committee

Tribal Agency

School District

County Agency

School District

Service Provider

State Agency

**N. Submitted By:** (A **physical** signature is required.)

**Name:** Dr. Steven Cook **Title:** Superintendent

**Email:** [steve.cook@bend.k12.or.us](mailto:steve.cook@bend.k12.or.us)

**Signature:** 

**Date:** 05/04/20

**O. Additional Information:** (Optional space to provide further information about the institution request.)

Email Institution Request Forms and other supporting documentation (see page 8 for possible required supporting documentation) required for the request to:  
Institutions Specialist  
[ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov)

## Appendix A: Information Worksheet

All questions relevant to the institution request should be addressed.

### Physical Location:

Is the entity physically located within the existing school district boundary? If no, explain the circumstances.

- Yes

Is the entity located within the same physical facility occupied by other schools or programs within the district boundary? If yes, explain the situation.

- Yes, previous location for Bend Tech Academy

### Enrollment Process:

Can any student within the district enroll in the entity by personal choice when grade levels offered at the entity match a student's grade level?

- Yes

Is there a separate student intake procedure/process than for a regular school? Explain.

- Yes – Attendance area transfer request and/or application and lottery if necessary.

Who determines which students attend the entity? Explain.

- Principal, with a district committee.

Do students, who are enrolled in the entity, remain members of the school that referred them?

- No

Will the institution enroll students from outside of the responsible district? (Open Enrollment? Interdistrict Transfer?)

- Yes, based upon available capacity.

Do all students enroll on a part-time basis?

- No

### Curriculum:

Will the curriculum be comprehensive (Does it offer all courses necessary to allow students at all grade levels to complete all state and district requirements for graduation as per Oregon state statute and administrative regulation: Division 22)? If yes, provide the school year course catalog and master schedule.

- Yes.

Does the entity offer supplemental course work offered to students who attend classes at a non-district entity or another school/program within the district's physical boundary? Explain the situation.

- No.

Are all courses offered and taught by district staff at the entity's physical location? Explain the situation.

Which entity issues grades to students?

- Deschutes River High School.

Will the entity offer online courses from an entity with which there is a contract or agreement with the district to supplement the district's curriculum offerings or provide the entire curriculum? If yes, explain in detail the arrangement.

- Yes – Students take online courses through Bend-La Pine Online.

If online courses are offered, which vendor/s will be used?

- Stride K12

**Diploma:**

Will the entity issue a regular diploma indicating students have successfully completed all state and district graduation requirements offered by the entity?

- Yes

**Student Population:**

Is the student population changing to or from other school district or non-school district schools or programs? Explain.

- No

**Staffing:**

Will the entity have a full time principal/administrator or share administrator duties between multiple locations and/or teaching entities? What is the arrangement?

- Full-Time Principal

Is the principal/administrator certified for this responsibility with the Teachers Standards Practice Commission (TSPC)?

- Yes

Is the entity's staff currently teaching at the entity? Explain the situation.

- Yes

Is the entity's staff changing teaching assignments from previous assignments? If so, to what extent. Explain.

- No

Are all teaching staff licensed by TSPC to teach the curriculum they are assigned to teach?

- Yes

Who evaluates teaching staff?

- Deschutes River High School Principal

Whose staff meetings do teaching staff attend?

- Deschutes River High School Principal

## Appendix B: Institution Request Requirements Matrices

An "X" indicates that the document is required for approval. When submitting a change to the IDAT, supporting documentation is often necessary. These matrices outline the documentation/process required for approval of the requested change in the ODE's Institutions Database. Please follow these matrices to know which items are required for each type of change. IDAT and DGC approval occur within ODE after the required documentation has been submitted.

<b>Schools, School Districts/ESDs and Other Organizations</b>										
Documents and Approvals	New ODE ID Number	New Private School (Reg. or Alt.)	Name Change	Street Address Change	Grade Level Change	Institution Mergers/Splits	Closure	Type Change	EGMS Only	
Institution Request Form	X	X	X	X	X	X	X	X	X	
Official Board Minutes	X	X	X	X	X	X	X	X	--	
Enrollment Calculator	X	--	--	--	X	X	--	X	--	
Information Worksheet	X	X	--	--	X	X	--	X	--	
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--	X	X	X	--	--	

<b>Charter Schools</b>										
Documents and Approvals	ODE ID Number	Name Change	Street Address Change	Fiscal Agent Change	Grade Change	Closure	Type Change			
School Application OAR 581-026-0050(1)	X	--	--	--	--	--	--			
Charter Contract or Contract Amendment ORS 338.035 (2)(a)(C)	X	X	X	X	X	--	--			
EIN Document ORS 338.035(2)(a)(C)	X	--	--	--	--	--	--			
All annual reports on file at ODE ORS 338.095(2)	--	X	X	X	X	X	X			
All municipal audits on file at ODE ORS 338.095 (3)	--	X	X	X	X	X	X			
Institution Request Form	X	X	X	X	X	X	X			
Charter School Board Minutes	--	--	--	--	--	X	--			
Enrollment Calculator	X	--	X	--	X	--	--			
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--	--	X	--			

<b>YCEPs, JDEPs, HOSPITALS, and LTCTS</b>										
Documents and Approvals	New ODE ID Number	Name Change	Street Address Change	Grade Level Change	Institution Mergers	Institution Splits	Closure	Type Change		
Needed in Contract or Contract Amendment	X	X	X	--	X	X	--	--		
Service Plan or Written Notice	--	X	X	LTCT Only	YCEP/JDEP	--	X	--		
Institution Request Form	X	X	X	X	X	X	X	X		

## Institution Request - Enrollment Changes

School Year: 2026-27  
 District Name: Bend-La Pine SD 1  
 District ID: 1976  
 Change Type: New Institution

Comments:

### Directions:

List the Institution that is changing first. Then, list any institutions that will have an **enrollment change** directly affected from this institution change, e.g. surrounding schools not being changed but that are gaining or losing enrollment in response to the change being requested. (If you are requesting changes to more than one institution within your district, you may list them all here.)  
 The enrollment counts should reflect your enrollment on the Fall Membership Report (the first school day in October) from the previous school year. When listing the "projected" number of students in or out, list only the number affected by the change requested; Do not list the number of students who would have normally left had the change not been made (e.g. students advancing to a grade not offered by the school).

InstID	School Name	Grades Offered in 25-26	Enrollment on 10/1/2025	Grades offered in 26-27	"Projected" Enrollment on 10/1/2026	"Projected" Number of Students Out	"Projected" Number of Students In
1338	Bend Tech Academy	9-12	117	none	0	90	0
5428	Realms High School	9-12	105	none	0	75	0
	Deschutes River High School	none	0	9-12	210	0	210

This form must be submitted with an Institution Request Form:  
<http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>

## New School Status

The calculations above can help you determine if this change will qualify your district for "new school status" for report card and accountability determinations. If this change does qualify your district for a "new school status", you may want to complete a New School Status request in May of the year that the change goes into effect. For more information, view:

[http://www.oregon.gov/ode/schools-and-districts/Documents/boundary\\_change\\_calculator\\_new\\_instid.pdf](http://www.oregon.gov/ode/schools-and-districts/Documents/boundary_change_calculator_new_instid.pdf)

InstID	School Name	Method 1 Enrollment Change	Method 2 Enrollment Change	Method 3 Enrollment Change	Criteria Met for New School Status
1338	Bend Tech Academy	-100.0%		76.9%	
5428	Realms High School	-100.0%		71.4%	
	Deschutes River High School		100.0%	100.0%	Yes

Method 1 A school has more than 40% volume change in this year's membership compared to the prior year's membership.

Method 2 40% or more of this year's membership are new to the school due to the institution change.

Method 3 The combined count of students reassigned to and from the school due to this institution change exceeds 40% of the combined membership over the two year period.

**Oregon Department of Education**

Accountability Reporting  
255 Capitol Street NE  
Salem, Oregon 97310  
[ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov)  
Fax: 503.378.5156

# Institution Request Form

Form 581-1380-A

**Instructions for submitting institutional changes with the Oregon Department of Education:** This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. See **Appendix B for supplemental material to be submitted with this form.** All Institution Request Forms must be physically signed and dated to be processed. New institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For questions and submission, please email [ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov).

Registered Private Schools, Registered Private Alternative Programs, and Approved Private Special Education Providers in the state of Oregon must provide information to the Oregon Department of Education prior to receiving an Institution ID. Information about these schools changes frequently. For the latest applications and listings, visit the appropriate web pages at <http://www.oregon.gov/ode> (Search for Private Schools, Private Alternative Programs, Special Education Service, or Charter Schools).

**Non-Accountable Institution Requests**

Entities that are required to have an ID that are not Oregon Public Schools must complete their requests on the appropriate online form. Below are the appropriate forms for specific ODE Application access.

- [Electronic Grant Management System \(EGMS\) Requests](#)
- [Fingerprinting Requests](#)
- [School Bus Driver Portal Requests](#)
- [Sexual Misconduct Verification System \(SMVS\) Requests](#)

**Institution Classification:**

Select your [Virtual School Status](#) (only required for public schools):

- Full Virtual       Focus Virtual     Supplemental Virtual     Not Virtual

**Sector:** (Select only one)

- Public  
 Private  
 Private Non-Profit

**Primary Function:** (Select only one)

- School       Program  
 University     Community College  
 College       Organization/Other  
 Child Nutrition Program Site

**Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).**

**Instructional Type:** (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

- Regular       Alternative  
 Charter       Career/Technical  
 Special Ed.     Recovery School

**Program Type:** (Only complete if the function type is "Program". Not applicable for schools.)

- ACEP     CTE     JDEP     LTCT  
 PNF     YCEP     YDD  
 Head Start     Even Start     EI/ECSE  
 Tribal       Hospital       Special Ed.  
 Private Alternative

**Type of Request (check one):**

*Note: If the change affects more than one institution, please complete a separate form for each institution.*

- New Institution (Non-EGMS)(Effective 7/1 of the approved school year)  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Merging of Two Institutions into one institution  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Splitting of One Institution into two institutions  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- Institution Close (Effective 6/30 of the approved school year)  
Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)
- Other Information Changes
  - Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))
  - Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix A](#) (if major grade change)
  - Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))
  - Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix A](#))
  - Name Change (Complete Sections: [All information above](#), [A](#), [E](#), [N](#), [O](#))
- Directory/Staff Changes  
Complete sections: [All information above](#), [A](#), [N](#), [O](#)
- Child Nutrition Program  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#)\*, [H](#), [K](#)\*\* , [L](#), [N](#), [O](#)
- New YDD Data Manager (YDD – Only) Institution  
Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

\* Optional

\*\* Complete if the child nutrition program site has a grant through EGMS as well

**A: Institution Identifiers:** (If merging/splitting, put the name of the single institution that will be merged into/split from. Only use the 'New' name fields for name changes. If you are unsure of your ID, you can search for it on the [Institution Lookup Tool](#) – it is **required.**)

Institution ID# (Leave blank for new institution requests and mergers): 3448

Current Name (Doing business as): Realms Middle School

New Name (Doing Business as):

Current Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

New Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

**B: Merging/Splitting Institution Identifiers:**

Institution A ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name:

Institution B ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name:

**C: Demographic Information:** (For address changes, give the new information. For merges, this address should reflect the final location.)

Street address (include City, State, and Zip+4): County: Deschutes

62560 Hamby Rd., Bend, OR 97701-9529

Mailing address (include City, State, and Zip+4):

62560 Hamby Rd., Bend OR 97701-9529

Primary web address: <https://realms.blschools.org/> Primary email address: [mary.thomas@bend.k12.or.us](mailto:mary.thomas@bend.k12.or.us)

Primary Phone: 541-355-4900 Primary Fax: 541-355-4910

**D: Institution Merge/Split Addresses:** (Use the same institution (A & B) as in Section B.)

Institution A Name:

Institution A Address:

Institution A Phone: Web: Email:

Institution B Name:

Institution B Address:

Institution B Phone: Web: Email:

**E. Federal Identification Numbers:** (**DO NOT WRITE SOCIAL SECURITY NUMBERS ON THIS FORM.** If you use a Social Security Number for your Taxpayer Identification Number, **DO NOT WRITE IT ON THIS FORM**, instead write "Using SSN" in the U.S. Employer ID# (Federal Tax ID#):

Does your institution receive grant funding from ODE (not through the district):  Yes or  No

If Yes, I certify that:

I have updated our name with the IRS and Oregon Secretary of State (if applicable).

I have sent an updated [W9](#) via Secure File Transfer to [billing@ode.oregon.gov](mailto:billing@ode.oregon.gov) with a copy of this form.

My U.S. Employer ID# (Federal Tax ID#) is: **(NO SS#s)**

I receive Federal Funds and my Unique Entity Identifier from [SAM.gov](#) is: **(NO SS#s)**

**F. Institution Administrator Information:**

District Superintendent                       School Principal                       Head Administrator or Director

Name:

Phone:                      Email:

**G. Effective Date:** (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date:                      and/or Close Date:                      and/or Split/Merge Date:

**H. Grade Range Offered:** (If splitting/merging, this is the single institution that the two are splitting from/merging into.)

Low:                      High:                       PreK  Elementary  Jr. High  Middle  High  District

**I. Splitting/Merging/Change Grade Range Offered:** (These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B. Provide a number value in the "Low" and "High" fields and select the appropriate grade range box.)

Inst. A: Low:                      High:                       Elementary  Jr. High  Middle  High  District

Inst. B: Low:                      High:                       Elementary  Jr. High  Middle  High  District

**J. Administrative/Fiscal Parent:**

**Administration Parent:**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

Institution Name:                      ID#:

**Fiscal Parent:**

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

Institution Name:                      ID#:

**K. Electronic Grants Management System (EGMS) and YDD Administration:**

**Fiscal Agent Name:**

Email:                      Telephone:

**Business Manager (if different) Name:**

Email:                      Telephone:

*Please submit your W-9 form and the EGMS Access Request Form to [ode.EGMS@ode.oregon.gov](mailto:ode.EGMS@ode.oregon.gov) at the time of submitting this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).*

**L. Child Nutrition Programs:**

Sponsor  Site (May check both if applicable)

**Sponsor Name:**

**Site Name:**

**CNP Sponsor Agreement Number\*:**

**CNP Site Number\*:**

**Programs:** (Check all that apply)  SNP  CACFP  SFSP

\*These numbers can be found in [CNPweb](#).

