



Bend-La Pine Schools School Board Regular Meeting Agenda

October 11, 2022, 5:30 PM

Location:

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

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| 1. | <u>Call to Order</u> | | |
| | Speaker(s): Chair Barnes Dholakia | | |
| 2. | <u>Pledge of Allegiance</u> | | |
| | Speaker(s): Chair Barnes Dholakia | | |
| 3. | <u>Review of Agenda</u> | | 4 |
| | Speaker(s): Chair Barnes Dholakia | | |
| | Description: Any changes to the Agenda after posting on October 7, 2022, are shown below. | | |
| | Attachments: | | |
| | 10.11.22 - Agenda para reunión regular del Consejo Escolar - BORRADOR | | 4 |
| 4. | <u>District Recognitions</u> | | |
| | A. Champion for Students Award | | |
| | Speaker(s): Superintendent Cook | | |
| 5. | <u>Public Comment</u> | | 6 |
| | 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 October 10, 2022. | | |
| | Attachments: | | |
| | 10.11.22 Public Comment | | 6 |
| 6. | <u>Consent for Action</u> | | |
| | 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 | | 7 |
| | Description: September 13, 2022, Regular Board Meeting; September 27, 2022, Board Work Session; and October 4, 2022, Special Board Meeting | | |
| | <i>Reference: ORS 192.650 and ORS 332.057</i> | | |
| | Attachments: | | |
| | 9.13.22 Minutes - DRAFT | | 7 |
| | 9.27.22 Minutes - DRAFT | | |
| | 10.4.22 Minutes - DRAFT | | |
| | B. Approval of Personnel Recommendations | | |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------|-----|
| Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements | |
| <i>Reference: ORS 332.505</i> | |
| Attachments: | |
| Certified Board Report 10.11.22 | 18 |
| Classified Board Report 10.11.22 | 20 |
| 7. Reports | |
| A. Finance Report | 23 |
| Speaker(s): Leah Bibeau, Finance Director | |
| Description: Finance Report 1 of 4 for the year | |
| Attachments: | |
| Financial Statements October 2022 | 23 |
| B. College and Career Readiness | 25 |
| Speaker(s): Deputy Superintendent Nordquist | |
| Attachments: | |
| Presentation: Limitless Futures | 25 |
| Presentación: Futuros ilimitados | 62 |
| 1. CTE Programs | 99 |
| Speaker(s): Stephen Duval, Director of College and Career Readiness | |
| Attachments: | |
| Executive Summary Career and Technical Education (CTE) Update | 99 |
| 2. Advanced Placement (AP), International baccalaureate (IB), and Dual Credit Programs | 100 |
| Speaker(s): Katie Legace, Executive Director of High Schools | |
| Attachments: | |
| Executive Summary AP, IB, and Dual Credit | 100 |
| C. Division 22 Assurances | 101 |
| Speaker(s): Deputy Superintendent Nordquist | |
| Attachments: | |
| Executive Summary Division 22 Standards | 101 |
| BLS Compliance Report-Oregon Public Schools Standards | 102 |
| Presentation: BLS Equity Coalition | 112 |
| Presentación: BLS Equity Coalition | 117 |
| D. Chair Report | |
| Speaker(s): Chair Barnes Dholakia | |
| E. Superintendent's Report | |
| Speaker(s): Superintendent Cook | |
| 8. Action Items | |
| A. Board Member Zones | 122 |
| Speaker(s): Chair Barnes Dholakia | |
| Attachments: | |
| Executive Summary Board Member Zones | 122 |
| 1938-District School Board Zones | 123 |
| B. Juul Litigation | 124 |
| Speaker(s): Superintendent Cook | |
| Attachments: | |
| Executive Summary Juul Litigation | 124 |
| C. Board Policies for Action | 126 |
| Speaker(s): Chair Barnes Dholakia | |
| Description: Board Policies that require School Board approval. | |
| Attachments: | |
| Executive Summary Board Policies for Adoption | |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| AC-BP: Nondiscrimination - draft 9.2022 | 128 |
| GBEA-BP: Workplace Harassment - draft 9.2022 | 134 |
| GBN/JBA-BP: Sexual Harassment - draft 9.2022 | 137 |
| GBNAA/JHFF-BP: Suspected Sexual Conduct with Students & Reporting Requirement - draft 9.2022 | 145 |
| GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements - draft 9.2022 | 148 |
| JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence - STUDENT - draft 9.2022 | 151 |
| Board Ends - draft 10.11.22 | 156 |
| 9. <u>Discussion</u> | |
| A. Board Policies in Review | 158 |
| Speaker(s): Chair Barnes Dholakia | |
| Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. | |
| Public feedback regarding the policies in review is accepted beginning Wednesday, October 12, 2022, through Tuesday, October 25, 2022, via Google Form. | |
| Attachments: | |
| Executive Summary Board Policy for Review | 158 |
| JG-BP: Student Conduct and Discipline - draft 10.2022 | 159 |
| 10. <u>Administrative Policy and Regulation Report</u> | |
| Speaker(s): Chair Barnes Dholakia | |
| A. Administrative Policies and Regulations in Review | 166 |
| 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, October 12, 2022, through Tuesday, October 25, 2022, via Google Form. | |
| Attachments: | |
| Executive Summary Administrative Policies and Regulations for Review | 166 |
| IGBI-AP: Bilingual Education - draft 9.29.22 | 167 |
| IGBI-AR: Bilingual Education - draft 10.2022 | 168 |
| B. Administrative Policies and Regulations for Adoption | 170 |
| Speaker(s): Superintendent Cook | |
| Description: List of Administrative Policies and/or Regulations that the District is adopting. | |
| Attachments: | |
| Executive Summary Administrative Policies and Regulations for Adoption | 170 |
| AC-AR: Discrimination Complaint Procedure - draft 9.2022 | 172 |
| GBEA-AR: Workplace Harassment Reporting Procedure - draft 9.2022 | 178 |
| GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Reporting Procedures - STAFF - draft 9.2022 | 181 |
| GBNAA/JHFF-AR: Suspected Sexual Conduct Report Procedures - draft 9.2022 | 185 |
| GBNAB/JHFE-AR: Reporting of Suspected Child Abuse - draft 9.2022 | 187 |
| 11. <u>Board Comments</u> | |
| Description: An opportunity for board members to provide comments or reflections. | |
| 12. <u>Adjourn</u> | |
| Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for November 8, 2022. | |



Escuelas de Bend-La Pine Agenda para reunión regular del Consejo Escolar

11 de octubre del 2022, 5:30 PM

Lugar:

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

1. **Apertura de la reunión**
Ponente: Presidenta Barnes Dholakia
2. **Juramento a la bandera**
Ponente: Presidenta Barnes Dholakia
3. **Revisión de la agenda**
Ponente: Presidenta Barnes Dholakia
Descripción: Todos los cambios a la agenda después de publicarse el 7 de octubre del 2022 se muestran abajo.
4. **Reconocimientos del distrito**
 - A. Premio Campeón para Estudiantes
Ponente: Superintendente Cook
5. **Comentarios públicos**
Ponente: Presidenta Barnes Dholakia
Descripción: Este es el tiempo designado para que las personas aborden al consejo. Los comentarios públicos se aceptan a través de Google Form hasta las 5:00 pm del 10 de octubre del 2022.
6. **Consentimiento para la acción**
Ponente: Presidenta Barnes Dholakia
Descripción: Los temas de rutina por naturaleza se colocan en la agencia de consentimiento. Cualquier tema colocado en el consentimiento para la acción puede removerse a petición de cualquier miembro del consejo al momento de tomarse una votación. Todos los temas restantes del consentimiento para la acción después se remueven de una sola vez.
 - A. Aprobación de actas de la reunión
Descripción: 13 de septiembre del 2022, Reunión regular del consejo
Referencia: ORS 192.650 y ORS 332.057
 - B. Aprobación de recomendaciones del personal
Descripción: Contrataciones recomendadas para el personal administrativo, con licencia, clasificado y confidencial, renuncias y jubilaciones *Referencia: ORS 332.505*
7. **Reportes**
 - A. Reporte financiero
Ponente: Leah Bibeau, Directora de Finanzas
Descripción: Reporte financiero 1 de 4 para el año incluyendo una actualización de inscripciones.
 - B. Preparación para Universidades y Carreras
Ponente(s): Superintendente Adjunta Nordquist

1. Programas de CTE
Ponente(s): Stephen DuVal, Director de Preparación para Universidades y Carreras
2. Colocación avanzada (AP), bachillerato internacional (IB) y programas de créditos duales
Ponente(s): Katie Legace, Directora Ejecutiva de Escuelas Preparatorias

- C. Garantías de la División 22
Ponente(s): Superintendente Adjunta Nordquist
- D. Actualización sobre Cuenta de Inversiones de Estudiantes (SIA)
Ponente(s): Superintendente Cook
- E. Reporte del presidente
Ponente(s): Presidenta Barnes Dholakia
- F. Reporte del Superintendente
Ponente(s): Superintendente Cook

8. **Propuestas de acción**

- A. Zonas de los miembros de la junta
Ponente(s): Presidenta Barnes Dholakia
- B. Litigio Juul
Ponente(s): Superintendente Cook
- C. Políticas de la junta para la acción
Ponente(s): Presidenta Barnes Dholakia
Descripción: Políticas del consejo que requieren la aprobación del consejo escolar.

9. **Discusión**

- A. Políticas del consejo en revisión
Ponente: Presidenta Barnes Dholakia
Descripción: Políticas del consejo, procesos de gobierno, limitaciones ejecutivas, fines del consejo y enlaces del personal del consejo que requieren la revisión del consejo escolar. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del miércoles 12 de octubre del 2022 hasta el martes 25 de octubre del 2022, a través de Google Form.

10. **Reporte de políticas y regulaciones administrativas**

- Ponente:** Presidenta Barnes Dholakia
- A. Políticas y regulaciones administrativas en revisión
Ponente: Superintendente Cook
Descripción: Lista de políticas y/o regulaciones que actualmente están bajo revisión por el distrito. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del miércoles 12 de octubre del 2022 hasta el martes 25 de octubre del 2022, a través de Google Form.
 - B. Políticas y regulaciones administrativas para adopción
Ponente: Superintendente Cook
Descripción: Lista de políticas y regulaciones administrativas que el distrito está adoptando.

11. **Comentarios del consejo**

Descripción: Una oportunidad para que los miembros del consejo provean sus comentarios o reflexiones.

12. **Cierre de la reunión**

Descripción: La reunión se cerrará con la programación de la próxima reunión regular del consejo escolar para el 8 de noviembre del 2022.



PUBLIC COMMENT

October 11, 2022

Non-Agendized Item

1. Michael Millette

- I would like to comment on limitations placed on Middle School attendance at high school sporting events.

2. Matt McDonald

- I would like to address concerns regarding communications with the school district.

3. Nicole Vulcan

- Support for staff and teachers; sharing concerns regarding district communications

4. Bill Haynes

- When do we go back to teaching math and English ect



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: September 13, 2022

Board Members

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

Marcus LeGrand and Carrie McPherson Douglass joined the meeting virtually. Carrie McPherson Douglass left the meeting at 6:44 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 closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on September 9, 2022, are shown below.

Attachments: 9.13.22 - Agenda para reunió'n regular de la junta escolar - RECLUTAR

Discussion: Chair Barnes Dholakia requested that item 8.B. Welcoming Week Proclamation be moved to the next agenda item.

4. Welcoming Week Proclamation

Speaker(s): Chair Barnes Dholakia

Action(s): I move to approve the proclamation to proclaim September 9th through 18th Welcoming Week. This motion, made by Amy Tatom and seconded by Shimiko Montgomery, Carried.

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

Voting Summary: Yea: 6, Nay: 0

Attachments: BLS Welcoming Week Proclamation 2022

Discussion: Chair Barnes Dholakia invited Vice Chair Marcus LeGrand to read the 2022 Welcoming Week Proclamation.

5. **District Recognitions**

A. **Champion for Students Award**

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook presented the Champion for Students award to Michelle Ferk, Bear Creek Elementary Building Engineer, and Tom Meyer, Amity Creek/Education Center Building Engineer, in recognition of their tremendous pride and ownership they take in maintaining their school buildings and for their care, kindness and support they give to students and staff.

6. **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 September 12, 2022.

Attachments: 9.13.22 Public Comment Received

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. She noted three individuals had requested to provide public comment at tonight's meeting.

Rob Ryan was called to the podium, but was not in attendance.

Renee Gonzalez, parent and former BLS employee, thanked the Board and the District for their hard work and dedication. She shared information about the after-school program funded by the Latino Community Association.

Eric Eggers shared his support of the District in their work around staff and student safety and asked for clarification on how social media monitoring works.

Chair Barnes Dholakia requested that Julianne Repman, Director of Communication and Safety, meet with Mr. Eggers after the meeting regarding his safety related questions.

7. **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 Shirley Olson, Carried.

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

Voting Summary: Yea: 6, Nay: 0

A. **Approval of Minutes**

Description: August 8, 2022, Regular Board Meeting and August 16, 2022, Board Retreat

Reference: ORS 192.650 and ORS 332.057

Attachments: 8.9.22 Minutes – DRAFT and 8.16.22 Minutes - DRAFT

B. **Approval of Personnel Recommendations**

Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements

Reference: ORS 332.505

Attachments: Certified Board Report 9.13.22 and Classified Board Report 9.13.22

8. **Reports**

A. **Enrollment Update 2022-2023**

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

Attachments: Enrollment 2022-23 9-13-22

Discussion: Brad Henry, Chief Operations and Financial Officer, shared updated enrollment data as of September 13, 2022. He noted that enrollment is above projection by approximately 40 students and shared that he will report again with updated data at the October regular board meeting. Henry also noted that any changes in FTE will also be shared at the October meeting.

B. Staff Professional Development

Speaker(s): Deputy Superintendent Nordquist

Description: Update on summer learning opportunities for staff

Attachments: Executive Summary Summer Professional Development, Presentation: Summer Professional Development, and Presentación: Desarrollo Profesional de Verano

Discussion: Deputy Superintendent Nordquist introduced Julie Walker and Dean Richards, Directors of Curriculum, Instruction, and Supports; and Kinsey Martin, Director of Diversity Equity and Outreach. It was noted that the presentation format was aligned with the board goals. Walker shared highlights from the annual Innovative Teaching and Learning Conference (ITLC), sharing that the attendance at the conference was the largest the district has seen to date with over 42 sessions led by Bend-La Pine Schools staff, High Desert Education Service District staff, and consultants. Walker also shared highlights from training specific to grades K-5. Richards shared highlights of training specific to grades 6-12 as well as highlights from the Center for Educational Leadership (CEL) training that all administrators will continue to participate in throughout the school year. Martin highlighted the presentation given by Dr. Bettina Love as well as many other trainings that align with the board goal of inclusion, belonging, and wellness. Nordquist reminded the Board that the majority of the training teachers attend is done on an unpaid, voluntary basis.

C. Board Member Zones

Speaker(s): Superintendent Cook

Description: Redistricting of Board Member Zones

Attachments: Executive Summary Board Member Zones, Current - Board Zones overlay with New Voting Precincts, Option A - Board Zones overlay with New Voting Precincts, Option A - Board Zone Summary, Option B - Board Zones overlay with New Voting Precincts, Option B - Board Zone Summary, and Supplemental Documents - Option A & B

Discussion: Superintendent Cook shared that following the redistricting of the county precincts completed in February 2020 by Deschutes County, the zone boundaries of the Board of Directors were reviewed. He reviewed the district's process in completing the project and noted that the district was presenting two options for the Board to consider. Cook recommended that the two options be presented to the public for their feedback until September 30th and that the Board take action on finalizing the new zones at the October 11, 2022, board meeting.

Chair Barnes Dholakia appreciated the work the district has done on the project and highlighted that although the populations are not completely balanced across all five zones, the two options presented guarantee that the representative from Zone 4 will be from the South County area.

Brad Henry shared that development continues to occur across all five board member zones and is expected to continue into the near future. He pointed out the largest developments that he is aware of and noted that although both options are good, he would recommend Option A for board approval. Director Olson shared that although growth is slower in South County, there are developments occurring and growth is happening.

D. Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia noted that, alongside several other board members, she participated in the all-staff Welcome Back on August 31st. She noted that she visited all 33 schools during the first week of school and was happy to see the excitement and joy in the district. Barnes Dholakia shared that the full Board participated in a Board Retreat on August 16th to refine the shared Board and District

goals that will be brought back at a future meeting for review. It was shared that elevating student voice continues to be a priority for the Board. A Superintendent Committee will be formed in the near future with Vice Chair LeGrand, Director McPherson Douglass, and Director Olson serving as advisors.

Director Olson appreciated the opportunity to visit all south county schools during the first week of school and shared the sentiment of happiness being the overall feeling across all schools.

Director Montgomery shared that she visited several schools as well during the first week and loved the opportunities to participate in the classrooms she visited.

Director Tatom noted that she looks forward to opportunities to visit schools this school year.

Vice Chair LeGrand shared that he also visited several schools last week and loved the excitement and energy he experienced.

E. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook gave a shout out to all staff and community partners for their support with the start of school. He shared the importance of lifting up the Mountain View High School community during this difficult time. Cook also shared that this was the first year of a 6th grade only start of middle school, and it was a big success. It was also noted that Realms Middle and High School now share the same campus on Brinson Boulevard and improvements continue to be made to the facility.

Cook noted that the District Reunification Team recently participated in a training in alignment with Standard Response Protocol (SRP). He shared that physical safety training across the district provided by the District Safety Department will be ongoing throughout the year with monthly meetings for principals, assistant principals, campus monitors, and office managers.

In regards to the investigation at High Desert Middle School (HDMS) as a result of the June incident, Cook noted that the investigation was not completed until late summer and he alongside other district staff are working with the HDMS staff and community on restoring connections and reinforcing connections.

Cook shared that the bond is officially on the ballot for the November election. He will soon begin informational presentations throughout the community on the goals of the district and the why behind the bond.

A photo was shared of staff receiving thousands of donated flowers. An anonymous donor donated flowers for all staff at all schools during the first week of school. He thanked the community for their generosity and support.

9. Action Items

A. Supplemental Health Curriculum 2022-23 Adoption

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

Action(s): I move to approve the list of supplementary health curricula as presented. This motion, made by Amy Tatom and seconded by Marcus LeGrand, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Attachments: Executive Summary Supplemental Health Curriculum Adoption and Public Feedback - Supplemental Health

Discussion: Dean Richards, Director of Secondary Curriculum, Instruction, and Systems shared that 21 comments were received from the community on the curricula shared at the last board meeting. As a result of the feedback received, one curricula was removed from the list. Dr. Aimee Snyder, Deschutes County Health, noted that the nutrition module will be reviewed in the near future, noting that it is not currently a state requirement in regards to curriculum. Snyder also shared that in regards to prevention versus harm reduction instruction, prevention instruction is required by the state. The curricula selected by the committee meets the state requirements and has a component of harm reduction built in.

B. OSBA Election

Speaker(s): Chair Barnes Dholakia

Description: Nomination for OSBA Board Position 3, Central Region

Discussion: Chair Barnes Dholakia noted that the Central Region, Board Position 3, on the Oregon Schools Board Association (OSBA) Board of Directors is up for election. The position is currently held by Patti Norris, Crook County School Board Member. There was no interest in putting forth a nomination. Barnes Dholakia noted the Board will continue to support Patti Norris, therefore no action would be taken.

C. At Large Zone 7 Position

Speaker(s): Chair Barnes Dholakia

Action(s): I move to declare the Zone 7 board member position vacant and to adopt the proposed selection process presented. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Discussion: Chair Barnes Dholakie noted that Director Janet Sarai Llerandi Gonzalez had resigned from the Board effective September 10, 2022, due to a move out of the Bend-La Pine Schools jurisdiction. Barnes Dholakia thanked her for her service and wished her the best in her future work and new home.

Barnes Dholakia shared information regarding the vacancy, requirements for application, the full application process, and the timeline for appointment.

10. Discussion

A. Board Policies in Review

Speaker(s): Chair Barnes Dholakia

Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, September 14, 2022, through Wednesday, September 27, 2022, via Google Form.

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

Discussion: Chair Barnes shared that the following board policies were in review: AC-BP: Nondiscrimination, GBEA-BP: Workplace Harassment, GBN/JBA-BP: Sexual Harassment, GBNA/JHFF-BP: Suspected Sexual Conduct with Students and Reporting Requirements, GBNAB/JHFE-BP: Suspected Abuse of Child Reporting Requirements, and JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence. Or Domestic Violence - STUDENT.

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

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

Discussion: Superintendent Cook shared that the following administrative regulations were in review: AC-AR: Discrimination Complaint Procedure, GBEA-AR: Workplace Harassment Reporting and Procedure, GBNA/JHFF-AR: Suspected Sexual Conduct Reporting Procedures & Form, GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures - STAFF, and GBNAB/JHFE-AR: Reporting of Suspected Abuse of a Child.

B. Administrative Policies and Regulations for Adoption

Speaker(s): Superintendent Cook

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

Attachments: Executive Summary Administrative Regulations for Adoption, EBBA-AR: First Aid - draft 8.2022, EBBC-AR: Life-Sustaining Emergency Care - draft 8.9.22, and JHCD-AR: Administration of Medication - draft 8.9.22

Discussion: Superintendent Cook noted that no public comment was received and the following administrative regulations were being adopted as presented: EBBA-AR: First Aid, EBBC-AR: Life-Sustaining Emergency Care, and JHCD-AR: Administration of Medication.

12. Board Comments

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

Discussion: Vice Chair Marcus LeGrand thanked the community, parents, and students for their supports during the first week of school.

Director Montgomery shared that she has been nominated for the 5th congressional seat on the state board of education and that the congressional hearing has been set for later in September.

Chair Barnes Dholakia shared her appreciation for Michael Hicks, Principal Mountain View High School (MVHS), and the staff at MVHS as they go through this difficult time. She thanked all of the School Resource Officers (SRO) for participating in the first day of school photos, as they received the most likes out of any post last week. She also thanked them for being present at all schools and for providing a sense of calm in our community. She appreciated the Restorative Justice and Equity Team for facilitating groups at the presentation with Dr. Bettina Love and for hosting a circle event at Caldera High School tomorrow night. Barnes Dholakia encouraged the community to consider applying for the vacant Zone 7 position and to learn more about the bond.

13. Adjourn

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

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:29 p.m.

Recorded by: Janet Bojanowski, Board Clerk



Bend-La Pine Schools School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: September 27, 2022

Board Members

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

Shimiko Montgomery and Amy Tatom joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion:

The meeting was called to order by Chair Barnes Dholakia at 5:35 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on September 23, 2022, are shown below.

