



## Bend-La Pine Schools School Board Regular Meeting Agenda

September 13, 2022, 5:30 PM

### Location:

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

1.	<b><u>Call to Order</u></b>		
	<b>Speaker(s):</b> Chair Barnes Dholakia		
2.	<b><u>Pledge of Allegiance</u></b>		
	<b>Speaker(s):</b> Chair Barnes Dholakia		
3.	<b><u>Review of Agenda</u></b>	<b>4</b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Description:</b> Any changes to the Agenda after posting on September 9, 2022, are shown below.		
	<b>Attachments:</b>		
	9.13.22 - Agenda para reunió'n regular de la junta escolar - RECLUTAR		4
4.	<b><u>Welcoming Week Proclamation</u></b>		<b>7</b>
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Attachments:</b>		
	BLS Welcoming Week Proclamation 2022		7
5.	<b><u>District Recognitions</u></b>		
	A. Champion for Students Award		
	<b>Speaker(s):</b> Superintendent Cook		
6.	<b><u>Public Comment</u></b>		<b>8</b>
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Description:</b> This is the time provided for individuals to address the Board.		
	 Public Comment is accepted via Google Form until 5:00 p.m. on September 12, 2022.		
	<b>Attachments:</b>		
	9.13.22 Public Comment Received		8
7.	<b><u>Consent for Action</u></b>		
	<b>Speaker(s):</b> Chair Barnes Dholakia		
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.		
A.	Approval of Minutes		<b>9</b>
	<b>Description:</b> August 8, 2022, Regular Board Meeting and August 16, 2022, Board Retreat		
	<i>Reference: ORS 192.650 and ORS 332.057</i>		
	<b>Attachments:</b>		
	8.9.22 Minutes - DRAFT		

8.16.22 Minutes - DRAFT	14
B. Approval of Personnel Recommendations	16
<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements	
<i>Reference: ORS 332.505</i>	
<b>Attachments:</b>	
Certified Board Report 9.13.22	16
Classified Board Report 9.13.22	20
<b>8. Reports</b>	
A. Enrollment Update 2022-2023	27
<b>Speaker(s):</b> Brad Henry, Chief Operations and Financial Officer	
<b>Attachments:</b>	
Enrollment 2022-23 9-13-22	27
B. Staff Professional Development	30
<b>Speaker(s):</b> Deputy Superintendent Nordquist	
<b>Description:</b> Update on summer learning opportunities for staff	
<b>Attachments:</b>	
Executive Summary Summer Professional Development	30
Presentation: Summer Professional Development	31
Presentación: Desarrollo Profesional de Verano	37
C. Board Member Zones	43
<b>Speaker(s):</b> Superintendent Cook	
<b>Description:</b> Redistricting of Board Member Zones	
<b>Attachments:</b>	
Executive Summary Board Member Zones	43
Current - Board Zones overlay with New Voting Precincts	44
Option A - Board Zones overlay with New Voting Precincts	46
Option A - Board Zone Summary	48
Option B - Board Zones overlay with New Voting Precincts	49
Option B - Board Zone Summary	51
Supplemental Documents - Option A & B	52
D. Chair Report	
<b>Speaker(s):</b> Chair Barnes Dholakia	
E. Superintendent's Report	
<b>Speaker(s):</b> Superintendent Cook	
<b>9. Action Items</b>	
A. Supplemental Health Curriculum 2022-23 Adoption	55
<b>Speaker(s):</b> Dean Richards, Director of Secondary Curriculum, Instruction and Systems	
<b>Attachments:</b>	
Executive Summary Supplemental Health Curriculum Adoption	55
Public Feedback - Supplemental Health	57
B. OSBA Election	
<b>Speaker(s):</b> Chair Barnes Dholakia	
<b>Description:</b> Nomination for OSBA Board Position 3, Central Region	
C. At Large Zone 7 Position	
<b>Speaker(s):</b> Chair Barnes Dholakia	
<b>10. Discussion</b>	
A. Board Policies in Review	62
<b>Speaker(s):</b> Chair Barnes Dholakia	
<b>Description:</b> Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review.	

Public feedback regarding the policies in review is accepted beginning Wednesday, September 14, 2022, through Wednesday, September 27, 2022, via Google Form.

**Attachments:**

Executive Summary Board Policies for Review	62
AC-BP: Nondiscrimination - draft 9.2022	64
GBEA-BP: Workplace Harassment - draft 9.2022	70
GBN/JBA-BP: Sexual Harassment - draft 9.2022	73
GBNAA/JHFF-BP: Suspected Sexual Conduct with Students and Reporting Requirements - draft 9.2022	81
GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements - draft 9.2022	84
JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence. Or Domestic Violence - STUDENT - draft 9.2022	87

**11. Administrative Policy and Regulation Report**

**Speaker(s):** Chair Barnes Dholakia

A. Administrative Policies and Regulations in Review	93
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**Speaker(s):** Superintendent Cook

**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 Wednesday, September 14, 2022, through Wednesday, September 27, 2022, via Google Form.

**Attachments:**

Executive Summary Administrative Policies and Regulations for Review	93
AC-AR: Discrimination Complaint Procedure - draft 9.2022	95
GBEA-AR: Workplace Harassment Reporting Procedure - draft 9.2022	102
GBNA-AR: Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Reporting Procedures - STAFF - draft 9.2022	105
GBNAA/JHFF-AR: Suspected Sexual Conduct Report Procedures - draft 9.2022	109
GBNAB/JHFE-AR: Reporting of Suspected Child Abuse - draft 9.2022	112

B. Administrative Policies and Regulations for Adoption	117
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**Speaker(s):** Superintendent Cook

**Description:** List of Administrative Policies and/or Regulations that the District is adopting.

**Attachments:**

Executive Summary Administrative Regulations for Adoption	117
EBBA-AR: First Aid - draft 8.2022	118
EBBC-AR: Life-Sustaining Emergency Care - draft 8.9.22	119
JHCD-AR: Administration of Medication - draft 8.9.22	120

**12. Board Comments**

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

**13. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for October 11, 2022.



## Escuelas de Bend-La Pine

### Orden del día de la reunión regular de la junta directiva escolar

13 de septiembre de 2022, 5:30 PM

#### **Ubicación:**

Centro educativo, sala de juntas #314  
520 NW Wall Street  
Bend, OR 97703

#### 1. Llamada al orden

Orador(es): Presidente Barnes Dholakia

#### 2. Juramento de Lealtad a la bandera

Orador(es): Presidente Barnes Dholakia

#### 3. Revisión del orden del día

Orador(es) Presidente Barnes Dholakia

Descripción: Cualquier cambio en el orden del día después de la publicación el 9 de septiembre de 2022 se muestra a continuación.

#### 4. Reconocimientos del Distrito

A. Premio Campeón de Estudiantes

Orador(es): Superintendente Cook

#### 5. Comentario público

Orador(es) Presidente Barnes Dholakia

Descripción: Este es el tiempo previsto para que las personas se dirijan a la Junta directiva escolar. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p. m. el 12 de septiembre de 2022.

#### 6. Consentimiento para Acción

Orador(es) Presidente Barnes Dholakia

Descripción: Los elementos que son de naturaleza rutinaria se colocan en la Agenda de Consentimiento.

Cualquier elemento incluido en el Consentimiento para acción puede eliminarse a pedido de cualquier miembro de la Junta directiva antes del momento en que se realiza la votación. Todos los elementos restantes del Consentimiento para la acción se eliminan en una sola moción.

A. Aprobación de Minutas

Descripción: 8 de agosto de 2022, Reunión Ordinaria de la Junta Directiva y 16 de agosto de 2022, Retiro de la Junta Directiva

Referencia: ORS 192.650 y ORS 332.057

- B. Aprobación de Recomendaciones de Personal  
Descripción: Contrataciones, renuncias y retiros recomendados para personal administrativo, licenciado, clasificado y confidencial  
Referencia: ORS 332.505

## 7. Informes

- A. Actualización de inscripción 2022-2023  
Orador(es): Brad Henry, Director de operaciones y finanzas

- B. Informe de recursos humanos  
Orador(es): Steve Herron, Director de Recursos Humanos  
Descripción: Desarrollo profesional del personal

- 1. Desarrollo profesional del personal  
Orador(es): Superintendente Suplente Nordquist  
Descripción: Actualización sobre las oportunidades de aprendizaje de verano para el personal

- C. Zonas de miembros de la junta directiva
  - i. Orador(es): Superintendente Cook
  - ii. Descripción: Redistribución de distritos de las zonas de miembros de la junta directiva

- D. Informe del presidente
  - iii. Orador(es): Presidente Barnes Dholakia

- E. Informe del Superintendente
  - iv. Orador(es): Superintendente Cook

## 8. Artículos de acción

- A. Adopción del plan de estudios de salud suplementario 2022-23  
Orador(es): Dean Richards, Director de Plan de estudios Secundario, Instrucción y Sistemas

- A. Proclamación de la Semana de Bienvenida  
Orador(es): Presidente Barnes Dholakia

- A. Elección OSBA  
Orador(es): Presidente Barnes Dholakia  
Descripción: Nominación para el Puesto 3 de la Junta Directiva de OSBA, Región Central

- A. Puesto en general Zona 7  
Orador(es): Presidente Barnes Dholakia

- A. Políticas de la Mesa Directiva para la Acción  
Orador(es): Presidente Barnes Dholakia  
Descripción: Políticas de la Junta que requieren la aprobación de la Junta Escolar.

## 9. Discusión

- A. Políticas de la Junta directiva en revisión  
Orador(es): Presidente Barnes Dholakia  
Descripción: Políticas de la Junta directiva, Procesos de Gobierno, Limitaciones Ejecutivas, Finalizaciones de la Junta Directiva y Vínculos del Personal de la Junta directiva que requieren revisión de la Junta Directiva Escolar. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 14 de septiembre de 2022 hasta el martes 27 de septiembre de 2022 a través de Google Form.

10. Informe de Política y Regulación Administrativa

Orador(es): Presidente Barnes Dholakia

A. Políticas y reglamentos administrativos en revisión

Orador(es): Superintendente Cook

Descripción: Lista de Políticas y/o Regulaciones del Distrito que actualmente están siendo revisadas por el Distrito. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 14 de septiembre de 2022 hasta el martes 27 de septiembre de 2022 a través de Google Form.

A. Políticas y Reglamentos Administrativos para la Adopción

Orador(es): Superintendente Cook

Descripción: Lista de Políticas Administrativas y/o Regulaciones que el Distrito está adoptando.

11. Comentarios de la Junta

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

12. Aplazar

Descripción: La reunión se aplazará con la próxima reunión regular de la Junta Directiva Escolar programada para el 11 de octubre de 2022.



**Administrative School District No. 1  
Bend-La Pine Schools**

**Welcoming Week 2022 Proclamation**

**WHEREAS**, our community, state and nation are stronger when we work together as a people in seeking the American dream through the shared values of hard work and equitable opportunity; and

**WHEREAS**, the diverse experiences and perspectives of our students and families are a vital part of our community, enriching and strengthening our schools, community, and collective future; and

**WHEREAS**, the success of Bend-La Pine Schools depends on making sure that all students and families feel welcome and experience a sense of belonging - including those who are underserved and/or marginalized; who are recent immigrants; who are black, indigenous, and people of color; who are experiencing poverty, houselessness, or foster/kinship care; who are LGBTQ+; who are experiencing disability; and who are linguistically diverse; and

**WHEREAS**, we honor the spirit of unity during Welcoming Week that is bringing neighbors together across Central Oregon to honor and elevate the voices of all;

**NOW, THEREFORE IT IS RESOLVED THAT** we, the Board of Directors for Bend-La Pine Schools, hereby proclaim September 9<sup>th</sup> through 18<sup>th</sup>, 2022, Welcoming Week. We invite all students and families of Bend-La Pine Schools to join this movement of schools and communities nationwide, renewing our commitment to our core American values and taking action together to build strong and inclusive schools across our community that stand as a beacon of education and opportunity.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2022

Signed:

Attest:

\_\_\_\_\_

\_\_\_\_\_

Board Chair

Superintendent



## PUBLIC COMMENT

September 13, 2022

### Non-Agendized Item

#### 1. Rob Ryan

- Parent volunteer consistency.

#### 2. Renee Gonzalez

- Thank you for supporting Latino Community Association programs at two Elementary schools. LCA's goal is to provide bilingual and biliterate education to Native Spanish Speaking families once a week. We are expanding to another school in order to develop greater pride in one's heritage language and we want to inform the board and the community of our mission.

#### 3. Eric Eggers

- Dear Bend La-Pine School Board Members (as well as Superintendent and other Bend La-Pine administrators and staff),

I am not sure if this question applies to 9-13-22 Board meeting Agenda Item 10A (File: GBNA-AR: Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Reporting Procedures - STAFF - draft 9.2022). If it doesn't, I'd ask that this could be discussed at the September 13, 2022 board meeting.

I saw in a 8-31-22 KTVZ article titled "Safeway shooter's online threats draw concern about C.O schools' security measures" the following reporting related to the late August 2022 Safeway shooting:

"...Over the years, Bend-LaPine Schools have taken steps to improve staff and student safety. Those improvements include social media monitoring to identify threats before something happens..."

Can the School Board please identify what "Bend-LaPine Schools have taken steps to improve staff and student safety. Those improvements include social media monitoring to identify threats before something happens..." functionally means? Are there any details that be shared on how this social media monitoring is done by Bend-LaPine Schools and by whom within BLS? Can any details be given on how an identified threat is elevated (and by whom at BLS), as well as the process by which an elevated threat may be reported by BLS to local law enforcement for further steps if needed?

As a parent of a student in Bend-LaPine schools, I commend BLS efforts to monitor social media to identify threats before they happen, but I will admit I didn't know this was currently happening at BLS. After the late August shooting at Safeway, I am trying to understand how this social media monitoring process works. I think a lot of the BLS served public may have similar questions. I appreciate in advance your time in addressing and responding to this question.



## Bend-La Pine Schools School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** August 9, 2022

### Board Members

Melissa Barnes Dholakia:	Present
Marcus LeGrand:	Absent
Janet Sarai Llerandi Gonzalez:	Present
Carrie McPherson Douglass:	Absent
Shimiko Montgomery:	Present
Shirley Olson:	Present
Amy Tatom:	Absent

### 1. Call to Order

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** The meeting was called to order by Chair Barnes Dholakia at 5:36 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

### 2. Pledge of Allegiance

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** The Pledge of Allegiance was led by Chair Barnes Dholakia.

### 3. Review of Agenda

**Speaker(s):** Chair Barnes Dholakia

**Description:** Any changes to the Agenda after posting on August 5, 2022, are shown below.

\* August 8, 2022, Report on Executive Session was added as an Action Item.

**Attachments:** 8.9.22 - Agenda para reunio'n regular de la junta escolar - RECLUTAR

**Discussion:** It was noted that on August 8, 2022, Report on Executive Session was added to the agenda as an Action item.

### 4. Public Comment

**Speaker(s):** Chair Barnes Dholakia

**Description:** This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on August 8, 2022.

**Attachments:** 8.9.22 Public Comment

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

### 5. Consent for Action

**Speaker(s):** Chair Barnes Dholakia

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

**Action(s):** I move to approve the Consent for Action as presented. This motion, made by Janet Sarai Llerandi Gonzalez and seconded by Shirley Olson, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Absent

**Voting Summary:** Yea: 4, Nay: 0, Absent: 3

**A. Approval of Minutes**

**Description:** July 19, 2022, Regular Board Meeting

*Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 7.19.22 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 8.9.22 and Classified Board Report 8.9.22

**6. Action Items**

**A. Resolution 1937: November 2022 Bond Measure and Ballot Title**

**Speaker(s):** Brad Henry, Chief Operations and Financial Officer

**Action(s):** I move to approve Resolution 1937: November 2022 Bond Measure and Ballot Title. This motion, made by Shimiko Montgomery and seconded by Janet Sarai Llerandi Gonzalez, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Absent

**Voting Summary:** Yea: 4, Nay: 0, Absent: 3

**Attachments:** Executive Summary Resolution 1937: November 2022 Bond Measure and Ballot Title and Resolution 1937: November 2022 Bond Measure and Ballot Title

**Discussion:** Brad Henry, Chief Operations and Financial Officer, shared that Resolution 1937 is a follow-up to the Board action taken at the July meeting to place a levy on the ballot for the November election. He noted that formal action is required by the Board to approve the language for the ballot.

**B. Bend-La Pine Schools Online (BLSO) Curriculum Adoption**

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

**Action(s):** I move to approve the adoption of the STRIDE Curriculum for use by the Bend-La Pine Online Program. This motion, made by Shirley Olson and seconded by Janet Sarai Llerandi Gonzalez, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Absent

**Voting Summary:** Yea: 4, Nay: 0, Absent: 3

**Attachments:** Executive Summary BLSO Curriculum Adoption

**Discussion:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems, shared that no public comment was received regarding the curriculum adoption for BLSO.

**C. Report on Executive Session**

**Speaker(s):** Chair Barnes Dholakia

**Action(s):** I move to adopt the to decision of the Superintendent's designee, Deputy Superintendent Nordquist. This motion, made by Melissa Barnes Dholakia and seconded by Janet Sarai Llerandi Gonzalez, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Absent

**Voting Summary:** Yea: 4, Nay: 0, Absent: 3

**Discussion:** Chair Barnes Dholakia noted that the first item heard during Executive Session was in regards to an appeal on a student's discipline. The Board took action on that item before directing

Superintendent Cook to review the length of the suspension in the case. The Board also directed Superintendent Cook to report back within 90 days, or 3 months' of meetings, a presentation on how student discipline issues are dealt with in the District, including students with disabilities.

The second part of the Executive Session was in regards to the superintendent evaluation. Barnes Dholakia shared that she has been in conversation with Superintendent Cook and that he will work to clearly identify the district strategic priorities before the evaluation is finalized in September.

#### D. Board Policies for Action

**Speaker(s):** Chair Barnes Dholakia

**Description:** Board Policies that require School Board approval.

**Action(s):** I move to approve JC-BP: School Attendance Boundary Areas as presented. This motion, made by Shirley Olson and seconded by Janet Sarai Llerandi Gonzalez, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Absent

**Voting Summary:** Yea: 4, Nay: 0, Absent: 3

**Attachments:** Executive Summary Board Policies for Adoption and JC-BP: School Attendance Boundary Areas - NEW 8.2022

**Discussion:** Chair Barnes Dholakia noted that there were no public comments received on JC-BP: School Attendance Boundary Areas.

### 7. Reports

#### A. Supplemental Health Curriculum 2022-23 Adoption

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

**Attachments:** Executive Summary Supplemental Health Curriculum Adoption, Presentation: Supplemental Health Curriculum Adoption, and Presentación: Adopción del Currículo de Salud Suplementario

**Discussion:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems, presented alongside Aimee Snyder, Deschutes County, regarding the supplemental health curriculum adoption. They reviewed the purpose and process of the adoption, noting that this is the health education portion of the healthy schools program. The Oregon Department of Education Health Education content areas and requirements were reviewed. It was noted that by law, parents must be notified in advance of subjects to be taught, provided an opportunity to review the documents, and provided an opportunity to opt out in writing if desired. The rationale for the need for the supplemental curriculum was provided, noting that district health teachers identified inadequate materials as the biggest barrier in teaching the material.

It was noted that community feedback on the curriculum would be accepted until September 2nd and that the materials would be brought back to the Board for approval at the September meeting.

#### B. District Safety Update

**Speaker(s):** Julianne Repman, Director of Communications and Safety

**Attachments:** Executive Summary District Safety Update, Presentation: Safety Update, and Presentación: Actualización de seguridad

**Discussion:** Julianne Repman, Director of Communications and Safety, presented at the request of the Board. She highlighted the physical safety of the district facilities and how that impacts culture in schools. The findings and recommendations that resulted from an outside consultation review were highlighted; noting that the review was conducted several years ago and that the goal is to have a review conducted on a regular schedule.

Repman discussed prevention measures the district has, including board and administrative regulations. Preparedness was also discussed, including the Standard Response Protocols (SRP). It was noted that

SRP provides a consistency of expectations with standard language that is used nationwide. The training video used with students was shared, noting that students are encouraged to share and discuss at home what they learned and to make family plans for safety outside of the school setting.

Next steps for the Safety Department were highlighted, including developing a community safety team to review how culture of safety affects all members of the community.

**C. Chair Report**

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** Chair Barnes Dholakia shared that the Board is in the midst of strategic planning and that during the Board Retreat next week the goal is to finalize the shared Board and District goals and to prioritize the plan towards the goals.

**D. Superintendent's Report**

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook shared that the month of August is a time of hope, excitement, and preparation as staff gear up and train for the upcoming year. He highlighted several of the upcoming events offered to staff in the coming weeks.

Cook noted that today is Indigenous People's day and shared that a Bend-La Pine Schools student recently won an award by the Oregon Poetry Association for her poem on indigenous people.

**8. Administrative Policy and Regulation Report**

**Speaker(s):** Chair Barnes Dholakia

**A. Administrative Policies and Regulations in Review**

**Speaker(s):** Superintendent Cook

**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 Wednesday, August 10, 2022, through Tuesday, August 23, 2022, via Google Form.

**Attachments:** Executive Summary Administrative Regulations in Review, EBBA-AR: First Aid - draft 8.2022, EBBC-AR: Life-Supporting Emergency Care - 8.9.22 draft, and JHCD-AR: Administration of Medication - 8.9.22 draft

**Discussion:** Superintendent Cook noted there are three policies currently under review by the district. EBBA-AR: First Aid includes updates to ensure first aid compliance efforts have been aligned with Oregon Administrative Regulation 581.

EBBC-AR: Life-Supporting Emergency Care includes updated language to include the use of Automated External Defibrillator (AED) and administration of Nalaxone (Narcan) as examples of life-sustaining emergency care.

JHCD-AR: Administration of Medication includes the addition of the following as a response in the event of suspected opiate overdose, administration of a premeasured dose of Nalaxone (Narcan) to a student or other individual on school premises and emergency medical response notification procedures.

IGBHAB-AR: Choice Options Schools and Programs continues to be in review as the feedback previously received is being considered.

**B. Administrative Policies and Regulations for Adoption**

**Speaker(s):** Superintendent Cook

**Description:** List of Administrative Policies and/or Regulations that the District is adopting.

**Attachments:** Executive Summary Administrative Policies and Regulations for Adoption, IKA-AR: Grades & Credit - 8.22 draft, and JC-AR: Attendance Areas & In-District Transfers - draft 8.2022

**Discussion:** Superintendent Cook noted that JC-AR: Attendance Areas & In-District Transfers and IKA-AR: Grades & Credit are being adopted by the District as presented and that no public comment was received on either policy.

9. **Board Comments**

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

**Discussion:** Chair Barnes Dholakia noted that summer school started on August 1st and she appreciated the educators doing that work. She also appreciated Bend Parks and Recreation for their partnership with Bend-La Pine Schools, especially in regards to providing public access to baseball and softball opportunities to local youth.

10. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for September 13, 2022.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 7:30 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



## Bend-La Pine Schools School Board Retreat Minutes

### Meeting Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

**Meeting Date:** August 16, 2022

### Board Members

Melissa Barnes Dholakia:	Present
Marcus LeGrand:	Present
Janet Sarai Llerandi Gonzalez:	Present
Carrie McPherson Douglass:	Present
Shimiko Montgomery:	Present
Shirley Olson:	Present
Amy Tatom:	Present

### 1. Call to Order

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** Chair Barnes Dholakia called the meeting to order at 5:37 p.m. ASL Interpreters were Kayla Celedon and Kaitlyn Oldham. It was noted that the meeting was also being livestreamed in Spanish on the BLS SchoolBoard YouTube page.

