

Bend-La Pine Schools
Bend, OR 97703
December 11, 2018

Regular Meeting

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on December 11, 2018 at 5:30 p.m. in room 314 at the Education Center, 520 NW Wall Street, Bend OR.

Agenda

Call to Order	Chair High
Pledge of Allegiance	Carrie Douglass
Review of Agenda	Chair High

Consent Agenda

Approval of Minutes – November 13, 2018 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

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. Visitors are asked to state their name and topic and have a maximum of three minutes to address the Board.	Chair High
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Action Items

Instructional Time Flexibility & Optional Instructional Hours Exemptions	Chair High
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Reports

New Elementary School Naming Committee Recommendation	Superintendent Mikalson
Alternative Learning Options Evaluation Report	Superintendent Mikalson Kathy McCollum, HDESD
Board Ends Report	Superintendent Mikalson
Administrative Policy & Regulation Update	Superintendent Mikalson

Discussion Items

Board Committee Updates	Chair High
OSBA Legislative Policy Committee : Position 3 Vacancy	Chair High

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
Bend, OR 97703**

The Board of Directors for Bend-La Pine Schools met in a regular session on November 13, 2018 at the Education Center, 520 NW Wall Street, Bend, OR.

Board Members Present

Carrie Douglass
Peggy Kinkade
Ron Gallinat
Stuart Young
Julie Craig
Cheri Helt *via teleconference*

Board Members Absent

Andy High

Call to Order

The meeting was called to order at 5:30 p.m. by Vice Chair Douglass. The Pledge of Allegiance followed.

Review of Agenda

Vice Chair Douglass reviewed the agenda. There were no changes.

Consent Agenda

Vice Chair Douglass noted the updated certified personnel reports at board member's seats.

Ron Gallinat moved to approve the Consent Agenda. Stuart Young seconded the motion. Unanimous approval.

Public Input

Vice Chair Douglass reviewed the process for public input.

Alison Emerson, attorney with Bryant Emerson representing two Bend-La Pine School Maintenance Department employees addressed the board regarding annual fire alarm system testing. She presented board members with a copy of the Summit High School Annual Fire Alarm Testing & Inspection report by Bruce Card and commented on what she and her clients believe to be insufficiencies and violations in fire alarm testing practices, smoke damper system, and adhering to code. She requested the board review and take the information in the report seriously. Emerson added that her intentions are not to sue the district, she and her clients simply want the district to comply with fire code testing requirements and make necessary repairs.

Douglass thanked Emerson for speaking and asked Superintendent Mikalson that the fire alarm portion of the construction update planned for later take place now. Mike Tiller shared a history of the district's fire alarm testing program and believes that students and staff are safe considering the fire smoker damper concerns mentioned. Tiller shared a timeline of events and additional testing that has been taking place since late spring of 2018 when the concerns were brought to his attention by Maintenance staff members. He said the district has hired a contractor to assist with alarm testing and system evaluation, noting that code allows an agency one year to complete the testing of systems.

Tiller shared in recent conversations with Larry Medina, Deputy Chief of Fire Prevention for the City of Bend Fire Department, Medina also believes students and staff are safe, that the alarm systems of district facilities are in working order and that the district has not been dismissive in fire life safety measures and asset preservation.

Tiller reviewed the district's process for inspecting fire alarm systems and explained the efforts being made to also ensure smoke dampers are being appropriately inspected.

Peggy Kinkade asked Tiller to describe the fire alarm and smoke damper systems to better understand the issues and concerns presented. Tiller reviewed how both systems work and their purpose during a fire. He noted that Summit High School was built in 2000 and has almost 300 smoke dampers as part of its fire safety system. Tiller said that the fire system design in buildings that have been built in more recent years has significantly improved. Ron Gallinat asked what the contractor will be testing. Tiller said the contractor was hired by the district in August 2018 to test fire alarms. The work will begin during the Thanksgiving break and continue during times when school is not in session, noting testing requires alarm bell and light systems engage and are disruptive to the learning environment. He added that district Maintenance staff members will be testing the smoke damper systems in the district, as there is not an agency or contractor available at this time to do the work.

Cheri Helt asked what the plan is going forward, once all testing has been completed and issues addressed. Tiller said that once the testing cycle is completed and repairs have been made there is a plan to continue to improve and implement testing and reporting cycles. Superintendent Mikalson thanked Tiller for his report and noted the remainder of the construction update will be done later in the meeting.

Public Hearing

❖ Request for Instructional Time Flexibility & Optional Instructional Hours Exemptions

Vice Chair Douglass recessed the regular meeting at 5:51 p.m. and called the public hearing on Instructional Time to order. There was no public input for the hearing.

Douglass closed the hearing and reconvened the regular meeting at 5:52 p.m.

Action Item

❖ Resolution 1877 : Financing to Purchase Buses

Brad Henry reviewed the executive summary in the board packet, noting the board has previously heard about the financing plan at August and September board meetings. He said the district will seek out financing and continue to watch the markets to lock in the best possible loan rate to purchase the busses.

Cheri Helt asked how many buses will be purchased and if they will be propane or diesel. Henry said there will be 10 busses purchased and will be a combination of propane and diesel. Helt shared her desire that the district continue to focus on using clean energy buses.

Peggy Kinkade moved to approve Resolution 1877 : Financing to Purchase Buses. Julie Craig seconded the motion. Unanimous approval.

❖ Right of Way Acquisition

Mike Tiller reviewed the executive summary in the board packet and cost of the land that is needed to build a roundabout near the new high school campus. He said the land will be directly dedicated to the city after the purchase is complete.

Julie Craig moved to approve the payment of \$18,432.63, plus closing costs, after final contract negotiations, for the dedication of 4,483 square feet of the property located at 60800 Tekampe Road for right of way needed in the construction of a new roundabout. Stuart Young seconded the motion. Unanimous approval.

❖ Appoint 2018 Budget Committee Members

Brad Henry reviewed the executive summary in the board packet which explains that Rick Olegario and Natasha McFarland's terms on the Budget Committee ended on June 30, 2018. He said both Olegario and McFarland

have expressed their desire to continue to serve on the Budget Committee and the board could choose to reappoint them tonight.

Stuart Young moved to reappoint Rick Olegario and Natasha McFarland to the Budget Committee.

Cheri Helt seconded the motion. Unanimous approval.

❖ **OSBA Board of Directors Election & 2018 Resolutions**

Superintendent Mikalson reviewed the executive summary in the board packet, which explains that Patty Norris from the Crook County School Board has been nominated to continue to serve in Position 3 for the OSBA Board of Directors.

Peggy Kinkade moved to vote in favor of Patty Norris for the OSBA Board of Directors, Central Region Position 3. Ron Gallinat seconded the motion. Unanimous approval.

Ron Gallinat moved to approve OSBA's Resolution to adopt the OSBA 2019-20 Legislative Priorities and Policies as recommended by the Legislative Policy Committee and OSBA's Resolution to Amend Oregon School Board's Bylaws Relating the Composition of the Board of Directors as written and included in the board packet. Julie Craig seconded the motion. Unanimous approval.

Reports

❖ **Construction Update**

Mike Tiller completed the construction update report which included the status on the following projects:

- New elementary school: paving of roads and offsite improvements have been completed. Trusses are currently being set and the project is on schedule and within budget.
- New high school: project is currently in the construction document phase and is also on track with the project timeline. Next steps in the project include irrigation systems, excavation for the building pad and then construction which is anticipated to begin in July 2019.
- Pilot Butte Middle School: phase one of the three year project is now complete. Construction documents for phase two, which includes Buildings B and D, have been submitted to the city for permitting and should begin in January 2019. Tiller complimented the staff and students at Pilot Butte for their flexibility during construction.
- Secure vestibules: construction continues across the district as permits are issued. The goal for all secure vestibules to be complete is January 2020.
- Roofing: roofing projects continue across the district at various locations.
- Elk Meadow: projects should be completed during the summer of 2019.
- Paving and asphalt work: continues across the district on an as needed basis.

Ron Gallinat asked about roofing repairs at Pilot Butte Middle School and Tiller said the repairs are complete with a few finishing details being wrapped up in the next weeks. He added, phase one work turned out fantastic and is excited to see the second phase get underway. Cheri Helt asked about the budget for the new elementary school. Tiller said the project is currently on budget.

❖ **Bend Senior High Master Plan Update**

Superintendent Mikalson introduced architects Renee Alexander and Marc Nordeen to share about the master plan development and work being done at Bend Senior High School. Alexander reviewed the work that has been accomplished since April 2018, which has included learning tours and visiting schools in Portland and Seattle, hosting student listening sessions and visioning sessions with the planning committee. She said the identified goals of the master plan were developed from the input at community, student and staff focus group sessions.

Nordeen shared about the site tours the planning team went on, seven in total. The tours allowed team members to see projects in various phases of remodel, some being student occupied and others not, some that

were a complete rebuild and others that were a brand new facility. During the visits, team members were able to connect with staff members who have been a part of the projects.

The next step in the process will be programming and will include the entire staff at Bend Senior High.

Alexander invited board members to join on November 28, as they meet with staff to listen and hear feedback on the programming process. Vice Chair Douglass asked about the \$10 million allocated in the current bond for Bend Senior High and how those dollars are being spent. Mikalson said the dollars are being used to create the master plan and start renovating the campus. He noted the value the master plan will bring in future Sites and Facilities evaluations which take place every five years.

❖ **New Elementary School Naming Update**

Kevin Gehrig shared about the process the naming committee is using as they create their recommendation for the board to consider. The committee consists of eight and have reviewed over 500 suggested names from the recent solicitation. The committee is using the guidelines outlined in the Naming of Facilities Process and will present their name recommendations at the December 11 board meeting. Gehrig said the importance of naming a new school is something the committee is very aware of and expressed his appreciation for the thoughtfulness of the committee as well as the Historical Society for their helpfulness and time spent educating him about the region's history.

❖ **EL 6 – Staff Evaluation Policy Monitoring Report**

Superintendent Mikalson noted the policy monitoring report in the board packet and reviewed the ongoing efforts around improving the evaluation process, system and cycle for all classified employees. The district will also be working on the next steps regarding the Memorandum of Understanding that frames the PASS system with licensed employees.

Peggy Kinkade asked about the 180 day classified employee probation period. Debbie Watkins explained the 180 days provides a supervisor time to determine if the employee is meeting the essential functions of the job and at 180 days will decide if the employee is equipped to continue in the position. She noted employees do have opportunities for support within the 180 days if needed.

Mikalson reviewed updates regarding the PASS system, evaluation tools and professional conversations administrators have with licensed employees. He noted the new administrator cadre that has been developed to help principals and supervisors focus on the nuts and bolts sides of their work and what evaluation and feedback means in the district. Douglass asked about satisfaction of the PASS system with the licensed employee group. Mikalson said there have been surveys and focus groups to help provide structured feedback and conversations are taking place on how to provide employees with more voice and choice.

Janelle Rebick added that elements of the PASS system are now also part of the TSPC licensing requirements which has been helpful for new teachers. She said the issue of time is one that continues to be a struggle for those in the PASS system, and added the mentoring for elementary teachers have been amazing, but a little less impactful at the secondary levels which is an area the district and union leadership are working together to improve and pilot new options to provide more valuable professional learning options.

Young asked about advancement and impacts with salary and the PASS system. Nordquist shared that payroll supervisor, Nick Shein has done some modeling and the system is very cost effective. Mikalson offered to continue the discussion in board leadership and said Michele Oakes would be an excellent resource to answer deeper questions.

Gallinat asked, of the 10 visits with the licensed evaluation, how many are pre-announced and how long do they typically last. Jay Mathisen said typically there are two longer, formal observation meetings which are most often

announced. The shorter visits are often unannounced with a follow up conversation taking place within the following 72 hours. Goal setting meetings and review could be part of the 10 visits pending which evaluation cycle a teacher is in. Summative evaluations happen every other year for a contract teacher. Kinkade asked if it is clear to teachers if / when an observation is being tracked. Mathisen said that for the most part it is clear, but there is room to improve this communication.

Mikalsen highlighted the process of documenting performance, linking multiple measures in evaluations, maximizing instructional time, and the use of student surveys. He also reviewed the areas of improvement in the report that the district is going to continue to focus on.

Discussion Items

❖ Board Committee Updates

Vice Chair Douglass asked if any of the board committees would like to share updates.

Ron Gallinat noted SB 1067 which could possibly amend rules around public employees having double health coverage.

Stuart Young said their committee is making great progress and are continuing to work on concepts with district leadership. Douglass noted recruiting and onboarding school board members is part of their committee work as well and will begin in the upcoming weeks. She will continue to update board members on progress.

Julie Craig shared about the work of the community engagement committee and possible linkage meeting topics: mental health in partnership with the Hope, Help and Heal event and being a part of the upcoming Latino Family Night. Kinkade noted the attendance area boundary committee work will be shared at two public meetings in December and is another opportunity for board members to engage with community members.

Board Comments

Stuart Young reflected on the recent OSBA Convention where he was reminded of how proud he is of the district and programs offered here, and that work is focused on the right things. He complimented the teaching staff, classified staff and administration for their dedication to the profession.

Vice Chair Douglass said the recent TedEx Youth, a student led event, was incredible and shared her compliments to all students who were involved.

Cheri Helt expressed her thanks to OSBA and their efforts putting together the recent convention, specifically noting the messages from Matt Utterback, Senator Arnie Roblan and the Student Success Committee. She thanked all board members and staff who attended, adding the importance of being inspired and continuing to learn about best practices and systems that help move schools forward.

Meeting adjourned at 7:02 p.m.

