



School Board Regular Meeting Agenda

October 14, 2025, 5:30 PM

Location:

Rosland Elementary School
52350 Yaeger Way
La Pine, OR 97739

1.	<u>Call to Order</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
4.	<u>District Recognitions</u>	
	A. Champion for Students Award	
	Speaker(s): Dr. Steve Cook, Superintendent	
5.	<u>Student Representation Report</u>	
	Speaker(s): Student Representatives	
6.	<u>Public Comment</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<u>Consent Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
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	Description: September 9, 2025, Regular Board Meeting, and September 23, 2025, Work Session; <i>Reference: ORS 192.650 and ORS 332.057</i>	
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Speaker(s): Dan Emerson, Chief Financial Officer	
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10.14.25

12. **Superintendent's Report**

Speaker(s): Dr. Steve Cook, Superintendent

13. **Director Comments**

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

14. **Adjourn**

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for November 18, 2025.



School Board Regular Meeting Minutes

Meeting Location:

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

Meeting Date: September 9, 2025

Board Members

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

1. Call to Order

Speaker(s): Marcus LeGrand, Board Chair

Discussion: The meeting was called to order by Chair Marcus LeGrand at 5:32 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. Welcoming Week Proclamation

Speaker(s): Marcus LeGrand, Board Chair

Attachments: BLS Welcoming Week Proclamation 2025 and Proclamación de la Semana de Bienvenida 2025

Discussion: Director Cameron Fischer read the Welcoming Week proclamation.

5. District Recognitions

A. Champion for Students Award

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook presented the Champion for Students award to Nathan Freeze, a member of the Nutrition Services production kitchen team, for his exceptional service and leadership with the Summer Lunch Program and for being a vital member of the production kitchen team, serving as baker, production cook, and Summer Lunch lead.

6. Student Voice Council Report

Speaker(s): Student Voice Council Leadership

Discussion: Clara Kowalski from Caldera High School and Cooper Alkire from Summit High School, returning members of the Student Voice Council, shared their excitement in continuing to build on what the group started last year, noting that there are several new members this year.

7. Public Comment

Speaker(s): Marcus LeGrand, Board Chair

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

Discussion: A district parent and teacher shared her appreciation of the district's efforts to provide AP signs to students in the district over the summer and encouraged the district to find ways to honor more students.

8. Consent Agenda

Speaker(s): Marcus LeGrand, Board Chair

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

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

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

Voting Summary: Yea: 7, Nay: 0

A. Approval of Minutes

Description: August 12, 2025, Regular Business Meeting; *Reference: ORS 192.650 and ORS 332.057*

Attachments: 8.12.25 Minutes - DRAFT

B. Approval of Personnel Recommendations

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

Attachments: Certified Board Report 9.9.25 – REVISED and Classified Board Report 9.9.25

9. Consent for Information

Speaker(s): Dr. Steve Cook, Superintendent

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

Discussion: Superintendent Cook noted that the updated Administrative Expectation: Gender Diverse Student and Staff Support in the Consent for Information includes grammatical corrections. Also included in the Consent for Information are the District's 2025-2026 Organizational Goals.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption and Administrative Expectation: Gender Diverse Student & Staff Support - DRAFT 9.8.25

B. 2025-2026 BLS Organizational Goals

Attachments: 2025-2026 BLS Organizational Goals

10. Reports

A. Enrollment Update

Speaker(s): Dan Emerson, Chief Financial Officer

Attachments: Executive Summary: Enrollment Update and Enrollment: September Update

Discussion: Dan Emerson, Chief Financial Officer, provided the initial enrollment report for the year, noting that the final report will come to the Board in October. While elementary and middle school numbers are down, high school numbers are trending up, and the anticipation is that numbers will continue to rise over the next month. Additional information will be provided to the Board on the number of students attending Bend-La Pine Schools Online full-time and the ACR enrollment numbers.

B. Presentation: Language and Cultural Services

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

Description: Dual Language Immersion, Newcomer Program, Family Liaison Services, and ELD Curriculum/Partnerships

Attachments: Executive Summary: Language and Cultural Services and Presentation: Language and Cultural Services

Discussion: Kinsey Martin, Executive Director of Policy and Advocacy, shared the agenda for the language and cultural services presentation and encouraged Board members to visit any of the programs. Steph Boni discussed the Dual Immersion Program, Carlos Armijo Alarcon shared his experiences as a student in the Dual Immersion Program and in his role as a district interpreter/translator, Chelsea Jennings discussed the Newcomer Program, Carolina Cruz Mendoza shared her experience working in the Newcomer Program, George Perez discussed some of the challenges students in the Newcomer Program experience, Liz Vargas shared the work being done by the district's family liaisons to support students and families, and Liza Huet discussed the ELD curriculum, professional development opportunities for staff, and thanked the many community partners that support the program. The team shared how they support each other through the difficult situations they support students and families with.

11. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review

Speaker(s): Dr. Steve Cook, Superintendent

Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning via Google Form.

Attachments: Executive Summary: Administrative Policies and Regulations for Review, JFCEB-AP: Personal Electronic Devices - DRAFT 9.9.25, and JFCEB-AR: Request for Personal Electronic Devices Exemption - DRAFT 9.9.25

Discussion: Superintendent Cook noted that the district is currently reviewing one policy and one regulation. JFCEB-AP: Personal Electronic Devices has been rewritten from a regulation to a policy to align with current district practices, OSBA sample policy and to ensure compliance with ORS 336.840 and Executive Order 25-09 issued by Governor Kotek in July. He noted that per the Executive Order, the policy must be adopted by the district by October 31st and fully implemented by January 1, 2026. JFCEB-AR: Request for Personal Electronic Devices Exemption is a new regulation form that aligns with the updated policy. The policy and regulation have been reviewed by the district's administrative teams and will be out for public feedback through September 23rd.

12. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook gave a shoutout to school staff for a smooth start to the school year, to Board members for visiting schools the first week of classes, to the elementary teachers for implementing new math curriculum this year, and to the SRO team for being such a highly qualified team. He shared that after reviewing the feedback from the district's Welcome Back event, next year's event will be shorter with improved audio and hopefully in-person in the coming years. Cook also noted the Communications Department would be providing the Board with weekly updates on news and social media posts.

13. Director Comments

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

Discussion: Director Shirley Olson appreciated the energy in schools she felt during the first week.

Director Jenn Lynch congratulated the IT Department on the rollout of over 8,000 new iPads, reminded everyone that the Education Foundation grants are open until September 28th, and encouraged everyone to get out and support our local athletes.

Director Ross Tomlin noted that he enjoyed the presentation and always learns something new. He plans to visit the programs represented in the presentation and also noted that he appreciated the district Welcome Back event.

Director Kina Chadwick echoed all comments previously made and thanked the Maintenance Department for making the schools look great.

Director Cameron Fischer echoed the appreciation for the rollout of the iPads and the positive energy seen in schools. She is excited to see the Student Voice Council students in attendance and is excited to hear an update on the Standards-Based Grading and Peer Physics curriculum. Fischer also gave a plug for the Open Arts Center as a district partner.

Vice Chair Amy Tatom is looking forward to a strong academic year and seeing growth this year.

Chair Marcus LeGrand celebrated a mentor from his youth that recently passed.

14. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for October 14, 2025.

Discussion: Chair Marcus LeGrand adjourned the meeting at 6:58 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: September 23, 2025

Board Members

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

1. Call to Order

Speaker(s): Chair Marcus LeGrand

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

2. Pledge of Allegiance

Speaker(s): Chair Marcus LeGrand

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

3. Review of Agenda

Speaker(s): Chair Marcus LeGrand

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 Governance Process Policies and Board Operating Agreement

Description: Evaluate and create a thoughtful approach to all aspects of the Board's role: governance responsibilities, general operating guidance, Board Ends/Goals, Superintendent evaluation, and Superintendent contract.

Attachments:

Summary Flowchart of Carver Policy Governance

Summary of Carver Policy Governance

BLS Organizational Workflow in Policy Governance

GP-1: Governance Commitment and Style - DRAFT 9.23.25

GP-2: Board Member Qualifications and Job Description - DRAFT 9.23.25

GP-3: Individual Board Member Authority, Responsibility, and Code of Conduct - DRAFT 9.23.25

GP-4: Board Member Ethics, Nepotism, and Conflicts of Interest - DRAFT 9.23.25

GP-5: Board Member Roles and Board Committees - DRAFT 9.23.25

GP-6: Board Organization and Governance - DRAFT 9.23.25

Board/Superintendent Operational Agreement - DRAFT 9.23.25

Discussion: Superintendent Cook recommended that the Board add three additional work sessions to the current meeting schedule for 2025-26 to allow additional time to work through the aspects of the Board's role in regards to governance responsibilities, general operating guidance, Board Ends/Goals, Superintendent evaluation, and Superintendent contract. There was Board consensus to add Work Sessions on October 28th, January 27th, and March 31st.

Cook reviewed the summary flowchart of the Carver Model of Governance, highlighting how it shows the Board and Superintendent working together year-after-year. He also provided the Board with a summary of Carver Policy Governance that was generated by ChatGPT. Cook also reviewed the BLS Organizational Workflow in Policy Governance documents that demonstrate how the Carver Model is put in action in the district. He noted that these would be the grounding documents for the year-long work.

The Board reviewed the governance process policies and Board/Superintendent Operating Agreement. They shared their individual feedback and recommended edits. Cook and Board Clerk Janet Bojanowski will compile all recommended edits and provide the Board with final draft copies to review prior to the October board meeting in which the documents will be on the agenda for approval.

5. Director Comments

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

Discussion: There were no comments.

6. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for October 14, 2025.

Discussion: Chair Marcus LeGrand adjourned the meeting at 7:22 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: October 14, 2025
 TO: Dr. Steven Cook, Superintendent
 Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on October 14, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Baldwin, Thomas	School Counselor	Summit High School	Temp Full Time	11/02/2025
Hamilton, Renee	Spanish Teacher	Caldera High School	Regular Part Time to Temp Full Time	08/21/2025
Morrow, Francisco	School Counselor	Cascade Middle School	Temp Part Time to Temp Full Time	10/02/2025
Munson, Karen	Speech & Language Pathologist	Special Programs	Temp Part Time	10/06/2025
Murphy, Maura	Occupational Therapist	RE Jewell Elementary School	Regular Part Time	09/04/2025
Murphy, Michelle	Support Teacher	Ponderosa Elementary School	Temp Part Time	09/16/2025
Nelson, Sarah	Language Arts Teacher	Realms Middle School	Regular Part Time to Temp Full Time	08/25/2025
Shein, Jane	Design & Modeling/Computer Science Teacher	Pacific Crest Middle School	Regular Part Time to Temp Full Time	08/21/2025
Thompson, Andrea	Kindergarten Teacher	Lava Ridge Elementary School	Temp Full Time	09/18/2025
Vidourek, Mary	Music Teacher	La Pine Elementary School	Temp Full Time	10/20/2025
Ward, Katelyn	Speech & Language Pathologist	Special Programs	Regular Part Time	09/26/2025

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRED/END DATES



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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



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*520 N.W. Wall Street
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October 7, 2025

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on October 14, 2025.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Allen, Shyra	EA - Inclusion	High Lakes	Reg 6.5 hrs / day	10/10/25
Arzola Ramirez, Julissa	Nutrition Server I	Cascade	Reg 3.75 hrs / day	10/01/25
Bacho, Rita	DEI Specialist I - Liaison	DEI	Reg 1.6 hrs / day	09/15/25
Bren, Cyndi	Media Manager II	La Pine Middle	Reg 7.0 hrs / day	09/08/25
Carr, Ivelis	Translator / Interpreter	DEI	Reg 4.0 hrs / day	09/08/25
Cloran, Christina	Nutrition Server I	Ensworth	Reg 3.0 hrs / day	10/02/25
Coffman, Suzanne	DEI Specialist I - Liaison	DEI	Reg 1.6 hrs / day	09/15/25
Courtney, Ashley	Consulting Registered Nurse	Student Services	Temp 4.0 hrs / day	09/11/25
Evans, Alex	Nutrition Server I	High Desert	Reg 3.75 hrs / day	09/22/25
Fairbanks, Chantel	EA Instruction	Lava Ridge	Temp 2.0 hrs / day	09/15/25
Farenbaugh, Kayla	Bus Monitor	La Pine Transportation	Reg 4.0 hrs / day	09/11/25
Hanson, Serena	EA Inclusion	Bend High	Reg 7.0 hrs / day	09/12/25
Hensley, Jenna	EA Instruction	La Pine Elementary	Temp 3.99 hrs / day	08/29/25
Hernandez, Gabrielle	Bus Driver	Transportation	Reg 5.5 hrs / day	09/01/25
Hvidt, Sarah	EA Instruction	WE Miller	Reg 3.93 hrs / day	09/15/25
Fernandez, Alexis	EA Inclusion	Sky View	Reg 7.0 hrs / day	09/12/25



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Jensen, Dany	Bus Driver	Transportation	Reg 4.0 hrs / day	09/29/25
Langley, Kory	EA Instruction	WE Miller	Temp 4.31 hrs / day	09/16/25
Little, Brianne	EA Inclusion	Sky View	Reg 7.0 hrs / day	09/05/25
Ludwicki, Laurel	EA Instruction	Juniper	Temp 3.75 hrs / day	09/08/25
Lum, Jessica	EA Inclusion	Ensworth	Reg 6.5 hrs / day	09/19/25
Mickel, Madelynn	EA Inclusion	Pilot Butte	Reg 7.0 hrs / day	10/03/25
Moen, Ian	Nutrition Specialist III	Bend High	Reg 8.0 hrs / day	09/15/25
Moison, Kevin	Nutrition Server I	Bend High	Reg 3.5 hrs / day	09/29/25
Nelson, Melanie	Online Student Success Monitor	Mountain View	Reg 6.0 hrs / day	09/10/25
Nelson, Victoria	Nutrition Server I	Pilot Butte	Reg 3.75 hrs / day	09/26/25
Nores, Gregory	Bus Driver	Transportation	Reg 4.0 hrs / day	09/09/25
Nuchols, Angela	Nutrition Server I	RE Jewell	Reg 3.75 hrs / day	10/01/25
Paap, Jessica	Nutrition Server I	Caldera	Reg 3.75 hrs / day	09/03/25
Paap, Jessica	Nutrition Tech II	Ensworth	Reg 7.0 hrs / day	10/01/25
Pavlovich, Nicole	Nutrition Specialist III	Bend High	Reg 8.0 hrs / day	09/08/25
Payne, Jamie	Nutrition Server I	Summit	Reg 3.75 hrs / day	09/26/25
Porter, Christie	EA Instruction	La Pine Elementary	Temp 3.99 hrs / day	09/17/25
Porter, Matthew	EA Student Success	Ponderosa	Reg 6.0 hrs / day	09/18/25
Price, John	Campus Safety and Security Monitor	Safety	Reg 8.0 hrs / day	09/12/25
Sharp, Christina	EA Instruction	Ponderosa	Temp 3.0 hrs / day	09/22/25
Spennella, Kristen	EA Instruction	High Lakes	Reg 3.95 hrs / day	09/15/25
Stumpfifig, Tim	EA Inclusion	BTA	Reg 7.0 hrs / day	09/19/25
Warren, Brittani	EA Inclusion	La Pine Elementary	Reg 6.5 hrs / day	09/19/25
Zeller, Wesley	Bus Driver	Transportation	Reg 6.25 hrs / day	09/01/25



HUMAN RESOURCES

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Classified Resignations

Name	Position	Location	Resign Date
Alexander, Neil	Nutrition Server I	High Desert	04/03/25 – 06/30/25
Bales, Kimberly	Nutrition Server I	Caldera	12/11/24 – 09/26/25
Bench, Charles	EA Inclusion	Student Services	08/29/23 – 10/31/25
Eaton, Melissa	IT Operations Manager	IT	04/29/19 – 10/17/25
Fletcher, Trisha	Nutrition Server I	Cascade	01/06/25 – 09/13/25
Little, Brianne	EA – Inclusion	Sky View	09/05/25 – 10/03/25
Micheletti, Amy	Counseling Secretary II	Bend Tech	08/11/25 – 10/22/25
Naerheim, Linda	EA Instruction	Westside Village	09/24/24 – 10/03/25
Nicholls, Mikaela	EA Student Success	La Pine Elementary	02/13/23 – 09/29/25
Pardue, Dominique	Bus Driver	Transportation	09/05/22 – 10/10/25
Smith, Peggy	DEI Specialist – FAN	DEI	11/14/23 – 10/10/25
Webber, Lauren	Bus Monitor	La Pine Transportation	04/24/25 – 09/03/25
Zachariasen, Courtney	EA Inclusion	Silver Rail	08/27/19 – 09/19/25

Classified Retirements

Name	Position	Location	Retire Date
Ryan, Tracy	EA Inclusion	RE Jewell	08/31/21 – 12/19/25

Classified Retire-Rehires

Name	Position	Location	Rehire Date
Donohue, Margaret	School Secretary II	Buckingham	09/01/25 – 06/30/26
Evans, Patti	Office Manager I	Amity Creek	10/01/25 – 06/30/26
Toney, Heidi	Bus Driver	Transportation	10/01/25 – 06/30/26

Classified Dismissals

Name	Position	Location	Term Date



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

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Confidential Hiring

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

Confidential Resignations

Name	Position	Location	Resign Date
Moseley, Kathryn	Recruitment and Retention Specialist II	Human Resources	09/21/20 – 09/26/25

Confidential Dismissals

Name	Position	Location	Term Date



ACTION: Board Polices for Adoption – October 14, 2025

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
JED-BP: Student Absences and Excuses	Deleted as language has been incorporated into recently updated JEA-AP: Compulsory Attendance and JEA-AR: Compulsory Attendance Notices.

Recommended Motion:

I move to adopt the Board policies as presented.

Oregon law requires all children between the ages of 6 and 18 who have not completed the 12th grade to regularly attend a public school. It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

- Illness, including mental and behavioral health of the student;
- Illness of an immediate family member when the student's presence is necessary;
- Emergency situations;
- Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
- Field trips and school-approved activities;
- Religious instruction or observance;
- Medical and dental appointments (confirmation of appointments may be required by school and/or local health authority if absences become chronic);
- Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

A student who is excused must still fulfill their academic requirements.

Each school shall notify parents or guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

JEA-AP: Compulsory Attendance, further defines attendance requirements and consequences of irregular attendance.

END OF POLICY

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

Legal Reference(s)

[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.250](#)
[ORS 339.420](#)

[OAR 581-021-0046](#)
[OAR 581-021-0050](#)
[OAR 581-023-0006\(11\)](#)



ACTION: Request to Postpone K–5 Science Instructional Materials Adoption

PRESENTED BY: Julie Richards, Director of Elementary Curriculum, Instruction, and Systems

EXECUTIVE SUMMARY:

The Oregon Department of Education requires school districts to adopt new instructional materials on a 6-7 year cycle and provides an adoption schedule for districts to follow. Approval from both the School Board and ODE is required to postpone an adoption. Bend-La Pine Schools is seeking to delay the K-5 Science adoption for 1-2 years.

Background

In 2024-25, K-5 educators began implementing *EL Education*, a comprehensive knowledge-building language arts program. This curriculum provides significant opportunities to integrate science, social studies, and life and career readiness standards into the literacy block. Integration is essential in elementary classrooms, where time is limited and teachers must teach across multiple content areas.

Rationale for Postponement

The district seeks to postpone the K-5 Science adoption for two primary reasons:

1. Implementation Capacity

Over the past five years, K-5 teachers have implemented four major curricula:

- Really Great Reading (Foundational Skills) 22-23
- Wayfinder (Life and Career Readiness) 22-23
- EL Education (Language Arts) 24-25
- Amplify Desmos (Mathematics) 25-26

Research on adult learning indicates it takes 3-5 years to internalize and develop expertise with new instructional programs. Teachers need more time to deepen practice and fully implement existing curricula before adding another adoption.

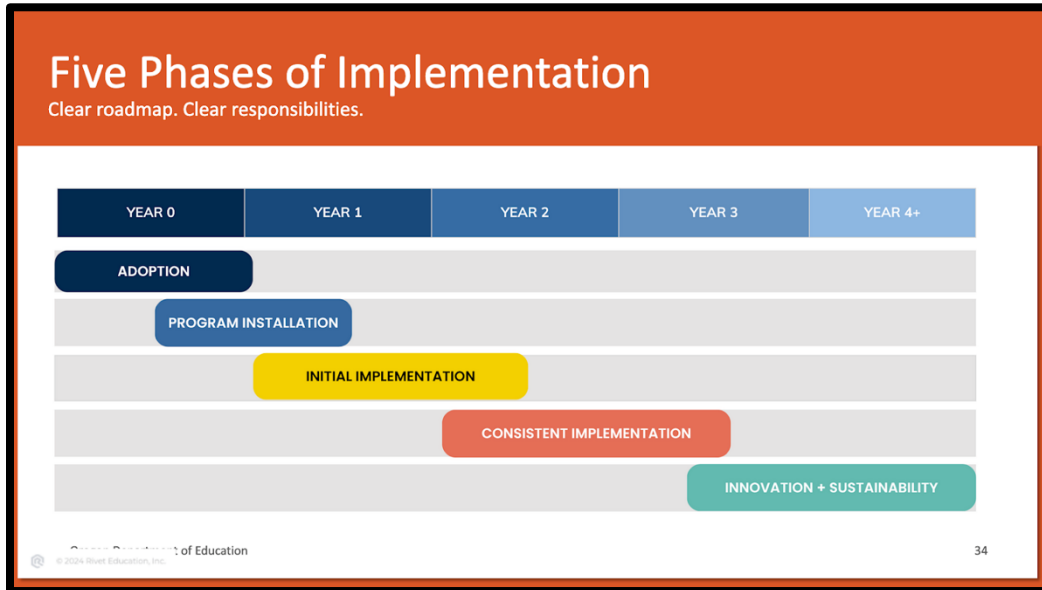
2. Strategic Integration of Content

Additional time will allow the curriculum team to design or select high-quality modules that align Oregon Science and Social Studies standards with the *EL Education* content sequence. This will ensure integration across subjects, reduce instructional silos, and address any gaps in coverage by creating supplemental modules as needed.

Recommendation and Request

We request the School Board’s approval to postpone the K-5 Science instructional materials adoption. This delay will allow time to strengthen current implementations, pilot additional options, and design a cohesive, integrated plan for science and social studies instruction.

The Oregon Department of Education is also considering extending the adoption cycle beyond the current seven years to better align with effective implementation phases: adoption, installation, initial implementation, consistent implementation, and sustainability. We ask the Board to support and advocate for this change on behalf of K-5 educators and leaders.



We're moving from...	To a system that prioritizes...
Yearly adoptions	Less burdensome adoptions
A narrow focus on materials selection	A focus on strategic implementation efforts
A publisher fee system	Consistent state funding (SB 141)
Limited insight into trends and learnings state-wide	State-wide transparency into adoptions and implementation efforts
Fragmented efforts with limited cross-district collaboration	Cohesive statewide efforts

Oregon Department of Education 40

RECOMMENDED MOTION:

I move to approve the postponement of the K-5 science instructional materials adoption.



ACTION: Revised Board Meeting Calendar 2025-2026

PRESENTED BY: Marcus LeGrand, Board Chair

EXECUTIVE SUMMARY:

At the September 23, 2025, Work Session, the Board agreed to add three additional Work Session Meetings to the Board meeting calendar for 2025-2026 to allow additional time to evaluate and review the aspects of the Board's role in relation to governance responsibilities, general operating guidance, Board Ends/Goals, Superintendent evaluation, and Superintendent contract. The additional Work Session dates reflected on the attached revised Board meeting calendar are: October 28, 2025; January 27, 2026; and March 31, 2026.

RECOMMENDED MOTION:

I move to approve Resolution 2000.



Administrative School District No. 1

Resolution No. 2000: Annual Meeting Schedule

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

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

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

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 14th day of October 2025.

Chair

Vice Chair

Board Secretary



Board of Directors Meeting Calendar 2025-2026

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

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



ACTION: Approving and Ratifying a Purchase and Sale Agreement for Surplus Property at Silver Rail Elementary

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

Approval of this resolution ratifies the purchase and sale agreement for surplus property at Silver Rail Elementary. The Board previously passed a resolution selling the surplus property, this resolution is only required by the title company in order to proceed with the closing of the sale.

RECOMMENDED MOTION:

Staff recommend approving the resolution and continuing the closing of the sale.



Administrative School District No. 1

Resolution No. 2002: A Resolution Approving and Ratifying a Purchase and Sale Agreement for Surplus Property at Silver Rail Elementary

WHEREAS, Administrative School District No. 1, Deschutes County, also known as Bend-La Pine School District, also known as Bend-La Pine Schools ("BLS") owns approximately 48,463 square feet of property at Silver Rail Elementary (the "Property");

WHEREAS, the BLS Board of Directors (the "Board") adopted Resolution No. 1979, which declared the Property surplus, adopted the RFP methodology to select an affordable housing developer, selected Bend-Redmond Habitat for Humanity, Inc. ("BRHFH") as the successful proposer, and authorized the sale of the Property pursuant to a contract subject to Board approval;

WHEREAS, BLS and BRHFH entered into that certain Purchase and Sale Agreement dated November 18, 2024 (the "Agreement"), which set forth the actions necessary to establish the Property as a separate unit of land available for development by BRHFH as affordable housing and the terms and conditions of a sale of the Property to BRHFH (collectively, the "Transaction");

WHEREAS, the Board desires to authorize and ratify the Agreement and all prior acts taken by BLS employees and representatives in furtherance of the Transaction; and

WHEREAS, the Board desires to authorize the Chief Financial Officer, or designee, to execute all documents and take all acts in furtherance of the Transaction.

BE IT RESOLVED, the Board hereby approves and ratifies the Agreement attached hereto and referenced as "Purchase and Sale Agreement".

BE IT RESOLVED, the Board hereby approves and ratifies all prior documents and acts executed or taken by BLS employees and representatives in furtherance of the Transaction.

BE IT RESOLVED, the Board hereby authorizes the Chief Financial Officer, or designee, to execute all documents and take all acts in furtherance of the Transaction including, without limitation, execution of land use applications, plats, deeds, and any amendments to the Agreement that the Chief Financial Officer, or designee, deems necessary or appropriate to complete the Transaction.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 14th day of October 2025.

Chair

Vice Chair

Board Secretary

PURCHASE AND SALE AGREEMENT

This Purchase and Sale Agreement (this “**Agreement**”) is made and entered into effective on November 18, 2024 (the “**Effective Date**”), by and Administrative School District No.1, Deschutes County (“**BLS**”)(“**Seller**”), whose address is 520 NW Wall, Bend, OR 97703 and Bend-Redmond Habitat for Humanity, Inc. (“**Buyer**”), whose address is 224 NE Thurston Ave., Bend, Oregon 97701.

RECITALS:

- A. Seller is the owner of certain property located in the City of Bend, Oregon, more particularly described and defined in this Agreement.
- B. Seller desires to sell the property described and defined in this Agreement to Buyer, and Buyer desires to purchase such property from Seller, upon the terms set forth in this Agreement and summarized for ease of reference by the following (the “**Basic Provisions**”):
 - I. Buyer’s Tax ID No.: 93-1004012
 - II. Title Company: Western Title and Escrow, Bend
 - III. Purchase Price: \$20,000
 - IV. Earnest Money Deposit: \$5,000
- C. Seller owns real property located in Bend, Oregon, legally described on Attached Exhibit A (“**School Property**”).
- D. A portion of the School Property is surplus and is approximately 48,463 square feet as depicted on the Attached Exhibit B (“**Surplus Property**”). The parties intend for Buyer to develop the Surplus Property for affordable housing. Buyer intends to seek land use approvals for such development including a partition to legally create the Surplus Property.
- E. Subject to the terms and conditions contained in this Agreement, Buyer desires to purchase the Surplus Property from Seller (the “**Transaction**”).

AGREEMENT:

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. RECITALS

The recitals are hereby incorporated into this Agreement by reference.

2. SALE OF SURPLUS PROPERTY

2.1 Purchase Price. The purchase price for the Surplus Property is \$20,000 (the “**Purchase Price**”) Buyer will pay the Purchase Price as follows: By November 30, 2024 Buyer will pay an earnest

money deposit in the amount of \$5,000 (“**Earnest Money**”) Western Title and Escrow (the “**Title Company**”); and (b) Buyer will pay the balance of the Purchase Price at Closing. The Title Company will invest the Earnest Money in a federally-insured interest-bearing deposit account and will maintain the account until the Earnest Money is returned or paid in accordance with this Agreement. Any interest earned on the Earnest Money will be disbursed with the Earnest Money as provided in this Agreement and credited to the Purchase Price at Closing.

3. SELLER REPRESENTATIONS AND WARRANTIES

Seller represents and warrants to Buyer as of the Effective Date and as of the Closing Date as follows:

3.1 Authority; Binding Obligation; No Conflicts. Seller has full power and authority to sign and deliver this Agreement and to perform all of Seller’s obligations under this Agreement. The execution, delivery, and performance of this Agreement, and any agreement referenced herein, constitute a valid and binding agreement of Seller. Seller’s execution, delivery, and performance of this Agreement, and any agreement referenced herein, will not result in a breach or violation of, nor constitute a default under, any agreement, law, judgment, or order, or require the consent, authorization, or approval of any person, including, without limitation, any governmental body.

3.2 Title to Surplus Property. Seller has or will have prior to Closing good title to the Surplus Property free and clear of any lien, mortgage, pledge, or security interest. Seller will transfer and convey the Surplus Property to Buyer free and clear of any and all Encumbrances except for the Permitted Closing Encumbrances and the deed restricted reversionary clause described below. For purposes of this Agreement, “**Encumbrance(s)**” means any lien, mortgage, pledge, security interest, reservation, restriction, adverse claim, or other encumbrance.

3.3 Compliance with Laws. To the Knowledge of Seller, the School Property is in compliance with any and all Legal Requirements. To the Knowledge of Seller, no event has occurred or circumstances exist that may result in Seller and/or the School Property’s failure to comply with any Legal Requirement. Seller and/or the Property are not subject to any judgment and/or order and there are no actions, judgments, suits, audits, hearings, proceedings, orders, investigations, and/or claims pending or threatened against Seller and/or the School Property (or any portion thereof), including, without limitation, any pending or threatened condemnation proceeding, whether at law or in equity, or before or by any governmental department, commission, board, bureau, agency, and/or instrumentality. “**Legal Requirement(s)**” means any and all laws, statutes, ordinances, codes, regulations, orders, rules, covenants, conditions, easements, declarations, leases, liens, and restrictions directly or indirectly affecting or concerning the ownership, use, condition, maintenance, leasing, and/or operation of all or any part of the School Property, including, without limitation, all Environmental Laws (as defined below). For purposes of this Section 3, “**Knowledge of Seller**” means the actual knowledge of all of Seller’s members, partners, and representatives.

3.4 Environmental. Seller shall within ten (10) calendar days deliver to Buyer complete copies of any and all environmental reports, studies, analyses, surveys, tests, and site assessments relating to the Surplus Property in Seller or any member of Seller’s possession, all without representations or warranties of any kind or nature whatsoever and also on the express condition that Buyer may not rely on such reports, etc. without obtaining assurances from the preparers (at Buyer’s cost and expense). Seller is not a party to any contract, settlement agreement, or other similar arrangement that requires or may require Seller to have any liability or obligation of any kind arising out of any Environmental Law related to the Surplus Property. Seller has not received any verbal and/or written notice from any governmental authority or other person regarding any actual, alleged, or potential failure of the Surplus Property to

comply with any Environmental Law. No action, arbitration, audit, hearing, investigation, litigation, suit, or other proceeding is pending or, to the Knowledge of Seller threatened against Seller or the Surplus Property relating to the failure of the Surplus Property to comply with any Environmental Law. To the Knowledge of Seller: (a) no Hazardous Substance is present on the Surplus Property in violation of any Environmental Law; (b) no Hazardous Substance has been spilled, discharged, and/or otherwise released on or into the Surplus Property; and (c) no underground storage tank is present on the Surplus Property.