### 2. Work Session

**Description:** The Board will review and establish goals, actions and measures.

**Discussion:** Chair Barnes Dholakia reviewed the objectives of the retreat. She asked the Board, Superintendent, and Deputy Superintendent to share about a person that has helped them to grow, how that person supported them, and how that person did that. Barnes Dholakia shared that the Board had done a pre-reading from the book *Leading in a Culture of Change*. The board members took a few minutes to reflect on the reading and how it relates to the work of the Board on behalf of students.

Barnes Dholakia noted that the objectives of the Board were to listen, ask questions, and develop an understanding in regards to each of the four board goals. They were asked to consider areas of assumption, agreement, argument, and aspiration and to walk away with a sentence, phrase, or word that represents the core goals and initiatives. The board members separated into breakout rooms for presentations and Q & A led by district staff.

At 7:34 p.m., board members and district staff returned to the main meeting. Board members shared in pairs their takeaways from the presentations they heard in the breakout rooms.

In regards to the upcoming year, Barnes Dholakia directed Superintendent Cook to complete a District Comprehensive Audit and to gather input and feedback from stakeholders in regards to the strategic

priorities.

Breakout Room 1: Academic Excellence Discussion

<https://youtu.be/W0veDkKpQEs>

Breakout Room 2: Passion, Purpose and Plan Discussion

<https://youtu.be/IX72BpSr2AA>

Breakout Room 3: Engagement Discussion

<https://youtu.be/odTwU1qVQR4>

Breakout Room 4: Operations Discussion

<https://youtu.be/odTwU1qVQR4>

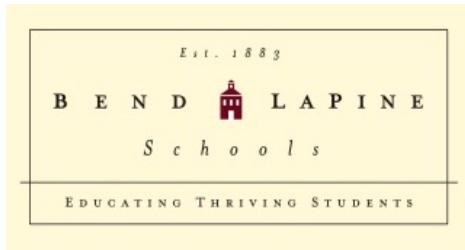
### 3. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for September 13, 2022.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 8:06 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street  
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DATE: September 6, 2022  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

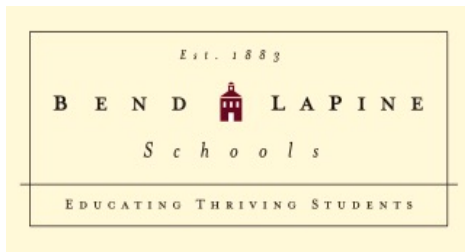
FROM: Steve Herron, Chief Human Resources Officer

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 September 13, 2022. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Adrein, Connie	Study Skills Job #5084	Bend High School	Temporary Part Time	08/29/2022
Batdorf, Michael	Secondary Teacher Job #4817	Caldera High School	Regular Full Time	08/29/2022
Bishop, Travis	Secondary Teacher Job #4818	Pacific Crest Middle School	Temporary Part Time to Temporary Full Time	08/29/2022
Bjorback, Lisa	Speech/Language Pathologist Job #5108	District Wide	Temporary Part Time	08/29/2022
Boster, Amanda	Secondary Teacher Job #4816	Bend Tech Academy at Marshall	Temporary Part Time	08/30/2022
Cardone, Joseph	Secondary Teacher Job #4818	La Pine High School	Temporary Full Time	09/01/2022
Chamberlin, Charles	Music Teacher Job #5126	Elk Meadow Elementary	Regular Full Time	08/29/2022
Claar, Sara	K-8 Teacher Job #5216	Westside Village Elementary	Temporary Full Time	08/29/2022
Clark, Laura M	SPED Learning Specialist Job #5158	Special Education	Temporary Part Time	08/29/2022
Cornett, Jessica	K-2 Primary Teacher Job #4752	Bear Creek Elementary	Temporary Full Time	08/29/2022
Dresser, Emily	3-5 Intermediate Teacher Job #4753	Rosland Elementary	Regular Full Time	08/29/2022
Edgren, Emily	SPED Learning Specialist Job #4764	Special Education	Regular Full Time	08/29/2022
Fields, Laurel	K-2 Primary Teacher Job #4751	La Pine Elementary	Regular Full Time	08/29/2022
Flores, Raquel	Student Services Coordinator Job #5154	La Pine High School	Regular Full Time	08/29/2022
Gallagher, Abigail	ELL/Language Specialist Job #5100	District Wide	Regular Full Time	08/29/2022



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Goede, Christopher	3-5 Intermediate Teacher Job #4753	Ponderosa Elementary	Regular Full Time	08/29/2022
Haney, Matthew	Middle School Social Studies Job #5192	La Pine Middle School	Regular Full Time	08/29/2022
Hanson, Tess	3-5 Intermediate Teacher Job #4754	La Pine Elementary	Temporary Full Time	08/29/2022
Hardgrove, Abby	Secondary Teacher Job #4818	Summit High School	Temporary Full Time	08/29/2022
Harms, Sydney	Secondary Teacher Job #4818	Pacific Crest Middle School	Regular Full Time	08/29/2022
Hu, Aichun	Chinese Language Teacher Job #4876	Caldera High School	Regular Part Time	08/29/2022
Irvin, Sarah	Choir Teacher Job #5151	Mountain View High School	Regular Full Time	08/29/2022
Iverson, Marissa	Certified Teacher Job #5244	South County	Temporary Full Time	08/29/2022
Jackson, Shelley	Secondary Teacher Job #4818	Mountain View High School	Temporary Full Time	09/01/2022
Kanavel, Scott	SPED Learning Specialist Job #4610	Special Education	Regular Full Time	08/29/2022
Koerschgen, Justin	Drama Teacher Job #5020	Mountain View High School	Regular Part Time to Temporary Full Time	08/29/2022
Laue, Jessica	3-5 Intermediate Teacher Job #4794	WE Miller Elementary	Temporary Full Time	08/29/2022
Meko, Nicholas	Physical Education Teacher Job #5056	Rosland Elementary	Regular Full Time	08/29/2022
Mulligan-Brinson, Anne	Student Success Coordinator/Clinician Job #4809	Bear Creek Elementary	Regular Full Time	08/29/2022
Mayer, Sierra	Art Teacher Job #5088	Rosland Elementary	Regular Full Time	08/29/2022
Mick, Amy	Middle School Counselor Job #5169	Cascade Middle School	Temporary Full Time	08/29/2022
Nelson, Jessica	ELL/Language Specialist Job #5100	District Wide	Regular Full Time	08/29/2022
Oglesby, Sarah	SPED Learning Specialist Job #4764	Special Education	Regular Full Time	08/29/2022
Ohmert, Amy	Secondary Teacher Job #4816	Sky View Middle School	Temporary Part Time	08/29/2022
Ostio, Toni	3-5 Intermediate Teacher Job #4794	WE Miller Elementary	Temporary Full Time	08/29/2022
Phillips, Emily	K-2 Primary Teacher Job #4752	Buckingham Elementary	Temporary Full Time	08/29/2022
Pikop, Josh	Secondary Teacher Job #4817	Caldera High School	Regular Full Time	08/29/2022
Pipkin, Katelyn	K-2 Primary Teacher Job #4752	La Pine Elementary	Temporary Full Time	08/29/2022



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Radomski, Gretchen	Secondary Teacher Job #4816	Sky View Middle School	Temporary Part Time	08/29/2022
Rojas, Amber	K-2 Primary Teacher Job #4752	Bear Creek Elementary	Temporary Full Time	08/29/2022
Romero, Miriam	ELL/Language Specialist Job #5172	Bear Creek Elementary	Temporary Full Time	08/29/2022
Scott, Nicole	3-5 Intermediate Teacher Job #4753	La Pine Elementary	Regular Full Time	08/29/2022
Shorthouse, Carrie	K-2 Primary Teacher Job #4751	Elk Meadow Elementary	Regular Full Time	08/29/2022
Shunk, Christopher	Secondary Teacher Job #4815	Summit High School	Regular Full Time	08/29/2022
Smith, Hailey	SPED Learning Specialist Job #4610	Special Education	Regular Full Time	08/29/2022
Solito, Amberlee	High School Counselor Job #4795	La Pine High School	Regular Full Time	08/29/2022
Sturtevant, Julie	3-5 Intermediate Teacher Job #4753	La Pine Elementary	Regular Full Time	08/29/2022
Sweigert, William	Mathematics Teachers Job #5177	Pacific Crest Middle School	Temporary Part Time	08/29/2022
Wilson, Spencer	Middle School Science Teacher Job #5208	La Pine Middle School	Regular Full Time	08/29/2022

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bean, Travis	Science Teacher	Summit HS	08/27/2018 – 06/30/2022
Berman, Brooke	K-2 Primary Teacher	La Pine Elementary	08/17/2021 – 08/22/2022
Lind-Krumvieda, Kayla	Student Success Coordinator	Rosland Elementary	02/11/2019 – 08/15/2022

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES
Grubb, Margaret	French/Spanish Teacher	Caldera and Mountain View High Schools	09/02/2022 – 06/30/2023



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**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Fisher, Laci	Interim Assistant Principal	Lava Ridge Elem	Temporary Full Time	8/8/2022
Hawkins, Lybe	Interim Principal	Silver Rail Elem	Temporary Full Time	8/8/2022



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September 06, 2022

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

FROM: Steve Herron, Chief Human Resources Officer  
Paul Dean, Director of Human Resources – Classified Staff

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 September 13, 2022

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Ahmuty, Michael	EA – Inclusion 4994	Transition Coop	Reg 5.76 hrs / day	08/31/22
Backer, Stephanie	EA – Office/Athletics Secretary II 5080	La Pine Middle	Reg 8.0 hrs / day	09/07/22
Baer, Courtney	Secretary I 4981	Mountain View	Temp 6.0 hrs / day	08/29/22
Baraybar, Robin	Media Manager I 5132	Bear Creek	Reg 7.0 hrs / day	08/29/22
Barber, Leah	Media Manager III 4898	Bend High	Reg 8.0 hrs / day	08/29/22
Batz, Kathleen	EA - Student Instruction 5067	Lava Ridge	Temp 5.0 hrs / day	09/07/22
Bazzel, Ronald	Custodial Crew I 5129	Summit	Reg 8.0 hrs / day	09/01/22
Berry, Lisa	Bus Driver 5118	La Pine Transportation	Reg 5.0 hrs / day	09/05/22
Black, William	Bus Driver 5118	La Pine Transportation	Reg 4.25 hrs / day	09/05/22
Bogges, McKinley	Counseling and Curriculum Secretary II 4863	Sky View	Reg 8.0 hrs / day	08/15/22
Bolen, Kelsey	Counseling Secretary II 5165	Cascade	Reg 7.5 hrs / day	08/22/22
Botten, Anthony	Delivery Driver 5231	Warehouse	Reg 7.5 hrs / day	08/21/22
Brown, Jaebird	EA – Inclusion 5145	Realms High	Reg 7.0 hrs / day	08/31/22
Brush, Sharlie Ann	EA – Student Instruction 5107	La Pine Elementary	Reg 7.0 hrs / day	08/31/22
Busack, Shannon	EA Student Instruction 5171	Three Rivers	Reg 5.99 hrs / day	08/31/22



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Bystrom, Ingrid	EA Student Instruction 5066	Bear Creek	Reg 5.0 hrs / day	08/31/22
Campbell, Anna	Records Clerk 4831	Special Programs	Reg 8.0 hrs / day	08/29/22
Caylor, Karen	Athletic Secretary II 4936	Summit	Temp 8.0 hrs / day	08/04/22
Chavez, Gina	EA – Inclusion 4994	North Star	Reg 6.5 hrs / day	08/31/22
Coble, Rhett	Campus Safety & Security Monitor 5135 & 5152	Mountain View	Reg & Temp 4.0 & 4.0 hrs / day	08/31/22
Colburn, Patricia	EA – Inclusion 5145	Bear Creek	Reg 6.5 hrs / day	08/31/22
Cook, Tanner	Campus Safety & Security Monitor 5135 & 5152	Mountain View	Reg & Temp 4.0 & 4.0 hrs / day	08/31/22
Cox, Kaci	Counseling Office Secretary II 5014	Caldera	Reg 8.0 hrs / day	08/15/22
Cruz Mendoza, Carolina	Family Liaison 5201	DEI	Temp 5.0 hrs / day	08/30/22
Dao, Becky	Data and Curriculum Secretary II 5137	Summit	Reg 8.0 hrs / day	08/15/22
Deckman Cooper, Jill	Counseling Office Secretary II 4932	REALMS	Reg 7.0 hrs / day	08/15/22
Dedrick, Diane	EA – Student Instruction 5213	Amity Creek	Temp 3.75 hrs / day	08/31/22
DePrater, Ashlee	EA – Inclusion 4994	Caldera	Reg 7.0 hrs / day	08/31/22
Dulley, Darrin	EA – Student Success 5148	La Pine High	Reg 7.25 hrs / day	08/31/22
Esselman, Kelli	EA – Student Instruction 5240	Amity Creek	Temp 3.75 hrs / day	08/31/22
Garcia, Brianna	Media Manager III 4917	La Pine High	Reg 8.0 hrs / day	08/29/22
Gamez, Lucretia	Office Secretary II 5036	La Pine Elementary	Reg 7.0 hrs / day	08/15/22
Gardner, Kaitlyn	EA – Inclusion 4994	Ensworth	Reg 6.5 hrs / day	08/31/22
Garrott, Angela	EA – Inclusion 4994	North Star	Reg 6.5 hrs / day	08/31/22
Garroutte, Nicole	Office Secretary II 5053	Elk Meadow	Reg 8.0 hrs / day	08/15/22
Gast, Madeleine	EA – Inclusion 5145	Transition Coop	Reg 7.0 hrs / day	08/31/22
Goodin, Michelle	EA – Behavior Support 5195	Pilot Butte Middle	Reg 7.5 hrs / day	08/31/22
Grimmett, Danielle	EA – Student Success 5073	Ponderosa	Reg 7.0 hrs / day	08/30/22



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Haag, Emily	EA – Inclusion 4994	High Lakes	Reg 6.5 hrs / day	08/31/22
Halliwell Templin, Kem	EA – Inclusion 4994	Mountain View	Reg 7.0 hrs / day	08/31/22
Hallmark, Christina	Bus Driver 5118	La Pine Transportation	Reg 5.25 hrs / day	09/05/22
Harms, Alyssa	EA Student Success 5148	La Pine High	Reg 7.25 hrs / day	08/31/22
Harris-Waldow, Michelle	EA – Inclusion 4994	Pilot Butte	Reg 7.0 hrs / day	08/31/22
Hatch, Katlyne	EA – Student Instruction 5103	Buckingham	Reg 5.5 hrs / day	08/31/22
Hayes, Jessica	Media Manager I 5058	Rosland	Reg 5.0 hrs / day	08/29/22
Headings, Tracee	Custodial Crew I 5129	Mountain View	Reg 8.0 hrs / day	09/06/22
Hellmann, Timothy	EA – Student Instruction 5006	Silver Rail	Reg 6.0 hrs / day	08/31/22
Hermanson, Doug	EA – Student Instruction 5802	Highland	Reg 3.75 hrs / day	08/31/22
Highland, Corey	EA – Inclusion 4994	Summit	Reg 7.0 hrs / day	08/31/22
Hogan, Angela	EA – Student Instruction 5065	Bear Creek	Temp 3.95 hrs / day	08/31/22
Hollingshead, Thomas	EA – Inclusion 4994	Caldera	Reg 7.0 hrs / day	08/31/22
Ickes, Sonia	Media Manager I 5225	Juniper	Temp 8.0 hrs / day	08/29/22
Jacobsen, Jaron	Campus Safety & Security Monitor 4569	Summit	Reg 8.0 hrs / day	08/31/22
Kerstetter, Troy	Bus Driver 5118	Transportation	Reg 4.0 hrs / day	09/05/22
King, Tyler	Bus Driver 5118	La Pine Transportation	Reg 5.25 hrs / day	09/05/22
Klone, Elizabeth	Nutrition Server I 4133	Buckingham	Reg 3.75 hrs / day	08/22/22
Knowles, Lisa	EA- Alternative Ed 4916	La Pine High	Reg 7.0 hrs / day	08/31/22
Kosiba, Gloria	Family Liaison 3815	Ed Center	Reg 6.40 hrs / day	08/30/22
Ladd, Jennifer	Nutrition Specialist III 4874	Bend High	Reg 3.75 hrs / day	08/31/22
Lisle, Stephanie	EA-Instruction 5242	Ponderosa	Reg 5.75 hrs / day	08/31/22
Loomis, Amberly	EA – Instruction 4998	Three Rivers	Reg 4.0 hrs / day	08/31/22
Loomis, Amy	EA – Inclusion 4994	Bend High	Reg 5.0 hrs / day	08/31/22



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Love, Emily	School Health Assistant 5051	Special Programs	Temp 7.0 hrs / day	08/31/22
Martindale, Brenda	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	09/05/22
Maxwell, Sara	EA – Inclusion 4994	Silver Rail	Reg 6.5 hrs / day	08/31/22
Marsh, Robin	Bus Driver 5118	La Pine Transportation	Reg 6.0 hrs / day	09/05/22
Mays, Patricia	Family Liaison 5102	DEI	Reg 1.0 hrs / day	08/30/22
McGuire, Kathryn	Bus Driver 5118	La Pine Transportation	Reg 5.5 hrs / day	09/05/22
McLane, Megan	EA – Instruction 5065	Bear Creek	Temp 3.97 hrs / day	08/31/22
Mercer, Kimberly	Attendance Office Secretary II 5215	Summit	Reg 6.0 hrs / day	08/30/22
Michell, Adam	Bus Driver 5118	Transportation	Reg 4.75 hrs / day	09/05/22
Mickey, Wendy	Nutrition Tech II 5276	Bend High and Amity	Reg 6.75 hrs / day	08/29/22
Miller, Dawn	Nutrition Tech II 5276	Bend High and Marshall/BTA	Reg 6.75 hrs / day	08/29/22
Miller, Emily	Attendance Office Secretary II 4894	Caldera	Reg 8.0 hrs / day	08/19/22
Moore, Anita	School to Career Program Manager 5142	Bend High	Reg 8.0 hrs / day	08/29/22
Morales Moyano, Cristina	Family Liaison 4901	DEI	Temp 5.0 hrs / day	08/30/22
Nokes, Nicole	Office Manager I 5124	Marshall/BTA	Temp 8.0 hrs / day	08/05/22
Nokes, Nicole	Office Secretary I 5059	Rosland	Reg 6.0 hrs / day	08/31/22
Nye, Jamie	EA – Instruction 5186	Silver Rail	Temp 3.9 hrs / day	08/31/22
Ortiz, Adrian	School to Career Program Mgr. 5038	Caldera	Reg 8.0 hrs / day	08/29/22
Pardue, Dominique	Bus Driver 5118	Transportation	Reg 4.75 hrs / day	09/05/22
Pare-Mayer, Dashiell	Bus Driver 5118	Transportation	Reg 5.5 hrs / day	09/05/22
Pare-Mayer, Elisa	EA – Instruction 5882	Highland	Temp 3.75 hrs / day	08/31/22
Pasley, Nancy	Nutrition Tech II 5237	Bear Creek	Reg 7.0 hrs / day	08/30/22
Perez, Marie	Bus Driver 5118	La Pine Transportation	Reg 4.5 hrs / day	09/05/22
Powell, Carolyn	EA – Inclusion 5145	High Lakes	Reg 6.5 hrs / day	08/31/22



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Quade, Theresa	School to Career Program Mgr 5228	Bend High	Temp 7.68 hrs / day	08/29/22
Rankin, Jeffrey	School to Career Program Mgr 4935	Summit	Reg 8.0 hrs / day	08/29/22
Rife, Bruce	Custodial Crew I 5129	Custodial	Reg 8.0 hrs / day	09/01/22
Rife, Susan	Consulting Registered Nurse 5239	Special Programs	Temp 5.0 hrs / day	08/29/22
Rogers, Heather	EA – Instruction 4978	Lava Ridge	Reg 6.41 hrs / day	08/31/22
Rotge, Kristina	EA – Inclusion 5145	Summit	Reg 7.0 hrs / day	08/31/22
Ruggles, Allie	EA – Inclusion 4994	Ensworth	Reg 6.5 hrs / day	08/31/22
Ruzicka, Michael	Bus Driver 5118	Transportation	Reg 5.0 hrs / day	09/05/22
Ryder, Eugenia	EA – Instruction 5065	Bear Creek	Temp 3.95 hrs / day	08/31/22
Schmid, Kathie	Nutrition Server I 5127	Caldera	Reg 3.25 hrs / day	08/31/22
Schneiter, Kenneth	Bus Driver 5118	Transportation	Reg 4.75 hrs / day	09/05/22
Schumacher, Sunny	EA – Instruction 5251	W.E. Miller	Temp 3.5 hrs / day	08/31/22
Shaw, Amy	EA – Student Success 5073	Juniper	Reg 7.0 hrs / day	08/30/22
Squires-Ong, Jennifer	EA – ELL 4900	Bend High	Temp 5.5 hrs / day	08/31/22
Stalder, Paulina	EA – Inclusion 5145	Caldera	Reg 7.0 hrs / day	08/31/22
Stawicki, Cindi	Custodial Crew I 5129	Caldera	Reg 8.0 hrs / day	08/01/22
Stricklin, Rashelle	EA – Inclusion 4994	Elk Meadow	Reg 6.5 hrs / day	08/31/22
Tico, Israel	Family Liaison 3815	DEI	Reg 6.4 hrs / day	08/30/22
Unruh, Joni	Attendance Secretary II 5243	High Desert	Temp 8.0 hrs / day	09/01/22
Villamor, Victor	Bus Driver 5118	Transportation	Reg 5.0 hrs / day	09/05/22
Voos, Ryan	Distribution Delivery Driver 5170	Warehouse	Reg 8.0 hrs / day	08/31/22
Wasson, Jenny	Media Manger I 5174	Ponderosa	Reg 7.0 hrs / day	08/29/22
Webster, Jordan	Custodial Crew I 5129	Custodial	Reg 8.0 hrs / day	09/01/22
Williams, Robert	Bus Driver 5118	Transportation	Reg 5.5 hrs / day	09/05/22



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Winters, Dana	EA – Instruction 5107	La Pine Elementary	Reg 7.0 hrs / day	08/31/22
Withington, Charlotte	EA – Inclusion 4994	Buckingham	Reg 6.5 hrs / day	08/31/22
Wittwer, Susan	EA – Inclusion 5145	Sky View	Reg 7.0 hrs / day	08/31/22
Wrather, Stephanie	EA – Instruction 5266	Lava Ridge	Temp 3.75 hrs / day	09/07/22
Wright, Adam	EA – Inclusion 4994	Bear Creek	Reg 6.5 hrs / day	08/31/22
Wright, Rebecca	Media Manager III 5044	Caldera	Reg 8.0 hrs / day	08/29/22