Recorded by: Andrea Wilson

DATE: December 5, 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 December 11, 2018. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Charles, Cammie	Innovation Teacher PS107597	Buckingham Elementary	Temporary Part Time .70 FTE	12/11/2018

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Becker, Mary	ESL Teacher/Speech Therapist	Silver Rail Elementary and Bear Creek Elementary	09/08/1992 – 11/30/2018
Farner, Niels	NJ ROTC Instructor	Mountain View HS	08/29/2005 – 06/30/2018
Merwin, Heidi	Math Teacher	La Pine HS	09/04/2018 - 12/07/2018

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
Becker, Mary	ESL Teacher/Speech Therapist	Silver Rail Elementary and Bear Creek Elementary	12/01/2018 – 06/30/2019

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



HUMAN RESOURCES

Education Center

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

December 6, 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: Classified Recommended Hires, Resignations and Early Retirements and Rehires.

The Human Resources Department recommends approval of the following hires, resignations, early retirements and rehires at the School Board meeting on December 11, 2018

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bryan, Tracey	#107106 EA- Inclusion	High Desert	Temp 6.5 hrs / day	11/30/18
Chambers, Kandis	#107106 EA – Inclusion	Silver Rail	Temp 6.5 hrs / day	11/26/18
Denisevich, Natalia	#107398 Nutrition Server I	Cascade	Reg 3.0 hrs / day	11/09/18
Ferk, Michelle	#107567 Custodial Assistant II	High Desert	Reg 8.0 hrs / day	11/27/18
Gibson, Marcie	#107566 School Office Secretary I	Westside Village	Temp 2.0 hrs / day	11/07/18
Groenwold, Aaron	#107467 Technology Technician	Technology	Reg 8.0 hrs / day	11/13/18
Horn, Jennifer	#107160 EA – Inclusion	Pilot Butte	Temp 7.0 hrs / day	11/05/18
Jackson, Matt	#107553 Nutrition Technician II	Bend High	Reg 7.0 hrs / day	11/09/18
Kansky, Joseph	#107106 EA- Inclusion	Pine Ridge	Temp 6.5 hrs / day	11/13/18
Larkin, Catarina	#107398 Nutrition Server I	La Pine Middle	Reg 3.75 hrs / day	11/29/18
Miholich, Stacy	#107596 Attendance Secretary II	High Desert	Reg .25 hrs / day – in addition to her existing 7.75 hrs / day	11/09/18
Paris, Meryll	#107576 School Office Secretary I	Silver Rail	Temp 2.0 hrs / day	11/09/18
Prinster, Colleen	#107578 Counseling Secretary	Pacific Crest	Reg 8.0 hrs / day	11/07/18



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Rincon, Sandra	#107106 EA- Inclusion	Ponderosa	Temp 6.5 hrs / day	11/26/18
Sabins, Paul	#107604 Relief Bus Driver	Transportation	Reg 6.0 hrs / day	11/29/18

Classified Resignations

Name	Position	Location	Resign Date
Cobb, Elizabeth	EA – Inclusion	Silver Rail	08/29/17 – 11/26/18
Eastman, Della	Bus Driver	Transportation	03/20/17 – 12/22/18
Threet, Karen	Records Clerk	Special Programs	08/27/18 – 11/28/18
Towne, Sara	EA – Inclusion	Lava Ridge	08/30/16 – 11/14/18
Van Noppen, Sandra	EA – Inclusion	R.E. Jewell	09/25/96 – 06/13/19

Classified Early Retirements – Rehires for the 2018-19 School Year

Name	Position	Reason	Rehire Date
Austin, Connie	EA – Student Instruction	Rehire through 06/14/18	01/01/19
Ristoff, Pamela	Office Manager II	Rehire through 06/27/19	01/01/19
Ziegelmeier, Michael	Custodial Foreman	Rehire through 06/28/19	01/01/19



ACTION ITEM: Instructional Time Flexibility and Optional Instructional Hours Exemptions

PRESENTED BY: Jay Mathisen, Deputy Superintendent; Lora Nordquist, Assistant Superintendent

EXECUTIVE SUMMARY: In September, 2018, the State Board of Education approved changes to the state's Instructional Hours rules (OAR 581-022-2320). The new rules provide the opportunity to have additional flexibility, particularly for high school students, when scheduling students and calculating district compliance with Division 22 instructional hour requirements. These rules are effective for the 2018-19 school year.

The required instructional time is currently 990 hours for students in grades 9-11 and 966 hours for students in grade 12. The board approved scheduling flexibility and optional instructional hour exemptions for the following students:

- Those who have fulfilled all state requirements for graduation;
- Those who at the start of their senior year are on track to exceed all state requirements for graduation; and
- Those who are earning credit toward a diploma through accelerated learning classes, such as Advanced Placement or International Baccalaureate courses; classes at a post-secondary institution; internships; work-based learning; or credit by proficiency.

The State Board of Education also added several provisions directly related to the scheduling flexibility outlined above:

1. A parent, guardian, or student may request a full schedule unless specifically prohibited by rule or law;
2. Flexibility for students can be granted only with annual approval of the school board after a public hearing; and
3. Each year the district must report to the school board the total number of students (disaggregated) that have been exempted from instructional hour requirements under the flexibility provisions.

ADMINISTRATIVE RECOMMENDATION: The district recommends the school board approve the request for scheduling flexibility and optional instructional hours exemptions outlined above.

RECOMMENDED MOTION: I move to approve the Instructional Hours Flexibility and Optional Instructional Hours exemptions as outlined above.



REPORT: New Elementary School Naming Committee Recommendation

PRESENTED BY: Superintendent Mikalson

EXECUTIVE SUMMARY:

At the August 14, 2018 school board meeting the school board issued the charge to name the new elementary school as described in Executive Limitation 7 – Facilities.

To meet the requirements of EL 7; the district developed, and school board approved, the following Naming of Facilities Process. The establishment of a naming committee, the solicitation for names and naming criteria, and the selection of name recommendations processes have been followed and tonight the name recommendations from the naming committee will be presented by Kevin Gehrig, Principal of the new elementary school.

As the process describes; discussion of the recommended names shall take place in a public meeting at least one meeting prior to the board voting on the name. The final decision of a facility name rests with the board.

Bend-La Pine Schools
Naming of Facilities Process
Board Approved: June 12, 2018

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*;
4. Name of Superintendent**;
5. Name of architect;
6. Name of contractor;

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.*

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

Contract & Charter School Evaluations

2017-2018

Bend-La Pine Schools

December 11, 2018

**Prepared by: Kathy McCollum
Alternative Learning Options Coordinator
High Desert Education Service District**

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY
CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS 2017-18
Prepared by Kathy McCollum

In accordance with OAR 581-022-1350, Bend-La Pine Schools are required to evaluate alternative learning programs i.e.; Contract Schools under ORS 336.615 and Charter Schools under ORS 338.095, annually. Documentation is required and must be returned to Bend-La Pine Schools no later than 30 days prior to the annual board review. A copy of the district's written evaluation shall be provided to the program coordinator upon completion. This Administrative Regulation is included in this Executive Summary as **Attachment A**.

In October 2006, the Bend –La Pine School Board requested additional information regarding the performance of the Contract and Charter Schools. The results for the 2017-18 school year are included as **Attachment B** and are titled Contract/Charter School Qualifiers – 2017-2018. Data from the matrix qualifiers include; 1) students served, 2) credits achieved, 3) students achieving a high school diploma, 4) students graduating with a Bend-La Pine Schools High School Diploma, and 5) students achieving a GED, have been graphed and are included as **Attachment C**. Contract and Charter Schools' Smarter Balanced Assessment Results are included as **Attachment D**.

A written statement, **Attachment E**, from the Bend-La Pine School District Business Office, stating that for the fiscal year 2017- 2018 all independent Alternate Learning Options (ALO) providers have submitted financial and enrollment information as required and that all providers are in compliance with their contracts regarding expenditures.

Goals set for the 2017-2018 school year for the Contract and Charter Schools were reviewed during the evaluation cycle, and goals for the 2018-2019 school year have been established. Included with this Executive Summary are the 2017-2018 evaluation reports for:

- 1) Bend International School (BIS)
- 2) Desert Sky Montessori School
- 3) COIC Bend and La Pine Centers
- 4) COIC Juvenile Detention Program
- 5) J Bar J Transitional Program
- 6) The Academy at Sisters
- 7) Oregon Youth Challenge Program (OYCP)

The most significant accomplishments of these programs for 2017-18 are:

- Bend International School: Planned for and completed facility expansion by two classrooms, adding for a capacity increase of 15 students (195 in 2017-18; 210 students in 2018-19) and increased existing classroom space
- Desert Sky Montessori: Successfully opened a brand new charter school with 106 enrollments, including employing Montessori trained staff, writing all the necessary policies, developing a working board and connecting with all of our DSM community

- COIC: Improved the GED and Graduation Rate: 191 students completed GEDs in 2017-18 (94 students in 2016-17) and 116 students achieved their HS Diploma in 2017-18 (45 students in 2016-17)
- J Bar J: Established a GED Testing Center on-site resulting in seven students completing their GEDs in 2017-18
- The Academy at Sisters: Received a \$25,000 Wellness Grant to add increased physical activity, as well as Mindfulness, Meditation, and Yoga classes
- Oregon Youth Challenge Program: Planned for expansion of the OYCP facility to add 24 more girls in Class 58 and 60 more boys in Class 59, bringing the total enrollment capacity to 240 students (4 Platoons).

For the purposes of ORS 336.635(1), all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Each private alternative education program must register with the Oregon Department of Education. Applications are due by March 31 for all private alternative learning education programs receiving public funds. Included in this report are letters from ODE, which verify the contract programs sponsored by Bend-La Pine applied within the required timelines and have been approved for the 2018-19 school year. The contract programs are COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge. All Contract and Charter Schools evaluated are meeting the conditions set forth in their respective contracts.

Recommendations:

I recommend that the Bend-La Pine School Board:

- 1) Accept these reports as written
- 2) Approve new contracts for the 2018-19 school year for all the Contract and Charter Schools evaluated.

ATTACHMENT A

Evaluation of Alternative Learning Options

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Evaluation of Alternative Learning Options

Section: Instruction

Code: IGBHAA-AR

In accordance with OAR 581-022-1350, Bend-La Pine Schools are required to evaluate alternative learning programs i.e.; Contract Schools under ORS 336.615 and Charter Schools under ORS 338.095, annually. Documentation is required and must be returned to Bend-La Pine Schools no later than 30 days prior to the annual board review. A copy of the district's written evaluation shall be provided to the program coordinator upon completion.

The following questions and information requests will be posed during the evaluation documentation.

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607, & 342.232)? Provide a list of individuals subject to criminal records checks and copy of Form 2283 from the Oregon Department of Education (ODE).

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels? Supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district? Attach copy of summary report and sample of information reported to student, parents and the school district.

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments? Attach a copy of report used.

2.4 How are Special Education and other special needs students served? Attach the procedures.

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law - program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)? Attach student enrollment/withdrawal summary based on above criteria.

4. Registration (Private alternative programs only)

4.1 Is the program registered with the ODE? Attach a copy of registration application and approval.

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules? Attach copy of appropriate documentation, including first aid and emergency procedures plan, such as staff/student handbooks, in-service agenda, fire marshal's report, safety inspection reports, etc.

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, & 339.155)? Attach a list of any fees required and explanation.

7. Contract

7.1 The program complies with any state or federal statute, rule or school district policy specified in the contract with the alternative education program. Attach as applicable.

7.2 Does the contract with the alternative program state that noncompliance with a rule or statute may result in termination of the contract? Contract on file with district and program, as applicable.

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures? Attach annual statement of expenditures.

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards? Attach standards.

10. Attendance

10.1 Are students residents of Bend-La Pine Schools as defined in ORS 339.133 – 137? Submit evidence of student residency.

Compliance indicators are intended as examples only. District may modify, as appropriate.

An extension to submit the required documentation for evaluation may be submitted, in writing, 10 working days prior to the annual board review. The District may grant an extension upon reasons deemed sufficient.

Legal References:

ORS 337.150
ORS 338.615 - 338.665
ORS 339.133
ORS 339.134
ORS 339.137
ORS 339.141
ORS 339.147
ORS 339.155
ORS 181.539
ORS 326.603
ORS 326.607
ORS 342.232
ORS 549.850
ORS 659-855
OAR 581-022-1350

Reviewed : 9/19/05, 9/25/06, 07/15/10, 11/16, 5/19/17
Approved: 10/06/05, 9/25/06, 07/15/10, 5/22/17

ATTACHMENT B

2017-2018 Qualifier Matrix

Bend-La Pine Schools

Contract/Charter School Qualifiers

Contract/Charter School	Bend International School - BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
Demographics							
# of Students Enrolled:	In District	379 (348 FT)	50	94	6		
	Out of District	N/A	76	10	152	30	308
% on IEPs		12.70%	37%	13.40%	32%	13%	27.2
% of ELLs		N/A	2%	1%	0%	0%	15.7
% of Economically Disadvantaged		79%	100%	23%	100%	0%	38.4
Ethnicity:	White	87%	113	100	103	26	171
	Latino	12%	14	4	33 **	3**	141
Academic Success							
OAKS Assessments:	ELA		3	14	18% _{onmet}	100% _{onmet}	119
	Math		3	14	5% _{onmet}	17% _{onmet}	119
MAPS							
easyCBM				103			
DIBELS							
WIAT							
STAR:	Reading				See #1	See #2	
	Math				See #1	See #2	
Work Keys		**					43
TABE							261
PSAT:	Reading					2 Met	
	Math						
SAT:	Reading/ Writing					5 Met	
	Math					2 Met	
ACT:	Reading/ Writing						
	Math						

Bend-La Pine Schools
Contract/Charter School Qualifiers

Coursework									
# of Credits Attempted		251.25	34.75			386	130.75	2260	
# of Credits Earned		168.25**	34.75			386	130.75	2260	
Graduation/GED									
# of Program Graduates		217				73	14	53	
# Dropped from Program		113				49	7	207	
Return to High School		26	113				14	154	
Median Length of Program Stay		43 days	4/9.7 days			5 mo.	13.3 mo.		
# of Students Earning Diplomas		116	0			17	7	25	
# of Students Earning GEDs		191	0			7	0	10	
Other Accomplishments									
Students taking Let's Go Learn Test			123						
Math Let's Go Learn Test			121						
Reading Let's Go Learn Test			127						

** See Remarks

Bend - La Pine Schools
2017-18 Contract/Charter School Qualifier Notes

Notes: J Bar J Boys Ranch / The Academy at Sisters

Note #1

J Bar J Boys Ranch

Reading: 95% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are at a 5.6 grade level.
2. Average grade level gains in Reading are 1.0 grade levels

Math: 75% of students tested below grade level at time enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are at a 7.0 grade level.
2. Average grade level gains in Math are 1.9 grade levels.