**M. YDD Programs:**

**Administration:**

**Governance Type:**

DM Jurisdictional Lead

City Government

Committee

Tribal Agency

School District

County Agency

School District

Service Provider

State Agency

**N. Submitted By:** (A **physical** signature is required.)

**Name:** Dr. Steven Cook **Title:** Superintendent

**Email:** [steve.cook@bend.k12.or.us](mailto:steve.cook@bend.k12.or.us)

**Signature:** 

**Date:** 05/04/2026

**O. Additional Information:** (Optional space to provide further information about the institution request.)

Email Institution Request Forms and other supporting documentation (see page 8 for possible required supporting documentation) required for the request to:

Institutions Specialist

[ode.institutions-request@ode.oregon.gov](mailto:ode.institutions-request@ode.oregon.gov)

## Appendix A: Information Worksheet

All questions relevant to the institution request should be addressed.

### Physical Location:

Is the entity physically located within the existing school district boundary? If no, explain the circumstances.

- 

Is the entity located within the same physical facility occupied by other schools or programs within the district boundary? If yes, explain the situation.

- 

### Enrollment Process:

Can any student within the district enroll in the entity by personal choice when grade levels offered at the entity match a student's grade level?

- 

Is there a separate student intake procedure/process than for a regular school? Explain.

- 

Who determines which students attend the entity? Explain.

- 

Do students, who are enrolled in the entity, remain members of the school that referred them?

- 

Will the institution enroll students from outside of the responsible district? (Open Enrollment? Interdistrict Transfer?)

- 

Do all students enroll on a part-time basis?

- 

### Curriculum:

Will the curriculum be comprehensive (Does it offer all courses necessary to allow students at all grade levels to complete all state and district requirements for graduation as per Oregon state statute and administrative regulation: Division 22)? If yes, provide the school year course catalog and master schedule.

- 

Does the entity offer supplemental course work offered to students who attend classes at a non-district entity or another school/program within the district's physical boundary? Explain the situation.

- 

Are all courses offered and taught by district staff at the entity's physical location? Explain the situation.

Which entity issues grades to students?

- 

Will the entity offer online courses from an entity with which there is a contract or agreement with the district to supplement the district's curriculum offerings or provide the entire curriculum? If yes, explain in detail the arrangement.

- 

If online courses are offered, which vendor/s will be used?

-

**Diploma:**

Will the entity issue a regular diploma indicating students have successfully completed all state and district graduation requirements offered by the entity?

- 

**Student Population:**

Is the student population changing to or from other school district or non-school district schools or programs? Explain.

- 

**Staffing:**

Will the entity have a full time principal/administrator or share administrator duties between multiple locations and/or teaching entities? What is the arrangement?

- 

Is the principal/administrator certified for this responsibility with the Teachers Standards Practice Commission (TSPC)?

- 

Is the entity's staff currently teaching at the entity? Explain the situation.

- 

Is the entity's staff changing teaching assignments from previous assignments? If so, to what extent. Explain.

- 

Are all teaching staff licensed by TSPC to teach the curriculum they are assigned to teach?

- 

Who evaluates teaching staff?

- 

Whose staff meetings do teaching staff attend?

-

## Appendix B: Institution Request Requirements Matrices

An "X" indicates that the document is required for approval. When submitting a change to the IDAT, supporting documentation is often necessary. These matrices outline the documentation/process required for approval of the requested change in the ODE's Institutions Database. Please follow these matrices to know which items are required for each type of change. IDAT and DGC approval occur within ODE after the required documentation has been submitted.

<b>Schools, School Districts/ESDs and Other Organizations</b>										
Documents and Approvals	New ODE ID Number	New Private School (Reg. or Alt.)	Name Change	Street Address Change	Fiscal Agent Change	Grade Level Change	Institution Mergers/Splits	Closure	Type Change	EGMS Only
Institution Request Form	X	X	X	X		X	X	X	X	X
Official Board Minutes	X	X	X	X		X	X	X	X	--
Enrollment Calculator	X	--	--	--		X	X	--	X	--
Information Worksheet	X	X	--	--		X	X	--	X	--
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--		X	X	X	--	--

<b>Charter Schools</b>										
Documents and Approvals	ODE ID Number	Name Change	Street Address Change	Fiscal Agent Change	Grade Change	Closure	Type Change			
School Application OAR 581-026-0050(1)	X	--	--	--	--	--	--			
Charter Contract or Contract Amendment ORS 338.035 (2)(a)(C)	X	X	X	X	X	--	--			
EIN Document ORS 338.035(2)(a)(C)	X	--	--	--	--	--	--			
All annual reports on file at ODE ORS 338.095(2)	--	X	X	X	X	X	X			
All municipal audits on file at ODE ORS 338.095 (3)	--	X	X	X	X	X	X			
Institution Request Form	X	X	X	X	X	X	X			
Charter School Board Minutes	--	--	--	--	--	--	--			
Enrollment Calculator	X	--	X	--	X	--	--			
State School Fund Coordinator Notification (Small School Correction)	X	--	--	--	--	X	--			

<b>YCEPs, JDEPs, HOSPITALS, and LTCTs</b>										
Documents and Approvals	New ODE ID Number	Name Change	Street Address Change	Grade Level Change	Institution Mergers	Institution Splits	Closure	Type Change		
Needed in Contract or Contract Amendment	X	X	X	--	X	X	--	--		
Service Plan or Written Notice	--	--	LTCT Only	LTCT Only	YCEP/JDEP	--	X	--		
Institution Request Form	X	X	X	X	X	X	X	X		



**ACTION:** Superintendent Evaluation Policy, Process, and Tools

**PRESENTED BY:** Marcus LeGrand, Board Chair

**EXECUTIVE SUMMARY:**

During the March 31, 2026, and April, 28, 2026, Work Sessions, the Board had the opportunity to review CBC-BP: Supervision and Evaluation of the Superintendent (to be renamed CBG-BP) as well as discuss the evaluation process for the Superintendent. A timeline for the Superintendent evaluation was created as well as a template for the evaluation criteria. In addition, a self-assessment form for the Superintendent was created that aligns with a newly created performance evaluation form. In alignment with the new timeline, the Board will annually develop and approve evidence/criteria and tools for the Superintendent evaluation.

**Recommended Motion:**

I move to adopt CBG-BP: Supervision & Evaluation of the Superintendent, the Superintendent evaluation timeline, evaluation criteria template, self-assessment form, and performance evaluation form as presented.



The Board of Directors will conduct a formal summative evaluation of the Superintendent according to the timelines, process, and scoring specification outlined in the Superintendent's contract. Board leadership and the Superintendent shall also meet quarterly (November and May) each year to ensure that roles and responsibilities are being properly met by each party. The evaluation cycle will be from February 1 to January 31.

~~The Board of Directors will view Superintendent performance as being identical to organizational performance.~~ Superintendent job performance will be monitored systematically against superintendent job expectations which are defined as:

- Reasonable progress toward organizational accomplishment of the **Organizational Goals** ~~Board's Ends policies~~, and
- Organizational operation within the boundaries established in the Board's Executive Limitations.

Accordingly, monitoring determines the degree to which ~~board~~ **organizational goals and executive limitation** policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.

The Board will acquire monitoring data on **Organizational Goals** ~~Ends~~ and Executive Limitations policies by one of three methods:

1. By internal report, in which the Superintendent discloses information and demonstrates compliance to the Board;
2. By external report, in with an external, disinterested third party selected by the Board assesses compliance with Board policies;
3. By direct Board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.

**Executive Limitations** will be monitored through a report presented by the Superintendent at a school board meeting. The Board of Directors may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the time necessary to prepare and the availability of data. The Superintendent will notify the Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board.

The consistent standard for compliance for Executive Limitations policies shall be whether the Superintendent has reasonably interpreted and acted within the scope of the Board policy being monitored. For **Organizational Goals** ~~Ends policies~~, the standard shall be whether the Superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the Board's described **Organizational Goals** ~~Ends~~. The Board will make the final determination as to whether the Superintendent interpretation is reasonable, whether the Superintendent is in compliance, and whether reasonable progress is being made.

Mid-year, the Board and Superintendent will meet in executive session for the purpose of evaluation of the Superintendent related to progress related to **Goals** and Executive Limitation compliance.

Prior to the summative evaluation, the Superintendent will provide the Board with a self-evaluation that will include monitoring reports presented to the Board throughout the evaluation period as well as a narrative that outlines how the Superintendent's performance meets the standard for compliance, including periodic 360-degree review feedback from individuals working closest to the Superintendent.

~~Executive Limitations will be monitored through a report presented by the Superintendent at a school board meeting. The Board of Directors may request specific evidence or data related to an Executive Limitation report, but shall do so in a timely manner with respect to the time necessary to prepare and data availability. The Superintendent will notify the Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board.~~

~~The Board of Directors will conduct a formal summative evaluation of the Superintendent according to the timeline, process and scoring specifications outlined in the Superintendent's contract. Board leadership and the Superintendent shall also meet in November and May of each year to ensure that roles and responsibilities are being properly met by each party.~~



The summative evaluation will be based on data collected during the year from the monitoring of **Organizational Goals** ~~Ends~~ and Executive Limitations.

As the summative evaluation process described above is based on the prior year's evidence and actions, an incoming Superintendent would not have impacted those results, therefore, Board leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming Superintendent.

~~Additional criteria for the evaluation, if any, will be developed at a Board meeting and aligned with the development of the evaluation criteria timeline to allow adequate time for the Superintendent to meet the criteria.~~

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract, or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board of Directors.

~~Additional criteria for the evaluation, if any, will be developed at a Board meeting prior to conducting the evaluation. The Superintendent will be notified of the additional criteria prior to the evaluation.~~

The Board's discussion and conferences with and about the Superintendent and their performance will be in executive session, unless the Superintendent requests an open session. However, such an executive session will not include a general evaluation of any district goal, objective, or operation. Results of the evaluation will be written and placed in the Superintendent's personnel file.

The results of the Superintendent's evaluation will be subject to the public records law.

Any time the Superintendent's performance is deemed to be unsatisfactory, the Superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the Superintendent pursuant to Board policy, the Superintendent's employment contract, and state law and rules.

END OF POLICY

REVIEWED: 2/8/11, 8/8/23, 4/28/26, 5/12/26  
ADOPTED: 2/13/96, 1/14/97, 2/22/11, 9/27/16, 9/12/23

**POLICY / REGULATION CROSS REFERENCE**

GBL-AP: Personnel Records  
GB-AP: General Personnel Policies

**LEGAL REFERENCE**

ORS 192.660 (2)(8)    ORS 342.815  
ORS 332.505        OAR 581-022-1720  
ORS 342.513        Hanson v. Culver School District No 5 (1975)

**Timeline for Superintendent Evaluation**  
**Evaluation Timeframe: March 1 – February 28**

When	What	Who is Responsible?
Ongoing – Consent for Information at Board Business Meetings	Annual reports on Executive Limitations. <ul style="list-style-type: none"> <li>• EL 1.1 – March</li> <li>• EL 2.1 – February</li> <li>• EL 3.1 – April</li> <li>• EL 4.1 – September</li> <li>• EL 4.2 – December</li> <li>• EL 4.3 – January</li> <li>• EL 4.4 – September</li> <li>• EL 4.5 – October</li> <li>• EL 4.6 – November</li> <li>• EL 4.7 – January</li> <li>• EL 4.8 – August</li> <li>• EL 4.9 – August</li> </ul>	Superintendent
October Board Business Meeting	Board receives a mid-cycle update on the progress of Organizational Goals.	Superintendent
March Board Business Meeting	Board receives the final report on progress of Organizational Goals.	Superintendent
April 1st	Board receives the Superintendent’s annual self-assessment/reflection on evaluation criteria.	Superintendent
April (month-long process)	Board Chair and Vice Chair coordinate the process for Board Members to provide feedback on the Superintendent’s evaluation. <ul style="list-style-type: none"> <li>• <i>Example: Board members submit feedback individually via Google Form followed by Executive Session for discussion and drafting of evaluation.</i></li> </ul>	Board Chair/Vice Chair
May 1st	Chair and Vice Chair finalize the evaluation and provide a copy to the Superintendent to review prior to the Executive Session.	Board Chair/Vice Chair
May Executive Session	Board provides the Superintendent with their final evaluation.	Board Chair
June Board Business Meeting	<ul style="list-style-type: none"> <li>• Board and Superintendent develop evidence/criteria for the next evaluation cycle.</li> <li>• Board approves the evaluation criteria and evaluation tool for the next evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/Board</li> <li>• Board Chair</li> </ul>

**Timeline for Superintendent Evaluation**  
**Evaluation Timeframe: March 1 – February 28**  
*(calendar view)*

Month	What	Who is Responsible?
January	<ul style="list-style-type: none"> <li>EL 4.3 – Annual report in Consent for Information</li> <li>EL 4.7 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Superintendent</li> </ul>
February	<ul style="list-style-type: none"> <li>EL 2.1 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>
March	<ul style="list-style-type: none"> <li>Board receives the final report on progress of Organizational Goals.</li> <li>EL 1.1 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Superintendent</li> </ul>
April	<ul style="list-style-type: none"> <li>April 1<sup>st</sup> – Board receives the Superintendent’s annual self-assessment/reflection on evaluation criteria.</li> <li>Month-long process: Board Chair and Vice Chair coordinate the process for Board Members to provide feedback on the Superintendent’s evaluation. <ul style="list-style-type: none"> <li>Example: Board members submit feedback individually via Google Form followed by Executive Session for discussion and drafting of evaluation.</li> </ul> </li> <li>EL 3.1 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Board Chair/Vice Chair</li> <li>Superintendent</li> </ul>
May	<ul style="list-style-type: none"> <li>May 1<sup>st</sup> – Chair and Vice Chair finalize the evaluation and provide a copy to the Superintendent to review prior to the Executive Session.</li> <li>Executive Session – The Board provides the Superintendent with their final evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Chair</li> <li>Board Chair</li> </ul>
June	<ul style="list-style-type: none"> <li>Board and Superintendent develop evidence/criteria for the next evaluation cycle.</li> <li>Board approves the evaluation criteria and evaluation tool for the next evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent/Board</li> <li>Board Chair</li> </ul>
July		
August	<ul style="list-style-type: none"> <li>EL 4.8 – Annual report in Consent for Information</li> <li>EL 4.9 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Superintendent</li> </ul>
September	<ul style="list-style-type: none"> <li>EL 4.1 – Annual report in Consent for Information</li> <li>EL 4.4 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Superintendent</li> </ul>
October	<ul style="list-style-type: none"> <li>Board receives a mid-cycle update on the progress of Organizational Goals.</li> <li>EL 4.5 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Superintendent</li> </ul>
November	<ul style="list-style-type: none"> <li>EL 4.6 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>
December	<ul style="list-style-type: none"> <li>EL 4.2 – Annual report in Consent for Information</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>