As used in this Agreement, the term “**Environmental Law(s)**” means any federal, state, and/or local statute, regulation, and/or ordinance, or any judicial or other governmental order pertaining to the protection of health, safety, or the environment and/or designed to minimize, prevent, punish, or remedy the consequences of actions that damage or threaten the environment or public health and safety, including, without limitation, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. §§9601 et seq., ORS 468B.195-197 (including any regulations promulgated thereunder), the Hazardous Materials Transportation Act, 49 U.S.C. §§1801 et seq., and the Resource Conservation and Recovery Act, 42 U.S.C. §§6901 et seq.

3.5 Non-Foreign Person. Seller is not a “foreign person” for purposes of Internal Revenue Code Section 1445.

3.6 Accuracy of Representations and Warranties. None of Seller’s representations or warranties contain or will contain any untrue statement of a material fact or omit or will omit or misstate a material fact necessary in order to make the statements contained herein not misleading.

3.7 Disclaimers. SELLER DOES NOT, BY THE EXECUTION AND DELIVERY OF THIS AGREEMENT, AND SELLER WILL NOT, BY THE EXECUTION AND DELIVERY OF ANY DOCUMENT OR INSTRUMENT EXECUTED AND DELIVERED IN CONNECTION WITH CLOSING, MAKE ANY REPRESENTATION OR WARRANTY, EXPRESS OR IMPLIED, OF ANY KIND OR NATURE WHATSOEVER, WITH RESPECT TO THE SURPLUS PROPERTY AND ALL SUCH WARRANTIES ARE HEREBY DISCLAIMED. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING PROVISIONS, SELLER MAKES, AND WILL MAKE, NO EXPRESS OR IMPLIED WARRANTY AS TO:

- (a) MATTERS OF TITLE,
- (b) ZONING,
- (c) TAX CONSEQUENCES,
- (d) PHYSICAL OR ENVIRONMENTAL CONDITION (INCLUDING, WITHOUT LIMITATION, LAWS, RULES, REGULATIONS, ORDERS AND REQUIREMENTS PERTAINING TO THE USE, HANDLING, GENERATION, TREATMENT, STORAGE OR DISPOSAL OF ANY TOXIC OR HAZARDOUS WASTE OR TOXIC, HAZARDOUS OR REGULATED SUBSTANCE, AND FURTHER INCLUDING, WITHOUT LIMITATION, THE COMPREHENSIVE ENVIRONMENTAL RESPONSE AND COMPENSATION AND LIABILITY ACT, THE RESOURCE CONSERVATION AND RECOVERY ACT, THE CLEAN WATER ACT, THE SOLID WASTE DISPOSAL ACT, THE FEDERAL WATER POLLUTION CONTROL ACT, THE OIL POLLUTION ACT, THE FEDERAL CLEAN AIR ACT, THE FEDERAL INSECTICIDE, FUNGICIDE AND RODENTICIDE ACT, EACH AS MAY BE AMENDED FROM TIME TO TIME, AND INCLUDING ANY AND ALL REGULATIONS, RULES OR POLICIES PROMULGATED THEREUNDER AND ALL APPLICABLE LOCAL LAWS, ORDINANCES, AND REGULATIONS (HEREIN COLLECTIVELY CALLED THE “**ENVIRONMENTAL LAWS**”)),

4. BUYER’S REPRESENTATIONS AND WARRANTIES

4.1 Buyer Representations and Warranties. Buyer has full power and authority to sign and

deliver this Agreement and to perform all of Buyer's obligations under this Agreement. The execution, delivery, and performance of this Agreement, and any agreement contemplated herein, constitute a valid and binding agreement of Buyer, enforceable in accordance with its terms. Buyer's execution, delivery, and performance of this Agreement, and any agreement contemplated herein, will not result in a breach or violation of, nor constitute a default under, any agreement, law, judgment, or order, or require the consent, authorization, or approval of any person, including, without limitation, any governmental body.

4.2 No Brokers or Finders. Buyer has not retained the services of a real estate broker or agent in connection with this Agreement or the Transaction, nor incurred any liability or obligation, whether contingent or otherwise, for a brokerage commission, a finder's fee, or any other similar payment in connection with this Agreement or the Transaction.

4.3 Accuracy of Representations and Warranties. None of Buyer's representations or warranties contain or will contain any untrue statement of a material fact or omit or will omit or misstate a material fact necessary in order to make the statements contained herein not misleading.

4.4. Affordable Housing Deed Restriction and Right of Reverter. Buyer shall develop the Surplus Property in accordance with the Proposal submitted to Seller in response to Seller's Request for Proposal 24-0730-01. Buyer shall develop the Surplus Property as affordable housing available to persons who fall within the Area Median Income (AMI) levels: Under 80% AMI or Under 120% AMI.; that provides for preference for qualifying BLS employees as described in the Housing Preference Criteria attached as Exhibit C, which may be modified by mutual agreement. Any housing must comply with HUD fair Housing laws. This provision shall survive closing.

4.5 The conveyance Deed shall contain the following Right of Reverter clause: "Grantor conveys the Property to Grantee, so long as Grantor constructs and maintains, for 99 years, affordable housing available to persons who fall within the Area Median Income (AMI) levels: Under 80% AMI or Under 120% AMI.; that provides for preference for qualifying BLS employees as described in the Housing Preference Criteria attached as Exhibit C, which may be modified by mutual agreement (Affordable Housing Project). Grantor shall have the additional right of reverter if Grantee fails to construct and maintain the Affordable Housing Project, then Grantor shall have the right, at its option, to reenter and take possession of the Property with all improvements thereon."

5. BUYER'S DUE DILIGENCE, CONDITIONS TO CLOSING, OBLIGATIONS OF SELLER AND BUYER

5.1 Preliminary Title Report. Within ten (10) calendar days after the Effective Date, Seller will order and when received, deliver to Buyer, at Seller's cost and expense, a preliminary title report showing the condition of the title to the School Property, together with complete and legible copies of all exceptions listed therein (collectively, the "**Preliminary Commitment**"). Buyer will have no more than thirty (30) calendar days after Buyer's receipt of the Preliminary Commitment within which to give notice in writing to Seller (the "**Notice of Unpermitted Exceptions**") of Buyer's disapproval of any exceptions shown in the Preliminary Commitment. If Buyer fails to provide Seller the Notice of Unpermitted Exceptions within the thirty (30) day period, Seller will provide Buyer a written notice (the "**Title Notice**"). If Buyer fails to respond within ten (10) calendar days of the Title Notice, all exceptions set forth in the Preliminary Commitment will be Permitted Closing Encumbrances (as defined below). If Buyer timely provides Seller the Notice of Unpermitted Exceptions, Seller will notify Buyer in writing (the "**Notice of Response**") within ten (10) calendar days after Seller's receipt of the Notice of Unpermitted Exceptions whether Seller is willing and able to remove the unpermitted exceptions identified in the Notice of Unpermitted Exceptions (as determined by Seller in its sole discretion). If Seller is willing and able to remove such unpermitted exceptions, Seller will do so at or prior to Closing.

If Seller is not willing or is unable to remove such unpermitted exceptions, Buyer may, by written notice to Seller (the “**Notice of Decision**”) within ten (10) calendar days after Buyer’s receipt of the Notice of Response, exercise any of the following rights or remedies: (a) Buyer may terminate this Agreement, in which event the Earnest Money will be returned to Buyer and thereafter neither party will have any further rights, remedies, and/or obligations with respect to the Surplus Property, except those intended to survive termination of this Agreement; (b) Buyer may accept the unpermitted exceptions that Seller is unwilling or unable to remove; or (c) Buyer may, with the written consent of Seller (which Seller will not unreasonably withhold), attempt to remove the unpermitted exceptions or any of them at Buyer’s sole cost and expense and without a reduction of the Purchase Price, in which event Seller agrees to cooperate with Buyer so long as Seller does not have to incur any costs or expenses or attend any meetings. If Buyer fails to deliver the Notice of Decision to Seller within said ten (10) calendar day period, then Seller shall provide Buyer with a written notice. If Buyer does not provide a written waiver of the unpermitted exceptions, Buyer is deemed to have rejected the unpermitted exceptions that Seller did not agree to remove in the Notice of Response and this Agreement will terminate and the Earnest Money will be returned to Buyer.

Within ten (10) calendar days after approval of the partition creating the Surplus Property, Seller will update the Preliminary Commitment to include only the Surplus Property and deliver a copy to Buyer. In the event that the updated Preliminary Commitment shows any new exceptions, Buyer shall have the right (exercised in its reasonable discretion, provided that Buyer shall have the right to refuse any new exception(s) related in any way to any monetary consideration impacting Buyer in Buyer’s sole discretion) to object to any of such new exception(s) (but not to any exceptions that appeared in the original Preliminary Commitment) within thirty (30) calendar days after receipt of the updated Preliminary Commitment, in which event the remaining terms and procedures set forth in the preceding Section shall apply.

The term “**Permitted Closing Encumbrances**” means any exceptions appearing in the Preliminary Commitment (whether the original Preliminary Commitment or the updated Preliminary Commitment) to which Buyer does not object to within the time period(s) required by this Section 5.1; any unpermitted exceptions appearing in the Notice of Unpermitted Exceptions that Seller does not agree to cure in the Notice of Response; any exceptions appearing in the Preliminary Commitment (whether the original Preliminary Commitment or the updated Preliminary Commitment) caused by Buyer; and any matters that would be disclosed on an accurate survey of the Surplus Property (unless Buyer obtains an accurate survey of the Surplus Property prior to Closing).

5.2 Inspection of Surplus Property, Seller’s Cooperation, and Environmental Report. Buyer will have sixty (60) calendar days commencing from the Effective Date (the “**Due Diligence Period**”) within which to complete an inspection and examination of the Surplus Property for the purpose of Buyer’s investigation of the Surplus Property and decision to consummate the Transaction, at Buyer’s sole discretion. This inspection and examination may include, without limitation, an inspection and examination of the following: (a) the Surplus Property’s physical condition; (b) the presence or absence of any Hazardous Substances; (c) the availability of government permits and approvals; (d) the feasibility of the Surplus Property for Buyer’s intended purpose; and/or (e) Seller’s contracts, governmental authorizations, and any other documentation directly related to the Surplus Property and which will run with the Surplus Property after the Closing. During the Due Diligence Period and during the term of this Agreement, Buyer is permitted to make inquiries, conduct meetings, and file land use applications with the appropriate governmental agencies regarding the potential development of the Surplus Property. If requested by Buyer, Seller agrees to cooperate with Buyer’s efforts to obtain entitlements for the Surplus Property so long as Seller does not have to incur any costs or expenses. During the Due Diligence Period, Buyer may obtain at Buyer’s cost and expense a Level I Environmental Site Assessment (“**Environmental Report**”) related to the Surplus Property and conduct other studies and/or

investigation(s) including, without limitation, geotechnical investigation and sampling. All of the provisions in this Section 5.2 are for Buyer's benefit and may be waived by Buyer at any time in Buyer's sole discretion.

Prior to entry on the Surplus Property, Buyer shall provide Seller with evidence that Buyer maintains commercial general liability insurance with limits of loss of at least \$2,000,000 combined single limit for personal injury and property damage, and that Seller is an additional insured on such insurance policy. Buyer agrees to indemnify, defend and hold Seller harmless from and against any and all costs, losses, damages, expenses, liabilities, actions, liens or claims (including reasonable attorney's fees at trial and on appeal) arising from or related to entry on the Surplus Property by Buyer or any agent, employee, contractor or invitee of Buyer. Buyer also agrees to restore the Surplus Property to the condition it was in prior to entry thereon by Buyer or any agent, employee, contractor or invitee of Buyer. Buyer's obligations herein shall survive the Closing or termination of this Agreement.

As used in this Agreement, the term "**Hazardous Substance(s)**" means any hazardous, toxic, infectious, and/or radioactive substance, waste, or material as defined, controlled, or listed by any Environmental Law, including, without limitation, petroleum oil and its fractions.

5.3 School Board Approval. As an express condition to Closing, Seller must have obtained, on terms and conditions satisfactory to Seller's sole and absolute discretion, final School Board approval on or before December 31, 2024 ("**School Board Approval**"). If Seller has not obtained School Board Approval by this date, then this Agreement shall automatically terminate and neither party thereafter will have any further rights, remedies, and/or obligations with respect to the Surplus Property or the other party, except for any obligations which survive termination of this Agreement.

5.4 Partition. Within one hundred and twenty (120) calendar days after the Effective Date, Buyer shall prepare and file, at Buyer's cost and expense, an application for a tentative Partition to create the Surplus Property parcel along with all necessary land use applications for approval of the affordable housing development proposed in response to Seller's Request for Proposals dated May 31, 2024 ("**Land Use Application**"). Seller shall cooperate with Buyer, at no cost to Seller, to obtain approval of the Land Use Application, including signing applications, plats and other submittals as the owner of the School Property.

5.5 Improvements.

5.5.1 Buyer will construct, at Buyer's cost and expense, the required improvements contained in the Land Use Applications' conditions of approval ("**Improvements**").

5.5.2 Buyer shall use Buyer's best efforts to complete the Improvements on or before September 30 2027. The obligations in this Section shall not merge with the Deed and shall survive the Closing.

6. CLOSING

6.1 Closing Date. The closing of the Transaction (the "**Closing**") will take place in escrow at Title Company within ten (10) calendar days after recording of the Partition plat establishing the Surplus Property. Buyer shall use best efforts to If Closing does not occur on or before March 30, 2026, Seller may terminate this Agreement and refund Buyer's Earnest Money and neither party thereafter will have any further rights, remedies, and/or obligations with respect to the Surplus Property or the other party, except for any obligations which survive termination of this Agreement (the "**Closing Deadline**"). The exact day of the Closing (the "**Closing Date**") will be determined by Buyer with at least five (5) calendar

days' prior written notice to Seller.

6.2 Buyer Obligations. At the Closing, Buyer will execute, acknowledge and deliver (as applicable) the following items to the Title Company: (a) the amount specified in Section 2.1, subject to adjustment as provided in this Agreement; (b) a buyer's closing statement; (c) the Deed Restriction and (d) any other documents reasonably required by the Title Company to complete the Closing.

6.3 Seller Obligations. At the Closing, Seller will execute, acknowledge and deliver (as applicable) the following items to the Title Company: (a) a Statutory Warranty Deed, subject to only the Permitted Closing Encumbrances (the "**Deed**") and the Right of Reverter clause provided in Paragraph 4.5 above; (b) a nonforeign affidavit for purposes of Internal Revenue Code § 1445; (c) the appropriate Oregon withholding tax forms; (d) a seller's closing statement; and (e) any other documents reasonably required by the Title Company to complete the Closing. At the Closing, Seller shall deliver exclusive possession of the Surplus Property to Buyer.

6.4 Prorations; Closing Costs, Deferred Forest taxes. Any utilities, rents, real estate taxes and assessments, and other similar expenses with respect to the Surplus Property will be prorated between Seller and Buyer as of the Closing Date. The proration will be made at the Closing to the extent possible. The Buyer shall pay any deferred Forest Taxes.

Buyer will pay all escrow fees and the premium for a standard coverage title insurance policy. Buyer will pay the premium for extended title insurance coverage and for endorsements to the title insurance policy (if desired by Buyer), and the fee to record the Deed.

6.5 Title Insurance. Within ten (10) calendar days after the Closing Date, Title Company will furnish Buyer with an ALTA standard form Owner's Policy of Title Insurance in the amount of the Purchase Price, insuring Buyer as the fee simple owner of the Surplus Property subject only to Title Company's standard preprinted exceptions and the Permitted Closing Encumbrances. Buyer may obtain, at Buyer's cost any extended title insurance coverages or endorsements requested by Buyer.

6.6 Disclosure. BUYER ACKNOWLEDGES THAT, EXCEPT FOR THE EXPRESS REPRESENTATIONS AND WARRANTIES OF SELLER SET FORTH IN SECTION 3, AT THE CLOSING, BUYER WILL PURCHASE THE SURPLUS PROPERTY SUBJECT TO: (1) ALL LATENT AND PATENT DEFECTS, ERRORS AND OMISSIONS IN THE SURPLUS PROPERTY; (2) ANY FAILURE OF THE SURPLUS PROPERTY OR ANY PART OR PORTION THEREOF TO COMPLY WITH ANY APPLICABLE GOVERNMENTAL REQUIREMENT, LAW OR REGULATION; AND/OR (3) ANY FAILURE OF THE SURPLUS PROPERTY OR ANY PART OR PORTION THEREOF TO BE USABLE FOR ANY PRESENT OR EXPECTED USE. SUBJECT TO THE REPRESENTATIONS AND WARRANTIES OF SELLER IN SECTION 3, AT THE CLOSING BUYER WILL PURCHASE THE SURPLUS PROPERTY "AS-IS", ON A "WHERE-IS" BASIS, AND "WITH ALL FAULTS."

7. TERMINATION AND DEFAULT

7.1 Termination. This Agreement will terminate upon the earliest to occur of the following: (a) upon notice from Buyer to Seller if Closing has not occurred by the Closing Deadline; (b) upon written notice from Buyer to Seller pursuant to the terms of Section 5.1 or 5.2; or (c) automatically pursuant to the terms of Section 5.3. Upon termination pursuant to this Section 7.1, the Earnest Money will be returned to Buyer and neither party thereafter will have any further rights, remedies, and/or obligations with respect to the Surplus Property or the other party, except for any obligations which

survive termination of this Agreement.

7.2 Seller Default. If Seller breaches and/or otherwise fails to perform any of Seller's obligations contained in this Agreement, time of payment and performance being of the essence, Buyer will have any and all remedies available at law or in equity, including the right of immediate ex parte pre-judgment relief as provided by the Oregon Rules of Civil Procedure (without posting a bond or other surety). Notwithstanding the foregoing, Buyer shall not be entitled to recover from punitive damages. All available remedies are cumulative and may be exercised singularly or concurrently. This provision will not merge into the Deed and will survive the Closing.

7.3 Buyer Default. If Buyer breaches and/or otherwise fails to perform any of Buyer's obligations contained in this Agreement, time of payment and performance being of the essence, Seller will have the right, upon written notice to Buyer, to terminate this Agreement and retain the Earnest Money as liquidated damages and as Seller's sole remedy against Buyer for such breach; provided, however, that this limitation of remedies does not apply to Buyer's indemnity or restoration obligations under Section 5.2.

7.4 Notice of Default. Prior to declaring a party in default under this Agreement, the non-defaulting party will provide the defaulting party ten (10) calendar days' prior written notice (the "**Default Notice**") specifying with reasonable particularity all defaults under this Agreement that the non-defaulting party believes exist. The defaulting party will have the right to cure the alleged defaults within ten (10) calendar days after receipt of the Default Notice to avoid any breach under this Agreement. Notwithstanding the foregoing to the contrary, the above notice and cure period shall not apply to a party's failure to close on the noticed date of the Closing as determined by Section 6.1.

7.5 Remedies. Seller acknowledges that the remedies available at law for any breach of this Agreement by Seller will, by their nature, be inadequate. Accordingly, Buyer may obtain injunctive relief or other equitable relief to restrain a breach or threatened breach of this Agreement or to specifically enforce this Agreement, without proving that any monetary damages have been sustained and without posting a bond or other surety.

8. CONDEMNATION

If, prior to the Closing, all or any material portion of the Surplus Property is taken by condemnation or eminent domain (or is the subject of a pending or contemplated taking which has not been consummated), Seller shall immediately notify Buyer of such fact in writing. In such event, Buyer shall have the option to terminate this Agreement upon written notice to Seller. Upon such termination, the Title Company shall return the Earnest Money plus any accrued interest thereon to Buyer and neither party shall have any further rights or obligations hereunder, other than pursuant to any provision hereof which expressly survives the termination of this Agreement. If Buyer does not elect to terminate this Agreement, Seller shall assign and turn over to Buyer, and Buyer shall be entitled to receive and keep, all awards for the taking by condemnation and Buyer shall be deemed to have accepted the Surplus Property subject to the taking without reduction in Purchase Price.

9. ADDITIONAL SELLER COVENANTS

Seller covenants to Buyer as follows:

9.1 Restrictions on Transfer and Contracts. Until the Closing or termination of this Agreement, Seller will not Transfer the Surplus Property or any interest in the Surplus Property without the prior written consent of Buyer, provided Seller may transfer to an entity owned or controlled by

Seller's member provided that any transfer shall not relieve Seller of any of its obligations pursuant to this Agreement and/or any related agreements to be entered into at Closing. Until the Closing or termination of this Agreement, Seller will (a) own and use the Surplus Property and perform all of Seller's obligations under all contracts included in the Surplus Property only in the ordinary course of Seller's business, (b) Seller will not enter into any contracts and/or amend, modify, alter, change, extend, and/or assign any contracts (and/or the terms and/or conditions of such contracts) concerning the Surplus Property without Buyer's prior written consent, and (c) Seller will perform all of Seller's liabilities and obligations under all contracts to which Seller is a party related to the Surplus Property. For purposes of this Section 9.1, "**Transfer**" means (a) any transfer, including, without limitation, any sale, exchange, gift, assignment, Encumbrance, foreclosure of an encumbrance, or attachment, regardless of whether the transfer occurs voluntarily or involuntarily, by operation of law, or because of any act or occurrence, and (b) any contract involving the lease or use of all or any portion of the Surplus Property.

9.2 Seller's Best Efforts. Seller will use Seller's best efforts to effectuate the Transaction and will do all acts and things as may be required to carry out Seller's obligations under this Agreement. Seller will obtain all consents, authorizations, and approvals that Seller is required to obtain to effectuate the Transaction.

9.3 Notification. Until the Closing or termination of this Agreement, Seller will promptly notify Buyer of (a) any material breach by Seller of any representation or warranty in Section 3, (b) the occurrence after the Effective Date of any fact or condition that would cause Seller to breach any representation or warranty in Section 3 if the representation or warranty were made as of the date of the occurrence, (c) any material breach by Seller of any covenant in this Agreement, and/or (d) any event that makes the satisfaction of any condition in Section 5 impossible or unlikely.

9.4 Rights Not Exclusive. Buyer's remedies under this Agreement will not be affected by any investigation that Buyer has completed or conducted or by any knowledge that Buyer has acquired.

10. GENERAL PROVISIONS

10.1 Survival and Time of Essence. All representations and warranties made in this Agreement will survive the Closing of the Transaction for a period of three (3) years and will not merge into the Deed. Time is of the essence with respect to each and every obligation of the parties hereunder.

10.2 Attorney Fees. With respect to any dispute arising from or relating to this Agreement (even if such dispute arises after the Closing), or if a suit, action, arbitration, appeal, or other proceeding of any nature whatsoever is instituted to interpret or enforce the provisions of this Agreement, including, without limitation, any proceeding under the U.S. Bankruptcy Code and involving issues peculiar to federal bankruptcy law or any action, suit, arbitration, or proceeding seeking a declaration of rights or rescission, the prevailing party will be entitled to recover from the losing party its reasonable attorney fees, paralegal fees, expert fees, and all other fees, costs, and expenses incurred in connection therewith, as determined by the judge or arbitrator at trial, arbitration, or other proceeding, or on any appeal or review, in addition to all other amounts provided by law.

10.3 Binding Effect and Notices. Subject to Section 9.1, this Agreement will be binding on and will inure to the benefit of Seller, Buyer, and their respective heirs, legal representatives, successors, and assigns. All notices or other communications required or permitted by this Agreement must be in writing, must be delivered to the parties at the addresses first set forth above, or any other address that a party may designate by notice to the other party, and are considered delivered upon actual receipt if delivered personally, by fax, or by a nationally recognized overnight delivery service or at the end of the third business day after the date of deposit if deposited in the United States mail, postage pre-paid,

certified, return receipt requested.

10.4 Entire Agreement and Severability. This Agreement sets forth the entire understanding of the parties with respect to the Transaction. This Agreement supersedes any and all prior negotiations, discussions, agreements, and understandings between the parties with respect to the Transaction. This Agreement may not be modified or amended except by written agreement executed by the parties to this Agreement. If a provision of this Agreement is determined to be unenforceable in any respect, the enforceability of the provision in any other respect and of the remaining provisions of this Agreement will not be impaired.

10.5 Governing Law, Venue, and Dispute Resolution. This Agreement will be construed, applied, and enforced in accordance with the laws of the State of Oregon without giving effect to any conflict-of-law principle that would result in the laws of any other jurisdiction governing the parties to this Agreement or the subject matter of this Agreement. Any action or proceeding arising out of this Agreement will be litigated in the circuit court of Deschutes County, Oregon. Each party consents and submits to the jurisdiction of any local, state, or federal court located in Deschutes County, Oregon. If any claim, dispute, or controversy arising out of or related to this Agreement occurs (a “**Dispute**”), Buyer and Seller will exert their best efforts to seek a fair and prompt negotiated resolution of the Dispute and will meet at least once to discuss and seek a resolution of the Dispute. If the Dispute is not resolved by negotiated resolution, the Dispute will be resolved as provided in this Agreement.

10.6 Arbitration. If any claim, dispute, or controversy arising out of or related to this Agreement occurs, the dispute will be settled by arbitration before a single arbitrator in Bend, Oregon. If the parties agree on an arbitrator, the arbitration will be held before the arbitrator selected by the parties. If the parties do not agree on an arbitrator, each party will designate an arbitrator and the arbitration will be held before a third arbitrator selected by the designated arbitrators. Each arbitrator will be an attorney knowledgeable in the area of real estate law. The arbitration will be conducted in accordance with the then-current rules of the Arbitration Service of Portland, Inc. The resolution of any controversy or claim as determined by the arbitrator will be binding on the parties and judgment upon the award rendered may be entered in any court having jurisdiction. A party may seek from a court an order to compel arbitration, or any other interim relief or provisional remedies, pending an arbitrator's resolution of any controversy or claim. The prevailing party in the arbitration will be entitled to recover from the other party all expenses incurred including arbitration fees, attorney fees, expert fees, and all costs and expenses

10.7 Execution; Counterparts; Time. The parties may execute this Agreement in separate counterparts, each of which when executed and delivered will be an original, but all of which together will constitute one and the same instrument. Facsimile or electronic transmission of any signed original document will be the same as delivery of an original. At the request of any party, the parties will confirm facsimile or electronically transmitted signatures by signing and delivering an original document. If the date for performance of an obligation or delivery of any notice hereunder falls on a day other than a business day, the date for such performance or delivery of such notice will be postponed until the next ensuing business day. For purposes of this Agreement, a “business day” means a normal working day (i.e., Monday through Friday of each calendar week, exclusive of Federal and state holidays and one day following each of Thanksgiving, Christmas, and New Year’s).

10.8 Person and Interpretation. For purposes of this Agreement, the term “person” means any natural person, corporation, limited liability company, partnership, joint venture, firm, association, trust, unincorporated organization, government or governmental agency or political subdivision, or any other entity. All pronouns contained herein and any variations thereof will be deemed to refer to the masculine, feminine, or neutral, singular or plural, as the identity of the parties may require. The singular includes the plural and the plural includes the singular. The word “or” is not exclusive. The words “include,”

“includes,” and “including” are not limiting. The word “shall” is mandatory and not optional. The titles, captions, or headings of the sections herein are inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement. The parties acknowledge that the parties and their counsel have reviewed and revised this Agreement and that the normal rule of construction to take effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this Agreement or any exhibits or amendments hereto.

10.9 Third Party Beneficiary. The provisions of this Agreement and of the documents to be executed and delivered at Closing are and will be for the benefit of Seller and Buyer only and are not for the benefit of any third party; and, accordingly, no third party shall have the right to enforce the provisions of this Agreement or of the documents to be executed and delivered at Closing.

10.10 Statutory Warning. THE PROPERTY DESCRIBED IN THIS INSTRUMENT MAY NOT BE WITHIN A FIRE PROTECTION DISTRICT PROTECTING STRUCTURES. THE PROPERTY IS SUBJECT TO LAND USE LAWS AND REGULATIONS THAT, IN FARM OR FOREST ZONES, MAY NOT AUTHORIZE CONSTRUCTION OR SITING OF A RESIDENCE AND THAT LIMIT LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, IN ALL ZONES. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON’S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO VERIFY THE EXISTENCE OF FIRE PROTECTION FOR STRUCTURES AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010.

10.11 Further Assurances; Assignment; Waiver. The parties will sign other documents and take all other actions reasonably necessary to further effect and evidence this Agreement. Neither party may assign or delegate any of the party’s rights or obligations under this Agreement to any person without the prior written consent of the other party, which the other party may not unreasonably withhold, delay, or condition. No waiver will be binding on a party unless it is in writing and signed by the party making the waiver. A party’s waiver of a breach of a provision in this Agreement will not be a waiver of any other provision or a waiver of a subsequent breach of the same provision.

10.12 Expenses. Except as otherwise provided in this Agreement, each party will bear the party’s own fees, costs, and expenses incurred in connection with the Transaction, including, without limitation, the performance of this Agreement and the other agreements and documents relating to the Transaction.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be duly executed and effective as of the Effective Date.

Seller:

Bend-La Pine Administrative School District No. 1

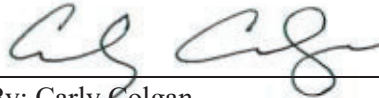


By: Daniel Emerson
Its: Chief Financial Officer

Dated: 11/22/2024

Buyer:

Bend-Redmond Habitat for Humanity, Inc.



By: Carly Colgan
Its: Chief Executive Officer

Dated: 11/18/24

Exhibit A
Legal Description of School Property

**Parcel 1, Land Partition Plat No. 2014-4, recorded 2/5/2014, Document No. 2014-03658,
Official Records, in Deschutes County, Oregon**

Exhibit B

Depiction of Surplus Property

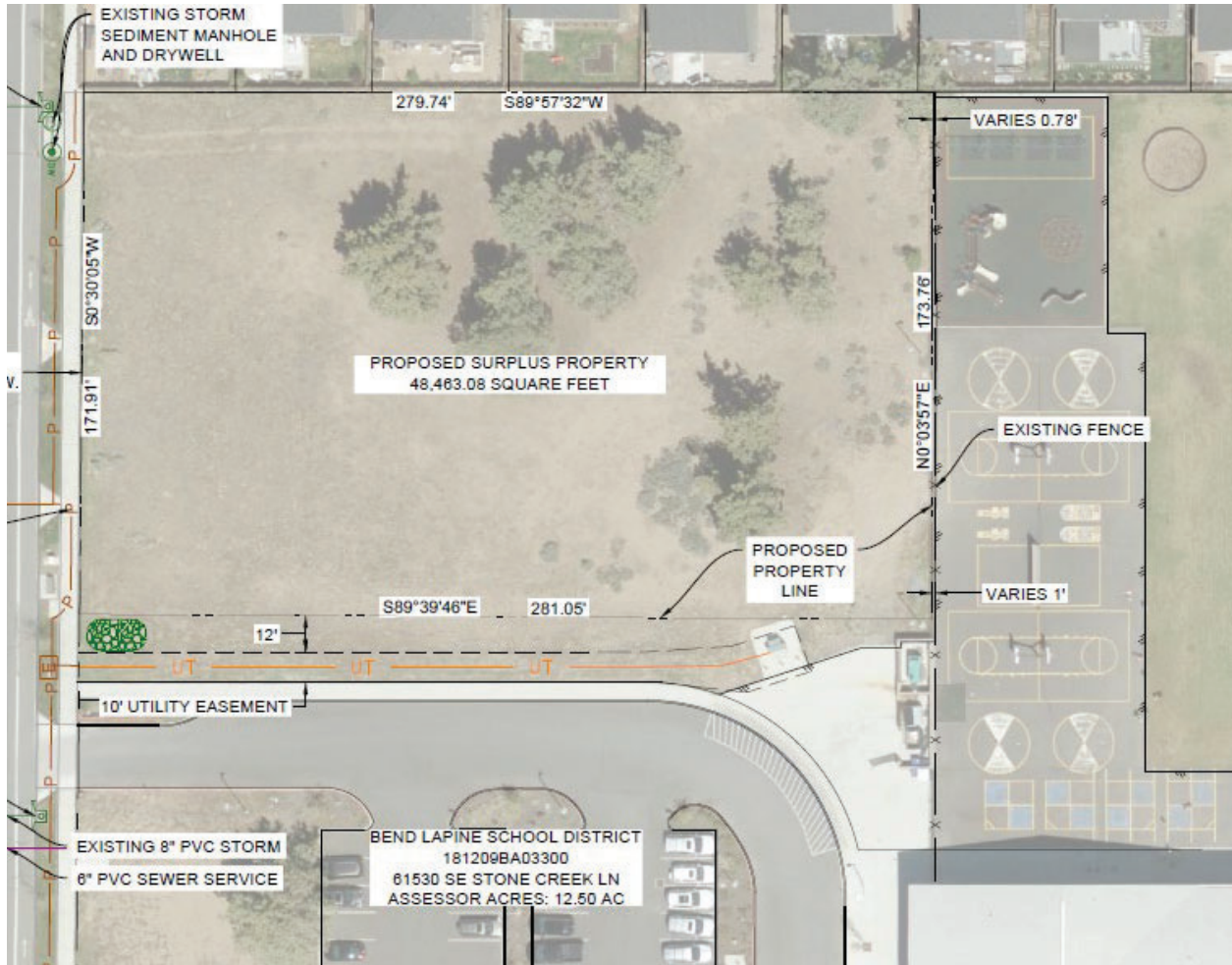


Exhibit C

Employee Preference Policy for Bend-La Pine Schools (BLS) Employees

This policy aims to outline the preference structure for Bend-La Pine Schools (BLS) employees in the homeownership application process with Bend-Redmond Habitat for Humanity (BRHFH) at the Stone Creek Commons development, ensuring BLS employees receive priority access to affordable homeownership opportunities.

