



## School Board Regular Meeting Agenda

April 8, 2025, 5:30 PM

### Location:

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

1. <b><u>Call to Order</u></b>	
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
2. <b><u>Pledge of Allegiance</u></b>	
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
3. <b><u>Review of Agenda</u></b>	<b>4</b>
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Attachments:</b>	
4.8.25 Agenda	4
4.8.25 Agenda - BORRADOR	7
4. <b><u>District Recognitions</u></b>	
A. Champion for Students Award	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
B. Resolution 1987: Teacher Appreciation Week	9
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Attachments:</b>	
Resolution 1987: Teacher Appreciation Week	9
5. <b><u>Student Voice Council Report</u></b>	
<b>Speaker(s):</b> Student Voice Council Leadership	
6. <b><u>Public Comment</u></b>	
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7. <b><u>Consent Agenda</u></b>	
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.	
A. Approval of Minutes	10
<b>Description:</b> March 11, 2025, Regular Business Meeting; <i>Reference: ORS 192.650 and ORS 332.057</i>	
<b>Attachments:</b>	
3.11.25 Minutes - DRAFT	10
B. Approval of Personnel Recommendations	

<b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; <i>Reference: ORS 332.505</i>	
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Classified Board Report 4.8.25	17
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JG-BP: Student Conduct and Discipline - REWRITE 4.8.25	22
D. Resolution 1986: Authorizing Sale of General Obligation Bonds	29
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Resolution 1986: Authorizing Sale of General Obligation Bonds	29
<b>8. <u>Consent for Information</u></b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
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C. Report: Executive Limitation 4.4: Facilities	43
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Executive Summary: Sustainability Update 2024-25	44
E. 3rd Quarter Finance Report	45
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Third Quarter Financial Update for FY2024-25	45
F. Approval of Administrative Policies and Regulations	48
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JGD-AP: Suspension - DRAFT 4.8.25	71
JGDA-AP: Discipline of Students with Disabilities - DRAFT 4.8.25	72
JGDA/JGEA-AP: Discipline of Disabled Students - REWRITE 4.8.25	73
JGDA-AR: Special Education Discipline - DRAFT 4.8.25	75
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<b>9. <u>Reports</u></b>	

A. Secondary Curriculum Adoption	96
<b>Speaker(s):</b> Dean Richards, Director of Secondary Curriculum, Instruction and Systems	
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Presentation: Secondary Curriculum Adoption	96
B. Healthy Schools Initiative	122
<b>Speaker(s):</b> Sean Reinhart, Executive Director of Student Services, and Dr. Aimee Snyder, Adolescent and School Health Supervisor, DCBH	
<b>Attachments:</b>	
Executive Summary: Healthy Schools Initiative Update	122
Presentation: Deschutes County Healthy Schools 2025 Annual Report	123
10. <b>Action Items</b>	
A. District Integrated Plan	143
<b>Speaker(s):</b> Dr. Lisa Birk, Deputy Superintendent	
<b>Attachments:</b>	
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Presentation: Bend-La Pine Schools 2025 Integrated Plan Application	144
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B. HDESD Board of Directors Vacancy	178
<b>Speaker(s):</b> Marcus LeGrand, Board Chair	
<b>Attachments:</b>	
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11. <b>Superintendent's Report</b>	
<b>Speaker(s):</b> Dr. Steve Cook, Superintendent	
12. <b>Director Comments</b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
13. <b>Adjourn</b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for May 13, 2025.	



## School Board Regular Meeting Agenda

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1. **Call to Order**  
**Speaker(s):** Marcus LeGrand, Board Chair
2. **Pledge of Allegiance**  
**Speaker(s):** Marcus LeGrand, Board Chair
3. **Review of Agenda**  
**Speaker(s):** Marcus LeGrand, Board Chair  
**Attachments:** 4.8.25 Agenda
4. **District Recognitions**
  - A. Champion for Students Award  
**Speaker(s):** Dr. Steve Cook, Superintendent
  - B. Resolution 1987: Teacher Appreciation Week  
**Speaker(s):** Marcus LeGrand, Board Chair  
**Attachments:** Resolution 1987: Teacher Appreciation Week
5. **Student Voice Council Report**  
**Speaker(s):** Student Voice Council Leadership
6. **Public Comment**  
**Speaker(s):** Marcus LeGrand, Board Chair  
**Description:** This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.
7. **Consent Agenda**  
**Speaker(s):** Marcus LeGrand, Board Chair  
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  - A. Approval of Minutes  
**Description:** March 11, 2025, Regular Business Meeting; *Reference: ORS 192.650 and ORS 332.057*  
**Attachments:** 3.11.25 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 4.8.25 and Classified Board Report 4.8.25

C. Adoption of Board Policies

**Attachments:** Executive Summary: Board Policies for Adoption, JG-BP: Student Discipline - DRAFT 4.8.25, and JG-BP: Student Conduct and Discipline - REWRITE 4.8.25

D. Resolution 1986: Authorizing Sale of General Obligation Bonds

**Attachments:** Resolution 1986: Authorizing Sale of General Obligation Bonds

8. **Consent for Information**

**Speaker(s):** Dr. Steve Cook, Superintendent

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

A. District Follow-up to Board Member Questions Regarding Board Packet

**Attachments:** 4.8.25 District Follow-up to Board Member Questions Regarding Board Packet

B. Follow-up to Board Comment

**Attachments:** 3.11.25 District Follow-up to BLS School Board Meeting Comment.docx

C. Report: Executive Limitation 4.4: Facilities

**Attachments:** EL 4.4 Executive Summary

D. Sustainability Update

**Attachments:** Executive Summary: Sustainability Update 2024-25

E. 3rd Quarter Finance Report

**Attachments:** Third Quarter Financial Update for FY2024-25

F. Approval of Administrative Policies and Regulations

**Attachments:** Executive Summary: Administrative Policies and Regulation for Adoption, GCBDA/GDBDA-AP: Family and Medical Leave - DRAFT 4.8.25, GCBDA/GDBDA-AR: Family and Medical Leave - DRAFT 4.8.25, GCBDC/GDBDC-AP: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) - DRAFT 4.8.25, GCBDC/GDBDC-AR: Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave - DRAFT 4.8.25, GCBDD-GDBDD-AP - DRAFT 4.8.25, GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance - DRAFT 4.8.25, JGD-AP: Suspension - DRAFT 4.8.25, JGDA-AP: Discipline of Students with Disabilities - DRAFT 4.8.25, JGDA/JGEA-AP: Discipline of Disabled Students - REWRITE 4.8.25, JGDA-AR: Special Education Discipline - DRAFT 4.8.25, JGE-AP: Expulsion - DRAFT 4.8.25, JGEA-AP: Alternative Education Programs Related to Expulsion - DRAFT 4.8.25, JHCD-AP: Medications - DRAFT 4.8.25, and JHCD-AR: Medications - DRAFT 4.8.25

9. **Reports**

A. Secondary Curriculum Adoption

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

**Attachments:** Executive Summary: Secondary Curriculum Adoption and Presentation: Secondary Curriculum Adoption

B. Healthy Schools Initiative

**Speaker(s):** Sean Reinhart, Executive Director of Student Services, and Dr. Aimee Snyder, Adolescent and School Health Supervisor, DCBH

**Attachments:** Executive Summary: Healthy Schools Initiative Update and Presentation: Deschutes County Healthy Schools 2025 Annual Report

10. **Action Items**

A. District Integrated Plan

**Speaker(s):** Dr. Lisa Birk, Deputy Superintendent

**Attachments:** Executive Summary: Approval of the District's Integrated Plan Submission, Presentation: Bend-La Pine Schools 2025 Integrated Plan Application, BLS 2025-27 IP Application – PROPOSED, and Integrated Plan Budgets - 2025-2026

B. HDESD Board of Directors Vacancy

**Speaker(s):** Marcus LeGrand, Board Chair

**Attachments:** Executive Summary: HDESD Board of Directors Vacancy

11. **Superintendent's Report**

**Speaker(s):** Dr. Steve Cook, Superintendent

12. **Director Comments**

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

13. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for May 13, 2025.



## Agenda de la reunión ordinaria de la Junta Directiva Escolar - BORRADOR

8 de Abril de 2025, 5:30 PM

### Lugar:

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

1. **Apertura de la reunión:**

**Ponente(s):** Marcus LeGrand, Presidente de la Junta Directiva

2. **Juramento a la bandera**

**Ponente(s):** Marcus LeGrand, Presidente de la Junta Directiva

3. **Revisión de la Agenda**

**Ponente(s):** Marcus LeGrand, Presidente de la Junta Directiva

4. **Reconocimientos del Distrito Escolar**

A. Premio Campeón para Estudiantes

**Ponente(s):** Dr. Steve Cook, Superintendente

B. Resolución 1987: Semana de Agradecimiento a los Maestros

**Ponente (s):** Marcus LeGrand, Presidente de la Junta Directiva

5. **Reporte del Consejo de Voz Estudiantil**

**Ponente(s):** Liderazgo del Consejo de Voz Estudiantil

6. **Comentario Público**

**Ponente(s):** Marcus LeGrand, Presidente de la Junta Directiva

**Descripción:** Este es el tiempo previsto para que las personas se dirijan a la Junta Directiva. Las solicitudes de comentarios públicos se aceptan por adelantado por medio del formulario de Google hasta las 5:00 p.m. del día de la reunión para compartir los comentarios en persona o de manera virtual. Las personas también pueden apuntarse para hacer comentarios públicos el día de la reunión en base al espacio disponible, de acuerdo con el Proceso de Gobernanza 6 (GP-6). El registro en persona se llevará a cabo hasta las 5:35 p.m. a la entrada de la sala de reuniones.

7. **Agenda Consensuada**

**Ponente(s):** Marcus LeGrand, Presidente de la Junta Directiva

**Descripción:** Los elementos que son de naturaleza rutinarios se hubican en la agenda consensuada. Cualquier elemento incluido en la agenda consensuada puede quitarse a petición de cualquier miembro de la junta directiva antes del momento de la votación. Todos los elementos restantes de la agenda consensuada se eliminan luego de una sola moción.

A. Aprobación de actas de la reunión

**Descripción:** 11 de marzo de 2025, Reunión ordinaria de trabajo; *Referencia: ORS 192.650 y ORS 332.057*

B. Aprobación de recomendaciones del personal

**Descripción:** Renuncias, jubilaciones y contrataciones recomendadas del personal administrativo, titulado, clasificado y confidencial; *Referencia: ORS 332.505*

C. Adopción de las políticas de la junta directiva

D. Resolución 1986: Autorización de la venta de bonos de obligación general

8. **Consentimiento para la información**

**Ponente(s):** Dr. Steve Cook, Superintendente

**Descripción:** Los elementos que son de naturaleza rutinarios y que solo tienen fines informativos se incluyen en el consentimiento para la información.

- A. Seguimiento al comentario de la junta directiva
- B. **Ponente:** Limitación ejecutiva 4.4: Instalaciones
- C. Actualización sobre la sustentabilidad
- D. Reporte financiero del 3er cuarto
- E. Aprobación de políticas y reglamentos administrativos

9. **Reportes**

- A. Adopción del Plan de Estudios de Secundaria  
**Ponente(s):** Dean Richards, Director de Plan de Estudios, Formación y Programas de Secundaria
- B. Iniciativa de Escuelas Saludables  
**Ponente(s):** Sean Reinhart, Director Ejecutivo de Servicios Estudiantiles y Dr. Aimee Snyder, Supervisora para la Salud Escolar y del Adolescente, Salud Conductual del Condado de Deschutes (DCBH por sus siglas en inglés)

10. **Puntos de acción**

- A. Plan Integral del Distrito  
**Ponente(s):** Superintendente adjunto, Dr. Lisa Birk
- B. Vacante en la Junta Directiva del Distrito de Servicios Educativos High Desert (HDESD por sus siglas en inglés)  
**Ponente(s):** Marcus LeGrand, Presidente de la Junta Directiva

11. **Reporte del Superintendente**

**Ponente(s):** Dr. Steve Cook, Superintendente

12. **Comentarios del director**

**Descripción:** Una oportunidad para que los miembros de la mesa directiva compartan comentarios y reflexiones.

13. **Levantamiento de la sesión**

**Descripción:** Se levanta la sesión con la próxima reunión ordinaria de la Junta Directiva Escolar programada para el 13 de mayo de 2025.



Administrative School District No. 1

Resolution No. 1987: Teacher Appreciation Week

**WHEREAS**, teachers shape our future by their commitment to students’ success; and

**WHEREAS**, teachers engage students from many backgrounds and experiences; and

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

**WHEREAS**, the community recognizes and salutes our teachers for educating our children;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors for Bend-La Pine Schools proclaims **May 5-9, 2025**, to be **TEACHER APPRECIATION WEEK**; and

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

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 8<sup>th</sup> day of April 2025.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

Attest: \_\_\_\_\_  
Board Secretary



## School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** March 11, 2025

### Board Members

Kina Chadwick:	Present
Cameron Fischer:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Absent
Shirley Olson:	Present
Amy Tatom:	Present
Ross Tomlin:	Present

#### 1. Call to Order

**Speaker(s):** Chair Marcus LeGrand

**Discussion:** The meeting was called to order by Chair Marcus LeGrand at 5:32 pm.

#### 2. Pledge of Allegiance

**Speaker(s):** Chair Marcus LeGrand

**Discussion:** The Pledge of Allegiance was led by Chair Marcus LeGrand.

#### 3. Review of Agenda

**Speaker(s):** Chair Marcus LeGrand

**Attachments:** 3.11.25 Agenda – DRAFT and 3.11.25 Agenda – BORRADOR

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

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook recognized Brant Mellor, a teacher at Mountain View High School, for his exceptional success in teaching College Now classes, engaging students with real-world experiences, providing them with an early start on their college journey, and creating invaluable opportunities for high school students by continuing the growth of the district's partnership with Central Oregon Community College.

#### 5. Student Voice Council Report

**Speaker(s):** Student Voice Council Leadership

**Discussion:** Kaylee Olvera Rivera, Caldera High School; Elliot DeMartin, Realms High School; and D. Prescher, Bend Senior High School, provided an update on the current initiatives the SVC is working on such as reviewing fundraising policies and practices, student engagement opportunities such as the IT Stakeholder Group, and bias incident reporting.

#### 6. Public Comment

**Speaker(s):** Chair Marcus LeGrand

**Description:** This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.

**Discussion:** A student joined to share the need for better representation of LGBTQ for students in the district's curriculum. Four individuals, teachers and parents, from Bend International School spoke to advocate for equal funding for charter schools.

## 7. Consent Agenda

**Speaker(s):** Chair Marcus LeGrand

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

**Action(s):** I move to approve the Consent Agenda. This motion, made by Amy Tatom and seconded by Ross Tomlin, Carried.

**Voting Detail:** Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Absent, Shirley Olson: Yea, Amy Tatom: Yea, Ross Tomlin: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

### A. Approval of Minutes

**Description:** February 11, 2025, Regular Board Meeting; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 2.11.25 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 3.11.25 – UPDATED and Classified Board Report 3.11.25

### C. Adoption of Board Policies

**Attachments:** Executive Summary: Board Policies for Adoption and GBNA/JHFF-BP: Suspected Sexual Conduct with Students & Reporting Requirements - DRAFT 3.11.25

### D. Elementary Math Curriculum Adoption

**Attachments:** Executive Summary: Elementary Math Curriculum Adoption

## 8. Consent for Information

**Speaker(s):** Dr. Steve Cook, Superintendent

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

**Discussion:** Superintendent Cook noted that the Consent for Information includes five policies that the district is adopting as well as a document that provides follow-up to questions that arose during the Secondary Programs Update at the last board meeting. GBNA/JHFE-AR: Reporting of Suspected Child Abuse and JFE-AP: Pregnant and/or Parenting Students have been updated to align with current district practices. IGBHD-AR: Program and Instructional Activity Exemptions, was updated to align with current district practices and renamed and recoded to an administrative policy. It went out for public feedback last month, but no feedback was received. IKF-AP Graduation Requirements was completely rewritten to align with current district practices incorporating language from IKF-AR, which has been deleted, and includes updates to align with several new legal requirements for class credits.

Discussion ensued regarding how the new required credits for personal finance and higher education and career path skills affect elective credits and opportunities at smaller schools. Deputy Superintendent Birk noted that these are new mandates so the district is required to make the changes. Cook noted that this is another example of a state mandate that is unfunded and puts additional burdens on schools. Cook also provided additional information on the process for the Seal of Biliteracy.

### A. Approval of Administrative Policies and Regulations

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption, GBNA/JHFE-AR: Reporting of Suspected Child Abuse - DRAFT 3.11.25, IGBHD-AR: Program and Instructional Activity

Exemptions - DRAFT 2.11.25, IKF-AP: Graduation Requirements - DRAFT 3.11.25, IKF-AP: Graduation Requirements - REWRITE 3.11.25, IKF-AR: High School Diplomas, Graduation Requirements, & Graduation Exercises - DELETE 3.11.25, and JFE-AP: Pregnant & Parenting Students - DRAFT 3.11.25

**B. Follow-up to Board Comment**

**Attachments:** 2.11.25 District Follow-up to BLS School Board Meeting Comment.docx

**9. Reports**

**A. Strategic Priorities Update**

**Speaker(s):** Dr. Steve Cook, Superintendent

**Attachments:** Executive Summary: Strategic Priorities Update and Presentation: Strategic Priorities Update

**Discussion:** Superintendent Cook shared that the budget season is beginning and the state budget is expected to be released in approximately two months. He provided an overview of the biennial state funding, enrollment trends, the district's operating budget, and the Board goals. Cook discussed the factors affecting the general fund such as decreasing enrollment and the increasing costs of staffing. The allowable uses for the Student Investment Account (SIA) and High School Success (HSS) funds were also discussed. The commitments moving forward are elementary curriculum adoption which is state mandated, standards based instruction and grading, and life and career readiness standards across all grade levels. Cook provided a timeline for the budget process noting that the proposed budget is expected to be before the Board at the June 17th meeting for adoption.

**B. Climate and Culture Task Force Update**

**Speaker(s):** Dr. Lisa Birk, Deputy Superintendent

**Attachments:** Executive Summary: Climate and Culture Task Force Update and Presentation: Climate and Culture Task Force Update

**Discussion:** Deputy Superintendent Birk provided an update on the Climate and Culture Task Force. Tammy Doty, Executive Director of Elementary Programs, joined to share the history of the Task Force dating back to Spring 2023. An overview of the common expectations and Code of Conduct were shared and it was noted that the information was rolled out to administrators in August, to families in the annual handbook, and through Tier 1 teaching in classrooms and schools.

BEA President, Sarah Barclay, shared data on how the implementation of the Tier 1 expectations is going for staff. It was noted that the data regarding whether the Code of Conduct is implemented consistently in buildings was not consistent, so the Task Force will focus its work on implementing and consistently utilizing the Code of Conduct.

Brian Barringer, La Pine Middle School Principal, and Amanda Johnson, Rosland Elementary EA, shared their building's practices regarding the roll out and use of the Code of Conduct, how staff are using data to review behavior trends, and how having clear expectations and systems in classrooms builds trust among staff. Birk discussed the parallel development of building foundational systems such as the EWS (Early Warning Systems) and developing common language in MTSS (multi-tiered systems of support) to develop consistent data and build Tier II interventions, as well as next steps.

**C. Bullying Prevention within a Culture of Belonging**

**Speaker(s):** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity; Jennifer Hauth, Director of Social, Emotional, and Mental Well-Being; and Eric Powell, Director of Special Programs

**Attachments:** Executive Summary: Bullying Prevention within a Culture of Belonging and Presentation: Bullying Prevention within a Culture of Belonging

**Discussion:** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, provided an overview of policies that support a clear and consistent prohibition of bullying.

Jennifer Hauth, Director of Social, Emotional, and Mental Well-Being, provided a preview of this year's YouthTruth data regarding bullying and harassment, belonging, and peer collaboration. Hauth also highlighted the Wayfinder curriculum. Dr. Aimee Snyder, Deschutes County Behavioral Health, discussed

the Tier 1 health curriculum, noting that Sources of Strength is a Tier 1 prevention tool. Hauth noted that the K-12 Comprehensive School Counseling Program (CSCP) is a district-wide commitment.

Eric Powell, Director of Special Programs, discussed the Code of Conduct's clear definition of bullying which is the foundation for investigations and outcomes. He provided examples of interventions, consequences, and steps for moving forward. Deputy Superintendent Birk noted the importance of these practices being imbedded in our everyday work to promote systemic change.

The students from the Student Voice Council shared their positive feedback on Sources of Strength and the feeling of belonging in schools this past year.

Superintendent Cook noted that the goal of the YouthTruth data, which is available on the district website, is to evaluate trends to help determine growth areas and areas for improvement. Birk shared that administrators reviewed the data at a recent Admin PD and that by April 30th school administrators will communicate with their staff and families their outcomes and goals.

## 10. Administrative Policy and Regulation Report

### A. Administrative Policies and Regulations in Review

**Speaker(s):** Dr. Steve Cook, Superintendent

**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 via Google Form.

**Attachments:** Executive Summary: Administrative Policies and Regulations for Review and IKJ-AP: Artificial Intelligence - DRAFT 3.11.25

**Discussion:** Superintendent Cook shared that the district has a new administrative policy, IKJ-AP: Artificial Intelligence, that will be out for public feedback. The policy has been designed to facilitate actions regarding artificial intelligence across all aspects, from teaching and learning to district operations. He noted that the district opted to expand the policy beyond the sample policy provided by OSBA. Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, joined to discuss concern regarding teacher's use of AI tools as a final determination of plagiarism in student work.

## 11. Superintendent's Report

**Speaker(s):** Dr. Steve Cook, Superintendent

**Discussion:** Superintendent Cook shared that this past month has been busy visiting schools and classrooms. He shared that Caldera High School is hosting the Life and Career Readiness night tomorrow and that Thursday is the first ever all-staff virtual staff meeting. He also noted that he recently attended the national AASA conference and that our district is in alignment with the national direction.

## 12. Director Comments

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

**Discussion:** Director Ross Tomlin appreciated the evening's presentations as he is still learning. He noted that he attended the recent DECA presentations and was blown away by the students. He also recently visited La Pine Middle School and appreciated the positive energy and CTE programs he observed.

Director Shirley Olson shared that she would be visiting Rosland Elementary tomorrow and that she loves visiting all of the schools.

Director Cameron Fischer was thankful for the follow-up to the questions that were asked at the last board meeting. She also attended the recent DECA presentations and toured the CTE programs at Mountain View High School. Fischer thanked the community for their gratitude of the recent resolutions passed by the Board.

Director Kina Chadwick shared that they have been visiting the GSA groups at Caldera High School and Bend Tech Academy and appreciates connecting with students. They also recently visited Bend Senior High School with Jen Groth, EA and OSEA President, and appreciated seeing student athletes connecting with Special Olympic athletes.

Chair Marcus LeGrand appreciated the recent door decorating contest and all students for celebrating Black History Month. He congratulated all district student athletes on their journeys. He is looking forward to the upcoming election and continuing to serve on the Board. He also noted that he will be attending the NSBA conference the first week of April.

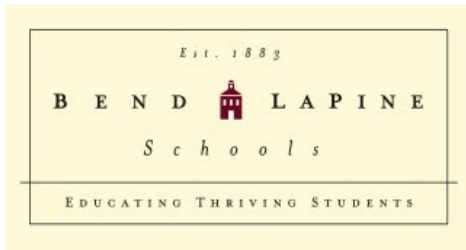
**13. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for April 8, 2025.

**Discussion:** Chair Marcus LeGrand adjourned the meeting at 8:08 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



**HUMAN RESOURCES**

*Education Center*

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

DATE: April 1, 2025  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on April 8, 2025. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

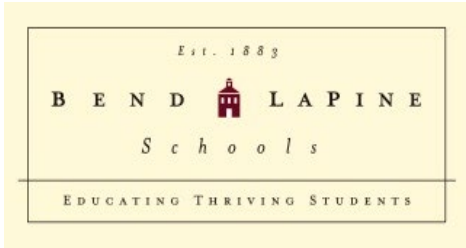
NAME	POSITION	LOCATION	STATUS	HIRE DATE
Allred, Mickel	Primary Teacher	North Star Elementary	Temporary Full Time	03/12/2025
Baldwin, Thomas	Counselor	Mountain View HS	Temporary Full Time	03/31/2025
Guilfoy, Daniel	Science Teacher	REALMS MS	Temporary Part Time	03/17/2025
Hood, Stacey	Primary Teacher	Pine Ridge Elementary	Temporary Full Time	03/12/2025
Zywicke, Jake	Science Teacher	High Desert MS	Temporary Full Time	03/17/2025

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Abraham-Rhine, Toby	Counselor	Bear Creek Elementary	08/30/2021 – 06/30/2025
Carpenter, Michael	Athletic Director	Summit High School	08/30/1999 – 06/30/2025
Chavira, Patricia	Learning Specialist	Bend Senior High School	08/06/2024 – 06/30/2025
Fincham, Nicole	Learning Specialist	Silver Rail Elementary	08/29/2022 – 06/30/2025
Guest, Leticia	Science Teacher	Sky View MS	08/27/2018 – 06/30/2025
Halfmann, Andrea	ESOL Teacher	Ponderosa Elementary	09/16/2011 – 06/30/2025
Harju, Catherine	Intermediate Teacher	Highland Elementary	08/30/2021 – 06/30/2025
Hatfield, Amber	Learning Specialist	Silver Rail Elementary	08/22/2024 – 06/30/2025
Keefer, Thomas	ROTC Teacher	La Pine High School	09/01/2019 – 06/30/2025
Killoran, Matthew	Science Teacher	Summit High School	08/31/2015 – 06/30/2025
Kruska, Erin	Learning Specialist Sub	Pacific Crest MS	02/03/2025 – 03/22/2025
Manselle, Teri	Online Teacher	Bend- La Pine Online	08/30/2004 – 06/30/2025
Schey, Samantha	Science Teacher	Mount View High School	08/30/2021 – 06/30/2025
Towne, Sara	Learning Specialist	Lava Ridge Elementary	08/30/2016 – 04/04/2025

**CERTIFIED RETIRE/REHIRE**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

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**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

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April 1, 2025

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

**FROM:** Steve Herron, Chief Human Resources Officer  
Ryan Kelling, Executive Director of Human Resources

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on April 08, 2025.

**Classified Hiring**

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Duby, Steph	Nutrition Server I	Summit	Reg 3.50 hrs / day	03/18/25
Hogen, Junnelle	EA – Instruction	Ponderosa	Temp 6.25 hrs / day	03/21/25
Lee, Jennae	Nutrition Specialist III	Bend High	Reg 8.0 hrs / day	03/19/25
McDaniel, Bobbie Jo	Custodial Crew I	La Pine High	Reg 8.0 hrs / day	03/21/25
Moreno, Patricia	Nutrition Tech II	Juniper	Reg 7.0 hrs / day	03/19/25
Stirk, Molly	Nutrition Server I	Summit	Reg 3.75 hrs / day	03/04/25
York, Amy	Nutrition Server I	Pine Ridge	Reg 3.75 hrs / day	03/19/25

**Classified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Alotaibi, Desiree	EA – Instruction	Buckingham	09/07/21 – 04/04/25
Ingalls, Forrest	Custodial Crew I	Westside Village	10/03/22 – 03/05/25
Johnson, Mallory	EA Inclusion	Lava Ridge	02/21/25 – 04/05/25
Patrick, James	Custodial Crew I	Summit	09/25/23 – 03/21/25
Rieken, Nikki	DEI Community Specialist I - FAN	DEI	01/29/24 – 04/11/25
Rogers, Julie	Nutrition Server I	Cascade	01/17/25 – 03/07/25
Ruddell, Isaac	Custodial Crew I	La Pine High	12/07/23 – 03/22/25
Wolfenden, Suzanne	Nutrition Server I	Bend High	09/20/22 – 04/15/25
Woodward, Jane	EA – Inclusion	Pacific Crest	11/22/24 – 03/20/25



**HUMAN RESOURCES**

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*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

**Classified Retirements**

Name	Position	Location	Retire Date
Gamblin, Suzette	EA – Inclusion	Pine Ridge	01/04/16 – 04/21/25

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date
Thebo, Jimmie	Custodial Crew I	Cascade	04/01/25 – 06/30/25

**Classified Dismissals**

Name	Position	Location	Term Date

**Confidential Hiring**

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Westling, Sarah	HR Specialist II	Human Resources	Reg 8.0 hrs / day	03/31/25

**Confidential Resignations**

Name	Position	Location	Resign Date

**Confidential Dismissals**

Name	Position	Location	Term Date



**ACTION:** Board Polices for Adoption – April 8, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a multi-part, policy and regulation review process. The district shares policies and regulations that are currently in review at regularly scheduled school board meetings and then following the meeting allows time for, and considers, public feedback related to the proposed changes. The district also has several student, staff, and community groups that review policies and provide feedback. The Oregon School Boards Association (OSBA) releases a Policy Update several times a year with changes to policies and regulations as a result of changes in legislation. The district reviews the required and recommended changes before adopting any changes. Public feedback is not solicited on these policies as the updates align with requirements set forth in laws and regulations.

The following Board policies will be adopted as presented. 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
JG-BP: Student Discipline	Policy has been rewritten to align with district practices as well as OSBA sample policy, incorporating existing language into new JDG-AP, JGE-AP, and JGEA-AP policies.

**Recommended Motion:**

I move to adopt the Board policies as presented.



Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.).