## Evaluation Criteria – TEMPLATE

Evaluation Timeframe: March 1, 20xx – February 28, 20xx

Executive Limitations	Evidence	Determination
1.1 Strong Academic Foundation	<ul style="list-style-type: none"> <li>Compliance reports provided in Consent for Information at Board Business Meetings.</li> </ul>	4-Point Performance Scale: 1. Just Beginning 2. Approaching 3. Meeting 4. Exceeding
2.1 Passion, Purpose, and Plan		
3.1 Wellness, Inclusion, and Belonging		
4.1 Legally Required Policies		
4.2 Treatment of Employees		
4.3 Financial Planning and Administration		
4.4 Facilities		
4.5 Student Transportation		
4.6 Nutrition Services		
4.7 Technology		
4.8 Communications		
4.9 Safety		

Organizational Goal	Evidence	Determination
Students are engaged and develop a strong academic foundation.	<ul style="list-style-type: none"> <li><i>3rd Grade Reading</i></li> <li><i>8<sup>th</sup> Grade Math</i></li> <li><i>9<sup>th</sup> Grade on track</i></li> <li><i>Progress on District Initiatives</i></li> </ul>	4-Point Performance Scale: 1. Just Beginning 2. Approaching 3. Meeting 4. Exceeding
Students have a passion, purpose, and plan for their future.	<ul style="list-style-type: none"> <li><i>Graduation: 4-year and 5-year</i></li> <li><i>Advanced HS Options: AP, IB, Dual Credit, CTE, Multiliteracy</i></li> <li><i>Progress on District Initiatives</i></li> </ul>	
Students, families, and staff experience wellness, inclusion, and belonging in our schools.	<ul style="list-style-type: none"> <li><i>Regular Attenders (K-2 and All)</i></li> <li><i>School Culture Measure</i></li> <li><i>Student Academic Challenge</i></li> <li><i>Progress on District Initiatives</i></li> <li><i>Parent Satisfaction: "I would recommend my school to parents seeking a school for their child."</i></li> </ul>	
Operational systems align and support an academically effective and sustainable organization.	<ul style="list-style-type: none"> <li><i>Covered in monthly Executive Limitation reporting.</i></li> </ul>	

Superintendent Goal	Evidence	Determination
Leadership and Advocacy	<ul style="list-style-type: none"> <li>• <i>Deepen two-way communication with staff, families, and community members by providing transparent, timely information, listening to/and acting upon feedback, and fostering partnerships that build trust and strengthen public confidence in our schools.</i></li> </ul>	4-Point Performance Scale: 1. Just Beginning 2. Approaching 3. Meeting 4. Exceeding
	<ul style="list-style-type: none"> <li>• <i>Collaborate with legislators, agency leaders, and education partners to advocate for equitable school funding, policies that support student well-being and achievement, and the professional needs of educators.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• <i>Actively engage with national and regional professional organizations to elevate the district's voice in shaping education policy, secure resources, and share innovative practices that benefit students.</i></li> </ul>	

draft 5.12.20



## Annual Superintendent Self-Assessment for Performance Evaluation

Evaluation Period: March 1, 20XX – February 28, 20XX

This self-assessment for the performance evaluation is conducted in accordance with the Carver Model of Policy Governance. The Board evaluates the Superintendent’s performance on:

1. Compliance with Board Executive Limitations
2. Reasonable interpretation and achievement of the Board’s Mission, Vision, and Organizational Goals
3. Superintendent Goals

The Board does not evaluate operational methods, administrative style, or day-to-day decisions except as they relate to policy compliance and Goals achievement.

<b>1. EXECUTIVE LIMITATION COMPLIANCE</b>
Based on the Superintendent’s monitoring reports and Board review:
<ul style="list-style-type: none"> <li>• <i>(SAMPLE LANGUAGE)</i></li> <li>• <i>No material violations of Executive Limitations were identified.</i></li> <li>• <i>Monitoring was timely, complete, and sufficiently evidenced.</i></li> <li>• <i>Any emerging risks were communicated appropriately and addressed within policy boundaries.</i></li> </ul>
<b>Performance Rating:</b> <input type="checkbox"/> 1 – Just Beginning <input type="checkbox"/> 2 – Approaching <input type="checkbox"/> 3 – Meeting <input type="checkbox"/> 4 – Exceeding

<b>2. EVALUATION OF ORGANIZATIONAL GOALS</b>
<b>Goal 1: Students Are Engaged and Develop a Strong Academic Foundation</b>
<b>Evidence Reviewed:</b> <i>(approved evaluation criteria)</i> <ul style="list-style-type: none"> <li>• <i>3<sup>rd</sup> Grade Reading</i></li> <li>• <i>8<sup>th</sup> Grade Math</i></li> <li>• <i>9<sup>th</sup> Grade on track</i></li> <li>• <i>Progress on District Initiatives</i></li> </ul>
<b>Self-Evaluation:</b> <i>(SAMPLE LANGUAGE) Progress is satisfactory and trending positively. I have demonstrated a reasonable interpretation of this goal by prioritizing instructional quality, academic growth, and student engagement. District data show improvement in foundational academic indicators, with targeted efforts to address achievement gaps. While continued growth is needed, progress aligns with Board expectations.</i>
<b>Performance Rating:</b> <input type="checkbox"/> 1 – Just Beginning <input type="checkbox"/> 2 – Approaching <input type="checkbox"/> 3 – Meeting

4 – Exceeding

**Goal 2: Students Have a Passion, Purpose, and Plan**

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Graduation: 4-year and 5-year*
- *Advanced High School Options: AP, IB, Dual Credit, CTE, Multiliteracy*
- *Progress on District Initiatives*

**Self-Evaluation:**

*(SAMPLE LANGUAGE) Progress has been made and is trending positively. I have advanced this goal by supporting systems that expand student access to career pathways, personalized planning, and post-secondary preparation. Evidence reflects increased participation in career-connected learning and improved clarity of post-graduation planning for students.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching
- 3 – Meeting
- 4 – Exceeding

**Goal 3: Students, Families, and Staff Experience Wellness, Inclusion, and Belonging in Our Schools**

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Regular Attenders (K-2 and All)*
- *School Culture Measure*
- *Student Academic Challenge*
- *Parent Satisfaction: "I would recommend my school to parents seeking a school for their child."*

**Self-Evaluation:**

*(SAMPLE LANGUAGE) Continued attention and monitoring will be provided. I have reasonably interpreted this goal through initiatives that prioritize well-being, inclusive practices, and supportive school environments. Survey data indicate improvements in perceptions of belonging and support. I recognize the need for ongoing work to address disparities and sustain inclusive culture across all schools.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching
- 3 – Meeting
- 4 – Exceeding

**Goal 4: Operational Systems Align and Support an Academically Effective and Sustainable Organization**

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Monthly Executive Limitation reporting*

**Self-Evaluation:**

*(SAMPLE LANGUAGE) Progress has been made and is trending positively. I have met this goal through effective stewardship of resources, alignment of operations to academic priorities, and transparent reporting. Financial practices remain stable and sustainable, supporting the district's ability to advance its academic and organizational goals.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching

- 3 – Meeting
- 4 – Exceeding

### SUPERINTENDENT GOALS

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Leadership and Advocacy*
  - *Deepen two-way communication with staff, families, and community members by providing transparent, timely information, listening to/and acting upon feedback, and fostering partnerships that build trust and strengthen public confidence in our schools.*
  - *Collaborate with legislators, agency leaders, and education partners to advocate for equitable school funding, policies that support student well-being and achievement, and the professional needs of educators.*
  - *Actively engage with national and regional professional organizations to elevate the district's voice in shaping education policy, secure resources, and share innovative practices that benefit students.*

**Self-Evaluation:**

*(SAMPLE LANGUAGE) I have honored the Board's role as the sole source of direction, maintained clear, accurate, and timely communication, and supported effective Board governance without encroaching on Board roles. My commitment to maintaining the integrity of the Policy Governance system is evident. Progress has been made and is trending positively.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching
- 3 – Meeting
- 4 – Exceeding

### 360-DEGREE REVIEW NARRATIVE *(if review conducted):*

**Strengths & Competencies:**

**Areas for Growth:**

**Summary Statement:**

### OVERALL PERFORMANCE DETERMINATION

**Summary Self-Evaluation Statement:** *(SAMPLE LANGUAGE)*

- *I find that in the role of Superintendent, I have performed at a high level overall, demonstrating faithful interpretation of Board policy, measurable progress toward the Board's stated Organizational Goals, and full compliance with Executive Limitations. I have maintained a productive Board–Superintendent relationship, ensured organizational stability, and advanced student and community outcomes consistent with the Board's values.*

**In accordance with Board policy and evidence reviewed, the Superintendent's performance is rated:**

- Meets/Exceeds Board expectations**  
 Considerations for next evaluation cycle consistent with the Carver Model, I offer the following policy-level direction:
  - *(SAMPLE LANGUAGE)*

- *Continue strengthening academic foundations and engagement for all learners*
- *Expand and refine systems that ensure each student graduates with a clear passion, purpose, and plan*
- *Sustain focus on wellness, inclusion, and belonging across the district*
- *Maintain operational alignment and fiscal sustainability in support of student outcomes*

**Does NOT meet Board expectations**

Plan of Assistance (specific evidence, identified areas for growth, and Board-directed expectations for improvement:

- *Insert clear, measurable performance concerns tied to policy or outcomes*
- *Define expected improvement, timelines, and monitoring process*
- *Clarify supports, reporting requirements, and evaluation checkpoints*

Submitted to the Bend-La Pine Schools Board of Directors on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_.

Superintendent Signature: \_\_\_\_\_

draft 5.12.26



## Annual Superintendent Performance Evaluation

Evaluation Period: March 1, 20XX – February 28, 20XX

This evaluation is conducted in accordance with the Carver Model of Policy Governance. The Board evaluates the Superintendent’s performance on:

1. Compliance with Board Executive Limitations
2. Reasonable interpretation and achievement of the Board’s Mission, Vision, and Organizational Goals
3. Superintendent Goals

The Board does not evaluate operational methods, administrative style, or day-to-day decisions except as they relate to policy compliance and Goals achievement.

<b>1. EXECUTIVE LIMITATION COMPLIANCE</b>
Based on the Superintendent’s monitoring reports and Board review:
<ul style="list-style-type: none"> <li>• <i>(SAMPLE LANGUAGE)</i></li> <li>• <i>No material violations of Executive Limitations were identified.</i></li> <li>• <i>Monitoring was timely, complete, and sufficiently evidenced.</i></li> <li>• <i>Any emerging risks were communicated appropriately and addressed within policy boundaries.</i></li> </ul>
<b>Performance Rating:</b> <input type="checkbox"/> 1 – Just Beginning <input type="checkbox"/> 2 – Approaching <input type="checkbox"/> 3 – Meeting <input type="checkbox"/> 4 – Exceeding

<b>2. EVALUATION OF ORGANIZATIONAL GOALS</b>
<b>Goal 1: Students Are Engaged and Develop a Strong Academic Foundation</b>
<b>Evidence Reviewed:</b> <i>(approved evaluation criteria)</i> <ul style="list-style-type: none"> <li>• <i>3<sup>rd</sup> Grade Reading</i></li> <li>• <i>8<sup>th</sup> Grade Math</i></li> <li>• <i>9<sup>th</sup> Grade on track</i></li> <li>• <i>Progress on District Initiatives</i></li> </ul>
<b>Board Evaluation:</b> <i>(SAMPLE LANGUAGE) Progress is satisfactory and trending positively. The Superintendent has demonstrated a reasonable interpretation of this goal by prioritizing instructional quality, academic growth, and student engagement. District data show improvement in foundational academic indicators, with targeted efforts to address achievement gaps. While continued growth is needed, progress aligns with Board expectations.</i>
<b>Performance Rating:</b> <input type="checkbox"/> 1 – Just Beginning <input type="checkbox"/> 2 – Approaching <input type="checkbox"/> 3 – Meeting

4 – Exceeding

**Goal 2: Students Have a Passion, Purpose, and Plan**

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Graduation: 4-year and 5-year*
- *Advanced High School Options: AP, IB, Dual Credit, CTE, Multiliteracy*
- *Progress on District Initiatives*

**Board Evaluation:**

*(SAMPLE LANGUAGE) Progress has been made and is trending positively. The Superintendent has advanced this goal by supporting systems that expand student access to career pathways, personalized planning, and post-secondary preparation. Evidence reflects increased participation in career-connected learning and improved clarity of post-graduation planning for students.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching
- 3 – Meeting
- 4 – Exceeding

**Goal 3: Students, Families, and Staff Experience Wellness, Inclusion, and Belonging in Our Schools**

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Regular Attenders (K-2 and All)*
- *School Culture Measure*
- *Student Academic Challenge*
- *Parent Satisfaction: "I would recommend my school to parents seeking a school for their child."*

**Board Evaluation:**

*(SAMPLE LANGUAGE) Continued attention and monitoring encouraged. The Superintendent has reasonably interpreted this goal through initiatives that prioritize well-being, inclusive practices, and supportive school environments. Survey data indicate improvements in perceptions of belonging and support. The Board recognizes ongoing work to address disparities and sustain inclusive culture across all schools.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching
- 3 – Meeting
- 4 – Exceeding

**Goal 4: Operational Systems Align and Support an Academically Effective and Sustainable Organization**

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Monthly Executive Limitation reporting*

**Board Evaluation:**

*(SAMPLE LANGUAGE) Progress has been made and is trending positively. The Superintendent has met this goal through effective stewardship of resources, alignment of operations to academic priorities, and transparent reporting. Financial practices remain stable and sustainable, supporting the district's ability to advance its academic and organizational goals.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching

- 3 – Meeting
- 4 – Exceeding

### SUPERINTENDENT GOALS

**Evidence Reviewed:** *(approved evaluation criteria)*

- *Leadership and Advocacy*
  - *Deepen two-way communication with staff, families, and community members by providing transparent, timely information, listening to/and acting upon feedback, and fostering partnerships that build trust and strengthen public confidence in our schools.*
  - *Collaborate with legislators, agency leaders, and education partners to advocate for equitable school funding, policies that support student well-being and achievement, and the professional needs of educators.*
  - *Actively engage with national and regional professional organizations to elevate the district's voice in shaping education policy, secure resources, and share innovative practices that benefit students.*

**Board Evaluation:**

*(SAMPLE LANGUAGE) The Superintendent has honored the Board's role as the sole source of direction, maintained clear, accurate, and timely communication, and supported effective Board governance without encroaching on Board roles. The Board affirms the Superintendent's commitment to maintaining the integrity of the Policy Governance system. Progress has been made and is trending positively.*

**Performance Rating:**

- 1 – Just Beginning
- 2 – Approaching
- 3 – Meeting
- 4 – Exceeding

### OVERALL PERFORMANCE DETERMINATION

**Summary Evaluation Statement:** *(SAMPLE LANGUAGE)*

- *The Board finds that the Superintendent has performed at a high level overall, demonstrating faithful interpretation of Board policy, measurable progress toward the Board's stated Organizational Goals, and full compliance with Executive Limitations. The Superintendent has maintained a productive Board–Superintendent relationship, ensured organizational stability, and advanced student and community outcomes consistent with the Board's values.*

**In accordance with Board policy and evidence reviewed, the Superintendent's performance is rated:**

**Meets/Exceeds Board expectations**

Considerations for next evaluation cycle consistent with the Carver Model, the Board offers the following policy-level direction:

- *(SAMPLE LANGUAGE)*
- *Continue strengthening academic foundations and engagement for all learners*
- *Expand and refine systems that ensure each student graduates with a clear passion, purpose, and plan*
- *Sustain focus on wellness, inclusion, and belonging across the district*
- *Maintain operational alignment and fiscal sustainability in support of student outcomes*

**Does NOT meet Board expectations**

Plan of Assistance (specific evidence, identified areas for growth, and Board-directed expectations for improvement:

- *Insert clear, measurable performance concerns tied to policy or outcomes*
- *Define expected improvement, timelines, and monitoring process*
- *Clarify supports, reporting requirements, and evaluation checkpoints*

Adopted by the Bend-La Pine Schools Board of Directors on this \_\_\_\_ day of \_\_\_\_\_ 20\_\_.