Attachments: 9.27.22 - Agenda de la Sesión de Trabajo - BORRADOR

Discussion: There were no changes to the agenda.

4. Work Session

Description: The Board will focus on key Board work and initiatives.

Attachments: Pre-Reading- The Tyranny of Metrics Ch 1-2 and 15-16

A. System Performance Measures

Speaker(s): Dave VanLoo, Director of School Improvement

Attachments: Presentation: Board Ends September 2022, Presentación: Junta Finaliza Presentación Septiembre 2022, DRAFT Board Ends, and Inferences Activity

Discussion: Dave Van Loo, Director of School Improvement, presented on the Board Ends and recommendations for measuring the goals. Discussion ensued on how the inferences, assumptions, and conclusions people can make based on the data is central to effectively using data and impacts the quality of the evidence. Van Loo provided a draft copy of the Board Ends and noted that the measurements listed are not the only measurements the District will use, but rather those that align best to the goal stated. An inferences activity was provided for the board members to work through each goal and the metrics for measuring each goal using the key questions provided.

Chair Barnes Dholakia noted that the Board of Directors reports to the public and the objectives of solidifying the board goals and measures is to make sure the public knows what the Board is working on in their capacity as elected officials. She reviewed the three goals presented, noting that there are no suggested changes to the first goal. In regards to the second goal, item 2D should be removed and in regards to the third goal, items 3C and 3D should be removed. It was requested that item 3B be split into two parts: absolute data and closing the gap data. The revised document will be presented at the October 11, 2022, business meeting for Board approval.

5. Board Comments

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

Discussion: Chair Barnes Dholakia appreciated the thought partnership with Dave Van Loo over the last three years with the strategic work of the district. She also thanked Superintendent Cook for the thought partnership with his team to get the Board to where they are today in relation to the goals.

Director Shimiko Montgomery shared that last week the Senate voted and confirmed her appointment to the State Board of Education.

6. Adjourn

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

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:55 p.m.

Recorded by: Janet Bojanowski, Board Clerk



Bend-La Pine Schools School Board Special Meeting Minutes

Meeting Location:

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

Meeting Date: October 4, 2022

Board Members

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

Carrie McPherson Douglass and Amy Tatom joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Attachments: 10.4.22 - Agenda - Español - BORRADOR

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:32 p.m. It was noted that Greg Colvin, High Desert Educational Service District (HDES) Legal Counsel, was joining the Board at the dais. ASL interpreter was Kayla Celedon; closed captioning was being provided, as well as a live Spanish interpretation on the BLS School Board YouTube page. She reminded the audience that the special meeting is a hearing between the parties and the Board of Directors alone; no public comment would be accepted.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Action Items

A. Recommendation for Termination

Speaker(s): Superintendent Cook

Action(s): In regards to Mark Schulz, I move to approve Superintendent Cook's recommendation to terminate. This motion, made by Melissa Barnes Dholakia and seconded by Marcus LeGrand, Carried.

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

Voting Summary: Yea: 6, Nay: 0

In regards to Zachary Webb, I move to approve Superintendent Cook's recommendation to terminate. This motion, made by Melissa Barnes Dholakia and seconded by Shirley Olson, Carried.

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

Voting Summary: Yea: 6, Nay: 0

In regards to Kelly Lundy, I move to approve Superintendent Cook's recommendation to terminate. This motion, made by Melissa Barnes Dholakia and seconded by Shimiko Montgomery, Carried.

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

Voting Summary: Yea: 6, Nay: 0

Discussion: Superintendent Cook and Steve Herron, Chief Human Resources Officer, were provided 10 minutes to present the case regarding Dr. Cook's recommendation for termination of Mr. Mark Schulz. Herron presented the full case, noting that the district holds no ill feelings towards the employees before the board. He reviewed the vaccination reporting requirements set forth by the Oregon Health Authority (OHA) Administrative Rule and the timeline of communication between the District and Mr. Schulz.

Mr. Schulz was provided 10 minutes to present his case, during which time he shared his teaching history with Bend-La Pine Schools and his personal reasons for choosing not to comply with the mandate.

Both parties were given opportunities to dispute any factual information shared by the other party. The Board had no clarifying questions. The meeting was recessed for at 5:57 p.m. for an interpreter break and to reset the room for the next hearing.

The meeting reconvened at 5:59 p.m. Superintendent Cook and Steve Herron, Chief Human Resources Officer, were provided 10 minutes to present the case regarding Dr. Cook's recommendation for termination of Mr. Zachary Webb. Herron presented the full case, noting that although much of the presentation would be repetitive, each employee deserved their due process. He reviewed the vaccination reporting requirements set forth by the Oregon Health Authority (OHA) Administrative Rule and the timeline of communication between the District and Mr. Webb.

Mr. Webb was provided 10 minutes to present his case, during which time he shared his history as a student and employee with Bend-La Pine Schools and his personal reasons for not complying with the mandate.

Both parties were given opportunities to dispute any factual information shared by the other party. The Board had no clarifying questions. The meeting was recessed at 6:23 p.m. for an interpreter break and to reset the room for the next hearing.

The meeting reconvened at 6:27 p.m. Superintendent Cook and Steve Herron, Chief Human Resources Officer, were provided 10 minutes to present the case regarding Dr. Cook's recommendation for termination of Mrs. Kelly Lundy. Herron presented the full case, noting that although much of the presentation would be repetitive, each employee deserved their due process. He reviewed the vaccination reporting requirements set forth by the Oregon Health Authority (OHA) Administrative Rule and the timeline of communication between the District and Mrs. Lundy.

Mrs. Lundy was provided 10 minutes to present her case, during which time she shared her history with Bend-La Pine Schools and her personal reasons for not complying with the mandate.

Both parties were given opportunities to dispute any factual information shared by the other party. The Board had no clarifying questions.

Chair Barnes Dholakia reminded the Board that the only question before them tonight were the recommendations for termination and that they would not be hearing any other complaints that were stated during any of the presentations. She asked Superintendent Cook if the District had the ability to put the teachers back into the classrooms if the recommendations for termination were not upheld. Cook shared that if the employees chose to comply with the mandate, they could be returned to a classroom, although they would not be guaranteed their same position. He noted that without submission of the required documentation, the employees would not be able to return to a classroom. Director Shimiko Montgomery asked Steve Herron if the district would still be fined \$500 per day per violation if the employees were returned to the classroom without providing the required documentation. Herron confirmed that the fine was still in effect.

Chair Barnes Dholakia reminded the Board that their role is to ensure that the district is in compliance with laws and regulations and, in her opinion, there is no choice for the Board in this situation. There was no further deliberation by the Board.

4. Adjourn

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

Discussion: Chair Barnes Dholakia adjourned the meeting at 6:52 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: October 4, 2022
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on October 11, 2022. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

| NAME | POSITION | LOCATION | STATUS | HIRE DATE |
|-------------------|-------------------------------------------------|---------------------------|------------------------------------------|------------|
| Angell, Frazier | Certified Teacher Job #5244 | South County | Temporary Full Time | 09/09/2022 |
| Barker, Stephanie | High School PE/Health Job #5271 | Summit High School | Regular Part Time to Temporary Full Time | 08/29/2022 |
| Chancellor, Tracy | Secondary Teacher Mathematics Job #5289 | La Pine Middle School | Temporary Full Time | 09/06/2022 |
| Duckett, Jeffrey | PE/Health/Culinary Teacher Job #5309 | High Desert Middle School | Temporary Full Time | 09/12/2022 |
| Funkhouser, Kate | K-2 Primary Teacher Job #4752 | Bear Creek Elementary | Temporary Full Time | 09/15/2022 |
| Gautreau, Myria | Art Teacher Job #5317 | Summit High School | Regular Part Time to Temporary Full Time | 08/29/2022 |
| Hinman, Zach | Certified Teacher Job #5244 | South County | Temporary Full Time | 09/07/2022 |
| Jordan, Cheryl | Secondary Teacher Job #4818 | La Pine High School | Temporary Full Time | 09/06/2022 |
| Maciel, Christy | Student Success Clinician/Coordinator Job #5321 | Rosland Elementary | Temporary Full Time | 09/28/2022 |
| Moroukian, Joanna | Student Success Coordinator Job #5232 | Elk Meadow Elementary | Temporary Part Time | 09/07/2022 |
| Notari, Debora | Secondary Teacher Job #4817 | La Pine Middle School | Regular Full Time | 08/29/2022 |
| Storey, Kylie | K-2 Classroom Teacher Job #5272 | North Star Elementary | Temporary Part Time | 09/07/2022 |
| Weller, Melissa | Physical Education Teacher Job #5278 | Ponderosa Elementary | Temporary Part Time | 09/26/2022 |

CERTIFIED RESIGNATIONS

| NAME | POSITION | LOCATION | HIRE/RESIGNED DATES |
|---------------------|-----------------------|-----------------------|-------------------------|
| Hildebrand, Rebecca | K-2 Primary Teacher | Highland Elementary | 09/10/1996 – 10/03/2022 |
| Notari, Debora | Language Arts Teacher | La Pine Middle School | 08/28/2017 – 09/30/2022 |



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Bend, Oregon 97703-2699

(541) 355-1100

Fax: (541) 355-1109

CERTIFIED RETIRE/REHIRE

| NAME | POSITION | LOCATION | REHIRED/END DATES |
|------|----------|----------|-------------------|
| | | | |

ADMINISTRATIVE HIRES

| NAME | POSITION | LOCATION | STATUS | HIRE DATE |
|------|----------|----------|--------|-----------|
| | | | | |

ADMINISTRATIVE RESIGNATIONS

| NAME | POSITION | LOCATION | HIRE/RESIGNED DATES |
|------|----------|----------|---------------------|
| | | | |

ADMINISTRATIVE RETIRE/REHIRE

| NAME | POSITION | LOCATION | REHIRED/END DATES |
|------|----------|----------|-------------------|
| | | | |



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October 04, 2022

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on October 11, 2022

Classified Hiring

| Name | Position/Posting No. | Location | Temp/Regular Position | Hire Date |
|--------------------------|---------------------------------|------------------|------------------------------|------------------|
| Adamson, Courtney | Inclusion EA 4994 | Lava Ridge | Reg 6.5 hrs / day | 09/21/22 |
| Barrett, Brittany | Office Manager I 5124 | Marshall/BTA | Temp 8.0 hrs / day | 09/09/22 |
| Bettencourt, Cami | Reception Secretary II 5340 | Mountain View | Temp 7.0 hrs / day | 09/28/22 |
| Brown, Linda | Nutrition Tech II 5277 | Pine Ridge | Temp 3.25 hrs / day | 09/02/22 |
| Bauer-McCarthy, Jennifer | Nutrition Tech II 5277 | Silver Rail | Temp 3.5 hrs / day | 09/02/22 |
| Brinson, Noah | Custodial Crew Rover 5129 | Custodial | Reg 8.0 hrs / day | 09/19/22 |
| Conant, Grey | EA – Inclusion 5145 | REALMS MS | Reg 7.0 hrs / day | 09/07/22 |
| Cox, Jennifer | EA – Child Development 5253 | Bend High | Reg 6.164 hrs / day | 09/21/22 |
| Formigle, Tonka | Bus Driver 5118 | Transportation | Reg 4.0 hrs / day | 09/05/22 |
| Garrett, Michael | Bus Driver 5118 | Transportation | Reg 4.0 hrs / day | 09/14/22 |
| Guthrie, Amy | Nutrition Tech II 5277 | High Lakes | Temp 3.25 hrs / day | 09/02/22 |
| Hackenbruck, Heidi | Counseling Secretary II 5281 | Special Programs | Reg 8.0 hrs / day | 09/12/22 |
| Harris, Justin | EA - Student Success 5073 | Buckingham | Reg 7.0 hrs / day | 10/03/22 |
| Hopkins, Christian | Custodial Services II 5300 | Caldera | Reg 8.0 hrs / day | 09/09/22 |
| Hughes, Claudia | EA – Student Success 5222 | High Desert MS | Reg 7.5 hrs / day | 08/30/22 |



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| | | | | |
|---------------------|-----------------------------------------|---------------------------|------------------------|----------|
| Huisingh, Sharon | EA – Inclusion 4994 | Silver Rail | Reg 6.5 hrs / day | 09/08/22 |
| Humphrey, Zachary | Nutrition Tech II 5277 | Ponderosa | Temp 3.25 hrs / day | 09/02/22 |
| Jameson, Julie | Nutrition Tech II 5277 | W.E. Miller | Temp 3.5 hrs / day | 09/02/22 |
| Janes, Spencer | EA – Student Success 5073 | Westside Village | Reg 7.0 hrs / day | 09/12/22 |
| Jocham, Scott | Bus Driver 5119 | Transportation | Reg 4.0 hrs / day | 09/21/22 |
| Johnson, Kathy | Nutrition Tech II 5277 | Lava Ridge | Temp 3.25 hrs / day | 09/02/22 |
| Kearns, Patrick | EA - Online SS Monitor 5109 | Realms HS | Reg 7.0 hrs / day | 09/07/22 |
| Kelley, Rachel | EA – Instruction 5330 | Juniper | Temp 6.5 hrs / day | 09/23/22 |
| Kennedy, Christina | EA – Student Success 5335 | Sky View | Reg 7.5 hrs / day | 09/20/22 |
| Laya, Shelley | Speech Language Pathology Asst. 5354 | Rosland | Temp 8.0 hrs / day | 08/31/22 |
| Lindstrom, Brittney | EA – Inclusion 4994 | Bear Creek | Reg 6.5 hrs / day | 08/31/22 |
| Liningier, Tamara | Nutrition Server I 5127 | Pacific Crest | Reg 3.75 hrs / day | 09/27/22 |
| Mills, Amy | EA – Instruction 5293 | Ponderosa | Temp 3.75 hrs / day | 09/20/22 |
| Mackie, Michael | Bus Driver 5118 | Transportation | Reg 4.0 hrs / day | 09/07/22 |
| Martinson, Megan | EA – Inclusion 5145 | Pilot Butte | Reg 6.75 hrs / day | 09/26/22 |
| Michaud, Harold | Bus Driver 5118 | La Pine Transportation | Reg 4.0 hrs / day | 09/29/22 |
| Mooney, Madison | EA – Inclusion 4994 | Lava Ridge | Reg 6.5 hrs / day | 09/19/22 |
| Norton, Joy | EA – Inclusion 4995 | Sky View | Reg 7.0 hrs / day | 09/26/22 |
| Perez, George | Translator / Interpreter 4919 | DEI | Reg 8.0 hrs / day | 09/08/22 |
| Reynoso, Peggy | EA – Inclusion 4994 | Cascade | Reg 7.0 hrs / day | 09/26/22 |
| Roberts, Ellery | EA – Inclusion 4994 | High Desert | Reg 7.0 hrs / day | 09/28/22 |
| Roemer, Debra | EA – Student Success 5295 | La Pine Middle | Reg 4.0 hrs / day | 09/26/22 |
| Sabins, Paul | Transportation Specialist 5047 | Transportation | Reg 8.0 / day | 09/19/22 |
| Sarabia, Ricardo | Bus Driver 5118 | Transportation | Reg 4.0 hrs / day | 09/12/22 |



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| | | | | |
|--------------------|-------------------------------------|------------------|------------------------|----------|
| Sawyer, Jennifer | EA – Behavior Support 5176 | Summit | Reg 6.0 hrs / day | 09/23/22 |
| Serrapede, Joseph | Nutrition Specialist III 5259 | Nutrition | Reg 8.0 hrs / day | 09/14/22 |
| Slusher, Lisa | Nutrition Server I 5127 | Pacific Crest | Reg 3.75 hrs / day | 09/20/22 |
| Smith, Summer | Custodial Assistant II 5300 | Bend High | Reg 8.0 hrs / day | 09/12/22 |
| Speck, Laurie | Counseling Secretary II 5279 | Marshall/BTA | Temp 8.0 hrs / day | 09/28/22 |
| Spetic, Michelle | Nurse on Special Assignment 5016 | Special Programs | Temp 8.0 hrs / day | 08/29/22 |
| White, Erica | Nutrition Tech II 5277 | North Star | Temp 7.0 hrs / day | 09/02/22 |
| Wrather, Stephanie | EA – Student Instruction 5266 | Lava Ridge | Temp 3.75 hrs / day | 09/07/22 |
| Youkey, Lydia | EA – Student Instruction 5306 | Lava Ridge | Temp 6.5 hrs / day | 09/29/22 |

Classified Resignations

| Name | Position | Location | Resign Date |
|------------------------|--------------------------|---------------|---------------------|
| Bennet, Timothy | Head Custodian | High Desert | 09/09/15 – 09/20/22 |
| Damboise, Deborah | Nutrition Server I | Highland | 09/20/18 – 10/07/22 |
| Ferris, Amy | EA – Student Instruction | Lava Ridge | 10/02/14 – 09/02/22 |
| Forrester, Dawn | EA - Inclusion | Bend High | 11/02/21 – 09/14/22 |
| Hopkins, Christian | Custodial Crew II | Caldera | 05/03/21 – 10/07/22 |
| Jensen, Jaimie | Nutrition Tech II | Bear Creek | 10/01/21 – 08/12/22 |
| Oram-McWilliams, Alina | Kitchen Manager I | Mountain View | 10/13/08 – 09/23/22 |

Classified Retire-Rehires

| Name | Position | Location | Rehire Date |
|--------------|-------------------|-------------|---------------------|
| Dobson, Dale | Carpentry Foreman | Maintenance | 01/01/23 – 06/30/23 |



Business Office
520 NW Wall Street
Bend, OR 97703

October 4, 2022

To: Dr. Steve Cook, Superintendent

From: Leah Bibeau, Finance Director

RE: Q1 Financial update for FY2022-23

Dr. Cook,

This is the 1st Quarter financial update for the FY 22-23. The financial information is based on actual data through September 30, 2022 with projections to June 30, 2023, the end of the fiscal year. For the 1st quarter where financial trends are difficult to discern many of the projections reflect the adopted budget.

The estimated beginning fund balance in the 1st quarter financial statements is \$16,974,210 about \$1 million more than the adopted budget amount of \$15,900,000 and slightly higher than we projected in the June, 2022 financial update. As discussed in prior meetings, it is intended that this positive variance will help in covering the estimated loss of revenue due to the less than projected enrollment as noted below.

The preparation of the FY2021-22 Annual Comprehensive Financial Report is in process and SSF (Sensiba San Filippo, formerly SGA), the district's auditors are scheduled to begin their field work on October 11, 2022. I do not expect the audit will result in any material changes to the FY2021-22 financial statements and the estimated FY2022-23 beginning fund balance.

Enrollment at October 1, 2022 was slightly below projection and less than enrollment on October 1, 2021. We have adjusted the projected total formula revenue by \$914 thousand to reflect the estimated revenue impact of the lower enrollment. The estimated formula revenue shortfall is partially offset by an increase in anticipated common school fund payment of \$385 thousand. All revenues will be monitored and adjusted as required during FY2022-23.

The projected expenditures in the 1st quarter financial report reflect the adopted budget amount adjusted for expected changes. As is normal, the district is still working thru processing all the staff changes for the year. Therefore, it is particularly difficult for the encumbrance process to accurately calculate the various payroll amounts for the year. The 2nd quarter financial statements should have a more accurate projection for all categories.

We project the 2022-23 ending fund balance to be just under \$11 million, which is about \$400 thousand higher than budget.

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 September 30, 2022 with Year-End Projections
General Fund - Operations Sub-fund
FY 2022-23

| | Adopted Budget | September 2022 | Budget Variance |
|---------------------------------------------------|--------------------|--------------------|------------------|
| Resources: | | | |
| Beginning fund balance | 15,900,000 | 16,974,210 | 1,074,210 |
| Revenue | | | |
| Formula revenue: | | | |
| Tax revenue | 98,145,000 | 98,145,000 | - |
| State school fund | 88,591,870 | 87,678,155 | (913,715) |
| Common school fund | 1,915,241 | 2,300,220 | 384,979 |
| County school fund | 390,000 | 250,000 | (140,000) |
| Total formula revenue | 189,042,111 | 188,373,375 | (668,736) |
| Earnings on investments | 300,000 | 360,000 | 60,000 |
| 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 |
| Total revenues | 194,400,251 | 193,931,515 | (468,736) |
| Total resources | 210,300,251 | 210,905,725 | 605,474 |
| Expenditures: | | | |
| Salaries, payroll costs and benefits: | | | |
| Certified | 63,174,355 | 63,629,290 | (454,935) |
| Classified | 26,483,244 | 26,244,353 | 238,891 |
| Administrators and supervisors | 10,524,978 | 10,657,222 | (132,244) |
| All other salaries | 2,353,157 | 2,726,288 | (373,131) |
| Total salaries | 102,535,734 | 103,257,153 | (721,419) |
| Payroll costs & benefits | 58,046,308 | 57,574,496 | 471,812 |
| Total salaries, payroll costs and benefits | 160,582,042 | 160,831,649 | (249,607) |
| Other operating costs | | | |
| Utilities & purchased services | 21,058,809 | 21,058,809 | - |
| Supplies, texts, tools | 8,162,355 | 8,162,355 | - |
| Equipment | 1,977,440 | 1,977,440 | - |
| Dues, fees and liability insurance | 1,515,600 | 1,515,600 | - |
| Debt service | 750,180 | 680,534 | 69,646 |
| Transfers | 5,738,812 | 5,738,812 | - |
| Total other operating costs | 39,203,196 | 39,133,550 | 69,646 |
| Total expenditures | 199,785,238 | 199,965,199 | (179,961) |
| Excess of revenues over expenditures | 10,515,013 | 10,940,526 | 425,513 |
| Fund balance, ending | 10,515,013 | 10,940,526 | 425,513 |
| As budgeted | | | |
| Contingency | 500,000 | 500,000 | |
| Fund balance | 10,015,013 | 10,440,526 | |
| Fund balance, ending | 10,515,013 | 10,940,526 | |
| Fund Balance as a percent of resources | | | |
| Contingency | 0.2% | 0.2% | |
| Fund Balance | 4.8% | 5.0% | |
| Total reserve | 5.0% | 5.2% | |



Limitless Futures

A showcase of our HS programs

BLP Outcome

Students have a
passion, purpose,
and **plan** for their
future



Highlighting Programs

Career and Technical
Education (CTE)

International

Baccalaureate (IB)

Advanced Placement
(AP)

College Dual Credit



CTE

Career and Technical Education embraces education, passion, and curiosity to fuel the future for Oregon students. CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers.