Note #2

Academy at Sisters

Reading: 37% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are at a 9.1 grade level.
2. Average grade level gains in Reading is 1.5 grade level.

Math: 32% of students tested below grade level at time of enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are at a 8.7 grade level.
2. Average grade level gains in Math are 1.0 grade levels

Writing: Based on writing work samples, pre-test samples show 45% of students met state writing standards. Post-test samples 6 months later show 76% of students met state writing standards.

Note #3

2017-18 State Assessments

J Bar J Boys Ranch (% passed)

<u>ELA</u>	<u>Math</u>
18%	5%

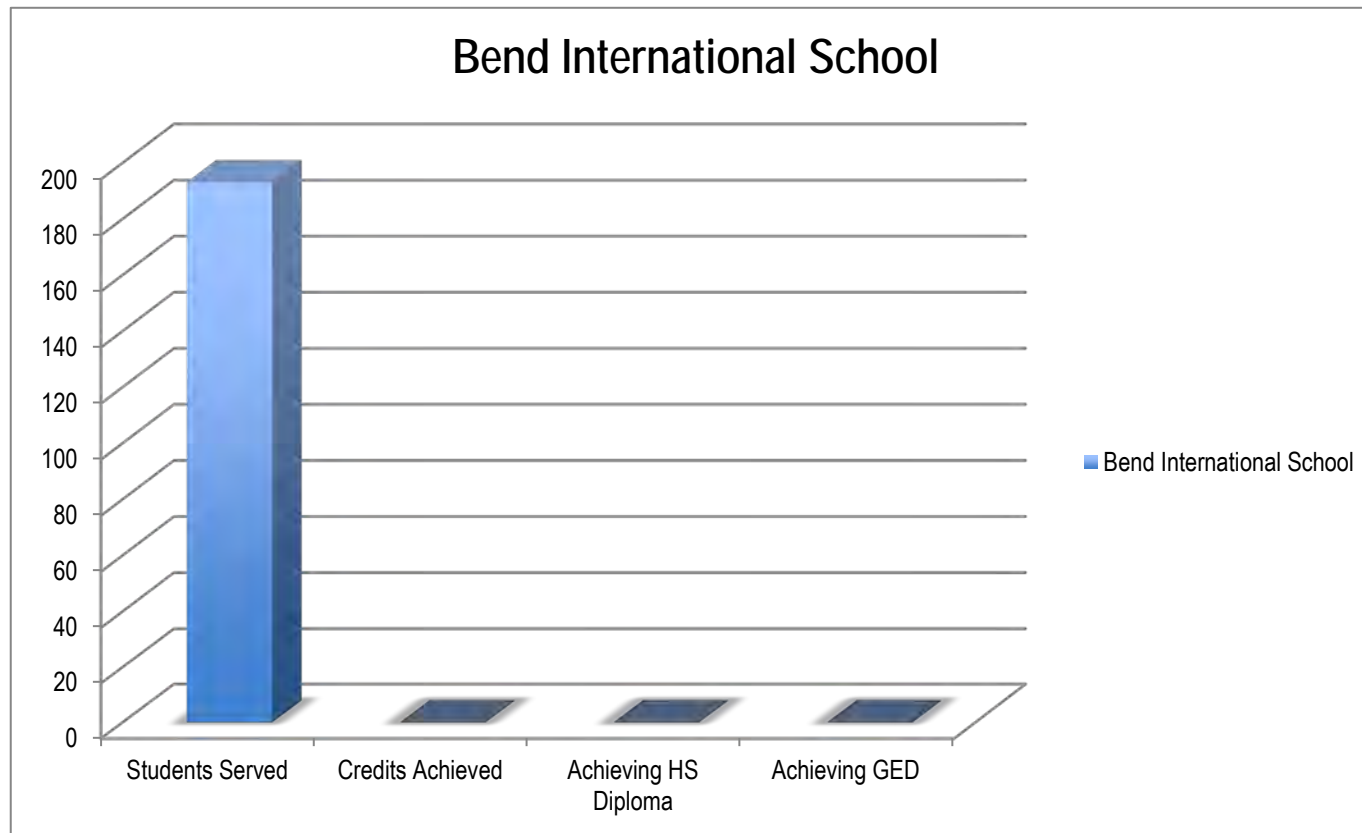
Academy at Sisters (% passed)

<u>ELA</u>	<u>Math</u>
100%	17%

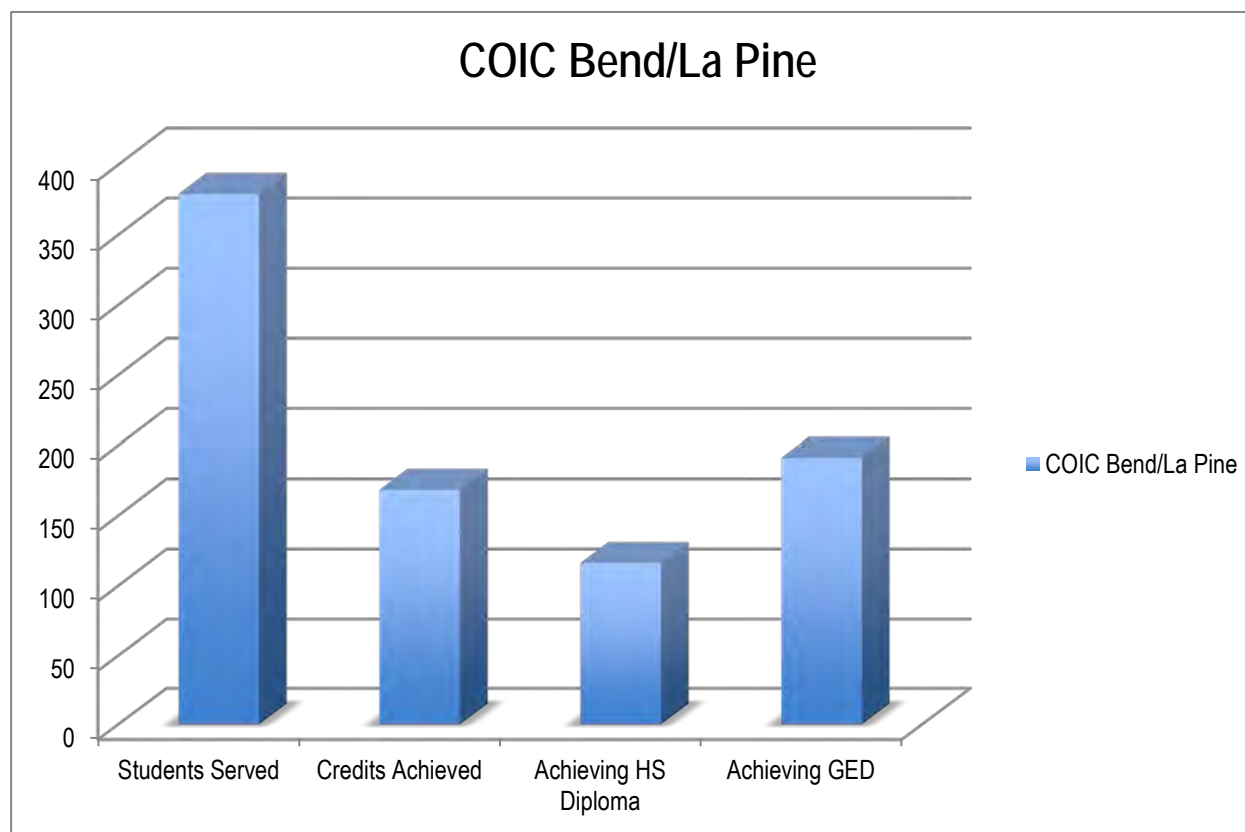
ATTACHMENT C

Data and Graphs

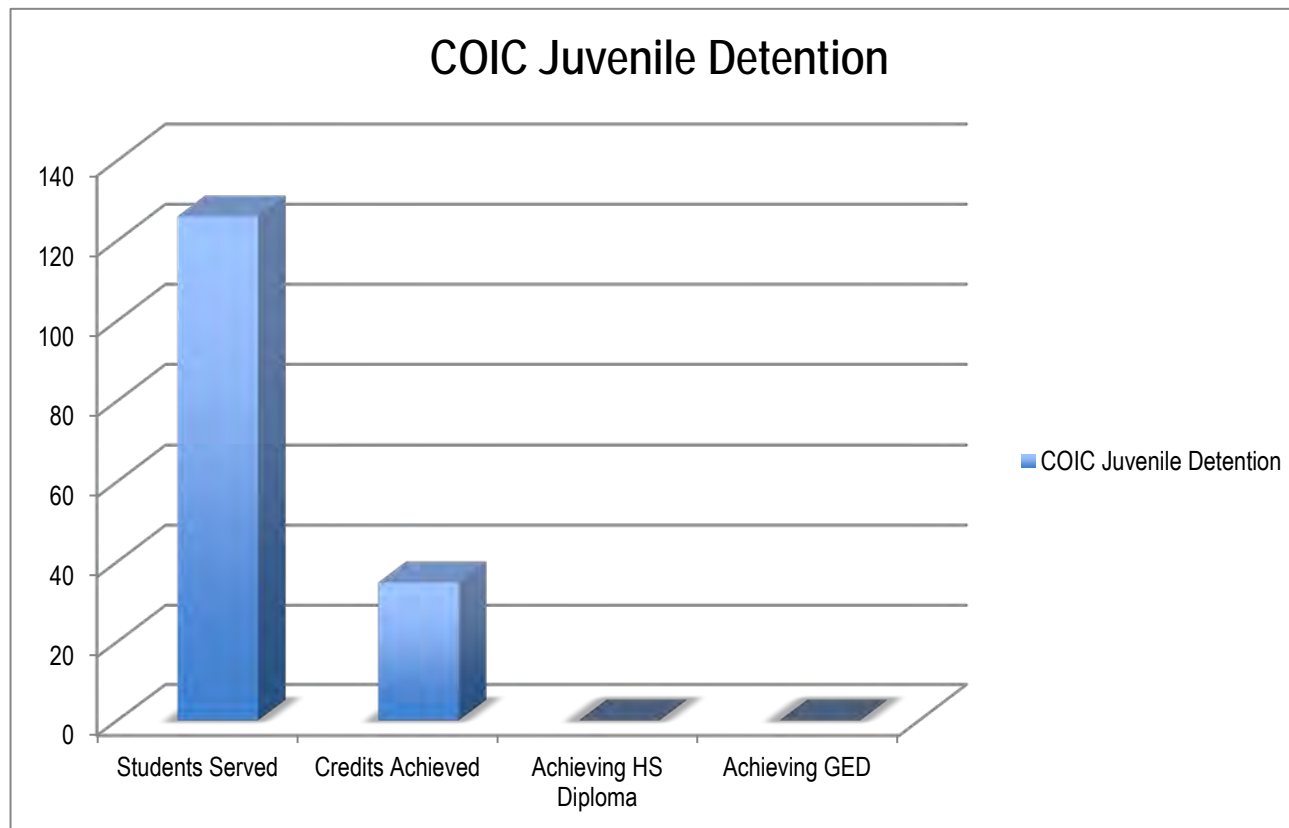
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Bend International School	193	N/A	N/A	N/A



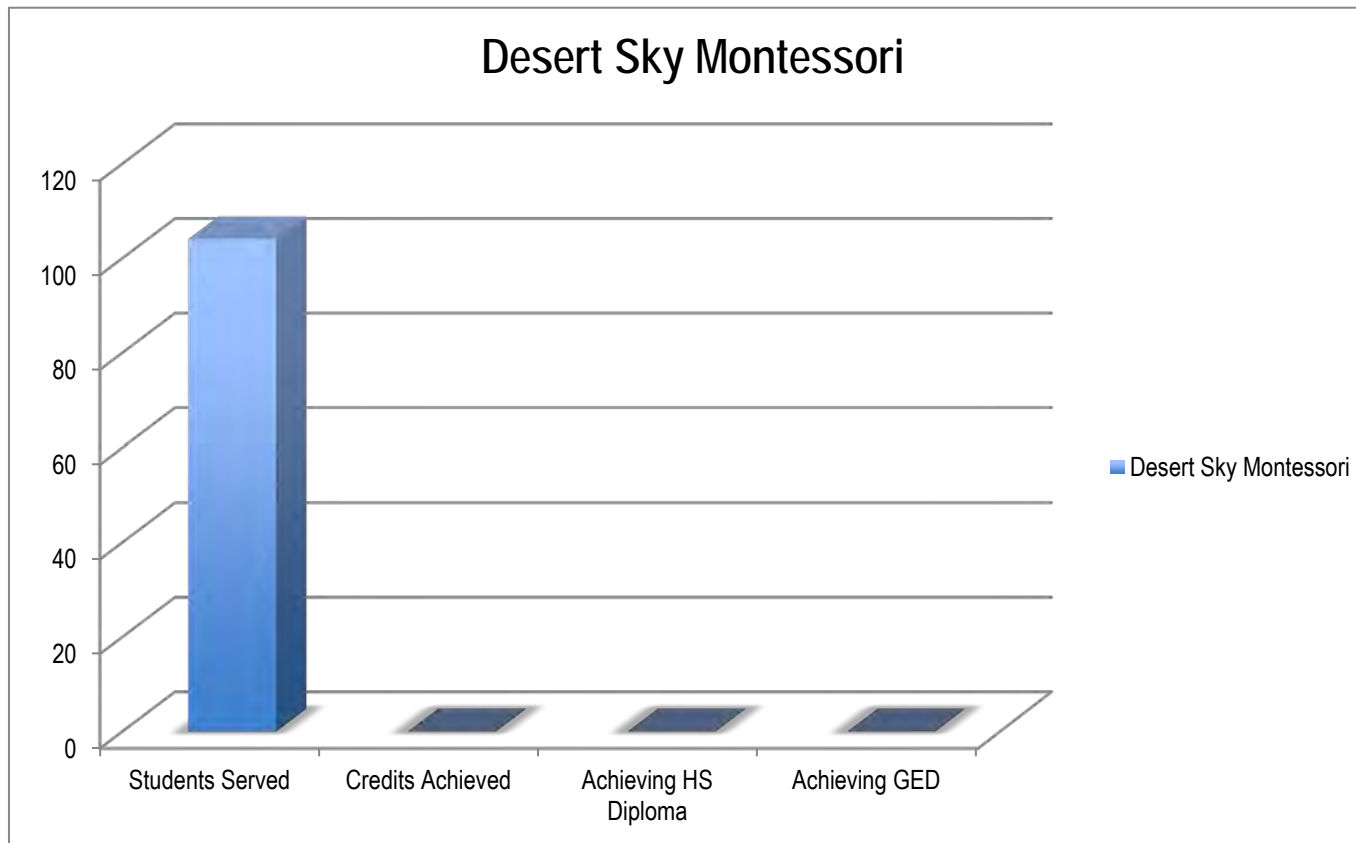
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Bend/La Pine	379	168.25	116	191