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents/guardians, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

**END OF BOARD POLICY**

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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, 4/8/25  
APPROVED: 9/26/89, 2/24/04, 1/22/13, 9/23/14, 12/20/19, 12/13/22

**POLICY / REGULATION CROSS REFERENCE**

[GBN/JBA-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-AP: Discipline of Students with Disabilities](#)  
[KGBB-BP: Firearms Prohibited](#)

**LEGAL REFERENCE**

<a href="#">ORS 243.650</a>	<a href="#">ORS 332.107</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 332.061</a>	<a href="#">ORS 339.115</a>	<a href="#">OAR 581-021-0050 to -0075</a>
<a href="#">ORS 332.072</a>	<a href="#">ORS 339.240 to -339.280</a>	
	<a href="#">ORS 659.850</a>	

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).

draft 4.2025

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.

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;

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 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 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 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 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 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.
- 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 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 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 abilities and credits at the time of their 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**

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#### **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 659.850  
OAR 581-021-0045  
OAR 581-021-0050 to -0075

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).

**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, 12/13/22

rewrite

4.2025



## Administrative School District No. 1

### Resolution No. 1986: Authorizing Sale of General Obligation Bonds

#### SECTION 1. FINDINGS

The Board of Directors (the “Board”) of Administrative School District No. 1 (Bend-La Pine Schools), located in Deschutes County, Oregon a common school district of the State of Oregon (the “District”) finds:

- a. The District is authorized pursuant to the Oregon Constitution and Oregon Revised Statutes Chapter 287A and Section 328.205 to issue general obligation bonds to finance capital costs; and
- b. A majority of the qualified voters of the District voting at the November 8, 2022 election approved issuance of District general obligation bonds; and
- c. On March 2, 2023, the District used a principal amount of \$100,000,000 of the authority from the November 8, 2022 election leaving a principal amount of \$149,700,000 of authority remaining; and
- d. The District adopts this Resolution to provide the terms under which the remaining authority of general obligation bonds may be sold.

#### SECTION 2. BONDS AUTHORIZED

The District hereby authorizes the issuance of general obligation bonds as described in the ballot title approved by the District’s voters at the November 8, 2022 election (the “Bonds”). The District expects to issue the Bonds in calendar year 2025, in an aggregate principal amount not to exceed \$149,700,000, and captioned “General Obligation Bonds, Series 2025.”

#### SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Chief Financial Officer or a designee of any of those officers (each an “Authorized Representative”) to act on behalf of the District as specified in Section 5 hereof.

#### SECTION 4. SECURITY

Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Bonds. The District hereby covenants for the benefit of the Owners to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies that may occur in the payment of such taxes and other legally available amounts, to pay all Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

#### SECTION 5. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE BONDS

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this Resolution, are hereby affirmed and authorized), to:

- a. Issue the Bonds in one or more series which may be sold at different times.

- b. Participate in the preparation of and authorize the distribution of the preliminary and final official statements and any other disclosure documents for each series of the Bonds.
- c. Establish the final principal amounts, maturity schedules, interest rates, and other terms for each series of the Bonds.
- d. Either publish a notice of sale, receive bids and award the sale of that series to the bidder complying with the notice and offering the most favorable terms to the District, or select one or more underwriters or lenders and negotiate the sale of that series with those underwriters or lenders and execute and deliver a bond purchase agreement or other document in connection with such sale.
- e. Enter into covenants regarding the use of the proceeds of the Bonds and the projects financed with the proceeds of the Bonds.
- f. Undertake to provide continuing disclosure for each series of the Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.
- g. If applicable, take all action and execute all documents necessary to obtain a grant under the Oregon Department of Education's Oregon School Capital Improvement Matching Program.
- h. Apply for ratings for each series of Bonds.
- i. Determine whether to purchase municipal bond insurance or obtain other forms of credit enhancement including the Oregon School Bond Guaranty Program for each series of Bonds and enter into related documents.
- j. Appoint service providers for each series of the Bonds and enter into agreements with those service providers.
- k. Determine whether each series of Bonds will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under that code. If a series bears interest that is excludable from gross income under that code, the Authorized Representative may enter into covenants to maintain the excludability of interest on that series of the Bonds from gross income.
- l. Make any clarifying changes to this Resolution or additional covenants not inconsistent with this Resolution.
- m. Execute any documents and take any other action in connection with the Bonds which the Authorized Representative finds will be advantageous to the District.

**SECTION 6. Default and Remedies.**

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Bonds:

- a. Failure by the District to pay Bond principal, interest or premium when due;
- b. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,
- c. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Bonds or in aid of the exercise of any power granted in this Resolution or in the Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Bonds by the Resolution or the Bonds or by law. However, the Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

#### **SECTION 7. DEFEASANCE**

The District may defease the Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Bonds to be defeased, cash or direct obligations of the United States or obligations the principal of and interest on which are fully and unconditionally guaranteed by the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Bonds until their maturity date or any earlier redemption date. Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

#### **SECTION 8. ESTABLISHMENT OF FUNDS AND ACCOUNTS**

The following funds and accounts shall be created and continually maintained, except as otherwise provided, so long as the Bonds remain unpaid.

- a. Debt Service Account. The District shall maintain the debt service account in the District's debt service fund for the payment of principal, premium, if any, and interest on the Bonds as they become due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Bonds shall be deposited to the debt service account.
- b. Project Fund. The District shall maintain the project fund into which the proceeds of the Bonds shall be deposited, for the purpose of accounting for and paying all costs of the projects and the costs related to the sale of the Bonds. Any interest earnings on moneys invested from the project fund shall be retained in the project fund. The District's share of any liquidated damages or other moneys paid by defaulting contractors or their sureties will be deposited into the project fund to assure the completion of the projects.

Upon completion of the projects and upon payment in full of all costs related thereto, any balance remaining in the project fund shall be deposited to the Debt Service Account for payment of debt service.

**SECTION 9. PROFESSIONALS**

The District hereby affirms Hawkins Delafield & Wood LLP as bond counsel for the issuance of the Bonds and Piper Sandler & Co., as financial advisor.

**SECTION 10. RESOLUTION TO CONSTITUTE CONTRACT**

In consideration of the purchase and acceptance of any or all of the Bonds by those who shall own the Bonds from time to time (the "Owners"), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Bonds, including without limitation the District's covenants and pledges contained in Section 0 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

Moved by \_\_\_\_\_

Second by \_\_\_\_\_

Yes votes \_\_\_\_\_

No votes \_\_\_\_\_

Dated this 8<sup>th</sup> day of April 2025.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

Attest: \_\_\_\_\_  
Board Secretary

## Follow-up to Board Member Questions regarding April 8, 2025, Board Packet

### **Budget Committee:**

- *Wondering about the process used to prioritize materials, supplies and travel budget allocations from each department/school. Does each department submit requests that are then consolidated and reviewed, or does leadership simply look at last year's expenditures against the expected staffing in that area?*
  - *As part of the budget process, finance leadership meets with level leaders and department heads to review their current year budget and to discuss priorities for the upcoming budget. Material and Services budgets, (including supplies and travel) are initially allocated based on the priorities of the level leader or department head. As the entirety of the budget takes shape we determine whether the District can afford the initial M&S levels or if we need to reduce expenditures to balance the budget and retain staff. For FY 2025-26, the proposed budget has significantly cut requested M&S expenditures (~\$2M) so as not to reduce personnel.*

*School buildings are a small portion of the overall district wide M&S budget (~5%) and therefore do not meet with leadership when discussing allocations. The vast majority of M&S is in departments like Curriculum, TLC, SPED, Policy and Advocacy, Facilities, Safety, Custodial, IT, HR etc.. Schools receive a discretionary budget that they can allocate as they see fit. The discretionary budget for schools was not reduced in the proposed FY 2025-26 budget.*

- *I noticed that travel budgets in most areas are very small compared to the number of staff. If someone wants to attend a conference out of the area, how are those requests prioritized and funded? Is there a separate pot of money for PD travel? I did not see one.*
  - *See the above response. In order to balance the proposed budget, the District's Materials and Services requested appropriations were cut by approximately \$2M. The travel account, which does include PD, was reduced from requested appropriations to ensure the District could retain staffing levels. However, the total proposed FY 2025-26 travel/PD appropriation is 78% higher than FY 2024-25 adopted budget. The District cut initial allocations in areas such as supplies, software, hardware, equipment, travel, water usage, and PD to prevent reductions in staffing.*

Certified employees can submit requests to their building principal who then determines approval based on the district/school vision and mission.

Professional development dollars are allocated annually to support IB and AP training.

### **Board Meeting Agenda:**

- *For the Follow up to the Public Comment (pages 30-33), I want to be sure I am reading the graphs correctly. Can you clarify the results of the questions for OR schools vs. our district?*
  - OR School average is represented by the black vertical line in the grey bar below our district. The yellow bar represents where our district ranked and is indicated by the raw score (between 0 and 4) and the percentile that this puts our district in comparison to other districts that took YouthTruth. Dave would be happy to do a 1:1 tutorial of sorts regarding reading the graphs if it's helpful.
  
- *For the integrated plan, does this application then help determine the amount of funding that will be received from the state for these programs?*
  - This application doesn't help determine the overall amount of funding from the state. The state allocation is part of the calculus of the Governor's budget once it is finalized.
  
- *I'm concerned with physics first. Do students have the necessary math skills as freshman to do physics when we're delaying more advanced math, like algebra, until high school? Why was physics first chosen?*
  - Physics first is a statewide and national trend and is the current practice at Caldera HS. This course had a 95.5% pass rate in the first semester. Using the current model, Biology and chemistry teachers have been teaching 2 to 6 weeks of physics content in order for students to understand the Biology and Chemistry concepts. Taking physics first provides students with the conceptual foundation necessary to understand chemistry, biology and AP Physics. The necessary math for 9th grade physics is to be concurrently enrolled in Algebra, which is the current practice. PEER Physics is on par with Algebra 1. Studies show that when students learn the concepts first, the math manipulation is more understandable. Physics first is not an Advanced Algebra/Calculus based physics like we would teach to upperclassmen.

- *How does AP coursework fit into this pathway? Does the middle school science pathway feed into the high school curriculum to allow students to skip this core pathway to move into advanced/AP courses?*
  - The middle school science curriculum and pathway, which provides a rigorous set of scientific thinking and skills set up students up for a rigorous, all science pathway. With the lack of a current pathway, students can graduate without exposure to all of the sciences. A three year model of physics, chemistry, biology that integrates Earth and Space science ensures students have exposure to core science knowledge.

Students will be able to take AP classes once the students have the skills needed for the course, as described by AP. By the junior year, all students will have access to all of the AP Science courses available at the school site.

- *How are students currently accessing AP coursework in science in high school and does this reduce or increase those opportunities? Please provide examples. Ie: are students currently starting AP Bio freshman year and what would it look like in the physics first model?*
  - Students should not be taking AP Bio as a freshman as the AP states: “Students should have successfully completed high school courses in biology and chemistry.” AP/IB courses in the Sciences are set up for Junior and Senior year students. Science teachers are in discussion about if there is enough background for Juniors to take AP Biology with just Chemistry. Currently 96.4% of AP/IB courses are taken by Juniors and Seniors. It is not uncommon for juniors and seniors to be concurrently enrolled in a science level course and an AP/College Dual credit course. Students also enroll in science elective courses such as Anatomy and Physiology (and earn college credit) and Zoology.
- *Is this curriculum reducing or increasing rigor in our district compared to what we’re using now?*
  - This pathway will increase the rigor by having students take all areas of science. With our current pathways, students could graduate with 3 science credits and not take Biology, Chemistry, Physics, or Earth and Space Science. Expecting all students to engage in all of the sciences, students will be better prepared for future scientific learning and future career choices. Many high schools in our current model teach a Physical Science class. This class is not considered a rigorous science class for universities and many do not accept this class for entry.

- *Will this curriculum/pathway model reduce FTEs for advanced science courses in our schools?*
  - We did extensive work with principals looking at the pathway and its impact on courses. We collaborated with principals and science teacher representatives on master schedule models to better understand how each pathway would impact course offerings.

FTE allocation to the sections in each department is decided at the building level with certified member input. Principals determined that this pathway gave them the greatest opportunity to provide AP/IB/college dual credit courses as well as other science electives. Based on the FTE allocations and student course requests, there may be an impact on the number of sections of science electives. Overall, principals are dedicated to maintaining or increasing IB, AP and college dual credit offerings in science.



District Follow-up to Comment Received at March 11, 2025, Board Meeting

Agenda Item/Topic:	District Staff Assigned to:	Notes/Comments:										
<p>8.A. Policies for Adoption: IKF-AP: Graduation Requirements - DRAFT 3.11.25</p>	<p>Sean Reinhart, Executive Director of Student Services</p>	<p><i>How many appeals does the district receive annually from Oregon colleges and universities regarding the modified diploma?</i></p> <ul style="list-style-type: none"> <li>Appeals regarding modified diplomas go directly to the student, so the district does not have any such data. During the process of determining to place the student on a modified diploma, a school team works with the family to discuss the student's post-secondary plans which influence the decision. Student's that indicate a desire to attend a four-year college are not placed on a modified diploma. Across the board, community colleges accept students with modified diplomas, so it would not be a barrier.</li> <li>Modified Diploma Data Across All High Schools <table border="1" data-bbox="984 1047 1344 1364"> <tbody> <tr> <td>2023-24</td> <td>30</td> </tr> <tr> <td>2022-23</td> <td>19</td> </tr> <tr> <td>2021-22</td> <td>19</td> </tr> <tr> <td>2020-21</td> <td>14</td> </tr> <tr> <td>2019-20</td> <td>17</td> </tr> </tbody> </table> </li> </ul>	2023-24	30	2022-23	19	2021-22	19	2020-21	14	2019-20	17
2023-24	30											
2022-23	19											
2021-22	19											
2020-21	14											
2019-20	17											



District Follow-up to Comment Received at March 11, 2025, Board Meeting

<p>9.B. Climate and Culture Task Force Update</p>	<p>Dave VanLoo, Director of School Improvement</p>	<p><i>What is the disaggregated YouthTruth data on “Feeling of Belonging” for LGBTQ students and students of color?</i></p> <ul style="list-style-type: none"> <li>● MS:             <ul style="list-style-type: none"> <li>○ LGBTQ+ n=342 (11%)</li> <li>○ Not LGBTQ+ n=2604 (83%)</li> <li>○ Prefer not to say n=191 (6%)</li> </ul> </li> <li>● MS:             <ul style="list-style-type: none"> <li>○ Person of Color n=461 (15%)</li> <li>○ Not POC n=2314 (74%)</li> <li>○ Prefer not to say n=359 (11%)</li> </ul> </li> <li>● HS:             <ul style="list-style-type: none"> <li>○ LGBTQ+ n=457 (13%)</li> <li>○ Not LGBTQ+ n=2955 (82%)</li> <li>○ Prefer not to say n=186 (5%)</li> </ul> </li> <li>● HS:             <ul style="list-style-type: none"> <li>○ Person of Color n=532 (15%)</li> <li>○ Not POC n=2855 (79%)</li> <li>○ Prefer not to say n=232 (6%)</li> </ul> </li> </ul> <p>Board members have been provided access to view all school specific YouthTruth data reports. See graphs below for the data stated above.</p>
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## District Follow-up to Comment Received at March 11, 2025, Board Meeting

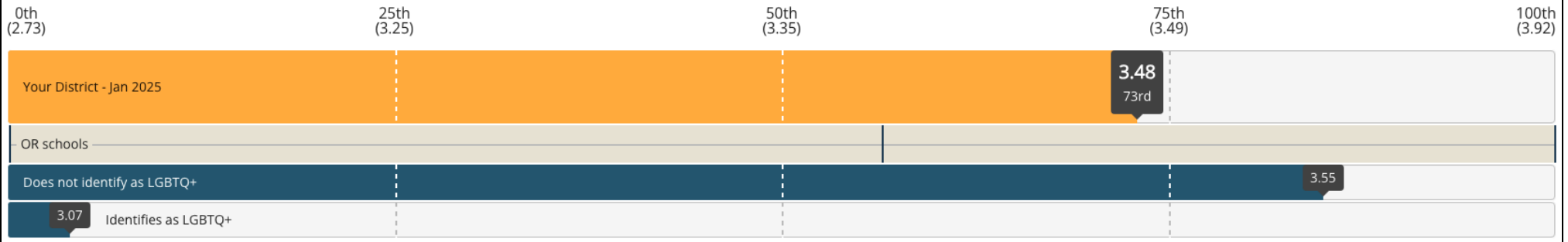
### Middle School

#### Belonging & Peer Collaboration Summary Measure

This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

*i* Changing these settings will update this chart only. ☆

Cohort: OR schools Subgroup: LGBTQ+ Show/Hide Data  Past Results





## District Follow-up to Comment Received at March 11, 2025, Board Meeting

### Middle School

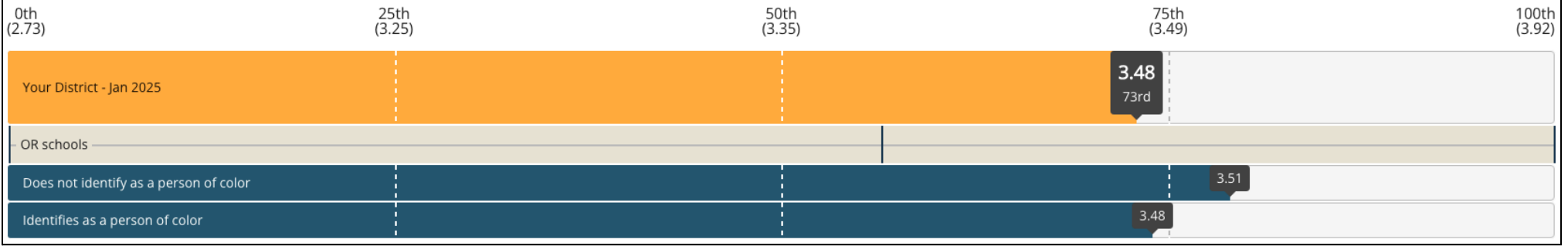
#### Belonging & Peer Collaboration Summary Measure

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Cohort: OR schools Subgroup: Person of color  Show/Hide Data  Past Results



## District Follow-up to Comment Received at March 11, 2025, Board Meeting

### High School

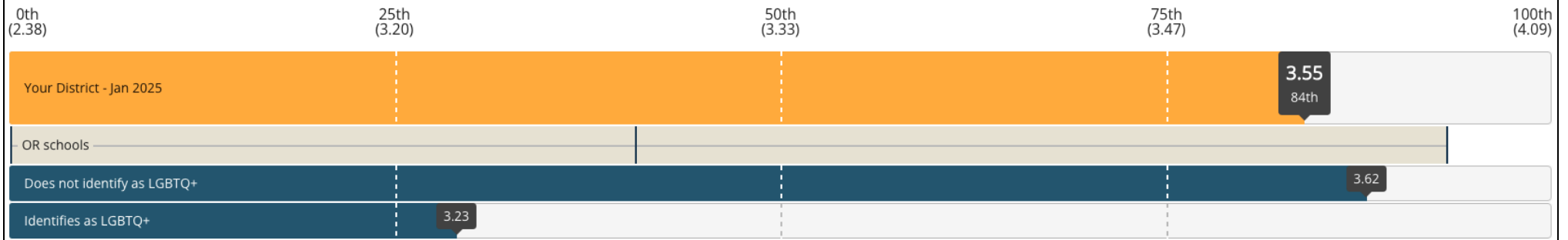
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Cohort: OR schools Subgroup: LGBTQ+ Show/Hide Data  Past Results



## District Follow-up to Comment Received at March 11, 2025, Board Meeting

### High School

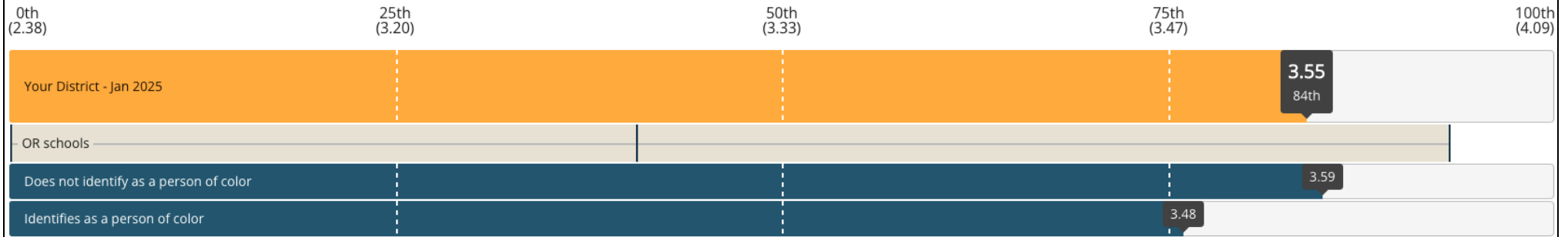
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Cohort: **OR schools** Subgroup: **Person of color**  Show/Hide Data  Past Results





**REPORT:** Executive Limitation 4.4: Facilities

**PRESENTED BY:** Doug Pigman, Executive Director of Facilities

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.4: Facilities.

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

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

**Notable Evidence for 2024-2025:**

- New work order system implementation
  - [Survey Results](#)
- New Facility use Program implementation
  - [Survey Results](#)
- PROFESSIONAL DEVELOPMENT:
  - Facilities Development office Professional Development
    - Project Management Institute, Construction Professional Course
  - Facilities Maintenance Team Professional Development
    - Variable Frequency Drive Training
    - Certified lead Renovation
    - Playground Inspector Certification



**REPORT:** Sustainability Update 2024-25

**PRESENTED BY:** Madalyn Paquette, Sustainability and Energy Specialist

**EXECUTIVE SUMMARY:**

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

In 2021, Bend-La Pine Schools (BLS) launched its updated Sustainability Plan. This plan mandates the development, review, and revision of sustainability initiatives every five years. The plan set forth the identification of short and long-term objectives, measuring achievements, and annual reporting, with the next revision scheduled for this year.

The 2025-2030 Sustainability Plan is sectioned into three focus areas: Materials Management, Education and Building Development and Operations. Each of these focus areas has specific goals and strategies, delegation of responsibilities and measures of success and time frames.

Madalyn Paquette has recently assumed the role of Sustainability and Energy Specialist. Since taking on the position in late January, she has conducted a comprehensive assessment of waste streams across all 33 sites. Specifically, Madalyn is working closely with kitchen and custodial staff, as well as Green Team Advisors, to initiate composting and reusable initiatives at Bear Creek and REALMS Middle School. In addition, she is collaborating with administrators to implement "curriculum rescue" and responsible curriculum disposal practices. Madalyn also serves as the Energy Champion for the Strategic Energy Management (SEM) program, working to support the district's efforts in reducing energy-related costs.

A detailed report outlining measurable outcomes for the 2024-2025 school year will be completed in August. Upcoming initiatives include expanding the SEM program to additional schools, implementing composting in all high school and middle school kitchens by September 2025, and conducting eight food waste audits by the end of the 2024-2025 school year.

Sustainability has reached out to the Finance department regarding the creation of a Sustainability Fund comprising the remaining stipend funds from the previous year. This fund will be overseen by the Sustainability and Energy Specialist. Allocations will be made to schools on a needs-based approach, supporting sustainability initiatives led by Green Teams. To qualify for funding, Green Teams must meet specific objectives set quarterly by the Sustainability and Energy specialist. As grants for sustainability in schools are becoming increasingly limited and challenging to obtain, consolidating these funds for future use will more effectively advance the district's sustainability goals, rather than spending them by the June 30, 2025, deadline.

[Reusables and Recycling Receptacle Data](#)  
[Spring & Fall 2025 Sustainable Cafeteria Goals](#)  
[Composting FAQ's](#)



Business Office  
520 NW Wall Street  
Bend, OR 97703

April 8, 2025

To: Bend La-Pine School Board and Dr. Steve Cook, Superintendent

From: Dan Emerson, Chief Financial Officer

RE: Third Quarter Financial Update for FY2024-25

Dr. Cook,

This is the third quarter financial update for FY 24-25. The financial information presented is based on actual data through March 31, 2024, with projections through the end of the FY 24-25.

Projections of the District's overall total revenues have not changed significantly since the Q2 financial report. The current Q3 financial report shows a net decrease of \$700K from the prior Q2 statement. This decrease is primarily composed of tax revenue coming in lower than anticipated due to less assessed value growth than projected.

We forecast total personnel expenditures to be \$178.1M, which is \$4.6M less than the adopted budget. This savings is likely due to on-going open positions that are currently unfilled despite recruitment efforts. As an organization we strive to have low vacancy rates, however, this savings is financially beneficial given the larger than anticipated PERS impacts we will need to fund in the FY 25-26 budget. In addition to personnel savings, we are now projecting total operating costs to be \$36.6M, or \$1.2M below the FY 24-25 budget. The savings are due to changing our District iPad purchasing model from ownership to a buy-back leasing model. We forecast this new structure will save the District some costs in the long-term, but it has significant up front savings of more than \$1M which is now reflected in the Q3 financial statement.

With the known impacts to budget we project the FY 24-25 ending fund balance to be \$26.4M. While this is higher than budgeted, and \$2.4M higher than predicted in the second quarter financial report, it is still a reduction of \$1M from the FY 24-25 actual beginning fund balance, indicating we are utilizing some fund balance to cover the cost of core services. The increase in ending fund balance from the Q2 financial statement is primarily a factor of projecting \$1.6M less in personnel expenditures due to vacancies, and changing to an iPad buy-back lease model. The Q3 ending fund balance also reflects the FY 25-26 proposed budget beginning working capital.

Included in your financial statement package, you will find a report on investment of proceeds. Our policy allows for investment of cash to achieve greater earnings on our cash balances. This year we continue to have longer term investments of the 2023 Bond issuance. Maturities of these investments are scheduled to align with our capital spending needs, and the total market value of our portfolio is \$59M. As large tax revenue payments came in over the fall months our cash balance in the Local Government Investment Pool (LGIP) exceeded the pool limit. This is completely normal and occurs every year due to the influx of tax receipts. To rectify the cash balance being over the LGIP limit we moved \$61M in operational cash to short term treasury bill investments which will mature between April and June of 2025, and will be used to meet our operational needs in those months.

Please let me know if you have any questions or would like additional information.

Sincerely,  
Dan Emerson

Bend-La Pine Schools  
Statement of Revenues and Expenditures  
For the Period Ended March 31, 2025 with Year-End Projections  
General Fund - Operations Sub-fund  
FY 2024-25

	Adopted Budget	March 2025	Budget Variance
<b>Resources:</b>			
<u>Beginning fund balance</u>	<u>23,000,000</u>	<u>27,586,537</u>	<u>4,586,537</u>
<b>Revenue</b>			
<b>Formula revenue:</b>			
Tax revenue	109,490,000	108,300,000	(1,190,000)
State school fund	95,447,568	95,790,148	342,580
Common school fund	2,345,410	2,351,750	6,340
County school fund	<u>270,000</u>	<u>284,818</u>	<u>14,818</u>
<b>Total formula revenue</b>	<b>207,552,978</b>	<b>206,726,716</b>	<b>(826,262)</b>
Earnings on investments	1,500,000	1,923,000	423,000
Local sources - other	2,670,000	2,670,000	-
Intermediate sources	2,010,000	2,010,000	-
State non-formula resources	-	-	-
Federal non-formula resources	<u>310,000</u>	<u>310,000</u>	<u>-</u>
<b>Total revenues</b>	<b>214,042,978</b>	<b>213,639,716</b>	<b>(403,262)</b>
<u>Total resources</u>	<u>237,042,978</u>	<u>241,226,253</u>	<u>4,183,275</u>
<b>Expenditures:</b>			
<b>Salaries, payroll costs and benefits:</b>			
Certified	69,746,249	70,970,890	(1,224,641)
Classified	31,472,225	29,902,358	1,569,867
Administrators and supervisors	13,758,786	13,215,734	543,052
All other salaries	<u>3,258,220</u>	<u>2,169,356</u>	<u>1,088,864</u>
<b>Total salaries</b>	<b>118,235,480</b>	<b>116,258,338</b>	<b>1,977,142</b>
Payroll costs & benefits	<u>64,537,980</u>	<u>61,868,662</u>	<u>2,669,318</u>
<b>Total salaries, payroll costs and benefits</b>	<b>182,773,460</b>	<b>178,127,000</b>	<b>4,646,460</b>
<b>Other operating costs</b>			
Utilities & purchased services	20,087,255	20,480,000	(392,745)
Supplies, texts, tools	7,393,233	5,900,000	1,493,233
Equipment	113,500	213,500	(100,000)
Dues, fees and liability insurance	1,945,280	2,106,000	(160,720)
Debt service	1,033,100	1,033,100	-
Transfers	<u>7,289,584</u>	<u>6,929,584</u>	<u>360,000</u>
<b>Total other operating costs</b>	<b>37,861,952</b>	<b>36,662,184</b>	<b>1,199,768</b>
<b>Total expenditures</b>	<b>220,635,412</b>	<b>214,789,184</b>	<b>5,846,228</b>
<u>Excess of revenues over expenditures</u>	<u>16,407,566</u>	<u>26,437,069</u>	<u>10,029,503</u>
<u>Fund balance, ending</u>	<u>16,407,566</u>	<u>26,437,069</u>	<u>10,029,503</u>
<b>As budgeted</b>			
Contingency	500,000	500,000	
Fund balance	<u>15,907,989</u>	<u>25,937,069</u>	
<u>Fund balance, ending</u>	<u>16,407,989</u>	<u>26,437,069</u>	
<b>Fund Balance as a percent of resources</b>			
Contingency	0.2%	0.2%	
Fund Balance	6.7%	10.8%	
Total reserve	6.9%	11.0%	

## Investment of Proceeds

March 31, 2025

### Distribution by Maturity

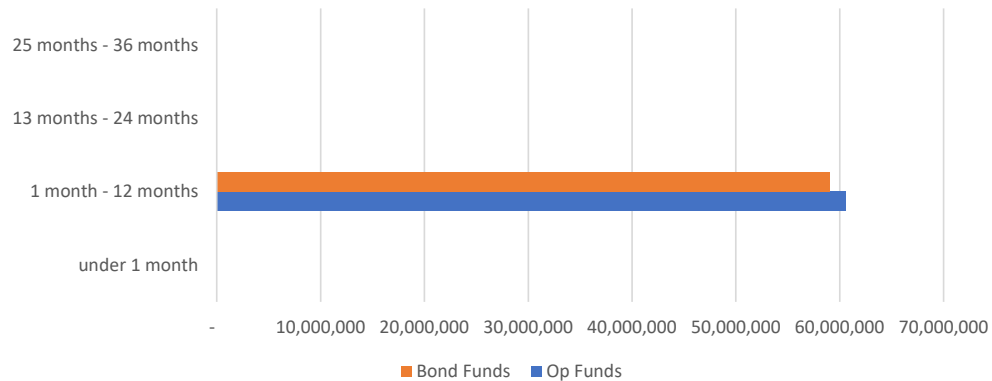
#### Operating Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	-	-	0%	0.0%
1 month - 12 months	3	60,522,600	100%	4.10%
<b>Total</b>	<b>3</b>	<b>60,522,600</b>	<b>100%</b>	<b>4.10%</b>

#### 2024 Bond Funds:

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	-	-	0%	0.00%
1 month - 12 months	3	59,013,018	100%	4.19%
13 months - 24 months	-	-	0%	0.00%
25 months - 36 months	-	-	0%	0.0%
<b>Total</b>	<b>3</b>	<b>59,013,018</b>	<b>100%</b>	<b>4.19%</b>

### Distribution By Maturity



### Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+u	6	119,535,618	4.15%

### Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	6	119,535,618	4.15%

Issuer	Market Value	% Assets	Yield
United States Treasuries	60,522,600	50.6%	4.10%
United States Treasuries Discount Notes			
United States Treasuries Notes	59,013,018	49.4%	4.19%
<b>Total</b>	<b>119,535,618</b>		



**REPORT:** Administrative Policies and Regulations for Adoption – April 8, 2025

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a multi-part, policy and regulation review process. The district shares policies and regulations that are currently in review at regularly scheduled school board meetings and then following the meeting allows time for, and considers, public feedback related to the proposed changes. The district also has several student, staff, and community groups that review policies and provide feedback. The Oregon School Boards Association (OSBA) releases a Policy Update several times a year with changes to policies and regulations as a result of changes in legislation. The district reviews the required and recommended changes before adopting any changes. Public feedback is not solicited on these policies as the updates align with requirements set forth in laws and regulations.

