

Bend-La Pine Schools
Bend, OR 97703
June 12, 2018

Executive Session 4:45 p.m.

Regular Meeting 5:15 p.m.

The Board of Directors of Bend-La Pine Schools will meet in an executive session under ORS 192.660(2)(e) at 4:45 p.m. followed by a regular meeting on June 12, 2018 in room 314 of the Education Center 520 NW Wall Street, Bend, OR 97703.

Agenda

Call to Order	Chair High
Pledge of Allegiance	Carrie Douglass
Review of Agenda	Chair High
Public Input This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board.	Chair High

Public Hearing

2018-19 Budget	Chair High
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Consent Agenda

Approval of Minutes – May 8 & May 22, 2018 Reference: ORS 192.650 and ORS 332.057	Chair High
Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen

Action Items

Bend International School Charter Contract	Superintendent Mikalson
Secondary Health Instructional Materials Adoption	Lora Nordquist & Skip Offenhauser
Facility Naming Process	Chair High
Resolution 1867 : 2018-19 Budget Appropriations	Brad Henry
Resolution 1868 : 2018-19 Impose Tax	Brad Henry
Purchase of Land for Right of Way	Mike Tiller

Reports

PlanB Quarterly Report	Chair High
Financial Update	Roy Burling
EL 8 – Academic Programs Monitoring Report	Jay Mathisen & Lora Nordquist

Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

This meeting location is accessible. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least three days prior to the scheduled meeting date. Thank you.

**Bend-La Pine Schools
May 8, 2018 meeting**

The Board of Directors for Bend-La Pine Schools met in a regular session on May 8, 2018 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Julie Craig
Peggy Kinkade
Cheri Helt
Stuart Young
Ron Gallinat
Andy High

Call to Order

Chair High called the meeting to order at 6:11 p.m.

Public Input

Chair High asked those who were signed up for public comment to please keep comments between three and five minutes, explained the public input process, and that the Board will follow up individually as needed.

Deb White, middle school teacher in her 25th year of teaching, shared about classroom dynamics and how drastically different student needs are today from when she first started; and how staffing and resources have not changed to meet the increasing needs of students. She noted the increase in mental illness and the need for the district to support students and find more ways to incorporate outside services.

Cara Dodge, special programs teacher, shared her reasons for resigning after working as a resource teacher at Buckingham Elementary for 20 years. She noted increased caseloads, inequity in special programs staffing, the high turnover rate and burnout amongst her colleagues.

Marla Silberfein, 4th grade teacher at Juniper Elementary, expressed her support for elementary resource teachers in the district and shared her concern of large caseloads and lack of staffing to support student needs. She urged the Board and district to consider increasing funding for special program staffing.

Amber Keyser, children's book author, spoke about Oregon Battle of the Books (OBOB) and her support for including the book *George*. She noted the importance of inclusion and building empathy, understanding and connection amongst students.

Julie Zwillich, parent and children's book author, shared why she feels *George* was an excellent choice and title to include by OBOB. She encouraged the district to continue to participate in OBOB as a voluntary program and commented on the concerning number of suicides in the LGBTQT community and the need to foster understanding and empathy in children.

Janelle Rebick, BEA president, shared a letter on behalf of Tami Otis, a life skills teacher at Buckingham Elementary. The letter discussed current working conditions and the need for more support to help student's increasing needs.

David Dallas, teacher and parent, shared about his transgender child's experiences in school and advocated for the inclusion of the book *George*. He spoke about the importance of literature in discussion and understanding the human experience and how *George* would allow those conversations to occur and lead to a more supportive, caring and accepting environment for the transgender community.

Laura Clark, Juniper Elementary resource teacher, shared she is retiring early from her positions for many of the same reasons Cara Dodge shared. She asked that the district look at caseloads with a more equitable lens and offer more support for those students with the highest needs to help them be academically successful.

Donna Ruzicka, life skills teacher at Juniper Elementary, shared about her work experiences with veteran teachers like Cara Dodge and Laura Clark and appreciates all they have taught her. She advocated for more programming and funding to support special programs in the district.

Debora Magdalano, grandparent of current high school students, shared her concerns around high school dress code expectations for girls and that there needs to be consistency in the expectations of dress and grooming for male and female students.

Consent Agenda

Ron Gallinat moved to approve the Consent Agenda. Julie Craig seconded the motion. Unanimous approval.

Reports

EL 7 – Facilities Monitoring Report

Superintendent Mikalson reviewed the EL 7 monitoring report in the board packet and noted the updated version of the facility naming process. He asked Board members to review the suggested changes and be ready to possibly take action on at the June 12 Board meeting.

Peggy Kinkade asked about #5 and said she would like to suggest the Board look at district surplus properties again. Mikalson said an addendum in the EL 11 Asset Protection monitoring report included a summary of surplus property. Kinkade suggested a committee review inventory and make a recommendation of properties, if any, to be sold. Chair High and Julie Craig were on the committee about five years ago that reviewed surplus properties and offered to do so again in partnership with the district's relator of record. Brad Henry clarified the review would be of the district's vacant land.

Craig suggested a five-year cycle for looking at vacant surplus land. Mikalson noted review of property is also part of the Sites and Facilities process. Helt recently attended a Bend Parks & Recreation Board Meeting and at that meeting, they announced their intent to develop fields near Pacific Crest Middle School. Henry said a development / land lease agreement is currently being drafted for Parks & Rec to develop the fields, clarify access and afterhours use, and clarify maintenance expectations. He anticipated the agreement to be finalized in the next months.

EL 12 – Legally Required Policies Monitoring Report

Superintendent Mikalson reviewed the EL 12 monitoring report in the board packet and noted the work of policy monitoring is ongoing. He and his team continue to refine ways to communicate out policy and regulation updates and suggested a quarterly type of report to the Board. Cheri Helt appreciated the information in the monitoring report and was supportive of trying quarterly reports for the next school year.

Board Comments

Julie Craig shared the idea of the Board and Bend City Council holding a joint meeting. Chair High said an invitation was extended to Bend City staff and Council members to join the May 22 Community Linkage meeting. Craig commented on dress code and said she is supportive of teaching male students to be respectful and, of equal level of expectation for male and female students. She would like to continue the conversation around dress code and hear from students on their experiences and feelings.

Stuart Young shared his excitement for the upcoming Community Linkage meeting. He commented on the tremendous and rapid change in student needs and noted the district is working hard to help support and balance

resources. He is committed to continually evaluating where resources are invested and outcomes of those investments.

Peggy Kinkade shared her appreciation for the dedication and impact on student's lives that staff members are making, noting that Teacher Appreciation week is this week. She attended the OSU State of the University event and learned that 100% of those participating in the Juntos program in Central Oregon graduate from high school and 100% of the OSU computer science graduates last year were able to find jobs in their industry in Central Oregon; both are wonderful things to celebrate.

Ron Gallinat attended the Excellence in Education award event honoring staff members and said it was wonderful to hear so many great stories and honor staff members all across the district.

Cheri Helt also attended the Excellence in Education event and enjoyed hearing about staff members going above and beyond in their profession. She attended the multi-cultural lunch at Mt. View High School where nine different countries were represented and thanked teachers for putting together a fun and informative event. Helt also attended the OSU State of the University event and appreciates what a wonderful partner they are with their teaching and mental health programs.

Chair High thanked all those who shared during public comment adding the Board appreciates and takes comments seriously. He met with Carolyn Skidmore last week about ways the district can help to provide gunlocks in an effort to help with safety in our community. He noted the Board Retreat will be held on July 30 and reminded all Board members of upcoming graduation ceremonies.

Stuart Young added he attended a musical event at La Pine High School and there were over 60 students from La Pine Middle and La Pine High who performed. The event was wonderful and he appreciates the extra support the Oregon Community Foundation grant has provided in getting students involved in music.

Meeting Adjourned at 7:21 p.m.

Respectfully submitted,
Andrea Wilson
5.8.2018

**Bend-La Pine Schools
May 8, 2018 meeting**

The Board of Directors for Bend-La Pine Schools met in a Budget Committee Meeting on May 8, 2018 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Julie Craig
Peggy Kinkade
Cheri Helt
Stuart Young
Ron Gallinat
Andy High arrived at 5:15 p.m.

Board Members Absent

Carrie Douglass

Budget Committee Members Present

Natasha McFarland
Heidi Slaybaugh
Bruce Reynolds
Amy Tatom
Rick Olegario arrived at 5:15 p.m.

Budget Committee Members Absent

Tom Bahrman
Matt Hillman

Call to Order

The meeting was called to order at 5:03 p.m. by Vice Chair Craig. The Pledge of Allegiance followed.

Approval of April 24, 2018 Minutes

Bruce Reynolds moved to approve the April 24, 2018 Budget Committee Meeting minutes. Ron Gallinat seconded the motion. Unanimous approval

Public Input

There was no public input.

Update

Superintendent Mikalson provided an update on questions from the last Budget Committee Meeting and received in the following days. Mikalson shared data on class size from ODE and how Bend-La Pine Schools compares to the other nine large districts in the state: Portland, Salem-Keizer, Beaverton, Hillsboro, North Clackamas, Eugene, Medford, Gresham and Tigard-Tualatin. Of those nine districts; Portland, Beaverton, Eugene and Tigard-Tualatin all currently have local option funding supporting their districts.

Mikalson also spoke of the district's future investment priorities which include: support staffing and increase staffing in schools, support physical and mental health for students, more instructional time for students, increasing program offerings at all levels, and providing most up to date resources for 21st Century.

Slaybaugh asked if the in-service and conference prep type of days were negotiable and how they could possibly help support the increase in instructional time and school days as an effort to support the district's priorities. Mikalson explained those days are part of contract negotiations and noted the School Improvement Wednesday's have provided quality time for professional development and are seen as incredibly valuable time that is used well within schools.

Brad Henry and Roy Burling provided answers to questions about the 2018-19 proposed budget. Peggy Kinkade noted that there are significantly fewer follow-up questions than in years past and attributed that to the work of the budget sub-committee and the district in putting together this budget document in a more user-friendly, understandable format. She thanked the sub-committee members and staff for their work.

Budget Deliberation / Approval

Chair McFarland opened the meeting to discussion and deliberation of the proposed budget. Peggy Kinkade noted that Tom Bahram, in his absence, sent an email to the Board and Budget Committee, with a request to hear Budget Committee Member's thoughts on the ending fund balance. Kinkade reviewed the catastrophic damages from 2016-17 winter snow storm that caused the Board to use \$1.85 million of the ending fund balance to help pay for emergency removal and repair efforts. Using the \$1.85 million caused the ending fund balance to go below 5%, which is the percentage currently stated in Board policy. The 2018-19 budget has been presented with a 5% ending fund balance.

Chair High said he would personally like to see the ending fund brought back to 5% over a few years and suggested a 4.75% ending fund balance for the 2018-19 school year. Julie Craig and Cheri Helt both agreed they would like to see the ending fund be at 5% for the 2018-19 school year and Helt added she would like the Board and District to consider using the FEMA dollars to help offset future PERS costs. Kinkade asked for Budget Committee Member thoughts.

Rick Olegario asked what 25% would equal in the proposed budget. Burling said approximately \$430,000. Discussion ensued on the ending fund balance and benefits of ramping back up to 5% slowly vs. fully funding 5%. Heidi Slaybaugh and Amy Tatom both supported the ending fund balance at 5% for the 2018-19 school year. Bruce Reynolds supported the gradual increase approach. Kinkade asked Mikalson what the district would spend the \$430,000 on if it became available. Mikalson said the one-time funds would be used to support the future investment priorities identified earlier in a way that could be sustained within the system. Olegario asked if the increase in PERS expenditure will be taken primarily from the ending fund balance. Henry said the district plans to use state funding resources to help offset costs, which are still being determined by the legislature. The PERS costs cannot be funded by bond dollars.

Chair McFarland entertained a motion.

Cheri Helt asked Budget Committee Members if they agreed with the priorities presented by Superintendent Mikalson. Slaybaugh commented if the Board does decide to gradually bring the ending fund balance back up to 5% she strongly urged investing the additional dollars into efforts that would not have to be taken away, she said she would also like to see an increase in mental health support. McFarland agreed and added she would like to see an increase in staff support. Olegario appreciated the thoughtfulness and said he respects Mikalson's expertise and would like to continue to look at metrics to show that the budget is supporting the district's priorities.

Bruce Reynolds moved to approve the assessment of the permanent tax rate of \$4.7641 per \$1,000 of assessed value in support of the general fund, to approve a tax of \$33,350,087 in Debt Service Fund for the purpose of the payment of bonded debt owed by the school district, and to approve the budget in the aggregate amount of \$451,902,865. Heidi Slaybaugh seconded the motion. Unanimous approval.

Chair McFarland adjourned the budget committee meeting at 6:01 p.m.

Chair High recessed the regular meeting at 6:01 p.m.

Respectfully submitted,

Andrea Wilson
5.8.2018

**Bend-La Pine Schools
Bend, OR 97703**

The Board of Directors for Bend-La Pine Schools met in a Community Linkage Meeting on May 22, 2018 at Sky View Middle School, 63555 18th Street, Bend, OR.

Board Members Present

Andy High
Julie Craig
Cheri Helt
Peggy Kinkade
Ron Gallinat
Stuart Young
Carrie Douglass

Call to Order

The meeting was called to order at 5:39 p.m. by Chair High. The Pledge of Allegiance followed.

Welcoming Remarks & Review of Agenda

Chair High and fellow Board members introduced themselves. High thanked community members for attending and noted this is the third community outreach effort of the year to focus on Mental Health & Student Wellness Support. High introduced Superintendent Mikalson and Sean Reinhart to review the format for the evening.

Reinhart shared about the work the district is currently doing to support student mental health and wellness and how community partners are involved in those efforts. Reinhart directed community members to the breakout sessions and explained there would be three, 20-minute rotations and attendees were asked to self-select sessions they were most interested in.

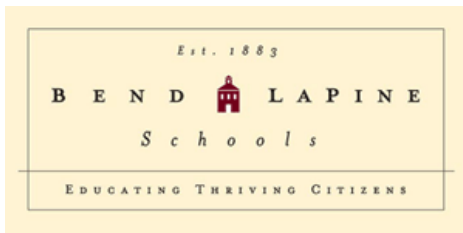
Breakout / Call to Action Sessions

The following breakout sessions were available for community members to attend:

- Community Innovation Council: Mental Health, Safety, Technology – led by Andrea Rosenzweig
- Lines for Life & YouthLine – led by Melissa Trombetta
- Student Threat Assessment: Student Support – led by Misty Groom
- Culture of Care Project – led by Sean Reinhart
- Challenge Day – led by the Superintendent Student Advisory Team
- Latino Emotional Health – led by Oscar Gonzales from the Latino Community Association
- Listening Session – led by Board Members

Meeting adjourned at 7:45 p.m.

Respectfully submitted,
Andrea Wilson



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: June 7, 2018

TO: Shay Mikalson, Superintendent
Board of Directors for Bend-La Pine Schools

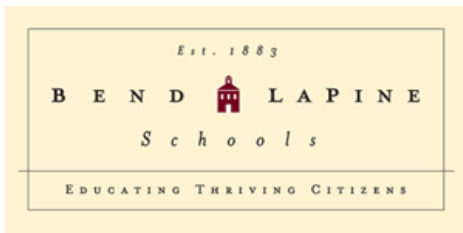
FROM: Debbie Watkins, Director of Human Resources – Classified
Jon Lindsay, Director of Human Resources – Certified

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 June 12, 2018. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Ambrose, Chelsea	Intermediate Teacher PS107115	WE Miller Elementary	Temporary to Regular Full Time	06/12/2018
Auker, Michelle	Primary Teacher PS107118	High Lakes Elementary	Temporary Full Time	06/12/2018
Barany, Elizabeth	Primary Teacher PS107117	Pine Ridge Elementary	Regular Full Time	06/12/2018
Bean, Travis	Chemistry Teacher PS107169	Summit HS	Regular Full Time	06/12/2018
Borowski, Peter	Advanced Math Teacher PS107170	Summit HS	Temp to Regular Full Time	06/12/2018
Brannon, Erica	Biology Teacher PS107209	Bend Senior HS	Temporary Part Time .833 FTE	06/12/2018
Carlton, Jay	ERC Teacher PS107142	Highland Elementary	Temporary to Regular Part Time .50 FTE	06/12/2018
Chapin, Jeri	Primary Teacher PS107118	High Lakes Elementary	Temporary Full Time	06/21/2018
Crabtree, Deidre	Health Teacher PS107199	Bend Senior HS	Temporary Part Time .50 FTE	06/12/2018
Davis, Ashley	Primary Teacher PS107118	WE Miller Elementary	Temporary Full Time	06/12/2018
Gembarowski, Haley	Behavior Teacher PS107079	Special Programs	Regular Full Time	06/12/2018
Elmore, Matthew	PE/Health Teacher PS107177	La Pine MS	Temporary Full Time	06/12/2018
Erickson, Danielle	Primary Teacher PS107193	La Pine Elementary	Regular Full Time	06/12/2018
Ferrill, Danielle	Primary Teacher PS107193	South County	Temporary to Regular Full Time	06/12/2018



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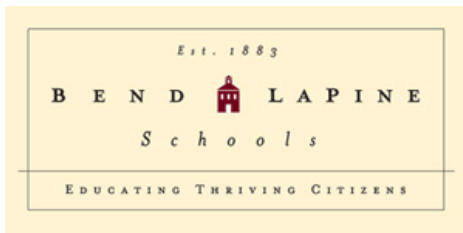
520 N.W. Wall Street

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Flanagan, Kimberly	Design Teacher PS107173	Pilot Butte MS	Temporary to Regular Part Time .50 FTE	06/12/2018
Haas, Lance	Athletic Director PS107101	Mountain View HS	Regular Full Time	06/12/2018
Harju, Zachary	Math Teacher PS107071	REALMS HS	Regular Full Time	06/12/2018
Hecker, Erin	7 th Grade Lang Arts PS107215	Cascade MS	Part Time to Full Time Regular	06/12/2018
Himes, Jacquelyn	Kindergarten Teacher PS107248	Silver Rail Elementary	Temporary Part Time .50 FTE	06/12/2018
Home Kaiser, Laura	Science Teacher PS107171	Pilot Butte MS	Temporary Part Time to Regular Full Time	06/12/2018
Houslet, Lauren	7/8 th Math Teacher PS107223	High Desert MS	Temporary Full Time	06/12/2018
Jaeckel, Kelsey	Grad Coach/Counselor PS107237	La Pine HS	Temporary to Regular Full Time	06/12/2018
Kennedy, Joseph	6/7 th Math Teacher PS107234	Sky View MS	Part Time to Full Time	06/12/2018
Larwin, Kirsten	French Teacher PS107184	Mountain View HS	Temp to Regular .50 FTE	06/12/2018
Laymon, Sofie	Primary Teacher PS107117	WE Miller Elementary	Temp to Regular Full Time	06/12/2018
Lenz, Ryan	Science Teacher PS107073	REALMS HS	Regular Full Time	06/12/2018
Mathieu, Lea	Language Arts PS107216	Cascade MS	Part Time to Full Time Regular	06/12/2018
McCord, Taylor	Primary Teacher PS107118	RE Jewell Elementary	Temporary Full Time	06/12/2018
Medina, Leigh	Advanced Math Teacher PS107180	Mountain View HS	Regular Full Time	06/12/2018
Miller, Lauren	Resource Teacher PS107108	Rosland Elementary	Temporary Full Time	06/12/2018
Nichols, Shari	Science Teacher PS107225	High Desert MS	Temporary Part Time .50 FTE	06/12/2018
Pearring, Molly	Resource Teacher PS107107	Special Programs	Regular Full Time	06/12/2018
Pearson, Wendy	Intermediate Teacher PS107116	RE Jewell Elementary	Temporary Full Time	06/12/2018
Schulte, Mary Jane	Primary Teacher PS107193	Rosland Elementary	Regular Full Time	06/12/2018
Sluman, Brittany	Primary Teacher PS107117	Ensworth Elementary	Temporary Full Time	06/12/2018
Swales, Laura	Primary Teacher PS107117	Lava Ridge Elementary	Temporary to Regular Full Time	06/12/2018
Tueller, December	School Psychologist PS107089	Special Programs	Regular Full Time	06/12/2018