- ODE



CTE Requirements

Tied to industry standards

Aligned with colleges

Work-based learning experience



Highlights

33 programs

Full programs or
startups

12 programs offer industry
certification

65% of all HS students
earned at least 0.5 credit in
20-21





Bend-La Pine Schools CTE Programs

- Agriculture -
- Automotive -
- Business -
- Computer Science -
- Construction -
- Criminal Justice -
- Culinary -
- Education -
- Engineering -
- Forestry/Nat Resources -
- Graphic Design and Media -
- Health Science -
- Manufacturing Technology -



BEND SENIOR HIGH BEND TECH ACADEMY CALDERA HIGH LA PINE HIGH MOUNTAIN VIEW HIGH REALMS REALMS HIGH SUMMIT HIGH

Pathways to Success

What is CTE?

Our hands-on, engaging Career Technical Education programs help students develop skills and discover pathways to careers they will love. Students enrolled in these courses are on track for high-skill, high-wage, high-demand careers, from health science and forestry to construction and automotive.

By the Numbers

- Bend La Pine has 33 CTE programs across our 7 high school sites
- 65% of all students participated in a CTE course and earned at least 0.5 credits in the 2020-21 school year
- Students who concentrate in CTE have a higher graduation rate than those who do not
- 12 of our programs offer industry certification
- 9 of our programs offer college credit

"In the past decade, Bend-La Pine Schools supported expansion to grow CTE program options in our high schools, as local industries, families, students and colleges understand the value of students gaining hands-on, real-world experience through these programs." - Dr. Steve Cook, Superintendent



CTE PARTICIPATION AND RETENTION RATES, GRADUATES

Race

This tab shows cumulative rates of CTE participation categories for a graduation cohort.

Directions: Select the graduation year, entity type, entity, student group, and learning area below to start exploring. The figures and tables will update based on your selections automatically.

- Participants earned 0.5 or more credits in a program of study.
- Perkins IV concentrators earned 1.0 or more credits in a program of study.
- Perkins V concentrators earned 2.0 or more credits in a program of study.

Graduation year

- 2015/16
- 2016/17
- 2017/18
- 2018/19
- 2019/20
- 2020/21
- 3 years combined (2018/19 through 2020..)

Entity type

-
- Entity**
-

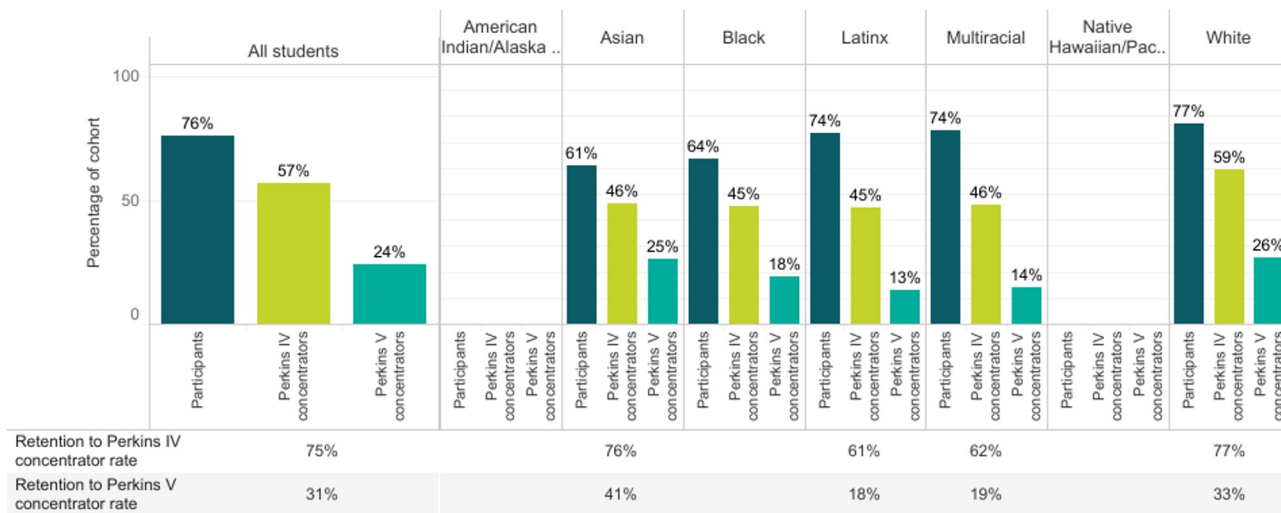
Select groups to compare

- ELL status
- FRPL status
- Gender
- IEP status
- Race/Ethnicity

Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems

Tip: If the page is blank, make sure there is a valid selection made for each drop down.



Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

Gender

This tab shows cumulative rates of CTE participation categories for a graduation cohort.

Directions: Select the graduation year, entity type, entity, student group, and learning area below to start exploring. The figures and tables will update based on your selections automatically.

- Participants earned 0.5 or more credits in a program of study.
- Perkins IV concentrators earned 1.0 or more credits in a program of study.
- Perkins V concentrators earned 2.0 or more credits in a program of study.

Graduation year

- 2015/16
- 2016/17
- 2017/18
- 2018/19
- 2019/20
- 2020/21
- 3 years combined (2018/19 through 2020..)

Entity type

- District
- Entity**
- Bend-LaPine Administrative SD 1

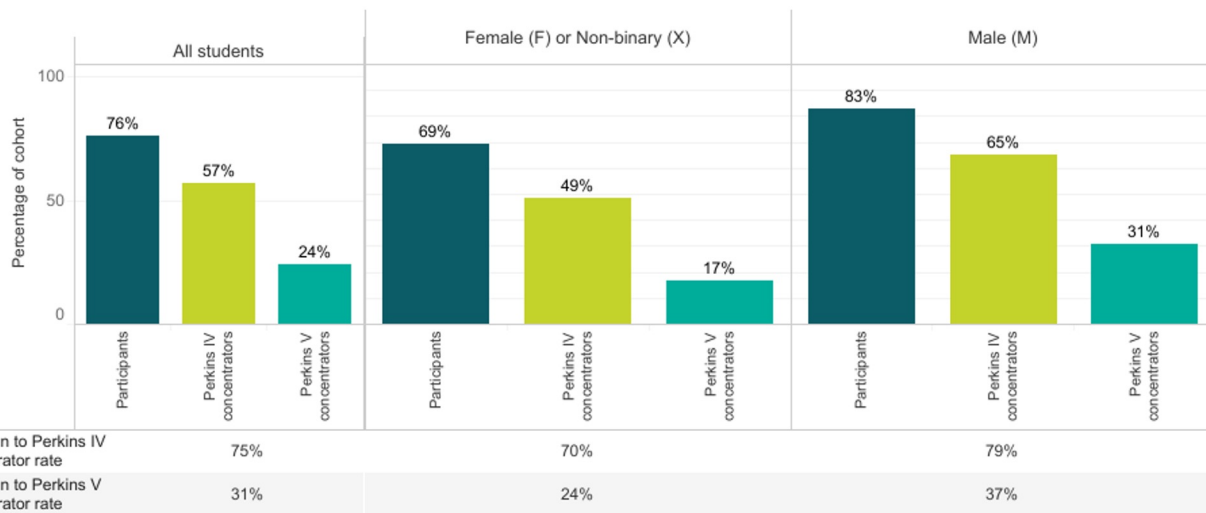
Select groups to compare

- ELL status
- FRPL status
- Gender
- IEP status
- Race/Ethnicity

Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems

Tip: If the page is blank, make sure there is a valid selection made for each drop down.



Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.



CTE PARTICIPATION AND RETENTION RATES, GRADUATES

This tab shows cumulative rates of CTE participation categories for a graduation cohort.

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Graduation year

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Entity type

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- Entity
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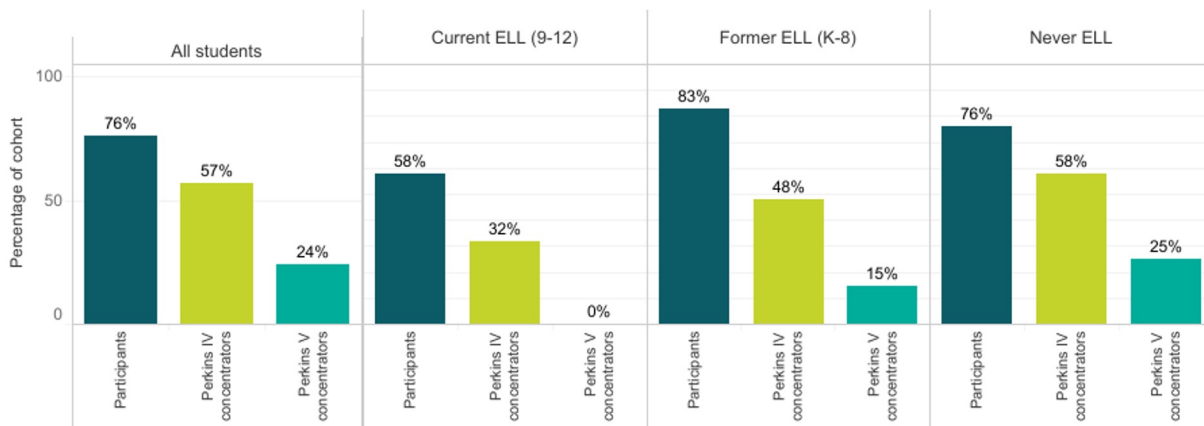
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Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems

Tip: If the page is blank, make sure there is a valid selection made for each drop down.



| | | | | |
|-------------------------------------------|-----|-----|-----|-----|
| Retention to Perkins IV concentrator rate | 75% | 55% | 58% | 76% |
| Retention to Perkins V concentrator rate | 31% | 0% | 18% | 33% |

Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

IEP status

This tab shows cumulative rates of CTE participation categories for a graduation cohort.

Directions: Select the graduation year, entity type, entity, student group, and learning area below to start exploring. The figures and tables will update based on your selections automatically.

- Participants earned 0.5 or more credits in a program of study.
- Perkins IV concentrators earned 1.0 or more credits in a program of study.
- Perkins V concentrators earned 2.0 or more credits in a program of study.

Graduation year

- 2015/16
- 2016/17
- 2017/18
- 2018/19
- 2019/20
- 2020/21
- 3 years combined (2018/19 through 2020..)

Entity type

- District
- Entity
- Bend-LaPine Administrative SD 1

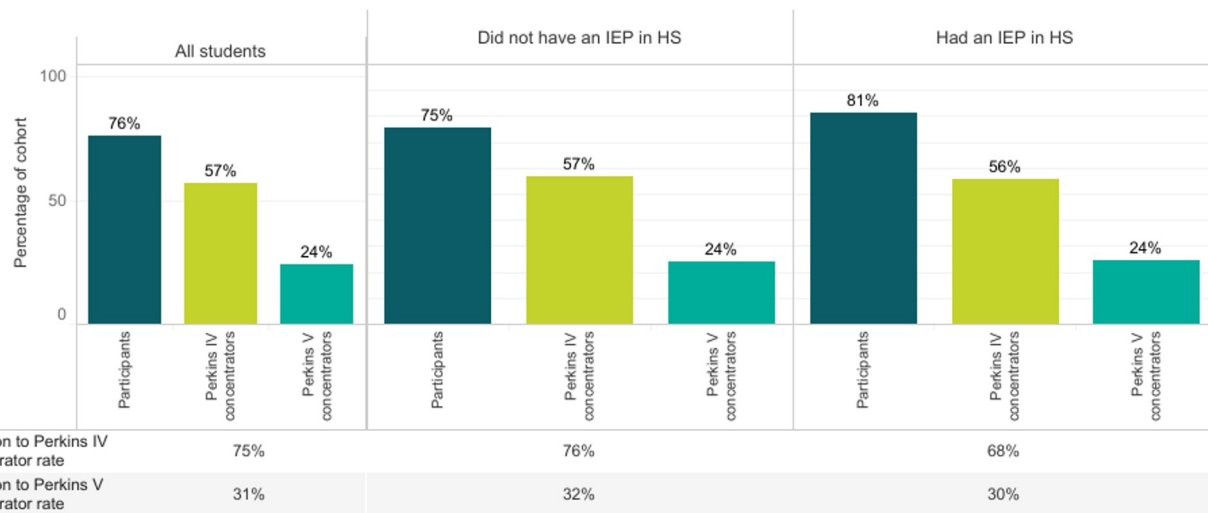
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- ELL status
- FRPL status
- Gender
- IEP status
- Race/Ethnicity

Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
- Business and Management
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Tip: If the page is blank, make sure there is a valid selection made for each drop down.



Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

Middle School

While not technically under the CTE umbrella, our middle sites have many electives that tie directly to their high school counterparts.



CTE Voices

Hear from the staff and students who bring this work to life



International Baccalaureate

The International Baccalaureate (IB) is a global leader in international education—developing inquiring, knowledgeable, confident, and caring young people. Our programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

-ibo.org



IB at BSH

Bend Senior High School is proud to be a part of the IB World School global network of over 3,400 schools that offer the Diploma Programme. At Bend High School, all students can participate in IB courses based on interests and skill level. IB courses are a great way for students to challenge themselves and gain valuable college-level experiences and credit while still in high school.



IB scores and statistics 2022

Total number of registered IB test takers – 159 individuals

Total number of subject exams: 391

Number of IB Diploma candidates – 27

Number of IB teachers – 21

Number of IB sections offered – 46

Total number of IB seats – 1,008 (*junior and senior year*)



Bend High School IB Test results 2022

School wide average IB Exam score: **4.96** out of 7

Schoolwide passing rate: **87%** (global pass rate: 86%)

Percent passing (score of 4 or higher) in each group

English - **100% passing**

Foreign Lang - **100% passing**

Individuals and society - 92.5%

Science - 82%

Math - 81.4% passing



Bend High compared to the rest of the world

IB Worldwide

150 countries

3,090 IB World Schools

87,208 IB Diploma Candidates in the US

Average number of IB Diploma candidates per school: 30.19

Subjects and teachers exceeding the world average

- ❖ **English Lang and Lit HL** – Bowerman (Pressler / Viles)
- ❖ **French SL and HL** – K. Larwin
- ❖ **ESS** – Hutter
- ❖ **Psych HL** – Neil
- ❖ **Psych SL** – Nye
- ❖ **World Religions** – Kurtz-Nicholl
- ❖ **Math Applications SL** – Baker



IB Diploma Class of 2022

26 out of 27 earned an IB diploma **96% pass rate**
(*global pass rate of 85.85%*)

Highest score (*max points is 45*) – **44 points**

****highest point total in Bend High IB history – top 2% !!***

Average points earned for a diploma student – **32.5**
(** minimum to earn the diploma is 25 points*)

16 IB Diploma students beat the world average with scores meeting or exceeding 31.98

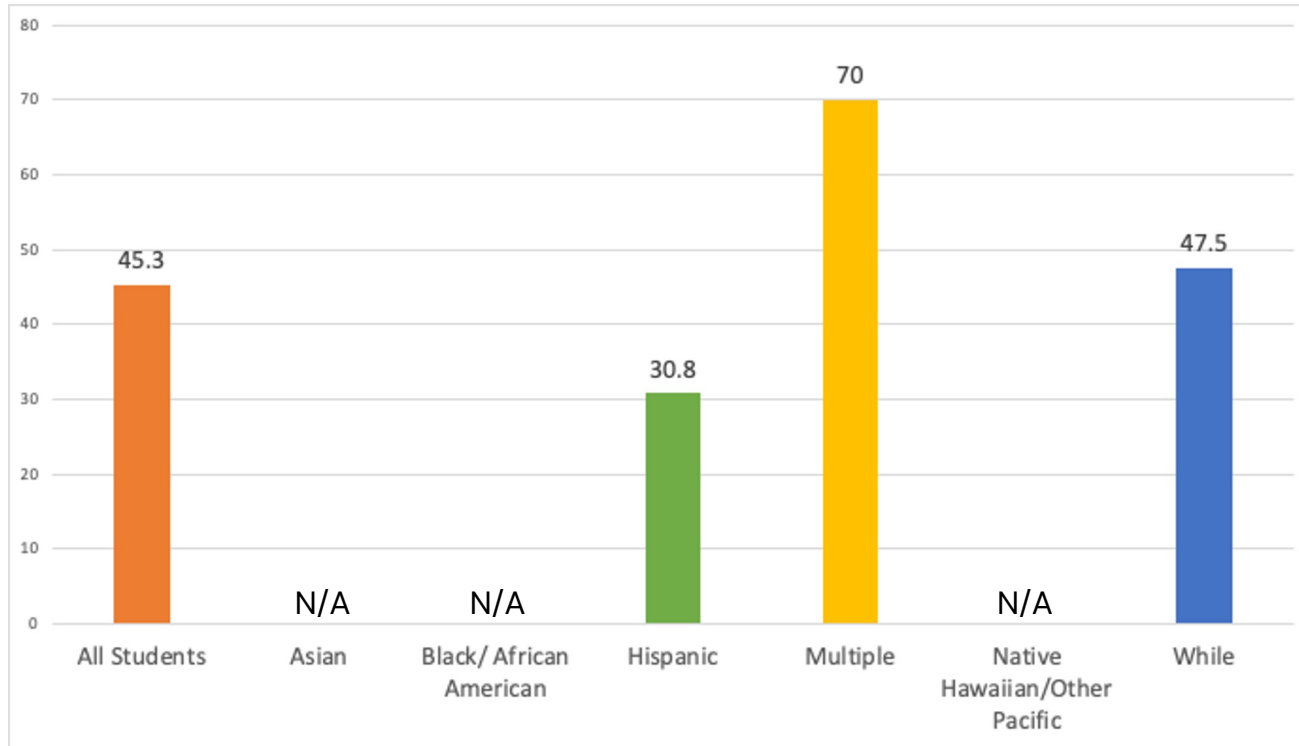
Average IB exam score by an IB Diploma candidate:
5.16



IB Statistics – Graduating class '22

Percentage of Seniors Earned 2+ IB Credits – Ethnicity*

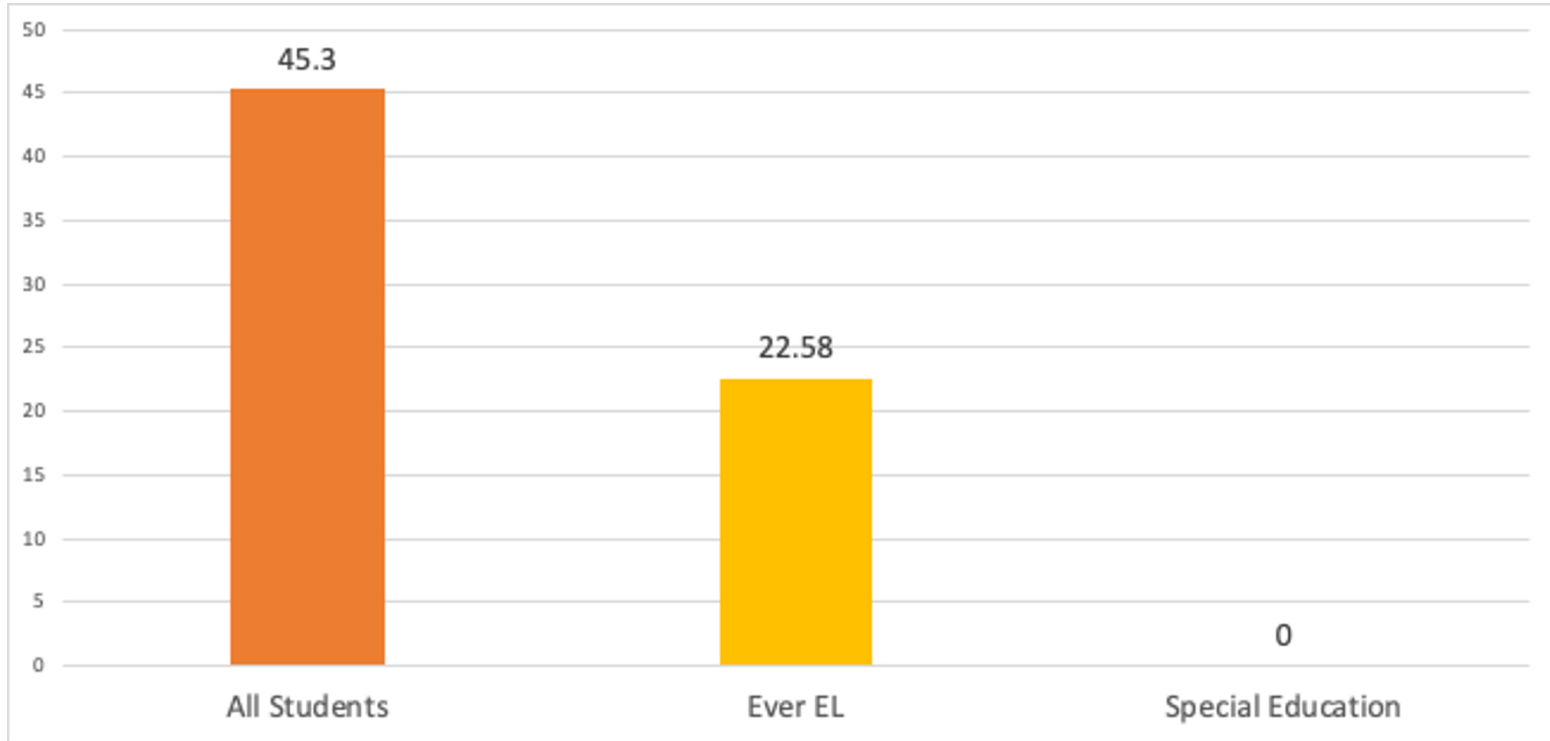
*N/A if n < 10 – Only Bend Senior High



IB Statistics – Graduating class '22

Percentage of Seniors Earned 2+ IB Credits – Ever EL/SPED*

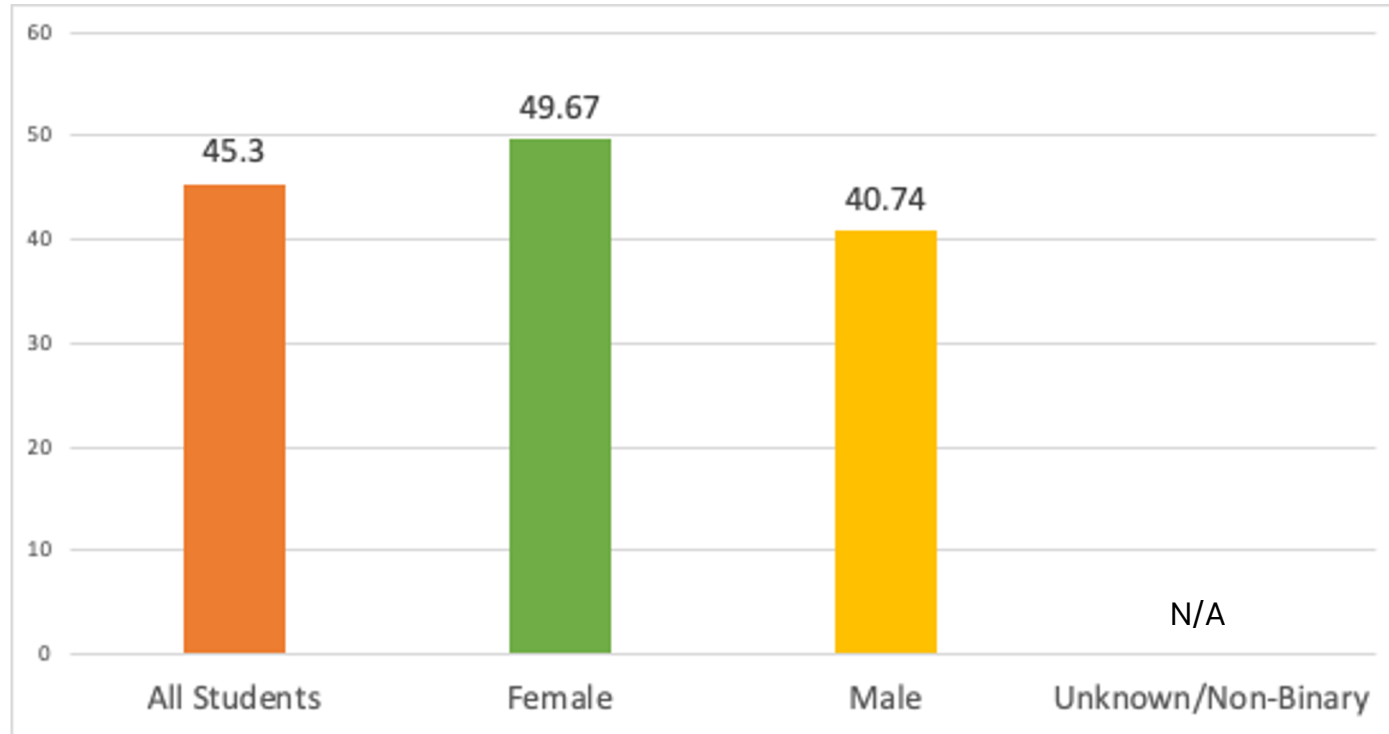
*N/A if n < 10 – Only Bend Senior High



IB Statistics – Graduating class '22

Percentage of Seniors Earned 2+ IB Credits – Gender*

*N/A if n < 10 – Only Bend Senior High



Moving forward

IB DP Class of 2023

- Current student count = **44**

IB DP Class of 2024

- Current student count = **63**



Advanced Placement (AP)