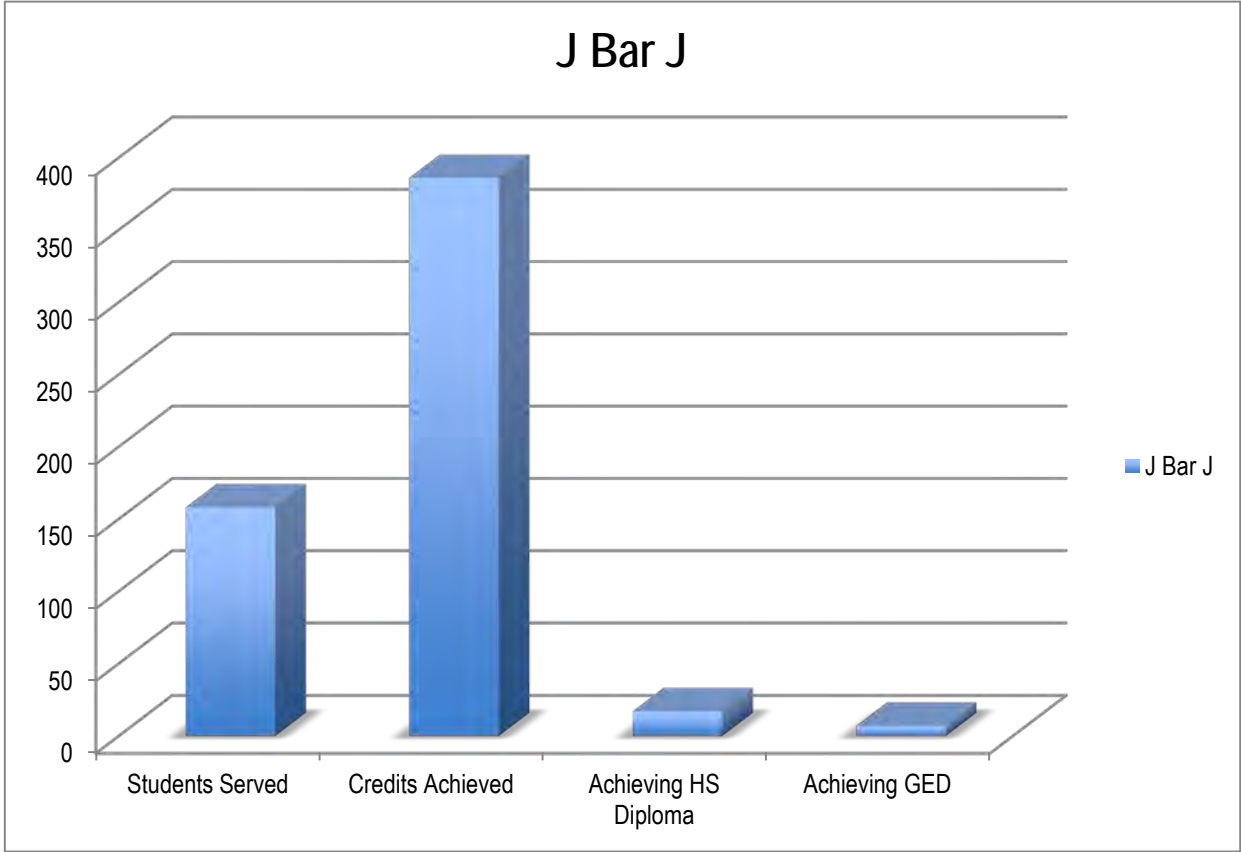
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Juvenile Detention	126	34.75	N/A	N/A



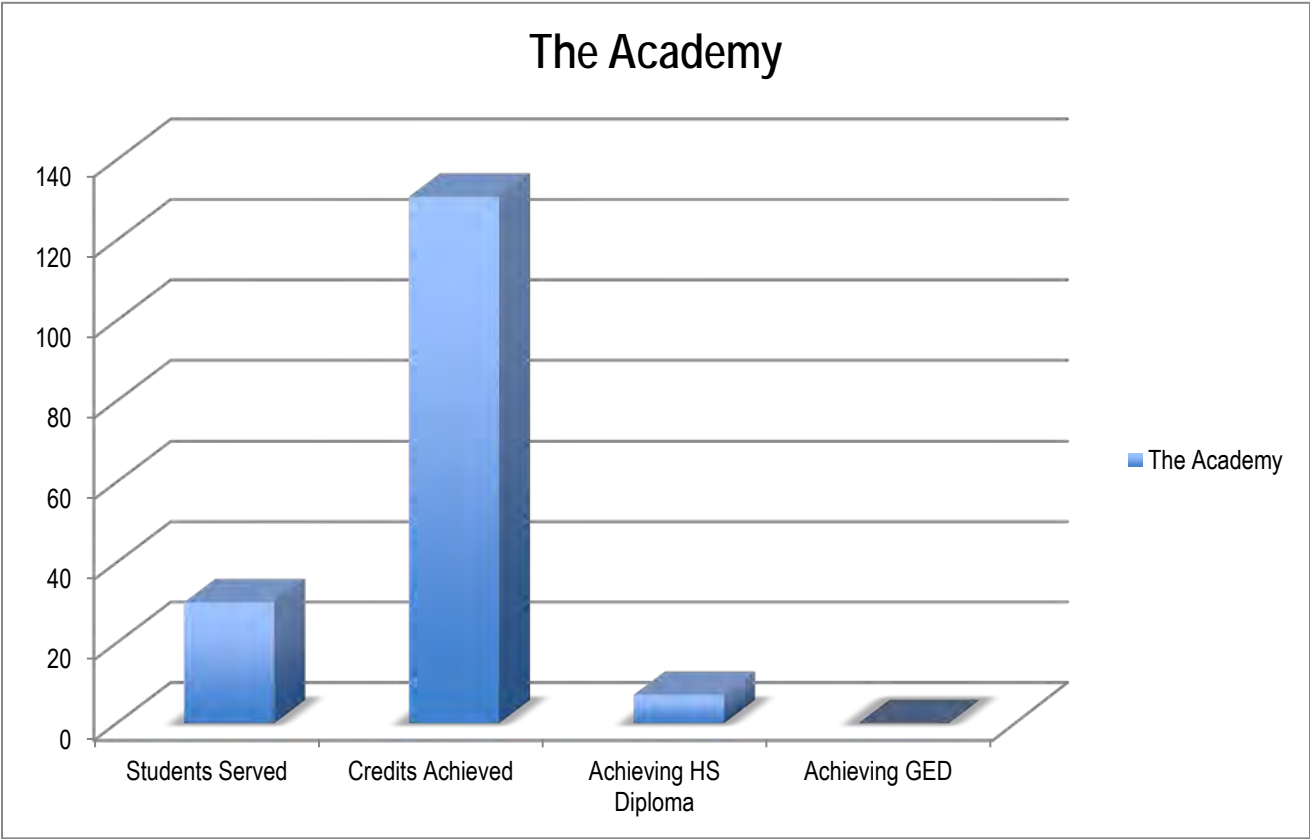
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Desert Sky Montessori	104	N/A	N/A	N/A



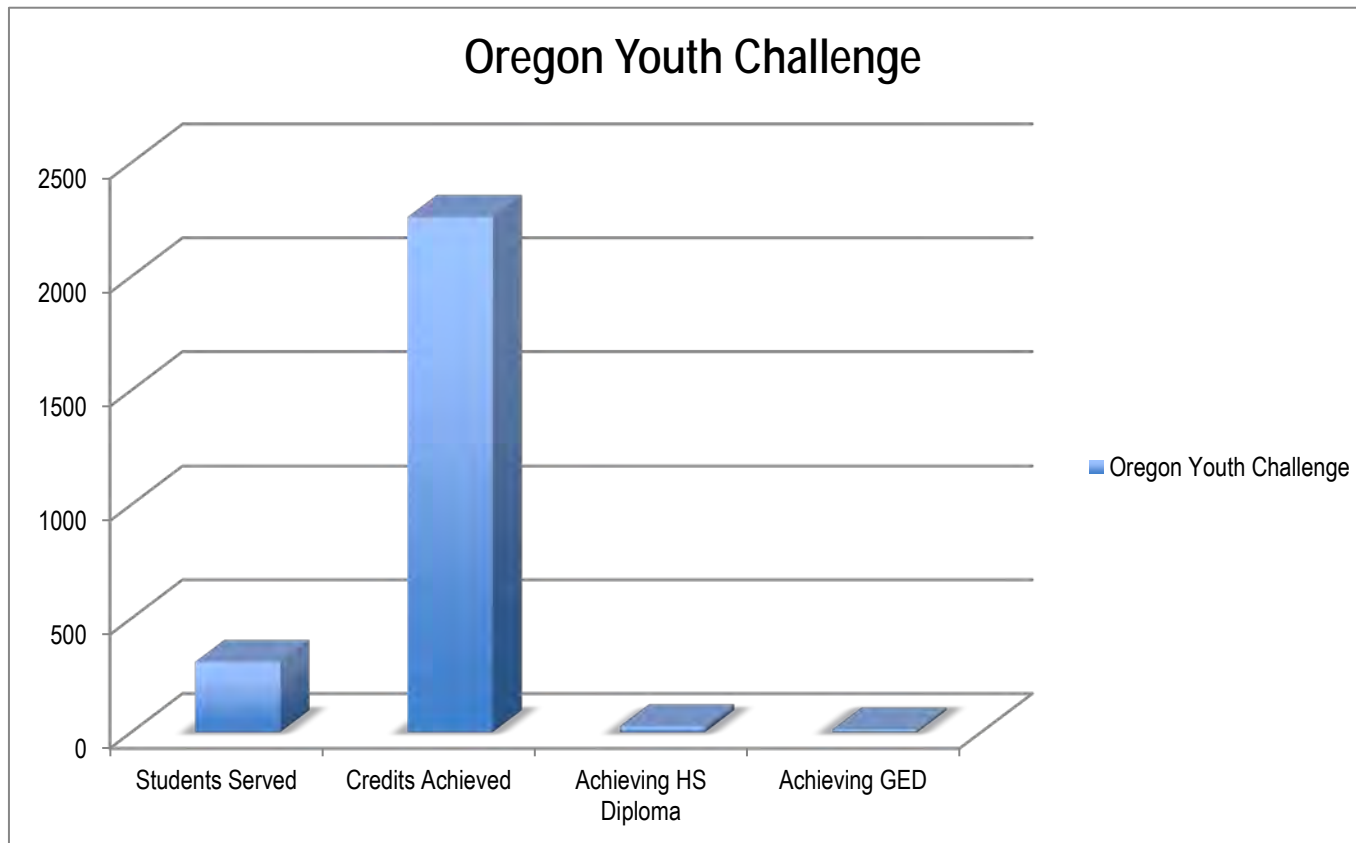
J Bar J	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	158	386	17	7



The Academy	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	30	130.75	7	0



Oregon Youth Challenge	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	308	2,260	25	10



ATTACHMENT D

Smarter Balanced Assessment Results

ALTERNATIVE EDUCATION **2017-18 Smarter Balanced Test Results**

	ELA		ELA					Reading					Writing					MATH		Math				
	Yes	No	1	2	3	4	Total Student s	1	2	3	4	Total Student s	1	2	3	4	Total Student s	Yes	No	1	2	3	4	Total Student s
Bend International School																								
Grade 3	19	3	2	1	6	10	19	3	3	3	10	19	4	2	6	7	19	17	5	2	1	8	6	17
Grade 4	19	3	6	4	7	2	19	7	3	6	3	19	8	3	5	3	19	19	3	5	4	5	5	19
Grade 5	20	0	0	2	10	8	20	0	2	6	12	20	1	6	8	5	20	19	1	5	5	6	3	19
Grade 6	19	5	3	1	12	1	17	3	3	8	3	17	2	3	10	2	17	19	5	4	4	8	1	17
Grade 7	11	9	1	0	7	3	11	1	2	4	4	11	1	2	5	3	11	9	11	2	3	1	3	9
Grade 8	19	5	1	5	9	4	19	1	5	6	7	19	4	3	8	4	19	19	5	4	7	4	4	19
TOTAL	107	25	13	13	51	28	105	15	18	33	39	105	20	19	42	24	105	102	30	22	24	32	22	100
Percent Participation	81%		Percent Meeting/Exceeding				75%	Percent Meeting/Exceeding				69%	Percent Meeting/Exceeding				63%	77%		Percent Meeting/Exceeding				54%