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Tucker, Rebekah	Business Teacher PS107147	Bend Senior HS	Temporary Part Time .50 FTE	06/12/2018
Ulit, Cenicio	Social Studies PS107179	Sky View MS	Regular Part Time .667 FTE	06/12/2018
Wardle, Martin	Social Studies PS107224	High Desert MS	Temporary Part Time .50 FTE	06/12/2018

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Anderson, Pandie	Language Arts	High Desert MS	08/29/2016 – 06/30/2018
Lemke, Jonathan	Alternative Education	Marshall HS	09/07/2010 – 06/30/2018

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Jensen, Stephanie	Assistant Principal PS107229	Silver Rail Elementary	Regular Full Time	06/12/2018

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
O'Connell, James "Tim"	Assistant Supervisor	Transportation	10/12/2005 – 06/08/2018



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Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

June 7, 2018

TO: Shay Mikalson, Superintendent
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Director of Human Resources – Licensed Staff
Debbie Watkins, Director of Human Resources – Classified Staff

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

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on June 12, 2018.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Aamodt, Karen	#107113 EA - Inclusion	Special Programs	Reg 7.0 hrs / day	05/30/18
Alden, Haley	#107129 EA - Behavior Skills Trainer	Special Programs	Reg 7.0 hrs / day	05/16/18
Case, Melissa	#107113 EA - Inclusion	Special Programs	Reg 7.0 hrs / day	05/31/18
Chance, Laura	#107113 EA - Inclusion	Special Programs	Reg 7.0 hrs / day	05/30/18
Cheney, Noah	#107088 Summer Mow Crew	Maintenance	Temp 8.0 hrs / day	06/05/18
Codding, Anne	#107113 EA - Inclusion	Cascade	Reg 6.5 hrs / day	05/31/18
Cook, Tanner	#107148 Campus Safety and Security Officer	Mountain View	Temp 7.75 hrs / day	05/04/18
Connet, Donna	#107250 Bus Driver	Transportation	Reg 4.5 hrs / day	05/17/18
Dao, Rebecca	#107297 EA - Inclusion	W.E. Miller	Temp 3.25 hrs / day	05/31/18
Davis, Michael	#107203 Campus Safety and Security Officer	Bend High	Temp 7.75 hrs / day	05/09/18
Deaderick, Alicia	#107129 EA - Behavior Skills Trainer	Special Programs	Reg 7.0 hrs / day	05/21/18
Dieker, Sarah	#107219 Media Manager I	Lava Ridge	Reg 7.0 hrs / day	05/04/18
Ferris, Amy	#107242 EA - Student Instruction	Lava Ridge	Reg 6.5 hrs / day	06/05/18
Gibbon, Stephanie	#107113 EA - Inclusion	High Desert	Reg 6.5 hrs / day	05/30/18

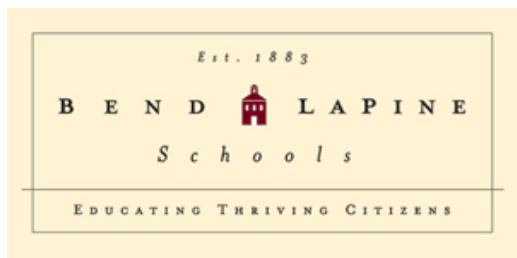


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Bend, Oregon 97703-2699
(541) 355-1100
Fax (541) 355-1109*

Gordon, Tonya	#107113 EA - Inclusion	Mountain View	Reg 7.0 hrs / day	05/30/18
Hedrick, Julie	#107297 EA - Inclusion	W.E. Miller	Temp 3.25 hrs / day	05/31/18
Jacobson, David	#107130 Custodian Foreman	Maintenance	Reg 8.0 hrs / day	05/18/18
Koehler, Jill	#107241 EA - Student Instruction	Lava Ridge	Reg 3.5 hrs / day	06/05/18
Macedo, Cara	#107113 EA - Inclusion	Bear Creek	Reg 6.5 hrs / day	05/30/18
Malcom, Janie	#107197 EA - Child Development/Teen Parent Program	Bend High	Reg 7.75 hrs / day	05/17/18
Meskill, Elizabeth	#107236 Office Secretary II	Highland	Reg 6.0 hrs / day	06/05/18
Mitsch, Melissa	#107150 Data/Curriculum Secretary II	Bend High	Reg 8.0 hrs / day	05/16/18
Mohorcich, Laura	#107113 EA - Inclusion	Cascade	Reg 6.5 hrs / day	05/30/18
Moore, Anita	#107196 School to Career Program Manager	Bend High	Temp 4.5 hrs / day	05/11/18
Morse, Delaney	#107113 EA - Inclusion	Buckingham	Reg 6.5 hrs / day	05/31/18
Muhleman, Caitlin	#107230 Office Secretary II	W.E. Miller	Reg 8.0 hrs / day	06/01/18
Parnakian, Joy	#107151 School to Career Program Manager	Mountain View	Temp 8.0 hrs / day	05/21/18
Pierce, Silvie	#107113 EA - Inclusion	Sky View	Reg 7.0 hrs / day	05/31/18
Platsman, Jeane	#107258 Media Manager	Sky View	Reg 7.0 hrs / day	05/16/18
Powell, Catherine	#107113 EA - Inclusion	Buckingham	Reg 6.5 hrs / day	05/31/18
Ramirez, April	#107113 EA - Inclusion	Juniper	Reg 7.0 hrs / day	05/31/18
Robitaille, Tyler	#107148 Campus Safety and Security Officer	Mountain View	Temp 7.75 hrs / day	05/08/18
Ruby, Austen	#107088 Summer Mow Crew	Maintenance	Temp 8.0 hrs / day	05/10/18
Sage, Hayley	#107113 EA - Inclusion	W.E. Miller	Reg 6.5 hrs / day	06/05/18
Stein, Rainie	#107221 Office Manager II	Juniper	Reg 8.0 hrs / day	05/11/18
Threet, Karen	#107105 Records Clerk	Special Programs	Reg 8.0 hrs / day	05/09/18
Towne, Sara	#107113 EA - Inclusion	Lava Ridge	Reg 6.5 hrs / day	05/31/18



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Wurth, Dyana	#107113 EA - Inclusion	W.E. Miller	Reg 6.5 hrs / day	05/30/18
Zahniser, Jody	#107113 EA - Inclusion	R.E. Jewell	Reg 6.5 hrs / day	05/30/18
Zavala, Lesley	#107198 Secretary I	Bend High	Temp 5.0 hrs / day	05/16/18

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Brooks, Carly	#107135 Human Resources Specialist II	Human Resources	Reg 8.0 hrs / day	05/03/18

Classified Resignations

Name	Position	Location	Resign Date
Boileau, Amy	EA - Behavior Support	Cascade	08/11/99 – 06/15/18
Daggett, Marilyn	EA - Inclusion	Marshall	09/01/15 – 06/14/18
Grosh, Leslie	EA - Inclusion	Juniper	08/29/17 – 06/14/18
Gutierrez, Haley	EA - Student Instruction	Ponderosa	08/28/17 – 06/14/18
Insley, Jillian	Nutrition Server I	Ensworth	04/22/15 – 06/14/18
Kerrick, Shona	EA - Inclusion	Pacific Crest	01/30/17 – 06/14/18
Leonardo, Lucas	Custodian Assistant II	Summit	02/19/13 – 06/06/18
Lueck, Heather	EA - Inclusion	Special Programs	02/12/99 – 06/15/18
McCarty, Daniel	Custodian Foreman	Bear Creek	07/30/08 – 05/25/18
McCarty, Kimberly	EA - Inclusion	Mountain View	08/30/19 – 06/14/18
Rice, Gabriel	Custodian Foreman	Ensworth	06/12/12 – 05/18/18
Ruzicka, Elyse	Custodial Crew I	Lava Ridge	08/15/16 – 06/14/18
Seemann, Eli	EA - Inclusion	Realms	08/31/15 – 06/14/18
Smith-Blockley, Stuart	EA - Inclusion	Juniper	12/10/13 – 06/15/18
Thompson, Barbara	Curriculum Secretary II	High Desert	08/08/06 – 06/22/18
Wardle, Martin	EA - Inclusion	High Desert	02/18/15 – 06/14/18
Young, Zoe	EA - Inclusion	Cascade	08/29/17 – 05/25/18

Classified Retirements

Name	Position	Location	Resign Date
Felton, Patrice	EA - Inclusion	Pilot Butte	08/27/07 – 06/14/18
Hofman, Karl	Building Services Journeyman Electrician	Maintenance	08/21/00 – 05/31/18
Johnson, Guy	Custodian Foreman	Bend High	07/20/92 – 06/29/18

Charter School Renewal Contract

between

Bend-La Pine Schools

and

Bend International School, Inc.

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CHARTER SCHOOL RENEWAL CONTRACT

THIS CHARTER SCHOOL RENEWAL CONTRACT (Renewal Contract) is made and entered into by and between Bend-La Pine Schools (“District”) and Bend International School, Inc., an Oregon nonprofit corporation (“BIS”).

RECITALS

A. The Oregon Legislature has enacted ORS Chapter 338 for certain purposes enumerated in that chapter.

B. On September 15, 2014, BIS submitted an application (attached and incorporated as **Exhibit A to the Charter School Contract effective July 1, 2015**) for the formation of the BIS as a public charter school to operate within the District.

C. In 2015, the District determined that the application submitted by BIS, as amended herein, complied with the purposes and requirements of ORS Chapter 338.

D. The Board of the District held a public hearing on the provisions of the proposal in accordance with ORS 338.055 and evaluated the criteria set forth in ORS 338.055.

E. The Board of the District determined that the BIS has demonstrated sustainable support for the charter school by teachers, parents, students, and other community members, including comments received at the public hearing; has demonstrated the capability of BIS in terms of support and planning and that the proposal of BIS addresses the criteria required in the proposal process in ORS 338.045 and in District Policy.

F. By a resolution adopted March 10, 2015, the District Board conditionally granted the application contingent upon negotiation and execution of a contract acceptable to BIS and the District and other elements enumerated in Section 2 below.

G. BIS and the District entered into the Charter School Contract. BIS has operated the Charter since 2015 and requested renewal of the Charter on January 25, 2018. The Board of the District held a public hearing on the renewal on February 27, 2018 and voted to approve the renewal at that meeting. The parties agree to renew the Charter on the terms and conditions of this Renewal Contract including the provisions of the original Charter Agreement and **Exhibit A**, which will constitute the full and complete agreement between the parties regarding the governance and operation of the BIS Charter renewal.

H. The parties desire that the BIS be authorized to operate and conduct its affairs in accordance with the terms of this Renewal Contract and ORS Chapter 338.

I. In consideration of the foregoing recitals and the mutual understandings, releases, covenants and payments herein described, the parties agree on the following terms.

RENEWAL CONTRACT

1. Renewal of Charter

BIS is granted, in accordance with ORS Chapter 338 and the terms and conditions of this Renewal Contract, a renewal of the charter to operate a single public charter school located within the boundaries of and in conjunction with the Bend-La Pine Schools as described herein.

2. Effective Date and Conditions Precedent

- A. This Renewal Contract shall commence on July 1, 2018, and shall expire on June 30, 2021, subject to the possibility of extension pursuant to Section 2, Paragraph C of this Renewal Contract.
- B. Before BIS may begin the renewal term to operate as a public charter school sponsored by the District, the following conditions must be met:
 - (i) BIS shall secure insurance in the amounts determined in District policy, and proof of this insurance must be delivered to the District by June 15, 2018.
- C. It is the intent of BIS and the District to grant this Renewal Contract for three school years.

3. Educational Program, Student Assessment and Curriculum

A. Age and Grade Range

- (i) For each school year covered by this Renewal Contract, enrollment shall be open to any child eligible to attend grades served subject to state law (currently ORS 338.125).
- (ii) BIS may provide instruction to students in grades Kindergarten through grade 8.
- (iii) As provided in state law, currently ORS 338.115(5), BIS shall maintain an active enrollment of at least twenty-five (25) students. The District may

terminate this Renewal Contract with 30 days notice if student enrollment in BIS falls and remains below 25 students for thirty (30) days or longer during any school year.

- (iv) The total maximum enrollment of students who reside within the District's boundaries will not exceed 195. However, students from outside the District boundaries may be admitted as space allows. There will be no cap on enrollment for non-resident students.

B. Curriculum

The District agrees to waive its curricular requirements, to the extent permitted by state law, but subject to the implementation of BIS's instructional programs outlined in Section 3 (C) below.

- (i) BIS shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this Renewal Contract in a manner which is consistent with state law. BIS agrees to obtain prior approval from the District before changing the educational program outlined in its application. If BIS changes the educational program, then the District will evaluate the new curriculum and/or instructional materials to determine whether such curriculum and materials meet or exceed required state content standards.
- (ii) The educational program, pupil performance standards and curriculum designed and implemented by BIS shall meet or exceed any content standards adopted by the State of Oregon and shall be designed to enable each pupil to achieve such standards.
- (iii) BIS will comply with all state requirements concerning academic content areas as defined in ORS 329.045.

C. Educational Program

- (i) BIS will provide an outline of its core curriculum and educational program. This is contained in BIS's Application attached as **Exhibit A to the original Charter School Contract**.
- (ii) The English Language Learner (ELL) program shall be consistent with ORS 336.079. BIS's curriculum and educational program shall contain a general plan to address English Language Learners and Special Education Students. The District will provide BIS with the approved program model and all other necessary requirements to deliver service to ELL students.

D. Records

- (i) BIS shall comply with all record keeping requirements of State and federal law pertaining to student records and shall cooperate with the District by providing key reports or records to the District, as necessary, to meet the District's reporting obligations to the Oregon Department of Education or the U.S. Department of Education. The District shall provide BIS with a list of such required key reports or records at the beginning of this Charter and for reports or records not on such list, with at least 10 business days advance notice each year of such reporting obligations to the extent the District has such advance notice. District will provide trainings each year for the use of the student information system and BIS will attend these trainings as appropriate for their use of the system. Student records include, without limitation, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, free and reduced lunch, and documents required pursuant to the statewide assessment system under ORS 329.485(1), and any documentation required under federal and state laws regarding the education of students with disabilities.
- (ii) BIS shall comply with District policies and administrative regulation, and applicable federal and state law, concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law.

E. Nondiscrimination

The education program of BIS, without limitation, shall conform to all statutory and constitutional provisions prohibiting discrimination on the basis of age, race, creed, color, sex, national origin, religion, ancestry, disability, marital status, sexual orientation, or political beliefs and/or affiliations.

F. Nonreligious

The educational program of BIS shall be nonsectarian and nonreligious. The educational program shall not be affiliated with any nonpublic sectarian school or religious organization.

G. Admission

- (i) Admission of students to BIS shall be conducted in accordance with state law (currently ORS 338.125) and federal law. BIS shall follow the District lottery process and schedule to the extent it meets state and federal law requirements for public charter schools. The District shall inform BIS of this process and scheduling no later than January 30 of each year. "Admission" means that the student has (1) applied to BIS; (2) successfully completed the lottery; and (3) been formally accepted as a BIS student by BIS.

- (ii) In the case of a student who is eligible for special education and related services under the Individuals with Disabilities Education Act, such student shall be admitted according to the process described herein (Section H), and to continue in enrollment for the following school year, the District's Individual Education Plan or Program (IEP) team must have determined that the services outlined in the student's IEP can be implemented at BIS.

H. Enrollment Process

- (i) BIS is a school of choice. Enrollment at BIS is and must be voluntary. All students, including students with disabilities, who are residents of the District, are eligible for enrollment. Students who are not residents of the Bend La Pine School District are eligible for enrollment based on current ORS 338.125, and may be admitted as space allows. Otherwise, age and grade are the only criteria for enrollment.
- (ii) The enrollment process will conform to Appendix F to BIS Application, Attached **to the original Charter School Contract** as **Exhibit A**, and incorporated herein.
- (iii) This process may be modified in accordance with any waiver granted by the Oregon State Board of Education.
- (iv) In the event a nonresident student is admitted to BIS or is withdrawn from BIS, BIS agrees to provide written notice of the nonresident student's enrollment or withdrawal to the District within 10 days. The District agrees to provide written information to such nonresident student's parent or guardian about the District's obligation for special education services in accordance with ORS 338.125(6), (7).

I. Preferences after First Year

- (i) As provided in ORS 338.125(3)(c), in subsequent years of operation BIS may give admissions preference to students who were enrolled in BIS in the prior year and siblings of students enrolled and attending BIS, provided, however, that to continue in enrollment for such year, the District must make a determination whether the services outlined in a sibling student's IEP can be implemented at BIS in order for that sibling to attend BIS.

Once these students are identified, all other students will be selected through an equitable lottery, as described in Section 3, Paragraph H.

J. Student Attendance, Conduct and Discipline

- (i) BIS shall implement a system of uniform student conduct. BIS shall notify its students of the students' rights and responsibilities at the beginning of each school year, or as a student meets the admission requirements as stated in this Renewal Contract. BIS shall maintain accurate enrollment data and records of average daily membership
- (ii) BIS shall notify the District immediately upon a student being expelled from BIS.
- (iii) BIS and the District shall each agree to comply with the suspension and expulsion of a student of the other, unless both parties agree in writing to a variance from this requirement.
- (iv) BIS student conduct and discipline will comply with ORS 339.240-339.280, and BIS will implement a Code of Conduct that complies with the District Code of Conduct where applicable. The District shall provide such Code of Conduct to BIS at the beginning of this Renewal Contract term and each time such Code of Conduct is amended.
- (v) BIS shall maintain accurate enrollment data and records of average daily membership. BIS shall maintain enrollment and attendance data together with all other applicable student record keeping on the District's electronic student information system. The District shall allow BIS access to the required software and training to allow BIS personnel to input enrollment, attendance and other student database needs. BIS shall monitor student attendance and shall be in compliance with Oregon's compulsory attendance laws, ORS 339.010 - 339.095, to the extent applicable to a public charter school.

K. Education of Students with Disabilities

The District is responsible for offering and providing a free appropriate public education (FAPE) to all special education students attending BIS. BIS shall comply with all District policies and regulations and the requirements of federal and state law concerning the education of children under the Individuals with Disabilities Education Act ("IDEA"). The District shall provide such policies to BIS at the beginning of this Renewal Contract term and each time there are policy updates. Compliance by BIS includes, but is not limited to, the following:

- (i) BIS shall comply with all District policies regarding discipline of special education students.
- (ii) The Individual Education Plan and Program (IEP) team are determined by federal law.

