



# Bend-La Pine Schools School Board Regular Meeting Agenda

April 11, 2023, 5:30 PM

**Location:**

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

1.	<b><u>Call to Order</u></b>	Speaker(s): Chair Barnes Dholakia	
2.	<b><u>Pledge of Allegiance</u></b>	Speaker(s): Chair Barnes Dholakia	
3.	<b><u>Review of Agenda</u></b>	Speaker(s): Chair Barnes Dholakia Description: Any changes to the Agenda after posting on April 7, 2023, are shown below. Attachments:	<b><u>4</u></b>
4.11.23 - Agenda - BORRADOR			4
4.	<b><u>District Recognitions</u></b>		
A. Champion for Students Award		Speaker(s): Superintendent Cook	
5.	<b><u>Public Comment</u></b>	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 Monday, April 10, 2023. Attachments:	<b><u>6</u></b>
4.11.23 Public Comment			6
6.	<b><u>Education Foundation for Bend-La Pine Schools</u></b>	Speaker(s): Jamie Goldman, Executive Director, and Odette Adair, President Description: Annual Update Attachments:	<b><u>7</u></b>
Executive Summary: Education Foundation Annual Update			7
Presentation: Education Foundation Annual Update			8
Presentación: Actualización Anual de la Fundación Educativa			14
7.	<b><u>Board Chair Report</u></b>	Speaker(s): Chair Barnes Dholakia	
8.	<b><u>Superintendent's Report</u></b>	Speaker(s): Superintendent Cook	
9.	<b><u>Consent for Action</u></b>	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.

A. Approval of Minutes	20
<b>Description:</b> March 14, 2023, Regular Board Meeting	
<i>Reference: ORS 192.650 and ORS 332.057</i>	
<b>Attachments:</b>	
3.14.23 Minutes - DRAFT	20
B. Approval of Personnel Recommendations	26
<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 4.11.23	26
Classified Board Report 4.11.23	28
<b>10. <u>Consent for Information</u></b>	
<b>Speaker(s):</b> Chair Barnes Dholakia	
<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Approval of Administrative Policies and Regulations	30
<b>Attachments:</b>	
Executive Summary: Administrative Policies and Regulations for Adoption	30
GBA-AR: Veteran's Preference - draft 3.14.23	32
GBCD-AR: Staff Responsibilities - previous version - recommend delete	34
GCBD-AP: Leaves & Absences - draft 3.14.23	37
GCBDA/GDBDA-AP: Family Medical & Military Leave - draft 4.11.23	39
GCBDA/GDBDA-AR: Family Medical & Military Leave - draft 4.11.23	41
GCBDB/GDBDB-AP: Early Return to Work - draft 3.14.23	53
GCBDD-AR: Employee Work Attendance - recommend delete 3.14.23	54
GCBDD/GDBDD-AP: Sick Time - 3.14.223 final	55
JFCM-AP: Threats of Violence - 3.14.23 draft	57
<b>11. <u>Action Items</u></b>	
A. Resolution 1947: Teacher Appreciation Week	60
<b>Speaker(s):</b> Chair Barnes Dholakia	
<b>Attachments:</b>	
Resolution 1947: Teacher Appreciation	60
<b>12. <u>Reports</u></b>	
A. Finance Report	61
<b>Speaker(s):</b> Leah Bibeau, Finance Director	
<b>Description:</b> 3rd Quarter Report	
<b>Attachments:</b>	
Q3 Financial Statements	61
B. Sustainability Update	64
<b>Speaker(s):</b> Jackie Wilson, Sustainability and Energy Specialist	
<b>Attachments:</b>	
Executive Summary: Sustainability Update	64
Presentation: Sustainability Update	65
Presentación Educación: Actualización en Sostenibilidad	81
C. Instructional Practices and Professional Development	97
<b>Speaker(s):</b> Kinsey Martin, Executive Director of Policy, Advocacy, and Equity	
<b>Attachments:</b>	

Executive Summary Instructional Practices and Professional Development	97
Presentation: Instructional Practices and Professional Development	98
Presentación: Prácticas Instruccionales y Desarrollo Profesional	105
<b>13. Discussion</b>	
A. Review of Board Executive Limitations	112
<b>Speaker(s):</b> Superintendent Cook	
<b>Attachments:</b>	
EL 1.1: Instructional Program - draft 4.2023	112
EL 2.1: Student Success Planning - draft 4.2023	113
EL 3.1: Treatment of Students, Parents/Guardians, Families & The Public - draft 4.2023	114
EL 4.1: Legally Required Policies - draft 4.2023	115
EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees - draft 4.2023	116
EL 4.3: Financial Planning & Administration - draft 4.2023	118
EL 4.4: Facilities - draft 4.2023	120
EL 4.5: Student Transportation - draft 4.2023	121
EL 4.6: Nutrition Services - draft 4.2023	122
EL 4.7: Technology - draft 4.2023	123
EL 4.8: Communications - draft 4.2023	125
EL 4.9: Safety - draft 4.2023	126
<b>14. Board Comments</b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
<b>15. Adjourn</b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for May 9, 2023.	



## Escuelas de Bend-La Pine

### Agenda de la Reunión Ordinaria de la Mesa Directiva Escolar - BORRADOR

11 de abril de 2023, 5:30 P.M.

#### Ubicación:

Centro de Educación, Sala de Juntas #314  
520 NW Wall Street  
Bend, OR 97703

1. **Llamada al orden**  
Ponente(s): presidenta Barnes Dholakia
2. **Juramento a la bandera**  
Ponente(s): presidenta Barnes Dholakia
3. **Revisión de la agenda**  
Ponente(s): presidenta Barnes Dholakia
4. **Reconocimientos del distrito**
  - A. Premio Campeón de Estudiantes  
Ponente(s): superintendente Cook
5. **Audiencia pública**  
Ponente(s): presidenta Barnes Dholakia  
**Descripción:** Este es el tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del lunes 10 de abril de 2023.
6. **Informe de la presidenta de la Mesa Directiva**  
Ponente(s): presidenta Barnes Dholakia
7. **Informe del superintendente**  
Ponente(s): superintendente Cook
8. **Consentimiento para la acción**  
Ponente(s): presidenta Barnes Dholakia  
**Descripción:** los elementos que son de naturaleza rutinaria se colocan en la agenda de consentimiento. Cualquier elemento incluido en el consentimiento para la acción puede eliminarse a petición de cualquier miembro de la Mesa 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:** 14 de marzo de 2023, reunión ordinaria de la Mesa Directiva; *Referencia: ORS 192.650 y ORS 332.057*
  - B. Aprobación de recomendaciones del personal  
**Descripción:** renuncias, jubilaciones y contrataciones recomendadas de personal administrativo, licenciado, clasificado y confidencial; *Referencia: ORS 332.505*
  - C. Aprobación de políticas de la Mesa Directiva

9. **Consentimiento para la información**  
**Ponente(s):** presidenta Barnes Dholakia  
**Descripción:** los elementos que son de naturaleza rutinaria y para propósitos informativos se colocan en el Consentimiento para la Información.  
A. Aprobación de regulaciones y políticas administrativas.
10. **Puntos de acción**  
A. Resolución 1947 – Semana de Agradecimiento a los Maestros  
**Ponente(s):** presidenta Barnes Dholakia
11. **Informes**  
A. Fundamento educativo para Escuelas de Bend-La Pine  
**Ponente(s):** directores co-ejecutivos Jamie Goldman y Anne Westerhoff  
**Descripción:** Reporte anual  
B. Reporte financiero  
**Ponente(s):** Leah Bibeau, directora financiera  
**Descripción:** Reporte del tercer trimestre  
C. Actualización de sustentabilidad  
**Ponente(s):** Jackie Wilson, especialista en Sustentabilidad y Energía  
D. Prácticas de instrucción y Desarrollo profesional  
**Ponente(s):** Kinsey Martin, directora de Diversidad, Equidad e Inclusión
12. **Discusión**  
A. Revisión de las limitaciones ejecutivas de la Mesa Directiva  
**Ponente(s):** superintendente Cook
13. **Informe de política y regulación administrativa**  
**Ponente(s):** presidenta Barnes Dholakia  
A. Políticas y regulaciones administrativas en revisión  
**Ponente(s):** superintendente Cook  
**Descripción:** lista de políticas y/o regulaciones que actualmente están bajo revisión por el Distrito. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 12 de abril de 2023 hasta el martes 25 de abril de 2023 a través del formulario de Google.
14. **Comentarios de la Mesa Directiva**  
**Descripción:** una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios o reflexiones.
15. **Levantamiento de la sesión**  
**Descripción:** se levanta la sesión con la próxima reunión regular de la Mesa Directiva Escolar programada para el 9 de mayo de 2023.



## PUBLIC COMMENT

April 11, 2023

### Non-Agendized Item

#### 1. Mark Koopman

- I will introduce two Leadership students at HDMS who have been working on improving our building's response to the Menstrual Dignity Act.

#### 2. Tamara Spalding

- Sharing our project we started in our HDMS leadership class.

#### 3. Daisy Chavez

- Sharing our project we started in our HDMS leadership class.

#### 4. Xanthos Fairham

- My name is Xanthos Fairham and I am a senior at Bend High. I am here today to ask you to publicly oppose bills HB 3044, HB 2186, SB 453, SB 749, and HB 2477. The handout in front of you has a summary of each. These are five bills in the Oregon legislature that aim to implement transphobic and homophobic policies in Oregon schools. We, queer and transgender students, deserve to know that we are allowed to be ourselves and feel safe in school, just as any cisgender and straight student. Making students feel welcome and supported goes directly towards your board's end of student engagement. I ask you to stand with us, stand for us. As the 5th largest school district in Oregon, your voice carries tremendous weight and by making a public stance against these bills you are letting government officials know that these policies are not welcome in our state and not welcome in our school district. Though these bills are in the early stages, now more than ever we can let lawmakers know we do not support these bills. We know that as a district there is much work to be done to make our trans students and our LGBTQIA+ students feel welcome. While I understand you may not want to get involved, silence in these matters demonstrates complicity. By speaking up publicly, and not remaining silent in the face of these hateful bills you will model to students and the community what being an ally looks like.

#### 5. Jennifer Sawyer

- Accountability and the restorative justice process.



**REPORT ITEM:** Bend Education Foundation Annual Update

**PRESENTED BY:** Jamie Goldman, Executive Director, and Odette Adair, President

**EXECUTIVE SUMMARY:**

The Education Foundation for Bend-La Pine Schools is an independent, 501(c)(3) non-profit organization that comprises parents, civic and business leaders, educators, and concerned citizens who believe a vibrant public school system is essential to the social and economic well-being of our community. 2023 is the 35<sup>th</sup> anniversary for the Foundation. With guidance from their Board of Directors, the Foundation sets specific funding priorities to generate opportunities to engage students, parents, teachers, and community partners in creating and participating in a well-rounded and robust learning environment. Through volunteerism, donations, sponsorships, and fundraising events they seek to sustain Foundation programs that are designed to increase educational and extra-curricular opportunities for all district students and to encourage creative and innovative curriculum.



# EDUCATION FOUNDATION

for Bend-La Pine Schools

## Who are we and what is our mission?

The Education Foundation for Bend-La Pine Schools is an independent, non-profit organization that comprises parents, civic and business leaders, educators and concerned citizens, who believe a vibrant public school system is essential to the social and economic well-being of our community.

With guidance from our Board of Directors, the Foundation sets specific funding priorities to generate opportunities to engage students, parents, teachers, and community partners in creating and participating in a well-rounded, robust learning environment. Through volunteerism, donations, sponsorships and fundraising events we seek to sustain Foundation programs that are designed:

- To increase educational and extra-curricular opportunities for all district students
- To encourage creative and innovative curriculum

## Our History and our Future...

2023 is our **35th** anniversary!

Our funding includes:

- Past curriculum advances such as iPod Nanos to a pilot program for full classroom sets of iPads, which led to district implementation
- Annual Classroom Grants
- Perseverance Scholarships
- Latinx Scholarships
- Activity Fee Scholarships

# Classroom Grants

**Our grants afford teachers the opportunity to create innovative projects in diverse ways, including:**

- Supporting musical arts such as an African drum circle at Bear Creek
- Expanding culinary programs with new kitchen equipment
- Supporting student wellness with tools to help manage anxiety
- Furthering reading literacy by adding books to schools' reading circles
- Stimulating interest in STEM careers by funding projects such as Spheros robotics and building kits.



# Activity Fee Scholarships



**Thanks to our long standing, generous partnership with Mt. Bachelor and their Ski 4 Schools program, we are able to:**

- Close the play equity gap by funding activity fees allowing every child to participate.
- Provide need-based scholarships for middle and high school students served under the Free & Reduced Meals program so that these at-risk students may participate in after school athletics and activities.
- Cover 75% of the activity fees for students (\$75 for high school and \$30 for middle school)

# Opportunities for Students

- **Perseverance Scholarships**
  - We provide scholarships through endowments for seniors who have persevered and overcome difficult circumstances to graduate and further their education.
- **Latinx Scholarships**
  - In collaboration with Oregon Community Foundation, Les Schwab and the C.O. Latino Community Association, we provide scholarships for graduating seniors. This local program is the first in our area to support graduating Latino students from Bend-La Pine Schools.



# Making it all Happen!

Our funding is generously provided through grant awards, private donations and fundraising events; **we receive no government grants.**

## Our Upcoming Events:

### Trivia Night 2023

May 3 6:30-10pm

Silver Moon Brewing

[www.EFTriviaNight.givesmart.com](http://www.EFTriviaNight.givesmart.com)

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### Pint Nights

Sunriver Brewing - Galveston

April 11th 4-close

The Point Pub and Grill

June 14th 4-close

Immersion Brewing

July 13th 4-close

# How can BLPD and the community support the Education Foundation?

- **District**

- Open communication to deliver information to teachers and staff
- “Spread the word” talk about what we do and share stories of how we make a difference

- **Community**

- Attend Events
- Make a donation
- "Spread the word" talk about what we do
- Frequent our sponsors:



[www.engagedminds.org](http://www.engagedminds.org)



**EDUCATION  
FOUNDATION**  
for Bend-La Pine Schools

### ¿Quiénes somos y cuál es nuestra misión?

La Fundación para la Educación (Education Foundation, por su nombre en inglés) de Escuelas de Bend-La Pine es una organización independiente sin fines de lucro compuesta por padres de familia, líderes cívicos y empresariales, educadores y ciudadanos preocupados que creen que un sistema escolar público vibrante es esencial para el bienestar social y económico de nuestra comunidad.