1. Eligibility Criteria for BLS Employees:

BLS employees must meet the general eligibility requirements for lending, including but not limited to:

- Minimum credit score as required by lending guidelines.
- Debt-to-income ratio compliant with applicable lending criteria.
- First-time homebuyer status.
- Residency in the state of Oregon.
- Contribute \$2,000 toward closing costs.
- If liquid assets exceed \$20,000, contribute a percentage towards down payment.
- Willing to complete Habitat's Homeownership Program.
- Employees must have been employed by BLS for 2 years, as validated by the school district.

2. Income Targeting and Prioritization:

- Applications will be open specifically to current BLS employees who fall within the following Area Median Income (AMI) levels:
 - Under 80% AMI.
 - Under 120% AMI.
- Priority will be given to those under the 80% AMI threshold. Thereafter BLS employees who fall under the 120%AMI will be selected.

3. Application and Scoring Process:

- The first application round will be initiated exclusively for BLS employees.
- In the event of equally qualified applicants for limited spots, the following tiebreaker preferences will be applied:
 - Priority will be given to first-generation homebuyers.
 - If the tiebreaker remains unresolved, a lottery will be conducted to select the remaining spots.

4. Post-BLS Application Process:

- After qualified BLS employees have been placed, any remaining homes will be made available to the general public through Habitat's standard homeownership application process.

5. Long-term Housing Affordability and Resale:

- BRHFH will retain ownership of the land through a 99-year renewable land lease, ensuring long-term affordability.

- Employer-based deed restrictions will be applied to 8 homes, ensuring they remain available to BLS employees upon resale. BLS employees will continue to receive preference in future sales of these homes.

6. Monitoring and Compliance:

- BRHFH will regularly review compliance with this policy and ensure that eligible BLS employees are given preference in alignment with the stated criteria.
- BLS will be responsible for validating employee eligibility, including confirming probation completion and employment status at the time of application.



REPORT: Administrative Policies and Regulations for Adoption – October 14, 2025

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

Policy / Regulation Title	Reason for Update
DLBA-AR: Advance Salary Payments	Updated to align with current district practices and language in the collective bargaining agreements.
GCBD/GDBD-AP: Sick Leave – Personal Illness and Injury Leave	Updated to align with current district practices and OSBA sample policy.
IKF-AP: Graduation Requirements	Updated to align with HB 4137 (2024) which grants credit towards graduation to students who complete International Baccalaureate programs and adds extended diploma information into the notification requirements. Clerical corrections were also made to the elective credit requirements for the Standard and Modified diplomas.
JFCEB-AP: Personal Electronic Devices	<p>Regulation has been rewritten to an administrative policy to align with current district practices, OSBA sample policy, and to ensure compliance with ORS 336.840 and Executive Order 25-09.</p> <p><i>Bend-La Pine Schools appreciates the numerous comments received during the public feedback period. All comments were taken into consideration while still ensuring adherence to the state statute and the Governor’s executive order. The district has removed the word “possession” from the policy in alignment with the current district practice of “off and away”.</i></p>
JFCEB-AR: Request for Personal Electronic Devices Exemption	<p>New administrative regulation form to align with updated JFCEB-AP to ensure compliance with ORS 336.840 and Executive Order 25-09.</p> <p><i>Bend-La Pine Schools appreciates the numerous comments received during the public feedback period. The district will work diligently with school administrators to adhere to fidelity of implementation of the exemption form.</i></p>

JHCA-AP: Immunization, School Sports Participation, Concussions and Other Brain Injuries

Updated to align with requirements in HB 3007 (2025) and OAR 581-021-3007 to outline steps when information regarding a student's concussion or brain injury is provided to the district.



ADMINISTRATIVE POLICY

CODE: DLBA-AR

TITLE: ADVANCE SALARY PAYMENTS

The District recognizes employees may face temporary financial crisis that can be remedied by an advance on earnings.

Employee requests for advance salary payments will be subject to the following requirements:

1. An employee who wishes to apply for an ~~cash~~ advance salary payment against earnings shall submit a signed, written request to the Chief Financial Officer or designee ~~district business office at least four business hours prior to expecting payment;~~
2. An ~~cash~~ advance salary payment shall not exceed 60 percent of an employee's unpaid earnings;
3. A request for an ~~cash~~ advance salary payment shall be approved by the Chief Financial Officer ~~business office manager~~ or designee prior to disbursement of funds ~~the employee receiving a check;~~
4. The Chief Financial Officer or designee will disburse said funds twenty-four (24) hours following receipt of said request;
5. The amount of the ~~cash~~ advance salary payment shall be withheld from the next regularly scheduled net payroll check(s) ~~paycheck;~~
6. An employee shall be allowed only ~~three~~ ~~two-cash~~ advances payments per contract ~~during a fiscal~~ year.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/22/08, 10/14/25

APPROVED: 9/22/08



Sick leave is allowed to ~~entitlement for personal illness or injury will~~ accrue at the rate of ten (10) days each school year for each “school employee¹” for personal illness or injury or one day per month employed, whichever is greater, as provided by Oregon law ~~Revised Statutes~~. Employees who work twelve months ~~Twelve-month employees~~ will accrue one day per month or 12 days each year. ~~All other employees who work less than 12 months will receive one day per month.~~

In accordance with state law, ~~sick this~~ leave will accumulate without limit.

The district reserves the right, after five consecutive days of absence, to require proof of personal illness or injury from all employees, including a medical examination by a physician chosen and paid for by the district. Any employee refusing to submit to such an examination or to provide other evidence as required by the district shall be subject to appropriate disciplinary action up to and including dismissal.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Other paid and unpaid leaves will be determined by the district’s negotiated agreements.

~~Any employee who has sustained a compensable personal injury or illness and is disabled and unable to perform essential job functions, will be reemployed at such a time as a physician issues a releasing work statement explaining the type of work that is appropriate for reassignment, assuming such work is both suitable and available. Such rights of reemployment are subject to seniority rights and other restrictions of the collective bargaining agreement between the employer and the employee bargaining unit.~~

Sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law may result in the being placed on unpaid leave for the remainder of the regular school year or until the teacher’s disability is removed and they are able to return to work. If the teacher is still unable to return to work the following August 1, the Board may terminate the teacher’s employment, subject to state and federal laws regarding family and medical leave.

Employees whose employment is terminated, or who are placed on unpaid leave, shall be notified of the date on which their district-paid employee benefits, such as health insurance, will cease. If an employee is placed on unpaid leave pursuant to state or federal law, the employee shall be informed of their rights to remain part of the district’s benefit plan at personal expense. ~~All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated, or on the date the staff member is placed on unpaid leave, unless the unpaid leave is in conjunction with state or federal protected leave. The staff member will be informed of their rights to remain part of the district’s benefit plan at personal expense.~~

~~Sick time / leave will be tracked via the district’s timekeeping and payroll systems. Accrual, usage and available balances will be made available to employees on their pay stubs. For accounting purposes, the district’s leave year will match the fiscal year (July 1– June 30).~~

END OF ADMINISTRATIVE POLICY

¹ “School employee” includes all employees of the district.

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 332.507](#)
[ORS 342.545](#)

[ORS 342.610](#)
[ORS 659A.043](#)

[ORS 659A.046](#)
[OAR 581-022-2405](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2024); Family and Medical Leave Act, 29 C.F.R. Part 825 (2025).

draft 10.14.25



Bend-La Pine Schools establishes graduation requirements for awarding of a standard diploma, an academic diploma, an honors diploma, a modified Diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student’s parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

ACADEMIC DIPLOMA

An Academic Diploma is awarded to each student who has completed all state and local requirements for 26 units of credit.

The following are requirements for an Academic Diploma:

Language Arts⁵ Literature and Composition 1 and Literature and Composition 2 required	4.0 credits
Mathematics All credits at Algebra 1 content level or higher Classes 2014 and beyond	3.0 credits
Science All credits in lab and field-based sciences with scientific inquiry	3.0 credits
Social Studies Shall include 0.5 unit of US civics ⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and financial literacy	3.0 credits
Health	1.0 credit
Physical Education	1.0 credit

¹ “Foster child” is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

Higher Education and Career Path Skills⁷	0.5 credit
Personal Finance Education⁸	0.5 credit
Career-Technical Ed, Fine / Performing Arts World Language⁹	3.0 credits
Electives	7.0 credits
Education Plan and Profile	
Extended Application Project	
Career-Related Knowledge and Skills	
Career-Related Learning Experiences	
Essential Skills¹⁰	
<ul style="list-style-type: none"> • Class of 2012 required proficiency in reading. Class of 2013 required proficiencies in reading and writing. Class of 2014 required proficiencies in reading, writing, and math. Implementation of speaking, critical thinking, technology use, civic and community engagement, global literacy proficiencies to be determined. • The State Board of Education determines proficiency criteria. 	

A student completing the International Baccalaureate Organization’s (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.

HONORS DIPLOMA

An Honors Diploma will be awarded to each student who has completed all state and local requirements 27 units of credit.

An additional requirement of an Honors Diploma includes five capstone credits, three of which must be in a core subject area. A capstone class is defined as Advanced Placement and International Baccalaureate courses; 100-level or higher college transfer courses. A core subject area is defined as a course in the areas of language arts, math, science, social science and world language.

Small high schools (La Pine High School, Bend Tech Academy, and Realms High School) may request a waiver from the above requirements if they are unable to offer five credits which meet the definition of a capstone course OR they are unable to offer three capstone courses in a core subject area. Waivers will be granted only if the school exhausted all options attempting to meet the above requirements.

An Honors Diploma is required for valedictorian and salutatorian status. Valedictorian and salutatorian status is based on weighted grade point averages (GPA). Weighted on a 5-point scale are 100-level college math, science, language arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades.

The following are requirements for an Honors Diploma:

Language Arts Literature and Composition 1 and Literature and Composition 2 required	4.0 credits
Mathematics All credits at Algebra 1 content level or higher Classes 2014 and beyond	4.0 credits
Science All credits in lab and field-based sciences with scientific inquiry	4.0 credits
Social Studies	3.0 credits

⁷ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁸ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

¹⁰ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

Shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ¹¹ financial literacy	
Health	1.0 credit
Physical Education	1.0 credit
Higher Education and Career Path Skills	0.5 credit
Personal Finance Education	0.5 credit
Career-Technical Ed, Fine / Performing Arts	1.0 credit
World Language Same language	2.0 credits
Electives	6.0 credits
Capstone Classes Advanced Placement / International Baccalaureate / 100 level College Courses	5.0 credits
Education Plan and Profile	
Extended Application Project	
Career-Related Knowledge and Skills	
Career-Related Learning Experiences	
Essential Skills	
<ul style="list-style-type: none"> • Class of 2012 required proficiency in reading. Class of 2013 required proficiencies in reading and writing. Class of 2014 required proficiencies in reading, writing, and math. Implementation of speaking, critical thinking, technology use, civic and community engagement, global literacy proficiencies to be determined. • The State Board of Education determines proficiency criteria. 	

OREGON STANDARD DIPLOMA

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

Language Arts Shall include the equivalent of one unit of written composition	4.0 credits
Mathematics Shall include one unit at Algebra 1 level and two units that are at a level higher than Algebra 1	3.0 credits
Science	3.0 credits
Social Studies Shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and financial literacy	3.0 credits
Health	1.0 credit
Physical Education	1.0 credit
Higher Education and Career Path Skills	0.5 credit
Personal Finance Education	0.5 credit
Career and Technical Education, the arts or world languages Shall be earned in any one or a combination.	3.0 credits
Electives	5.0 credits
Develop an Education Plan and Build an Education Profile	
Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s))	
Participate in Career-Related Learning Experiences	
Essential Skills	
<ul style="list-style-type: none"> • ¹²Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings; 	

¹¹ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

¹² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

OREGON MODIFIED DIPLOMA

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

Language Arts	3.0 credits
Mathematics	2.0 credits
Science	2.0 credits
Social Studies May include history, civics, geography and economics (including personal finance)	2.0 credits
Personal Finance Education¹³	0.5 credit
Higher Education and Career Path Skills¹⁴	0.5 credit
Health	1.0 credit
Physical Education	1.0 credit
Career Technical Education, the arts or world languages Units may be earned in any one or a combination	1.0 credits
Electives	11.0 credits
Develop Education Plan and Build Education Profile	
Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s))	
Essential Skills	
<ul style="list-style-type: none"> • ¹⁵Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings; 	

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, [extended diplomas](#) and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

ESSENTIAL SKILLS PROFICIENCY

English Language Learner (ELL) students may demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

OREGON EXTENDED DIPLOMA

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:

Language Arts	2.0 credits
Mathematics	2.0 credits
Science	2.0 credits
History, Geography, Economics, or Civics	3.0 credits
Health	1.0 credit
Physical Education	1.0 credit
Arts or a World Language	1.0 credit

2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, [extended diplomas](#) and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance will be awarded to students who:

1. Have maintained regular full-time attendance for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁶.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, [extended diplomas](#) and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

SEAL OF BILITERACY

Bend-La Pine Schools supports bilingual and multilingual students in pursuing the Oregon State Seal of Biliteracy/Multilingualism (OSSB/M). The OSSB/M honors high school graduates who have acquired a distinguished level of fluency and literacy in two or more languages. In accordance with the Oregon Department of Education’s requirements, the school district will provide access to and coordination of qualifying test opportunities for potential candidates. These opportunities are strictly optional and shall be offered in such a way as to maintain efficient use of district resources, integrity of award design and exam procedures, consistency across all high school sites and programs, the value of proficiency-based demonstration of skills mastery, and the reasonable administration of standardized testing in the district’s academic program.

Students with advanced fluency in a language other than English may access, free of charge to the student or family, one district-provided standardized proficiency exam (i.e. STAMP or other equivalent exam, as supported by the district) to demonstrate qualifying partner-language (non-English) scores for the OSSB/M. The district may also support these potential candidates in pursuing the AP and/or IB world-language exam, and re-take of that exam as applicable, for additional opportunities to

¹⁶ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

demonstrate qualifying scores for the OSSB/M. Students who do not have access to AP or IB world-language exams via their graduation pathways but who have advanced bilingual fluency may take the district-provided proficiency exam one additional time, with the re-take fees at the expense of the student/family. (Students who qualify for free- and reduced-lunch may qualify for reduced exam fees for AP, IB, or other district exams.) Students are responsible for registering for all partner-language exams when available to them, for submitting documentation of English-language proficiency in accordance with district procedures, and for meeting all graduation requirements. The school district will be responsible for purchasing, coordinating, and proctoring relevant exams; processing score reports; confirming each student's successful requirements upon graduation qualification; submitting qualifying candidates' information to the state department of education; and distributing award materials to students' schools upon receipt from the state.

OTHER DISTRICT RESPONSIBILITIES

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Only current Bend-La Pine Schools students who qualify to receive or receives an academic diploma, honors diploma, standard diploma, modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of

attendance is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form¹⁷ and submitting the form to the district.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces as specified in Oregon Law if the person was discharged or released under honorable conditions and has received either a General Educational Development (GED), a post-secondary degree, or a minimum score on the Armed Services Vocational Aptitude Battery (ASVAB).

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

END OF ADMINISTRATIVE POLICY

REVIEWED: 6/5/06, 9/30/08, 9/13/11, 5/13/14, 3/11/25, 2025

APPROVED: 8/02, 09/08, 5/27/14, 3/11/25

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

ORS 329.007	ORS 336.585	OAR 581-021-0009
ORS 329.045	ORS 336.590	OAR 581-022-0102
ORS 329.451	ORS 339.115	OAR 581-022-2000
ORS 329.479	ORS 339.505	OAR 581-022-2005
ORS 332.107	ORS 343.295	OAR 581-022-2010
ORS 332.114		OAR 581-021-2015
OAR 581-021-2020	OAR 581-021-2030	OAR 581-021-2120
OAR 581-021-2025	OAR 581-021-2115	OAR 581-021-2505

Test Administration Manual, published by the Oregon Department of Education.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the Oregon Department of Education.

¹⁷ Oregon Department of Education page for: [30-day notice and opt-out form](#)



Student ~~possession or~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;¹
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);²
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within twenty (20) school days.³

Students in violation of this policy will be subject to disciplinary action in accordance with the district’s Code of Conduct disciplinary procedures. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.

Necessary communications during the school day while on school grounds between students and parents/guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents/guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁴ that support academic activities and independent communications⁵, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR: Request for Personal Electronic Devices Exemption. Appeals can be filed in accordance with [KL-AR: Public Complaints](#).

¹ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

² If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

³ JFCEB-AR must be submitted for consideration to the building administrator.

⁴ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

⁵ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

STUDENT USE OF PERSONAL COMMUNICATION DEVICES

Students may be allowed to use and possess personal communications devices on district property and at district sponsored activities provided that such devices are not used in any manner that may disrupt the learning environment or district sponsored activities, or that violates district policies, administrative regulations, school or classroom rules, or state or federal law⁶.

Personal communications devices which have the capability to take “photographs” or videos shall not be used for such purposes while on district property or while a student is engaged in school sponsored activities, unless as expressly authorized in advance by the building principal or designee.

The use of personal communication devices to send or receive messages, data or information in any manner that would pose a threat to academic integrity, disrupt or interfere with school investigations, contribute to or constitute academic dishonesty is strictly prohibited.

The use of personal communication devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited. This includes but is not limited to “sexting.”

Personal communication devices may only be used during non-instructional time such as during lunch, passing periods, or before or after school. Personal communication devices shall be stowed away and in silent mode turned off during instructional time, unless a district representative specifically authorizes the use of such a device during instructional time.

EXCEPTIONS FOR STUDENT USE OF PERSONAL COMMUNICATION DEVICES

Exceptions to the prohibitions set forth in this regulation may be made for health, safety or emergency reasons with prior building principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

VIOLATION OF REGULATION ON STUDENT USE OF PERSONAL COMMUNICATION DEVICES

Students are subject to disciplinary action up to and including expulsion for using a personal communication device in any manner that is academically dishonest, illegal or violates the terms of this regulation. A referral to law enforcement officials may also be made.

Personal communication devices used in violation of this regulation are subject to confiscation and will be released to the student’s parent or property owner, as appropriate. The data contained within personal communication devices that have been confiscated will not be searched unless the district has reasonable suspicion that it contains evidence of a violation of a school policy, regulation, or state or federal law.

DISTRICT DISCLAIMER OF LIABILITY

The district will not be liable for personal **electronic communication** devices, or any data contained within personal **electronic communications** devices brought onto district property or to district sponsored activities. The district will also not be liable for any unauthorized electronic content posted by, or exchanged among or between, students using personal **electronic communication** devices while on school property or during district sponsored activities.

DEFINITIONS

As used in this administrative regulation, a “personal communication device” is a device that emits an audible signal, vibrates, displays messages, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie-talkies, long- or short-range portable radios, portable scanning devices, cellular telephones, pagers,

⁶The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

personal digital assistants (PDAs), laptop computers, digital audio devices (such as iPods or MP3 players), iPads, electronic readers, or similar devices with wireless capability.

As used in this administrative regulation, “social media” means interactive websites that allow electronic communication among and between its users, such as but not limited to Facebook, MySpace, Twitter, or Formspring.

As used in this administrative regulation, “sexting” means the exchange of sexually explicit messages or images via text or instant messaging features on personal communications devices.

This policy takes effect on January 1, 2026.

END OF ADMINISTRATIVE POLICY REGULATION

REVIEWED: 6/5/06, 5/18/09, 10/11/10, 9/9/25
APPROVED: 6/12/06, 5/18/09, 10/22/10

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 332.107](#)
Oregon Executive Order 25-09

[ORS 336.840](#)

draft 10.14.2025



TITLE: REQUEST FOR PERSONAL ELECTRONIC DEVICES EXEMPTION

A parent/guardian may request an exemption to the personal electronic device prohibition by submitting the following form to the school principal or designee:

Name of Student _____ School _____ Date _____

If the reason for the request is included in the student’s individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- In compliance with the student’s medical provider’s order for the care and treatment of a medical condition (attach a copy of the order);
- To accommodate the individual circumstances of the student;
- To further specific education outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption): _____

Duration for Requested Exemption (maximum duration is end of current school year): _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____

Parent/Guardian Phone _____ Email _____

FOR COMPLETION BY SCHOOL ADMINISTRATION:

This request is:

- Granted: Expiration End of Current School Year Expiration Date _____
- Denied: Accommodation Available via District iPad School-Based Supports Available
- Other _____
- More information needed. Within 10 days please: _____

School Principal/Designee Signature _____ Date _____

School administration decisions will be issued and communicated to the parent/guardian within twenty (20) school days of receipt and can be appealed in accordance with [KL-AR: Public Complaints](#). Denied requests may be resubmitted if circumstances change or after twelve (12) months, whichever is earlier.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/9/25

APPROVED:



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
 JFCEB-AP: Personal Electronic Devices

Public Comment:	Submitted by:
<p>I believe that students should have the option to have their phone turned completely off and put away in their backpack. This would allow kids such as my son who lives more than 15 miles away from school to be able to communicate with me AFTER he leaves school grounds on days when he is not riding the bus home due to having after-school commitments from which he will need to be able to contact me easily to inform me of his whereabouts and plans for pick-up. These are high school kids who should be taught how to follow and respect rules, and, after all, life does not simply remove all temptation - they must learn to have control of themselves, and just because some may not be taught or may not have the self control, does not mean that every other kid should have to accommodate by following rules that make zero sense in today's world.</p>	<p>Kari Mauser</p>
<p>I fully support this policy.</p>	<p>Melanie Kebler</p>
<p>Concerns with this policy, both logistical and safety-related: 1. Procedurally, how will teachers and staff be able to enforce this policy? Where will electronics be placed during the school day? This should be written directly into the policy itself for transparency and consistency across buildings. If this is not yet determined, it is too soon to finalize the policy. How much instructional time will be spent on the storage and return of electronics? 2. How do we define instructional day for students who have campus breaks or who move between locations? Does the instructional day "start... to end" encompass lunch (if taken off campus?), passing time, etc? 3. Personal devices are utilized by families to support student safety. While I trust that our school staff maintains as safe an environment as possible, we know that students can also save valuable minutes in emergencies (such as weapon threats in the school) by using their own devices to seek guidance or help. Being without a device may actually put a student at risk in any number of bullying or violent situations, as well as medical emergencies.</p>	<p>Emily Dukatz</p>
<p>STRONGLY SUPPORT the updated regulation JFCEB-AP. You should enact it sooner than 1/1/26.</p>	<p>Heather Bonin</p>
<p>My son, who is in High School and has a cell phone, finds a lot of (perceived) relief from anxiety of school shootings when carrying his cell phone. He feels that having his phone on him at all times allows for quick access to 911. When I asked him why he wouldn't be able to just call 911 on the land lines in the classroom he told me that many of those phones are broken.</p> <p>How can we reassure our students, especially those that struggle with anxiety, that they are safe in the schools and don't need to take on</p>	<p>Jennifer Hendrickson</p>



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
 JFCEB-AP: Personal Electronic Devices

Public Comment:	Submitted by:
<p>the adult responsibility of notifying emergency services when tragedy strikes?</p> <p>I am all for reducing screen time for our youth. I feel that there is an over reliance on iPads at the elementary and middle school level that is impacting our students learning (writing by hand does improve literacy). If we are going to address our student populations over reliance on technology, it seems equally fair to address our over-dependance on technology at the elementary and middles school level from an educational standpoint.</p>	
<p>American schools are not safe enough for this type of policy. Children are victims of gun violence at school on a shockingly regular basis. I would never recover if my child was involved in this type of incident and was injured or worse, with no way of any communication making its way to or from me because his phone is locked up elsewhere. The current "off and away" policy being enforced at Mountain View High School is an excellent way to comply with the state requirements in that it forces students to get phones out of their hands during instruction but allows access in an emergency situation. I urge the district to take this concern seriously.</p>	Maureen Radon
<p>In today's unfortunately violent world which includes several school shootings each year kids should be able to have quick access in case of emergency or inability to communicate with authority</p>	Sarah Carner
<p>While I agree that phone use is a distraction in classes, there is no need to remove them from the student for the whole day, or punish the student for having a phone. The current policy of off and away is perfectly fine. Phones provide tracking for our children when they are getting on and off the bus, so working parents can make sure their child is where they need to be. In today's world, Tina Kotek's unnecessary policy creates more complication than helpfulness.</p>	Anastasia Pacheco
<p>I disagree with this policy. While I understand that phones in schools can be a distraction, I also think that in today's environment, it's important for parents to be able to contact and track their kids. I am a school shooting survivor and had I not had a cell phone during the shooting, I wouldn't have been able to contact my parents to let them know I was okay. The idea that the same thing could happen to my kids and I wouldn't be able to contact or track them is terrifying.</p> <p>My son is 9 and attends a Bend La Pine School. He is also autistic. He doesn't have a cell phone but he does wear an Apple Watch to school everyday. He's expressed the desire to "run out of school" in the past when he's had autistic meltdowns, so it gives me peace of mind</p>	Michelle Monroe



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
 JFCEB-AP: Personal Electronic Devices

Public Comment:	Submitted by:
<p>knowing I can track his whereabouts. His watch is set to “school mode” during school hours, which means he can only make emergency calls and texts to myself or 911. As far as I know, most phones and smartwatches have this option for parents.</p> <p>I think a realistic solution is to ask that parents put “school mode” restrictions on their kids devices and to continue to enforce rules and boundaries around phone use in schools (ie if the teacher sees you using it during class, it’s taken for the day). I do not agree with a blanket ban on devices in schools and I do not agree with asking parents to get specific exemptions for their children. My son does not have an IEP or 504 despite me asking multiple times for one. If this ban is enforced I will be forced to ask for one, again, perhaps this time with legal support.</p>	
<p>This is an absolutely ridiculous idea, I even made that comment when the governor signed this into place. The idea of children not being able to get a hold of their parents in the case of emergencies does no one any good. The office staff at schools are notorious for not allowing children to call home, and in the instance of not being able to access the office the children should be able to access their phones. It’s understandable that you don’t want them out during class, but that’s why teachers make sure that’s not happening.</p>	Crystal Young
<p>Thank you for making your personal device policy stronger. I have my middle school students leave their phones in the car when I drop them off so that using them is not an option during the school day. They have easily been able to use the phone at the office when they have needed to contact me. This policy will improve learning for everyone and I encourage the district to have strong consequences for students who continue to use their devices at school.</p>	Gwen LaFond
<p>I am both a parent of 2 BLP students and a MS teacher in BLP. It is important for your policy to add specifically “where” students are to securely keep their phones during the school day (lockers, secure pouches, ?). Without this *specific* system & clarification, students will have their phones in pockets/in backpacks and this policy will NOT be able to be enforced with fidelity.</p>	Stephanie Hemstead
<p>As a father of three current students in the Bend LaPine School District (4th, 7th, and 9th grade), and a former student and employee of the District myself, I'm in support of this restricted policy on Personal Electronic Devices. Personal Electronic devices present a plethora of challenges to students and educators, serving as a distraction, creating opportunities for cheating, to allowing for bullying, inappropriate photos, pornographic material, etc. that have no place in our public schools. In the event of an emergency, students should not be messaging (they should be focused on instructions from school administrators and allowing law enforcement to fulfill their duty). Further</p>	John Condon



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
 JFCEB-AP: Personal Electronic Devices

Public Comment:	Submitted by:
<p>in the event of a school emergency, it's possible the cellular network would be overloaded, preventing critical communication from occurring. Additionally, as a parent who does not allow my children to have personal electronic devices at school, it creates feelings of shame and inequity (for example when teachers use cell phone pockets for attendance, etc.)</p>	
<p>I agree completely...phones off, learning on. As a teacher for 25+years and a parent of a16, 18 and 21 year old I am in full support of kids not having access to their phones all day. It'll be hard at first but they'll adjust and behavior will be better and engagement and achievement will increase.. it can't get much worse so we might as well try it!</p>	Christina Kennedy
<p>46 school shootings in 2025 alone. When Bend La-pine can guarantee my child will be safe, at all times AND pay our phone bill, they can tell MY child no phone.</p> <p>Until then, MY child (not yours) WILL have her phone off, but on her AT ALL TIMES.</p> <p>The district is NOT my child's parent. I will parent my child when her phone is an issue in school. Not Bend La-Pine.</p> <p>FORTY SIX school shootings. Just this year. This is [REDACTED]. Focus on keeping kids safe!</p>	Kelsey Franke
<p>I want my child to have the ability to call myself or the police in a real emergency. I have zero faith in unarmed faculty protecting my children. Phones off and put away is fine. Not allowed at all is ridiculous. Our schools are becoming some of the softest targets in the country. Protect my children like they protect government buildings. Our children are more important than any judge. Act like it.</p>	Matt Boyce
<p>I believe this policy is unfair. I understand the want to reduce distractions in school however the banning of all personal devices feels extreme and unfair to those who weren't using them during class and only during permitted times.</p>	Dashiell Hutchinson
<p>What is the plan for upperclassman who will go to there car or off campus for lunch will phones not be allowed then?</p>	ava byrnes
<p>You need to specify the rules on Bluetooth headphones. Are they allowed if they are connected to school iPads? The recent iPads given to high schoolers don't have a place to plug in wire headphones, and it can be a big distraction when iPads play audio in class.</p>	Rowan Roberts