The following administrative policies and regulations will be adopted as presented. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
<b>GCBDA/GDBDA-AP: Family and Medical Leave</b>	Updated to align with SB 1515 (2024) and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.
<b>GCBDA/GDBDA-AR: Family and Medical Leave</b>	Updated to align with SB 1515 (2024) and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.
<b>GCBDC/GDBDC-AP: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave)</b>	New administrative policy to align with SB 1515 (2024) and numerous rule changes to match laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.
<b>GCBDC/GDBDC-AP: Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave</b>	New administrative regulation to accompany the new administrative policy GCBDC/GDBDC-AP.

<b>GCBDD/GDBDD-AP: Sick Time</b>	Updated to align with current district practices, Collective Bargaining Agreements, SB 1515 (2024), and numerous rule changes to match regarding laws regarding use of leave with the most significant changes regarding what conditions qualify for leave taken through OFLA and PFMLI. Aligned with OSBA sample policy and OSBA Policy Update dated November 2024.
<b>GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance</b>	Updated language as the district uses an equivalent plan rather than using Paid Leave Oregon.
<b>JGD-AP: Suspension</b>	New administrative policy incorporating language previously found in JG-BP to align with current district practices and OSBA sample policy.
<b>JGDA-AP: Discipline of Students with Disabilities</b>	Policy has been renamed, recoded, and rewritten to align with current district practices and OSBA sample policy.
<b>JGDA-AR: Special Education Discipline</b>	Regulation was been reviewed to ensure alignment with current district practices. Changes include grammatical corrections.
<b>JGE-AP: Expulsion</b>	New administrative policy incorporating language previously found in JG-BP to align with current district practices, OSBA sample policy, and the required update from OSBA Policy Update dated March 2023.
<b>JGEA-AP: Alternative Education Programs Related to Expulsion</b>	New administrative policy incorporating language previously found in JG-BP to align with current district practices and OSBA sample policy.
<b>JHCD-AP: Medications</b>	Updated due to changes in Oregon law and administrative rules around administration of medication to students and for student self-administration in a school/district setting. This includes changes from HB 2002 and 2395 (2023), SB 1552 (2024), and rules on administration of medication in OAR 581-021-0037 which includes new rules on short-acting opioid antagonist.
<b>JHCD-AR: Medications</b>	Updated due to changes in Oregon law and administrative rules around administration of medication to students and for student self-administration in a school/district setting. This includes changes from HB 2002 and 2395 (2023), SB 1552 (2024), and rules on administration of medication in OAR 581-021-0037 which includes new rules on short-acting opioid antagonist.



When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA) the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) also known as Paid Leave Oregon, and other applicable provisions of state and federal law, Board policies, and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period, and worked at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins; there is no minimum average number of hours worked per week. Special requirements apply during public health emergencies.

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

PMFLI is generally available to district employees who have earned \$1,000.00 in subject wages or taxable income during the alternate base years<sup>1</sup>, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible<sup>2</sup> as defined in OAR 471-070-1010. PFMLI can be taken for family leave, medical leave or safe leave.<sup>3</sup>

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 – 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

Federal and state leave entitlements generally run concurrently.

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

END OF ADMINISTRATIVE POLICY

REVIEWED: 1/2007, 3/14/23, 12/12/23, 4/8/25

APPROVED: 1/2007, 4/1/23, 1/9/24

POLICY / REGULATION CROSS REFERENCE

- GCBD-AP: Leaves & Absences
- GCBDA/GDBDA-AR: Family and Medical Leave
- GCBDD/GDBDD-AP: Sick Time
- GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance

LEGAL REFERENCE

- ORS 332.507
- ORS 657B.010
- ORS 657B.025
- ORS 659A.090
- ORS 659A.093
- ORS 659A.096
- ORS 659A.099
- ORS 659A.150 - 659A.186
- OAR 839-009-0210 - 0460

<sup>1</sup> The wages are not required to have been earned for work in the district.

<sup>2</sup> See OAR 471-070-1010 for additional information.

<sup>3</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA.

GCBDC/GDBDC-AP: Domestic Violence, Harassment, Sexual Assault, or Stalking Leave (Safe Leave)

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).  
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).  
Escriva v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).

Senate Bill 1515 (2024).

draft 4.2025



### Employee Eligibility

Federal Family and Medical Leave Act (FMLA) benefits are available to employees who have been employed by the district for at least 12 months, worked at least 1,250 hours during the 12-month period **immediately preceding the start of the leave**, and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

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

Generally, in order for an employee to be eligible for the benefits under the Oregon Family Leave Act (OFLA), the employee must work an average of 25 hours or more per week during the 180 calendar days<sup>1</sup> immediately prior to the first day of the start of the requested leave.<sup>2</sup> **For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins; there is no minimum average number of hours worked per week when determining employee eligibility for parental leave.**

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

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

An employee of the district is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the district, irrespective of any reason:
  - a. Is eligible to take leave OFLA at the time the employee separates; and
  - b. Is reemployed by the district within 180 days of separation from employment; or
2. Is eligible to take OFLA leave:
  - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
  - b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

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

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided, at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period. In addition:

<sup>1</sup> Thirty days during a declared public health emergency.

<sup>2</sup> The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

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

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA within the same leave year;
2. An employee who has taken 2 week of OFLA child placement leave 12 weeks of parental leave need not requalify for up to take an additional 12 weeks within the same leave year when used for the purposes of OFLA sick child leave;
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason;
4. An employee unable to work because of a disabling compensable injury<sup>3</sup>, as defined in ORS 656.005, need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury. ; and
5. An employee who has taken serious health condition leave to care for a family member who dies during the employee's serious health condition leave need not requalify to take leave for the death of that family member.

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

In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll. Full-time public school teachers who have been maintained on payroll by the district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave.

Leave under the Oregon Military Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

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

### Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

1. Serious health condition of the employee or the employee's covered family member. "Serious health condition" means and illness, injury, impairment, or physical or mental condition that involves inpatient care<sup>4</sup> or continuing treatment by a health care provider<sup>5</sup>. Inpatient care means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. Continuing treatment includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity.
2. Parental leave<sup>6</sup> (separate from eligible leave as a result of a child's serious health condition):
  - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
  - b. Bonding with and the caring for a newly adopted child or newly placed foster child under the age of 18 (within 12 months of placement);
  - c. Caring for a newly adopted child or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
  - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, child, or next-of-kin who is a covered servicemember with a serious injury or illness;

<sup>3</sup> As defined in ORS 656.005.

<sup>4</sup> "Inpatient care" means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. See 29 CFR § 825.114.

<sup>5</sup> "Continuing treatment" includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity. See 29 CFR § 815.115.

<sup>6</sup> Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

4. Qualifying Exigency Leave: leave arising out of ~~the foreign~~ deployment to a foreign country of the employee's spouse, child, or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.
2. ~~Serious health condition of the employee or the employee's covered family member. Serious health condition means:~~
  - a. ~~An illness, injury, impairment, or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical care facility;~~
  - b. ~~An illness, disease, or condition that in the medical judgment of the treating health care provider, poses an imminent danger of death, is terminal in prognosis with a reasonable possibility of death in the near future, or requires constant care;~~
  - c. ~~Any period of disability due to pregnancy, or period of absence for prenatal care; or~~
  - d. ~~Any period of absence for the donation of a body part, organ, or tissue, including preoperative or diagnostic services, surgery, post-operative treatment and recovery, as defined in ORS 659A.150(7) and OAR 839-009-0210(22).~~
3. ~~Parental leave (separate from eligible leave as a result of the child's serious health condition):~~
  - a. ~~Bonding with and the care for the employee's newborn (within 12 months following birth);~~
  - b. ~~Bonding with and the care for a newly adopted child or newly placed foster child under the age of 18 (within 12 months of placement);~~
  - c. ~~Care for a newly adopted child or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);~~
  - d. ~~Time to effectuate the legal process required for placement of a foster child or the adoption of a child.~~
4. Sick Child Leave: leave taken to care for an employee's child suffering from an illness injury, or condition that requires home care ~~non-serious health conditions of the employee's child~~. Under ~~For~~ OFLA, sick child leave includes leave ~~absence~~ to care for an employee's child whose school or childcare provider has been closed<sup>7</sup> in conjunction with a statewide public health emergency declared by a public health official.<sup>8</sup>
5. Bereavement Leave: leave taken ~~related~~ to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member. ~~Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.~~
6. Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.
7. Leave previously protected by OFLA<sup>9</sup>: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

Eligible employees may also access OMFLA under FMLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

~~The eligibility of an employee who takes multiple leaves for different qualified reasons during the same leave year may be reconfirmed at the start of each qualified leave requested.~~

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<sup>7</sup> "Closure" (OAR 839-009-0210(5)) for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider as defined in OAR 839-009-0210(4).

<sup>8</sup> The district may request verification of the need for sick child leave under OFLA due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

<sup>9</sup> OAR 839-009-0215. OFLA: Leave Previously Protected by OFLA.

## Definitions

### 1. Family member:

- a. For the purposes of FMLA, “family member” means an eligible employee’s:
  - i. Spouse<sup>10</sup> – ~~individuals in marriage, including “common law” marriage and same-sex marriage;~~
  - ii. Parent<sup>11</sup>;
  - iii. Child; or
  - iv. Persons who are “in loco parentis.”
- b. For the purposes of OFLA, “family member” means an eligible employee’s:
  - i. Spouse or domestic partner;
  - ii. Child or the child’s spouse or domestic partner;
  - iii. Parent or the parent’s spouse or domestic partner;
  - iv. Sibling or step-sibling, or the sibling’s or step-sibling’s spouse or domestic partner;
  - v. Grandparent or the grandparent’s spouse or domestic partner;
  - vi. Grandchild or the grandchild’s spouse or domestic partner;
  - vii. Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship<sup>12</sup>.

~~Affinity means a relationship for which there is a significant personal bond, that when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:~~

- ~~1. shared personal financial responsibility, including shared leases, common ownership of real or personal property, joint liability for bills or beneficiary designations;~~
- ~~2. Emergency contact designation of the employee by the other individual in the relationship or the emergency contact designation of the other individual in the relationship by the employee;~~
- ~~3. The expectation to provide care because of the relationship or the prior provisions of care;~~
- ~~4. Cohabitation and its duration and purpose;~~
- ~~5. Geographic proximity; and~~
- ~~6. Any other factor that demonstrates the existence of a family-like relationship.~~

### 2. Child:

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

### 3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for or financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

<sup>10</sup> “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage.

<sup>11</sup> “Parent” means a biological, adoptive, step or foster parent, or any other individual who stood “in loco parentis” to the employee when the employee was a child as defined herein. This does not include parents “in law.”

<sup>12</sup> “Affinity” means a relationship for which there is a significant personal bond that, when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:

1. Shared personal financial responsibility, including shared leases, common ownership of real or personal property, joint liability for bills or beneficiary designations;
2. Emergency contact designation of the employee by the other individual in the relationship or the emergency contact designation of the other individual in the relationship by the employee;
3. The expectation to provide care because of the relationship or the prior provision of care;
4. Cohabitation and its duration and purpose;
5. Geographic proximity; and
6. Any other factor that demonstrates the existence of a family-like relationship.

- b. For the purposes of OFLA, “in loco parentis” means person in the place of the parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.
4. Next of kin:  
For the purposes of FMLA “next of kin” means the nearest blood relative other than the **covered** servicemember’s spouse, parent, or child in the following order of priority (unless otherwise designated in writing by the servicemember):
- a. Blood relatives who have been granted legal custody of the **covered** servicemember by court decree or statutory provisions;
  - b. Siblings;
  - c. Grandparents;
  - d. Siblings of parents and their spouses; and
  - e. First cousins.
5. Covered servicemembers:  
For the purposes of FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, ~~or~~ is in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.
6. Covered veteran:  
For the purposes of FMLA, “covered veteran” means an individual who was:
- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
  - b. Discharged or released under conditions other than dishonorable; and
  - c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.
7. Public health emergency:  
For OFLA a “public health emergency” means;
- a. A public health emergency declared under ORS 433.441.
  - b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

#### Leave Period

For the purposes of calculating an employee’s leave period **for FMLA**, the district will use **the 12-month period measured forward from the date the employee’s leave begins**.

**For the purposes of calculating an employee’s leave for OFLA**, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

The **same** methods for calculating the **leave one-year** period for FMLA and OFLA leave entitlement shall be used for all employees.

**However, in all instances, the** leave period for the purposes of **OMFLA and** Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated **12-month** leave period described above.

#### Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period<sup>13</sup>. Spouses who work for the district **and are eligible for FMLA leave** may be limited to a combined 12 weeks of FMLA leave during the district’s designated leave period when the purpose of the leave is for:

1. ~~the~~ **B**irth of a child or to care for a child after birth~~;~~;
2. ~~P~~**p**lacement of an adopted child or foster child, the care for an adopted child or foster child after placement~~;~~;
3. ~~to~~ **C**are for the employee’s parent’s serious medical condition.

<sup>13</sup> An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district’s leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee’s 26-week entitlement under Military Caregiver Leave under FMLA.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the ~~district's~~ designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of ~~OFLA qualified~~ leave, for sick child leave and bereavement leave, during the ~~district's~~ designated leave period. ~~However, A~~an eligible employee is entitled to ~~an~~ total of two weeks of bereavement leave, upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

Under OFLA, the employee may use all or part of the 12 weeks of sick child or bereavement leave and all or part of the 12 weeks of pregnancy disability leave in any order.

In addition to the 24 weeks of possible OFLA leave identified above, an eligible employee is entitled to a total of two weeks of child placement leave within an OFLA leave year until January 1, 2025. The adoption or foster placement of multiple children at one time entitles the employee to take only one two-week period of child placement leave.

~~additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave the employee has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.~~

Unlike FMLA, OFLA does not combine the leave entitlement ~~when two or more family members for spouses~~ working for the district. ~~However, U~~nder OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.<sup>14</sup>

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

~~Except as otherwise noted above, Q~~qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the ~~district's~~ designated leave period ~~if for the same qualifying reason~~. Qualified leave under FMLA will run concurrently with other qualified leave covered under Paid Family and Medical Leave Insurance (PFMLI) and/or available sick leave under ORS 653.601 - 653.661 for eligible employees. Qualified leave under OFLA may also run concurrently with leave taken under the sick leave law in ORS 653.601 - 653.661 ~~if for the same qualifying reason, but not concurrent with PFMLI~~.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12<sup>15</sup>. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek<sup>16</sup>. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Holidays which occur within the week taken as FMLA may be counted against FMLA entitlement.<sup>17</sup> However, for leave taken in increments of less than one week, holidays in which employees generally are not expected to report do not count against the employees FMLA leave entitlement.

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<sup>14</sup> Exceptions to the ability to require family members to take OFLA qualified leave at different times are when one employee needs to care for a child for a purpose described in ORS 659A.159 (1)(a) while another employee is taking pregnancy disability leave or, one or more of the employees is taking bereavement leave.

<sup>15</sup> For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

<sup>16</sup> For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

<sup>17</sup> See 29 CFR § 825.200(h).

Under OFLA, days in which the district is not in operation, are not counted toward intermittent or reduced work schedule OFLA leave.

### Intermittent Leave

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

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requiring an altered or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or childcare provider due to a statewide public health emergency declared by a public health official.

When an exempt employee is eligible for both OFLA and FMLA leave, and the employee takes intermittent leave in blocks of less than one day, if done in accordance with 29 CFR § 825.206, the district may reduce the employee's salary for the part-day absence without the loss of the employee's exempt status in accordance with OAR 839-020-0004(320)(a).

When ~~an exempt employee is eligible for~~ OFLA leave is not covered by ~~but not~~ FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

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

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

### Alternate Work Assignment

Under FMLA, ~~t~~the district may transfer an employee ~~taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery~~ ~~recovering~~ from a serious health condition, a serious health condition of a spouse, parent, child, or a serious injury or illness of a covered servicemember. However, the district may not transfer an employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee ~~who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.~~

~~-which accommodates the serious health condition provided:~~

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

Under OFLA, ~~t~~the district may transfer an eligible employee ~~who is on a foreseeable~~ intermittent OFLA leave ~~or reduced work schedule into an alternate~~ ~~to another~~ position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary to accommodate the leave, and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;

4. ~~The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;~~
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking ~~intermittent or reduced work schedule~~ leave, or to create a hardship for the employee.

Under OFLA, an employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;
4. The transfer is not used to discourage the employee from taking OFLA leave or to create a hardship for the employee.

Under OFLA, ~~if~~ an eligible employee is transferred to an alternative position ~~to accommodate the employee's serious health condition,~~ and as a result the employee works fewer hours than the employee was worked ~~ing~~ in the original position, the employee's OFLA leave time is determined by calculating the difference between the ~~number of hours the employee's worked in the original position normal work schedule~~ and the number of hours the employee actually works ~~in the alternative position during the leave period.~~

~~When~~ ~~A~~an employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to alternate position ~~as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered~~ for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek ~~OFLA leave~~. An employee working in an alternate position retains the right to return to the employee's original position at any time during the employee's ~~unless all OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks~~. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

### Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters<sup>18</sup> for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides who do not have as their principal job actual teaching or instructing, ~~auxiliary personnel such as~~ counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

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

FMLA ~~and/or OFLA~~ leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. ~~The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement.~~ In any such situation, the eligible ~~instructional school~~ employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days  
When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a ~~covered~~ servicemember ~~with a serious medical condition~~, or ~~for because of~~ the employee's own serious medical condition, the district may require the eligible ~~instructional school~~ employee to:

<sup>18</sup> 29 CFR 825.600(c) uses "signers."

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

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the district may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the employee to delay the taking of leave until the notice provision is met.

2. Limitation on Leave Near the End of the Term School Year<sup>19</sup>

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

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

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

For the purposes of OFLA leave, if an employee<sup>20</sup> begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

**Paid/Unpaid Leave**

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related Paid Family Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will run concurrently with OFLA and FMLA and OFLA leave available under ORS 653.601 – 653.661 when taken for the same purpose. Subject to any provisions in any applicable collective bargaining agreement, An employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period to the extent that the total combined amount of accrued paid leave and benefits received from PFMLI does not exceed an amount equal to the employee's full wage

<sup>19</sup> "Academic term" means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. 29 CFR § 825.602(b)

<sup>20</sup> Applies only to an employee who is employed principally in an instructional capacity in the district.

replacement during the period of leave. ~~as established by policy and/or collective bargaining agreements. This includes when an employee is being paid through PMFLI.~~ The district will notify the eligible employee ~~when that~~ the requested leave has been designated as FMLA ~~and/or~~ OFLA leave and ask the employee about the use of available accrued paid leave.

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

### Benefits and Insurance

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

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise.<sup>21</sup> The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

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

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

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

### Fitness-for-Duty Certification

~~For the purposes of FMLA, p~~ Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. ~~The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave.~~ If the district is going to require a ~~F~~fitness-for-~~D~~duty ~~C~~certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA ~~and/or~~ OFLA leave ~~and that:~~ ~~f~~Failure to provide the certification may result in a delay or denial of reinstatement. ~~For the purposes of FMLA qualified leave, A~~any costs associated with obtaining the ~~fitness-for-duty~~ certification shall be borne by the employee.

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

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

### Application

~~Under federal and state law,~~ For the purposes of FMLA, an eligible employee requesting FMLA ~~and/or~~ OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration, and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district. ~~An eligible employee able to give advance notice of the need to take FMLA leave must follow the district's know,~~ reasonable and customary procedures for requesting any kind of leave.

<sup>21</sup> See also ORS 342.934(4)(d) in reduction force situations.

For purposes of OFLA, an eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice<sup>22</sup> to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information<sup>23</sup> to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. ~~The employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances.~~ Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given<sup>24</sup>.

For the purposes of OFLA, an eligible employee is ~~taking leave in an unforeseeable situation, an employee must give required to provide~~ oral or written notice<sup>25</sup> within 24 hours of commencement of the leave. ~~In all cases, proper documentation must be submitted no later than three working days following the employee's return to work. in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.~~

~~When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee, as described in OAR 839-009-0250(4)(c).~~

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

For the purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

#### **Verification Medical Certification**

Under FMLA, ~~t~~The district may require an eligible employee to provide medical ~~certification documentation~~, when appropriate<sup>26</sup>, to support the stated reason for such leave, ~~other than to care for a child who requires home care due to the closure of the child's school or childcare provider as a result of a public health emergency.~~ In most cases, ~~t~~The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. ~~If the employee provides less than 30 days' notice, T~~the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, ~~unless not practicable~~. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

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<sup>22</sup> Oral notice may be given by any other person on behalf of the employee taking the leave.

<sup>23</sup> Except in cases to verify OFLA bereavement leave unless the district requires the use of an attestation form for purposes of determining affinity.

<sup>24</sup> See 29 CFR § 825.304.

<sup>25</sup> Notice may be given by any other person on behalf of the employee taking the leave.

<sup>26</sup> Medical verification is not allowed in every situation. Review current laws and guidance for more information.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate<sup>27</sup>, to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

For the purposes of OFLA qualified leave, costs associated with obtaining the medical verification shall be borne by the district, or be paid as otherwise allowed by law. The district will not delay the use of qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion.

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;
2. The name of the school or child care provider that is subject to the closure;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. A statement that special circumstances exist that require the employee to provide home care for the child during the day, if the child is older than 14 years of age.

#### **Posted Notification**

The district will post the Bureau of Labor and Industries (BOLI) Family leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees<sup>28</sup>. The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.<sup>29</sup> Additional information may be obtained by contacting the Human Resources Department.

#### **Record Keeping**

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

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

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

Both federal and state law contain provisions for family and medical regarding leave for family illness. Federal regulations state an employer must comply with all leave both laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and of leave qualifies for that FMLA and OFLA and FMLA leave, the leave used counts against the employee's entitlements under both laws run concurrently. State law requires that FMLA and OFLA or other state leave entitlements run concurrently when for the same purpose possible.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 3/14/23, 12/12/23, 4/8/25

APPROVED: 4/11/23, 1/9/24

<sup>27</sup> Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

<sup>28</sup> [https://www.oregon.gov/boli/employers/Documents/BOLI\\_Printable\\_FamilyMedLv.pdf](https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf); electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

<sup>29</sup> <https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf>; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.



**TITLE: DOMESTIC VIOLENCE, HARASSMENT, SEXUAL ASSAULT, BIAS, OR STALKING LEAVE (SAFE LEAVE)**

The district (covered employer<sup>1</sup>) shall allow an eligible employee<sup>2</sup> to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate<sup>3</sup> or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave if the eligible employee's leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advanced notice of the employee's intention to take leave unless giving advance notice is not feasible.

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias, or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services

<sup>1</sup> "Covered employer" means an employer who employs six or more individuals in the State of Oregon for each working day during each of 20 or more calendar workweeks in the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking, or in the year immediately preceding the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking.

<sup>2</sup> "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

<sup>3</sup> "Relocate" is described in OAR 839-009-0345 (5).

or victim services provider that the eligible employee or the employee’s minor child or dependent was undergoing treatment or counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, bias, or stalking.

All records and information kept by the district regarding the employee’s leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, are confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee’s personnel file.

The employee may use any accrued paid leave, including sick leave, vacation leave or any other paid leave offered by the district. The district may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies, any applicable collective bargaining agreement or other agreement.

**Definitions**

1. “Protective order” means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.
2. “Victim of bias” means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. “Victim of domestic violence” means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF ADMINISTRATIVE POLICY

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REVIEWED: 4/8/25

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

GCBD-AP: Leaves & Absences  
GCBDA/GDBDA-AR: Family Leave  
GCBDD/GDBDD-AP: Sick Time  
GCBDF/GDBDF-AP: Paid Family Medical Leave Insurance

**LEGAL REFERENCE**

[ORS 192.355\(38\)](#) | [ORS 659A.270 – 659A.290](#) | [OAR 839-009-0325 - 0365](#)



**TITLE: REQUEST FOR DOMESTIC VIOLENCE, HARASSMENT, SEXUAL ASSAULT, BIAS, OR STALKING LEAVE**

When the need for leave may be anticipated, a written request for leave under Oregon Revised Statute (ORS) 659A.270 - 659A.285 shall be made at least 30 days prior to the date the requested leave is to begin unless giving advance notice is not feasible. When it is not feasible, oral or written notice as soon as practical is allowed.

PLEASE PRINT

Name of employee \_\_\_\_\_ Employee ID# \_\_\_\_\_

School/Department \_\_\_\_\_ Title \_\_\_\_\_

Effective date of the leave \_\_\_\_\_

The requested leave is for:

- Myself
- A minor child or dependent for which I am a parent or guardian

The leave is for:

- To seek legal or law enforcement assistance or remedies to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking.
- To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of or the commission of a bias crime against the eligible employee or the eligible employee's minor child or dependent.
- To obtain, or to assist the eligible employee's minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking.
- To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent.
- To relocate<sup>1</sup> or take steps to secure an existing home to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent.

The following has been provided to certify the need for the requested leave:

- A copy of a report from law enforcement indicating myself or my minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking.
- A copy of a protective order or other evidence from a court, administrative agency or attorney that I or my minor child or dependent appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking.
- Documentation from an attorney, law enforcement officer, health care professional, licensed mental health professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider that I or my minor child or dependent is receiving services.

I understand I may use accrued paid leave, including sick leave, personal leave, non-contract leave, or any other paid leave that is offered by the district in the order specified by the applicable collective bargaining agreement.

<sup>1</sup> "Relocate" is described in OAR 839-009-0345 (5).

If my request for a leave is approved, I understand that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is scheduled to end. I understand if I am unable to return to work following the period of authorized leave, I will notify the Human Resources Benefits Office as soon as practical and provide any required information which will allow the district to determine my eligibility for an extension of leave.

I authorize the district to deduct from my paychecks or seek to recover any amounts paid for insurance coverage by the district on my behalf which remain unpaid after my leave, consistent with state law.

Signature of employee: \_\_\_\_\_

Date: \_\_\_\_\_

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 4/8/25  
APPROVED:

draft 4.2025



The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan has been approved by the Employment Department. The district will file the Oregon Quarterly Tax Report as required.

The district will make available a notice poster that outlines the requirements and procedures for the equivalent plan.<sup>1</sup>This poster will be displayed in each of the district's buildings or worksites in an area that is accessible to and regularly frequented by employees. This poster will be provided<sup>2</sup> to remote employees upon hire or assignment to remote work.

Bend-La Pine Schools participates in Paid Family and Medical Leave Insurance (PFMLI) and has selected American Fidelity Assurance Company as the district's equivalent plan provider to administer Paid Leave Oregon (PLO) benefits. This includes submitting employee and employer contributions to the equivalent plan provider as required by state law.<sup>3</sup> The district does not administer PFMLI or PLO. All applications and related questions should be directed to the district's equivalent plan provider.