Con la orientación de nuestra Mesa Directiva, la fundación establece prioridades de financiación específicas para generar oportunidades para involucrar a alumnos, padres de familia, maestros y socios comunitarios en la creación y participación en un entorno de aprendizaje completo y sólido. A través del voluntariado, donaciones, patrocinios y eventos de recaudación de fondos buscamos sostener los programas de la fundación que están diseñados:

- Para aumentar las oportunidades educativas extracurriculares para todos los alumnos del distrito.
- Fomentar un currículo creativo e innovador.

### Nuestra Historia y Nuestro Futuro...

¡2023 es nuestro 35 aniversario!

Nuestra financiación incluye:

- Avances en el currículo anterior, como iPod Nanos, a un programa piloto para juegos completos de iPads en el aula, lo que condujo a la implementación del distrito.
- Subvenciones anuales para aulas
- Becas de Perseverancia
- Becas Latinx
- Becas de Cuota de Actividad

# Subvenciones para el aula

**Nuestras subvenciones brindan a los maestros la oportunidad de crear proyectos innovadores de diversas maneras, que incluyen:**

- Apoyando las artes musicales, como un círculo de tambores africanos en Bear Creek
- Ampliación de los programas culinarios con nuevos equipos de cocina
- Apoyar el bienestar de los alumnos con herramientas para ayudar a controlar la ansiedad
- Fomento de la competencia lectora añadiendo libros a los círculos de lectura de las escuelas
- Estimular el interés en las carreras STEM mediante la financiación de proyectos como la robótica Spheros y los kits de construcción.



# Becas de Cuota de Actividad



**Gracias a nuestra larga y generosa asociación con Mt. Bachelor y su programa Ski 4 Schools, podemos:**

- Cerrar la brecha de equidad del juego financiando tarifas de actividades que permitan que todos los niños y niñas participen.
- Proporcionar becas basadas en la necesidad para el alumnado de secundaria y preparatoria atendidos bajo el programa de Comidas gratis y a precio reducido para que estos estudiantes en riesgo puedan participar en deportes y actividades después de la escuela.
- Cubrir el 75 % de las tarifas de actividades para los alumnos (\$75 para la escuela preparatoria y \$30 para la escuela secundaria)

# Oportunidades para estudiantes

- **Becas de Perseverancia**

- Brindamos becas a través de donaciones para alumnos del 12° grado que han perseverado y superado circunstancias difíciles para graduarse y continuar su educación.

- **Becas Latinx**

- En colaboración con la Fundación Comunitaria de Oregón (Oregon Community Foundation, por su nombre en inglés), Les Schwab y la C.O. Asociación de la Comunidad Latina, proporcionamos becas para que los alumnos que se gradúan del 12° grado. Este programa local es el primero en nuestra área que apoya a los estudiantes latinos que se gradúan de las escuelas de Bend-La Pine.



# ¡Haciendo que todo suceda!

Nuestra financiación se proporciona generosamente a través de subvenciones, donaciones privadas y eventos de recaudación de fondos; **no recibimos subvenciones del gobierno.**

## Nuestros próximos eventos:

### Noche de trivia 2023

3 de mayo 6:30-10pm

Silver Moon Brewing

[www.EFTriviaNight.givesmart.com](http://www.EFTriviaNight.givesmart.com)

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### Noches de pintas

Sunriver Brewing - Galveston

11 de abril de 4-cierre

The Point Pub and Grill 14 de  
junio de 4-cierre

Immersion Brewing 13 de  
julio de 4-cierre

# ¿Cómo pueden BLPD y la comunidad apoyar a la Fundación para la Educación?

- **Distrito**

- Comunicación abierta para entregar información a los maestros y al personal.
- "Pase la voz" hable sobre lo que hacemos y comparta historias de cómo marcamos la diferencia

- **Comunidad**

- Asistir a eventos
- Hacer a donación
- "Corra la voz" hable sobre lo que hacemos
- Frecuente a nuestros patrocinadores:



[www.engagedminds.org](http://www.engagedminds.org)



## 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:** March 14, 2023

### Board Members

Melissa Barnes Dholakia:	Present
Kina Chadwick:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Absent
Shimiko Montgomery:	Absent
Shirley Olson:	Present
Amy Tatom:	Present

Shirley Olson joined the meeting virtually and left the meeting at 6:55 p.m.

#### 1. Call to Order

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

**Discussion:** The meeting was called to order by Chair Barnes Dholakia at 5:32 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS SchoolBoard 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 Friday, March 10, 2023, are shown below.

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

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook presented the Champion for Students Award to Lindsay Korstad, R.E. Jewell Elementary School Student Success Coordinator, for her commitment to students experiencing significant mental health challenges or who are in transitions or crisis. He thanked her for her tireless work to help students learn social, emotional and regulation skills noting that she exemplifies how Student Success Coordinators assist our most vulnerable students in becoming learning, thriving members of their classrooms and school community.

5. **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 Monday, March 13, 2023.

**Attachments:** 3.14.23 Public Comment

**Discussion:** Chair Barnes Dholakia shared that the Board and District leadership value communication from students, families, staff, and community members as it helps to guide the work of Bend-La Pine Schools.

Mark Koopman, a Bend-La Pine Schools teacher, advocated for more comprehensive middle school Health course offerings.

6. **Board Chair Report**

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

**Discussion:** Chair Barnes Dholakia shared that the Board met with Superintendent Cook during an executive session earlier in the evening to discuss his evaluation process, noting that the board goals and strategic initiatives were reviewed during the process.

7. **Superintendent's Report**

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook shared that in November the district commissioned the Coalition of Oregon School Administrators (COSA) to conduct a review of our DEI and ELL departments. He shared that a draft of the report has been shared with him and once fully reviewed he will release it to the Board for review.

Cook also shared that reviewing working conditions in relation to student discipline is something that the district is fully committed to. He noted that the district currently meets regularly with union leadership and that they have worked together to create a separate taskforce with equal representation across the district to address the concerns. Deputy Superintendent Nordquist shared that Dave VanLoo will be providing reading materials to the taskforce as grounding documents for the work and that Whitney Swander, United Way of Central Oregon, has graciously accepted the role as facilitator for the group.

8. **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 Amy Tatom and seconded by Marcus LeGrand, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea

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

A. **Approval of Minutes**

**Description:** February 14, 2023, Regular Board Meeting; February 28, 2023, Special Meeting; and February 28, 2023, Board Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 2.14.23 Minutes – DRAFT, 2.28.23 Minutes - Special Meeting – DRAFT, and 2.28.23 Minutes - Work Session – DRAFT

B. **Approval of Personnel Recommendations**

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

**Attachments:** Certified Board Report 3.14.23 and Classified Board Report 3.14.23

C. **Approval of Board Policies**

**Attachments:** Executive Summary: Board Policy for Adoption and GBA-BP: Equal Employment Opportunity - draft 2.14.23

9. **Consent for Information**

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

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

**Discussion:** Chair Barnes Dholakia noted that the District is adopting CCB-AP, GB-AP, GCC/GDC-AP, and JEBA-AP as originally presented and that the District is deleting GCCA-AR, GCCB-AR, GCCC-AR, GCCD-AR, and JEBA-AR. She shared that no public feedback was received on any of the policies.

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

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption, CCB-AP: Administrator & Supervisor Hiring - rewrite draft 2.13.23, GB-AP: General Personnel Policies - draft 2.14.23, GCC/GDC-AR: Recruitment/Selection of Staff - draft 2.14.23, GCCA-AR: Announcement of Job Vacancies - delete 2.14.23, GCCB-AR: Application for Employment - delete 2.14.23, GCCC-AR: Screening Applicants - delete 2.14.23, GCCD-AR: Interviewing Candidates - delete 2.14.23, JEBA-AP: Early Entrance - draft 2.14.23, and JEBA-AR: Guidelines for Entrance and Early Entrance Into Kindergarten and 1st Grade - delete 2.14.23

**10. Action Items**

**A. Budget Committee Vacancy**

**Speaker(s):** Superintendent Cook

**Action(s):** I move to appoint Robert Penson to the BLS Budget Committee. This motion, made by Amy Tatom and seconded by Kina Chadwick, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea

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

**Attachments:** Executive Summary: 2023-24 Budget Committee Vacancy

**Discussion:** Superintendent Cook noted that during the February 14, 2023, board meeting, Chair Barnes Dholakia directed the district to work with the BLS Equity Coalition to bring forward one to two nominations for the position 4 budget committee vacancy from its current membership to align with the intent of Senate Bill 732, which requires school districts to establish educational equity advisory committees and that the school district include at least one member of the educational equity advisory committee of the school district on the budget committee. Cook shared that the Equity Coalition met at the end of February and is recommending Robert Penson for the vacancy.

**B. Desert Sky Montessori Request for Charter Renewal**

**Speaker(s):** Deputy Superintendent Nordquist

**Action(s):** I move to approve Desert Sky Montessori's charter contract renewal request and for the district to begin contract negotiations. This motion, made by Marcus LeGrand and seconded by Amy Tatom, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea

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

**Attachments:** Executive Summary: Desert Sky Montessori Request for Charter Renewal and Desert Sky Montessori Charter Renewal Request 2023

**Discussion:** Deputy Superintendent Nordquist shared that she recently met with Heather Phillips, Interim Head of School, and that with the approval of the charter renewal request the school is ready to start contract negotiations with the district.

**C. District Integrated Plan**

**Speaker(s):** Deputy Superintendent Nordquist

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

**Voting Detail:** Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea

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

**Attachments:** Executive Summary: District Integrated Plan, Integrated Plan Website Cover Page, Bend-La Pine School District Integrated Guidance Application – PROPOSED, Integrated Plan Budget - FINAL

Artifact #1 Community Conversations, Artifact #2 Community Conversations Report - Better Together, Artifact #3 Community Conversations Report – Detailed, Artifact #4 Learning Leadership Council Meeting - 1.30.23, and Artifact #5 YouthTruth Synthesis 2021-22

**Discussion:** Deputy Superintendent Nordquist noted that the Integrated Plan was originally presented to the Board at the February 14th meeting and public comment was accepted at that time, although none was received. The board packet includes several documents for submission to the state. Nordquist shared that those documents are estimates that are dependent on the final state budget that has yet to be released. She noted that there has been an avenue for public comment/feedback on the district website and that she received one phone call regarding the plan. The public also had an opportunity for public comment at tonight's meeting and one individual provided comments on the plan.

## 11. Reports

### A. Strategic Priorities Budget Workshop

**Speaker(s):** Superintendent Cook

**Attachments:** Executive Summary: Strategic Priorities Budget Workshop, Presentation: Budget Message 2023, and Presentación: Mensaje de Presupuesto 2023

**Discussion:** Superintendent Cook noted that his presentation of the Strategic Priorities is the official kickoff of the budgeting process for 2023-2024. He reviewed the Oregon State School Fund going back to 2011 and the breakdown of the district operating budget. He highlighted the four board goals, noting that the funds available are a key factor in determining how the district will work to meet those goals. He also shared that 85% of the district's total budget is invested in staff. The Student Investment Account (SIA) and High School Success (HSS) plans and allocations were reviewed with positive outcomes such as increased graduation rates and increased community engagement highlighted. The investments the district has made, such as targeted class size reductions and health and safety investments were also highlighted before noting the targeted areas of each goal moving forward in regards to the upcoming budget process. Cook reviewed the projected enrollment for 2023-2024 and shared the budget timeline over the next few months.

### B. Student, Staff, and Family Wellness and Belonging

**Speaker(s):** Sean Reinhart, Executive Director of Student Services; and Kinsey Martin, Director of Diversity, Equity, and Inclusion

**Attachments:** Executive Summary: Wellness and Belonging, Presentation: Wellness and Belonging, and Presentación: Bienestar y Pertenencia

**Discussion:** Sean Reinhart, Executive Director of Student Services, noted that the Wellness and Belonging presentation focuses on Board End 3 and two specific initiatives, the Forward Project and Bias Incident Reporting. The Forward Project is funding the district receives to support Adi's Act - Senate Bill 52, which focuses on suicide prevention, intervention, and postvention. He shared the data from the Oregon Student Health Survey, 2020, that was used to inform the strategies. The first strategy was to fund a Suicide Prevention Coordinator, Jamie Gunter. Jamie discussed the other three strategies and provided updates on each: Care Solace, Sources of Strength, and Gender Affirming Practices.

Kinsey Martin, Director of Diversity, Equity and Inclusion, provided a district-wide snapshot on bias incident reporting from the 2022-2023 first semester. She shared that the district is working hard on prevention and response, but that the presentation was strictly focused on the data and that data helps determine the areas the district will focus on moving forward. The district equity stance was reviewed and it was noted that reporting is important so resources can be activated and data can be collected for analysis and future decision making. Martin reminded the board that the number of reports is not equal to the number of incidents because often times multiple parties report the same incident. She reviewed the number of incidents reported in prior years to current, as well as the types of incidents being reported, who is making the reports, who the targets of the incidents are, who the offenders of the incidents are, and where the incidents are taking place. She discussed the responses that take place when incidents occur noting that some are required by law, such as family communication. The data at each level (elementary, middle, and high) were also shared. Martin shared links for the Bias Incident

webpage and reporting tool, the District Equity Stance and Policies, and how to contact the department staff.

Martin shared that there are trends at different schools as students, family, and staff learn to use the tools. She noted that all reports are investigated, but that the department is currently maxed out as every incident deserves a lot of energy and focus. Martin reiterated that the data collected is what helps guide the supports provided and the calibration of staff response to incidents.

## 12. 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, March 15, 2023, through Tuesday, March 28, 2023, via Google Form.

**Attachments:** Executive Summary: Administrative Policies and Regulations for Review, GBA-AR: Veteran's Preference - draft 3.14.23, GCBD-AP: Leaves & Absences - draft 3.14.23, GBCD-AR: Staff Responsibilities - previous version - recommend delete 3.14.23, GCBDA/GDBDA-AP: Family Medical Leave - draft 3.14.23, GCBDA/GDBDA-AR: Family Medical Leave - draft 3.14.23, GCBDB/GDBDB-AP: Early Return to Work - draft 3.14.23, GCBDD-AR: Employee Work Attendance - recommend delete 3.14.23, GCBDD/GDBDD-AP: Sick Time - final 3.14.23, and JFCM-AP: Threats of Violence - draft 3.14.23

**Discussion:** Superintendent Cook noted that many of the policies under review relate to leaves and absences as the Human Resources department policies continue to be reviewed and updated.