Public Comment:	Submitted by:
<p>As a busy student, I rely on using my cell phone during lunch and passing periods. Just three days ago, I got a call from my doctor’s office informing me that my regular office had closed, and my appointment would be moved to a different location. During passing period, I was able to quickly confirm my appointment on the MyChart app and tell my father that I would need to leave for my appointment at a different time. If I didn’t have access to my cell phone outside of class time, I would be forced to miss valuable instructional time to call my dad with the office phone, and I would have no way of accessing MyChart. I would absolutely consider this use of a cell phone as academically necessary. No student should be forced to miss class time when an easy, responsible alternative is at their fingertips. The terms for student allowance to use cell phones must be widened.</p>	<p>Daniel Prescher</p>
<p>The "Possession" language has confused many students. We have been given mixed messaging on what this means. Admin have told students phone had to be in a car or locker. Not all students have cars, and many don't have lockers. Can it be in their bag? This needs to be clear. In addition all the new ipads don't take plug in headphones. What is the plan for student headphones ? If a student goes to their car at lunch to be on the phone is this allowed and how do we police or not police this? What does the school look like at lunch when students leave to be on their phone, what are we putting in place to make schools a welcoming and fun place to be at lunch, how are we supporting the transition?</p>	<p>Matt Fox</p>
<p>The policy clarifies "on campus" for the rules against possession of personal electronic devices. This indirectly encourages students to go off campus and leave the school a kind of deserted place during breaks, also discouraging engagement at school. And what about devices that don't connect to the internet like non-cellular e-readers and music players such as mp3 players or Walkmans? Would those be allowed to be used during school breaks with wired headphones? I think it would be beneficial to students to have some leeway with cellular devices if they're not being used during class times, maybe making a way of taking privileges from certain people if they are caught or allowing different ways of accessing music. I can say personally that it is a big coping method with anxiety for some people and, more notably, a lot of my friends. Making all of them submit an exception request or a 504 plan seems unnecessary and tedious in my eyes and the eyes of many others.</p>	<p>Dashiell Hutchinson</p>
<p>In the second paragraph it mentions cellular-capable e-readers being included in 'personal electronic devices'. E-readers are a great tool to have, and most (such as the Amazon Kindle, of which I own) aren't able to connect to a cellular network, only WiFi, and can't access any sort of media due to being low quality. Because of this, I don't particularly see why they should be included in this "ban". E-readers encourage students to read more, without having to carry around a large stack of books, they offer cheaper prices for books that would</p>	<p>Elwyn Ciocan</p>



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
 JFCEB-AP: Personal Electronic Devices

Public Comment:	Submitted by:
<p>cost fifteen dollars in physical form, and it reduces eyestrain compared to reading on an iPad or iPhone. I strongly encourage you to rethink including e-readers in this policy.</p>	
<p>The term “possession” seems very vague... Does that mean you are allowed to have it with you as long as it stays in your backpack, or is it not allowed to enter the building at all, or is it just not allowed to be in a pocket? It seems unfair if it isn’t allowed to be in you bag, because many people don’t have a locker or car to leave it in, and leaving it in a really hot or really cold car could potentially break it. It is also important to note that if students aren’t allowed to have their phones on campus, they will be very likely to leave campus during lunch to use them. This may encourage everyone to leave during lunch, and can effect school culture during these times.</p>	<p>Vida Halpern</p>
<p>I support essentially a phones off in school policy. We have to live in a world where we can trust our schools to communicate. We trust them with so much else! The distractions are too much.</p>	<p>Lara Bickel</p>
<p>Unfathomably shortsighted and ultimately a failure on behalf of administration to quell the problems in its district. Should a student have a personal need, be in danger, or otherwise need contact with family or friends in a position where going through a teacher or administrator may be embarrassing, unsafe, or a violation of privacy, you ERADICATE any potential for that child to have their needs addressed. Emergencies happen, and banning personal devices is unsafe and shortsighted. Test scores will not increase, focus in class will not increase. Students will get craftier. Any of you who have ever been in a school recently, which I doubt, don’t understand this. You celebrate at the removal of something you think is the root cause of decline in our school district. It isn’t. As a fun matter of fact, your school filters block a good portion of websites that students even need access to sometimes. How else are they supposed to get on those? Fix the fact that most of your teachers and admins don’t do anything other than whine, make up a test, and power trip before you start banning what little freedom our publicly funded labor factories produce. After being bounced around this school system in 6 of your schools across my 13 years of education, I can confidently say I barely learned anything. My 3.7 GPA came from independently studying and learning via personal devices. Your teachers don’t teach. Your administration does nothing for its students. The root cause isn’t phones, it’s the fact that you refuse to educate and administrate.</p>	<p>Massimo Russell</p>



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
 JFCEB-AR: Request for Personal Electronic Devices Exemption

Public Comment:	Submitted by:
If this is passed, there needs to be a wide net for capturing exemptions that don't fit the perception of what is acceptable in the eyes of a few.	Kari Mauser
I am concerned that this exemption leaves a lot of room for interpretation of "individual circumstances" because the policy does not really define what those are. I would suggest providing more clear guidance so there is uniformity across schools as to what exemptions are allowed.	Melanie Kebler
Perhaps include a statement that clearly states "A need to communicate during the school day while on school grounds between students and parents/guardians does NOT qualify for an exemption." This policy needs to be strictly enforced to make the bell-to-bell policy meaningful and effective.	Heather Bonin
This looks like a good option for students who still need devices at school.	Gwen LaFond
<p>46 school shootings in 2025 alone. When Bend La-pine can guarantee my child will be safe, at all times AND pay our phone bill, they can tell MY child no phone.</p> <p>Until then, MY child (not yours) WILL have her phone off, but on her AT ALL TIMES.</p> <p>The district is NOT my child's parent. I will parent my child when her phone is an issue in school. Not Bend La-Pine.</p> <p>FORTY SIX school shootings. Just this year. This is bullshit. Focus on keeping kids safe!</p>	Kelsey Franke
Oh goody. Let's make this an official rule. Yeah, let's <u>definitely</u> make it so people need a doctors note to have an iPhone. So every student with money and access to a doctor will have their phone in class, and students with an actual need for a personal device who may lack the resources now can't do anything about it! You hardly hand out 50x forms anymore! Yes, banning phones is <u>totally</u> the answer.	Massimo Russell
I disagree with this policy. While I understand that phones in schools can be a distraction, I also think that in today's environment, it's important for parents to be able to contact and track their kids. I am a school shooting survivor and had I not had a cell phone during the shooting, I wouldn't have been able to contact my parents to let them know I was okay. The idea that the same thing could happen to my kids and I wouldn't be able to contact or track them is terrifying.	Michelle Monroe



Policy and Regulation Public Comment Received by 5:00 p.m. September 23, 2025
JFCEB-AR: Request for Personal Electronic Devices Exemption

Public Comment:	Submitted by:
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My son is 9 and attends a Bend La Pine School. He is also autistic. He doesn't have a cell phone but he does wear an Apple Watch to school everyday. He's expressed the desire to "run out of school" in the past when he's had autistic meltdowns, so it gives me peace of mind knowing I can track his whereabouts. His watch is set to "school mode" during school hours, which means he can only make emergency calls and texts to myself or 911. As far as I know, most phones and smartwatches have this option for parents.

I think a realistic solution is to ask that parents put "school mode" restrictions on their kids devices and to continue to enforce rules and boundaries around phone use in schools (ie if the teacher sees you using it during class, it's taken for the day). I do not agree with a blanket ban on devices in schools and I do not agree with asking parents to get specific exemptions for their children. My son does not have an IEP or 504 despite me asking multiple times for one. If this ban is enforced I will be forced to ask for one, again, perhaps this time with legal support.



IMMUNIZATION

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

Proof of Immunization

In accordance with Oregon law, proof of immunization must be submitted:

- At the time of initial school enrollment, or
- Within 30 days of transferring into the district.

Acceptable Documentation

- Laboratory titer results,
- Physician verification that the student has had a specific disease, or
- A validated record from the ALERT Immunization Information System (ALERT IIS).

Parent/guardian written statements are not accepted as proof of immunity.

Exemptions

Parents/guardians may request an exemption from one or more required school immunizations.

- **Nonmedical Exemptions (religious or philosophical):**
 - Complete the Oregon Health Authority Nonmedical Vaccine Exemption online education module.
 - Submit the certificate of completion to the school in which the student is enrolled.
- **Medical Exemptions:**
 - A licensed physician must complete the Oregon Medical Exemption Form.
 - Submit the completed form to the school in which the student is enrolled.
 - *Physician letters will not be accepted.*

SCHOOL SPORTS PARTICIPATION

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

CONCUSSIONS AND OTHER BRAIN INJURIES

¹The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

²Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols. Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

END OF ADMINISTRATIVE POLICY

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

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485](#) - [ORS 336.490](#)

[ORS 433.235](#) - [433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010](#) - [050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.



REPORT: Executive Limitation 4.1: Legally Required Policies Compliance Report

PRESENTED BY: 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 4.1: Legally Required Policies.

Monitoring Report

The superintendent shall not fail to take all necessary steps to assure that all previously approved Board policies, which are legally required, and are addressed by Administrative Policies. Accordingly, the Superintendent shall not fail to:

1. Amend Board Policies, Administrative Policies, and Administrative Regulations to comply with local, state, and federal law.
2. Provide the Board of Directors with information regarding any substantive changes made to Board Policies, Administrative Policies, and Administrative Regulations.
3. Create Board Policies, Administrative Policies, and/or Administrative Regulations consistent with new laws.
4. Inform the Board of Directors when the law necessitates the adoption of new Board Policies required of school boards.

Notable Evidence for 2024-2025:

- We ran a full year of our comprehensive policy revision cycle, which includes tracks for technical revision as well as adaptive revision processes that allow for co-design of policy priorities and language with Student and Family Advisory groups and community partners, and professional learning for staff.
- We have improved the ongoing monitoring and classification process to identify policy groups and gaps for efficient revision procedures, to trouble-shoot implementation challenges, and to provide regular training and guidance on new and current policies.
- We incorporated an equity lens into many policies that were revised and updated, to embed our equity stance and district values into a broad range of policy topics.

Strategic Initiatives for 2025-2026:

- Reduce the number of outdated policies (those last revised 15 years ago or more) to under 20% of our total policy system.
- Complete the full adaptive-track engagement, co-design, feedback, and revision process and adopt final board policy, administrative policy and regulation, and related guidance documents for the fundraising policy series.
- Provide monthly policy training and feedback sessions to all school leaders, and other leaders (operations, athletics, etc.) as applicable.

Addendum:

See attached 2024-25 Policy & Regulation Adoption Summary



2024-25 Policy & Regulation Adoption Summary

The following policies and regulations were revised and adopted during the 2024-25 school year.

Policy / Regulation Title	Summary of Adopted Changes	Date of Adoption
AC-BP: Nondiscrimination	Updates reflect requirements found in HB2281 (2023) to designate a civil rights coordinator. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
CB-BP: Superintendent	Policy has been renamed from an Administrative Policy to a Board Policy. Updates include grammatical corrections in alignment with SB283 (2023). <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
CBC-BP: Supervision & Evaluation of the Superintendent	Policy deleted and replaced with CBG-BP in alignment with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	12/10/2024
DFD-AR: Facility Rental and Usage	Updated to align with current district practices.	12/10/2024
DJ-AR: Public Contracting Rules and Procedures	Updated to align with DJC-AR.	9/10/2024
DJC-AR: Purchasing Authority & Limits	Updates include grammatical corrections to align with new District leadership roles and district practices.	9/10/2024
EBBA-AP: Student Health Services	This is a new administrative policy. The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EBBA-AR: First Aid	The State Board of Education adopted revisions to OAR 581-022-2220. This regulation was deleted as the content has been revised according to the OAR and reorganized into new administrative policy EBC-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EBBB-AP: Injury or Illness Reports	The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EBC-AP: Emergency Plan and First Aid	This is a new administrative policy. As a result of House Bill 3584 (2023), several policies have been revised/reorganized to include recoding and/or reassigned content to a different policy or section. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024

EBC/EBCA-AP: Emergency Procedures & Disaster Plans	As a result of House Bill 3584 (2023), several policies have been revised/reorganized to include recoding and/or reassigned content to a different policy or section. This policy was deleted as the language has been incorporated into EBC-AP, EBCA-AP, and EBCB-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EBC/EBCA-AR: Communications Regarding Serious Incident	As a result of House Bill 3584 (2023), several policies have been revised/reorganized to include recoding and/or reassigned content to a different policy or section. This regulation was deleted as the language has been incorporated into EBC-AP, EBCA-AP, and EBCB-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EBCA-AP: Safety Threats	This is a new administrative policy. House Bill 3584 passed in 2023 requires districts to adopt language about using electronic communication to notify parents, guardians, and employees within 24 hours of a safety threat action that was not a drill. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EBCB-AP: Emergency Procedure Drills and Instruction	As a result of House Bill 3584 passed in 2023, several policies have been revised/reorganized to include recoding and/or reassigned content to a different policy or section. Renamed from an administrative regulation to an administrative policy. Updates also include alignment with current district practices. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
EE-AP: Student Transportation Services	Policy deleted as the language has been incorporated into EEA-BP.	6/17/2025
EEA-AR: School Bus Scheduling and Routing	Renamed and rewritten to align with current district practices and OSBA sample policy incorporating language previously found in EEAB-AR. Deleted language has been incorporated into EEA-BP.	6/17/2025
EEA-BP: Student Transportation Services	Updated to align with current district practices, OSBA sample policy, and to include language previously found in EE-AP and EEA-AR.	6/17/2025
EEAB-AR: School Bus Scheduling and Routing	Regulation deleted as language has been incorporated into EEA-AR.	6/17/2025
EEAC-AP: School Bus Safety Program	Regulation recoded to an administrative policy and rewritten to align with current district practices and OSBA sample policy.	6/17/2025
EEACB-AR: School Bus Maintenance	Regulation deleted as language is covered under ODE guidelines.	6/17/2025
EEACC-AP: Student Conduct on School Buses	Updated to align with current district practices and OSBA sample policy.	6/17/2025
EEACC-AR: Conduct on School Buses	Updated with grammatical corrections and to ensure alignment with current district practices. Deleted language can be found in the district's Code of Conduct.	6/17/2025
EEACCA-AR: District Photo/Video Equipment Use	The updated language aligns with language in the current MOU/IGA. Additional updates include aligning position titles with current district structure.	9/10/2024
EEACD-AP: Use of District Activity Vehicles for Student Transportation	Regulation recoded to an administrative policy and updated to ensure alignment with current district practices and OSBA sample policy.	6/17/2025

EEADA-AR: Use of District School Buses for Other than School Activities	Updated with grammatical corrections and to ensure alignment with current district practices.	6/17/2025
EEADB-AR: Student Transportation in Private Vehicles	Regulation deleted as language does not align with current district practices and is not in alignment with ODE requirements.	6/17/2025
EEADBA-AR: Student Transportation for Non-Curricular Activities/Athletic Events	Regulation deleted as language does not align with current district practices and is not in alignment with ODE requirements.	6/17/2025
EEBAA-AR: District Vehicles/Seat Belts	Regulation deleted as language has been incorporated into EEA-BP.	6/17/2025
EEBB-AR: Use of Private Vehicles on School District	Regulation deleted as language does not align with current district practices.	6/17/2025
EFA-AP: Local Wellness	Updated to incorporate language from EFA-AR, alignment with district practices, and adding language to align with requirements in HB 3199 (2023) regarding revised education requirements. <i>Changes are a result of OSBA Policy Update dated August 2023.</i>	12/10/2024
Oregon Smart Snacks Table	Updated to include language that energy drinks may not be sold in district schools. Table was reviewed and there are no updates necessary.	6/17/2025 12/10/2024
EFA-AR: Sale of Food on District Property	Regulation deleted as the language has been incorporated into EFA-AP: <i>Changes are a result of OSBA Policy Update dated August 2023.</i>	12/10/2024
EFAA-AP: District Nutrition and Food Services	Policy was reviewed and there are no updates necessary.	12/10/2024
EFAA-AR: Child Nutrition Programs	Regulation was reviewed and there are no updates necessary.	12/10/2024
EFAB-AR: Food Products from Home & Kitchen Facility Usage	Regulation was reviewed and there are no updates necessary.	12/10/2024
EFC-AR: Student Accessible Vending	Regulation was reviewed and there are no updates necessary.	12/10/2024
Executive Limitation 4.3: Financial Planning & Administration	Updated to include grammatical corrections.	2/11/2025
FFA: Memorials	Updated to align with current district practices specifically the placement of physical memorials and the philosophy of “do no harm” in regards to memorials.	5/13/2025
GBEB-AP: Communicable Diseases in Schools	The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes several policies have been revised. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GBEB-AR: Communicable Diseases in Schools	The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. This regulation has been rewritten to align formatting with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024

GBEDA-AP: Drug and Alcohol Testing and Record Query – CDL Transportation Personnel	Updated to align with current district practices and OSBA sample policy.	6/17/2025
GBEDA-AR: Drug and Alcohol Testing and Record Query – CDL Transportation Personnel	Updated to align with current district practices, ODE requirements, and OSBA sample policy.	6/17/2025
GBK-AR: Tobacco-Free School District	Regulation was deleted as language has been incorporated into GBK/KGC-AP. <i>Changes are a result of OSBA Policy Update dated February 2018.</i>	10/8/2024
GBK/KGC-AP: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems	Updates include adding “inhalant delivery system” language per HB 2546 (2015) and aligning the laws regarding tobacco and minors with inhalant delivery systems. The policy also separates the student aspect of this policy into JFCG/JFCH/JFCI-AP as well as incorporating language from GBK-AR. <i>Changes are a result of OSBA Policy Updates dated February 2018 and June 2015.</i>	10/8/2024
GBN/JBA-BP: Sexual Harassment	Updates align with requirements in HB2280 and reflect current district practices. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GBN/JBA-AR (1): Sexual Harassment Complaint Procedures	Updates align with requirements in HB 2280 and reflect current district processes. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GBN/JBA-AR (2): Federal Law (Title IX) Sexual Harassment Complaint Procedure	Regulation was reviewed to ensure it reflects current district processes. No changes were made. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GBNAA/JHFF-BP: Suspected Sexual Conduct with Students & Reporting Requirements	Updated as a result of House Bill 4160 (2024) which changed the definition of student. Aligned with OSBA sample policy and OSBA Policy Update dated December 2024.	3/11/2025
GBNAB/JHFE-AR: Reporting of Suspected Child Abuse	Updated to align with current district practices.	3/11/2025
	Updated to align with requirements in SB 231 and Department of Human Services (DHS) current processes. The regulation has been rewritten align formatting with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements	Updated to align with requirements in SB231 and Department of Human Services (DHS) current processes. The policy has been rewritten to align formatting with that of OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GCBDA/GDBDA-AP: Family and Medical Leave	Updated to align with SB 1515 (2024) and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.	4/8/2025
GCBDA/GDBDA-AR: Family and Medical Leave	Updated to align with SB 1515 (2024) and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.	4/8/2025
GCBDC/GDBDC-AP: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave)	New administrative policy to align with SB 1515 (2024) and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what	4/8/2025

	conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.	
GCBDD/GDBDD-AP: Sick Time	Updated to align with current district practices, Collective Bargaining Agreements, SB 1515 (2024), and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.	4/8/2025
GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance	Updated language as the district uses an equivalent plan rather than using Paid Leave Oregon.	4/8/2025
GCBDC/GDBDC-AR: Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave	New administrative regulation to accompany the new administrative policy GCDBC/GDBDC-AP.	4/8/2025
GCDA/GDDA-AP: Criminal Records Check and Fingerprinting	Updated to align with newly revised rules regarding fingerprint collection and appeal process. The updated language eliminates the need for an administrative regulation. The policy was rewritten to align formatting with the OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GCDA/GDDA-AR: Criminal Records Check/Fingerprinting	This regulation was deleted as the language has been incorporated into GCDA/GDDA-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
GCI/GDJ-AR: Employee Work Schedules and Attendance Expectations	Regulation was rewritten by the Human Resources Department Leadership team to align with industry best practices and Bend-La Pine current practices.	12/10/2024
GCPC/GDPC-AP: Reemployment of PERS-Retired Staff	Recoded from an administrative regulation to an administrative policy. Updated to align with current district practices regarding length of time TSPC-licensed rehired retirees may be rehired as well as alignment with OSBA sample policy.	6/17/2025
IGAEB-AP: Durg, Alcohol, and Tobacco Prevention	Updated with grammatical corrections and reviewed to ensure alignment with current district practices, current laws and regulations, and OSBA sample policy.	5/13/2025
IGBAF-AP: Special Education – Individualized Education Program (IEP)	Updates include references to new laws and alignment with district processes. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
IGBAF-AR: Special Education – Individualized Education Program (IEP)	Updates align with the requirements in SB 756 (2023). The regulation has been rewritten to align formatting with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
IGBAG-AP: Procedural Safeguards	Renamed from an administrative regulation to an administrative policy. Updates align with the passage of SB 756 (2023). <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
IGBAH-AP: Special Education – Evaluation Procedures	The State Board of Education adopted revisions to OAR 581-015-2115 resulting from passage of Senate Bills 13 and 16 (2019). Updated to include alignment with OSBA sample policy and OSBA Policy Update dated June 2018.	1/14/2025

IGBAH-AR: Special Education – Evaluation and Eligibility Procedures	The State Board of Education adopted revisions to OAR 581-015-2115 resulting from passage of Senate Bills 13 and 16 (2019). Updates include alignment with OSBA sample policy and OSBA Policy Update dated May 2020.	1/14/2025
IGBB-AP: Talented and Gifted Program and/or Services	Updated to incorporate language from IGBBC to align with rule changes passed for talented and gifted programs. <i>Changes are a result of OSBA Policy Updates dated August 2022.</i>	12/10/2024
IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification & Placement	Regulation deleted as appeals and complaints for TAG are filed using KL-AR: Public Complaints. <i>Changes are a result of OSBA Policy Updates dated August 2022.</i>	12/10/2024
IGBBC-AP: Talented and Gifted – Programs and Services	Policy deleted as language has been incorporated into IGBB-AP to align with rule changes passed for talented and gifted programs. <i>Changes are a result of OSBA Policy Updates dated August 2022.</i>	12/10/2024
IGBBC-AR: Complaints Regarding the Talented and Gifted Program	Regulation deleted as appeals and complaints for TAG are filed using KL-AR: Public Complaints. <i>Changes are a result of OSBA Policy Updates dated August 2022.</i>	12/10/2024
IGBHAB-AR: Choice Option Programs	Updated to align with current district practices.	1/14/2025
IGBHD-AP: Program Exemptions	Updated to align with current district practices and OSBA sample policy. It was also renamed and recoded from an administrative regulation to an administrative policy.	3/11/2025
IGDA-AR: Student Organizations	Updates reflect current district practices as well as grammatical corrections.	7/9/2024
IGDAA-AR: Noncurriculum-Related Student Meetings at Secondary Schools	Regulation deleted as language has been incorporated into IGDA-AR.	7/9/2024
IGDB-AR: Student Publications	Updated with grammatical corrections and to align with current district practices.	5/13/2025
IKA-AR: Grades and Credit	Updated to align with current district practices.	2/11/2025
IKF-AP: Graduation Requirements	Policy was completely rewritten to align with current district practices, incorporating language that was previously in IKF-AR, and OSBA sample policy as a result of OSBA Update dated November 2024: SB 992 (2023) replaced “Alternative Certificate”, SB 3 (2023) added .5 credit each of higher education and career path skills and personal finance, State Board of Education adopted .5 credit for civics into OAR 581-022-2000.	3/11/2025
IKF-AR: High School Diplomas, Graduation Requirements, & Graduation Exercises	Regulation was deleted and language was incorporated into IKF-AP.	3/11/2025
IKFB-AP: Graduation Exercises	Updated to align with SB992 (2023) replacing "Alternative Certificate" with "Certificate of Attendance" as well as alignment with OSBA sample policy.	1/14/2025
IKJ-AP: Artificial Intelligence	New administrative policy designed to facilitate actions regarding artificial intelligence.	5/13/2025
JBAA-AP: Section 504 – Students	This is a new administrative policy that addresses the requirements of Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the	5/13/2025

	Americans with Disabilities Amendments Act of 2008 (ADA). This policy includes required language due to the passage of SB 756 (2023) which includes language for district employees who are assigned to work with students on a 504 Plan.	
JBAA-AR: Section 504 – Students	This is a new administrative regulation that addresses the requirements of Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008 (ADA). This policy includes required language due to the passage of SB 756 (2023) which includes language for district employees who are assigned to work with students on a 504 Plan.	5/13/2025
JC-AR: Attendance Areas & In-District Transfers	Regulation deleted as language was incorporated into JEC-AP, JEC-AR, JECBB-AR, JECBA-AR, JECB/JECF-AP, and JECB/JECF-AR.	1/14/2025
JC-BP: School Attendance Boundary Areas	Updated to include grammatical corrections.	1/14/2025
JEA-AP: Compulsory Attendance	Updates include grammatical corrections to align with OSBA sample policy. Administrative Regulation language has been removed from the policy and rewritten into JEA-AR: Compulsory Attendance Notices which is currently in review by district administrators. The regulation will be brought forward at a future meeting. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	10/8/2024
JEC-AP: Admissions	Updated to align with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated November 2024.</i>	1/14/2025
JEC-AR: Admission of Resident Students	New administrative regulation incorporating language previously found in JEC-AP.	1/14/2025
JECB/JECF-AP: Interdistrict Transfer of Students	Updated to align with current district practices, OSBA sample policy, and renamed/recoded to incorporate language regarding interdistrict transfer of students out of the district. <i>Changes are a result of OSBA Policy Update dated November 2021.</i>	1/14/2025
JECB/JECF-AR: Interdistrict Transfer of Students	New administrative regulation to align with district practices and OSBA sample policy.	1/14/2025
JECBA-AR: Admission of Exchange Students	New administrative regulation to align with current district practices and sample policy incorporating language previously found in JECB-AP.	1/14/2025
JECBB-AR: Intradistrict Transfer of Students	New administrative regulation to align with OSBA sample policy incorporating language previously found in JC-AR. <i>Changes are a result of OSBA Policy Update dated June 2017.</i>	1/14/2025
JECBC-AR: Student Transfers-High School Athletics	Regulation deleted as language has been incorporated into JECBB-AR.	1/14/2025
JECD-AP: Assignment of Students to Courses	New administrative policy based on current district practices and OSBA sample policy.	2/11/2025
JFE-AP: Pregnant and/or Parenting Students	Updated to align with current district practices and OSBA sample policy.	3/11/2025

JFE-AR: Individualized Plan for Pregnant and/or Parenting Students	The US Department of Education released amendments to the Title IX regulation effective August 1, 2024, that impacted JFE-AP. Regulation was reviewed and updated to align with OSBA sample policy.	1/14/2025
JFG-AP: Student Searches	New administrative policy that incorporates language previously found in JFG-AR and is in alignment with current district practices and OSBA sample policy.	1/14/2025
JFG-AR: Student Searches	Regulation rewritten to align with current district practices and OSBA sample policy.	2/11/2025
JFG-AR: Student Searches and Questioning DHS/Law Enforcement Interview Checklist	Form was deleted to align with current district practices and OSBA sample policy.	1/14/2025
JFCG/JFCH/JFCI-AP: Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems	Updates include raising the minimum age from 18 to 21 regarding tobacco products or inhalant delivery systems per SB 754 (2017). The policy has been rewritten to align the formatting with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated September 2017.</i>	10/8/2024
JG-BP: Student Discipline	Policy was rewritten to align with district practices as well as OSBA sample policy, incorporating existing language into new JDG-AP, JGE-AP, and JGEA-AP policies.	4/8/2025
JGAB-AP: Use of Restraint or Seclusion	Updates align with the requirements in SB 1024 (2023). The policy has been rewritten to align formatting with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JGAB-AR: Use of Restraint or Seclusion	Updates align with the requirements in SB 1024 (2023). The regulation has been rewritten to align with OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JGD-AP: Suspension	New administrative policy incorporating language previously found in JG-BP to align with current district practices and OSBA sample policy.	4/8/2025
JGDA-AP: Discipline of Students with Disabilities	Policy was renamed, recoded, and rewritten to align with current district practices and OSBA sample policy.	4/8/2025
JGDA-AR: Special Education Discipline	Regulation was reviewed to ensure alignment with current district practices. Changes include grammatical corrections.	4/8/2025
JGE-AP: Expulsion	New administrative policy incorporating language previously found in JG-BP to align with current district practices, OSBA sample policy, and the required update from OSBA Policy Update dated March 2023.	4/8/2025
JGEA-AP: Alternative Education Programs Related to Expulsion	New administrative policy incorporating language previously found in JG-BP to align with current district practices and OSBA sample policy.	4/8/2025
JHC-AR: Student Health Services and Requirements	The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. This regulation was deleted in lieu of new administrative policy EBBA-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JHCA-AR: Physical Examination of Students	The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. This regulation was deleted in lieu of new	9/10/2024

	administrative policy JHCA/JHCB-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	
JHCA/JHCB-AP: Immunization and School Sports Participation	This is a new administrative policy. The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JHCB-AR: Immunization of Students	The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. This regulation was deleted in lieu of new administrative policy JHCA/JHCB-AP. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JHCC-AP: Communicable Diseases – Students	Policy was deleted as the requirement for this policy was found in OAR 581-022-2220, which has since been revised and the requirement removed in lieu of a new requirement for a Communicable Disease Plan. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JHCD-AP: Medications	Updated due to changes in Oregon law and administrative rules around administration of medication to students and for student self-administration in a school/district setting. This includes changes from HB 2002 and 2395 (2023), SB 1552 (2024), and rules on administration of medication in OAR 581-021-0037 which includes new rules on short-acting opioid antagonist.	4/8/2025
JHCD-AR: Medications	Updated due to changes in Oregon law and administrative rules around administration of medication to students and for student self-administration in a school/district setting. This includes changes from HB 2002 and 2395 (2023), SB 1552 (2024), and rules on administration of medication in OAR 581-021-0037 which includes new rules on short-acting opioid antagonist.	4/8/2025
JHCCF-AP: Pediculosis (Head Lice)	This is a new administrative policy. The State Board of Education adopted revisions to OAR 581-022-2220. As a result of the changes, several policies have been revised. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
JHFC-AR: Personal Student Transportation	Updated to align with current district practices as well as language in KGB-AR: Public Conduct on District Property.	5/13/2025
KBA-AR: Public Records	Updates include grammatical corrections to align with current district practices. The policy has been rewritten to align formatting with the OSBA sample policy. <i>Changes are a result of OSBA Policy Update dated April 2024.</i>	9/10/2024
KG-AP: Community Use of District Facilities	Updated to add language regarding prohibited activities for use of district buildings and facilities.	5/13/2025
	Renamed from an administrative regulation to an administrative policy. Updated to align with current district practices and OSBA sample policy.	12/10/2024
KG-AR: Community Use of District Facilities	Updated to align with current district practices and renamed/recoded to align with KG-AP: Community Use of District Facilities.	12/10/2024

KI-AP: Public Solicitation in District Facilities	Updates reflect current laws and regulations as well as district practices. <i>No public feedback received.</i>	10/8/2024
KI-AR: Advertising in District Facilities	Regulation was deleted as language has been incorporated into the new administrative policy KJ-AP. <i>No public feedback received.</i>	10/8/2024
KJ-AP: Commercial Advertising	This is a new administrative policy that aligns with current laws and regulations as well as district practices. <i>No public feedback received.</i>	10/8/2024
KJ-AR: Commercial Advertising	This administrative regulation is a total rewrite and renaming of the previous KJ-AR: Hiring Staff with Private Funds. This rewritten administrative regulation aligns with current laws and regulations as well as district practices. <i>No public feedback received.</i>	10/8/2024
KJ-AR: Hiring Staff with Private Funds	Regulation was deleted as it was rewritten and renamed to KJ-AR: Commercial Advertising. <i>No public feedback received.</i>	10/8/2024
KN-AR: Relations with Law Enforcement Agencies	Updated to align with current district practices and OSBA sample policy.	1/14/2025
KN-AR (2): Investigations Conducted on District Premises	Updated to align with current district practices and OSBA sample policy.	1/14/2025



ACTION: Cascade Landing Tax Exemption

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

Home First Developers intends to build (5) apartment buildings to provide affordable housing. They have applied for a 20-year Income Qualified Property Tax Exemption under ORS 307.515. The affordable housing development is proposed to be 5 apartment buildings located at the end of Ponderosa Avenue abutting Highway 97.

For the tax exemption to apply to the full taxable amount, approval by taxing district agency boards that comprise at least 51% of the combined tax levy is required. The Bend City Council has final approval of the tax exemption with all other taxing district approvals being received in writing prior to Bend City Council final review.

Approval of this resolution by the Bend-La Pine School Board, in combination with approval by the Bend City Council would result in a 20-year income Qualified Property Tax Exemption for the Cascade Landing Project.