### Definitions

1. "Family leave" means leave from work taken by a covered individual:
  - a. To care for and bond with a child during the first year after the child's birth or during the first year after the placement of the child through foster care or adoption; or
  - b. To care for a family member with a serious health condition.
2. "Family leave" does not mean:
  - a. Leave described in Oregon Revised Statute (ORS) 659A.159 (1)(d) (non-serious health condition of child or school or childcare provider closure due to public health emergency);
  - b. Leave described in ORS 659A.159 (1)(e) (death of a family member); or
  - c. Leave authorized under ORS 659A.093 (leave for spouses of members of the military upon deployment or call to active duty).
3. "Family member" means:
  - a. The spouse of a covered individual;
  - b. A child of a covered individual or the child's spouse or domestic partner;
  - c. A parent of a covered individual or the parent's spouse or domestic partner;
  - d. A sibling or stepsibling of a covered individual or the sibling's or stepsibling's spouse or domestic partner;
  - e. A grandparent of a covered individual or the grandparent's spouse or domestic partner;
  - f. A grandchild of a covered individual or the grandchild's spouse or domestic partner;
  - g. The domestic partner of a covered individual; or
  - h. Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship.
4. "Medical leave" means leave from work taken by a covered individual that is made necessary by the individual's own serious health condition.
5. "Safe leave" means leave related to domestic violence, harassment, sexual assault, stalking and relocation for health and safety reasons as provided in ORS 659A.272.
6. "Serious health condition" means:
  - a. an illness, injury, impairment, or physical or mental condition of a claimant or their family member that Requires inpatient care in a medical care facility such as, but not limited to, a hospital, hospice, or residential facility such as, but not limited to, a nursing home or inpatient substance abuse treatment center;
  - b. In the medical judgment of the treating health care provider poses an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future;

<sup>1</sup> For poster requirements, see OAR 471-070-2330.

<sup>2</sup> By hand delivery, regular mail, or through an electronic delivery method.

<sup>3</sup> The overall contribution will be determined by the equivalent plan provider and is initially set at 1 percent (up to \$132,900). The employer contribution is 40 percent, and the employee contribution is 60 percent of this amount. The amount will be set annually by November 15. See ORS 657B.150.

- c.—Requires constant or continuing care, including home care administered by a health care professional;
- d.—Involves a period of incapacity. “Incapacity” is the inability to perform at least one essential job function, or to attend school or perform regular daily activities for more than three consecutive calendar days. A period of incapacity includes any subsequent required treatment or recovery period relating to the same condition. The incapacity must involve one of the following:
  - i.—Two or more treatments by a health care provider; or
  - ii.—One treatment plus a regimen of continuing care.
- e.—Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity, such as, but not limited to, asthma, diabetes, or epilepsy;
- f.—Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as, but not limited to, Alzheimer’s Disease, a severe stroke, or terminal stages of a disease. The employee or family member must be under the continuing care of a health care provider, but need not be receiving active treatment;
- g.—Involves multiple treatments for restorative surgery or for a condition such as, but not limited to, chemotherapy for cancer, physical therapy for arthritis, or dialysis for kidney disease that if not treated would likely result in incapacity of more than three calendar days;
- h.—Involves any period of disability due to pregnancy, childbirth, miscarriage or stillbirth, or period of absence for prenatal care; or
- i.—Involves any period of absence from work for the donation of a body part, organ, or tissue, including preoperative or diagnostic services, surgery, post-operative treatment, and recovery.

**Eligibility**

- 1.—To be eligible for PLO benefits, an individual must:
  - a.—Be an employee of the district<sup>4</sup>;
  - b.—Earn at least \$1,000 in the base or alternate base year<sup>5</sup>;
  - c.—Contribute to the PLO in accordance with state law;
  - d.—Experience an event qualifying the employee for:
    - i.—Family leave;
    - ii.—Medical leave; or
    - iii.—Safe leave.
  - e.—Submit an application to the equivalent plan provider;
  - f.—Have not exceeded maximum paid leave for the year; and
  - g.—Have no current disqualifications<sup>6</sup>.

**Leave**

PLO can be used for family leave, medical leave, or safe leave. Up to 12 weeks of paid leave can be taken per benefit year.<sup>7</sup> Leave can be taken in one-day increments and can be consecutive or nonconsecutive.

The district will maintain an employee’s existing health benefits while the employee is using leave. The employee will be required to pay the employee’s contribution to premiums. Bend-La Pine Schools will allow an employee, on an approved Paid Leave Oregon leave, to top off their PLO compensation, to replace their wages up to 100% of the employee’s average weekly wage, by supplementing with the employee’s available accrued leave. An employee who elects to top off their PLO compensation must determine the order in which available accrued leave is used. An employee may also choose to not top off their PLO compensation.

Paid Leave Oregon (PLO) may run concurrently with the Oregon Family Leave Act (OFLA) and/or the Family Medical Leave Act (FMLA).

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<sup>4</sup>PFMLL is a state-wide benefit, and not unique to the district. An eligible individual does not need to be an employee of the district to be eligible for PFMLL, but this policy only applies to employees of the district.

<sup>5</sup>Pay could come from another Oregon employer.

<sup>6</sup>Disqualifications may include eligibility for Workers’ Compensation or Unemployment or determination of a willful false statement or failure to report a material fact to obtain benefits. See OAR 471-070-1010(1)(h).

<sup>7</sup>In some pregnancy-related situations, employees may be able to take two additional weeks, for a total for 14 weeks.

**POLICY / REGULATION CROSS REFERENCE**

G CBD-AP: Leaves & Absences  
G CBDA/G DBDA-AP: Family Medical Leave  
G CBDA/G DBDA-AR: Family Leave  
G CBDD/G CBDD-AP: Sick Time

**LEGAL REFERENCE**

[ORS 657B.210 – 657B.260](#)

[OAR 471-070-2200 - 2460](#)

draft 4.2025



Suspension from school is a significant disciplinary action that the school district takes seriously and utilizes in accordance with an [equity lens](#). The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations, or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other student, or staff members;
4. Willful conduct which endangers, damages, or injures district property.

Students and parents/guardians are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the [BLS Student Code of Conduct](#) made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, and a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents/guardians of suspended students. The district may require a student to attend school during non-school hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent/guardian, or participate in activities directed or sponsored by the district.

Suspension may be appealed to the Board.

END OF ADMINISTRATIVE POLICY

REVIEWED: 4/8/25

APPROVED:

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

[ORS 339.115](#)  
[ORS 339.250](#)

[OAR 581-021-0050 – 021-0075](#)



When considering student disciplinary procedures that may result in removal of the student, the district follows all special education procedures and ensures the parent/guardian and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

1. The student is receiving individualized education program (IEP) services; or
2. The student has not yet been identified as a student with a disability, but the district had knowledge that the student had a disability and needed special education.

For a violation of a code of conduct, the district may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. The district may remove a student with disabilities for additional periods of up to 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than 10 consecutive school days, or the removal is for more than 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement the district may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

For a violation involving drugs, weapons or the infliction of serious bodily injury, the district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The district will provide educational services to a student who is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

END OF ADMINISTRATIVE POLICY

REVIEWED: 4/8/25  
APPROVED: 1/14/97

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
[ORS 339.252](#)

[ORS 343.177](#)  
  
[OAR 581-015-2400](#)  
[OAR 581-015-2405](#)  
[OAR 581-015-2410](#)  
[OAR 581-015-2415](#)

[OAR 581-015-2420](#)  
[OAR 581-015-2425](#)  
[OAR 581-015-2430](#)  
[OAR 581-015-2435](#)  
[OAR 581-015-2440](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1415(k) (2012).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.507, § 300.508(a)-(c); §§ 300.510-300.514; §§ 300.530-300.536 (2017).

When students being served by an individualized education program (IEP) engage in conduct which would warrant a change in placement (suspension of more than 10 days or expulsion for a non-disabled student), the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior, and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The district will provide the student with an education if a student is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or "interim alternative setting". The district may suspend or expel the student after conducting a manifestation determination if the behavior is not a manifestation of the student's disability.

Within 10 school days of any decision to change the student's placement because of a violation of a code of student conduct; the district, parent and relevant members of the IEP team shall review all relevant information to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the student's disability; or
2. If the conduct was the direct result of the district's failure to implement the IEP.

If the district, parent and relevant members of the IEP team conclude that either of the above two is applicable to the student, the conduct shall be determined to be a manifestation of the child's disability.

Should this team conclude the misconduct is not a manifestation of the student's disability, the student may be disciplined in the same manner, as would other students.

If the team concludes the misconduct is a manifestation of the student's disability, the IEP team shall:

1. Conduct a functional behavioral assessment, and implement a behavior intervention plan for the student (provided that the district had not conducted such assessment prior to such determination before the behavior that resulted in the change of placement);
2. When a behavioral intervention plan has been developed, review and modify the plan as necessary to address the behavior; and
3. Return the student to the placement from which the student was removed unless the parent and district agree to change the placement as part of the behavioral intervention plan.

The district may not suspend for more than 10 days or expel a disabled student for any behavior that is a manifestation of the disability;

The district may seek a court or hearings officer order to remove a student to an interim alternative educational setting if:

1. The student is substantially likely to injure self or others in the school;
2. The district has made a reasonable effort to minimize the risk of harm; and
3. The district has developed an interim alternative educational placement that allows the student to participate in the general curriculum and continue to receive special education and related services, including services to address the misconduct.

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where the student:

4. Carries or possesses a weapon to or at school, on school premises or to or at a school function;
5. Knowingly possesses or uses illegal drugs or knowingly sells or solicits the sale of controlled substances; or
  - a. As used in this policy "weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2" in length; "drug" is defined as an illegal drug or a controlled substance, but does not include such a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
  - b. "Drug violation" means the use, possession, sale or solicitation of drugs at school or a school-sponsored function. "Weapon violation" means carrying a weapon to school or a school-sponsored function or acquiring a weapon at school.
6. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district.

The district may suspend a student with a disability from the current educational placement for disciplinary reasons for up to 10 school days in a row. The district may use short-term removals, including suspension, moving a student to an appropriate interim alternative educational setting or placing a student in another setting, to the same extent these options would be used for students without disabilities.

[OAR 581-021-0065\(5\)](#)  
END OF POLICY

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**Legal Reference(s):**

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[ORS 339.240](#)  
[ORS 339.250](#)  
[ORS 339.252](#)  
[OAR 581-021-0065 \(5\)](#)  
[OAR 581-021-0070](#)

[ORS 339.260](#)  
[ORS 343.177](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).  
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.520 (2006).  
Honig v. Doe, 484 U.S. 305 (1988).  
Possession of Firearms and Dangerous Weapons in Federal Facilities, 18 U.S.C. § 930(g)(2) (2006).

Reviewed:  
Revised / Adopted:



## Special Education – Discipline

### DEFINITIONS

The district applies the following definitions when considering disciplinary action:

1. "Behavioral intervention plan" means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior;
2. "Current educational placement" means the type of educational placement of the student as described in the student's "annual determination of placement" document at the time of the disciplinary removal. It does not mean the specific location or school but the of placement on the continuum of placement options;
3. "Disciplinary removal" means suspension, expulsion or other removal from school if disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
  - a. Removals by other agencies;
  - b. Removals for public health reasons (e.g., head lice, immunizations, communicable diseases, etc.);
  - c. In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student's individualized education program (IEP), and continues to participate with nondisabled students to the extent they would in their current placement; or
  - d. Bus suspensions, unless the student's IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student and the student does not attend school as a result of the bus suspension.
4. "Functional behavioral assessment" means an individualized assessment of the student that results in a team hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan;
5. "Suspension" means any disciplinary removal other than expulsion.

### DISCIPLINARY REMOVALS FOR UP TO 10 SCHOOL DAYS

The district may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. These removals are not considered a change in placement.

During disciplinary removals for up to 10 school days:

1. The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time;
2. The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability;
3. The district counts days of suspension as follows:
  - a. Suspensions of a half day or less will be counted as a half day; and
  - b. Suspensions of more than a half day will be counted as a whole day.
  - c. If a student moves from another school district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

If a parent/guardian disagrees with a suspension and requests a due process hearing:

1. The district may require the student to complete the suspension before returning to their his/her current educational placement;
2. The student will return to the current educational placement after the suspension unless the student is removed to an interim alternative educational setting, or if the parent/guardian and district agree to another placement pending the hearing.

### **ADDITIONAL DISCIPLINARY REMOVALS OF UP TO 10 SCHOOL DAYS WHEN THERE IS NO PATTERN OF REMOVAL**

The district may suspend students with disabilities from their current educational placement for additional periods of up to 10 days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.

In determining whether removals of additional periods of up to 10 school days constitute a pattern of removals, school personnel will consider:

1. The length of each removal;
2. The total time of removals; and
3. The proximity of the removals to one another.

During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:

1. Appropriately progress in the general curriculum;
2. Appropriately advance toward achieving the goals in the student's IEP; and
3. The services and location for delivery of services in this section will be determined by school personnel, in consultation with the student's special education teacher, or by the student's IEP team.

Within 10 business days of the first removal for additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will:

1. Hold an IEP meeting to develop a plan for conducting a functional behavioral assessment unless a functional behavioral assessment has been completed on the behavior that resulted in the removal; or
2. If there is a behavioral intervention plan in place, review the plan if one or more the members believe that revisions are needed.

As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate interventions to address the behavior and shall implement those interventions.

The district is not required to determine whether the behavior resulting in the disciplinary removal is a manifestation of the student's disability.

Upon subsequent removals of up to 10 school days that are not a pattern, the IEP team shall review the behavior intervention plan and its implementation to determine if modifications are necessary.

If a parent/[guardian](#) disagrees with the suspension and requests a due process hearing:

1. The district may require the student to complete the suspension before returning to [their his/her](#) current educational placement;
2. The student will return to the current educational placement after the suspension unless the student is removed to an interim alternative educational setting or the parent/[guardian](#) and district agree to another placement pending the hearing.

### **DISCIPLINARY REMOVALS OF MORE THAN 10 SCHOOL DAYS (PATTERN OR CONSECUTIVE)**

When a student is removed for disciplinary reasons for more than 10 school days, it is considered a change in the student's educational placement if:

1. The removal is for more than 10 consecutive school days; or
2. The removal is for more than 10 cumulative school days, and it constitutes a pattern of removals.

In initiating this type of removal, the district will:

1. Immediately schedule an IEP meeting for the purpose of addressing the student's behavior;
2. Not later than the date on which the decision to remove a student under (a.) is made
  - a. Provide notice of disciplinary action for an expulsion; and
  - b. Provide Notice of Procedural Safeguards to the parent/[guardian](#).

Immediately or within 10 business days, the district will hold an IEP meeting to:

1. Develop an assessment plan unless a functional behavioral assessment has been completed on the behavior that resulted in the disciplinary removal or, if there is a behavioral intervention plan in place, to review the plan and revise, as appropriate;
2. Determine whether the student's behavior is a manifestation of the student's disability; and
3. Review the student's IEP and placement, and revise as appropriate.

If the IEP team determines that the student's behavior is a manifestation of the student's disability, the district will not proceed with this type of removal. The district may:

1. Review and revise the student's IEP and placement;
2. For weapons or drug violations, initiate removal to an interim alternative educational setting; or
3. For injurious behavior, request a hearing for removal to an interim alternative educational setting.

If the IEP team determines that the student's behavior is not a manifestation of the student's disability, the district may proceed with disciplinary action as it would for a nondisabled student. In taking this action, the district will:

1. Ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the school personnel making the final determination regarding the disciplinary action; and
2. Provide the services, determined by the IEP team, that are necessary to enable the student to:
  - a. Appropriately progress in the general curriculum; and
  - b. Appropriately advance toward achieving the goals in the student's IEP.
3. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan hold an IEP meeting to appropriate behavioral interventions to address the behavior and shall implement those interventions;
4. If a student's educational placement changes as a result of the IEP/placement reviews, provide prior written notice of change in placement.

If a parent/guardian disagrees with the manifestation determination or any decision about placement related to the disciplinary removal, and requests a due process hearing, the student will remain in the current educational placement unless the student is removed to an interim alternative educational setting or unless the parent/guardian and district agree to another placement pending the hearing.

#### **MANIFESTATION DETERMINATION**

The district will complete a manifestation determination before a student is removed for disciplinary reasons for more than 10 school days if the removal constitutes a change in the student's educational placement. A change in placement is:

1. A removal for more than 10 cumulative days that constitutes a pattern;
2. A removal for more than 10 consecutive days; or
3. A removal to an interim alternative educational setting.

The manifestation determination will be conducted by the student's IEP team and, as appropriate, other qualified personnel. All relevant information related to the behavior subject to disciplinary action will be considered, including:

1. Evaluation and diagnostic results, including information from the parents/guardians;
2. Observations of the child; and
3. The student's IEP and placement.

The IEP team will determine that the student's behavior is not a manifestation of the student's disability only if:

1. The student's IEP and placement were appropriate in relationship to the behavior subject to the disciplinary action;
2. The special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the child's IEP and placement;
3. The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
4. The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

The IEP team and other qualified personnel will determine that the student's behavior is a manifestation of the student's disability if:

1. The student's IEP and placement were found to be inappropriate in relationship to the behavior subject to the disciplinary action; or
2. The special education services, supplementary aids and services and behavior intervention strategies were provided inconsistently with the student's IEP and placement; or
3. The student's disability impaired the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; or
4. The student's disability impaired the ability of the student to control the behavior subject to disciplinary action.

If, in conducting the manifestation determination review, deficiencies in the student's IEP, placement or implementation are identified, the district will take immediate steps to remedy those deficiencies.

#### **REMOVAL TO AN INTERIM ALTERNATIVE EDUCATIONAL SETTING BY SCHOOL DISTRICT (DRUGS AND WEAPONS)**

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year for a drug or weapon violation. This removal is a change in placement.

For the purpose of determining a drug or weapon violation, the district will apply the definitions in Board policy JGDA/JGEA - Discipline of ~~Disabled~~ Students with Disabilities.

If a student is removed for a drug or weapon violation as defined above, the district will:

1. Immediately schedule an IEP meeting (which will be convened within 10 business days of the disciplinary action);
2. Not later than the date on which the decision to take action is made, provide the parent/guardian with notice of disciplinary action for a suspension or expulsion, and notice of the decision to remove the student to an interim alternative educational setting; and
3. Provide Notice of Procedural Safeguards to the parent/guardian.

Immediately or within 10 business days, the district will convene an IEP meeting to:

1. Develop a functional behavioral assessment plan; or
2. If a functional behavioral assessment has already been completed on the behavior that resulted in the removal, the IEP team will review the plan and revise it as needed; and
3. Determine whether the student's behavior is a manifestation of the student's disability;
4. Review the student's IEP, and revise, as appropriate;
5. Determine the specific interim alternative educational setting which will enable the student to continue to:
  - a. Progress in the general curriculum, although in another setting;
  - b. Receive special education services and modifications described in the student's IEP that will enable the student to meet IEP goals; and
  - c. Include services and modification that address the misconduct and are designed to prevent the misconduct from recurring.

If the IEP team determines that the student's behavior is a manifestation of the disability, the district will not proceed with this disciplinary action, but may:

1. Continue the student's placement in the interim alternative educational setting until the end of the 45-day period;
2. Review and revise the student's IEP and placement; and
3. Seek a hearing officer's removal for injurious behavior.

If the IEP team determines that the student's behavior is not a manifestation of their his/her disability, the district may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities proceeding with this disciplinary action, the district will:

1. Ensure that the special education and disciplinary records of the student are given to school personnel for consideration in making the final determination regarding the disciplinary action;
2. Provide the services, determined by the IEP team, that are necessary to enable the student to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals in the student's IEP.

If the student's educational placement changes as a result of the IEP/placement reviews, the district will provide the parent/[guardian](#) with prior written notice of change in placement.

As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavior interventions to address the behavior and shall implement those interventions.

If the parent(s)/[guardian\(s\)](#) of the student requests a due process hearing because [they](#) [he/she](#) disagrees with the manifestation determination, the removal to the interim alternative educational setting or any decision about placement related to a disciplinary removal:

1. The student will remain in the interim alternative educational setting pending the decision of the hearings officer or for 45 calendar days, whichever occurs first; unless
  - a. The parent/[guardian](#) and school district agree otherwise; or
  - b. The student is removed for injurious behavior to an interim alternative educational setting by a hearings officer.

In reviewing a decision to place the student in an interim alternative educational setting for a drug or weapons violation, the hearings officer shall apply the standards in OAR 581-015-0056 (3).

#### **REMOVAL TO AN INTERIM ALTERNATIVE EDUCATIONAL SETTING BY HEARINGS OFFICER (INJURIOUS BEHAVIOR)**

The district may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

District personnel will determine the specific alternative educational setting in consultation with the student's special education teacher(s) or with the IEP team.

If a student is removed to an interim alternative educational setting by a hearings officer for injurious behavior, the district will:

1. Immediately schedule an IEP meeting (which will be convened within 10 business days of the disciplinary action); and
2. Not later than the date on which the decision to take action is made:
  - a. Provide the parent/[guardian](#) with notice of any suspension or expulsion, if applicable, and notice of the decision to remove the student to an interim alternative educational setting; and
  - b. Provide the parent/[guardian](#) with Notice of Procedural Safeguards.

If the district initiates a disciplinary removal to an interim alternative educational setting, the district will, immediately or within 10 business days, convene an IEP meeting to:

1. Develop a functional behavioral assessment plan; or
2. If a functional behavioral assessment has already been completed on the behavior that resulted in the removal or, if there is a behavioral intervention plan in place, the IEP team will review the plan and revise it as needed; and
3. Determine whether the student's behavior is a manifestation of [their](#) [his/her](#) disability;
4. Review the student's IEP, and revise it as appropriate;
5. Determine the specific interim alternative educational setting which will enable the student to continue to:
  - a. Progress in the general curriculum, although in another setting;
  - b. Receive special education services and modifications described in the student's IEP that will enable the student to meet IEP goals;
  - c. Include services and modifications that address the misconduct and are designed to prevent the misconduct from recurring.

If the IEP team determines that the student's behavior is a manifestation of [their](#) [his/her](#) disability the district will not proceed with the disciplinary action, but may:

1. Continue the student's placement in the interim alternative educational setting until the end of the 45-day period;
2. Review and revise the student's IEP and placement; or
3. Seek another up to 45-day removal for injurious behavior from the hearings officer.

If the IEP team determines that the student's behavior is not a manifestation of **their his/her** disability, the district may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. In taking this disciplinary action, the district will:

1. Ensure that the special education and disciplinary records of the student are given over for consideration to the school personnel making the final determination regarding the disciplinary action; and
2. Provide the services, determined by the IEP team, that are necessary to enable the student to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals in the student's IEP.

If the student's educational placement changes as a result of the IEP/placement reviews, the district will provide prior written notice of change in placement.

As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavior interventions to address the behavior and shall implement those interventions.

If the parent(s)/**guardians** of the student requests a due process hearing because **they he/she** disagrees with the manifestation determination, the removal to the interim alternative educational setting or an, decision about placement related to a disciplinary removal:

1. The student will remain in the interim alternative educational setting pending the decision of the hearings officer or for 45 calendar days, whichever occurs first; unless
2. The parent/**guardian** and school district agree otherwise; or, the student is removed by a hearings officer for additional 45-day period(s) for injurious behavior.

The district may seek a court order to remove a student from **their his/her** current educational placement to another placement if the district believes that maintaining the student in the current educational placement is substantially likely to result in injurious behavior.

#### **INTERIM ALTERNATIVE EDUCATIONAL SETTING**

The district will ensure that an interim alternative educational setting:

1. Enables the student to continue to progress in the general curriculum, although in another setting;
2. Ensures that the student receives special education services described in the student's IEP that will enable the student to meet IEP goals; and
3. Includes services and modifications that address the misconduct, and are designed to prevent the misconduct from recurring.

#### **PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION**

The district will apply these protections to students not yet identified as students with a disability if the district had knowledge that the student was a student with a disability. The district has such knowledge if:

1. A parent/**guardian** has expressed a concern in writing (or orally if the parent/**guardian** does not know how to write or has a disability that prevents a written statement) to school personnel that **their his/her** student is in need of special education and related services;
2. The behavior or performance of a student demonstrates the need for special education and related services in relation to state eligibility criteria for disabilities;
3. The parent/**guardian** of a student has requested a special education evaluation of **their his/her** child; or
4. The teacher of the student has, or other school personnel, expressed a concern about the behavior or performance of the student to the district's special education representative in accordance with the district's special education referral system.

The district will not be considered to have knowledge of a disability if the district:

1. Conducted a special education evaluation in accordance with state eligibility criteria for disabilities and determined that the student was not eligible, and gave the parent prior written notice of that determination; or
2. Determined that there was no suspicion of a disability, and gave the parent prior written notice of the refusal to evaluate.

If the district did not have knowledge, it may take the same disciplinary actions applied to students without disabilities who engaged in comparable behavior. However:

1. If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner;
2. Until the evaluation is completed, the student will remain in the educational placer determined by school personnel, which can include suspension, expulsion or placement in alternative education;
3. Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and shall provide special education and related services;
4. The district will apply the discipline provisions beginning on the date of the eligibility determination.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 4/8/25  
APPROVED: 3/4/03

draft 4.2025



Expulsion from school is a significant disciplinary action that the school district takes seriously and utilizes in accordance with an [equity lens](#). The district will regularly review expulsion statistics to monitor the frequency and impact of expulsion decisions on the student population. An administrator, after reviewing available information, may recommend to the superintendent or designee that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents/guardians, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

The Board delegates the authority to decide on an expulsion to the superintendent or designee. The superintendent or designee may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual, may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent/guardian or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents/guardians at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent/guardian by personal service<sup>1</sup> or by certified mail<sup>2</sup> at least five days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges and the specific facts that support the charge or charges;
  - b. A statement of intent to consider the charges as reason for expulsion;
  - c. The student's right to a hearing;
  - d. When and where the hearing will take place; and
  - e. The student may be represented by counsel or other persons.

<sup>1</sup> The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>2</sup> When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

2. If the parent/guardian or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents/guardians and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent/guardian or other person. The district’s attorney may be present;
4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
5. The student shall be permitted to be present and to hear the evidence presented by the district;
6. The hearings officer or the student may record the hearing;
7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer’s control of the hearing;
8. A Board-conducted hearing or a Board review of the hearings officer’s decision will be conducted in executive session unless the student or the student’s parent/guardian requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
  - a. The name of the minor student;
  - b. The issues involved, including a student’s confidential records;
  - c. The discussion;
  - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents/guardians of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF ADMINISTRATIVE POLICY

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REVIEWED: 4/8/25  
APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 192.660](#)  
[ORS 332.061](#)  
[ORS 336.615 - 336.665](#)

[ORS 339.115](#)  
[ORS 339.240](#)  
[ORS 339.250](#)

[OAR 581-021-0050 – 021-0075](#)



Prior to a student leaving school or a student’s expulsion, unless the expulsion is for a weapons policy violation, the district will propose in writing to the student or student’s parent or guardian, appropriate, accessible alternative education programs as determined by the district. Such alternative education program(s) will consist of instruction or instruction combined with counseling as determined by the district in accordance with an [equity lens](#).

The proposal of potential alternative education programs will be hand-delivered or sent by certified mail to assure that the parent or guardian receives it prior to the time of an actual expulsion of the student or the student leaving school.

Appropriate accessible alternative education programs may be either public or private. Programs may be provided by the district as a separate school, evening classes or tutorial instruction. Homebound instruction could be considered an appropriate alternative. The district shall continue to provide a free appropriate public education in an alternative setting to a child with a disability who has been removed for disciplinary reasons.

The district shall pay the actual cost of the district-proposed private alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per student net operating expenditure, whichever is less. The district shall provide or pay for transportation.

The district has no obligation to pay for an alternative education program if an emancipated minor or a parent or guardian receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from compulsory attendance.

If a student is not successful in the alternative education program selected or the alternative education programs offered are not accepted by the student and/or parent or guardian, there is no obligation to propose or fund other alternatives.

END OF ADMINISTRATIVE POLICY

REVIEWED: 4/8/25

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 336.615 to -336.665](#)

[ORS 339.030](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.252](#)

[OAR 581-021-0070](#)

[OAR 581-021-0071](#)

[OAR 581-022-2505](#)

[OAR 581-022-2320](#)

[OAR 581-023-0006](#)

[OAR 581-023-0008](#)

**Administering Prescription and Non-prescription, Noninjectable Medicines**

The district recognizes administering medication to a student and/or permitting a student to administer a medication to themselves, self-medication may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to allow the student to attend school if medication were not made available during school hours. Therefore, the district allows medication, including injectable medications, to be administered by a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law. Students may be permitted to take noninjectable prescription or nonprescription medication at school, on a temporary or regular basis.

Requests for the district to administer medications to a student shall be made in writing by the parent or legal guardian. Requests shall include the written instructions of the physician for the administration of a prescription medication to a student or the written instructions of the parent for the administration of a nonprescription medication to a student.

The district shall designate district personnel school-staff authorized to administer medication to students. Medications, including injectable medications, may be administered by the designated district personnel as part of a formal delegation by a Bend-La Pine Schools' registered nurse. Annual training shall be provided to designated personnel in accordance as required by with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation [JHCD-AR: Medications](#).

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel authorized to administer medication to students.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

**Administering Injectable Medicines**

Consistent with Oregon law and school district guidelines, trained school district staff may administer epinephrine, glucagon or other medicine injections when a licensed health care professional is not immediately available to administer lifesaving treatment, and in a situation where a student is experiencing severe hypoglycemia, when other treatment has failed or cannot be initiated.

Requests for the district to administer injectable medication to a student shall be made in writing by the parent or legal guardian and must be accompanied by the physician's order for administering epinephrine, glucagon or other injectable medicines.