GBA-AR: Veteran's Preference includes updates in accordance with ORS 408.230 and ORS 408.235 which were modified by Senate Bill 184 (2021).

GCBD-AP: Leaves and Absences is a total rewrite to reflect an appropriate policy title as well as legally required and district practices regarding employee leaves and absences. It has also been renamed from an administrative regulation to an administrative policy. Cook noted that GCBD-AR was previously titled Staff Responsibilities and that this AR will be retitled and reviewed in April 2023.

GCBDB/GDBDB-AP: Early Return to Work includes updates to reflect return to work and ADA processes that are currently in place as district practice and aligns with the Equal Employment Opportunity Commission guidance. It has also been renamed from an administrative regulation to an administrative policy.

GCBDD-AR: Employee Work Attendance is recommended for deletion as these issues are addressed in collective bargaining agreements and employment contracts.

GCBDA/GDBDA-AP: Family Medical Leave includes updates to add the Military Family Leave Act and Oregon Military Family Leave Act as well as updating eligibility requirements.

GCBDA/GDBDA-AR: Family Leave is a new administrative regulation that explains eligibility, process and procedures for family leave.

GCBDD/GDBDD-AP: Sick Time was reviewed and no updates were necessary.

JFCM-AP: Threats of Violence has been updated to reflect the current practices and involvement of the School Threat Assessment Team (STAS) as well as alignment with equity-focused efforts.

## 13. Board Comments

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

**Discussion:** Director Kina Chadwick thanked all of the presenters and reflected on a recent visit to Bend High School with Director Shimiko Montgomery to observe an interview between students and author/athlete Lauren Fleshman, who advocates for a better path for women athletes.

Director Amy Tatom shared that on a recent visit to Bear Creek Elementary she connected with the school custodian on the financial and environmental impact of garbage bags and cans across the district. As a followup to Sean Reinhart's presentation, she shared data from the Trevor Project website regarding suicide rates and commended the community on the work being done.

Vice Chair Marcus LeGrand shared that he is looking forward to the RJE town hall with high school students at COCC this Friday.

Chair Barnes Dholakia appreciated the presenters this evening and the work the superintendent is doing in the district. She also appreciated the work Sean Keating, Principal at Pacific Crest Middle School, has done in regards to family engagement. She also shared that she recently attended a two-day summit at OSU Cascades regarding misinformation and disinformation and its impacts.

#### 14. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for April 11, 2023.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 7:43 p.m.

Recorded by: Janet Bojanowski, Board Clerk



**HUMAN RESOURCES**

*Education Center*

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

DATE: April 7, 2023  
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 April 11, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bohnein, Jordan	Language Arts Teacher	Mountain View HS	02/02/2015 – 06/30/2023
Burton, Jamie	Primary Teacher	Bear Creek Elementary	08/31/2020 – 06/30/2023
Cordiner, Amy	Special Education Teacher	La Pine High School	08/25/2014 – 06/30/2023
Johnson, Kimberly	Intermediate Teacher	Buckingham Elementary	02/23/2015 – 06/30/2022
Killoran, Kristin	Counselor	Cascade Middle School	08/27/2018 – 06/30/2023
Leaver, Lachlan	Life Skills Teacher	Pine Ridge Elementary	09/13/2018 – 06/30/2023
McCarthy, April	Business Education	Bend Senior High School	08/26/2019 – 06/30/2023
Mithoff, Gail	Primary Teacher	Bear Creek Elementary	09/05/2012 – 06/30/2023
Moscattello, Gianna	Student Success Coordinator	Westside Village Elementary	08/31/2021 – 03/24/2023
Redmond, Amanda	7-8 Science Teacher	Pacific Crest Middle School	08/28/2017 – 06/30/2023
Reyes, Lucas	Intermediate Teacher	La Pine Elementary	08/26/2019 – 06/30/2023
Rogers, Josi	Primary Teacher	Miller Elementary	08/31/2015 – 06/30/2023
Rush, Mardi	Intermediate Teacher	Three Rivers Elementary	08/28/2017 – 06/30/2023
Scott, Melissa	Language Arts Teacher	Pilot Butte Middle School	08/31/2015 – 06/30/2023
Simon, Erich	Industl Eng Systems	Bend Senior High School	07/01/2021 – 06/30/2023
Strauser, Erika	Physics/Science Teacher	Summit High School	08/29/2023 – 06/30/2023
Thorp, Kenneth	Life Skills Teacher	La Pine High School	08/26/2002 – 06/30/2023
Yuma, Marika	ESL Teacher	Student Services	02/12/2021 – 04/17/2023

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRE/END DATES



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*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax: (541) 355-1109*

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bogart, Daniel	Construction Project Manager	Facilities	Temporary	4/17/2023
McKae, David	Assistant Principal	High Desert Middle School	Temporary	4/3/2023

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Kennedy, Nole	Assistant Principal	High Desert Middle School	8/28/2006 – 3/31/2023
Kissell, Peter (Brian)	Principal	Highland Elementary	7/1/2015 – 6/30/2023
O'Donnell, Linda	Business Office Operations Manager	Business Office	1/2/2020 - 4/24/2023

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

*Education Center*

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(541) 355-1100  
Fax (541) 355-1109*

April 04, 2023

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 April 11, 2023.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Allehoff, Trish	Nutrition Server I 470212618	Pilot Butte Middle	Reg 3.5 hrs / day	03/20/23
Carter, Nick	Head Custodian III 470219529	Mountain View	Reg 8.0 hrs / day	03/28/23
Hernandez, Kimberly	Attendance Secretary II 470217180	Pilot Butte Middle	Reg 8.0 hrs / day	03/20/23
Loheit, Guadalupe	Nutrition Server I 470212618	Bend High	Reg 3.75 hrs / day	03/24/23
Mackey, Meredith	Facilities Support II 470214234	Support Services	Temp 4.5 hrs / day	03/27/23
O’Neal, Trevor	Consulting Registered Nurse 470211509	Special Programs	Reg 7.99 hrs / day	04/03/23
Sanell, Calli	EA – Instruction 470215072	Bear Creek	ST Temp 6.48 hrs / day	03/20/23
Starnes, Arin	Custodial Crew I 470214731	Caldera	Reg 8.0 hrs / day	03/02/23
Tanner, Kathleen	Nutrition Server I 470212618	Pacific Crest	Reg 3.5 hrs / day	03/20/23

***Classified Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Dickey, Connie	Nutrition Server I	Sky View	10/26/22 – 03/21/23
Fritz, Sandra	Bus Driver	La Pine Transportation	02/14/22 – 03/14/23
Payne, KD	Nutrition Server I	Rosland	11/10/22 – 03/17/23
Powers, Brandon	EA – Inclusion	Lava Ridge	02/08/21 – 03/24/23
Serrapede, Joseph	Nutrition Specialist III	Bend High	09/14/22 – 03/15/23
Slattengren, Cierra	EA – Inclusion	Bear Creek	01/17/23 – 04/11/23
Mahoney, Mark	Custodial Crew I	High Desert	09/12/22 – 04/04/23



**HUMAN RESOURCES**

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***Confidential Resignations***

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Retire Date</b>
Duenas, Derek	HRIS Project Manager	Human Resources	10/14/19 – 04/26/23
Kenmille, Kristen	Specialist II	Human Resources	06/14/21 – 03/29/23



**REPORT:** Administrative Polices & Regulations for Adoption (4/11/2023)

**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 policies and regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
<b>GBA-AR: Veteran’s Preference</b>	Senate Bill 184 (2021) modified ORS 408.230 to replace the use of the term ‘preference points’ with percentage points for application of a veteran’s preference during the screening, interviewing and appointing process for a public employer. The bill also added criteria in ORS 408.235 for additional circumstances for which an employer may treat an individual as a veteran or a disabled veteran.  <b>No public comment received.</b>
<b>G CBD-AP: Leaves &amp; Absences</b>	Total rewrite to reflect appropriate policy title as well as legally required and district practices regarding employee leaves and absences. Renamed from an administrative regulation (AR) to an administrative policy (AP).  <b>No public comment received</b>
<b>GCBDB/GDBDB-AP: Early Return to Work</b>	Updates reflect return to work and ADA processes that are currently in place as district practice and aligns with Equal Employment Opportunity Commission guidance. Renamed from an administrative regulation (AR) to an administrative policy (AP).  <b>No public comment received</b>
<b>GCBDD-AR: Employee Work Attendance</b>	Recommend deletion of GCBDD-AR. Work attendance, chronic absenteeism and suspected leave abuse is addressed in collective bargaining agreements and employment contracts.  <b>No public comment received</b>
<b>GCBDA/GDBDA-AP: Family Medical &amp; Military Leave</b>	Military Family Leave Act and Oregon Military Family Leave Act (OMFLA) are included and eligibility requirements have been updated.  <b><i>*title has been updated to reflect protected military leave</i></b>

	<b>No public comment received</b>
<b>GCBDA/GDBDA-AR: Family Medical &amp; Military Leave</b>	New Administrative Regulation Eligibility, process and procedures for family leave are explained. <i>*title has been updated to reflect protected military leave</i>  <b>No public comment received</b>
<b>GCBDD/GDBDD-AP: Sick Time</b>	Reviewed. No updates necessary.  <b>No public comment received</b>
<b>JFCM-AP: Threats of Violence</b>	Updates reflect the current practices and involvement of the School Threat Assessment Team (STAS) as well as alignment with equity focused efforts.  <b>No public comment received</b>

## BEND-LA PINE SCHOOLS

Administrative School District No. 1  
Deschutes County, Oregon

### ADMINISTRATIVE REGULATION

Name: Veteran's Preference

Section: Personnel

Code: GBA-AR

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be qualified for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be eligible for veterans' preference ([see Oregon Revised Statute, ORS 408.235](#)), a veteran or disabled veteran must provide certification [they are a veteran or disabled veteran as defined by ORS 408.225 and OAR 839-006-0440](#).

~~a~~As part of the job application process, [an applicant claiming veteran's or disabled veteran's preference will submit: as defined by ORS 408.225:](#)

- [A copy of their Certificate of Release or Discharge from Active Duty \(DD Form 214 or 215\); or](#)
- [A certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification.](#)
- [Proof of receiving a nonservice-connected pension from the U.S. Department of Veterans Affairs.](#)
- [A disabled veteran may shall also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification. ~~verifying disabled veteran status.~~](#)

Bend-La Pine Schools is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to interview all minimally qualified veterans or disabled veterans [and](#); to hire or promote a qualified or eligible veteran or disabled veteran if [the individual is he or she are](#) equal to or better than the top candidate after the veteran's preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

### Recruitment Process

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification of eligibility for preference in addition to other requested materials.

### Selection Process

Bend-La Pine Schools will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting. Should a veteran or disabled veteran applicant not meet the minimum and any special qualifications, the applicant will be removed from the applicant pool. Should a veteran or disabled veteran applicant meet the minimum and any special qualifications, the applicant shall be given an opportunity to interview.

The district's Human Resources Department will establish a scored system aligned with Oregon's Veterans' Preference Law and will train staff members who facilitate hiring processes on how to use the scoring system. The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if [the individual he or she](#) scores equal to or better than the top candidate according to the screening and/or interview process after the veterans' preference has been applied.



# recommend delete GBCD-AR / see draft rewrite of GCBD-AP

BEND-LA PINE SCHOOL DISTRICT  
Administrative School District No. 1  
Deschutes County, Oregon

**STAFF RESPONSIBILITIES**  
**Section: Personnel**  
**Code GBCD-AR**

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## 1. General Responsibilities

- a. The district expects all employees to adhere to the following general principles:
  - 1) Observe the highest standards of professionalism at all times;
  - 2) Perform responsibilities in a manner consistent with the district mission;
  - 3) Fulfill responsibilities identified in the job description and performance standards;
  - 4) Comply with all laws applicable to the district;
  - 5) Comply with all policies and administrative regulations established by the District;
  - 6) Treat others with dignity and respect.
  
- b. District employees, as adults with responsibility for and extensive contact with students as part of their jobs, are expected to conduct themselves as appropriate role models for students. They are also expected to follow acceptable professional principles in matters of workplace and personal conduct; to accept responsibility for the appropriateness of their own conduct; and to exhibit a high degree of personal and professional integrity at all times. Examples of conduct that might be considered inappropriate includes behaviors such as theft, fighting, threats of violence, violation of the alcohol and drug policy, insubordination, falsification of records, failure to cooperate with other employees, harassing or intimidating others, and rudeness.
  
- c. Unsatisfactory performance, work habits, overall attitude, conduct or demeanor; violation of district policies, regulations, procedures or guidelines; or any other behavior or conduct deemed inappropriate by the district may lead to disciplinary action up to and including termination of employment in accordance with the appropriate collective bargaining agreement, policies, or procedures.

## 2. Health and Safety:

- a. District employees are responsible for the health and safety of students and fellow employees and shall follow emergency procedures outlined in building rules and regulations and in district policies and regulations.
  
- b. Generally pets are allowed on school premises when their presence is for educational purposes. Employees shall not bring their pets, nor allow pets in their work area, if the animal's presence jeopardizes the health or safety of students or staff. Steps must be taken to ascertain potential health or safety risks. When pets are brought to school the employee is responsible for attending to all physical welfare and cleanliness needs of the animal.

c. All employees shall safeguard and protect the properties of the district. Windows and doors shall be properly secured before leaving any district building at any time outside of regular business hours.

### 3. Supervision of Children:

a. School employees are responsible for the control and supervision of all students who are involved in school or school functions. Teachers are directly responsible for proper control and supervision of students within the classroom, the school building or at any authorized function of the school. Classified personnel shall be responsible for such control and supervision of students in non-instructional situations as may be required by the job description or assigned to them by the building principal.

b. Collective bargaining agreements with the licensed and classified staff allow employees to enroll their own children in the school where they work. When this option is exercised it is expected that the employee's children will follow all general rules of the school and not be granted special privileges other than attendance.

c. The district understands that upon occasion employees, as parents, may have need for their children to be with them in the workplace on a short-term temporary basis. Likewise, when an employee is working during off-duty hours, it may be necessary for their child to accompany them. When this occurs employees are expected to assure that the child is not disrupting them or other employees in completing job responsibilities, while assuring the child is under supervision at all times.