Property tax exemptions for qualified projects result in the loss of future property tax revenue for the taxing district agency. While most taxing districts feel the direct impact of decreased property tax revenue, schools are uniquely funded through the State School Fund (SSF) formula and are impacted in a less acute manner. The total formula revenue for SSF is a bucket that includes all statewide districts tax collections + the State's general fund budget allocation to schools. This bucket is then allocated from the State to the schools based on ADMw. When schools approve tax exemptions, the resulting foregone tax revenue does not go into the statewide total SSF bucket, and therefore reduces the total formula revenue for SSF. The net result is a reduction in the amount allocated per ADMw to all school districts statewide. Bend-La Pine schools receives approximately 3% of the total statewide SSF allocation, so it is logical to assume 3% of the foregone property tax revenue is the direct impact to Bend-La Pine Schools.

The City of Bend estimates the below table represents the total tax impact to Districts for the 1st year and cumulative over the 20-year duration of the exemption.

Cascade Landing Tax Code Area 1122

	1st Year Exemption (2028)	20-Year Exemption
Bend-La Pine School District	\$ 96,068	\$ 2,585,358
School Bond 2013	\$ 15,378	
School Bond 2017	\$ 8,365	
School Bond 2023	\$ 10,343	
Deschutes County	\$ 25,777	\$ 693,702
Countywide Law Enforcement	\$ 25,206	\$ 678,344
County Extension	\$ 452	\$ 12,156
9-1-1	\$ 7,296	\$ 196,340
Bend Parks and Recreation	\$ 29,461	\$ 792,848
BPRD Bond	\$ 2,594	
Deschutes County Library	\$ 11,091	\$ 298,471
Library Bond	\$ 6,266	
Central Oregon Community College	\$ 12,510	\$ 336,676
COCC Bond	\$ 1,659	
City of Bend	\$ 56,533	\$ 1,067,757
City of Bend Road Bond 2011	\$ 2,138	
City of Bend Road Bond 2021	\$ 9,558	
City of Bend Local Option	\$ 15,416	

Due to the financial impact to other taxing districts, we have continued the practice of requesting the City of Bend take property tax exemptions to the Boards of Bend Park and Recreation District (BPRD) and Deschutes County prior to being heard by the Bend-La Pine School Board. The result of the BPRD meeting was a tied vote which resulted in the motion for the Cascade Landing Tax Exemption to fail. Deschutes County declined to put the Cascade Landing Tax Exemption on the agenda.

Pros (Reasons to Approve)

Supports community-wide goals for increasing affordable housing within the region

Targets households earning at or below 60% of Area Median Income (AMI), this helps our neediest families

100% of the units are affordable housing

Supports local families, students, and staff with rising housing costs

Increasing the number of affordable housing units aligns with district values of equity and community investment

Cons (Reasons to Decline)

Results in foregone property tax revenue to the SSF for up to 20 years on exempted properties. (\$2.5M)

Direct financial impact to the general fund of other taxing districts that support parks, libraries, law enforcement, district attorney's offices and public health

The district bears fiscal impact without control over project siting or project selection

Negative perception from some community members

Loss of revenue will coincide with increased service demand

RECOMMENDED MOTION:**For Approval:**

I move that the Board of Directors of Bend-La Pine Schools approve the request for a property tax exemption for the Cascade Landing affordable housing project located at the end of Ponderosa Avenue abutting Highway 97 as presented, in accordance with ORS 307.515 – 307.523, by adopting the provisions of ORS 307.515 – 307.523.

For Denial:

I move that the Board of Directors of Bend-La Pine Schools deny the request for a property tax exemption for the Cascade Landing affordable housing project located at the end of Ponderosa Avenue abutting Highway 97, as presented.



CITY OF BEND
HOUSING

**STAFF REPORT FOR
QUALIFIED RENTAL PROPERTY TAX EXEMPTION**

PROJECT NUMBER: PRTX202505271

CITY COUNCIL DATE: October 15, 2025

APPLICANT: Home First Development
3462 NE Sandy Blvd
Portland, OR 97232

OWNER: Cascade Landing Apartments LMTD P'SHIP
3462 NE Sandy Blvd
Portland OR, 97232

**APPLICANT'S
REPRESENTATIVE:** Jamie Loos
1050 NW Bond st
Bend, OR 97703

LOCATION: TAX LOT:181219A000101
At the end of Ponderosa Ave that abuts Hwy 97

REQUEST: Qualified Rental Property Tax Exemption, 20-year tax abatement on residential improvements

STAFF REVIEWER: Kerry Bell, Housing Division

RECOMMENDATION: Approval

DATE: August 18, 2025

SUMMARY:

Home First Developers intends to build (5) apartment buildings to provide **Affordable** housing. They have applied for a 20 year Income Qualified Property Tax Exemption under ORS 307.515. This memo outlines the background and relevant information about this development for partnering taxing districts' staff and board. This development meets the criteria in Bend Code 12.25.015 and City staff recommend approval of the 20 year exemption.

PROJECT & SITE OVERVIEW:

The project site is 181219A000101 in the Ponderosa Master Planned Development, inside the UGB Expansion Area. The project is for a multifamily development of (5) 3-story garden-style walk-up apartment buildings and a single-story community center building, with parking. Amenities include covered bike parking, a community building, outdoor park and playground for

community members to enjoy. All 98 residential units will be designated for low-income housing and rented at levels affordable to those making 60% Area Median Income (AMI) or less.

Cascade Landing Site Plan Review (PLSPR20250095) and a Land Division (PLLD20250139) have been approved by the City of Bend. The Building permit for the project (PRNC202400424) is under review. All (5) apartment building structure permits (PRNC202501511, PRNC202501514, PRNC202501515, PRNC202501516, PRNC202501517) are also approved.

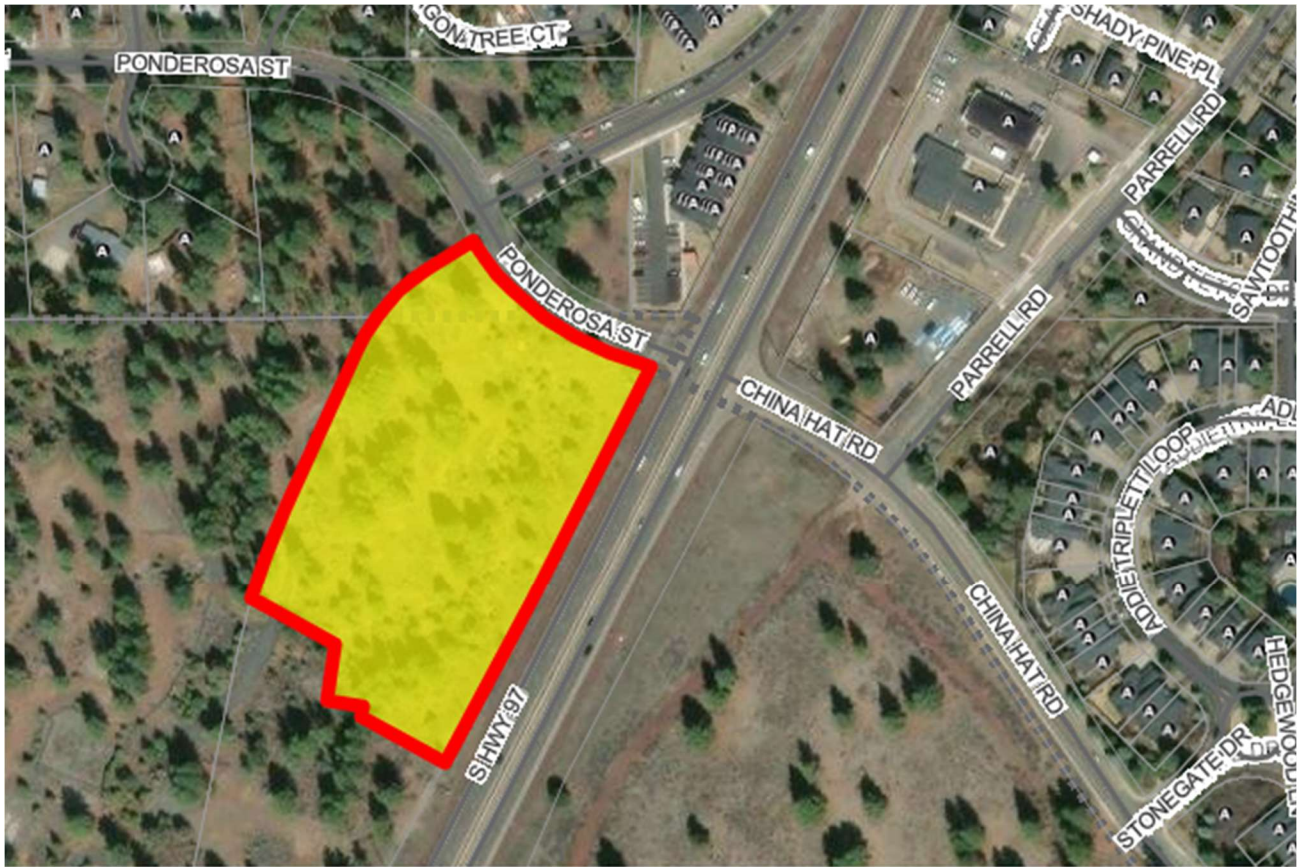


Figure 1. Site Location



Figure 2. Project Rendering

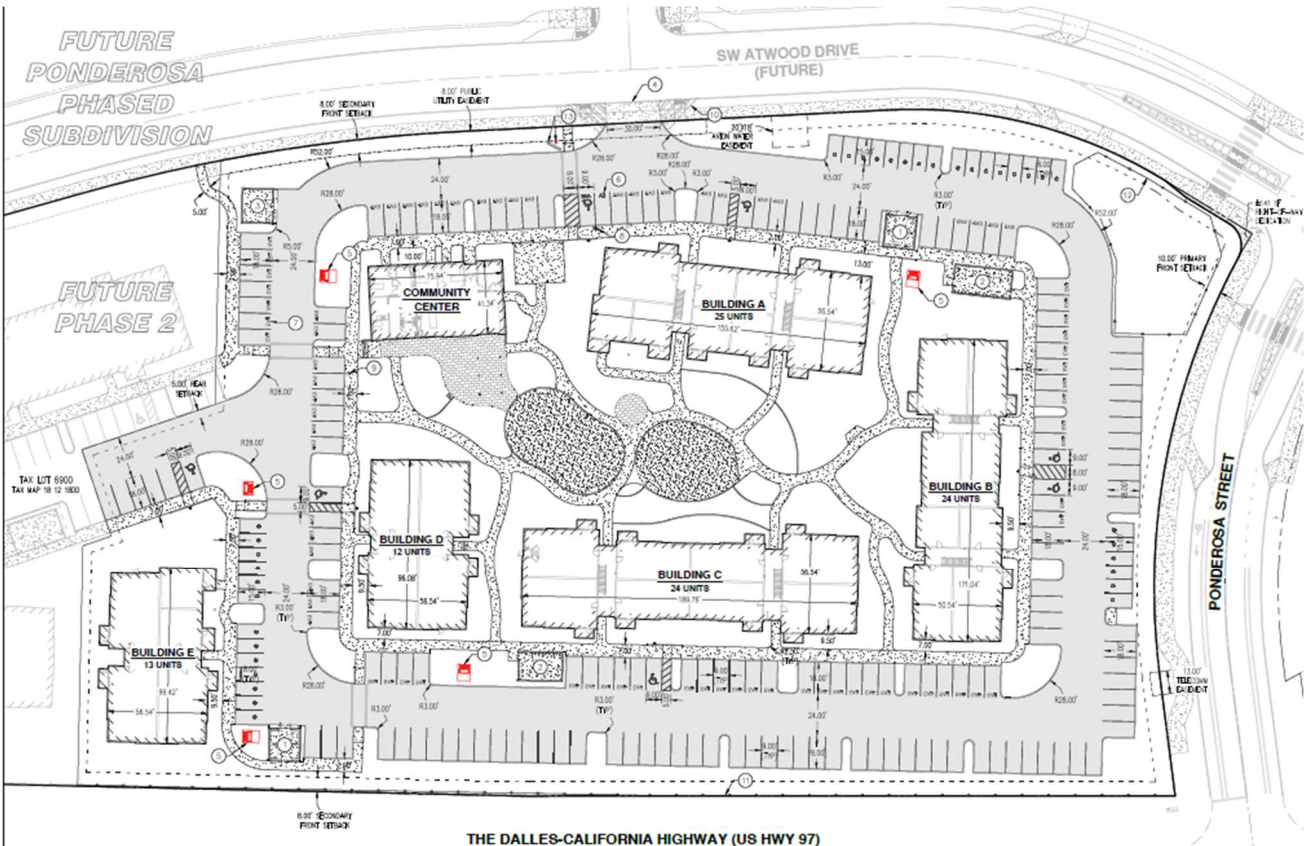


Figure 3. Site Plan

SITE DESCRIPTION & SURROUNDING USES:

Cascade Landing Qualified Rental Property Tax Exemption Application
 PRTX202505271
 Page 3 of 6

The development site is located at the end of Ponderosa Ave. The subject property is currently under development. The development site abuts Highway 97.

ELIGIBILITY CRITERIA: The project site is Tax Lot 181219A000101 in the Ponderosa Master Planned Development. Upon review of the application documents, this project is deemed eligible based on meeting the criteria listed below.

Eligibility of the Property and Development

The income qualified tax exemption program requires that the property be located within the limits of the City of Bend, be a multifamily project containing three or more units, offering for rent, or held for the purpose of developing qualified rental housing, to be occupied solely by persons qualified as low-income.

Rent Payments

The required rent payments must reflect the full value of the tax exemption.

Project and Application Timeframe Eligibility and Requirements

The housing units on the property are required to have been constructed after November 5, 2003 and the application must be filed before July 1, 2030 with the application being approved by the Bend City Council in accordance with the provisions of ORS Chapter 307.523 and Bend Code Chapter 12.

ESTIMATED EXEMPTION & FINANCIAL IMPACT

The Qualified Rental Property Tax Exemption is a 20-Year exemption on all taxes associated with the property. This affects standard rates and special assessments, levies, and bonds. The analysis assumes that the property will obtain a certificate of occupancy in June 2027 with full assessment occurring for tax year 2028-2029. The following estimates are good faith assumptions based on the information provided by the applicant with current assessment rates and change of property ratio calculations.

The total project impact on all taxing districts general levies is \$7,167,600. The total first year exemption (2028) is estimated to be \$266,338. Table 1 references the impact to affected taxing districts general levies.

The analysis only identifies impacts to special levies and bonds in the first year (2028). City of Bend staff cannot adequately forecast if all, some, or none of the levies will be imposed by year 2047

Table 1. Forecasted Tax Collection by Taxing District in Year 11 (2037)

Cascade Landing

Tax Code Area 1122

	1st Year Exemption (2028)	20-Year Exemption
Bend-La Pine School District	\$ 96,068	\$ 2,585,358
School Bond 2013	\$ 15,378	
School Bond 2017	\$ 8,365	
School Bond 2023	\$ 10,343	
Deschutes County	\$ 25,777	\$ 693,702
Countywide Law Enforcement	\$ 25,206	\$ 678,344
County Extension	\$ 452	\$ 12,156
9-1-1	\$ 7,296	\$ 196,340
Bend Parks and Recreation	\$ 29,461	\$ 792,848
BPRD Bond	\$ 2,594	
Deschutes County Library	\$ 11,091	\$ 298,471
Library Bond	\$ 6,266	
Central Oregon Community College	\$ 12,510	\$ 336,676
COCC Bond	\$ 1,659	
City of Bend	\$ 56,533	\$ 1,067,757
City of Bend Road Bond 2011	\$ 2,138	
City of Bend Road Bond 2021	\$ 9,558	
City of Bend Local Option	\$ 15,416	

TAXING DISTRICT REVIEW PROCESS

For the tax exemption to apply to the full taxable amount, approval by taxing district agency boards that comprise at least 51% of the combined tax levy is required. The Bend City Council has final approval of the tax exemption with all other taxing district approvals being received in writing prior to Bend City Council final review.

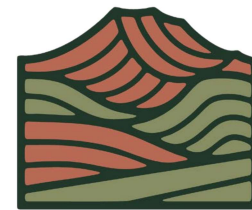
CONCLUSION: Based on the application materials submitted by the applicant, and these findings, the proposed project meets all applicable criteria for City Council approval.

CONDITONS TO BE MET IF APPROVED, IN ADVANCE OF EXEMPTION CERTIFICATION WITH TAX ASSESSOR'S OFFICE:

1. Applicant must demonstrate how each dollar in taxes saved are directly passed down in the form of rent reduction.
2. Applicant must record a deed that restricts income levels for 20+ years that 100% of the units are affordable at rents affordable to those making 60% AMI or less.



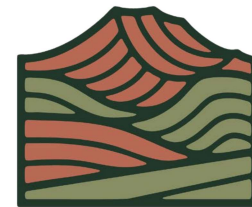
Cascade Landing is a new affordable housing community designed to help Bend's working families put down roots and thrive. Located between Ponderosa Street and Rocking Horse Road in southwest Bend, it will provide safe, high-quality homes for parents and children.



**CASCADE
LANDING**



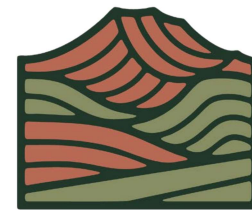
Designed with families in mind, Cascade Landing's courtyard is the size of a football field and offers a secure play area for children and a welcoming gathering space for parents and neighbors.



**CASCADE
LANDING**



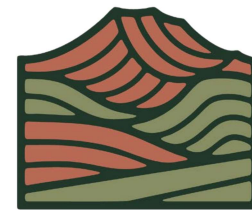
Cascade Landing will deliver 98 affordable homes – the majority are family-sized two and three-bedroom units. These apartments will serve households earning between 30% and 60% of the Area Median Income, addressing one of Bend’s greatest needs: attainable, high-quality housing for working families.



**CASCADE
LANDING**



At the heart of Cascade Landing, a vibrant community center will serve as the neighborhood's central hub – a safe, welcoming space where children can gather after school to study, play, and connect. Working parents will benefit from resident services designed to support family stability, financial growth, and overall prosperity.



**CASCADE
LANDING**

Benefits for Students

Stronger Academic Success: Stable, affordable housing gives children the consistency they need to focus and thrive in school – supporting attention, learning, and cognitive development.

Healthier, Happier Lives: Families in safe, high-quality homes can afford nutritious meals and avoid the physical and mental health risks that come with unstable or substandard housing.

Reduced Stress and Better Behavior: When parents aren't burdened by housing insecurity, children experience calmer, more supportive home environments – leading to better sleep, emotional stability, and positive social behavior.

Greater Long-Term Opportunity: Stable housing allows parents to invest in their children's education and future. Kids who grow up in stable homes are more likely to graduate, pursue higher education, and build successful careers.



Benefits for Schools

Higher Student Achievement: Students with stable housing attend school more regularly, stay engaged, and perform better academically – leading to higher graduation rates and stronger overall student outcomes.

Reduced Student Mobility: Affordable housing helps families stay in one place, reducing mid-year moves that disrupt classrooms. Stable communities create continuity in learning, friendships, and teacher-student relationships.

Stronger, More Inclusive Communities: When affordable housing is integrated into diverse neighborhoods, schools benefit from vibrant, inclusive communities that reflect and support all students – improving access to resources and shared opportunity.

Support for Educators: Stable home environments help students arrive ready to learn. This consistency enhances teachers ability to focus on instruction rather than crisis support, strengthening the overall classroom environment and school culture.





Funding Sources	
OHCS LIFT	\$34,940,000
Permanent Loan	\$5,200,000
Bend Affordable Housing Fund	\$850,000
Bend CICT	\$269,413
TOTAL	\$41,259,413

Unit Mix	
One-Bedroom Units	22
Two-Bedroom Units	24
Three-Bedroom Units	52
TOTAL	98



Administrative School District No. 1

Resolution No. 2003: Property Tax Abatement

WHEREAS, Bend-La Pine Schools has received a request to abate its portion of property taxes for a period of 20 years for an affordable housing development consisting of 5 apartment buildings located at the end of Ponderosa Avenue abutting Highway 97,

WHEREAS, ORS 307.515 – 307.523 permits local taxing authorities to exempt property taxes for qualifying affordable housing projects for a period of 20 years; and

WHEREAS, the request has been reviewed by district staff to verify minimal future financial impacts to the school district;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools authorizes property tax exemption for Cascade Landing Apartments affordable housing project, in accordance with ORS 307.515 – 307.523, by adopting the provisions of ORS 307.515 – 307.523.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 14th day of October 2025.

Chair

Vice Chair

Board Secretary



REPORT: Verde Pines Tax Exemption

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

United Housing Partners intends to build (3) apartment buildings to provide Affordable housing. They have applied for a 20-year Income Qualified Property Tax Exemption under ORS 307.515. The affordable housing development is proposed to be 3 apartment buildings located at the corner of Knott Road and SE Ledger Lane.

For the tax exemption to apply to the full taxable amount, approval by taxing district agency boards that comprise at least 51% of the combined tax levy is required. The Bend City Council has final approval of the tax exemption with all other taxing district approvals being received in writing prior to Bend City Council final review

Approval of this resolution by the Bend-La Pine School Board, in combination with approval by the Bend City Council would result in a 20-year income Qualified Property Tax Exemption for the Verde Pines Project.

Property tax exemptions for qualified projects result in the loss of future property tax revenue for the taxing district agency. While most taxing districts feel the direct impact of decreased property tax revenue, schools are uniquely funded through the State School Fund (SSF) formula and are impacted in a less acute manner. The total formula revenue for SSF is a bucket that includes all statewide districts tax collections + the State's general fund budget allocation to schools. This bucket is then allocated from the State to the schools based on ADMw. When schools approve tax exemptions, the resulting foregone tax revenue does not go into the statewide total SSF bucket, and therefore reduces the total formula revenue for SSF. The net result is a reduction in the amount allocated per ADMw to all school districts statewide. Bend-La Pine schools receives approximately 3% of the total statewide SSF allocation, so it is logical to assume 3% of the foregone property tax revenue is the direct impact to Bend-La Pine Schools.

The City of Bend estimates the below table represents the total tax impact to Districts for the 1st year and cumulative over the 20-year duration of the exemption.

	Tax Code Area 1002 1stYear Exemption (2028)	20-Year Exemption
Bend-La Pine School District	\$66,951	\$1,814,482
School Bond 2013	\$10,654	
School Bond 2017	\$5,796	
School Bond 2023	\$7,166	
Deschutes County	\$17,964	\$486,861
Countywide Law Enforcement	\$17,567	\$476,082
County Extension	\$315	\$8,531
9-1-1	\$5,084	\$137,797
Bend Parks and Recreation	\$20,532	\$556,445
BPRD Bond	\$1,797	
Deschutes County Library	\$7,729	\$209,476
Library Bond	\$1,150	
Central Oregon Community College	\$8,719	\$236,289
COCC Bond	\$1,150	
City of Bend	\$39,398	\$1,067,757
City of Bend Road Bond 2011	\$1,481	
City of Bend Road Bond 2021	\$6,622	
City of Bend Local Option	\$10,681	

Due to the financial impact to other taxing districts, we have continued the practice of requesting the City of Bend take property tax exemptions to the Boards of Bend Park and Recreation District (BPRD) and Deschutes County prior to being heard by the Bend-La Pine School Board. The result of the BPRD Board meeting was a tied vote which resulted in the motion for the Verde Pines Tax Exemption to fail. Deschutes County declined to put the Verde Pines Tax Exemption on the agenda.

Pros (Reasons to Approve)

Supports community-wide goals for increasing affordable housing within the region

Targets households earning at or below 60% of Area Median Income (AMI), this helps our neediest families

100% of the units are affordable housing

Supports local families, students, and staff with rising housing costs

Increasing the number of affordable housing units aligns with district values of equity and community investment

Cons (Reasons to Decline)

Results in foregone property tax revenue to the SSF for up to 20 years on exempted properties. (\$1.8M)

Direct financial impact to the general fund of other taxing districts that support parks, libraries, law enforcement, district attorney's offices and public health

The district bears fiscal impact without control over project siting or project selection

Negative perception from some community members

Loss of revenue will coincide with increased service demand

RECOMMENDED MOTION:

For Approval:

I move that the Board of Directors of Bend-La Pine Schools approve the request for a property tax exemption for the Verde Pines affordable housing project located at the corner of Knott Road and SE Ledger Lane, as presented, in accordance with ORS 307.515 – 307.523, by adopting the provisions of ORS 307.515 – 307.523.

For Denial:

I move that the Board of Directors of Bend-La Pine Schools deny the request for a property tax exemption for the Verde Pines affordable housing project located at the corner of Knott Road and SE Ledger Lane, as presented.



CITY OF BEND
HOUSING

**STAFF REPORT FOR
QUALIFIED RENTAL PROPERTY TAX EXEMPTION**

PROJECT NUMBER: PRTX202505259

CITY COUNCIL DATE: October 15, 2025

APPLICANT: United Housing Partners LLC 601
Euclid Ave., Suite C
Helena, MT 59601

OWNER: Easton Commercial LLC
1388 Sutter St #STE 918
San Francisco, CA 94109

**APPLICANT'S
REPRESENTATIVE:** Jon Morse
2777 NW Lolo Dr Suite 150
Bend, OR 97703

LOCATION: 0 SE EASTON PL, LOT:5 & LOT:6, BEND, OR 97702
On the corner of Knott Rd and SE Ledger Ln, Just East of SE 15th St

REQUEST: Qualified Rental Property Tax Exemption, 20-year tax abatement on residential improvements

STAFF REVIEWER: Kerry Bell, Housing Division

RECOMMENDATION: Approval

DATE: August 18, 2025

SUMMARY:

United Housing Partners intends to build (3) apartment buildings to provide **Affordable** housing. They have applied for a 20 year Income Qualified Property Tax Exemption under ORS 307.515. This memo outlines the background and relevant information about this development for partnering taxing districts' staff and board. This development meets the criteria in Bend Code 12.25.15 and City staff recommend approval of the 20 year exemption.

PROJECT & SITE OVERVIEW:

The project site is 0 SE Easton Pl, Lot 5 and 6 in the Easton Master Planned Development, inside the UGB Expansion Area, The Elbo. The project is for a multifamily development of (2) 4-story apartment buildings and (1) 3-story apartment building, with parking. Amenities include, covered bike parking, a community room, fitness center, outdoor park and playground for community members to enjoy. All 128 residential units will be designated for low-income

housing and rented at levels affordable to those making 60% Area Median Income (AMI) or less.

Verde Pines Site Plan Review (PLSPR20250375), a Variance (PLVAR20250376) and (2) Property Line Adjustments (PLPLAM20250380, PLPLAM20250381) have been submitted to the City of Bend for review. All (3) apartment building structure permits (PRNC202504397, PRNC202504395, PRNC202504394) have also been submitted to the City for review.



Figure 1. Site Location



Figure 2. Project Rendering



Figure 3. Site Plan

SITE DESCRIPTION & SURROUNDING USES:

The development site is located east of the SE 18th St and Knott Rd Roundabout. The subject property is relatively level with no existing trees. There is existing utility infrastructure in SE

Easton Pl, to serve the development. The development site abuts Easton Place and Ledger Lane which are both classified as local streets, and Knott Road which is classified as an arterial street. The development site neighbors three additional lots zoned for general commercial.

ELIGIBILITY CRITERIA: The project site is 0 SE Easton Pl, Lot 5 and 6 in the Easton Master Planned Development. Upon review of the application documents, this project is deemed eligible based on meeting the criteria listed below.

Eligibility of the Property and Development

The income qualified tax exemption program requires that the property be located within the limits of the City of Bend, be a multifamily project containing three or more units, offering for rent, or held for the purpose of developing qualified rental housing, to be occupied solely by persons qualified as low-income.

Rent Payments

The required rent payments must reflect the full value of the tax exemption.

Project and Application Timeframe Eligibility and Requirements

The housing units on the property are required to have been constructed after November 5, 2003 and the application must be filed before July 1, 2030 with the application being approved by the Bend City Council in accordance with the provisions of ORS Chapter 307.523 and Bend Code Chapter 12.

ESTIMATED EXEMPTION & FINANCIAL IMPACT

The Qualified Rental Property Tax Exemption is a 20-Year exemption on all taxes associated with the property. This affects standard rates and special assessments, levies, and bonds. The analysis assumes that the property will obtain a certificate of occupancy in June 2027 with full assessment occurring for tax year 2028-2029. The following estimates are good faith assumptions based on the information provided by the applicant with current assessment rates and change of property ratio calculations.

The total project impact on all taxing districts general levies is \$5,030,435. The total first year exemption (2028) is estimated to be \$185,614. Table 1 references the impact to affected taxing districts general levies.

The analysis only identifies impacts to special levies and bonds in the first year (2028). City of Bend staff cannot adequately forecast if all, some, or none of the levies will be imposed by year 2047

Table 1. Project Impacts to Affected Taxing Districts, 2028

	Tax Code Area 1002 1st Year Exemption (2028)	20-Year Exemption
Bend-La Pine School District	\$66,951	\$1,814,482
School Bond 2013	\$10,654	
School Bond 2017	\$5,796	
School Bond 2023	\$7,166	
Deschutes County	\$17,964	\$486,861
Countywide Law Enforcement	\$17,567	\$476,082
County Extension	\$315	\$8,531
9-1-1	\$5,084	\$137,797
Bend Parks and Recreation	\$20,532	\$556,445
BPRD Bond	\$1,797	
Deschutes County Library	\$7,729	\$209,476
Library Bond	\$1,150	
Central Oregon Community College	\$8,719	\$236,289
COCC Bond	\$1,150	
City of Bend	\$39,398	\$1,067,757
City of Bend Road Bond 2011	\$1,481	
City of Bend Road Bond 2021	\$6,622	
City of Bend Local Option	\$10,681	

TAXING DISTRICT REVIEW PROCESS

For the tax exemption to apply to the full taxable amount, approval by taxing district agency boards that comprise at least 51% of the combined tax levy is required. The Bend City Council has final approval of the tax exemption with all other taxing district approvals being received in writing prior to Bend City Council final review.

CONCLUSION: Based on the application materials submitted by the applicant, and these findings, the proposed project meets all applicable criteria for City Council approval.

CONDITONS TO BE MET IF APPROVED, IN ADVANCE OF EXEMPTION CERTIFICATION WITH TAX ASSESSOR’S OFFICE:

1. Applicant must demonstrate how each dollar in taxes saved are directly passed down in the form of rent reduction.
2. Applicant must record a deed that restricts income levels for 20+ years that 100% of the units are affordable at rents affordable to those making 60% AMI or less.

- 100% of the apartments are affordable to residents earning under 60% AMI. These are residents who will be able to live and work Bend if they can rent a 1bd apartment for \$1225 per month, 2bd apartment for \$1552 per month, 3bd apartment for \$1704 per month.

See table below:

Household Size	1	2	3	4	5	6
60% Limits	\$48,000	\$54,900	\$61,680	\$68,580	\$74,100	\$74,100
Bedrooms	Studio	1	2	3	4	
60% AMI Max Rents after Utility Allowance	\$1,042	\$1,225	\$1,474	\$1,704	\$1,774	

- Verde Pines will serve the majority of constituents in Bend and it's important for the elected officials to understand how important this affordable housing is to Bend and Deschutes County.

Residents Served:

- Below is a list of the residents that will have affordable housing at Verde Pines using HUD's guidelines for persons per bedroom:

Verde Pines					
HUD Guidelines					Persons Household
Bedroom Size	Min	Max	Average	# of units	Avg persons per unit
1	1	3	2	32	64
2	2	5	3.5	80	280
3	3	7	5	16	80
4	4	10	7	0	0
TOTAL				128	424

- The State of Oregon has already committed an incredible investment of \$18.7mm in LIFT funds to Bend specifically for Verde Pines. These LIFT funds are over-subscribed and will be awarded to another Oregon community if Verde Pines does not move forward.