### Classified Resignations

Name	Position	Location	Resign Date
Allen, Hannah	EA – Student Success	Sky View	11/02/20 – 08/20/22
Bastian, Wendy	Nutrition Server I	Sky View	01/26/15 – 08/26/22
Cappelletti, Bruno	EA – Student Success	High Desert	04/11/22 – 08/28/22
Castaneda, Ortencia	EA- Inclusion	Bear Creek	04/22/21 – 08/23/22
Corey, Mark	Custodial Assistant II	Caldera	10/28/20 – 08/31/22
Cronin, Andrea	Nutrition Server I	Bend High	03/08/18 – 08/01/22
Chavez, Luis	Bus Driver	Transportation	09/08/20 – 08/19/22
Groenewold, Aaron	Client Services	IT	12/03/18 – 08/29/22
Hackney, Molly	Nutrition Server I	Ponderosa	05/11/22 – 06/30/22
Herberger, Timothy	Delivery Person	Warehouse	09/24/18 – 08/25/22
Heyl, Erin	Office Manager II	La Pine Elementary	08/07/17 – 09/29/22
Hoole, McKenna	EA - Inclusion	Summit	08/02/21 – 08/26/22
Ladd, Jennifer	EA – Student Success	Ponderosa	08/31/21 – 06/17/22
Leiphart, Melissa	EA – Instruction	Ponderosa	08/28/06 – 08/12/22
Malcolm, Janie	EA – Child Development	Bend High	08/28/18 – 08/15/22
Mather, Dana	EA – Instruction	La Pine Elementary	08/31/21 – 08/26/22
Mauze, Tracy	EA – Instruction	Lava Ridge	09/03/21 – 08/28/22
McKone-Pihl, Kathleen	EA – Inclusion	Sky View	09/04/03 – 08/18/22
Moscatello, Gianna	EA – Student Success	Westside Village	08/31/21 – 08/28/22
Nokes, Nicole	Office Manager	Marshall / BTA	08/05/22 – 08/30/22
Pichardo, Roberto	Bus Driver Relief	Transportation	10/15/18 – 08/30/22
Robbins, Russell	Bus Driver	Transportation	11/30/15 – 06/17/22
Roszell, Kelly	Nutrition Server I	Mountain View	05/31/19 – 06/17/22
Sabins, Paul	Transportation Specialist	Transportation	11/28/18 – 08/26/22
Scrocca, Mary	EA – Instruction	Ponderosa	09/04/13 – 08/12/22
Siegrist, Matthew	Custodial Crew	Sky View	03/03/21 – 08/26/22
Stephens, Anne	Secretary II	TLC	02/01/22 – 09/03/22
Stoehr, Peggy	Bus Driver – Special Ed	La Pine Transportation	09/06/21 – 08/30/22
Walden-Mather, Jamie	EA – Inclusion	Buckingham	01/04/21 – 08/17/22
Wells, Sharon	EA – Inclusion	Elk Meadow	09/15/99 – 08/15/22
Whitley, Kelly	EA – Inclusion	La Pine Elementary	10/19/20 – 08/26/22



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***Classified Retire-Rehires***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Rehire Date</b>
Laing, Kim (year 2)	Records Clerk	Special Programs	07/29/22 – 06/21/23

***Confidential Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Baro, Marsha	Risk Specialist II	Support Services	8/1/06 – 8/31/22

**Bend-La Pine Schools Enrollment, 2022-23**

**09/13/22**

**ELEMENTARY SCHOOLS**

	A CREEK	B CREEK	B HAM	ELK MDW	ENSWORTH	HIGH LAKES	HIGHLAND	JUNIPER	LA PINE	L RIDGE	NORTH STAR	P RIDGE	POND	JEWELL	ROSLAND	SILVER RAIL	3 RIVERS	WS VILL	MILLER	TOTAL	Proj	Diff
<b>KG</b>	24	83	66	70	22	44	67	70	64	87	37	75	91	69	48	65	43	18	62	1,105	1,215	(110)
<b>GRADE 1</b>	24	97	51	78	32	73	67	62	67	57	58	94	73	77	35	70	42	16	63	1,136	1,211	(75)
<b>GRADE 2</b>	24	78	72	77	27	78	64	71	76	76	45	91	72	70	49	72	42	31	101	1,216	1,156	60
<b>GRADE 3</b>	26	88	70	84	28	77	66	54	66	70	54	99	74	70	46	72	49	21	81	1,195	1,165	30
<b>GRADE 4</b>	23	82	67	78	25	78	63	69	62	73	50	84	82	76	39	65	40	26	97	1,179	1,153	26
<b>GRADE 5</b>	26	86	74	70	19	98	61	85	59	67	52	80	82	71	37	95	50	26	103	1,241	1,164	77
<b>TOTAL</b>	147	514	400	457	153	448	388	411	394	430	296	523	474	433	254	439	266	138	507	7,072	7,063	9
<b>Projections</b>	148	567	369	447	177	458	379	436	358	392	308	530	452	434	254	442	283	134	494	7,063		
<b>Over (under)</b>	(1)	(53)	31	10	(24)	(10)	9	(25)	36	38	(12)	(7)	22	(1)	(0)	(3)	(17)	4	13	9		

**MIDDLE SCHOOLS**

	CMS	HDMS	LPMS	PCMS	PBMS	SVMS	REALMS	3 RIVERS	WS VILL	TOTAL	Proj	Diff
<b>GRADE 6</b>	197	233	101	182	231	196	51	43	31	1,265	1,261	4
<b>GRADE 7</b>	198	228	93	232	216	190	49	47	31	1,284	1,269	15
<b>GRADE 8</b>	218	218	122	194	243	200	47	56	25	1,323	1,293	30
<b>TOTAL</b>	613	679	316	608	690	586	147	146	87	3,872	3,823	49
<b>Projections</b>	592	684	297	599	695	588	140	147	81	3,823		
<b>Over (under)</b>	21	(5)	19	9	(5)	(2)	7	(1)	6	49		

<b>Students enrolled in programs</b>			
	09/13/22	09/14/21	Projected
BIS	221	213	215
DSMS	177	165	180
OYCP	137	128	230
Others	70	75	60
BLSO	12	440	250
J Bar J	38	37	38
COIC	112	78	98
Total Other	767	1,136	1,071
	Proj 10/1	09/13/22	Diff
Elem	7,063	7,072	9
MS	3,823	3,872	49
HS	5,595	5,745	150
Programs	1,071	767	(304)
	17,552	17,456	(96)

**HIGH SCHOOLS**

	BSH	CHS	LPHS	MARSH	MVHS	REALMS	SHS	TOTAL	Proj	Diff
<b>GRADE 9</b>	309	326	133	31	306	52	332	1,489	1,427	62
<b>GRADE 10</b>	304	363	130	42	317	34	371	1,561	1,544	17
<b>GRADE 11</b>	319	258	110	34	318	47	352	1,438	1,388	50
<b>GRADE 12</b>	422	-	106	15	274	33	407	1,257	1,237	20
<b>TOTAL</b>	1354	947	479	122	1215	166	1462	5745	5,595	150
<b>Projections</b>	1,278	939	450	151	1,224	173	1,380	5,595		
<b>Over (under)</b>	76	8	29	(29)	(9)	(7)	82	150		

<b>Change since May 1st</b>	9/13/22	5/1/22	Change
Elementary	7,072	7,013	59
Middle	3,872	3,784	88
High	5,745	5,253	492
Programs	767	1,222	(455)
<b>Total enrollment District-wide</b>	17,456	17,272	184

<b>Year to Year change</b>	09/13/22	9/14/2021	Change
Enrolled in schools	16,689	16,440	249
Students enrolled in programs	767	1,136	(369)
<b>Total enrollment District-wide</b>	17,456	17,576	(120)
<b>Year to Year change - PY</b>	9/14/2021	9/15/2019	Change
Enrolled in schools	16,440	17,199	(759)
Students enrolled in programs	1,136	536	600
<b>Total enrollment District-wide</b>	17,576	17,735	(159)

<b>Change to Oct 1</b>	09/13/22	10/1/21	Change
Enrolled in schools	16,689	16,256	433
Students enrolled in programs	767	1,244	(477)
<b>Total enrollment District-wide</b>	17,456	17,500	(44)
<b>Change prior year</b>	09/14/21	10/1/20	Change
Enrolled in schools	16,440	17,036	(596)
Students enrolled in programs	1,136	576	560
<b>Total enrollment District-wide</b>	17,576	17,612	(36)

	09/13/22	Projected	Difference
Elementary	7,024	7,063	(39)
Middle	3,840	3,823	17
High	5,657	5,595	62
BLSO	180	250	(70)
<b>Subtotal</b>	<b>16,701</b>	<b>16,731</b>	<b>(30)</b>
Other Prog	755	821	(66)
<b>Total</b>	<b>17,456</b>	<b>17,552</b>	<b>(96)</b>

Bend-La Pine Schools  
2022-23 enrollment at September 13

School	In Schools	Projected	Difference
Amity Creek Elementary	147	148	(1)
Bear Creek Elementary	512	567	(55)
Buckingham Elementary	400	369	31
Elk Meadow Elementary	453	447	6
Ensworth Elementary	153	177	(24)
High Lakes Elementary	447	458	(11)
Highland Elementary	388	379	9
Juniper Elementary	404	436	(32)
La Pine Elementary	386	358	28
Lava Ridge Elementary	428	392	36
North Star Elementary	294	308	(14)
Pine Ridge Elementary	523	530	(7)
Ponderosa Elementary	473	452	21
R.E. Jewell Elementary	429	434	(5)
Rosland Elementary	247	254	(7)
Silver Rail Elementary	438	442	(4)
Three Rivers School	410	431	(21)
Westside Village Elementary	224	215	9
William E Miller Elementary	505	494	11
Cascade Middle	611	592	19
High Desert Middle	673	684	(11)
La Pine Middle	312	297	15
Pacific Crest Middle	604	599	5
Pilot Butte Middle	682	695	(13)
Sky View Middle	580	588	(8)
Realms Middle	147	140	7
Bend Senior High	1,326	1278	48
Caldera High	937	939	(2)
La Pine High	465	450	15
Bend Tech Academy	121	151	(30)
Mountain View High	1,185	1224	(39)
Realms High	166	173	(7)
Summit High	1,451	1380	71
<b>Totals in schools</b>	<b>16,521</b>	<b>16481</b>	<b>40</b>
BLSO	180	250	(70)
Bend International School	221	215	6
Desert Sky Montessori	177	180	(3)
COIC program	112	98	14
JBarJ program	38	38	-
Oregon Youth Challenge	137	230	(93)
Others	70	60	10
<b>Grand total</b>	<b>17,456</b>	<b>17,552</b>	<b>(96)</b>

Bend-La Pine Schools  
 2022-23 Enrollment by Grade  
 Schools and BLSO only

Grade	In schools and BLSO	Projected schools and BLSO	Difference
Kindergarten	1,105	1,219	(114)
1st Grade	1,136	1,219	(83)
2nd Grade	1,216	1,164	52
3rd Grade	1,196	1,173	23
4th Grade	1,179	1,164	15
5th Grade	1,241	1,174	67
6th Grade	1,265	1,280	(15)
7th Grade	1,285	1,296	(11)
8th Grade	1,324	1,322	2
9th Grade	1,492	1,452	40
10th Grade	1,562	1,585	(23)
11th Grade	1,440	1,432	8
12th Grade	1,260	1,251	9
	16,701	16,731	(30)



**REPORT ITEM:** Summer Professional Learning Opportunities for Staff

**PRESENTED BY:** Dean Richards and Julie Walker, Directors of Curriculum, Instruction and Systems  
Kinsey Martin, Director of Diversity, Equity and Inclusion

**EXECUTIVE SUMMARY:**

- **Board Goal #1: Strong Academic Foundation**
  - Really Great Reading curriculum training for all K-5 teachers
    - 375-400 educators and specialists attended 1-day training
  - Orton Gillingham
    - 25 educators and specialist attended a one-week training
  - Equitable Routines and Practices in Mathematics
    - 13 educators attended
  - Jumpstart Professional Learning-Summer School for K-5
    - 74 certified educators and 23 classified educational assistants
  - Book Clubs for Secondary
    - 23 educators attended
  - World Language Curriculum Collaboration
  - Wayside Rubrics Training
  - Gizmos Science Training
- **Board Goal #2: Passion Purpose and Plan**
  - Center for Educational Leadership (all Administrators)
  - Equitable Grading (all Secondary and ITLC)
  - Next Steps with Canvas (all Secondary)
- **Board Goal #3: Inclusion, Belonging and Wellness**
  - Dr. Bettina Love keynote and -Abolitionist Teaching and the Pursuit of Educational Freedom
    - 200 attended keynote, 100 in follow up leadership workshop, families, students and staff attended evening keynote
  - Dr. Jonathan Rosa-Intersection of Race, Class and Language Education
    - 50 attended
  - Taking It Up-Workshop on Racial Equity and the History of Education in Oregon
    - 50 attended
  - ITLC session: Family Engagement-co presented by members of family liaison team
    - 25 attended
  - ITLC session: Gender in Language Instruction-A Conversation about Equity Issues for LGBTQIA+ in Language Instruction
    - 20 attended
  - Registrar's training: Welcoming first impressions and Diversity, Equity and Inclusion considerations for front office staff
    - 35 attended
  - Dual Language: Biliteracy-Spanish Literacy Foundational Skills and Biliteracy Instruction
    - 20 attended
  - Standard Response Protocols and Reunification Training
    - 100 attendees from across the state of Oregon joined district leadership for this two-day training
  - Safe and Secure Schools Workshops and Exercises
    - One administrator from every school and all members of the Bend-La Pine Schools operations supervisor and administrator team attended



# Summer Professional Learning

# Innovative Teaching and Learning Conference

- 574 “check ins”
- 2 Keynotes
  - Dr. Rick Wormeli
  - Dr. Bettina Love
- 42 sessions by BLS teachers, TOSAs, HDESD partners and curriculum consultants



# Strong Academic Foundation

## K-5

- Really Great Reading Curriculum Training for ALL K-5 Teachers
- Orton Gillingham
- Equitable Routines and Practices in Mathematics
- Jumpstart Professional Learning

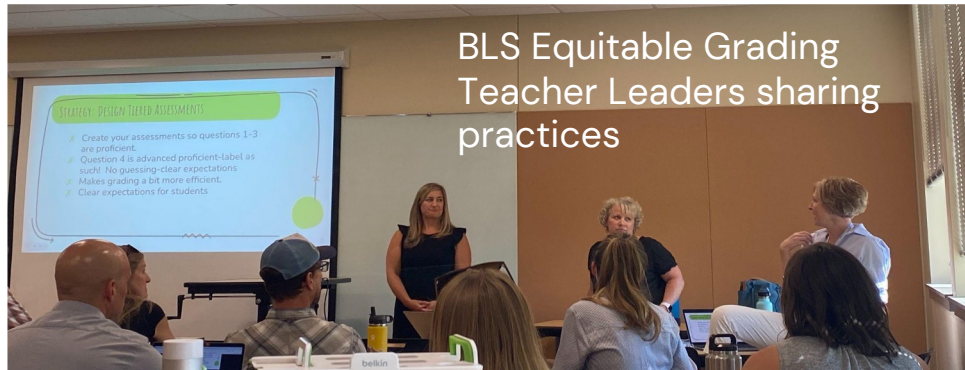
## 6-12

- Book Clubs (6-12)
- World Language Curriculum Collaboration
- Wayside (WL) rubrics training
- Gizmos Science Training



# Passion, Purpose, and Plan

- Center for Educational Leadership (all Administrators)
- Equitable Grading (all Secondary and ITLC)
- Next steps with Canvas (all Secondary)



# Inclusion, Belonging, and Wellness

- Dr. Bettina Love
- Dr. Jonathan Rosa
- Taking It Up
- ITLC session: Family engagement
- ITLC session: Gender in language instruction
- Registrars' training: Welcoming first impressions
- Dual language: Biliteracy
- Reunification and Standard Response Protocol training
- Safe and Secure Schools workshops



# Questions?

# Thank you!



# Aprendizaje profesional de verano

# Conferencia de Enseñanza y Aprendizaje Innovadores

- 574 “reportarse”
- 2 Ideas claves
  - Dr. Rick Wormeli
  - Dr. Bettina Love
- 42 sesiones de maestros de BLS, TOSAs, socios de HDESD y consultores de planes de estudios



# Base Académica Sólida

## K-5

- Capacitación sobre el plan de estudios de lectura realmente excelente para TODOS los maestros de K-5
- Orton Gillingham
- Rutinas y prácticas equitativas en matemáticas
- Impulsar el aprendizaje profesional

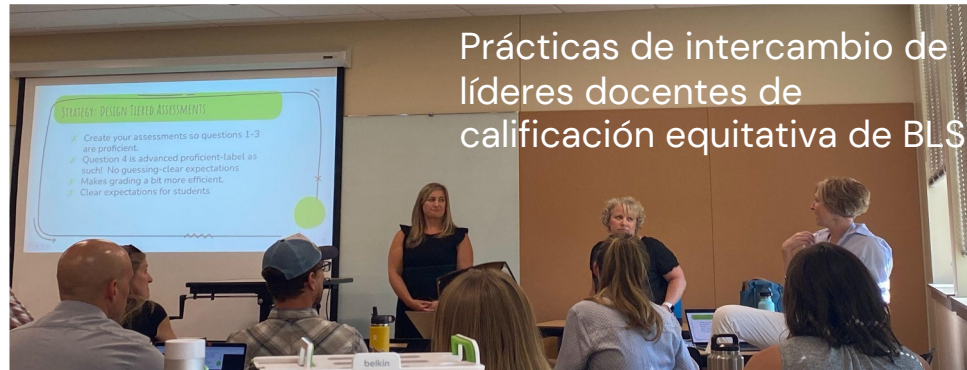
## 6-12

- Clubes de lectura (6-12)
- Colaboración en el plan de estudios de idiomas del mundo
- Entrenamiento de rúbricas Wayside (WL)
- Entrenamiento científico de Gizmos



# Pasión, propósito y plan

- Centro de Liderazgo Educativo (todos los administradores)
- Calificación equitativa (todas las secundarias e ITLC)
- Próximos pasos Canvas (toda Secundarias)



# Inclusión, pertenencia y bienestar

- Dr. Bettina Love
- Dr. Jonathan Rosa
- Tomándolo
- Sesión de ITLC: Participación familiar
- Sesión de ITLC: Género en la instrucción de idiomas
- Capacitación de registradores: Primeras impresiones de bienvenida
- Lenguaje Dual: Bi-alfabetización
- Entrenamiento de reunificación y protocolo de respuesta estándar
- Talleres de Escuelas Seguras y Protegidas



# ¿Preguntas?

# ¡Gracias!



**REPORT ITEM:** Board Member Zone Redistricting

**PRESENTED BY:** Superintendent Cook

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has seven elected school board directors that lead the district: five zones in the school district with one director for each zone and two at-large directors that represent all zones. In February 2022, Deschutes County completed a redistricting of the voting precincts as a result of the 2020 Census. Redistricting is a process that distributes the population equally among electoral districts. It does not affect school attendance boundary areas; students will not be assigned to a different school if school board zones change.

As a result of the County redistricting, the school board member zone boundaries were reviewed with the following goals:

- Alignment of Board Member Zones with Deschutes County Precincts
- Equal division of population, as practical, within each zone pursuant to ORS 332.132
- Balancing the number of schools per zone: elementary, middle, and high
- Reducing impact on current board members within their current elected zones

Included in the board packet are the following items:

- Maps of the current board members zones overlaid with the new county precincts
- Option A updated board member zone maps overlaid with the new county precincts
- Option A Board Member Zone Summary
- Option B updated board member zone maps overlaid with the new county precincts
- Option B Board Member Zone Summary

**ADMINISTRATIVE RECOMMENDATION:**

It is our recommendation that the Board of Directors Bend-La Pine Schools move forward with the Board Member Zone Realignment Option A and Option B and accept community feedback until September 30, 2022, before making a final decision on new board member zones at the October 11, 2022, board meeting.