### 4. Confidentiality:

a. Employees shall not involve students or discuss with students any personal employment dispute that the employee may have with the district or a supervisor, including any dispute about rate of pay, evaluation, disciplinary matter or continuation of employment. Nor shall any employee discuss with students or involve students in any matter regarding a collective bargaining dispute or grievance (except as students are called as witnessed in a grievance matter where they can furnish first hand testimony essential for either party). Students with questions concerning an employee's personal employment situation or issues in a local collective bargaining dispute should be referred to the building principal.

b. Employees shall not disclose to unauthorized persons any confidential information which the employee has received in the course of employment with the district, including personal (non-directory) information about students and other staff members.

c. Employees shall not use for non-school purposes or furnish any list of names of students, employees or patrons involved with the school to any individual, group or company without the advance approval of the superintendent or designee and consistent with Board policy, JOB - Personally Identifiable Information.

### 5. Undo Influence:

Students shall not be manipulated, or unduly pressured or used in any manner by an employee of the district for purposes that would result in personal or financial gain for that employee or would further the employee's political, religious or social beliefs or goals.

DATED: 3/12/2001

AMENDED/REVIEWED: 3/12/2001

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE POLICY**

Name: Leaves &amp; Absences

Section: Personnel

Code: GCBD-AP

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Sick leave entitlement for personal illness or injury will accrue at the rate of ten (10) days each year as provided by Oregon Revised Statutes. Twelve-month employees will accrue one day per month or 12 days each year. All other employees who work less than 12 months will receive one day per month.

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

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

ORS 332.507  
ORS 342.545  
ORS 342.610  
ORS 695A.046

Knapp v. North Bend, 304 OR. 34 (1987)

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2012).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2012).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 1210-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2012); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).  
Americans with Disabilities Act Amendments Act of 2008.

Reviewed: 2007, 3/14/2023

Approved:

draft 3.14.23

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE POLICY**

Name: Family Medical & Military Leave

Section: Personnel Required Policies

Code: GCBDA/GDBDA-AP

When applicable, the district will comply with the ~~all~~ provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for fiscal year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009, and other applicable provisions of Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA, the employee federal law, he/she must have been employed by the district for at least 12 months and have worked at least 1,250 hours during the past 12-month period.

In order for an employee to be eligible for the benefits under OFLA state law, the employee must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. For parental leave purposes, however, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 695A.090](#)

~~[ORS 659A.150 – 659A.186](#)~~

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.15- to – 695A.186](#)

[OAR 839-009-0200 to -0320](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2008).

National Defense Authorization Act of 2008, Public Law 110-181, Section 585(a).

[Americans with Disabilities Act Amendments Act of 2008.](#)

[National Defense Authorization Act for Fiscal Year 2010, Public Law 111-84, § 565.](#)

[Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 \(9<sup>th</sup> Cir. 2014\).](#)

Reviewed: 1/2007, [3/14/2023](#)

Approved: 1/2007

draft 3/14/23

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### **Coverage**

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

### **Employee Eligibility**

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.<sup>1</sup> For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee of a covered employer is eligible to take leave for purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the covered employer, irrespective of any reason:
  - a. Is eligible to take leave OFLA at the time the employee separates; and
  - b. Is reemployed by the covered employer within 180 days of separation from employment;or

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<sup>1</sup> The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

2. Is eligible to take OFLA leave:

- a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
- b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for a covered employer prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the employer within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public-school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

### **Qualifying Reason**

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
  - a. Inpatient care;
  - b. Continuing treatment;
  - c. Chronic conditions;
  - d. Permanent, long-term or terminal conditions;
  - e. Multiple treatments;
  - f. Pregnancy and prenatal care.
2. Parental leave<sup>2</sup> (separate from eligible leave as a result of a child's serious health condition):

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<sup>2</sup> Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

- a. Bonding with and the care for the employee's newborn (within 12 months following birth);
  - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
  - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
  - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
  4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
  - a. Inpatient care;
  - b. Continuing treatment;
  - c. Chronic conditions;
  - d. Permanent, long-term or terminal conditions;
  - e. Multiple treatments;
  - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
  - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
  - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
  - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
  - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee's child. For OFLA, sick child leave includes absence to care for an employee's child whose school or child care provider has been closed<sup>3</sup> in conjunction with a statewide public health emergency declared by a public health official.<sup>4</sup>
4. Bereavement Leave: leave related to the death of a covered family member.<sup>5</sup>

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<sup>3</sup> "Closure" for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider. OAR 839-009-0210(4).

<sup>4</sup> The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child.

With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

<sup>5</sup> Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

## Definitions

### 1. Family member:

#### a. For the purposes of FMLA, "family member" means:

- (1) Spouse<sup>6</sup>;
- (2) Parent;
- (3) Child; or
- (4) Persons who are "in loco parentis"

#### b. For the purposes of OFLA, "family member" means:

- (1) Spouse;
- (2) Registered, same-gender domestic partner;
- (3) Parent;
- (4) Parent-in-law;
- (5) Parent of employee's registered, same-gender domestic partner;
- (6) Child;
- (7) Child of employee's registered, same-gender domestic partner;
- (8) Grandchild;
- (9) Grandparent; or
- (10) Persons who are "in loco parentis"

### 2. Child:

- a. For the purposes of FMLA, "child" means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's son or daughter on covered active duty regardless of that child's age.
- c. For the purposes of OFLA, "child" means a biological, adopted, foster child or stepchild of the employee, the child of the employee's same-gender domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis".
- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

### 3. In loco parentis:

- a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee,

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<sup>6</sup> "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

- b. For the purposes of OFLA, "in loco parentis" means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, "next of kin" means the nearest blood relative other than the servicemember's spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, "covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, "covered veteran" means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

For OFLA a public health emergency means;

- a. A public health emergency declared under ORS 433.441.
- b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

### **Leave Period**

For the purposes of calculating an employee's leave period, the district will use a "rolling" 12-month period measured backward from the date the employee uses any family and medical leave. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated 12-month leave period described above.

### **Leave Duration**

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period<sup>7</sup>. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, an eligible employee is entitled to an additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave the employee has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.<sup>8</sup> Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.<sup>9</sup>

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12<sup>10</sup>. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek<sup>11</sup>. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

### **Intermittent Leave**

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but

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<sup>7</sup> An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

<sup>8</sup> Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

<sup>9</sup> Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

<sup>10</sup> For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

<sup>11</sup> For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

#### **Alternate Work Assignment**

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

### **Special Rules for School Employees**

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides who do not have as their principal job actual teaching or instructing, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

#### **1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days**

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee's own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

#### **2. Limitation on Leave Near the End of the School Year**

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:

- (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
    - (a) The leave will last at least three weeks; and
    - (b) The employee would return to work during the three-week period before the end of the term.
  - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
    - (a) The leave will last at least three weeks; and
    - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
- (1) The leave will last more than two weeks; and
  - (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

### **Paid/Unpaid Leave**

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period as established by Board policy(ies) and/or collective bargaining agreements).

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information.

Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

### **Benefits and Insurance**

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other employer's policy provide otherwise.<sup>12</sup> The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

### **Fitness-for-Duty Certification**

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

### **Application**

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the

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<sup>12</sup> See also ORS 342.934(4)(d) in reduction force situations.

eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

### **Medical Certification**

The district may require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, other than to care for a child who requires home care due to the closure of the child's school or childcare provider as a result of a public health emergency. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

### **Second and Third Opinions**

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.

2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

### **Notification**

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all district schools and facility offices and the district office. Additional information may be obtained by contacting the Human Resources Department.

### **Record Keeping/Posted Notice**

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA<sup>13</sup> and OFLA<sup>14</sup> leave requirements.

### **Federal vs. State Law**

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

Reviewed: [3/14/2023](#)

Approved:

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<sup>13</sup> Poster available at <https://www.dol.gov/agencies/whd/fmla/posters>.

<sup>14</sup> Poster available at <https://www.oregon.gov/boli/employers/pages/required-worksites-postings.aspx>.

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE POLICY REGULATION**

Name: Early Return to Work

Section: Personnel

Code: GCBDB/GDBDB-AP AR

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Efforts will be made, on a case-by-case basis to return employees to work after an illness or injury. Returns will be within the requirements of the injury, the limitation of the law and the limitations of the district.

In the event the employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light duty assignment, restructuring of a position ~~the job~~ to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in ~~their~~ ~~his/her~~ current position job, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. ~~If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the district may provide temporary unpaid leave as an accommodation in accordance with state and federal law. If no other assignment is possible, the district will provide unpaid leave if recovery is ongoing and sick leave is exhausted. Unpaid leave will be provided in accordance with Oregon law.~~

The district will maintain current job descriptions for each position category. Physical requirements for appropriate job categories will be established.

The Human Resources ~~personnel services~~ department will develop procedures necessary to implement this policy.

END OF POLICY

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**Legal Reference(s):**

ORS 695A.043

ORS 659A.046

OAR 436-110-0003 to -0900

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

Reviewed: 2007, 3/14/2023

Approved:

**BEND - LA PINE SCHOOL DISTRICT NO 1  
ADMINISTRATIVE REGULATIONS  
CODE: GCBDD-AR  
DATED:  
REVISED:  
REVIEW DATE:  
REVIEWED BY:**

**EMPLOYEE WORK ATTENDANCE**

Regular attendance will be a factor to be considered as a part of each employee's annual evaluation.

Absence will be considered chronic whenever the total number of absences within a six-month period (exclusive of non-contract time personal leave) exceeds ten days or if an unacceptable pattern emerges.

If chronic absence, as defined above, occurs and is not corrected, the district may take disciplinary action, up to and including termination.

**recommend delete**

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE POLICY**

Name: Sick Time

Section: Personnel

Code: GCBDD/GDBDD-AP

“Employee” means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

“Family member” has the same meaning as the term “family member” is defined in the Oregon Family Leave Act (OFLA) at ORS 659A.150 (2015).

“School year” means the one-year period between July 1 of one year to June 30 of the following year.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district subject to the terms and conditions outlined below.

**Category One Employees**

1. Category One employees are employed licensed teachers.
2. Category One employees will be front-loaded paid sick time of 56 hours at the beginning of each school year.
3. Category One employees must use sick time in increments of four (4) hours. Category One employees may only use sick time for the employee’s or a family member’s mental or physical illness, injury or health condition or need for preventative care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.
4. Category One employees may not carry over any sick time from one school year to the subsequent school year.

**Category Two Employees**

1. Category Two employees include all other non-licensed teacher employees of the District who are not Category One employees; including classified, confidential, licensed administrators, unlicensed administrators, coaches, supervisors, seasonal employees and substitutes.
2. Category Two employees will be front-loaded paid sick time of 40 hours at the beginning of each school year.
3. Category Two employees must use sick time in hourly increments. Category Two employees may only use sick time for the employee’s or a family member’s mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition, or need for preventative care, or for reasons consistent with the FMLA or OFLA. Sick time may also be used in the event of a public health emergency.
4. Category Two employees will not carry over any sick time from one school year to the subsequent school year.

**General Provisions**

1. When the reason for use of sick time by an employee is consistent with FMLA/OFLA leave, the FMLA/OFLA leave will run concurrently with the sick time. When the reason for use of sick time by an employee is consistent with other applicable paid leave available to the employee (including, without limitation, sick leave and bereavement leave), sick time will run concurrently with such leave.
2. If the reason for sick time is a foreseeable absence, the district will require the employee to provide advance notice of their intention to use sick time within 10 days of the requested sick time, or as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall make a reasonable effort, in conjunction with the employee's immediate supervisor, to schedule the sick time in a manner that does not unduly disrupt the operations of the district (*i.e.*, grading deadlines, in-service training, mandatory meetings).
3. If the reason for use of sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district as soon as practicable.
4. The district reserves the right after five (5) consecutive days of absence to require proof of personal illness or injury from the employee, including a medical examination by a physician chosen and paid for by the district. An employee refusing to submit to such an examination or to provide other evidence as required by the district will be subject to appropriate disciplinary action, up to and including dismissal.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.507](#)  
[ORS 342.545](#)  
[ORS 342.610](#)  
[ORS 659A.150 to -659A.186](#)  
SB 454 (2015)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).

Americans with Disabilities Act Amendments Act of 2008.

Reviewed: 5/2/16, 12/6/17, 3/14/23\*  
Approved: 5/9/16, 12/11/17, 3/14/23\*

*\* reviewed / no updates necessary*

## BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

### ADMINISTRATIVE POLICY

Name: Threats of Violence

Section: Students

Code: JFCM-AP

Bend-La Pine Schools and the Board of Directors are committed to promoting healthy relationships and safe learning environments. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school property shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a district employee teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents/guardians, and others will be encouraged to report such information to the district. District staff employees shall immediately notify an administrator of any threat, threatening behavior or act of violence they have s/he has knowledge of, have has-witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The principal or designee shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as described in JFCJ-BP: Weapons in Schools, (defined in JFCJ) as prohibited by state, and federal law and Board policy.

Bend-La Pine Schools shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

Principals and their designees shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school or district property;
2. Placing the student in a setting where the behavior will receive immediate attention from a building administrator or appropriate Bend-La Pine Schools employee. ,-counselor,-licensed mental health professional or others;
3. Activating the School Threat Assessment Team (STAS) to evaluate the level of risk posed by the student and determine next steps as recommended by the STAS team.
4. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting. A student who is removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal or designee is able to show good cause that an evaluation could not be completed in that time period.

The principal, or designee, shall attempt to notify: ensure notification is provided to:

- ~~1. The parent/guardian of any student in violation of this policy and the disciplinary action imposed;~~
2. The parent/guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list or when threats of violence or harm to the student are made by another student at school;

3. Any ~~district school~~-employee whose name appears on a targeted list ~~at school~~ threatening violence or harm to the district employee, and when threats of violence or harm are made by a student or others ~~at school~~.

Notification to the above shall be attempted by telephone or in person, ~~by the principal or designee~~, within 12 hours of discovery of a targeted list or learning of a threat. Regardless, ~~the principal or designee shall issue~~ a written follow-up notification ~~shall be sent~~ within 24 hours of discovery of a targeted list or learning of a threat.

The principal ~~or designee~~ will provide necessary information regarding threats of violence to law enforcement, child protective services and health-care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, ~~the principal or designee he/she~~ may provide such information to other ~~district school~~ officials ~~and/or employees, including teachers, within the district~~ or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

~~The district, or person participating in good faith making the notification required by ORS 39.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.~~

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by law and this policy shall be provided by the district.