Other Resources already secured:

- Building affordable housing in Oregon is extremely difficult right now and the developer has already secured:
 - \$18.7mm LIFT Loan from State of Oregon
 - \$12.5mm in LIHTC equity
 - \$13.8mm private loan
- The \$13.8mm private loan is sized off of the Net Property Income (NOI) which is income minus expenses, at the property without any real estate taxes.
 - If Verde Pines does not receive the real estate tax exemption, the NOI would drop by the amount of the real estate taxes, from \$1,173,262 to \$877,475 and this would reduce the private loan by \$3.5mm to \$10.3mm.
 - There is no other way to fill this \$3.5mm gap, so Verde Pines would not be financially feasible without the real estate tax exemption.
- Further, the \$18.7mm LIFT loan will need to be turned back to the State of Oregon if Verde Pines does not move forward and this would be a tragic result

for Bend, given the need for affordable housing and the difficulty of receiving a LIFT Loan from the state for a project in Bend.



100%

of the apartments at Verde Pines are affordable to residents earning less than **60% AMI**

Who earns less than 60% AMI in our community?



Household: **1**
Job: **Teacher**
@ Bend-La Pine School District
Salary: **\$47,050**

Household: **2**
Job: **Park Technician**
@ Bend Parks and Recreation
Salary: **\$53,857**

Household: **3**
Job: **Permit Technician**
@ City of Bend
Salary: **\$56,761**

(An entry level teacher at Bend-La Pine School District makes 47,050 per BLS 2022, MSA: Bend, SOC Codes: 25-2011, 25-2012, 25-2021, 25-2022, 25-2031, 27-3098, 25-9041)

(There are 30 job titles at Bend Parks and Recreation with starting salary less than \$54,900 per Bend Park & Recreation District Job Descriptions web accessed 10/01/2025)

(There are 20 job titles at the City of Bend with a starting salary less than \$61,800 a year per City of Bend – COBEA Salary Schedule Effective 06/25/2025)

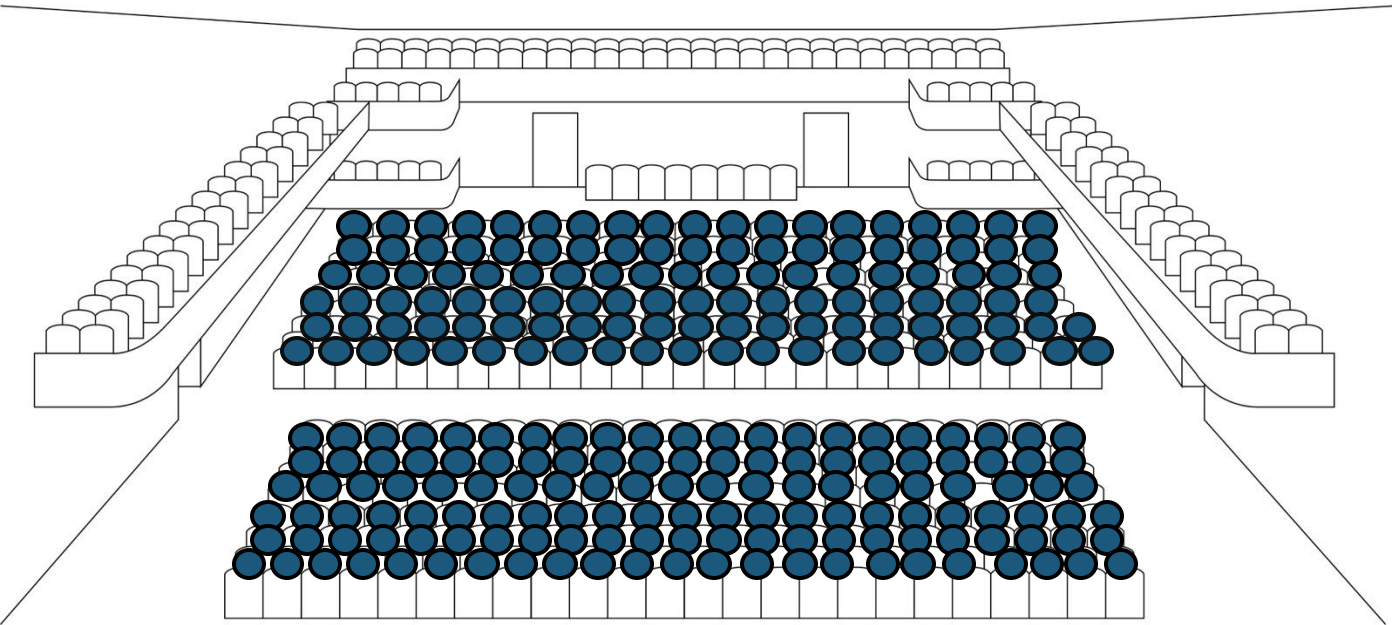
Impact on Bend Community



128
Apartments

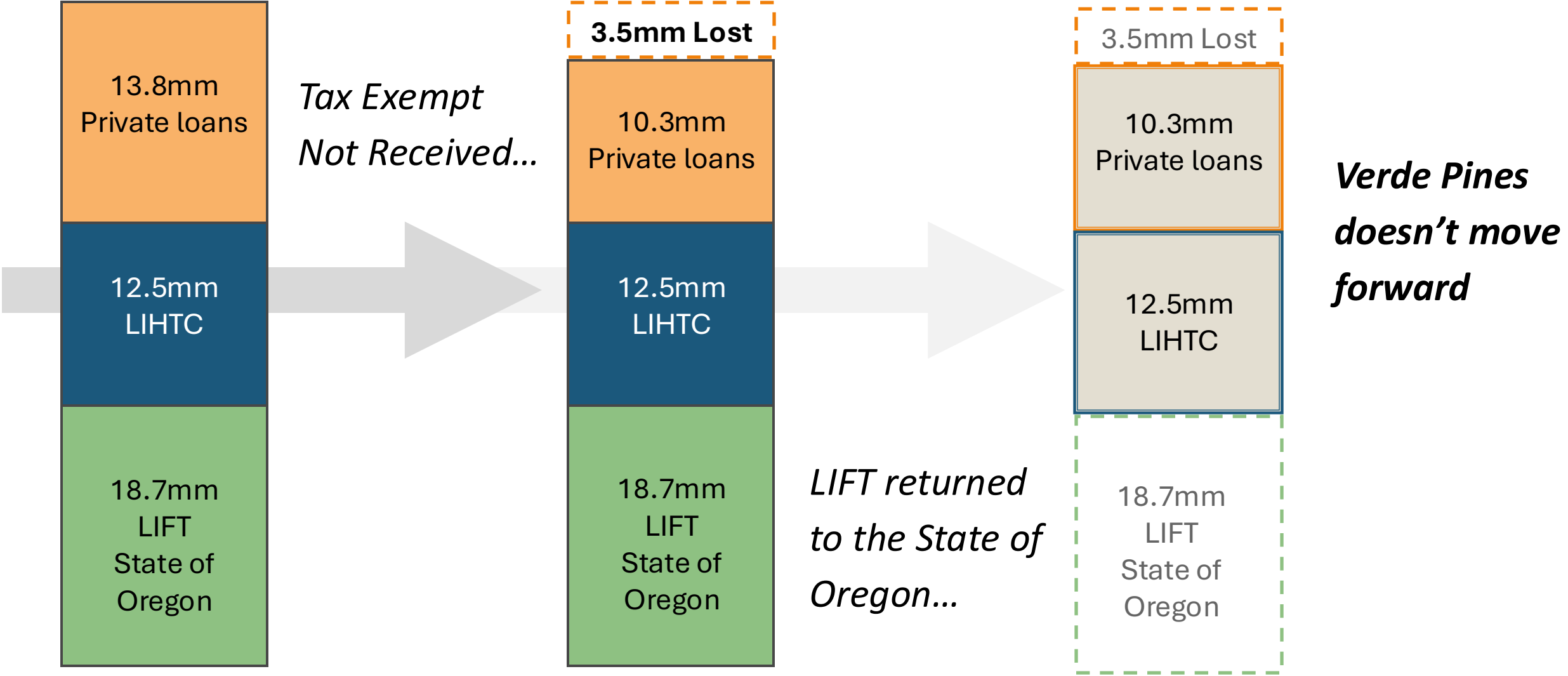
424
Residents

70% Seats Full
@ Caldera High School's
Auditorium



Based on HUD Guidelines for persons per bedroom and unit count. Caldera High School's Auditorium Seating Capacity: 600

Verde Pines cannot be built without Tax Exemption





At Verde Pines we have the opportunity to provide

Clean, Safe & Affordable

homes for your friends and neighbors.



+



UNITED HOUSING PARTNERS



Administrative School District No. 1

Resolution No. 2004: Property Tax Abatement

WHEREAS, Bend-La Pine Schools has received a request to abate its portion of property taxes for a period of 20 years for an affordable housing development consisting of 3 apartment buildings located at the corner of Knott Road and SE Ledger Lane,

WHEREAS, ORS 307.515 – 307.523 permits local taxing authorities to exempt property taxes for qualifying affordable housing projects for a period of 20 years; and

WHEREAS, the request has been reviewed by district staff to verify minimal future financial impacts to the school district;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors for Bend-La Pine Schools authorizes property tax exemption for Verde Pines affordable housing project, in accordance with ORS 307.515 – 307.523, by adopting the provisions of ORS 307.515 – 307.523.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 14th day of October 2025.

Chair

Vice Chair

Board Secretary



ACTION: FY 2025-26 Supplemental Budget

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

The District's adopted budget anticipated revenues that did not come to fruition when the State budget was passed. Foremost among these revenues was the State School Fund allocation to Bend-La Pine Schools, which is approximately \$3M less than reflected in the District's adopted budget. Other major revenues such as the Student Investment Account and High School Success state grants also saw reductions to their final allocations. Due to these reductions in anticipated funding, the District made significant cuts to operations which are reflected in this budget adjustments appropriations.

Resolution 2001 adjusts our General Fund revenue downward by \$3,048,780 to match actual state SSF allocations, and increases our beginning fund balance by \$2,570,938 to match our current year actuals. We are also shifting resources from Transfers In to Local Revenue to correct an administrative error.

To balance the General Fund budget, we have District reductions in Instruction totaling \$2,443,084. Support Services is increasing by \$1,216,408 to account for late adoptions to employee contracts and the absorption of \$749,704 in staffing from the Student Investment Account and High School Success grants.

The Special Revenue fund has reductions in revenue of \$749,704 in the Student Investment Account and High School Success grants. There is also a corresponding \$749,704 reduction in personnel expense due to approximately 6 FTE's being moved to the General Fund. Oregon Budget Law allows the Board to adopt a Supplement Budget by resolution, within certain limits, without republishing the budget and holding a hearing.

RECOMMENDED MOTION:

I move to approve Resolution 2001, recognizing appropriation reductions in the amount of \$477,704 in the General Fund and \$749,704 in the Special Revenue fund in the FY2025-26 Bend La Pine Schools Budget as presented.



Administrative School District No. 1

Resolution No. 2001: 2025-26 Supplemental Budget

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby reduces the 2025-26 General Fund budget in the amount of \$477,842 and the Special Revenue budget in the amount of \$749,704.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2025 that the adopted appropriations are hereby adjusted by the amounts shown below for the purposes indicated within the funds listed:

General Fund

Resources:	
Local Revenue	\$ 400,000
State Revenue	\$(3,048,780)
Transfers In	\$ (400,000)
Beginning Fund Balance	\$ 2,570,938
	<u>\$ (477,842)</u>
Requirements	
1000 Instruction	\$(2,443,084)
2000 Support Services	\$ 1,216,408
7000 Ending Fund Balance	\$ 748,834
	<u>\$ (477,842)</u>

Notes: This budget appropriation change is necessary to adjust for final state school fund allocations that came in lower than expected after the 2025-26 budget was developed. The district is using higher than anticipated beginning fund balance to offset the reduction in revenue. The district is adjusting staffing and ending fund balance to balance the budget.

Special Revenue Fund

Resources:	
State Revenue	\$ (749,704)
	<u>\$ (749,704)</u>
Requirements	
1000 Instruction	\$ (540,696)
2000 Support Services	\$ (209,008)
	<u>\$ (749,704)</u>

Notes: This budget appropriation change is necessary to adjust for final state allocations for the Student Investment Account and High School Success grants that came in lower than expected after the 2025-26 budget was developed. The district is adjusting staffing to balance the budget.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Dated this 14th day of October 2025.

Chair

Vice Chair

Board Secretary



REPORT: South County Spotlight

PRESENTED BY: Scott Olszewski, South County Director and La Pine High School Principal

EXECUTIVE SUMMARY:

South County is a distinct and unique region within Bend-La Pine Schools. It consists of two subregions: a) Sunriver and the geographic area identified as Three Rivers, and b) The City of La Pine and surrounding area of Deschutes County. Three Rivers K-8 serves the Sunriver and Three Rivers areas. Rosland Elementary, La Pine Elementary, La Pine Middle, and La Pine High serve the City of La Pine and surrounding areas of unincorporated Deschutes County.

South County schools are distinct from the greater district in their small size and demographics (more rural and lower average income). These distinctions provide south county schools with both their strengths and challenges.

Our South County schools have made much progress in the last several years toward providing consistent systems, intentional culture, community connections, and professional learning that align to support all shareholders in thriving. This year, we are highlighting our progress in two areas: Connectedness/Belonging, and Systems/Themes.

Connectedness and Belonging

All of our south county schools have been making efforts to reach out to the community and to bring the community into our schools. For all of us, the goal is to build greater bonds between all members of the south county community. We have older students mentoring younger students across schools, and vibrant leadership programs in all schools where students work to connect peers and build community.

Systems and Themes

South County schools have been honing their vision and implementing systems to realize those visions. Tier 1 MTSS systems are a unifying principle of south county schools. We are, at all levels and schools, ensuring that the climate and culture of our schools is intentional and clear. Students are thoroughly oriented to expectations, which are revisited routinely. Students are recognized and celebrated for positive choices, and we have extensive Tier 2 and 3 supports for students who need them.



South County Spotlight

October 14, 2025

Scott Olszewski, La Pine High Principal
South County Director

South County is THRIVING

Connections
and Belonging
“Glue”

Systems and Themes
“Arrows Aligned”



Who is South County?

The Community

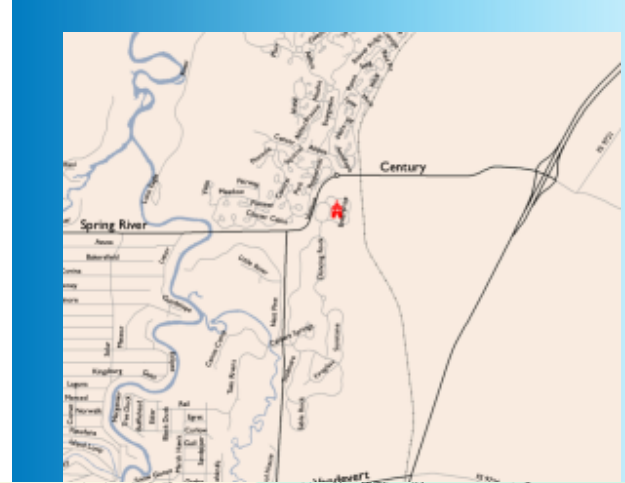
Three Rivers K-8

Rosland Elementary K-5

La Pine Elementary K-5

La Pine Middle 6-8

La Pine High 9-12



Three Rivers K-8 "Otters"

Connectedness & Belonging

- **Intentional Community-Building** activities in every classroom. We've seen strong engagement during morning meetings, and students are beginning the year with a sense of safety and belonging.
- Outstanding turnout for **Back-to-School Night**.
- **Middle School Student Mentors**
 - a. Mentoring younger peers during recess, lunch, and transitions, which is strengthening cross-grade connections.
- **Staff Collaboration**
 - a. Consistent professional learning community meetings that are already leading to shared strategies and alignment around student learning goals.



Three Rivers K-8 "Otters"

Arrows Aligned

- **Common language** around school-wide expectations.
 - a. "Otter Way" values (Be safe, be kind, be responsible)
 - b. Tier 1 Expectations [video](#)
- **Wayfinder SEL curriculum** in classrooms, ensuring that students K-8 are experiencing the same themes of resilience, empathy, and growth mindset.



Rosland Elementary "Rockets"

Connectedness and Belonging

Building Goals and a Family Engagement Plan

- Including families in our academic progress, programs, and celebrations. Our goal is to help families to be better informed and connected to the academic excellence happening here in our community.

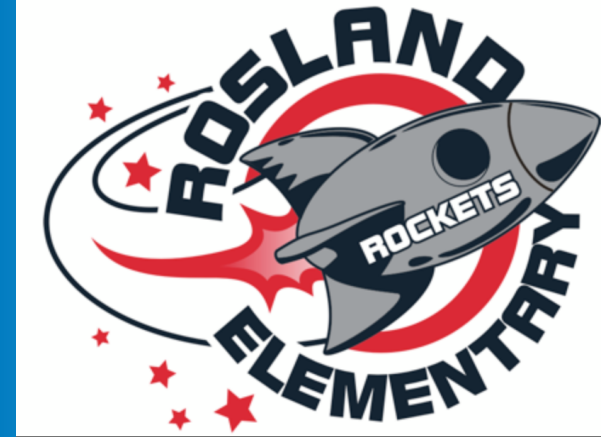
Arrows Aligned

Solid and consistent Tier 1 systems.

- The benefits of these systems are showing in both our YouthTruth data (increase in staff and families perception of safety and respect) and in our academics.

Academic Progress and Staff Alignment:

- Closing gaps in grades 3-5
- Preventing gaps in K-2
- Professional Development work this year revolves around using data from student work to identify instructional needs to close gaps faster.



La Pine Elementary "Panthers"

Connectedness and Belonging

Mentoring program with La Pine High School

- Approximately 30 high school students will be coming to mentor our students at LPE. This went well last year and we are excited to do it again this year.

5th grade Leadership team

- OSU facilitator spent two hours with them teaching leadership skills through activities and team challenges.

Monthly Panther Assemblies

- This is a chance to continue to reteach and remind students of the 10 elements of Dignity , play staff versus students Minute to Win It, sing our school song and award students who are deserving from all the "way to go" slips. We are lucky that our 5th grade leadership students run the assembly.



La Pine Elementary "Panthers"

Arrows Aligned: " La Pine Elementary Clarity"

Patrick Lencioni model of a Clarity framework from his book The Advantage

WHY DO WE EXIST?

- To empower students to grow, succeed and embrace diverse perspectives while contributing to their communities.

HOW DO WE BEHAVE?

- We are accountable, curious and determined.

WHAT DO WE DO?

- We guide and inspire lifelong learners through curiosity, opportunity and community.

HOW WILL WE SUCCEED?

- We succeed by using data-driven instruction and growth opportunities, grounded in the belief that all students can learn and contribute to our community.



La Pine Middle "Hawks"

Connectedness and Belonging

- Won the Wayfinder North Star Award for the 2024-25 school year
- LPMS enrollment has grown to over 300 plus students.
- Nearly 600 people in attendance for Open House.
 - A long-time staff member said it was the largest turnout in over 20 plus years.
- Great Clubs including First Tech Challenge, Girls on the Run, Dungeons and Dragons, and a variety of lunch activities.

Arrows Aligned

- Tier 1 Practices throughout and aligned to LPHS expectations too.
- Title 1 funding allowed for hiring of a full-time academic interventionist



La Pine Middle "Hawks"

W.E.B. - Where Everyone Belongs

- 8th graders mentored and oriented incoming 6th grade students.



La Pine High "Hawks"

Connectedness and Belonging

- Open House Format – Activity Stations and BBQ
- STRIVE Credit Recovery Program
 - Full-time alt. Ed. on campus
 - Flexible schedules and plans to support graduation for every student
- Student Government
 - Now in 2nd year – linked to Leadership and Sources of Strength
- Careers Course
 - New state graduation requirement being met at LPHS with required course for all juniors
 - Many community members coming in

Arrows Aligned

- Blue and Gold, Proud and Bold – Orientation and Focus
- Admin Roadshow – Safety, Belonging, and Dignity



Thank you!

Scott Olszewski

Principal, La Pine High School

South County Director



REPORT: Division 22 Assurances Report for 2024-25 (Presented in October, 2025)

PRESENTED BY: Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY:

The purpose of the annual Division 22 Assurances report is threefold: 1) it signals a joint commitment between the district and the state to provide a high-quality experience and equitable opportunities for students; 2) it provides an opportunity for the district to reflect on its practices and policies to ensure that we are in compliance with all relevant standards; and 3) it requires the district to design corrective actions for any standard where we are not compliant and to share this intent publicly.

The district is currently out of compliance related to local performance assessments which was identified as part of the 2024 review. Corrective action will be complete at the end of the 2025-2026 school year. This work is being implemented along with our adopted materials decisions. With the potential for the board to approve a postponement of science adoption, we may need to ask for a year-long extension to this corrective action while performance assessments are created.

This year we have recognized two additional areas that need corrective action: 1) approval of our Substance Use Prevention and Intervention and 2) a more consistent and comprehensive plan related to hazardous materials use in science, CTE, and art classrooms. A plan has been created for Substance Use and Prevention and will be before the board for approval in the winter of 2026. We are working with our risk partners for support in the review of our current practices and the subsequent planning process for our new system of management for materials containment, disposal, and usage.



Division 22

Lisa Birk
October 14, 2025



What are the Division 22 Standards?

- All OAR's set out in Ch. 581, Division 22.
- Required by the state to be a standard school district.
- Ensures a baseline level of service across districts.



Why are these standards important?

- Signal our commitment to high quality education and equitable opportunities.
- Articulate the floor, not the ceiling.
- Provide opportunities for us to reflect on areas of need.



Report for 2024-2025

- Areas where BLS was out of compliance:
 - a) Local Performance Assessments
 - b) Substance Use Prevention Plan
 - c) Materials use, containment, disposal
- Corrective Action:
 - a) Continues from 2023-2024
 - b) Board approval winter 2026
 - c) Partnership with risk experts for creating plan



Questions?

Thank you!



Bend-La Pine School District

Report on Compliance with Public School Standards 2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Bend-La Pine** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, **Bend-La Pine** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential	Implementing approved corrective action	This corrective action continues with the adoption of our curriculum. As new curriculum is adopted,	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Skills: Local Performance Assessment Requirement		additional performance assessments are created and implemented.	
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	Out of compliance	Upon board approval of plan in winter of 2026, BLP will be in compliance with approved plans	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2225 Emergency Plans and Safety Programs	Out of compliance	Systems are in place for science materials but as new courses emerge, the systematic plan across the district needs review and a subsequent update. Risk assessors will support this review in fall 2025 with a plan and implementation to be completed by the fall of 2026.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Licensure as Teachers, Administrators, Personnel Specialists, School Nurses			
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable



REPORT: October Enrollment Report

PRESENTED BY: Daniel Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

The October Board meeting is an ideal time to compare actual enrollment with budgeted projections, as student movement between schools has largely stabilized and the timing coincides with the Oregon Department of Education's (ODE) enrollment reporting requirements.

The enrollment report is very important because the District's fiscal health is closely tied to student enrollment, which is the primary determinant of Average Daily Membership Weighted (ADMw) and, in turn, the District's allocation of State School Fund (SSF) revenue. Because SSF revenue provides approximately 96% of the District's General Fund resources, maintaining enrollment levels near budgeted projections is essential to financial stability and operational success.

District-wide enrollment totals 16,561 students. This figure includes charter schools and other programs such as J bar J and transition co-op. This is 55 students less than the budgeted projection of 16,616 and we don't anticipate this minimal variance to have a noticeable effect on budgeted SSF revenues.

Within brick-and-mortar locations, the total district-wide enrollment is 16,068 students. This is 114 students less than budgeted.

At the elementary level we have a total enrollment of 6,753 students, this is 97 less than budgeted projections. The kindergarten cohort remains 44 students below projections and the 4th grade cohort is currently 54 students below projections. Sustaining or increasing kindergarten enrollment year over year is important to the District, and we look forward to a demographic and enrollment study being completed by FLO analytics soon. This analysis should give us deeper insight into our enrollment and future projections.

Total enrollment in middle schools is 3,715 students, this is 27 students less than the budgeted projection of 3,742 students. No single school varies drastically from projections, but it is of note that La Pine Middle School is 27 students above projections, which is in line with the recent population growth in the South County region.

High school enrollment is 5,600 students, this is 9 more than the 5,591 forecasted. Mountain View high school is an outlier, with 60 more students enrolled than projected. Realms High School was projected at 148 students, however it is currently at 102 students, 46 less than projected. The freshman class at Realms High School numbers 17 students, and is significantly lower than prior years freshman classes.

The District has a total of 1,210 students full time or part time enrolled in Bend-La Pine School Online (BLSO). Of those 1,210 students, 143 are full time, with a level breakout of 90 students in High School, 30 students in Middle School, and 23 in Elementary School.

In the prior Board session, a question was posed to staff if we see any evidence of a decline in historically underserved racial/ethnic enrollment throughout the District. Staff have analyzed this ask and do not see evidence of a down turn in the overall percentage of historically underserved racial/ethnic students. Indeed, it does appear that we may be seeing a slow increase in those enrollment numbers. In 2023, historically underserved racial/ethnic enrollment was 15.1% of the total district-wide enrollment, in 2024, that percentage increased to 15.8%, and in 2025 we have increased to 16%.

Due to the minimal variance district-wide between actual and projected enrollment we do not anticipate SSF revenue shortfalls, nor do staff believe we need to submit enrollment adjustment numbers to ODE at this time. We will continue to analyze enrollment trends throughout the year, we do not anticipate significant changes in numbers, however, should we experience a drop in enrollment between now and the end of the calendar year, staff may submit an enrollment adjustment in December to ODE.

Bend - La Pine Schools
 Enrollment Actuals v Projections
 Actuals to: 10/01/2025

ELEMENTARY SCHOOLS																						
GRADE	AMITY CREEK	BEAR CREEK	BUCKINGHAM	ELK MEADOW	ENSWORTH	HIGH LAKES	HIGHLAND	JUNIPER	LA PINE	LAVA RIDGE	NORTH STAR	PINE RIDGE	PONDEROSA	R.E. JEWELL	ROSLAND	SILVER RAIL	THREE RIVERS	WESTSIDE VILLAGE	W.E. MILLER	Actual	Projected	Variance
KG	25	72	42	61	23	34	66	53	79	72	53	65	43	62	18	73	30	22	70	963	1,007	-44
GRADE 1	25	74	46	70	14	56	67	54	62	51	50	70	74	62	32	67	33	25	73	1,005	993	12
GRADE 2	25	91	50	52	25	67	66	64	87	70	63	95	62	74	36	70	37	21	89	1,144	1,139	5
GRADE 3	25	82	53	74	18	65	64	71	84	88	46	83	91	68	26	84	48	13	89	1,172	1,181	-9
GRADE 4	23	90	48	85	19	78	62	104	73	61	62	95	83	71	23	83	46	9	74	1,189	1,243	-54
GRADE 5	22	76	68	79	17	87	58	87	94	82	46	95	72	85	26	90	53	21	122	1,280	1,287	-7
TOTAL	145	485	307	421	116	387	383	433	479	424	320	503	425	422	161	467	247	111	517	6,753	6,850	-97
PROJECTED	148	517	318	449	126	400	389	415	485	386	327	512	460	424	171	450	253	131	489	6,850		
VARIANCE	-3	-32	-11	-28	-10	-13	-6	18	-6	38	-7	-9	-35	-2	-10	17	-6	-20	28	-97		

MIDDLE SCHOOLS												
GRADE	CASCADE	HIGH DESERT	LA PINE MIDDLE	PACIFIC CREST	PILOT BUTTE	SKY VIEW	REALMS MS	THREE RIVERS	WESTSIDE VILLAGE	Actual	Projected	Variance
GRADE 6	245	212	107	160	180	193	52	56	18	1,223	1,248	-25
GRADE 7	256	204	101	194	163	191	51	47	20	1,227	1,225	2
GRADE 8	219	231	103	208	199	181	42	56	26	1,265	1,268	-3
TOTAL	720	647	311	562	542	565	145	159	64	3,715	3,742	-27
PROJECTED	740	653	284	577	519	576	160	148	85			
VARIANCE	-20	-6	27	-15	23	-11	-15	11	-21	-27		

HIGH SCHOOLS											
GRADE	BEND HIGH	CALDERA	LA PINE HIGH	BEND TECH	MOUNTAIN VIEW	REALMS HS	SUMMIT HIGH	Actual	Projected	Variance	
GRADE 9	339	337	98	38	329	17	284	1,442	1,415	27	
GRADE 10	334	335	93	25	282	23	313	1,405	1,400	5	
GRADE 11	273	344	127	27	278	35	291	1,375	1,365	10	
GRADE 12	306	302	101	27	288	27	327	1,378	1,411	-33	
TOTAL	1,252	1,318	419	117	1,177	102	1,215	5,600	5,591	9	
PROJECTED	1,225	1,339	419	113	1,117	148	1,230	5,591			
VARIANCE	27	-21	0	4	60	-46	-15	9			

PROJECTED COMPARISON		
DATE	ACTUAL	PROJECTED
SCHOOLS		
ELEM	6,753	6,850
MIDDLE	3,715	3,741
HIGH	5,600	5,591
Total Schools	16,068	16,182
PROGRAMS		
BIS	230	217
DSMCS	179	168
J BAR J	24	36
OTHER	60	13
Total Programs	493	434
Total District	16,561	16,616
Enrollment Decrease		(55)

YEAR OVER YEAR COMPARISON		
DATE	10/01/25	09/10/24
SCHOOLS		
ELEM	6,753	6,939
MIDDLE	3,715	3,755
HIGH	5,600	5,603
Total Schools	16,068	16,297
PROGRAMS		
BIS	230	211
DSMCS	179	161
J BAR J	24	37
OTHER	60	7
BLSO*	1210	1123
Total Programs	493	416
Total District	16,561	16,713
Enrollment Decrease YOY		(152)



Business Office
520 NW Wall Street
Bend, OR 97703

October 14, 2025

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

From: Dan Emerson, Chief Financial Officer

RE: First Quarter Financial Update for FY2025-26

Dr. Cook,

This is the first quarter financial update for FY 25-26. The financial information presented is based on actual data through September 30, 2025, with projections through the end of the FY 25-26.

The estimated beginning fund balance in the 1st quarter financial statements is \$28.2M, approximately \$1.8M more than the adopted budget amount of \$26.4M. The positive variance from the adopted budget and the final update of last fiscal year is due to approximately \$1.2M more than anticipated in revenues, primarily from earnings on investments and approximately 800K in personnel savings. The positive variance will be needed to offset rising costs and an underwhelming early State economic forecast.

First quarter financial trends are difficult to discern, especially with respect to larger expenditures such as payroll and supply costs, and therefore expenditure projections reflect the revised budget. Second quarter financial statements will display a more accurate projection for all categories.

With the known impacts to budget we project the FY 25-26 ending fund balance to be \$19.1M. This is a reduction of \$9.1M from the current FY 25-26 actual beginning fund balance, indicating that revenues are no longer covering the costs of core services, and necessitating the utilization of reserves to balance the budget. We expect this estimate will change as the year progresses, becoming more accurate as early year expenditure variability subsides.

The total General Fund beginning fund balance across all sub funds is estimated at \$41.3M, which is an approximate increase of \$500K over the beginning fund balance of FY 24-25. While there was a limited increase, it is noted out that beginning fund balance grew by \$7.2M in the prior year period, and \$5M from FY 22-23 to FY 23-24. The decline in year over year fund balance growth is concerning and aligns with the District's long-term forecast which predicted a relatively stable to slightly dropping beginning fund balance in FY 25-26, followed by subsequent use of significant reserves throughout the year as expenditures outpaced revenues resulting in a reduced fund balance moving into FY 26-27.

The preparation of the FY 24-25 Annual Comprehensive Financial Report is in process and the district's auditors (Sensiba) ended their field work on October 10, 2025. I do not expect the audit will result in any material changes to the FY 25-26 financial statements and the estimated FY 25-26 beginning fund balance.