Est. 1883

# BEND LAPINE S c h o o l s

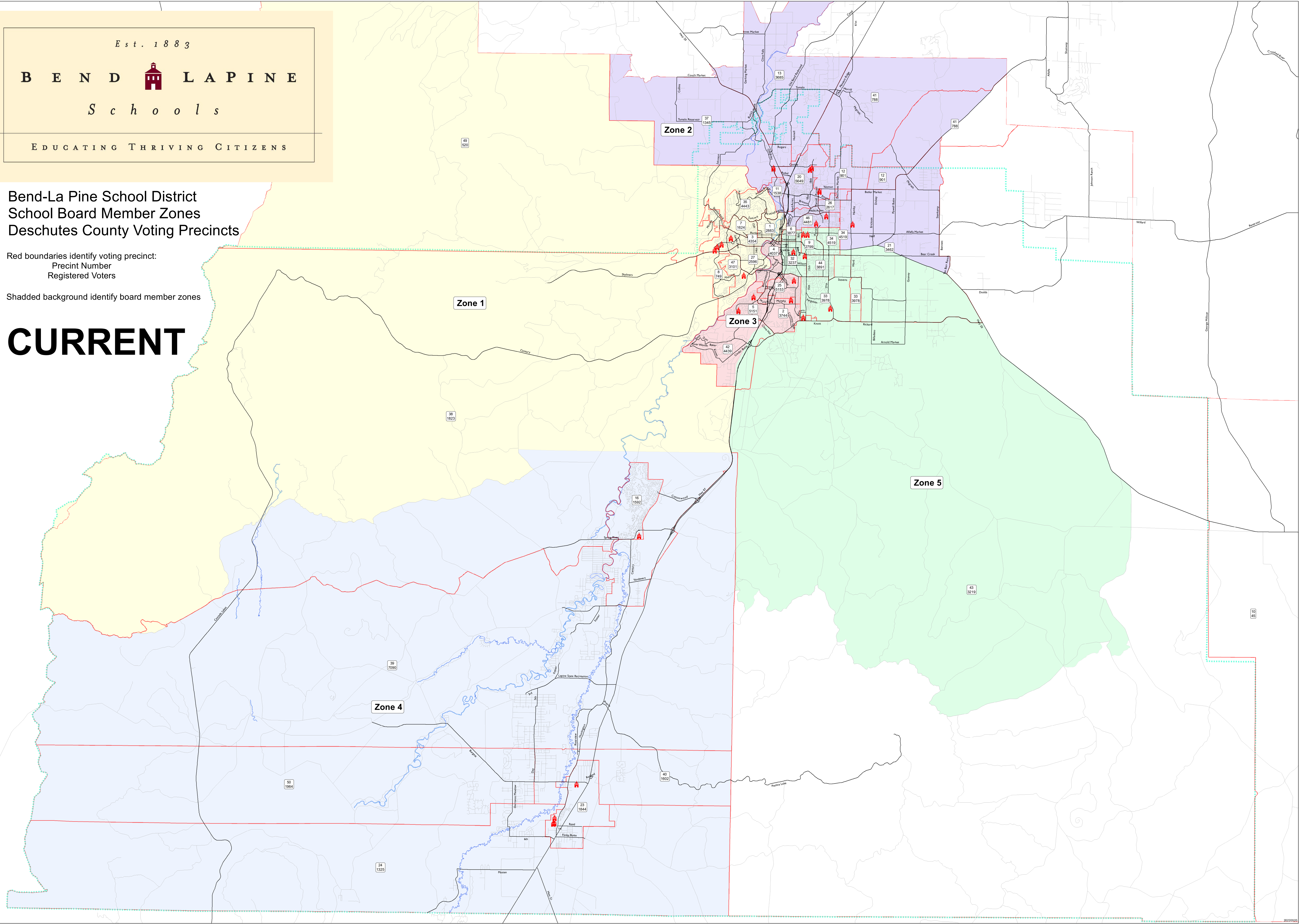
EDUCATING THRIVING CITIZENS

## Bend-La Pine School District School Board Member Zones Deschutes County Voting Precincts

Red boundaries identify voting precinct:  
Precinct Number  
Registered Voters

Shaded background identify board member zones

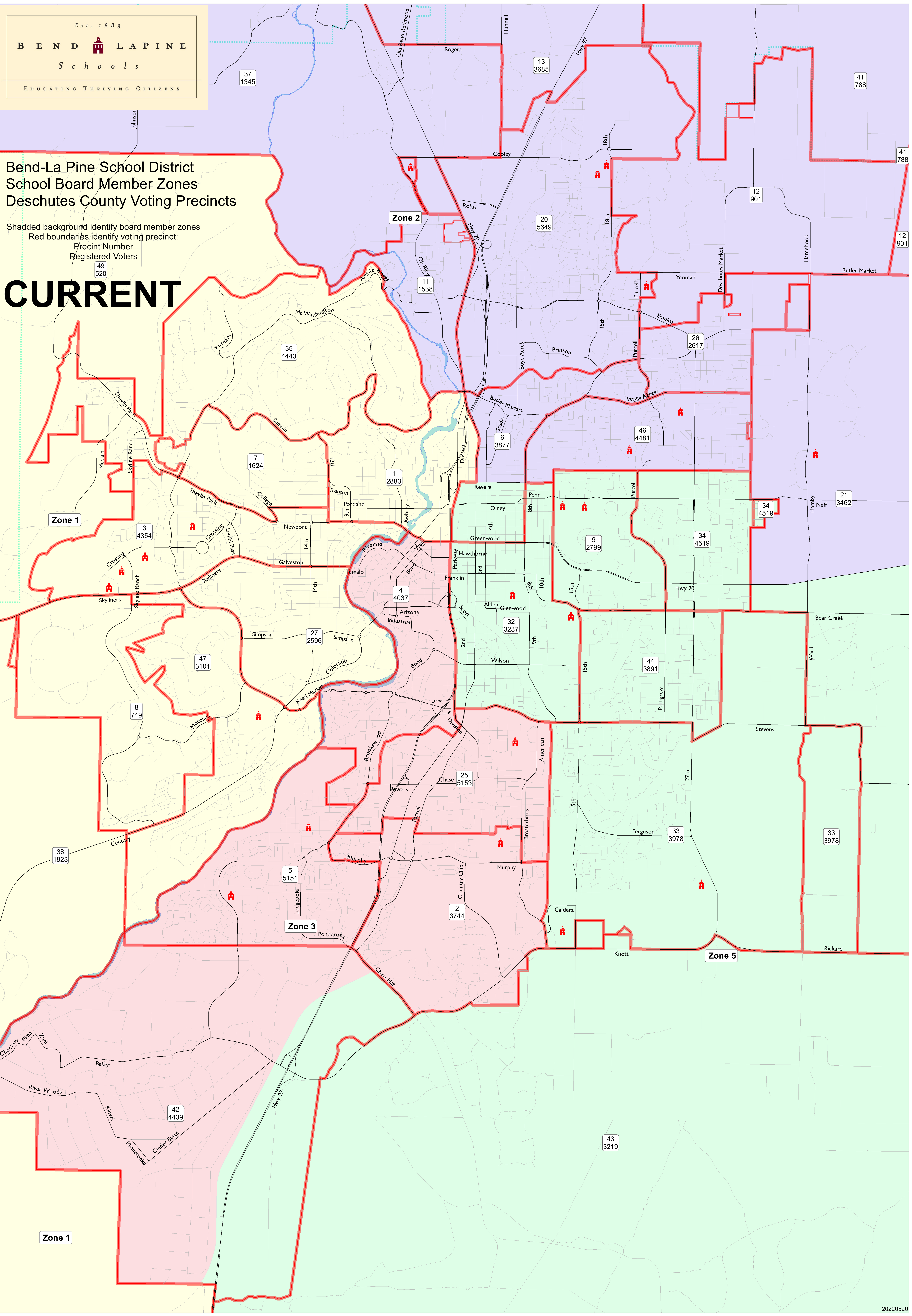
# CURRENT



**Bend-La Pine School District  
 School Board Member Zones  
 Deschutes County Voting Precincts**

Shaded background identify board member zones  
 Red boundaries identify voting precinct:  
 Precinct Number  
 Registered Voters

**CURRENT**



Est. 1883

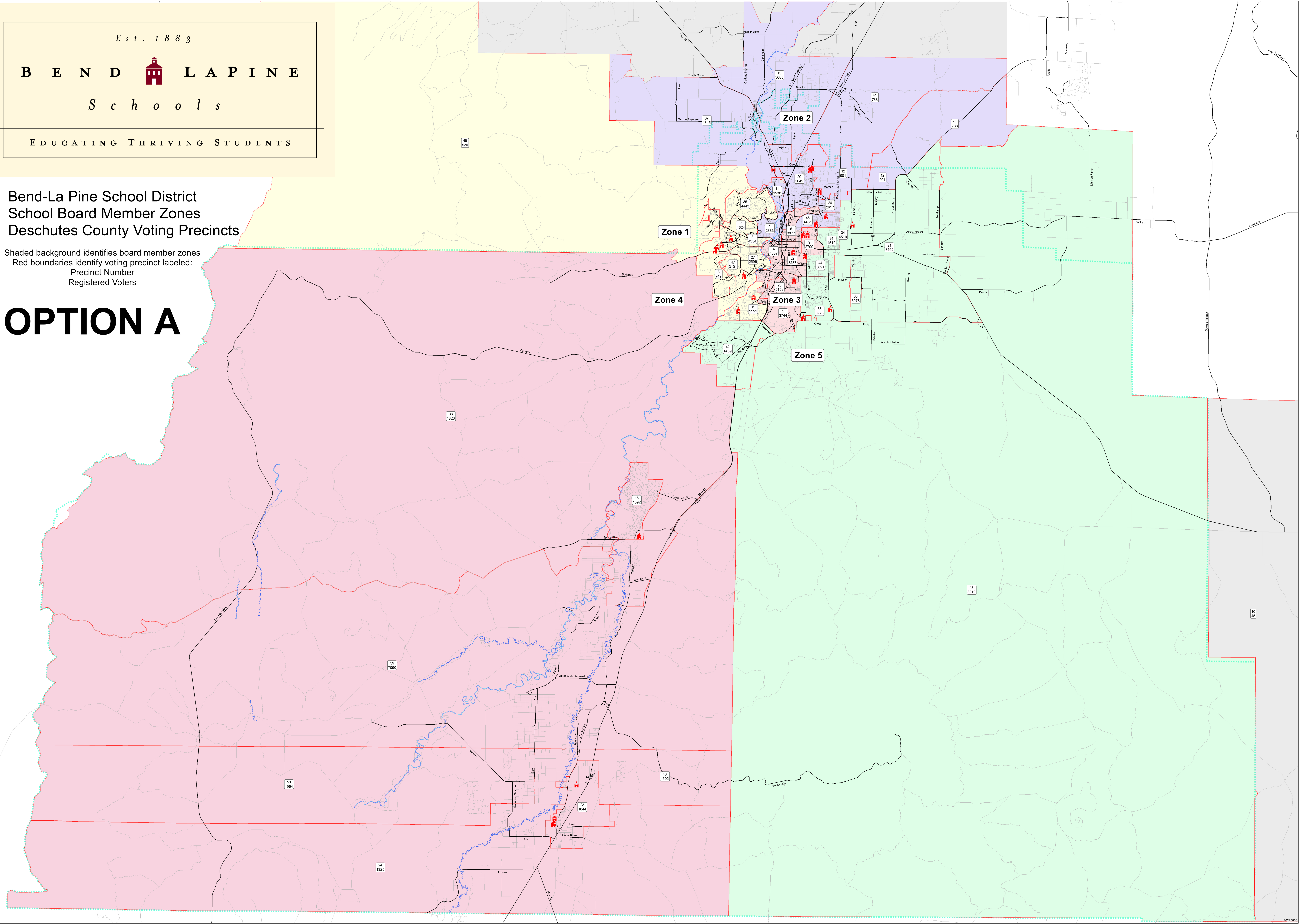
# BEND LAPINE Schools

EDUCATING THRIVING STUDENTS

## Bend-La Pine School District School Board Member Zones Deschutes County Voting Precincts

Shaded background identifies board member zones  
Red boundaries identify voting precinct labeled:  
Precinct Number  
Registered Voters

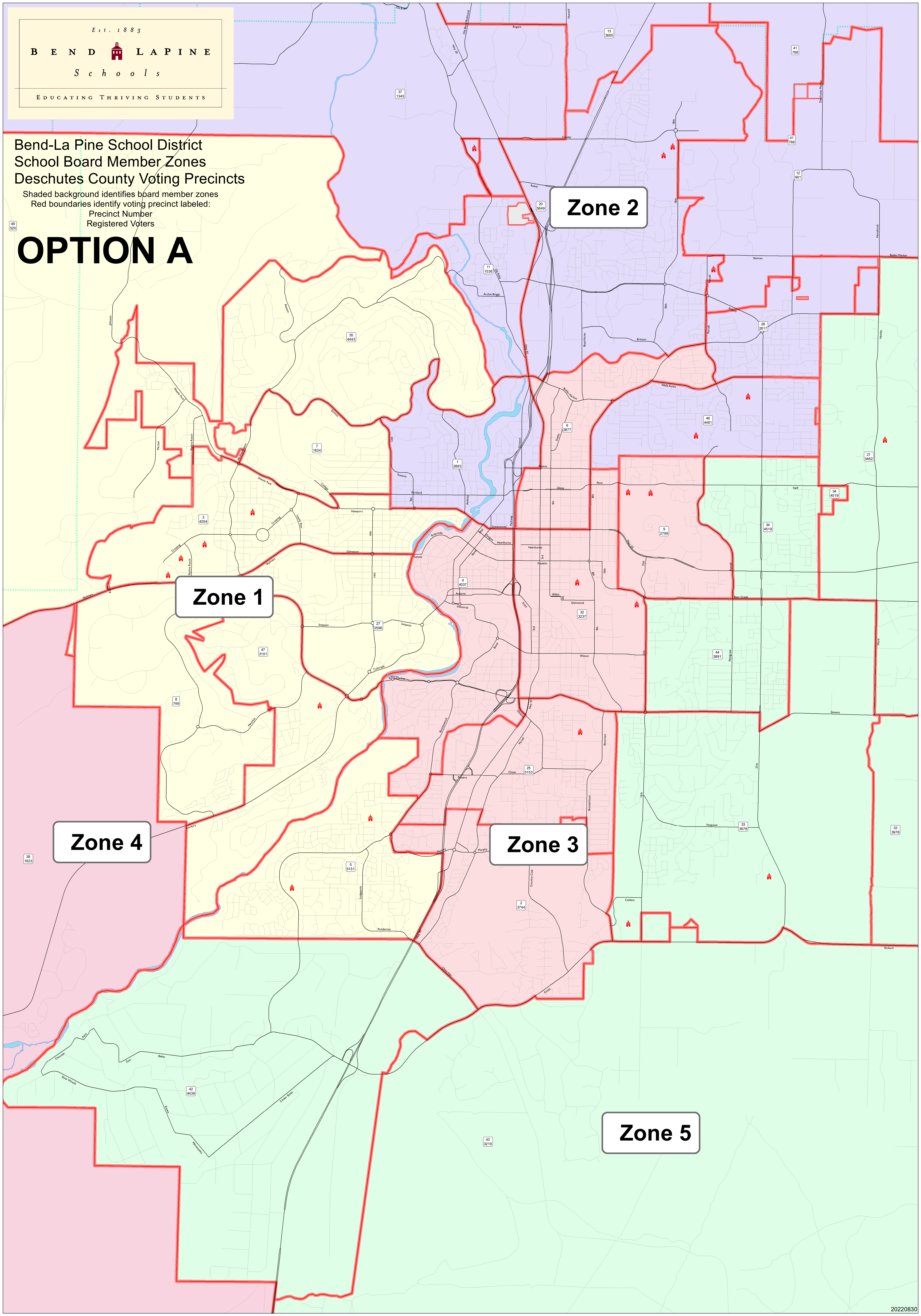
# OPTION A



**Bend-La Pine School District  
 School Board Member Zones  
 Deschutes County Voting Precincts**

Shaded background identifies board member zones  
 Red boundaries identify voting precinct labeled:  
 Precinct Number  
 Registered Voters

**OPTION A**





## Bend-La Pine Schools Board of Directors

### Option A

Zone	Board Member	Precincts	Term End Date	Schools within Zone
1	Carrie McPherson Douglass	<del>1</del> , 3, 5, 7, 8, 27, 35, 47, 49	June 30, 2025	<ul style="list-style-type: none"> <li>Elementary: <a href="#">Elk Meadow</a>, Highland, High Lakes, <a href="#">Pine Ridge</a>, Westside Village &amp; W.E. Miller</li> <li>Middle: Cascade &amp; Pacific Crest</li> <li>High: Summit</li> </ul>
2	Marcus LeGrand	<a href="#">1</a> , <del>6</del> , 11, 12, 13, 20, 26, 37, 41, 46	June 30, 2025	<ul style="list-style-type: none"> <li>Elementary: <a href="#">Buckingham</a>, Ensworth, Lava Ridge, North Star, &amp; Ponderosa</li> <li>Middle: Realms &amp; Sky View</li> <li>High: Mountain View &amp; Realms</li> </ul>
3	Shimiko Montgomery	2, 4, <a href="#">5</a> , <a href="#">6</a> , <a href="#">9</a> , 25, <a href="#">32</a> , <del>42</del>	June 30, 2023	<ul style="list-style-type: none"> <li>Elementary: Amity Creek, <a href="#">Bear Creek</a>, <del>Elk Meadow</del>, <a href="#">Juniper</a>, <del>PineRidge</del>, R.E. Jewell &amp; Silver Rail</li> <li>Middle: <a href="#">Pilot Butte</a></li> <li>High: <a href="#">Bend &amp; BTA at Marshall</a></li> </ul>
4	Shirley Olson	16, 23, 24, 38, 39, 40, 50	June 30, 2025	<ul style="list-style-type: none"> <li>Elementary: La Pine, Rosland, &amp; Three Rivers K-8</li> <li>Middle: La Pine</li> <li>High: La Pine</li> </ul>
5	Amy Tatom	<del>9</del> , 21, <del>32</del> , 33, 34, <a href="#">42</a> , 43, 44	June 30, 2023	<ul style="list-style-type: none"> <li>Elementary: <del>Bear Creek</del>, <a href="#">Buckingham</a>, &amp; <a href="#">Juniper</a></li> <li>Middle: High Desert &amp; <a href="#">Pilot Butte</a></li> <li>High: <del>Bend</del>, <del>BTA at Marshall</del> &amp; Caldera</li> </ul>
6	Melissa Barnes Dholakia	At Large	June 30, 2023	
7	Janet Sarai Llerandi Gonzalez	At Large	June 30, 2025	

Est. 1883

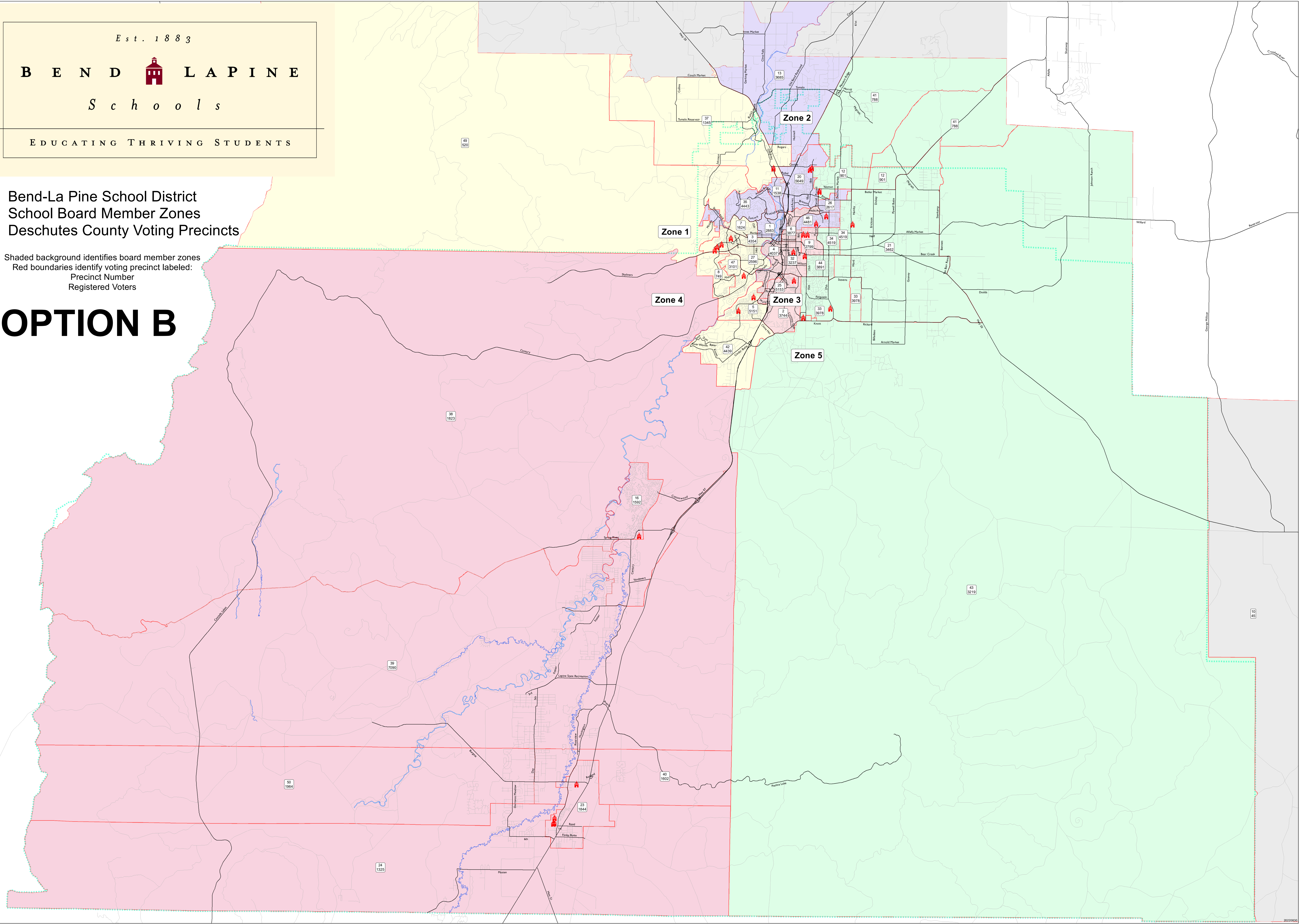
# BEND LAPINE S c h o o l s

EDUCATING THRIVING STUDENTS

## Bend-La Pine School District School Board Member Zones Deschutes County Voting Precincts

Shaded background identifies board member zones  
Red boundaries identify voting precinct labeled:  
Precinct Number  
Registered Voters

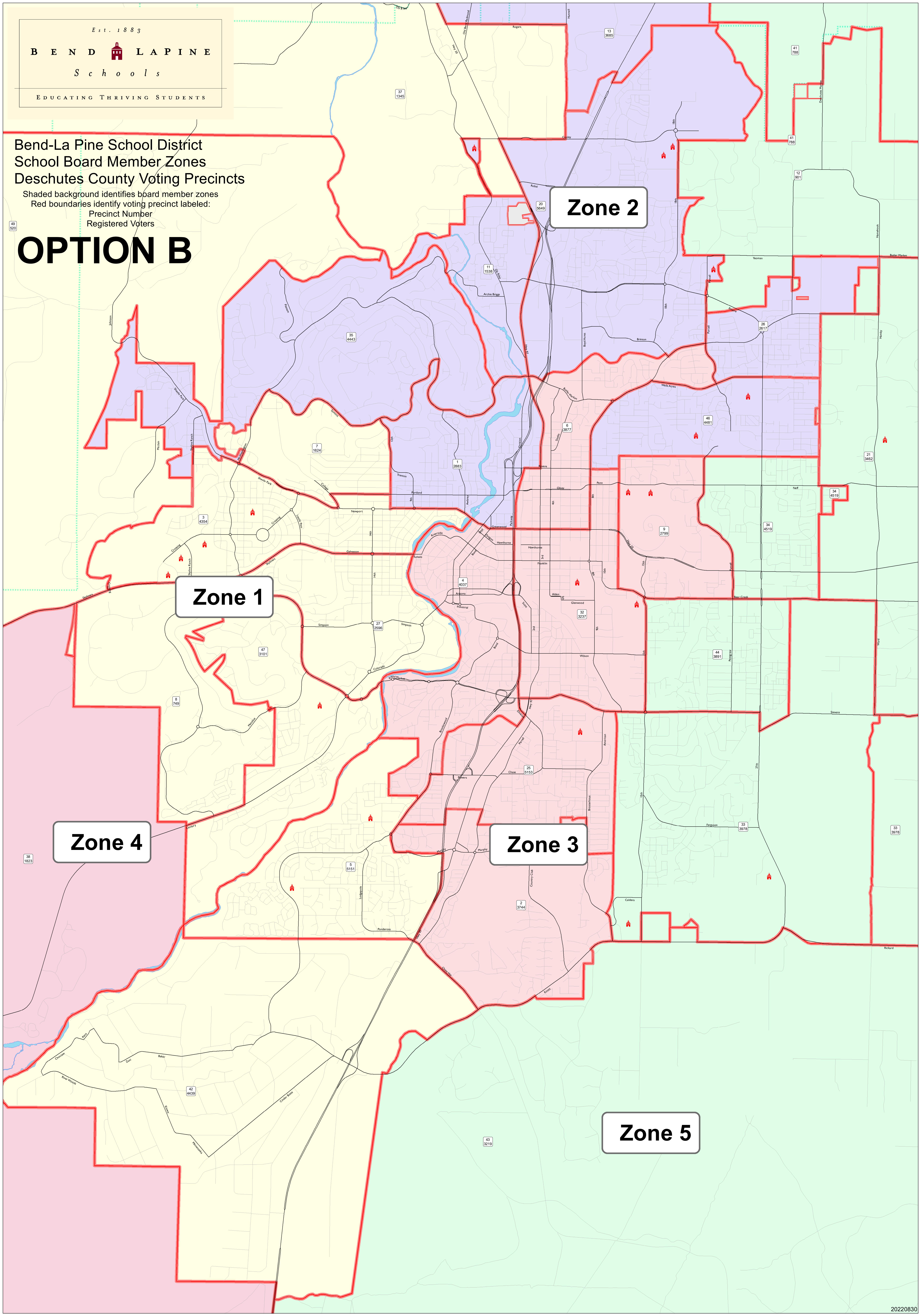
# OPTION B



**Bend-La Pine School District  
 School Board Member Zones  
 Deschutes County Voting Precincts**

Shaded background identifies board member zones  
 Red boundaries identify voting precinct labeled:  
 Precinct Number  
 Registered Voters