- (iii) The student's IEP team will determine the appropriate educational program and placement for the student. BIS shall abide by the IEP team's decision on program and placement.
- (iv) BIS staff shall comply with training required by an IEP team for the delivery of services to a BIS student.
- (v) Students of BIS shall be considered to be residents of the District pursuant to ORS 388.155.
- (vi) The District has the discretion to determine which specialized programs will be offered on site at the BIS site.
- (vii) The student's IEP team may recommend any appropriate placement for the student based on the student's needs, whether in or out of BIS. BIS shall not change the student's placement or IEP without IEP team action.
- (viii) For students living within the Bend-La Pine Schools boundary, if it is required as a related service on a BIS student's IEP, District will provide transportation to BIS.
- (ix) If, after a student is enrolled and attending BIS, the staff of BIS suspects a student may be eligible for special education and related services under IDEA, BIS shall comply with the District practices and policies for referral of the student for evaluation.
- (x) BIS will ensure that all individuals applying for admission to BIS receive equal opportunity for admission without regard to whether individuals are considered disabled under any applicable state or federal law.

L. Tuition and Fees

BIS shall not charge tuition to students attending BIS. BIS shall not charge tuition for programs, classes or courses of study which are part of the regular school program. BIS may charge reasonable fees for textbooks (including deposits applied to damages), instructional materials, operational after-school programs and student activities pursuant to state law (currently ORS 339.141, 339.147 and 339.155).

M. Student Welfare and Safety

BIS shall comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities.

- (i) BIS is responsible for the reporting of child abuse and neglect in accordance with state law (currently ORS 339.370, .372, .338 and .400). In the event that a BIS employee reports an incident of child abuse and/or neglect pursuant to state law BIS shall also immediately inform the District Liaison of the incident giving rise to the report.
- (ii) BIS shall comply with state and federal law relating to drug administration to students. BIS shall adopt policies and regulations and give written notice of the same to its students and parents regarding the administration of prescription and non-prescription medications, consistent with OAR 581-021-0037, and injectable medications including epinephrine and glucagon, consistent with ORS 433.800-830. BIS shall assure that a system of record keeping regarding the administration of medication is maintained, that medicines are kept in a locked storage container used only for that purpose, and that medicines which require refrigeration are secured in a locked refrigerated container used only for the purpose of storage for medications.
- (iii) BIS shall comply with OAR 584-020-0041, the Teacher Standards and Practices Commission requirements that the chief administrator report certain acts of gross neglect of duty by licensed staff.

N. School Year; School Day; Hours of Operation

BIS shall comply with the schedule set for the District's elementary school calendar. BIS shall meet or exceed required instructional time set forth in OAR 581-022-2320.

O. Education Model

Subject to applicable state law, federal law, and the terms of this Renewal Contract BIS shall be allowed to promote and implement learning situations that are flexible with regard to environment, time, structure and pedagogy.

P. Participation in District Offerings

- (i) BIS students may participate in District Extracurricular activities. BIS students will, upon request, be allowed to participate in District programs subject to availability and the same costs as District students. BIS students must meet all academic, behavioral and attendance requirements established for students at District schools to become eligible.
- (ii) BIS may request that its students be able to use certain District facilities in the same manner that other District students are able to use them and subject to all applicable District policies relating to the use of such

facilities. Examples of such facilities include but are not limited to school libraries, outdoor track, large meeting rooms, computers, and science laboratories. In response to such a request, the parties will negotiate in good faith separate agreements whereby BIS may use such facilities.

- (iii) The District shall not be required to provide transportation for a BIS student to and/or from an extracurricular activity. However, the District may provide transportation services to a BIS student to and/or from an extracurricular activity. The District is not required to add or extend existing bus routes or provide other transportation services to accommodate a BIS student.

4. Evaluation of Student Performance and Procedures for Corrective Action

A. Reasonable Progress

BIS shall pursue and make reasonable progress toward achievement of the goals, objectives and student performance standards consistent with those set forth in this section, provided that such goals, objectives and student performance standards shall at all times remain in compliance with Oregon law and the provisions of this Renewal Contract.

B. Curriculum Alignment

The learning goals for BIS students will be aligned to the Oregon State, National, or industry content standards.

C. Student Assessment

- (i) BIS will fully comply with all federal and state assessment requirements, including those specified under the Elementary and Secondary Education Act (ESEA) and Oregon Revised Statute (ORS) 329.485. BIS will administer the Oregon statewide assessments to its students on the same schedule as the District and in conformity with state law.
- (ii) BIS will utilize assessments set forth in its Application, including the Oregon statewide assessments and the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
- (iii) BIS shall include all assessment results in its annual report to the District. BIS and the District may identify student performance that has fallen below achievement goals.
- (iv) If any of the assessments described in Section 4, Paragraph C of this Renewal Contract are discontinued, BIS shall select a new assessment protocol and provide notice of the change to the District. Upon this

occurrence, the BIS and the District shall determine new methods of evaluating student progress under this Renewal Contract through the new assessment.

- (v) In order to ensure an accurate testing procedure and environment for its students, BIS staff will participate in trainings on state assessment testing processes and procedures that are required of District staff.
- (vi) For the purpose of this Renewal Contract, a determination of student achievement will be based on data collected from BIS's testing.

D. Information from the District

The District will provide BIS the same assessment result information as all other District schools with disaggregated data for comparison and goal-setting purposes.

E. Student Participation

BIS will encourage the students in each grade to participate in the statewide assessments.

F. Corrective Action

If the percentage of students meeting or exceeding performance and achievement standards under Section 4, Paragraph C, at any grade level of BIS is lower than comparable District student's performance and achievement standards, BIS shall develop, subject to the District's approval, a written Plan of Correction describing the actions that BIS will undertake to successfully meet or exceed the District's percentages.

- (i) BIS shall work with the District to develop a written Plan of Correction to the District within sixty (60) days of BIS receiving the assessment scores.
- (ii) If BIS does not develop a written Plan of Correction within sixty (60) days of receiving the assessment scores then the District may begin the process of terminating this Renewal Contract under Section 7 paragraph I as long as the failure to develop such Plan is not due to the failure of the District to collaborate and approve such Plan.

If BIS fails to follow any of the actions stated in any of the Plans of Correction as stated above the District shall issue a written notice to BIS that it must comply with the terms of the written Plan of Correction immediately. If, after 15 business days, BIS is not in compliance with the Plan of Correction, the District may begin the process of terminating this Renewal Contract.

5. Economic Plan, Budget and Annual Audit

A. Funding

- (i) For full-time Kindergarten through 5th grade students: The District shall provide funding to BIS in an amount per resident average daily membership (ADMr) of BIS that is equal to 80 percent of the amount of the District's General Purpose Grant as calculated under ORS 327.013. For BIS full-time students in grades sixth through eighth: The District shall provide funding to BIS in an amount per resident average daily membership (ADMr) of BIS that is equal to 95 percent of the amount of the District's General Purpose Grant as calculated under ORS 327.013. For students attending less than full-time, the funding will be prorated in the same manner that funding to the District is prorated for students attending less than full-time. Initial funding will be based on an estimate considered reasonable by the District. So long as BIS is not in violation of ORS Chapter 338, this funding will be made available to BIS, commencing on the date set forth and according to the distribution schedule set forth in Section 5, paragraph C, subparagraph (vi) below. The District, at its sole discretion, may advance funds to BIS upon request. The District will adjust the funding to reflect the actual ADM periodically throughout each year. District will reconcile to the actual ADM once the actual ADM is known. Any overpayment made by the District to BIS will be collected within 60 days of District knowledge of the overpayment, unless both parties agree to different terms. In the event of underpayment of funds from District to BIS, the funds will be paid to BIS within 60 days of District knowledge of the underpayment, unless both parties agree to different terms. In addition, to the extent the District experiences any reduction or increase in its state funding "General Purpose Grant" under ORS 327.013, proportionate reductions or increases will be made to BIS by adjustment or setoff in subsequent months.
- (ii) For Kindergarten through 5th grade full-time students receiving English as a Second Language services from BIS and identified as such in the student enrollment record, District shall provide additional funding equal to: District's General Purpose Grant as calculated under ORS 327.013, multiplied by 40 percent. For 6th through 8th grade students receiving English as a Second Language services from BIS and identified as such in the student enrollment record, District shall provide additional funding equal to: District's General Purpose Grant as calculated under ORS 327.013, multiplied by 47.5 percent. For students attending less than full-time, the funding will be prorated in the same manner that funding to the District is prorated for students attending less than full-time.
- (iii) Any financial commitment on the part of the District contained in this Renewal Contract is subject to appropriation by the State of Oregon and

the parties agree that the District has no obligation to fund BIS operations except as expressly provided herein or in ORS Chapter 338.

- (iv) BIS shall provide enrollment data regarding numbers of in district students, out of district students, former home schooled students, former private school students and students coming from District schools. This data is due to the District on August 15, Sept 15, January 15 and April 15 of each school year.
- (v) The District shall provide funding to BIS consistent with the requirements of ORS 338.157 (Poverty Adjustment).
- (vi) The District believes it to be in the best interest of the students for BIS to provide services to the BIS students on an IEP. The District will provide an additional pass-through amount of \$70,000 per year based on BIS serving up to 20 students on an IEP. The District will pass through a proportional additional amount for **students on IEP's**, as determined by the parties, if the number of students served by BIS increases above 20. At the District's discretion and after discussion with BIS, District may choose to provide all services to BIS students on an IEP. If the District provides services directly, District will discontinue the additional pass-through amount for students on an IEP.

B. Budget

- (i) On or before May 1st of each year, BIS shall submit to the District the BIS proposed budget for the upcoming school year.
- (ii) On or before July 1st of each year, BIS shall submit to the District the BIS adopted budget for the upcoming school year.
- (iii) BIS shall be responsible for all costs of subcontracting for goods and services, except as expressly provided in this Renewal Contract.
- (iv) The fiscal year of BIS shall begin on July 1st of each year and end on June 30 of the subsequent year to coincide with the District's fiscal year.
- (v) District will charge a reasonable amount for any service provided to BIS above and beyond the terms of this Renewal Contract. The parties shall have a mutually written agreement on the type of service and any affiliated costs prior to the implementation of this service.
- (vi) BIS shall maintain a minimum ending fund balance of 3% of total resources in its General Fund. These figures will not include any funds derived from publicly-funded restricted grants if such grants are not permitted to be used for general operations.

- (vii) BIS shall not loan BIS funds to any other entity.
- (viii) BIS shall notify the District of any short term loans secured by BIS. BIS shall not carry any loans over the end of the fiscal year, save for loans for facility acquisition or development without pre-approval from the District.

C. Financial Records, Audits and Accounting Reports

- (i) BIS agrees to establish, maintain and retain appropriate financial records in accordance with applicable state and federal laws and to make such records available to the District. BIS shall submit financial statements quarterly to District. These statements will include, at a minimum, a balance sheet and an income statement. These statements are due by the last day of the month following the end of the calendar quarter.
- (ii) BIS shall have an annual audit of its accounts in accordance with Municipal Financial Audit Law, ORS 297.405 to 297.555. BIS shall submit this audit to the District no later than December 31st of each year beginning December 31, 2016 or an extended date if necessary and agreed to by the District.
- (iii) BIS shall provide to the District the BIS's Internal Revenue Service (IRS) Form 990 by November 15th of each year or the due date of any extension granted by the IRS.
- (iv) BIS shall operate in accordance with generally accepted accounting principles (GAAP) or other generally accepted standards of fiscal management, provided that BIS's accounting methods shall comply in all instances with applicable governmental accounting requirements and any other state accounting requirements specifically for charter schools.
- (v) BIS shall use the District's student information system to maintain all student information in accordance with all federal and state laws and in accordance with all District Policies, regulations and procedures. BIS will follow District guidelines regarding timing and due dates for entering student data including, but not limited to, information related to enrollment and withdrawal of students. The District will provide its policies, regulation, procedures and guidelines to BIS at the beginning of this Renewal Contract term and each time there are applicable updates.
- (vi) The District shall distribute to BIS funds as determined in Section 5, Paragraph A, subparagraphs (i) of this Renewal Contract, in the same percentage that District receives State School Fund payments each month. District will make the payment by the 25th of each month.

- (a) The parties mutually agree that the payment schedule is intended to follow the disbursement schedule of State School Fund payments to the District under ORS 327.095. The parties further agree that should the disbursement schedule of the State School Fund be modified during the term of this Renewal Contract, the disbursement schedule of payments from the District to BIS shall be modified to reflect such changes. The District shall still be required to transfer the payment due BIS under this Renewal Contract within ten (10) business days of the receipt of such payment from the State School Fund. [For example should the Oregon Legislature amend the State School Fund disbursement schedule and move the May 2016 payment to July 2016, the District shall not be required to transfer the payment to BIS until ten (10) business days after the District has its State School Fund disbursement in July 2016.]
- (b) An annual reconciliation adjustment per ODE final ADMw calculation will occur after the District receives the report. There will be an adjustment with the final payment, as provided in state law, to reflect changes in calculation of ADMw and changes, if any, in the Charter Schools Rate, as well as changes with respect to funding during prior school years that may be based on final calculations of ADMw and the Charter Schools Rate that are not finalized until after the end of a school year.
- (vii) In the event that this Renewal Contract is revoked, terminated or not renewed by the District according to this Renewal Contract and state law, currently 338.065, 338.105 , BIS shall refund to the District all unspent public funds that were paid to BIS by the District after all debt has been paid.
- (viii) The parties acknowledge that under ORS 338.155(9)(b) BIS may be entitled to other state sources of funds from the Oregon Department of Education that are available to school districts based solely on the weighted average daily membership (ADMw) of the school district which are not included in this Renewal Contract. The District will cooperate pursuant to District policy.
- (ix) The parties acknowledge that under ORS 338.155(9)(a) BIS may apply for any grant that is available to school districts or non-chartered public schools from the Oregon Department of Education, federal government or private entity. The District will cooperate pursuant to District policy.
- (x) BIS may accept gifts, donations or grants pursuant to ORS Chapter 338, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or the terms of this Renewal Contract. In the event that BIS solicits funding from other sources than the District, it shall

comply with all applicable state and federal laws regarding reporting of such charitable solicitations. BIS shall annually report all gifts, donations and grants to the District by recording same in the financial records described in Section 5, Paragraph C above. This does not require reporting the names of, or individual contribution amounts from individual donors, unless BIS is required to disclose this information under law.

- (xi) BIS shall provide the District with all copies of letters and the audit report from BIS's auditor to the BIS Board or the BIS Director.
- (xii) Notwithstanding Section 5, paragraph A, subparagraphs (i) and Section 5, paragraph C, subparagraph (vi) of this Renewal Contract, if BIS has not timely submitted the proposed budget, the adopted budget, the required annual audit, any other information required by law, or this Renewal Contract, by the date BIS is obligated to provide the information to the District, or the District requests additional documentation in regards to BIS's financial stability and it is not produced within 30 days of the request, and the District has not agreed to an extension of time, BIS shall be in default of this Renewal Contract, and the parties shall pursue a resolution under Section 11, paragraph L (Dispute Resolution).

6. Building and Facilities

A. Physical Location

BIS may change its physical location or obtain additional facilities provided that BIS fulfills the obligations and provides the information set forth in this section with respect to such new or additional facilities and provided further that BIS notifies the District no later than by April 30th of the proposed change in location for the following school year. BIS must comply with the items in section 2(B) of this agreement with regard to the new location.

B. District Facilities List

Pursuant to state law the District shall make public a list of unused public buildings and portions of buildings that may be suitable for the operation of a charter school, and this list shall be provided to BIS within 30 days of receipt of a request in writing by BIS. This does not require that such unoccupied premises be sold or leased to BIS.

7. Governance and Operation

BIS shall govern and operate the charter school as set forth in its corporate documents to the extent permissible under federal and state law and subject to all conditions of this Renewal Contract.

A. Corporate Status

- (i) This Renewal Contract is made with the understanding that BIS is an Oregon non-profit corporation that operates a charter school. BIS is and shall remain for the term of this Renewal Contract an Oregon nonprofit corporation. Within thirty (30) calendar days after making any changes to its Articles of Incorporation or Bylaws, BIS shall provide a copy of such amendments or restated documents to the District

B. Nonreligious, Nonsectarian Status

BIS agrees that it shall operate in all respects as a nonsectarian, nonreligious public charter school. BIS shall not be affiliated with any nonpublic sectarian school or religious organization. This section shall not preclude BIS from leasing or renting a facility from a church or religious organization.

C. Nondiscrimination

BIS, without limitation, shall uphold statutory and constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, sex, national origin, religion, ancestry, marital status, political beliefs and/or affiliations, or sexual orientation.

D. Public Meeting and Public Records

BIS and its Board of Directors are subject to the provisions of Oregon Public Meetings Law, ORS 192.610 to 192.690 and Oregon Public Records Law, ORS 192.311 to 192.431.

E. Operational Powers

Subject to the conditions and provisions of this Renewal Contract, BIS, through its Board of Directors, shall be fiscally responsible for its own operations within limitations of any funding provided by the District and other revenues derived by BIS consistent with law.

- (i) BIS shall have the authority to exercise independently, also consistent with federal and state law, all powers granted to nonprofit corporations and charter schools so long as such powers are not inconsistent with the terms of this Renewal Contract, including without limitations the following powers (and including such other powers as provided for elsewhere in this Renewal Contract): making all personnel decisions, including hiring, firing and discipline of all teachers, supervisors, and staff, contract for goods and services necessary for the operation of BIS; prepare a budget; procure insurance and necessary bonds; lease facilities for school purposes; purchase lease or rent furniture, equipment and

supplies; retain fees collected from students in accordance with state law; organize and carry out fund-raising efforts; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donors as are consistent with law and not contrary to any of the terms of this Renewal Contract.

F. Third Party Contracts

BIS shall retain the right to enter into any contract for comprehensive school management or educational services to be performed in a non-substantial part by an entity not a party to this Renewal Contract.

G. Annual Report and Site Visit(s)

BIS shall submit an annual report by each October 15th, beginning October 15th, 2016, to the District and to the State Board of Education which will include, without limitation, the following:

- (i) The annual municipal audit required under Section 5, Paragraph C of this Renewal Contract and including proof of insurance;
- (ii) A copy of the latest BIS Board policies (electronic or paper);
- (iii) Information on the performance of the school overall, including summary enrollment levels, attendance rates, student conduct and discipline data, an analysis of the students' progress toward meeting academic goals and objectives, summary data on the accomplishment of the school's educational program and operational goals, an outline of goals for the upcoming year along with an action plan to achieve those goals and evaluation plan to measure attainment of those goals; and
- (iv) Any other information the District reasonably deems necessary to demonstrate that BIS is in compliance with state and federal law and the terms of this Renewal Contract. The District will notify BIS of any additional information it requires by August 1st of each year.
- (vi) Upon mutual agreement by the District and BIS, the date which the annual report is due may be modified. If the date is changed, the need for any additional information under subparagraph (iv) will be communicated to BIS 90 days prior to the modified due date.
- (vii) District Board and staff members may visit the BIS Charter site at any time during operating hours in a way that does not interfere with instruction. Pursuant to state law (currently ORS 338.095(2)), the District or its designee at least annually will visit the BIS site and review the public charter school's compliance with the terms and provisions of the

charter. Other visits will take place after reasonable notice is given to BIS, in a similar manner as when District officials visit other schools in the District.

H. Term

- (i) This Renewal Contract becomes effective on June 30, 2018, and will last for a period of 3 school years, subject to the possibility of extension pursuant to Section 2, Paragraph C of this Renewal Contract.