Board Chair Signature: \_\_\_\_\_

draft 5.12.26



## SUPERINTENDENT EMPLOYMENT CONTRACT

*between*

Dr. Steven Cook

and

The Bend-La Pine Schools Board of Directors  
Deschutes County, Oregon

### **INTRODUCTION**

It is hereby agreed by and between the Board of Directors of Bend-La Pine Schools, located in Bend, Oregon (hereinafter called the District or Board), and Dr. Steven Cook (hereinafter called the Superintendent) that the District in accordance with its action as found in the minutes of the meeting held on the 12<sup>th</sup> day of May, 2026, has and does hereby employ Dr. Steven Cook as Superintendent for the term of this Contract.

The Superintendent hereby accepts employment with the District upon the terms and conditions of this Employment Contract as follows:

#### **1. Term**

The District hereby employs the Superintendent for a period of three years, commencing the 1st day of July 2026, and continuing as herein provided. This is a three-year continuing contract which provides that the contract shall be automatically extended on July 1, of each contract year for an additional year unless the Board takes action and notifies the Superintendent by April 15, that the contract will NOT be extended for the additional year.

In no case, shall this contract be for a period of greater than three (3) years. Any modification, extension or renewal that has the effect of changing the term of this contract shall be set forth in writing as either a new contract or an addendum to this contract.

Nothing in this Agreement shall prevent, limit or otherwise interfere with the right of the District or Superintendent to terminate this Agreement at any time subject only to the provisions herein relating to termination.

#### **2. Duties**

The Superintendent shall be the Chief Executive Officer of the District. As such, the Superintendent shall have the responsibility for formulation, adoption, and execution of

District policy in compliance with the Executive Limitations, existing District Policy, State and Federal Law, and to further work toward Organizational Goals. The Superintendent agrees to diligently and faithfully perform the duties of the position pursuant to, and in compliance with, the laws of the State of Oregon and in conformance with the rules and policies of the District and the lawful directions of the Board.

The Superintendent shall be responsible for all personnel matters, including the recommendation for hire, assignment, direction, evaluation, transfer, discipline, and recommendation for dismissal, of all staff subject to applicable Collective Bargaining Agreements, Board policies, and Oregon law, and shall organize, reorganize, and arrange the administrative and supervisory staff as best serves the District. The Superintendent shall employ all personnel subject to the approval of the Board.

The Superintendent shall attend each meeting of the Board, except when excused by the Board Chair. Additionally, the Superintendent shall implement policies, regulation, rules, and procedures deemed necessary for the efficient and effective functioning of the District and in general shall perform all duties incident to the office of Superintendent and other such duties as may be specified and/or delegated by the Board.

The Superintendent hereby agrees to devote his full time, skill, labor and attention to District employment during the term of this Contract, however, the Superintendent may undertake a reasonable amount of consultative work, speaking engagements, writing, lecturing or other similar professional duties and obligations with the approval of the Board Chair.

On behalf of the Board, the Superintendent is authorized to accept the resignation of classified employees and any licensed employees and waive the sixty (60) day notice provision, pursuant to ORS 342.553, required of licensed employees.

### **3. Compensation**

#### **A. Salary**

The District shall pay the Superintendent at a basic annual salary rate of \$276,672 for 2026-2027, together with the same COLA percentage increase as is established for the certified bargaining unit for the 2026-27 contract year (July 1 through June 30). The salary for each subsequent contract years shall be arrived at by applying the same COLA percentage increase as is established for the certified bargaining unit.

The salary shall be paid in twelve (12) monthly installments in accordance with Board policies governing administrative staff. The Superintendent may elect to take a portion of salary in deferred compensation in conformance with any such plan in which the District is participating.

#### **B. In-State Expense Stipend**

The Superintendent shall receive a \$1,200 per month stipend as part of his compensation for the purpose of paying for all in-state expenses incurred as a result

of his employment with the District. Such expenses include in-state mileage, meals, technology that includes cell phone, tablet, data plan and apps expenses. The stipend does not compensate for in-state lodging which will be reimbursed in accordance with District policy and procedure.

**C. Expense Reimbursement**

The District shall reimburse the Superintendent for reasonable out-of-state expenses incurred by the Superintendent in the performance of his duties under this Contract.

**4. Benefits**

**A. PERS Pick-up**

The District shall pay the 6% employee contribution on behalf of the Superintendent to the Public Employee Retirement System.

**B. Health Insurance**

The District shall pay a monthly amount toward the Superintendent's health insurance premium that is the same as the cap paid toward the health insurance premium for all District administrators as set forth in the Employment Memorandum between the Board and Administrators and Supervisors. The health insurance package provided shall be the same as that currently in effect for all District administrators.

In addition to the monthly premium contribution set forth in this paragraph, the District will make a yearly contribution of \$27,350, up to a maximum of five (5) years (beginning July 1, 2026), into a health reimbursement arrangement (HRA) for the purpose of providing the Superintendent and his dependent spouse with insurance benefits in accordance with OAR 111-050-0010 through OAR 111-050-0050 upon his retirement.

**C. Tax Sheltered Annuity**

During the 2026-27 and 2027-28 school years, the District shall contribute on behalf of the Superintendent an amount equal to 15% of the Superintendent's annual salary to a tax-sheltered annuity (403(b)) plan or similar plan(s) offered by the District. Starting in the 2028-29 school year, the District shall contribute 20% of the Superintendent's annual salary to said plan. The superintendent's annual salary is as set forth in the Compensation section 3-A, above.

**5. Professional Growth**

The District encourages the continuing professional growth of the Superintendent through participation, by the Superintendent, in:

- the operations, programs, and other activities conducted or sponsored by local, state, and national school administrator and school associations;
- seminars and coursework offered by public or private educational institutions; and
- informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Superintendent to perform his professional responsibilities for the District.

The District shall permit a reasonable amount of release time, as approved by the Board, for the Superintendent to attend to such matters, shall pay necessary and reasonable costs for registration and meeting expenses, tuition, travel and subsistence expenses within the Superintendent's budget category limitations.

The Board shall pay the Superintendent's COSA dues which include membership in OASE (Oregon Association of School Executives) and AASA (American Association of School Administrators) dues.

The Board may pay for additional dues as may be requested by the Superintendent and approved by the Board.

The superintendent agrees to a professional mentoring program in areas identified by the Board to be paid for directly by the District.

Upon board approval, the District shall pay reasonable expenses beyond what is covered by the monthly stipend (as articulated in Benefits) for conferences, meetings, workshops and courses that will enhance the Superintendent's abilities to work towards Board established goals.

## **6. Evaluation**

Annually, and not later than June 30<sup>th</sup> of each contract year, the Board shall, in consultation with the Superintendent, develop written evidence/criteria for the established evaluation cycle. The goals and strategic initiatives shall be established in writing and be among the criteria for evaluation of the Superintendent.

To support Board oversight and the District's continuous improvement, reports on the Organizational Goals, progress toward these goals, data on progress from identified measures, and compliance with aligned Executive Limitations shall be presented to the Board on an ongoing basis in public session in alignment with the established superintendent evaluation timeline.

To support the Superintendent's continuous improvement, the Board Chair will meet with the Superintendent on a regular basis to provide observations, feedback, and recommendations on the work shared in these reports. The Board as a whole will meet with the Superintendent annually in Executive Session in alignment with the established superintendent evaluation timeline, for the purpose of evaluation of the Superintendent and for observations, feedback, and recommendations for performance improvement in alignment with the articulated goals and strategic initiatives. The Board reserves the right in its discretion to conduct informal reviews every eight (8) weeks to assess progress if needed.

The written evaluation of the Superintendent will become a permanent part of the Superintendent's personnel file. The date and time of the evaluation meeting shall be in alignment with the established superintendent evaluation timeline.

**7. Maintenance of License**

The Superintendent shall furnish throughout the life of this Contract a valid and appropriate license as defined in ORS 342.140 to act as Superintendent in the State of Oregon. Should the Superintendent fail to maintain a license in good standing, the Board may unilaterally terminate this Contract.

**8. Work Year**

The Superintendent shall schedule 261 contract days per year. This includes 228 workdays, twenty-three (23) paid days of vacation, and ten (10) paid holidays (New Year's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day, Martin Luther King Day, Christmas Eve Day, Christmas Day).

**A. Vacation Time**

Vacation is accrued at eight (8) hours a day. All vacation will be allocated on July 1, or each contract year. If the Superintendent fails to complete his contract for the year, vacation will be pro-rated. Annually, the Superintendent shall take at least fifteen (15) days of vacation leave. Any remaining unused vacation leave may accumulate from year to year, not to exceed a total of thirty (30) days of vacation leave for any given year. In the alternative, should the Superintendent not be able to use all vacations days allowed, the Superintendent may be paid annually an additional amount at a per diem rate for a maximum of five (5) unused vacation days. For purposes of this contract, the rate of pay when calculated on a per diem basis shall be 1/238th of the annual salary set forth in Section 3 above.

**B. Sick Leave and Sick Time**

The Superintendent shall accrue sick leave in accordance with ORS 332.507 and sick time in accordance with ORS 653.601-653.661 and district policy to the extent the District is required to grant employees sick time while employed by the District.

**C. Other Leaves**

The Superintendent shall be allowed other leave in accordance with District's Employment Memorandum with Bend-La Pine Administrators and Supervisors and as provided for by state and federal law.

**9. Termination Of Employment Contract**

**A. Termination by Mutual Agreement**

The Employment Contract may be terminated at any time and under any provisions mutually agreed upon by both parties. The Superintendent and the District understand that it is the expressed desire of both, if at all possible, to do so no later than September 1 of the year to be the final year of employment.

**B. Termination at the Request of the Superintendent**

In the event the Superintendent intends to act to terminate this Employment Contract prior to its termination date, he shall give the District at least ninety (90) days written notice of such intention.

**C. Termination without Specific Cause**

The Board may terminate the Superintendent's employment at any time without cause, and without the Superintendent's concurrence. However, if the

Superintendent is terminated without cause during the term of this Contract, the District shall pay to the Superintendent an amount equal to what the Superintendent would have earned as salary and benefits, as described in Sections 3 and 4 under this employment contract during the twelve (12) month period following termination.

In the event the Board exercises this option, the Superintendent agrees to and shall provide services to the District, as requested by the District, in the role of consultant to facilitate the transition to a new Superintendent. At the discretion of, and as directed by, the Board, such services shall include, but not be limited to, providing information and advice regarding ongoing projects, processes and obligations. In the event the Board choose to terminate without cause, the payment of the twelve (12) month salary and benefits as described in Section 3 and 4 above shall be the only obligation to the Superintendent.

**D. Termination for Cause**

The District may terminate this Contract upon the occurrence of either of the following events:

- Superintendent's material breach of this Employment Contract or failure to perform employment obligations in accordance with the terms and conditions of this Contract, or
- Superintendent's commission of a felony, misdemeanor or any other act, which a reasonable person would consider materially damaging to the reputation of the District.

Prior to such termination for cause, the Superintendent shall receive written notice of the reason(s) for the proposed action and will be allowed an opportunity for a Board executive session hearing to respond to the reasons either orally or in writing.

Notice of the District's consideration of discharge for cause shall be given in writing. Such notice shall include a statement of the reasons constituting cause and shall be given not less than ten (10) days prior to the date that the Superintendent shall be entitled to appear before the Board as hereinafter provided. The Superintendent shall be entitled to a hearing before the Board to discuss such causes. The Superintendent may choose to be accompanied by legal counsel at such a meeting at the Superintendent's sole cost and expense. Such a meeting may be conducted in executive session as provided by Oregon law.

Superintendent shall be provided a written decision describing the results of the meeting.

**10. Criticism and Complaints**

In conformance with District policy, the Board, individually and collectively, will refer to the Superintendent for study and recommendation all significant criticism, complaints, and suggestions called to its attention concerning District operations. At least annually,

the Board and Superintendent will review and, as needed, agree upon revision(s) that the Board and Superintendent feel will contribute to further improvements in their communications and relationships.

**11. Severability**

If this Contract or any portion thereof, is held by the courts to be illegal or in conflict with any law or regulation of the State of Oregon, the validity of the remaining portions shall not be affected and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular illegal term or provision.

**12. Indemnification**

To the extent required by ORS 30.285, the District shall defend, hold harmless, and indemnify the Superintendent from all demands, claims, suits, actions and legal proceedings brought against the Superintendent in his individual capacity or his official capacity as agent and employee of District, provided the incident arose while the Superintendent was acting within the scope of his employment and does not involve criminal matters. In no case will individual Board members be personally responsible to indemnify the Superintendent against such demands, claims, suits, actions and legal proceedings.

**13. Entire Agreement**

This Contract contains the entire agreement of the parties. Except as fully set forth herein, there are no other enforceable representations, agreements, or understandings, oral or written, between the parties relating to the subject of this Employment Contract.