**OPTION B**





## Bend-La Pine Schools Board of Directors

### Option B

Zone	Board Member	Precincts	Term End Date	Schools within Zone
1	Carrie McPherson Douglass	<del>1</del> , 3, 5, 7, 8, 27, <del>35</del> , 37, 42, 47, 49	June 30, 2025	<ul style="list-style-type: none"> <li>Elementary: Elk Meadow, Highland, High Lakes, Pine Ridge, Westside Village &amp; W.E. Miller</li> <li>Middle: Cascade &amp; Pacific Crest</li> <li>High: Summit</li> </ul>
2	Marcus LeGrand	1, <del>6</del> , 11, <del>12</del> , 13, 20, 26, 35, 37, <del>41</del> , 46	June 30, 2025	<ul style="list-style-type: none"> <li>Elementary: <del>Buckingham</del>, Ensworth, Lava Ridge, North Star, &amp; Ponderosa</li> <li>Middle: Realms &amp; Sky View</li> <li>High: Mountain View &amp; Realms</li> </ul>
3	Shimiko Montgomery	2, 4, <del>5</del> , 6, 9, 25, 32, <del>42</del>	June 30, 2023	<ul style="list-style-type: none"> <li>Elementary: Amity Creek, Bear Creek, <del>Elk Meadow</del>, Juniper, PineRidge, R.E. Jewell &amp; Silver Rail</li> <li>Middle: Pilot Butte</li> <li>High: Bend &amp; BTA at Marshall</li> </ul>
4	Shirley Olson	16, 23, 24, 38, 39, 40, 50	June 30, 2025	<ul style="list-style-type: none"> <li>Elementary: La Pine, Rosland, &amp; Three Rivers K-8</li> <li>Middle: La Pine</li> <li>High: La Pine</li> </ul>
5	Amy Tatom	<del>9</del> , 12, 21, <del>32</del> , 33, 34, 41, 43, 44	June 30, 2023	<ul style="list-style-type: none"> <li>Elementary: <del>Bear Creek</del> <del>Buckingham</del>, &amp; <del>Juniper</del></li> <li>Middle: High Desert &amp; <del>Pilot Butte</del></li> <li>High: <del>Bend</del>, <del>BTA at Marshall</del> &amp; Caldera</li> </ul>
6	Melissa Barnes Dholakia	At Large	June 30, 2023	
7	Janet Sarai Llerandi Gonzalez	At Large	June 30, 2025	

Precinct	# Registered Voters (Feb 2022)	Current Board Zone	Option A Board Zone	Option B Board Zone
1	2883	1	2	2
2	3744	3	3	3
3	4354	1	1	1
4	4037	3	3	3
5	5151	3	1	1
6	3877	2	3	3
7	1624	1	1	1
8	749	1	1	1
9	2799	5	3	3
10	Millican			
11	1538	2	2	2
12	901	2	2	5
13	3685	2	2	2
14	Cline Butte			
15	Northeast Sisters			
16	1592	4	4	4
17	Redmond			
18	Terrebonne			
19	Deschutes Junction			
20	5649	2	2	2
21	3462	5	5	5
22	Black Butte Ranch			
23	1844	4	4	4
24	1325	4	4	4
25	5153	3	3	3
26	2617	2	2	2
27	2596	1	1	1
28	Redmond			
29	Redmond			
30	Sisters			
31	West Redmond			
32	3237	5	3	3
33	3978	5	5	5
34	4519	5	5	5
35	4443	1	1	2
36	Redmond			
37	1345	2	2	1
38	1823	4	4	4
39	7090	4	4	4
40	1602	4	4	4
41	788	2	2	5
42	4439	3	5	1
43	3219	5	5	5
44	3891	5	5	5
45	Southwest Sisters			
46	4481	2	2	2
47	3101	1	1	1
48	Northeast Redmond			
49	520	1	1	1
50	1934	4	4	4

Total Voters	109990
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# Registered Voters by Zone (Feb 2022)		# Registered Voters by Zone (Option A)		# Registered Voters by Zone (Option B)	
Zone 1	20270	Zone 1	22538	Zone 1	23879
Zone 2	24881	Zone 2	23887	Zone 2	25296
Zone 3	22524	Zone 3	22847	Zone 3	22847
Zone 4	17210	Zone 4	17210	Zone 4	17210
Zone 5	25105	Zone 5	23508	Zone 5	20758
Total Voters	109990		109990		109990

# Elementary Schools by Zone (Feb 2022)		# Elementary Schools by Zone (Option A)		# Elementary Schools by Zone (Option B)	
Zone 1	4	Zone 1	6	Zone 1	6
Zone 2	5	Zone 2	4	Zone 2	4
Zone 3	5	Zone 3	5	Zone 3	5
Zone 4	3	Zone 4	3	Zone 4	3
Zone 5	2	Zone 5	1	Zone 5	1

# Middle Schools by Zone (Feb 2022)		# Middle Schools by Zone (Option A)		# Middle Schools by Zone (Option B)	
Zone 1	2	Zone 1	2	Zone 1	2
Zone 2	2	Zone 2	2	Zone 2	2
Zone 3	0	Zone 3	1	Zone 3	1
Zone 4	1	Zone 4	1	Zone 4	1
Zone 5	2	Zone 5	1	Zone 5	1

# High Schools by Zone (Feb 2022)		# High Schools by Zone (Option A)		# High Schools by Zone (Option B)	
Zone 1	1	Zone 1	1	Zone 1	1
Zone 2	2	Zone 2	2	Zone 2	2
Zone 3	0	Zone 3	2	Zone 3	2
Zone 4	1	Zone 4	1	Zone 4	1
Zone 5	3	Zone 5	1	Zone 5	1

School Name	Current Board Zone	Option A Board Zone	Option B Board Zone
Amity Creek	3	3	3
Bear Creek Elementary	5	3	3
Bend Senior High School	5	3	3
BTA @ Marshall	5	3	3
Buckingham Elementary	2	5	5
Caldera High School	5	5	5
Cascade Middle School	1	1	1
Elk Meadow Elementary	3	1	1
Ensworth Elementary	2	2	2
High Desert Middle School	5	5	5
High Lakes Elementary	1	1	1
Highland Elementary	1	1	1
Juniper Elementary	5	3	3
La Pine Elementary	4	4	4
La Pine High	4	4	4
La Pine Middle School	4	4	4
Lava Ridge Elementary	2	2	2
Miller Elementary	1	1	1
Mt. View High School	2	2	2
North Star Elementary	2	2	2
Pacific Crest Middle School	1	1	1
Pilot Butte Middle School	5	3	3
Pine Ridge Elementary	3	1	1
Ponderosa Elementary	2	2	2
R.E. Jewell Elementary	3	3	3
REALMS High School	2	2	2
REALMS Middle School	2	2	2
Rosland Elementary	4	4	4
Silver Rail Elementary	3	3	3
Sky View Middle School	2	2	2
Summit High School	1	1	1
Three Rivers K-8	4	4	4
Westside Village	1	1	1



**REPORT ITEM:** Recommendation for Supplement Health Curriculum Adoption

**PRESENTED BY:** Dean Richards, Director of Secondary Curriculum, Instruction and Systems  
Dr. Aimee Snyder, Deschutes County Health Services Supervisor

**EXECUTIVE SUMMARY:**

Supplemental health curricula are needed to fill gaps in the district’s adopted health textbooks, to address emerging student and public health issues, and to assure Bend-La Pine Schools’ health instruction complies with Oregon laws and rules.

Oregon laws and rules require K-12 health instruction on the following subject matter areas: substance use prevention, healthy relationships and violence/bullying prevention, child sexual abuse prevention, human sexuality and sexually-transmitted infection prevention, and cardio-pulmonary resuscitation. Our review of local student and community data also indicate a need for education on these topics, as well as suicide prevention education and education that promotes students’ skill development in mental, emotional, and social health.

Bend-La Pine Schools middle and high school health teachers reported their top three barriers to teaching these important health skills and topics: 1) Inadequate materials, 2) Lack of training, and 3) Lack of parent/guardian support.

Through our Healthy Schools partnership with Deschutes County, we recently held a 4-day workshop with a team of health teachers and representatives from district health services, school counseling, curricula directors, and administrators. Through this workshop we reviewed

- Current best practices in effective K-12 health education
- Student health data
- Oregon rules and laws requiring certain K-12 health instruction
- Supplemental curricula to address current student health needs and assure compliance with state policies

This team has compiled a list of supplemental curricula they are recommending for approval by the Bend-La Pine Schools’ Board of Directors:

- Healthy Relationships and Violence Prevention
  - Michigan Model (K - 12th)
  - HealthSmart Injury and Violence Prevention (K - 12)
  - Safer, Smarter Teens/Kids (K - 5th)
  - Safer, Smarter Teens (6th - 12th)
  - Safety Matters (MBF) (K - 5th)
  - Safety Matters (MBF) (6th - 12th)
  - Fight Child Abuse (K - 6th)
  - Operation250 (8th-12th)
  - FLASH Curriculum

- Be Real Be Ready
- My Future, My Choice
- Substance Use Prevention
  - Michigan Model (K - 12th)
  - CATCH My Breath (5th - 12th)
  - Project Alert (7th - 12th)
- Comprehensive curricula and other health topics
  - Michigan Model (K - 12th)
  - Stop the Bleed
  - Health Smart 9th-12th

We received 21 comments from the community. Feedback came from parents, teachers, and medical professionals. Based on the feedback of community members and in consultation with Deschutes County Public Health, we are removing the Safety First curriculum from consideration as it does not meet the state criteria for a prevention curriculum.

**Recommend Motion:**

I move to approve the list of supplementary health curricula.



PUBLIC FEEDBACK RECEIVED  
Supplemental Health Materials  
September 13, 2022

## Substance Use Prevention

### 1. Michigan Model

#### What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?

- Scope and sequence goes from K through 12, with age appropriate lessons that build a comprehensive array of knowledge and skills for students over the course of their education. Curricula meets the requirements of the OAR for substance misuse prevention. Includes content on OAR specific topics: ATOD and performance enhancing substances.
- This web form with 50+ links is extremely cumbersome and not helpful for parents to understand what their children will be taught.
- Very detailed, great information
- One major strength of this program is that it provides programming for all grades k-12. This is important because it begins prevention framework early and continues throughout grade levels. This is crucial in preventing youth substance use early on. This program also provides programming to support youth in substance use cessation in later grades.
- Looks to address drugs and alcohol use: risks, advocacy, resources, etc.
- I am only focusing on the Nutrition and Physical Activity sections of this program because that is my area of expertise. I like the early childhood focus on foods from all five food groups, the incorporation of other factors involved in health like sleep and drinking water and the health benefits of physical activity that do not seem to focus on weight, with which I agree.
- This program can be effective if implemented correctly and includes integrated strategies that begin in elementary school (O'Neill et. al)

#### What are the challenges of the program? / ¿Cuáles son los retos del programa?

- It's unclear from the material I reviewed how many lessons there are per grade level and the duration of the lessons per session.
- This web form with 50+ links is extremely cumbersome and not helpful for parents to understand what their children will be taught.
- Is the language and approach appropriate for teens or is it to "high level" sounding, like a parent instead of a facilitator or peer?
- One major strength of this program is that it provides programming for all grades k-12. This is important because it begins prevention framework early and continues throughout grade levels. This is crucial in preventing youth substance use early on. This program also provides programming to support youth in substance use cessation in later grades.
- Looks like tobacco focus is in 5th grade so not much for required 6th grade (in 6th grade, there is no mention of vaping)
- I am a clinical psychologist with over 15 years experience in research and clinical work with eating disorders and disordered eating. I find many aspects of the Nutrition and Physical Activity sections of the Michigan Model for health problematic. Specifically, the focus on any type of "good" or "bad" foods should be avoided and even words like "healthy" versus

"unhealthy" foods should be avoided. The most problematic aspects of this program come in the 9-12th grade sections, where the scope of the program focuses on things that have directly been linked to the development of eating disorders (e.g., analyzing and assessing one's own food intake and quite honestly most of the elements of this program). There should not be any focus on weight as a proxy for health as this is problematic in terms of the complicated reasons people are obese or overweight (which include genetic factors, dieting itself, and less access to fresh, more nutritious foods in communities of color and those in poverty). It is also problematic to focus on any kind of weight management or to send the message that being overweight automatically means one is unhealthy because this is simply not accurate. The better focus would be on health behaviors like eating more fruits and vegetables for the vitamins and minerals, getting enough sleep, not smoking or drinking excessively, getting plenty of water (without over-focusing on avoiding soda because that can cause a lot of shaming in schools and also gives the message that soda or sugary drinks are always bad, which is also not accurate. And if you want kids to drink less soda in school, don't make it as accessible to them, without shaming them. Simply provide less vending machines in schools for example.). Nothing is too problematic in moderation. It is also more important to focus on what to do, rather on what not to do. Speaking specifically about limiting certain food groups like processed foods and sugar and refined grains etc. has been shown to increase the risk for eating disorders also, something which has been on the rise amongst children and teenagers in recent years. I can also attest to the fact that there are many children and adolescents in central oregon who suffer from EDs currently. I have a 30-person waitlist that grows by the day. Moreover, this over-focus on weight as a proxy for health has also not helped solve the problem of rising obesity rates (which have actually plateaued recently also). I have many resources I could share to help alter this curriculum, and planned to write a thorough response complete with citations and recommended resources but this feedback platform is not conducive to providing this level of detail. So, I will end by saying i would gladly help fix these problems if you would like my help. But, as it stands, this program is significantly problematic as is and I implore you not to teach it in the way it is currently outlined.

- Fidelity is important for curriculum implementation - need to train teachers properly to have an impact. Health teachers experience barriers to implementing prevention curriculum - therefore barriers need to be addressed to improve youth outcomes. (Eisman et. al)

## 2. CATCH My Breath (5th - 12th)

**What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?**

- One major strength of this program is that it provides a framework for engaging youth with the lessons. Through the use of peer groups, this program encourages youth buy in to the content. This program is also highly evidence based and included youth perspective in the designing of the content. The online modules are incredibly accessible and user friendly for teachers. Due to the program being more focused/targeted on vaping, the lessons could be taught in a relatively short timeframe and could be used in addition to a larger curriculum.
- Specifically addresses the topic of vaping. Meets the OAR requirements for instruction. Is an evidence-based practice with peer-reviewed results. Development and oversight of the curricula involves youth advisors. Tailors information for 5-8th grades and 9-12th grades. Describes the laws related to vaping/e-cigs and health consequences. Includes lessons that prompt the student to make goals/action plans and equips them with practice sessions to prepare them to not engage in vaping. Provides instruction on marketing forces that target youth, and actions to address industry influence on public policy. Aligns with state and

national health education standards. Could be a complement to other curricula that may not have discrete lesson series per grade.

- I like that there is a choice of 2 longer or 4 shorter lessons on vaping. These lessons can be added to cover vaping specifically in required Tobacco awareness curriculum.

#### **What are the challenges of the program? / ¿Cuáles son los retos del programa?**

- This program is a bit more narrow in focus than the Michigan model and doesn't reach as many grade levels. It would likely need to be incorporated into a larger health curriculum.
- Addresses only vaping/e-cigarettes. Unclear if the content addresses vaping cannabis or other substances besides nicotine. Does not have a discrete series of lessons for individual grades 9-12.
- Not sure of any challenges.

### **3. Project Alert (7th - 12th)**

#### **What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?**

- This program has the option to engage older teen leaders to mentor younger students.
- Clearly a PREVENTION curriculum - counters the myth that everyone uses substances; includes a teen peer leader option; addresses multiple substances; includes skill building; multiple lessons with booster sessions; addresses SEL competencies

#### **What are the challenges of the program? / ¿Cuáles son los retos del programa?**

- This program appears dated and not as relevant to today's youth as the other programs. This program also doesn't appear to have a harm reduction approach, which the other programs have. I'm concerned that this program is too focused on preventing initiation of substance use that it will be a disservice to students who may already be exposed or participating in substance use. Overall I would not recommend this program.
- Curriculum appears to only be available for one grade level of implementation with booster sessions in the 2nd year. OAR requires curriculum for each of the grades 9-12. At least one of the videos in the lessons shows youth using marijuana in a scenario that demonstrates the difficult situations teens may encounter in social environments - within the context of the lesson and when/if this video is used with older teens, the potential harm of exposure to this behavior may be mitigated, but without deeper review, this would be of concern and worthy of additional consideration. The curriculum does not appear to address performance enhancing drugs.
- There are two peer-reviewed evaluations of the curriculum indicating no change in substance usage rates in teens. (Let me know if you want me to send you the citations)

### **4. Safety First (7<sup>th</sup> – 12<sup>th</sup>) – NOT RECOMMENDED FOR USE IN BLPS**

#### **What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?**

- Information about how drugs affect the body and the brain, and factors that contribute to physical dependence. Examining health policy and its impacts on behavior and society.
- Up to date, fits today's culture, straightforward information
- Strong harm reduction curriculum. Harm reduction programs have been shown to be quite effective at preventing death, injury, disease, overdose, and substance misuse. This curriculum also has a broad coverage of different substances. The curriculum also seems to be created fairly recently so it should be current and relevant to youth. This program also had great portions on community equity and restorative justice.

#### **What are the challenges of the program? / ¿Cuáles son los retos del programa?**

- This is NOT a prevention curriculum. It clearly states that this is a HARM REDUCTION curriculum. It does not meet the criteria of the state OARs for focusing on the PREVENTION of

substance use. Rather than promoting the social norm and accurate reality that MOST youth don't use substances, and focusing on reinforcing skills and knowledge that encourage youth to continue NOT using substances, the curricula has a passing nod to this information and prioritizes reducing the some of the harms associated with use. The curricula is produced by an organization associated with NORML, a marijuana advocacy group. Offering this curricula in our schools would be akin to offering curricula from a tobacco industry such as ALEC, the Heartland Institute, or others. It is unclear if the curricula developer's position on health policy will be balanced. There only appears to be one lesson series available for high school students in one grade. The OAR requires annual instruction for each year of high school.

- Keeping it up to date/engaging for youth audience
- I did not see as much evidence of this program being as skill focused as the Michigan or CATCH my breath programs. It is also limited in that it doesn't expand to elementary grade levels.
- This program does not have a good review from the Brown University Child and Adolescent Behavior. It states that the DPA "normalizes use" and the curriculum is built on the premise that more students are using than the actual data indicates.

## **Healthy Relationships and Violence Prevention**

### **1. Michigan Model (K - 12th)**

**What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?**

- I reviewed all program content believe that each area is developmentally appropriate for targeted age groups, and has rich/important education for our students.
- I am from Michigan where I used the MI Model to deliver AIDS education and Human Sexuality to grades 3 - 6. I also helped facilitate/organize materials and curriculum for the classroom teachers in our district. I found the MI Model to be user-friendly for all teachers and didn't involve a lot of extra prep. The training is also time well spent as it thoroughly prepares the teachers to deliver content.

**What are the challenges of the program? / ¿Cuáles son los retos del programa?**

- n/a
- Classroom teachers are over-whelmed with instructional demands. I would recommend designating/hiring a point person in each building to be a resource for teachers. They can also regularly check to make sure all the consumable materials are restocked. I also didn't notice any human sexuality/reproductive health specific content. Perhaps this is taught separately? I would recommend the AIDS content be delivered to the upper elementary grades after they have had their human sexuality instruction.

### **2. Be Real Be Ready**

**What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?**

- This web form with 50+ links is extremely cumbersome and not helpful for parents to understand what their children will be taught.

**What are the challenges of the program? / ¿Cuáles son los retos del programa?**

- Chapters of PDFs need to be provided to parents for them to glean and understand what their children are to be taught. This web form with 50+ links is extremely cumbersome and not helpful for parents to understand what their children will be taught.

## **Comprehensive Curriculum and other health topics**

### **1. Michigan Model (K - 12th)**

#### **What are the strengths of the program? / ¿Cuáles son las fuerzas del programa?**

- Chapters of PDFs need to be provided to parents for them to glean and understand what their children are to be taught. This web form with 50+ links is extremely cumbersome and not helpful for parents to understand what their children will be taught.

#### **What are the challenges of the program? / ¿Cuáles son los retos del programa?**

- Chapters of PDFs need to be provided to parents for them to glean and understand what their children are to be taught. This web form with 50+ links is extremely cumbersome and not helpful for parents to understand what their children will be taught.



**REPORT:** Board Policies for Review (9/13/2022)

**PRESENTED BY:** Melissa Barnes Dholakia, Board Chair

**EXECUTIVE SUMMARY:**

As a part of policy governance, the Board of Directors for Bend-La Pin Schools has a policy review process for the governance process, executive limitations, board ends, board staff linkages, and specific district policies that require board review and approval. The first part of the process consists of the Board sharing policies that are currently in review. Following the meeting, the Board will allow time for and consider public feedback related to the proposed changes.

The following Board Policies are currently in review. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy Title	Reason for Update
<b>AC-BP: Nondiscrimination</b>	<p>The following policies were previously consolidated into AC-AP: JBAA/GBNA-AP, JB/GBN-AP and JHFF-AP.</p> <p>AC-BP has been updated to separate out previous policies, and also includes language from House Bill (HB) 2935, adding an aspect to the definition of discrimination for race that includes physical characteristics historically associated with race such as natural hair and hair texture. Language from HB 3041 is also included which modified Oregon’s definition of sexual orientation and added a definition of gender identity to the protected class.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p>
<b>GBEA-BP: Workplace Harassment</b>	<p>Senate Bill (SB) 479 requires public employers to adopt policy and practice prohibiting workplace harassment which includes conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or conduct that is prohibited by ORS 659A.082 or 659A.112</p> <p>Legal references have also been updated to reflect an assigned statute number to what is HB 3041, which modified Oregon’s definition of sexual orientation and added a definition of gender identity to the protected class.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p>
<b>GBN/JBA-BP: Sexual Harassment</b>	<p>Updates include revised Federal regulations for Title IX protections, and Oregon Administrative Rules.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p>

<p><b>GBNAA/JHFF-BP: Suspected Sexual Conduct with Students and Reporting Requirements</b></p>	<p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p> <p>Policy also been renamed from an administrative policy (AP) to a board policy (BP).</p>
<p><b>GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements</b></p>	<p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p> <p>Policy has also been renamed from and administrative policy (AP) to a board policy (BP).</p>
<p><b>JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence. Or Domestic Violence – STUDENT</b></p>	<p>HB 2631 added requirements to notify parents / guardians of a student who was the subject of, or of a student who may have conducted the act of harassment, intimidation, bullying, or cyberbullying. Updates also include language to reflect HB 3041, adding a new term defining gender identity as a protected class.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p>

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on September 27, 2022. To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, September 14, 2022.

## BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

### ADMINISTRATIVE BOARD POLICY

Name: Nondiscrimination

Section:

Code: AC- ~~BP~~AP\*

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Bend-La Pine Schools ~~The district~~ is committed to ensuring the right of every student and employee to a safe, positive, and productive learning and working environment, and it is the policy of the Board to comply fully with the requirements of Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations as well as applicable state law. To that end, the district prohibits and will not tolerate discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents/guardians, and staff with their names, office addresses and phone numbers. The district will publish complaint procedures providing for a prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office as well as the home page of the district's website.

Bend-La Pine Schools prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under the state and federal law.

### END OF POLICY

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#### Legal Reference(s):

<a href="#">ORS 174.100</a>	<a href="#">ORS 659A.409</a>
<a href="#">ORS 192.630</a>	<a href="#">OAR 581-002-0001 – 002-0005</a>
<a href="#">ORS 326.051(1)(e)</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 408.230</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 659.805</a>	<a href="#">OAR 581-021-0047</a>
<a href="#">ORS 659.815</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 659.850 - 659.860</a>	<a href="#">OAR 581-022-2370</a>
<a href="#">ORS 659.865</a>	<a href="#">OAR 839-003</a>
<a href="#">ORS 659A.001</a>	
<a href="#">ORS 659A.003</a>	
<a href="#">ORS 659A.006</a>	
<a href="#">ORS 659A.009</a>	
<a href="#">ORS 659A.029</a>	
<a href="#">ORS 659A.030</a>	
<a href="#">ORS 659A.040</a>	
<a href="#">ORS 659A.103 - 659A.145</a>	
<a href="#">ORS 659A.230 - 659A.233</a>	
<a href="#">ORS 659A.236</a>	
<a href="#">ORS 659A.309</a>	
<a href="#">ORS 659A.321</a>	

- Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
- Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
- Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
- Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
- Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
- Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
- Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
- *Wygant v. Jackson Bd. of Educ.*, 476 U.S. 267 (1989).
- Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
- The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
- Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).
- House Bill 2935 (2021).
- House Bill 3041 (2021).