The district shall solicit staff to be trained to administer injectable medicines.— Training shall be provided as required by law in accordance with approved protocols established by the Oregon Health Division.— Staff who are trained to administer injectable medicines shall also receive bloodborne pathogens training and have a current first aid and CPR card.

Injectable Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures regulations governing the administration of prescription or nonprescription medications

~~administering noninjectable medicines to students, including procedures for the disposal of sharps and glass consistent with Oregon Health Division regulations.~~

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student’s classroom as provided by state law.

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

A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

~~The superintendent will ensure health management plans are developed for students authorized to receive injectable medicines as required by training protocols, and that they are maintained on file and provide the appropriate pertinent health information to district staff trained to administer these medicines. The plans will include provisions for responding to emergency situations including those occurring during curricular and extracurricular activities held after regular school hours and on or off district property.~~

**Self-Medication**

~~Self-medication of prescription and nonprescription medication shall not be allowed for students in elementary schools, except students with asthma may carry their inhalers with them and students with severe allergic reactions may keep epi-pens with them.~~

~~Self-medication of prescription and nonprescription medication may be allowed for students in grades 6 through 12. Self-medication is only allowed consistent with district guidelines.~~

**Administrative Regulations Required**

~~District administrative regulations shall be maintained to implement this policy.~~

END OF ADMINISTRATIVE POLICY

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REVIEWED: 3/13/01, 4/8/25  
APPROVED: 1/14/97, 3/13/01

**POLICY / REGULATION CROSS REFERENCE**

**LEGAL REFERENCE**

[ORS 332.107](#)

[OAR 166-400-0010\(17\)](#)

[OAR 581-022-2220](#)

[ORS 339.866 - 339.871](#)

[OAR 166-400-0060\(29\)](#)

[OAR 851-047-0000-0030](#)

[ORS 433.800 - 433.830](#)

[OAR 333-055-0000 - 0035](#)

[ORS 689.800](#)

[OAR 581-021-0037](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019). Oregon Health Authority and Oregon Department of Education, *Medication Administration: A Manual for School Personnel*. House Bill 1552 (2024).



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

### Definitions

1. "Administer" means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner's authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)
2. "Medication": means medication that is not injected; ~~any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for~~ premeasured doses of epinephrine ~~that are injected,~~ medication that is available for ~~to~~ treating adrenal insufficiency; and Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug ~~and glucagon to treat severe hypoglycemia.~~ "Medication" also means ~~includes~~ any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. "Medication" ~~does not include nonprescription sunscreen.~~ (ORS 339.866; ORS 339.867)
3. "Prescription medication": means a "prescription drug" as defined in ORS 689.005, means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with "Caution: Federal law prohibited dispensing without prescription" or "Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian"; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only ~~any medication that under federal or state law requires a prescription by a prescriber.~~
4. "Nonprescription medication": means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037) ~~only commercially prepared, non-alcohol based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatory and antacids that do not require written or oral instructions from a physician. Non-prescription medication does include dietary food supplements.~~
5. "Adrenal Crisis": means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. ~~crisis as defined in Oregon Revised Statute~~ (ORS) 433.800);
6. "Adrenal Insufficiency": means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. ~~adrenal insufficiency as defined in~~ (ORS 433.800);
7. "Notice of a Diagnoses of Adrenal Insufficiency": means a written notice to the district from ~~a student or~~ the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)
8. "Prescriber<sup>1</sup>": means a "practitioner" as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research. (OAR 581-021-0037) ~~doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advanced practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist~~

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

- licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
9. **Qualified trainer:** a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
  10. **“Severe allergy”:** means a life-threatening hypersensitivity to a specific substance such as food, pollen, or **dust insect sting**. (ORS 339.866)
  11. **“Asthma”:** means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
  12. **“Designated personnel”:** means the district personnel designated **and trained** to administer medication pursuant to district policy and procedure.
  13. **“Delegation”** means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
  14. **“Opioid overdose”** means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)
  15. **“Short-acting opioid antagonist”** means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)
  16. **“District and/or school sponsored event”** means: events that are conducted under the auspices or sponsorship of the district and/or school. The event will take place on district property or a location approved by the district and will primarily involve students in other than classroom situations (i.e., classroom field trips).

#### Designated Staff / Training

1. Medications, including injectable medications, may be administered by select district personnel as part of a formal teaching process by a Bend-La Pine Schools’ registered nurse.
2. The principal or appropriate district administrator, **in consultation with the school nurse**, will designate district personnel authorized to administer prescription or nonprescription medication to a student **which takes into account when while** the student is in school, at a **district school-sponsored activity**, under the supervision of district personnel, **or in a district sponsored before-school or after-school care programs on school-owned property and** in transit to or from school or a **district school-sponsored activities**, **and may include when a student is in a before-school or after-school care program on district-owned property when as** required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, **policy**, and this administrative regulation.
3. The district will provide **staff who are designated personnel** to administer prescription or nonprescription medication access to a school nurse.
4. The principal or appropriate district administrator will ensure the **annual** training required by Oregon law is provided to designated **district personnel**. Training **must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a Bend-La Pine Schools’ registered nurse licensed by the Oregon State Board of Nursing or a prescriber**. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person<sup>2</sup>. During subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification. ~~will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.~~
5. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, **discussion** of the following: safe storage, administration, handling, **and monitoring medication supplies**, disposing of medications; ~~record keeping and reporting~~

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<sup>2</sup> An online training may qualify as “in-person” when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice; and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

~~of medication administration and errors in administration~~, accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. ~~medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality~~. Training Materials as recommended and/or approved by ODE will be used.

6. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.
7. ~~A copy of the district's policy and administrative regulation will be made available to all staff authorized to administer medication to students and others, as appropriate.~~

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

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

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

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

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

A student experiencing symptoms of adrenal crisis while the student is in school, at a district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or district-sponsored activity, may be treated by designated personnel and shall be subject to the following: ~~Plans should be in place to assure that medication is readily available and in close proximity of the student who may experience symptoms of adrenal crisis. Consideration of transportation activities, such as field trips or other district sponsored off-facility functions must be taken into account when planning emergency measures for possible treatment of adrenal crisis. Depending on the age of the student, and district policies, it may be advisable for students to carry their own medication during these special activities and trained district personnel must accompany the child.~~

1. Upon notice of a diagnosis of adrenal insufficiency, as defined in OAR 581-021-0037, the building principal, appropriate district administrator, or school nurse will designate one or more ~~district school~~ personnel to ~~receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis implementing a health management / action plan for each child who has adrenal insufficiency~~;
2. The designated personnel will successfully complete the training to ~~recognize the signs of adrenal crisis~~, administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis ~~in accordance with the rules adopted by the Oregon Health Authority~~;
3. The ~~student or the~~ student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
4. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

#### **Administering Short-Acting Opioid Antagonists**

A short-acting opioid antagonist may be administered by any district personnel<sup>3</sup> to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The school nurse shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.

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<sup>3</sup> Including district personnel who have not received medication administration training.

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

1. A description of short-acting opioid antagonists and their purpose;
2. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
3. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and
4. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

### Administering Medications to a Student

1. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
  - a. A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
    - i. The written permission of the student's parent or guardian ~~or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;~~ and
    - ii. The written instruction from the prescriber for the administration of the medication to the student that includes:
      1. Name of the student;
      2. Name of the medication;
      3. Method of administration;
      4. Dosage;
      5. Frequency of Administration time(s);
      6. Other special instructions from the prescriber, if any; and
      7. Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in 1.-7. above.

- b. A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
  - i. The nonprescription medication is necessary for the student to remain in school;
  - ii. The nonprescription medication is:
    1. Provided in the original manufacturer's container by the parent or guardian of the student; or
    2. Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
  - iii. The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
    1. Name of the student;
    2. Name of the medication;
    3. Method of administration;
    4. Dosage;
    5. Frequency of Administration time(s);
    6. Other special instructions, if any; and
    7. Signature of the student's parent or guardian.

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

- c. If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:

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

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

1. A student, including a student in grades K through 12 with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel and is subject to the following:
  - a. A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
    - i. The written A permission form from a parent or guardian, ~~except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675,~~ and other documentation requested by the district must be submitted for self-medication of all prescription medications;
    - ii. If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a district sponsored before-school or after-school care program on school-owned property and in transit to or from school or a school sponsored activity. The prescriber will include acknowledgement that the student has been instructed in the correct and responsible use of the prescribed medication;

- iii. The permission to self-administer the medicine from a Bend-La Pine Schools' school nurse ~~and a prescriber or registered nurse practicing in a school setting.~~
  - iv. District staff may request permission from a physician for self-administration procedure and/or directions.
- b. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
- i. The written permission of the student's parent or guardian, ~~except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675;~~
  - ii. The student's name affixed to the manufacturer's original container; and
  - iii. The permission to self-administer medication from a school nurse.
- c. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
- i. The written permission of the student's parent or guardian, ~~except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, 109.675;~~ and
  - ii. A written order from the student's prescriber that includes:
    1. Name of the student;
    2. Name of the medication;
    3. Dosage;
    4. Method of administration;
    5. Frequency of aAdministration time(s);
    6. A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
    7. Other special instructions, if any; and
    8. Signature of the prescriber.
2. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
  3. The student may have in their his/her possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, auto injectable epinephrine or bronchodilators/inhalers;
  4. The sSharing and/or borrowing of any medication with another student is strictly prohibited;
  5. The district personnel will request backup medication, when the medication is to treat a student's asthma or severe allergy emergency, from the student's parent or guardian. ~~For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student.~~ Backup medication, if provided by a student's parent or guardian, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
  6. ~~Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup auto-injectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup auto-injectable epinephrine to be kept in a reasonably secure location in the student's classroom;~~
  7. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
  8. The pPermission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel ~~violates policy and/or administrative regulations;~~
  9. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;
  10. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication-;
  11. The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.

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

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

## Emergency Response

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

## Disposal of Medications

1. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five (5) school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel following medication disposal guidelines. The medication may be disposed of in a non-recoverable fashion as follows:
  - a. Medication will be removed from its original container and personal information will be destroyed;
  - b. Mix with an undesirable substance, e.g., coffee grounds, used cat litter;
  - c. Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and
  - d. Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.
  - e. —Medication will be disposed of in accordance with established training procedures including sharps and glass.

- ~~2. All medication will be disposed of by designated personnel in the presence of another district employee and documented as described below.~~

### Transcribing, Recording and Record Keeping

- ~~A medication administration record (MAR) will be maintained~~ ~~The school or district sponsored program will maintain a medication log~~ for each student administered medication by ~~designated personnel at the school or the~~ district ~~sponsored program~~. The MAR will be in paper<sup>4</sup> or electronic form and ~~medication log~~ will include, but not be limited to:
  - The full name of the student, date of birth, name of medication, dosage, method of administration, date, and time of administration, frequency of administration and the name of the person administering the medication;
  - Student refusals of medication;
  - Errors in administration of medication;
  - Incidents of emergency and minor adverse reaction by a student to medication;
  - Discrepancies in medication supply;
  - Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- All records relating to administration of medications, including permissions and written instructions, will be maintained. ~~in a separate medical file apart from the student's education record file, or in a separate section in the student's educational file when related to the student's educational placement and/or individualized education program~~. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and ~~their his/her~~ parent or guardian. Information may be shared with ~~district personnel other staff~~ with a legitimate educational interest in the student or others ~~as may be~~ authorized by the parent or guardian in writing or others as allowed under state and federal law.

### Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to the manufacturer's guidelines and written permission and instructions of the student's parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

### Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student's Oregon licensed health care professional, in good faith assists the student's self-administration of the medication, if the

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<sup>4</sup> If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with the use of white-out.

medication is available to the student pursuant to written permission and instructions of the student's parent/guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.

END OF ADMINISTRATIVE REGULATION

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REVIEWED: 1/07, 1/31/18, 9/28/18, 2/19/19, 8/9/22, 4/8/25  
APPROVED: 1/07, 10/4/18, 2/20/19, 9/13/22

draft 4.2025



# Secondary Curriculum Adoption

Dean Richards, Director of Secondary Curriculum, Instruction, and Systems

# 6-12 Science



# Science Adoption

Middle School



High School

NGSS Physics (9th Grade)



Colleen Behrens, 6-12 Science  
Instructional Coach



# Core Beliefs - All Students, All Sciences

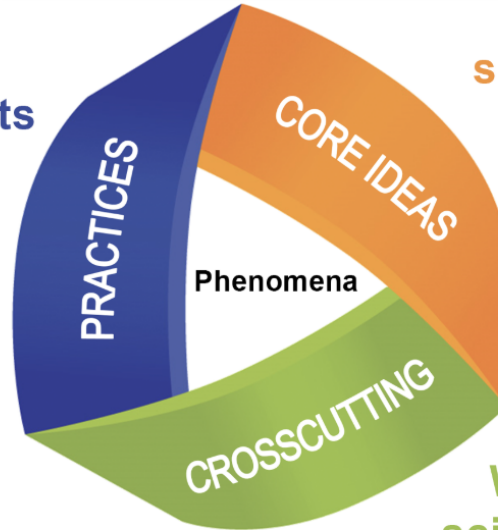
Because we believe the scientific process is a critical way of understanding the natural world we commit to:

- Creating an **engaging and equitable** science pathway.
- Provide all students—regardless of background—with access to **high-quality instructional materials**.
- **Empowering students** with the skills to **explore, wonder and be curious** about the world.
- **Fostering perseverance, critical thinking, and collaboration**.
- Ensuring that every student **builds a strong science foundation** that prepares them for **success in both life and diverse careers**.

# Next Generation Science Standards

## THREE DIMENSIONS OF THE FRAMEWORK

What  
scientists  
do



What  
scientists  
know

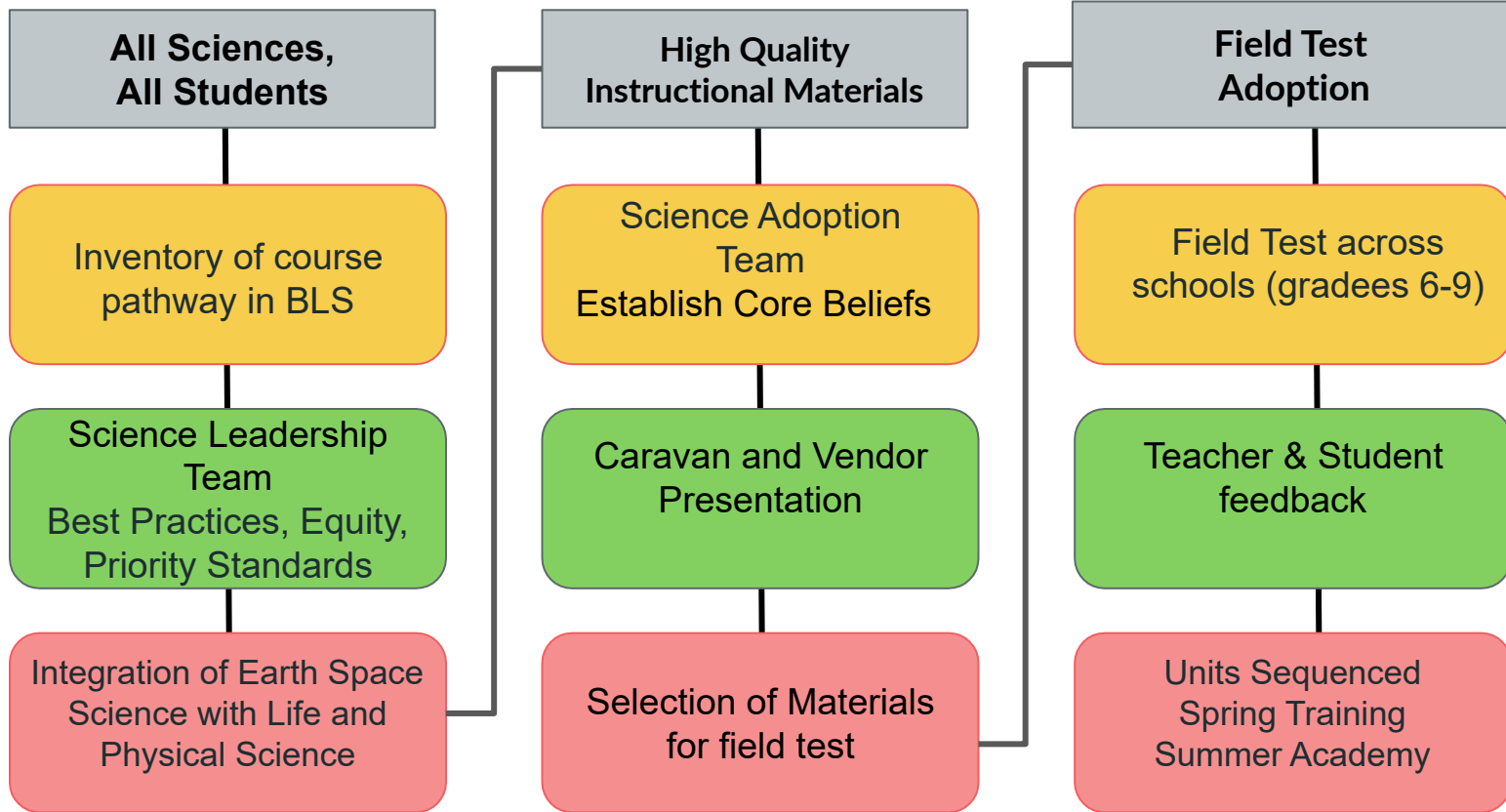
Life Science  
Physical Science  
Earth Science  
Engineering Design

Example:  
Analyze & Interpret Data  
Use and Develop models  
Design solutions

What  
scientists  
think & link

Example:  
Cause & Effect  
Patterns  
Structure & Function

# HQIM Adoption Process



# MS Science

**LaB-aids**<sup>®</sup>



## 6th Grade

Body Systems (L)

Energy (P)

Weather & Climate (ESS)

Land, Water & Human  
Interaction (ESS)

Cells (L)

Biomedical Engineering (ED)

## 7th Grade

Cells to Organisms (L)

Ecology (L)

Earth's Resources (ESS)

Geologic Processes (ESS)

Chemistry of Materials (P)

Biomedical Engineering (ED)

## 8th Grade

Chemical Reactions (P)

Forces & Motion (P)

Solar System (ESS)

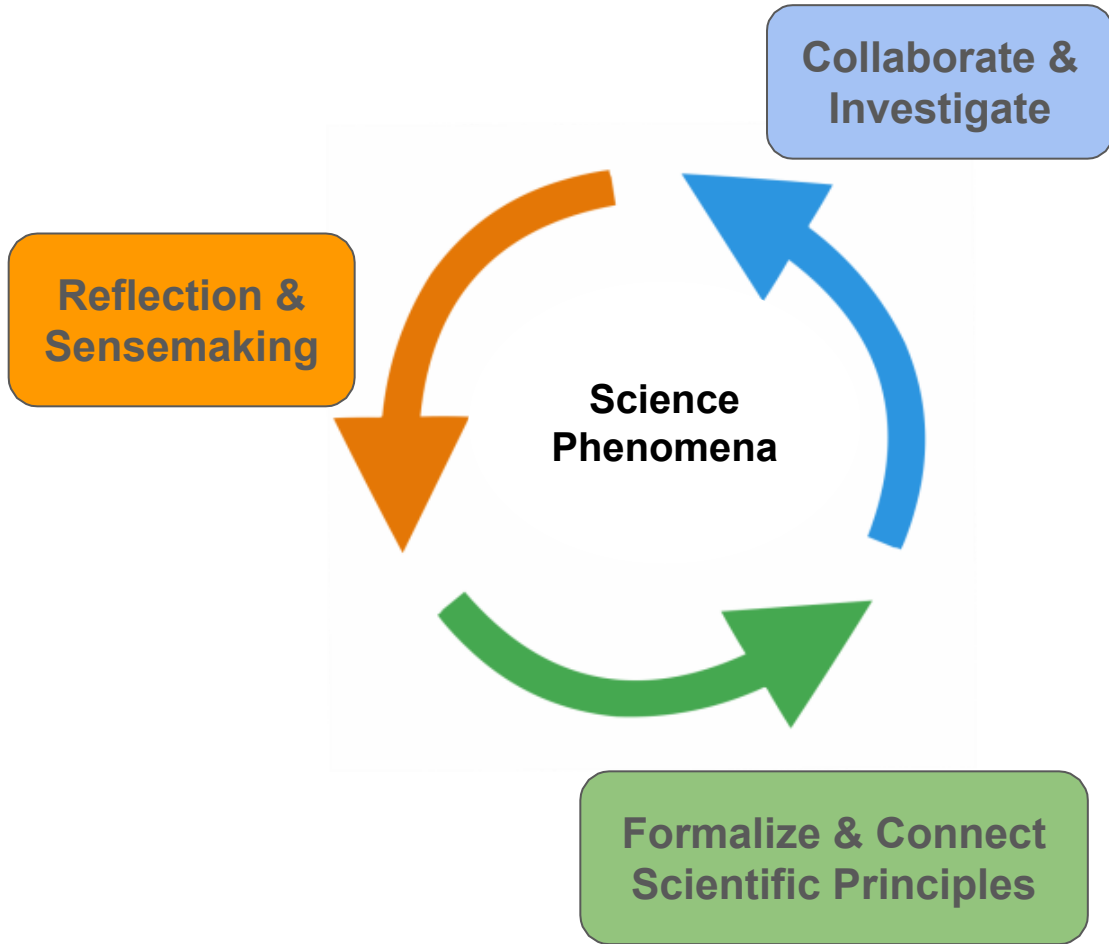
Reproduction( Genetics) (L)

Evolution (L)

Fields & Interactions (P)

# Sequence for Middle School Lab Aids

KEY: (L) = Life Science, (P) = Physical Science, (ESS) = Earth, Space Science, (ED) =  
Engineering Design



**LAB-aIDS**<sup>®</sup>



**SEPUP**<sup>®</sup>

*Issue-Oriented Science*

# Lab Aids: Issues and Science

## Strengths

NGSS Aligned -**Phenomena Focused** - coherence

EdReports - Top Marks as **High Quality** Instructional Materials

### **Investigating-Sensemaking-Formalizing**

More **hands-on**, Less digital

**Literacy focused** with reading and writing

Students **think deeper** about the science

**Flexibility** for local context

**Time-saver:** Kits and materials are ready to go

## Challenges

Storage of materials

Units are long

Scaffolds & differentiation insufficient

Students challenged by reading and writing

Some labs could be more engaging

# Teacher Comments - Student Comments

Easy to navigate , easy to set up, easy to prep!  
A good balance of hands on, writing and reading.

My students are thriving with this level of organization. They are eager to learn and work with each other.

The thematic approach and storylines provided coherence through out unit!

I like the building of concepts throughout to lead to high level understanding

I liked the amount of data we took and the hands on labs.

We are doing actual experiments not on our iPads

I liked how we did all of the different experiments and how they really demonstrated what we were learning about.

It had a lot of writing, and questions, which I find interesting

I liked that it was very hands-on and interactive.

# HS Science

NGSS 9th Grade Science



## Required

9

NGSS Physics

10

NGSS Chemistry

11

NGSS Biology

12

## Roll out of Science Pathway:

25-26 NGSS Physics

26-27 NGSS Physics and NGSS Chemistry

27-28 NGSS Physics, NGSS, Chemistry and NGSS Biology

Elective courses in addition to the required pathway

AP/IB Physics

AP/IB Chemistry

AP Environmental Science

Human Anatomy and Physiology

Biotechnology

Biomedical Foundations

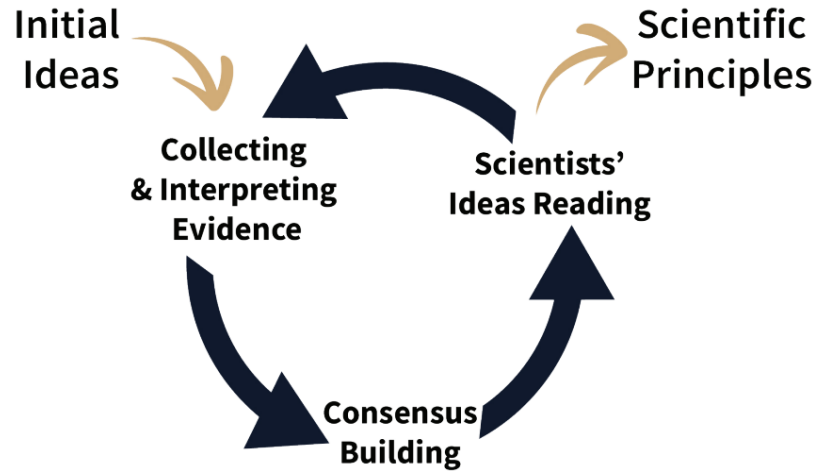
Ecology

Zoology

AP/IB Biology  
Alternate to  
NGSS Biology



PEER (Physics through Evidence, Empowerment through Reasoning)



# Teacher Comments - Student Comments

The transition to using PEER physics has already made me a more effective teacher. The consensus building that my classes are participating in have brought out more student voices in a variety of forms.

I have become better at facilitating meaningful whole-class and small-group discussions and at using evidence to convince students of scientific principles rather than just taking my word for it

PEER invites every learner to grow in a way that prioritizes community in the classroom.

It has been very visual, which I like, and had great examples and experiments

The experiments and group discussions (the ones where we come to a consensus) were fun and helpful.

It was fun, interesting, and helped me understand how waves work in real life.

The concepts are easy to follow since it reinforces ideas and observations.

Todo me gusto.  
Me gusto cuando jugamos con el resorte

# PEER Physics

## Strengths

NGSS Aligned -**Phenomena Focused**

**Best practices** in science learning

Student-centered approach **deepens learning**

Students **collaborate** to build consensus

Materials are easily **accessible** for all students

Easy for teachers to implement

**Flexibility** to supplement with engineering design projects

## Challenges

Paradigm shift from traditional teaching

Units are repetitive for some students

Some students challenged by all the writing

Students who prefer independent work can find group work challenging

Students also want the “Big Labs”

# Science Next Steps

## Professional Learning

- Training in the spring with publisher
- Planning days this Spring
- Training/planning throughout 2025-26
- Building level curriculum experts with additional training
- Chemistry (10th) and Biology (11th) will be field tested and selected 2025-2026.



# 6-12 Health



# 6-12 Health

**Aimee Snyder**

**Neil Seibert**



Prevention and Health Promotion

# Health Curriculum Adoption

Process for Reviewing and  
Selecting Curriculum



Bend-La Pine Schools Board of Directors | April 8, 2025

# Core Beliefs for Health Instruction

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## **Effective Teaching and Learning**

### **Access and Equity**

Health instruction is a foundational core of K-12 success: Lifelong development by providing opportunities which positively improve the mental, emotional, social, and physical health of students.

All students should be provided with equitable opportunities to learn functional health knowledge, skills, and practices.

## **High-Quality Curriculum**

Develops connections with the real world and areas of health, aligns with standards and policies, and meets the needs of students, teachers, and the community.

## **Relevant Tools and Technology**

Introduces the use of relevant tools and technology as resources to help students integrate them into their daily lives.

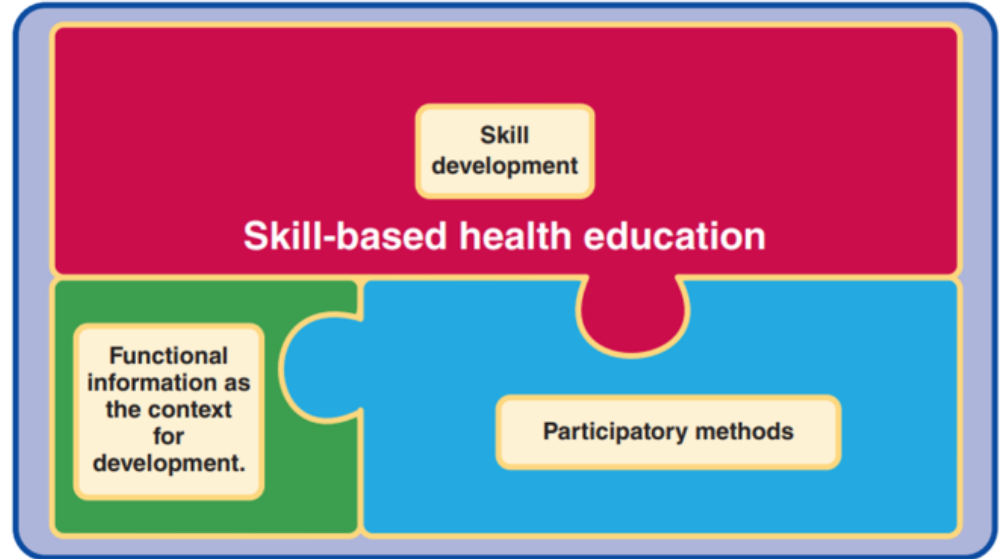
## **Professional Development**

Educators hold themselves and colleagues accountable for the success of every student, as well as for their personal and collective professional growth in effective teaching and modeling of healthy habits.