The District, pursuant to the authority of its Board of Directors, by its action of May 12, 2026, has caused two originals of this Employment Contract to be signed in the name of the District by the Chair of the School Board, and the Superintendent has signed on his behalf.

DISTRICT:

SUPERINTENDENT:

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Marcus LeGrand  
Board Chair, Bend-La Pine Schools

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Dr. Steven Cook  
Superintendent, Bend-La Pine Schools



**REPORT:** Administrative Polices and Regulations for Adoption – May 12, 2026

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

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

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

Policy / Regulation Title	Reason for Update
AC-AR: Discrimination Complaint Procedure	Updated to align with ODE civil rights guidance.



Complaints regarding discrimination or harassment, on any basis protected by law, can be filed by students, employees and third parties, and shall be processed in accordance with the following procedures:

**STEP 1**

Complaints may be oral, or in writing, preferably using Bend-La Pine Schools' [Complaint Reporting Form](#). Any staff member that receives an oral or written complaint shall report the complaint using the Bend-La Pine Schools' [Complaint Reporting Form](#).

The building principal, site administrator, Superintendent or designee shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 20 school days of receipt of the complaint.

**STEP 2**

If the complainant wishes to appeal the decision, the complainant may submit a written appeal to the superintendent or designee within 10 school days after receipt of the response to the complaint.

The superintendent or designee shall review the decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

**STEP 3**

If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 school days of receipt of the superintendent or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 45 days of receipt of the appeal by the Board.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to the Board Clerk.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, or a parent/guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within the timelines set out above or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal<sup>1</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

<sup>1</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

**Charter Schools of which the District Board is a Sponsor**

The district Board, through its charter agreements with public charter schools sponsored by the district board, will not review an appeal of a decision reached by the Board of the public charter school on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of the public charter school as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 12/17/12, 5/5/14, 6/5/18, 3/15/19, 10/16/19, 6/2022, 9/20/22, 3/10/26  
APPROVED: 12/17/12, 5/6/14, 6/8/18, 9/5/19, 10/28/19, 6/2022, 10/11/22, 3/10/26

draft 5.12.26



## District Follow-up to Comment Received at April 14, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
Public Comment: Speech Therapy Services at Desert Sky Montessori	Sean Reinhart, Executive Director of Student Services	This complaint was filed with ODE and both parties have agreed to mediation.
Board Comment: Requirements for teaching Ethnic Studies	Dean Richards, Director of Secondary Curriculum, Instruction, and Systems	<p>Ethnic Studies Law (HB 2845) does not require an African American Studies class to be taught; however, we are currently implementing the standards. See below for examples from our high school classrooms:</p> <p>In Modern World History, teachers support students critical thinking about transatlantic slavery within a global context and expand upon the West African societies before enslavement and through imperialism. Primary sources, which were discussed by the teachers as a key supplementary tool, would include slave narratives and African oral histories. This shows Black history is part of the global history not just part of the economic history of slavery.</p> <ul style="list-style-type: none"> <li>• HS.US.CC.5 Analyze primary sources from multiple perspectives to develop an argument about how the conflict between traditionalism and modernity in the early 20th century generated both progress and backlash on issues of justice and equality.; HS.US.CP.14 Examine the perspectives of survivors of Indigenous genocide, Black communities destroyed by violence, and other human rights violations utilizing primary sources from multiple perspectives including written and recorded survivor testimonies.; HS.G.MM.4 Investigate and analyze the migration and settlement patterns of human populations, including the removal and segregation of communities in past and in current societies globally.</li> </ul> <p>In US History, we show how African Americans are central to major eras of the American story. We include voices of enslaved people and free Black Americans. During Reconstruction, students explore Black participation in the war, recovery and politics. During the Jim Crow and Great Migration Era there systemic racism and its economic and social impacts on our African Americans is analyzed. Classrooms examine how this was a stimulus to the Civil Rights movement. In contemporary America we continue to see inequalities in policies that are connected to earlier eras. These are not add ons, or additional units done in February. They are foundational to the history of our nation.</p> <ul style="list-style-type: none"> <li>• HS.C.IR.8 Using primary sources from multiple perspectives, discuss and debate the central ideas of the government of the United States and Oregon.; HS.US.CC.5 Analyze primary sources from multiple perspectives to develop an argument about how the conflict between traditionalism and modernity in the early 20th century generated both progress and backlash</li> </ul>



## District Follow-up to Comment Received at April 14, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
		<p>on issues of justice and equality.; HS.C.PI.7 Compare core documents associated with the protection of individual rights.; HS.C.DP.15 Identify and evaluate the effect of the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for expanding and protecting civil rights.; HS.US.CH.1 Analyze social, political, and economic continuity and change following the Civil War and Reconstruction (1865-1896) with attention to how post-war policies and actions affected traditionally underrepresented groups and individuals.; HS.US.CP.15 Analyze the long-term consequences of the Jim Crow era (1870s–1960s).; HS.US.CP.19 Identify and analyze political, social, and intellectual movements in the post-WWII United States that challenged discrimination and changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.</p> <p>In Government/Civics classrooms, the central theme explores how democracy functions and who it serves, with a focus on the 13th, 14th, and 15th Amendments—examining both their enactment and the limitations of their application in practice. The role of key Supreme Court rulings and other public policy actions in housing (redlining), and education funding. These actions by the government led to large actions of civic engagement which should inspire students to also be engaged with their local, state and national government through activism and advocacy.</p> <ul style="list-style-type: none"> <li>• HS.C.CE.19 Compare the debate over a public policy issue from the past with a contemporary issue and evaluate the role of political parties, interest groups, social movements, and media in influencing public opinion.; HS.C.PI.3 Examine and compare institutions, functions, and processes of government.; HS.C.PI.6 Analyze and evaluate a landmark United States Supreme Court case addressing principles of federalism.; HS.C.DP.16 Identify the requirements and process for voting.</li> </ul> <p>The supplemental curricular tools that we discussed during the Board presentation are frequently used to highlight the African American historical lens that some traditional textbooks can overlook. <a href="#">The Stanford History Project</a> (now known as Digital Inquiry Group) and Newsela that were mentioned both are such tools. Additional tools include <a href="#">DBQ Project</a> and <a href="#">Learning for Justice</a>.</p> <p>At the middle school level, the proposed TCI curriculum explicitly aligns with Oregon State Standards and the requirements of HB 2845, supported through comprehensive teacher materials, including student readings and instructional activities.</p> <p>While the question focused specifically on African American history, HB 2845 also requires the inclusion of the histories, contributions, and perspectives of Native Americans (a priority for me as</p>



### District Follow-up to Comment Received at April 14, 2026, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:
		<p>a member of the Cow Creek Band of the Umpqua Indians, one of Oregon’s nine federally recognized tribes), as well as Asian American, Latino/Chicano, and other historically marginalized communities. We continue to support Bend-La Pine teachers through professional learning aligned to our priority standards. This includes partnerships with local organizations including the High Desert Museum and Deschutes Historical Society.</p> <p>Below is a detailed outline of ODE standards and BLP Priority Standards at each grade level:  <a href="#">6/7 Social Studies Standards embedded into Priority Standards</a>  <a href="#">8 Social Studies Standards embedded into Priority Standards</a>  <a href="#">HS Social Studies Standards embedded into Priority Standards</a></p>
Board Comment: District Expenditures regarding Lexia and Dreambox	Lisa Birk, Deputy Superintendent	<p>The following information was shared with the Board prior to the April 14th board meeting regarding the cost of Lexia and Dreambox:</p> <ul style="list-style-type: none"> <li>● Dreambox: \$171,159 annually</li> <li>● Lexia: \$194,200 annually</li> <li>● Moving forward our pricing will shift to per student:               <ul style="list-style-type: none"> <li>○ Lexia \$46</li> <li>○ Dreambox approximately \$30</li> </ul> </li> </ul> <p>Director Tatom referenced the district spending approximately \$600,000 on Lexia and Dreambox next year. This was incorrectly interpreted based on the information shared above. Next year, the district has requested per student pricing as a cost-saving measure. Our interest in this is to move away from all students accessing these tools to specific students accessing when necessary. This means that by moving from all students accessing, to specific-student licensure, we will be able to cut our costs, meaning that our costs will be less than the school-level blanket costs currently in place.</p>



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

**PRESENTED BY:** Dr. Steve Cook, Superintendent

**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 associated systems.
3. When feasible, provide transportation to and from District sponsored programs, choice option programs, co-curricular and extra-curricular events, prioritizing students 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 2025-2026:**

- The department continues to partner with the Facilities Development Office (FDO) to evaluate next steps for the La Pine Transportation Project, ensuring alignment between long-term facility planning and transportation service needs.
- Ongoing optimization of routing systems has improved efficiency and reliability. Staff are working closely with the software provider to refine routing accuracy, ensure the parent app functions as intended, and integrate fleet management software—creating a more seamless and data-informed transportation system.
- The use of performance data (including idling time, deadhead miles, and compliant driving metrics) has strengthened operational accountability. Drivers are actively engaged in improving their performance, resulting in measurable gains in efficiency and reduced operational waste.
- The Safe Routes to School (SRTS) Active Transportation Coordinator has expanded programming to support students outside of traditional transportation zones. Efforts include bicycle safety education, walk-and-roll events, and securing grant funding to sustain and grow active transportation opportunities.
- Transportation staff continue to build capacity to support student needs through Crisis Prevention Intervention (CPI) training. Ongoing coaching and classroom-based support are helping staff maintain and strengthen these skills in daily practice.



**REPORT:** Executive Limitation 4.7: Technology

**PRESENTED BY:** Dr. Steve Cook, Superintendent

**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 Organizational Goals 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 use is research-based, developmentally appropriate, and aligned with best practices in K-12 education. Educational technology will be used for educational purposes and implemented in ways that support student mental health and well-being.
7. Ensure that hardware and software technology is regularly measured, evaluated, and modified as necessary to ensure continuing effectiveness.

**Notable Evidence for 2025-2026 – Educational Technology:**

Bend-La Pine Schools is committed to using educational technology in ways that strengthen learning, support student well-being, and reflect our shared community values. The Board’s goal—to establish clear, consistent expectations for safe, responsible, developmentally appropriate, and research-based technology use—provides important direction at a critical time. Across our system and beyond, there is increasing attention to how technology is used in schools, with families, educators, and researchers raising important questions about screen time, engagement, and impact on learning.

Our stance is clear: technology is an important tool in service of teaching and learning. It does not replace teachers or the relationships at the heart of every classroom. When used well, it can deepen learning and expand opportunities; when used without clear purpose, it can detract from them and negatively impact student well-being.

This work is about ensuring we strike the right balance. To move forward, we are focusing on four key areas: clarifying our use of applications, establishing guidance for our youngest learners, increasing transparency with our community, and strengthening student safeguards.

**A disciplined approach to our instructional applications.**

Over time, we have accumulated a wide range of digital tools, often with overlapping purposes and varying levels of effectiveness. Tools are added to the library of available applications when teachers request them and they have gone through our vetting process. There are tools on our list that are no longer used or may no longer meet our requirements.

We are conducting a comprehensive review of our applications to identify which tools are most aligned to instructional goals and producing meaningful outcomes for students. This will result in a more coherent system: a defined set of core applications that are supported and expected, a smaller number of tools used with clear purpose, and the elimination of tools that do not meet our standards. This work will reduce redundancy, improve consistency across classrooms, and make expectations clearer for both staff and students.

### **Establishing clear, developmentally appropriate expectations for technology use in our earliest grades.**

In kindergarten through second grade, learning is fundamentally hands-on, relational, and rooted in play, language, and direct experience. Technology has a limited but purposeful role to play. Our guidance will emphasize that digital tools should be used sparingly and intentionally—to support specific instructional goals and assessments, not to fill time or replace foundational learning experiences. By providing clear guardrails, we will ensure that our youngest learners are building the skills they need in ways that are aligned with how children develop.

### **Strengthening transparency with our families and community.**

One of the most consistent pieces of feedback we hear is that families want to better understand what technology is being used, how often it is used, and why. We agree that this clarity is essential to building trust. We are developing a transparency framework that will make our use of educational technology more visible and understandable. This includes clearer communication about the purpose of our tools, as well as the use of data, such as application and usage insights, to provide a more accurate picture of how technology is being used in practice. Our goal is not just to share information, but to ensure it is meaningful and accessible. Our new website has a page dedicated to Educational Technology and we are preparing “one-pagers” at each level to share in school newsletters.

### **Reinforcing our systems and expectations related to student safeguards.**

Bend-La Pine Schools already has strong protections in place, including device management, filtering systems, and network safeguards. However, safety is not only about the systems we put in place; it is also about the expectations we set and the skills we teach. We are working to more clearly articulate expectations for both staff and students, ensuring consistent implementation across schools. At the same time, we will continue to emphasize digital responsibility—helping students learn to use technology in ways that are safe, ethical, and aligned with their well-being. We are prioritizing professional development in the use of iPads, expectations, and teacher management tools (Jamf, Apple Classroom) for teachers in the Fall of 2026.

### **Plan for Spring 2026-Spring 2027:**

The following efforts are designed to create a more coherent and balanced approach to educational technology across our district. We are not starting from scratch; we are building on strong practices and refining them to better meet the needs of our students and the expectations of our community. We will measure our progress in several ways, including

- finalize the comprehensive review of our applications and clearly identify which tools are most aligned to instructional goals and produce meaningful outcomes for students.
- actively reduce the number of applications in use in the classroom, to align with the bullet above.

- increased consistency across classrooms, through clear expectations for our teachers across grade levels,
- improved family understanding of technology use, and District policy and rules that apply to instructional use of technology, software and AI.
- monitoring student experience, including indicators related to engagement, well-being, and responsible use (e.g., student application usage, documented misuse, and Student Voice Council feedback).

This work will continue through the spring, with key components of this framework prepared for Board review by the beginning of the 2026-27 school year. Following that, we will support schools in implementation, ensuring that expectations are clear and that staff have the guidance and tools they need.

In addition, we will be undertaking a comprehensive review and revision of both the administrative policy and rule regarding the Appropriate Uses of Technology (EHA-AP and EHA-AR) and IKJ-AP regarding Artificial Intelligence. These revisions will follow our established process including stakeholder engagement.

At its core, this effort reflects a simple but important commitment: that every decision we make about technology will be grounded in what is best for students. We are committed to preparing students to be both digitally literate and digitally responsible, while ensuring that their daily learning experiences remain deeply human, engaging, and connected.