23 Students Opted Out

26 Students Opted Out

Desert Sky Montessori																								
Grade 3	14	5	1	3	2	8	14	1	2	3	8	14	3	4	1	6	14	14	5	4	4	4	2	14
TOTAL	14	5	1	3	2	8	14	1	2	3	8	14	3	4	1	6	14	14	5	4	4	4	2	14
Percent Participation	74%		Percent Meeting/Exceeding				71%	Percent Meeting/Exceeding				79%	Percent Meeting/Exceeding				50%	74%		Percent Meeting/Exceeding				43%

5 Student Opted Out

COIC - La Pine																							
Grade 11	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0
TOTAL	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0
Percent Participation	0%		Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding								

COIC - Bend																							
Grade 11	0	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35	0	0	0	0	0	0
TOTAL	0	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35	0	0	0	0	0	0
Percent Participation	0%		Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding								

31 students opted out of Smarter Balanced

J Bar J Learning Ctr-Acad at Sisters																								
Grade 11	6	0	0	0	3	0	3	0	1	1	1	3	0	1	1	1	3	4	0	2	1	0	0	3
TOTAL	6	0	0	0	3	0	3	0	1	1	1	3	0	1	1	1	3	4	0	2	1	0	0	3
Percent Participation	100%		Percent Meeting/Exceeding				100%	Percent Meeting/Exceeding				67%	Percent Meeting/Exceeding				67%	100%		Percent Meeting/Exceeding				0%

J Bar J Learning Ctr-Boys Ranch																								
Grade 7	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	
Grade 8	5	0	0	2	0	1	3	0	2	0	1	3	1	1	1	0	3	0	1	0	2	1	0	3
Grade 11	5	0	1	0	0	0	1	1	0	0	0	1	1	0	0	0	1	5	2	1	0	0	0	1
TOTAL	6	0	1	0	0	0	1	1	0	0	0	1	1	0	0	0	1	5	3	1	0	0	0	1
Percent Participation	100%		Percent Meeting/Exceeding				0%	Percent Meeting/Exceeding				0%	Percent Meeting/Exceeding				0%	63%		Percent Meeting/Exceeding				0%

OYCP																								
Grade 11	70	1	20	21	23	6	70	21	22	18	9	70	18	24	20	8	70	70	1	58	12	0	0	70
TOTAL	70	1	20	21	23	6	70	21	22	18	9	70	18	24	20	8	70	70	1	58	12	0	0	70
Percent Participation	99%		Percent Meeting/Exceeding				41%	Percent Meeting/Exceeding				39%	Percent Meeting/Exceeding				40%	99%		Percent Meeting/Exceeding				0.0%

ATTACHMENT E

Fiscal Compliance



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

November 27, 2018

Kathy McCollum
HDES
2804 SW Sixth Street
Redmond, OR 97756

Re: ALO annual review

Kathy,

As part of the contracts with our independent alternative learning option (ALO) providers, Bend-La Pine Schools (BLS) requires that the ALO provide to BLS financial information periodically during the year. BLS reviews this information for compliance with the contract.

For the 2017-18 fiscal year, all independent ALO providers have submitted financial information and it appears that all providers are in compliance.

Sincerely,

A handwritten signature in blue ink that reads "Marcia Copple".

Marcia Copple
Accounting Supervisor
Bend-La Pine Schools

BEND INTERNATIONAL SCHOOL (BIS)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2017-2018

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2018

Evaluator: Kathy McCollum

School/Program: Bend International School

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 How are Special Education and other special needs students served?

Meets: X

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: N/A

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: X

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: X

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: X

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: X

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: X

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: X

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

Bend International School has met all the requirements of their contract with the Bend-La Pine School District. Bend International School has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2018-19 school year with Bend International School.

Bend International Charter School

November 2018

Bend International School (BIS) is in its fourth year of operation as a K-8 charter school in the Bend-La Pine School District. We are proud to be the District's only international and now 2nd charter school, and are committed to providing ALL students a world-class education. Our goal is to promote academic and social progress for all students by increasing student engagement through integrated international units of study that promote global competence.

Student Profile:

BIS continues to attract a diverse group of students who enjoy hands-on learning, language and culture, project-based learning, and a close sense of community. People come to BIS for a variety of reasons - the international focus, the pedagogical approach, the small school size, the Spanish language component, and the K-8 structure. BIS is successful at serving the needs of many different types of learners, including minority, low-economic, English language learners, homeschooled students, special needs students, and students who have traditionally been unsuccessful in school.

We currently have a 51% student and staff "disadvantaged population" rate – which is a lump sum percentage, including minority, ELL, FRL, and SPED students and staff. BIS currently serves just over 25% of students who are new to the District, including homeschooled and private school students. For the academic year of 2017-18 BIS had a 38% FRL count.

Curriculum:

BIS is proud to have modeled our program after Seattle International Schools which incorporates international education and integrated teaching into a cohesive K-8 learning paradigm where students are engaged in challenging real-world projects that promote global competence. BIS units of study are based on the Common Core State Standards, the Next Generation Science Standards, and the Oregon State Standards and Aero International Standards (Social Studies), used in many International and IB Schools around the world.

The three main components of the BIS Curriculum include:

- ◇ International Education
 - a) Units of study that promote Global Competence
 - b) Promotes a diverse student and staff population
 - c) World Language Program: Spanish (Immersion and more)
- ◇ Academic Excellence
 - a) High standards (CCSS, NGSS, International Curriculum - Singapore Math)
 - b) STEAM
 - c) Real-world learning
- ◇ Innovative Teaching
 - a) Integrated Units of Study
 - b) Project-Based Learning
 - c) Socio-emotional Learning (Tribes K-8 Curriculum), and the BIS Bands Character Education Program

Goals for 2017-2018 and 2018-19

GOALS:

STATUS:

Develop and deepen the Spanish Immersion/Spanish Program at BIS	<p>DONE</p> <ul style="list-style-type: none"> • Increased amount of bilingual staff • Added Spanish as a foreign language (2 a week) for grades K-8 • Providing training and resources for Spanish Immersion teachers <p>IN PROGRESS</p> <ul style="list-style-type: none"> • Form Spanish Program Committee to develop and strengthen program- work as a team to formulate plan and implement • Purchase more Spanish curricular materials • Increase Immersion by adding Math and Science in Spanish in K/1
Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)	<p>DONE</p> <p>The BIS Board of Directors laid down the foundation for this plan. We have formed a School Site/Facilities Committee with individuals with experience in facilities, capital campaigns, finance, and real estate. The committee is working towards expanding our facility and adding a gym.</p> <p>The classroom expansion was completed summer of 2018.</p> <p>IN PROGRESS</p> <p>The Site Improvement Plan is being developed including the addition of a gym.</p>
Continue on program development and staff development goals	<p>DONE AND CONTINUING</p> <p>2017-18 BIS PD focused on technology, student wellness/safety, integrated international education. BIS applied for a grant through OSU extension for a Science Professional Development workshop for our staff. We were awarded the grant and our staff is participating in 4 days of training, aligned with the NGSS standards. 2018 training is also being done on Trauma Informed Care, and a TRIBES refresher course for our SEL program.</p>

Continue to increase parent-community engagement and support	<p>DONE</p> <p>We have successfully established a high functioning PTC organization to coordinate parent involvement throughout the school</p> <p>We hosted our 4th annual One World Gala Community Fundraiser, increasing community engagement and support and raising \$41,620 for our school.</p> <p>IN PROGRESS</p> <p>Developing the PTC Classroom Ambassadors to take on more of a leadership role in fundraising and whole school events.</p>
Strengthen the PTC's capacity and organization	<p>DONE and IN PROGRESS</p> <p>See above. The PTC meets regularly, and has developed the BIS Carpool Program to promote carpooling amongst our families.</p>
Strengthen local and international partnerships	<p>DONE AND CONTINUING</p> <p>Continued partnerships include: Latino Community Association, Bethlehem Inn,</p> <p>New partnerships include: Guadalajara Department of Education, Jalisco, Sister Schools in Tlaquepaque, Mexico, Rotary Club of Greater Bend, OSU-Cascades, and Deschutes County wraparound services.</p>
Strengthen partnership and collaborative efforts with the Bend-La Pine School District	<p>CONTINUING</p> <ul style="list-style-type: none"> • Close SPED collaboration with Josh Marks, Sean Reinhart, and Colleen Funderburg • Close mentorship with BIS District Liason , Dana Pederson. • Open BIS PD opportunities to District Staff.
Increase academic achievement of BIS students	<p>DONE AND CONTINUING</p> <p>BIS Data shows high gains and achievement in all subject areas. We are especially proud of the growth our minority and ELL students have made.</p> <p>Refer to Academic Achievement section</p>
Increase social-emotional/progress of BIS students	<p>DONE AND CONTINUING</p> <p>BIS Data shows continued increasing student engagement levels.</p> <p>Refer to Academic Achievement section</p>

<p>Increase diversity and global competence of BIS students</p>	<p>DONE AND CONTINUING</p> <p>BIS students report feeling more connected globally and have increased their knowledge of the world.</p> <p>BIS students work towards eliminating racism and all forms of discrimination. BIS 6th grade students published an article in the Source Weekly this year about this topic, and won letter of the week.</p>
<p>Develop the BIS School Garden and school-wide Global Sustainability Plan</p>	<p>DONE & IN PROGRESS</p> <p>The BIS Green Team has been formed of parent volunteers, teachers, and students to increase “green” and ecological practices at BIS. The BIS Garden and Greenhouse was constructed Spring 2017.</p> <p>BIS was awarded a School Garden grant in Spring of 2018 and installed irrigation in our School Garden. BIS Staff is currently working to develop Science Kits aligned with standards and units of study during PD time.</p>

COIC

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2017-2018

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2018

Evaluator: Kathy McCollum

School/Program: COIC: 1) Bend Classroom 2) LaPine Classroom 3) Deschutes County Juvenile Justice Classroom

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 How are Special Education and other special needs students served?

Meets: X

Does Not Meet: _____

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: X

Does Not Meet: _____

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: X

Does Not Meet: _____

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: X

Does Not Meet: _____

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: X

Does Not Meet: _____

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: X

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: X

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: X

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

COIC has met all the requirements of their contract with the Bend-La Pine School District. COIC has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2018-19 school year with COIC.

COIC – BEND CENTER

Goals for the 2018-2019 School Year- Bend Center

1. Maintain the number of Graduates. This will include meeting the Essential Skills requirements by means of Writing Work Samples and Work Keys assessments in math and reading.
2. Maintain the number of GED passers achieved in 2017-2018.
3. Maintain the number of credits recovered to assist district graduation rates.

Progress on Goals for the 2017-2018 School Year- Bend Center

1. Students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills. COIC will increase opportunities for students to prove that they have mastered the Essential Skills of Reading, Writing or Math by providing a variety of approved assessment options throughout the school year.
Exceeded. Success in this area is reflected by the increased number of graduates.
2. Maintain the number of GED passers achieved in 2016-2017.
Exceeded.
3. Maintain the number of credits recovered to assist district graduation rates.
Exceeded.

Table 1

Comparison of program outcomes for the school years 2016-2017 and 2017- 2018

	2016-2017	2017-2018
# Students Referred for GED	189	262
# Tests passed	368	676
GED Certificates	78	165 (Includes 81 who went on to earn diploma)
Students Referred for HS credits	93	47
Credits recovered	298 (does not include GED proficiency credits)	177 (does not include GED proficiency credits)
Graduates for district	43 (includes 12 GED to Diploma)	96 (includes 81 GED to Diploma)

2017-2018 Accomplishments and Events - Bend Center

1. AdvancED Accreditation - In May, 2018, COIC underwent the same accreditation process as schools in Bend-La Pine school District and is accredited through June, 2023.



2. Awarded HECC Grant-COIC was awarded the GED Wraparound Grant for interactive touch screens for all classrooms, GED testing supports, teacher salary, and COCC tuition for 10 GED recipients. COIC received a similar grant in 2017.
3. COIC's WIOA Performance YTD:
 - a. Over 160 Youth enrolled in Federal DOL Grant and engaged in Education and Employment Training.
 - i. 40 paid Work Experiences/Internships ranging from Forest Conservation to Early Childhood Education.
 - b. Attainment of Degree or Certificate – 75% (state goal 70%).
4. COIC 2018 graduation ceremony at the River House attracted over 300 family and friends. Outside speakers included KTVZ's Bob Shaw and the State of Oregon GED administrator, Dr. Adrienne Ochs.



COIC - LA PINE CENTER

This second branch of the COIC contract schools is located in La Pine approximately ¼ mile from La Pine HS and serves at-risk youth from La Pine High School. The program uses the Bend COIC curriculum to recover credits leading to graduation and prepare students for the GED.

Goals for the 2018-2019 School Year – La Pine Center

1. Maintain the number of GED passers achieved in 2017-2018.
2. Maintain the number of credits recovered to assist district graduation rates.
3. Maintain work experience opportunities for WIOA eligible youth.

Progress on Goals for the 2017-2018 School Year – La Pine Center

1. Maintain the number of GED passers achieved in 2016-2017.
Exceeded
2. Maintain the number of credits recovered to assist district graduation rates.
Nearly met number of credits. Greatly exceeded the number of graduates.
3. Placed 7 COIC Youth in paid Work Experiences/Internships to provide on the job training and school elective credits.