# Effective Health Education

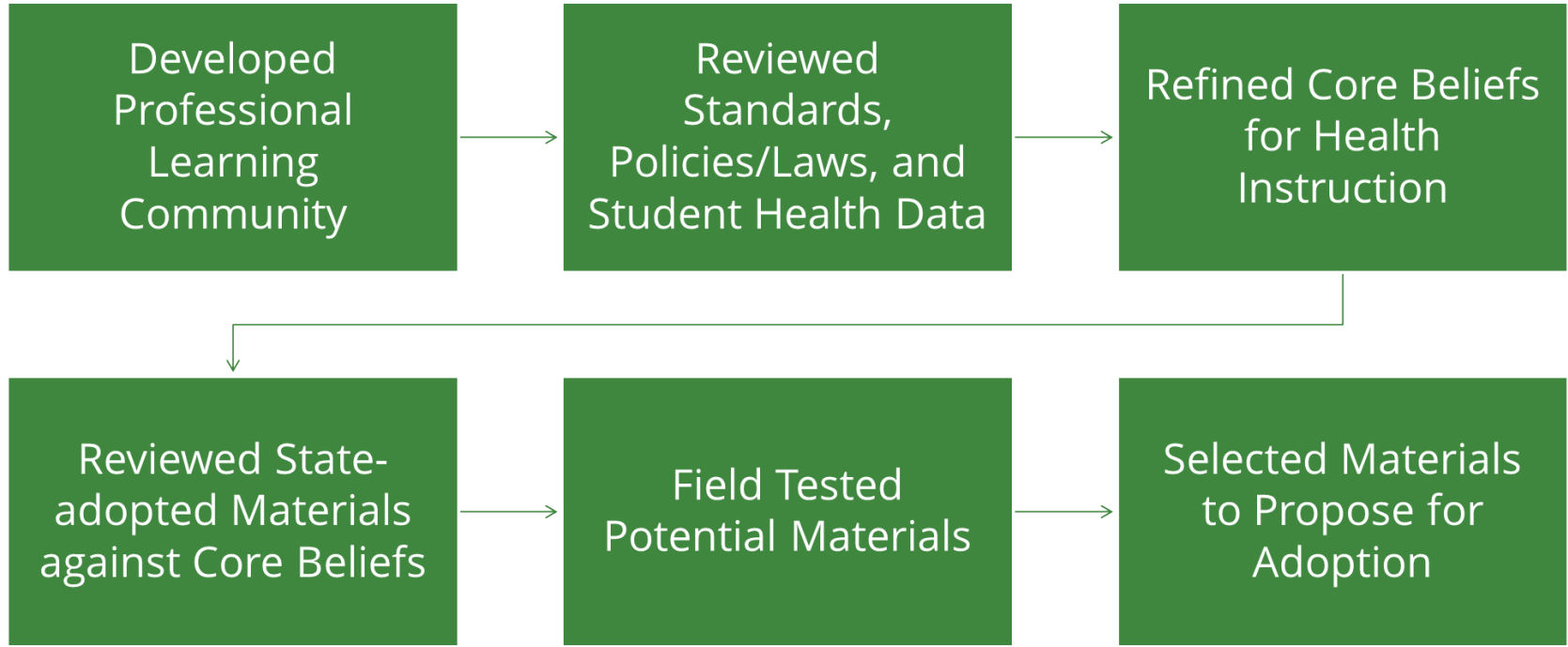
## Builds:

- Health skills and self-efficacy
- Health literacy
- Personal competence
- Social competence



# Selection Process

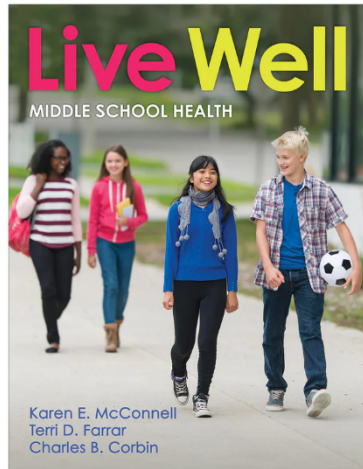
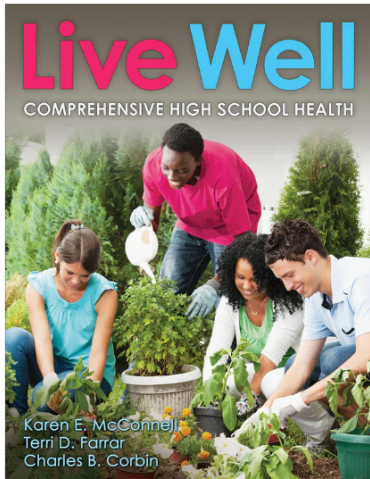
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# Proposed Materials for Adoption

## Core Materials

- Human Kinetics *Live Well*



## Supplements

- An array of research-backed topic-specific materials to fill gaps in the core materials related to:
  - Suicide Prevention
    - *Look Listen Link* and *Erika's Lighthouse*
  - Substance Use Prevention
    - *CATCH My Breath*, *Project ALERT*, *ODE Synthetic Opioid Prevention Lessons*, and the *Stanford Prevention Toolkit*
  - Healthy Relationships, Violence Prevention, and Sexual/Reproductive Health
    - *My Future-My Choice*; *Rights, Respect, Responsibility*; and *FLASH*

These are needed to meet state requirements or address local public health concerns.



# Public Review and Comment

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## Between April 8 - May 1:

1. Visit [this webpage](#) to review the proposed materials and submit public comment.
2. Visit the Education Center during operating hours to review physical materials available in the lobby.
3. Email [Dean.Richards@bend.k12.or.us](mailto:Dean.Richards@bend.k12.or.us) if needing additional supports to access for review.



Questions?

Thank you!





**REPORT:** Healthy Schools Initiative Update

**PRESENTED BY:** Aimee Snyder, DrPH, Adolescent and School Health Supervisor, DCBH  
Sean Reinhart, Executive Director Student Services

**EXECUTIVE SUMMARY:**

Healthy Schools will present a preview of the preliminary results from their upcoming outcome evaluation. The preliminary evaluation results show that, for the 2024 calendar year, 21% (84 of 408) of expected behavioral health emergencies were prevented.

Healthy Schools will also present select program outcomes to show how their work resulted in prevented behavioral health emergencies. In summary, Healthy Schools has prevented emergencies related to behavioral health by:

- improving linkages to care and community resources for prevention and early intervention,
- reducing policy-to-practice and research-to-practice gaps in Health curriculum and instruction,
- increasing health communications and engagement opportunities for families, and
- improving coordination as a "Whole School, Whole Community, Whole Child" system of support for prevention efforts.

The formal outcome evaluation report will be published in Fall 2025. The most recent formal progress report is their [2023-2024 annual report](#). The original program plan and additional reports can be found on their webpage: [www.deschutes.org/healthyschools](http://www.deschutes.org/healthyschools)

Healthy schools is a partnership between Bend-La Pine Schools and Deschutes County to embed local Public Health Specialists into the district and secondary schools.

Prevention and Health Promotion

# Healthy Schools

Embedding local public health into  
Bend-La Pine Schools



Bend-La Pine Schools Board of Directors| April 8, 2025

# Summary

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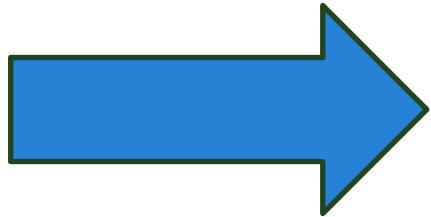
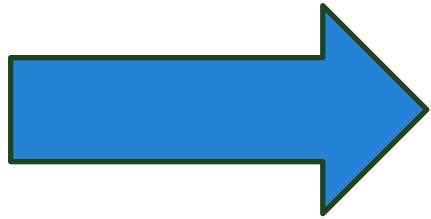
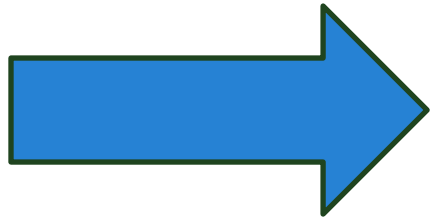
## Healthy Schools....

- Provides Public Health staffing and services to reach Board Goals.
- Prevents emergencies related to mental and behavioral health.
- Improves linkages to care for prevention and early intervention.
- Improves secondary Health curriculum and instruction: Reducing policy-to-practice and research-to-practice gaps.
- Increases health communications and engagement opportunities for families.
- Improves coordination across a system of support for prevention.



## Bend-La Pine Schools: Strategic Initiatives

The mission of Bend-La Pine Schools is to *Educate Thriving Students*. We aim to be a place where students are known by name, strength, and need, and graduate ready for college, career and community engagement, and life. We know that this work cannot happen without adults around them who are thriving as well. We are invested in being an employer of choice in our community where staff are challenged, supported, connected, and proud to be part of Bend-La Pine Schools.



# What is Healthy Schools?

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**Formal Cost-sharing Partnership:**  
Embed Local Public Health in Schools



**Provide Essential Public Health Services:**  
Engage, Assess, Inform, Plan, Build, Support, Eval, Report



**Prevent Youth Behavioral Health Issues:**  
“Whole School, Whole Community” Approach for  
Primary Prevention and Early Intervention

## Program Areas



## Student Health Outcomes



**Links to Care**



**Health Education**



**Family Engagement**



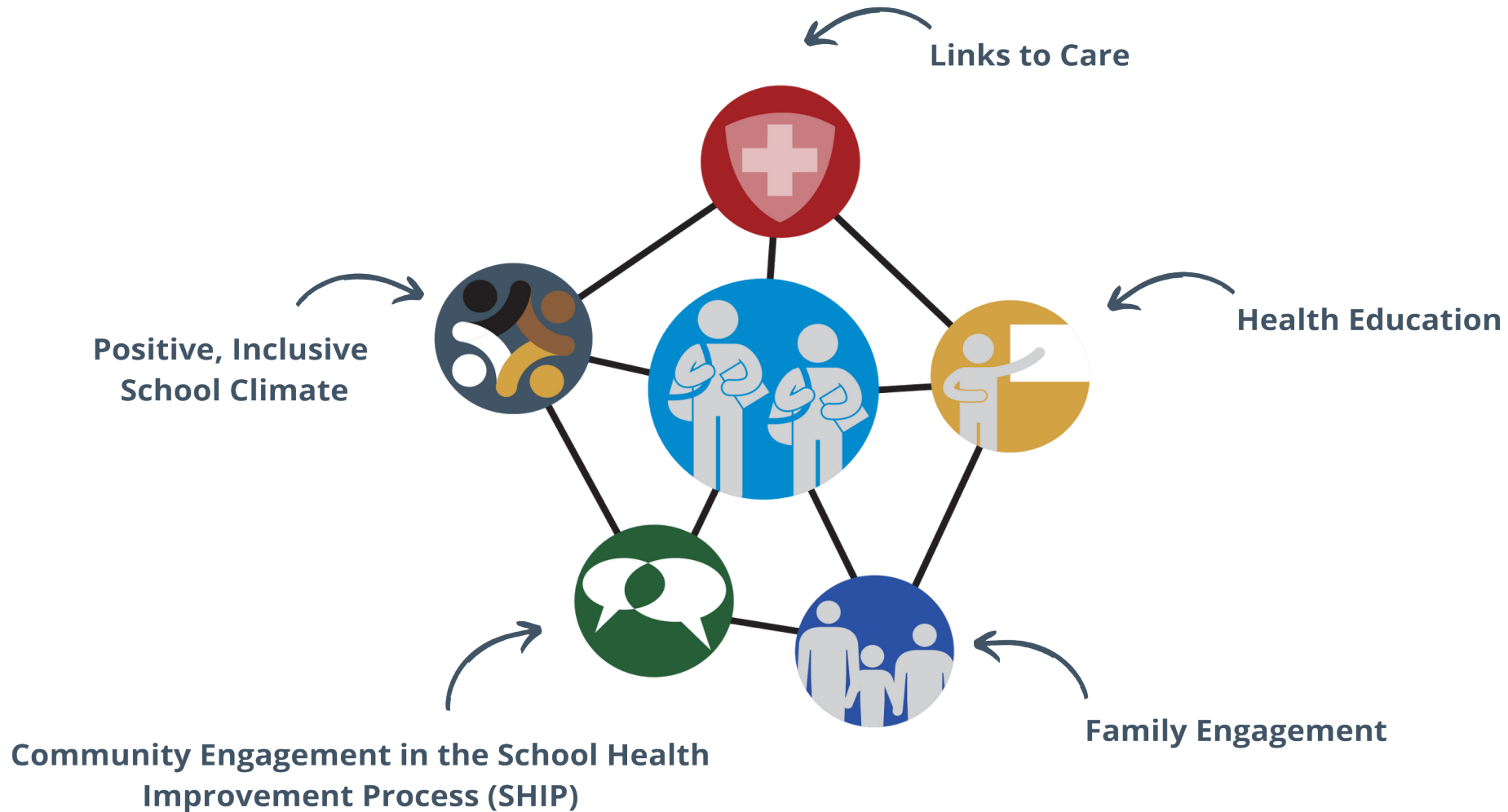
**Positive, Inclusive School  
Climate**



**Engagement in School Health  
Improvement Process (SHIP)**

- 1. Positive Youth Development**
- 2. Suicide and mental health**
- 3. Substance use**
- 4. Violence, bullying, bias**
- 5. Sexually-transmitted infections (STI) and teen pregnancy**
- 6. Disparities**

# Coordinated “Whole School” Approach



# **Preliminary Student Health Outcomes**

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# Program Areas



# Student Health Outcomes



Links to Care



Health Education



Family Engagement



Positive, Inclusive School Climate



Engagement in School Health Improvement Process (SHIP)

1. Positive Youth Development

2. Suicide and mental health

3. Substance use

4. Violence, bullying, bias

5. Sexually-transmitted infections (STI) and teen pregnancy

6. Disparities

# Results: Prevented ED Visits

1 in 5

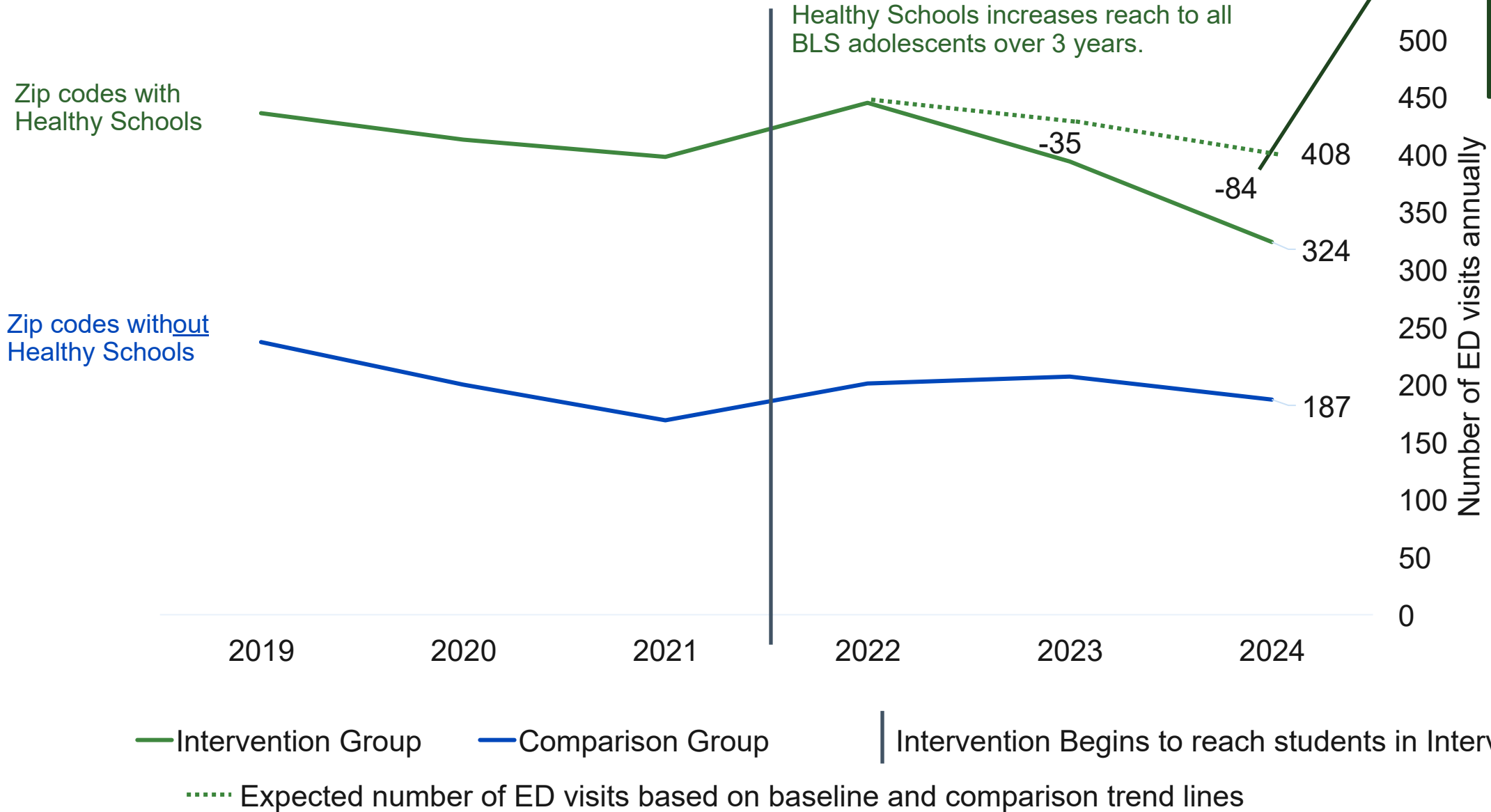


Behavioral health-related ED visits **prevented** for ages 11-17 in zip codes with Healthy Schools

Over 2024, 84 (or 21%) behavioral health-related ED visits were prevented for ages 11-17 living in zip codes with Healthy Schools, compared to Deschutes County zip codes without Healthy Schools. The actual number of visits for Healthy Schools zip codes was 324, compared to the expected number of 408 based on a 6-year comparison of trends between the treatment and comparison group.

Behavioral health-related ED visits includes any visits with diagnosis codes for: Suicide, substance use, depression, and mental health.

Differences in 3,611 Deschutes County youth behavioral health ED visits between the intervention and comparison groups before and after implementation of Healthy Schools



**A significant statistical and clinical decrease of 21% in 2024 intervention group**

# Select Outcomes by Program Area

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## Program Areas



Links to Care



Health Education



Family Engagement



Positive, Inclusive School  
Climate



Engagement in School Health  
Improvement Process (SHIP)

## Student Health Outcomes

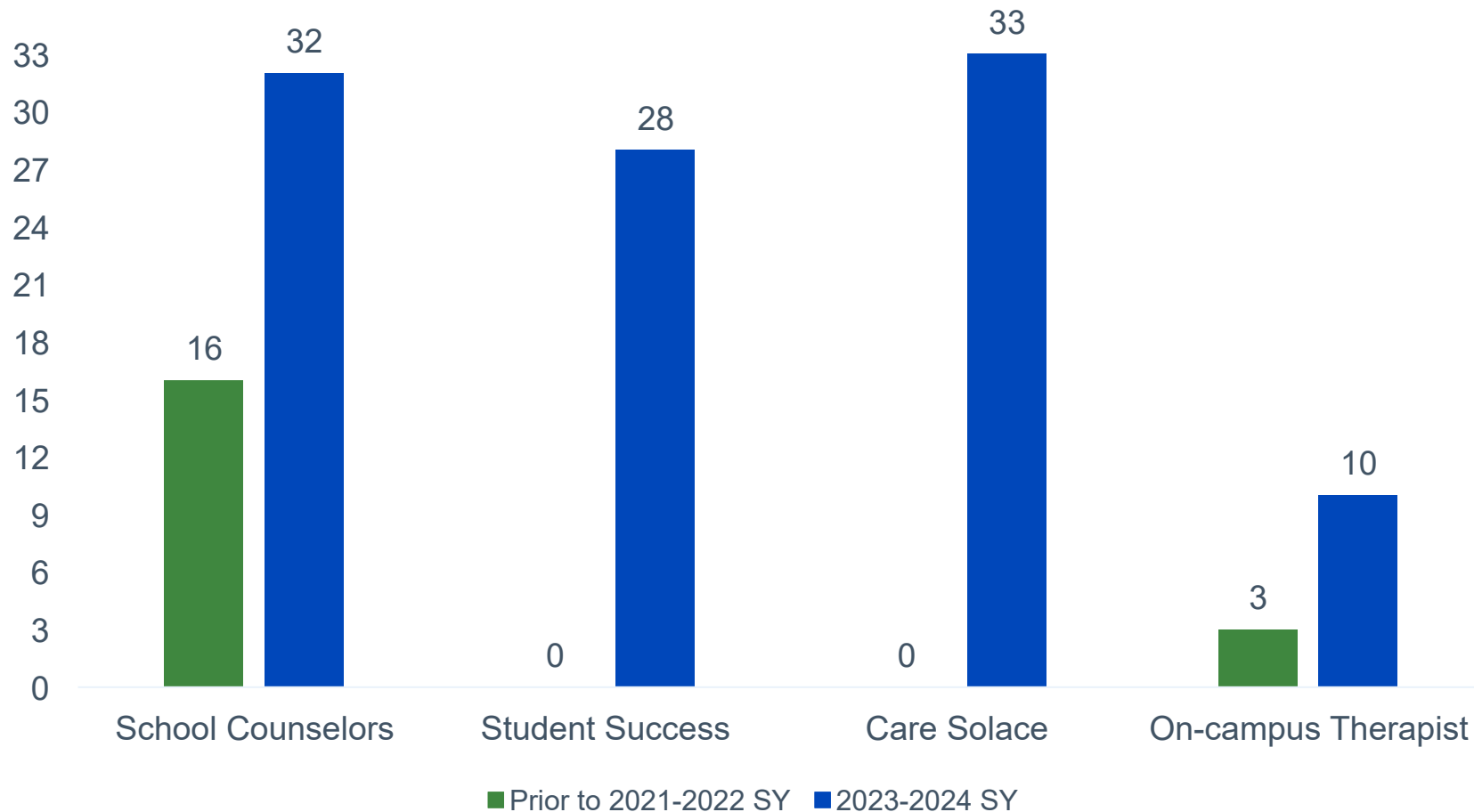
1. Positive Youth Development
2. Suicide and mental health
3. Substance use
4. Violence, bullying, bias
5. Sexually-transmitted infections (STI) and teen pregnancy
6. Disparities



# Links to Care: BLS Student Services

## Increase in Number of Schools with BLS Student Services for Social, Emotional, and Mental Well-being

Comparing prior to 2021-2022 school year to 2023-2024 school year

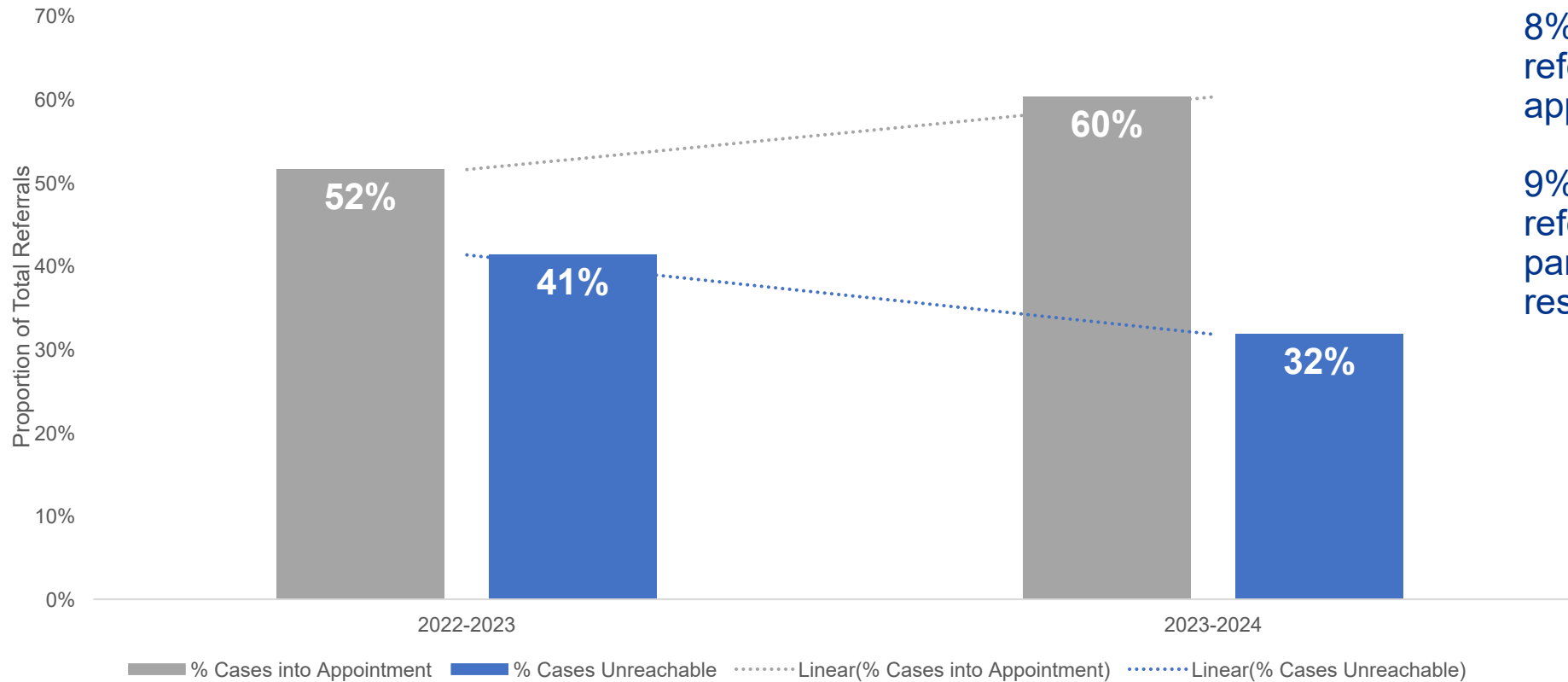


# Links to Care: Care Solace Utilization



## Increase in % of BLS Care Solace Referrals Resulting in Appointments

Change over 2022-2023 and 2023-2024 School Years  
Bend-La Pine Schools Students 11-17 Years Old (444 referrals)



8% point increase in referrals resulting in appointments.

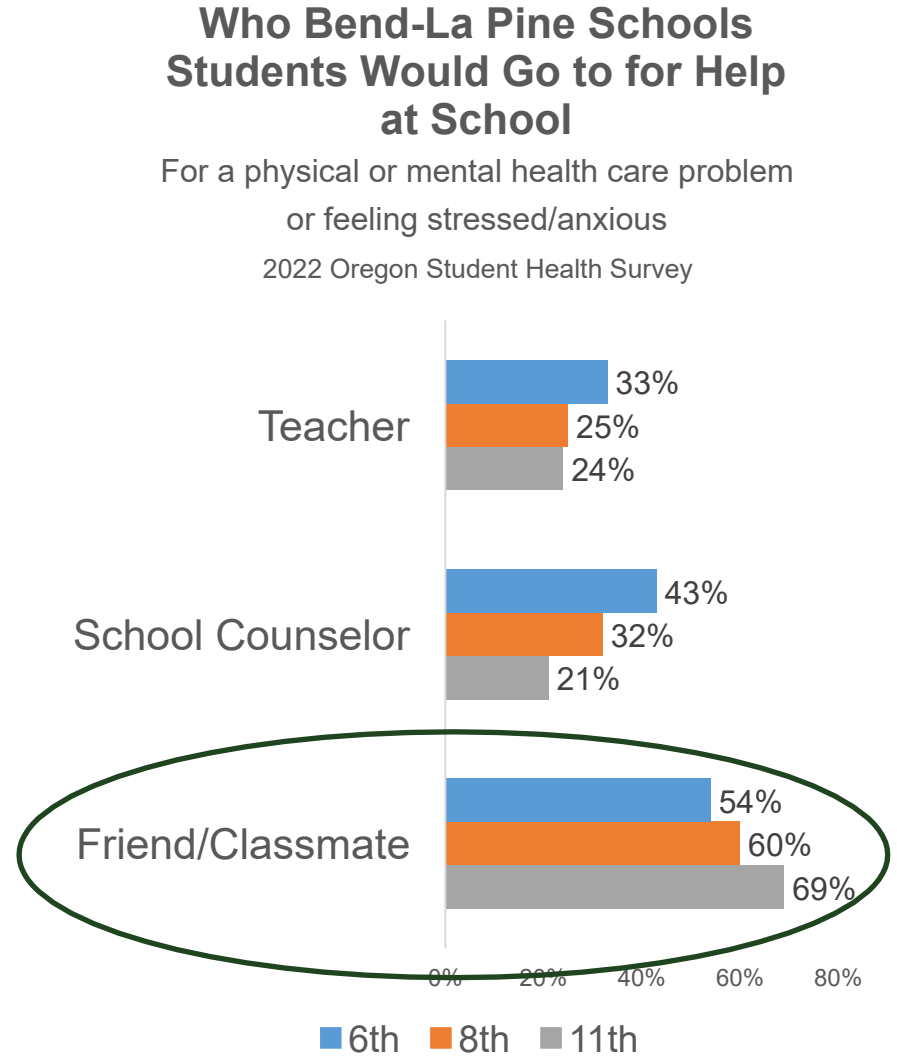
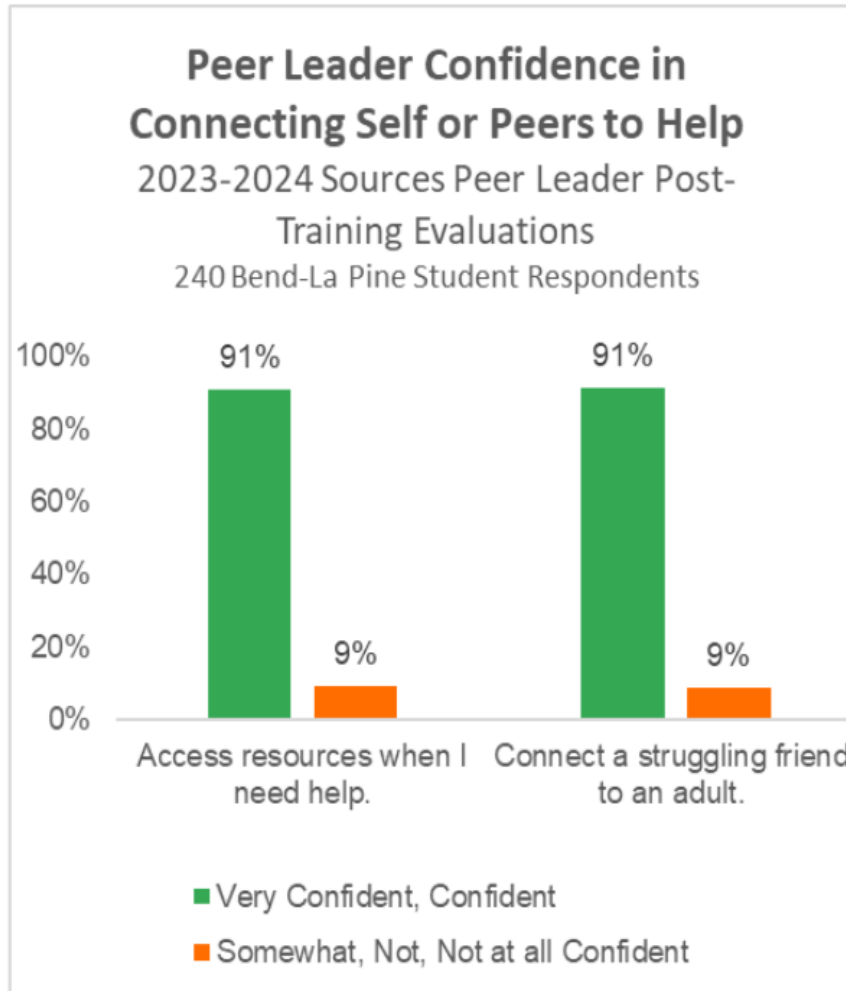
9% point decrease in referrals without parent/guardian responses.