College-level courses
and exams students can
take in high school



AP Overview

22 AP courses offered

Wide variety – not just core

Opportunity to earn college credit

Rigorous coursework

Safe and structured environment which can prepare students for postsecondary success

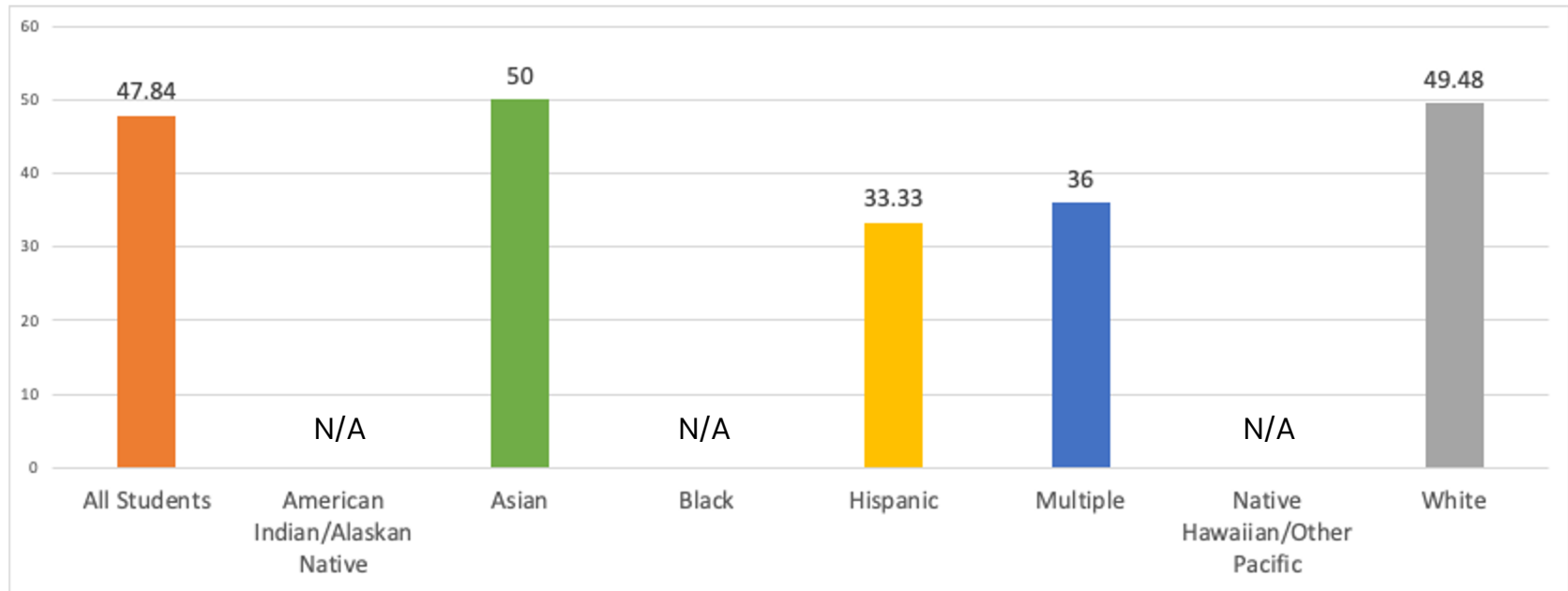
Equal Opportunity Schools – an initiative to recruit and retain our priority populations



AP Statistics – Graduating class '22

Percentage of Seniors Earned 2+ AP Credits – Ethnicity*

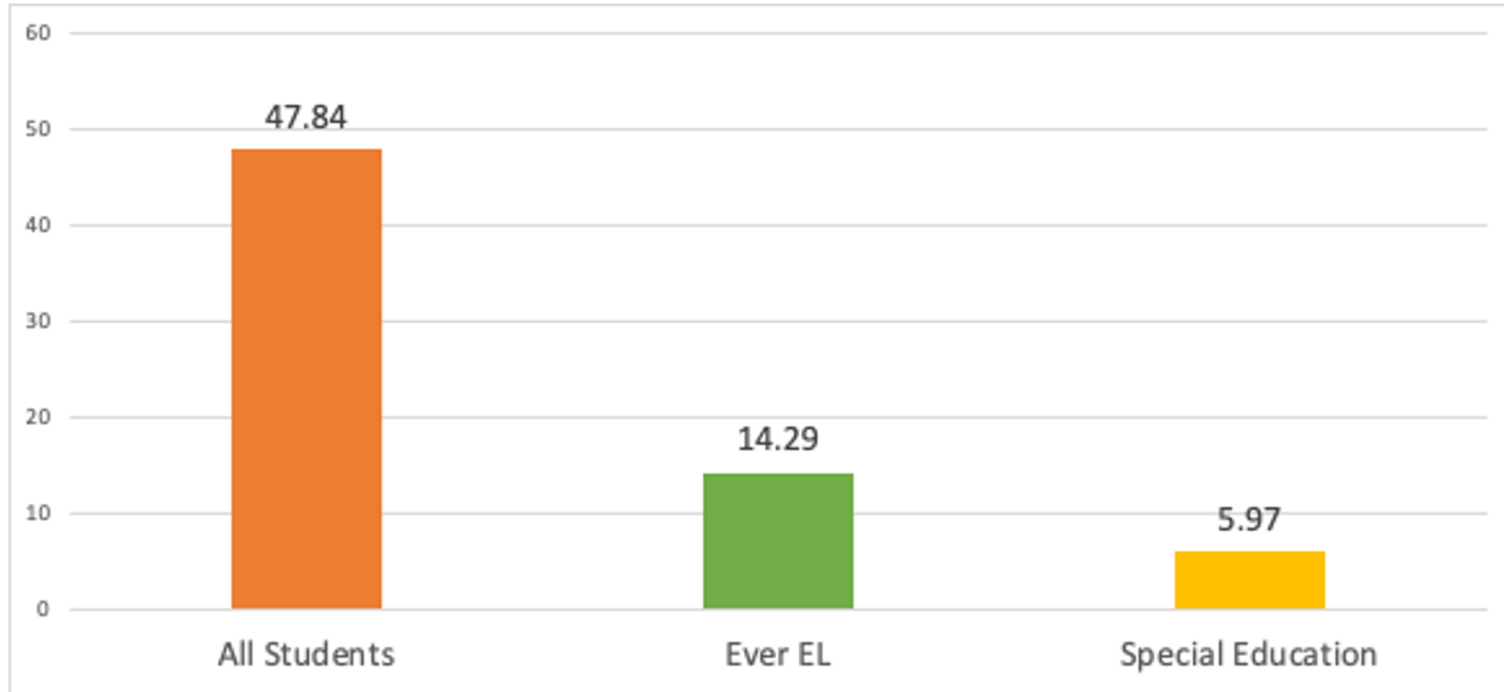
*N/A if n < 10 – All High Schools Except Bend Senior High



AP Statistics – Graduating class '22

Percentage of Seniors Earned 2+ AP Credits – Ever EL/SPED*

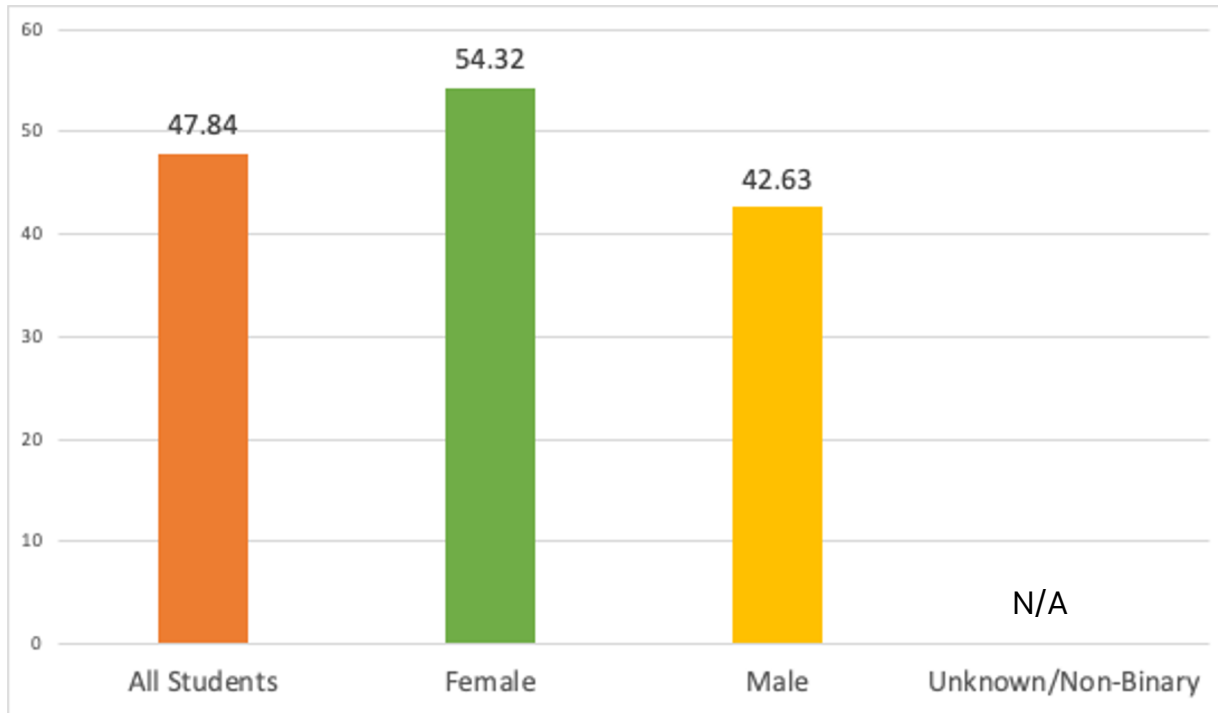
*N/A if n < 10 – All High Schools Except Bend Senior High



AP Statistics – Graduating class '22

Percentage of Seniors Earned 2+ AP Credits – Gender*

*N/A if n < 10 – All High Schools Except Bend Senior High



Celebration

Equity work related to AP and College Dual Credit:

Mountain View High School is in the top 1% in the nation for providing equitable access and retention for priority populations to Advanced Placement/College Dual Credit coursework.



AP Voices

“I found the AP courses to be challenging, and helpful. The workload and more difficult content helped prepare me for the “real college” expectations. Having the option allowed me to challenge myself, with the benefit of potentially saving money on college costs.”

- Cameron Ahern



College Dual Credit

College Dual Credit

Expanded Options

Concurrent Enrollment

Accessible for more students

Meet students where they
are

Pre Calc

Writing 121/122

More course options (CTE,
electives)

Transferrable



Opportunities

60 HS Articulated Courses

CTE

Core

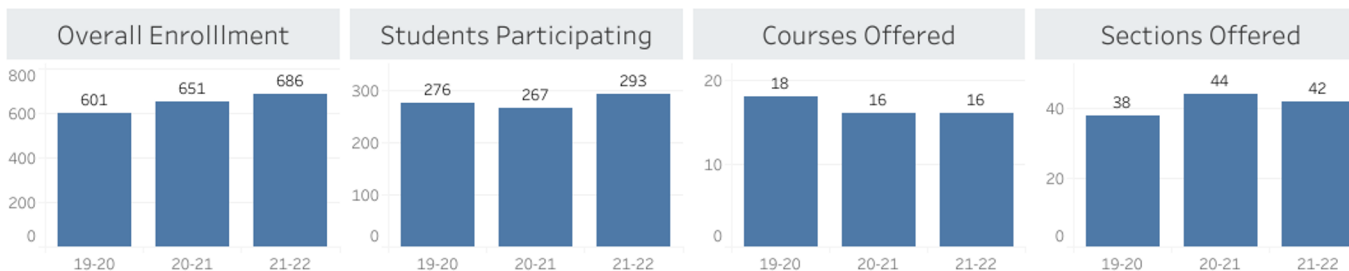
Elective

College Dual Credit

embedded in AP

courses





Sections Offered by Course

| | 19-20 | 20-21 | 21-22 |
|---------|-------|-------|-------|
| MTH 111 | 5 | 5 | 5 |
| MTH 112 | 5 | 5 | 5 |
| WR 121 | 4 | 4 | 4 |
| WR 122 | 4 | 4 | 4 |
| MTH 251 | 2 | 2 | 3 |
| HHP 270 | 2 | 4 | 3 |
| MTH 252 | 2 | 2 | 3 |
| FA 101 | 3 | 2 | 2 |
| HST 202 | | 2 | 2 |
| CJ 220 | 1 | 4 | 2 |
| HST 203 | | 2 | 2 |
| PSY 201 | 2 | 2 | 2 |
| CJ 100 | 1 | 2 | 1 |
| PSY 202 | | 2 | 2 |
| MTH 253 | 1 | 1 | 1 |
| BA 111 | 1 | 1 | 1 |
| MFG 101 | 1 | | |
| ENG 104 | 1 | | |
| ENG 106 | 1 | | |
| CUL 101 | 1 | | |
| BAK 101 | 1 | | |

Course Enrollment

| | 19-20 | 20-21 | 21-22 |
|---------|-------|-------|-------|
| MTH 111 | 117 | 109 | 114 |
| MTH 112 | 76 | 93 | 91 |
| WR 121 | 83 | 76 | 85 |
| WR 122 | 62 | 64 | 71 |
| MTH 251 | 57 | 42 | 53 |
| HHP 270 | 28 | 36 | 48 |
| MTH 252 | 34 | 32 | 42 |
| FA 101 | 37 | 28 | 20 |
| HST 202 | | 33 | 50 |
| CJ 220 | 20 | 40 | 16 |
| HST 203 | | 28 | 41 |
| PSY 201 | 26 | 21 | 15 |
| CJ 100 | 15 | 24 | 16 |
| PSY 202 | | 18 | 9 |
| MTH 253 | 4 | 5 | 8 |
| BA 111 | 4 | 2 | 7 |
| MFG 101 | 11 | | |
| ENG 104 | 10 | | |
| ENG 106 | 7 | | |
| CUL 101 | 6 | | |
| BAK 101 | 4 | | |



Cost Savings

College Dual Credit for COCC: \$25 per credit/\$100 4 credit class/ includes fees and books

COCC: \$136 per credit/\$544 4 credit course

OSU: \$224 per credit/\$896 4 credit class

*does not include fees and books

Financial support for students is available



Student Voices

“I **graduated from MVHS** with 44 college credits, which meant that I was **one credit away from being a sophomore**. These credits helped me to be able to **focus more on my core degree** classes (chemical engineering) vs also taking all the general classes most freshman have to take (such as an art class, some history and general math).”

- Madison Leighton

“Doing college credit gets you ahead of the game once you get to college. It’s helped me **save thousands of dollars** and given me a year’s **head start on my major**. College credits can also come in handy if you ever decide to change your major which over 80% do.”

- Sophia Gonzalez

“College credits have **saved me so much money in the long run**. Just through math credits offered at Mountain View I was able to get out of eight 1st year math credits at Oregon State priced at \$224 per credit.”

- Brenna Popham

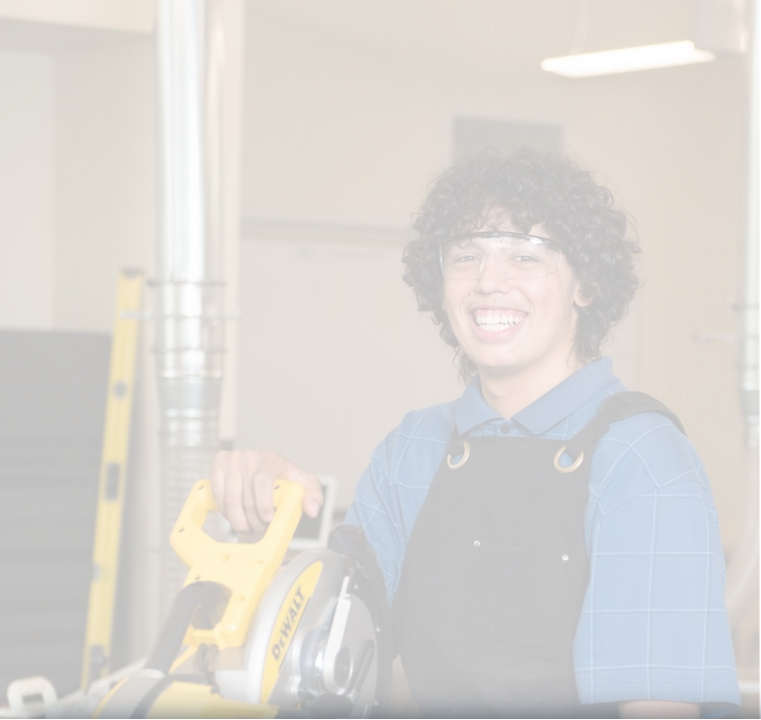


Next Steps

- *Expanding dual credit opportunities across our sites
 - Most transferable type of college credit for students
- *Increase access and retention for our priority populations in rigorous coursework



Questions?
Thank you!



Futuros ilimitados

Un escaparate de nuestros programas de HS

Resultado de BLS

Los estudiantes tienen una **pasión**, un **propósito** y un **plan** para su futuro.



Destacando programas

Educación técnica y profesional (CTE)

Bachillerato Internacional (IB)

Colocación Avanzada (AP)

Crédito dual universitario



CTE

La educación técnica y profesional abarca la educación, la pasión y la curiosidad para impulsar el futuro de los estudiantes de Oregón. Los programas CTE utilizan tecnología del siglo XXI para ayudar a los estudiantes a adquirir habilidades técnicas, prácticas profesionales y conocimientos académicos críticos para el éxito profesional en carreras demandadas y con salarios altos.

– ODE



Requisitos CTE

Atado a los estándares de la industria

Alineado con las universidades

Experiencia de aprendizaje basada en el trabajo



Resaltar

33 programas

Programas completos o
empresa emergente

12 programas ofrecen certificación
de la industria

El 65% de todos los estudiantes de
preparatoria obtuvieron al menos
0.5 créditos en 20-21





Bend-La Pine Schools CTE Programs

- Agriculture -
- Automotive -
- Business -
- Computer Science -
- Construction -
- Criminal Justice -
- Culinary -
- Education -
- Engineering -
- Forestry/Nat Resources -
- Graphic Design and Media -
- Health Science -
- Manufacturing Technology -



BEND SENIOR HIGH BEND TECH ACADEMY CALDERA HIGH LA PINE HIGH MOUNTAIN VIEW HIGH REALMS REALMS HIGH SUMMIT HIGH

Pathways to Success

What is CTE?

Our hands-on, engaging Career Technical Education programs help students develop skills and discover pathways to careers they will love. Students enrolled in these courses are on track for high-skill, high-wage, high-demand careers, from health science and forestry to construction and automotive.

By the Numbers

- Bend La Pine has 33 CTE programs across our 7 high school sites
- 65% of all students participated in a CTE course and earned at least 0.5 credits in the 2020-21 school year
- Students who concentrate in CTE have a higher graduation rate than those who do not
- 12 of our programs offer industry certification
- 9 of our programs offer college credit

"In the past decade, Bend-La Pine Schools supported expansion to grow CTE program options in our high schools, as local industries, families, students and colleges understand the value of students gaining hands-on, real-world experience through these programs." - Dr. Steve Cook, Superintendent



CTE PARTICIPATION AND RETENTION RATES, GRADUATES

This tab shows cumulative rates of CTE participation categories for a graduation cohort.

Directions: Select the graduation year, entity type, entity, student group, and learning area below to start exploring. The figures and tables will update based on your selections automatically.

