



School Board Work Session Meeting Agenda

May 28, 2024, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Chair Marcus LeGrand	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Marcus LeGrand	
3.	<u>Review of Agenda</u>	
	Speaker(s): Chair Marcus LeGrand	
4.	<u>Public Hearing</u>	
	Speaker(s): Chair Marcus LeGrand	
	Description: The regular meeting will be adjourned to allow for a Public Hearing on the Annual Budget.	
	Public Comment is accepted via Google Form until 5:00 p.m. on the day of the meeting.	
5.	<u>Action following Executive Session</u>	
6.	<u>Work Session</u>	<u>3</u>
	Description: The Board will focus on key Board work and initiatives.	
	Attachments:	
	Instrutions for Pre-Read Materials	3
	Thought, Question, Epiphany (TQE) instructions	4
	TQE Graphic Organizer	5
	Giving Educators Permission to Feel	9
	Insights into Teacher Morale	29
	Ed Week Teacher Morale InfoGraphic	30
	Mood Meter Data Educators 2024 Marc Brackett	32
	2024 YouthTruth Staff Survey Summary Data One-Pager	33
	Leave Trends & Usage	34
	A. Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees	35
	Speaker(s): Steve Herron, Chief Human Resources Officer	
	Attachments:	
	Executive Summary: Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees	35
	Presentation: Executive Limitation 4.2: Compensation, Development, Evaluation, and Treatment of Employees	36
	Bend Education Association (BEA) Collective Bargaining Agreement (CBA) Article 16	65
	Bend Education Association (BEA) Collective Bargaining Agreement (CBA) Article 18	69
7.	<u>Director Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	

8. **Adjourn**

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for June 18, 2024.

How to Best Navigate the Materials attached:

1. Open TQE Instructions and review the protocol we'll use to help enhance your reading of the materials in this Google Folder.
2. Open the TQE Graphic Organizer to record the Thoughts, Questions, and Epiphanies that come up while you review the materials.
3. Read "Giving Educators Permission to Feel" by Marc A. Brackett
4. Open Insights into Teacher Morale and read the background for the EdWeek Teacher Morale Infographic.
5. Open and review EdWeek Teacher Morale Infographic.
6. Open and review The Mood Meter Data.
7. Open and review 2024 YouthTruth Staff Survey Summary Data One-Pager and record your thoughts to the questions posed.
8. Open and review Leave Trends & Usage and review the data contained within.

During our time together, we will have approximately 30 minutes to share out our TQEs and to have a discussion about the topics raised and their impacts in our schools.

The "Thought, Question, Epiphany" (TQE) strategy is a note-taking method that helps readers actively engage with the material they are reading. It encourages critical thinking and deeper comprehension by prompting readers to document their thoughts, questions, and moments of realization as they read. Here are concise instructions on how to use the TQE strategy:

Instructions for Using the TQE Strategy

1. Prepare Your Materials:
 - Divide your page or document into three columns labeled "Thought," "Question," and "Epiphany."
2. Read Actively:
 - As you read, be mindful of your reactions, questions, and realizations.
3. Document Your Thoughts:
 - In the "Thought" column, write down your immediate reactions, opinions, or reflections about the content.
 - Example: "The author's argument about social media's impact on teens is compelling."
4. Ask Questions:
 - In the "Question" column, note any questions that arise as you read. These can be clarifying questions about the text, inquiries for further research, or questions about implications.
 - Example: "Why does the author believe that social media causes more harm than good?"
5. Capture Epiphanies:
 - In the "Epiphany" column, jot down any moments of sudden insight or connections you make while reading. These are "aha" moments where something becomes clear or a new understanding emerges.
 - Example: "I realized that my own use of social media has similar impacts on my time management."
6. Review and Reflect:
 - After finishing the reading, review your notes. Reflect on the thoughts, questions, and epiphanies you recorded to deepen your understanding of the material.
 - We will use our TQE notes to participate in discussions, write responses, or guide further reading and research.

Thought	Question	Epiphany
The author's argument about social media's impact on teens is compelling.	Why does the author believe that social media causes more harm than good?	I realized that my own use of social media has similar impacts on my time management.

Thoughts	Questions	Epiphanies

Thoughts	Questions	Epiphanies

Thoughts	Questions	Epiphanies



Log In

March 1, 2024 · 12 min · Vol. 81 · No. 6

Giving Educators Permission to Feel



[Marc A. Brackett](#)



Adults in schools are feeling strong emotions. Tuning in to these feelings more fully can help them cope.



PREMIUM RESOURCE

SOCIAL-EMOTIONAL LEARNING

SCHOOL CULTURE



Credit: Alice Mollon / Ikon Images

Abstract

What Emotions Are
Educators Feeling Now?

How Do Educators Want to
Feel at School?

Can Educators Enhance Their
Own Emotional Well-Being?

What Practices Support
Educators' Emotional
Intelligence?

How Can Schools Support
Educators' Emotional Lives?

The Ripple Effect

Since when do educators *need* permission to feel? Certainly, educators have feelings from the minute they wake up each morning until they go to bed at night—without getting anyone's approval. Yet many schools seem to pretend otherwise.

Research shows that how educators feel influences nearly everything in education, from instructional quality and student achievement to relationships with colleagues and students to classroom and school climate to educators' own well-being. This begs the question: How are educators feeling?

What Emotions Are Educators Feeling Now?

Over the last five years, the Yale Center for Emotional Intelligence, which I direct, has surveyed tens of thousands of educators from across the United States. We've asked them to describe, in their own words, how they've been feeling at work. **Frustration, anxiety, worry, overwhelm, and sadness** have recently topped the list. **Joy and happiness are much further down.** Yet, these data are unsurprising: During the height of the pandemic, research found clinically alarming levels of

anxiety and depression among educators—a trend that appears unwavering (Pals & Koenigsknecht, 2022).

The sources of the unpleasant feelings that educators most often pointed to include feeling unsupported by their administration around challenges to meet their students’ learning needs, student behavior, overabundance of paperwork, high-stakes testing, an ever-changing curriculum, work/life balance, poor relationships with colleagues and school leaders, economic stressors, and the sociopolitical state of the nation and their schools.

All this is a problem because emotions like stress, anxiety, and frustration have negative consequences for educators’ health—and result in greater disengagement and lower motivation and achievement for students. Moreover, when educators are burned out, they report feeling less meaning and purpose in their work and are less positive role models for students. In one recent study, just 12 percent of teachers said they were “very satisfied” with their jobs (Will, 2022).



“ How educators feel influences nearly everything in education, from instructional quality to in-school

relationships to classroom and school climate.

Yet our education system tends to either ignore the impact of educators' feelings or deny that feelings are important. This mindset gets passed along to educators and then to students, who receive the message loud and clear. Before long, students, too, learn to suppress or act out their emotions. But when people deny themselves permission to feel, a long list of uninvited outcomes arises. We often lose the ability to perceive what we're feeling. Because of that, we're unable to label our feelings, so we can't express them clearly, either. This leads to unconstructive ways of handling our emotions.