# Links to Care: Sources of Strength



# 796

Students  
trained since  
Fall 2023

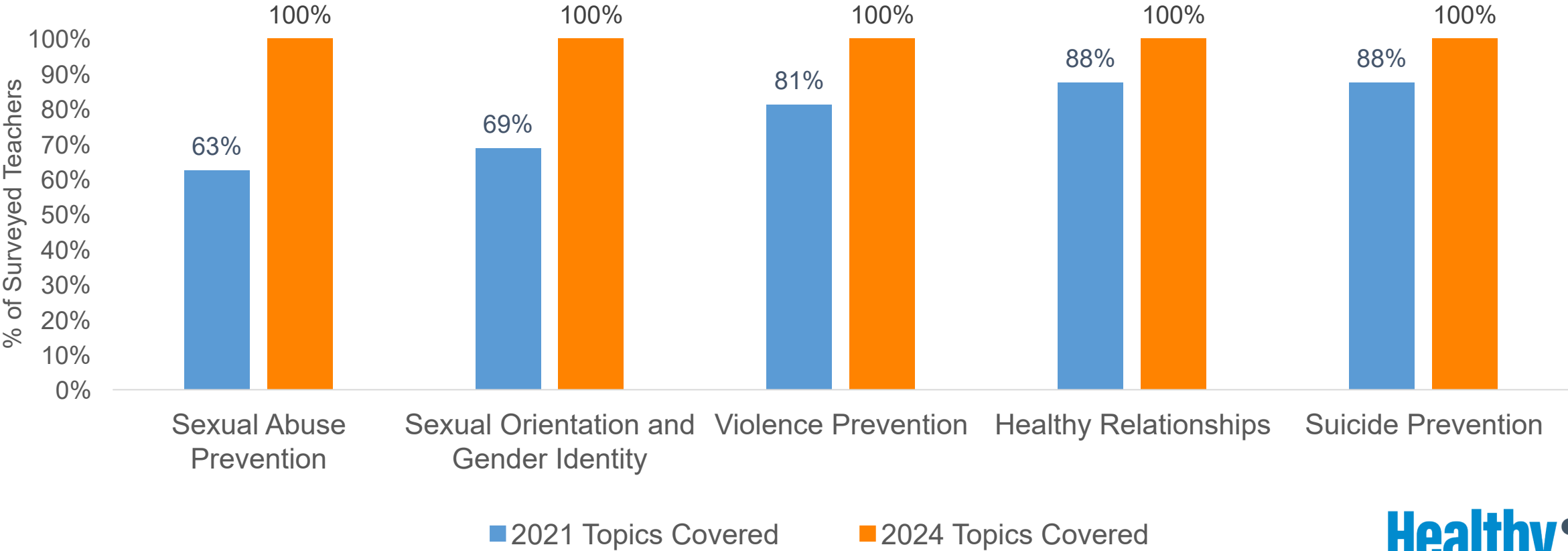




# Health Education: Policy-Practice Gaps

## Increase in Health Instruction Covering Topics required by Law or Policy

Bend-La Pine Schools Health Teacher Annual Survey (October 2021 and October 2024)

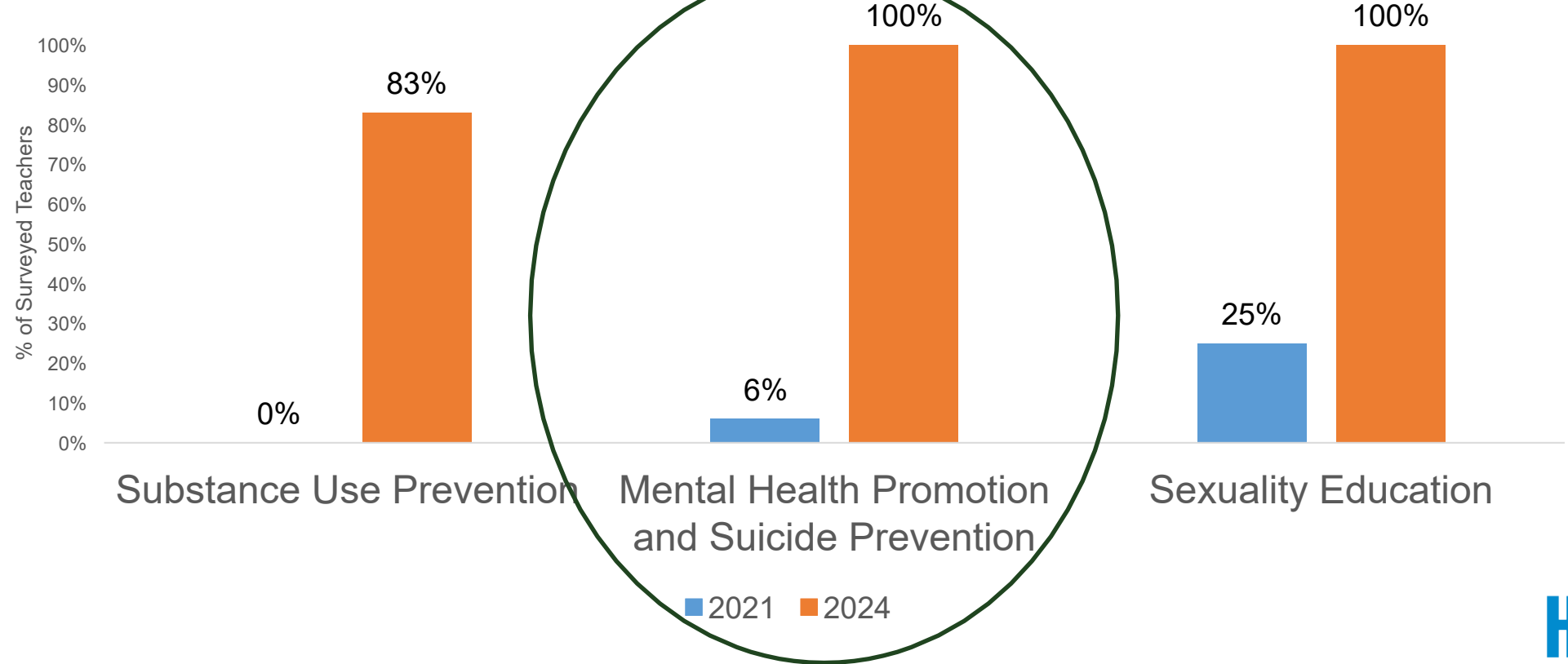




# Health Education: Research-Practice Gaps

## Increase in Teacher Usage of Effective, Skills-based Curriculum: By Health Topic Area

Comparison of Fall 2021 (Baseline) to Spring 2024 (End of Year 3)





# Sources of Strength



## Evidence-based Prevention Program

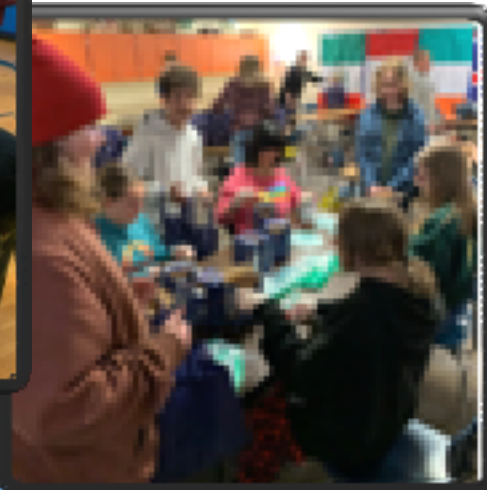
- Youth-Adult Partnership:
  - Trained Peer Leaders and Adult Advisors
    - “Connectors to Help” and “Agents of Change”
- School-wide health promotion activities:
  - Increase student belonging, engagement in school, connection to caring adults, and help-seeking

# 35,332

Doses of positive, inclusive activities across 12 schools, over 2023-2024 school year



La Pine Family Night



([Sources of Strength, 2023](#))

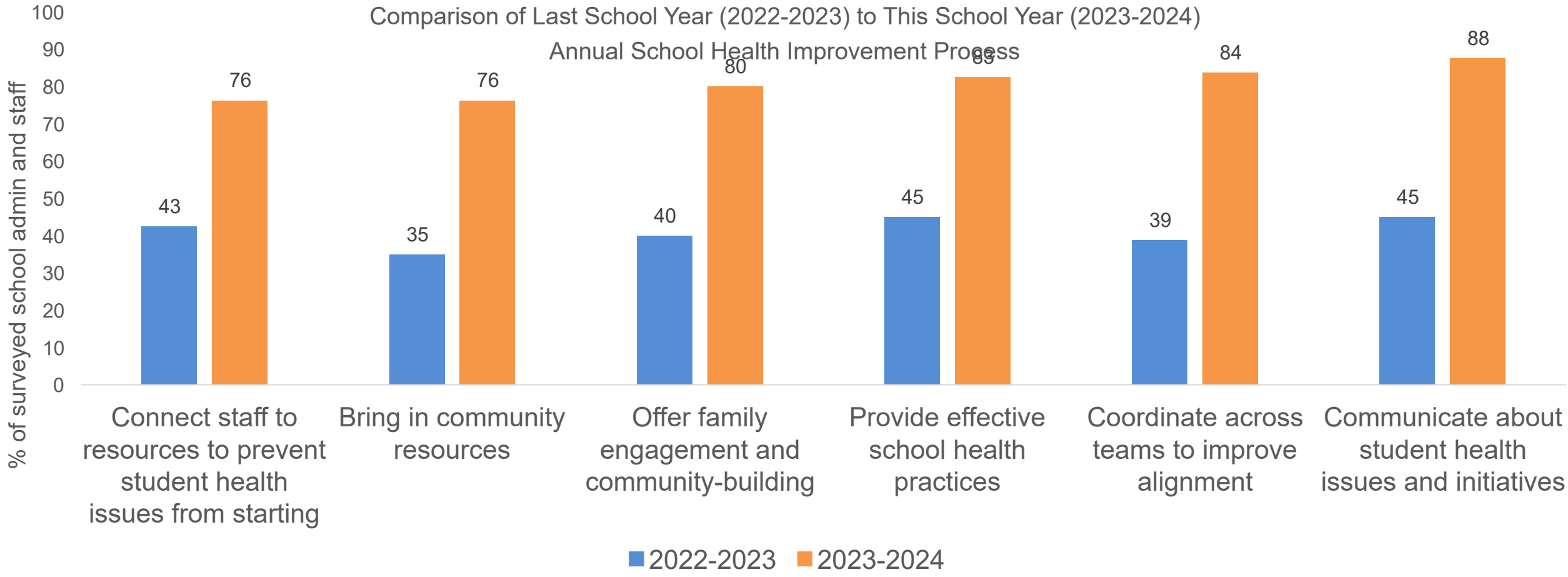


# Improved Coordinated System

## Increase Schools' Coordinated System of Supports Admin and Staff Ratings of their Coordinated School Health as "Good, Very Good, or Excellent"

Comparison of Last School Year (2022-2023) to This School Year (2023-2024)

Annual School Health Improvement Process





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# Thank you

Aimee Snyder, DrPH

Adolescent and School Health Supervisor

Deschutes County Prevention and Health Promotion

[Aimee.Snyder@Deschutes.org](mailto:Aimee.Snyder@Deschutes.org)





**ACTION:** Approval of the District’s Integrated Plan Submission

**PRESENTED BY:** Lisa Birk, Deputy Superintendent

**EXECUTIVE SUMMARY:**

The Integrated Plan Process is a tool used to align our efforts related to grant investments for student success. Each year, the board receives updates about this plan and progress. During each planning process, we set goals for four years but have plans that are based on biennium funding and review. Today we present our planning process for the new biennium.

This plan includes the district’s Student Investment Account (SIA) and High School Success (HSS) spending priorities, which together account for approximately \$20 million annually. Because this is based on funding that has not yet been solidified, budgets are best estimates at this time. Final state and federal funding as well as local bargaining will have an impact on each of the budgets presented and the associated action items. Board approval allows for the plan to be submitted to the state, which begins another process for planning and refinement prior to implementation.

Members of the public may provide feedback during the public comment section of the March meeting. Additionally, the plan has been posted on the website, with additional opportunities to provide feedback or make comments.

**Recommended Motion:**

I move to approve the district’s integrated plan as presented.

# Bend-La Pine Schools



## 2025-27 Integrated Application Presentation to Governing Board

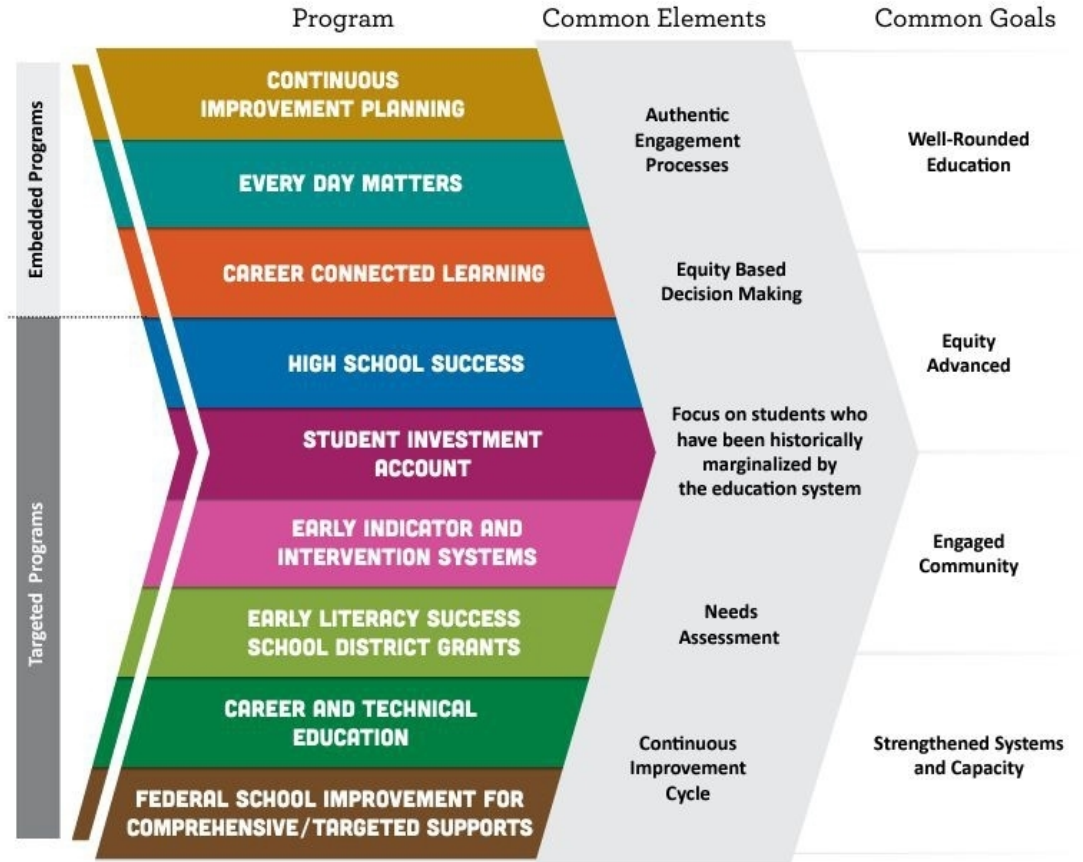
# Purpose for Presentation

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- Reminder about the Integrated Plan
- Outline Input and Development
- Identify Initiatives
- To seek board approval



# Integration, Needs Assessment, Reduction of Redundancy



# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

**High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.

**Early Literacy Success School District Grants (ELGSSG)** - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

**Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

**Federal School Improvement** - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

# Meet our Planning Team Members

---

Lisa Birk, Deputy Superintendent

Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

Dan Emerson, Chief Financial Officer

Katie Legace, Executive Director of High Schools

Stephen DuVal, Executive Director of Middle Schools

Dean Richards, Secondary Director of CIS

Julie Richards, Elementary Director of CIS

Michele Oakes, Mentor Program Coordinator

Family, Student, and District leadership (Affinity and Focus Groups and Stakeholder Feedback Loops)

# Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Reviewing and Using Regional CTE Consortia Inputs

# Plan Highlights

- ~~Equity~~ Lens Framework
- Artifacts:
  - YouthTruth Surveys- Students and Families
  - Advisory Groups- 5 Employee groups
  - Equity Coalition and Student Voice Council Work/Interests
  - Mentorship Experiences (new staff)
  - Ongoing data review
- Learning:
  - Positive: Increase in belonging, strong relationships
  - Needs: mental health supports, staffing for high needs, clarity in communication, focused and fewer initiatives

# Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

# How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

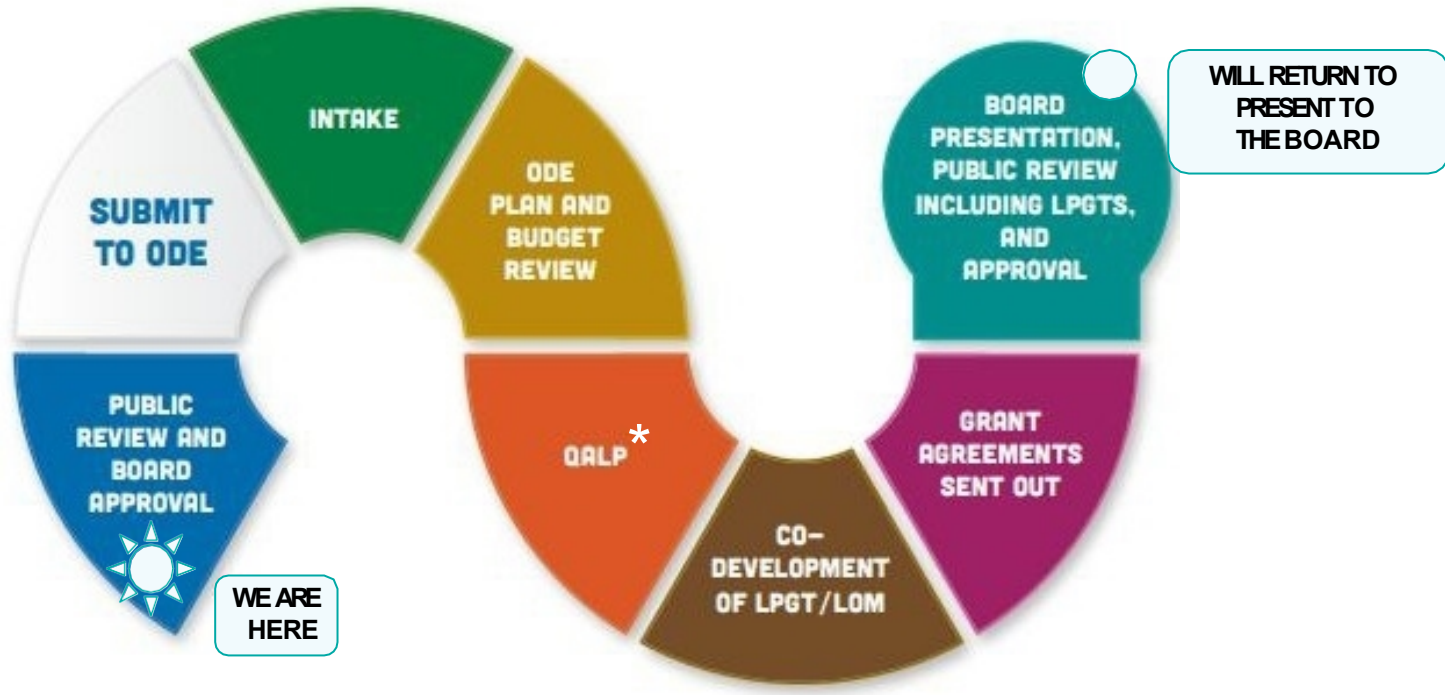
# Longitudinal Performance Growth Targets (LPGTs)

**ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - Four-year or on-time graduation rates
  - Five-year completion rates

\*Grantees may also set local optional metrics

# What Happens Next?



# Bend-La Pine Administrative SD 1 2025-2027 Integrated Programs Application **(PROPOSED)**

Grantee Name: Bend-La Pine Administrative SD 1

Preliminary application type: District or Independent Charter with CTE

Contact Information: Lisa Birk, Deputy Superintendent

[lisa.birk@bend.k12.or.us](mailto:lisa.birk@bend.k12.or.us)

(541) 355-1003

## Narrative Elements

### Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

We gathered information from our students, staff, and families related to their experiences with our schools.

- Artifacts 1 & 2: **YouthTruth Family Survey** and the **YouthTruth Student Survey**.
- Artifact 3: We began meeting with five different **District Advisory** groups. They represent four employee groups (certified, classified, confidential, administrators) as well South County. These groups meet quarterly to give feedback and ask questions as well as receive district-related updates.
- Artifact 4: Our district has several affinity groups that represent various stakeholders from our historically underserved groups. Several members also participate in a central group known as the Equity Coalition. **The Equity Coalition and the Student Voice Council** include families, students, and community members who meet monthly to tackle common issues of interest within our school community.
- Artifact 5: Teachers and Administrators in their first two years of employment receive mentorship as part of the **BLP Mentorship Program**. This is a survey of experience that outlines what they would like more support with or challenges that they face.

Respectively, the artifacts revealed growth, continued needs, and new needs related to the work in our district.

- **YouthTruth Family Survey**: This tool showcased different needs for different levels of students; however, as a general comment, families in BLP recognize that the relationships that their students have with staff are very strong. Our data reflects increases in feelings of acceptance and belonging within our schools and an

improvement in safety and engagement. Families cite areas of improvement like communication regarding progress for students, increased rigor in the classroom, and more support for students with diverse needs.

- **YouthTruth Student Survey:** Students cite that they have strong relationships with most staff. Areas to improve include connecting class work with “real life”, supporting challenges with peer relationships and situations that cause students to feel unsafe, and supporting students with diverse needs to help them understand content. Although there is improvement in all areas, student voices indicate that there is more work to do.
- **Employee Advisory Groups:** A common theme for improvement across all groups is in the area of communication and clarity. This relates to onboarding programs, ongoing training, and common access to information. Streamlining initiatives and supporting the lift associated with learning new concepts will be helpful moving forward. Staff also point to a need to support students with diverse needs that disrupt the classroom environment.
- **Equity Coalition and Student Voice Council:** This group has an ongoing interest in equitable delivery of services related to topics including policy, celebrating diverse communities, getting access to mental health supports, and supporting clarity with new initiatives related to academic experiences (i.e. Standards-Based Grading and Instruction).
- **BLP Mentorship Program:** These two groups describe mentorship as of significant value. They also describe an ongoing need for support related to student behavior, supporting students with diverse needs, and having the time necessary to plan and implement good systems in classrooms and schools.

**Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)**

There are two charter schools that will be sponsored by Bend-La Pine School District for the 2025-27 Integrated Programs cycle: 1) Bend International School (BIS) and 2) Desert Sky Montessori (DSM).

Bend International School conducted multiple focus groups held with BIS families, staff and the board. Participants were asked to identify strengths, areas of growth and future priorities for the school and various programs. As a result, IP funds (SIA, EL and EIS) will be spent on the school counselor (additional hours), a new interventionist/success coach for MS students, EAs, the Spanish teacher and a little on curriculum. This will be finalized by the BIS Board at its April 15 meeting.

Desert Sky Montessori conducted a community survey that was sent to DSM families and the broader community as part of a strategic planning process undertaken by the school. The survey was sent out by the Strategic Planning Committee which included DSM board members, parents, educators, and administrators. They are still finalizing the results of that survey and will be working them into the upcoming Strategic Plan. As a result, IP funds (SIA, EL, EIS) will be

spent on part-time EAs to reduce class size, a Behavioral Health Coordinator/Counselor, and an afterschool program. This will be finalized by the DSM Board at its April 21 meeting.

## Equity Advanced

- 1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

In BLP, our Equity Stance drives many of the decisions we make regarding allocation of resources. We have recognized that students with mental and behavioral health needs as well as those that are new to this country have needs that are very different and specific. Both of these areas require *people with expertise* in these areas. We have partnered with our County Public Health program to provide learning within our schools known as Sources of Strength. This work is supported by our director for Student Well-being and a team of specifically trained experts. For families and students who are new to our country, we also have targeted support for them. Again, this includes *staff* who are trained in language support, resource access, and system management to allow for a positive transition for these students.

Overall, our resources are nearly exclusively related to staff in order to close the opportunity gap for specific groups of students. In some cases, resources are allocated to support expertise and/or partnerships that would improve experiences for our students.

- 2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

Several current initiatives require PD/training during the next two years.

- Standards-Based Grading and Instruction: This movement is in an effort to create an equitable experience across our schools and common grading practices. This plan will include training that will
  - help families understand student progress,
  - create consistent grading across classrooms and schools,
  - streamline the use of curricular tools,
  - focus the classroom experience on learning rather than points accumulation
- Ongoing training for creating a culture for belonging:
  - Book Study- Belonging Through a Culture of Dignity
  - Culture and Climate Task Force- continued work on common expectations and development of Tier II interventions
  - Taking It Up- training on understanding and dismantling systems of oppression
  - SIOP- Sheltered instruction for classrooms and schools
- Mental health and well-being:
  - Sources of Strength

- CPI and deescalation
- ASIST and QPR
- Ongoing curriculum training using Wayfinder

### **3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?**

The District's policy JECBD-AR –Homeless Students offers consistent guidance for providing comprehensive systems of support for students navigating unstable housing.

This year, BLP will create lead registrars who will support making the process of enrollment more seamless. These individuals include those who work with McKinney Vento families currently as well as a representative from each school level and our Welcome Center. In addition to previous changes to the registration tools in our district, these individuals will support schools directly with the nuances involved in the registration of students with diverse experiences.

We continue to provide special transportation when needed so MKV eligible students can remain at their school of origin throughout the school year to avoid disruption to their learning. Our transportation department also provides rides for MKV eligible students so they can participate fully in afterschool activities with their peers.

Additionally, our District Family Advocates continues to connect students with resources such as school meals, school clothes and school supplies so students navigating homelessness can attend school ready to learn. Our District does all this in a confidential manner so as not to stigmatize or isolate our students experiencing homelessness.

Finally, this year we have created systems through our student management technology tools to better track student absences. This allows even students who attend large schools to not be overlooked after having missed consecutive days in a row, which may indicate that they are experiencing distress or need support immediately. This allows schools to follow-up with families and students more quickly and deliver support that is needed rather than waiting until they are no longer accessing our school system.

### **4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.**

The Bend-La Pine School District has a number of CTE Programs of Study at each of our high schools, and no transportation or special schedule is required, making access to these unique courses as a student much easier. Obviously, we cannot offer every CTE course at every high school so there may be instances where a student does not get their preferred choice, but there but through the forecasting process with every student they are able to list alternative electives in order of preference. Principals are clear that all students who express interest in our programs and forecast for them are provided access. Preparing CTE (Career and Technical

Education) participants for non-traditional fields (e.g. females participating in engineering or automotive, and males participating in health sciences, etc.) requires a multi-faceted approach that takes into account the unique challenges and opportunities associated with these fields. Here are some ways the District is trying to tackle the challenge:

1. Introduce students to role models: To inspire and motivate CTE participants to pursue non- traditional fields, our teachers introduce them to role models who have taken unconventional paths to success, overcome obstacles, and broken-down barriers in their respective fields. This includes having a female leader in this role (district TOSA) to move the work of CTE forward in our district.
2. Provide hands-on experience: The District provides a wide array of internships, job shadowing, or apprenticeships, where our students can gain practical skills and knowledge in a real-world setting. All 8th graders also participate in “Fly-up Day” in order to experience the different CTE offerings at their respective high school.
3. Offer relevant coursework: CTE programs should offer coursework that is relevant to non- traditional fields so participants can gain the knowledge and skills needed to succeed in these fields.
4. Foster a supportive environment: To create a supportive environment where CTE participants feel valued and respected, the District provides mentorship, counseling, and networking opportunities that help them build confidence and develop social and emotional skills.
5. Address stereotypes and biases: It is critical to address these biases by providing education and training that helps students recognize and overcome their biases and prejudices. Schools are also engaged in reflection around sub group participation or lack thereof related to specific programs.