I. Termination

- (i) To the extent allowed by ORS Chapter 338 the District may revoke the charter and terminate this Renewal Contract on any of the following grounds:
 - a) Violation of or failure to meet, and sustain any terms of this Renewal Contract or ORS Chapter 338.
 - b) Failure to meet the requirements for student performance stated in Section 4 of this Renewal Contract.
 - c) Failure to correct any violation of a federal or state law that is described in ORS 338.115.
 - d) Failure to maintain insurance as described in Section 9, Paragraph A of this Renewal Contract.
 - e) Failure to maintain financial stability. BIS shall be deemed to be financially stable if it can achieve the following:
 - BIS is able to report positive net income from operations (excluding federal charter school implementation grant funding), a positive cash balance, current assets in excess of current liabilities, and a positive unreserved ending fund balance, or if any of these financial factors are not achieved, BIS provides an explanation and a plan to address such factors that satisfies the District.
 - Funds disbursed to BIS by the District, pursuant to Section 5 of this Renewal Contract and ORS 338.155, are not utilized for any liabilities not associated with or arising out of BIS and the performance of this Renewal Contract.
 - The determination of financial stability will be made from evaluation of the Statement of Revenues, Expenditures and

Changes in Fund Balances for Governmental Funds and the Balance Sheet for Governmental Funds included in audited financial statements, and any other financial reports due to the District from BIS under this Renewal Contract.

- f) Failure to maintain, for one or more consecutive years, a sound financial management system described in the BIS Application as incorporated herein.
- (ii) The District shall provide sixty (60) calendar days' prior written notice of its intent to terminate the charter Renewal Contract. This notification must include the grounds for termination and be sent to BIS's business address. BIS may appeal the District's decision to terminate the charter Renewal Contract directly to the District's Board. BIS must request this appeal in writing to the District, and the District has 30 days in which to provide BIS a hearing on the proposed termination. The District Board's decision may only be appealed to the state Board of Education according to ORS 338.105. The state Board of Education will, where possible, issue its final order within 60 days of the District's notification; if this is not possible BIS shall remain open pending issuance of the state Board of Education's final order.
- (iii) Notwithstanding Section 7, paragraph I, subparagraphs (i) and (ii), the District may terminate BIS immediately if BIS is endangering the health or safety of the students enrolled in the public charter school. BIS may appeal this decision in writing to the District Board. The District Board has 10 days to provide an opportunity for a hearing. BIS may appeal this decision to the State Board of Education according to ORS 338.105(4)(c). Under this subparagraph, the charter school shall remain closed at the discretion of the District unless the State Board of Education decides to open the school and not terminate the charter.
- (iv) Except pursuant to Section 7.G.(iii) BIS may only terminate this charter at the end of a semester. BIS shall notify the District in writing at least 180 calendar days prior to the proposed effective date of termination, dissolution or closure of BIS.
- (v) In the event of termination of BIS as a public charter school, all assets purchased with public funds paid to BIS by the District in accordance with this Renewal Contract shall be given to the state Board of Education for disbursement in accordance with state law (currently ORS 338.105(6)).

J. Dissolution

In the event BIS should cease operations as a public charter school for whatever reasons, including but not limited to, the non-renewal or revocation of its charter,

or dissolution of the nonprofit corporation, it is agreed that BIS's legal authority to operate as a private school or other program governed by state and federal non-profit law shall not be abridged.

K. Property Inventory Control

- (i) BIS shall maintain records of purchase orders and invoice records for all fixed assets and non-consumable supplies (with a life expectancy of one year or more). These records shall indicate whether the assets were purchased with public funds, or non-public funds. The BIS Charter School shall provide the District with a list of these records no later than July 15th of each year, beginning July 15th, 2016, that the BIS Charter School operates as a public charter school in the District. For purposes of this section, public funds shall include any and all funds distributed to BIS:
 - a) By the District, pursuant to ORS 338.155 and ORS 338.165;
 - b) By the Oregon Department of Education, including any and all federal grant funds that BIS may apply for and be awarded by the Oregon Department of Education; or
 - c) By any agency, division or branch of the United States Government, or any entity created by an agency, division or branch of the United States Government.
- (ii) Any asset which was purchased by BIS with public funds shall be given to the State Board of Education upon termination pursuant to ORS 338.105(6). BIS may retain any asset which was purchased with non-public funds upon termination. If BIS does not maintain records of purchase orders and invoice records for all assets, or cannot provide records showing that an asset was purchased with non-public funds, then it shall be assumed that the asset was purchased with public funds, and upon termination the asset in question shall be given to the State Board of Education pursuant to ORS 338.105(6).

L. Complaint Policy

BIS shall establish a written policy for resolving complaints against BIS, including complaints regarding curriculum. A written copy of this policy shall be forwarded to the District by August 30, 2015.

8. Employment Matters

BIS shall be the employer of all employees of BIS. Employees of BIS shall not be considered, for any purpose, employees of the District. Employees of BIS shall not be entitled to, or be covered by, any collective bargaining agreement that the District has

entered into with any of its respective employees or their exclusive representative for purposes of collective bargaining. BIS may contract with School District employees to provide educational services on behalf of BIS.

A. Criminal Background Checks

- (i) BIS shall not knowingly employ an individual for whom a criminal background investigation has not been initiated or who has been convicted of an offense that would preclude that individual from working in a public school in Oregon. No later than October 15th of each school year that BIS operates as a public charter school under this Renewal Contract, BIS shall provide to the District a list containing the names and job positions of all its employees. Such list shall also indicate for each employee the date of initiation of the criminal background investigation required by Oregon law (currently ORS 181A.195, 326.603- 326.607 and 342.223) and all known results of the investigation. Criminal background checks must be completed before employees have contact with students.

B. Teacher and Administrator Licensure and Registration with the Teacher Standards and Practices Commission (TSPC)

- (i) BIS teaching and administrative staff shall comply with the requirements of ORS 342.121 – 342.147.
- (ii) Any teaching or administrative staff not licensed by the Oregon Teacher Standards and Practice Commission (TSPC) will register with TSPC in accordance with ORS 338.135(7)(a)-(c) and OAR 584-023-0005.

C. Compliance with OAR 584

- (i) All teachers and paraprofessionals employed by BIS who are licensed or registered with TSPC shall also comply with OAR 584, as applicable.

D. Building Administrator

BIS may choose to employ an administrator or contract with an educational management company for building and program management.

E. Professional Development

The District will invite BIS staff to participate in all professional development activities offered through the District. BIS staff will pay the same rate as District staff to participate in professional development trainings, workshops and other activities. The District will recommend to the Education Service District that School staff pay the same rate as District staff for ESD training and professional development activities.

F. Employee Records
BIS is responsible for establishing and maintaining personnel records for its employees. BIS shall comply with ORS 342.850(8) and adopt rules governing access to personnel files.

G. BIS will send District a copy of the BIS Director's annual evaluation.

9. Insurance and Legal Liabilities

A. Insurance

- (i) BIS shall, at its own expense, secure and retain and provide proof of the following insurance and in the amounts required by District and provided to BIS at the time this Renewal Contract is executed: commercial and general liability insurance; errors and omissions insurance; directors and officers liability insurance; automobile liability insurance; workers' compensation insurance; employee dishonesty insurance; property insurance. All insurance shall be sufficient to cover all activities engaged in by BIS and not be limited to the activities of BIS. Should the District contemplate changing the amounts of insurance required under District policy during the performance of this Charter, the District shall provide BIS notice of this intent prior to board action such that BIS may comment. If the District changes required insurance rates, BIS shall have a reasonable time in which to secure insurance under the new requirements.
- (ii) No later than September 15, 2018, and at any time thereafter upon request of the District, BIS shall provide the District with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts set forth herein. All such insurance policies shall contain a provision requiring notice to the District, at least 30 days in advance, of any material change, non-renewal or termination.

B. Legal Liabilities

- (i) The following federal and state laws apply to BIS pursuant to state law (currently ORS 338.115(1)) and shall be observed by BIS where applicable:
 - (a) Federal law;
 - (b) ORS 30.260 to 30.300 (tort claims);
 - (c) ORS 192.311 to 192.478 (public records law);
 - (d) ORS 192.610 to 192.690 (public meetings law);

- (e) ORS chapters 279A, 279B and 279C (Public Contracting Code);
- (f) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- (g) ORS 326.565, 326.575 and 326.580 (student records);
- (h) ORS 181A.195, 326.603, 326.607 and 342.223 (criminal records checks);
- (i) ORS 329.045 (academic content standards and instruction);
- (j) ORS 329.451 (high school diploma, modified diploma, extended diploma and alternative certificate);
- (k) ORS 329.496 (physical education);
- (L) The statewide assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485 (2);
- (m) ORS 336.840 (use of personal electronic devices);
- (n) ORS 337.150 (textbooks);
- (o) ORS 339.119 (consideration for educational services);
- (p) ORS 339.141, 339.147 and 339.155 (tuition and fees);
- (q) ORS 339.250 (9) (prohibition on infliction of corporal punishment);
- (r) ORS 339.326 (notice concerning students subject to juvenile court petitions);
- (s) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of abuse and sexual conduct and training on prevention and identification of abuse and sexual conduct);
- (t) ORS 342.856 (core teaching standards);
- (u) ORS chapter 657 (Employment Department Law);
- (v) ORS 659.850, 659.855 and 659.860 (discrimination);
- (w) Any statute or rule that establishes requirements for instructional

time provided by a school during each day or during a year;

(x) Statutes and rules that expressly apply to public charter schools;

(y) Statutes and rules that apply to a special government body, as defined in ORS 174.117, or a public body, as defined in ORS 174.109;

(z) Health and safety statutes and rules;

(aa) Any statute or rule that is listed in the charter; and

(bb) ORS Chapter 338

(ii) BIS and the District will also comply with any statute adopted by the Legislature and any validly adopted administrative rule promulgated by the Oregon State Board of Education (OSBE) or the Oregon Teacher Standards and Practices Commission (TSPC) regarding public charter schools.

(iii) BIS shall furnish to the District copies of any written policies or procedures it may develop with respect to any matter relating to its operation and educational program within 30 days of adoption of such policy by BIS's governing Board.

C. Waiver

BIS may apply to the state Board of Education for a waiver consistent with ORS 338.025. BIS shall notify the District in writing thirty (30) calendar days prior to requesting a waiver from the state Board of Education. The written notification shall state the waiver being sought, the reasons for the waiver and how the waiver will meet one or more of the waiver criterion outlined in state law (currently ORS 338.025(2)).

D. Full Faith and Credit

BIS agrees that it shall not extend the full faith and credit of the District to any third person or entity. BIS acknowledges and agrees that it has no authority to enter into a contract that would bind the District. BIS's governing Board has the authority to approve contracts to which BIS is a party subject to the requirements and limitations of the Oregon Constitution, state law and provisions of this Contract.

E. Indemnification

(i) To the extent not covered by insurance or otherwise barred by the Oregon

Tort Claims Act in ORS Chapter 30, BIS agrees to indemnify and hold the District, its Board, agents and employees harmless from all liability, claims, and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use by BIS of property of BIS or its landlord, its faculty, employees, students, patrons, guests or agents; (2) civil rights violations, IDEA violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of the acts or omissions of BIS. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any District Board member, officer or employee. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any District employee working at BIS whose negligence or wrongful act or omission is caused in whole or in part, or directed by the District. This indemnification shall not apply to any damages incurred regarding any act or omission of BIS or the BIS Board that is later determined to be required by law or this Renewal Contract. BIS agrees to indemnify, hold harmless and defend the District from all contract claims in which BIS has obligated the District without the District's prior written approval. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

- (ii) To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, the District agrees to indemnify and hold BIS, its Board, agents and employees harmless from all liability, claims, or demands on account of injury, loss or damage, including, without limitation, claims arising from civil rights violations, IDEA violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of the acts or omissions of the District. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any BIS Board member, officer or employee. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any BIS employee working at the District whose negligent or wrongful act or omission is caused in whole or in part, or directed by BIS. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or the District Board that is later determined to be required by law or this Renewal Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.
- (iii) This indemnification, defense and hold harmless obligation on behalf of BIS and the District shall survive the termination of this Renewal Contract. Any indemnified party shall have the right, at its own expense,

to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

F. District Disclaimer of Liability

The parties to this Renewal Contract expressly acknowledge that BIS is not operating as an agent, or under the direction and control, of the District Board except as required by law or this Renewal Contract, and except as provided in this Renewal Contract, that the District Board assumes no liability for any loss or injury resulting from:

- (i) The acts or omissions of BIS, its governing Board, trustees, agents or employees;
- (ii) The use and occupancy of the building occupied by BIS or any matter in connection with the condition of such building; or
- (iii) Any debt or contractual obligation incurred by BIS.

G. ADA/§504 Obligations

BIS acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS Chapter 659 with respect to its students, staff and patrons. BIS shall indemnify and hold harmless the District from all claims under these statutes in accordance with Section 10 paragraph E of this Renewal Contract.

H. Transportation

- (i) In accordance with ORS 338.145, BIS shall be responsible for providing transportation to students who reside within the school district and who attend BIS. BIS shall adopt a transportation plan and submit it to the District by May 1st of each year. For the 2015-16 school year, the transportation plan shall be submitted by December 1, 2015. The parties may negotiate and enter into a separate agreement for transportation services.
- (ii) BIS students may obtain transportation through the student's parent/guardian or existing public school bus lines. The District shall not be obligated to add or extend existing bus routes or add bus routes for purposes of providing transportation to BIS's students. A District bus may stop at the BIS facility to drop-off and pick-up BIS students, if the BIS facility is on a designated District bus route. The District will provide transportation to BIS students who reside outside of the school district along existing public school bus lines within the District.

- (iii) District shall provide up to \$10,000 in transportation services (buses and drivers) for field trips, depending on availability of such services.

I. Hold Harmless

Should any individual(s), group(s) or entity bring a legal action against the District asserting that the District is, or was, in violation of the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution due to BIS's operation as a public charter school within the District, BIS shall defend and hold the District harmless from any judgment or order. This shall include BIS holding the District harmless, and reimbursing the District for any and all costs associated with defending such an action. This shall include, but not be limited to, fees, court costs and attorney fees.

10. Renewal of Charter

- A. Renewal shall be governed by state law (currently ORS 338.065). If BIS desires to renew the charter, BIS shall submit a written request to the District Board no later than 180 days prior to the expiration of this Renewal Contract, which expires on June 30, 2021.
- B. In the event of non-renewal, BIS and the District shall develop a transition plan to transition students back to District programs.

11. Miscellaneous Provisions

A. Entire Agreement

This Renewal Contract, including the Exhibits and the Application submitted by BIS, contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto (except as may be set forth in future separate agreements as provided throughout this Renewal Contract), and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Renewal Contract.

B. Governing Law

This Renewal Contract shall be governed by, subject to and construed under the laws of the State of Oregon. The parties intend that where this Renewal Contract references state or federal law, they be bound to any amendment to such law upon the effective date of such amendments to the extent they apply to charter schools. If, at any time during the term of this Renewal Contract, a change in state or federal law requires modification of this Renewal Contract, BIS and the District will review this Renewal Contract and conform it accordingly.

C. Assignment

BIS shall not, under any circumstances, assign, delegate, or contract with any entity to provide a substantial part of the educational program described in this Renewal Contract and the attached Exhibits. It is expressly understood that the charter granted by this Renewal Contract to operate the educational program runs solely and exclusively to BIS. This does not limit BIS's right to enter into contracts and agreements relating to matters other than operation of a substantial part of the education program to the full extent allowed under Oregon law and as provided in Section 7 paragraph F.

D. Terms and Conditions of Application

The parties to this Renewal Contract agree that **Exhibit A** sets forth the overall goals, standards and general operational policies of BIS, and that the **Exhibit A** is not a complete statement of each detail of BIS's operation. To the extent that BIS desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise depart from those in **Exhibit A**, BIS shall be permitted to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in this Renewal Contract and ORS Chapter 338.

E. Conflict between Application and Renewal Contract

The parties agree and acknowledge that should there be a conflict between any provision of this Renewal Contract and the Charter Application, the Renewal Contract provision(s) shall supersede any provision contained in the Charter Application. Furthermore, failure by BIS to perform any non-material term or provision of the Application shall not be a breach of this Renewal Contract unless such failure is specifically described as breach in this Renewal Contract.

F. District Liaison

The District shall designate, for purposes of this Renewal Contract, the District Superintendent, or his/her designee, as the official District liaison between the District and BIS. BIS shall designate for purposes of this Renewal Contract, the Director of BIS as the official BIS liaison between BIS and the District.

G. Amendment

This Renewal Contract may be modified or amended only by written agreement between BIS and the District.

H. Notice

Any notice required, or permitted, under this Renewal Contract, shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgment of receipt) or three (3) business days after mailing when sent by certified mail, postage prepaid, to the office of the Director of BIS, or the office of the District Liaison.

I. Definition of Business Day

For purpose of this Renewal Contract, “business day” means a day in which the District administrative offices are open. “Business day” does not include Saturdays, Sundays, official state holidays listed in ORS 336.010, federal holidays, any day(s) in which the administrative office is closed due to inclement weather or any day that the District administrative office is closed due to action taken by, or ordered to be closed by, the District Board of Directors or its designee, any instrumentality of the City of Bend, any instrumentality of Deschutes County, the State of Oregon or the federal government.

J. Address of Parties for Purpose of Written Notice

The following addresses are the addresses to be used when sending a written notice required by law or this Renewal Contract:

For the District:

Bend-La Pine Schools
Attn. Superintendent
520 NW Wall
Bend, Oregon 97703

For BIS:

BIS Charter School
Attn: Director
63034 O.B. Riley Rd.
Bend, OR 97701

Should these addresses change, the parties agree to notify the other party within ten (10) calendar days of the address changing.

K. No Waiver

The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or to be taken to constitute a waiver of any succeeding or other breach.

L. Dispute Resolution

In the event any dispute arises between the District and BIS concerning this Renewal Contract, including, without limitation, the implementation of or waiver from any policies, regulations or procedures, such dispute shall first be submitted in writing to the District Superintendent and the Chair of the Board of Directors

for BIS for review. The Chair of the Board of Directors of BIS, the Director of BIS and the Superintendent (and his or her designee) agree to meet informally and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the parties may consider mediation, which is nonbinding unless the parties agree to be bound. If the Parties agree to mediation, the parties shall share equally in the expenses and fees of any mediator and each party shall pay its own expenses incurred in mediation. As to any dispute not being resolved informally or through mediation, either party may submit the matter to the District's Board for its consideration. The decision of the District's Board may be appealed by BIS to the state Board of Education concerning those matters within its jurisdiction under ORS Chapter 338.

Disputes arising from within BIS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and the Board of Directors of BIS shall be resolved pursuant to policies and processes developed by BIS.

The District shall not intervene in any such internal disputes without the consent of Board of Directors of BIS and shall refer any complaints or reports regarding such disputes to the Board of Directors of BIS for resolution. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this Renewal Contract or related laws or agreements has occurred, or unless the Board of Directors of BIS has requested the District to intervene in the dispute.

M. Severability

If any provision of this Renewal Contract is determined to be unenforceable or invalid for any reason, the remainder of this Renewal Contract shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Renewal Contract.

N. Delegation

The parties agree and acknowledge that with regard to this Renewal Contract between the District and BIS, the functions and powers of the District Board may be exercised by the District Liaison, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Renewal Contract be made only by the District Board.

O. Prior Actions

It is expressly agreed and understood that before BIS may begin operations as a charter school, BIS shall have taken, completed, and satisfied on or before the date specified herein, any action or obligation which it is required to be

completed, and any failure to do so shall constitute grounds for the District to require the delay specified in Section 2, Paragraph C.