I frequently give talks to schools and districts and often ask educators to describe the differences among related but distinct emotions like *anxiety*, *overwhelm*, and *stress*. Consistently, the top response is, "there's no difference." This speaks volumes about our difficulty with understanding emotions. At first glance, these feelings might seem interchangeable, but they are in fact discrete emotional states. Anxiety is a feeling of uncertainty about the future or inability to control the future; overwhelm means overcome by emotions; and stress is a response to adverse or very demanding circumstances, especially when we don't have resources to cope.

Why is this lack of "emotional granularity" a problem? Because when we don't identify how we or others are feeling with precise words, it becomes difficult for us to use our emotions wisely and make them work *for* us, instead of *against* us. When we label emotions precisely,

things go better. For example, if a school principal understands that their staff is feeling *anxious*, she'll see that offering an additional planning period or encouraging deep breathing likely won't be helpful, though these might be good choices if staff were feeling stressed or overwhelmed. Strategies to improve communication about upcoming policy changes might be more effective because they respond to the underlying cause of anxiety.

How Do Educators Want to Feel at School?

Efforts to support educators' emotional well-being could be aided by considering the question in this heading. People often seek emotional states that can support their well-being and personal and professional goals. In psychology, this is referred to as "ideal affect." Educators' ideal affect can vary as a function of personality type (like introversion or extroversion), social group or cultural norms, psychological needs not being met (e.g., a lack of a sense of agency over their circumstances), years in the profession, context (e.g., working with colleagues or teaching students), and what's happening in the broader society. Over the last five years, our team has conducted multiple studies to unpack educators' ideal affect. We've surveyed large, national samples of educators, compiled collective agreements ("charters") that educators created with their colleagues that focused on how they wanted to feel at school, and conducted experiments where we asked educators to consider how they want to feel in their classrooms or with their colleagues.

As predicted, **educators' ideal affect varied based on whether they responded individually or collectively, whether they were thinking of**

being in their classroom or working with colleagues, and the sociohistorical context. When responding to an online survey, the top emotion respondents wanted to feel was *happy*. The emotions teachers mentioned most in the teacher-created charters that we studied were *supported* and *respected*. When primed to think about their classroom, *joy* was at the top—but when asked to think about their work with colleagues, it was *supported*. Educators' reported ideal affect also varied across time: In Fall 2020 it was *excited*, which shifted to *appreciated* in 2021, and *calm* in 2022.

Can Educators Enhance Their Own Emotional Well-Being?

Before I answer this question, consider what most of us, seeing the findings just noted, would likely assume should happen: that school leaders should find ways to help educators consistently feel more positive emotions. This assumption is the result of a deep misunderstanding about the emotion system: that happiness and joy are the best and only emotions we should feel; if we aren't visibly showing signs of joy, then we've failed. But what about the emotions of an educator who learns that a student has been badly bullied in their classroom? What about a teacher who is temperamentally subdued?

Positive emotions do open the mind to new possibilities, creating flexibility and openness. But they cannot fix everything. Unpleasant emotions have a constructive function: they help narrow and focus our attention. Joy alone won't support an educator who's managing a bullying problem. Anger expressed in a nonthreatening way—not contentment—motivates an educator who has been treated unfairly.

And many introverts among us are overwhelmed by the expectation that we must show excitement all the time.



“ Educators need the ability to experience and express all emotions.

Educators need the ability to experience and express all emotions. - Perpetual happiness can't be our goal—it's just not how real life works. And consider: When educators are expected to display mostly positive emotions, what's the message to students?

What Practices Support Educators' Emotional Intelligence?

Our own research shows that educators with more developed emotional intelligence experience a greater balance of pleasant and unpleasant feelings and report less burnout. Research also shows that the most effective approaches to supporting educator wellness include leaders using evidence-based practices to develop educators' emotional

skills *and* school leaders applying the skills of emotional intelligence to build a positive school climate (Floman et al., in press).

So what emotional skills should teachers develop to feel happiness at work more often? I use the acronym RULER to describe five key emotional intelligence skills:

- Recognizing emotions in our own thoughts and physiology and recognizing others' emotions through facial expressions, body language, vocal tone, and behavior
- Understanding the causes and consequences of our emotions
- Labeling emotions with precise feeling words
- Expressing emotions according to social norms and cultural contexts
- Regulating emotions with helpful strategies.

Most of us didn't have a formal education in emotional intelligence. But good news: these skills can be acquired at any age. Educators from all backgrounds find them accessible—and sometimes life changing. These are real life skills, not “soft skills.”

The skills of emotional intelligence can be used individually, but their best application happens when an entire community develops these skills and reinforces each other's EI. I've seen this happen with RULER, our center's whole-school, evidence-based approach to social and emotional learning that is being deployed in more than 5,000 schools. RULER infuses the principles of emotion science (whose central tenet is that there are no bad emotions) and the skills of emotional

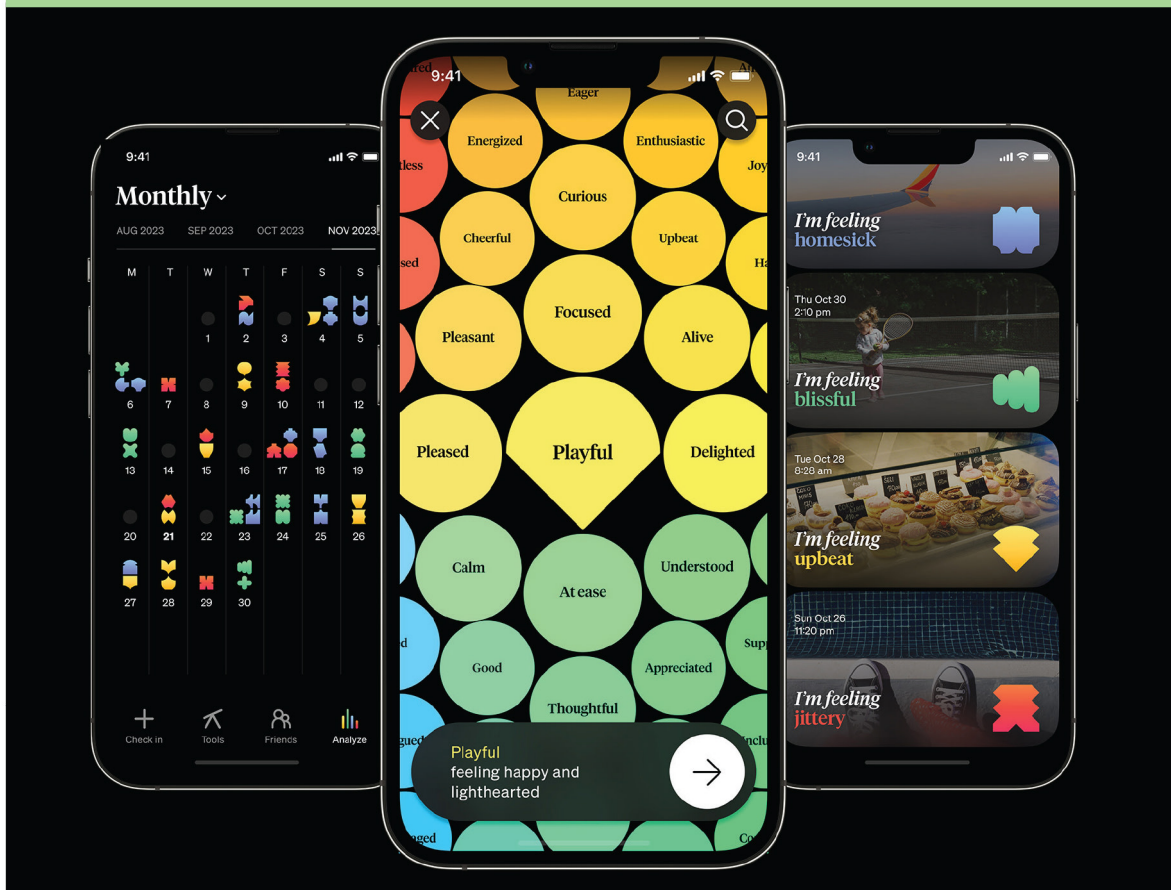
intelligence into the DNA of a school. We support leaders, educators and staff, students, and families in cultivating an “emotions matter” mindset and in developing the skills of emotional intelligence. **RULER has had positive impacts** on academic performance, social and emotional skills development, classroom climate, stopping bullying, instructional quality, and educator stress and burnout.