Table 2

Comparison of program outcomes for the school years 2016-2017 and 2017-2018

	2016-2017	2017-2018
# Students Referred for GED	37	37
# Tests passed	55	110
GED Certificates	13	26 (includes 9 who went on to earn Diploma)
Students Referred for hs credits	15	15
Credits Earned	40	37 (does not include GED proficiency credits)
Students Graduated	1	20 (includes 9 GED to Diploma)

2017-2018 Accomplishments and Events – La Pine Center

1. AdvancED Accreditation.
2. HECC Grant – purchase of interactive whiteboard with software.

COIC JUVENILE DETENTION CENTER (DCJCJ)

This third branch of the COIC contract schools is housed at the Deschutes County Juvenile Justice Center. Students reside in the juvenile justice center.

Student Profile:

This alternative education program serves the youth who are incarcerated within the facility. During the 2017-2018 school-year, roughly 72% of the students in detention were residents of the tri-county service area, 26% out of the tri-county service area in Oregon and 2% from out-of-state. These students are categorically at risk of dropping out.

Curriculum:

The primary purpose of the detention education program is to ensure that students do not fall behind in academics while incarcerated and receive remedial instruction and credit recovery curriculum as needed. Physical fitness activities are provided daily. There are also a broad range of other educational opportunities provided. A combination of teachers, facility staff, and community volunteers facilitate programs in anger management, drug and alcohol prevention, sex education, music, art, decision making strategies and citizenship. Individual counseling by county mental health staff and community work service are additional options available.

Goals for the 2018-2019 School Year – Juvenile Center

1. Train new substitutes to replace substitutes that have retired, moved or obtained full-time work.
2. Staff will complete professional development related to juvenile justice system.
3. Establish tracking system for school re-entry upon exit of juvenile facility.

Goals for the 2017-2018 School Year Progress – Juvenile Center

1. Update facility library to have more current book selections to encourage reading.

Made list of missing books in several series and have been picking up books at thrift stores as they are found.

2. Create a different daily class schedule to bring more variety of activities and to break up tasks to alleviate student boredom.

Have experimented with varied class schedules and experimentation is still needed to find the right combination.

3. Create classroom expectations sheet to put in youth orientation packet to increase awareness of expectations and speed assimilation into classroom environment. (Expectations are currently posted in classroom.)

The classrooms expectations sheet has been created and placed in the youth orientation packet.

2017-2018 Accomplishments and Events – Juvenile Center

1. AdvancED Accreditation.
2. Trained Bend COIC classroom staff in juvenile classroom procedures for better continuity between different classroom settings.



Oregon

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Colt Gill

Deputy Superintendent of Public Instruction

June 14, 2018

Bend COIC Dropout Re-engagement Program
334 NE Hawthorne Ave.
Bend, OR 97701

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for Bend COIC Dropout Re-engagement Program at 1645 NE Forbes Rd Ste 101, Bend, OR, to be registered as a private alternative education program for 2018-2019 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2018-2019 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the Institution Identification web page at <http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment



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Colt Gill

Deputy Superintendent of Public Instruction

June 14, 2018

La Pine COIC Dropout Re-engagement Program
334 NE Hawthorne Ave.
Bend, OR 97701

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for La Pine COIC Dropout Re-engagement Program at Suite 3, 16493 Bluewood Pl, Suite 3, LaPine, OR, to be registered as a private alternative education program for 2018-2019 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2018-2019 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the Institution Identification web page at <http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx> School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment

DESERT SKY MONTESSORI

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2017-2018

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2018

Evaluator: Kathy McCollum

School/Program: Desert Sky Montessori School

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 How are Special Education and other special needs students served?

Meets: X

Does Not Meet:

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: X

Does Not Meet:

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: N/A

Does Not Meet:

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: X

Does Not Meet:

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: X

Does Not Meet:

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: X

Does Not Meet:

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: X

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: X

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: X

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

Desert Sky Montessori School has met all the requirements of their contract with the Bend-La Pine School District. Desert Sky Montessori School has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2018-19 school year with Desert Sky Montessori School.

Desert Sky Montessori School

November 2018

Desert Sky Montessori School has just completed its first year as a K-3 charter school in the Bend La Pine School District. We have a charter approved for children K-8 and are planning to add a grade level every year until our middle school is complete. Our vision is to provide all our children with an environment for joyful exploration that fosters self-discovery and a life-long love of learning. At Desert Sky Montessori it is our belief that if children are learning in a prepared environment that fosters independence then they will not only succeed academically and socially but will become active members in their community.

Student Profile:

Desert Sky Montessori is proud to be the first public charter elementary school in Central Oregon. There are many Montessori preschools in the Bend La Pine district, but DSM is the first school to offer a tuition free elementary program. This has enabled families from all over the district to apply for a Montessori education for their child. As we did not completely fill our school with our lottery process in 2016, we were able to open our boundaries to children outside the district this year. DSM is serving the needs of children with many different backgrounds and styles of learning, including low – economic, English language learners, children from homeschooling backgrounds, special needs children, and many children who have so far not been successful at school.

Curriculum:

The Montessori method of education was developed by Dr Maria Montessori and been time tested for over 100 years. It is a child – centered approach to education based on scientific observations of children. It is a pedagogy that views children as naturally eager for knowledge and capable of self-initiating their learning. It is a style of learning that looks at the whole child, which includes cognitive, social, emotional and physical development.

Our Montessori program includes the essential elements:

- Multi-age groupings that foster peer learning and teaching
- A three-hour work cycle that enables the children to have uninterrupted blocks of work time
- A full set of specially designed Montessori learning materials in every classroom, that are methodically arranged and available in a beautiful and orderly environment.

The Desert Sky Montessori curriculum encompasses and aligns both Montessori curriculum and the Oregon Standards. While the Oregon Standards are organized into learning standards within content strands, much of the Montessori curriculum is based on the Five Great lessons, which present the emergence of the universe and the progression of the human civilization. The DSM curriculum will cover the Oregon standards while adhering to the Montessori principle of presenting information in a whole-to-part progression. DSM plans and monitors the children's progress using the online program Transparent Classroom. This has the Oregon standards aligned with the Montessori lessons.

Goals for 2017 – 2018 School year

Goal	Status
Secure a facility and gain all permits and licenses required for the district and City of Bend	DONE
Employ trained Montessori teachers, at least 50% that also have an Oregon teaching license	Done – all Head Teachers are Montessori trained and 3 out of 5 (including Head of School) have an Oregon teaching license
Employ experienced assistants who have already worked in a Montessori environment	Done – all four assistants came from successful Montessori programs
Purchase and set up complete sets of Montessori materials	DONE – with ODE implementation grant all classrooms have complete sets of Montessori materials as well as beautiful furniture age appropriate for the environment
Develop enrollment packages, enroll 106 children and meet with families	104 children were enrolled in first year. Enrollment packages complete in time to enroll children and all families had a meeting with the Head of School prior to school commencing.
Write and introduce school and board policies	In Progress, all emergency policies in place.
Develop a school budget	DONE
Develop a strong working Board of Directors, as the founding board members step down	In progress, DSM has a strong core of Board of Directors and are still looking for members from the community to add to skill set
Develop sound administration procedures	DONE
Promote and develop strong parent community involvement	In progress – many community and fundraising events were held in our first year. Parents are encouraged to be a part of the school day.
Develop a strong collaborative relationship with the Bend La Pine school district	Being developed – DSM has very good connections with the Bend La-Pine district and is building strong relationships.
Promote a positive school climate	In Progress – we are working hard on developing social – emotional skills and supporting children with self-regulation.

Increase academic achievement	In Progress – we are using EasyCBM data to monitor academic progress. We are tracking interventions. DSM is working with the Sped team to develop RTI processes. DSM is using Transparent Classroom to plan and monitor Montessori lessons, that are aligned to Oregon Standards.
Develop community partnerships	In progress – we have had a lot of support from the Bend community for our fundraising and DSM community events. (see fundraising and community events section)
Secure a second site for next school year, with space for kindergarten and playground	DONE

Goals for 2018 -2019 School year

- Develop a 2- and 5-year strategic plan
- Add an Upper Elementary program (grade 4)
- Add a private preschool program, including opening a second nonprofit 501 c3
- Further develop parent involvement, including developing a full functioning Parent Association
- Increase academic achievement
- Strengthen RTI processes
- Continue to develop school climate, including supports for children with behavior needs
- Increase diversity in DSM community
- Develop DSM playground and garden at both sites
- Strengthen and increase community relationships
- Continue to develop collaborative work with Bend La Pine district
- Develop relationships with other charter schools in Central Oregon and statewide
- Continue program development and staff development
- Increase administration staff to accommodate the growing number of children/families and running two sites
- Facilities work at Scenic drive to enable two kindergarten classes and an extra Upper Elementary class (adding grade 5) for 2019/20.

J BAR J

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2017-2018

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2018

Evaluator: Kathy McCollum

School/Program: 1) J Bar J Boys Ranch 2) J5 Juvenile Justice

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 How are Special Education and other special needs students served?

Meets: X

Does Not Meet:

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: X

Does Not Meet:

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: X

Does Not Meet:

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: X

Does Not Meet:

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: X

Does Not Meet:

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: X

Does Not Meet:

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: X

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: X

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: X

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

J Bar J has met all the requirements of their contract with the Bend-La Pine School District. J Bar J has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2018-19 school year with J Bar J.

J BAR J Boys Ranch Program

November 2018

J Bar J Learning Center, an accredited school through AdvancEd since 1993, administers two school programs that have contracts with the Bend-La Pine School District as alternative programs. The two school programs are located at J Bar J Boys Ranch and the Academy at Sisters. Both Learning Center sites are registered with the Oregon Dept. of Education as a private alternative program. At J Bar J Boys Ranch, education services are provided for adjudicated male offenders between the ages of 13-18 who have been placed there through the Oregon Youth Authority. J Bar J students who are a higher security risk are referred to its short-term stabilization program that is housed in the Deschutes County Detention Facility. Teachers are licensed and highly qualified.

Student Profile:

Students at J Bar J Boys Ranch & J5 programs are adjudicated male offenders, ages 13-18, who are placed through the Oregon Youth Authority as an alternative to placement in state institutional facilities. Students in this program have a chronic criminal history in the community. They have frequently missed school and are behind in credits with relatively low skill levels as a result of inconsistent attendance. J Bar J is known to be an effective facility in working with young sex offenders, and a number of the boys are receiving treatment related to those offenses. In recent years, the demographics of the students who attend J Bar J have changed. Students are older, tend to have a more extensive criminal history with more serious offenses, are in need of greater special ed. support, and are more credit deficient resulting in higher maintenance.

Curriculum:

J Bar J Learning Center offers a full range of curriculum for students at the J Bar J Boys Ranch. The school combines direct and project-based instruction with individualized plans to offer a full range of basic skills classes along with electives, all of which are aligned with the content and standards of area high schools. The Learning Center prescribes to a proficiency standard-based model. Character Education and Career standards are intertwined within the curriculum. This interfaces with the job planning work that the students do outside of school time with case managers. Curriculum is delivered in a variety of ways, and instruction is differentiated based on academic and emotional needs of students in our mixed ability classrooms. It blends whole class, small group, and individual instruction. All students are enrolled in the Accelerated Math program which incorporates math common core standards. The math program allows for careful diagnosis of skill levels and recommends math activities that are tailored to the needs of each student. Students in the stabilization program utilize Odysseyware, a computer-based program, blended with direct instruction. J Bar J offers a GED pathway. It is a certified GED test site for J Bar J students.

All of J Bar J Youth Services programs operate with the same philosophy, using a cognitive behavioral therapy model, which emphasizes personal responsibility and character development. Students in the classrooms have the opportunity to complete a personal growth program in tandem with academic requirements. The highly structured environment balances both social, emotional, and academic performance.

Student education plans are developed for each student. These are updated every 90 days. Portfolios are maintained for the students and show evidence of good achievement. Benchmark samples are evident, and pre and post testing, using WIAT and STAR tests, are done to help monitor achievement. Students have shown progress on all measures of achievement.

A positive reinforcement model is used with the students throughout the day, helping them to set goals, to be accountable for their actions, and to learn more positive strategies. The students are placed in levels (0-4), which determine their responsibilities and their privileges. When a student reaches level 3 in this model, he is eligible to transition to a public school setting. Otherwise, all education and activities occur onsite.

Goals for the 2017-18 School Year

- Develop comprehensive Vocational Education program
- Start planning for new Vocational Education classrooms & related funding
- Add onsite special education support
- Develop corroborative learning communities for teachers focusing on using data to enhance student success
- Address GED needs of select students

Yearly Accomplishments

- Plans for a Vocational Education program including a new Voc/Ed building with classrooms are on track
- Formal GED program and certified test site established
- Monthly professional learning community with combined school sites
- Addition of special education teacher
- Improved Math instruction and support for all students. Avg. grade level gain of 1.9.

As evidenced in my review, J Bar J Boys Ranch has made satisfactory progress on their goals for the 2017-18 school year.

Goals for the 2018/19 School Year

- Develop a more comprehensive Reading and Writing program through the StudySyn program
- Continue ongoing development of Vocational Education program
- Transition to Work Keys for meeting Essential Skills requirements



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Colt Gill

Deputy Superintendent of Public Instruction

June 14, 2018

J Bar J Learning Centers - Boys Ranch Campus
62895 Hamby Rd
Bend, OR 97701-9575

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for J Bar J Learning Centers - Boys Ranch Campus at 62895 Hamby Rd, Bend, OR, to be registered as a private alternative education program for 2018-2019 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2018-2019 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the Institution Identification web page at <http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment

ACADEMY AT SISTERS

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2017-2018

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2018

Evaluator: Kathy McCollum

School/Program: Academy at Sisters

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: _____

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: _____

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: _____

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: _____

2.4 How are Special Education and other special needs students served?

Meets: X

Does Not Meet:

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets: X

Does Not Meet:

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets: X

Does Not Meet:

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets: X

Does Not Meet:

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets: X

Does Not Meet:

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets: X

Does Not Meet:

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets: X

Does Not Meet: _____

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets: X

Does Not Meet: _____

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets: X

Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

The Academy at Sisters has met all the requirements of their contract with the Bend-La Pine School District. The Academy at Sisters has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2018-19 school year with the Academy at Sisters.