As a part of the district's proactive safety efforts, the superintendent, ~~or designee~~, will plan staff development activities ~~designated to alert staff to early warning signs~~ ~~to educate staff about possible signs~~ of ~~possible~~ violent ~~student~~ behavior. Students so identified shall be referred to ~~the school-level STAS team~~, a counselor, ~~and/or~~ licensed mental health professional ~~and/or multidisciplinary team~~ for evaluation and follow-up as appropriate.

The district is committed to partnering with such students, their families, and their mental health providers to continue to provide appropriate support and resources.

END OF POLICY

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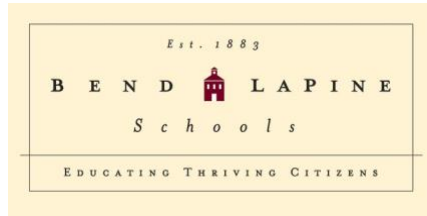
**Legal References:**

ORS 161.015	OAR 581-021-0050 <del>to-021-0075</del>
ORS 166.210-166.370	OAR 581-053-0010(5)
ORS 332.107	<del>OAR 581-053-0015(7)(k)</del>
ORS 339.115	<del>OAR 581-053-0545(4)(c), (w)</del>
ORS 339.240	<del>OAR 581-053-0550(5)(v)</del>
ORS 339.250	OAR 581-053-0230(9)(k)
<del>ORS 339.260</del>	OAR 581-053-0330(1)(r)
ORS 339.327	OAR 581-053-0430(17)
<del>ORS 809.060</del>	OAR 581-053-0531(16)
<del>ORS 809.260</del>	OAR 581-053-0630

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (2018 2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019 2008).

Reviewed: 4/14/09, 8/19/14, 3/14/23  
Approved: 4/28/09, 9/9/14

draft 3/14/23



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

**Resolution No. 1947**

**Teacher Appreciation Week**

**WHEREAS**, teachers mold future citizens through guidance and education; and

**WHEREAS**, teachers encounter students of widely differing backgrounds; and

**WHEREAS**, our country's future depends on providing quality education to all students; and

**WHEREAS**, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

**WHEREAS**, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors for Bend-La Pine Schools proclaims **May 8-12, 2023**, to be **TEACHER APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Board of Directors for Bend-La Pine Schools strongly encourages all members of our community to join in expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this \_\_\_\_\_ day of April 2023.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Superintendent



Business Office  
520 NW Wall Street  
Bend, OR 97703

April 11, 2023

To: Dr. Steve Cook, Superintendent

From: Leah Bibeau, Finance Director

RE: Q3 Financial update for FY2022-23

Dr. Cook,

This is the 3<sup>rd</sup> Quarter financial report on General Fund Operations for the FY22-23. The financial information is based on actual data through March 31, 2023 with projections to June 30, 2023, the end of the fiscal year. For the 3<sup>rd</sup> quarter we are able to better interpret the data and provide clearer and more accurate projections for the year.

For FY2022-23, we began the year with a beginning fund balance of \$17,074,545 which is approximately \$1.7 million more than adopted budget.

As for revenues, while our enrollment continues to be less than projected, our forecasted revenues from the State School fund have been updated for a number of factors. The Oregon Department of Revenue completed another rebalancing of the current year state school fund. In addition, we have updated our projections for the prior year true up amounts. The prior year true up's include adjustments for FY2021-22 items such as the transportation and high cost disability grant reimbursements and final ADMw. All these factors combined are estimated to result in approximately \$2.7 million in state school fund proceeds, over adopted budget. Also reflected in our Q4 revenues is approximately \$500,000 in additional earnings on investments resulting from short term investments of cash balances.

The projected expenditures in the 3<sup>rd</sup> quarter financial report reflect a more accurate picture of our costs now as we approach the end of the year. The biggest change is a correction to our payroll costs and benefits. We are estimating that the District will come in at approximately \$565,000 lower than adopted budget. Based on actual costs and staff turn-over savings to date, this is a more accurate estimate of where our costs will align as we approach the end of the year.

The resulting ending fund balance for FY22-23 is projected to be \$15.9 million. This ending fund balance is the beginning fund balance in the proposed budget for the 2023-24 school year and will help us to balance the 2023-24 school year budget.

Also included again in your financial statement package, you will find a report on Investment of proceeds. Our policy allows for investment of cash balances to achieve greater earnings on our cash balances. During this year we have initiated short term investment of Operating funds, as well as some longer term investments of the 2023 Bond issuance. Maturities of these investments are scheduled to align with our spending needs.

If you have any questions or would like additional information, please let me know.

Bend-La Pine Schools  
Statement of Revenues and Expenditures  
For the Period Ended March 31, 2022 with Year-End Projections  
General Fund - Operations Sub-fund  
FY 2022-23

	Adopted Budget	March 2023	Budget Variance
<b>Resources:</b>			
Beginning fund balance	15,900,000	17,074,545	1,174,545
<b>Revenue</b>			
<b>Formula revenue:</b>			
Tax revenue	98,145,000	98,328,000	183,000
State school fund	88,591,870	91,281,555	2,689,685
Common school fund	1,915,241	2,225,971	310,730
County school fund	390,000	256,426	(133,574)
<b>Total formula revenue</b>	<b>189,042,111</b>	<b>192,091,952</b>	<b>3,049,841</b>
Earnings on investments	300,000	966,879	666,879
Local sources - other	2,059,620	2,059,620	-
Intermediate sources	1,688,520	1,688,520	-
State non-formula resources	1,140,000	1,140,000	-
Federal non-formula resources	170,000	310,000	140,000
<b>Total revenues</b>	<b>194,400,251</b>	<b>198,256,971</b>	<b>3,856,720</b>
<b>Total resources</b>	<b>210,300,251</b>	<b>215,331,516</b>	<b>5,031,265</b>
<b>Expenditures:</b>			
<b>Salaries, payroll costs and benefits:</b>			
Certified	63,174,355	63,739,291	(564,936)
Classified	26,483,244	26,449,346	33,898
Administrators and supervisors	10,524,978	11,018,789	(493,811)
All other salaries	2,353,157	2,469,621	(116,464)
<b>Total salaries</b>	<b>102,535,734</b>	<b>103,677,047</b>	<b>(1,141,313)</b>
Payroll costs & benefits	58,046,308	57,481,113	565,195
<b>Total salaries, payroll costs and benefits</b>	<b>160,582,042</b>	<b>161,158,160</b>	<b>(576,118)</b>
<b>Other operating costs</b>			
Utilities & purchased services	21,058,809	20,158,809	900,000
Supplies, texts, tools	8,162,355	8,162,355	-
Equipment	1,977,440	1,977,440	-
Dues, fees and liability insurance	1,515,600	1,611,875	(96,275)
Debt service	750,180	624,064	126,116
Transfers	5,738,812	5,738,812	-
<b>Total other operating costs</b>	<b>39,203,196</b>	<b>38,273,355</b>	<b>929,841</b>
<b>Total expenditures</b>	<b>199,785,238</b>	<b>199,431,515</b>	<b>353,723</b>
<b>Excess of revenues over expenditures</b>	<b>10,515,013</b>	<b>15,900,000</b>	<b>5,384,987</b>
<b>Fund balance, ending</b>	<b>10,515,013</b>	<b>15,900,000</b>	<b>5,384,987</b>
<b>As budgeted</b>			
Contingency	500,000	500,000	
Fund balance	10,015,013	15,400,000	
<b>Fund balance, ending</b>	<b>10,515,013</b>	<b>15,900,000</b>	
<b>Fund Balance as a percent of resources</b>			
Contingency	0.2%	0.2%	
Fund Balance	4.8%	7.2%	
Total reserve	5.0%	7.4%	

## Investment of Proceeds

March 31, 2023

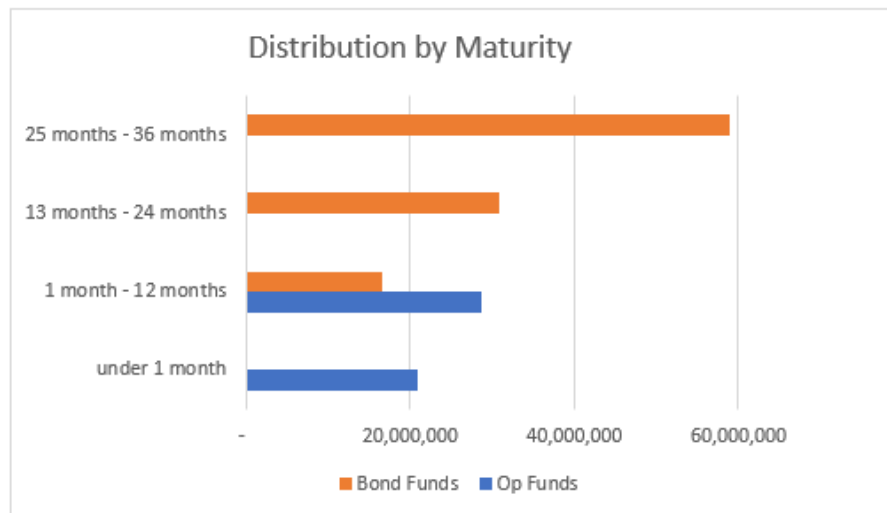
### Distribution by Maturity

#### Operating Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	1	11,966,523	24%	2.1%
1 month - 12 months	2	37,636,126	76%	2.3%
<b>Total</b>	<b>3</b>	<b>49,602,649</b>		

#### 2023 Bond Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
1 month - 12 months	4	16,659,125	16%	2.1%
13 months - 24 months	4	30,767,550		
25 months - 36 months	3	59,013,262	55%	2.3%
<b>Total</b>	<b>11</b>	<b>106,439,937</b>		



### Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+u	14	156,042,586	4.2%

### Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	14	156,042,586	4.2%

Issuer	Market Value	% Assets	Yield
United States Treasuries	54,054,950	34.6%	4.6%
United States Treasuries Discount Notes	12,206,824	7.8%	4.0%
United States Treasuries Notes	89,780,812	57.5%	4.0%
<b>Total</b>	<b>156,042,586</b>		



**REPORT:** Sustainability Update

**PRESENTED BY:** Jackie Wilson Mueller, Sustainability and Energy Specialist

**EXECUTIVE SUMMARY:**

Sustainability is not new to BLS. It has been part of the district since 2002 but has been gaining more momentum in the last several years since the passing of Climate Resolution 1884 and EL-7 which states, *BLS must ensure a Sustainability Plan is developed reviewed and revised every 5 years which will address facility development, improvement operation and maintenance, identify measures for the achievement of sustainability goals and data collection to enable reporting on goals toward Climate Resolution 1884.*

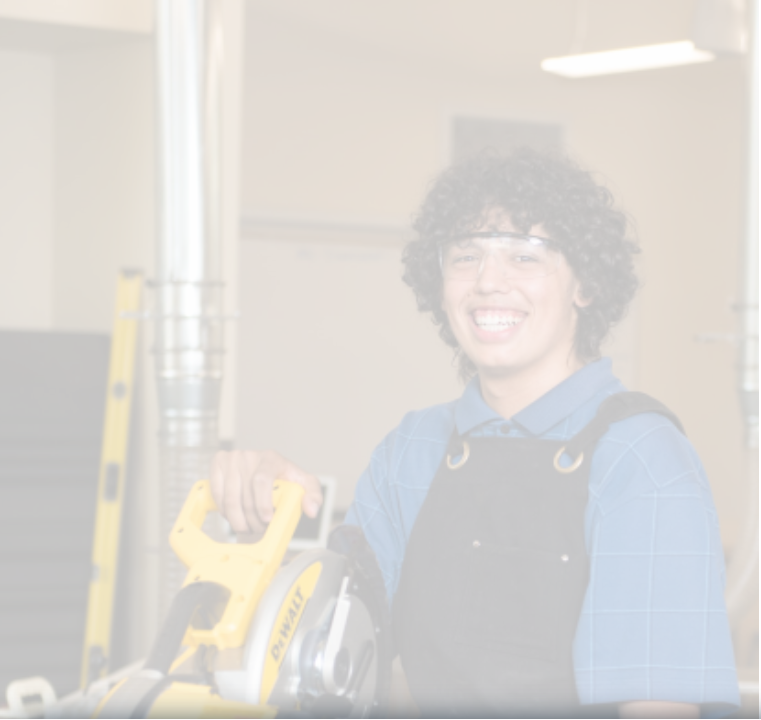
Sustainability was defined in 1987 by the United Nations Brundtland Commission as “meeting the needs of the present without compromising future generation’s ability to meet their own needs”. This takes into account not only the environment but also economic well-being and social equity. BLS’s mission statement for sustainability is:

**Bend-La Pine Schools will create a culture of sustainability by inspiring students and staff to commit to sustainable actions and stewardship in the operation and design of district facilities.**

BLS had contracted for a sustainability consultant through The Environmental Center since 2008 with various individuals working part time for BLS. In 2022, BLS hired their first in-house Sustainability Coordinator.

Jackie Wilson has been working with BLS as a contract employee through TEC for 5-years and was delighted to take her passion for sustainability to the district. She has a Masters in Sustainability Education and 15 years of experience in the field. She is currently working on her LEED GA certification. Jackie was imperative in supporting the student advocates and the board in the creation of Climate Resolution 1884 and the updated sustainability plan.

