REPORT: Integrated Programs Annual Report, Fall 2025

PRESENTED BY: Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY:

in 2019, the Oregon legislature passed the Student Success Act, including the Student Investment Account (SIA). SIA, along with five other programs receive funds that are to be used in four areas to support students. Funds must be used to support the common goals of providing a Well-Rounded Education, Advancing Equity, Engaging Community, and Strengthening Systems and Capacity in our schools. During the 2024-2025 school year, Bend-La Pine Schools received approximately $21,988,335.00 enabling the district to fund its prioritized strategies. These are listed below:

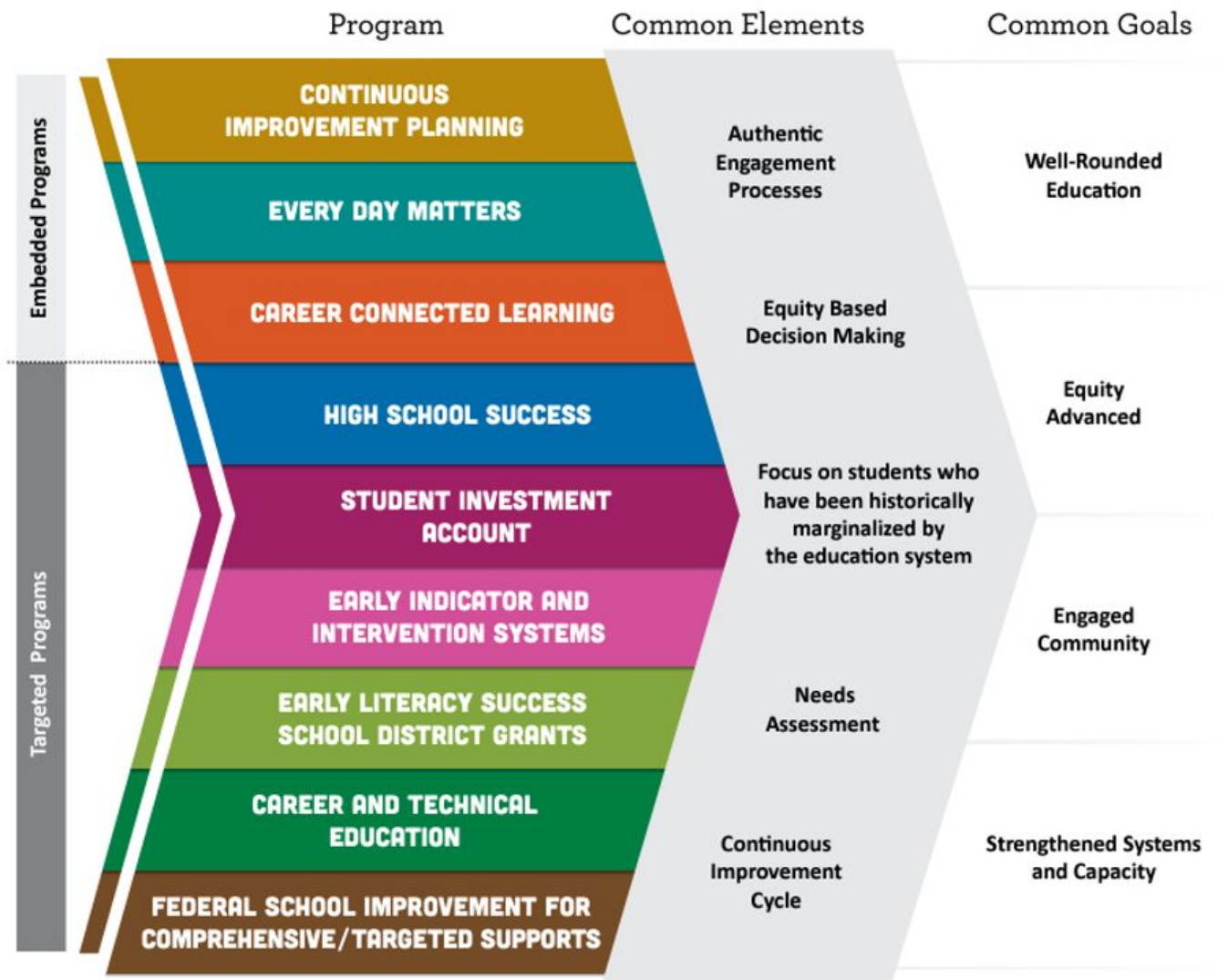
- Funding our student success program and supporting our students' behavioral, emotional, and mental health needs
- Providing additional certified staff to schools, especially in our schools with the largest numbers of historically and currently underserved (HU) students
- Supporting our multi-lingual students and families
- Supporting our students with disabilities
- Providing high school supports for CTE programming and opportunities
- Supporting teachers' continuing professional learning with embedded instructional coaching

These additional supports have been critical in helping the district make steady progress in elevating students' experiences and learning. In fact, access to trained school counselors is at an all-time high and our partenrships with technical professionals to support mental health needs continue to strengthen. However, barriers that we have noticed over the past several years remain: 1) with continued growth in the number of students experiencing behavioral, emotional, and mental health struggles, the additional resources provided are not nearly sufficient; 2) we continue to face challenges to recruit and retain staff in some of these positions, particularly in special programs and student support programs; and 3) because the vast majority of our SIA funds are spent on employees, as salaries and benefits increase, maintaining our current levels of service becomes increasingly difficult.

24-25 Integrated Programs Annual Report Presentation

Bend-La Pine Schools

Summary of Integrated Programs Performance Measures



Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan?

Discuss at least one Outcome where you have seen progress in implementation.

There have been several success points during the last year.

- Continued advancement on CTE initiatives within our schools has continued to develop during the year.
- Several school staff began early adoption of the standards-based grading and instructional model
- New reading curriculum (Expeditionary Learning) was implemented throughout the year with ongoing professional development
- Social and Emotional Learning curriculum implementation was strengthened as high schools created new advisory models
- Newcomer programming needs are at an all-time high

One area continues to stand out: supporting students with mental health challenges. The work of counselors, social workers, and student success coordinators is becoming more solidified each day throughout our schools. We have created partnerships with individuals and the county in the form of UpShift, Sources of Strength, and the Forward Project.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

In general, the areas where BLP has grown continue to be areas where we need to focus. The increased needs we are experiencing in our schools continue to outpace the resources and expertise that we have to tackle these challenges. Three notable areas stand out:

- a shortage of professionals in the area of special education
- an acute need for training and supports related to supporting students with limited language proficiency
- continued need for supports for students experiencing high needs that manifest in dysregulation

Because most of our funding is spent on staff, as staff wages increase, the dollars continue to be stretched thin. Substitute shortages and at times unpredictable behavior in classrooms has added to a difficulty to provide needed training for staff. It is frequent that substitutes are not available for positions which means that students with high needs cannot always depend on having support from trusted adults. Additionally, this pulls other adults into new positions to cover these needs causing shortages in coverage, programming, relationships, and expertise.