One RULER tool, the Mood Meter, helps educators and students refine their emotional intelligence skills. The tool, rooted in decades of science, was first introduced by David Caruso and Peter Salovey in *The Emotionally Intelligent Manager* (Wiley, 2004) and then expanded on in my book *Permission to Feel* (Celadon Books, 2020). It helps people learn that emotions have a certain level of pleasantness and energy associated with them. On the Mood Meter, the x-axis represents pleasantness—our subjective, private mental experience. The y-axis represents energy—the physical and mental energy running through our body and mind. The two axes cross to form four quadrants, each with its own color:

- The **YELLOW** quadrant is pleasant high energy and represents feelings like joy, excitement, and hopefulness.
- The **RED** quadrant is unpleasant high energy—feelings like anxiety, frustration, and shock.
- The **BLUE** quadrant is unpleasant low energy—feelings like disappointment, discouragement, and loneliness.
- The **GREEN** quadrant is pleasant low energy—feelings like calm and contented.

Another related tool, an app called How We Feel (see fig. 1 below), was co-developed by my team and Ben Silbermann, co-founder of Pinterest. The app is designed to help people learn the skills of emotional intelligence. **It's available free on iOS and Android.** How We Feel is programmed with words for over 200 emotions and their definitions. It has features that help people spot patterns over time based on context (like home or work), what they're doing (like working, watching TV, or exercising) and who they're with (friends, colleagues, no one, etc.). This app can support educators in answering complex questions like: *Do I experience more pleasant emotions at home or at school? If at school, which emotions do I feel most often when I'm teaching versus when I'm socializing with colleagues?*

FIGURE 1. How We Feel App



Source: Reprinted with permission from the Yale Center for Emotional Intelligence.

Having this data available is extremely useful for understanding patterns and creating plans to support one's greater well-being, including healthy emotion regulation. How We Feel is programmed with evidence-based strategies a user can tap into to help them learn new ways to deal with their emotions. Strategies include mindfulness exercises, techniques to shift one's thinking, and ways to connect with others. One educator told us he was able to "reframe" his thinking when frustrated with a student's behavior. Another shared that the "reaching out" strategy helped her deal compassionately with a parent.

Hundreds of thousands of people, including thousands of educators, use How We Feel each day. We're getting reports of good results on how it's helping their work. While no app can match the power of a whole-school approach to SEL, this app and others can be a great way to start emotional intelligence skill-building. In addition, several colleagues and I have built a [free course for educators on healthy emotion regulation](#).

How Can Schools Support Educators' Emotional Lives?

Our center's research has shown that educators who work in schools with more positive emotional climates—and with administrators who have higher emotional intelligence—tend to experience fewer negative emotions and more positive ones. Educators in these schools report higher job satisfaction and fewer intentions to leave the profession (Floman et al., 2023). So if a school leader can forge a positive climate in their school, creating conditions that allow each staff member to feel the emotions that give them an overall sense of well-being at their job, they will likely see more of their staff and teachers remain at their school and do their jobs well.

One strategy that leaders in schools who've adopted RULER use to support educators' well-being is to ask all faculty and staff to describe how they'd like to feel at school—their “ideal affect.” It's as simple as asking *How do you want to feel as a faculty/staff member in our school?* This can be done through a survey or as a professional development activity on a day when all faculty and staff are present. Often the challenge arises when faculty and staff answer the second question: *What can we do to support everyone in feeling these emotions more often?*

Leaders in schools facilitating this discussion generally give faculty and staff the opportunity to share ideas of what would help them experience their top few “hoped-for” feelings. Ideally, in this process, all staff members will agree on one or two observable behaviors—something some person or group within the school can realistically do—or some policy change, for each of the desired feelings.



“ Understanding how educators feel—and want to feel—presents an opportunity to enhance educator wellness and improve the emotional and instructional climate in our schools.

For example, our own research showed that the top two things educators believed would help them feel more appreciated (a feeling most teachers wanted to experience) were: being acknowledged by their leaders for their hard work and receiving encouragement from colleagues (Floman et al., in press). Of course, it’s not enough to just list the behaviors; the magic happens when school leaders follow through

with them. Having teachers write out what they want to feel and what they hope to change, and keeping those expressed needs visible throughout the school, helps ensure follow through. Putting our needs in writing has a way of making them real for everyone and can be a reminder of the emotions teachers want to feel to be happier and less stressed on the job.

It's important to frequently revisit these hoped-for feelings and suggestions for specific changes at the school. This gives educators opportunities to share what's working (and what's not), hear gratitude for their work from colleagues, and receive encouragement from others in the school in ways that take into account each teacher's expressed ideal affect.

The Ripple Effect

Understanding how educators feel—and want to feel—presents an opportunity to enhance educator wellness and improve the emotional and instructional climate in our schools. Of course, giving educators “permission to feel” doesn't mean it's OK for a teacher to, for instance, obsess over every time a parent complains. Strengthening emotional intelligence skills should have the opposite result; it should give teachers the ability to get through such difficult moments and learn and grow from them.

When we give educators permission to feel, a host of positive outcomes ensues. Educators become more emotionally healthy and feel more satisfied and accomplished at work. That has a ripple effect on students, leading to better classroom instruction, better classroom

climates, and higher student achievement. Let's recognize that how educators feel, and what we do to support their emotional well-being, determines to a large extent the quality of educators' and students' experiences—in school and in life.

Reflect & Discuss

- Does your school have any process for asking teachers how they feel at work, and how they *want* to feel? Do school leaders often ask teachers how they're feeling—and seem to truly want to know?
- Brackett says recent surveys show teachers feel a lot of frustration, anxiety, stress, and sadness at work—and less happiness. Does this match the emotions you've felt at work in recent years? What do you think is behind these feelings?