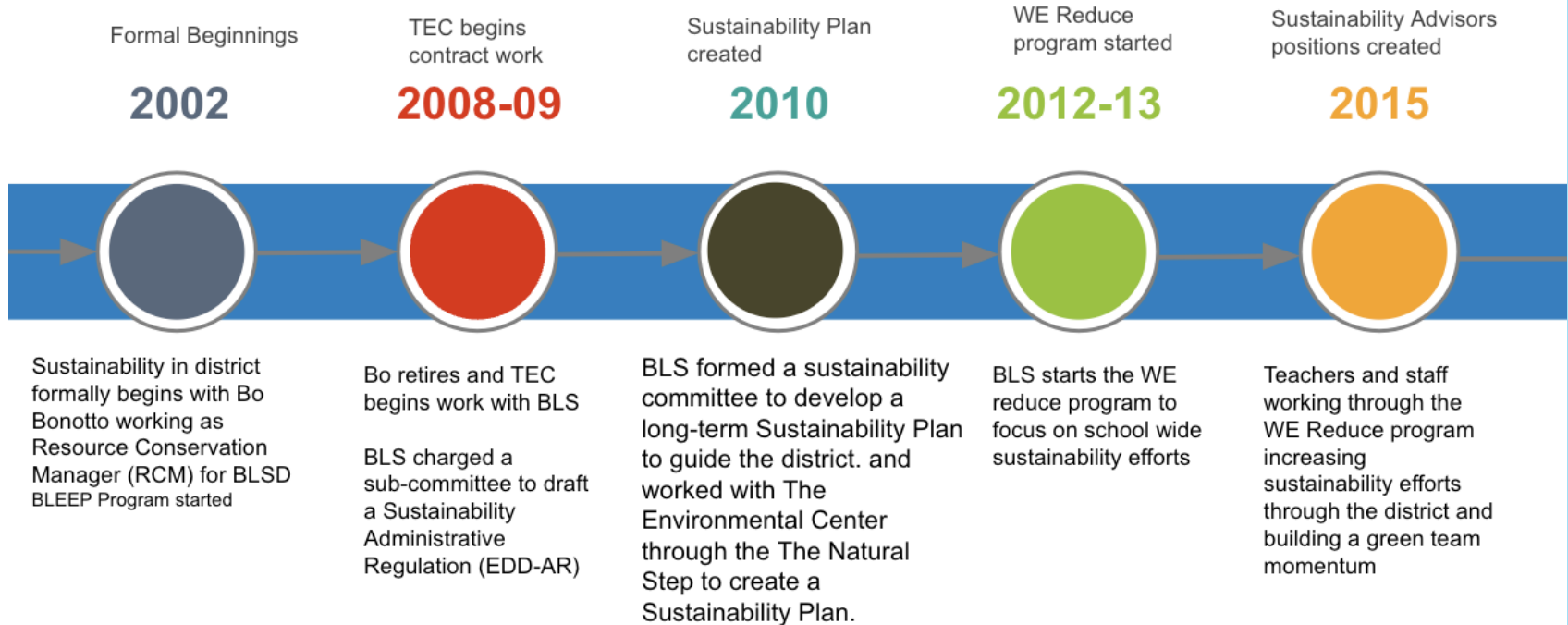
Bend La-Pine Schools is taking their commitment to sustainability to the next level, though we are scratching the surface for what is possible. BLS is becoming a leader in the nation for sustainability initiatives. Through creating a culture of stewardship and conservation in BLS will reduce our carbon footprint, educate our students to be advocates for a sustainable future, and be fiscally responsible through conservation and efficiency efforts.



# Sustainability Update

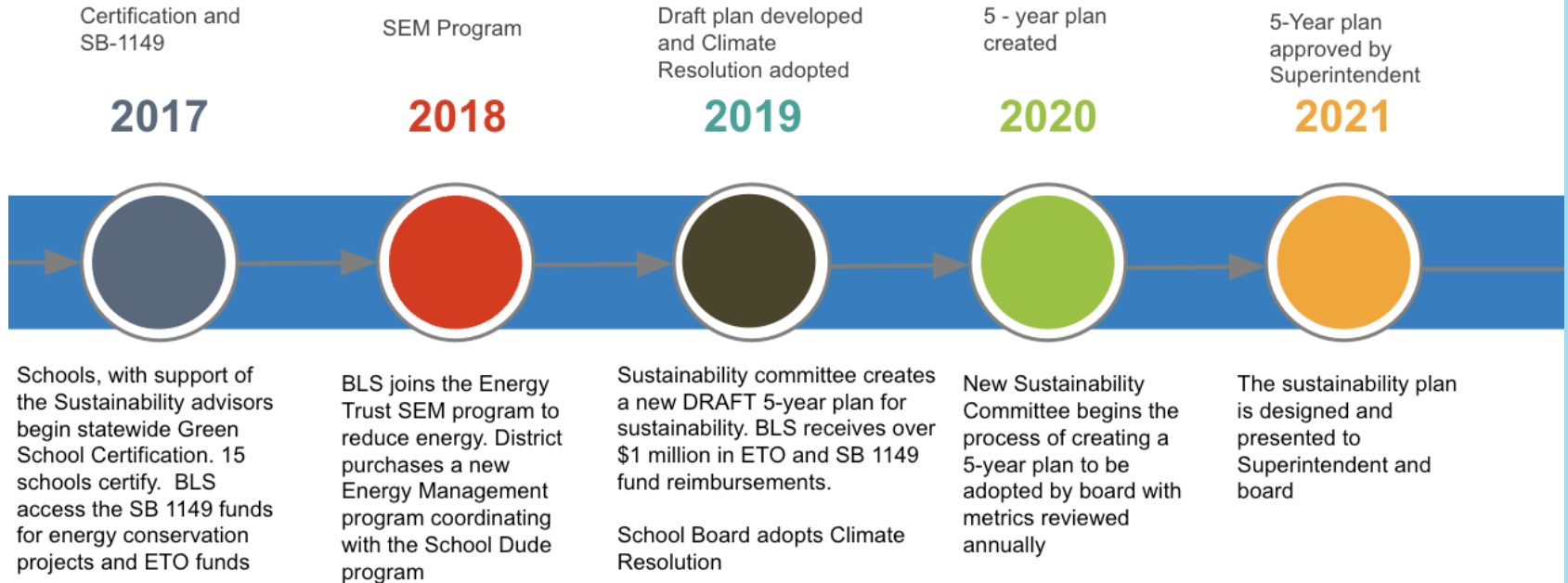
Jackie Wilson Mueller

# BLS Sustainability History



# BLS Sustainability History

## Part 2



# Creating a culture of stewardship and conservation through action and education

The Plan identifies 4 main focus areas with goals and strategies to meet the goals



## EDUCATION GOALS

Educating Students and Staff  
Modeling Sustainable Actions  
Green Teams  
Sustainability Action and  
Communication



## TRANSPORTATION

Reducing Emissions  
Active Transportation Options  
Increasing Bus Ridership  
Fuel Efficiency



## BUILDING AND OPERATIONS

New and Existing Buildings  
Efficiency and Conservation  
Renewable Energy  
Striving for Net Zero



## MATERIALS MANAGEMENT

Recycling and Waste Reduction  
Non-toxic  
Reducing Food waste  
Construction Waste Management



# Sustainability for Students



Karen Pelayo

Senior at Mountain  
View High School

Co-President of  
Green Leadership  
Coalition

**Lead by Example**

**Improve schools**

**Educate students**

**Invest in the future**



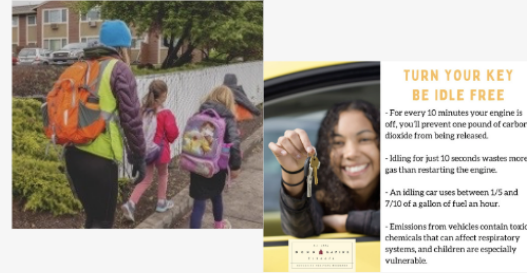
# What does it look like



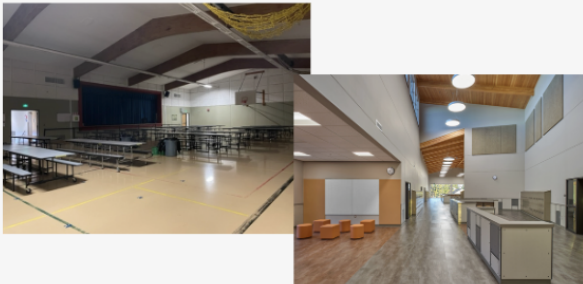
## EDUCATION



## TRANSPORTATION



## BUILDING AND OPERATIONS



## MATERIALS MANAGEMENT



# Current Trends

Where are we now with current plan accomplishments



# Green Teams and Sustainability Advisors

## Current participation trends

- 17 out of 19 Elementary schools
- 4 out of 7 Middle schools
- 4 out of 7 High schools
- *75% of schools – Goal of 100% by 2025*
- Sustain BLS Program – Green Teams are the catalyst for conservation



# Sustainability Education

- Climate teach in day April 19th
- Green team education in schools
- Presentations at school staff meetings about plan
- Green Leadership Coalition programs – Idle free, Food for the Future, Advocacy
- Green team earth day education



# Buildings and Operations

- Goal of increasing renewables 500 kW by 2035
- 38 kW solar on Jewell
- 197 kW currently – between WE Miller, Lava, Rosland, Jewell
- Review of building design standards to strive towards net zero



# Buildings and Operations

- Target of 25 EUI for new schools –Caldera HS EUI 23.77
- Average EUI of new schools 26.8 median for K-12 in US is 54.8
- Current trend is decreasing. BLS portfolio average for schools is 50.7, 18-19 53.9



# Sustainable Transportation

- New EV school bus running routes
- Love the Bus to build support
- Idle free campaigns and information shared to families
- Fall and spring Walk and Roll events
- Walking routes shared in the fall of 2023



# Materials Management

- Consistent signage and increasing education
- Waste Management Guidelines
- Love Food Not Waste Campaign
- Increasing composting to 3 additional sites – 7 total
- Silverware at 16 ES, boat stacking 13 ES



# Materials Management

## Stacked versus unstacked boats

Here is a stack of Boats -----Stacked in garbage can-----Not stacked in garbage can