#### **Notable Evidence for 2025-2026 – Technology:**

##### **1. Strengthen Cybersecurity Awareness and Culture**

**Objective:** Continue building a culture of cybersecurity awareness and responsibility among all staff.

- Maintain required cybersecurity training for all staff
- Deliver ongoing awareness messaging (e.g., “Scam of the Week”)
- Conduct phishing simulations to reinforce safe practices
- Expand engagement through the annual “CyberOctober” campaign

##### **Progress Update:**

- Mandatory training implemented districtwide (Year 1 complete)
- Monthly awareness communications ongoing
- Phishing vulnerability reduced to **4.9% (lowest recorded)**
- CyberOctober successfully engaged staff through campaigns and activities. The staff feedback from this campaign was overall positive, with appreciation for the prizes!

**Outcome:** Email and end user vulnerabilities continue to be the number one risk for cyber incidents among school districts. Our BLS staff demonstrate increased awareness and proactive behaviors in protecting student and district data. This will be an ongoing effort.

##### **2. Modernize District Website and Communication Platforms**

**Objective:** Deliver both the website (Finalsite) and parent communication system (Parent Square).

- Partner with Communications and school leadership on design and accessibility
- Ensure security and reliability of public-facing systems (Parent Square, Finalsite)
- Port over key content from old site to new
- Provide staff training and rollout support alongside communication sponsors
- Make sure both tools are accessible, and user-friendly for our families, staff, and the

community

**Progress Update:**

- New district website launched (April 2026); transition to ongoing support underway
- Parent Square pilot active in south county; districtwide rollout planned for summer

**Outcome:** Improved communication experience with modern, secure, and accessible platforms.

**3. Improve IT Project Intake and Implementation Process**




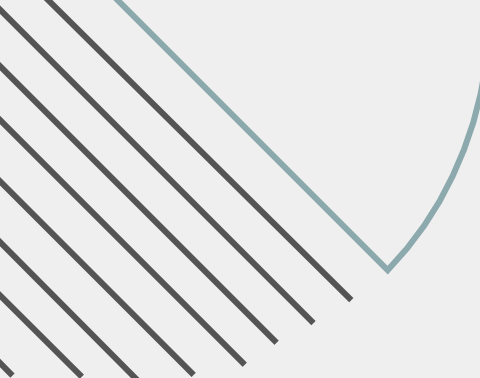
**Objective:** Establish a transparent, consistent, and collaborative process for IT project planning and communication.

- Define clear roles, expectations, and approval steps both in and out of IT
- Increase visibility through project tracking and reporting tools
- Have IT project management available on all high priority projects.

**Progress Update:**

- Standardized project intake form launched on staff portal (still in a beta form)
- Districtwide project tracker now available for transparency
- Friday project updates shared in digest form with executive and level leadership teams
- Currently refining and seeking input from people who have had early experience

**Outcome:** To have greater clarity on timelines, priorities, and progress of IT initiatives for leadership, project sponsors and end users.



EL 4.7:  
Purposeful and Responsible Use  
of Educational Technology

Dr. Karen Rush  
Scott McDonald  
May 12, 2026



**B E N D**  
**LA PINE**  

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**S C H O O L S**



# Vision

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.




**At Bend-La Pine Schools, we believe must balance the challenges of today and provide the skills students need to be future ready.**

Students today need strong collaboration, creativity, and research skills to be successful in college, careers, and life. Thoughtful and intentional use of technology can support these skills, giving students opportunities to explore ideas, work together, and learn at their own pace.

*Our focus is on using the right tools at the right time to better meet the diverse needs of every student.*





# Educational Technology Goals

## Goal 1

*A disciplined approach  
to our instructional  
applications*



Refine our vetting process for digital tools.

Review the digital tools currently available for teachers and students.

Evaluate tools for privacy and security, curriculum alignment, user experience, and evidence of effectiveness.

Remove applications that no longer meet our standards.



## Goal 2

*Establishing clear, developmentally appropriate expectations for technology use in our earliest grades.*

Emphasize that digital tools should be used more sparingly in grades K-2.

Reinforce the expectation that the use of digital tools are to support learning goals and not replace foundational learning experiences.



## Goal 3

*Strengthening  
transparency with our  
families and community.*



Improve understanding through meaningful and accessible communications.

Build trust by sharing information with families on how technology is used in our classrooms.

Regularly updated website for parents and community, educational tech blog for teachers.



## Goal 4

*Reinforcing our systems and expectations related to student safeguards.*

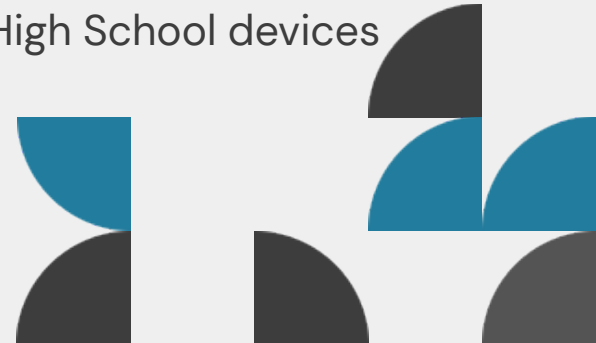


Continue device management, filtering systems and network safeguards.

Clearly articulate expectations for digital citizenship responsibilities for students, families and staff to create consistency and transparency across the district.

Prioritize professional development around teacher management tools (Jamf, Apple Classroom).

Restrict YouTube on High School devices





# Data

## Applications used most by grade level as of October 2025

K-2	3-5	6-8	9-12
Clever	Clever	Canvas	YouTube**
Dreambox Math	Dreambox Math	Clever	Canvas
Amplify Desmos	Lexia	Notability	Notability
ROAR	Really Great Reading	YouTube*	Google Docs
Lexia	Epic	Desmos	StudentVue
Really Great Reading	Kahoot	Amplify	Clever
iBooks	YouTube*	Google Slides	Google Slides
Epic	Seesaw	StudentVue	Wikipedia
YouTube*	ROAR	Blooket	Disqus

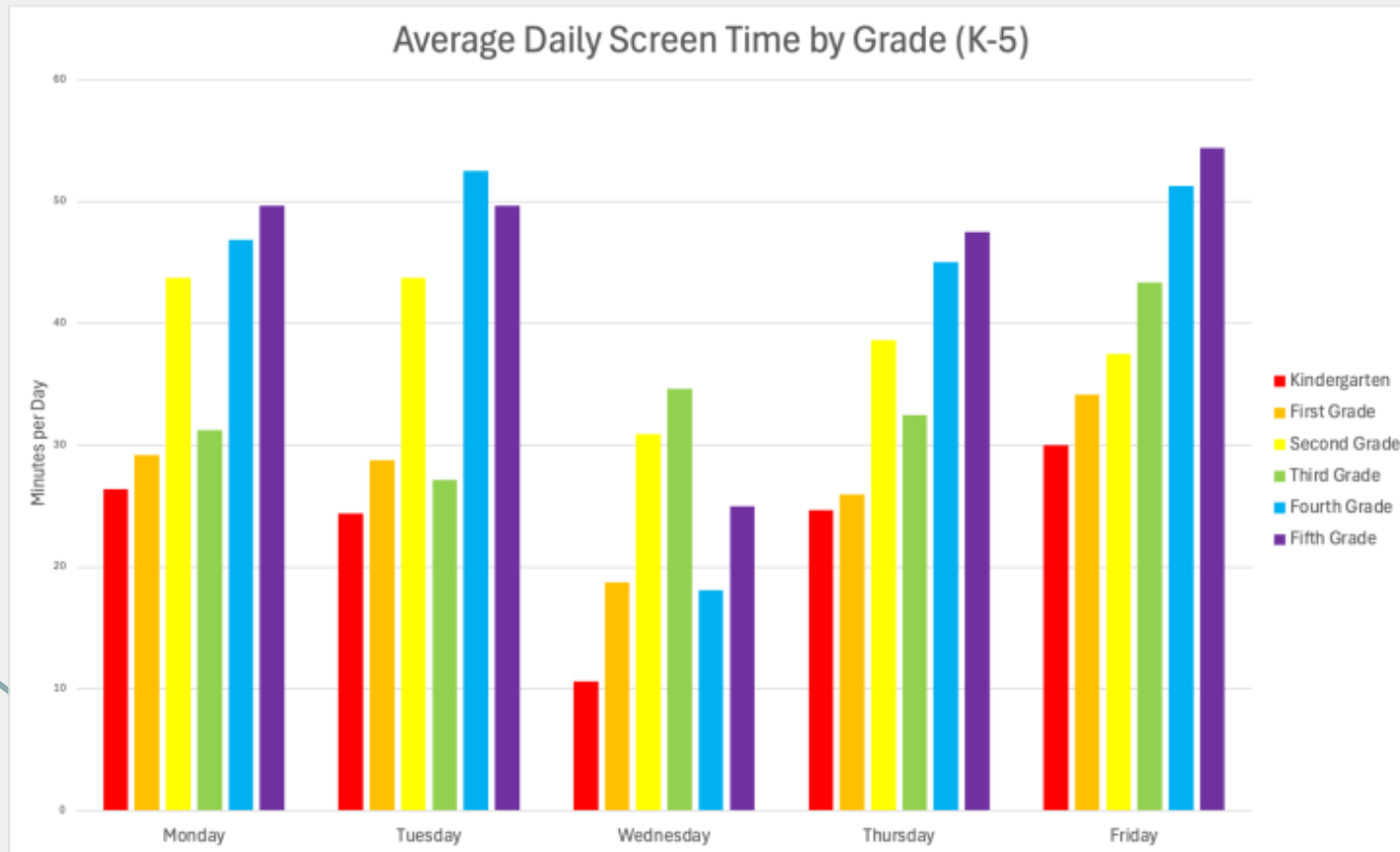
*\*YouTube is restricted on K-8 devices – only teacher approved videos may be seen.*

*\*\* YouTube will be restricted at the high schools beginning next school year.*

## *Canvas – Learning Management System*

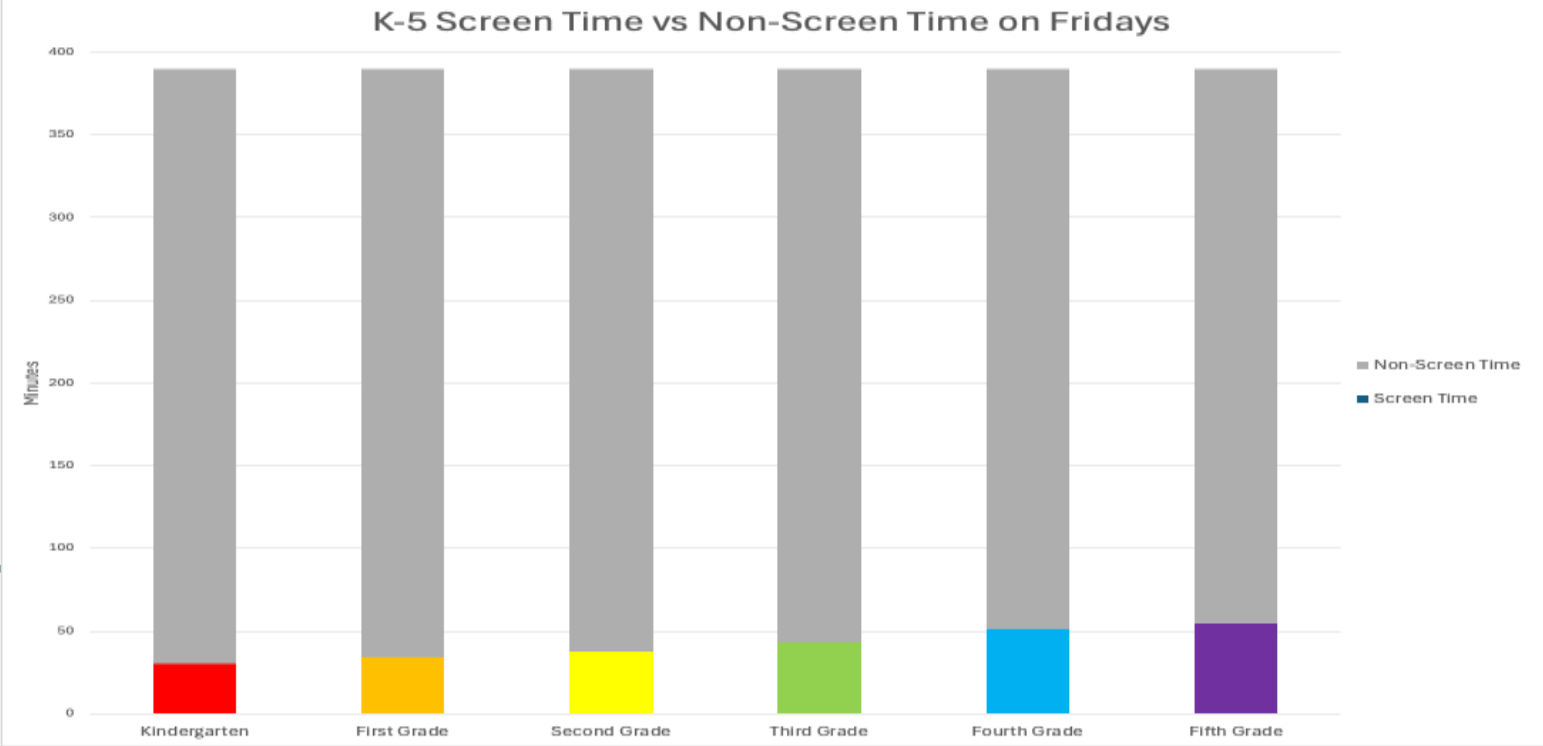
- 1,327 courses
- 8,864 students who engaged in a Canvas course
- Most used features:
  - Syllabus (all courses)
  - Assignments
  - Files
  - Grades
  - Modules
- Weekly participations: about 91,000

# K-5 Average Daily Screen Time



*Results from focus groups of K-5 teachers in Bend-La Pine schools*

# Average Daily Screen Time on Fridays



*Results from focus groups of K-2 teachers in Bend-La Pine schools*



# Our Work

## Spring 2026 -27

## Alignment

Finalize the comprehensive review of our applications and clearly identify which tools are most aligned to instructional goals and producing meaningful outcomes for students.

## Focus

Actively reduce/eliminate applications in use in the classroom, to align with the bullet above.

## Consistency

Increase consistency across classrooms, though clear expectations for our teachers across grade levels.

## Understanding

Improve communication and transparency of technology use, and District policy and rules that apply to instructional use of technology and software.

## Purposefulness

Evidence that digital tools are being used in more targeted and purposeful ways.

## Student Focus

Monitoring the student experience, including indicators related to engagement, well-being, and responsible use (e.g., student application usage, screen time, documented misuse, Student Voice Council feedback).