References

- Floman, J. L., Ponnock, A., Jain, J., & Brackett, M. A. (2024). Emotionally intelligent school leadership predicts educator well-being before and during a crisis. *Frontiers in Psychology, 14*, 1159382.
- Pals, T., & Koenigsknecht, M. (2022, November 15). *Teachers experienced more anxiety than healthcare workers during the pandemic*. AERA Newsroom.
- Will, M. (2022, April 14). Teacher satisfaction hits an all-time low. - *Education Week*.



[Marc A. Brackett](#) is director of the Yale Center for Emotional Intelligence, a professor at the Yale Child Study Center, and author of many books, including *Permission to Feel* (Celadon Books, 2020)....

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From our issue



The Emotionally Intelligent Educator

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We empower educators to reimagine and redesign learning through impactful pedagogy and meaningful technology use.

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The Teacher Morale Index, a survey developed by the EdWeek Research Center, offers insights into teachers' perceptions of their workplace conditions and experiences over time.

Understanding educators' satisfaction with their current jobs and their future outlook is crucial for school leaders, policymakers, and the public to grasp the dynamics and long-term health of the teaching profession.

The Survey

As part of [The State of Teaching](#) project, the Teacher Morale Index measures teachers' enthusiasm and confidence about their job through three survey questions:

1. Compared to one year ago, my morale at work right now is...
2. Right now, my morale at work is...
3. One year from now, I expect my morale at work will be...

Respondents rate each question as worse (-100 points), the same (0 points), or better (+100 points). The average score for each respondent across the three questions creates an index score ranging from -100 to +100, where scores below zero indicate lower morale and scores above zero indicate higher morale.

Year One Results

The first overall score on the Teacher Morale Index is -13. However, the survey revealed variations in morale based on different factors:

- Subject taught: World Language and Career and Technical Education (CTE) teachers report the highest job satisfaction, while Social Studies, Science, and Elementary education teachers report the lowest.
- School location: Teachers in rural and smaller-town schools have higher morale than those in suburban and urban schools.
- Teacher race: Black and Hispanic teachers have the highest morale, while white and multiracial teachers have more negative scores.
- Career stage: Teachers with less than three years of experience have the highest scores, whereas those with three to nine years of experience have the lowest scores.

While the findings do not explain these variations, they provide patterns that educators and researchers can investigate further.

What District Leaders Need to Know About Teacher Morale

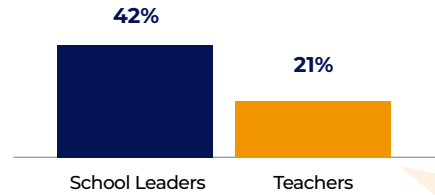
A DISCUSSION GUIDE FOR DISTRICT LEADERSHIP TEAMS

KEY FINDING 1:

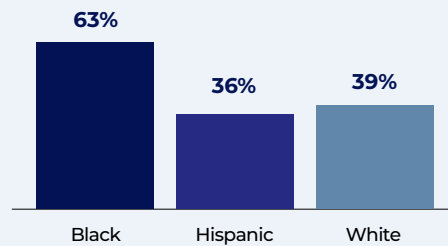
Most teachers don't view the career as viable for younger family members.



would recommend a career in K-12 teaching to their own children



Black school school leaders are notably more inclined to recommend a career in teaching.



42%

Less experienced teachers are roughly twice as likely to advise their own child to pursue a career in teaching, compared to those with more experience.

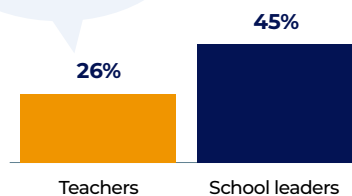
KEY FINDING 2:

Principals' perceptions of teacher morale skew more positive than what teachers themselves say.

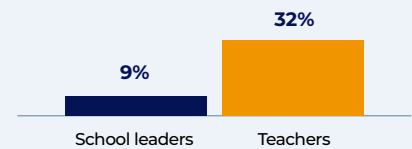


say current morale of teachers at their school is "mostly good"

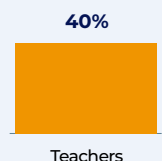
say their own current morale is "mostly good"



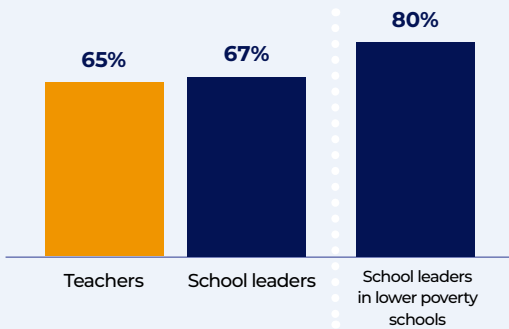
There's a notable gap in teachers who report **low morale** and principals who perceive teacher morale to be bad.



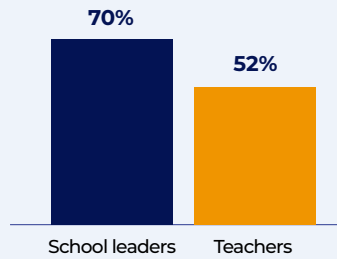
Elementary teachers who teach all subjects have lower morale than other teachers, with 40 percent reporting it's "mostly bad."



Most teachers and school leaders agree **students have a major impact on morale**, with the highest impact reported by school leaders in lower poverty schools.



School leaders tend to overestimate the **influence of parents** on teacher morale.



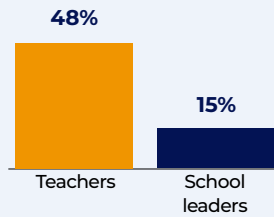
For teachers and school leaders, **parental influence** on teacher morale is more pronounced in schools with a majority white student body.

KEY FINDING 3:

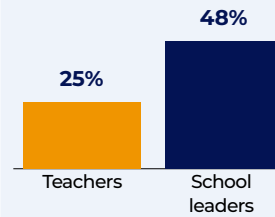
Professional development—a key part of teachers’ job experience—is ripe for improvement.



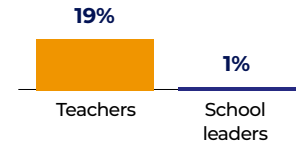
teachers receive too **much** PD



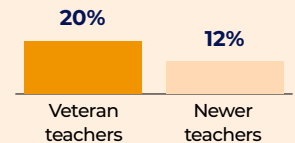
teachers receive too **little** PD



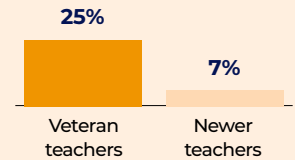
A notable share of teachers **feel they currently require no PD**. Only 1 percent of school leaders agree.



Prioritize tech training



See no need for further PD



*Veteran teachers are those with more than 20 years experience; newer teachers are those with less than three years.