Academy at Sisters

November 2018

The Academy at Sisters is a licensed therapeutic program for girls with clinical diagnoses. Ages are 13-18. Education services are administered as part of J Bar J Learning Center, which is accredited by AdvancEd. The Learning Center at the Academy at Sisters site is registered with the Oregon Dept. of Education as a private alternative program. The campus is located in Bend. The students reside on site and receive their academic instruction there as well. At level three of their treatment, students have the opportunity to transition to Bend HS. Teachers are licensed and highly qualified.

Student Profile:

The young women who enroll in the Academy struggle with issues around depression, chronic anxiety, attachment disorders, PTSD. Many have a history of drug and alcohol use, trauma/victimization, grief & loss, poor social skills, and social media misuse. Behaviors exhibited are self-harm, eating disorders, running away, academic decline, and oppositional defiance.

Curriculum:

J Bar J Learning Center offers a well-developed curriculum for students at the Academy at Sisters. It uses a variety of internal and external tools to evaluate its effectiveness. School is year round and addresses the needs of the mildly learning disabled student to the accelerated, high achieving student, offering remedial to advanced coursework.

Curriculum at the Academy at Sisters is customized to meet the individual needs and learning styles of the students. The curriculum is designed around state content standards, which students strive to meet through projects, activities, and scored work samples. Work samples and learning evidences are collected in student portfolios which students present at a formal portfolio presentation at the end of each semester. Work related applications can be met through community service and school "crews", which are job learning opportunities that support their community learning. Curriculum is delivered in a variety of ways, and instruction is differentiated based on the academic and emotional needs of students in their mixed ability classrooms. All students are enrolled in the school's Accelerated Math program which aligns with the new common core standards. Students in the classroom have the opportunity to complete a personal growth program in tandem with academic requirements. The highly structured environment balances both social, emotional, and academic performance.

A positive reinforcement model is used with the students throughout the day, helping them to set goals, to be accountable for their actions and to learn more positive strategies. The students are placed in levels (0-4), which determine their responsibilities and their privileges. When a student reaches level 3 in this model, she is eligible to transition to a public school setting. Otherwise, all education and activities occur onsite.

The school staff is well-trained and experienced in working with the curriculum and their students. There is excellent communication between the academic and the therapeutic staff so that they help to inform each other and to provide coordinated efforts to help the students. Activities are varied, and student modifications are made as needed.

Student learning plans and portfolios are kept for each student. Education plans are reviewed and updated every 90 days. They show good evidence of individual planning for each student and appropriate academic activities to meet those goals. Benchmark samples are evident and pre-and post-testing, using WIAT and STAR tests, are done to monitor progress. Students have show progress on all measures of achievement.

Goals for the 2017 - 2018 School Year

- Continue to focus on Math improvement
- Develop corroborative learning communities for teachers focusing on using data to enhance student success
- Enhance college prep/application program

Yearly Accomplishments

- Expanded community connections and partnerships through curriculum-related projects..
- Monthly professional learning community for teachers from all Learning Center sites
- Improved Math instruction and support for all students. Avg. grade level gain of 1.0.
- 86% of students earning high school diplomas were accepted to and enrolled in college
- Receipt of \$25,000 Wellness grant

As evidenced by my review, The Academy at Sisters has made satisfactory progress on their goals set for 2017-18 school year.

Goals for the 2018 - 2019 School Year

- Continue to focus on Math improvement
- Explore and apply to be an ASPIRE site
- Via an acquired Wellness grant, develop a comprehensive Wellness program incorporating assessment, therapeutic goals, nutrition, exercise, & social skills with the overall objective of improving physical health, emotional and social wellbeing, and metacognition.
- Development of "advisory classes" focusing on learning strategies, career exploration, college prep.



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves ... together!

Colt Gill

Deputy Superintendent of Public Instruction

June 14, 2018

J Bar J Learning Centers - Sisters Academy Campus
63325 Silvis Rd
Bend, OR 97701

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for J Bar J Learning Centers - Sisters Academy Campus at 63325 Silvis Rd, Bend, OR, to be registered as a private alternative education program for 2018-2019 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2018-2019 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the Institution Identification web page at <http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment

OREGON YOUTH CHALLENGE PROGRAM (OYCP)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2017-2018

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Date: December 2018

Evaluator: Kathy McCollum

School/Program: Oregon Youth Challenge Program

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Does Not Meet: _____

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

Oregon Youth Challenge has met all the requirements of their contract with the Bend-La Pine School District. OYC has met all of the evaluation criteria set forth in IGBHAA-AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2018-19 school year with OYC.

Oregon Youth Challenge Program

November 2018

Description of Program

OREGON YOUTH CHALLENGE PROGRAM PURPOSE:

The primary purpose of the Oregon National Guard Youth Challenge Program is to provide a nontraditional education through a quasi-military accredited alternative school. The target population is Oregon high school dropouts, students failing in school as defined by the Oregon GPA system and those students no longer attending school. The educational purpose shall include the opportunities to earn a high school diploma, GED or 8 Oregon certified high school credits and then re-enroll with the goal to graduate from their high school. Each class shall operate a minimum of 154 days unless otherwise approved by NGB. The Oregon program shall consist of three specific service stages:

- **Red Stage** - a 2 week acclimation (orientation/indoctrination/commitment)
- **White Stage** - weeks 3 - 13 (school, education, training)
- **Blue Stage** weeks 14 — 22 increased independence (school, education, training)

PROGRAM VISION:

The Oregon National Guard Youth Challenge vision is to be one of the State's leaders and premier youth programs serving high school dropouts and those who are not likely to succeed in the traditional high school system, while creating economic value, long term cost avoidance, civic contribution and future responsible tax paying citizens of Oregon.

PROGRAM MISSION:

The program mission is to provide opportunities for personal growth, self improvement and academic achievement among Oregon high school dropouts, teens no longer attending and those failing in school, through a highly structured non-traditional environment; integrating training, mentoring and diverse educational activities.

Oregon Youth Challenge Program

Student Profile and Curriculum

Student Profile:

Please refer to attached page.

Curriculum:

EDUCATIONAL MODEL / REQUIREMENTS (Diploma, GED, credits):

The classroom educational service model shall parallel the Oregon Department of Education requirements including the required Oregon Assessment of Knowledge Skills and Common Core Standards. No cadet shall be eligible for the Oregon High School Diploma without completing the required 24 alternative high school credits as approved by the Bend-LaPine School District and meeting the Oregon State Essential Skills. All diplomas that are recommended for certification must receive the authorization and signature of the Bend-LaPine Superintendent of Schools. The GED shall be issued only to those cadets who pass all four content areas on the GED test that is administered on site by GED trained proctors. Sixteen year old cadets may only take the GED after meeting a specific criteria and having received parent approval and release signature. *(Not desirable.)*

To receive 8 high school credits, a cadet must meet or exceed all pre-approved course work and test requirements with a passing grade of 80% or higher and graduate from the residential phase. Oregon's primary educational focus will be study skill development, credit recovery, GED and the Oregon High School Diploma.

Program instruction is designed to utilize the small group participatory learning process. A 1:25 teaching ratio is desired. In addition, non-certified cadre personnel are utilized to assist certified/credentialed classroom teachers and ensure compliant classroom conduct so teachers focus primarily on teaching cadets. This approach provides for an atmosphere where cadets exchange ideas, provides for collective reasoning in solving problems and fosters team building. It allows cadets to be continuously involved in receiving or giving feedback about the course materials, personal performance and cadet experiences. This model allows the slower cadet to keep up with the group. The model is directed through teacher instruction and allows cadets to work at a moderate pace through proficiency based workbooks. Cadets receive daily and weekly feedback regarding their progress and achievement status in the classroom.

The Lead Teacher is designated to coordinate the development and teaching methodology that is used in the classroom. All primary designated teachers (non-assistants) must hold a current Oregon teaching certificate before they are allowed to teach in the classroom. The Lead Teacher ensures that all instructors exercise proper class management and understand small group instruction techniques. Instructors apply three basic elements of classroom management: physical arrangement of the classroom, policies that promote and encourage learning, and policies promoting a respectful cadet-instructor relationship. The following guidelines are generally utilized for effective instruction:

- ◆ Classroom atmosphere shall be conducive to effective learning and instruction. Rooms will be well ventilated, well lit, and kept at a desirable temperature.
- ◆ Equipment required for each class will be obtained and double-checked before each lesson.
- ◆ Seating arrangements will be conducive to small group instruction.

- ◆ Lesson training aids will be used when appropriate. They will be re-evaluated for effectiveness and updated on a regular basis.
- ◆ Instructors perform in a manner that establishes and promotes a safe and positive learning environment. Allowing infractions of good conduct and failing to control a class will compromise effective learning. Failure to have enthusiasm for the subject and a proper attitude toward the cadets can degrade the learning experience. Instructor professionalism is important at all times. Profanity or racial slurs are not tolerated from either cadets or instructors at OYCP.
- ◆ Maintaining a good rapport with the cadets is essential in order to keep them motivated and involved with the Oregon Youth Challenge Program. Instructors will not use sarcasm or ridicule, a condescending attitude, impatience with slow learners, or any impression of insincerity.
- ◆ Cadets will be required to participate in a variety of learning experiences designed to increase interest in academic subjects, increase individual positive self-esteem, focus on setting and achieving personal goals and help with developing a drug-free lifestyle.

The curriculum is as flexible as possible to allow each cadet to work towards his/her own goals. It will however meet state standards. Teamwork activities encourage social interaction while learning how to work effectively with others. Hands-on activities provide strong motivation and participatory learning experiences.

The school will administer the Pre and Post Assessment tests (TABE). The data from these tests assists the educators in determining student academic placement and growth.

ENHANCEMENT OF THE PERFORMANCE OF THE DISTRICT AND MEETING NEW DIPLOMA/GRADUATION REQUIREMENTS:

Oregon Youth Challenge Program generates national and state recognition and visibility that in turn is favorable to our host Bend LaPine School District.

- ◆ The Governor of the State of Oregon and The Adjutant General of the Military , Department in partnership with the National Guard Bureau/Department of Defense authorize and provides the funding for the Oregon Youth Challenge Program through the Master Youth Programs Cooperative Agreement.

Oregon Youth Challenge Program recovers statewide drop out students, which generates additional ADMw funds for the Bend LaPine School District that would otherwise not be available. At the same time these students get back on track in school with credit recovery, and return to their home school. This in turn provides ADMw to the home school that would otherwise not be available. This ADMw resource provides 25% of the funding for the Oregon Youth Challenge Program.

Within the Service to Community component of the Oregon Youth Challenge Program, our cadets participate in the Special Olympics for Central Oregon. In addition the OYCP Community Action Team anti-bullying presentations are performed by our cadets for local elementary schools.

Oregon Youth Challenge Program is a fully accredited high school (NWAC) through 2020 and works with the Bend LaPine School District to ensure that our curriculum continues to meet the standards of the Oregon Department of Education. Within the 8 core components of the National Guard Bureau standards for Challenge Programs, our Education, Service to Community, Job Skills, and Cadet Action Plans for post residential placement OYCP is on track to begin integration within the Essential Skills, Credit for Proficiency, and Career-Related Learning Experiences and Standards requirements of the more rigorous high school diploma.

Oregon Challenge High School / Oregon National Guard Youth Challenge Program

2017– 2018 Goals

- We will be increase the time our SPED teacher has with our students by having her team teach with our lower level Language Arts and math teacher.

Because of the demand and the increase of students with special needs we have not been able to have our .75 Special Education teacher assist in the classroom as much as we had wanted. She continues to work with our local district to make sure all of our students needs are met and all IEPs are current.

- We will be working on a building expansion in 2018. The goal is to complete construction by December 2018 increasing student population by 24 in 2019 and an additional 60 in 2020.

We are currently under way on the expansion. The first phase of three should be completed by the start of our next class.

- We will continue to increase the outside activities we provide our students by 10 %. Currently we are providing approximately four events/special activities per class. We will be adding new activities. These activities will consist of book readings, theatrical events, guest speakers and community /service learning events.

We have been able to add more outside educational activities to our students along with bringing in new guest speakers and new additions to our Career/ Opportunities Fair.

2018– 2019 Goals

- With our new expansion and increase in student numbers, we will be making changes in the daily schedule and our curriculum. The math curriculum continues to evolve. We have a tremendously academic diverse population and we have to add different levels to help our students become successful. This includes lower as well as higher-level areas.
- We plan to hire additional staff as we expand. This will keep our teacher to student ratios around 25 to 30 students per classroom.
- We will be adding more technology as our staff and student numbers increase.