Also included in your financial statement package, you will find a report on Investment of proceeds. Our policy allows for investment of cash balances to achieve greater earnings on our cash. Bend-La Pine Schools currently has \$17.1M in United States Treasuries in our operating portfolio that will be maturing later this month. We also have longer term investments of the 2025 Bond issuance. Maturities of these investments are scheduled to align with our spending needs, and the total market value of our capital portfolio is \$145 million.

Sincerely,
Dan Emerson

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

	Adjusted Budget	October 2025	Budget Variance
Resources:			
<u>Beginning fund balance</u>	<u>28,274,271</u>	<u>28,274,271</u>	<u>-</u>
Revenue			
Formula revenue:			
Tax revenue	114,171,157	114,171,157	-
State school fund	101,266,687	101,266,687	-
Common school fund	2,385,000	2,385,000	-
County school fund	250,000	250,000	-
<u>Total formula revenue</u>	<u>218,072,844</u>	<u>218,072,844</u>	<u>-</u>
Earnings on investments	1,500,000	1,500,000	-
Local sources - other	3,010,000	3,010,000	-
Intermediate sources	3,548,102	3,548,102	-
State non-formula resources	-	-	-
Federal non-formula resources	610,000	610,000	-
Transfers In	682,111	682,111	-
<u>Total revenues</u>	<u>227,423,057</u>	<u>227,423,057</u>	<u>-</u>
<u>Total resources</u>	<u>255,697,328</u>	<u>255,697,328</u>	<u>-</u>
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	69,793,482	69,793,482	-
Classified	33,436,786	33,436,786	-
Administrators and supervisors	15,548,824	15,548,824	-
All other salaries	4,512,577	4,512,577	-
<u>Total salaries</u>	<u>123,291,669</u>	<u>123,291,669</u>	<u>-</u>
<u>Payroll costs & benefits</u>	<u>71,563,027</u>	<u>71,563,027</u>	<u>-</u>
<u>Total salaries, payroll costs and benefits</u>	<u>194,854,696</u>	<u>194,854,696</u>	<u>-</u>
Other operating costs			
Utilities & purchased services	22,424,889	22,424,889	-
Supplies, texts, tools	8,067,339	8,067,339	-
Equipment	292,500	292,500	-
Dues, fees and liability insurance	2,380,394	2,380,394	-
Debt service	456,846	456,846	-
Transfers	8,041,556	8,041,556	-
<u>Total other operating costs</u>	<u>41,663,524</u>	<u>41,663,524</u>	<u>-</u>
<u>Total expenditures</u>	<u>236,518,220</u>	<u>236,518,220</u>	<u>-</u>
<u>Excess of revenues over expenditures</u>	<u>19,179,108</u>	<u>19,179,108</u>	<u>-</u>
<u>Fund balance, ending</u>	<u>19,179,108</u>	<u>19,179,108</u>	<u>-</u>
As budgeted			
Contingency	500,000	500,000	
<u>Fund balance</u>	<u>18,679,108</u>	<u>18,679,108</u>	
<u>Fund balance, ending</u>	<u>19,179,108</u>	<u>19,179,108</u>	
Fund Balance as a percent of resources			
Contingency	0.2%	0.2%	
Fund Balance	7.3%	7.3%	
Total reserve	7.5%	7.5%	

Investment of Proceeds

October 14, 2025

Distribution by Maturity

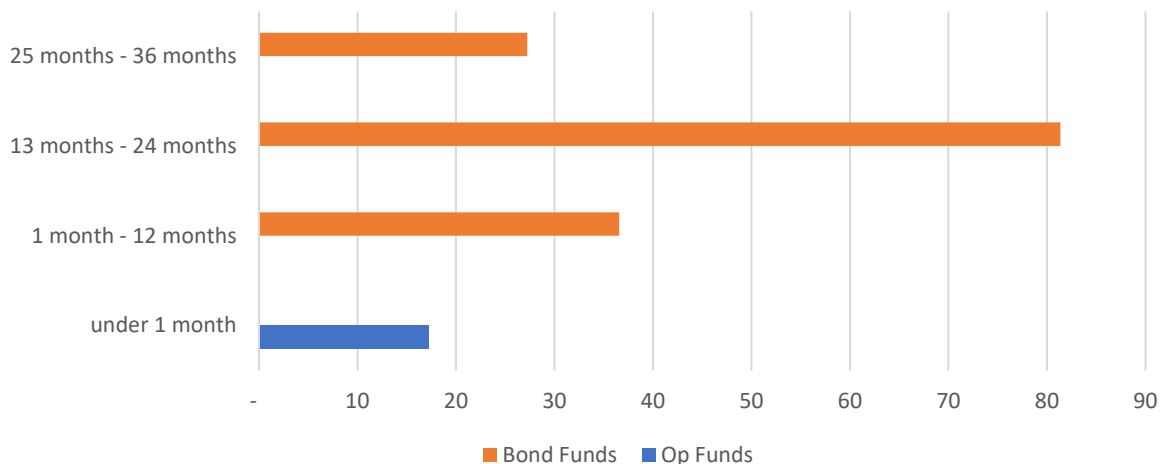
Operating Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	1	17,159,142	100%	4.22%
1 month - 12 months	-	-	0%	0.00%
Total	1	17,159,142	100%	0.00%

2025 Bond Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	-	-	0%	0.00%
1 month - 12 months	3	36,582,791	25%	3.92%
13 months - 24 months	4	81,371,370	56%	3.68%
25 months - 36 months	4	27,254,433	19%	3.59%
Total	11	145,208,594	100%	3.73%

Distribution By Maturity (Millions)



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+u	12	162,367,736	3.85%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	12	162,367,736	3.85%

Issuer	Market Value	% Assets	Yield
United States Treasuries	17,159,142	10.6%	4.22%
United States Treasuries Discount Notes	-	0.0%	0.0%
<u>United States Treasuries Notes</u>	<u>145,208,594</u>	<u>89.4%</u>	<u>3.73%</u>
Total	162,367,736		



ACTION: Revised Board Policies

PRESENTED BY: Marcus LeGrand, Board Chair

EXECUTIVE SUMMARY:

At the September 23, 2025, Work Session, the Board began its year-long work to evaluate and review the aspects of the Board's role in relation to governance responsibilities, general operating guidance, Board Ends/Goals, Superintendent evaluation, and Superintendent contract. The six Governance Process policies as well as the Board and Superintendent Operating Agreement were reviewed and revised to ensure alignment with current practices and OSBA sample policies. The District used the feedback received during the Work Session to create revised documents for Board approval.

RECOMMENDED MOTION:

I move to approve the revised Governance Process policies and Board Operating Agreement.

**GOVERNANCE COMMITMENT**

The Board, supporting the work of staff, the welfare of students and the interests of the community, holds itself accountable to the constituents of the district by ensuring that all action taken is consistent with Oregon law and the Board's policies. The Board governs using a modified Carver Policy Governance® Model that emphasizes clarity of roles, focus on student outcomes, and accountability of the Superintendent, while also adopting general board policies to ensure effective oversight and responsive governance.

The Board's purpose is to assure that Bend-La Pine Schools achieves the results described in its Board Ends and operates within the parameters described in its Executive Limitations policies.

GOVERNANCE STYLE

The Board shall govern with emphasis on stated Board Ends, respect diversity in viewpoints, focus on strategic leadership rather than administrative detail, observe clear distinction between the Board and Superintendent roles, make collective rather than individual decisions, and govern proactively rather than reactively.

1. The Board shall commit to excellence in governing. The Board shall use the expertise of individual Board Members to enhance the ability of the Board as a body, but shall not substitute individual judgments for the Board's collective values. Accordingly, Members shall:
 - a. respect decisions of the full Board,
 - b. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other, and
 - c. make every reasonable effort to protect the integrity and promote the positive image of the District and one another.
2. The Board shall exercise self-discipline as it applies to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.
3. The Board shall lead the district through the careful establishment of policies reflecting the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Accordingly, Members shall not:
 - a. assume responsibility for resolving operational problems or complaints, or
 - b. give personal direction to any part of the operational organization.
4. Continuous Board development shall include orientation of new Members in the Board's governance process. All Board Members shall participate in ongoing professional development.
5. The Board shall monitor its process and performance on an annual basis.
6. The Board, by majority vote, may revise or amend its policies at any time.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 2/23/16

**GOVERNANCE COMMITMENT**

The Board, supporting the work of staff, the welfare of students and the interests of the community, holds itself accountable to the constituents families citizens of the district by ensuring that all action taken is consistent with Oregon law and the Board's policies. The Board governs using a modified Carver Policy Governance® Model that emphasizes clarity of roles, focus on student outcomes, and accountability of the Superintendent, while also adopting general board policies to ensure effective oversight and responsive governance. The Board's work is guided by the principles of Policy Governance as outlined by John Carver ("Remaking Governance," *American School Board Journal*, March 2000, pp 26-30).

The Board's purpose is to assure that Bend-La Pine Schools achieves the results described in its Board Ends policies and operates within the parameters described in its Executive Limitations policies.

GOVERNANCE STYLE

The Board shall will govern with emphasis on stated Board Ends policies, respect diversity in viewpoints, focus on strategic leadership rather than administrative detail, observe clear distinction between the Board and Superintendent roles, make collective rather than individual decisions, and govern proactively rather than reactively.

1. The Board shall commit to will be responsible for excellence in governing. The Board shall will use the expertise of individual Board Mmembers to enhance the ability of the Board as a body, but shall will not substitute individual judgments for the Board's collective values. Accordingly, Mmembers shall will:
 - a. Rrespect decisions of the full Bboard,
 - b. Eexercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other, and
 - c. Mmake every reasonable effort to protect the integrity and promote the positive image of the Ddistrict and one another.
2. The Board shall will exercise self-discipline as it applies to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.
3. The Board shall will lead and inspire the district through the careful establishment of policies reflecting the Board's values and perspectives. The Board's major policy focus shall will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Accordingly, Mmembers shall will not:
 - a. Aassume responsibility for resolving operational problems or complaints, or
 - b. Ggive personal direction to any part of the operational organization.
4. Continuous Board development shall will include orientation of new Mmembers in the Board's governance process. All Board Mmembers shall participate in ongoing professional development.
5. The Board shall will monitor its process and performance on an annual basis.
6. The Board, by majority vote, may revise or amend its policies at any time.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 2/23/16



The Board shall consist of seven members elected by voters community-wide to represent the entire school district. Board Members must reside in one of five zones or be elected to one of two at-large positions. Each Member elected to a position of the Board will typically be elected for a term of four years in accordance with Oregon state statute.

A person is eligible to serve as a Board Member if the person is a qualified elector¹ of the District and has been a resident within the district for one year immediately preceding the election or appointment. If the district and the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

A person who is an employee of the District is not eligible to serve as a Board Member while so employed. A person who is an employee of a public charter school may not serve as a Member of the Board of the District in which the public charter school that employs the person is located.

Board Members are subject to the same criminal history background checks that are required of school volunteers, including the criminal history records check that will be conducted every two years. If a Board Member fails to clear the background check, they will be required to comply with the provisions of [KK-AR: Visitors to District Facilities](#) when entering a school for any purpose.

VACANCIES ON THE BOARD

Elected Board Members are expected to serve their full term of office. Vacancies will be filled by appointment of the Board. The Board Chair will announce and declare vacancies at the next regularly scheduled board meeting. The Board will determine the procedures to be used in filling the vacancy.

If a member decides to terminate service prior to the completion of their term of office, a letter of resignation addressed to the Board Chair shall be submitted. The letter must have a clear effective date and is binding unless withdrawn in writing and submitted to the Board Chair prior to next regularly scheduled board meeting. The Board may begin a replacement process and select a successor prior to the effective date of the resignation; however, the actual appointment shall not be made before the resignation date.

Board appointees must be qualified electors of the District and have been a resident within the District for one year immediately preceding the appointment. Appointees may be sworn and seated immediately or at the next regularly scheduled board meeting. Appointees shall serve until June 30th of the next regular election, at which time a replacement will be duly elected. The individual elected shall serve the remaining years of the term of office of the Board Member being replaced.

In the event of multiple vacancies, the position of the Board Member who resigned first shall be filled first.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25
APPROVED: 2/23/16

¹ "Elector" means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).



The Board shall will consist of seven members elected by voters community-wide to represent the entire school district. Board Mmembers must reside in one of five zones or be elected to one of two at-large positions. Each Mmember elected to a position of the Board will be typically be elected for a term of four years in accordance with Oregon state statute.

A person is eligible to serve as a Board Mmember if the person is a qualified elector¹ of the Ddistrict and has been a resident within the district for one year immediately preceding the election or appointment. If the district and the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

A person who is an employee of the Ddistrict is not eligible to serve as a Board Mmember while so employed. A person who is an employee of a public charter school may not serve as a Mmember of the Board of the Ddistrict in which the public charter school that employs the person is located.

Board Members are subject to the same criminal history background checks that are required of school volunteers, including the criminal history records check that will be conducted every two years. If a Board Member fails to clear the background check, they will be required to comply with the provisions of [KK-AR: Visitors to District Facilities](#) when entering a school for any purpose.

The job of the Board of Directors is to represent the families citizens of Bend-La Pine Schools by providing visionary leadership through policy and practice that ensures the best possible education for students with respect to local, state, national and international standards of excellence.

The Board will operate within all legal requirements and is responsible for the hiring of the Superintendent, adoption of the annual budget, and ratification of collective bargaining agreements.

To distinguish the Board's work from that of the Superintendent and staff, the Board will concentrate its efforts on the following:

1. Advocating on behalf of the school district, students, and the constituency it serves.
2. Interacting with students, staff, and parents/guardians, and citizens, both as individual members of the Board and as a whole Board, to gather feedback that may help guide decisions facing the Board.
3. Developing written governing policies that, at the broadest levels, address:
 - a. **Board Ends:** Organizational impacts, benefits, and results for specified recipients and their relative worth (what end result is desired for whom and at what cost);
 - b. **Executive Limitations:** Constraints on executive authority which establish the practical, ethical, and legal boundaries within which all staff actively and decision-making will take place and be monitored;
 - c. **Governance Process:** How the Board will conceive, carry out, and monitor its own work;
 - d. **Board Staff Linkages:** How authority is delegated and its proper use monitored; the Superintendent's role, authority, and accountability.
4. Ensuring the Superintendent's performance through monitoring Board Ends and Executive Limitations policies.
5. Ensuring Board performance through monitoring Governance Process and Board Staff Linkages policies.
6. Ensuring that the Board Ends are the focus of organizational performance.

VACANCIES ON THE BOARD

Elected Board Members are expected to serve their full term of office. Vacancies will be filled by appointment of by the Board. The Board Chair will announce and declare vacancies at the next regularly scheduled board meeting. The Board will determine the procedures to be used in filling the vacancy.

¹ "Elector" means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

If a Member decides to terminate service prior to the completion of their term of office, a letter of resignation addressed to the Board Chair shall be submitted. The letter must have a clear effective date and is binding unless withdrawn in writing and submitted to the Board Chair prior to next regularly scheduled board meeting. The Board may begin a replacement process and select a successor prior to the effective date of the resignation; however, the actual appointment shall not be made before the resignation date.

The Board appointees must be qualified electors of the District and have been a resident within the District for one year immediately preceding the appointment a legally registered voters. Appointees may be sworn and seated immediately or at the next regularly scheduled board meeting. Appointees shall ~~who will~~ serve until June 30th of the next regular election, at which a time a replacement will be duly elected. The individual elected shall serve the remaining years of the term of office of the Board Member being replaced. The appointee:

1. —Will serve until June 30th following the next “election”.
 - a. —The individual elected will serve the remaining years of the term of office of the Board member being replaced.
2. —May be sworn and seated immediately or at the next Board meeting.

In the event of multiple vacancies, the position of the Board Member who resigned first shall ~~will~~ be filled first.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 2/23/16

draft 10.14.25



TITLE: INDIVIDUAL BOARD MEMBER AUTHORITY, RESPONSIBILITY, AND CODE OF CONDUCT

The Board commits itself and its Members to ethical, respectful, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board Members. Board Members shall demonstrate commitment to the District's constituents. This commitment shall supersede commitments to staff, other organizations, and personal interests. Members shall act in a manner consistent with the conflict of interest provisions in Board policy [GP-4: Board Member Ethics, Nepotism, and Conflicts of Interest](#) and Oregon law.

Members shall at all times endeavor to act as a part of the Board as a whole and avoid circumstances or actions that may be interpreted as an exercise of individual authority. A Board Member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of the Members of the Board is required to transact any business. An individual Member's interactions with public, press, or other entities shall accurately represent Board positions or decisions. When expressing personal opinions in public, the Board Member shall clearly identify the opinion as their own. The Board Chair is authorized to speak for the Board; Board Members shall inform the Chair of interview requests from the media.

Board Members shall recognize the Superintendent as the chief executive officer to whom the Board has delegated authority to establish regulations and oversee the implementation of Board policy. Board Members may visit schools or other facilities to gain information, and may request information from the Superintendent, but no individual Board Member may direct the Superintendent to action without Board authorization. Board Members shall not intervene in the management of the District or its schools.

Board Members shall abide by appropriate Oregon public meetings law and shall conduct the public's business in open meetings. Expected conduct includes the following:

1. Board Members shall be properly prepared for Board Meetings and shall discharge the duties of the office as prescribed by statute.
2. Members shall contribute to thoughtful governance discussions and decisions by being well informed, open minded and deliberative.
3. Members shall protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District.
4. Board discussions appropriately conducted in executive session under Oregon public meetings law shall be kept confidential by members outside of executive session.
5. Members shall respect the decision of the final vote of the Board.
6. Board members may choose to publicly express dissenting opinions after a vote and following the conclusion of a Board meeting, but shall be respectful of the majority decision and the desire of the Board to move on to other matters.

RESPONSIBILITIES

The responsibility of the Board of Directors is to represent the constituents of Bend-La Pine Schools by providing visionary leadership through policy and practice that ensures the best possible education for students with respect to local, state, national and international standards of excellence while adhering to all legal requirements.

To distinguish the Board's work from that of the Superintendent and staff, the Board shall concentrate its efforts on the following:

1. Advocating on behalf of the school district, students, and the constituency it serves.
2. Interacting with students, staff, and parents/guardians, both as individual members of the Board and as a whole Board, to gather feedback that may help guide decisions facing the Board.
3. Developing written governing policies that, at the broadest levels, address:
 - a. **Board Ends:** Organizational impacts, benefits, and results for specified recipients and their relative worth (what end result is desired for whom and at what cost);

- b. **Executive Limitations:** Boundaries of acceptability within which staff methods and activities can be responsibly left to staff. These limiting policies, therefore, apply to staff means rather than to ends;
 - c. **Governance Process:** How the Board shall conceive, carry out, and monitor its own work;
4. Ensuring the Superintendent's performance through monitoring Board Ends and Executive Limitations policies.
 5. Ensuring Board performance through monitoring Governance Process policies.
 6. Ensuring that the Board Ends are the focus of organizational performance.

When Board Members receive complaints or request for action from staff, students, or members of the public, the Board Members shall direct the individuals to [KL-AR: Public Complaints](#). Such information shall be conveyed to the Superintendent.

If a Board Member chooses to create social media account(s) associated with their role as a Board Member, they shall be responsible for maintaining such account(s) and following the suggested guidelines for use of social media below:

- Members should clarify that they are communicating as an individual member of the Board and that their statements reflect their own views and not necessarily the official position of the district or Board. Board members shall only post on behalf of the district if they have been delegated to do so by the Board.
- Board Members shall keep in mind that they may be perceived by the public as official district spokespersons. As such, Board Members shall avoid posting information that has not been verified or has not been made available to the public and shall never post anonymously about District business.
- Board members shall encourage community input be provided through the appropriate channels. Individual Board Member's social media sites shall not be used to conduct discussion or decisions of Board business.
- Board Members shall avoid posting content that indicates they have already formed an opinion on matters pending before the Board.
- When attempting to communicate about matters from a previous Board meeting, Board Members shall clarify that the posting is not an official record of the Board meeting and only share information from the open portions of the meeting.
- Board Members shall report communications that are harassing, discriminatory, bullying or defamatory to the Superintendent or designee if the communications involve District officials, staff, students or business.
- Board Members are considered mandatory reporters and are required to abide by the same reporting responsibilities in a social media context.
- Board Members are reminded that they are subject to the District's records retention requirements and must retain their own posts and the content posting to their social media sites when required to do so by the District's record retention policy.

CODE OF CONDUCT

Board Members shall not publicly express individual judgments of staff performance.

Process for Addressing Board Member Violations

The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a Member's violation of policy, the Board may seek remedy by the following process:

1. Conversation in a private setting between the offending Member and the Board Chair or other individual Member(s);
2. Removal of the offending Member from a committee or other Board-designated responsibility, if appropriate;
3. Public censure of the offending Member of the Board.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25
APPROVED: 4/12/16, 5/2022, 6/2022

TITLE: **INDIVIDUAL BOARD MEMBER AUTHORITY, RESPONSIBILITY, AND CODE OF CONDUCT**

The Board commits itself and its Members to ethical, respectful businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board Members. Board Members shall demonstrate commitment loyalty to the District's constituents stakeholders. This commitment shall supersede commitments loyalties to staff, other organizations, and personal interests. Members shall act in a manner consistent with the conflict of interest provisions in Board policy [GP-4: Board Ethics, Nepotism, and Conflicts of Interest](#); and Oregon law.

Members shall at all times endeavor to act as a part of the Board as a whole and avoid circumstances or actions that may be interpreted as an exercise of individual authority. A Board Member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of the Members of the Board is required to transact any business. An individual Member's interactions with public, press, or other entities shall should accurately represent Board positions or decisions. When expressing personal opinions in public, the Board Member shall should clearly identify the opinion as their own. Individual opinions should be clearly stated as such. The Board Chair is authorized to speak for the Board; -As a courtesy, Board Members shall will inform the Chair of interviews requests from with the media.

Board Members shall recognize the Superintendent as the chief executive officer to whom the Board has delegated authority to establish regulations and oversee the implementation of Board policy. Board Members may visit schools or other facilities to gain information, and may request information from the Superintendent, but no individual Board Member may direct the Superintendent to action without Board authorization. Board Members shall not intervene in the management of the District or its schools.

Board Members shall abide by appropriate Oregon public meetings law and shall conduct the public's business in open meetings. Expected conduct includes the following:

1. Board Members shall be properly prepared for Board Meetings and shall discharge the duties of the office as prescribed by statute.
2. Members shall contribute to thoughtful governance discussions and decisions by being well informed, open minded and deliberative.
3. Members shall protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District.
4. Board discussions appropriately conducted in executive session under Oregon public meetings law shall be kept confidential by members outside of executive session.
5. Members shall respect the decision of the final vote of the Board.
6. Board members may choose to publicly express dissenting opinions after a vote and following the conclusion of a Board meeting, but shall be respectful of the majority decision and the desire of the Board to move on to other matters.

RESPONSIBILITIES

The responsibility of the Board of Directors is to represent the constituents of Bend-La Pine Schools by providing visionary leadership through policy and practice that ensures the best possible education for students with respect to local, state, national and international standards of excellence while adhering to all legal requirements.

To distinguish the Board's work from that of the Superintendent and staff, the Board shall concentrate its efforts on the following:

1. Advocating on behalf of the school district, students, and the constituency it serves.
2. Interacting with students, staff, and parents/guardians, both as individual members of the Board and as a whole Board, to gather feedback that may help guide decisions facing the Board.
3. Developing written governing policies that, at the broadest levels, address:
 - a. **Board Ends:** Organizational impacts, benefits, and results for specified recipients and their relative worth (what end result is desired for whom and at what cost);

- b. **Executive Limitations:** Boundaries of acceptability within which staff methods and activities can be responsibly left to staff. These limiting policies, therefore, apply to staff means rather than to ends;
 - c. **Governance Process:** How the Board shall conceive, carry out, and monitor its own work;
4. Ensuring the Superintendent's performance through monitoring Board Ends and Executive Limitations policies.
 5. Ensuring Board performance through monitoring Governance Process policies.
 6. Ensuring that the Board Ends are the focus of organizational performance.

When Board Members receive complaints or request for action from staff, students, or members of the public, the Board Members shall direct the individuals to [KL-AR: Public Complaints](#). Such information shall be conveyed to the Superintendent.

If a Board Member chooses to create social media account(s) associated with their role as a Board Member, they shall be responsible for maintaining such account(s) and following the suggested guidelines for use of social media below-:

- Members shall clarify that they are communicating as an individual member of the Board and that their statements reflect their own views and not necessarily the official position of the district or Board. Board Members shall only post on behalf of the district if they have been delegated to do so by the Board.
- Board Members shall keep in mind that they may be perceived by the public as official district spokespersons. As such, Board members should avoid posting information that has not been verified or has not been made available to the public and shall never post anonymously about District business.
- Board Members shall encourage community input be provided through the appropriate channels. Individual Board Member's social media sites shall not be used to conduct discussion or decisions of Board business.
- Board Members shall avoid posting content that indicates they have already formed an opinion on matters pending before the Board.
- When attempting to communicate about matters from a previous Board meeting, Board Members shall clarify that the posting is not an official record of the Board meeting and only share information from the open portions of the meeting.
- Board members shall report communications that are harassing, discriminatory, bullying or defamatory to the Superintendent or designee if the communications involve District officials, staff, students or business.
- Board Members are considered mandatory reporters and are required to abide by the same reporting responsibilities in a social media context.
- Board Members are reminded that they are subject to the District's records retention requirements and must retain their own posts and the content posting to their social media sites when required to do so by the District's record retention policy.

CODE OF CONDUCT

Board Members shall ~~will~~ not publicly express individual judgments of staff performance.

Board Members will recognize the Superintendent as the chief executive officer to whom the Board has delegated authority to establish regulations and oversee the implementation of Board policy. Board Members may visit schools or other facilities to gain information, and may request information from the Superintendent, but no individual Board member may direct the Superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools. Formal evaluation of Superintendent performance will be a process of the total board.

Board members will abide by appropriate Oregon public meetings law and will conduct the public's business in open meetings. Expected conduct includes the following:

7. Board Members will be properly prepared for Board Meetings and will discharge the duties of the office as prescribed by statute.;
8. Members will contribute to thoughtful governance discussions and decisions by being well informed, open minded and deliberative.;
9. Members will protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District.;
10. Board discussions appropriately conducted in executive session under Oregon public meetings law shall be kept confidential by members outside of executive session.;
11. Members should respect the decision of the final vote of the board. It is the responsibility of individual members to express their opinion, including any dissention, during discussion of a topic.

12. Board members may choose to publicly express dissenting opinions after a vote and following the conclusion of a board meeting, but should be respectful of the majority decision and the desire of the board to move on to other matters.

Board members are subject to the same criminal history background checks that are required of school volunteers, including the criminal history records check that will be conducted every two years. If a Board member fails to clear the background check, they he/she will be required to comply with the provisions of Administrative Policy regarding KK-AR: Visitors to District Facilities when entering a school for any purpose.

When Board members receive complaints or request for action from staff, students, or members of the public, the Board members will direct the individuals to KL-AR: Public Complaints. Such information will be conveyed to the Superintendent.

BOARD MEMBER RESIGNATION

Elected Board members are expected to serve their full term of office. If a member decides to terminate service prior to the completion of their term of office, a letter of resignation addressed to the Board Chair shall be submitted. The letter must have a clear effective date and is binding unless withdrawn in writing and submitted to the Board Chair prior to next scheduled Board meeting.

The Board Chair will announce the resignation and declare the position vacant at the next scheduled Board meeting. The Board will determine the procedures to be used in filling the vacancy. The Board may begin a replacement process and select a successor prior to the effective date of the resignation; however, the actual appointment shall not be made before the resignation date.

Process for Addressing Board Member Violations ~~PROCESS FOR ADDRESSING BOARD MEMBER VIOLATIONS.~~

The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a Member's violation of policy, the Board may seek remedy by the following process:

1. Conversation in a private setting between the offending Member and the Board Chair or other individual Member(s);
2. Removal of the offending Member from a committee or other Board-designated responsibility, if appropriate;
3. Public censure of the offending Member of the Board.

SUGGESTED GUIDELINES FOR USE OF SOCIAL MEDIA BY BOARD MEMBERS

It is recommended that Board members operate within appropriate guidelines when communicating district business through their Board-associated social media account(s). The following are suggested guidelines for Board members when posting on their Board-associated social media account(s):

- Members are encouraged to clarify that they are communicating as an individual member of the Board and that their statements reflect their own views and not necessarily the official position of the district or Board. Board members should only post on behalf of the district if they have been delegated to do so by the Board.
- Board members should keep in mind that they may be perceived by the public as official district spokespersons. As such, Board members are encouraged to avoid posting information that has not been verified or has not been made available to the public and should never post anonymously about district business.
- Board members should encourage that community input be provided through the appropriate channels. Individual Board member's social media sites should not be used to conduct discussion or decisions of Board business.
- Board members should avoid posting content that indicates they have already formed an opinion on matters pending before the Board.
- When attempting to communicate about matters from a previous Board meeting, Board members should clarify that the posting is not an official record of the Board meeting and only share information from the open portions of the meeting.
- Board members are encouraged to report communications that are harassing, discriminatory, bullying or defamatory to the Superintendent or designee if the communications involve district officials, staff, students or business.
- Board members are considered mandatory reporters and are required to abide by the same reporting responsibilities in a social media context.
- Board members are reminded that they are subject to the district's records retention requirements and must retain their own posts and the content posting to their social media sites when required to do so by the district's record retention policy.

draft 10.14.25



No Board Member shall use or attempt to use their official position or office to obtain personal financial benefit or avoid financial detriment for themselves, a relative, or a member of the household, or any business with which the Board Member, a relative, or a member of the household is associated.

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

CONFLICTS OF INTEREST

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board Member or relative is associated” means any private business or closely held corporation of which a Board Member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board Member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board Member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board Member or relative is a director or officer.

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

“Member of the household” means any person who resides with the public official.

No Board Member shall solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board Member’s vote, official action or judgment would be thereby influenced.

No Board Member shall attempt to use or use for personal gain any confidential information gained through their official position or association with the District. A Board Member will respect individuals’ privacy rights when dealing with confidential information gained through association with the District.

If a Board Member participates in the authorization of a public contract, the Board Member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board Members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

¹The term spouse includes domestic partner.

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

ACTUAL CONFLICT OF INTEREST

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

A Board Member must publicly declare an actual conflict of interest. The Board Member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board Member to participate in any discussion or debate on the issue out of which an actual conflict arises.

POTENTIAL CONFLICT OF INTEREST

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

A Board Member must publicly declare a potential conflict of interest. A Board Member may, after declaring their potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

CLASS EXCEPTION

It will not be a conflict of interest if the Board Member’s action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged. For example, if a Board Member’s spouse is a member of the collective bargaining unit, the Board Member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board Member’s spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board Member should not vote on the contract.

GIFTS

Board Members are public officials and therefore shall not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board Member. All gift related provisions apply to the Board Member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board Member and to the Board Member’s relatives or members of household, meaning that the Board Member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. “Gift” means something of economic value given to a Board Member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

DETERMINING THE SOURCE OF GIFTS

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

DETERMINING LEGISLATIVE AND ADMINISTRATIVE INTEREST

A “legislative or administrative interest” means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board Member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

DETERMINING THE VALUE OF GIFTS

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

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

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

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

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board Member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board Member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

VALUE OF UNSOLICITED TOKENS OR AWARDS: RESALE VALUE

Board Members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

ENTERTAINMENT

Board Members shall not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board Member unless:

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

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

EXCEPTIONS

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” to the Board Member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;

5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board Members are permitted to accept payment for travel conducted in the Board Member's official capacity, for certain limited purposes:
 - i. Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 1. The Board Member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - a. The giver is a unit of a:
 - i. Federal, state, or local government;
 - ii. An Oregon or federally recognized Native American Tribe; OR
 - iii. Nonprofit corporation.
 2. The Board Member is representing the district:
 - a. On an officially sanctioned trade-promotion or fact-finding mission; OR
 - b. Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*
 - ii. The purpose of this exception is to allow Board Members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board Member is representing the District. Again, this exception does not authorize private meals where the participants engage in discussion.