P. Attorney Fees

If any suit, action or arbitration is commenced or instituted to interpret or enforce the terms of this Renewal Contract, to exercise any remedy on account of a default, or otherwise relating to the provisions of this Renewal Contract, the prevailing party or non-defaulting party shall be entitled to recover from the losing or defaulting party its reasonable attorney fees and costs, in addition to all other sums provided by law, at trials or arbitration or any court proceedings. Such sums shall be determined by the court or arbitrator.

Q. Incorporation of Application and Other Exhibits

The following Exhibits are attached **to the original Charter School Contract** and incorporated by reference:

Exhibit A: BIS's Charter School Application.

R. Authority to Enter Into Contract

- (i) BIS expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Renewal Contract on behalf of BIS and that the Board of Directors of BIS has duly approved this Renewal Contract. BIS shall provide a copy of its written resolution authorizing BIS to enter into this Renewal Contract to the District.
- (ii) The District expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Renewal Contract on behalf of the District and that the Board of Directors of the District has duly approved this Renewal Contract.

DATED this ____ day of _____, 2018

[Signatures on next page]

Bend-La Pine Schools:

Bend International School, Inc.:

By:
Its: Board Chair

By:
Its: Board Chair

Approved as to form:

Approved as to form:

Sharon R. Smith
District Legal Counsel

Deborah A. Dyson, Attorney at Law
BIS Legal Counsel

EXHIBIT A
(Charter School Application)

(Attached to the original Charter School Contract)



2017-18 Health Adoption

Bend- La Pine Schools

Selection Committee Members

Elementary School

- Tim Burdsall*

(Elementary will engage in the adoption process during the 2018-19 school year)

Middle School

- Jessica Kinzel-Schneider*
- Mark Alvarado
- Jeff Adkins
- Mark Koopman
- Steven Collins
- Katie Tiktin
- Lynn Neemann

High School

- Kristin Cooper*
- Bret Bailey
- Richard Chroninger
- Mark Schulz
- Gary Slater
- Nicolas Othart
- Jamie Brock
- Stephanie Barker

Admin/Coaches

- Wendy McCulloch*
- Skip Offenhauser*
- Amy Tarnow
- Christie McCormick
- Laura Clark
- Christie Boen

** Denotes Strategic Team Member*

Timeline

The review process spanned several months. Before considering or looking at any instructional materials, the committee members at each level took time to examine new health standards and Oregon laws pertaining to Health instruction. The committee was reminded that any selected curriculum materials may need to be supplemented to ensure full compliance with Oregon laws regarding:

- Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) (SB 79)
- Child Sexual Abuse Prevention Instruction (SB 856)
- Healthy Teen Relationship Act (HB 4077)
- Human Sexuality Education (ORS 336.455; OAR 581-022-1440)
- Tobacco, alcohol, drugs, including anabolic steroids (ORS 342.726; OAR 581-022-0416; OAR 581-022-2045)

Below is the timeline of meetings and trainings conducted by the committee members:

- November 28, 2017: strategic team meeting - timeline, review of past work
- December 8, 2017: curriculum caravan presentation.
- December 11, 2017: strategic team meeting - debrief of caravan presentations.
- January 17, 2018: strategic team meeting - creation of core beliefs.
- February 7, 2018: strategic team meeting - refining of core beliefs.
- March 1, 2018: high school health teachers - all day review of core beliefs, standards, learning targets, and curriculum.
- March 8, 2018: middle school health teachers - all day review of core beliefs, standards, learning targets, and curriculum review and selection.
- March 22, 2018: middle school health teachers - finalization of learning target document.
- April 18, 2018: high school strategic team - finalization of learning target document.
- April 27, 2018: middle school health teachers - curriculum review, selection, and training.
- August 31, 2018: middle and high school teacher training (Day 189).
- 2018-19 District SIW's: middle and high school health teacher collaboration opportunities.

Bend La Pine Schools Health Core Beliefs

Effective Teaching and Learning...

An excellent health program contributes to the lifelong development of the students by providing opportunities which positively impact and increase the mental-emotional, social and physical health of the student.

We commit to...

- Teaching health content through collaborative activities that meet state and national level standards, and stimulate higher-level thinking;
- Seek to build community partnerships and promote health standards;
- Developing a sustained interest to health and for students to appreciate the many ways in which it is pertinent to their daily lives, classroom learning experiences needed to connect with students' own interests and experiences;
- Providing all students access to meaningful connections that promote reasoning and conflict resolution strategies;
- Using and connecting health strategies to daily living;
- Posing purposeful questions and scenarios that facilitate meaningful discourse;
- Instruction that emphasizes the relationship between concepts and application to real life situations;
- Eliciting and utilizing students' thinking, reasoning, and decision making;
- Developing healthy habits to positively influence self and others.

Access and Equity...

All students should be provided with equitable opportunities to learn health and become engaged in health practices—with access to quality space, equipment, and teachers to support and motivate that learning and engagement, and with adequate time spent on health instruction.

We commit to...

- Accepting a shared responsibility for educating each student as a unique learner, differentiating instruction so that all students can participate in rigorous activities and promoting the beliefs that success, learning and intelligence are dynamic, depending on opportunity, experience, effort and a growth mindset;

- Fostering communities of learners, understanding and leveraging students' cultures, circumstances and languages to support and enhance learning in health;
- Providing open ended scenarios and situations that provide differentiation extensions and which support diverse viewpoints;
- Communicating with parents and students about curriculum, support, and resources.

High-Quality Curriculum...

An excellent health program develops connections among the real world and areas of health. It aligns with standards and allows for health practices, and interdisciplinary core ideas to be woven together seamlessly into instruction.

We commit to...

- Provide opportunity, access, and equity for all learners
- Promote student reasoning, and critical thinking, that provides opportunities for students to personalize and generalize healthy habits.
- Promote long-term retention of content and practices through multiple health topics.
- Using materials and technology that are aligned K-12 across sites within the district, including coherent steps of core health concepts and vocabulary.
- Utilizing district-adopted materials as a foundation for core instruction focused on standards-driven instruction within every unit and lesson;
- Provide supplemental curriculum that addresses Oregon law, is accessible for teachers at all levels, and includes a wide variety of viewpoints and components to enhance the core curriculum.

Relevant Tools and Technology...

An excellent health program introduces the use of relevant tools and technology as resources to help students integrate them into their daily lives.

We commit to...

- Assist students in visualizing, understanding and communicating health concepts
- Introducing technology and tools to promote healthy practices;
- Promoting problem solving, reasoning and sense-making;
- Ensuring that students and families without digital access at home have full access to learning tools.

Professional development...

In an excellent health program, educators hold themselves and their 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.

We commit to...

- Continuous development of content knowledge and best instructional practices
- Promoting communication, collaboration, and accountability within and across sites, as well as across grade levels. In order to make this happen there needs to be a designated point person who has a vested interest in the success of the programming, with administrative support.
- Reflecting on current standards and research-based practices.
- Recognizing that expertise in content and pedagogy is a career-long process, supported by ongoing professional inquiry;
- Collaborating both within and among sites, vertically and horizontally K-12;
- Providing sufficient time for purposeful planning, collaboration and reflection;
- Making classroom practices transparent and equitable in order to promote effective teaching and learning;
- Providing ongoing professional learning for implementation of instructional materials, with effective teaching practices aligned to our core beliefs, content and practice standards, and tools and technology.

Curriculum Recommendations

Elementary

Elementary will engage in the adoption process during the 2018-19 school year. The elementary teachers have engaged in three curriculum adoptions in the past four years. During the 2018-19 school year elementary teachers will be implementing the Amplify Science curriculum that was adopted in 2017 but not purchased. Even though a formal adoption of materials will not occur until next the next school year, a small group of elementary teachers will convene during the summer of 2018 to review topics mandated by Oregon law and insure that instructional materials are identified and available for teachers.

Middle and High School - Good-Heart Wilcox, Comprehensive Health Skills

The Good-Heart Wilcox teaching materials consistently focus on in-depth learning of health education core standards, skills and performance. The teaching materials repeatedly provide students with culturally responsive strategies to address issues of personal and social behaviors and responsibilities. Teaching materials have diverse images consistently throughout and authentic cultural learning experiences are regularly explored. The teaching materials consistently reflect a growing body of research. They provided flexibility and differentiation for individual student needs and provided multiple opportunities for students to practice, discuss, and reflect. The textbook gives opportunity for differentiated instruction for extension for high level students. The text is available online and a Spanish version of the text is expected to be available for the 2018-19 school year.

Supplemental Curriculum

The committee was reminded that any selected curriculum materials may need to be supplemented to ensure full compliance with Oregon laws regarding:

- Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) (SB 79)
- Child Sexual Abuse Prevention Instruction (SB 856)
- Healthy Teen Relationship Act (HB 4077)
- Human Sexuality Education (ORS 336.455; OAR 581-022-1440)
- Tobacco, alcohol, drugs, including anabolic steroids (ORS 342.726; OAR 581-022-0416; OAR 581-022-2045)

For this reason many different resources and materials are utilized to supplement the adopted curriculum material. All supplemental resources are to reviewed by the Health

Advisory Committee to judge their alignment with standards, state law, and core beliefs. The Health Advisory Committee will be convening next year to review all supplemental resources and materials. Current supplemental materials and resources are identified within the Learning Target document for each level and identified in **BLUE** text in these documents.



BEND-LA PINE SCHOOLS
Health Education Learning Targets
Middle School
April 2018

Key

CC = Concepts
AI = Accessing Information
SM = Self-Management
INF = Analyzing Influences
IC = Interpersonal Communication

DM = Decision-Making
GS = Goal-Setting
AV = Advocacy
* = State Performance Benchmark
Italics = Included in more than one grade level

BLSD 6th Grade Health Curriculum Learning Targets

Wellness/Health Promotion (WHP)

● Prevention & Control of Disease

Describe the physical, academic, mental, and social benefits of exercise and the relationship of a sedentary lifestyle with chronic disease (CC)	textbook-Available but not frequently used
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● Violence Prevention

Practice and use a variety of clear communication skills and peer resistance skills to avoid violent situations (IC)	textbook
<i>Advocate for the promotion of respect and empathy for individual differences (AV)</i>	textbook My Future My Choice (Refusal Skills) Wringer (not every school has it) Bully Project Pacer

● Environmental Health

N/A	
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Social/Emotional Learning (SEL)

<i>Identify school, home and community resources for mental and emotional health concerns (AI) *</i>	Look Listen Link textbook Say something (Sandy Hook Promise)
Explain pro-social behaviors (e.g. helping others, being respectful of others, cooperation, consideration, etc) (CC)	Look Listen Link textbook
Explain how to build and maintain healthy family and peer relationships (CC)	My Future My Choice textbook
Identify qualities that contribute to a positive self-image (CC)	textbook
Demonstrate effective ways to promote respect for self and others (SM)	My Future My Choice textbook
Set goals around increasing positive self-image (GS)	textbook
Identify personal stressors at home, in school and with peers (CC)	textbook My Future My Choice

Nutrition/Physical Activity (NPA)

Explain the importance of variety and moderation in food selection in relationship to a healthy weight (CC) *	textbook
Compare and contrast the food groups, nutrients, and serving size in USDA recommended guidelines (CC)	textbook
Conduct a personal dietary assessment using USDA guidelines (SM)	textbook
Identify the impact that nutrition has on chronic disease (CC)	textbook
Differentiate between diets that are health-promoting and harmful (INF)	textbook

Safety & First Aid (SFA)

Explain ways to reduce the risk of injuries while traveling to and from school and in the community (CC) *	Bike Safety (Commute Options) textbook
Explain ways to reduce the risk of injuries in and around water (CC)	textbook

Identify rules and laws intended to prevent injuries (AI) *	textbook Bike Safety (Commute Options)
Demonstrate personal responsibility to follow safety-related laws (SM) *	Bike Safety (Commute Options) textbook
Use the decision-making process to use safety practices in and around motorized vehicles including use of seat belts and helmets (DM)	Bike Safety (Commute Options) textbook
Devise a communication plan with your family so all the members know how to contact each other in case of emergency (IC)	textbook
Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) (SB 79)	Code Ready (Amber Hossick Guest Speaker) Email Jody McBride at District Office Red Cross

Comprehensive Sexual Health (CSE)

Identify how emotions change during adolescence (CC) *	My Future My Choice
Compare physical, social, and emotional changes that occur during puberty in males and females (CC)	My Future My Choice textbook
Explain the menstrual cycle and its relationship to conception and pregnancy (CC)	My Future My Choice textbook
Describe the personal health care practices that prevent the spread of communicable disease, including HIV/AIDS and Hepatitis B and C (CC) *	My Future My Choice textbook
Child Sexual Abuse Prevention Instruction (SB 856)	GAP My Future My Choice (2107 Version) Saving Grace (Resource) Kids Center (Resource)
Human Sexuality Education (ORS 336.455; OAR 581-022-1440)	My Future My Choice
Healthy Teen Relationship Act (HB 4077)	GAP My Future My Choice Saving Grace (Resource) textbook

Substance Use/Abuse (SUA)

Describe the benefits of a tobacco and drug-free environment (CC)*	GAP textbook Kidshealth.org(free resource) teenhealthandwellness (website/resource) My Future My Choice
<i>Use a refusal skill model to avoid or refuse addictive substances (IC)</i>	textbook
Identify influences that encourage young people to abstain from ATOD use (INF)	textbook
Explain why most youth do not use ATOD (CC)	textbook
Identify places at school, in the home and community that provide support to those affected by ATOD addiction (AI)	textbook
Identify the effects of ATOD use on athletic performance (CC)	textbook
Tobacco, alcohol, drugs, including anabolic Steroids (ORS 342.726;OAR 581-022-0416/OAR 581-022-2045)	textbook

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BLSD 7th Grade Health Curriculum Learning Targets

Wellness/Health Promotion(WHP)

● Prevention & Control of Disease

Identify the differences between communicable diseases and non-communicable diseases (CC)	textbook
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● Violence Prevention

Explain how violence, aggression, bullying and harassment affects health and safety (CC) * ORS 339.351 to 364	ETR Violence & Injury Prevention, textbook, "Wringer"
Identify that media contains violent messages (CC)	textbook
Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations (CC)	ETR Violence & Injury Prevention, textbook
<i>Advocate for the promotion of respect and empathy for individual differences (AV)</i>	textbook

*School administration should take an active role in addressing [ORS 339.351 to 364](#) to prevent harassment, intimidation & bullying.

● Environmental Health

Describe actions to protect oneself against potential damage from exposure to the sun	textbook
Describe appropriate ways to protect vision and hearing	textbook

Social Emotional Learning (SEL)

<i>Identify school, home and community resources for mental and emotional health concerns (AI) *</i>	Red Flags
Demonstrate effective communication skills that encourage healthy relationships (IC)	Red Flags, textbook, ETR Emotional and Mental Health, Mind Up, Say Something (Sandy Hook Promise)
Make decisions that enhance or establish health relationships (DM)	Red Flags, textbook, ETR Emotional and Mental Health
Analyze influences that may affect self-esteem (e.g. peers, media, adults) (INF)	textbook
Advocate for health communication skills within relationships (AV)	textbook, ETR Emotional and Mental Health
<i>Explain eating disorders and symptoms (CC)</i>	textbook
<i>Identify disordered eating habits and symptoms (CC)</i>	textbook

Safety and First Aid (SFA)

Explain ways to prevent fires and reduce risk of injuries in case of fire (CC)	textbook
Describe the basic First Aid procedures needed to treat injuries and other emergencies (CC)	textbook
Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) (SB 79)	textbook - CPR only Using district dummies - Jody McBride contact

Nutrition and Physical Activity (NPA)

Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating (GS) *	OSU - Nutrition: South County Only
Identify how food choices are influenced by culture, family, media, technology, peers, body image, and emotions (INF)	textbook
<i>Explain eating disorders and symptoms (CC)</i>	textbook
<i>Identify disordered eating habits and symptoms (CC)</i>	textbook
Advocate for healthy diets at school and at home (AV)	textbook, OSU - Nutrition: South County Only

Comprehensive Sexual Health (CSH)

Advocate for the promotion of abstinence as the safest, most effective method of prevention of STD/HIV, Hepatitis B and C, and pregnancy (AV) *	FLASH
<i>Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV and pregnancy (CC)</i>	FLASH
<i>Identify the methods of protection from STD/HIV, pregnancy, and Hepatitis B, including abstinence, disease reduction measures and contraception (CC)</i>	FLASH
Analyze how our values influence our sexual health-related decisions (INF)	FLASH - Updated online version
Human Sexuality Education (ORS 336.455; OAR 581-022-1440)	FLASH - Updated online version
Child Sexual Abuse Prevention Instruction (SB 856)	textbook, online module
Healthy Teen Relationship Act (HB 4077)	FLASH - Updated online version

Substance Use/Abuse (SUA)

Demonstrate refusal skills around the use of ATOD (IC) *	Project Alert
<i>Use a refusal skill model to avoid or refuse addictive substances (IC)</i>	textbook
Identify the influences that may encourage young people to try addictive drugs (INF)	Project Alert
Explain the short- and long-term effects, including social, legal, economic, and cosmetic, of ATOD (including inhalant) use (CC)	Project Alert
Identify the effects of ATOD use during pregnancy (CC)	Project Alert

Advocate in the school and community for a drug- and tobacco-free environment (AV)	Project Alert
Determine resources for help on alcohol and other drug issues (AI)	Project Alert
Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance and drug interactions (INF)	Project Alert
Explain appropriate use of “over the counter” and prescription drugs (CC)	Project Alert
Tobacco, alcohol, drugs, including anabolic steroids (ORS 342.726; OAR 581-022-0416; OAR 581-022-2045)	Project Alert

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BLSD 8th Grade Health Curriculum Learning Targets

Wellness/Health Promotion (WHP)

● Prevention & Control of Disease

Demonstrate personal health care practices that prevent the spread of communicable disease (SM) *	textbook Flash for HIV/Aids & STI's/STD's
Explain the chain of infection (CC)	textbook

● Violence Prevention

Design an advocacy campaign for preventing violence, aggression, bullying, and harassment (AV) * ORS 339.351 to 364	textbook
Set a personal goal to prevent and stop violence (prevent bullying) (GS)	textbook
Set a goal to prevent and avoid physical, verbal, and relational violence (GS)	textbook
<i>Advocate for the promotion of respect and empathy for individual differences (AV)</i>	textbook
Identify effective communication skills within healthy dating relationships (IC)	Flash

*School administration should take an active role in addressing **ORS 339.351 to 364** to prevent harassment, intimidation & bullying.

● Environmental Health

N/A	
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Social/Emotional Learning (SEL)

Identify school, home and community resources for mental/emotional concerns and connect with these resources (AV) *	Look, Listen, Link Red Flags SOS (Different Schools Use Different SEL materials)
Identify the causes, effects, and symptoms of depression, including suicide (CC)	Look, Listen, Link Red Flags SOS
Describe what to do if someone is depressed or considering suicide (AI)	Look, Listen, Link Red Flags SOS

Safety & First Aid (SFA)

Explain ways to prevent fires and reduce risk of injuries in case of fire (CC)	textbook
Describe the basic First Aid procedures needed to treat injuries and other emergencies (CC)	textbook
Advocate for changes in the home, school or community that would increase safety, such as through a community campaign (AV)	textbook
Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) SB 79	Code Ready: Amber Hossick - guest speaker, using the district mannequins, codereadytraining.com, Jody McBride checks out the mannequins.