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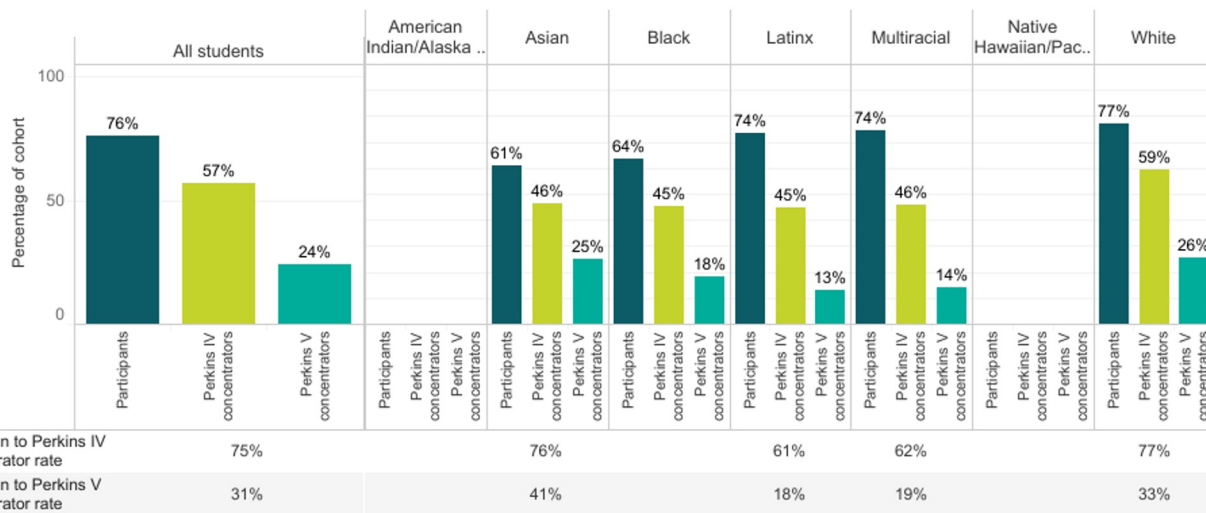
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- Gender
- IEP status
- Race/Ethnicity

Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
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Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

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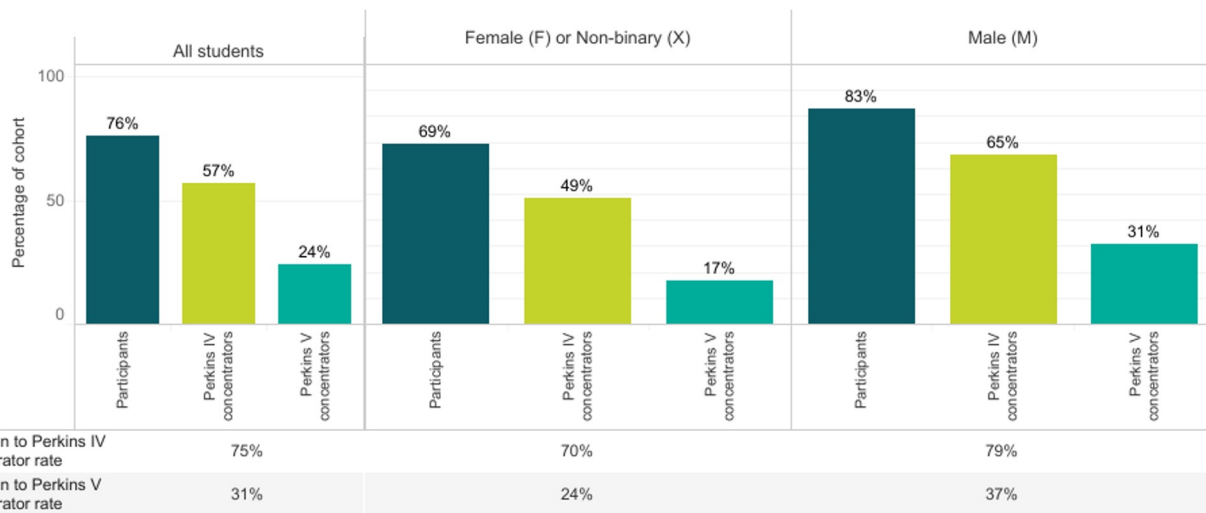
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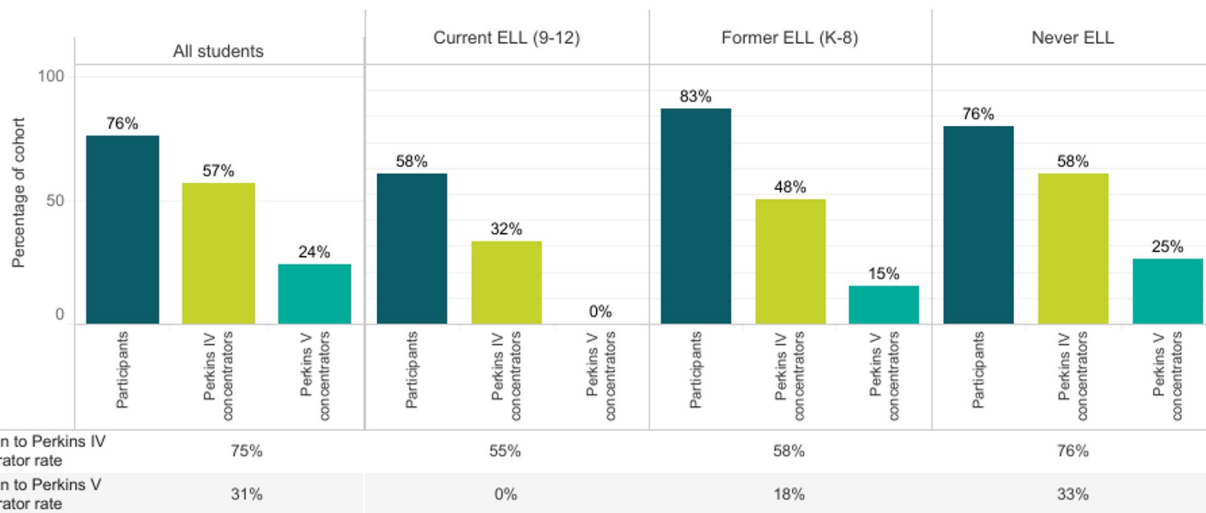
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- Gender
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- Race/Ethnicity

Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
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- Industrial and Engineering Systems

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Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

CTE PARTICIPATION AND RETENTION RATES, GRADUATES

Estado del IEP

This tab shows cumulative rates of CTE participation categories for a graduation cohort.

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- Perkins V concentrators earned 2.0 or more credits in a program of study.

Graduation year

- 2015/16
- 2016/17
- 2017/18
- 2018/19
- 2019/20
- 2020/21
- 3 years combined (2018/19 through 2020..)

Entity type

- District
- Entity
- Bend-LaPine Administrative SD 1

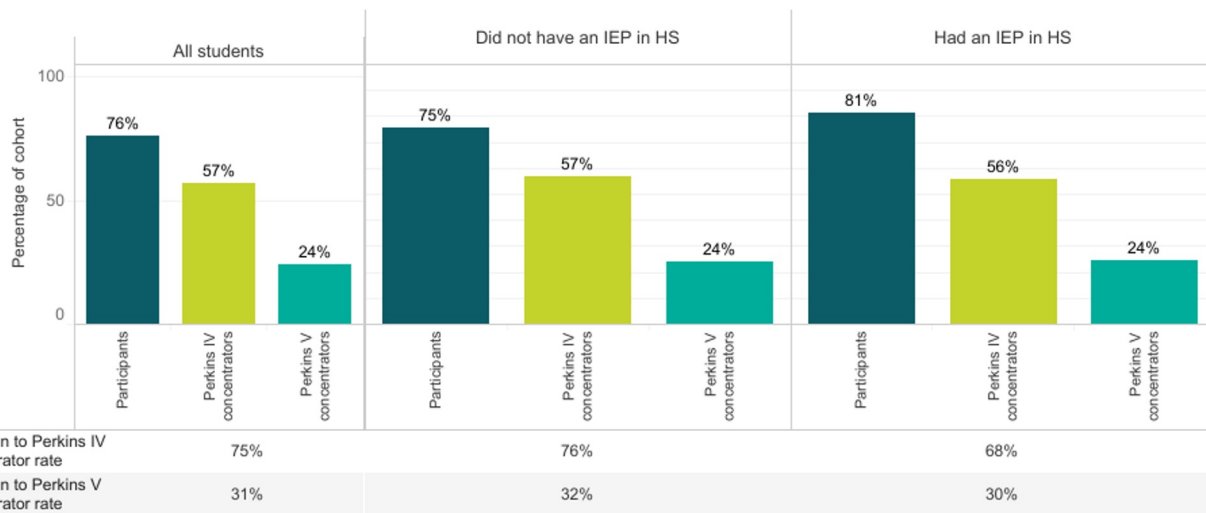
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- FRPL status
- Gender
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Learning area

- All areas combined
- Ag, Food and Natural Resource Systems
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Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

Escuela secundaria

Si bien técnicamente no están bajo el paraguas de CTE, nuestros sitios intermedios tienen muchas asignaturas optativas que se relacionan directamente con sus contrapartes de la escuela secundaria.



Voces CTE

Escuche al personal y los estudiantes que dan vida a este trabajo



Bachillerato Internacional

El Bachillerato Internacional (IB) es un líder mundial en educación internacional: desarrolla jóvenes inquisitivos, informados, seguros y solidarios. Nuestros programas capacitan a los estudiantes en edad escolar para que se apropien de su propio aprendizaje y los ayudan a desarrollar habilidades para el futuro para marcar la diferencia y prosperar en un mundo que cambia rápidamente.

-ibo.org



IB en BSH

La Escuela Preparatoria de Bend se enorgullece de ser parte de la red global de Red mundial de Colegios del Mundo del IB de más de 3400 escuelas que ofrecen el Programa del Diploma. En la escuela preparatoria de Bend, todos los estudiantes pueden participar en los cursos IB según sus intereses y nivel de habilidad. Los cursos IB son una excelente manera para que los estudiantes se desafíen a sí mismos y obtengan valiosas experiencias y créditos de nivel universitario mientras aún están en la escuela preparatoria.



Puntuaciones y estadísticas del IB 2022

Número total de examinados del IB registrados: 159 personas

Número total de exámenes de la materia: 391

Número de candidatos al Diploma IB – 27

Número de docentes del IB– 21

Número de secciones del IB que se ofrecen– 46

Número total de vacantes del IB – 1,008 (tercer y cuarto año)



Resultados de la prueba IB de Bend High School 2022

Puntaje promedio en el examen IB de toda la escuela:
4.96 de 7

Tasa de aprobación en toda la escuela: **87%** (tasa de aprobación global: 86%)

Porcentaje de aprobación (puntaje de 4 o más) en cada grupo

Inglés - **100% aprobado**

Idioma extranjero - **100% aprobado**

Individuos y sociedad- 92.5%

Ciencias - 82%

Matemáticas - 81.4% aprobado



Preparatoria de Bend en comparación con el resto del mundo

IB en todo el mundo

150 países

3,090 Escuelas Mundiales del IB

87,208 IB Candidatos al diploma en los Estados Unidos

Número promedio de candidatos al Diploma IB por escuela: 30.19

Materias y profesores que superan el promedio mundial

- ❖ **Idioma inglés y literatura HL** – Bowerman (Pressler/Viles)
- ❖ **Francés SL y HL** – K. Larwin
- ❖ **ESS** – Hutter
- ❖ **Psic. HL** – Neil
- ❖ **Psic. SL** – Nye
- ❖ **Religiones del mundo** – Kurtz–Nicholl
- ❖ **Aplicaciones Matemáticas SL** – Baker



Clase de Diploma IB de 2022

26 out of 27 obtuvieron un diploma IB **tasa de aprobación del 96%**

(tasa de aprobación global del 85.85%)

Puntuación más alta (los puntos máximos son 45) – **44 puntos**

****total de puntos más alto en la historia de Preparatoria de Bend IB – ¡¡el 2% más alto!!***

Promedio de puntos ganados por un estudiante de diploma – **32.5**

*(*mínimo para obtener el diploma es de 25 puntos)*

16 Los estudiantes del Diploma IB superan el promedio mundial con puntajes iguales o superiores a 31.98

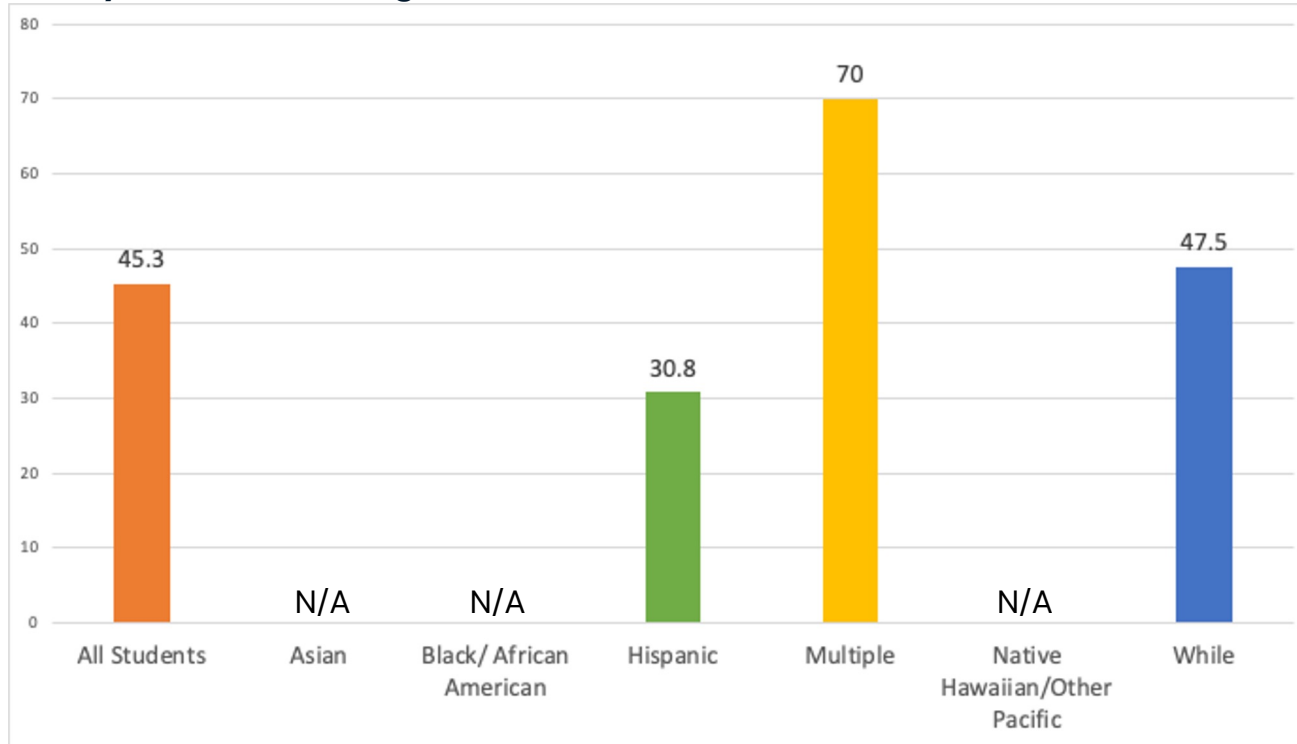
Puntuación promedio de examen IB por un candidato al Diploma IB: 5.16



Estadísticas IB – Clase de graduación '22

Porcentaje de personas mayores que obtuvieron más de 2 créditos IB – Etnicidad*

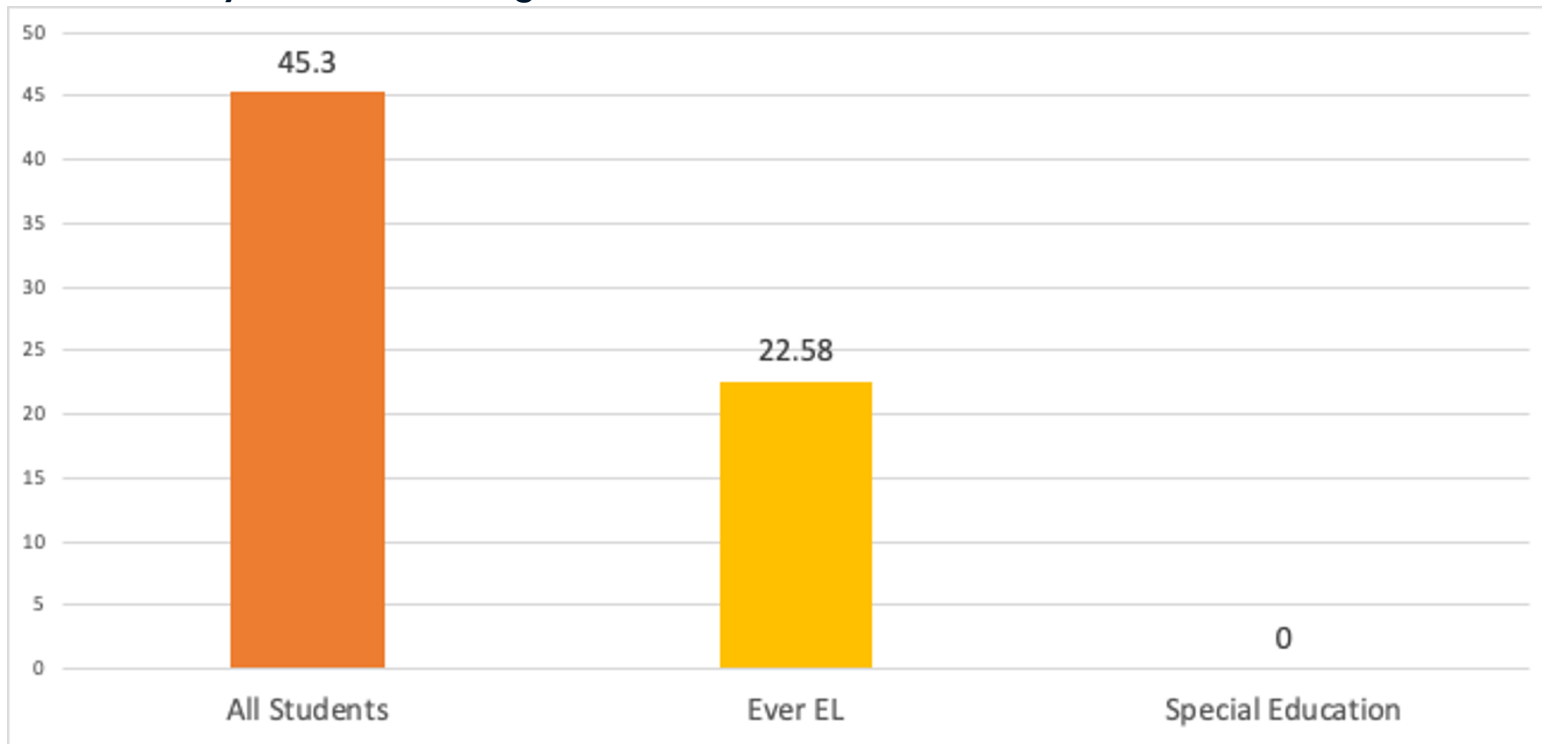
*N/A if n < 10 – Only Bend Senior High



Estadísticas IB – Clase de graduación '22

Porcentaje de estudiantes del último año que obtuvieron más de 2 créditos IB – alguna vez EL/SPED*

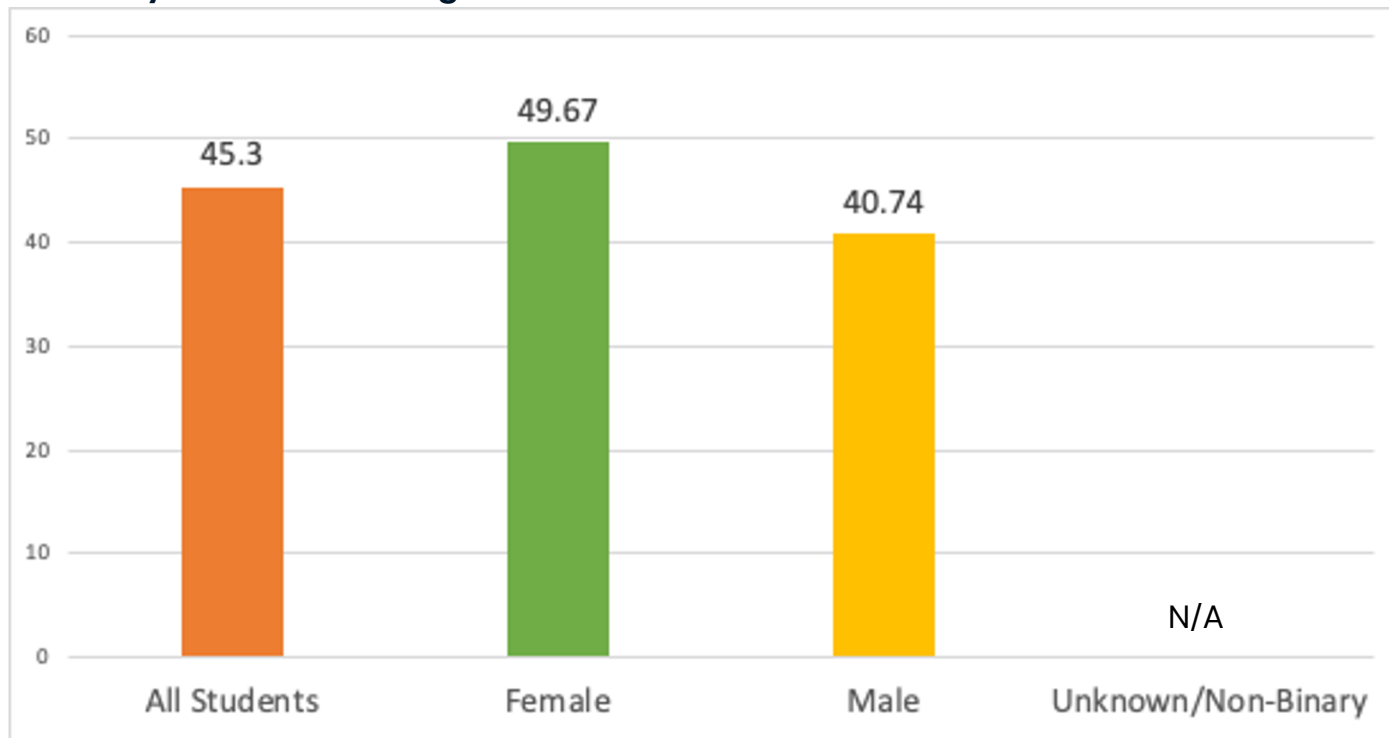
*N/A if n < 10 – Only Bend Senior High



Estadísticas IB – Clase de graduación '22

Porcentaje de estudiantes del último año que obtuvieron más de 2 créditos IB – Género*