### Well-Rounded Education

1. **Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.**

Current program review is accurate

2. **Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.**

N/A

3. **How do you ensure curriculum design and the adopted curriculum for all content areas**

**(core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?**

The District has systems, processes, and people to ensure that both our adopted and supplemental curriculum consists of a clearly stated scope and sequence of K-12 learning objectives and is fully aligned to state and national standards. In addition, several Board policies and ODE guidelines also serve to keep our District curriculum processes and procedures aligned with best practices.

The District has a rigorous, two-year adoption process that includes classroom teachers, specialists, administrators, and District office staff. As part of this process, the team reads and discusses best practices in the content area, reviews state and national standards, adopts or refines a set of core beliefs, and designs a two-year plan for implementation of new materials, including professional learning sessions and ongoing coaching and support.

During the current 2022-23 school year, the District began the process of identifying priority standards for secondary core classes, including language arts, mathematics, science, and world languages. This effort was to assist teachers across the district in focusing instruction on the knowledge and skills our students need most. All content area priority standards will be completed by the summer of 2025 and standards-based grading and instruction will be district-wide in the fall of 2026.

**4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.**

Designing intentional, engaging, and challenging classroom instruction is a critical aspect of effective teaching. Bend-La Pine School District continues to use common School Improvement Wednesdays and Educator Network Days to improve instruction in all areas listed below. The Bend-La Pine School District utilizes the following steps:

1. Identify learning objectives: Start by identifying clear and specific learning objectives that align with the curriculum and state standards. It is essential to ensure that these objectives are challenging, but attainable for all students and we have several layers of review to make sure this occurs.
2. Use differentiated instruction: This involves tailoring instruction to meet the diverse needs of all students, varying the content, process, and product of instruction to meet the different learning styles, abilities, and interests of our students. Fluency with differentiation means that assessment systems and learning standards are clearly recognized and monitored (see #4).
3. Incorporate engaging teaching strategies: Use a variety of teaching strategies that are interactive and engaging. Training regarding techniques that increase learning and engagement for all students will continue as a strategic priority for the next four years.
4. Monitor and assess student learning: As teachers deliver instruction, we monitor and

assess student learning regularly with our Instructional Coaches, Mentors, and Administrator walk-throughs. This helps teachers to adjust their instruction, provide appropriate feedback, and address any gaps or misunderstandings that students may have.

5. Provide feedback: Feedback is critical to the learning process as long as it is timely, constructive, specific, clear, and actionable. The District ensures that teachers provide feedback to all students, regardless of their level of engagement or achievement. The cadence and process for feedback will be more formally adopted into policy in the spring of 2025.
6. Create a positive learning environment: Finally, create a positive learning environment that encourages risk-taking, supports academic growth, and promotes social-emotional development. This includes establishing clear expectations, creating a culture of respect and trust, and encouraging collaboration and teamwork. This is supported by the district work of the Culture and Climate Task Force as well.
7. Teachers on Special Assignment (TOSAs) provide support to teaching staff to ensure that professional learning and support is in place. TOSAs work on scope and sequence, standards, and best instructional practices to ensure that the instructional tools provide the maximum benefit for student learning.

**5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs and violence?**

Two years ago, the Culture and Climate Task Force was created in response to disrupted learning in the classroom. The work of this group was not focused solely on behaviors related to drug use, gangs, and violence; however, the resulting tools, expectations, and practices help to support all aspects of safety at school. This group created a district-wide Code of Conduct and outlined common expectations and teaching of these expectations for each school in the fall of 2024. These efforts, combined with those listed below, outline ongoing efforts to create a safe and welcoming environment for all students.

During the next three years, our district will

- communicate ways in which stakeholders can report concerns (i.e. Safe Oregon, Bias Reporting, Complaints),
- provide access to enrollment and school resources in multiple languages,
- use the Code of Conduct when responding to unwanted behaviors,
- utilize our Student Management System Module (SMS- Synergy) for behavior tracking,
- create a Tier I guidance calendar for schools to ensure teaching and re-teaching of expectations,
- begin to identify and implement common Tier II interventions across schools,
- engage in mandatory safety training and drills during the year,
- utilize a volunteer and visitor management system, including background checks, to

- monitor individuals in our buildings,
- comply with campus safety protocols, and
- partner with local police department staff to support school safety (i.e. Student Resource Officers and Campus Monitors)

**6. How do you ensure students have access to strong school library programs?**

Our District meets all of Oregon's Division 22 requirements related to libraries and media services. The District has certified librarians in nearly all secondary schools. All other middle schools and elementary schools have allocations for classified media managers.

The District's library staff partner regularly with teachers to provide materials, equipment, and services which support District, school and specific course goals. They also equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials.

Our District librarian mentors and guides the building librarians, but especially the media managers. In partnership with our Technology department, platforms for online access to text resources are available to all students using their iPads. This also provides for assistive technology to support students who have diverse needs.

**7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?**

The district implements a Comprehensive School Counseling Program (CSCP) and Student Success, a tier three mental health intervention across most schools to support students in need. The CSCP includes a school-wide needs assessment to identify necessary interventions and pre and post assessments to evaluate the effectiveness of small groups led by clinicians and counselors.

Using a Multi-tiered System of Support, we employ a request for assistance process that involves staff and student data outcomes to guide referrals for small groups, individual check-ins, and student data outcomes to guide referrals for small groups, individual check-ins, and connections to community partners. Our Student Success Intervention consists of four components: Emotional Support, Academic Support, Care Coordination, and Family Engagement. Clinicians utilize screening tools to assess student needs, which inform skill-building curricula, therapeutic interventions, goal setting, and progress monitoring.

**8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? (All application types)**

The Bend-La Pine School District began establishing and maintaining MTSS (Multi- Tiered Systems of Support) in 2009. In the 16 years since, we have worked to make it the primary system for identifying students in need, not just of academic interventions, but also interventions to support mental and emotional well-being. Last year, we adopted an MTSS Synergy module in order to access data more efficiently and effectively in order to intervene when students are not meeting a variety of standards. This is known as the Early Warning Systems (EWS).

A primary focus of our work has been on strong Tier One instruction. Based on the most recent research related to reading development, our district has adopted and trained on both a foundational skills reading curriculum as well as a knowledge-building curriculum (i.e. Really Great Reading and Expeditionary Learning). At the secondary level, our work on identifying priority standards and creating common district assessments is a major push towards a guaranteed and viable curriculum for all secondary students.

All district schools, K-12, have MTSS teams that meet regularly to identify both the students needing support and the interventions they need. These interventions are more firmly in place K-5 than they are in our secondary schools. An ongoing area for growth is providing resources and support for both in-class interventions and additional interventions for students who need them.

In terms of addressing the needs of our multilingual students, the District has worked to provide ongoing training and coaching for classroom teachers to effectively use sheltered instruction strategies. This is ongoing work: both our own observations and students' feedback are reflecting the need for continued growth.

Students who exceed standards are grouped for some aspects of core instruction and intervention times, especially in critical content areas such as literacy, mathematics, science, and social studies. Done well, this use of flexible grouping strategies allows teachers to differentiate on a small-group level within the classroom. Finally, our district provides TAG services, including classroom PEP's at the elementary level and departmental plans at the middle school level. The district also hosts self-contained TAG 4th and 5th grade classes, as well as a district-wide TAG block at one of our middle schools. The ability for teachers to utilize flexible grouping strategies remains an area for growth for the District.

Our high schools provide robust opportunities for students seeking advanced learning opportunities, including AP, IB, and dual credit classes at our various high schools. Another area for growth in the District is ensuring that students from our focal groups are represented proportionally in our advanced classes. We have been partnering with Equal Opportunity Schools to analyze data and provide coaching for our high school teams as we try to increase both access and rates of success for underrepresented students.

**9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.**

La Pine HS would like to implement a Health Careers CTE POS within the next couple of years. This will likely be dependent upon receiving a CTE Revitalization Grant which we intend to apply for Fall 2025.

**10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.**

Our region has partnered with Economic Development of Central Oregon (EDCO) and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities and strengthen business/industry ties to the schools. We have a very strong track record of engaging local employers and businesses (through serving on Industry Advisory Councils, providing classroom presentations, hosting field trips to job sites, and other work-based learning opportunities listed below).

Regionally, we work closely with Youth CareerConnect to provide a wide range of internships opportunities. However, work-based learning (WBL) is much broader than just internships. We are working to help all of our CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.

**11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.**

N/A

<b>Engaged Community</b>
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**1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

Based on our previous community engagement process, we created several affinity groups that meet monthly to discuss ongoing topics of interest for these groups in our district. This includes the Latino Family Advisory, Black Family and Student Union, Alliance Group (supporting LGBTQ2SIA+), Student Voice Council, and the Equity Coalition. Additionally we created five employee Advisory Groups to meet with the Superintendent quarterly to give feedback and to receive district updates. We have increased access to supports using our FAN programs and the Welcome Center for new arrivals. In the past two years, we created Finally, we had our first of a quarterly district staff meeting to give updates regarding things like budget, initiatives, state and federal impacts, and common areas for growth.

**2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)**

Survey tool was used to ask questions related to safety, mental health supports, academics, diverse spaces, and relationships. This tool breaks down results related to several identifying markers for families, staff, and students. Monthly affinity groups meet to ask questions, engage in topics of interest, and give feedback on topics related to current challenges, initiatives, and policies.

**3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)**

Advisory groups are set up for both groups. These meetings occur monthly. Additionally, we meet quarterly with the certified association representatives at each building to answer questions and hear feedback.

**4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.**

Based on the information gathered from all stakeholder groups, it is clear that the initiatives that Bend La Pine is currently engaged in are valued. However, there are continued and additional needs that were recognized during this process.

Efforts to continue to advance include:

- safety and security including common expectations, access to reporting systems, community resource partnerships, and consistent responses to unwanted behaviors
- access to mental health resources including community partnerships and classroom systems and curriculum for belonging and social-emotional well-being
- efforts to increase clarity on academic progress and outcomes while decreasing variability between classroom experiences. This supports family interest in progress reporting, student engagement in learning rather than point accumulation, and supporting teacher cognitive load by allowing for common standards, assessments, and systems for grading.
- systems that allow for rapid intervention with students who are most at risk for academic failure. This includes technological systems as well as staff-led meetings for identification, intervention, design, and monitoring of student progress.
- training for staff regarding the most powerful techniques to use that support learning in the classroom for various learners

Additional efforts to advance:

- access to affinity group spaces for students and families with diverse needs including providing community resources and connections when supportive
- increase supports directed toward students demonstrating challenging behavior in the classroom

<b>Strengthened Systems and Capacity</b>
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**1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?**

A focus within Human Resources has been to increase presence at a variety of diverse recruitment opportunities across the country. This is both an in-person and a virtual effort. Often, these events happen at universities and provide for not only a Bend-La Pine presence in the job fair, but also an opportunity to build relationships within the education programs at the universities. These partnerships have yielded opportunities for BLP HR staff to talk directly with candidates during courses which is much more personal than a typical booth at an event.

We continue to work with the Central Oregon REN, by participating in the regional “Grow Your Own” efforts for the last several years. Each group of candidates often reflects unique experiences and backgrounds that are different from the typical route from college to career. The District has designed a CTE strand in education, and the host school actively recruited students of color to participate in the first class of the sequence. This work continues and has expanded across the district. These students are placed part-time in one of our dual immersion schools and have opportunities to work directly with elementary students.

In terms of retention, the District has supported full-time mentor teachers and a District-wide induction program for at least eight years. These mentors meet weekly with their novice teachers (usually about 15 first- and second-year teachers per mentor), to talk about coaching, providing resources, problem solving, co-teaching, etc. New teachers also attend monthly induction classes on topics related to their expressed needs. These efforts expanded to new administrators during the last two years as well.

Looking at CTE, with Perkins funds, we provide a New CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their Program of Study area. We also provide sub/mileage reimbursement for learning walks for all CTE teachers.

**2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?**

Bend-La Pine has not exhibited disparities in the experience levels of teachers working in diverse, high-poverty schools and those working in more affluent schools. In fact, we generally see little movement from teachers across schools and many of our most talented and experienced teachers have expressly stated their preference for working in higher-poverty schools. Building leaders are encouraged to place the most effective staff with students who need them most. At times, our most effective teachers are not the most experienced teachers, but those who have growth mindsets, responsive teaching practices, and effective classroom routines and structures.

The exception is our four schools located in La Pine, especially the two elementary schools. All the La Pine schools have high levels of students in poverty, and because the schools are

approximately 30 miles from Bend, many teachers commute daily from Bend. This is both time-consuming and costly, so many teachers who start their careers with the District in La Pine seek transfers to Bend. The District continues to work with La Pine-based teachers on strategies to improve retention, though the issue has eased temporarily due to the high cost of housing in Bend.

A recent effort within the past two years includes a partnership with Cascades East Transit to provide vans for commuting to South County. These vans have allowed teachers to reduce their costs when carpooling to La Pine and Sunriver. This effort has been described as valuable to staff who are less comfortable driving in the winter

**3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.**

As previously described, each school has an MTSS team designed to periodically review and analyze data related to attendance, behavior, and coursework. Each school takes time to look at their own rates and sub-group rates related to referrals and suspensions.

Expulsion and suspension data are also periodically reviewed by our Board of Directors each year. These data are broken down by sub-groups. In addition to referrals, suspensions, and expulsions, bias complaint information is also analyzed to recognize patterns of behavior related to protected classes.

A Tier III team meets every two weeks to consider the needs of students with the most challenging behaviors. This team meets to review referrals from school teams seeking more support or sometimes different placements for students demonstrating these acute needs. This team reflects on mental health needs, special education considerations, as well as demographic information as they make a plan to support students who need a higher level of care and intervention.

Additionally, through community partnerships, we have introduced an "alternative to suspension" plan (UpShift/Teen Intervene) to support students struggling with substance use and abuse.

**4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?**

BLS Current Process: For students transitioning in/out of JDEPs, LTCTs, or who are currently on probation, the district office is notified of the student's transition timeline. The district office notifies school teams of the student's current status and supports the student's transition back into their neighborhood schools as needed. School teams meet with students/families to create a plan to support the student's re-entry into school.

**5. How do you support students and families in the transition between early childhood**

**education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?**

The District strives to partner with all our regional early childhood providers, especially in the spring prior to kindergarten transition. High Desert ESD has an Early Learning Council, which includes representation from K-12 districts, early childhood providers, colleges and universities, health care providers, and families to support transition in the region.

One focus at all transition points is on our students with disabilities. The District partners with High Desert ESD's Early Intervention / Early Childhood Special Education program to have transition meetings during the spring to coordinate services and assess students' strengths and needs as they move from one level to the next.

In April each year, our district supports the transition to kindergarten with a Kindergarten Fiesta for multilingual families as well as a "Road to Kindergarten" event at parks throughout the community. The focus is on registration, routines, and connections in order to build excitement and gain clarity as students start school.

All our middle and high schools host orientation nights for families. Additionally, staff work with 8th grade students to understand graduation requirements, college admission requirements, course options, and co-curricular and extra-curricular opportunities, etc. All 8th grade students participate in "Fly Up Day" at their corresponding high school sites so they can have hands-on experience with our CTE programs.

Additional supports for post secondary transition include:

- High schools career centers
- FAFSA nights
- Juntos opportunities for multilingual families in partnership with OSU

**6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.**

We use SchoolLinks for all our college and career development. Through this comprehensive platform, our middle and high school students learn about many different kinds of career and college opportunities through aptitude assessments, interest surveys, and career exploration activities. Schoollinks is also used as a key tool in meeting the Higher Education Career Pathways credit. In addition, through a partnership with High Desert ESD, Career Tree is available to all high schools, challenging them to dive into their career choice to investigate if it's really what they want to do. Many of our schools use Career Tree to help guide students to CTE programs at each of our high schools. Through regional coordination by High Desert ESD, we offer a variety

of CTE informational videos, 8th Grade CTE Days, and other CTE recruitment opportunities. These opportunities allow all students to get a hands-on feel for what CTE programs have to offer as well as see what careers might be available upon completion of the CTE program or after additional postsecondary training/education.

## Early Literacy

- Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory.** Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). **No narrative response required.**
- What is the name of the funding source for the 25% match for early literacy?**
  - General Fund**
  - SIA
  - State School Fund
  - Title I
  - Title II
  - Title III
  - Title IV
  - Other (please describe below)
- If you answered "Other" above, please describe below:**
- Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)**
  - Select All**
  - Hiring
  - Purchasing Curricula and Materials
  - High Dosage Tutoring
  - Extended Learning Programs
  - Professional Development and Coaching
  - Other (please describe below)
- If you answered "Other" above, then please describe below:**
- If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:**
  - Select All**
  - Have the lowest rates of proficiency in literacy of elementary schools in the district
  - Identified for comprehensive support and improvement or for targeted support and

improvement under the federal Every Student Succeeds Act

- Have literacy proficiency rates that have not recovered to pre-pandemic rates
- Have a higher portion of students groups that have historically experienced academic disparities compared to other elementary schools in the district

**7. If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)**

- a. All 19 elementary schools receive resources from the Early Literacy Grant to support replenishment of consumables and ongoing online platform usage for Foundational Skills. (16% of total budget)
- b. Five schools (La Pine Elementary, Rosland Elementary, Bear Creek Elementary, Ensworth Elementary, and Elk Meadow Elementary) are utilizing High Dosage Tutoring as an intervention in Grade 1. (20% of total budget)
- c. Professional learning funds are devoted to approximately 50 staff members across all elementary schools to participate in LETRS training (Science of Reading, 12% of the total budget).
- d. Instructional coaches (7.0 FTE) serve all elementary schools to provide high quality instruction and systems for student learning. All are LETRS trainers as well. (35% of total budget)
- e. Early Literacy Teams have been created in 8 schools (Buckingham ES, Ensworth ES, Rosland ES, Ponderosa ES, Lava Ridge ES, Highland ES, Pine Ridge ES, and La Pine ES) in an effort to make progress in:
  - i. Implementation of high quality materials and instruction
  - ii. Data cycles that move learning forward
  - iii. Professional learning to build the skill of teacher teams
  - iv. Setting individual goals for students to make sure they meet end-of-year targets and grade-level standards

<b>Plan Summary</b>
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**1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

The Bend-La Pine School District has 2,100+ (2,230) employees who serve 17,000 students across 35 schools, including two District-sponsored charter schools (Bend International School and Desert Sky Montessori). Approximately 54% of our students qualify for free- or reduced-price lunches; 8% are linguistically diverse; and 12.87% qualify for IEPs.

Our students excel by many standards. Our 2023-24 graduation rate of 85.3%, is the 2<sup>nd</sup> highest in the last ten years and just below a pre-COVID peak of 86%. Our students continue to outperform their peers in third grade reading and on both the ACT and SAT exams. Our students excel in athletics, music, theatre and art, winning numerous state championships and taking home regional and national honors. However, when we disaggregate the data, moving beyond the averages, we see that the experiences and the outcomes of our students are not equitable. Whether looking at academic achievement or participation in extra- and co-curricular activities or enrollment in advanced classes, on every measure, it's clear that we continue to have large and persistent opportunity gaps between our historically underserved students and those who are not. The greatest challenge for our District continues to be to ensure that all students have the skills, knowledge, and temperaments to be successful in both the present and the future. One of our Board Goals is to help students be "Future Ready."

After listening to our students, staff, and families, studying student experience and outcome data, and collaborating with key stakeholders across the District, we have determined how to allocate/target the funds and/or resources from the six ODE Initiatives - 1) Student Investment Account, 2) High School Success, 3) Continuous Improvement Planning, 4) Career and Technical Education, 5) Every Day Matters, and 6) Early Indicator Intervention Systems. We will invest these resources into several broad categories:

- 1) Promoting students' health and safety by increasing social and emotional support, especially in our schools with the highest needs (examples include continuing to support school counselors and teachers at the ES and MS level , EAs at the ES and MS level, and continuing to advance the district BRYT program for students with specific care needs.
  - 2) Reducing class size to promote individualized attention, especially in schools with the highest numbers of students who are historically underserved (examples include teachers weighted for schools with high numbers of historically underserved students
  - 3) Increasing access to a well-rounded education, especially for our historically underserved students who have not always had access to some of the most advanced and enriching content (examples include Career and Technical Education TOSA, Graduation coaches, instructional coaches at the ES and MS level, dropout prevention through our MTSS (Multi-Tier System of Support) and Tier II interventions, and supporting building Early Literacy Teams
  - 4) Our district teams continue to describe that each new initiative requires new and impacting cognitive load. Advancing our current initiatives for several years rather than changing each year will support sustained training, understanding, and systemic improvements.
2. **Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Bend-La Pine School District will be sponsoring two charter schools for the 2025-27 Integrated Programs cycle: 1) Bend International School (BIS) and Desert Sky Montessori (DSM).

Bend International School has 225 students in gr. K-8. They conducted several focus groups with BIS families, staff and their board, designed to identify strengths, areas of growth and future priorities for the school. It will also include information in various charts and pictures of BIS families. As a result of this work, Integrated Programs funds will be spent on the school counselor (adding additional hours), a new interventionist/success coach for MS students, EAs to support classroom instruction, the Spanish teacher and a little on curriculum. This will be finalized by the BIS Board at its April 15 meeting.

Desert Sky Montessori has 160 students in gr. K-6. They conducted a community survey that was sent to DSM families and the broader community as part of a strategic planning process undertaken by the school. The survey was sent out by the Strategic Planning Committee which included DSM board members, parents, educators, and administrators. They are still finalizing the results of that survey and will be working them into their upcoming Strategic Plan. As a result of this work, Integrated Programs funds will be spent on part-time EAs to reduce class size, a Behavioral Health Coordinator/Counselor, and an afterschool program. This will be finalized by the DSM Board at its April 21 meeting.

### **3. How can ODE support your continuous improvement process?**

We have found it extremely valuable to have the technical expertise provided by High Desert ESD so we hope that support can continue. We also value the spirit of partnership that has been forged with ODE since SIA was launched several years ago - you have created an environment where we feel we are learning together.

<b>Bend-La Pine School District</b>		
<b>2025-2026 Student Investment Account (SIA) Budget</b>		
<b>Estimated Allocation:</b>		<b>\$16,521,706.00</b>
<b>Proposed SIA Elementary Schools FTE/\$ Allocated Investment</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Social and Emotional Support (Counseling)	30
	Social and Emotional Support (EAs)	9
	Teachers weighted for Historically Underserved	9.62
	EA's	3.64
	<b>Total Elementary School Level</b>	<b>\$5,975,058</b>
<b>Proposed SIA Middle Schools</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Social and Emotional Support (Counseling)	5.4
	Social and Emotional Support (EAs)	3.75
	Teachers weighted for Historically Underserved	5.6
	EA's	1.5
	Dean of Students	1.5
	<b>Total Middle Schools</b>	<b>\$2,029,404</b>
<b>Proposed SIA High Schools</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Teachers weighted for Historically Underserved	6.1
	EA's weighted for Historically Underserved	1.1
	Social and Emotional Support (Counseling)	0.4
	Mental Health Partnership Investment	
	<b>Total High Schools</b>	<b>\$1,559,767</b>
<b>Proposed SIA Teaching and Learning FTE/\$ Allocated Investment</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Director of Social and Emotional Learning	1
	Executive Director of Policy, Advocacy, and Equity	0.7
	Lead Family Liason	1
	DI Coordinators	1
	Policy, Advocacy, and Equity TOSAs	3
	Elementary & Secondary Literacy and Math	9
	District Library	1
	EA's	1.5
	Coaches	1.5
	PD Support	
	<b>Total Teaching and Learning</b>	<b>\$2,949,562</b>
<b>Proposed SIA Special Programs FTE/\$ Allocated Investment</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Teachers	14.6
	Nurse, Pyschologist, and SLP	2
	EA's	17.6
	Additional EA time for PD	0
	<b>Total Special Programs</b>	<b>\$3,636,915</b>
<b>Proposed SIA Other Needs and Grant Administration</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Recruitment and Retention Specialist	0.5
	Indirect charge	
	<b>Total Other</b>	<b>\$371,000</b>
<b>Grand total for all</b>		<b>\$16,521,706</b>

<b>Bend-La Pine School District</b>		
<b>2025-2026 High School Success (HSS) Budget</b>		
<b>Estimated Allocation:</b>		<b>\$5,021,903.00</b>
<b>Proposed HSS CTE</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	CTE Support Staff	3.04
	CTE Designated Projects	
	School To Career, College and Career Readiness	
	Youth Career Connect Internship Program (EDCO)	
	CTE Material Support	
	<b>Total CTE</b>	<b>\$770,748</b>
<b>Proposed HSS College-Level Support</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Graduation Coaches	5.44
	Alternative Education	2
	Teacher on Special Assignment	3.83
	Director of Secondary CIS	0.25
	<b>Total College-Level Support</b>	<b>\$1,731,417</b>
<b>Proposed HSS Dropout Prevention</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	MTSS Systems and Tier II Intervention	4.38
	Dean of Students	3.7
	Student Success Instructors	3.13
	Student Success Coordinators	6.23
	Other Costs (Training, Subs, Instructional Services)	
	<b>Total Dropout Prevention</b>	<b>\$2,519,738</b>
<b>Grand total for all</b>		<b>\$5,021,903</b>

<b>Bend-La Pine School District</b>		
<b>2025-2026 Early Literacy Budget</b>		
<b>Estimated Allocation:</b>		<b>\$2,406,706.48</b>
<b>Proposed Early Literacy Curricular Materials</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Replacement of consumables and online teacher tool for Really Great Reading	\$100,000
	Relacement of consumables for EL/Imagine Learning	\$90,000
	Additional text sets for EL/Imagine Learning	\$90,000
	DIBELS Testing	\$150,000
	<b>Total Curricular Materials</b>	<b>\$430,000</b>
<b>Proposed Early Literacy Professional Development and Coaching</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Early Literacy Teams	\$86,000
	LETRS Cohort	\$92,000
	Conferences- EL, RTI, Reading League	\$45,000
	New Hire/ Novice Educator Literacy Framework and Science of Reading Trainings	\$20,250
	Coaching Lab/Studios (150 teachers x 5 days)	\$150,000
	<b>Total PD and Coaching</b>	<b>\$393,250</b>
<b>Proposed Early Literacy Staffing (Coaches, Specialists, Interventionists)</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Instructional Coaches	4.75
	Interventionists	2
	MTSS Coach/Data Cycle Coach	0.6
	<b>Total Staffing</b>	<b>\$1,061,656</b>
<b>Proposed Early Literacy High Dosage Tutoring &amp; Extended Learning</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Ignite 1:1 Tutoring (120 students x 6 schools)	\$300,000
	Home-based Tutoring with Lexia Tutors during summer	\$91,800
	<b>Total High Dosage Tutoring and Extended Learning</b>	<b>\$391,800</b>
<b>Proposed Early Literacy Other Needs and Grant Administration</b>		<b>FTE/\$ Allocated</b>
		<b>Investment</b>
	Indirect charge	\$130,000
	<b>Total Other</b>	<b>\$130,000</b>
<b>Grand total for all</b>		<b>\$2,406,706</b>

Bend-La Pine School District		
2025-2026 Early Indicator and Intervention System (EIS) Budget		
Estimated Allocation:		\$49,383.57
Proposed EIS Survey Tool	FTE/\$ Allocated	Investment
YouthTruth Survey (Partial payment- district picks up additional cost)		\$49,384
<b>Total Other</b>		<b>\$49,384</b>
<b>Grand total for all</b>		<b>\$49,384</b>

**Bend-La Pine School District  
2025-2026 CSI/TSI Budget**

<b>Estimated Allocation:</b>			<b>\$498,105.69</b>
Proposed CSI/TSI Staffing		FTE/\$ Allocated	Investment
	MTSS/Data Cycle Coaches	1.42	\$198,800
	<b>Total Staffing</b>		<b>\$198,800</b>
	PD and Subs for coaching cycles based on comprehensive or targeted needs identified (i.e. SIOP cycle, SPED cycle, grade level cycles, etc.)		\$299,306
	<b>Total</b>		<b>\$299,306</b>
<b>Grand total for all</b>			<b>\$498,106</b>



**ACTION ITEM:** High Desert Education Service District (HDES) Board of Directors Vacancy

**PRESENTED BY:** Marcus LeGrand, Board Chair

**EXECUTIVE SUMMARY:**

In June 2021, the Bend-La Pine School Board Members elected Carlos Perez to represent Bend-La Pine Schools on the High Desert Education Service District Board. Carlos has been a very engaged board member over the past four years. He has served as Vice-Chair for the past two years.

When Superintendent Paul Andrews announced his retirement, Carlos was chosen to lead the Board through the involved and time-consuming Superintendent Hiring Process. The Board was pleased to hire Dr. Sara Johnson to lead the High Desert ESD beginning 7/1/2024. Carlos has worked with Dr. Johnson as she transitioned from a K-12 Superintendent to leading an ESD.

Currently, he has been working with the Superintendent Evaluation Committee to establish a relevant and meaningful evaluation process for Dr. Johnson during her first year and in the years to come. He has taken the committee through a Superintendent Evaluation 101 training with COSA and OSBA.

Carlos has expressed interest in serving another 4-year term on the High Desert ESD Board. The new term will run from July 1, 2025, through June 30, 2029.

**RECOMMENDED MOTION:**

I move to elect Carlos Perez represent Bend-La Pine Schools as a Bend-La Pine Representative on the High Desert Education Service District Board.