Class 54, 2017-2 Grad

		Gender		Hispanic/Latino		Gender		Total	Grand Total
		Female				Male			
Ethnicity	Data	0	1			0	1		
American Indian/Alaskan	Count					1	1	1	
	Percent	0%	0%	0%		1%	0%	1%	1%
MultiRacial	Count	1	1	2		8	8	10	
	Percent	1%	1%	2%		7%	0%	7%	8%
White	Count	5	20	25		45	36	81	106
	Percent	4%	16%	20%		37%	29%	66%	86%
Black	Count					2	2	2	
	Percent	0%	0%	0%		2%	0%	2%	2%
Asian	Count	1	1	2					2
	Percent	1%	1%	2%		0%	0%	0%	2%
Pacific Islander	Count	1		1		1	1	2	
	Percent	1%	0%	1%		1%	0%	1%	2%
Total Count		8	22	30		57	36	93	123
Total Percent		7%	18%	24%		46%	29%	76%	100%

of Counties Represented = 22

of Schools Represented = 56

Students East of Cascades: 18 (15%)

Students West of Cascades: 105 (85%)

Born in Oregon: 22 Female, 72 Male

Baker	0
Benton	0
Clackamas	7
Clatsop	0
Columbia	4
Coos	2
Crook	1
Curry	0
Deschutes	4
Douglas	1
Gilliam	0
Grant	0
Harney	0
Hood River	0
Jackson	8
Jefferson	1
Josephine	3
Klamath	1
Lake	0
Lane	3
Lincoln	0
Linn	1
Malheur	2
Marion	3
Morrow	1
Multnomah	30
Polk	0
Sherman	1
Tillamook	1
Umatilla	5
Union	0
Wallowa	0
Wasco	2
Washington	40
Wheeler	0
Yamhill	2
Other	0
Sum	123

Data	Total
Sum of IEP	27
Sum of ADD	8
Sum of ADHD	19
Sum of SpecialEdStudent	13
Sum of FamilyPublicAssistance	58
Sum of FoodStamps	26
Sum of TimesSuspended	117
Sum of UsedIllegalDrugs	33
Sum of Adopted	4
Sum of FosterChild	0
Sum of TimesArrested	31
Sum of WardOfState	1
Sum of ParentsSeperated	10
Sum of ParentsDivorced	31
Sum of ResTreatProgram	1
Sum of AttemptedSuicide	9

	16	17	18	19
Count of Ages at Start	46	65	12	0
	37%	53%	10%	0%
Count of Ages at Graduation	26	57	36	4
	21%	46%	29%	3%

Class 55, 2018-1 Grad

		Gender	Hispanic/Latino		Gender			
		Female		Total	Male		Total	Grand Total
Ethnicity	Data	0	1		0	1		
American Indian/Alaskan	Count				3	1	4	4
	Percent	0%	0%	0%	2%	1%	3%	3%
MultiRacial	Count	1	2	3	4	1	5	8
	Percent	1%	1%	2%	3%	1%	3%	5%
White	Count	15	17	32	56	51	107	139
	Percent	10%	11%	21%	36%	33%	69%	89%
Black	Count		1	1	3	1	4	5
	Percent	0%	0%	0%	2%	0%	2%	2%
Asian	Count	1	1	2				2
Total Count		16	20	36	66	54	120	156
Total Percent		10%	13%	23%	42%	35%	77%	100%

Data	Total	Avg GPA = 1.33		85
Sum of IEP	41	26%		59%
Sum of ADD	23	15% Special Needs = 53 (33%)		
Sum of ADHD	23	15%		
Sum of SpecialEdStudent	7	4%		
Sum of FamilyPublicAssistance	51	33%		
Sum of FoodStamps	38	24%		
Sum of TimesSuspended	172	times for 57 (37%) students		
Sum of UsedIllegalDrugs	52	33%		
Sum of Adopted	0	0%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	12	times for 9 (6%) students		
Sum of WardOfState	5	3%		
Sum of ParentsSeperated	13	8%		
Sum of ParentsDivorced	39	25%		
Sum of ResTreatProgram	9	6%		
Sum of AttemptedSuicide	4	3%		

	16	17	18	19
Count of Ages at Start	76	59	21	0
	49%	38%	13%	0%
Count of Ages at Graduation	44	69	28	0
	28%	44%	28%	0%

of Counties Represented = 25
 # of Schools Represented = 91
 Students East of Cascades: 17 (11%)
 Students West of Cascades: 139 (89%)
 Born in Oregon: 25 Female, 92 Male

Baker	1
Benton	5
Clackamas	17
Clatsop	2
Columbia	4
Coos	2
Crook	2
Curry	0
Deschutes	6
Douglas	1
Gilliam	0
Grant	1
Harney	0
Hood River	0
Jackson	8
Jefferson	1
Josephine	2
Klamath	1
Lake	0
Lane	3
Lincoln	0
Linn	4
Malheur	0
Marion	12
Morrow	0
Multnomah	26
Polk	3
Sherman	0
Tillamook	1
Umatilla	3
Union	1
Wallowa	0
Wasco	1
Washington	47
Wheeler	0
Yamhill	2
Other	0
Sum	156

July 31, 2018

Oregon Youth
Challenge
23861 Dodds Rd.
Bend, OR 97701

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for **Oregon Youth Challenge** at 23861 Dodds Rd, Bend, OR 97701 to be registered as a private alternative education program for 2018-2019 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2018-2019 school year.

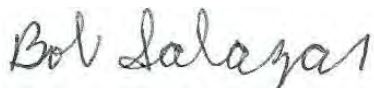
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Please direct questions to Bob Salazar at bob.salazar@state.or.us or 503-947-5981.

Sincerely,

A handwritten signature in black ink that reads "Bob Salazar". The signature is written in a cursive, flowing style.

Bob Salazar, Education Specialist
Office of Teaching, Learning &
Assessment

EDUCATING THRIVING CITIZENS

BEND-LA PINE SCHOOLS



Board End #1

ACADEMIC EXCELLENCE



ELEMENTARY
STUDENT
READINESS
SCORES IN
ENGLISH
LANGUAGE ARTS
INCREASED BY 1.1%
TO 71.2%.

(71.9% TO 71.3% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



ELEMENTARY
STUDENT
READINESS
SCORES IN
MATHEMATICS
INCREASED BY 5.9%
TO 68.2%.

(65.1% TO 65.2% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18





MIDDLE SCHOOL
STUDENT
READINESS SCORES
IN ENGLISH
LANGUAGE ARTS
INCREASED BY 2.5%
TO 72.0%.

(73.1% TO 72.1% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



MIDDLE SCHOOL
STUDENT
READINESS
SCORES IN
MATHEMATICS
INCREASED BY 9.7%
TO 62.1%.

(54.4% TO 56.4% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



BEND-LA PINE SCHOOLS 2017-18

PERCENT OF FRESHMEN ON TRACK TO GRADUATE
INCREASED BY .2% TO AN ALL TIME HIGH OF 88.3%.

(85.5% TO 86.5% ROLLING AVERAGE)

HIGH SCHOOL
STUDENTS ACT
COMPOSITE
SCORE
DECREASED BY .5
TO 20.7.

(20.9 TO 20.9 ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



Board End #2

ACADEMIC EXCELLENCE



BEND-LA PINE SCHOOLS ACHIEVEMENT GAP

12TH GRADE ACT COMPOSITE
SCORE GAP DECREASED
FROM 4.4 TO 4.1.
(4.3 TO 4.3 ROLLING AVERAGE)

9TH GRADE ON-TRACK TO
GRADUATE GAP DECREASED
FROM 18.0% TO 15.8%.
(18.7% TO 18.0% ROLLING AVERAGE)

6TH-8TH GRADE MATH
READINESS GAP DECREASED
FROM 32.0% TO 30.2%.
(32.6% TO 32.4% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



BEND-LA PINE SCHOOLS ACHIEVEMENT GAP

6TH-8TH GRADE ELA
READINESS GAP DECREASED
FROM 30.9% TO 30.2%.
(29.3% TO 30.3% ROLLING AVERAGE)

3RD-5TH GRADE MATH
READINESS GAP INCREASED
FROM 28.7% TO 30.4%.
(27.7% TO 28.7% ROLLING AVERAGE)

3RD-5TH GRADE ELA
READINESS GAP INCREASED
FROM 28.5% TO 31.8%.
(28.1% TO 29.3% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



Board End #3

ACADEMIC EXCELLENCE





4-YEAR
GRADUATION
COHORT RATE
INCREASED BY 3.2%
TO AN ALL TIME
HISTORIC HIGH OF
81.9%.

(77.8% TO 79.4% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18

Board End #4

THRIVING CITIZEN



OUR STUDENTS'
LEVELS OF
HOPE INCREASED
BY .01 TO 4.20,
PER THE GALLUP
NATIONAL
STUDENT POLL.

(4.21 TO 4.21 MEASURED ON A 1-5
SCALE, ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2018



OUR STUDENTS'
LEVELS OF
ENGAGEMENT
DECREASED BY
.04 TO 3.87, PER
THE GALLUP
NATIONAL
STUDENT POLL.

(3.92 TO 3.91 MEASURED ON A 1-5
SCALE, ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2018

Board End #5

THRIVING CITIZEN



STUDENT
PARTICIPATION IN
EXTRA AND CO-
CURRICULAR
ACTIVITIES
INCREASED BY
1.8% TO AN ALL
TIME HIGH OF
NEARLY 53.2%.

(48.5% TO 51.1% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



Board End #6

FUTURE READY



STUDENT
PARTICIPATION IN
ADVANCED
COURSEWORK
INCREASED FROM
2.21 TO 2.32 AS
MEASURED BY
#CREDITS TAKEN/
YEAR/STUDENT

(2.19 CREDITS TO 2.23 CREDITS
ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2017-18



Board End #7

FUTURE READY



STUDENTS USE
OF THE 4C'S ON A
WEEKLY/MONTHLY
BASIS AS
MEASURED BY
CLARITY SURVEY:

STUDENTS COLLECT AND ANALYZE
DATA REMAINED FLAT AT 73%.
(72.7% TO 72.3% ROLLING AVERAGE)

STUDENTS CONDUCT EXPERIMENTS
AND PERFORM MEASUREMENTS
DECREASED FROM 66% TO 64%.
(65.3% TO 64.7% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2018



STUDENTS USE
OF THE 4C'S ON A
WEEKLY/MONTHLY
BASIS AS
MEASURED BY
CLARITY SURVEY:

STUDENTS CONDUCT RESEARCH
DECREASED FROM 90% TO 89%.
(89.0% TO 89.3% ROLLING AVERAGE)

STUDENTS IDENTIFY AND SOLVE
AUTHENTIC PROBLEMS REMAINED FLAT
AT 59%.
(59.7% TO 59.0% ROLLING AVERAGE)

BEND-LA PINE
SCHOOLS 2018

Board End #8

FUTURE READY





BEND-LA PINE SCHOOLS

BEND-LA PINE SCHOOLS GRADUATES ENTERING 2 OR 4 YEAR COLLEGES INCREASED BY 1% TO 66.9%.

(63.4% TO 65.2% ROLLING AVERAGE)



CLASS OF 2018

COLLEGE ELIGIBLE HIGH SCHOOL CREDITS/ PER SENIOR DECREASED .01 TO 1.43 CREDITS.

(1.13 TO 1.44 ROLLING AVERAGE)

CLASS OF 2018

NUMBER OF STUDENTS EARNING 3+ CTE CREDITS INCREASED BY 2.6% TO 12.2%.

(7.0% TO 9.7% ROLLING AVERAGE)





REPORT: Administrative Policy & Regulation Quarterly Report (2 of 4)

PRESENTED BY: Superintendent Mikalson

EXECUTIVE SUMMARY:

As part of the May 2018 Executive Limitation Policy Monitoring Report the district suggested implementing a quarterly reporting system to the board to help meet the goal of better communication about new administrative policies and regulations and updates to existing administrative policies and regulations. Board members were supportive of the quarterly report and tonight's report is number two of four that will be presented for the 2018-19 school year.

The following report provides a summary of new, revised and retired administrative policies and regulations for the dates of September 11, 2018 – December 6, 2018. Also noted are any forms that coincide with a policy or regulation and the status of translation for each policy and regulation listed. The district continues to evaluate which policies, regulations and/or forms would be most critical for families and students who speak a foreign language. While nearly all translation is done in Spanish, it should also be noted that the district is beginning to translate some documents into Vietnamese and Mandarin.

Administrative Policy & Regulation
Quarterly Report (2 of 4)
September 11, 2018 – December 11, 2018

REVISED

Title	Summary	Translation Status
EL 3: Treatment of Students, Parents / Guardians and the Public	Updated #4 to include expanded language on the parent / guardian involvement at levels, and in academic, social-emotional and cultural aspects of schooling; as approved at 9/25/18 board meeting.	Spanish translation in progress.
JECDB-AR: Homeless Students	The McKinney Vento Act was reauthorized by Title IX-A of ESSA, with federal regulations in March 2016 and affected the regulation on homeless students. The updated language includes access to public preschools, appropriate elementary and secondary education and support services, extracurricular activities and charter schools; as well as ensuring homeless students may receive full or partial credits from prior schools for satisfactory work completion.	Spanish translation in progress
JHCD-AR: Administration of Medication	Updated to align with responsibilities and requirements related to the administration of prescription and nonprescription medication, reflect adrenal crisis action plan and response requirements.	Spanish translation complete

RETIRED

Title	Summary
none	

SPANISH TRANSLATION COMPLETED SINCE LAST REPORT

Title
Discrimination Complaint Form
Public Complaints Form
AC-AR: Discrimination Complaint Procedure
KCA-AP: Volunteers in Schools
KCA-AR: School Volunteers / Criminal History Records Check
AC-AP: Non-Discrimination
KK-AR: Visitors to District Facilities
JHCD-AR: Administration of Medication



DISCUSSION ITEM: OSBA Legislative Policy Committee : Position 3 Vacancy

PRESENTED BY: Chair High

EXECUTIVE SUMMARY:

OSBA is seeking candidates to fill Position 3, Central Region, on the OSBA Legislative Policy Committee (LPC). The vacancy was created by the resignation of Cheri Helt due to her recent election to House District 54 in the Oregon Legislature.

Candidates must be members of a governing board of a school district, education service district or community college in the Central Region. Applicants do not need to be nominated by their respective local boards; however, must complete and return the following application materials to Jane Leonhardt at OSBA by 5:00 p.m. on December 14, 2018.

OSBA Board of Directors will appoint an applicant to the position in February 2019. The term for Position 3 runs through December 31, 2019.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: _____ Date: _____

Address: _____

City / ZIP: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Deadline: December 14, 2018, 5 p.m.

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable. E-mail to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Deadline: December 14, 2018, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: _____

Region: _____

District/ESD/CC: _____

Position #: _____

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

3. What do you see as the two most challenging legislative issues faced by OSBA?

4. What do you see as the two most challenging legislative issues faced by your region?

5. What is your plan for communicating with boards in your region about legislative issues?

Deadline: December 14, 2018, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.