*N/A if n < 10 – Only Bend Senior High



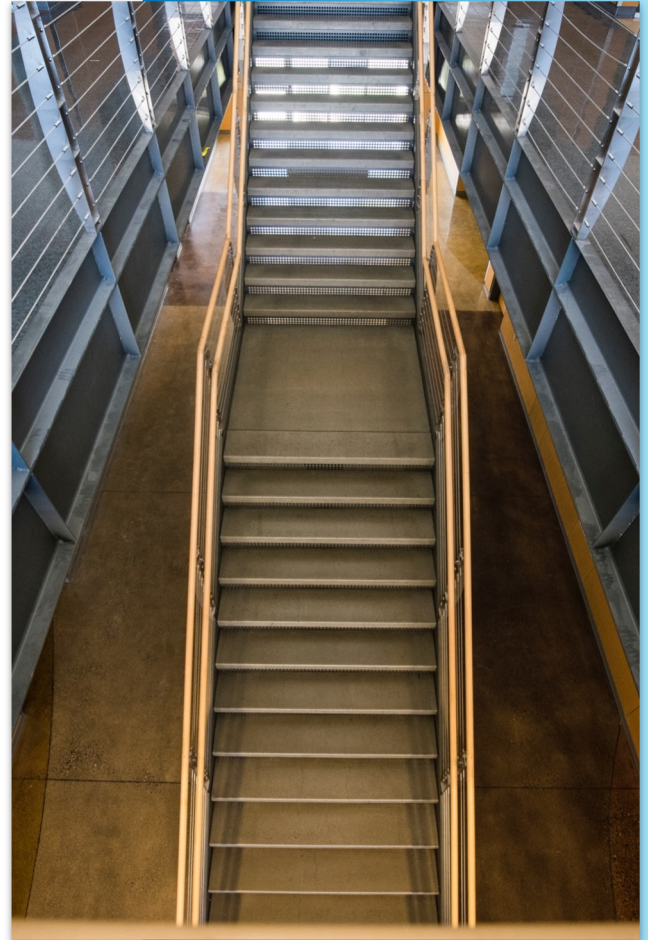
Avanzando

IB DP Clase of 2023

– Recuento actual de estudiantes = **44**

IB DP Clase of 2024

– Recuento actual de estudiantes = **63**



Colocación avanzada (AP)

Cursos y exámenes de nivel universitario que los estudiantes pueden tomar en la escuela secundaria



Resumen de AP

22 cursos de AP ofrecidos

Gran variedad, no solo básicos

Oportunidad de obtener créditos universitarios

Trabajo de curso riguroso

Ambiente seguro y estructurado que puede preparar a los estudiantes para el éxito post-secundario

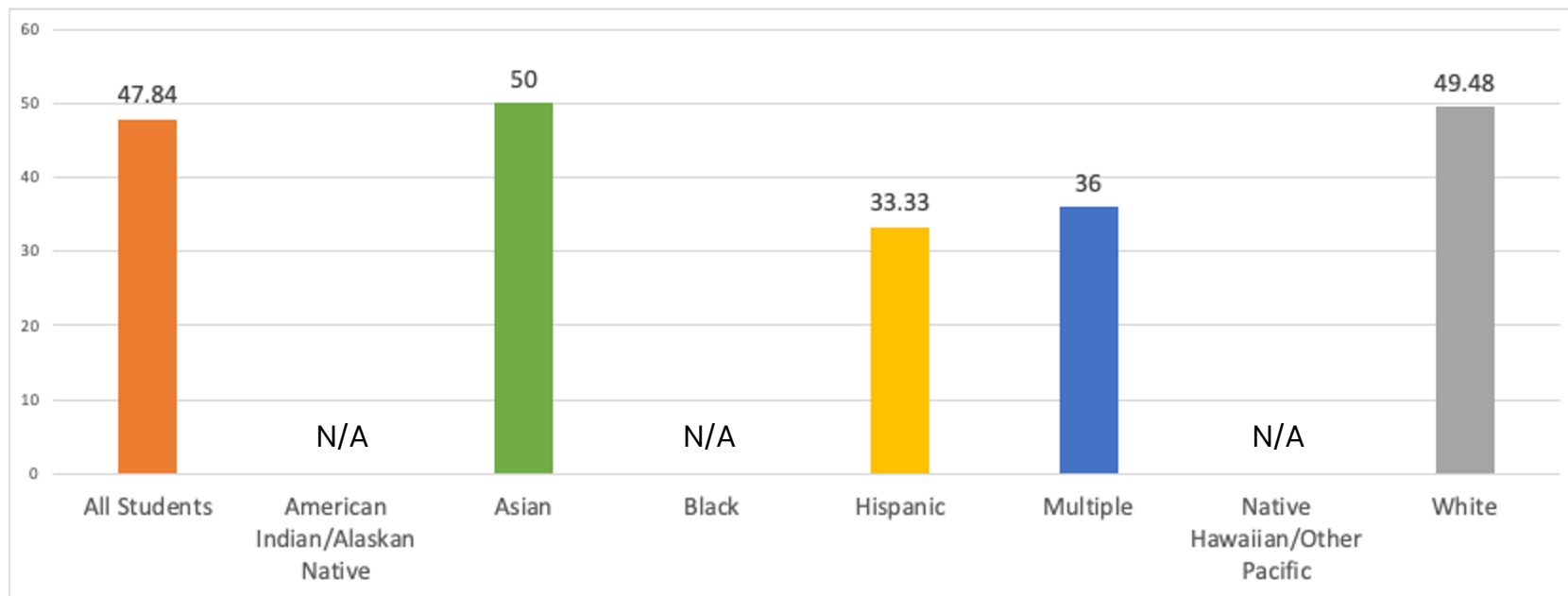
Escuelas con Igualdad de Oportunidades: una iniciativa para reclutar y retener a nuestras poblaciones prioritarias



Estadísticas AP – Clase de graduación '22

Porcentaje de personas mayores que obtuvieron más de 2 créditos AP –
Grupo étnico*

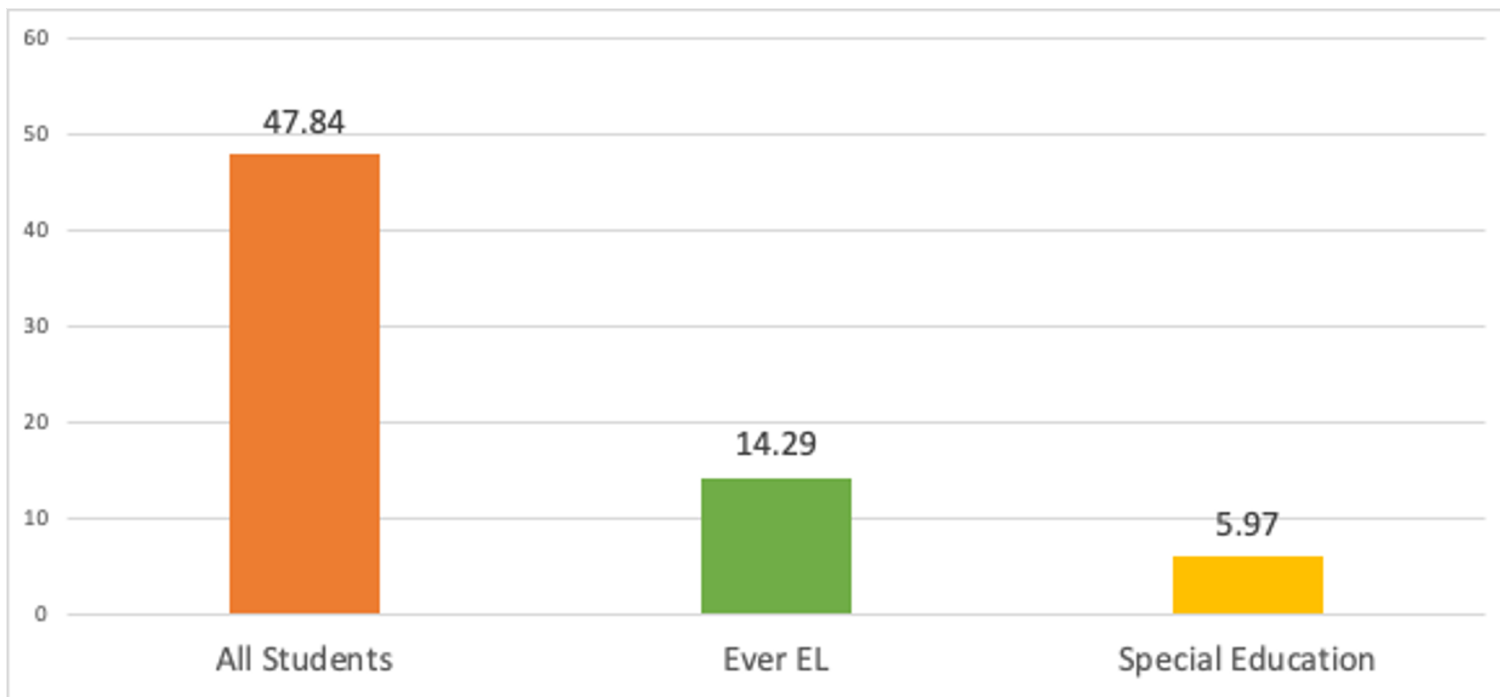
*N/A si $n < 10$ – Todas las escuelas secundarias excepto Bend Senior High



Estadísticas AP – Clase de graduación '22

Porcentaje de personas mayores que obtuvieron más de 2 créditos AP –
Alguna vez EL/SPED*

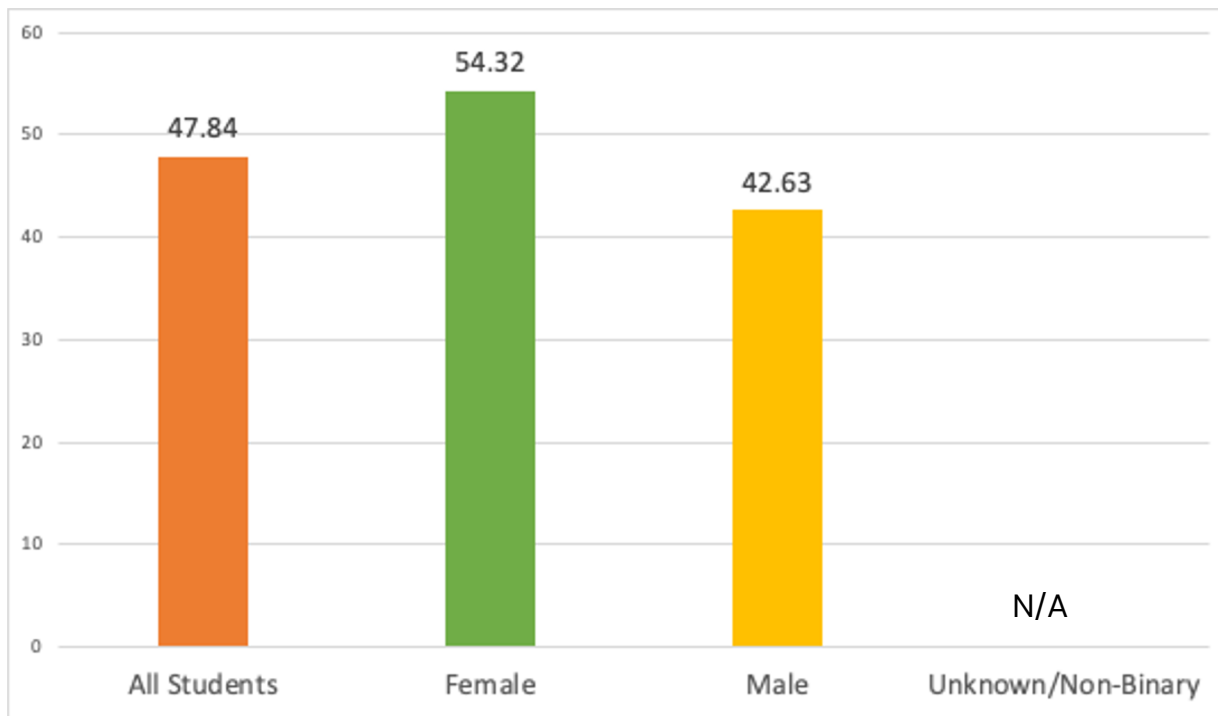
*N/A si $n < 10$ – Todas las escuelas secundarias excepto Bend Senior High



Estadísticas AP – Clase de graduación '22

Porcentaje de personas mayores que obtuvieron más de 2 créditos AP –
Género*

*N/A si $n < 10$ – Todas las escuelas secundarias excepto Bend Senior High



Celebracion

Trabajo de equidad relacionado con AP y College Dual Credit:
Mountain View es una escuela que ofrece igualdad de oportunidades y se encuentra en el 1 % superior del país por brindar acceso equitativo a los cursos de AP



Voces AP

“Encontré que los cursos AP son desafiantes y útiles. La carga de trabajo y el contenido más difícil me ayudaron a prepararme para las expectativas de la "universidad real". Tener la opción me permitió desafiarme a mí mismo, con el beneficio de ahorrar potencialmente dinero en costos universitarios”.

- Cameron Ahern



Crédito dual universitario

Crédito dual universitario

Opciones ampliadas

Inscripción Concurrente

Accesible para más estudiantes

Encontrar a los estudiantes donde
están

Pre cálculo

Escritura 121/122

Más opciones de cursos (CTE, optativas)

Transferible



Oportunidades

Cursos Articulados 60 HS

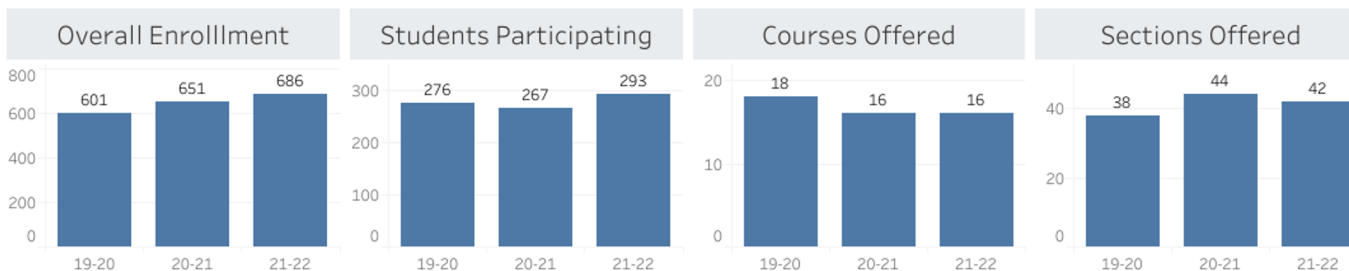
CTE

Básico

Electivo

Crédito dual universitario
integrado en los cursos AP





Sections Offered by Course

| | 19-20 | 20-21 | 21-22 |
|---------|-------|-------|-------|
| MTH 111 | 5 | 5 | 5 |
| MTH 112 | 5 | 5 | 5 |
| WR 121 | 4 | 4 | 4 |
| WR 122 | 4 | 4 | 4 |
| MTH 251 | 2 | 2 | 3 |
| HHP 270 | 2 | 4 | 3 |
| MTH 252 | 2 | 2 | 3 |
| FA 101 | 3 | 2 | 2 |
| HST 202 | | 2 | 2 |
| CJ 220 | 1 | 4 | 2 |
| HST 203 | | 2 | 2 |
| PSY 201 | 2 | 2 | 2 |
| CJ 100 | 1 | 2 | 1 |
| PSY 202 | | 2 | 2 |
| MTH 253 | 1 | 1 | 1 |
| BA 111 | 1 | 1 | 1 |
| MFG 101 | 1 | | |
| ENG 104 | 1 | | |
| ENG 106 | 1 | | |
| CUL 101 | 1 | | |
| BAK 101 | 1 | | |

Course Enrollment

| | 19-20 | 20-21 | 21-22 |
|---------|-------|-------|-------|
| MTH 111 | 117 | 109 | 114 |
| MTH 112 | 76 | 93 | 91 |
| WR 121 | 83 | 76 | 85 |
| WR 122 | 62 | 64 | 71 |
| MTH 251 | 57 | 42 | 53 |
| HHP 270 | 28 | 36 | 48 |
| MTH 252 | 34 | 32 | 42 |
| FA 101 | 37 | 28 | 20 |
| HST 202 | | 33 | 50 |
| CJ 220 | 20 | 40 | 16 |
| HST 203 | | 28 | 41 |
| PSY 201 | 26 | 21 | 15 |
| CJ 100 | 15 | 24 | 16 |
| PSY 202 | | 18 | 9 |
| MTH 253 | 4 | 5 | 8 |
| BA 111 | 4 | 2 | 7 |
| MFG 101 | 11 | | |
| ENG 104 | 10 | | |
| ENG 106 | 7 | | |
| CUL 101 | 6 | | |
| BAK 101 | 4 | | |



Ahorro de costes

Crédito dual universitario para COCC: \$25 por crédito/\$100 4 clases de crédito/incluye tarifas y libros

COCC: \$136 por crédito/\$544 curso de 4 créditos

OSU: \$224 por crédito/\$896 4 clases de crédito

*no incluye honorarios y libros

El apoyo financiero para los estudiantes está disponible



Voces de estudiantes

“Me **gradué de MVHS** con 44 créditos universitarios, lo que significaba que estaba a **un crédito de ser estudiante de segundo año**. Estos créditos me ayudaron a poder **concentrarme más en mis clases básicas de carrera** (ingeniería química) en lugar de tomar todas las clases generales que la mayoría de los estudiantes de primer año deben tomar (como una clase de arte, algo de historia y matemáticas generales)”.

- Madison Leighton

“Hacer créditos universitarios lo pone por delante del juego una vez que llega a la universidad. Me ha ayudado a ahorrar **miles de dólares** y me ha dado un año de **ventaja en mi carrera**. Los créditos universitarios también pueden ser útiles si alguna vez decide cambiar su carrera, lo cual hace más del 80 % lo hacen”.

- Sophia Gonzalez

“Los créditos universitarios me han **ahorrado mucho dinero a largo plazo**. Solo a través de los créditos de matemáticas ofrecidos en Mountain View, pude obtener ocho créditos de matemáticas de primer año en Oregon State a un precio de \$224 por crédito”.

- Brenna Popham



Próximos pasos

*Expandiendo las oportunidades de crédito dual en nuestros sitios

Tipo de crédito universitario más transferible para estudiantes

*Aumentar el acceso y la retención de nuestras poblaciones prioritarias en cursos rigurosos



¿Preguntas?

¡Gracias!



DISCUSSION ITEM: Career and Technical Education (CTE) Update

PRESENTED BY: Stephen DuVal, Director of College and Career Readiness
Tiggy Dierforff, Construction CTE Teacher Mountain View High School
Bekki Tucker, Business CTE teacher Caldera High School

EXECUTIVE SUMMARY:

A current look at Bend-La Pine Schools' CTE programming, including the 33 programs across the seven high school sites. This overview will breakdown participation data by both student background and level of participation. High school teachers and students will highlight their programs and experiences in CTE.



DISCUSSION ITEM: Advanced Placement (AP), International Baccalaureate (IB), and College Dual Credit Update

PRESENTED BY: Katie Legace, Executive Director of High Schools
Paul Hutter, IB Coordinator and Interim Assistant Principal Bend Senior High School
Joel Clements, Language Arts Teacher Mountain View High School
Sharon Sieveking, Mathematics Teacher Mountain View High School

EXECUTIVE SUMMARY:

A current look at Bend-La Pine Schools' AP, IB, and college dual credit programs. This examination will highlight participation and credits earned in these programs as well as a breakdown of student backgrounds. Students who participate can earn college credit in high school while giving them valuable experience with rigorous coursework before they graduate. Teachers and students participating and leading in these areas will speak to the benefits of these programs as well as opportunities available.



REPORT: Division 22 Assurances Report for 2021-22 (presented in October, 2022)

PRESENTED BY: Lora Nordquist, Deputy Superintendent

EXECUTIVE SUMMARY:

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

In October, 2021, the district reported that we were out of compliance in three areas: instructional time, required PE instructional time, and independent adoptions of instructional materials. Beginning with the 2022-23 school year, the district has taken corrective action in all three, described below.

1. ***Instructional Time Requirement.*** Realms High School and Bend Tech Academy, our high school choice options, have changed their schedules to meet the state's instructional time requirement. Both schools added a connections period for students and staff in the morning and shortened their lunch periods and/or passing times.
2. ***Required Instructional Minutes for Physical Education.*** To ensure that elementary school students met the requirement, schools were provided a menu of activities, possible schedules, and general options. School leaders worked with their staffs to design a schedule that best fit their school. These have been shared with their level leader for approval.

At the middle school level, every student in all three grades is scheduled to have physical education each day throughout the school year.

3. ***Independent Adoptions of Instructional Materials.*** While this is not a new standard, it has not previously been explicitly clear that this standard applies to online programs. Consequently, the district had not gone through the adoption process for the BLSO curricula. Amy Tarnow, the administrator of BLSO, led a team in the adoption process and presented a recommendation to the Board of Directors in June, 2022. The Board of Directors approved the adoption in August, 2022.

Bend-La Pine Schools

Report on Compliance with Public School Standards

2021-22 School Year

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

The table below contains a summary of Bend-La Pine School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2021-22 school year. For each rule reported as out of compliance, **Bend-La Pine** School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|-------------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2030 District Curriculum | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2045- Prevention Education in Drugs and Alcohol | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 581-022-2050 Human Sexuality Education | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2055 Career Education | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2060 Comprehensive School Counseling | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2263 Physical Education Requirements *Elementary Grades | Implementing approved corrective action | Beginning with the 2022-23 school year, the district schools have adjusted schedules to ensure they meet the PE minutes requirement. | Not applicable |
| 581-022-2263 Physical Education Requirements *Middle Grades | Implementing approved corrective action | Beginning with the 2022-23 school year, the district schools have adjusted schedules to ensure they meet the PE minutes requirement. | Not applicable |
| 581-022-2320 Required Instructional Time | Implementing approved corrective action | Beginning with the 2022-23 school year, the two high schools out of compliance have adjusted their schedules to meet the instructional time requirement. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 581-022-2340 Media Programs | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2500 Programs and Services for TAG Students | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2350 Independent Adoptions of Instructional Materials | Implementing approved corrective action | The district completed the curriculum review process and the BLS Board of Directors approved BLSO's online curriculum in August, 2022. | Not applicable |
| 581-022-2355 Instructional Materials Adoption | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Subcategory: Assessment & Reporting

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2100 Administration of State Assessments | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|----------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2110 Exception of Students with Disabilities from State Assessments | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2115 Assessment of Essential Skills: Diploma Requirements | Waived for 2021-22 school year | Not applicable | Not applicable |
| 581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2120 Essential Skill Assessments for English Language Learners | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2130 Kindergarten Assessment | Waived for 2021-22 school year | Not applicable | Not applicable |
| 581-022-2270 Individual Student Assessment, Recordkeeping and Reporting | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2445 Universal Screenings for Risk Factors of Dyslexia | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Subcategory: Program & Service Requirements

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2315 Special Education for Children with Disabilities | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2330 Rights of Parents of TAG Students | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2505 Alternative Education Programs | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Subcategory: High School Diploma

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2000 Diploma Requirements | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2005 Veterans Diploma | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2010 Modified Diploma | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2015 Extended Diploma | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2020 Alternative Certificate | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2025 Credit Options | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Category: Health & Safety

Subcategory: Policies & Practices

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|-------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2205 Policies on Reporting of Child Abuse | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2220 Health Services | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2310 Equal Education Opportunities | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|----------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2312 Every Student Belongs | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2345 Auxiliary Services | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Subcategory: Plans & Reports

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans (COVID-19 Management Plan) | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2223 Healthy and Safe Schools Plan | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2225 Emergency Plans and Safety Programs | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2230 Asbestos Management Plans | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2267 Annual Report on Restraint and Seclusion | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| | | | |
| 581-022-2510 Suicide Prevention Plan | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Subcategory: Athletics & Interscholastic Activities

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|-------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2210 Anabolic Steroids and Performance Enhancing Substances | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2215 Safety of School Sports – Concussions | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Category: District Performance & Accountability

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|--------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2250 District Improvement Plan | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2255 School and District Performance Report Criteria | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2260- Records and Reports | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2265 Report on PE Data | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2300 Standardization | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2305 District Assurances of Compliance with Public School Standards | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2370 Complaint Procedures | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Category: Human Resources/Staffing

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|-----------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2335 Daily Class Size | In compliance | The district has met all of the requirements for this rule. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------|-----------------------------------|
| 581-022-2400 Personnel | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2405 Personnel Policies | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2410 Teacher and Administrator Evaluation and Support | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2415 Core Teaching Standards | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2420 Educational Leadership - Administrator Standards | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses | In compliance | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2440 Teacher Training Related to Dyslexia | In compliance | The district has met all of the requirements for this rule. | Not applicable |

Bend-La Pine Schools'
Equity Coalition
+
Oregon's new *Equity*
Advisory Committees

Why is Oregon now requiring each school district have an Equity Advisory Committee (EAC)?