Reviewed: 12/12/16, 6/4/18, 10/16/19, 9/2022

Approved: 6/8/18, 10/28/19

~~(including sexual harassment), intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, or prohibited sexual conduct. All students, employees, contractors, agents, and volunteers of the District are subject to this policy. This prohibition applies to all district programs, services and district-sponsored and approved activities or functions regardless of where the program, service, activity or function takes place. This prohibition also applies on district-provided transportation and at any official school bus stop, to conduct occurring on or immediately adjacent to school grounds or district property, and to conduct occurring outside of district grounds and/or outside of school or work hours if a student or employee acts toward a person in a manner that creates a hostile environment for the person while at school or a school-sponsored or district-sponsored activity or program or as otherwise permissible under applicable law.~~

## **Definitions**

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

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

~~“Cyberbullying” means the use of any electronic communication device to harass, intimidate or bully.~~

~~“Discrimination” means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on status as a member of a protected class.~~

~~“Harassment, intimidation or bullying,” when directed at a student of the district, means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, at any official school bus stop, may be based on, but not limited to, the protected class~~

status of a person, or that has the effect of:

- a.—Physically harming a student or damaging a student's property;
- b.—Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
- c.—Creating a hostile education environment, including interfering with the psychological well-being of a student.

"Harassment, intimidation or bullying," when directed at a district employee, means any act that substantially interferes with an employee's ability to perform the employee's job functions, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, or on district-provided transportation, may be based on, but not limited to, the protected class status of a person, or that has the effect of:

- a.—Physically harming the employee or damaging an employee's property;
- b.—Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee's property;
- c.—Creating a hostile working environment, including interfering with the psychological well-being of an employee.

"Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade-level attainment, i.e., forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

"Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

"Protected Class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability.

"Sexual conduct" prohibited by Oregon law is any verbal or physical conduct or verbal, written or electronic communications by a district employee, contractor, agent, or volunteer that involves a student and that are:

- a.—Sexual advances or requests for sexual favors directed toward the student, or
- b.—Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment.

This prohibition applies not only to current district students, but also to a person who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct. The District's Title IX Coordinator must be informed immediately of all complaints alleging sexual conduct with a student by a district employee.

Sexual conduct does not include touching that is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer, and for which

~~there is no sexual intent. The definition of sexual conduct also does not include behavior that would be considered child abuse as outlined by Oregon law, JHFE-AP: Reporting of Suspected Child Abuse and JHFE-AR: Reporting of Suspected Child Abuse. In any situation in which a district employee or volunteer suspects a district employee, volunteer, contractor, or agent of engaging in sexual conduct towards a student, but is uncertain as to whether the conduct meets the statutory definition of abuse of a child, the district employee or volunteer shall follow the reporting procedures set forth in ORS 339.372 and in JHFE-AP: Reporting of Suspected Child Abuse for abuse of a child.~~

~~“Sexual harassment” of students by employees, other students, board members, or third parties, or of employees by students, other staff, board members, or third parties, includes:~~

- ~~a. A demand or request of sexual favors in exchange for benefits;~~
- ~~b. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity, a staff person’s ability to perform his or her job, or that creates an intimidating, offensive, or hostile environment; and~~
- ~~c. Assault when sexual contact occurs without a person’s consent because the person is under the influence of drugs or alcohol, is unconscious, has an intellectual or other disability preventing the student from having the capacity to give consent, or is pressured through physical force, coercion or explicit or implied threats.~~

~~Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature, displaying or distribution of sexually explicit drawings, pictures, written materials or coded language, sexual gestures or obscene jokes, touching oneself sexually or talking about one’s sexuality in front of others, or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.~~

~~When determining whether a hostile environment exists, relevant factors to be considered will include, but not be limited to: whether the individual viewed the environment as hostile; was it reasonable for the individual to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or district employee subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the location involving the same or other students or employees. The District’s Title IX Coordinator must be informed of all sexual harassment complaints.~~

~~“Teen dating violence” means a pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person where one or both persons are 13 to 19 years of age; or behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age. The district’s Title IX Coordinator must be informed of all complaints alleging teen dating violence.~~

~~“Third parties” include, but are not limited to: coaches, volunteers, parents, visitors, agents, contractors, or others engaged in district business, such as employees of businesses or other organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other district events.~~

### **Complaint Procedures**

The Superintendent will publish complaint procedures providing for prompt and equitable resolution of complaints alleging a violation of this policy, and providing for thorough investigation of such complaints

by a neutral party with no conflict(s) of interest related to the complaint. The complaint procedures must ensure that the district takes prompt and effective action calculated to end conduct prohibited under this policy, prevent its recurrence, and, as appropriate, remedy its effects. The complaint procedures will also protect due process and collective bargaining agreement rights of the accused.

Any district employee who witnesses or has reasonable cause to believe that a student has been subjected to discrimination, harassment (including, but not limited to, sexual harassment), bullying, intimidation, hazing, menacing, teen dating violence, or prohibited sexual conduct in violation of this policy must immediately report his/her concerns to the building principal, Superintendent, or designee. Failure to make such a report may subject the employee to remedial action, up to and including dismissal. A student, volunteer, contractor, or agent who witnesses or has information that a student has been the subject of discrimination, harassment (including, but not limited to, sexual harassment), bullying, intimidation, hazing, menacing, teen dating violence, or prohibited sexual conduct in violation of this policy should report the act to a district employee. A report by a student or volunteer may be made anonymously.

Individuals may also be referred to law enforcement officials if the alleged conduct is potentially criminal in nature. Staff may be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041. Allegations of prohibited sexual conduct by a district employee, contractor, agent, or volunteer will be reported to the Teacher Standards and Practices Commission (TSPC) or the Oregon Department of Education (ODE) in accordance with ORS 339.372.

In addition to a complaint filed under this policy, complainants may file a simultaneous criminal complaint if the alleged behavior is potentially criminal in nature. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission. The district will conduct an independent investigation of an alleged violation of this policy regardless of whether the complaint has been referred to an outside agency. If the complaint alleges discrimination, and the complainant is not satisfied after exhausting local complaint procedures, or 90 days has elapsed, whichever occurs first, he or she may appeal in writing to the Oregon Department of Education per OAR 581-021-0049.

### **Corrective Action / Discipline**

If a complaint is substantiated, the district will take steps to prevent recurrence of the behavior. Students whose behavior is found to be in violation of this policy and students who intentionally make a false report regarding a violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, causing willful damage of or injury to district property or for the use of threats, intimidation, harassment or coercion. Employees whose behavior is found to be in violation of this policy and employees who intentionally make a false report regarding a violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent.

An employee, contractor, or agent of the district may not assist another employee, contractor or agent in obtaining any new job if the individual knows, or has reasonable cause to believe, that the school employee, contractor, or agent engaged in sexual conduct unless the individual knows, or has reasonable cause to believe, that the suspected sexual conduct was reported TSPC or ODE and the report could be neither substantiated nor found to be unsubstantiated following an investigation; the report was found to be unsubstantiated; or the investigation into the report remains ongoing after four years.

The complainant shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

### **Retaliation Prohibited**

The initiation of a complaint in good faith about behavior that might violate this policy, or participation in an investigation of such a complaint, shall not adversely affect the educational assignments or educational environment of a reporting student, a student who is alleged to have been subjected to behavior that violates this policy, or a student who participates in an investigation. The initiation of a complaint in good faith about behavior that might violate this policy, or participation in an investigation of such a complaint, shall not adversely affect any terms or conditions of employment or work environment of a reporting employee, an employee who is alleged to have been subjected to behavior that violates this policy, or an employee who participates in an investigation. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry involving an alleged violation of this policy.

### **Distribution & Training**

The Superintendent shall be responsible for ensuring that this policy is implemented, and that notice of this policy is provided at least annually to students, staff, and third parties through staff training, student handbook(s), recruitment materials, employment applications, and the district's website. Employees will receive periodic training regarding this policy and the district's procedures for processing a complaint alleging a violation of this policy. The Superintendent shall ensure that students in grades 7-12 receive age-appropriate education regarding teen dating violence. All district schools serving grade 6-12 students and all district administrative building(s) shall post this policy on its school bulletin board(s) on a sign measuring no less than 8.5 by 11 inches in size. Each school will post the title and contact information of the person responsible for receiving reports of a violation of this policy. The district will provide a copy of this policy and the complaint procedures to employees at the time of hire and to all contractors, volunteers, and agents of the district at the time of beginning of their service for the district.

\* This Administrative Policy is intended to consolidate the following administrative policies:

- AC-AP: Non-Discrimination
- JBAA / GBNA-AP: Sexual Harassment
- JBA / GBN-AP: Harassment / Intimidation / Bullying / Cyberbullying
- JHFF-AP: Reporting Requirements Regarding Sexual Conduct with Students

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Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report through the processes described in GBEA-AR: Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

"Workplace harassment" means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employee or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace

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harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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<sup>1</sup> “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

<sup>2</sup> A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

<sup>3</sup> A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 243.317 - 243.323](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.082](#)  
[ORS 659A.112](#)  
[ORS 659A.370](#)

[ORS 659A.820](#)  
[ORS 659A.875](#)  
[ORS 659A.885](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

~~[ORS 659A.001](#)~~  
~~[ORS 659A.003](#)~~  
~~[ORS 659A.006](#)~~  
~~[ORS 659A.029](#)~~  
~~[ORS 659A.030](#)~~

~~[ORS 659A.082](#)~~  
~~[ORS 659A.112](#)~~  
~~[ORS 659A.820](#)~~  
~~[ORS 659A.875](#)~~  
~~[ORS 659A.885](#)~~

~~[OAR 584-020-0040](#)~~  
~~[OAR 584-020-0041](#)~~  
~~[Senate Bill 479 \(2019\)](#)~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018 ~~2012~~).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018 ~~2012~~).  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020 ~~2019~~).  
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

9/2022 draft

## **BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

### **BOARD POLICY**

Name: Sexual Harassment

Section: Required Policies

Code: GBN/JBA-BP

Bend-La Pine Schools is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

Bend-La Pine Schools processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

#### **General Procedures**

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report, or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures<sup>1</sup>.

#### **OREGON DEFINITION & PROCEDURES**

##### **Oregon Definition**

Sexual harassment of students, staff members or third parties<sup>2</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or
  - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the students, staff members or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats as defined in OAR 581-021-0038(1)(b).

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene

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<sup>1</sup> Complaint procedures that may also be involved include: AC-BP: Nondiscrimination / GBEA-BP: Workplace Harassment / JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence / GBNA/JHFF-BP: Suspected Sexual Conduct with Students and Reporting Requirements

<sup>2</sup> "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

## **OREGON PROCEDURES**

Reports and complaints of sexual harassment should be made to the district's Title IX Coordinator:

Human Resources Director  
520 NW Wall Street  
Bend, OR 97703  
541-355-1100  
[titleix.coordinator@bend.k12.or.us](mailto:titleix.coordinator@bend.k12.or.us)

The Title IX Coordinator will assist the district official with processing a sex discrimination complaint, including the evaluation of a request for confidentiality on the part of the alleged victim(s). Please see the following notice attached as required by ORS 342.704(4).

### **Response**

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, supervisor, superintendent or designee. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

### **Investigation**

The district official receiving the complaint shall conduct, or cause to have conducted by an appropriate impartial investigator, a prompt, thorough, and equitable investigation. An investigation is a detailed inquiry into the factual allegations of a report of harassment, based on interviews with the complainant, witnesses, and the person who is the subject of the report; and review of relevant documents and/or recordings. The district official receiving the complaint shall notify the person who initiated the complaint, and, if applicable, the student's parent/guardians, when the investigation has been initiated.

All reports and complaints about behavior that may violate this policy shall be investigated. Complaints shall be investigated in no more than 60 calendar days. If the complexity of the complaint necessitates a longer period of time for investigation, the investigator shall inform the complainant that more time is needed and give an estimate of time needed to fully investigate. The investigator shall provide the parties to the complaint with an update on the status of the investigation if one of the parties requests an update. District personnel shall cooperate with an investigation and respond truthfully, promptly, and fully. Failure to do so may result in disciplinary action, including but not limited to termination. Investigators must also protect any collective bargaining agreement rights of the respondent. If a respondent or the complaint is a student with a disability, the investigator must follow the procedural safeguards in the IDEA as well as the requirements of Section 504 of the Rehabilitation Act of 1973 when processing the complaint.

The investigator may also order reasonable temporary relief to protect the respective interests of the alleged victim and/or respondent prior to the time of any final decisions by the investigator. Temporary relief should be designed to

prevent any continuing harassment, to correct the discriminatory effects of harassment, to promote a non-hostile work environment, and to prevent any person involved in the complaint from receiving inappropriate consequences related to the complaint prior to a final determination being made. This temporary shall be made on a case-by-case basis, will be based on available facts, and will not disproportionately impact the complainant. At the request of a party to the complaint, the investigator will also provide the party with information regarding local sources of counseling, advocacy and support.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment: discipline of staff and students engaging in sexual harassment; removal of third parties engaged in sexual harassment; additional supervision in activities; additional controls for district electronic systems; trainings and education for staff and students; and increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following: removing that third party's ability to contract or volunteer with the district, or be present on district property; if the third party works for an entity that contracts with the district, communicating with the third party's employer; if the third party is a student of another district or school, communicate information related to the incident to the other district or school; limiting attendance at district events; and providing for additional supervision, including law enforcement if necessary, at district events.

### **No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

### **Notice**

When a student, staff member, or third party, or if applicable, the student or third party's parent/guardian who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification will adhere to confidentiality laws and must include:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the student, student's parent/guardian, staff member, person or person's parent/guardian who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parent/guardian, staff members and member of the public at each office, at the district office and on the website of the school or district.

## **FEDERAL DEFINITION & PROCEDURES**

### **Federal Definition**

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity<sup>3</sup>;

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<sup>3</sup> "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

### **Federal Procedures**

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure.

### **Reporting**

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The Human Resources Director is designated as the Title IX Coordinator. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy. The district will display the contact information for the Title IX Coordinator on the district website and in other materials.

### **Response**

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>4</sup> The district shall treat complainants and respondents equitably by providing supportive measures<sup>5</sup> to the complainant and by following a grievance procedure<sup>6</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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<sup>4</sup> (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>5</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.<sup>5</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>6</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>7</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>8</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

### **Notice**

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

### **No Retaliation**

Neither the district or any person may retaliate<sup>9</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

### **Publication**

This policy shall be made available to students, parents/guardians of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district facilities, district handbooks and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grades 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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### **Legal Reference(s):**

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<sup>8</sup> The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

<sup>9</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)  
[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-004](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018);  
Nondiscrimination on the Basis of Sex in Education Programs or Activities  
Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014)

Reviewed: 4/14/09, 9/22/09, 11/13/12, 9/2022\*

Approved: 4/28/09, 10/13/09, 12/11/12

\*GBN/JBA-BP was previously included with AC-BP

draft : 9/2022

## BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

### **ADMINISTRATIVE BOARD POLICY**

Name: Suspected Sexual Conduct with Students & Reporting Requirements\*

Section: Required Policies

Code: GBNAA/JHFF-BP AP

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer

<sup>4</sup>“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile or offensive educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program and that meets state educational standards or a policy approve by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create and intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

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

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator (Principal) or the alternate designated licensed administrator (Assistant Principal), in the event the designated administrator is the suspected perpetrator, for their school or building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements. ~~Principal, or the alternate designated licensed administrator—Assistant~~

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

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

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

<sup>4</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purpose of reports that are made, investigated and are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

~~Principals for their school building.~~ If the superintendent is the alleged perpetrator the report shall be submitted to the Board chair who shall report the suspected sexual conduct to district legal counsel. If the Board chair is the alleged perpetrator the report shall be submitted to the Board vice chair who shall report the suspected sexual conduct to district legal counsel.

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 339.370 - 339.400](#)  
[ORS 419B.005 - 419B.045](#)

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

~~Senate Bill 155 (2019)~~  
[House Bill 2136 \(2021\)](#)  
[Senate Bill 51 \(2021\)](#)

Reviewed: 4/2020, [9/2022](#)

Approved: 5/2021

## BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

### ~~ADMINISTRATIVE~~ BOARD POLICY

Name: Suspected Abuse of a Child  
Reporting Requirements

Section: Students

Code: GBNAB/JHFE-BPAP

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Abuse of a child by district employees, contractors, agents, volunteers, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation, JHFE-AR: Reporting of Suspected Child Abuse.

- Contractor means a person providing services to the district under contract in a manner that requires the person to have direct, unsupervised contact with students.
- Agent means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.
- Volunteer means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

Any district employee who has reasonable cause to believe that any child with whom the employee has come into contact has suffered abuse, including neglect as defined in Oregon Revised Statute (ORS) 419B.005, shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that any person (could include adult, student or other child) with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Board Chair. If the Board Chair is the alleged perpetrator the report shall be submitted to the Board Vice Chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR (1): Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a

report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that [this](#) duty to report suspected [abuse](#) is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in [administrative regulation-GBNAB/JHFE-AR\(1\): Reporting of Suspected Abuse of a Child](#). All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser. ~~The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.~~

[When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.](#)

[The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.](#)

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

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

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the

individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

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

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

END OF POLICY

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Legal Reference(s):

ORS 339.370 – 339.400  
ORS 418.257 – 418.259

ORS 419B.005 – 419B.050

OAR 581-022-2205  
~~Senate Bill 155 (2019)~~

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).  
[Senate Bill 51 \(2021\)](#).

Reviewed: 10/10/05, 11/07/05, 4/14/09, 5/14/13, 4/2020, [9/2022](#)

Approved: 12/13/05, 4/29/09, 5/28/13, 5/2021

## BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

### BOARD POLICY

Name: Hazing, Harassment, Intimidation  
Bullying, Menacing, Cyberbullying, Teen  
Dating Violence, or Domestic Violence -  
STUDENT

Code: JFCF-BP

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Bend-La Pine Schools ~~The district~~ is committed to ensuring the right of every student and employee to a safe, positive, and productive learning and working environment, and it is the policy of the Board to comply fully with the requirements of Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations as well as applicable state law. To that end, the district prohibits and will not tolerate discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents/guardians, and staff with their names, office addresses and phone numbers. The district will publish complaint procedures providing for a prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office as well as the home page of the district's website.

Bend-La Pine Schools prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under the state and federal law.

### END OF POLICY

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#### Legal Reference(s):

<a href="#">ORS 174.100</a>	<a href="#">ORS 659A.321</a>
<a href="#">ORS 192.630</a>	<a href="#">ORS 659A.409</a>
<a href="#">ORS 326.051(1)(e)</a>	<a href="#">OAR 581-002-0001 – 002-0005</a>
<a href="#">ORS 408.230</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 659.805</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 659.815</a>	<a href="#">OAR 581-021-0047</a>
<a href="#">ORS 659.850 - 659.860</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 659.865</a>	<a href="#">OAR 581-022-2370</a>
<a href="#">ORS 659A.001</a>	<a href="#">OAR 839-003</a>
<a href="#">ORS 659A.003</a>	
<a href="#">ORS 659A.006</a>	
<a href="#">ORS 659A.009</a>	
<a href="#">ORS 659A.029</a>	
<a href="#">ORS 659A.030</a>	
<a href="#">ORS 659A.040</a>	
<a href="#">ORS 659A.103 - 659A.145</a>	
<a href="#">ORS 659A.230 - 659A.233</a>	
<a href="#">ORS 659A.236</a>	
<a href="#">ORS 659A.309</a>	

- Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
- Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
- Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
- Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
- Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
- Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
- Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
- *Wygant v. Jackson Bd. of Educ.*, 476 U.S. 267 (1989).
- Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
- The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
- Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).
- House Bill 2935 (2021).
- House Bill 3041 (2021).

Reviewed: 12/12/16, 6/4/18, 10/16/19, 9/2022

Approved: 6/8/18, 10/28/19

~~(including sexual harassment), intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, or prohibited sexual conduct. All students, employees, contractors, agents, and volunteers of the District are subject to this policy. This prohibition applies to all district programs, services and district-sponsored and approved activities or functions regardless of where the program, service, activity or function takes place. This prohibition also applies on district-provided transportation and at any official school bus stop, to conduct occurring on or immediately adjacent to school grounds or district property, and to conduct occurring outside of district grounds and/or outside of school or work hours if a student or employee acts toward a person in a manner that creates a hostile environment for the person while at school or a school-sponsored or district-sponsored activity or program or as otherwise permissible under applicable law.~~

## **Definitions**

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

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

~~“Cyberbullying” means the use of any electronic communication device to harass, intimidate or bully.~~

~~“Discrimination” means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on status as a member of a protected class.~~

~~“Harassment, intimidation or bullying,” when directed at a student of the district, means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, at any official school bus stop, may be based on, but not limited to, the protected class~~

status of a person, or that has the effect of:

- a.—Physically harming a student or damaging a student's property;
- b.—Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
- c.—Creating a hostile education environment, including interfering with the psychological well being of a student.

"Harassment, intimidation or bullying," when directed at a district employee, means any act that substantially interferes with an employee's ability to perform the employee's job functions, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, or on district-provided transportation, may be based on, but not limited to, the protected class status of a person, or that has the effect of:

- a.—Physically harming the employee or damaging an employee's property;
- b.—Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee's property;
- c.—Creating a hostile working environment, including interfering with the psychological well being of an employee.

"Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade-level attainment, i.e., forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

"Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

"Protected Class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability.

"Sexual conduct" prohibited by Oregon law is any verbal or physical conduct or verbal, written or electronic communications by a district employee, contractor, agent, or volunteer that involves a student and that are:

- a.—Sexual advances or requests for sexual favors directed toward the student, or
- b.—Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment.

This prohibition applies not only to current district students, but also to a person who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct. The District's Title IX Coordinator must be informed immediately of all complaints alleging sexual conduct with a student by a district employee.