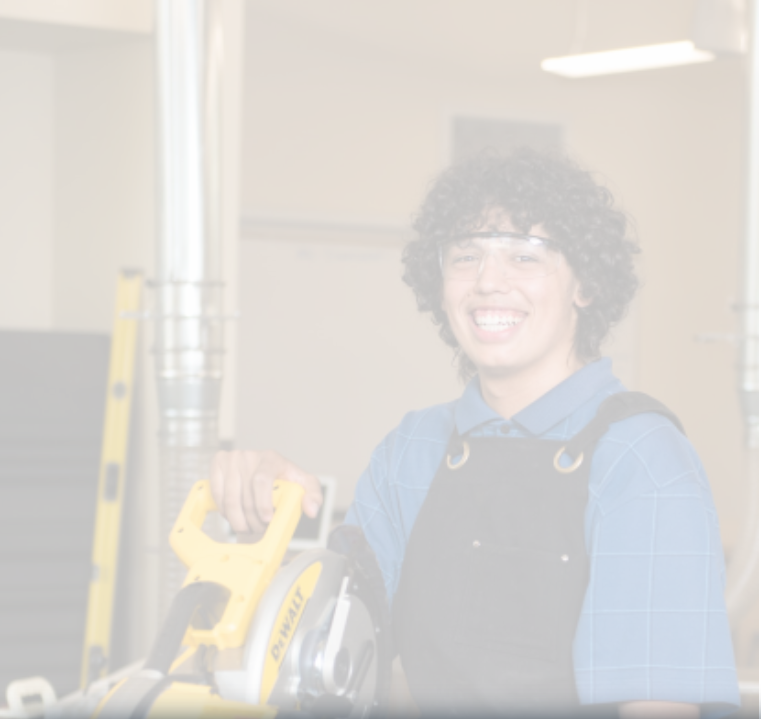


# Materials Management



# Questions? Thank you!

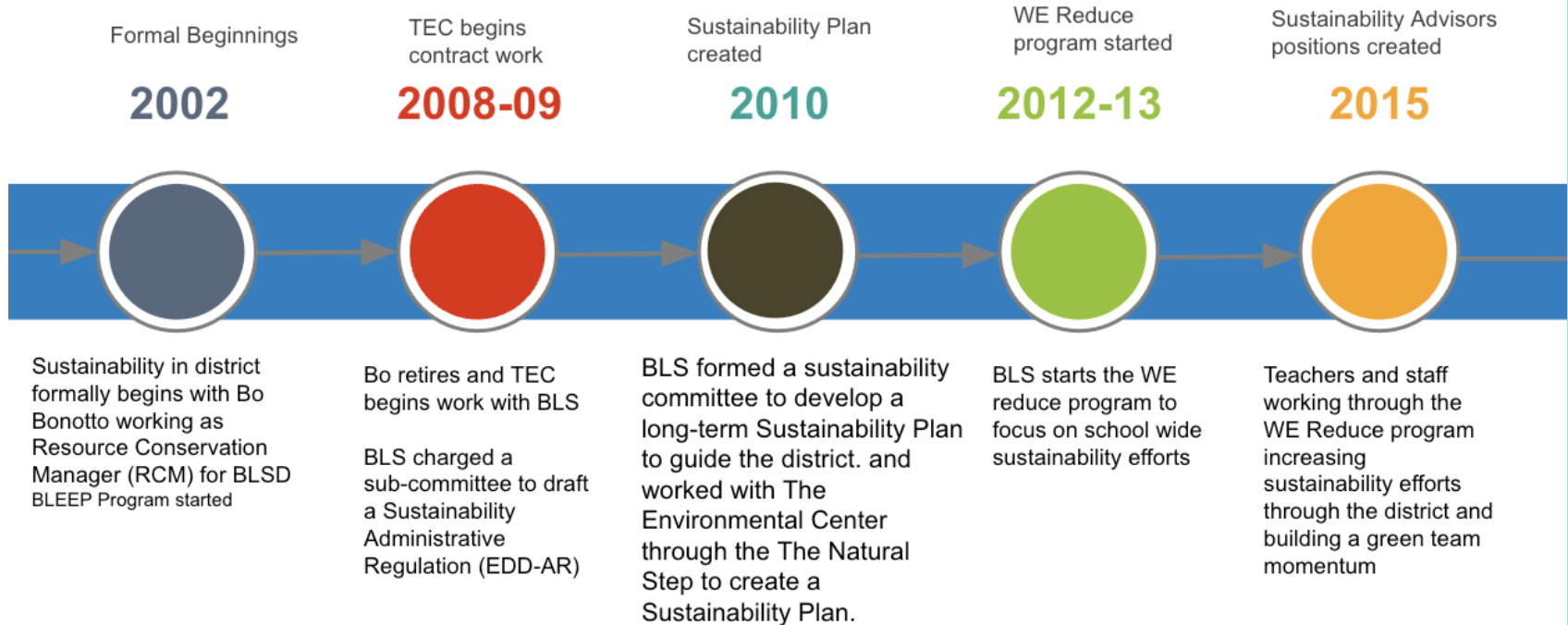
Jackie.Mueller@bend.k12.or.us



# Actualización de sustentabilidad

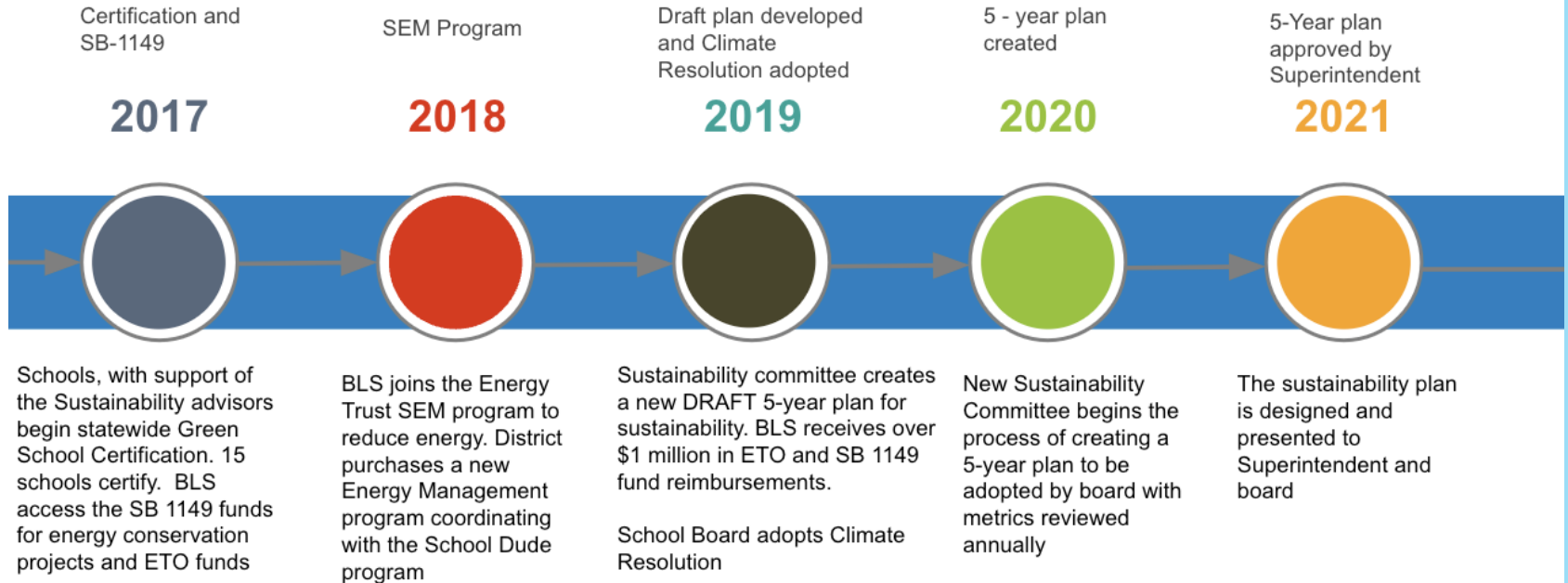
Jackie Wilson Mueller

# Historial de sustentabilidad de BLS



# Historial de sustentabilidad de BLS

## Part 2



# Crear una cultura de protección y conservación a través de la acción y la educación

The Plan identifies 4 main focus areas with goals and strategies to meet the goals



## EDUCATION GOALS

Educating Students and Staff  
Modeling Sustainable Actions  
Green Teams  
Sustainability Action and  
Communication



## TRANSPORTATION

Reducing Emissions  
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Fuel Efficiency



## BUILDING AND OPERATIONS

New and Existing Buildings  
Efficiency and Conservation  
Renewable Energy  
Striving for Net Zero



## MATERIALS MANAGEMENT

Recycling and Waste Reduction  
Non-toxic  
Reducing Food waste  
Construction Waste Management



# Sustentabilidad para estudiantes



Karen Pelayo

Alumna de 12° grado en la Escuela Preparatoria Mountain View

Copresidente de la Coalición de Liderazgo Verde (Green Leadership Coalition, por su nombre en inglés)

**Predicar con el ejemplo**

**Mejorar las escuelas**

**Educar a los estudiantes**

**Invertir en el futuro**



# ¿Cómo se ve?



## EDUCATION



## TRANSPORTATION



### TURN YOUR KEY BE IDLE FREE

- For every 10 minutes your engine is off, you'll prevent one pound of carbon dioxide from being released.
- Idling for just 30 seconds wastes more gas than restarting the engine.
- An idling car uses between 1/5 and 7/10 of a gallon of fuel an hour.
- Emissions from vehicles contain toxic chemicals that can affect respiratory systems, and children are especially vulnerable.



## BUILDING AND OPERATIONS



## MATERIALS MANAGEMENT



# Tendencias Actuales

¿Dónde estamos ahora con los logros del plan actual?



# Equipos verdes y asesores de sustentabilidad

## Tendencias actuales de participación

- 17 de 19 escuelas primarias
- 4 de 7 escuelas secundarias
- 4 de 7 escuelas preparatorias
- 75% de las escuelas – Meta del 100% para 2025
- Programa Sustain de BLS: los equipos verdes son el catalizadores para la conservación



# Educación para la sustentabilidad

- Enseñanza sobre el clima el día 19 de abril
- Educación del equipo verde en las escuelas.
- Presentaciones en las reuniones del personal escolar sobre el plan
- Programas de Coalición de Liderazgo Verde – libres de motores en marcha mientras los vehículos están parados, Alimentos para el Futuro, Abogacía
- Educación en el Día de la tierra del Equipo verde



# Edificios y Operaciones

- Objetivo de aumentar las renovables en 500 kW para 2035
- Solar de 38 kW en R.E. Jewell
- 197 kW actualmente – entre W.E. Miller, Lava Ridge, Rosland, R.E. Jewell
- Revisión de los estándares de diseño de edificios para luchar por alcanzar el cero neto



# Edificios y Operaciones

- Meta de 25 IUE para escuelas nuevas – Preparatoria Caldera IUE 23.77
- IUE promedio de escuelas nuevas 26.8 La mediana para K-12 en EE. UU. Es 54.8
- La tendencia actual es decreciente. El promedio de la cartera de BLS para las escuelas es 50.7, 18-19 53.9



# Transporte Sustentable

- Nuevas rutas de circulación del autobús escolar eléctrico
- Amar el autobús (Love the Bus, por su nombre en inglés) para generar apoyo
- Campañas Libres de motores en marcha mientras los vehículos están parados e información compartida con las familias
- Eventos de Caminata y rodada (Walk and Roll, por su nombre en inglés) de otoño y primavera
- Rutas para caminar compartidas en el otoño de 2023



# Gestión de materiales

- Señalización consistente y aumento de la educación.
- Directrices de gestión de residuos
- Campaña Ama a la comida, No a los desperdicios (Love Food Not Waste, por su nombre en inglés)
- Aumentar el compostaje a 3 sitios adicionales – 7 en total
- Cubiertos en 16 ES, apilamiento de botes 13 ES



# Gestión de materiales

## Botes apilados versus no apilados

Aquí hay una pila de botes..... Apilados en un bote de basura..... No apilados en un bote de basura



# Gestión de materiales



¿Preguntas?  
¡Gracias!

[Jackie.Mueller@bend.k12.or.us](mailto:Jackie.Mueller@bend.k12.or.us)



**REPORT:** 2023 Instructional practices

**PRESENTED BY:** Kinsey Martin; Executive Director of Policy, Advocacy, and Equity

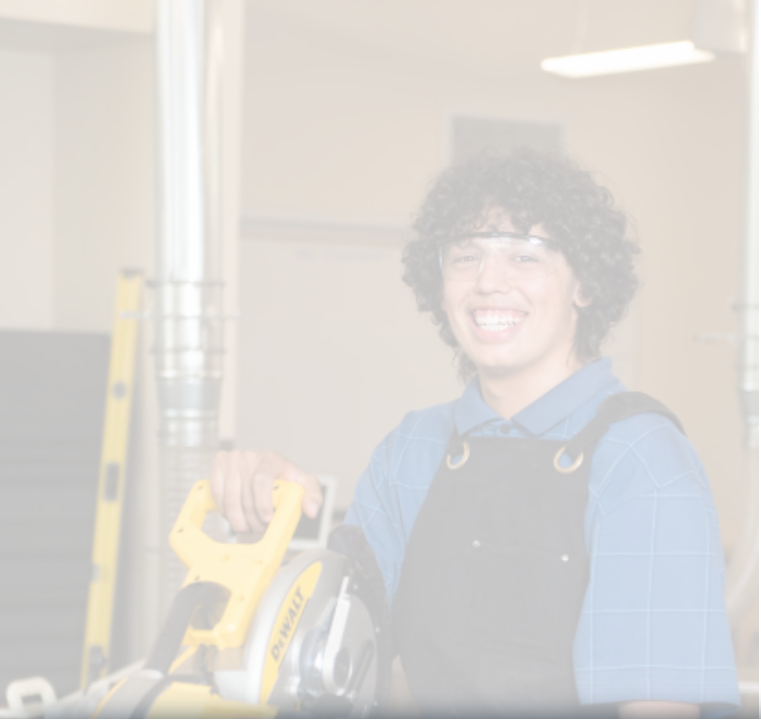
**EXECUTIVE SUMMARY:**

***Major accomplishments from 2022-2023:***

- A major accomplishment of the LEAD team this school year was facilitating the implementation of the Bias Incident student lessons in every classroom and school across the district. The LEAD/Equity TOSAs (teachers on special assignment) adjusted the design of the lesson based on last spring's pilots and feedback, presented the information at school-wide staff meetings across the district, and provide consultation and co-teaching support for teachers and principals throughout implementation. This work ensured all teachers were familiar and comfortable teaching the lesson, and most importantly that all students understood the concepts and the expectations for identifying, responding to, and reporting bias. The building-based LEAD representatives were also instrumental in facilitating this process and providing in-house support for their colleagues.
- The LEAD/Equity TOSAs also designed, produced, and supported several other lessons for teacher use in discussing sensitive or controversial topics, including a lesson on the district's Dress Code and a series of follow-up lessons on bias, inclusion, and stereotypes. The team also supported implementation of strategies and lessons from the LEAD website of teaching resources.
- In addition to lesson design and development, LEAD TOSAs provided significant professional development to teachers and administrators. This professional learning took the form of facilitating SIW workshops, presenting at staff meetings, and meeting with school leadership teams to design building-specific learning modules. Topics included developing a classroom climate for productive anti-racist dialogue, the Menstrual Dignity Act, gender diversity, responding to slurs and name-calling, and more.
- Another highlight from LEAD this year was the support for bias incident response and prevention. The TOSAs facilitated preventive conversations such as our Gender Support Protocol, as well as restorative conversations and repair after incidents occurred, in partnership with administrators and families. They also supported the development of educational resources and tools for use with offending students when incidents occurred.

**Priorities for 2023-2024:**

- Select and onboard a permanent team of half-time coaches, and build relationships and trust between them and building and department administrators and teacher leaders.
- Identify and onboard teacher-leader representatives from within each school's leadership team.
- Support the implementation of our new community conversations pilot workshops, for increased family engagement in the district's anti-racism work.
- Further enhance the district-wide Bias Incident student lesson (from one lesson into a series of lessons), and continue to develop responsive, restorative, and educational resources for school team use.



# Instructional Practices and Professional Development

Office of Diversity, Equity, and Inclusion

# Leading for Equity and Anti-Racist Dialogue (LEAD)

- History of LEAD
  - Why
  - What
  - Change
- Connection to priorities
- Scope of work





Team priority: Collaboration and communication with school staff:

- Develop lessons and family communications for school use
- Co-plan, co-teach strategies and lessons
- Encourage innovation and courage through thought partnership
- Facilitate and model tough/sensitive conversations

Examples:

- Dress Code
- Anti-Bias (fall K-12 lessons and follow-up mini-lessons)
- Don't Say Gay



# Professional Development



# Staff Dialogue and Student/Family Support

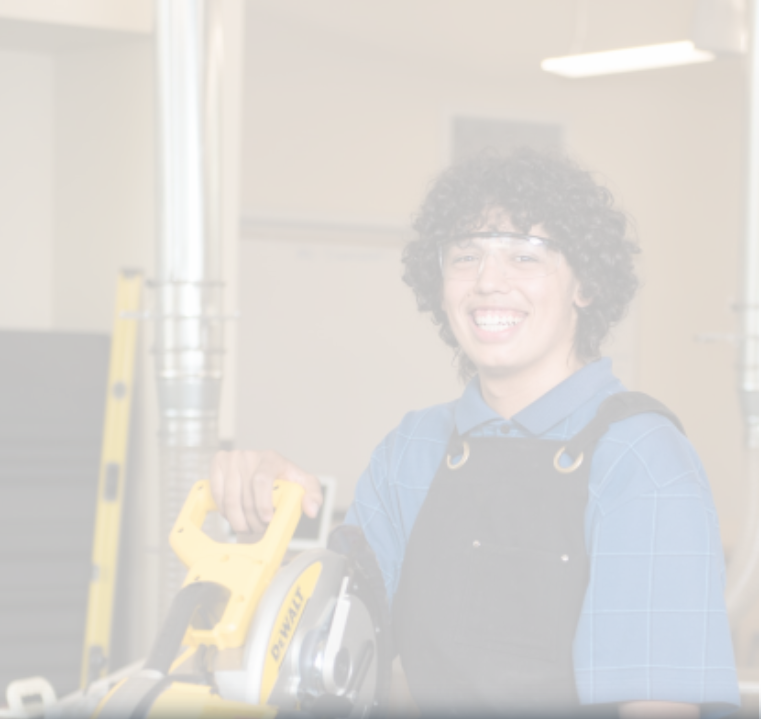
"I truly can't thank you both enough for the resources you shared and the time you took out of your day to meet with us! It was great to also hear we are not alone!" -PBMS staff member

"Thank you for checking in! I want to also send a huge thank you for working us into your schedule so that you could facilitate our circle. I do believe it was more effective with you there. Although the process was difficult for our students, it was important for them to experience" - Realms staff member

# Leading for Equity and Anti-Racist Dialogue (LEAD)

- History of LEAD
  - Why
  - What
  - Change
- Connection to priorities
- Scope of work
- **Looking ahead...**





# Prácticas de instrucción y desarrollo profesional

Oficina de Diversidad, Equidad e Inclusión

# Liderazgo para la Equidad y el Diálogo Antirracista (LEAD, por sus siglas en inglés)

- Historia del LEAD
  - Por qué
  - Qué
  - Cambio
- Conexión con las prioridades
- Alcance del trabajo





Prioridad del equipo: colaboración y comunicación con el personal de la escuela:

- Desarrollar lecciones y comunicaciones familiares para uso escolar.
- Co-planificar, co-enseñar estrategias y lecciones
- Fomentar la innovación y el coraje a través de socios de ideas
- Facilitar y modelar conversaciones difíciles/sensibles

Ejemplos:

- Código de vestimenta
- Anti-prejuicio (lecciones de otoño K-12 y mini-lecciones de seguimiento)
- No decir gay



# Desarrollo profesional



# Diálogo del personal y apoyo estudiantil/familiar

"¡Realmente no puedo agradecerles lo suficiente a los dos por los recursos que compartieron y el tiempo que dedicaron de su día a reunirse con nosotros! ¡También fue genial escuchar que no estamos solos!" –Miembro del personal de PBMS

"¡Gracias por su tiempo! También quiero enviar un gran agradecimiento por hacer un espacio para nosotros en su horario para que usted pudiera facilitar nuestro círculo. Creo que fue más efectivo con su presencia. Aunque el proceso fue difícil para nuestros estudiantes, la experiencia era importante para ellos " – miembro del personal de Realms

# Liderazgo para la Equidad y el Diálogo Antirracista (LEAD, por sus siglas en inglés)

- Historia del LEAD
  - Por qué
  - Qué
  - Cambio
- Conexión con las prioridades
- Alcance del trabajo
- **Mirando hacia adelante...**





The Superintendent shall not fail to ensure that the district implements a program of academic, social, and emotional instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and the use of assessments to determine student progress toward achieving or exceeding standards and Board Ends.