Related Reading List



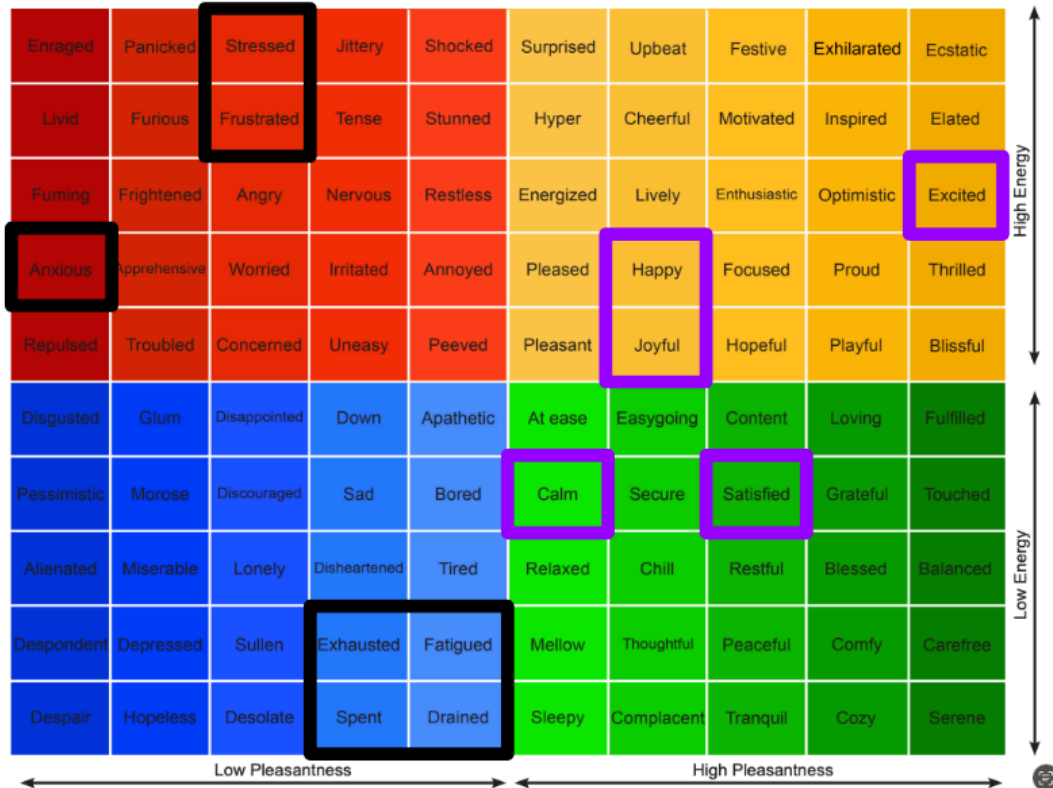
- [What's Keeping People From Becoming Teachers?](#)
- [How to Find—and Keep—a Diverse Team of Teachers](#)
- [How Workplace Culture Can Affect Staffing Shortages](#)
- [How On-Demand PD for Teachers Is Paying Off for This District](#)
- [Professional Development That Matters: What Teachers Say They Want](#)
- [What This Former Administrator Wishes She Had Known About Teacher PD](#)
- [Teacher Professional Development, Explained](#)

These graphics summarize research conducted by Dr. Marc Brackett at the Yale Center for Emotional Intelligence on U.S. educator experiences between 2017 - 2023. Data are plotted on the Mood Meter, which is a tool for precisely labeling emotions that impact everything we do (e.g., Attention & memory, decision making, relationships, health, performance).

- Mood Meter X-axis represents pleasantness—our subjective, private mental experience
- Mood Meter Y-axis represents energy—the physical and mental energy running through our body and mind
- Black borders show emotions most frequently expressed by educators between 2017 and 2023
- Purple borders show emotions educators most wanted to feel between 2017 and 2023



Emotion Grid



Bend-La Pine Schools 2024 YouthTruth Staff Data Survey

These 2024 YouthTruth staff survey data are expressed as percentiles relative to the national dataset.

The color map is intended to display two data sets from the survey results. Lighter red indicates that BLS respondents viewed a particular category more favorably, while darker red shows less favorable responses. For the percentile difference between statewide and district reporting, darker blue indicates a smaller difference, while lighter blue represents a greater difference.

Questions to consider include:

- What themes do staff tend to rate most and least favorably?
- What data most surprised you?
- What data least surprised you?
- What categories are relatively higher or lower compared to other Oregon districts?

	Elementary Staff		
	<u>BLS</u>	<u>Oregon</u>	<u>%ile Difference</u>
Engagement	60	37	23
Relationships	73	40	33
Culture	69	45	24
PD & Support	46	33	13
School Safety	36	38	-2
Diversity, Equity, & Inclusion	58	53	5
	Middle School Staff		
	<u>BLS</u>	<u>Oregon</u>	<u>%ile Difference</u>
Engagement	59	42	17
Relationships	74	47	27
Culture	68	49	19
PD & Support	43	37	6
School Safety	63	46	17
Diversity, Equity, & Inclusion	64	49	15
	High School Staff		
	<u>BLS</u>	<u>Oregon</u>	<u>%ile Difference</u>
Engagement	42	33	9
Relationships	56	41	15
Culture	57	41	16
PD & Support	24	29	-5
School Safety	48	42	6
Diversity, Equity, & Inclusion	55	45	10

BLS Protected Leave Trends & Usage

Protected leave: leave beyond 5 consecutive days that are connected with a condition that would qualify for Family Medical Leave Act (FMLA), Oregon Family Leave Act (OFLA) and/or Paid Leave Oregon (PLO).

SNAPSHOT DATE: 2/21/2024	2022-23 school year	2023-24 school year
Employees on protected leave	105 total	195 total 150 continuous + 45 intermittent
Employees accessing PLO benefits	0	194 total 19 PLO only
Protected leave options available to employees	4 FMLA, OFLA, ADA, Workers' Comp*	6 Addition of PWFA (7/23) & PLO (9/23)

*Workers' Compensation is an insurance benefit, not a leave benefit, however, many injured employees will also qualify for leave under FMLA, OFLA, and/or ADA if they are not able to return to work

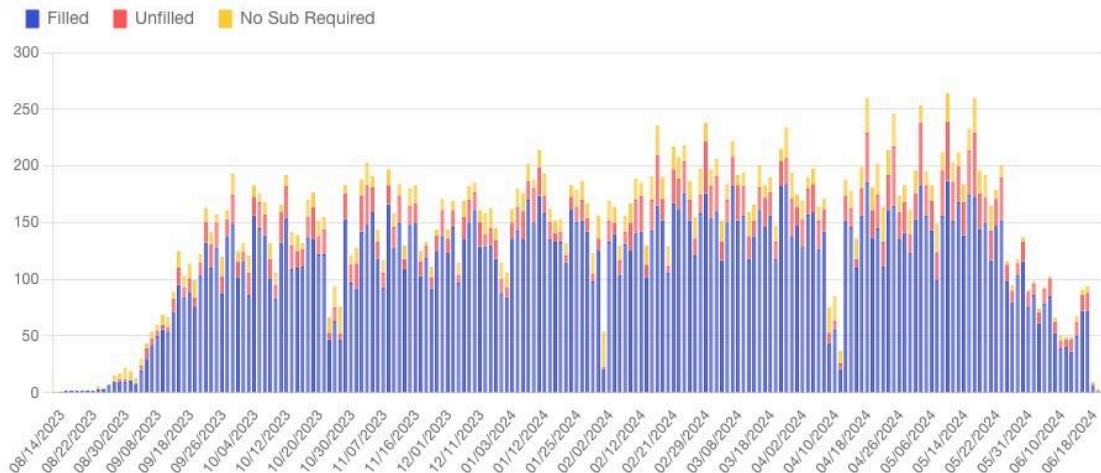
Key factors of Paid Leave Oregon and that have expanded protected leave access:

- Lower eligibility threshold to qualify for protected leave compared to FMLA or OFLA
- Expanded definition of family member
- Expanded definition of qualifying event

Employee Absences & Substitute Requests

Substitute requests received by HDESD from BLS employees (includes extended/protected leaves):

- 2021-2022 school year : 20,903 total requests
- 2022-2023 school year : 23,513 total requests
- 2023-2024 school year : 27,869 total requests (projected absences through end of school year; there is the possibility of increase or decrease by actual end of school year date)





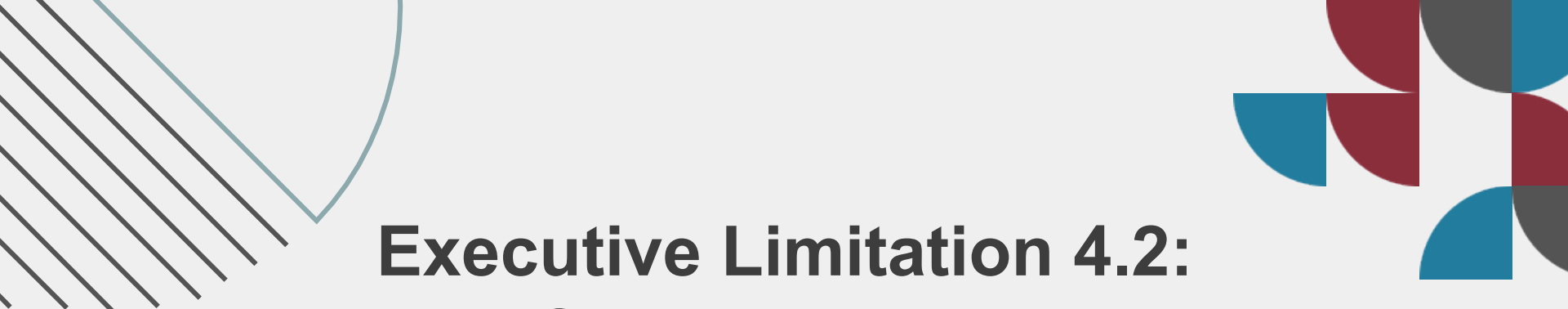
REPORT: Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees (supporting Board Goal 4: “Operational systems align and support an academically effective and sustainable organization”)

PRESENTED BY: Steve Herron, Chief Human Resources Officer
Ryan Kelling, Director of Recruitment and Retention
Paul Dean, Human Resources Director
Andrea Wilson, Human Resources Supervisor
Tammy Doty, Executive Director of Elementary Programs
Lisa Birk, Executive Director of Elementary Programs

EXECUTIVE SUMMARY:

Human Resources presented their BLS Staffing Report to the Board in December regarding staff levels, demographics and hiring. This report dives into Human Resources and Administration’s responses to organizational growth (requiring systems and culture change) and philosophical shift in engaging with labor representatives.

Members of the District’s Human Resources leadership team and selected level leaders will examine: 1) morale and job satisfaction based on both national and District-specific data, 2) Labor Associations as the institutional voice of staff interests, and work between the District and Associations in and out of the collective bargaining process, and 3) other areas of Human Resources and Administration work oriented around systems improvement directedly related to the employee experience.



**Executive Limitation 4.2:
Compensation,
Development, Evaluation, &
Treatment of Employees**

Steve Herron, Chief Human Resources Officer

May 28, 2024



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S C H O O L S



INTRODUCTION

- Organizational growth
 - Requires systems & culture change
- Philosophical shift
 - Traditional LR → Engaged LR
- Exclusive Representative as voice of Membership



The Current Reality In Education

Current Reality

- National Trends
 - Let's Talk About What We Read
- BLS Data





BEA & OSEA Voices and Bargaining



Highlights of BEA Negotiations

Bargaining Process

- Ground Rules Meeting: 4/26/23
 - BEA Initial Proposal: 5/1/23
 - BLS Initial Proposal: 5/18/23
 - Bilateral Pause: 6/14/23 - 9/19/23
 - Tentative Agreement 1/29/24
-
- 23+ bargaining sessions (partial & full day)



Compensation

- Erosion of compensation value in public sector
- Increasing difficulty in recruitment
- High cost of living in Bend



Collaborative Processes

- Professional Development Team
- Building level input in scheduling, PD
- Administration and Certified staff working together to establish Tier 1 expectations in buildings



Working Conditions: Articles 16 and 18

Article 16 – Workday

Article 18 – Learning Environment

Two Articles that were processed differently

- Small teams
- Listen to understand
- Wrote collaboratively

Task Force continues to process Art. 18 developing a shared understanding of how to administer it





Highlights of OSEA Negotiations

Association Rights

The District and Association agreed to substantial revisions to Article 3 regarding Association Rights.

Among the changes was time for Association Representatives to engage in representational activities.



Wage Schedule Placement

In some instances, external hires were placed at higher pay than successful internal candidates.

Now, when an internal candidate is hired the district assesses under both criteria, and **applies the outcome most favorable** to the employee.



Increments & Offsets

- Staff may take sick or personal leave in **¼-hour increments**.
- Renewal fees for certifications and licenses required by the District (but not by law) **eligible for reimbursement**.
- The District to pay new employee fingerprinting costs.



On-Site Requirements



Inclement Weather:

- Historically, 207+ day employees required to report on closure days.
- Beginning 2024-25 school year, 207-218 day employees may **either work from their building site or work remotely** during inclement weather closures.

Remote Work Policy Review

- District will be reviewing current requirements and considering alternatives.

Unique Needs



Consulting Nurses

- Stipend for qualifying National Certified School Nurse certification.
- New Hire Support pool and dedicated orientation time for new hires.
- Feeding Team advisory group.
- Market study.

Trip Drivers

- Trip bus drivers compensated for USDOT-required rest breaks.



Employee Relations

Supporting Instruction

Employee Relations

Where do we go from here?

How do we get there?



Systemization of HR Processes & Criteria

Example

- Classification & Compensation
 - Classification Structure
 - Compensation Review
- Personnel Management Support
 - Training
 - Resources



Enhancing BLS's Wellness Culture

Needs Assessment

Tools for assessing employee need?