- To make sure all Oregon school districts include the voices of students, families, and community members
- To protect and prioritize the voices of people who most often are pushed out of decision-making conversations by systems
- To make sure those voices are heard by district leadership
- To keep equity at the center of school district decision-making

Many districts don't yet have a group like this in place, but we do. Does our Equity Coalition meet this new requirement already?



What is our BLS Equity Coalition?

- Representative of diverse roles and lived experiences within our schools
 - Focus on underserved and marginalized community members
- Purpose:
 - Identify areas of inequity in our schools and learning systems
 - Co-design solutions and systems changes with an equity lens



What is an Equity Advisory Committee (EAC)?

- **A new law in Oregon:** all school districts are required to have an EAC
- This law has **specific rules** we must follow:
 - Membership must focus on our underserved populations
 - Members must be nominated and approved by the Superintendent and the school board, using a consistent process
 - The group must advise the Superintendent and school board on matters of equity, inequitable situations, and district climate around the experiences of underserved populations
 - The work of the group must be available to the public
 - One member of the group must participate on the school district's Budget Committee



What will this mean for our current group?

No Change:

- Our current membership and recruitment/nomination process
- The meeting schedule and format
- Our equity focus and efforts
- The group's ability to choose the topics and projects of interest to members

Change:

- Regular sharing of our efforts with the public (present at school board meetings, post meeting notes and periodic reports on the website)
- Budget Committee representative needed (in the future)
- Occasional consultation/advisement on issues that district leadership brings to or requests of the group



**Coalición de Equidad de
Escuelas de Bend-La Pine
+
Nuevos Comités Asesores
sobre Equidad de Oregón**

¿Por qué Oregón ahora requiere que cada distrito escolar tenga un Comité Asesor sobre Equidad (EAC)?

- Asegurar que todos los distritos escolares de Oregón incluyan las voces de los estudiantes, familias y miembros de la comunidad
- Proteger y darle prioridad a las voces de las personas que con más frecuencia se excluyen de las conversaciones sobre decisiones por los sistemas
- Asegurar que esas voces sean escuchadas por los líderes de distritos
- Mantener la equidad en el centro de la toma de decisiones de los distritos escolares

Muchos distritos todavía no han integrado un grupo como este, pero nosotros sí. ¿Ya cumple nuestra Coalición de Equidad con este requerimiento nuevo?



¿Qué es nuestra Coalición de Equidad de BLS?

- Representante de diversas funciones y experiencias vividas dentro de nuestras escuelas
 - Enfocada en los miembros de la comunidad desatendidos y marginalizados
- Propósito:
 - Identificar las áreas de desigualdad en nuestras escuelas y sistemas de aprendizaje
 - Diseñar conjuntamente las soluciones y cambios de sistemas con un enfoque de equidad



¿Qué es un Comité Asesor sobre Equidad (EAC)?

- **Una nueva ley en Oregón:** Todos los distritos escolares requieren tener un EAC
- Esta ley tiene **reglas específicas** que debemos seguir:
 - La membresía debe enfocarse en nuestras poblaciones desatendidas
 - Los miembros deben ser nominados y aprobados por el superintendente y la junta directiva usando un proceso consistente
 - El grupo debe asesorar al superintendente y la junta directiva sobre las cuestiones de equidad, situaciones de desigualdad y el clima del distrito en torno a las experiencias de las poblaciones desatendidas
 - El trabajo del grupo debe estar disponible para el público
 - Un miembro del grupo debe participar en el Comité de Presupuesto del distrito escolar



¿Qué significa esto para nuestro grupo actual?

Sin cambios:

- Nuestra membresía y el proceso de reclutamiento/nominación que tenemos actualmente
- La programación y el formato de las reuniones
- Nuestro enfoque y esfuerzos de equidad
- La capacidad del grupo para elegir los temas y proyectos de interés para los miembros

• Cambios:

- Compartir regularmente nuestros esfuerzos con el público (¿presente en las reuniones de la junta directiva, publicar notas de las reuniones o reportes periódicos en línea?)
- Se necesita un representante en el Comité de Presupuesto (en el futuro)
- Consultación/asesoramiento ocasional sobre las cuestiones planteadas por el liderazgo del distrito o peticiones del grupo





REPORT ITEM: Board Member Zone Redistricting

PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

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

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

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

Two zone realignment options were presented to the Board at the September 13, 2022, board meeting. The two options were open for public comment until September 30, 2022; no public comment was received.

RECOMMENDED MOTION:

It is our recommendation that the Board of Directors Bend-La Pine Schools move to approve Resolution 1938, Board Member Zone Realignments Option A.



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

Resolution No. 1938

District School Board Zones

WHEREAS, Deschutes County precinct boundaries have changed; and

WHEREAS, the District School Board has seven positions, with two at-large and five defined precincts; and

WHEREAS, the number of registered voters within each of the regional five zones are to be approximately equal; and

WHEREAS, the School Board prefers for each of the regional five zones to include a balanced number of elementary and secondary schools;

BE IT RESOLVED, the Board of Directors of Bend-La Pine Schools hereby defines the District's School Board Zones as follows:

- Zone 1 Precincts: 3, 5, 7, 8, 27, 35, 47, 49
- Zone 2 Precincts: 1, 11, 12, 13, 20, 26, 37, 41, 46
- Zone 3 Precincts: 2, 4, 6, 9, 25, 32
- Zone 4 Precincts: 16, 23, 24, 38, 39, 40, 50
- Zone 5 Precincts: 21, 33, 34, 42, 43, 44

Moved by _____

Second by _____

Yes votes _____ No votes _____

Dated this _____ day of October 2022.

Chair

Vice Chair

Board Secretary



ACTION ITEM: Juul Litigation

PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

Over 1,000 lawsuits have been filed by school districts against Juul and its affiliates with a primary goal of obtaining resources to address the impacts of the youth vaping epidemic on schools and students.

The Epidemic:

- In 2019, 23% of 11th grade students in Oregon reported current e-cigarette use in the last 30 days.
- The CDC, FDA & Surgeon General have all characterized youth vaping as a public health epidemic.
- The public health success of significantly reducing young people's use of traditional combustible cigarette was erased by Juul.
- Juul is directly responsible for the e-cigarette epidemic and achieved great commercial success by targeting a young population through its advertising, product design, social media campaign and flavored products.
- High concentrations of nicotine in Juul e-cigarettes make the product highly addictive.
- Adolescent nicotine use can permanently change teenagers' brains and become a gateway to other drugs.

Impact on Schools:

There are measurable impacts of the youth vaping epidemic on schools themselves. School administrators have to direct their time and resources to investigate violations, confiscate e-cigarettes and impose discipline. Students leave class to smoke, interrupting learning time. School counselors and others work to prevent and address addiction. Some districts have purchased vape detectors that cost \$3000 or more each.

Litigation against Juul:

Over the past few years, some large school districts brought lawsuits against Juul for creating a public nuisance in an attempt to solve the problem of youth vaping and the impacts it is having on schools and the students they serve. Since the original school district lawsuits were filed, over 1000 school districts have joined in the litigation.

- In the state of Washington, over 75 school districts have joined, representing 40% of students
- Idaho: at least 67 school districts have joined, representing 84% of students
- Utah: 36 school districts have joined, representing 98% of students

These lawsuits have been consolidated in multi-district litigation in the federal court in San Francisco and have been successful so far. There are about 10 cases scheduled for trial, with the first scheduled in November 2022. Note that this is not a class action lawsuit but is a "mass tort" litigation in which districts are filing separate lawsuits against the same or similar sets of defendants. Because trials are

scheduled to take place, there is increased pressure on Juul to settle, and there is a limited period of time for school districts to join in this first round of major school district litigation against Juul.

Several large law firms are working on this, and millions of dollars have been poured into research and discovery already. For districts that join now, our hope would be that they obtain some modicum of resources.

Keller Rohrback LLP is a law firm that is representing a number of school districts in Oregon that have chosen to file a lawsuit in this matter. Keller Rohrback is a highly respected firm, with offices in Seattle and Portland, and it has been appointed as a lead counsel in the litigation. The firm has extensive involvement in the MDL against Juul, represents a number of school districts and counties, and is on the trial team preparing for trial in November. The firm has also partnered with Willamette ESD to represent their interested constituent districts.

There is low to no risk to school districts in filing:

There will be no cost or attorney fee to the district unless there is a financial recovery such as a settlement. There does not appear to be a downside to joining except that it will take some staff time and the level of recovery is uncertain. Specifically, the time required to complete initial discovery and information gathering is about 6-8 hours over the course of 2 months.

RECOMMENDED MOTION:

It is our recommendation that the Board of Directors Bend-La Pine Schools approve the Attorney Engagement and Contingency Fee Agreement between Bend-La Pine Schools, Keller Rohrback LLP, and High Desert Education Service District (HDES).



REPORT: Board Policies for Adoption (10/11/2022)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

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 brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

| Policy Title | Reason for Update |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AC-BP: Nondiscrimination</p> | <p>The following policies were previously consolidated into AC-AP: JBAA/GBNA-AP, JB/GBN-AP and JHFF-AP.</p> <p>AC-BP has been updated to separate out previous policies, and also includes language from House Bill (HB) 2935, adding an aspect to the definition of discrimination for race that includes physical characteristics historically associated with race such as natural hair and hair texture. Language from HB 3041 is also included which modified Oregon’s definition of sexual orientation and added a definition of gender identity to the protected class.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p> <p>No public comment received</p> |
| <p>GBEA-BP: Workplace Harassment</p> | <p>Senate Bill (SB) 479 requires public employers to adopt policy and practice prohibiting workplace harassment which includes conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or conduct that is prohibited by ORS 659A.082 or 659A.112</p> <p>Legal references have also been updated to reflect an assigned statute number to what is HB 3041, which modified Oregon’s definition of sexual orientation and added a definition of gender identity to the protected class.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p> <p>No public comment received</p> |
| <p>GBN/JBA-BP: Sexual Harassment</p> | <p>Updates include revised Federal regulations for Title IX protections, and Oregon Administrative Rules.</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p> <p>No public comment received</p> |
| GBNAA/JHFF-BP: Suspected Sexual Conduct with Students and Reporting Requirements | <p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p> <p>Policy also been renamed from an administrative policy (AP) to a board policy (BP).</p> <p>No public comment received</p> |
| GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements | <p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p> <p>No public comment received</p> |
| JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence. Or Domestic Violence – STUDENT | <p>HB 2631 added requirements to notify parents / guardians of a student who was the subject of, or of a student who may have conducted the act of harassment, intimidation, bullying, or cyberbullying. Updates also include language to reflect HB 3041, adding a new term defining gender identity as a protected class.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p> <p>No public comment received</p> |

RECOMMENDED MOTION:

I move to approve:

- AC-BP: Nondiscrimination,
- GBEA-BP: Workplace Harassment,
- GBN/JBA-BP: Sexual Harassment,
- GBNAA/JHFF-BP: Suspected Sexual Conduct with Students and Reporting Requirements,
- GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements, and
- JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence. Or Domestic Violence – STUDENT

as presented.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE BOARD POLICY

Name: Nondiscrimination

Section:

Code: AC- ~~BPAP*~~

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-002-0001 - 002-0005](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

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

Reviewed: 12/12/16, 6/4/18, 10/16/19, 9/2022
 Approved: 6/8/18, 10/28/19

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

Definitions

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

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

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

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

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

- ~~a.—Physically harming a student or damaging a student’s property;~~

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

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

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

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

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

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

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

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

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

~~Sexual conduct does not include touching that is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer, and for which there is no sexual intent. The definition of sexual conduct also does not include behavior that would be considered child abuse as outlined by Oregon law, JHFE-AP: Reporting of Suspected Child Abuse and JHFE-AR: Reporting of Suspected Child Abuse. In any situation in which a district employee or volunteer suspects a district employee, volunteer, contractor, or agent of engaging in sexual conduct towards a~~

~~student, but is uncertain as to whether the conduct meets the statutory definition of abuse of a child, the district employee or volunteer shall follow the reporting procedures set forth in ORS 339.372 and in JHFE-AP: Reporting of Suspected Child Abuse for abuse of a child.~~

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

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

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

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

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

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

Complaint Procedures

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

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

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

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

Corrective Action / Discipline

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

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

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

Retaliation Prohibited

~~The initiation of a complaint in good faith about behavior that might violate this policy, or participation in an investigation of such a complaint, shall not adversely affect the educational assignments or~~

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

Distribution & Training

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

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

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

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE BOARD POLICY

Name: Workplace Harassment

Section: Required Policies

Code: GBEA-BPAP

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

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

"Workplace harassment" means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, [gender identity](#), national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

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

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

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

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

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

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a

no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

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

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

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

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

END OF POLICY

¹ "Sexual assault" means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A "nondisclosure" agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A "nondisparagement" agreement or provision prevents either party from making disparaging statements about the other party.

Legal Reference(s):

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

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

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

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

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

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

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

9/2022 draft

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

BOARD POLICY

Name: Sexual Harassment

Section: Required Policies

Code: GBN/JBA-BP

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

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

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report, or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures¹.

OREGON DEFINITION & PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties² shall include:

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

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

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

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

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

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

OREGON PROCEDURES

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

Human Resources Director
520 NW Wall Street
Bend, OR 97703
541-355-1100
titleix.coordinator@bend.k12.or.us

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

Response

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

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

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

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

Investigation

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

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

The investigator may also order reasonable temporary relief to protect the respective interests of the alleged victim and/or respondent prior to the time of any final decisions by the investigator. Temporary relief should be designed to prevent any continuing harassment, to correct the discriminatory effects of harassment, to promote a non-hostile work

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

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

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

No Retaliation

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

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

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

Notice

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

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

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

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the student, student's parent/guardian, staff member, person or person's parent/guardian who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

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

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

The notice must:

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

FEDERAL DEFINITION & PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity³;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

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

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

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

Federal Procedures

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

Reporting

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

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

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁴ The district shall treat complainants and respondents equitably by providing supportive measures⁵ to the complainant and by following a grievance procedure⁶ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of

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

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

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

supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁷

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

Notice

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

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

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

No Retaliation

Neither the district or any person may retaliate⁹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

Publication

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

END OF POLICY

Legal Reference(s):

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

⁹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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

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

Reviewed: 4/14/09, 9/22/09, 11/13/12, 9/2022*
Approved: 4/28/09, 10/13/09, 12/11/12

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

draft : 9/2022

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE BOARD POLICY

Name: Suspected Sexual Conduct with
Students & Reporting Requirements*

Section: Required Policies

Code: GBNAA/JHFF-BP AP

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer

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

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

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

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator (Principal) or the alternate designated licensed administrator (Assistant Principal), in the event the designated administrator is the suspected perpetrator, for their school or building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with GBNAB/JHFE-BP: Suspected Abuse of a Child Reporting Requirements. ~~Principal, or the alternate designated licensed administrator—Assistant Principal⁵ for their school building.~~ If the superintendent is the alleged perpetrator the report shall be submitted to the Board chair who shall report the suspected sexual conduct to district legal counsel. If the

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

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

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

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

Board chair is the alleged perpetrator the report shall be submitted to the Board vice chair who shall report the suspected sexual conduct to district legal counsel.

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

Reviewed: 4/2020, [9/2022](#)
Approved: 5/2021

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE BOARD POLICY

Name: Suspected Abuse of a Child
Reporting Requirements

Section: Students

Code: GBNAB/JHFE-BPAP

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

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

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

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

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

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

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

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

statement that [this](#) duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 339.370 – 339.400
ORS 418.257 – 418.259

ORS 419B.005 – 419B.050

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

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

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

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

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

BOARD POLICY

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

Code: JFCF-BP

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

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

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

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

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

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

Definitions

“District” includes district facilities, district premises, and non-district property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district.

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

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

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any

district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

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

"Teen dating violence" means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Domestic violence" means abuse between family and/or household members, as those terms are described in ORS 107.705.

"Cyberbullying" is the use of any electronic communication device to harass, intimidate or bully.

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

"Menacing" includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting

The site administrator or designee will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the site administrator or designee, who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to their immediate supervisor. Failure of an employee to report any act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence to the site administrator or designee, may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation or bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the a district administrator or designee, who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to a district administrator or designee. A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against a principal or district administrator shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board Chair. Reports against the Board Chair shall be filed with the Board Vice Chair.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made the report may request that the superintendent review the actions taken in the initial investigation, in accordance with district complaint procedures.

Notification to Parents or Guardians

The site administrator or designee shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the site administrator or designee reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.
2. The site administrator or designee determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. The site administrator or designee informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the site administrator or designee determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district's website, and school and district office. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 163.197](#)
[ORS 107.705](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100](#)
[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.351 - 339.368](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
House Bill 2631 (2021)
House Bill 3041 (2021)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Reviewed: 9/2022

Approved:

new / draft 9/2022

new / draft 9/2022

PURPOSE

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Measures are defined to ensure that the best available evidence is used to report progress on these goals.

PROMISE

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and **citizenship community engagement, and life.**

GOALS

Outcomes and Experiences

1. Students **are engaged and** develop a **strong academic foundation** as measured by the following, overall and for **each** historically underserved subgroups:
 - a. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, **proficiency rates,** as measured **by the Smarter Balanced standardized assessments (3rd-8th and 11th grade) and assessments selected/developed by the district for uniform implementation (K-12th)**
 - b. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS) **Smarter Balanced assessment (3rd-8th and 11th grade) and assessments selected/developed by the district for uniform implementation (K-12th)**
 - c. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
 - d. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
 - e. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
 - f. Efficacy of academic programs, as measured by surveys and/or focus groups
2. Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for **each** historically underserved subgroups:
 - a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years **earn three or more credits in CTE and/or AP/IB courses**
 - b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators: **Graduation rate**
 - i. Two or more credits of Advanced Placement (AP) or international Baccalaureate (IB)
 - ii. Two semester or three quarter hours of college credit eligible coursework

- iii. Oregon State Seal of Biliteracy
- iv. Two years of Junior ROTC
- v. CTE Concentrator (Two or more credits in a program)
- vi. Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
- vii. Meets full admission requirements for all Oregon Public Universities
- c. Students' preparedness for their future, as measured by surveys and/or focus groups
 - ~~The percent of students who have a post-secondary plan, as measured by Future Center survey~~
 - ~~d. The percent of students who enroll in a two- or four-year college or university, as measured by National Student Clearinghouse data~~

Experiences

- 3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools **are engaged** as measured by the following, overall and for **each** historically underserved subgroups:
 - a. Bias incident data and trends **Chronic absenteeism rate**
 - b. The gap in student, family, and staff experiences by subgroups of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups **Suspension rate**
- 4. Operational systems align and support an academically effective and sustainable organization. ~~Students, families, and staff experience **inclusion and belonging**, as measured by the following, overall and for each historically underserved subgroup:~~
 - ~~a. Student, family, and staff survey question(s) on belonging~~
 - ~~b. Student, family, and staff survey question(s) on voice~~

Adult Actions

- 4. Staffing **reflects the diversity** of students and families, as measured by:
 - ~~a. Annual audit of staffing across sectors by race/ethnicity~~
 - ~~b. Annual audit of leadership positions by race/ethnicity and gender~~

Updated: 10/11/2022



REPORT: Board Policies for Review (10/11/2022)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

EXECUTIVE SUMMARY:

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

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

| Policy Title | Reason for Update |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| JG-BP: Student Conduct & Discipline | Updated language reflects Bend-La Pine Schools' commitment to restorative practices, school interventions and practices as a part of student discipline. District policy and regulation references have also been added. Policy has also been renamed from an administrative policy (AP) to a board policy (BP). |

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on October 25, 2022.

To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, October 12, 2022.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

BOARD ADMINISTRATIVE POLICY

Name: Student Conduct and Discipline

Section: Students

Code: JG-BP AP

A primary purpose of the district is to provide a high-quality educational experience where all students experience success. As a community of learners, the district's commitment to the success of each and every student depends on the responsibilities of students, as well as the quality of relationships among students, families, teachers, administrators and other school personnel. ~~suitable educational environment for students of the district. Students shall pursue their prescribed course of study, comply with written rules of the district, submit to the lawful authority of teachers and district officials and conduct themselves in an orderly fashion.~~

POLICY GOALS

~~This Board policy is designed to:~~

Recognizing that discipline and restorative practices impact student achievement, Bend-La Pine Schools supports school interventions and practices that:

1. Protect students and school employees from harm;
2. Provide opportunities for students to learn from their mistakes;
3. Foster positive learning environments;
4. Keep students in school and attending class;
5. Impose disciplinary sanctions without bias against students from a protected class, as defined in ORS 339.351;
6. Implement a graduated set of age-appropriate responses to misconduct that are fair, nondiscriminatory and proportionate in relation to each student's individual conduct;
7. Employ a range of strategies for prevention, intervention and discipline that take into account a student's developmental capacities and that are proportionate to the degree and severity of the student's misbehavior;
8. Propose, prior to a student's expulsion, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student in the following circumstances:
 - a. Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with the student
 - b. When it has been determined that the student's attendance pattern is so erratic that the student is not benefiting from the educational program; or
 - c. When a parent or legal guardian applies for the student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030(2);
9. To the extent practicable, use approaches that are shown through research to be effective in reducing student misbehavior and promoting safe and productive social behavior; and
10. Ensure that school conduct and discipline codes comply with all state and federal laws concerning the education of students with disabilities.