Sexual conduct does not include touching that is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer, and for which

~~there is no sexual intent. The definition of sexual conduct also does not include behavior that would be considered child abuse as outlined by Oregon law, JHFE-AP: Reporting of Suspected Child Abuse and JHFE-AR: Reporting of Suspected Child Abuse. In any situation in which a district employee or volunteer suspects a district employee, volunteer, contractor, or agent of engaging in sexual conduct towards a student, but is uncertain as to whether the conduct meets the statutory definition of abuse of a child, the district employee or volunteer shall follow the reporting procedures set forth in ORS 339.372 and in JHFE-AP: Reporting of Suspected Child Abuse for abuse of a child.~~

~~“Sexual harassment” of students by employees, other students, board members, or third parties, or of employees by students, other staff, board members, or third parties, includes:~~

- ~~a. A demand or request of sexual favors in exchange for benefits;~~
- ~~b. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity, a staff person’s ability to perform his or her job, or that creates an intimidating, offensive, or hostile environment; and~~
- ~~c. Assault when sexual contact occurs without a person’s consent because the person is under the influence of drugs or alcohol, is unconscious, has an intellectual or other disability preventing the student from having the capacity to give consent, or is pressured through physical force, coercion or explicit or implied threats.~~

~~Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature, displaying or distribution of sexually explicit drawings, pictures, written materials or coded language, sexual gestures or obscene jokes, touching oneself sexually or talking about one’s sexuality in front of others, or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.~~

~~When determining whether a hostile environment exists, relevant factors to be considered will include, but not be limited to: whether the individual viewed the environment as hostile; was it reasonable for the individual to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or district employee subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the location involving the same or other students or employees. The District’s Title IX Coordinator must be informed of all sexual harassment complaints.~~

~~“Teen dating violence” means a pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person where one or both persons are 13 to 19 years of age; or behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age. The district’s Title IX Coordinator must be informed of all complaints alleging teen dating violence.~~

~~“Third parties” include, but are not limited to: coaches, volunteers, parents, visitors, agents, contractors, or others engaged in district business, such as employees of businesses or other organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other district events.~~

### **Complaint Procedures**

The Superintendent will publish complaint procedures providing for prompt and equitable resolution of complaints alleging a violation of this policy, and providing for thorough investigation of such complaints

by a neutral party with no conflict(s) of interest related to the complaint. The complaint procedures must ensure that the district takes prompt and effective action calculated to end conduct prohibited under this policy, prevent its recurrence, and, as appropriate, remedy its effects. The complaint procedures will also protect due process and collective bargaining agreement rights of the accused.

Any district employee who witnesses or has reasonable cause to believe that a student has been subjected to discrimination, harassment (including, but not limited to, sexual harassment), bullying, intimidation, hazing, menacing, teen dating violence, or prohibited sexual conduct in violation of this policy must immediately report his/her concerns to the building principal, Superintendent, or designee. Failure to make such a report may subject the employee to remedial action, up to and including dismissal. A student, volunteer, contractor, or agent who witnesses or has information that a student has been the subject of discrimination, harassment (including, but not limited to, sexual harassment), bullying, intimidation, hazing, menacing, teen dating violence, or prohibited sexual conduct in violation of this policy should report the act to a district employee. A report by a student or volunteer may be made anonymously.

Individuals may also be referred to law enforcement officials if the alleged conduct is potentially criminal in nature. Staff may be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041. Allegations of prohibited sexual conduct by a district employee, contractor, agent, or volunteer will be reported to the Teacher Standards and Practices Commission (TSPC) or the Oregon Department of Education (ODE) in accordance with ORS 339.372.

In addition to a complaint filed under this policy, complainants may file a simultaneous criminal complaint if the alleged behavior is potentially criminal in nature. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission. The district will conduct an independent investigation of an alleged violation of this policy regardless of whether the complaint has been referred to an outside agency. If the complaint alleges discrimination, and the complainant is not satisfied after exhausting local complaint procedures, or 90 days has elapsed, whichever occurs first, he or she may appeal in writing to the Oregon Department of Education per OAR 581-021-0049.

### **Corrective Action / Discipline**

If a complaint is substantiated, the district will take steps to prevent recurrence of the behavior. Students whose behavior is found to be in violation of this policy and students who intentionally make a false report regarding a violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, causing willful damage of or injury to district property or for the use of threats, intimidation, harassment or coercion. Employees whose behavior is found to be in violation of this policy and employees who intentionally make a false report regarding a violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent.

An employee, contractor, or agent of the district may not assist another employee, contractor or agent in obtaining any new job if the individual knows, or has reasonable cause to believe, that the school employee, contractor, or agent engaged in sexual conduct unless the individual knows, or has reasonable cause to believe, that the suspected sexual conduct was reported TSPC or ODE and the report could be neither substantiated nor found to be unsubstantiated following an investigation; the report was found to be unsubstantiated; or the investigation into the report remains ongoing after four years.

The complainant shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

### **Retaliation Prohibited**

The initiation of a complaint in good faith about behavior that might violate this policy, or participation in an investigation of such a complaint, shall not adversely affect the educational assignments or educational environment of a reporting student, a student who is alleged to have been subjected to behavior that violates this policy, or a student who participates in an investigation. The initiation of a complaint in good faith about behavior that might violate this policy, or participation in an investigation of such a complaint, shall not adversely affect any terms or conditions of employment or work environment of a reporting employee, an employee who is alleged to have been subjected to behavior that violates this policy, or an employee who participates in an investigation. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry involving an alleged violation of this policy.

### **Distribution & Training**

The Superintendent shall be responsible for ensuring that this policy is implemented, and that notice of this policy is provided at least annually to students, staff, and third parties through staff training, student handbook(s), recruitment materials, employment applications, and the district's website. Employees will receive periodic training regarding this policy and the district's procedures for processing a complaint alleging a violation of this policy. The Superintendent shall ensure that students in grades 7-12 receive age-appropriate education regarding teen dating violence. All district schools serving grade 6-12 students and all district administrative building(s) shall post this policy on its school bulletin board(s) on a sign measuring no less than 8.5 by 11 inches in size. Each school will post the title and contact information of the person responsible for receiving reports of a violation of this policy. The district will provide a copy of this policy and the complaint procedures to employees at the time of hire and to all contractors, volunteers, and agents of the district at the time of beginning of their service for the district.

\* This Administrative Policy is intended to consolidate the following administrative policies:

- AC-AP: Non-Discrimination
- JBAA / GBNA-AP: Sexual Harassment
- JBA / GBN-AP: Harassment / Intimidation / Bullying / Cyberbullying
- JHFF-AP: Reporting Requirements Regarding Sexual Conduct with Students



**REPORT:** Administrative Policies & Regulations for Review (9/13/2022)

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

The following administrative policies and regulations are currently in review. 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
<b>AC-AR: Discrimination Complaint Procedure</b>	<p>The following regulations were previously consolidated into AC-AR: JBA/GBN-AR, JFCFA/GBNAA-AR and JFH-AR.</p> <p>AC-AR has been updated to reflect the language noted with AC-BP and includes language from House Bill (HB) 2935, adding an aspect to the definition of discrimination for race that includes physical characteristics historically associated with race such as natural hair and hair texture. Language from HB 3041 is also included which modified Oregon’s definition of sexual orientation and added a definition of gender identity to the protected class.</p>
<b>GBEA-AR: Workplace Harassment Reporting &amp; Procedure</b>	<p>Senate Bill (SB) 479 requires public employers to adopt policy and practice prohibiting workplace harassment which includes conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or conduct that is prohibited by ORS 659A.082 or 659A.112</p>
<b>GBNAA/JHFF-AR: Suspected Sexual Conduct Reporting Procedures</b>	<p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p>
<b>GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures - STAFF</b>	<p>Updated language includes revised statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity as defined in HB 3041.</p>

<b>GBNAB/JHFE-AR: Reporting of Suspected Abuse of a Child</b>	Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.
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Feedback regarding the proposed changes will be accepted until 5:00 p.m. on September 27, 2022. To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, September 14, 2022.

## BEND-LA PINE SCHOOLS

Administrative School District No. 1  
Deschutes County, Oregon

### ADMINISTRATIVE REGULATION

Name: Discrimination Complaint Procedure

Section:

Code: AC-AR

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Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

#### STEP 1

Any information or complaints shall be presented to the building principal, site administrator, Superintendent or designee. Complaints may be oral, or in writing, preferably using Bend-La Pine Schools' Complaint Reporting Form. Students and volunteers may make anonymous complaints. Any staff member that receives an oral or written complaint shall report the complaint to the appropriate person.

Complaints against a building principal or site administrator shall be filed with the Superintendent or designee. Complaints against the Superintendent shall be filed with the Board Chair. Complaints against an individual board member should be made to the Board Chair, who will act on behalf of the board. Complaints against the Board Chair should be made directly to the Board Vice Chair or district legal counsel on behalf of the Board. The Board may refer the investigation to a third party.

#### STEP 2

The district official receiving the complaint shall conduct, or cause to have conducted by an appropriate impartial investigator, a prompt, thorough, and equitable investigation of the complaint. An investigation is a detailed inquiry into the factual allegations of a report of a potential violation of AC-BPAP: Non-Discrimination, based on interviews with the complainant, witnesses, and the person who is the subject of the report; and review of relevant documents and/or recordings. Each party to the investigation will be given an equal opportunity to present evidence to the investigator. The investigator will complete the investigation by determining, as promptly as possible:

1. whether the complaint is substantiated based on the same standard of evidence the district would apply to any other misconduct allegation against the respondent, and
2. If substantiated, any action to be taken.

Complaints shall be fully investigated in no more than 60 calendar days. Complaints involving allegations of sexual harassment will be processed as described in GBN/JBA-AR(1): Sexual Harassment Complaint Procedure, or GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure. ~~For complaints involving allegations of sexual harassment, the district official receiving the complaint shall notify the person who initiated the complaint, and, if applicable, the student's parents, when the investigation has been initiated.~~ If the complexity of a complaint necessitates a longer period of time for investigation, the investigator shall inform the complainant that more time is needed and give an estimate of the time needed to fully investigate. The investigator shall provide the parties to the complaint with an update on the status of the investigation if one of the parties requests an update. District personnel shall cooperate with an investigation and respond truthfully, promptly, and fully. Failure to do so may result in disciplinary action, including but not limited to termination. Investigators must also protect any collective bargaining agreement rights of the respondent. If a respondent or the complainant is a student with a disability, the investigator must follow the procedural safeguards in the IDEA as well as the requirements of Section 504 of the Rehabilitation Act of 1973 when processing the complaint.

The investigator may also order reasonable temporary relief to protect the respective interests of the alleged victim and/or respondent prior to the time of any final decision by the investigator. Temporary relief should be designed to prevent any continuing harassment, to correct the discriminatory effects of harassment, to promote a non-hostile environment, and to prevent any person involved in the complaint from receiving inappropriate consequences related to the complaint prior to a final determination being

made. This temporary relief shall be made on a case-by-case basis, will be based on available facts, and will not disproportionately impact the complainant. At the request of a party to the complaint, the investigator will also provide the party with information regarding local sources of counseling, advocacy, and support. If the complaint includes an allegation of sexual conduct, the district will take necessary actions as provided in ORS 339.388 to ensure the student's safety after a report is received, including placing an employee on paid administrative leave pending an investigation or prohibiting a contractor, agent, or volunteer from providing services to the district.

### STEP 3

Upon concluding the investigation, within 10 working days, the investigator shall notify both parties of the outcome of the complaint, (including whether a violation of AC-BP: Non-Discrimination was found to have occurred), and, if appropriate, that remedial action has been taken. The investigator will not disclose any information, punishments, or remedial actions that are ordered in the notification of the investigator's findings to the extent that any such information may be protected from disclosure by FERPA, employment laws, or any other relevant laws, rules, or regulations. The notification must be in writing, must be provided to both parties, and must include a description of the appeal process set forth in Step 4 below. The complainant must also be informed as to any individual remedies offered or provided to the complainant and other steps the district has taken to eliminate the hostile environment, if the district finds one to exist, and prevent recurrence. The perpetrator is not notified of the individual remedies offered or provided to the complainant.

### STEP 4

If either party to a complaint is not satisfied with the decision at Step 3, he or she may submit a written appeal to the Superintendent or designee. If the complaint is against the Superintendent, an appeal must be directed to the Board chair or designee. Such appeal must be filed within 10 calendar days after receipt of the Step 3 decision, otherwise the parties' appeal rights will be deemed waived. The person hearing the appeal will arrange such meetings with the complainant and other affected parties as deemed necessary to process the appeal and will give both parties an equal opportunity to present evidence on appeal. The person hearing the appeal shall provide a written decision to both parties within 10 working days of receiving the appeal unless the person hearing the appeal needs additional time based on the complexity of the complaint or the need for additional investigation. If the person hearing the appeal needs additional time, he or she will inform the parties that additional time is needed and will provide the parties with an estimate of how long he or she will need.

If the complainant is not satisfied with the response of the Superintendent or designee, a written appeal may be filed with the Board chair within 10 business days of receipt of the Superintendent or designee's response. The Board will review the complaint and response and at its discretion, may schedule a hearing. After review of the complaint and response, or following any hearing, the Board will notify the complainant whether it affirms the response of the Superintendent or designee, or whether further action is appropriate. If the complainant is not satisfied after exhausting local complaint procedures, or 90 days has elapsed, or whichever occurs first, he or she may appeal in writing to the Oregon Department of Education per OAR ~~581-021-0049~~ [581-002-0001](https://www.oregon.gov/ODE/581-002-0001) – [581-002-0023](https://www.oregon.gov/ODE/581-002-0023).

Nothing in this procedure shall limit the authority of district officials to resolve any matter through informal processes, such as mediation, before or during the formal process outlined above. Complainants must be notified of the right to end the informal process at any time.

Documentation related to the incident may be maintained as a part of the student's education records or employee's personnel file.

~~\* This Administrative Regulation is intended to consolidate the following administrative regulations:~~

- ~~• AC-AR: Discrimination Complaint / Grievance Procedure~~
- ~~• JBA / GBN-AR: Harassment / Intimidation / Bullying / Cyberbullying~~
- ~~• JFCFA / GBNA-AR: Cyberbullying~~
- ~~• JFH-AR: Student Complaints~~

~~Complaints concerning discrimination, harassment (including sexual harassment), intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, and sexual conduct with a student by a district employee, may be filed by a student, parent, district employee, or third party. All complaints will be processed in accordance with the following procedures:~~

#### ~~STEP 1~~

~~Any information or complaints regarding discrimination, harassment (including sexual harassment), intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, and prohibited sexual conduct with a student by a district employee shall be presented to the building principal, site administrator or Superintendent or designee in writing by using the attached Complaint Reporting Form. Students and volunteers may make anonymous complaints.~~

~~Complaints against a building principal or site administrator shall be filed with the Superintendent or designee. Complaints against the Superintendent shall be filed with the Board chair.~~

~~All information and / or complaint(s) shall be submitted in writing using the attached complaint form. If the complaint involves discrimination on the basis of sex (including complaints alleging sexual harassment, teen dating violence, or sexual conduct with a student by a district employee), the person receiving the complaint shall immediately notify the District's Title IX Coordinator of the complaint:~~

~~\_\_\_\_\_ Human Resources Director  
\_\_\_\_\_ 520 NW Wall Street  
\_\_\_\_\_ Bend, OR 97703  
\_\_\_\_\_ 541-355-1100  
\_\_\_\_\_ [titleix.coordinator@bend.k12.or.us](mailto:titleix.coordinator@bend.k12.or.us)~~

~~The Title IX Coordinator will assist the district official with processing a sex discrimination complaint, including the evaluation of a request for confidentiality on the part of the alleged victim(s).~~

~~If the complaint involves discrimination on the basis of disability, the person receiving the complaint shall immediately notify the District's 504 Coordinator of the complaint:~~

\_\_\_\_\_  
Director of Student Services  
\_\_\_\_\_  
520 NW Wall Street  
\_\_\_\_\_  
Bend, OR 97703  
\_\_\_\_\_  
541-355-1060  
\_\_\_\_\_  
[Student-services@bend.k12.or.us](mailto:Student-services@bend.k12.or.us)

If the complaint involves an allegation of sexual harassment, please see the following form notice attached as required by ORS 342.704(4).

If the complaint involves an allegation of prohibited sexual conduct, the person receiving the complaint must inform the Teacher Standards and Practices Commission (for employees with a TSPC license) or the Department of Education (for employees without a TSPC license) about the reported allegation, and the appropriate agency will investigate the complaint.

## **STEP 2**

The district official receiving the complaint shall conduct, or cause to have conducted by an appropriate impartial investigator, a prompt, thorough, and equitable investigation of the complaint. An investigation is a detailed inquiry into the factual allegations of a report of a potential violation of AC AP: Non-Discrimination, based on interviews with the complainant, witnesses, and the person who is the subject of the report; and review of relevant documents and/or recordings. Each party to the investigation will be given an equal opportunity to present evidence to the investigator. The investigator will complete the investigation by determining, as promptly as possible:

3. whether the complaint is substantiated based on the same standard of evidence the district would apply to any other misconduct allegation against the respondent, and
4. If substantiated, any action to be taken.

Complaints shall be fully investigated in no more than 60 calendar days. For complaints involving allegations of sexual harassment, the district official receiving the complaint shall notify the person who initiated the complaint, and, if applicable, the student's parents, when the investigation has been initiated. If the complexity of a complaint necessitates a longer period of time for investigation, the investigator shall inform the complainant that more time is needed and give an estimate of the time needed to fully investigate. The investigator shall provide the parties to the complaint with an update on the status of the investigation if one of the parties requests an update. District personnel shall cooperate with an investigation and respond truthfully, promptly, and fully. Failure to do so may result in disciplinary action, including but not limited to termination. Investigators must also protect any collective bargaining agreement rights of the respondent. If a respondent or the complainant is a student with a disability, the investigator must follow the procedural safeguards in the IDEA as well as the requirements of Section 504 of the Rehabilitation Act of 1973 when processing the complaint.

The investigator may also order reasonable temporary relief to protect the respective interests of the alleged victim and/or respondent prior to the time of any final decision by the investigator. Temporary relief should be designed to prevent any continuing harassment, to correct the discriminatory effects of harassment, to promote a non-hostile environment, and to prevent any person involved in the complaint from receiving inappropriate consequences related to the complaint prior to a final determination being made. This temporary relief shall be made on a case-by-case basis, will be based on available facts, and will not disproportionately impact the complainant. At the request of a party to the complaint, the investigator will also provide the party with information regarding local sources of counseling, advocacy, and support. If the complaint includes an allegation of sexual conduct, the district will take necessary actions as provided in ORS 339.388 to ensure the student's safety after a report is received, including placing an employee on paid administrative leave pending an investigation or prohibiting a contractor, agent, or volunteer from providing services to the district.

## **STEP 3**

Upon concluding the investigation, within 10 working days, the investigator shall notify both parties of the outcome of the complaint, (including whether a violation of AC AP: Non-Discrimination was found to have occurred), and, if appropriate, that remedial action has been taken. The investigator will not disclose any information, punishments, or remedial actions that are ordered in the notification of the investigator's findings to the extent that any such information may be protected from disclosure by FERPA, employment laws, or any other relevant laws, rules, or regulations. The notification must be in writing, must be provided to both parties, and must include a description of the appeal process set forth in Step 4 below. The complainant must also be informed as to any individual remedies offered or provided to the complainant and other steps the district has taken to eliminate the hostile environment, if the district finds one to exist, and prevent recurrence. The perpetrator is not notified of the individual remedies offered or provided to the complainant.

#### **STEP 4**

If either party to a complaint is not satisfied with the decision at Step 3, he or she may submit a written appeal to the Superintendent or designee. If the complaint is against the Superintendent, an appeal must be directed to the Board chair or designee. Such appeal must be filed within 10 calendar days after receipt of the Step 3 decision, otherwise the parties' appeal rights will be deemed waived. The person hearing the appeal will arrange such meetings with the complainant and other affected parties as deemed necessary to process the appeal and will give both parties an equal opportunity to present evidence on appeal. The person hearing the appeal shall provide a written decision to both parties within 10 working days of receiving the appeal unless the person hearing the appeal needs additional time based on the complexity of the complaint or the need for additional investigation. If the person hearing the appeal needs additional time, he or she will inform the parties that additional time is needed and will provide the parties with an estimate of how long he or she will need.

If the complainant is not satisfied with the response of the Superintendent or designee, a written appeal may be filed with the Board chair within 10 business days of receipt of the Superintendent or designee's response. The Board will review the complaint and response and at its discretion, may schedule a hearing. After review of the complaint and response, or following any hearing, the Board will notify the complainant whether it affirms the response of the Superintendent or designee, or whether further action is appropriate. If the complainant is not satisfied after exhausting local complaint procedures, or 90 days has elapsed, or whichever occurs first, he or she may appeal in writing to the Oregon Department of Education per OAR 581-021-0049.

Nothing in this procedure shall limit the authority of district officials to resolve any matter through informal processes, such as mediation, before or during the formal process outlined above. Complainants must be notified of the right to end the informal process at any time.

Documentation related to the incident may be maintained as a part of the student's education records or employee's personnel file.

~~\* This Administrative Regulation is intended to consolidate the following and administrative regulations:~~

- ~~• AC-AR: Discrimination Complaint / Grievance Procedure~~
- ~~• JBA / GBN-AR: Harassment / Intimidation / Bullying / Cyberbullying~~
- ~~• JFCFA / GBNA-AR: Cyberbullying~~
- ~~• JFH-AR: Student Complaints~~

9/2022 draft

## **NOTIFICATION**

### **SEXUAL HARASSMENT COMPLAINT PROCEDURES AND RESOURCES**

#### **Rights of Complainant**

- The right to work, attend, or be present at district schools and activities free from any sexual harassment.
- The right to file a complaint pursuant to AC-AP: Non-Discrimination, when a person feels the person is or has been the victim of sexual harassment.
- The right to be notified when the investigation is concluded and as to whether a violation of the policy was found to have occurred, to the extent allowable under state and federal confidentiality laws.

A person who initiates a complaint in good faith may not be retaliated against. The initiation of a complaint by an employee in good faith about behavior that may violate the policy may not adversely affect any terms or conditions of employment or work environment of the staff member who initiated the complaint. The initiation of a complaint by a student or student's parent in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of the student who initiated the complaint.

#### **Complaint Procedure**

Complaints of sexual harassment should be made to the building principal or site administrator. Complaints against a building principal or site administrator should be made to the Superintendent or designee. Complaints against the Superintendent should be made to the Board chair. The sexual harassment complaint procedure is set forth in AC-AR: Discrimination Complaint Procedure, which can be found [here](#) on the district's website.

#### **School and District Services for Employees and Students**

The following district services are available to victims of sexual harassment who are employees of the district:

- Employee Assistance Program through Reliant Behavioral Health / OEBC ([www.MyRBH.com/](http://www.MyRBH.com/) 1-866-750-1327)
- SafeOregon / [www.safeoregon.com/report-a-tip/](http://www.safeoregon.com/report-a-tip/) : employees can report anything from vandalism to theft to cyberbullying
- Human Resources (541-355-1100)
- School Resource Officers

The following district services are available to victims of sexual harassment who are students of the district:

- **Available at schools: school counselors, school nurses, FAN advocates and School Resource Officers**
- First Step / [www.firststeporegon.org](http://www.firststeporegon.org) : access to the free counseling and support resources
- SafeOregon / [www.safeoregon.com/report-a-tip/](http://www.safeoregon.com/report-a-tip/) : students can report anything from vandalism to theft to cyberbullying
- YouthLine — a free and confidential teen to teen help line
  - Text: text the phrase "teen2teen" to 839863
  - Talk: 877-968-8494
  - Email: [Teen2Teen@LinesForLife.org](mailto:Teen2Teen@LinesForLife.org)

#### **State and Community Based Services**

A victim of sexual harassment can locate services available in our community by accessing the Oregon Attorney General's Sexual Assault Task Force website <http://oregonsatf.org/help-for-survivors/#deschutes>

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2<sup>nd</sup> Ave, Room 3310, Seattle, WA 98174 1009. Direct complaints related to employment may be filed with the U.S. Department of Labor (1-866-487-2365), Equal Employment Opportunity Commission (909 First Avenue, Suite 400, Seattle, WA 98104, (800-669-4000) or Oregon Bureau of Labor and Industries (800 NE Oregon St., Suite 1045, Portland, OR 97232, 971-673-0764).