# Questions



## Addendum to May 2026 EL 4.7 Report Responses to the Board Resolution # 2013

**Board Resolution:** The Superintendent will institute with fidelity and accountability and make public current policy, procedures and any documents that provide guidance to staff and students regarding technology use in the classroom.

*Parents/Students have access to policies, procedures and guidance documents via the District's website and through their school. The Educational Technology website has been updated and includes information about:*

- *Digital Citizenship*
- *Approval process for digital tools and applications*
- *A link to view approved applications*
- *Ipad use in the classroom*
- *GenIA parameters for the district.*

*In addition, we will be undertaking a comprehensive review and revision of both the administrative policy and rule regarding the Appropriate Uses of Technology (EHA-AP and EHA-AR) and on AI (IKJ-AP). These revisions will follow our established process for revision and approval.*

**Board Resolution:** The district shall engage in a review of all technology, websites and applications currently being used to ensure they are in compliance with EL 4.7 on Purposeful and Responsible Use of Educational Technology.

*Earlier this Spring we began a comprehensive review of our applications to identify which tools are most aligned to instructional goals and producing meaningful outcomes for students.*

*Over time, we have accumulated a wide range of digital tools, often with overlapping purposes and varying levels of effectiveness. Tools are added to the library of available applications when teachers request a tool and they have gone through the District's vetting process.*

*This review will result in a more coherent system: a defined set of core applications that are supported and expected, a smaller number of tools used with clear purpose, and the elimination of tools that do not meet our standards. This work will reduce redundancy, improve consistency across classrooms, and make expectations clearer for both staff and students. We anticipate this review to be completed by Fall 2026. We are standardizing this practice, so reviews are done regularly, and digital tools updated annually by September.*

*Websites used in the classroom are considered supplemental instructional materials. Responsibility for evaluating and selecting these materials is delegated to teachers, school and district administrators, librarians, and other appropriate staff, who may collaborate as part of the selection process. Decisions regarding the use of supplemental materials must comply with ORS 337.260 and district policies IIA-AP and IIA-AR(1) related to instructional materials. There is no centralized review process for websites selected by teachers as supplemental instructional materials for classroom use.*

**Board Resolution:** The district shall develop standards of use for educational technology at different grade bands: K-2, 3-5, 6-8, 9-12, including a list of educational technology applications approved for use at each grade band.

*Standards:*

*The Elementary 2026–27 Commitment to Learning document is in the final stages of development, with input from teachers, principals, and BEA. Prior to each school year, the document is reviewed and revised as appropriate. This will be the fourth year the document has been used to provide guidance for classroom teachers, and the first year in which the use of DreamBox and Lexia will be optional rather than required.*

*In addition, Elementary School–issued iPad expectations have been communicated to teachers over the past three years through principals as part of staff development. The Educational Technology blog also provides staff with ongoing guidance on best practices for using technology in the classroom.*

*At the secondary level, these expectations have historically been communicated informally; however, we are now in the process of developing a formal document to ensure more consistent and clear communication of expectations for iPad use.*

*Applications:*

*A list of educational technology applications that have been vetted and approved through the District process are available to both staff and parents on the updated District website for Educational Technology. The list includes the name of each application, the subject area, and the grade level it is intended for.*

*Curriculum that is adopted or approved goes through a process of evaluation which also considers the quality of the digital tools. We use standards from ODE curriculum review, alignment with Oregon Curriculum standards, and the District’s vetting process to ensure that curriculum is evaluated and deemed appropriate for use by the grade level it is requested for and that it meets all technological and privacy requirements. Our Learn Platform tool has an extensive community library of educational technology tools that frequently have external evaluation scores and privacy information. We also use Common Sense Media and ITSE standards when exploring tools.*

*Digital Tools and applications are collaboratively evaluated by our curriculum, technology, equity, EdTech, and legal teams to rigorously vet each tool for academic quality, data privacy/security, accessibility for all learners, and technical compatibility. For a tool or app to be approved they must meet all district standards, comply with federal requirements and undergo regular re-evaluation based on contract requirements.*

**Board Resolution:** Non-evidence-based technology and applications will be removed from student-facing devices.

*As we complete the review of our applications, we will eliminate tools that no longer meet our established standards. Additionally, beginning with the 2026–27 school year, high school students will no longer have unrestricted access to YouTube. Currently, students in grades K–8 are unable to access YouTube on their iPads unless access is initiated by a teacher. We will continue to work diligently to ensure the District’s filters are as effective as possible in blocking restricted content on school-issued iPads.*

**Board Resolution:** The district shall report to the board what systems currently exist to monitor screen time use.

*Unfortunately, Apple does not currently provide the functionality required to monitor screen time usage from an organizational level, so we do not have a realistic way to collect comprehensive usage data across all BLS student devices, however some data may be collected through the following methods, which can provide a snapshot of screen time usage. They include:*

- *Learn Platform is a tool that shows which websites and programs are by students at every grade level and rank orders them according to the number of students who have accessed the tool in a given time period.*
- *Screen time survey: Our EdTech team is currently working with a sample group of elementary teachers across several schools who are manually logging student screen time that reflects daily usage measured in time spent using digital tools in their classrooms and the tools that are being used.*
- *Vendor data: Some vendors collect usage data within the tools they provide, which can give insight into how often those specific applications are used. Examples are Dreambox, MagicSchool, Canvas, Clever, and Seesaw. These are regularly reviewed.*
- *The District has tools to monitor specific instructional applications used at the elementary level—DreamBox and Lexia. As part of that evaluation, we examined student usage data within those applications, including the amount of time students spent actively engaged in them. While this does not provide a comprehensive measure of overall screen time, it did allow us to review how much time students were spending in these particular instructional tools and evaluate their effectiveness.*

*We are currently exploring alternative tools that may allow us to get more detailed information about the number of minutes a student spends within a platform. Making a switch will likely result in additional costs and will require set up and training time to fully implement.*

**Board Resolution: The district shall report to the board the most commonly used applications and websites by students.**

*Below are the most commonly used applications by grade level as of October 2025.*

K-2	3-5	6-8	9-12
<i>Clever</i>	<i>Clever</i>	<i>Canvas</i>	<i>YouTube</i>
<i>Dreambox Math</i>	<i>Dreambox Math</i>	<i>Clever</i>	<i>Canvas</i>
<i>Dreambox Learning</i>	<i>Dreambox Learning</i>	<i>Notability</i>	<i>Notability</i>
<i>Really Great Reading</i>	<i>Lexia</i>	<i>YouTube*</i>	<i>Google Docs</i>
<i>Lexia</i>	<i>Really Great Reading</i>	<i>Desmos</i>	<i>StudentVue</i>
<i>Epic</i>	<i>Epic</i>	<i>Amplify</i>	<i>Clever</i>
<i>SeeSaw</i>	<i>Kahoot</i>	<i>Google Slides</i>	<i>Google Slides</i>
<i>YouTube*</i>	<i>YouTube*</i>	<i>StudentVue</i>	<i>Wikipedia</i>
<i>Sora</i>	<i>SeeSaw</i>	<i>Blooket</i>	<i>Disqus</i>

*\*YouTube is restricted on K-8 devices – only teacher approved videos may be seen.*

**Board Resolution: The district shall ensure screen use is limited to defined curricular and educational purposes only; and**

*During the 2026-2027 school year, we will be investigating tools that will monitor this information for our system. Additionally, we will elevate expectations and training around the topic of appropriate screen use.*

**Board Resolution: The district shall maximize use of JAMF, or similar technology, to ensure screen use is appropriate, teacher-led and for educational purposes only.**

*Teachers have several options to ensure screen use is appropriate, teacher-led and for educational purposes starting with Jamf Pro, which is a mobile device management system. The classroom management feature within Jamf Pro is called Jamf Teacher. This tool allows teachers to create templates for managing devices when students are in their room. This may include allowing only specific apps, websites, and iPad features while restricting others. The restrictions are created and set by the teacher and may be different from class to class based on the digital tools needed during the period.*

Teachers K-12 may also choose to use Apple Classroom to monitor screens while students are in close proximity. While Jamf Teacher is managed by the teacher, BLS also operates systems at the district level, including web filtering and curated sets of evaluated educational apps, so the responsibility for iPad management is shared.

MagicSchool is the district's generative AI software platform. It operates as a closed system, meaning that AI-generated responses are based solely on content provided within the platform and are not connected to open internet searches.

Teachers create and manage "rooms" for student use and determine which tools are available within those rooms; without a teacher-created room, students cannot access any tools. There are only "academic tools" in the system. If a student attempts to use a tool for non-academic purposes (e.g., asking for personal advice or researching a topic that is not related to the assignment), the tool will not respond and will redirect the student to the academic purpose of the tool. Teachers can see all the generations created by students.

The district has disabled or blocked generative AI tools by category on district devices, including platforms such as ChatGPT, Gemini, Claude, Anthropic, and other generative AI services. Google searches do sometimes result in AI overviews, however, if students were to select "Dive Deeper in AI Mode" they would be blocked from entering the Gemini site.

The District's Our Palo Alto firewall blocks artificial intelligence tools by category. This means websites and services identified as AI platforms are automatically restricted based on our security and instructional policies. Additionally, we have customized a solution to block the "AI Mode" that is presented in a google search. Unfortunately, this does not conceal the "AI overview" that is generated from a Google search. There is a way do a google search that excludes AI overview by adding "-ai" to the search terms

Bend-La Pine Schools uses Apple web filtering and Palo Alto Networks to support a safe and focused learning environment. Filtering levels are grade-specific, with tighter restrictions for elementary students and more flexible access for middle and high school students. Access is restricted for categories such as: Games and entertainment, streaming services, social media, adult content and AI tools.

We work diligently to block unauthorized applications; however, we recognize that there will be times when students find ways around filters and access unapproved content. When this occurs, we respond promptly—addressing the issue both from a technology standpoint and through appropriate student discipline.

We will continue to emphasize digital wellness and responsible use. By teaching students how to navigate technology thoughtfully and ethically, we better prepare them to engage safely and productively in a digital world.

**Board Resolution: The district shall work to increase and promote reading and writing that is non-screen based to the greatest extent possible.**

We are committed to using educational technology in ways that strengthen learning, support student well-being, and reflect shared community values. As noted earlier in this report, we are focused on developing a more disciplined approach to instructional technology use. This includes establishing clear, developmentally appropriate expectations for technology use in our earliest grades; strengthening communication and transparency with families and the broader community; and reinforcing systems and expectations related to student safeguards.

**Board Resolution:** The district shall continue to study and use technology for adaptive purposes to best serve students with an identified need for which technology is appropriate and evidence-based to improve learning outcomes.

*We remain focused on meeting the needs of students who rely on adaptive technology tools, and we appreciate that the School Board recognizes the important role these tools play in supporting academic achievement and student success.*

**Board Resolution:** The district shall consider performance-based contracts with all educational technology vendors to force accountability for the efficacy of their products.

*During the 2026-2027 school year, we will begin to include into our procurement process expectations regarding the research base for vendor products including anticipated impact on student outcomes.*

**Board Resolution:** The district shall provide the board data on the costs of non-digital vs digital curriculum, the cost of hardware, software, and training for all technology implementations, and other associated costs of digital vs non-digital materials annually as part of the budget process.

*We will gather this information as we move into the next EL 4.7 report and include annually as part of the budget process.*

DRAFT



**ACTION:** Board Polices for Adoption – May 12, 2026

**PRESENTED BY:** Dr. Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Over the last two years, Bend-La Pine Schools has dedicated time to researching and working to understand the community strengths, interests, and needs related to fundraising and donations. The culmination of this process has led to the current stage, with the drafting of a Board Policy on fundraising. This Board Policy is based on the voices and input from nearly one hundred stakeholders, as well as national and local research, state sample policy language, and feedback on the draft itself from board members and the public. This Board Policy establishes the school board’s values and vision for equitable and effective fundraising and donations.

The approval and adoption of this Board Policy will permit the district to move forward with the drafting of Administrative Policies and Regulations, further detailing and defining the operational logistics of updated fundraising procedures. Those Administrative Policies and Regulations will go before the school board and public via this same process for stakeholder input, review, and feedback.

Policy / Regulation Title	Reason for Update
<p><b>KMC-BP: Community-Funded Programs and Activities</b></p>	<p>The draft presented to the Board at the April 14<sup>th</sup> meeting received feedback from board members and the community. The Executive Summary, above, details the preceding and surrounding context for that feedback.</p> <p>Feedback from board members was generally supportive of the overall draft. One board member requested specific responses to the public feedback received, and another board member had requested revisions to a few of the enumerated items (approval language, specifically). That language was updated in alignment with those suggested revisions and in consideration of all board members’ feedback.</p> <p>Specific responses to individual community members’ feedback is attached.</p>

**Recommended Motion:**

I move to adopt KMC-BP as presented.



The Board recognizes the important role that families, community members, local businesses, and partner organizations play in supporting the districts' schools and programs. Local generosity enhances educational opportunities, reflects shared commitment to student success, and enriches our broader community.

The Board also recognizes that fundraising capacity varies across schools and programs. In alignment with the district's [Equity Stance](#) and [Educational Equity policy \(JBB-AP\)](#), fundraising systems should be designed to eliminate predictable disparities in the access, experiences, and outcomes students have across different schools and programs. The Board commits to ensuring that all fundraising, donations, sponsorships, and public gifts align with district values of equity, transparency, accountability, and responsible stewardship.

The Board establishes the following expectations:

- [Supplemental Funding](#)  
Fundraising and donations shall supplement, not supplant, district funding of core educational programs and services. The district shall define baseline standards for programs and facilities to promote equitable student opportunity.
- [Equity and Compliance](#)  
Fundraising activities and acceptance or allocation of donations shall promote equitable student access and comply with Title IX and all applicable nondiscrimination and fiscal requirements.
- [Transparency and Accountability](#)  
The district shall maintain clear and consistent processes for the ~~acceptance approval~~, tracking, reporting, and allocation of gifts and donations it receives ~~funds raised on behalf of its schools and programs~~. Independent organizations that fundraise in support of district schools or programs shall meet district-established standards for recognition and shall provide periodic financial reporting to support transparency.
- [Consistent Oversight](#)  
The use of the district name and/or school names and facilities, and acceptance of ~~Fundraising, sponsorships, advertising, naming opportunities, and public gifts~~ including sponsorships, advertising on school property or in school materials, and naming opportunities, shall be subject to standardized approval processes, defined roles and responsibilities, and established guardrails.
- [Sustainability and Alignment](#)  
Fundraising activities and acceptance of gifts shall align with district priorities and long-term planning, including consideration of ongoing operational obligations and lifecycle costs.