Nutrition/Physical Activity (NPA)

N/A	textbook
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Comprehensive Sexual Health (CSE)

OAR 581-022-2050
ORS 336.455

Identify possible long- and short-term consequences of sexual activity, including what it means to be responsible for one's decisions (CC) *	Flash
Identify the impact of ATOD use on sexual decision-making (CC)	Project Alert textbook Flash
<i>Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV and pregnancy (CC)</i> OAR 581-022-2050	Flash Deschutes County Health - Guest Speaker
<i>Identify the methods of protection from STD/HIV, pregnancy, and Hepatitis B, including abstinence, disease reduction measures and contraception (CC)</i> OAR 581-022-2050	Flash Deschutes County Health - Guest Speaker
Use the decision-making model to choose abstinence or effective use of contraceptives and condoms (DM)	Flash
Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity (IC) *	Flash

Demonstrate the ability to access school, home, and community resources that provide assistance around sexual health, pregnancy, and testing for HIV and other STDs (AI) OAR 581-022-2050	Flash Deschutes County Health - Guest Speaker
Parents may request that his/her child is excuse from a part or all of the instruction. OAR 581-022-2050	
Care will be taken to not devalue or ignore students who have had or are having sexual relationships. Shame or fear based tactics must not be used. OAR 581-022-2050	Flash Deschutes County Health - Guest Speaker
Healthy Teen Relationship Act HB 4077	Flash Guest speaker - Saving Grace, Emily Schluter
Child Sexual Abuse Prevention Instruction SB 856	FLASH

Substance Use/Abuse (SUA)

ORS 342.726; OAR 581-022-0616; OAR 581-022-2045

<i>Use a refusal skill model to avoid or refuse addictive substances (IC)</i>	Project Alert textbook
Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking (IC) OAR 581-22-2045	Project Alert textbook
Name the dangers and legal issues related to the use of performance-enhancing drugs (CC) OAR 581-22-2045	textbook
Use refusal skills to avoid the use of performance-enhancing drugs (IC)	textbook
Explain the relationship between ATOD use on crashes, injuries, violence, suicide, and sexual risk behavior (CC) OAR 581-22-2045	Project Alert textbook
Analyze the role of ATOD use in sexual violence-related situations (INF)	Flash Project Alert textbook
Explain the stages of drug dependence and addiction and its effects on the adolescent brain (CC) OAR 581-22-2045	Project Alert textbook
Describe the relationship between alcohol and other drug use on violence, including suicide and sexual assault (CC) OAR 581-22-2045	Flash Project Alert textbook
Identify school and community resources for supporting people with addictive behaviors (AI) OAR 581-22-2045	textbook

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BEND-LA PINE SCHOOLS
Health Education Learning Targets
High School
April 2018

Key

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SM = Self-Management
INF = Analyzing Influences
IC = Interpersonal Communication

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BLSD High School HEALTH 1 Curriculum Learning Targets

Alcohol, Tobacco & Other Drugs

(ORS 342.726; OAR 581-022-0416; OAR 581-022-2045)

<i>Explain the different signs and symptoms of addictive behaviors (CC) *</i>	Textbook, Class Action
Analyze the influences and pressures teens face regarding issues of ATOD use (INF)*	Textbook, Class Action
Advocate for abstaining from ATOD during pregnancy (AV)	Textbook, FLASH
Set goals to avoid ATOD use (GS)	Textbook
Explain the relationship between ATOD use on vehicle crashes, injuries, violence, suicide and sexual risk behavior (CC)*	Textbook, SOS
Explain the effects of alcohol, tobacco and other drug use during pregnancy (CC)*	Textbook, FLASH
Advocate for the benefits from abstaining or discontinuing tobacco use (AV)	Textbook
Identify school and community resources that support people with addictive behaviors (AI)*	Textbook, Class Action
Differentiate between pro-social and anti-social words and actions in the media (INF)	Saving Grace, School Counselor
Name the dangers and legal issues related to the use of performance-enhancing drugs (CC)	Textbook

Prevention & Control of Disease

Explain the chain of Infection (CC)	Textbook
<i>Describe the strategies for preventing communicable diseases and early detection of non-communicable diseases (CC)</i>	Textbook

Environmental Health

N/A

Healthy Eating

N/A

Mental, Social & Emotional Health

Classify personal stressors at home, in school and with peers (CC)	Textbook
Analyze how personal, family, and cultural values influence healthy behaviors (INF)	Textbook
<i>Practice strategies for coping, managing, and reducing stress, anger and conflict (SM)</i>	Textbook
<i>Set a goal to reduce/cope with life stressors in a health-enhancing way (GS)</i>	Textbook
Explain the causes, effects and symptoms of depression, including suicide (CC)	SOS
Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide (CC)	SOS, School Counselor
Describe what to do if someone seems depressed or is considering suicide (AI)	SOS, School Counselor
Demonstrate the steps to healthy communication in problem solving, anger management, and impulse control (IC)	Textbook, School Counselor
Identify school and community resources that can help a person who is depressed or contemplating suicide (AI)	SOS, School Counselor
Explain eating disorders and symptoms (CC)	Textbook, Video
<i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i>	Textbook
Describe qualities that contribute to a positive self-image (CC)	Textbook, Video
Identify influences that contribute to positive and negative self-image (AI)	Textbook, Video
Explain how to build and maintain healthy family and peer relationships (CC)	Textbook

Sexual Health

(OAR 581-022-1440, ORS 336.455)

<i>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy (CC) *</i>	Deschutes County
<i>Identify the possible short- and long-term consequences of sexual activity, including increase risk with multiple partners (CC)</i>	Textbook, Deschutes County
<i>Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness (CC)</i>	Deschutes County

Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors (IC) *)	Textbook, Deschutes County
Describe the relationship between peer pressure, media influences, and sexual decision-making (INF)	Saving Grace
<i>Use the decision making process to make healthy choices around sexual health (DM) *)</i>	Textbook, Deschutes County
<i>Demonstrate effective communication skills within healthy dating relationships (IC)</i>	Saving Grace
<i>Explain menstrual cycle and its relationship to conception and pregnancy (CC))</i>	Textbook, Deschutes County
<i>Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity, and gender expression. (CC)</i>	Deschutes County

Physical Activity

Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) SB 79	Textbook, Bend Paramedic
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Unintentional Injury Prevention

Explain the impact of ATOD use on unintentional injury (CC) *	Textbook
Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving (IC) *	Textbook, Chris Knox- guest speaker
Set a personal goal to avoid driving when under the influence of ATOD, or riding in a vehicle when the driver is under the influence of ATOD (GS) *	Textbook, Chris Knox- guest speaker
Describe procedures for emergency care and lifesaving, including CPR, First AID, and control of bleeding (CC)	Textbook, Bend Paramedic
Demonstrate procedures to get help in emergency situations until help arrives (SM)	Textbook, Bend Paramedic
Examine the role of extreme risk taking actions in the media and its possible effects on behavior (INF)	Video
Reinforce the benefits of proper helmet and seat belt use (SM)	Textbook

Violence Prevention

Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes (CC) *	Textbook
<i>Advocate for the promotion of respect and empathy for individual differences (AV) *</i>	Textbook
<i>Recognize diversity in relationships including disability, gender, race, sexuality and body size (CC)</i>	Saving Grace
Examine how violence, aggression, bullying and harassment effects health and safety (CC)	Textbook, School Counselor
Explain the role of problem solving, anger management and impulse control have on preventing violence (CC)	Textbook
Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations (CC)	School Counselor, SOS
<i>Demonstrate the ability to take on the perspective of others in a conflict situation (SM)</i>	Textbook, School Counselor
Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, physical assault/fighting, dating violence, acquaintance rape, sexual assault, family violence) (INF)	Textbook, School Counselor
Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault (CC)	SOS, School Counselor, Textbook
Describe how alcohol and other drug use can affect decision-making and influence violence (SM)	Textbook, School Counselor
Healthy Teen Relationship Act HB 4077	FLASH
Child Sexual Abuse Prevention Instruction SB 856	FLASH

Key

CC = Concepts
 AI = Accessing Information
 SM = Self-Management
 INF = Analyzing Influences
 IC = Interpersonal Communication

DM = Decision-Making
 GS = Goal-Setting
 AV = Advocacy
 * = State Performance Benchmark
 Italics = Included in more than one grade level

BLSD High School HEALTH 2 Curriculum Learning Targets

Alcohol, Tobacco & Other Drugs

<i>Explain the different signs and symptoms of addictive behaviors (CC)*</i>	Textbook
Identify how to communicate to a friend or relative you think is an addict and should get support/help (IC)*	Textbook, School Counselor
Explain the short-term and long-term psychological and social effects, including social, legal, economic and cosmetic consequences, of alcohol, tobacco, and other drugs. (CC) *	Teen Challenge, Textbook
Identify the dangers and legal issues related to using performance-enhancing drugs (CC)	Textbook, Video
Describe the impact of alcohol and other drug use on sexual decision-making (CC)	FLASH, Deschutes County
Interpret school policies and community laws related to alcohol, tobacco and illegal drug abuse, possession, and sales (CC)	Lecture
Access the appropriate resources for addiction services (AI)	School Counselor
Identify dangers of drug use in workplace (CC)	Textbook, Lecture
Access information about drug testing in the workplace (AI)	Textbook, Lecture
Name the dangers and legal issues related to the use of performance-enhancing drugs (CC) OAR 581-22-2045	Textbook, Video

Prevention & Control of Disease

<i>Identify screenings, including melanoma, breast and testicular self-examinations; and medical examinations, including PAP smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health (CC) *</i>	Deschutes County, Lecture
<i>Describe the strategies for preventing communicable diseases and early detection of non-communicable diseases (CC)</i>	Textbook
Set a goal to practice strategies for preventing communicable and non-communicable diseases (GS) Analyze and explain how public health policies and government regulations influence health promotion and disease prevention (CC) (AI)	Textbook
<i>Differentiate between pro-social and anti-social words and actions in the media (IC)</i>	Lecture

Environmental Health

Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds (INF) *	Textbook, Cancer Guest Speaker
Identify ways to reduce exposure to the sun, including tanning beds (CC) *	Textbook, Cancer Guest Speaker
Communicate with others about the importance of preventing exposure to UV rays and other harmful substances (IC) *	Textbook, Cancer Guest Speaker
Advocate for reducing one's risk to air and water pollution (AV)	Lecture
Decision making model to consider alternative modes of transportation (DM)	Lecture
Identify ways to reduce pollution and harmful effects to health by using alternative methods of transportation (CC)	Lecture
Describe how physical environments affect health and well being (CC)	Textbook, Lecture
Access resources at school or in the community that can help with harmful physical environments in the social setting (AI)	Textbook, Lecture

Healthy Eating

Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits (CC) *	Textbook
Explain the importance of variety and moderation in food selection and consumption (CC)	Textbook
Describe the impact nutrition has on chronic disease (CC)	Textbook, Video
Determine the benefits of healthy weight control and identify unhealthy weight control practices (CC)	Textbook
Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients (SM) *	Lecture
Set a personal health goal based on a dietary analysis to enhance health (GS) *	Lecture
Analyze the impact various influences, including the environment, have on eating habits and attributes towards weight management (INF)	Textbook, Video
Set personal goals related to a variety and moderation in food selection and consumption (GS)	Lecture

Make a decision to eat foods that optimize health and well-being (DM)	Textbook, Video
Advocate for healthy food choices within the community (AV)	Lecture
<i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i>	Textbook, Lecture

Mental, Social & Emotional Health

<i>Practice strategies for coping, managing, and reducing stress, anger, conflict and loss (SM)</i>	SOS, Textbook, Video
<i>Set a goal to reduce/cope with life stressors in a health-enhancing way (GS)</i>	Textbook

Physical Activity

Explain the physical, academic, mental and social benefits of physical activity, and the relationship of a sedentary lifestyle to chronic disease (CC) *	Textbook
Describe the role of lifelong fitness in maintaining personal fitness, weight and percentage of body fat (CC)	Textbook, Video
Access information about recommended amount and types of physical activity for adolescents (AI) *	Textbook
Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) SB 79	Bend Paramedic

Sexual Health

(OAR 581-022-1440, ORS 336.455)

<i>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy (CC) *</i>	Textbook, Deschutes County
<i>Identify the possible short- and long-term consequences of sexual activity, including increase risk with multiple partners (CC)</i>	Textbook, Deschutes County
<i>Describe contraceptive methods, disease reduction measures, proper use, and their effectiveness (CC)</i>	Textbook, Deschutes County
Compare the effectiveness for a variety of contraceptives, including abstinence and disease prevention (AI)	Textbook, Deschutes County
Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy (AI)	Textbook, Deschutes County

Advocate to others the importance of screenings and medical examinations to maintain reproductive health (AV) *	Textbook, Deschutes County
<i>Use the decision making process to make healthy choices around sexual health (DM) *</i>	Textbook
<i>Demonstrate effective communication skills within healthy dating relationships (IC)</i>	Saving Grace
Explore the effects of gender differences and roles in healthy relationships (INF)	Textbook, Deschutes County
Explain how conception occurs, the stages of pregnancy, and responsibility of parenting (CC)	Textbook, Deschutes County
<i>Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity, and gender expression. (CC)</i>	Textbook, Deschutes County

Unintentional Injury Prevention

N/A	
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Violence Prevention

<i>Demonstrate the ability to take on the perspective of others in a conflict situation (SM)</i>	Textbook, School Counselor
<i>Demonstrate the ability to take on the perspective of others in a conflict situation (SM)</i>	Textbook, School Counselor
<i>Advocate for the promotion of respect and empathy for individual differences (AV) *</i>	Textbook, Lecture
<i>Recognize diversity in relationships including disability, gender, race, sexuality and body size (CC)</i>	Saving Grace
<i>Differentiate between pro-social and anti-social words and actions in the media (INF)</i>	Saving Grace
Healthy Teen Relationship Act HB 4077	FLASH
Child Sexual Abuse Prevention Instruction SB 856	FLASH

Key

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Bend-La Pine Schools
Naming of Facilities Process
August 1, 2017

Executive Limitation 7 – Facilities states:

The Superintendent shall not fail to develop a formal naming process which includes bringing all name recommendations to the school board for final approval. This includes naming of new schools or support facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility.

Final decision of a facility name rests with the Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (i.e., library, athletic field, gymnasium or auditorium), or for changing the name of an existing facility.

To meet the requirements of EL 7; Bend-La Pine Schools will use the following processes:

New Schools and Support Services Facilities

1. Naming Committee

The Superintendent or designee will establish a naming committee. The naming committee shall be comprised of a broad representation of stakeholders of the school or site. Suggested committee members include the following representation: student(s), current principal(s), current certified and classified staff members, parent(s) and maintenance/facilities staff member(s). The naming committee will set a timeline for choosing a name in a timely fashion, consistent with the scheduled opening of the new school or facility.

2. Solicitation for Names & Naming Criteria

The naming committee will solicit name suggestions through a public process from community members, staff and students. Names for a new school or facility may be derived from the following:

- People: names of distinguished individuals who have made outstanding contributions to the community and education, who have demonstrated leadership in fields of education, arts and sciences, or public service, or who reflect the history and character of the community. Names to be considered are of persons or group of persons who have been deceased at least five years.
- Places: names of recognized historical and geological landmarks or areas, geographic points of interest, or reflect national, state or local history.
- Themes: thematic names which reflect the cultural and historical character of the community, or names which reference the indigenous and characteristic flora and fauna.

The Board recognizes that unusual circumstances might arise where a name from outside the above categories or an exception to specific criteria could be considered. The Board shall publicly state the intent to consider an exception and provide an opportunity for a public hearing on the proposal at a regular board meeting prior to voting on any exception to these guidelines.

3. Selection of Name Recommendations

The naming committee, whenever possible, shall follow naming guidelines which include:

- The name will reflect the values, vision and goals of the district.
- The name will be known to, and significant to, the community and people of the district.
- The name will not conflict with other schools in the district or surrounding districts.
- The use of names of living persons will be avoided unless circumstances warrant an exception.
- If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.

The naming committee shall consider all submitted names and narrow the names to a list of no more than three to present to the Superintendent or designee. The naming committee shall prepare a written recommendation for the Superintendent or designee that includes suggested names, a rationale for each name, and a summary of the naming committee's process, discussion and research.

4. Name Recommendation

The final list of name recommendations shall be presented by the Superintendent to the Board in a public meeting. The list of names presented will include names, rationale and a summary of the naming committee's process, discussion and research. Discussion of the names shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Part of a School Campus

(e.g., a library, athletic field, gymnasium, or auditorium)

The name of part of a school or campus shall be based upon the same criteria as a new school or facility name.

Whenever the opportunity to name a portion of a building is presented, the Superintendent or designee will request that the current principal meet with a group comprised of staff, students, parents, alumni and community members to discuss the proposed name or recommend potential names. The principal shall prepare a written recommendation for the proposed new name or names to be considered for the Superintendent. The Superintendent shall present the proposed name or name(s) to the Board.

Discussion of the suggested name(s) shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Changing the Name of an Existing School or Facility

Existing facilities shall retain their name, regardless of the name of schools or programs within the facility.

Should a proposal to change a school or facility name be made, the proposal shall be presented to the Superintendent or designee. The proposal should include specific reasons why the request is being made and a suggested alternative name that meets criteria outlined above. If the Superintendent or designee decides changing the school name should be considered he or she will request that the current principal to meet with a group comprised of staff, students, parents, alumni and community members to discuss the

proposed change. The principal shall prepare a written summary of the support and / or opposition to the proposed change for the Superintendent.

If the Superintendent agrees with the rationale and there is sufficient support provided from the principal's summary, he or she will submit the proposed name change to the Board.

Discussion of the suggested name change shall take place in a public meeting at least one meeting prior to the Board voting on the name.

Naming Sponsorship

When individuals, corporations or other entities make significant contributions financially, in time and/or money toward a particular facility project, the District shall find appropriate means to recognize the contributions. Recognition may be in the form of signage, public honoring, displays, or other means deemed appropriate by the Superintendent or designee. The Board may consider the naming of a facility or portion of a facility after an individual, corporation or other entity that has made a significant financial contribution to a major project. For consideration, the financial contribution should equal at least 51% of the cost of the project. The Board shall also consider evidence of community support, characteristics of the donor, type of facility, duration of the naming, and conditions that might result in revocation of the name prior to taking action.

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, plaques installed on new construction projects will provide at least the following information:

1. Name of the school or building;
2. Opening date;
3. Names of the Board members on the Board at the time action on the construction contract occurred*; ~~during development*~~;
4. Name of Superintendent**;
5. Name of architect;
6. Name of contractor;
7. ~~Name of construction management firm, and/or planning staff if applicable.~~

At the Superintendent's discretion, names of other individuals whose contributions and efforts made the new facility possible may also be included.

**Names of former and current Board members will be included on the plaque should there be a change in members after ~~action on the construction contract occurred.~~ ~~development has started.~~*

*** Names of former and current Superintendents will be included on the plaque should there be a change in Superintendent's after development has started.*

Executive Summary
FY2018-19 Budget Resolutions
Prepared by: Roy Burling

On May 8, 2018 the budget committee approved the FY2018-19 proposed budget. Statute allows the Board to make changes to Budget Committee approved appropriations, within certain limits, without republishing the budget and holding a hearing. Resolution 1867 includes appropriations as approved by the Budget Committee.

The imposed tax rate and amount for debt service in resolution 1868 are also unchanged from the tax rate and amount approved by the Budget Committee.

We recommend approval of resolutions 1867 and 1868.