#### **Privacy Rights**

The district will keep all documentation related to sexual harassment complaints as confidential as is allowable under the law. Please note that the district may be required to disclose records in some instances per the Family Education Rights and Privacy Act (FERPA), the Oregon Public Records Law, the Oregon Public Employees Collective Bargaining Act, or a court order, subpoena, or discovery request.

**Please note that civil and criminal remedies that are not provided by the school or district may be available through the legal system and those remedies may be subject to statutes of limitations.**

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administrative regulation, preferably using Bend-La Pine Schools' Complaint Reporting Form, and also may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law.

Additional information regarding the filing of a report may be obtained through the principal, supervisor, or superintendent.

A complaint alleging an unlawful employment practice as describe in ORS 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability), or section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

### **Investigation Process**

The Chief Human Resources Officer or designee is responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves the Chief Human Resources Officer, the employee may file the report to the Superintendent. If the alleged workplace harassment involves the Superintendent, the employee may file the report to the Board Chair. If the alleged workplace harassment involves the Board Chair, the employee may file the report to the Board Vice Chair or district legal counsel. All reports of alleged workplace harassment behavior shall be investigated and, if deemed necessary, the investigation may be referred to a third party.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;
3. Provide a copy of GBEA-BP: Workplace Harassment and this administrative regulation to the district employee; and
4. Complete the following steps:

#### **STEP 1**

Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within 10 working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The

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investigator shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints shall be fully investigated in no more than 60 calendar days. If the complexity of a complaint necessitates a longer period of time for investigation, the investigator shall inform the complainant that more time is needed and give an estimate of the time needed to fully investigate. The investigator shall provide the parties to the complaint with an update on the status of the investigation if one of the parties requests an update.

A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, may be forwarded to the Superintendent and/or Chief Human Resources Officer.

## **STEP 2**

If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the Superintendent, or designee. Such appeal must be filed within 10 calendar days after receipt of the Step 1 decision. The Superintendent or designee shall review the investigator's report and findings. The Superintendent or designee may arrange such meetings with the complainant and other affected parties as deemed necessary by the Superintendent or designee to discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant within 10 calendar days after receipt of the appeal.

## **STEP 3**

If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 calendar days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the Superintendent or designee to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the Superintendent or designee's decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within 20 calendar days, what action, if any, is warranted. The Board shall provide a written decision to the complainant within 10 calendar days following completion of the hearing.

If the Board chooses not to hear the appeal, the decision in Step 2 is considered final.

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information<sup>2</sup> required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 calendar days, in open session what action if any is warranted. The Board chair shall notify the complainant in writing within 10 calendar days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

## **Follow-up Procedures**

The Chief Human Resources Officer or designee will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the Chief Human Resources Officer or designee received a report of harassment, to determine whether the alleged

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<sup>2</sup> Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

harassment has stopped or if the employee has experienced retaliation. The Chief Human Resources Officer or designee will document the record of this follow-up. The Chief Human Resources Officer or designee will continue follow-up in this manner until and unless the employee directs the Chief Human Resources Officer or designee in writing to stop.

**Other Reporting Options and Filing Information**

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in GBEA-BP: Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

**Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.**

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

Reviewed: 9/2022

Approved:

new draft

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Hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying of district staff or third parties is strictly prohibited in the district.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The superintendent is responsible for ensuring that this policy is implemented.

### **Definitions**

“District” includes district facilities, district premises, and non-district property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where the employee is engaged in district business.

“Third parties” include, but are not limited to, coaches, school volunteers, parents/guardians, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.

“Harassment” is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when: 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

“Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical

contact or inflict serious physical injury on the perception of the other's race, color, religion, national origin, disability, sexual orientation or gender identity.

"Bullying" is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.

"Cyberbullying" means the use of any electronic device to convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying. Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

"Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

"Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.

"Retaliation" means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

### **Reporting Procedures**

The Superintendent or designee has responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the report presented.

Any employee or third party who has knowledge of conduct in violation of policy JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student, shall immediately report concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of GBNA-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff, and this administrative regulation or feels they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of policy or this administrative regulation, is encouraged to immediately report concerns to the designated district official.

All reports and information will be promptly investigated in accordance with the following procedures:

#### **STEP 1**

Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying (e.g., complaints, rumors) shall be presented to the site administrator. Reports against the site administrator shall be filed with the Superintendent. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. Information may be presented anonymously.

## **STEP 2**

The district official receiving the report shall promptly investigate. Parents/guardians will be notified of the nature of any report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within 10 calendar days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official(s) conducting the investigation shall notify the person making the report within 15 working days of receipt of the information or report, and parents/guardians as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, may be forwarded to the superintendent.

## **STEP 3**

If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the Superintendent or designee. Such appeal must be filed within 10 calendar days after receipt of the Step 2 decision. The Superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The Superintendent or designee shall provide a written decision to the appeal within 10 working days after completion of meetings deemed necessary to discuss the appeal.

## **STEP 4**

If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board Chair. Such appeal must be filed within 10 calendar days after receipt of the Step 3 decision. The Board may, within 20 calendar days, conduct a hearing at which time the person making the report shall be given an opportunity to present the information or report. The Board shall provide a written decision to the person making the report within 10 calendar days following completion of the hearing.

Reports against the Superintendent should be referred to the Board Chair on behalf of the Board. The Board Chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 calendar days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board Chair on behalf of the Board. The Board Chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 calendar days, in open session what action, if any, is warranted.

Reports against the Board Chair may be made directly to the Board Vice Chair or district counsel on behalf of the Board. The Board Vice Chair or district counsel shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 calendar days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the Superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying and documentation will be maintained as a confidential file in the district office.

Reviewed: 9/2022

Approved:

new / draft 9/2022

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**Name: Suspected Sexual Conduct Report  
Procedures

Code: GBNAA/JHFF-AR

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The district posts in each school building the names and contact information of the district employee(s) designated for the respective school building to receive reports of suspected sexual conduct and the procedures the designee(s) will follow upon receipt of the report.

When a designated licensed administrator<sup>6</sup> receives a report of suspected sexual conduct that may have been committed by a commission licensee<sup>7</sup>, the designee shall notify Teacher Standards and Practices Commission (TSPC). The designee shall notify the Oregon Department of Education (ODE) if the administrator receives a report of suspected sexual conduct that may have been committed by a school employee, contractor, agent or volunteer that is not a commission licensee.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Director of Human Resources who shall refer the report to the Board chair.

The district will investigate all reports of suspected sexual conduct, unless otherwise requested by TSPC or ODE as appropriate.

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC (investigates reports on commission licensees) or ODE (investigates reports on persons who are not commission licensees) determines that the report is substantiated and the district takes appropriate employment action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not been violated and an employment action against the employee is not required.

When the designee receives a report of suspected sexual conduct by a contractor, an agent or a volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support a report of suspected sexual conduct, the district shall prohibit the contractor, agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected sexual conduct has been investigated and a determination has been made by TSPC or ODE, as appropriate, that the report is unsubstantiated.

Upon request from ODE or TSPC the district will provide requested documents or materials to the extent allowed by state and federal law.

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

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<sup>6</sup> A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

<sup>7</sup> "Commission licensee," as is defined in ORS 342.120 (as amended by HB 2136 (2021)), means a person whom the TSPC has authority to investigate or discipline because the person is enrolled in an approved educator preparation program, is an applicant for a TSPC license or registration, holds a license or registration issued by TSPC, or has held a license or registration issued by the TSPC at any time during the previous five years.

An “investigation” means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

A “substantiated report” means a report of sexual conduct that TSPC or ODE determines is founded.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement, or through an appeal process administered by a neutral third party if there is no applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, the district shall create a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the district employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

### **Training**

The district shall provide information and training each school year to district employees on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 - 419B.050 and under adopted policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year the training described above to contractors, agents, volunteers and to parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

The district shall provide to contractors, agents and volunteers each school year information on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under adopted policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year training that is designed to prevent sexual conduct to students attending district-operated schools.

Reviewed: [9/2022](#)

Approved:

9/2022 draft

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## Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse, including neglect of a child as defined in ORS 419B.005, shall orally report or cause an oral report to be immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) [or its designee](#), or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person (could include adult, student or other child)** ~~adult or student~~ with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor<sup>1</sup>, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged perpetrator the report shall be submitted to the [Deputy Superintendent who shall refer the report to the](#) Board Chair.

The employee suspecting the child abuse shall make a written record of the child abuse report. The written record may be made using Bend-La Pine Schools Child Abuse Recording form, which includes at minimum:

1. The name and position of the person making the report;
2. The name of the student;
3. The name and position of any witnesses;
4. Description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser;
5. A description of how the report was made (i.e., phone or other method);
6. The name of the agency and individual who took the report;
7. The date and time that the report was made; and
8. The names of [the district administrator](#) ~~person~~ who received a copy of the written report.

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

## Definitions

1. Oregon law recognizes these **and other** types of abuse:
  - a. Physical;
  - b. Neglect;
  - c. Mental injury;
  - d. Threat of harm;
  - e. Sexual abuse and sexual exploitation.
2. Child means an unmarried person who is under 18 years of age **or is under 21 years of age and residing in or receiving care or services at a child-caring agency**.
3. A substantiated report means a report of abuse that law enforcement agency or DHS determines is founded.

## Confidentiality of Records

The name, address, and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

## Failure to Comply

Any district employee who fails to report a suspected child abuse as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected child abuse or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal

## Actions Following Receipt of a Child Abuse Report

The written record of the child abuse report shall not be placed in the student's educational record. The employee making the record shall retain a copy of the written report and a copy shall be provided to the designee that received the report.

When the district **designee** receives a report of suspected child abuse by a district employee, and there is a reasonable cause to support the report, the district shall place the district employee on paid administrative leave and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either:

1. An employment policy was violated and the district will take appropriate employment action against the employee, or
2. An employment policy has not been violated and no action is required by the district against the employee.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The district shall maintain the written record of each reported incident of abuse of a child, action taken by the district, and any findings as a result of the report. The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

### **Cooperation with Investigator**

The district staff shall make every effort in suspected child abuse cases to cooperate with investigating officials as follows:

1. Any investigation of child abuse will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. Upon notification that DHS or law enforcement would like to interview a student at school, the school administrator or designee must request that the investigating official fill out the DHS / Law Enforcement Protocol Investigation of Child Abuse form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification, the administrator or designee shall refuse access to the student.

Law enforcement officials ~~and Department of Human Services (DHS)~~ wishing to remove a student from the premises shall present themselves at the school office and contact the school administrator or designee. The ~~law enforcement official officer~~ shall sign the student out in ~~accordance with district procedures; on a form to be provided by the school;~~

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents/guardians or anyone other than DHS or law enforcement agency and any school or district employee necessary to enable the investigation;
3. The school or district administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;

4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

## Training

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 – 419B.050 and as directed by GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements.

~~Each school year, the district shall provide training to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 – 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students.~~

~~Each year, the district shall make available the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. Additionally, each year, the district shall provide information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available training that is designed to prevent abuse to students attending district-operated schools.~~

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

- ~~1. A description of conduct that may constitute abuse;~~
- ~~2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and~~
- ~~3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.~~

~~Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.~~

~~The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.~~

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

~~or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.~~

Reviewed: 12/12/05, 6/9/08, 3/16/09, 11/1/10, 1/14/13, 4/2/2020, [9/2022](#)

Approved: 12/12/05, 6/9/08, 3/31/09, 11/1/10, 1/14/13, 4/2021

draft 9/2022



**REPORT:** Administrative Regulations for Adoption (9/13/2022)

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

A redline version of each follows this executive summary. The regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
<b>EBBA-AR: First Aid</b>	First Aid compliance efforts have been updated to align with Oregon Administrative Regulation (OAR) 581.  <b>No public comment received</b>
<b>EBBC-AR: Life-Sustaining Emergency Care</b>	Updated language includes the use of Automated External Defibrillator (AED) and administration of Nalaxone (Narcan) as examples of life-sustaining emergency care.  <b>No public comment received</b>
<b>JHCD-AR: Administration of Medication</b>	Administration of a premeasured dose of naloxone (Narcan) to a student or other individual on school premises and emergency medical response notification procedures has been added as a response in the event of suspected opiate overdose.  <b>No public comment received</b>

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**FIRST-AID**

In cases of sudden illness or injury to a student or staff member, school staff or health care provider as appropriate will give first aid. Further medical attention to students is the [parent/guardians'](#) responsibility, or someone the parents or guardians designate in case of emergency.

Each [building administrator](#) ~~principal~~ is charged with providing for the immediate care of ill or injured persons within [their](#) ~~his/her~~ area of responsibility.

Staff members shall report self-administered first aid treatment to an immediate supervisor. In each school [and district facility](#), procedures for handling health emergencies will be established and made known to the staff. Each school, [district facility](#) ~~and~~ and school vehicle will be equipped with appropriate first-aid supplies and equipment.

All employees are expected to know where first-aid supplies and equipment are kept in their work areas. [In compliance with Oregon Administrative Rules, e](#)Each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled [or an emergency response team per building. Such team shall consist of no less than six persons who hold current first-aid/CPR cards and who are trained annually in the district and building emergency plans.](#) Names of [designated employees](#) ~~the first aid cardholders~~ will be posted.

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**Legal Reference(s):**

ORS 30.800	<a href="#">OAR 437-002-0377</a>	<a href="#">OAR 581-053-0003(37)</a>
<a href="#">OAR 437-002-0120 to -0139</a>	<a href="#">OAR 581-022-0705</a>	<a href="#">OAR 581-053-0220(3)(B)(iii)</a>
<a href="#">OAR 437-002-0161</a>	<a href="#">OAR 581-022-0420</a>	<a href="#">OAR 581-053-0320(5)(B)</a>
<a href="#">OAR 437-002-0360</a>		

**District Reference(s):**

[EBBC-AR: Life Sustaining Emergency Care](#)  
[GBE-AR: Staff Health & Safety](#)  
[GBEB-AP: Communicable Diseases \(Staff\)](#)  
[GBEB/JHCC-AR: Communicable Diseases \(Students & Staff\)](#)

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Life-Sustaining Emergency Care

Section: Support

Code: EBBC-AR

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The District recognizes its obligation under state and federal law to make educational services available to students of legal age, including reasonable accommodations that permit students with disabilities access to special education and supportive services.

Reasonable accommodation includes the provision of life-sustaining emergency care.

A refusal to provide life-sustaining emergency care to a student in need of such care would be a denial of educational services. No employee of the district shall comply with any directive from parents/[guardians](#) or others, written or verbal, that life-sustaining emergency care be withheld from a student in need of such care while under the control and supervision of district staff.

For purposes of this regulation, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death. Examples of life sustaining emergency care may include efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation and cardiopulmonary resuscitation (CPR), [use of Automated External Defibrillator \(AED\)](#), and [administration of a premeasured dose of Nalaxone \(Narcan\) by a trained and designated personnel](#).

In a life-threatening situation, district staff will notify 911 of the need for paramedic assistance and will provide life-sustaining emergency care to any student requiring it in order to sustain life until relieved by paramedics or other appropriate medical personnel. [Any available staff member will notify 911 or other appropriate emergency medical response systems, and staff trained to administer first aid and will do so, as necessary, in the event of suspected opiate overdose. The parent or guardian, school nurse and building administrator will be notified immediately.](#)

The district shall consider requests for alternative forms of life-sustaining emergency care, but those requests must be supported by written medical substantiation by the student's physician. Determinations shall be made on such requests by a team of district staff who are knowledgeable about the student. The team may seek such additional outside information, including an independent medical opinion when necessary for a decision. Any determination made on such a request must be based on the likelihood that the chosen form of life-sustaining emergency care shall maintain the student's life until an emergency care or medical personnel arrive or the student is otherwise transported to the care of medical personnel.

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**Legal Reference(s):**[ORS 30.800](#)[OAR 437-002-0161](#)[OAR 581-022-2220](#)[OAR 581-022-225](#)**District Reference(s):**[EBBA-AR: First Aid](#)[GBE-AR: Staff Health & Safety](#)Reviewed: 2/11/09, [8/9/22](#)

Approved: 2/11/09

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Administration of Medication

Section: Students

Code: JHCD-AR

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Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

**Definitions**

1. Medication: any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or auto injectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
2. Prescription medication: any medication that under federal or state law requires a prescription by a prescriber.
3. Nonprescription medication: only commercially prepared, non-alcohol based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatory and antacids that do not require written or oral instructions from a physician. Non-prescription medication does include dietary food supplements.
4. Adrenal Crisis: adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
5. Adrenal Insufficiency: adrenal insufficiency as defined in ORS 433.800.
6. Notice of a Diagnoses of Adrenal Insufficiency: a written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
7. Prescriber<sup>1</sup>: a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advanced practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
8. Qualified trainer: a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
9. Severe allergy: a life-threatening hypersensitivity to a specific substance such as food, pollen, or insect sting.
10. Asthma: a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
11. Designated personnel: the **district school** personnel designated to administer medication pursuant to district policy and procedure.
12. District and/or school sponsored event: events that are conducted under the auspices or sponsorship of the district and/or school. The event will take place on district property or a

location approved by the district and will primarily involve students in other than classroom situations (i.e., classroom field trips).

### **Designated Staff / Training**

1. The principal [or appropriate district administrator](#) will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of [district school](#) personnel, in a district sponsored before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
2. The principal [or appropriate district administrator](#) will ensure the training required by Oregon law is provided to designated personnel. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
3. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by ODE will be used.
4. A copy of the district's policy and administrative regulation will be made available to all staff authorized to administer medication to students and others, as appropriate.

### **Administering Premeasured Dose of Nalaxone (Narcan) to a Student or Other Individual**

A premeasured dose of Narcan may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is experiencing an opiate drug overdose.

### **Administering Premeasured Doses of Epinephrine to a Student or Other Individual**

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

### **Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis**

Plans should be in place to assure that medication is readily available and in close proximity of the student who may experience symptoms of adrenal crisis. Consideration of transportation activities, such as field trips or other district sponsored off-facility functions must be taken into account when planning emergency measures for possible treatment of adrenal crisis. Depending on the age of the student, and district policies, it may be advisable for students to carry their own medication during these special activities and trained district personnel must accompany the child.

1. Upon notice of a diagnosis of adrenal insufficiency, as defined in OAR 581-021-0037, the building principal, [appropriate district administrator](#), or school nurse will designate one or more school

personnel to be responsible for implementing a health management / action plan for each child who has adrenal insufficiency;

2. The designated personnel will successfully complete the training to recognize the signs of adrenal crisis, administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
3. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
4. In the event that a student experiences symptom of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

### **Administering Medications to a Student**

A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:

1. A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
  - a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
  - b) The written instruction from the prescriber for the administration of the medication to the student that includes:
    - i. Name of the student;
    - ii. Name of the medication;
    - iii. Method of administration;
    - iv. Dosage;
    - v. Administration time(s);
    - vi. Other special instructions from the prescriber, if any; and
    - vii. Signature of the prescriber.
  - c) The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.
2. A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
  - a) The nonprescription medication is necessary for the student to remain in school;
  - b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
  - c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
    - i. Name of the student;
    - ii. Name of the medication;
    - iii. Method of administration;
    - iv. Dosage;
    - v. Administration time(s);
    - vi. Other special instructions, if any; and
    - vii. Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacture's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
  - i. Name of the student;
  - ii. Name of the medication;
  - iii. Dosage;
  - iv. Method of administration;
  - v. Administration time(s);
  - vi. A statement that the medication must be administered while the student is in school;
  - vii. Other special instructions, if any; and
  - viii. Signature of the prescriber.
3. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on, if, or when the student may self-carry prescription medication if the student has not been approved to self-administer medication.
4. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school or the duration of the student's need to take medication.
5. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions.
6. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication.
7. Any error in administration of a medication will be reported to school nurse and the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Accident / Incident Report Form. Errors include, but are not limited to: administering medication to the wrong student, administering the wrong medication, dose, frequency of administration, or method of administration.
8. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

### **Administration of Medication by a Student to Themselves**

A student, including a student in grades K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:

1. A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
  - a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
  - b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber or other Oregon licensed health care professional for

managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a district sponsored before-school or after-school care program on school-owned property and in transit to or from school or a school sponsored activity. The prescriber will include acknowledgement that the student has been instructed in the correct and responsible use of the prescribed medication;

- c) The permission to self-administer the medicine from a school nurse and a prescriber or registered nurse practicing in a school setting.
  - d) District staff may request permission from a physician for self-administration procedure and/or directions.
2. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
    - a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675;
    - b) The student's name affixed to the manufacturer's original container; and
    - c) The permission to self-administer medication from a school nurse.
  3. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
    - a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, 109.675; and
    - b) A written order from the student's prescriber that includes:
      - i. Name of the student;
      - ii. Name of the medication;
      - iii. Dosage;
      - iv. Method of administration;
      - v. Administration time(s);
      - vi. A statement that the medication must be administered while the student is in school;
      - vii. Other special instructions, if any; and
      - viii. Signature of the prescriber.
  4. The student may have in his/her possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, auto injectable epinephrine or bronchodilators/inhalers;
  5. Sharing and/or borrowing of any medication with another student is strictly prohibited;
  6. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
  7. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup auto injectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup auto injectable epinephrine to be kept in a reasonably secure location in the student's classroom;

8. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
9. Permission for a student to administer medication to themselves may be revoked if the student violates ~~the Board~~ policy and/or administrative regulations;
10. A student may be subject to discipline, up to and including expulsion, as appropriate;
11. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.

### **Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students**

1. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school, by the parent or guardian, in its original container, accompanied by the permission form and written instructions, as required above.
2. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee and/or parent or guardian upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the school nurse immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
3. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
4. Medication will be secured as follows:
  - a) Non-refrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;
  - b) Medications requiring refrigeration will be stored in a locked box in a refrigerator or a separate refrigerator used solely for the storage of medication;
  - c) Access to medication storage keys will be limited to designated personnel.
5. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
6. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

### **Emergency Response**

1. Any available staff member will notify 911 or other appropriate emergency medical response systems, and staff trained to administer first aid will do so, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse and principal will be notified immediately.
2. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
3. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

4. Any available staff member will notify 911 or other appropriate emergency medical response systems, and staff trained to administer first aid will do so, as necessary, in the event of suspected opiate overdose. The parent or guardian, school nurse and principal will be notified immediately.

### Disposal of Medications

1. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five (5) school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a non-recoverable fashion as follows:
  - a) Medication will be removed from its original container and personal information will be destroyed;
  - b) Medication will be disposed of in accordance with established training procedures including sharps and glass.
2. All medication will be disposed of by designated personnel in the presence of another ~~school~~ district employee and documented as described below.

### Transcribing, Recording and Record Keeping

1. The school or district sponsored program will maintain a medication log for each student administered medication by designated personnel at the school or district sponsored program. The medication log will include, but not be limited to:
  - a) The name of the student, name of medication, dosage, method of administration, date, and time of administration, frequency of administration and the name of the person administering the medication;
  - b) Student refusals of medication;
  - c) Errors in administration of medication;
  - d) Incidents of emergency and minor adverse reaction by a student to medication;
  - e) Discrepancies in medication supply;
  - f) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
2. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file, or in a separate section in the student's educational file when related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
3. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and his/her parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

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<sup>1</sup>A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

### LEGAL REFERENCES

ORS 109.610	OAR 166-400-0010(17)
ORS 109.640	OAR 166-400-0060(29)
ORS 109.675	OAR 581-021-0037
ORS 433.800	

**District Reference(s):**

EBBA-AR: First Aid

EBBC-AR: Life-Sustaining Emergency Care

GBE-AR: Staff Health & Safety

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