The superintendent shall develop and implement administrative policies and regulations necessary to carry out this policy, including procedures for approval, financial accounting, equity review, sponsorship standards, and Board review thresholds when appropriate.

Nothing in this policy is intended to discourage community partnership or local initiative. This policy is intended to ensure that community-supported programs advance districtwide equity, transparency, and student opportunity.

END OF BOARD POLICY

REVIEWED: 3/10/26, 5/12/26

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 294.305 to -294.565](#)

[ORS 328.441 to -328.470](#)

[ORS 332.505](#)

draft 5.12.26



**Policy and Regulation Public Comment Received by 5:00 p.m. April 3, 2026**  
**KMC-BP: Community-Funded Programs and Activities**

Comment:	Submitted by:	District Response:
<p>In the expectations, #1 "supplemental funding" it may be important to have a clear definition of what it means to supplement and not supplant a budget so that it is clear to finance, building leaders, and teachers. This will be especially important for high cost school programs like ceramics, CTE, theater, etc, so that we are working from common definitions.</p> <p>Again, in #2 "equity and compliance" how do we define what "equitable student access" means? If we will be expected to comply with this policy as soon as it's adopted, it will be important that we all have a common understanding of what that means and how it is to be determined. How do we know the difference between "equitable" and "equal"? What do we mean by "access"? They are big words that can be broadly determined with a wide variety of understanding--which is sometimes ok in policy language as the grey allows for schools to implement with their own students needs in mind, but can also be confusing for those trying to manage or uphold the policy.</p>	Donna Servignat	<p>Definitions and consistent interpretation of key policy terms is most commonly written into administrative (rather than board-level) policy, where procedural and operational information is most appropriate. Your concerns on interpretations of those terms (what do we mean by access, what is equal v equitable) are fair and will be addressed in training for leaders and staff, similar to the Advertising Policy trainings we held two years ago when that policy change went into effect.</p>
<p>Everything looks pretty good, I only have a question on "4. Consistent Oversight</p> <p>Fundraising, sponsorships, advertising, naming opportunities, and public gifts shall be subject to standardized approval processes, defined roles and responsibilities, and established guardrails." do we have an outline of what those guardrails are? And if so, should we use a more layman's terms approach to that and less of a law-speak approach so everyone knows exactly what the terms are?</p>	Katherine Blodgett	<p>The guardrails for what that oversight will look like procedurally is appropriate for administrative policies and regulations, rather than board policy, due to the operational nature of that information. Those APs and ARs will be written based on the values articulated in this Board Policy and made available for public review and feedback similar to this process.</p>
<p>Hello, thank you for the opportunity to comment on this policy. Overall the policy appears vague. It seems to allow for the school district to create "standards" under this policy that will not be reviewed by the school board. Community members and families who want to support schools will be asked to follow these standards without any input from the school board members we elect to review policies and procedures.</p>	Renee Goin	<p>The standards for oversight are operational in nature and are appropriate for administrative policies and regulations, rather than board policy, due to the operational nature of that information and the governance model our school board follows. Board policy sets the values and guardrails at a high level, and</p>



Policy and Regulation Public Comment Received by 5:00 p.m. April 3, 2026  
KMC-BP: Community-Funded Programs and Activities

Comment:	Submitted by:	District Response:
<p>For example, expectations 1, 3, and 4 "Supplemental Funding - Fundraising and donations shall supplement, not supplant, district funding of core educational programs and services. The district shall define baseline standards for programs and facilities to promote equitable student opportunity. Transparency and Accountability - The district shall maintain clear and consistent processes for the approval, tracking, reporting, and allocation of funds raised on behalf of its schools and programs. Consistent Oversight - Fundraising, sponsorships, advertising, naming opportunities, and public gifts shall be subject to standardized approval processes, defined roles and responsibilities, and established guardrails." It doesn't sound like these processes and standards will be reviewed by the school board.</p> <p>The last part of the policy is the only part that states it will come before the school board again for approval "The superintendent shall develop and implement administrative policies and regulations necessary to carry out this policy, including procedures for approval, financial accounting, equity review, sponsorship standards, and Board review thresholds when appropriate." Even this seems to leave openings for school district admin to create standards that do not get reviewed by the school board.</p>		<p>then the corresponding APs and ARs will be written based on the values articulated in this Board Policy. Those regulations and the standards and procedures they articulate will be made available for public review and feedback similar to this process.</p>
<p>While I 100% support the intent of this policy and the reasoning behind it, with cut backs on the horizon, how will the district implement the expectations outlined in the policy?</p> <p>Specifically, "Transparency and Accountability" and "Consistent Oversight".</p> <p>Meeting this objective could almost be a full time job as we have nineteen elementary schools, seven middle schools, and beginning next year, six high schools. Or will these responsibilities be distributed and placed on already full plates, about to become more full due to our significant funding shortages?</p>	Tina Bandy	<p>Our current policies around fundraising require similar levels of oversight and procedure--these changes will change how the processes flow and will involve more transparency and visibility in funding systems, but we do not anticipate a significant increase in responsibility as much as a change in how that already-existing responsibility will function.</p>
<p>I wanted to share that we looked at this several times when I was on the board. We found that the opposite happened and schools raised less money and what was happening was people would just buy directly what the program needed so for</p>	Andy High	<p>Thank you for your feedback. Bend-La Pine Schools has not previously implemented the model currently selected, so we will be monitoring closely to ensure</p>

**Policy and Regulation Public Comment Received by 5:00 p.m. April 3, 2026  
KMC-BP: Community-Funded Programs and Activities**

Comment:	Submitted by:	District Response:
<p>example if baseball needed a batting cage a parent would just buy it for the program and skip the fundraiser altogether because people want to support a program not all the schools. I can confirm my contributions would go down if this is the policy.</p> <p>My other concern is that the district will start charging an admin fee to manage the funds. It happens everytime.</p> <p>Thank you</p>		<p>effective fundraising can continue. The accepting of public gifts is a part of this new process, so a workaround of simply donating large items instead of fundraising will fall into the same process we are describing here. We know this will not be perfect and we intend to monitor and adjust as needed.</p>
<p>Thank you for sharing this draft and for asking for community input. I want to be clear upfront — I'm not opposed to equity goals, and I understand why the district wants a consistent framework around fundraising. But as someone who helps run a booster organization, I have some real concerns about how this policy is written, and I think a few small changes could go a long way.</p> <p>The biggest issue for me is in Section 2, where it says donations shall be "accepted or allocated" to promote equitable access. What does "allocated" mean here? If it means the district could redirect funds that our volunteers and community members raised specifically for our theatre program — that's a problem. Donors give to STS because they want to support these kids and this program. The policy should clearly state that funds raised by independent nonprofits stay with the program they were raised for.</p> <p>Sections 3 and 4 together create what I think is the most serious operational concern in this draft. Section 3 says the district will maintain processes for the "approval, tracking, reporting, and allocation" of funds raised on behalf of schools and programs. Section 4 says fundraising shall be subject to "standardized approval processes and guardrails." Both sections use the word "approval" — but neither one defines what that process looks like, how long it takes, what criteria will be used, or what happens when a request is denied. For a volunteer-run nonprofit, that kind of open-ended approval authority is a non-starter. We plan events months in advance. We have donor relationships, contracts with venues, and ticket sales to manage. The idea that we would need to ask the district for permission to hold a fundraiser — with no clear</p>	<p>Clint Eichelberger</p>	<p>Our current policies also require approval, so the language around approval here is not actually new to this updated draft. The procedures for how approval processes will work live at the procedural internal level and are not appropriate for board policy. Those will be reflected in administrative policy and regulation, and internal processes will be clarified with employees via training. Regarding your concerns about the development of standards and allocating money away from certain programs, please see the recording of the April board meeting for clarification on those topics.</p>

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<p>timeline, no defined standards, and no guarantee of a yes — puts everything we do at risk. If approval processes are going to apply to independent nonprofits, the policy needs to say so explicitly, define the criteria clearly, and guarantee a reasonable response window. Otherwise this language should be limited to funds that flow directly through the district.</p> <p>Section 5 requires that fundraising activities align with "district priorities and long-term planning." That's a broad standard, and it concerns me. Theatre, music, and other arts programs don't always show up at the top of district priority lists — but they matter enormously to the students involved. This language could give the district grounds to reject a fundraising event simply because it doesn't fit current strategic priorities. Fundraising by an independent nonprofit for a specific program should not require alignment with district-level planning goals.</p> <p>Section 1 talks about defining "baseline standards" for programs, which makes sense in theory. But until we know what that baseline looks like, booster organizations can't really plan. We'd like to see that baseline developed with community input and shared publicly before any follow-up regulations are written.</p> <p>We've worked hard to build something that genuinely helps students who might not otherwise have access to a quality theatre experience. We want to keep doing that, and we want to do it in a way that works with the district. We just need the policy to be clearer about what it does — and doesn't — allow.</p>		
<p>I'd like to begin by saying that I believe that equity-based goals are noble and that we all want to see our community's kids treated with fairness and being given the best possible chance at success. Any issues I have with this policy are not politically coded, but rather are based in practical concerns about what will bring about the best outcome.</p> <p>There are legitimate issues with the fundraising process as it stands, and I applaud the District's efforts to address them. Specifically, there appears to be frustration among</p>	Jim Richards	<p>To your concern about "policy-making based on equity being fraught," this is a clear and core value of the board and school district, and we are proud to restructure outdated systems to better meet our needs with an equity lens. We agree that 'eliminate' is a high bar, but this is the value and goal of our district, and this high standard is reflected similarly in other board policies and executive limitations. Current policy</p>

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<p>corporate and larger-scale donors who are willing and able to help, but are inundated by solicitations and unable to discern where the greatest need lies. This is problematic, and the District is right to get involved with getting this money to where it's most needed.</p> <p>After attending a presentation, my understanding of the District's intention is to create an *optional* common fund into which any donor can contribute, and from which the District will allocate. Excellent idea, though prone to significant unintended consequences if implementation is not carefully crafted and managed.</p> <p>Given that, I have substantial concerns about the policy as written, as it appears to put itself at odds with the solution as stated, inviting challenges (potentially legal ones) based on that mismatch, as well as opening the door to overreach, administrative bloat, and decreased total fundraising.</p> <p>One specific concern is with this line: "fundraising systems should be designed to eliminate predictable disparities..." "Eliminate" is far too high a bar, unachievable outside of methods that would drastically reduce the total amount of money the district's programs would take in. I would suggest something closer to "reduce," "mitigate," -- essentially something more along the lines of what can realistically be accomplished via policy. I also think the word "predictable" is carrying a bit too much weight, as it implies we know more than we do, and is prone to misuse once hindsight comes into play.</p> <p>Similarly, section 2 mandates that "acceptance or allocation of donations shall promote equitable student access..." This is an all-encompassing statement that far exceeds what I understood the District's intentions going forward to be. Even softening the language to "should promote" and/or eliminating "acceptance" allows for more flexibility in operational implementation.</p>		<p>already requires approval processes--the procedures themselves will be outlined to some degree in administrative policies and regulations and further clarified via internal staff training and procedural guidance.</p>

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<p>Sections 3 and 4, and to a lesser-extent 5, also suffer from the same mismatch between stated intentions and global mandate. Subjecting any and all fundraising activities, including via independent nonprofits like ours, to an undefined "approval" process could severely dampen our program's ability to fundraise at all, and I suspect we're not alone in this.</p> <p>Lastly, and with a realization that to a large extent this ship has sailed, I'd like to suggest just for consideration that I find policy-making based on equity to be fraught in some potentially non-obvious ways. Its goals are universal and praise-worthy. With this, I'm absolutely on board. Yet while equality, or equal access to opportunities, seems reasonably straightforward to mandate, equity requires at least two aspects that are extremely difficult to get right, and highly prone to downstream unforeseen consequences. 1) Deciding which lines ought to be drawn and criteria for inclusion into / exclusion from groups that merit advantage. 2) Evaluating success or failure based on equal outcomes, a vaguely defined and potentially unreachable goal itself, can lead to dangerous oversimplification and overreach. I hope that we're respecting the difficulty and complexity involved therein as we strive to support our kids.</p>		
<p>The language here it too vague to understand how this might impact the current fundraising efforts from the PTO of the school my students (Juniper ES) currently attend. A few points where we would like more clarity:</p> <p>"In alignment with the district's Equity Stance and Educational Equity policy (JBB-AP), fundraising systems should be designed to eliminate predictable disparities in the access, experiences, and outcomes students have across different schools and programs."</p> <p>What does this mean in practice. What are the predictable disparities. Does the equity policy mean that schools should receive the same funding through fundraising and if a school with wealthier families fundraises more, that money will be redistributed (I also think the district has confused equity with equality in the application of the equity</p>	Steven Epstein	<p>The specific guardrails for what implementation and oversight will look like procedurally is appropriate for administrative policies and regulations, rather than board policy, due to the operational nature of that information. Board policies establish the values and broad vision within which we operationalize the topic. Those APs and ARs will be written based on the values articulated in this Board Policy and made available for public review and feedback similar to this process.</p>



Policy and Regulation Public Comment Received by 5:00 p.m. April 3, 2026  
KMC-BP: Community-Funded Programs and Activities

Comment:	Submitted by:	District Response:
<p>policy and the term equity is used at times as a reason to not do hard things that would benefit all students).</p> <p>donations shall supplement, not supplant, district funding of core educational programs and services. The district shall define baseline standards for programs and facilities to promote equitable student opportunity.</p> <p>What are the baseline standards. I think this is potentially misguided as we receive requests for our PTO for things that we would think as basic such as books for kids and materials for special education classrooms. I support promoting equitable student opportunity but I want to see the district use policies and funding to actually achieve improved student learning.</p> <p>The district shall maintain clear and consistent processes for the approval, tracking, reporting, and allocation of funds raised on behalf of its schools and programs.</p> <p>Beware of secondary impacts here from creating a new administrative hurdle to communities supporting schools. If this becomes a burden, organizations and individuals will likely circumvent this. What is the goal go this approval and tracking system? If it is a concern about fairness, what is the problem we are trying to solve?</p> <p>Fundraising, sponsorships, advertising, naming opportunities, and public gifts shall be subject to standardized approval processes, defined roles and responsibilities, and established guardrails.</p> <p>What is the timeline for these processes. If we are raising money or schools as volunteers, are there going to be more hurdles which will disincentive us?</p>		



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KMC-BP: Community-Funded Programs and Activities

Comment:	Submitted by:	District Response:
<p>Fundraising activities and acceptance of gifts shall align with district priorities and long-term planning, including consideration of ongoing operational obligations and lifecycle costs.</p> <p>Where can we access this information to know if we are aligned?</p>		