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

7. Food or beverage consumed by the Board Member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(1)(i);
8. Waiver or discount of registration expenses or materials provided to the Board Member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
9. A gift received by the Board Member as part of the usual or customary practice of the Board Member's private business, employment or position as a volunteer that bears no relationship to the Board Member's holding of public office.

HONORARIA

A Board Member shall not solicit or receive, whether directly or indirectly, honoraria for the Board Member or any relative or member of the household of the Board Member if the honoraria are solicited or received in connection with the official duties of the Board Member.

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

NEPOTISM

To avoid both potential and actual conflicts of interests, Board Members shall abide by the following rules when a Board Member's relative or member of the household is seeking and/or holds a position with the District:

1. A Board Member shall not appoint, employ or promote a relative or member of the household, or discharge, fire or demote or advocate for such employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244.

This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board Member position or another Board-related unpaid volunteer position (i.e. a Board committee position).

2. A Board Member shall not participate as a public official in any interview, discussion or debate regarding the appointment, employment or promotion, discharge, firing, or demotion of a relative or member of the household. A Board Member may still serve as a reference or provide a recommendation.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 4/12/16

FINAL DRAFT 10.14.25



Board Members are expected to avoid conflicts of interest involving any matter pending before the Board and comply with Oregon Government Ethics Law in ORS Chapter 244, portions of which are cited and summarized below. (<http://www.oregonlaws.org/ors/chapter/244>).

No Board Member shall will A public official may not use or attempt to use their official position or office to obtain personal financial benefit gain or avoid ance of financial detriment for themselves public official, a relative, or a member of the household of the public official, or any business with which the Board Member, public official or a relative, or a member of the household of the public official is associated. , if the financial gain or avoidance of financial detriment would not otherwise be available but for the public official's holding of the official position or office. [See ORS 244.040 (1)]

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

General Definitions for CONFLICTS OF INTEREST

"Business" means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

"Business with which a Board Member or relative is associated" means any private business or closely held corporation of which a Board Member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board Member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board Member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board Member or relative is a director or officer.

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

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

No Board Member shall will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board Member's vote, official action or judgment would be thereby influenced.

No Board Member shall will attempt to use or use for personal gain any confidential information gained through their his/her official position or association with the Ddistrict. A Board Member will respect individuals' privacy rights when dealing with confidential information gained through association with the Ddistrict.

¹The term spouse includes domestic partner.

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

If a Board Member participates in the authorization of a public contract, the Board Member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board Members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

ACTUAL CONFLICT OF INTEREST

“Actual conflict of interest” is defined in ORS 244.020(1) and means any action or any decision or recommendation by a Board Member that person acting in a capacity as a public official, the effect of which would result in a financial be to the private pecuniary benefit or detriment to self or of the person or the person’s relatives or for any business with which the Board Member person or a relatives of the person is are associated, unless otherwise provided by law the pecuniary benefit or detriment arises out of a potential conflict of interest as described below.

A Board Member must publicly declare an actual potential conflict of interest. The Board Member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take action. Such a vote does allow the Board Member to participate in any discussion or debate on the issue out of which an actual conflict arises. A Board member may, after declaring their potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

POTENTIAL CONFLICT OF INTEREST

“Potential conflict of interest” is defined in ORS 244.020(13) and means any action or any decision or recommendation by a Board Member that could result in a financial person acting in a capacity as a public official, the effect of which could be to the private pecuniary benefit or detriment to self or of the person or the person’s relatives, or for any business with which the Board Member person or the person’s relatives are is associated, unless otherwise provided by law. the pecuniary benefit or detriment arises out of the following:

- 1.—An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- 2.—Any action in the person’s official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- 3.—Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

A Board Member must publicly declare a potential conflict of interest. A Board Member may, after declaring their potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

CLASS EXCEPTION

It will not be a conflict of interest if the Board Member’s action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged. For example, if a Board Member’s spouse is a member of the collective bargaining unit, the Board Member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board Member’s spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board Member should not vote on the contract.

GIFTS

Board Members are public officials and therefore shall will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board Member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board Member and to the Board Member’s relatives or

members of household, meaning that the Board Member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. "Gift" is defined in ORS 244.020(7)(a) and means something of economic value given to a Board Member public official, a candidate or a relative or member of the household of the public official or candidate: without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or candidates or relatives or members of the household of public officials or candidates on the same terms and conditions. ; or

1. For valuable consideration less than that required from others who are not public officials or candidates.

"Gift" does not include the items described in ORS 244.020(7)(b):

DETERMINING THE SOURCE OF GIFTS

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

DETERMINING LEGISLATIVE AND ADMINISTRATIVE INTEREST

A "Legislative or administrative interest" is defined in ORS 244.020(10) and means an economic interest, distinct from that of the general public, in any action matter subject to the decision or vote of a person acting in the capacity of a Board Member acting in his or her official capacity. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

"Relative" is defined in ORS 244.020(16) and means the spouse, parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of a board member or the board member's spouse, or any individual for whom a board member has a legal support obligation or provides benefits.

Process for Conflicts of Interest

When a board member has a conflict of interest, he or she shall comply with the procedure set forth in ORS 244.120(2), summarized as follows:

1. The board member must publicly state whether he or she has a potential or an actual conflict of interest and describe 'the nature of the conflict' for the record.
2. If it is a potential conflict of interest he or she can discuss, debate, and vote after announcing the potential conflict.
3. If it is an actual conflict of interest, the board member must not discuss, debate, or vote on the issue except if the rare circumstance described below exists:

If all members of the governing body are present and the number of members who must refrain due to actual conflicts of interest make it impossible for the governing body to take official action, the public official with an actual conflict of interest may vote. The public official must still make the required announcement and refrain from any discussion. This provision does not apply in situations where there are insufficient votes because of a member's absence when the governing body is convened.

Gift Limit

During a calendar year, a public official, a candidate or a relative or member of the household of the public official or candidate may not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have a legislative or administrative interest. [ORS 244.025 (1)].

DETERMINING THE VALUE OF GIFTS

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

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to

charity, however, does not count toward the fair market value of the gift if the Board Member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

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

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

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board Member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board Member.
3. Upon request by the Board Member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

VALUE OF UNSOLICITED TOKENS OR AWARDS: RESALE VALUE

Board Members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

ENTERTAINMENT

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

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

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

EXCEPTIONS

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from "relatives" and "members of the household" to the Board Member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient's performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board Members are permitted to accept payment for travel conducted in the Board Member's official capacity, for certain limited purposes:
 - i. Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:

1. The Board Member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - a. The giver is a unit of a:
 - i. Federal, state, or local government;
 - ii. An Oregon or federally recognized Native American Tribe; OR
 - iii. Nonprofit corporation.
2. The Board Member is representing the district:
 - a. On an officially sanctioned trade-promotion or fact-finding mission; OR
 - b. Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*
- ii. The purpose of this exception is to allow Board Members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board Member is representing the District. Again, this exception does not authorize private meals where the participants engage in discussion.

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

7. Food or beverage consumed by the Board Member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);
8. Waiver or discount of registration expenses or materials provided to the Board Member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
9. A gift received by the Board Member as part of the usual or customary practice of the Board Member’s private business, employment or position as a volunteer that bears no relationship to the Board Member’s holding of public office.

HONORARIA

A Board Member shall may not solicit or receive, whether directly or indirectly, honoraria for the Board Member or any relative or member of the household of the Board Member if the honoraria are solicited or received in connection with the official duties of the Board Member.

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

NEPOTISM

In order To avoid both potential and actual conflicts of interests, Board Members shall will abide by the following rules when a Board Member’s relative or member of the household is seeking and/or holds a position with the district:

1. A Board Member A public official shall may not appoint, employ or promote a relative or member of the household to, or discharge, fire or demote or advocate for such employment decision for a relative or member of the household from, a paid position with the public body that the public official serves or over which the public official exercises jurisdiction or control, unless the Board member public official complies with the conflict of interest requirements of ORS this Chapter 244.

This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board Member position or another Board-related unpaid volunteer position (i.e. a Board committee position).

2. A Board Member public official shall may not participate as a public official in any interview, discussion or debate regarding the appointment, employment or promotion, discharge, firing, or demotion of a relative or member of the household to, or the discharge, firing or demotion of a relative or member of the household from, a paid position with the public body that the public official serves or over which the public official exercises jurisdiction or control. A Board Member may still serve as a reference or provide a recommendation. As used in this paragraph, participate does not

include serving as a reference, providing a recommendation or performing other ministerial acts that are part of the normal job functions of the public official. [ORS 244.177 (1)(a) and (b)].

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25
APPROVED: 4/12/16

draft 10.14.25



In accordance with [ORS 332.040](#), the Board shall annually elect a Chair and Vice Chair. The incumbent Board Chair shall preside until a successor is elected, whereupon the successor shall assume the Chair. In the event no incumbent Chair or Vice Chair remains on the Board, the most senior member of the Board shall preside. In the event the Chair or Vice Chair is unable to fulfill their duties at any time, the Board shall elect a new Chair or Vice Chair. At the Board's discretion, one additional officer (e.g. Secretary, Treasurer) may also be elected to carry out specific duties.

BOARD CHAIR ROLE

The Board Chair has the following authority and duties any of which may be explicitly delegated to other members of the Board to capitalize on the interests and strengths of individual Board Members:

1. Monitor Board behavior to ensure it is consistent with its own rules and policies and those legitimately imposed upon from outside the organization;
 - a. Conduct and monitor Board meeting deliberations to ensure only Board issues, as defined in Board policy, are discussed;
 - b. Ensure Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
 - c. Preside over Board meetings in accordance with the law and modified *Robert's Rules of Order*;
2. Make all interpretive decisions that fall within the topics covered by Board policies, Governance Process policies, and the Board/Superintendent Operating Agreement, except where the Board specifically delegates such authority to others, using any reasonable interpretation of the provisions in those policies;
 - a. Refrain from making any interpretive decisions about policies created by the Board in the Board Ends and Executive Limitations policy areas;
 - b. Refrain from exercising any authority as an individual to supervise or direct the Superintendent.
3. Develop, in coordination with the Vice Chair and Superintendent, and consistent with the interests of the Board, agendas for Board meetings.
 - a. Any agenda item requested by at least three members of the Board shall be placed on the agenda.
4. Within the framework of policy governance, approach the Superintendent with concerns or requests that are supported by a majority of the Board.
5. With input from the Board, appoint committee members to standing and ad hoc committees and initiate ad hoc committees to accomplish specific tasks.
6. Participate in the orientation of new Board Members.
7. Ensure that Executive Limitations policy monitoring results are documented in a timely way.
8. Coordinate the evaluation process for the Superintendent.
9. Lead the Board in an annual self-assessment.
10. Provide oversight of the Board's resources and budget.
11. In dealing with the media and the public in general, the Chair or their designee shall serve as the spokesperson of the Board.
12. The Chair or designee shall respond to public emails on behalf of the Board and shall facilitate follow-up with those who provide public input at board meetings.
13. Attend events to strengthen the school Board's relationship with community partners. The Chair may delegate this to any other willing member.

VICE CHAIR ROLE

The Vice Chair shall preside at Board meetings in the absence of the Chair and shall perform all of the duties of the Chair in case of their absence or disability. In the absence of the Chair and the Vice Chair, the Board's most senior member present shall preside.

The Vice Chair shall carry out other duties as delegated by the Chair or by a vote of the Board.

INDIVIDUAL BOARD MEMBER ROLES

The authority of individual Board Members is limited to participating in actions taken by the Board as a whole when legally in session. The Board or District staff shall not be bound in any way by an action taken or statement made by any individual Board Member except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Each Board Member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each Member is obligated to attend Board meetings regularly. Whenever possible, each Member shall give advance notice to the Chair of their inability to attend a Board meeting.

BOARD COMMITTEES

Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority shall be carefully stated in policy in order not to conflict with authority delegated to the Superintendent.

Board committees shall be organized by agreement of the majority of the Board with members appointed by the Chair.

BUDGET COMMITTEE

By law, the Budget Committee is charged with making recommendations concerning financial priorities.

The Budget Committee shall have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the Superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the Budget Committee. The Committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the Committee may, in effect, delete programs because of a fund decrease, the Committee is charged primarily with a fiscal evaluation of programs. The Committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following shall govern the make-up and process of establishing the district's Budget Committee:

1. The Budget Committee consists of seven members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the district;
 - b. Not be an officer, agent or employee of the district.
2. At least one member of the Budget Committee must be a member of the district's Educational Equity Advisory Committee;¹
3. No Budget Committee member may receive any type of compensation from the district;
4. The Board shall identify vacant Budget Committee positions which must be filled by appointment of the Board. The Board shall announce the vacancies and receive applications from interested persons during the month of December. Such applications will include a signed statement that the applicant is willing to serve as a member of the Budget Committee and to adhere to the policies of the district. The Board may appoint Budget Committee members to as many consecutive terms as deemed appropriate;
5. The appointive committee members of a Budget Committee in a district that prepares an annual budget shall be appointed for three-year terms. The terms shall be staggered so that, as near as practicable, one-third of the appointive members' terms end each year.
6. If any appointive member is unable to complete the term for which the member was appointed, the Board shall announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term shall be made at the next regular Board meeting.

¹The Budget Committee is not required to include a member of the Educational Equity Advisory Committee until a vacancy on the Budget Committee occurs by a member who is not also a member of the school district Board.

Budget Committee Responsibilities

The following items explain the Budget Committee responsibilities:

1. At its first meeting after appointment, the Budget Committee shall elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member Budget Committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;
3. The Budget Committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the Budget Committee are open to the public;
4. The Budget Committee may request any information used in the preparation of or for revising the budget document from the Superintendent or Chief Financial Officer. The Committee may request the attendance of any district employee at its meetings. The Budget Committee shall approve the budget document as submitted by the Superintendent or as subsequently revised by the Committee;
5. After approval of the original or revised budget document, the Budget Committee's duties cease. The hearing on the approved budget is held by the Board.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 4/12/16, 7/13/2021, 11/9/2021, 5/2022, 6/2022



In accordance with [ORS 332.040](#), the Board shall annually elect a Chair and Vice Chair. ~~The incumbent Board Chair shall will~~ preside until a successor is elected, whereupon the successor ~~shall will~~ assume the Chair. In the event no incumbent Chair or Vice Chair remains on the Board, the most senior member of the Board shall will preside. In the event the Chair or Vice Chair is unable to fulfill their duties at any time, the Board shall elect a new Chair or Vice Chair. ~~No member shall serve as a chairperson for more than four years in succession.~~ At the Board's discretion, one additional officer (e.g. Secretary, Treasurer) may also be elected to carry out specific duties.

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4. The Budget Committee may request any information used in the preparation of or for revising the budget document from the Superintendent or Chief Financial Officer ~~business manager~~. The committee may request the attendance of any district employee at its meetings. The Budget Committee shall will approve the budget document as submitted by the Superintendent or as subsequently revised by the Committee;
5. After approval of the original or revised budget document, the Budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 4/12/16, 7/13/2021, 11/9/2021, 5/2022, 6/2022



To accomplish its stated objectives, the Board shall govern in a consistent and efficient manner. Accordingly, no later than the first meeting held after July 1 of each year the Board shall:

1. Organize by electing officers in accordance with [GP-5: Board Member Roles and Board Committees](#).
2. Establish an annual meeting schedule.
 - a. The schedule may be changed with proper notice.
 - b. Special meetings may be held at the request of the Chair, or by mutual consent of the Members, or may be called by four members of the Board serving written 24-hour notice on the other members and the Superintendent. Special meetings must be scheduled at least 24-hours in advance to allow for notification to the public and media.
 - c. Emergency meetings may be held upon less than 24-hour notice as is appropriate to the circumstances. The minutes of such a meeting shall describe the justification for providing less than 24-hours notice to the public and the media.
3. Review and adopt a Board/Superintendent Operating Agreement.

Additionally, the Board shall:

1. Comply with Oregon Public Meetings Laws ([ORS 192.610-192.705](#)).
 - a. "Meeting" does not include:
 - i. Any on-site inspection of any project or program.
 - ii. Attendance of members of the Board at any national, regional, or state association to which the Board or its members belong.
 - iii. Private or social meetings of a quorum when decisions or deliberations are not taking place.
2. Allow for public attendance at regular and special meetings. The right of public attendance at a public meeting does not include the right to participate by public testimony or comment.
 - a. Any member of the audience who continues to disrupt a Board meeting after being asked to cease by the Chair may be excluded from the meeting (or muted in a virtual meeting) by the Chair if necessary to maintain order, conduct business efficiently, or allow others the ability to participate. The intent is that such disruption be addressed as efficiently and uniformly as possible.
3. Vote on motions using "yeas" or "nays" and record the result of the vote.
4. Adhere to a majority vote requirement, which requires affirmative votes by a majority of the membership of the Board (4 out of 7) to pass any motion before the Board.
5. Conduct a Board meeting only if a majority of the Board Members are present.
6. Appoint and maintain a 7 member citizens' Budget Committee as required by Oregon Revised Statute and utilize the majority vote requirement, which requires affirmative votes by a majority of the committee (8 out of 14) be required to pass any motion before the Budget Committee.

PUBLIC COMMENT

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

Public comment is typically only received at regular business meetings, not at work sessions. The following shall serve as guidelines when public are attending a meeting:

1. Individuals wishing to make public comment must sign up prior to the start of the meeting. Individuals will be asked to include full name, contact information, and agenda item they are speaking to, or topic of comment if they are speaking to a non-agendized item.
2. Individuals will be called upon to speak by the Chair or designee and will be prioritized in the following order: Bend-La Pine Schools (BLS) students, BLS residents, and those who have not been heard from in the two previous business meetings.

3. The typical time per speaker will be a maximum of two (2) minutes until the time cap has been reached for that agenda item. The Board will typically allow up to ten (10) minutes for comments on the same agenda item and up to ten (10) minutes for comments on non-agendized items. A group of visitors with a common purpose are encouraged to designate a spokesperson for the group. Remarks should be addressed to the Board as a body rather than directed to any particular Member.
4. Speakers may offer feedback of District operations and programs, but the Board will not hear complaints or comments concerning individual District staff members or Board Members. The Chair or designee shall direct the visitor to the appropriate means for filing a complaint or for offering feedback.
5. Public comment is a time for members of the public to express their views; therefore, the Board shall not engage in discussion or answer questions during public comment.
6. The Chair or designee may interrupt and/or end public comment when time has been exceeded, complaints/comments are made about an individual District staff member or Board Member, or when comments and/or behavior become inappropriate. Inappropriate behavior includes, but is not limited to, attempting to engage individual Board Members in conversation; insults, obscenities or profanity; discriminatory or racist comments; attacks against any person in their personal capacity; and/or physical violence or threat thereof. A Board Member may also ask for a Point of Order to address such comments.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25
APPROVED: 4/12/16, 7/13/2021, 11/9/2021, 5/2022, 6/2022



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 - c. Emergency meetings may be held upon less than 24-hour notice as is appropriate to the circumstances. The minutes of such a meeting shall describe the justification for providing less than 24-hours notice to the public and the media.
3. Review and adopt a Board/Superintendent Operating Agreement.

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 - a. Any on-site inspection of any project or program.
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 - c. Private or social meetings of a quorum when decisions or deliberations are not taking place.
2. Allow for public attendance at regular and special meetings. The right of public attendance at a public meeting does not include the right to participate by public testimony or comment.
 - a. Any member of the audience who continues to disrupt a Board meeting after being asked to cease by the Chair may be excluded from the meeting (or muted in a virtual meeting) by the Chair if necessary to maintain order, conduct business efficiently, or allow others the ability to participate. The intent is that such disruption be addressed as efficiently and uniformly as possible.
3. ~~The Board typically receives public comment at its regular meetings, but not at its work sessions. The following shall serve as guidelines when public are attending a meeting:~~
 - a. ~~Individuals wishing to make public comment must sign up prior to the start of the meeting. Individuals will be asked to include full name, contact information and agenda item they are speaking to.~~
 - b. ~~Individuals will be called upon to speak by the Chair and will be prioritized in the following order: Bend-La Pine Schools (BLS) students, BLS residents, and those that have not been heard from in the two previous business meetings.~~
 - c. ~~The typical time per speaker will be a maximum of two (2) minutes until the time cap has been reached for that agenda item. The Board will typically allow up to ten (10) minutes for comments on the same agenda item and up to ten (10) minutes for comments on non-agendized items as a whole for a maximum of 45 minutes of public comment during a meeting. A group of visitors with a common purpose are encouraged to designate a spokesperson for the group. Remarks should be addressed to the Board as a body rather than directed to any particular member.~~
 - d. ~~Speakers may offer feedback of district operations and programs, but the. Board will not hear complaints concerning individual district staff or Board members. The Chair will direct the visitor to the appropriate means for filing a complaint.~~
 - e. ~~Public comment is a time for members of the public to express their views; therefore, the Board will not engage in discussion or answer questions during public comment.~~
 - f. ~~The Chair may interrupt and/or end public comment when time has been exceeded, complaints are made about an individual district staff or Board member, or when comments and/or behavior become inappropriate. Inappropriate behavior includes, but is not limited to attempting to engage individual board members in conversation; insults,~~

obscurities or profanity; discriminatory or racist comments; attacks against any person in their personal capacity; and/or physical violence or threat thereof. A Board member may also ask for a Point of Order to address such comments.

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6. The Chair or designee may interrupt and/or end public comment when time has been exceeded, complaints/comments are made about an individual District staff member or Board Member, or when comments and/or behavior become inappropriate. Inappropriate behavior includes, but is not limited to, attempting to engage individual Board Members in conversation; insults, obscenities or profanity; discriminatory or racist comments; attacks against any person in their personal capacity; and/or physical violence or threat thereof. A Board Member may also ask for a Point of Order to address such comments.

END OF GOVERNANCE POLICY

REVIEWED: 9/23/25, 10/14/25

APPROVED: 4/12/16, 7/13/2021, 11/9/2021, 5/2022, 6/2022



PURPOSE OF AGREEMENT

The Board of Directors and Superintendent must function as a cohesive leadership team. To ensure unity in purpose and clarity in process, effective group agreements and expectations must be in place. The following are the group agreements and expectations for the Bend-La Pine Schools' Board of Directors and Superintendent.

AGREEMENTS BETWEEN BOARD AND SUPERINTENDENT

COLLABORATIVE GOVERNANCE AGREEMENTS

1. Members of the Board and the Superintendent shall work together as a team, modeling lifelong learning and collaboration.
2. Board Members shall place the District's mission, vision, and goals above personal interest.
3. Board Members shall follow a modified version of Carver's Policy Governance Model.
4. Board Members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in District and school matters.
5. Board Members shall carefully consider issues brought to the Board by individuals and District leadership, listening to all perspectives.
6. Board Members shall maintain appropriate confidentiality with district information.
7. The Superintendent shall respect the Board's responsibility to establish policy, and the Board shall respect the Superintendent's responsibility to manage the District.

COMMUNICATION AGREEMENTS

1. Board Members shall follow the chain of command and communicate directly with the Superintendent when a question, concern, or complaint is voiced by a staff member, student, parent/guardian, or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the Board to address questions and/or concerns about agenda items. When possible, they shall communicate at least one business day prior to the meeting.
3. Board Members and the Superintendent shall communicate individually, as appropriate, when an individual concern arises with any member of the Board/Superintendent team.
4. The Superintendent shall communicate directly with the Board in a regularly established scheduled process for information sharing.
5. The Superintendent shall communicate with the Board in anticipation of an adverse event or adverse media coverage, and/or when a serious incident involving staff, students, parents/guardians, or community members occurs.

BOARD OPERATION & DECISION-MAKING AGREEMENTS

1. The Board and Superintendent shall strive to start and end meetings on time. When possible, they will set "actionable" items that require more deliberation earlier in the agenda before "information only" items.
2. Board Members shall avoid surprises to other Board Members or the Superintendent by following established communication agreements and meeting agendas. For an item to be added to a meeting agenda, three or more Members must make the request to the Board Chair.
3. The Board shall make decisions only as an entire Board and only at officially noticed public meetings.
4. Board Members shall support the decisions of the majority once a decision is made.

EXPECTATIONS

BOARD EXPECTATIONS OF THE SUPERINTENDENT

1. The Superintendent shall work toward becoming a team with Board Members.
2. The Superintendent shall respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. The Superintendent shall work with the Board to establish a clear vision for the school district.
4. The Superintendent shall prepare strategic initiatives annually for the Board's review.
5. The Superintendent shall provide data to the Board so that data-driven decisions can be made.

6. The Superintendent shall possess a working knowledge of all legal and local policies.
7. The Superintendent shall inform the Board of critical information, including relevant trends, anticipated adverse issues, or critical external or internal change.
8. The Superintendent shall communicate with Board members promptly and effectively.
9. The Superintendent shall conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.
10. The Superintendent shall provide follow-up information to Board members on concerns and issues they have referred to the Superintendent.

SUPERINTENDENT'S EXPECTATION OF THE BOARD

1. The Board shall recognize the Superintendent as the instructional leader of the school district, including careful consideration of each recommendation made by the Superintendent.
2. The Board shall adhere to the terms of the Superintendent's employment contract.
3. The Board shall remain student-focused, representing the needs and interests of all students in the District.
4. The Board shall assist in gaining acceptance and support in the community, in part by sharing the successes and failures of the school system with the Superintendent.
5. The Board shall, in public and at school board meetings, show District staff the respect and consideration due skilled, professional employees.
6. The Board shall inform the Superintendent of all critical information and issues in a timely manner to increase transparency and set the Board and Superintendent up for success.
7. The Board shall be willing to abide by the Board's own rules, policies, and code of ethical conduct, displaying integrity of the highest order.
8. The Board shall study and evaluate educational issues affecting the school district, and participate in professional development activities at the local, state, and national level.
9. The Board shall avoid surprise items at school board meetings.
10. The Board shall respect the confidentiality requirement of Board meeting executive sessions.
11. The Board shall set clear goals for the Board itself, the Superintendent, and the District.

Board of Directors Signatures of Agreement, dated on this _____ day of _____ 20____ :

Director Zone 1

Director Zone 5

Director Zone 2

Director Zone 6

Director Zone 3

Director Zone 7

Director Zone 4

Superintendent Signature of Agreement, dated on this _____ day of _____ 20____ :

Superintendent

Attest: Board Clerk

REVIEWED: 9/23/25, 10/14/25
APPROVED: 9/12/23



PURPOSE OF AGREEMENT

The Board of Directors and Superintendent must function as a cohesive leadership team. To ensure unity in purpose and clarity in process, effective group agreements and expectations must be in place. The following are the group agreements and expectations for the Bend-La Pine Schools' Board of Directors and Superintendent.

AGREEMENTS BETWEEN BOARD AND SUPERINTENDENT

COLLABORATIVE GOVERNANCE AGREEMENTS

1. Members of the Board and the Superintendent shall work together as a team, modeling lifelong learning and collaboration.
2. Board Members shall place the District's mission, vision, and goals above personal interest.
3. Board Members shall agree to follow a modified version of Carver's Policy Governance Model.
4. Board Members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in District and school matters.
5. Board Members shall carefully consider all issues brought to the Board by individuals and district leadership, listening to all perspectives.
6. Board Members shall maintain appropriate confidentiality with district information.
7. The Superintendent shall respect the Board's responsibility to establish policy, and the Board shall respect the Superintendent's responsibility to manage the District.

COMMUNICATION AGREEMENTS

1. Board Members shall follow the chain of command and communicate directly with the Superintendent when a question, concern, or complaint is voiced by a staff member, student, parent/guardian, or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the Board to address questions and/or concerns about agenda items. When possible, they shall communicate at least one business day prior to the meeting.
3. ~~When an individual concern arises with any member of the Board/Superintendent team,~~ Board Members and the Superintendent shall communicate individually, as appropriate, ~~when an individual concern arises with any member of the Board/Superintendent team.~~
4. The Superintendent shall will communicate directly with the Board in a regularly established scheduled process for information sharing.
5. The Superintendent shall will communicate with the Board in anticipation of an adverse event or adverse media coverage, and/or when a serious incident involving staff, students, parents/guardians, or community members occurs.

BOARD OPERATION & DECISION-MAKING AGREEMENTS

1. The Board and Superintendent shall will strive to start and end meetings on time. When possible, they will set "actionable" items that require more deliberation earlier in the agenda before "information only" items.
2. Board Members shall will avoid surprises to other Board Members or the Superintendent by following established communication agreements and meeting agendas. For an item to be added to a meeting agenda, three or more Members must make the request to the Board Chair.
3. The Board shall will make decisions only as an entire Board and only at officially noticed public meetings.
4. Board Members shall will support the decisions of the majority once a decision is made.

EXPECTATIONS

BOARD EXPECTATIONS OF THE SUPERINTENDENT

1. The Superintendent shall work toward becoming a team with Board Members.
2. The Superintendent shall respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. The Superintendent shall work with the Board to establish a clear vision for the school district.

4. The Superintendent shall prepare strategic initiatives preliminary goals annually for the Board's review considerations.
5. The Superintendent shall provide data to the Board so that data-driven decisions can be made.
6. The Superintendent shall possess a working knowledge of all legal and local policies.
7. The Superintendent shall inform the Board of critical information, including relevant trends, anticipated adverse issues, or critical external or internal change.
8. The Superintendent shall communicate with Board members promptly and effectively.
9. The Superintendent shall conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.
10. The Superintendent shall provide follow-up information to Board members on concerns and issues they have referred to the Superintendent.

SUPERINTENDENT'S EXPECTATION OF THE BOARD

1. The Board shall recognize the Superintendent as the instructional leader of the school district, including careful consideration of each recommendation made by the Superintendent.
2. The Board shall adhere to the terms of the Superintendent's employment contract.
3. The Board shall remain student-focused, representing the needs and interests of all students in the District.
4. The Board shall assist in gaining acceptance and support in the community, in part by sharing the successes and failures of the school system with the Superintendent.
5. The Board shall, in public and at school board meetings, show district staff the respect and consideration due skilled, professional employees.
6. The Board shall to increase transparency and set the Board and Superintendent up for success, inform the Superintendent of all critical information and issues in a timely manner to increase transparency and set the Board and Superintendent up for success.
7. The Board shall be willing to abide by the Board's own rules, policies, and code of ethical conduct, displaying integrity of the highest order.
8. The Board shall study and evaluate educational issues affecting the school district, and participate in professional development activities at the local, state, and national level.
9. The Board shall avoid surprise items at school board meetings.
10. The Board shall respect the confidentiality requirement of Board meeting executive sessions.
11. The Board shall set clear goals for the Board itself, the Superintendent, and the district.
12. Remain student focused representing the needs and interests of all students in the district.

Bend-La Pine Schools	
Board of Directors	Superintendent
<p><i>GOVERNS</i> Decides What Requests Information Considers Issues Creates, Reviews, and Adopts Policy Establishes Vision, Approves & Reviews Plans Monitors Progress Approves Personnel Contracts Reviews & Approves District Budget Represents Public Interest</p>	<p><i>LEADS</i> Decides How Seeks and Provides Information Provides Recommendations Recommends and Carries Out Policy Implements Vision and Plans Reports Progress Supervises Hiring Processes & Practices Formulates District Budget Acts in Public Interest</p>

Board of Directors Signatures of Agreement, dated on this _____ day of _____ 20_____:

 Director Zone 1

 Director Zone 5



TITLE: BOARD OF DIRECTORS & SUPERINTENDENT OPERATIONAL AGREEMENTS AND EXPECTATIONS

Director Zone 2

Director Zone 6

Director Zone 3

Director Zone 7

Director Zone 4

Superintendent Signature of Agreement, dated on this _____ day of _____ 20_____:

Superintendent

Attest: Board Clerk

REVIEWED: 9/23/25, 10/14/25
APPROVED: 9/12/23

draft 10.14.25