- OEBC Wellbeing Survey
- Care Solace & EAP Utilization Data
- Incident Report Trends

Current Reality

Current wellness offerings for all employees

Future Planning

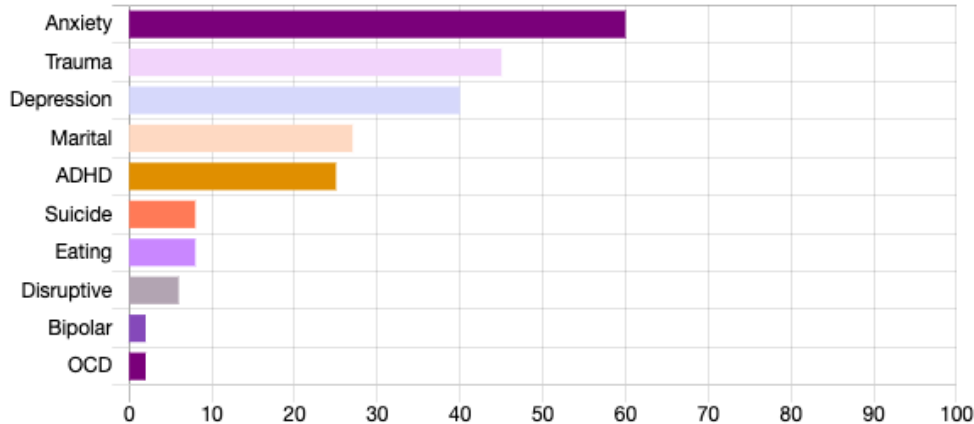
- Securing Wellness Grant Funding
- Expanding Risk Mitigation

Needs Assessment

Care Solace

free mental health coordination service

Mental Health



Access of Care Solace from July 1, 2023 to present: 70+ individual cases.

Anxiety, Trauma, and Depression are the top three areas for which support sought.

Current Offerings

EMPLOYEE ASSISTANCE PROGRAM

- Confidential Therapy
- 24 hour Crisis Help
- Online Peer Support Groups
- Financial Help
- Legal Services and Forms
- Child & Parenting Services
- Adult & Eldercare Services

CARE SOLACE

- Mental health care coordination



Future Opportunities

Funding Opportunities

- OEA Choice Trust Capacity -Building Grant Program & Employee Well-Being Grant Program
- MODA Health & OEBC Wellness Funds
- EAIP Reimbursements

Mitigation

- Expanding Ergonomic Assessment
- Risk Mitigation Services
- EAIP Reimbursements

Culture Building

- Wellness Committee with site-based Wellness Partners
- Relevant, Social, Positive & Inclusive Options
- Share Success



SUMMARY

- Engagement Model
 - Modernized Processes
 - Substantive Improvements
- 





Questions?



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S C H O O L S



THANK YOU



B E N D
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SCHOOLS



ARTICLE 16
WORKDAY

16.1. General Provisions

16.1.1. Full Time Certified Employees

1.0 Full Time Equivalent (FTE) Certified Employee's normal day shall be eight (8) hours. The workday shall include:

16.1.1.1. Not less than a thirty (30) minute duty-free lunch period during which Certified Employees may leave the building without permission. The length of lunch in schools with more than one lunch period shall be the same. The lunch period shall not be reduced by passing time.

16.1.1.2. A regularly scheduled amount of time before and after the pupils' day at each school.

16.1.2. Part Time Certified Employees

16.1.2.1. Part time Certified Employees shall be defined as employees having FTE greater than or equal to 0.5 FTE but less than 1.0 FTE.

16.1.2.2. Part time Certified Employees shall have their total instructional and non-instructional time pro rated proportional to their FTE percentage. Attendance at SIW, professional development, staff, or committee meetings out side of the part time Certified Employee's regular workday shall be voluntary and compensated.

16.1.2.3. Certified Employees at or above .75 FTE shall be scheduled not less than a thirty (30) minute duty-free lunch period during which they may leave the building without permission.

16.1.2.4. Part Time Certified Employee shall be provided a regularly scheduled amount of time before and after the Certified Employee's student contact time at each school.

16.1.2.5. The District shall provide a schedule identifying all applicable general provisions of a part-time employee's workday no later than the employee's first student contact day. A part-time Certified Employee may request a meeting with their supervisor to discuss possible adjustments to the work schedule.

16.1.3. Certified Employees who agree to supervise any classes/sections or portions of a class/section beyond that employee's typical assignment/schedule shall be paid their per-diem rate.

16.1.4. The District may adjust the normal workday during the District Calendared inservice week and for conferences. After conferring with the Association, the District may modify the normal workday for purposes of conferences by extending the workday on a given day as long as equal time is scheduled as comp time in close proximity to the longer day.

16.1.5. If district-wide or grade level/department meetings occur outside of or extend beyond the Certified Employee's workday and their work hours have not been adjusted, then attendance of the employees is voluntary. Employees are free to leave the meeting at the conclusion of their work hours. Upon request of employees, the District agrees to provide all pertinent information to the Certificated Employees who leave the meeting prior to the conclusion of the meeting. As a professional courtesy and when possible, an employee will endeavor to give prior notice to the appropriate person of a need to leave before the conclusion of the meeting.

- 16.1.6. Each school site will develop and communicate a process for building a main schedule which will include feedback and participation from Certified Employees.
- 16.1.7. A Certified Employee may request a problem-solving meeting with the site administrator to address atypical workload concerns and possible solutions. Possible solutions may include, but are not limited to, compensation at an employee's per diem hourly rate, release time, or redistribution of workload.

16.2. **Full Time Classroom Teachers**

- 16.2.1. Classroom teachers include all grade level, content area, and co-curricular teachers, including but not limited to elementary teachers of music, physical education, STEAM, and art.
- 16.2.2. Beyond scheduled School Improvement Wednesday (SIW) sessions, certified employees with full-time classroom responsibilities shall be required to attend no more than
 - 16.2.2.1. Seventy-five (75) minutes of staff meetings per month;
 - 16.2.2.2. Ninety (90) minutes of building committee meetings per month; and
 - 16.2.2.3. Forty-five (45) minutes of Professional Learning Community (PLC) or Multi-Tiered Systems of Support (MTSS) meetings per week.

16.2.3. **High Schools**

- 16.2.3.1. No more than three hundred (300) minutes of student instructional time per day.
- 16.2.3.2. Not less than one (1) daily preparation time equal in length to a normal class period. Preparation periods shall not be reduced by passing time. Weeks shortened by holidays, participation in trainings, inclement weather, emergency closure, or other extraordinary circumstances may result in diminished prep time.
- 16.2.3.3. Supervision duty shall be limited to an annual average of fifty (50) minutes per week on a rotational basis. Supervision duty maximums shall include passing period duty assignments.
- 16.2.3.4. For any required and regularly scheduled Advisory program, the District will provide appropriate curriculum.

16.2.4. **Middle Schools**

- 16.2.4.1. No more than three hundred (300) minutes of student instructional time per day, with no more than seven (7) class periods including advisory.
- 16.2.4.2. Not less than one (1) daily preparation time equal in length to a normal class period. Preparation periods shall not be reduced by passing time. Weeks shortened by holidays, participation in trainings, inclement weather, emergency closure, or other extraordinary circumstances may result in diminished prep time.
- 16.2.4.3. Supervision duty shall be limited to an annual average of fifty (50) minutes per week on a rotational basis. Supervision duty maximums shall include passing period duty assignments.
- 16.2.4.4. For any required and regularly scheduled Advisory program, the District will provide appropriate curriculum.