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION MAKING APPROPRIATIONS
RESOLUTION NO. 1867**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby adopts the 2018-19 budget in the amount of \$451,902,865.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2018 the amounts shown below are hereby appropriated for the purposes indicated within the funds listed:

GENERAL FUND		
1000	Instruction	\$110,230,488
2000	Support Services	67,973,258
3000	Enterprise and Community Services	570,134
5100	Debt Service	704,206
6000	Contingencies	500,000
	Total General Fund Appropriation	\$179,978,086
7000	Unappropriated Ending Fund Balance	9,481,260
	Total General Operating and Sub-General Funds	\$189,459,346
SPECIAL REVENUE FUND		
1000	Instruction	\$16,070,311
2000	Support Services	7,911,501
3000	Enterprise and Community Services	10,590,180
5200	Transfer of Funds	500,000
	Total Special Revenue Appropriation	\$35,071,992
7000	Unappropriated Ending Fund Balance	3,451,500
	Total Special Revenue Funds	\$38,523,492
LONG TERM DEBT SERVICE FUND		
2000	Support Services	\$3,000
5100	Debt Service	39,992,400
	Total Long Term Debt Service Appropriation	\$39,995,400
7000	Unappropriated Ending Fund Balance	1,249,200
	Total Long Term Debt Service Funds	\$41,244,600
CAPITAL PROJECTS FUND		
4000	Facilities Acquisition and Construction	\$107,507,064
	Total Capital Projects Appropriation	\$107,507,064
7000	Unappropriated Ending Fund Balance	75,044,363
	Total Capital Projects Funds	\$182,551,427
TRUST FUND		
3000	Enterprise and Community Services	\$25,000
	Total Trust Appropriation	\$25,000
7000	Unappropriated Ending Fund Balance	99,000
	Total Trust Funds	\$124,000

Unappropriated Ending Fund Balances are not appropriated.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 12th day of June, 2018

Chair

Board Secretary

Director

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION TO IMPOSE TAX
RESOLUTION NO. 1868**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby imposes the taxes provided for in the adopted budget at the rate of \$4.7641 per \$1,000 of assessed value for operations and in the amount of \$33,350,087 for bonds; and that these taxes are hereby imposed and categorized for tax year 2018-19 upon the assessed value of all taxable property within the district.

	Education	Excluded from Limitation
General Fund	\$4.7641/\$1,000	
Debt Service Fund		\$33,350,087

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 12th day of June, 2018

ATTEST:

Chair

Board Secretary

Director

Executive Summary

Purchase of Right of Way on Brosterhous Road for New High School

Mike Tiller, Executive Director of Facilities
June 12, 2018

Project:

One much needed project in the 2017 bond is the construction of a new high school. Through our discussions with the City of Bend we have been asked to obtain new right of way for a portion of a collector road from 15th Street to Brosterhous Road. A site has been identified and we have an agreement on terms to purchase this residential property for this connection. The land is currently owned by the Kunze Quinn Trust.

The property includes a home on .67 of an acre and is located at 60860 Brosterhous Road. We have agreed to a purchase price of \$309,900, subject to Board approval.

We anticipate closing no later than 90 business days from a signed agreement.

Recommended motion:

I move to approve the purchase of the home and .67 acres located at 60860 Brosterhous Road for the amount of \$309,900, plus the cost of any closing fees, to be used in the construction of a public road adjacent to our new high school.

Excutive Summary

Right of Way Acquisition on Knott Road for a Roundabout

Mike Tiller, Executive Director of Facilities
June 12, 2018

Project:

One much needed project in the 2017 bond is the construction of a new high school. Through our discussions with the City of Bend we have been asked to obtain new right of way for a roundabout at Knott Road and 15th Street. Through negotiations with the owner, we have agreed to terms to pay for a portion of the property at 60789 Tekampe Road for right of way dedication for a roundabout. The land is currently owned by Jason and Katie Williams.

We have an agreement to pay, subject to Board approval, \$16,255 for approximately 4,100 square feet of the property located at 60789 Tekampe Road. Due to the complex nature of this transaction we will be working with the City of Bend right of way acquisition team. We anticipate that closing will happen in early spring of 2019.

Recommended motion:

I move to approve the payment of \$16,255, plus closing costs, for the dedication of 4,100 square feet of the property located at 60789 Tekampe Road for right of way needed in the construction of a new roundabout.

PLANB CONSULTANCY

2017 Bond - New High School & Pilot Butte
Performance Audit



May 9, 2018

Report # 2

May 2, 2018

Executive Summary

PlanB Consultancy Inc. (PlanB) is providing the District with an evaluation of two major capital projects that were funded through the 2017 Bond. The projects to be evaluated are the New High School and Pilot Butte. The intent of this review is to provide the District with an independent opinion of its plans and their implementation so that the District can make appropriate adjustments related to its various project approaches, if and where necessary.

In the past, PlanB has provided the District with reviews of other projects and has made suggestions as to where the District can strengthen its processes and procedures regarding management throughout a project's life cycle. PlanB notes that Facilities incorporated the recommendations based on our previous reviews.

District personnel provided information adequate for PlanB to review. This included all planning files for the 2017 Bond, program and project schedules, standard forms of agreement, project management files, guidelines and templates. All files were provided within the District's project file index and structure.

This document describes the projects in their current statuses and describes current risks, mitigations, and recommendations moving forward.

In summary, Facilities is managing the two projects in accordance with best practices.

Recommendation

Recruit possible General Contractors by finding out who is interested in bidding on projects and what their schedules are like currently and in the upcoming years, in one or both of the following two ways:

- A. Work collaboratively with GCs to learn the current construction climate, how busy they are and adjust project timelines as necessary. It is better to extend project timelines to allow for bids that are more competitive.
- B. Make Contact with GC firms in the greater Oregon area to see the level of interest in working in the Bend area. PlanB identified York and Curtis, SD Deacon and Team Construction. We spoke with all three and they expressed interest.

The attachment at the end of this document provides a background explanation of the importance of this recommendation.

M E M O R A N D U M (continued)

May 9, 2018

Executive Summary

The following projects are in various phases of design and construction: BP#1 New Elementary School, BP#2 New High School, BP#12 Marshal High School, BP#14 Pilot Butte Middle School, BP #4 Bend Senior High School, BP #16 Skyview Middle School, BP #11 Lava Ridge Elementary School, and BP#21 Secure Vestibules.

Due to schedule constraints, the District moved the New High School Project back a year from opening in 2020 to 2021, which will allow more time for design, permitting, bidding and construction. We believe that this will increase the quality of design and construction and ensure proper bids and thorough evaluation.

Due to recent events, student safety has become paramount; therefore, the District has decided to fast track all of the remaining bond secure vestibules, under one Design Build Bid Package, rather than spread them out over the duration of the bond in multiple bid packages.

Due to equity, the District has moved the Bend Senior High master planning project up a year.

B. Potential Risks & Mitigation

Because of the current economic climate and market volatility, there is a lack of labor and a substantial increase in material costs; therefore, facilities have received higher than expected estimates and bids on projects. This, coupled with the changes to the original bond management plan mentioned above (with the exception of BP #9 Juniper), projects originally slated to start construction in 2019 have been put on hold. In the spring of 2019, facilities should have a better understanding of the risks associated with the New High School, the New Elementary School and the remaining secure vestibule projects, at which time we will reprioritize the remaining bond projects and update the bond management plan accordingly.

New High School

A. Project Status

Project is at completion of schematic design; the first cost estimate was due on April 2. We are in the process of reviewing the estimate and will have more comment the week of May 14, 2018

B. Potential Project Risks & Mitigation

1. Risk - An increase in construction activity and a shortage of subcontractors are creating an increase in construction costs since the 2017 bond projects were estimated. Based on feedback from various sources (including architects and engineers working on similar projects throughout Oregon), there is the possibility that when facilities receive the SD estimate for the High School, it might be higher than the estimated budget.

MEMORANDUM (continued)

May 9, 2018

Mitigation – In anticipation of this risk, facilities are expecting that a VE process will be required following receipt of this estimate, so they have organized a team meeting to review, following receipt of the estimate.

2. Risk – This project is scheduled for a 2021 opening with construction set to begin in July of 2019 and will be hard-bid. Design is tracking on schedule but facilities were delayed on submission of the Master plan application, which was originally scheduled for January and was instead submitted in March. This process was delayed while facilities were discussing off-site improvements with the City of Bend.

Mitigation – Facilities are hoping that because of discussions and direction received from the City, that the review process for Master planning would be condensed. Facilities are working on updating the project schedule accordingly.

Pilot Butte

A. Project Status

Phase 1 of the Pilot Butte project is currently underway. Asbestos abatement work started in three Building E classrooms during spring break performed by Alpine Abatement. Construction work in this area began April 2, following abatement and receipt of the permit, and will continue through the duration of the school year. At the end of the school year, asbestos abatement work will begin in remaining areas of Building E and F in two phases with new construction work to follow concurrently. The General Contractor on the project is Keeton King Contracting, who was awarded a contract for \$3,807,115. The project is currently within budget between cost for phase 1 and projected costs for phase 2 and 3.

Phase 2 of the project began on April 4 with a kickoff programming meeting. This phase of the project includes renovations of Buildings B & D. The design schedule was moved earlier than Phase 1 to allow for 1) programming in the spring before school staff leave for summer break and 2) a more flexible schedule for permitting and bidding. By moving up the schedule, facilities should be able to incorporate permit comments and revisions in bid documents and ensure more than adequate time for permit receipt. This should also give contractors more time to bid on the project. Facilities anticipate another spring start with a portion of this work to reduce the scope of work during the short summer construction period.

B. Potential Risks & Mitigation

1. Risk – The scope of work for Phase 1 is substantial for a summer completion.

Mitigation – The project team worked on coordinating with the school administration to allow for a portion of work to begin in spring, and fast-tracked design to meet this schedule. Allowing work to begin in spring will reduce the scope of work during summer and allow more time for submittals for summer work.

MEMORANDUM (continued)

May 9, 2018

2. Risk – Despite efforts to improve the project schedule by allowing spring work, our General Contractor has identified a risk with procurement of hollow metal doorframes and storefront windows due to an industry-wide shortage and long-lead times.

Mitigation – Owner, Designer and Architect are working to identify alternate products to meet the project schedule and will prepare backup plans as needed to provide temporary building security as needed.

Assessment of Facilities to Date

PlanB assessed District policies, practices and processes related to the two capital construction projects to date for the following stages:

- Project Design
- Construction Contract Procurement
- Project Construction, including project management practices and controls
- Project Close Out, including construction and accounting close out processes

To date, the following was assessed and it was determined that:

- Were “best practices” adhered to in all aspects of the projects? **Yes**
- Were Policies and procedures developed and implemented for all construction phases. **Yes**
- Costs charged were in accordance with terms and conditions of contracts, including labor, materials, equipment, equipment rentals, and disposable tools. **To be reviewed**
- Overhead costs represented value received, and justifiably charged to the projects. **Yes**
- Change orders, including back-charges, were reasonable, accurate and contained the required supporting documentation. **To be reviewed**
- Work performed was in accordance with contract stipulations and specifications. **To be reviewed**
- Performance measures and indicators were established and applied. **Yes**
- Monitoring controls were effective. **Yes**
- Were Lessons learned documented and implemented? **Yes**

Attachment 1 Best Practices for Pre Project Planning

Stronger relationships lead to better communication, better results, and best possible outcomes for large projects. For this reason, it is important to start the relationship-building process with possible contractors early in the project timeline.

According to Construction Industry Institute, “research has proven that project success is greater when an increased level of pre-project planning is used. Value includes:

- Increased predictability of cost and schedule
- Reduced probability of project failures
- Improved operational performance

MEMORANDUM (continued)

May 9, 2018

- Better achievement of business goals
- Better definition of risks
- Fewer scope changes

As organizational structures continue to downsize, decentralize, and out-source through collaborating with outside organizations, project teams have become more autonomous and responsible for the planning process. As projects are passed from the business group to engineering, operations, and contractors, the original objectives are sometimes lost. Achieving and maintaining alignment is a key factor for successful project planning in this demanding environment. Alignment during pre-project planning is also critical to project success.

Proper scope definition and alignment during pre-project planning will greatly improve both the cost and cycle time needed to design and construct capital facilities.”¹

More research supports the importance of investing in contractor relationships early, as in the following excerpt:

Invest in Your Contractors Early On²

“A business owner or manager typically contracts out certain tasks that they’re too busy to take care of themselves. Therefore, it can be disappointing when the contractor doesn’t immediately hit the ground running. However, your freelancer can only be as successful as the time your company is willing to invest.

Consider this a long-term investment. The more time you dedicate working with contractors early on, the more value you’ll get back in the end. Depending on the specifics of the arrangement, be prepared to walk your contractor through all necessary details, such as: company branding, tone, your products/services, competitors, long-term goals, any company processes, etc.”

Finally, the following excerpt from Whirlwind Steel, “3 Tips to Build a Great Client-Contractor Relationship,”³ discusses three important factors that allow better project outcomes, including early planning and relationship-building. The article is written for contractors, but the principles work in both directions. The following excerpt details the importance of early relationship-building between contractors and clients.

“Clear communication is a tenet of any relationship, be it personal or professional. In the case of construction projects, communication doesn’t start after the contract is signed. Rather, it begins from the very first time you meet with the clients to discuss the project so you have the ability to bid fairly and accurately, making sure you have a clear understanding of their expectations in regards to quality right from the start. From there, relationship building involves at least one visit (typically several) to the job site to make sure everyone’s vision is united. In order to streamline the client-contractor communication stream, it’s recommended that you:

- **Choose one point of contact.** The more points of contact there are, the easier it is for things to get lost in translation, or never translated at all. From the beginning, designate who the main points of

¹ <https://www.construction-institute.org/resources/knowledgebase/best-practices/front-end-planning/topics/rt-113>

² <https://mashable.com/2012/05/22/outourcing-how-to-build-relationships/#sg2muupswZqp>

³ <https://www.whirlwindsteel.com/blog/bid/407695/3-tips-to-build-a-great-client-contractor-relationship>

MEMORANDUM (continued)

May 9, 2018

contact will be - one for your construction firm and one of the client's representatives. Having a primary decision maker on both sides streamlines the communication and, should there be a breakdown or mistake made, it will be easier to track the source to avoid "he said/she said" blame games.

- **Select a primary mode of communication.** Check in to see which mode of communication makes the most sense for the client. If the clients are older, odds are telephone conversations will be the preferred method whereas the younger generation typically prefers text or emails. If phone calls are the primary source, major decisions and/or changes should always be followed up with an email so there is a written record of the conversation/decision.
- **Establish payment terms and conditions early on.** Money and budgets; they are the sticking points and triggers for both you and the clients. Therefore, it's essential that you clarify payment terms and conditions early on in the planning stages so nobody is caught unawares when invoices are sent out or if the budget needs to be adjusted with respect to economic fluctuations, change orders or other unexpected factors.
- **Communicate via visuals.** Visual communication is often as important, if not more important, than verbal communication when it comes to talking about a project's scope and design. Many construction professionals forget how difficult it can be for non-industry professionals to read or makes sense of two-dimensional plans and elevations. Therefore, take advantage of 3-D construction technology so you can provide the client with a better representation of what you are talking about. The more clearly they can see what you are suggesting, the less confusion, disappointment and/or change orders there will be as the project progresses.

Open, clear and honest communication is the stepping stone for an organized project."

For further information, see <https://www.construction-institute.org/resources/knowledgebase/best-practices/front-end-planning/topics/rt-113> which contains a list of topics from the Construction Industry Institute about the importance of front end planning.



696 MCVEY AVENUE
SUITE 202
LAKE OSWEGO, OR 97034

o: 503 850 9876 | f: 503 907 5229 | w: planbconsult.net



Business Office
520 NW Wall Street
Bend, OR 97701
Phone: (541) 355-1000
Fax: (541) 355-1129

June 7, 2018

To: Mr. Shay Mikalson, Superintendent

From: Roy Burling, Business Manager

RE: Financial update for FY 2017-18

Mr. Mikalson,

This is the financial update for fourth quarter of FY 2017-18. This information includes actual data through May 31, 2018 along with projections to the end of the FY 2017-18.

The beginning fund balance for FY 2017-18 (ending for 2016-17) is \$7.88 million, \$373,000 more than the budgeted beginning fund balance. This is primarily the result of actual expenditures coming in slightly lower than projected expenditures.

The FEMA reimbursement \$1.1 million for snow removal costs related to the January 2017 winter storm was received on May 29, 2018 and this revenue is included in the Federal non-formula resources line item. This reimbursement increased the anticipated ending fund balance to \$10.78 million from the \$9.6 million previously estimated.

Overall total resources projected for FY2017-18 in the fourth quarter net of the FEMA reimbursement increased about 0.4 percent. The projected total formula revenue increased about 0.2 percent.

The largest change to projected expenditures the third quarter statements is the addition of \$439,014 of expenditures for modular classrooms in the Equipment line item. The expenditures were initially posted to the Maintenance Replacement sub fund. Overall projected expenditures increased by 0.4 percent. Projected expenditures for utilities & purchased services decreased by 1.3% and supplies, texts, tools decreased by 2.2 percent compared with the third quarter projections. Projected expenditures are within legal appropriation limits.

A summary of the investments of the 2017 Bond proceeds is included in this report. The bond proceeds are invested in US Treasury obligations, US Agency obligations, LGIP and fully collateralized bank accounts. All of the investments are rated AA+ by S&P indicating the obligor's capacity to meet its financial commitments on the obligation is very strong. Investment activity included maturities of \$5.88 million in April and \$8.75 million in May. Both investments were reinvested.

If you have any questions or need additional information please let me know.