MISCONDUCT GIVING RISE TO DISCIPLINE

Students shall be liable to discipline, suspension or expulsion for conduct that includes, but is not limited to:

1. Willful disobedience;
2. Open defiance of the authority of a school employee;
3. Possession or distribution of tobacco, alcohol, drugs and other controlled substances;

4. Use or display of profane or obscene language;
5. Willful damage or injury to school property;
6. Use of threats, intimidation, harassment or coercion against a student or a school employee as defined in [GBNA-AR and JFCF-BP policy JBA/GBN](#);
7. Intentional attempts, by word or conduct, to place a school employee or another student in fear of imminent serious physical injury.
8. Assault of a school employee or another student;
9. Possession or use of firearm or other weapon.

Various disciplinary procedures shall be used by district personnel to correct behavioral problems. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in co-curricular and extracurricular activities. Titles and/or privileges available to or granted to students maybe denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, graduation etc.).

A student code of conduct, developed under the leadership of the district administration, and in cooperation with staff, will be made available to parents and students and enforced in the school.

Individual school regulations that are not covered in the student code of conduct will be submitted in written form to the Superintendent for approval before such regulations are imposed on the students. Any revisions of the student code of conduct will be made with the full knowledge of the Superintendent. The student code of conduct is hereby incorporated into this policy by reference.

All district disciplinary procedures shall be consistent with Oregon law. District disciplinary procedures for students who are qualified to receive special education services shall comply with applicable federal and state student disability laws.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a reasonable threat of imminent, serious bodily injury to the student or others. Physical restraint or seclusion may not be used for discipline, punishment, or for the convenience of district staff. The use of mechanical, chemical, or prone restraint on a student is prohibited.

SCHOOL DISCIPLINE: PROBATION AND SUSPENSION

SCHOOL PROBATION

School probation may include detention and/or punishment deemed suitable by the school official. School probation may remove from the student the privilege of attending or participating in co-curricular activities and athletic events and non-curricular programs of the school.

School probation may be applied for as long as one calendar year. While on school probation, the student must comply with all the conditions of that probation. Failure to comply with conditions of probation is cause for a discipline hearing on the alleged violation of a term of probation.

Prior to being placed on school probation, the student shall be given an informal hearing by the school official. At the hearing:

- a. The student shall be told of the reason(s) for the pending action; and,

b. The student shall have the opportunity to present their his/her view of the alleged misconduct.

When a student is placed on school probation, the school official shall give written notice to the parent(s) or guardian(s) of the student, or the student if age 18 or over, of the school official's decision, the reason for that decision and the terms of the school probation.

A student placed on school probation may be referred for school counseling services. The Multi-Disciplinary Team shall be a resource to counseling efforts for a student with disabilities who has been placed on probation.

IN-SCHOOL SUSPENSION (COMMONLY REFERRED TO AS "ISS")

In-school suspension temporarily removes a student from attending their his/her regular classes and school activities until reinstatement has been accomplished or some other form of action is taken. An in-school suspension may be sanctioned by a school principal or designee as follows:

- a. After the student is notified of the reason(s) for the action and is given opportunity to present their his/her view of the alleged misconduct, the ISS may be imposed.
- b. Following the ISS, the suspending school official shall give written notice to the student's parent(s) or guardian(s), or to the student if age 18 or over, of the ISS decision and the reason(s) for the decision.
- c. The suspending school official shall specify the methods and conditions under which the student's schoolwork may be made up.

OUT-OF-SCHOOL SUSPENSION (COMMONLY REFERRED TO AS "SUSPENSION")

Out-of-school suspension temporarily removes from a student the privilege of attending school and all school activities until reinstatement has been accomplished or some other form of action is taken. Suspensions are made by the principal or his/her designee and are not to exceed ten (10) school days. In making a decision whether to place a student on suspension, the principal or designee must consider the age of the student and the past pattern of behavior by the student.

When a student is suspended:

- a. The student is to be notified of the reason(s) for the suspension and be given opportunity to present their his/her view of the alleged misconduct.
- b. The informal hearing may be postponed in emergency situations relating to health and safety and when there is a serious risk that substantial harm will occur if suspension does not take place immediately. A student suspended under emergency conditions shall have the rights specified above, as soon as the emergency condition has passed.
- c. The suspending school official shall give written notice to the student's parent(s) or guardian(s), or to the student if age 18 or over, of the suspension decision and the reason for the decision. These procedures may also be postponed in emergency situations relating to health and safety.
- d. The suspending school official shall specify the methods and conditions under which the student's schoolwork may be made up.
- e. A parent/guardian conference with the suspending school official regarding the student's behavior may be required prior to the student being readmitted. When the suspension is the result of misconduct in the classroom, the teacher involved shall be informed of the disciplinary action taken and be given the opportunity to attend all parent/guardian conferences.
- f. In the event the student or parent(s) or guardian(s) are dissatisfied with the suspension decision or the results of a parent/guardian conference they may seek and obtain a

conference with the school principal. If the parent(s)/guardian(s) are dissatisfied with the suspension decision after a conference with the principal, they may request the Superintendent's review of the decision, in writing, within 10 calendar days to assure due process was provided and to assure the discipline is consistent with Oregon law and Board policy. The Superintendent's review shall be limited to the record. A new hearing shall not be provided. The Superintendent's review shall be final and may not be appealed to the School Board.

- g. Upon return to school, the student may **participate in restorative opportunities as appropriate**, or be referred to a school counselor. ~~The multi-disciplinary team shall be a resource to counseling efforts for a student with disabilities who has been suspended.~~
- h. In special circumstances, a suspension may be continued until some specific pending event occurs, such as a physical or mental examination or incarceration by court action.

A school official may apply more than one of the above-described discipline measures on the same student for the same misconduct.

EXPULSION

Expulsion is exclusion from the regular school program and all school activities. Expulsion shall not extend beyond one calendar year.

GROUND

A student may be expelled only when the student's conduct poses a threat to the health or safety of students or school employees, when other strategies to change student conduct have been ineffective, or when expulsion is required by law. In making a decision whether to expel a student, the district must consider the age of the student and the past pattern of behavior by the student.

Notwithstanding the above, expulsion is mandatory and shall be implemented under the terms of **Board policy JFCJ-BP: Weapons in Schools**, in the following circumstances:

- a. When a student is determined to have brought a firearm to a school, to school property under the jurisdiction of the school district or to an activity under the jurisdiction of the school district;
- b. When a student is determined to have possessed, concealed or used a firearm in a school, on school property under the jurisdiction of the school district or at an activity under the jurisdiction of the school district; or
- c. When a student is determined to have brought to or possessed, concealed or used a firearm at an interscholastic activity administered by a voluntary organization.

NOTICE REQUIREMENTS

When a student is recommended for expulsion, a hearing shall be provided. Notice of the hearing to the student and to the parent(s) or guardian(s) shall be made by certified mail or hand delivered by personal service. Where notice is made by mail, the notice shall be sent Certified Mail Return Receipt Requested and mailed at least five (5) calendar days before the date of the hearing. Personal service of notice shall be at least five (5) calendar days before the date of the hearing and the person giving the notice shall file a return of service. The school official and the parent(s) or guardian(s) of the student, or the student if age 18 or over, may mutually agree to waive the above defined notice period and schedule a hearing at an earlier date.

- a. The notice shall state the specific charge or charges being made by the school, a statement of intent to consider the charges as reason for expulsion and the date, time and location of the hearing.
- b. The parent(s) or guardian(s) of the student, or the student if age 18 or over, may waive the right to a hearing by notifying the district in writing of such waiver, or by failing to

appear after notice at the time, date and place set for the hearing. The parent(s) or guardian(s) of the student, or the student if age 18 or over, may make a request prior to the hearing date and time to have the hearing rescheduled. The district may in its sole discretion comply with such request.

EXPULSION HEARING

The hearings officer shall conduct expulsion hearings for the Board in accordance with the applicable Oregon Revised statutes, specifically ORS 332.061 and Oregon Administrative Rules.

At the hearing:

- a. The student may be represented by counsel or other persons.
- b. The student shall be permitted to be present and hear the evidence presented on behalf of the district.
- c. The student shall be permitted to introduce evidence by testimony, writings or other exhibits.
- d. Strict rules of evidence shall not apply to the proceedings. However, this provision shall not limit the hearing officer's control of the meeting.
- e. The hearings officer or the student may make a record of the hearing. The District will request that the Hearings Officer tape record the hearing, but the unavailability of the audio tape due to a malfunction or loss shall not invalidate the hearing.
- f. An interpreter shall be provided by the school district in cases where the student or student's parent(s) or guardian(s) do not understand the spoken English language.

The hearings officer will determine the facts of each case on the evidence provided at the hearing and submit written findings and a recommendation for disciplinary action to the Superintendent.

The decision of the Superintendent shall be final, except as noted below. The decision shall be made in writing to the student and to the parent(s) or guardian(s) of the student. The action of the Superintendent may be:

- a. No action, the student may immediately return to school;
- b. A type of discipline especially suited to the offense;
- c. Administrative probation (as defined above), which may be applied for as long as the rest of the semester in which the probation notice is given, or when so close to the end of a semester that it would not be effective, for as long as the entire semester following the probation notice. While on administrative probation, the student must comply with the terms of that probation. Failure to comply with all rules set out in the conditions for probation is cause for a discipline hearing on the alleged violation;
- d. Expulsion, as defined, above. Prior to the expulsion the Superintendent or designee shall consider and propose to the student and document to the parent, in writing, appropriate and accessible alternative programs of instruction or instruction combined with counseling. This information and notice of alternative education programs shall be included with the written expulsion order and delivered to the student and **their his/her** parent(s) or guardian(s).
- e. A combination of the discipline options set forth above.

BOARD REVIEW AND APPEALS

The Board reserves the right to review any and all decisions regarding expulsions made on its behalf by the Superintendent.

The parent(s) and guardian(s), or the student if age 18 or over, shall have the right to appeal an expulsion decision made by the Superintendent for review by the Board. The request for appeal shall be made in

writing and delivered to the Superintendent's office within 10 calendar days of the decision. The Board shall give notice of the hearing to the appellant within the timelines as provided in Section 2 above, above, and shall conduct the hearing as provided in Section 3 above. In addition:

- a. The Board shall be provided findings as to the facts and the decision of the Hearings Officer. This material shall be made available at the same time to the parent or guardian and to the student, if age 18 or over.
- b. The Board review shall be only on the "written record." The "written record" includes all evidence and documentation in the student's hearing file.
- c. A new evidentiary hearing will not be held.
- d. At the discretion of the Board, the Board may allow the student/parent and the school representatives to present arguments.
- e. After a review of the "written record," the Board may ask questions of the student/parent and the school representatives.
- f. The Board will conduct the review in executive session and will inform the parents/[guardian](#) and student of its decision in writing.

The Board will affirm, modify or rescind the decision of the Superintendent. The decision of the Board shall be final.

Upon return to school, the student will be placed in a grade, level or class commensurate with [their his/her](#) abilities and credits at the time of [their his/her](#) return.

ALTERNATIVE PROGRAMS

Except for expulsion for a violation of the Board policy on firearms, prior to a student's expulsion or leaving school, the school administrator shall disseminate written information about alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student and the parent, legal guardian or person in parental relationship with the student in the following circumstances at least once every six months:

- a. Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with the student;
- b. When it has been determined that the student's attendance pattern is so erratic that the student is not benefiting from the educational program; or
- c. When a parent or legal guardian applies for the student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030(2).

The notice of alternative programs provided under this section shall be delivered by personal service or certified mail to the parent or guardian and student. When the parent or guardian's language is other than English, the district must provide the notice in a manner that the parent or guardian can understand. The notice must include the following information:

- a. The student conduct which is the basis for consideration of alternative education;
- b. A list of alternative programs available to the student for which the district would provide financial support in accordance with ORS 339.620, except that when notice is given after a parent or guardian applies for the student's exemption from compulsory attendance the district is not obligated to provide financial support;
- c. The program recommended for the student based on the student's learning styles and needs;
- d. The procedures for enrolling the student in the recommended programs.

END OF POLICY

Legal Reference(s):

ORS 243.650

ORS 332.061

ORS 332.072

ORS 332.107

ORS 339.115

ORS 339.240 to -339.280

~~ORS 339.250~~

ORS 659.850

OAR 581-021-0045

OAR 581-021-0050 to -0075

~~Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).~~

~~Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).~~

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969)

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).~~

District Reference(s)

GBN-BP: Sexual Harassment

GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Process – Staff

JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student

JFCJ-BP: Weapons in Schools

JFCM-AP: Threats of Violence

JGAB-AR: Use of Restraint and Seclusion

JGDA/JGEA-BP: Discipline of Disabled Students

KGBB-BP: Firearms Prohibited

Adopted: 9/26/89

Reviewed: 10/8/96, 1/14/97, 4/9/02, 2/24/04, 1/8/13, 8/19/14, 12/9/19, 10/11/22

Approved: 2/24/04, 1/22/13, 9/23/14, 12/20/19



REPORT: Administrative Policies & Regulations for Review (10/11/2022)

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

| Policy / Regulation Title | Reason for Update |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IGBI-AP: Bilingual Education | Updated language reflects revisions to OAR 581-022-2310 to include language assistance to allow for students to participate in educational activities outside of classroom instruction. District policy and regulation references have also been added. |
| IGBI-AR: Bilingual Education | New Administrative Regulation IGBI-AR defines the district’s commitment to supporting bilingual education. Definition and terms; programs, services and systems; and guidelines that will be used to inform classroom, school and system practices are explained. |

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on October 25, 2022. To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, October 12, 2022.

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE POLICY

Name: Bilingual Education
Section: Required Policy
Code: IGBI-AP

Students whose primary language is ~~a language~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction ~~and other educational activities~~.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

~~ORS 329.465~~

~~ORS 336.074~~

ORS 336.079

OAR 581-021-0046

OAR 581-022-2310

~~OAR 581-022-1140~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018 2006~~).

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6811-7014 (2006).~~

District Reference(s):

IGBI-AR: Bilingual Education

Reviewed: 12/8/09, 10/11/22

Approved: 1997, 1/12/10

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Bilingual Education

Section:

Code: IGBI-AR

Bend-La Pine Schools honors cultural and linguistic diversity as a foundational aspect of a thriving and globally competent society. All languages and dialects; written, spoken, or signed, contribute value to our community, and speakers of those languages have the right to full inclusion in the district. The district recognizes the benefits of multilingualism, and of the language-learning experience itself, a valuable component of both a future-ready education and an effective workforce.

The following are definitions and terms that Bend-La Pine Schools will use regarding bilingual education:

- Native Language: The first language(s) spoken and understood by an individual
- Dialect: A particular form of a language that is specific to a particular region or social group
- Multilingualism: The ability of an individual speaker, or a community of speakers, to communicate effectively in and across more than one language
- Emergent Bilingual: Students who are maintaining or developing their home language while also learning an additional language
- Equity: A commitment to fair and just outcomes, as opposed to equal inputs
- World Language: A language other than the individual's native language
- Language Access Plan: A guidance document that articulates how to provide access and services to families who have limited English proficiency

Bend-La Pine Schools' programs, services, and systems shall be designed to meet the following values and goals:

- Honor the connection that language and culture have with students' identities as learners;
- Recognize that the native languages that students, families, and staff contribute to our learning community are sources of strength and assets for learning;
- Maintain or enhance native-language skills and sense of pride in home language/dialect;
- Ensure access to social and academic English proficiency;
- Ensure that emergent bilingual students have access to effective participation in regular classroom instruction;
- Ensure families can effectively and meaningfully participate in their children's education and school community.

To meet the aforementioned values and goals, Bend-La Pine Schools will use the following guidelines to inform classroom, school and system practices:

- Students or staff will not be punished or disciplined for using their native language;
- Schools will be trained on instructional strategies to support emergent bilingual learners, and will implement those strategies effectively;
- Native-language instructional models will be implemented to the extent reasonably possible and programs will be guided by an equity lens;
- Curriculum and assessment tools and practices designed specifically for emergent bilingual students will be supported;
- Teachers who are trained and qualified to support language acquisition will be available to schools as resources allow;
- At all organizational levels, recruit, hire, support and retain culturally proficient, highly capable staff that reflect the diversity of district students;
- All schools and departments will use reasonable efforts to provide families with relevant written and/or verbal communication in a language and medium they can access;
- The district will develop a Language Access Plan for staff to follow.

Legal Reference(s):

ORS 329.465

ORS 336.074

ORS 336.079

OAR 581-021-0046

OAR 581-022-0046

OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018)

Title III ESEA

Lau v Nichols

Castañeda v Pickard

Meyer v Nebraska

Oregon House Bill 2056

District Reference(s):

[IGBI-AP: Bilingual Education](#)

[JBB-AP: Educational Equity](#)

[JBB-AR: Family Engagement](#)

Reviewed: 10/11/2022

Approved:



REPORT: Administrative Policies & Regulations for Adoption (10/11/2022)

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

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

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

| Policy / Regulation Title | Reason for Update |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AC-AR: Discrimination Complaint Procedure</p> | <p>The following regulations were previously consolidated into AC-AR: JBA/GBN-AR, JFCFA/GBNAA-AR and JFH-AR.</p> <p>AC-AR has been updated to reflect the language noted with AC-BP and includes language from House Bill (HB) 2935, adding an aspect to the definition of discrimination for race that includes physical characteristics historically associated with race such as natural hair and hair texture. Language from HB 3041 is also included which modified Oregon’s definition of sexual orientation and added a definition of gender identity to the protected class.</p> <p>No public comment received</p> |
| <p>GBEA-AR: Workplace Harassment Reporting & Procedure</p> | <p>Senate Bill (SB) 479 requires public employers to adopt policy and practice prohibiting workplace harassment which includes conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or conduct that is prohibited by ORS 659A.082 or 659A.112</p> <p>No public comment received</p> |
| <p>GBNAA/JHFF-AR: Suspected Sexual Conduct Reporting Procedures</p> | <p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p> <p>No public comment received</p> |
| <p>GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures - STAFF</p> | <p>Updated language includes revised statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity as defined in HB 3041.</p> <p>No public comment received</p> |

| | |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GBNAB/JHFE-AR: Reporting of Suspected Abuse of a Child | <p>Updated language reflects revisions to ORS 339. The passing of the bills affected reporting of child abuse and sexual conduct and revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports.</p> <p>No public comment received</p> |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

STEP 1

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

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

STEP 2

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

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

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

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

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

STEP 3

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

STEP 4

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

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

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

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

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

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

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

STEP 1

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

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

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

~~_____ Human Resources Director
_____ 520 NW Wall Street
_____ Bend, OR 97703
_____ 541-355-1100
_____ titleix.coordinator@bend.k12.or.us~~

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

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

~~_____ Director of Student Services
_____ 520 NW Wall Street
_____ Bend, OR 97703
_____ 541-355-1060~~

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

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

STEP 2

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

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

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

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

STEP 3

~~Upon concluding the investigation, within 10 working days, the investigator shall notify both parties of the outcome of the complaint, (including whether a violation of AC-AP: Non-Discrimination was found to have occurred), and, if appropriate, that remedial action has been taken. The investigator will not disclose any information, punishments, or remedial actions that are ordered in the notification of the investigator's findings to the extent that any such information may be protected from disclosure by FERPA, employment laws, or any other relevant laws, rules, or regulations. The notification must be in writing, must be~~

provided to both parties, and must include a description of the appeal process set forth in Step 4 below. The complainant must also be informed as to any individual remedies offered or provided to the complainant and other steps the district has taken to eliminate the hostile environment, if the district finds one to exist, and prevent recurrence. The perpetrator is not notified of the individual remedies offered or provided to the complainant.

STEP 4

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

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

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

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

Reviewed: 12/17/12, 5/5/14, 6/5/18, 3/15/19, 10/16/19, 6/2022
Approved: 12/17/12, 5/6/14, 6/8/18, 9/5/19, 10/28/19, 6/2022

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

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

NOTIFICATION

SEXUAL HARASSMENT COMPLAINT PROCEDURES AND RESOURCES

Rights of Complainant

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

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

Complaint Procedure

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

School and District Services for Employees and Students

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

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

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

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

State and Community Based Services

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

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

Privacy Rights

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

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

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

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

A complaint alleging an unlawful employment practice as describe in ORS 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability), or section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

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

Investigation Process

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

The investigator shall:

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

STEP 1

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

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

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

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

STEP 2

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

STEP 3

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

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

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

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information² required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 calendar days, in open session what action if any is warranted. The Board chair shall notify the complainant in writing within 10 calendar days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

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

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

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

Other Reporting Options and Filing Information

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

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

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

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

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

Reviewed: 9/2022

Approved:

new draft

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Hazing, Harassment, Intimidation

Bullying, Menacing, Cyberbullying,

Reporting Procedures - STAFF

Code: GBNA-AR

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

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

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

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

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

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

Definitions

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

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

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

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

“Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other’s race, color, religion, national origin, disability, sexual orientation or gender identity.

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

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

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

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

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

Reporting Procedures

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

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

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

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

STEP 1

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

STEP 2

The district official receiving the report shall promptly investigate. Parents/guardians will be notified of the nature of any report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within 10 calendar days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official(s)

conducting the investigation shall notify the person making the report within 15 working days of receipt of the information or report, and parents/guardians as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

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

STEP 3

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

STEP 4

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

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

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

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

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

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

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

Reviewed: 9/2022

Approved:

new / draft 9/2022

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE REGULATION

Name: Suspected Sexual Conduct Report
Procedures
Code: GBNAA/JHFF-AR

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

When a designated licensed administrator⁶ receives a report of suspected sexual conduct that may have been committed by a commission licensee⁷, the designee shall notify Teacher Standards and Practices Commission (TSPC). The designee shall notify the Oregon Department of Education (ODE) if the administrator receives a report of suspected sexual conduct that may have been committed by a school employee, contractor, agent or volunteer that is not a commission licensee.

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

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

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

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

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

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

An "investigation" means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have

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

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

been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

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

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

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

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

Training

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

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

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

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

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

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

Reviewed: 9/2022

Approved:

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Reporting of Suspected Child Abuse

Section: Students

Code: GBNAB/JHFE-AR

Reporting

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

Any district employee who has reasonable cause to believe that another district employee, contractor¹, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

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

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

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

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

Definitions

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

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

Confidentiality of Records

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

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

Failure to Comply

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

Actions Following Receipt of a Child Abuse Report

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

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

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

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

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

district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

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

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

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

Cooperation with Investigator

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

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

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

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents/~~guardians or anyone other than DHS or law enforcement agency and any school or district employee necessary to enable the investigation;~~
3. The school ~~or district~~ administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action

based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

Training

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

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

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

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

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

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

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

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