Accordingly, the Superintendent shall not fail to:

1. Anchor the instructional program in best practices of high-performing schools, districts, and educational systems.
2. Promote school and classroom practices that comprehensively prepare students for success, including the following:
  - a. Rigorous academic content.
  - b. Learning activities that emphasize creativity, collaboration, critical thinking, and communication, as well as develop student agency.
  - c. Purposeful attention to and development of social and emotional learning skills.
3. Maintain cohesive, aligned, research-based curriculum across all grade levels K-12 that builds vertically from K-12 and is consistent, horizontally, across each grade level.
4. Adopt and support consistent implementation across classrooms, schools, and the district of:
  - a. Curriculum that prioritizes diverse viewpoints and cultural relevance.
  - b. Anti-racist and culturally responsive practices that put the assets of students and families at the core of instructional practices.
5. Address individual learning styles and diverse student needs and interest. Encourage and support viable innovative practices and programs.
6. Establish and support the implementation of standards of practice for instructional technology for staff.
7. Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness. This includes:
  - a. Disaggregated data in order to identify inequities in terms of access, experiences, and outcomes.
  - b. Developing and implementing strategies and allocating resources toward eliminating inequities.
  - c. Establishing and sustaining equity-based accountability systems across the district.
8. Inform the Board of Directors about significant modifications to the instructional program.
9. Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board of Directors for approval.

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 1**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 8 – Instructional Programs & 13 – Equity & Anti-Racism

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section I: Instruction](#)

[LBE-AP: Public Charter Schools](#)

[LBE-AR: Public Charter Schools Application](#)

**LEGAL REFERENCE**

OAR 581-022-1350

ORS 336.615 – 338.665

ORS 338.095



The Superintendent shall not fail to ensure that the district’s instructional program includes a K-12 focus on students’ life and career readiness. As part of this program, students will develop self-awareness and self-advocacy skills, understanding of their own strengths and areas for growth, knowledge of post-high school education/training opportunities, and strong foundational knowledge and skills to ensure their access to multiple pathways.

Accordingly, the Superintendent shall not fail to:

1. Promote a safe and inclusive learning environment at schools and within programs across the district.
2. Adopt and support consistent implementation across classrooms, schools, and the district of proactive and positive practices that:
  - a. Nurture healthy relationships and create just and equitable learning environments.
  - b. Are actively anti-racist.
  - c. Employ restorative justice to repair harm and transform conflict.
3. Understand post-secondary education requirements, training, and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future.
4. Ensure that district high schools prepare all students for success in post-secondary education through their achievement of one or more college/career ready indicators.
5. Offer a variety of diplomas as identified by the State Board of Education.

END OF EXECUTIVE LIMITATION

BOARD END / GOAL: 2

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL’S: 3 – Treatment of Students, Parents/Guardians & The Public & 13 – Equity & Anti-Racism

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

**LEGAL REFERENCE**



The Superintendent shall not fail to act in ways that demonstrate the district values each and every student, family, and staff member and is committed to creating an equitable and anti-racist system that honors and elevates all.

Further, the Superintendent shall not cause or allow conditions, procedures, actions, or decisions which are unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethic and practices and Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Promote a school and district culture that will:
  - a. Recognize and value diverse knowledge and experiences students and families bring to each classroom, school, and system as a whole.
  - b. Seek out and center student and family voice on an annual basis to inform, develop, and maintain a safe and inclusive environment for each and every student and family – and with a focus on historically marginalized and underserved.
  - c. Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
2. Communicate a vision that includes the following:
  - a. An unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being.
  - b. Articulation of the systemic and institutional inequities that undermine historically underserved and marginalized students in achieving this vision.
  - c. An equity lens that is reflected in decision-making.
  - d. A learning environment free from disruptions to students, regardless of immigration status.
3. Involve diverse stakeholders in an advisory capacity regarding district-level matters.
4. Survey secondary students and K-12 parents/guardians on at least an annual basis to assess their educational experience in alignment with Board Ends.
5. Ensure school activities, clubs, and athletics provide an inclusive, welcoming, and safe environments that support dignity for all, as well as equitable access for students, regardless of economic means.

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 3**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 13 – Equity & Anti-Racism

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

[Policy / Regulation Section K/L: Community Relations](#)

**LEGAL REFERENCE**



The Superintendent shall not fail to take all necessary steps to assure that all previously approved Board Policies, which are legally required, are addressed by Administrative Policies and Administrative Regulations. The Board of Directors acknowledges its responsibility to approve or adopt certain policies according to state and federal law.

Accordingly, the Superintendent shall not fail to:

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

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END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 4**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 12 – Legally Required Policies

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section A/B: Board Governance](#)  
[Policy / Regulation Section C: General Administration](#)  
[Policy / Regulation Section D: Fiscal Management](#)  
[Policy / Regulation Section E: Support Services](#)  
[Policy / Regulation Section F: Facilities](#)  
[Policy / Regulation Section G: Personnel](#)  
[Policy / Regulation Section I: Instruction](#)  
[Policy / Regulation Section J: Students](#)  
[Policy / Regulation Section K/L: Community Relations](#)

**LEGAL REFERENCE**



TITLE: COMPENSATION, DEVELOPMENT, EVALUATION, & TREATMENT OF EMPLOYEES

With respect to compensation and benefits for employees, the Superintendent shall not fail to employ the highest qualified staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system that complies with Oregon laws and district policies and measures employee performance in terms of achieving the Board's Ends. With respect to the treatment of employees, the Superintendent shall not cause or allow any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethics and practices, collective bargaining agreements, or Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Establish policies and procedures to assure an organizational culture that aligns with the following values:
  - a. Open, honest, and effective communication in all written and interpersonal interactions.
  - b. Respect for others and their opinions that models civil discourse.
  - c. Intentional elevation of historically and currently underrepresented voices.
  - d. A focus on common organizational goals as expressed in the Board Ends and policies.
  - e. Commitment to the integrity and positive image of the district, its leaders, and staff.
  - f. Recognition of innovative and outstanding work.
2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Board Ends, including:
  - a. Recruitment and hiring practices that prioritize reaching workplace diversity reflective of students and families, at a minimum, and aspirationally of the nation.
  - b. Pipeline programs across sectors focuses on representation by gender and race/ethnicity.
  - c. A culture, along with systems and structures, designed to recruit, hire, and retain a diverse workforce.
3. Provide ongoing professional development for staff in all classifications that is:
  - a. Aligned with exemplary practices.
  - b. Includes job-embedded coaching.
  - c. Develops and deepens awareness of systemic bias and racism.
  - d. Informs, develops, and promotes cultural competence.
  - e. Empowers staff with tools to interrupt systemic and historical patterns of oppression.
4. Prepare staff to deal with emergency situations.

Regarding compensation and the treatment of staff, the Superintendent shall not fail to:

1. Limit terms of financial obligations to reasonably projected revenues.
2. Invite Board member participation in contract negotiations with all employee groups.

Regarding evaluation of staff, the Superintendent shall not fail to:

1. Develop and administer an evaluation system for all employees that links performance with continued employment.

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 4**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 4 – Treatment of Staff, 5 – Staff Compensation & Development, 6 – Staff Evaluation & 13 – Equity & Anti-Racism

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation G: Personnel](#)

**LEGAL REFERENCE**

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## FINANCIAL PLANNING

Financial planning shall not deviate materially from the Board Ends and policies, risk fiscal jeopardy, or fail to be derived from long-range planning that adequately considers compensation, programs, and operational costs.

Accordingly, the Superintendent shall not fail to, present to the Board of Directors, a recommended budget which:

1. Is consistent with the Board's priorities as established in the Board Ends.
2. Is completed with input from the Budget Committee.
3. Is in a summary format that is reasonably understandable to the Board of Directors and the community.
4. Contains the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.
5. Plans for the expenditure in any fiscal year or move funds that are conservatively projected to be available during the year unless otherwise approved by the Board of Directors.
6. Proposes a budget in accordance with State Budget Law.
7. Discloses any variance from the targeted 5% ending fund balance.

## FINANCIAL ADMINISTRATION

With respect to the financial health of the district, the Superintendent shall not allow:

1. A material deviation from the annual budget or budget policy adopted by the Board of Directors.
2. Any fiscal condition that is inconsistent with achieving the Board Ends.
3. Any fiscal condition that places the long-term fiscal stability of the district at risk.

Accordingly, the Superintendent shall not fail to:

1. Expend more funds than have been budgeted in the fiscal year unless authorized by the Board of Directors.
2. Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board of Directors.
3. Materially indebt the organization unless authorized by the Board of Directors.

Additionally, the Superintendent shall not fail to:

1. Provide financial reports, at least quarterly, or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall include a recap of changes between the current and previous report.
2. Keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.
3. Arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 4**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 10 – Financial Planning & Administration

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section D: Fiscal Management](#)

**LEGAL REFERENCE**

draft



The Superintendent shall not fail to assure that the district's physical facilities support the accomplishment of Board Ends and polices.

Accordingly, the Superintendent shall not fail to:

1. Take reasonable steps to ensure that district facilities are clean, safe, and not subject to improper wear and tear or insufficient maintenance.
2. Ensure a Sustainability Plan is developed, reviewed, and revised every five years or more.
3. Refresh the district's 20-year long-range Facilities Plan every five years to address student capacity, site-specific instructional needs, operational and maintenance needs, changing technology, and the Sustainability Plan.
4. Build new facilities without approval from the Board of Directors. For new facilities programming, the Superintendent shall not fail to ensure the programming and construction teams:
  - a. Invite Board member participation for any project which requires architectural services.
  - b. Get approval from the Board of Directors for change orders which alter the scope and purpose of the planned project (i.e., add or subtract from planned square footage or are in excess of \$300,000). The Superintendent shall inform the Board of Directors of any change orders which exceed \$100,000 but are less than \$300,000.
  - c. Regularly update the Board of Directors on construction progress.

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 4**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 7 – Facilities

**POLICY / REGULATION CROSS REFERENCE**  
[Policy / Regulation Section F: Facilities](#)

**LEGAL REFERENCE**



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

Accordingly, the Superintendent shall not fail to:

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

draft

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 4**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 11 – Asset Protection

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

**LEGAL REFERENCE**



The Superintendent shall not fail to establish a nutrition services program that enhances the health of students by providing nutritious meals, allowing students to fully focus on their instructional day.

Accordingly, the Superintendent shall not fail to:

1. Offer each student appealing, well prepared foods that provide high nutritional value and promote physical well-being.
2. Operate a nutrition program that assists in teaching appropriate nutritional behaviors.
3. Ensure that all meals that are part of the National School Meal Program meet all the USDA requirements.

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: n/a

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section J: Students](#)

**LEGAL REFERENCE**



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

Accordingly, the Superintendent shall not fail to:

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

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 11 – Asset Protection, 9 – Technology

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section G: Personnel](#)

[Policy / Regulation Section I: Instruction](#)

[Policy / Regulation Section J: Students](#)

**LEGAL REFERENCE**

draft



**POLICY TYPE: EXECUTIVE LIMITATION**

**CODE: EL 4.8**

**TITLE: COMMUNICATIONS**

The Superintendent shall not fail to ensure that the district provides for internal and external communications to inform the Board of Directors, district staff, students and families of the district vision, goals, initiatives, programs, events and opportunities. This includes district communications that occur on a regular basis in forms that are accessible and coherent, with the objective of promoting transparency, understanding and engagement among all district stakeholders.

draft

END OF EXECUTIVE LIMITATION

**BOARD END / GOAL: 4**

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 4 – Treatment of Staff

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section K/L: Community Relations](#)

**LEGAL REFERENCE**



The Board of Directors recognizes that effective learning and productive work take place in a safe, secure, and welcoming environment. Safety and security are priorities of the district, and the district is committed to providing a safe and secure environment in all district facilities, on district vehicles, and at district-sponsored activities.

Accordingly, the Superintendent shall produce and maintain a District Emergency Operations Plan (EOP) and shall not fail to provide for a safe and secure learning and working environment free from unnecessary disruption that includes procedures to address:

1. The supervision and security of schools, district buildings and grounds.
2. The safety and supervision of students during school hours and at school-sponsored activities.
3. The sharing of information with partner agencies, in accordance with applicable state and federal laws.
4. Regular assessments to evaluate the security needs of district facilities.

draft

END OF EXECUTIVE LIMITATION

[BOARD END / GOAL: 4](#)

ORIGINAL ADOPTION DATE:

UPDATED:

MONITORING METHOD: Report to Board

MONITORING FREQUENCY: Annually

\*2023 REVISION CONSOLIDATES PREVIOUS EL'S: 3 – Treatment of Students, Parents/Guardians & The Public & 4 – Treatment of Staff

**POLICY / REGULATION CROSS REFERENCE**

[Policy / Regulation Section E: Support Services](#)

[Policy / Regulation Section F: Facilities](#)

[Policy / Regulation Section J: Students](#)

[Policy / Regulation Section K/L: Community Relations](#)

**LEGAL REFERENCE**