Bend-La Pine Schools
Statement of Revenues and Expenditures
Fiscal Year to Date as of May 31, 2018 with projections to end of year
General Fund - Operations Sub-fund

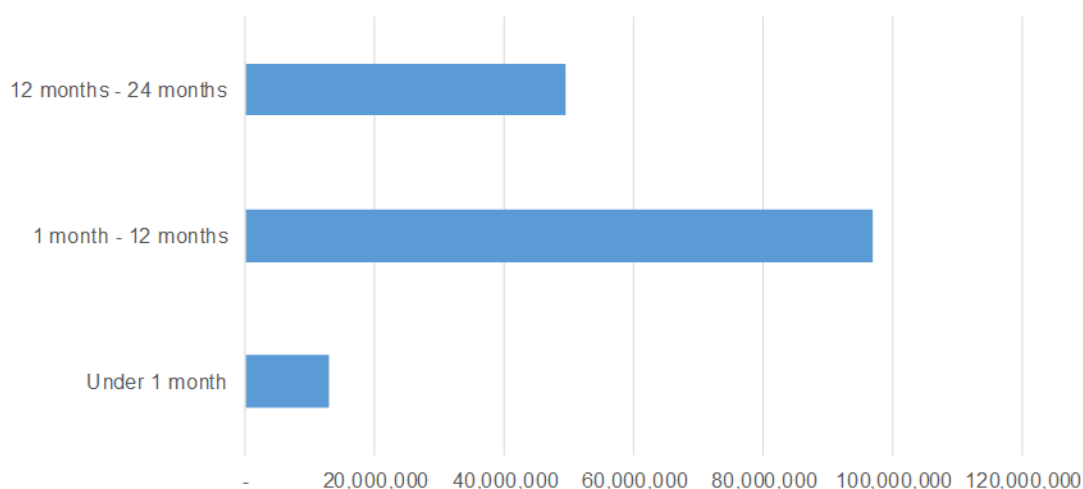
	FY 2017-18		
	Adopted Budget	4th Quarter Projection to Year End	4th Quarter Budget Variance
Resources:			
Beginning fund balance	7,508,463	7,881,792	373,329
Revenue			
Formula revenue:			
Tax revenue	73,887,922	75,317,394	1,429,472
State school fund	84,397,295	84,344,300	(52,995)
Common school fund	2,251,462	1,760,970	(490,492)
County school fund	175,000	394,625	219,625
Total formula revenue	160,711,679	161,817,289	1,105,610
Earnings on investments	260,000	550,000	290,000
Local sources - other	1,607,500	1,555,758	(51,742)
Intermediate sources	2,400,000	2,135,000	(265,000)
State non-formula resources	470,000	508,709	38,709
Federal non-formula resources	28,000	1,128,742	1,100,742
Total revenues	165,477,179	167,695,498	2,218,319
Total resources	172,985,642	175,577,290	2,591,648
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	56,605,504	57,448,193	(842,689)
Classified	21,349,052	20,975,268	373,784
Administrators and supervisors	7,434,555	7,435,997	(1,442)
All other salaries	2,049,183	2,817,298	(768,115)
Total salaries	87,438,294	88,676,756	(1,238,462)
Payroll costs & benefits	48,193,987	46,854,957	1,339,030
Total salaries, payroll costs and benefits	135,632,281	135,531,713	100,568
Other operating costs			
Utilities & purchased services	17,952,982	17,432,220	339,712
Supplies, texts, tools	6,445,194	6,227,350	217,844
Equipment	78,580	526,040	(447,460)
Dues, fees and liability insurance	896,835	889,000	7,835
Transfers	4,195,416	4,195,416	-
Total other operating costs	29,569,007	29,270,026	298,981
Total expenditures	165,201,288	164,801,739	399,549
Excess of revenues over expenditures	7,784,354	10,775,551	2,991,197
Fund balance, ending	7,784,354	10,775,551	2,991,197
As budgeted			
Contingency	500,000	-	
FEMA - reimbursement	-	1,110,742	
Fund balance	7,284,354	9,664,809	
Fund balance, ending	7,784,354	10,775,551	
Fund Balance as a percent of revenues	4.5%	6.1%	

2017 Bond - Investment of Proceeds

Distribution by Maturity

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	2	12,904,232	8%	1.3%
1 month - 12 months	17	96,820,429	61%	1.8%
12 months - 24 months	5	49,494,138	31%	2.2%
Total	24	159,218,799		

Distribution by Maturity



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+	24	159,218,799	2.1%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	24	159,218,799	2.1%

Issuer	Market Value	% Assets	Yield
Federal Home Loan Banks	39,524,839	24.8%	1.4%
Federal Farm Credit Banks	10,402,777	6.5%	1.5%
Federal Home Loan Mortgage Corporation	9,335,551	5.9%	1.5%
United States Treasuries	99,955,633	62.8%	1.5%
Total	159,218,799		

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 8: Academic Programs
June 12, 2018

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations

Monitoring Report

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

Accordingly, the Superintendent shall not fail to:

- 1. Anchor the instructional program in best practices of high-performing schools, districts and educational systems;**

Evidence of Compliance:

The district has continued improvement efforts for our linguistically diverse students, adapting strategies from Oregon districts who have demonstrated success in this area. At the high school level, we have developed opportunities for students to demonstrate proficiency in languages other than English that present credit-earning opportunities, providing flexibility and the ability to accelerate for some students. At all levels, we have prioritized the hiring of Spanish-speaking staff, especially native speakers, who can assist students with course success, connect families to schools and instructional programming, and in the case of native speakers, help diversify our staff.

The district has also continued to address equity with an increasing focus on opportunity gaps for underserved students. In the context of their school design work, school teams will identify significant gaps and prioritize strategies to eliminate them across student groups in pursuit of Board End #2.

The district will be seeing the addition of four new AVID schools in the 18-19 year. Bend High, High Desert Middle, Rosland Elementary and La Pine Elementary have been planning this current year to prepare for the work ahead. Part of that preparation has been school visits to other AVID schools and other professional opportunities to network with AVID schools.

Significant collaboration with other small innovative schools over the last year has helped to shape the planning for the start of Skyline and Realms high schools in the 18-19 year. The work

in other small schools has also informed the inclusion of a CTE focus at Marshall High for the coming year.

The architectural design work for both the new southeast Bend area high school and the master planning of the facilities improvements at Bend High have been and will continue to be influenced heavily by visits to other school sites. Members of design teams visiting schools were mindful of the way that spaces and facilities can impact student learning and the larger student experience.

Buckingham Elementary continues to collaborate with other STEM or STEAM schools as they progress in their school design journey as a school focused on STEM elements. The recent hire of a principal for the 18-19 year, who currently is the principal at a STEAM school in the metro area, will support Buckingham's continued leadership in STEM.

Realms Middle School continues to learn as a part of the larger EL network of schools in the country. In turn, Realms MS has supported other middle schools in our district in project-based learning, protocols for examining student work, and programs for character development.

School administrators have participated in three-person PLC trios this year focused on school design work. Site visits were made twice during the year around specific school design challenges and efforts each school identified as important to the work.

Several schools were engaged in a collaborative in the region known as the School Retool Project. Sponsored the Stanford University's dSchool, this professional development provided expertise in school design and collaborative structures to learn from other schools throughout the year.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

In August, approximately 50 administrators, certified, and classified staff will attend a two-day "Taking It Up" training, with an emphasis on bias, racism and other systemic barriers to the success of all students. Working with community partners, teams at both the district and school level need to continue to focus on inequities within our system and biases that affect underserved students.

As noted above, an increasing focus will be placed on targeting opportunity gaps for underserved students in the context of school design work. This context provides a design thinking approach to continuous school improvement emphasizing shared voice and actions towards improvements. It is this process that is the engine for the district's vision of redefining success, or moving from Student A to Student B.

The district will be closely monitoring the launch efforts for both Skyline and Realms high schools in the year ahead. Listening to staff, parents and students will be critical. Opportunities to continue to learn from the work of other schools will likely be pursued.

2. **Promote school and classroom practices that comprehensively prepare students for success, including the following:**
 - a. **rigorous academic content;**
 - b. **learning activities emphasizing creativity, collaboration, critical thinking and communication;**
 - c. **attention to social-emotional learning.**

Evidence of Compliance:

A priority over the last several years has been the implementation of AVID programs and schoolwide strategies. This evidence-informed program focuses on preparing students for success in post-secondary education. Currently, La Pine Middle School, La Pine High School, Marshall High School and STRIVE are in the implementation process. Bend Senior High School, High Desert Middle School, La Pine Elementary School and Rosland Elementary School will be engaged in training and first year implementation in the 18-19 school year.

The district successfully expanded the dual immersion program into High Desert Middle School this year, with the broad support of HDMS school leaders, staff and parents. Bend Senior High School will launch the dual immersion program at the high school level in the fall of 2019. In the fall of 2021 or 2022, that high school program will move to the new SE Bend high school as it opens.

Schools across the district have continued to emphasize Project-Based Learning or similar models in order to integrate curricula, promote skills for life-long learning, and cognitively engage students. Some of the teams leading this work in the district include REALMS, Pacific Crest Middle School, Buckingham Elementary, Silver Rail Elementary, Elk Meadow Elementary, Westside Village Magnet and Highland Magnet. CTE courses and pathways continue to expand at the high school level. The increase of participation in robotics and coding at all levels continues to grow the opportunities for students to connect the 4Cs to relevant tech sector experiences.

During the 17-18 school year the district has continued to develop programming, practices and professional learning for Social and Emotional Learning (SEL) instruction. The SEL steering committee completed its work, which will result in a district SEL manual. The success of the 2017 Trauma Informed Summit has inspired a 2018 return. On August 23, the second annual Trauma Informed Summit (TIS) will feature Dr. Rick Robinson as the Keynote speaker. The TIS will be the kick-off for the "Culture of Care" project, a systematic and process-driven effort to assist schools in adding a schoolwide trauma-informed lens within existing or emerging multi-tiered systems of support. Utilizing a cohort model, 10 schools at all levels, elementary through high school, will begin the project the fall of 2018.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The district will renew focus on "best teaching" via the school design work, beginning with the leadership retreat in August. Schools will prioritize particular elements of good teaching practices, depending on their students' needs. Within their school design process, they will make explicit how they are working as learning organizations focused on improving teachers' craft. Classroom instruction as the primary lever for school design progress towards goals and ultimately the Board Ends will remain a key theme in the coming years.

The district has established a long-term relationship with Rick Robinson, who will support schools in cohort groups over the next four years to develop and maintain a “culture of care,” including professional learning for staff in trauma-informed practices, core SEL instruction and the development/refinement of appropriate interventions for students with lagging skills.

3. Maintain cohesive, aligned curriculum across all grade levels K-12;

Evidence of Compliance:

The district’s efforts on curriculum alignment in the 2017-18 school year focused on four areas: science, health, mathematics and early learning. In science, the emphasis has been on elementary teachers’ professional development in the Next Generation Science Standards (NGSS) and training with the newly-adopted Amplify curriculum materials. Meanwhile, a strategic team met to review health standards, establish core beliefs, and adopt materials at the middle and high school levels.

The district’s kindergarten design team worked through the year to incorporate the early learning standards into the classroom. This team will continue its work through the 2018-19 school year, adding a second teacher at a few selected sites. They are supporting other kindergarten teachers in their understanding of the Early Learning Standards through regular SIW sessions.

Finally, a team of mathematics teacher leaders has worked for over a year to establish more effective sequencing of courses through middle and high school mathematics. As part of this work, middle school expectations for student learning in mathematics have become more consistent across the district; and the district has selected new instructional materials for middle school mathematics.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

One area for continued improvement is the development of an SEL trajectory K-12. For kindergarten teachers, the pathway is clearer because the early learning standards include Approaches to Learning (positive mindset development) and SEL competencies. But this is not true for any other grade.

In addition, the district needs to continue to strengthen K-12 alignment generally. The secondary math pathways project revealed substantive differences in expectations for student learning across the district at similar grade levels, as well as unaligned expectations between middle and high schools. More of this work needs to continue across all major content areas.

4. Understand post-secondary education requirements, training and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future;

Evidence of Compliance:

The district continues to develop more Career and Technical Education (CTE) options, as well as to deepen and strengthen existing options. Additional computer coding classes have been added at Mountain View and Summit high schools. Bend High School continues to expand and strengthen their engineering options for students. La Pine High continues to engage students successfully in their forestry program, hospitality CTE program and has enhanced their robotics program through their NJROTC teams. These provide classroom instruction, real world hands-on

learning experiences, connections to jobs and statewide skills competitions. Other successful CTE programs at various high schools include auto mechanics, business, culinary, manufacturing and numbers of others. CTE redesign grant dollars are funding the refurbishing of the culinary space at Bend High, as well as new coursework including the business and management of a food cart. Similar grant dollars are supporting the launch of a construction and trades CTE program at La Pine High that will provide needed upgrades in manufacturing spaces at the school. Marshall High plans to emphasize up to four different areas of CTE coursework in the coming year as they bring CTE opportunities to students on that campus.

Students from all five district high schools now are selecting from a wide range of college-level courses in programs such as AP, IB and dual credit College Now. Robust enrollment in courses that offer students opportunities to earn college credits while in high school continues across the district. New opportunities for the coming year include the second cohort of students at Mountain View HS with the opportunity to pursue an OTM (one-year transfer certificate) or AAOT (two-year transfer degree) while completing their education at MVHS. Also new in the coming year will be the addition of college-level Chinese language courses at Summit HS taught by a college professor on Summit's campus.

Multiple high schools added additional School-to-Career staffing in order to enhance schools' abilities to connect students to real-world internships and career exploration opportunities. Measure 98 dollars and community connections, including the work of the Bend Chamber of Commerce, have supported this growth.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The district will be closely monitoring and evaluation the Measure 98 funding that is contributing to growth of CTE programming and School-to-Career staffing and enhancements in the 18-19 year.

5. Address individual learning styles and diverse student needs and interests;

Evidence of Compliance:

The launch of Skyline High School and Realms High School are being led respectively by Mike Franklin and Roger White. In the spring of 2018, both principals are completing their initial staff hiring. Final elements for facility improvements are being designed for the campus located on Brinson. These two new high schools will open in September of 2018 and provide two new options providing choice in an effort to meet the diverse needs of learners across the district.

Building and district administrators and the special program teams have identified the need to create an additional new program to meet the needs of elementary students with high levels of challenging behaviors. There has been a dramatic increase of needs in this area over that past few years. At the same time, there is a need to build capacity within schools in order to support these students. The district will add two additional behavior coaches (there will be a total of 4) and 3 skills trainers. A skills trainer is a highly trained classified staff member who can provide training and support in the areas of developing and implementing behavior plans. They can be used in both short-term and longer-term placements, depending on the needs of the students and buildings. Additionally, the district will partner with the High Desert ESD in opening up an Intensive Behavior Resource Center (IBRC). IBRC is designed to meet the needs of students that meet Tier 4 criteria as it relates to social and emotional learning. Tier 4 behaviors are marked

by a demonstrable increase of intensity, duration, and frequency of challenging behaviors (eloping, physically aggressive, verbally aggressive, expositors, self-harm, internalizer/non-verbal, needs co-regulation) and persistent unsafe behavior. Further, tier 4 behavior interventions require a different environment and programming than the traditional Behavior Resource Center (located at SRES/LPES). Students will be self-contained and in very small groups all day with no access to general education peers.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

In terms of innovative programming, planning principal Kevin Gehrig will lead a team of teachers in planning the instructional focus and priorities for our newest elementary school, scheduled to open in the fall of 2019.

Continued development of teachers' and administrators' knowledge and skills in supporting students with challenging behaviors will remain a priority. As referenced elsewhere in this report, the district is launching a "Culture of Care" project, which will include staff from up to 10 schools. In addition, the district behavior coaches will be providing support at both the building and district level to help staff grow skills in SEL instruction.

6. Encourage and support viable innovative practices and programs;

Evidence of Compliance:

In ongoing efforts aimed at building and fostering a culture of innovation that is responsive to school-level needs, goals and designs, the district continues to learn and lead in the area of school design. In the 2017-18 school year, the third year of our collective efforts to lead a process of school design in each school, we engaged in a number of new efforts that point to purposeful practices promoting a culture of design and innovation.

One new effort was the provision of time for school-level administrators to share school design goals, results and challenges. Working in teams of three like-level administrators, school leaders met together in our leadership team meetings three times to focus on design work. Those focused meetings were also enhanced by the inclusion of school visit cycles. In these visits, each team member visited their two colleagues' schools. The teams focused on the progress of the design work in the host school. These practices are helping to shape the culture of our organization's leadership, elevating school leaders to be design leaders.

At the school level, teachers and administrators are working together as design teams in their pursuit of programming and practices that promote future-ready students, foundational to the our district's vision. Adults engaging in the design cycle process models what we want for students: acting as critical thinkers, problem solvers, collaborative innovators...as design thinkers.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

Schools will be focusing targeted design work to reduce and eliminate gaps in student opportunities and achievement in the 18-19 year. Along with a design focus on gaps, design work will also seek emphasize ongoing professional development around best teaching practices that is based on the understanding and belief that classroom instruction is the single greatest leverage point in school design work aimed at growth towards Student B.

7. **Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated and modified as necessary to assure their continuing effectiveness.**

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress.

After nine years of developing and refining Effective Behavior and Instruction Support Systems (EBISS), the district has begun using this as our method for identifying elementary students who qualify for special education services for learning disabilities in reading. This move will help us systemize supports as well as improve our identification process.

At the high school level, the district used its new graduation coach positions as the impetus for refining multi-tiered systems of support (MTSS) at the high school level. Monthly meetings of graduation coaches, high school administrators, and district staff have led to more regular, consistent, and effective tracking of high school students' progress, particularly 9th graders.

Bend-La Pine Schools district staff continue to use statewide summative assessment and ACT to monitor, evaluate and modify programs. The 16-17 year was a high water mark in ACT results as the district set highest rates of achievement in each of the subject areas of the ACT exam. However, a continuing challenge is the high number of students who opt out of the Smarter Balanced Assessment (SBA), particularly at the high school level. Recently announced changes to the high school test, possibly allowing for ACT or SAT to substitute for SBA, have likely contributed to the high opt out. Currently elementary opt out rates are trending upward, as well.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The state appears to be moving away from allowing districts to select the ACT or other assessment in place of the Smarter Balanced exams. This reality will likely yield to further conversations about the approach and options used for assessing students in the years to come.

One priority for the 2018-19 school year is continuing to refine MTSS at both the middle and high school levels. To that end, the district through the HDESD and state grants has hired Dean Richards, formerly of Oregon Rtl project (and .1FTE in BLP), to work .5 in the district.

8. **Inform the Board about significant modifications to the instructional program.**

Evidence of Compliance:

The school board and district leadership have established an annual review process of Executive Limitation #8 to ensure that the board remains informed about the district's instructional program, including any significant modifications.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement: None.

9. Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board for approval.

Evidence of Compliance:

Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations. Teachers from every school in the district, as well as administrators, special programs staff and English language development teachers, participate in an intense process that includes research into best practices, examination of district data, the establishment of core beliefs, and pilot teaching, as well as thorough review of materials. During the 2017-18 school year, for example, the members of the health curriculum review team spent approximately 20 hours on this process before coming to consensus about materials and professional learning recommendations. This process is shared with the school board through the instructional materials approval recommendation.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement: None.

Addendum:

[Instructional Materials Adoption](#)

10. Offer a variety of diplomas as identified by the State Board of Education; in addition, Bend-La Pine Schools shall offer the following:

- a. an Academic Diploma which requires 26 units of credit;
- b. an Honors Diploma with requirements specified in IKF-AR.

Evidence of Compliance:

These diploma requirements are established in policy and the diplomas are awarded annually.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement: None.

Addendum:

[IKF-AP](#)

11. Provide a formal annual evaluation of all district-sponsored Alternative Education Programs.

Evidence of Compliance:

Contracted administrator Cathy McCollum, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting. This report was delivered at the December 12, 2017, school board meeting.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

The data matrix used as the foundation for evaluating our district's ALO programs is in the process of being updated and revised. Some of the data being requested on the current matrix were out-of-date and/or no longer in use. The new matrix, which will be introduced for the 2018-19 evaluation, considers the uniqueness of each ALO program, while also highlighting consistent data measures from which the Board will be able to make informed decisions regarding renewing/denying contracts.

- 12. With regard to highly-qualified Public Charter School applications, the superintendent shall not fail to:**
- a. Adopt clear and consistent administrative policies to evaluate applications;**
 - b. Keep the board informed of an application's progress and invite the board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal;**
 - c. Make a recommendation to the board regarding final approval, renewal or termination of a Public Charter School.**

Evidence of Compliance:

During the 2017-18 school year, two important projects related to charters occurred: Desert Sky Montessori experienced its first year of operation and Bend International School renewed its charter contract with the district (this process is anticipated to be finalized Tuesday, June 12th).

Desert Sky had a successful first year and is expanding for the 2018-19 school year. Because of the anticipated enrollment increase, they will be spreading the school location across two sites, locating some of their classes in a leased space off Cooley Road. For the 2018-19 school year, the school has waiting lists at every grade level.

The district worked cooperatively with Bend International School to negotiate a three-year charter contract renewal. The new contract includes additional funding for middle school students and field trip transportation. Additionally, no cap has been placed on the number of students residing outside the district the school may accept.

Areas of Improvement:

2018 Monitoring Report Areas for Improvement:

District staff have expressed some concerns about the leadership of Bend International School. In addition to requesting copies of the director's annual evaluation, the assistant superintendent will continue to monitor departmental concerns about reporting, etc.