16.2.5. Elementary Schools

- 16.2.5.1. For a typical five-day school week, a minimum of three hundred eighty-five (385) minutes preparation time per week, including a period of at least thirty (30) minutes duration per day, uninterrupted, within the student day for grades K-5. Within the three hundred eighty-five (385) minutes per week, there shall be a minimum of three (3) forty-five (45) minute uninterrupted preparation periods. Weeks shortened by holidays, participation in trainings, inclement weather, emergency closure, or other extraordinary circumstances may result in diminished prep time.
- 16.2.5.2. No more than forty-five (45) minutes of supervision duty per day.
- 16.2.5.3. No less than one (1) fifteen (15) minute duty-free relief period for grades K-5 each day. A second fifteen (15) minute relief period shall be scheduled each day for grade K-5 teachers; however, supervision of this period may be required on a rotational basis by the teachers. Relief periods shall typically be provided on full-length school days within the student contact day. The relief periods shall not be reduced by "passing time".
- 16.2.5.4. Kindergarten Staff: No later than the first week of April, building administrators will convene their Kindergarten staff to develop a plan for transitioning students into Kindergarten. During the first week of school, there will be two days provided for transitioning students into the Kindergarten setting. In most cases, half of the students will attend on one day and the other half of the students will attend on the other.

The district will provide substitute release time or compensation for preparation for, as well as attendance at ECSE meetings. Kindergarten teachers who are required to attend ECSE meetings will be compensated at the certified employee's per diem rate unless a substitute is provided to allow for such meetings to occur within the workday. If the certified employee volunteers to attend such a meeting outside of the workday, such member shall be compensated at their per diem hourly rate.

- 16.2.5.5. Co-Curricular Educators, including but not limited to physical education, music, STEAM, and art teachers: These Certified Employees are excused from attending weekly site level PLC/MTSS meetings to plan for programming.

In the event that a co-curricular class is created by combining students from more than one general education classroom (i.e. fractional class) is necessary, the impacted Certified Employee and the administrator will schedule a problem-solving meeting to discuss the need and possible alternative solutions and class makeup.

- 16.2.6. If due to lack of revenue, it becomes necessary to increase instructional time for elementary teachers, the District agrees to notify the Association not less than thirty (30) days prior to this increase and agrees to discuss how lost preparation time will be rescheduled within the workday.

16.3. Full Time Specialists

- 16.3.1. Specialists shall be defined as Certified Employees other than classroom teachers. They include, but are not limited to, learning specialists, language specialists, interventionists, school psychologists, speech pathologists, counselors, media specialists, social workers, graduation coaches, nurses, and student success instructors and coordinators.

- 16.3.2. The total minutes provided above in Section 16.2., including preparation time, supervision duty, and breaks, will apply to specialists. Full time specialists who are unable to take duty-free breaks during passing periods may schedule two (2) fifteen (15) minute duty-free relief periods per day.
- 16.3.3. Learning specialists, language specialists, school psychologists, speech pathologists, counselors, social workers, and student success instructors and coordinators, when assigned case management responsibilities, shall be scheduled for no fewer than two hundred fifteen (215) minutes per week in blocks of time of no less than thirty (30) minutes for these responsibilities. Atypical weeks, including but not limited to those shortened by holidays, participation in trainings, and inclement weather, may result in diminished case management time.
- 16.3.4. With the approval of their supervisor, specialists who assist with crises at site(s) other than their assigned site(s) will be compensated for time at the non-assigned site at the Certified Employee's hourly per diem rate.
- 16.3.5. When a substitute is not available for a specialist's extended absence and the district elects to assign some or all of the duties to another specialist, redistribution of case load and responsibilities will be considered by the supervisor. If case load redistribution is not practicable within the workload for this position, another specialist will be compensated for additional responsibilities assigned during the absence. The employee, supervisor, and Association will confer on workload assignment and compensation.
- 16.3.6. Learning specialists shall be allowed up to a total of two (2) paid release days per school year for the purpose of case management responsibilities.

16.4. **Itinerant Certified Employees**

- 16.4.1. Itinerant Certified Employees shall be defined as employees that serve more than a single site.
- 16.4.2. In addition to the applicable provisions outlined in this article, itinerant Certified Employees that work at more than one site in a given workday shall be provided a minimum of twenty (20) minutes for travel time between each site in addition to the time provided for preparation, lunch, and breaks.
- 16.4.3. Itinerant Certified Employees' prep time may be met by the weekly or rotational average. Itinerant Certified Employees whose assignments are split between two different instructional levels (i.e. middle school/high school) will develop a schedule with their administrators that includes an appropriate amount of prep time to their FTE. This schedule shall be reviewed and approved by the District and in consultation with the Association.
- 16.4.4. Itinerant Certified Employees will not be assigned supervision duties.

ARTICLE 18
LEARNING ENVIRONMENT

The parties agree that safety and fostering appropriate and safe student behaviors are important priorities, requiring mutual efforts to ensure a safe learning environment. All staff share in the responsibility for the well-being of all.

- 18.1 Building administrators will work collaboratively with the Certified Employees assigned to their site to review and establish Learning Environment expectations that are consistent with District policy. This shall include the establishment of expectations and guidelines as well as procedures for responding to both specific and general disciplinary matters at the building levels. In the fall and regularly throughout the year, building administrators shall communicate and review Learning Environment expectations with students, families, and staff.
- 18.2. Reports of student behavior concerns submitted in writing to the administrator, or their designee will be responded to in writing as soon as reasonably possible unless the employee has requested a response within two (2) student contact days of submission. The response will include proposed next steps for supporting the student(s) to ensure safety and well-being of all present in the educational environment.
- 18.3. When, in the opinion of the Certified Employee, a student's behavior poses an immediate threat to the health, safety, or welfare of others, an administrator or their designee shall respond immediately to the situation. If the Certified Employee communicates to the administrator a desire for a conference with the administrator and/or student before the student is returned to the classroom, then the administrator or designee shall ensure the conference is scheduled and a short-term plan is established for use until all appropriate stakeholders can meet to discuss additional supports.
- 18.4. When, in the opinion of the Certified Employee, a student's behavior significantly disrupts the learning environment, the Certified Employee shall be authorized to remove the student. Before the student is returned to class, the Administrator or their designee shall confer with the Certified Employee to determine when the student shall be returned to the learning environment.

The Certified Employee may submit a collaborative meeting request, in order to develop and implement a plan that assures the learning environment of all. That plan will be developed with the student, guardian, impacted staff, and site Administrator. The meeting shall be scheduled as soon as practicably possible. If the parent or guardian is unavailable to attend, the meeting shall proceed as scheduled. If the availability of these parties prevents an immediate meeting to develop and/or review such a plan, the Administrator will arrange an alternative learning space until the meeting is held.

- 18.5. The Culture and Climate Task Force shall include balanced representation of Certified Employees, Classified Employees, Building Administrators, and District-level Administrators. The Association shall appoint half of the Certified Employee representatives. The task force shall annually review and establish, if needed, procedures related to school safety and communication to Certified Employees, which will provide for a uniform awareness by staff throughout the District. The District and Association shall jointly provide regular updates from the Task Force to internal stakeholders.